



# TALBOT COUNTY PUBLIC SCHOOLS PROGRAM OF STUDIES | 2023 - 2024

*Transforming and Performing the TCPS Way!*



2023



Talbot County  
Public Schools

2024

# *A Message from the Superintendent of Schools: Dr. Sharon Pepukayi*



Dear Students & Families,

The Talbot County Public Schools Leadership Team is invested in providing our students a quality education that prepares them for a successful future. As such, we have many partnerships, tools, and opportunities available to successfully plan student schedules for the upcoming year. Each student is encouraged to take advantage of the course offerings at their high school, cross-county programs, and/or the Chesapeake College dual enrollment program. The student's schedule should be aligned with and support future aspirations of either attending college or launching a career. Maintaining a full schedule that includes internships and apprenticeship programs is also advantageous.

This Program of Studies coupled with our Naviance software will provide assistance in developing a schedule that will best meet students' needs. Our school counselors and staff are ready, willing, and prepared to assist with creating and updating their five-year career and academic plan. I wish all of our students much success in the upcoming academic school year and remember, it's always a great day for success at TCPS!

Sincerely,

Sharon Pepukayi, Ed.D.

*"It's always a great day for success at TCPS".*

# Talbot County Public Schools

## Secondary Schools

<p>Easton High School 723 Mecklenburg Avenue Easton, Maryland 21601</p>	<p>Ms. Sherry Spurry, Principal Mrs. Bridget Harper, Assistant Principal Mrs. Nicole Sherrod-Hill, Assistant Principal Mr. William Thompson, Assistant Principal</p>
<p>Easton Middle School 201 Peachblossom Road Easton, Maryland 21601</p>	<p>Ms. Kelly Murdoch, Principal Dr. Carolanne Burkhardt, Assistant Principal Mr. Todd Stoker, Assistant Principal Ms. Ashley Quicke, Administrative Intern</p>
<p>St. Michaels Middle and High School 200 Seymour Avenue Easton, Maryland 21663</p>	<p>Mrs. Theresa Verner, Principal Mr. John Strickland, Assistant Principal</p>

## School Counselors

<p>Easton High School</p>	<p>Ms. Jessica Baker, School Counselor Mr. Carlton Brown, School Counselor Mrs. Tammy Nies, School Counselor Mrs. Holly Smith, School Counselor</p>
<p>Easton Middle School</p>	<p>Ms. Kerry Asbell, School Counselor Ms. Kindel Kimball, School Counselor Ms. Ann Nilsen, School Counselor</p>
<p>St. Michaels Middle and High School</p>	<p>Mr. JR Burkhardt, School Counselor Mrs. Rachel Kerr, School Counselor</p>

*The Talbot County Board of Education is committed to promoting the worth and dignity of all individuals. The Board will not tolerate or condone any act of bias, discrimination, insensitivity, or disrespect toward any person on the basis of race, color, sex, gender, gender identity, sexual orientation, age, national origin, religion, socio-economic status or disabling condition.*

*Employees, students, parents, and community members may report allegations of sexual harassment to the Title IX Coordinator for Talbot County Public Schools: Director of Student Services, Darlene A. Spurrier. Talbot County Public Schools 12 Magnolia Street Easton, Maryland 21601 Telephone: 410-822-0330 Email address: [Title9Coordinator@talbotschools.org](mailto:Title9Coordinator@talbotschools.org)*

## Preparing for High School Graduation



This booklet is designed to help students and families select courses to plan for high school and post-secondary experiences.

- Our goal is to have every Talbot County Public School student graduate college and career ready.
- It is important for students to be prepared with the tools they need to make decisions for their future.
- When selecting courses, it allows students to examine potential career options and take courses that prepare them for college.
- Our pathways are designed to provide students with an opportunity to take Career and Technical Education (CTE) courses, Dual Enrollment, and Advanced Placement Courses.
- We encourage ALL students to take advantage of all course opportunities.

The 2023 – 2024 Program of Studies can also be found online at:  
[www.talbotschools.org](http://www.talbotschools.org)



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# 1

## Planning Information: Graduation Requirements



- Students are encouraged to work with their families and school counselors to help navigate their course selection process.
- Students should make choices based upon their career plan, abilities, and potential interest. It is important for students and families to understand graduation requirements, how credits are obtained, and to complete the 5-year plan.
- The Five-Year Plan of Study, located on page 62, is for students to map their academic course of study based on their intended career.

# Planning for high school and post-secondary experiences:

## During the 8th Grade Year

Parents or guardians and students have the opportunity to meet with a school counselor and to:

- Review the Program of Study;
- Discuss how to make the most of the student's high school program - one that ensures a high quality, rigorous and enjoyable experience.
- Use the sample, Five-Year Plan of Study, located on page 62, as a planning guide to make 9th grade course selections.
- Develop a Five-Year Plan of Study and complete the enclosed worksheet.

## While Developing Five-Year Plans

- Schedule the courses required for graduation. Leave ample time in your schedule to take all required courses.
- Consider course difficulty when planning each semester or school year. Balancing your workload will help you achieve higher academic standards, and/or plan out the career complete program of your choice.
- Choose electives that give you a chance to demonstrate or develop special talents, interests, or explore career possibilities.

Some courses have been designed to improve the reading and math skills of those students who need extra preparation to be most successful in high school coursework and to pass state assessments.

Advanced Placement courses are identified by an "AP" designation. These courses are taught on a collegiate level and the AP exam determines if the student is eligible to receive college credit. The student receives high school credit based on passing the class.

## Every Year in Grades 9-12

Parents or guardians and students have the opportunity to meet with a school counselor and/or teacher to:

- Review and revise your Five-Year-Plan of Study.
- Use the Program of Studies to select courses that challenge your interests and abilities.
- Discuss post-high school, college, and career plans.
- Determine if you have an interest in completing a career pathway program, plan to pursue college-level course work through AP courses and dual enrollment opportunities, or want the experience of an internship or work experience.
- Plan a course of study that meets the requirements for a Maryland High School Diploma and prepares you for opportunities after high school.

# TCPS Graduation Requirements

Students can earn a high school diploma by meeting requirements of the Maryland State Department of Education and Talbot County Public Schools. TCPS students must earn a minimum of 22 credits to graduate.

Subject Area	Credits	Minimum Credits
English	4	1 credit in English 9 1 credit in English 10 1 credit in English 11 1 credit in English 12
Math	4	1 Algebra I- required 1 Geometry-required 2 Additional Math Credits **Students seeking admission to University of Maryland Systems will be required to have Algebra II.
Science	3	1 credit in Biology 1 credit in Chemistry 1 credit in Physical or Earth Science
Social Studies	3	1 credit in US History 1 credit in Government 1 credit in World History
Physical Education/Health	2	2 credits
Technology Education	1	1 credit: Intro to Engineering <b>or</b> Foundation of Comp Science <b>or</b> Technology Education; Principles of Engineering; Engineering Essential
Fine Arts	1	Art, Music, Theater,
Electives	1-4	Electives courses are available.
Program Completion Options	3-4	World Language- 2 credits of the same language OR Career and Technology Education. **3 or 4 credits in depending on the program.

**Note: To be considered for admission to a University of Maryland college system, students must earn 4 math credits including Algebra I, Geometry, and Algebra II. Students should review UMD admission requirements.**



# TCPS Graduation Requirements Con't

<b>Other Graduation Requirements</b>
Student Service-Learning Hours <b>75 Hours</b>
Maryland Comprehensive Assessment Program (MCAP) <b>Algebra I, English 10, Biology, and Government</b>

## Promotion Procedures

Students are promoted from one grade level based on the number of credits and types of credit needed to meet TCPS graduation requirements.

<b>By the end of Grade 9:</b>	<b>By the end of Grade 10:</b>	<b>By the end of Grade 11:</b>	<b>By the end of Grade 12:</b>
A minimum of <b><u>5</u></b> credits with <b><u>1</u></b> credit in English and <b><u>1</u></b> credit in Math will be needed to be promoted to 10th grade.	A minimum of <b><u>12</u></b> credits with <b><u>2</u></b> credits in English and <b><u>2</u></b> credits in Math will be needed to be promoted to 11th grade.	A minimum of <b><u>17</u></b> credits with <b><u>3</u></b> credits in English and <b><u>3</u></b> credits in Math will be needed to be promoted to 12th grade.	A minimum of <b><u>22</u></b> credits with <b><u>4</u></b> credits in English and <b><u>4</u></b> credits in Math will be needed to meet graduation requirements.

\*\*Students have opportunities to earn recovery credits during the school through approved courses and recovery opportunities; however, students are encouraged to be successful during their first attempt to remain on track for graduation.

## MCAP Assessments (Maryland Comprehensive Assessment Program)

Maryland High School Students are required to take certain assessments in order to earn a High School Diploma. Those assessments are administered near the time of completion for Algebra 1, English 10, Government, and Biology. If a student completes Algebra 1 in Middle School and takes the Algebra 1 assessment prior to High School, they will have met Maryland’s requirement to graduate but will still need to take an assessment in High School as required by ESSA (Every Student Succeeds Act). Students will have an opportunity to meet this requirement by taking the MCAP assessment for Geometry or Algebra 2. Outlined below are the assessments required and the course of enrollment when the assessment will be administered:

Subject Area	Mathematics	English/Language Arts	Government	Science
<b>Course #</b> <b>Course Name</b>	H3020 Algebra 1	H01002 College and Career Ready English 10	H2045 Government	H4025 Biology
<b>Required Assessment</b>	MCAP Algebra 1	MCAP English 10	HS Government	LS MISA
<b>Alternative Assessment</b>	<i>MCAP Geometry or MCAP Algebra 2 if Algebra 1 is completed in Middle School</i>	<i>No Alternative Assessment</i>	<i>AP Government Exam if the AP Government course is taken.</i>	<i>No Alternative Assessment</i>

Beginning in the 2023-2024 school year, Government and LS MISA assessments will transition to an end-of-course (EOC) assessment which will account for 20% of the student’s final grade. This transition begins with 9<sup>th</sup> graders beginning in 2023 – 2024 as shown below:

“X” indicates when the MCAP End-of-Course Assessment Requirement for Government and Science (LS MISA) will count for 20% of the student’s final grade.

	9 <sup>th</sup> Graders	10 <sup>th</sup> Graders	11 <sup>th</sup> Graders	12 <sup>th</sup> Graders
2023 – 2024	X			
2024 – 2025	X	X		
2025 – 2026	X	X	X	
2026 – 2027	X	X	X	X

Talbot County Public Schools uses **Naviance Student** to help students explore, navigate, and prepare for post-secondary experiences. **Naviance Student** is a web-based program that allows students to explore and create college/career plans starting in 6<sup>th</sup> grade through 12<sup>th</sup> grade.

Your child will have access to the following tools on **Naviance Student**:

- ⇒ **Self-Discovery**--Students will use survey tools to discover their interest, develop career/college roadmaps, complete career cluster assessments, take a strengths survey, and complete a 5<sup>th</sup> year plan, etc.
- ⇒ **College and Career Preparation**--Students will research college “best fits”, locations, cost, majors, and admissions requirements. Students will explore their strengths and goals through a career cluster finder to help them determine potential career options. These tools are useful as students make course selections each year.
- ⇒ **Applying to college**--Students will be able to request transcripts be sent to colleges, request teacher recommendations, track college applications, and complete the senior survey. (12<sup>th</sup> Grade Only)
- ⇒ AND MUCH MORE!

**Students can access *Naviance Student* through clever on FROG**



## Blueprint CCR Program of Study Overview

*The Blueprint for Maryland's Future* legislation aspires to expand and elevate educational opportunities for all students. *The Blueprint* sets a new College and Career Readiness (CCR) standard that prepares graduates for success in college and the workforce by ensuring they have the knowledge and skills to complete entry-level credit-bearing college courses and work in high-wage and high-demand industries. *The Blueprint* outcomes are designed to have students meet the CCR standard by the end of their 10<sup>th</sup>-grade year and access post-CCR opportunities at no cost.

### Current Blueprint Interim Standard

A student meets the CCR Standard through earning the following credentials for both English and Mathematics:

English	Mathematics
English 10 (ELA): <ul style="list-style-type: none"> <li>● Score a <b>3</b> or <b>4</b> on Fall or Spring MCAP</li> </ul>	Algebra I, Geometry, or Algebra II: <ul style="list-style-type: none"> <li>● Score a <b>3</b> or <b>4</b> on Fall or Spring MCAP</li> </ul> <p style="text-align: center;"><b><u>or</u></b></p> Score a <b>520</b> on the Math portion of SAT

### Post-CCR Pathways:

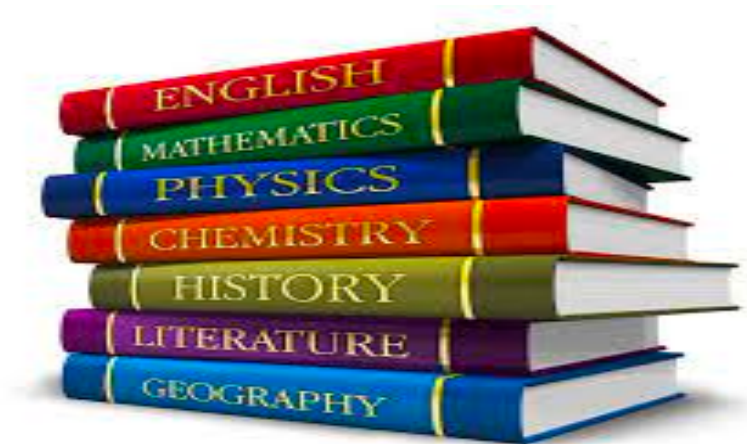
A student meeting the CCR Standard listed above will have access to several post-CCR pathways at no cost to the student. *The Blueprint* defines three post-CCR pathways to create opportunities for students to earn a specific certificate, license, or other credentials recognized and valued by the higher education and industry communities. The three Post-CCR pathways include:

- Advanced Placement (AP) programs
- Dual Enrollment or early-college programs
- Career and Technical Education (CTE) programs



# 2

## Course Description



- This section describes the scope of the approved high school curriculum for Talbot County Public Schools. Some courses are taught every semester, or even every year.
- Course scheduling is subject to minimum student enrollment and to staffing capacity.
- The high school principals make every effort to construct their master schedules in response to student needs and interests. However, schedule conflicts do occur.
- It is not possible to guarantee that every student will be able to take every class requested, even if that class had been part of his/her five-year plan.

# ENGLISH

## 9<sup>th</sup> Grade

### **H1018 College & Career Ready English 9** (1 Credit) Year Long

Students will complete the foundational study of essential college and career readiness skills, including grammar, reference and research, vocabulary development, and critical analysis of literature and non-fiction texts. Oral discussion, presentations, outside readings, and extended writing projects will be expected from all students. Instruction will focus on meeting the MD College & Career Readiness English Language Arts Standards (MDCCRS) in Speaking and Listening, Language, Reading, and Writing. Outside readings and writing projects are required. ***This course is required for all 9<sup>th</sup> grade students.***

## 10<sup>th</sup> Grade

### **H01002 College & Career Ready English 10** (1 Credit) Year Long

Students will extend their study of essential college and career readiness skills, including grammar, reference and research, vocabulary development, and critical analysis of literature and non-fiction texts. Oral discussion, presentations, outside readings, and extended writing projects will be expected from all students. Instruction will focus on meeting the MD College & Career Readiness English Language Arts Standards (MDCCRS) in Speaking and Listening, Language, Reading, and Writing. Outside readings and writing projects are required. ***This course is required for all 10<sup>th</sup> grade students.***

## 11<sup>th</sup> Grade

***Students must select one of the following as their 11<sup>th</sup> grade English course***

### **H01003 College & Career Ready English 11** (1 Credit) Semester Long

Students will expand their study of essential college and career readiness skills, including grammar, reference and research, vocabulary development, and critical analysis focused on a survey to literature and related non-fiction texts. Oral discussion, presentation, outside readings, and extended writing projects will be expected from all students. Instruction will focus on meeting the MD College & Career Readiness English Language Arts Standards (MDCCRS) in Speaking and Listening, Language, Reading, and Writing.

### **H1040 Advanced Placement English Language & Composition** (1 Credit) Year Long

Students will expand collegiate reading skills through exposure to multiple texts written in a variety of rhetorical contexts. Students will develop collegiate writing and composition competencies, and demonstrate mastery of stylistic and organizational components of English in expository, narrative, argumentative and explanatory essays. Students will compose, analyze and evaluate texts through an extensive exploration of literature and an integrated approach to reading and writing instruction. Extensive outside readings and writing projects are required. AP Exam required.

***Prerequisite: successful completion of two English credits.***

### **H1050 Advanced Placement English Literature & Composition (1 Credit) Year Long**

Students will read, interpret, evaluate and critically analyze a variety of literary texts. Through close reading and discussion, students will examine style and organizational components of written and oral language to deepen their understanding of the ways writers provide both meaning and enjoyment for readers. Students will plan and execute analytical essays and report formal research with appropriate support and documentation. Extensive outside readings and writing projects are required. AP Exam required. *Prerequisite: successful completion of two English credits.*

### **12<sup>th</sup> Grade**

***Students must select one of the following as their 12<sup>th</sup> grade English Course.***

### **H0106201 College & Career Ready English 12 (1 Credit) Semester Long**

Students will broaden their study of essential college and career readiness skills, including grammar, reference and research, vocabulary development, and critical analysis focused on a survey of literature and related non-fiction texts. Oral discussion, presentations, outside reading, and extended writing projects will be expected from all students. Instruction will focus on meeting the MD College & Career Readiness English Language Arts Standards (MDCCRS) in Speaking and Listening, Language, Reading, and Writing.

### **H1050 Advanced Placement English Literature & Composition (1 Credit) Year Long**

Students will read, interpret, evaluate and critically analyze a variety of literary texts. Through close reading and discussion, students will examine style and organizational components of written and oral language to deepen their understanding of the ways writers provide both meaning and enjoyment for readers. Students will plan and execute analytical essays and report formal research with appropriate support and documentation. Extensive outside readings and writing projects are required. AP Exam required. *Prerequisite: successful completion of two English credits.*

### **H1040 Advanced Placement English Language & Composition (1 Credit) Year Long**

Students will expand collegiate reading skills through exposure to multiple texts written in a variety of rhetorical contexts. Students will develop collegiate writing and composition competencies, and demonstrate mastery of stylistic and organizational components of English in expository, narrative, argumentative and explanatory essays. Students will compose, analyze and evaluate texts through an extensive exploration of literature and an integrated approach to reading and writing instruction. Extensive outside readings and writing projects are required. AP Exam required. *Prerequisite: successful completion of two English credits.*

### **Elective Selections – 10<sup>th</sup>, 11<sup>th</sup>, or 12<sup>th</sup> Grades**

**The courses listed below do not satisfy the requirements for 4 credits in English.**

### **H1080 Writing for Publications and Journalism (1 Elective Credit) Semester Long**

Students will learn techniques of writing narrative and descriptive prose in multiple forms, including dialogue, drama, poetry and non-fiction feature stories for personal and public presentation and publication. Students will evaluate, edit and critique their own and others' writings. Students will explore the basics of photojournalism and desktop design. Outside readings and writing projects are required. Extended writing projects are required. *Prerequisite: CCR English 9.*

### **H10105 Reading & Writing Lab (1 Credit) Semester Long**

Reading & Writing Lab is designed to meet the needs of students who need intensive instruction in reading fluency and comprehension, and writing. This course offers individualized diagnostic lessons that address the needs of each learner. Instruction is complemented with reading and writing strategies that can be used to build success across all curriculum areas. Enrollment in this course is determined by school assessment data and administrative recommendation.

### **H0100102/H0100202 English Semester 3 (Credit recovery) Semester Long**

English Semester 3 is designed to offer extra time and assistance to students who would benefit from intensive reading and writing instruction, as well as test-taking skills. The main focus of this course is on mastering skills needed for credit recovery in CCR English 9 (H0100102) or CCR English 10 (H0100202). Enrollment in this course is determined by assessment data and administrative recommendation.





# ENGLISH FOR SPEAKERS OF OTHER LANGUAGE (ESOL) Program

Academic programming for English learners is informed by the ESOL teacher, the students, parent/guardian, and counselor. Student's English language acquisition should be defined early so that an appropriate program of study can be chosen.

English learners are placed in ESOL courses according to their overall proficiency level in English. Students are identified for initial placement in the ESOL program based on parent/guardian response to the Home Language Survey at registration. Language proficiency is measured by the WIDA screener initially and then by WIDA ACCESS annually.

## **H1091 EFL 1 (English as a Foreign Language 1)** (1 World Language Credit) Year Long

This course is appropriate placement for English learners initially identified for ESOL services and those on the "entering" phase of English language proficiency according to WIDA ACCESS. The course covers basic inter-personal language skills and English literacy skills. The students are taught using the whole language approach and current ESOL methods. This course may be repeated once for credit. Recommended for Proficiency Levels 1 and 2.

## **H1093 EFL 2 (English as a Foreign Language 2)** (1 World Language Credit) Year Long

English learners continue to develop proficiency in listening, speaking, reading, and writing. This course is appropriate for placement for English learners in the "emerging" to "developing" phase of English language proficiency according to WIDA ACCESS. Using an integrated approach to language study, students increase their understanding of the structure of English through a variety of writing and reading assignments. Students refine their listening and speaking skills through class discussions and oral presentations. This course may be repeated once for credit. Recommended for Proficiency Levels 2 and 3. *Prerequisite: Successful completion of EFL 1.*

## **H1095 ELL** (1 Elective Credit) Semester Long

A student may take this course upon the recommendation of the ESOL instructor. It is designed for the English learner who needs individualized attention to master specific language skills beyond EFL 1 and EFL 2. This course will provide students support in academic language development across content classes. This course may be repeated once for credit. Recommended for Proficiency Levels 3 and 4.

# FINE ARTS

## Art Courses

### **H8010 Foundations of Art** (1 Credit) Semester Long

This course introduces students to the world of art by producing art, appreciating art, and judging art from different time periods, cultures, and societies. Studio activities explore themes common to all artists and are based on examples from around the world. Units of study focus on building art skills and a visual vocabulary in both two and three-dimensional media.

### **H0515801 Studio Art I (Pottery, Fibers and Sculpture)** (1 Credit) Semester Long

Students will further experience art through the creative process by focusing on three-dimensional works. Students will work with several media such as pottery, fibers, and sculpture. Other possible media include clay, ceramics, wood, metals, and textiles. *Prerequisite: Foundations of Art.*

### **H0515501 Studio Art II (Drawing, Painting, and Printmaking)** (1 Credit) Semester Long

This course covers extensive art topics with a focus primarily on drawing and painting. In keeping with the attention on two-dimensional work, students will typically work with several media such as pen-and-ink, pencil, chalk, watercolor, tempera, oils, and acrylics. A course of study and syllabus will be provided with all projects outlined. *Prerequisite: Foundations of Art.*

### **H051541 Studio Art III (Two and Three-Dimensional Art)** (1 Credit) Semester Long

This art course is for the student who has a desire to work in-depth through two and three-dimensional art. Projects will include advanced drawing, painting, sculpture, fibers, and printmaking. Students will be provided a course summary and syllabus and be expected to complete multiple projects to meet the course requirements. As part of this course, students will also explore college and career opportunities in the field of art. *Prerequisites: Foundations of Art and one additional art course.*

### **H5501 Principles of Art, Media and Communication (Graphic Design)** (1 Credit) Semester Long

This course provides students an understanding of all aspects of the Arts, Media and Communication industry. Students will become proficient in Adobe Photoshop and Adobe Illustrator computer software. They design graphic layouts, manipulate photographic images, and create dynamic illustrations. This course meets the graduation requirements for one **Fine Arts** credit.

### **H8019 Advanced Placement Studio Art** (1 Credit) Year Long

This course is for the student who is seriously interested in the study of art. Students will be required to work outside the classroom, as well as in it, and will also be required to maintain a sketchbook and submit a portfolio at the conclusion of the course. Museum experiences, as well as the study of historical and contemporary artists, will augment in-class assignments. Submission of AP Portfolio required. This class is offered at St. Michaels Middle High School only. *Prerequisites: Foundations of Art and two additional art courses.*

## Music Courses

### **H8020 Music through Literature and Cultures** (1 Credit) Semester Long

Students will examine the various components of music literature and its relationship to society from a variety of styles, genres, and historical periods. Aural development is stressed in this course through rhythmic and melodic dictation and sight singing. This course surveys music from diverse cultures around the world and shows how people express themselves through music. Music technology and available software will be utilized, as a resource, to develop various skills.

### **H8025 Concert Choir** (1 Credit) Semester Long *\*May take yearly for credit.*

Concert Choir is a performance-based choir with emphasis on vocal technique and singing in four parts. Students are expected to perform in the community and at school.

### **H8030 Chamber Choir** (1 Credit) Semester Long

*\*May take yearly for credit; may take all four years*

Students will perform a variety of choral selections in four or more parts as well as solos. Performances may include concerts, performance assessments and community venues. Performances may be in the form of large groups and/or small ensembles. *Prerequisite: Concert Choir.*

### **H0510101 Instrumental Music/Band** (1 Credit) Semester Long

*\*May take yearly for credit; may take all four years*

Instrumental music is designed for those students who have successfully completed a middle school level of proficiency and/or those who have a desire to be a part of a rigorous instrumental music program at the high school level. Students will perform at football games, parades, and other functions throughout the year and participate in rehearsals and competitions as designated by the director. (Those students interested in jazz band will be selected from this group.)

### **H8035 Beginning Steel Drums** (1 Credit) Semester Long

This is an introductory course for students to learn about the history of steel drums, how to read music, how to play complex rhythms, percussion techniques and other performance skills.

### **H8034 Advanced Steel Drums** (1 Credit) Semester Long

This course is a small performing ensemble with emphasis on percussion techniques and performance skills. Performances are both in the community and at school. Alternates will be selected as well. *Prerequisite: Beginning Steel Drums.*

## Theater Arts Courses

### H1070 Theater Arts 1 (1 Credit) Semester Long

Students will learn the basics of public artistic performance, develop creative and self-motivation skills, and study cultural aspects of dramatic performance and theater history, and view filmed performance in a critical manner. Students will develop performance skills through personal performance opportunities and exercises, confidence building activities, observation skills, development activities, and personal speaking skills opportunities.

### H1073 Advanced Theater Arts (1 Credit) Semester Long

Students will expand upon the foundations of performance begun in Theater Arts 1, at an advanced level. Students will build self-discipline and motivation, creativity, interpretive skills, and will critically evaluate dramatic performance and theory. Extended outside readings and projects, including all aspects of public performances, are required. This course may be repeated one time for credit. *Prerequisite: Theater Arts 1.*





# MATHEMATICS

## **H3010 Math Lab** (1 Elective Credit) Semester Long

Math Lab is designed to meet the needs of those students who need intensive instruction in pre-algebra skills.

*Prerequisite: Enrollment in this course is determined by school assessment data and administrative recommendation.*

## **H3018 Intro to Algebra** (1 Credit) Year Long

This course is designed to help emphasize the concepts necessary to be successful in Algebra 1. Topics include number sense, fractions, mixed numbers, decimals, ratios and proportions, percents, integers, algebraic problem solving, geometric figures, probability and statistics, and linear functions. *Prerequisite: Administrative recommendation.*

## **H3020 Algebra 1** (1 Credit) Year Long

This course covers the basic principles of Algebra. Topics include a study of equations and inequalities, linear equations and inequalities, systems of equations and inequalities, linear functions, exponents and exponential functions, polynomials and factoring, and quadratic functions and equations. Students completing this course will be required to take the MCAP Algebra 1 Assessment.

## **H3021 Semester 3 Algebra 1** (Credit Recovery) Semester Long

This semester-long course is designed for students who need an additional semester to prepare for the MCAP Algebra 1 assessment. Successful completion of this course will fulfill the Algebra credit requirement. Enrollment in this course is determined by assessment data and administrative recommendation.

## **H3030 Geometry** (1 Credit) Semester Long

This course requires students to use definitions, postulates, and theorems to arrive at conclusions (both formal and informal proofs are included). The topics include angles and polygons, circles, right triangles, trigonometry, constructions and tessellations. *Prerequisite: Algebra 1 or administrative recommendation.*

## **H02055 Intermediate Algebra** (1 Credit) Semester Long

Intermediate Algebra reviews and extends Algebra and Geometry concepts for students who have already taken Algebra 1 and Geometry. This course includes a review of topics such as properties and operations of real numbers, evaluation of rational algebraic expressions; solutions and graphs of first degree equations and inequalities; translation of word problems into equations; operations with and factoring of polynomials; simple quadratics; properties of plane and solid figures; rules of congruence and similarity; coordinate geometry including lines, segments, and circles in the coordinate plane; and angle measurement in triangles including trigonometric ratios. *Prerequisite: Geometry and administrative recommendation.*

## **H3040 Algebra 2** (1 Credit) Year Long

This course covers the analysis of a wide variety of patterns and functional relationships, the application of models to real-world situations and communication using the language of mathematics and appropriate technology. Topics include solving equations and inequalities numerically, algebraically and graphically; imaginary and complex numbers; and sequences and series. *Prerequisite: Geometry.*

### **H3038 Discrete Mathematics** (1 Credit) Semester Long

Discrete mathematics involves applications using discrete variables rather than continuous variables. Modeling and understanding finite systems are central to the development of the economy, the natural and physical sciences, and mathematics itself. This course introduces the topics of social choice as a mathematical application, truth tables, matrices and their uses, graph theory and its applications, counting and finite probability, as well as the processes of optimization, existence, and algorithm construction. Emerging technologies are incorporated into the curriculum as they become available. *Prerequisite: Intermediate Algebra or Algebra 2.*

### **H02074 Advanced Topics of Algebra 2** (1 Credit) Semester Long

This course is designed to provide maintenance, exploration, enrichment, and improvement of previously acquired math knowledge in preparation for placement exams given after college admission. Algebra 1 & 2, and Geometry topics will be reviewed. Introductory trigonometry topics are included. *Prerequisite: Geometry and Algebra II*

### **H3058 Pre-Calculus** (1 Credit) Year Long

Students will acquire the ability both to construct and manipulate functions in order to interpret, understand, and predict events. Topics include linear functions, exponential and logarithmic functions, rational functions, trigonometry and matrices. *Prerequisite: Algebra 2.*

### **H3053 Statistics** (1 Credit) Semester Long

This course is designed for college-bound students interested in the data sciences. Normal curves, binomial distributions, and means of finding central tendency are major topics of study. *Prerequisite: Intermediate Algebra or Algebra 2.*

### **H3063 Advanced Placement Calculus AB** (1 Credit) Year Long

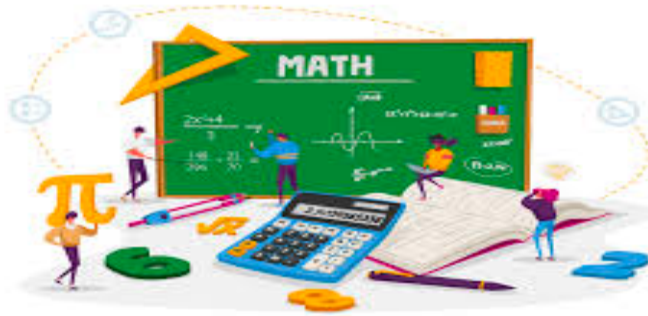
This two-semester calculus course follows the recommendations of the Advanced Placement Development Committee in Mathematics and is intended for the able college preparatory student. The course presents Calculus as a combination of intuition and rigor with the primary concern being the intuitive understanding of concepts of Calculus and experience with its methods and applications. Topics include functions, graphs and limits, derivatives and integrals. Extensive outside readings and writing projects are required. AP Exam required. *Prerequisite: Pre-Calculus.*

### **H3065 Advanced Placement Calculus BC** (1 Credit) Year Long

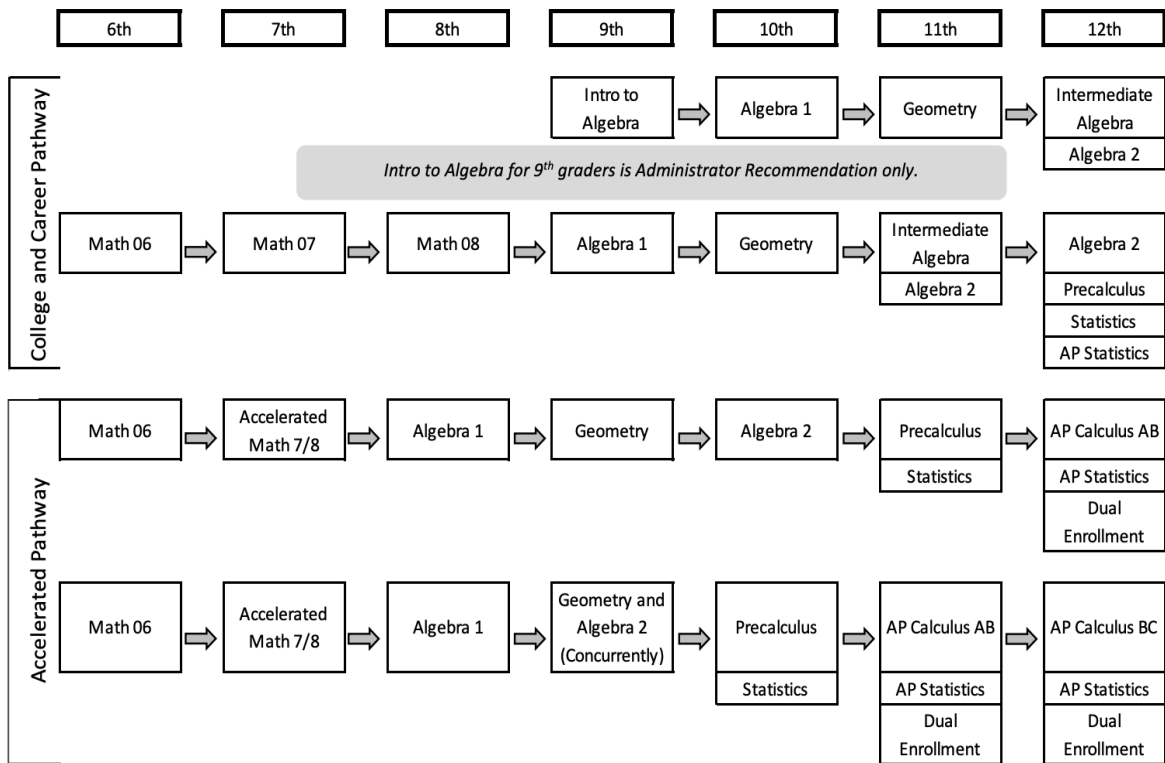
This course is designed for the student who has successfully completed AB Calculus and would like to possibly earn a second semester of college Calculus credit by taking the BC Calculus Advanced Placement exam. This course will cover the topics required by the College Board for the BC Calculus exam given in May. Extensive outside readings and writing projects are required. AP Exam required. *Prerequisite: Advanced Placement Calculus AB.*

### **H02203 Advanced Placement Statistics** (1 Credit) Year Long

The AP Statistics course is equivalent to a one-semester, introductory, non-calculus-based college course in Statistics. The course introduces students to the major concepts and tools for collecting, analyzing, and drawing conclusions from data. There are four themes in the AP Statistics course: exploring data, sampling and experimentation, anticipating patterns, and statistical inference. Students use technology, investigations, problem solving, and writing as they build conceptual understanding. Extensive outside readings and writing projects are required. AP Exam required. *Prerequisite: Algebra 2.*



The following are only suggestions which could create opportunities for students to earn credits in a particular math pathway based upon student interest.



**Additional Options for 4<sup>th</sup> Year Mathematics**  
 Discrete Mathematics  
 Advance Topics in Algebra 2

# PHYSICAL EDUCATION AND HEALTH

## **H7011 Physical Education (Required Course) (.5 Credit) Quarter Long**

P.E. instruction requires students to participate in a variety of activities in order to develop skills that will allow them maintain lifelong fitness. The course will address the following objectives; demonstrate competency in a variety of motor skills and movement patterns, apply knowledge of concepts, principles, strategies, and tactics related to movement, demonstrate the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness, exhibit responsible personal and social behavior that respects self and others and recognize the value of physical activity for health, enjoyment, and challenge. This course is required for graduation and is a prerequisite for all other P.E. classes.

## **H7012 Health 1 (Required Course) (.5 Credit) Quarter Long**

Students explore health information in the following content areas: mental and emotional health; alcohol, tobacco, and other drugs; personal and consumer health; family life and human sexuality; safety and injury prevention; nutrition and fitness; and disease prevention and control. Students develop lifelong health skills such as analyzing influences; accessing information, interpersonal communication skills, decision making, goal setting, self-management; and advocacy for personal, consumer, and family health throughout the course.

## **H7013 Health II (.5 Credit) Quarter Long**

Students expand on health information content found in Health 1. Students practice health skills that were introduced in health 1. Skills such as analyzing influences; accessing information, interpersonal communication skills, decision making, goal setting, self-management; and advocacy for personal, consumer, and family health throughout the course are used to prepare students for a healthy lifetime. *Prerequisite: Health I*

## **H7020 Beginner Team Sports (.5 Credit) Quarter Long**

This course consists of units that are team-oriented. Activities will include various indoor and outdoor sports and games. The focus of this course is for students to explore the history, rules and procedures of various sports and games. Once they master the rules of the game, students will take what they learned onto the playing field. Students will participate, show sportsmanship, and complete written assignments as part of their evaluation in each unit. *Prerequisite: Physical Education*

## **H7021 Advanced Team Sports (1 Credit) Semester Long**

This course consists of units that are team-oriented. Activities will include various indoor and outdoor sports and games. The focus of this course is on demonstrating knowledge of history, rules, organization and procedures of various sports and games. Students will be required to organize tournaments and officiate game play as part of the course. This course may be repeated for credit no more than twice. *Prerequisites: Physical Education and Beginner Team Sports.*

## H7030 Weight Training (1 Credit) Semester Long

Students will learn the proper techniques and safety factors related to the use of free weights and exercise equipment. The students will have the opportunity to learn and experience training techniques for specified fitness needs. Fitness programs for specific sports training will also be offered. *Prerequisite: Physical Education*



# SCIENCE

## **H4020 Physical Science (1 Credit) Semester Long**

This Next Generation Science Standards (NGSS) course will introduce students to basic, fundamental, ideas in physics and chemistry. Using data, evidence, and scientific modeling, students achieve a deeper understanding of Newtonian mechanics and atomic structure. Students will engage in the practices of science and engineering to construct their understanding and to solve authentic problems related to these topics. This course counts as a physical science credit.

## **H4025 Biology (1 Credit) Year Long**

This NGSS aligned course emphasizes the patterns, processes, and relationships of living organisms. Students will use observations, experiments, hypotheses, tests, models, theory, and technology to explore how life works. Core ideas include structures and processes in organisms, ecology, heredity, and evolution. There will be multiple opportunities for students to apply these ideas in developing solutions to authentic problem-based scenarios. The Life Science Maryland Integrated Science Assessment is administered as a final exam in this course.

## **H4026 Biology, Semester 3 (Credit Recovery) Semester Long**

Mastering skills and concepts to meet success in Biology is the main focus of this class. Enrollment in this course is determined by assessment data, administrative recommendation, and prior enrollment in biology.

## **H4035 Chemistry (1 Credit) Semester Long**

This NGSS aligned course emphasizes the study of matter through inquiry. Through the use of laboratory investigations, students will explore their world at the atomic level. Using data, evidence, and scientific modeling, students achieve a deeper understanding of changes in matter. Topics of study include structures and properties of matter, weather and climate, chemical reactions, conservation of mass/energy, and relationships between Earth and human activity. This course can fulfill either a physical science or Earth/space credit. *Prerequisites: Biology and Algebra 1.*

## **H4045 Physics (1 Credit) Semester Long**

This NGSS aligned course investigates physical laws and theories, relationships of physical phenomena, and the interrelationships of physics to other fields of human endeavor. Topics include traditional physics subjects (Newtonian mechanics: dynamics, momentum, energy; electricity and magnetism; waves) along with related subjects in earth science (plate tectonics; earthquake activity) and astronomy (solar evolution). This course can fulfill either a physical science or Earth/space credit. *Prerequisite: Algebra 1.*

## **H4085 Anatomy and Physiology (1 Credit) Semester Long**

This NGSS based elective is an introduction to human anatomy and physiology. Major emphasis is placed upon the organization and function of various anatomical systems. Physiological interactions between organ systems and the outside world are studied. The course is designed to help students prepare for college learning styles and to acquire the tools to be a proficient technical writer. Laboratory activities are included in this course designed for students interested in health-related careers. This course includes animal dissection activities. *Prerequisite: Biology.*

### **H030091 Earth's Systems (1 Credit) Semester Long**

This NGSS based course focuses on the basic structure and systems that make up the Earth. Student learning will focus on the interaction of various cycles including the water cycle, nitrogen cycle, and carbon cycles. Additionally, students will focus on the basic building blocks of matter and the basic concepts of physics. Students will be expected to demonstrate the ways of thinking and acting that are inherent in the practice of science and to apply their knowledge of relevant principles to everyday life. *This course counts as an Earth/space science credit.*

### **H030081 Earth's Systems for English Learners (1 Credit) Semester Long**

This course is for Newcomer English Learners that have been identified through the WIDA ACCESS Screener as being in the "entering" phase of English language development. The goal of this specially-designed, Earth/space focused, course is to provide the pre-requisite background knowledge, skills and vocabulary that English Learners need to be successful in science. The course should be offered concurrently with EFL I. This course fulfills the credit requirement for an Earth/ Space infused course.

### **H4055 Advanced Placement Environmental Science (1 Credit) Year Long**

AP Environmental Science is a college-level course designed to prepare students to take the College Board AP Environmental Science exam. This course stresses environmental science principles and analysis. It is oriented toward laboratory investigations, field studies, and student research projects. Extensive outside readings and writing projects are required. AP Exam required. *This course counts as an Earth/space science credit. Prerequisites: Biology, Algebra 1, and Chemistry.*

### **H4050 Advanced Placement Biology (1 Credit) Year Long**

AP Biology is a college-level course designed to prepare students to take the AP Biology exam. Topics include: chemistry of life, cells, cellular energetics, heredity, molecular genetics, evolutionary biology, diversity of organisms, and population dynamics. This course may include animal dissection activities. Extensive outside readings and writing projects are required. AP Exam required. *This course counts as an Earth/space science credit. Prerequisites: Biology, Algebra 1, and Chemistry.*

### **H5043 Veterinary Science (1 Credit) Semester Long**

This course may be taken for science elective or as an additional course for the Agriculture Science program. This course will include units in animal agriculture; the growth, development and general physiology of animals; various animal systems and processes; and genetics. Students interested in pursuing a career in Veterinary Science are encouraged to take this course. *Prerequisites: 11th or 12th Grade Status and Biology.*

### **H5044 Aquatic Science (1 Credit) Semester Long**

This course may be taken for science credit or as an additional course for the Agriculture Science program. This NGSS aligned course investigates a variety of topics that include: components of an aquatic ecosystem; relationships among aquatic habitats and ecosystems; roles of cycles within an aquatic environment; adaptations of organisms; changes within aquatic environments; geological phenomena and fluid dynamics effects; and origin and use of water in a watershed. This course counts as an Earth/space science credit. *Prerequisite: Biology.*

### H03155 Advanced Placement Physics I (1 Credit) Year Long

AP Physics I is the equivalent to a first-semester college course in algebra-based physics. The course covers Newtonian mechanics (including rotational dynamics and angular momentum); work, energy, and power; and mechanical waves and sound. It will also introduce electric circuits. Hands-on laboratory activities related to the above topics will focus on inquiry-based learning of essential concepts to create a greater understanding of physics principles. Students will develop the critical thinking and reasoning skills needed to be successful in future science courses. Extensive outside readings and writing projects are required. AP Exam required. *Prerequisites: Algebra 2 and Geometry. This course counts as a physical science credit.*

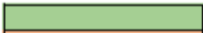



### H03106 Advanced Placement Chemistry (1 Credit) Year Long

The AP Chemistry course provides students with a college-level foundation to support future advanced coursework in chemistry. Students cultivate their understanding of chemistry through inquiry-based investigations, as they explore topics such as: atomic structure, intermolecular forces and bonding, chemical reactions, kinetics, thermodynamics, and equilibrium. Extensive outside readings and writing projects are required. AP Exam required. This course counts as a physical science credit. *Prerequisite: Chemistry*

***The following are only suggestions which could create opportunities for students to earn credits in a particular science pathway based upon student interest. \*\*with the exception of 9th grade Biology***

9th Grade	10th Grade	11th Grade	12th Grade
Biology	Chemistry	One of AP Biology AP Environmental Science AP Physics 1 AP Chemistry	Elective
Earth Science for English Learners	Biology	One of Physics Chemistry Physical Science	Elective
Biology	One of Physics Chemistry AP Physics 1 Earth Systems Aquatic Science Physical Science	One of Physics Chemistry AP Physics 1 Earth Systems Aquatic Science Physical Science	Elective

	Course fulfills Life Science credit
	Course fulfills Earth/Space credit
	Course fulfills Physical Science credit
	Course fulfills Earth/Space or Physical Science credit



# SOCIAL STUDIES

## **H2039 United States History** (1 Credit) Semester Long

United States History is a chronological survey of the American social, economic, and political development from the Progressive Era (beginning in 1890) to the present. This course builds on the grade 8 US History experience. Emphasis is placed on interpreting evidence, identifying trends, and examining specific turning points in US History. Instruction focuses on inquiry and finding answers to questions that help students understand the nature of the heritage of the United States. Higher-level thinking skills such as analysis, synthesis, and evaluation are used to investigate the more complex aspects of our heritage.

## **H2045 Government** (1 Credit) Semester Long

In this course students will study the structure and purposes of the U.S. Constitution; the various levels and branches of government; the rights and responsibilities of citizens; various court cases, the processes of government action; and the social, economic, and geographic influences on government action. Students will also examine and evaluate current issues and learn how to become involved in civic affairs. Current examples, simulations, and field experiences will be used to deliver instruction. Students must take the Maryland High School Assessment in Government at the end of the course. *Prerequisite: U.S. History.*

## **H2025 World History** (1 Credit) Semester Long

The World History course will examine history from a thematic perspective ranging from the collapse and renewal of major empires in the 1300s to the present era of globalization. Students will be expected to read and evaluate a number of historical sources, conduct independent research and report orally and in writing on their findings, and participate in seminar discussions in class. The course will focus on cause-and-effect relationships throughout history, and will examine how the location of diverse world cultures influence those relationships. *Prerequisite: Government.*

## **H2066 Geography** (1 Credit) Semester Long

Through the use of various techniques, tools, projects and software, such as ARC/GIS (Geographic information system), students will plot areas, examine population growth, and study geography on a local, state and national level. At the conclusion of this course, students will have a thorough understanding of geographic concepts and how humans interact with the environment. *Prerequisite: World History.*

## **H2070 Economics/International Finance** (1 Credit) Semester Long

Students will study the involvement of the United States in a global market and its impact on various economies worldwide. Using a variety of resources, students will examine companies throughout the world and the direct connection these companies play on both an international and on a personal level. As students begin to make economic choices, they will be exposed to the impact that governments have on economics and the direct effects these choices have on policies at both a local and national level. *Prerequisite: World History.*

## **H22151 Career & College Readiness Seminar** (1 credit) Semester Long

The course is designed to help students develop and practice skills and habits important for post-secondary success in all careers and post-secondary education, as well as personal and professional life after high school. Students will conduct in-depth career and college investigations, work with essential documents necessary for seeking employment and for admission to post-secondary educational opportunities. As part of the course, students will develop their own resumes, practice interview techniques and time management strategies. Students will also explore personal economic awareness, including financial planning, budgeting, and credit. ***Recommended for 10th and 11th grade.***

### **H2047 Advanced Placement Government & Politics (1 Credit) Year Long**

This course is a rigorous investigation of the United States Government. The course begins with a comprehensive review of the foundations of American democracy and helps students develop a strong understanding of the current structure of US Government, as well as political ideologies, liberty and order, competing policy-making interests, and other topics specific to US Government. The curriculum provides students with an academically challenging experience equivalent to a collegiate level introductory course in U.S. Government. Extensive outside readings and writing projects are required. AP Exam required. Students must also take the High School Assessment in Government. *Prerequisite: U.S. History.*

### **H2048 Advanced Placement Human Geography (1 Credit) Year Long**

AP Human Geography is a yearlong course that focuses on the distribution, process, and effects of human populations on the planet. Units of study may include the following: population, migration, culture, language, religion, ethnicity, political geography, economic development, industry, agriculture, and urban geography. Emphasis is placed on geographic models, tools and their applications. Through the use of various techniques, tools, projects and software, such as ARC/GIS (Geographic information system), students will plot areas, examine population growth, and study geography on a local, state and national level. A project-based approach is used to apply concepts learned from the text to real-world situations. Extensive outside readings and writing projects are required. AP exam required.

### **H2063 Advanced Placement European History (1 Credit) Year Long**

The course provides students with an in-depth study of the cultural, economic, social, and political history of Europe, focusing on the historical period from 1450 to the present. The curriculum is designed to provide students with an academically challenging experience equivalent to that which they might receive in a collegiate level introductory history course in European History. Extensive outside readings and writing projects are required. AP exam required.

### **H04057 Advanced Placement World History (1 Credit) Year Long**

AP World History focuses on world history from c. 1200 CE to the present. The course delves into six specific themes of equal importance – focusing on the environment, cultures, state-building, economic systems, and social structures, and technology and innovation. AP World History also encompasses the history of the five major geographical regions of the globe including: Africa, the Americas, Asia, Europe, and Oceania, with special focus on historical developments and processes that cross multiple regions. Extensive outside readings and writing projects are required. AP exam required. *Prerequisite: Government.*

### **H2050 Advanced Placement U.S. History (1 Credit) Year Long**

AP U.S. History focuses on the development of historical thinking skills and the development of students' abilities to think conceptually about U.S. History from 1491 to the present. Eight themes of equal importance – American and National Identity; Migration and Settlement; Politics and Power; Work, Exchange, and Technology; America in the World; Geography and the Environment; Social Structures; and American and Regional Culture – provide areas of historical inquiry for investigation throughout the course. These require students to reason historically about continuity and change over time and make comparisons among historical developments in different times and places. Extensive outside readings and writing projects are required. AP Exam required. *Prerequisite: Government.*

# TECHNOLOGY EDUCATION – Required for Graduation

## **H5000 Technology Education** (1 Credit) Semester Long

Technology Education prepares students to generate ideas, develop innovations, and engineer practical solutions. Technology content, resources, and classroom activities encourage students to apply science, mathematics, and other school subjects to authentic situations. This course may be taken at any point during the student's high school career, and meets the graduation requirement for one **Technology Education** credit.

## **H5102 Introduction to Engineering Design** (1 Credit) Semester Long

This course emphasizes the development of a design. Students use 3-D computer software to produce, analyze, and evaluate models of project solutions. They study the design concepts of form and function, and then use state-of-the-art technology to translate conceptual designs into reproducible products. This course meets the graduation requirements for one **Technology Education** credit.

## **H10171 Foundations of Computer Science** (1 Credit) Semester Long

This first course is designed to introduce students to the breadth of the field of computer science through an exploration of engaging and accessible topics. Rather than focusing the entire course on learning particular software tools or programming languages, the course is designed to focus the conceptual ideas of computing and help students understand why certain tools or language might be utilized to solve particular problems. This course includes a broad range of topics in computing including robotics, programming in several languages such as Processing and Java, and Cyber Security. This course meets the graduation requirements for one **Technology Education** credit.

## **H21026 Engineering Essentials** (1 Credit) Semester Long

This course offers a multidisciplinary approach to teaching and learning foundational concepts of engineering practice, providing students opportunities to explore the breadth of engineering career opportunities and experiences and solve engaging and challenging real-world problems. By inspiring and empowering students with an understanding of engineering and career opportunities, Engineering Essentials broadens participation in engineering education and the engineering profession. This course meets the graduation requirements for one **Technology Education** credit.

## **ADVANCED TECHNOLOGY EDUCATION**

### **H5600 Advanced Technological Applications** (1 Credit) Semester Long

In the Advanced Technological Applications course, students' study four components of the Designed World: Information Technology, Agriculture and Bio-related Technologies, Medical, and Entertainment/Recreation. The Advanced Technological Applications course has been designed as an advanced study for students engaged in themed academies and general technology studies that lead to the capacity to understand how technology's development, control, and use is based on design constraints, and human wants and needs. The structure of the course challenges students to use design processes so that they can think, plan, design and create solutions to engineering and technological problems. Students are actively involved as they address the complexities of technology that stem from designing, developing, using, and assessing technological systems. *Prerequisites: 10<sup>th</sup> Grade Status and Technology Education or Introduction to Engineering Design.*

**H5601 Advanced Design Applications (1 Credit) Semester Long**

Advanced Design Applications consists of four units including Manufacturing, Energy and Power, Construction, and Transportation. The Advanced Design Applications course has been designed as an advanced study for students engaged in themed academies and general technology studies that lead to the capacity to understand how technology's development, control, and use is based on design constraints, and human wants and needs. The structure of the course challenges students to use design processes so that they can think, plan, design and create solutions to engineering and technological problems. Students are actively involved in the organized and integrated application of technological resources, engineering concepts, and scientific procedures. *Prerequisites: 10<sup>th</sup> Grade Status and Technology Education or Introduction to Engineering Design.*



# WORLD LANGUAGES

## **H6010 Latin 1** (1 Credit) Semester Long

Students will acquire skills in grammar and syntax, which will enable them to read Latin and increase their understanding of English vocabulary and sentence structure. Instruction in cultural aspects of daily Roman life and Greek mythology are also included.

## **H6011 Latin 2** (1 Credit) Semester Long

Students will build upon their knowledge of Latin language and Roman history. The theme of the course is the Roman Republic's influence on our modern world through adapted readings about figures of the Roman Republic such as Cincinnatus and Spartacus. *Prerequisite: Latin 1.*

## **H6012 Latin 3** (1 Credit) Semester Long

Students will complete their understanding of Latin grammar and morphology and begin applying it to authentic, ancient prose and poetry. Through their reading of authors like Catullus and adapted Plautus students will learn about life under the Roman emperors and the fall of Rome. Students are required to complete an independent presentation project. *Prerequisite: Latin 2.*

## **H6013 Latin 4** (1 Credit) Semester Long

This course is designed to prepare students for Advanced Placement Latin. Students will apply their knowledge of Latin grammar and syntax to reading the complete Latin Texts of Pliny, Ovid, and Vergil. Students will also focus on mythology written under Augustus, in part preparing them for the Advanced Placement Latin exam. *Prerequisite: Latin 3.*

## **H6015 Advanced Placement Latin** (1 Credit) Year Long

Using their knowledge of complex Latin grammatical constructions and rhetorical devices, students will make an in-depth study of Vergil's *Aeneid* and Julius Caesar's *Gallic Wars*. This course will prepare students for the Advanced Placement Latin exam. AP Exam required. *Prerequisite: Latin 4.*

## **H6020 Spanish 1** (1 Credit) Semester Long

Students are introduced to basic Spanish and the various Spanish speaking cultures. The course focuses on grammar and vocabulary while developing listening, reading, writing, and conversational skills that reflect real-life tasks.

## **H6021 Spanish 2** (1 Credit) Semester Long

Through the use of more complex vocabulary and grammatical structures, students continue to build on their ability to speak, listen, read and write in Spanish. Students explore the cultures of Spanish speaking countries in greater depth. *Prerequisite: Spanish 1.*

## **H6022 Spanish 3** (1 Credit) Semester Long

Students will engage exclusively in the target language in order to participate in class discussion, present views in writing, and read diverse texts. In addition, literary works are introduced that expand the student's knowledge of the Spanish speaking world and its cultural influences. *Prerequisite: Spanish 2.*

### **H6023 Spanish 4 (1 Credit) Semester Long**

This course is designed to prepare students for Advanced Placement Spanish, which covers grammar, vocabulary, and culture. Students will attain a strong command of the language and explore current world events through reading and responding to Spanish language newspapers and magazines. *Prerequisite: Spanish 3.*

### **H6025 Advanced Placement Spanish Language and Culture (1 Credit) Year Long**

This course will prepare students to demonstrate a high level of Spanish proficiency through interpersonal, interpretive, and presentational communication. The course includes the reading and analysis of Spanish texts, a thorough linguistic examination of complex grammatical structures and continued emphasis on language production and comprehension. Extensive outside readings and writing projects are required. AP Exam required. *Prerequisite: Spanish 4.*



# 3

## Career and Technical Education

- Students in the Career and Technical Education program can graduate from high school with an industry standard certification, and/or college credits which may lead to either a job or the beginnings of earning a college degree.
- Students must successfully complete all three or four courses in their Career and Technical Education program of study.

# Arts, Media, and Communications

Interactive Media Production

## Opportunities for College Credit and Industry Standard Certification

### Interactive Media Production

The Interactive Media Production program includes a strong foundation in arts and communication with particular emphasis on graphic and media communications, interactive technologies, and project development.

**Course Sequence:** Principles of Art, Media and Communication; Interactive Media Production; Advanced Interactive Media Production; and Work-Based Learning Experience – Media.

Successful students may obtain certification in Photoshop, Illustrator, Flash and Dreamweaver through the **Adobe Creative Suite** assessment. Successful students may also obtain college credits through **Chesapeake College**.

#### **H5501 Principles of Art, Media and Communication (Graphic Design)** (1 Credit) Semester Long

This course provides students with an understanding of all aspects of the Arts, Media and Communication industry. Students will become proficient in Adobe Photoshop and Adobe Illustrator computer software. They design graphic layouts, manipulate photographic images, and create dynamic illustrations. This course meets the graduation requirements for one **Fine Arts** credit only if the student does not complete the course to fulfill the Interactive Media Production Career and Technical Education Program.

#### **H5502 Interactive Media Production** (1 Credit) Semester Long

This course further develops student skills in media design and the interactive media production process. Students will demonstrate their knowledge and skills in media design and production through project planning and project development. In Interactive Media Production, students master the fundamental skills of Adobe Flash, Adobe After effects, and Adobe Premier. Students apply traditional and computer animation techniques and create short films.

*Prerequisite: Principles of Art, Media and Communication.*

#### **H5503 Advanced Interactive Media Production - A** (1 Credit) Semester Long

#### **H5504 Advanced Interactive Media Production - B** (1 Credit) Semester Long

In Advanced Interactive Media Production, students develop several websites with Adobe Dreamweaver, building on their knowledge of design and layout. They also create interactive Flash games and animations. In the second semester of the Advanced Media Production course, students further their expertise by focusing on one or more of the Adobe Suite programs, building an impressive portfolio of their skills. *Prerequisite: Interactive Media Production.*

#### **H5505 Work-Based Learning Experience – Media** (1 Credit) Semester Long

This course is designed for students who have successfully completed the Interactive Media Production program and would like to apply for a supervised work experience placement with a local business. *Prerequisites: Teacher recommendation, Advanced Interactive Media Production and 75 hours of service-learning. Students must have a minimum 2.0 GPA and obtain 135 work hours per credit.*



# Business Management and Finance

## Marketing

### Opportunities for College Credit

#### Marketing

In the Marketing pathway, students learn about the consumer's role, research in global marketing, developing a marketing plan and the importance of ethics and social responsibility. Internships and mentored projects are highly recommended. Graduates may earn college credit through articulation agreements, dual enrollment, or by taking the A\*S\*K Business Institute Marketing Exam.

**Course Sequence:** Principles of Business Administration and Management; Principles of Accounting and Finance; and Introduction to Marketing.

Successful students may obtain college credits through articulation agreements, dual enrollment, or by taking the **A\*S\*K Business Institute Marketing Exam**.

#### **H5210 Principles of Business, Administration and Management** (1 Credit) Semester Long

This course provides a foundational understanding of the role of business in a global society, American business as a dynamic process, forms of business ownership, management concepts, marketing, production and distribution, and accounting and finance. Along with a brief historical perspective, business terminology and principles will be emphasized. Students will learn to analyze the functions of business through evaluating, planning, organizing, and controlling. Students will develop the communication skills that will be necessary for success in the workplace and college.

#### **H5018 Principles of Accounting and Finance** (1 Credit) Semester Long

This course provides students with the knowledge necessary to manage and maintain a company's financial resources in daily operating decisions. A mastery of fundamental accounting concepts, skills and competencies is essential to making informed business decisions. Students will learn to apply generally accepted accounting principles to determine the value of assets, liabilities, and owner's equity as they apply to various forms of manual and computerized systems for service and merchandising business. Students will apply appropriate accounting principles to payroll and tax liabilities. *Prerequisite: Algebra 1.*

#### **H121641 Introduction to Marketing** (1 Credit) Semester Long

This course introduces the student to the essential concepts of marketing theory required to provide the goods and services to meet the consumers' wants and needs. Students will be introduced to the foundation, functions, and benefits of marketing in a free enterprise system. Students will integrate their knowledge of legal issues, the importance of ethics, and social responsibilities in marketing. By the end of Introduction to Marketing, students will have a solid understanding of the many diverse career opportunities in the field of marketing. *Prerequisites: Principles of Business Administration and Management and Principles of Accounting and Finance.*

## **H5029 Work-Based Learning Experience (1 Credit) Semester Long**

This course is designed for students who have successfully completed the Business Management program and would like to apply for a supervised work experience placement with a local business. *Prerequisites: Teacher recommendation, Business Marketing Pathway, and 75 hours of service-learning. Students must have a minimum 2.0 GPA and obtain 135 work hours per credit.*

# Careers in Cosmetology

## Opportunities for Industry Standard Certification

### Careers in Cosmetology

This is an in-depth course of study on theory and practical skills applications in the areas of hair, nail and esthetic care, chemistry, anatomy and physiology, business, communication and state laws, rules and regulations. The 1,500-hour program includes classroom instruction, clinical experience, related mentored work-based learning experience and a senior capstone project.

**Course Sequence:** Principles and Practice of Cosmetology; Advanced Cosmetology: Theory and Application; Mastery of Cosmetology; and Cosmetology Practicum.

In order to be a completer for this program of study, students must obtain 1500 hours and take the theory and practical skills State Board Cosmetology exam.

Successful students may obtain certification in Cosmetology through the **Maryland State Board of Cosmetologists** assessment.

### **H5801 Principles and Practice of Cosmetology** (3 Credits) Semester Long

This course provides an introduction to the field of cosmetology. Students develop and practice basic skills in cosmetology, develop a broad understanding of the variety of career options available to a licensed cosmetologist, and learn how science and math are fundamental aspects in the practice of cosmetology. Students will learn histology of the hair and scalp, properties of the hair, skin, and nails, perform basic manicure and pedicure, shampooing, rinsing, and conditioning hair, haircutting tools, techniques, and principles of hair design, apply foundation knowledge of anatomy, physiology, and chemistry. *Prerequisites: 10th grade status and 30 hours of service-learning.*

### **H5802 Advanced Cosmetology: Theory and Application** (3 Credits) Semester Long

This course allows students to develop and practice more advanced techniques in the field of cosmetology. Students will learn various facial treatments, massage and manipulation techniques, make-up application, hair press and thermal styling, coloring and lightening techniques, hair braiding technique, human body systems as they relate to cosmetology, hair removal techniques, skin care treatments, and artificial nail techniques. *Prerequisites: Principles and Practice of Cosmetology and 50 hours of service-learning.*

### **H5803 Mastery of Cosmetology** (3 Credits) Semester Long

This course provides students the opportunity to further refine and apply skills that support all aspects of the cosmetology industry. It will assist in preparing students to obtain employment and advance in the field of cosmetology upon passing the State Board of Cosmetologists licensing examination. Students will learn the fundamentals of small business management and complete a senior capstone project/portfolio. Upon completion of this course, students may be eligible to apply for the 1,000-hour letter to participate in a work-based learning experience. Upon successful completion of the first 1,000 hours of the program and the instructor's recommendation, students will be eligible to participate in up to 300 hours of a supervised work-based learning experience in an off-site salon setting. These experiences developed by the school and the employer will add value to and extend a student's career preparation. *Prerequisites: Advanced Cosmetology: Theory and Application and 70 hours of service-learning. Students must take and pass State Boards at the end of this class in lieu of taking the Cosmetology Practicum.*

## **H5804 Cosmetology Practicum (3 credits) Semester Long**

This is the culminating course to prepare students for the Maryland State Board of Cosmetologists Licensing Exam administered by Experior Assessments. Students will refine skills necessary to pass the Maryland State Board of Cosmetologists exam. Some students may elect to participate in a 13-week internship experience to earn 300 hours in lieu of attending class at the Caroline Career and Technology Center. All students are required to attend class the last five weeks for an in-depth focus on theory and practical skill review for the State Board of Cosmetologists exam. Internship will be approved by the cosmetology instructor and arranged by the guidance counselor. *Prerequisites: Mastery of Cosmetology. Recommended for grade 12. License will not be issued until age 17. Students, who complete 1500 hours and pass the State Board of Cosmetologists exam, are exempted from this course. Students who pass the State Board during this course will have an option to convert to Career Internship. Students must take the Industry Assessment to receive credit for the course.*

# Construction and Development

Construction Trade Profession – Carpentry

## Opportunities for Industry Standard Certification for Construction Trade Professions - Carpentry

### Construction Trade Profession - Carpentry

The Construction Trades pathway program is a CTE program based on the National Center for Construction Education and Research (NCCER) standards, which leads to a national certification for those students who successfully complete Level I and/or Level II curriculum. The program prepares students for further education and careers in the construction industry, specifically in Carpentry.

**Course Sequence:** Introductory Craft Skills; Carpentry I; Carpentry II; and Carpentry III.

Successful students may obtain certification in Construction Core and Carpentry – Level 1 & Level 2 through the **National Center for Construction Education and Research** assessment.

#### **H5065 Introductory Craft Skills** (1 Credit) Semester Long

This course is a prerequisite for Carpentry. Its modules cover topics such as basic safety, communication skills and introduction to construction drawings. Completing this curriculum gives the trainee the basic skills needed to continue education in Cabinetry and Millwork and Carpentry career pathway.

#### **H5051 Carpentry I** (1 Credit) Semester Long

Provides student an opportunity to learn about the home building industry. Participants master a variety of construction skills such as: wood building materials, hand and power tools, floor systems, wall and ceiling framing, roof framing, windows and exterior doors. Students apply their knowledge and skills by participating in school/lab-based and work-based projects. The course of study description correlates to the modules of the NCCER national standards.

*Prerequisite: Introductory Craft Skills.*

#### **H5052 Carpentry II** (1 Credit) Semester Long

This course continues the instruction of basic wood construction plus reading plans, elevations and site layout.

*Prerequisite: Carpentry I.*

#### **H5053 Carpentry III** (1 Credit) Semester Long

This course reinforces basic wood construction skills plus cost estimating, ordering of materials, advanced roof and ceiling framing, exterior and interior finishing and stair construction. *Prerequisite: Carpentry II.*

#### **H5054 Carpentry IV – Work Experience** (1 Credit) Semester Long

This course is for students who have successfully completed the Construction Trade Professions-Carpentry program and would like to apply for a supervised work experience with a local business. *Prerequisites: Carpentry III, teacher recommendation, and 75 hours of service-learning. Students must have a minimum 2.0 GPA and obtain 135 work hours per credit.*

# Consumer Services, Hospitality, and Tourism

## Culinary Arts (ACF)

### Opportunities for Industry Standard Certification and College Credit

#### Culinary Arts (ACF)

The Culinary Arts (ACF) program partners with the American Culinary Federation (ACF) to prepare students for successful careers in the food and beverage industry. This is a 4-credit CTE program that educates high school students in professional cooking and baking. Students will progress through a program that includes hands-on education in food production, while developing professionalism and proficiency in cooking, baking, cost control, nutrition, sanitation, food marketing, and dining room service. Students have the opportunity to operate an in-school restaurant, The Garden Bowl.

#### Course Sequence:

Culinary Basics I; Culinary Basics II; Culinary Pathway I; Culinary Pathway II; **and/or** Culinary Work-Based Learning (Culinary Pathway III).

Successful students may obtain Junior Culinarian Certification through the **American Culinary Federation** assessment. Successful students may also obtain college credits through **Stratford University, Chesapeake College and Anne Arundel Community College**.

#### **H5070 Culinary Basics I: The Science of Cooking and Baking** (1 Credit) Semester Long

This is the introductory course in the Culinary Arts (ACF) completer. Students will explore the functions and sources of nutrients and learn to maximize nutrient retention in cooking and storing. Students conduct labs using professional large and small equipment to learn the effects of heat on food, cooking times, cooking methods, and proper seasonings. Students practice industry standard safety and sanitation procedures. Students demonstrate the foundations of baking. The culinary portfolio requirement will begin at this level. *Prerequisite: 9th Grade Status.*

#### **H5071 Culinary Basics II: Foundations of Professional Cooking and Baking** (1 Credit) Semester Long

Students will learn about the history of the food science industry, organization of modern kitchens and standards of expected culinary professionalism. Students experience various leadership styles in lab settings. Students operate a kitchen following approved government standards, Hazard Analysis and Critical Control Point (HACCP). In the lab, students use and structure standardized recipes including conversations and food costs. Kitchen skill development topics include: quick breads, yeast breads, garden manager basics, and hot and cold sandwiches. Students plan and host a Garden Bowl luncheon service including menu development, food preparation, and dining room service. The culinary portfolio continues to build during this course. *Prerequisite: Culinary Basics I.*

**H5072 Culinary Pathway I: Journey Chef to Professional Cooking and Baking (1 Credit) Semester Long**

In this course, students participate in real-world culinary experiences by preparing for the Garden Bowl Restaurant, and multiple school and community-catered functions. Students are expected to employ all safety, sanitation, and professional standards in the operation of the kitchen facility. The research project for this level requires an investigation of a raw ingredient, refining of original recipes, and professional quality presentation. Among expected skills are the classification and preparation of: stock, soup, sauce, meat, poultry, fish, shellfish, fruit, vegetable, starch, breakfast, and dessert. The culinary portfolio continues to build during this course. *Prerequisite: Culinary Basics II.*

**H5073 Culinary Pathway II: Advanced Chef to Professional Cooking and Baking (1 Credit) Semester Long**

This is the culminating, in-school course for the culinary arts program if students are not able to secure a work-based experience. Students will be expected to demonstrate mastery of all the principles previously studied for food preparation. Production includes both casual and formal dishes; breakfasts, lunches, and dinners; as well as holiday bakeshops and a variety of catering requests. *Prerequisite: Culinary Pathway I.*

**H5074 Culinary Pathway III Work-Based Learning Experience (1 Credit) Semester Long**

This course encourages students to be a program completer by participating in an industry internship. Students locate a restaurant where they can work no less than 7 ½ hours per week with professionals in the field. *Prerequisites: Teacher recommendation and 75 hours of service-learning. Students must have a minimum 2.0 GPA and obtain 135 work hours per credit.*

# Environmental, Agricultural, and Natural Resources

## Curriculum for Agriculture Science Education (CASE)

### Curriculum for Agriculture Science Education (CASE)

The Curriculum for Agricultural Science Education (CASE) is a program within the Environmental, Agricultural, and Natural Resources Career Cluster. CASE prepares students to be successful in numerous careers in the agricultural sciences as well as preparing them to further their education at the post-secondary level.

**Course Sequence:** Introduction to Agriculture, Food, and Natural Resources; Plant Science or Animal Science; Animal and Plant Biotechnology; and Agricultural Research and Development (Capstone).

**Electives:** Veterinary Science and Aquatic Science

Students will also be required to take the CASE technical assessments. Successful students may obtain college credits through the **University of Maryland; College Park-College of Agriculture and Natural Resources Institute of Applied Agriculture, Community College of Baltimore County, Delaware Valley University and St. Mary's College of Maryland** and receive articulated college credit from **Chesapeake College**.

#### **H5039 Introduction to Agriculture, Food, and Natural Resources** (1 Credit) Semester Long

This course is the introductory course within the Curriculum for Agriculture Science Education (CASE) program of study. The course is structured to enable all students to have a variety of experiences that will provide an overview of the fields of agriculture science and natural resources. Students' experiences will involve the study of communication, sciences of agriculture, plant, animals, natural resources, and agricultural mechanics.

#### **H5001 Plant Science** (1 Credit) Semester Long

This course is structured to enable all students to have a variety of experiences that will provide an overview of the field of agricultural science with a foundation in plant science so that students may continue through a sequence of courses through high school. Students will work in teams to learn the characteristics of plant science and work on major projects and problems similar to those that plant science specialists, such as horticulturists, agronomists, greenhouse and nursery managers and producers, and plant research specialists face in their respective careers. *Prerequisite: Introduction to Agriculture, Food, and Natural Resources.*

#### **H5038 Animal Science** (1 Credit) Semester Long

This course is structured to enable all students to have a variety of experiences that will provide an overview of the field of agricultural science with a foundation in animal science so that students may continue through a sequence of courses through high school. Students will learn the characteristics of animal science and work on major projects and problems similar to those that animal science specialists, such as veterinarians, zoologists, livestock producers, or industry personnel face in their respective careers. *Prerequisite: Introduction to Agriculture, Food, and Natural Resources.*



#### **H5601 Animal and Plant Biotechnology (1 Credit) Semester Long**

The Animal and Plant Biotechnology course is a junior level specialization course and will include topics such as biochemistry, DNA/gene transfer, biotechnical research, biofuels, and micro-propagation. *Prerequisite: Animal Science or Plant Science.*

#### **H5041 Agricultural Research and Development (Capstone) (1 Credit) Semester Long**

This course is structured to enable all students to have a variety of exposures in FFA and Leadership (Agriscience Fair, agriculture issues, agriculture communication, parliamentary procedures, and public speaking), Agribusiness and Management (budgeting, record keeping, principals of economics, and inventory management), Research (data analysis, research methods, reporting, and using supportive research), and Development and Design (agriscience projects, agritourism, alternative agriculture, and green energy). *Prerequisite: Animal and Plant Biotechnology.*

#### **H5043 Veterinary Science (Lab Science) (1 Credit) Semester Long**

This course may be taken for science credit. This course will include units in animal agriculture, the growth, development and general physiology of animals, various animal systems and processes, and genetics. Students interested in pursuing a career in Veterinary Science are encouraged to take this course. *Prerequisites: 11th or 12th Grade Status and Biology.*

#### **H5044 Aquatic Science (Lab Science) (1 Credit) Semester Long**

This course may be taken for science credit. This course will cover topics including the nature and origin of aquaculture, aquatic plants and animals, aquatic structures and equipment, aquatic management practices, processing and marketing aquatic products, laws regarding aquaculture and career opportunities in aquaculture. Students interested in environmental studies, aquaculture production or environmental science are encouraged to take this course. *Prerequisites: Biology.*

# Firefighter and Emergency Medical Responder (MFRI)

EMT/Fire and Rescue (Upper Eastern Shore Regional Training Center)

## Opportunities for College Credit and Industry Standard Certification

### Firefighter and Emergency Medical Responder (MFRI)

*Offered at the Upper Eastern Shore Regional Training Center of the Maryland Fire and Rescue Institute (MFRI) in Queen Anne's County, Maryland*

**This program prepares students for participation in the Volunteer Fire Companies and/or to pursue a career as an Emergency Services Provider. Students are trained in firefighting and emergency medical technology. Prerequisite: 12th grade status.**

**Course Sequence:** Firefighter I; Emergency Medical Care; Hazardous Materials Operations; Truck Company Fireground Operations; and Rescue Technician Site Operations and Vehicle Technician Extrication (RTVME).

Successful students may obtain certification in **Emergency Medical Responder, Firefighter I, Hazardous Materials Operations, Rescue Technician-Site Operations, and Rescue Technician-Vehicle and Machinery Extrication.** Students may also receive **Articulated College Credit from the following colleges: Anne Arundel Community College, Cecil College, College of Southern Maryland, Frederick Community College, Prince George's Community College and University College.**

**H5400 Firefighter and Emergency Medical Responder (MFRI) (Year Long) (4 Credits) Year Long**  
All sessions are conducted at the Upper Eastern Shore Regional Training Center of the Maryland Fire and Rescue Institute in Queen Anne's County, Maryland and are taught by MFRI certified instructors. Students should be in good physical condition, as parts of the program require great physical effort.

**When students complete the one year of training, they will have completed the course work for the following courses:**

Schedule/ Credits	Course
<p><b>Quarter 1</b></p> <p><b>1 Credit</b></p>	<p><b>Firefighter 1</b> Topics in this course include: Fire service organization/communications, fire behavior, life safety/fire prevention, portable fire extinguishers, introduction to respiratory protection, self-contained breathing apparatus, hose and streams, rope and knots, forcible entry, ventilation ladders, search and rescue, property</p> <p><b>Hazardous Materials Operations</b> The objective of this course is to provide the student with the knowledge and skills to perform hazardous materials incidents, plan an initial response, implement the response, and evaluate the progress of the actions taken. Major topics covered in this course include firefighter safety, regulations and standards, chemistry, recognition and identifications, DOT guidebook, site management, container</p>

	<p>behavior, defensive control measures, personal protective equipment and decontamination.</p>
<p><b>Quarter 2</b>  <b>1 Credit</b></p>	<p><b>Engine Company Fireground Operations</b> Major topics covered in this course are functions and responsibilities of the engine company, construction and operation of nozzles, positioning and utilizing the engineer, utilizing hydrants, the pitot gauge and foam, size-up, emergency response considerations, initial fire rungs operation, and selecting and placing attack and supply lines.</p> <p><b>Truck Company Fireground Operations</b> The objective of this course is to provide the student with the fundamental principles of truck company operations and how they are integrated during fireground operations. Upon successful completion of this course, the student will be able to demonstrate forcible entry, search and rescue, ventilation, salvage, overhaul and ladders.</p>
<p><b>Quarter 3</b>  <b>1 Credit</b></p>	<p><b>Firefighter II</b> Major topics covered in this course are incident command, building construction, ventilation, water distribution, hose streams, fixed fire protection systems, fire prevention, inspection preplanning, ladders, and rescue procedures.</p> <p><b>Emergency Medical Responder</b> Topics in this course include: The human body, infectious diseases, medical issues, vital signs, sample history, skills practice, lifting/moving patients, airways, CPR, patient assessments, various medical emergencies, trauma, pediatric emergencies, and ambulance operations.</p>
<p><b>Quarter 4</b>  <b>1 Credit</b></p>	<p><b>Rescue Technician Site Operations</b> Major topics covered in the course include identification of support resources required for specific rescue incidents, size-up of a rescue incident, management of rescue incidents hazards, management of resources in a rescue incident, conducting searches, performance of ground support for helicopter activities, termination of a technical rescue operation, triage of victims, movement of a victim in a low-angle environment, transfer of a victim to emergency medical services, inspection and maintenance of hazard-specific personal protective equipment and technical rescue equipment, and tying knots, bends and hitches; constructing a single-point anchor system; use of edge protection; constructing a simple rope mechanical advantage system; directing a team in the operation of a simple rope mechanical advantage system in a both a low and high-angle raising operation; functioning as a litter tender in a low-angle lowering or hauling operation; constructing a lowering system, directing a lowering operation in a low- and high-angle environment; constructing and operating a belay system during a lowering or raising operation in a high-angle environment; conducting system safety check.</p>

	<p><b>Rescue Technician Vehicle Machinery Extraction</b>  Major topics covered in this course include planning for a vehicle or machinery rescue incident, performing ongoing incident size-up, establishing scene safety zones, establishing fire protections, stabilizing vehicles or machines, isolating potentially harmful energy sources, determining access and egress points, creating access and egress opening, disentangling victims, removing package victims, and terminating vehicle or machinery rescue incidents.</p>
<p><b>Total: 4 Credits</b></p>	

**Course Requirements to be eligible for this program, a student must:**

1. Be a member in good standing with a local Talbot County Volunteer Fire Department for at least 30 days prior to the start of the EMT/Fire Rescue program.
2. Be at least 16 years of age and a senior.
3. Obtain school counselor approval.
4. Students must have a medical release from their physician.

# Health and Biosciences

Biomedical Sciences: Project Lead The Way

## Opportunities for College Credit

### Biomedical Sciences: Project Lead The Way (PLTW)

The PLTW Biomedical Sciences (BMS) program is a sequence of courses, all aligned with appropriate national learning standards, which follows a proven, hands-on, real-world problem-solving approach to learning. Students explore the concepts of human medicine and are introduced to topics such as physiology, genetics, microbiology and public health. BMS courses complement traditional science courses and can serve as the foundation for STEM-centered or specialized academics. The program is designed to prepare students to pursue a post-secondary education and careers in the biomedical sciences.

**Course Sequence:** Principles of Biomedical Sciences; Human Body Systems; Medical Interventions; and Biomedical Innovation Research.

Successful students may obtain college credits through **Stevenson University and all other PLTW Affiliate colleges and universities.**

#### **H5701 Principles of Biomedical Sciences** (1 Credit) Semester Long

Student work involves the study of human medicine, research processes, and an introduction to bioinformatics. Students investigate the human body systems and various health conditions including heart disease, diabetes, sickle-cell disease, hypercholesterolemia, and infectious diseases.

#### **H5702 Human Body Systems** (1 Credit) Semester Long

Students will engage in the study of the processes, structures, and interactions of the human body systems. Important concepts include: identity, communication, resources for survival, muscle movement, and protection of the body. *Prerequisite: Principles of Biomedical Sciences.*

#### **H5703 Medical Interventions** (1 Credit) Semester Long

Through projects, students will investigate various medical interventions that extend and improve quality of life, including diagnostics, pharmacology, surgery, gene therapy, prosthetics, rehabilitation, and supportive care. Students will study the design and development of various medical interventions including vascular stents, cochlear implants, and prosthetic limbs. *Prerequisite: Human Body Systems.*

#### **H5704 Biomedical Innovation Research** (1 Credit) Semester Long

This capstone course gives student teams the opportunity to work with a mentor, identify a science research topic, conduct research, write a scientific paper, and defend team conclusions and recommendations to a panel of outside reviewers. Each team will have one or more mentors from the scientific and/or medical community guiding their scientific research. *Prerequisite: Medical Interventions.*

# Health and Biosciences

Certified Nursing Assistant

## Opportunities for College Credit

### Certified Nursing Assistant (CNA)

The Certified Nursing Assistant (CNA) Program uses project and problem-based learning, clinical and internship experiences, and classroom and lab instruction to teach students about the field of healthcare. Students are introduced to healthcare knowledge and skills through two foundation courses with content developed by Stevenson University: Foundations of Medicine and Health Science and Structure and Functions of the Human Body. The CNA program provides students with opportunities to apply what they are learning to real-life healthcare situations. The final required course is a clinical internship arranged with a local healthcare facility.

**Course Sequence:** Foundations of Medicine and Health Science, Structure and Function of the Human Body, Certified Nursing Assistant, Clinical Internship

There are end-of-course assessments, developed by Stevenson University, for the two foundation courses. Students who pass the end-of-course exams as well as successfully complete the program of study will be eligible for transcript credit through **Stevenson University**.

#### H14971 Foundations of Medicine and Health Science (1 credit) Semester Long

This course is designed to provide students with an overview of the therapeutic, diagnostic, environmental and information systems of the healthcare industry. Students will begin to prepare for a medical or health science career by developing a broad understanding of the cluster and pathways in the Health and Biosciences Cluster. Students will learn about ethical and legal responsibilities, as well as the history and economics of healthcare. Students will engage in processes and procedures that are used in the delivery of essential healthcare services. As students learn to use medical terminology within a variety of medical and healthcare environments, they will develop the skills for success, academic, and technical skills necessary to function as a health professional. *Prerequisite: Completion or concurrent enrollment in Biology.*

#### H14972 Structure and Functions of the Human Body (1 credit) Semester Long

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

#### Certified Nursing Assistant Internship (CNA) (1 credits) Semester Long

Students participate in classroom, lab-based and clinical experiences that prepare them for employment in acute or long-term care facilities. Upon completion of this course students take the Certified Nursing Assistant (CNA) certification exam. Students taking this Academy of Health Professions Pathway Option will also participate in the Clinical Internship. The content of this course must be approved by the Maryland Board of Nursing (MBoN). The Clinical Internship is designed to give students supervised practical application of previously studied theory. A Clinical Internship will meet specific guidelines, such as hours, outcomes and/or an approved site, set by a third party, such as the MBoN or the Maryland Board of Pharmacy. *Prerequisites: Foundations of Medicine and Health Science and Structure and Functions of the Human Body.*

# Human Resources Services

Teacher Academy of Maryland (TAM)

## Opportunities for College Credit and Industry Standard Certification

### Teacher Academy of Maryland (TAM)

The Teacher Academy of Maryland (TAM) is a Career and Technology Education (CTE) instructional program that aligns with the Interstate Teacher Assessment and Support Consortium and the Maryland Essential Dimensions of Teaching. The program prepares students for further education and careers in the education profession.

**Course Sequence:** Human Growth & Development through Adolescence; Teaching as a Profession; Foundations of Curriculum and Instruction; and Education Academy Internship

Successful students may obtain a ParaPro certification through the **Educational Testing Service** assessment. Successful students may also obtain college credits through **Towson University, Stevenson University, Coppin State University, Salisbury University, and Chesapeake College**.

### H5301 Human Growth & Development through Adolescence (1 Credit) Semester Long

This course is the first in a sequence of four courses for students who would like to pursue a career in teaching. This course focuses on human development from birth through adolescence. Emphasis is placed on theories of physical, cognitive, and psychosocial development, and the effect of heredity and the environment; the role of caregivers and the family; health and safety concerns; and contemporary issues.

### H5302 Teaching as a Profession (1 Credit) Semester Long

This course focuses on the profession of teaching – its history, purposes, issues, ethics, laws, regulations, roles, and qualifications. Emphasis is placed on identifying the current, historical, philosophical and social perspectives of American education. *Prerequisite: Human Growth & Development through Adolescence.*

### H5303 Foundations of Curriculum & Instruction (1 Credit) Semester Long

This course explores curriculum delivery models in response to the developmental needs of all children. Emphasis is placed on the development of varied instructional materials and activities to promote learning, classroom management strategies, and the development of a supportive classroom environment. *Prerequisite: Teaching as a Profession.*

### H5304 Education Academy Internship - Work Experience (1 Credit) Semester Long

The internship is the culminating course of the Teacher Academy Program. Students will have an opportunity to integrate content and pedagogical knowledge in an educational area of interest. Students will complete a portfolio as part of this course. *Prerequisites: Foundations of Curriculum & Instruction, teacher recommendation, and 75 hours of service-learning.*

# Human Resources Services

Navy Junior Reserve Officer Training Corps (NJROTC)

## Navy Junior Reserve Officer Training Corps (NJROTC)

Navy Junior Reserve Officer Training Corps (NJROTC) is designed to teach high school students the value of citizenship, leadership, and service to the community, personal responsibility, and a sense of accomplishment, while instilling in them self-esteem, teamwork, and self-discipline. The curriculum focus is reflected in the mission to motivate young people to be better citizens. Satisfactory completion of the program at the secondary level gives students the life and career skills to significantly contribute to success in careers in government, private industry entrepreneurship and non-profit organizations. It can also lead to advanced placement credit in the Senior ROTC program at an accredited college or university, or advanced rank in the armed forces.

**Course Sequence:** Naval Science 1 (NS1); Naval Science 2 (NS2); Naval Science 3 (NS3); and Naval Science 4 (NS4).

NJROTC students may take the ASVAB (Armed Services Vocational Aptitude Battery) as early as grade 10 and based on the results, work with their NJROTC instructor and school counselor to develop an academic and career plan. NJROTC students with an interest in serving in the armed forces after high school must take the ASVAB again in 11<sup>th</sup> or 12<sup>th</sup> grade. That score can be used to identify a military occupational specialty.

*Students entering this program should be aware that these courses practice codes of behavior consistent with military discipline, dress, and apparel.*

### **H9010 Naval Science 1** (1 Credit) Semester Long

The Naval Junior Officer Training Corps (NJROTC) program is designed to teach the student self-discipline, self-confidence, and leadership while introducing the basics of Naval Science, Naval History and Tradition, and Citizenship. The curriculum includes leadership, naval organization and tradition, U.S. Government, maritime geography, Naval History, navigation, seamanship, and health. Successful completion of three years of NJROTC allows entry into the armed forces at a pay grade two levels above other enlistees. There is no obligation to join the armed forces for NJROTC participants.

### **H9020 Naval Science 2** (1 Credit) Semester Long

Naval Science 2 builds on the leadership, management, and technical training received in Naval Science 1 by delving deeper into the academic and technical curriculum of the initial course. The curriculum includes leadership, citizenship, Naval History, ship construction, naval weapons, oceanography, navigation and small boat seamanship. Basic survival and orienteering training are also included. There is no obligation to join the armed forces for NJROTC participants. *Prerequisite: Naval Science 1.*



### **H9030 Naval Science 3 (1 Credit) Semester Long**

Leadership becomes the paramount topic in the Naval Science 3 course. Fundamentals of democracy and naval history are also stressed, and technical subjects such as meteorology and weather, astronomy, seamanship, and survival training are introduced. Leadership and management are the key areas of concern and effort. Leadership will be studied through readings and lectures, and practiced in classroom exercises and actual unit operations. There is no obligation to join the armed forces for NJROTC participants. *Prerequisite: Naval Science 2.*

### **H9040 Naval Science 4 (1 Credit) Semester Long**

The purpose of this course is to build on the basic qualities of a good follower and an effective leader provided in the Naval Science 1, 2 and 3 curriculums and takes an in-depth look at what leadership is, and how to maximize your abilities in the leadership area. In addition to extensive reading and critical thinking, leadership skills are practiced and improved upon through staff leadership positions within the NJROTC unit. There is no obligation to join the armed forces for NJROTC participants. *Prerequisite: Naval Science 3.*

### **H9050 NJROTC Drill & Ceremony (1 Credit) Semester Long**

Naval Science Drill & Ceremony introduces the student to military close order drill and ceremonial procedures. The course is designed to enhance the cadet's ability to lead an NJROTC unit as well as to be, if so desired, a member of the Unit's competition Drill Team. The course will include both armed and unarmed drill, and, to a certain extent, guidon manual, sword manual, color guard, and honor guard. The elements are developed from a fundamental level, and the results will vary depending upon the intensity of the cadet's out-of-class commitment. There is no obligation to join the armed forces for NJROTC participants. *Prerequisites: Naval Science 1 and instructor approval.*

# Information Technology

## Computer Science

### Opportunities for College Credit and Industry Standard Certification

#### Computer Science

The Computer Science program allows students to learn all aspects of Computer Science, including programming, networks, graphics, databases, cyber security, artificial intelligence, and other applications in Information Technology (IT).

Course Sequence: Foundations of Computer Science; AP Computer Science Principles; AP Computer Science A; Advanced Computer Programming and/or Dual Enrollment – CIS 152 Microcomputer Operating Systems and CIS 270 Ethics for the Information age.

Successful students may obtain articulated credit from the **University of Maryland-Baltimore County** and **Advanced Placement College Board Credit by Exam**.

#### **H10171 Foundations of Computer Science** (1 Credit) Semester Long

This first course is designed to introduce students to the breadth of the field of computer science through an exploration of engaging and accessible topics. Rather than focusing the entire course on learning particular software tools or programming languages, the course is designed to focus on the conceptual ideas of computing and help students understand why certain tools or language might be utilized to solve particular problems. This course includes a broad range of topics in computing including robotics, programming in several languages such as Processing and Java, and Cyber Security. This course meets the graduation requirement for one **Technology Education** credit only if the student does not complete the course to fulfill the Computer Science Career and Technical Education Program.

#### **H10175 Advanced Placement Computer Science Principles** (1 Credit) Year Long

In this course, students will develop computational thinking vital for success across all disciplines, such as using computational tools to analyze and study data and working with large data sets to analyze, visualize, and draw conclusions from trends. The course is unique in its focus on fostering student creativity. Students are encouraged to apply creative processes when developing computational artifacts and to think creatively while using computer software and other technology to explore questions that interest them. They will also develop effective communication and collaboration skills, working individually and collaboratively to solve problems, and discussing and writing about the importance of these problems and the impacts to their community, society, and the world. Extensive outside readings and writing projects are required. AP Exam required. *Prerequisite: Geometry*

#### **H10157 Advanced Placement Computer Science A** (1 Credit) Year Long

This course introduces students to computer science with fundamental topics that include problem solving, design strategies and methodologies, organization of data (data structures), approaches to processing data (algorithms), analysis of potential solutions, and the ethical and social implications of computing. The course emphasizes both object-oriented and imperative problem solving and design using Java language. Extensive outside readings and writing projects are required. AP Exam required. *Prerequisite: Algebra 1 and P Computer Science Principles*

# Manufacturing, Engineering and Technology

Pre-Engineering: Project Lead The Way (PLTW)

## Opportunities for College Credit

### Pre-Engineering: Project Lead The Way (PLTW)

The PLTW Pathway to Engineering (PTE) program is a sequence of courses, which follows a proven, hands-on, real-world, problem-solving approach to learning. Throughout PTE, students learn and apply the design process, acquire strong teamwork and communication proficiency, and develop organizational, critical-thinking, and problem-solving skills. PTE courses complement traditional mathematics and science courses and can serve as the foundation for STEM-centered or specialized academies. The program is designed to prepare students to pursue a post-secondary education and careers in the engineering field.

**Course Sequence:** Introduction to Engineering Design or Principles of Engineering; Digital Electronics; Computer Integrated Manufacturing; and Engineering Design & Development.

Successful students may obtain college credits through **University of Maryland-Baltimore County, Rochester Institute of Technology, and all other Project Lead The Way (PLTW) Affiliate colleges and universities.**

### H5102 Introduction to Engineering Design (1 Credit) Semester Long

This course emphasizes the development of a design. Students use 3-D computer software to produce, analyze, and evaluate models of project solutions. They study the design concepts of form and function, and then use state-of-the-art technology to translate conceptual designs into reproducible products. This course meets the graduation requirements for one **Technology Education** credit only if the student does not complete the course to fulfill the PLTW Pre-Engineering Career and Technical Education Program.

### H5101 Principles of Engineering (1 Credit) Semester Long

This course provides an overview of engineering and engineering technology. Students develop problem-solving skills by tackling real-world engineering problems. Through theory and practical hands-on experiences, students address the engineering, social and political consequences of technological change. *Prerequisite: 10th Grade Status.* This course meets the graduation requirements for one **Technology Education** credit only if the student does not complete the course to fulfill the PLTW Pre-Engineering Career and Technical Education Program.

### H5103 Digital Electronics (1 Credit) Semester Long

This course introduces students to applied digital logic, a key element of careers in engineering and engineering technology. This course explores the smart circuits found in watches, calculators, video games, and computers. Students use industry-standard computer software in testing and analyzing digital circuitry. They design circuits to solve problems, export their designs to a printed circuit auto-routing program that generates printed circuit boards, and use appropriate components to build their designs. Students use mathematics and science in solving real-world engineering problems. This course covers several topics, including analog and digital fundamentals; numbers systems and binary addition; logic gates and functions; Boolean algebra and circuit design; and decoders, multiplexers, and demultiplexers. *Prerequisite: Introduction to Engineering Design or Principles of Engineering.*

### **H21030 Computer Integrated Manufacturing (CIM) Semester Long**

This pathway course teaches the fundamentals of computerized manufacturing technology. It builds on the solid modeling skills developed in the Introduction to Engineering Design course. Students use 3-D computer software to solve design problems. They assess their solutions through mass propriety analysis (the relationship of design, function, and materials), modify their designs, and use prototyping equipment to produce 3-D models.

*Prerequisite: Digital Electronics.*

### **H5105 Engineering Design & Development (1 Credit) Semester Long**

In this course, students will work on a team to design and construct the solution to an engineering problem. Students will apply the principles learned in previous PLTW courses. Each team will be responsible for delivering progress reports and making final presentations to a community review panel. A completed PLTW portfolio is required at the end of the course. *Prerequisite: Computer Integrated Manufacturing.*

### **H5106 PLTW Work Experience (1 Credit) Semester Long**

Students who have successfully completed the first three courses in the PLTW program sequence may apply for a work experience. This program is available during the summer for a grade of pass or fail and during the school year for a letter grade. *Prerequisites: Academic Teacher and PLTW Instructor recommendation and 75 hours of service-learning. Students must have a minimum 2.0 GPA and obtain 135 work hours per credit.*

# Transportation Technologies

Automotive Technician (NATEF)

## Opportunities for College Credit and Industry Standard Certification

### Automotive Technician (NATEF)

The Automotive Technician CTE Program of Study is an instructional program that incorporates the Automotive Service Excellence (ASE) program certification standards and the National Automotive Technicians Education Foundation (NATEF) task lists. The program prepares students for further education and careers in the automotive field.

**Course Sequence:** Automotive Technology I; Automotive Technology II; and Automotive Technology III - Work Experience.

Successful students may obtain certification through the **National Automotive Student Skills Standards assessments in Engine Performance, Maintenance Light Repair, Electrical/Electronic Systems, Engine Repair, Brakes and Suspension & Steering**. Successful students may also obtain college credits through **Community College of Baltimore County, University of Northwestern Ohio, and Penn College**.

### H5067 Automotive Technology I (2 Credits) Year Long

This course is designed for students interested in pursuing a career in Automotive Technology. Students will complete the ASE program areas of brakes and steering/suspension systems. Students will learn to diagnose and determine needed repairs on drum & disc brake systems and steering & suspension systems. *Prerequisites: 11th Grade Status and Algebra 1.*

### H5068 Automotive Technology II (3 Credits) Year Long

This course is designed for students interested in pursuing a career in Automotive Technology. The class will meet for two periods daily for one year. Students will complete ASE program areas of Electrical/Electronic Systems and Engine Performance. Students will learn how to check continuity in electrical circuits using a test light and voltmeter, oscilloscope, and wiring diagrams. Students will conduct engine performance tests using an engine analyzer to determine needed repairs. *Prerequisite: Automotive Technology I.*

### H5069 Automotive Technology III – Work Experience (1 Credit) Semester Long

Students who have successfully completed Automotive Technology II may apply for a supervised work experience placement with a local automotive technology repair facility or dealer. *Prerequisites: Automotive Technology II, teacher recommendation, and 75 hours of service-learning.*

### H5092 Automotive Youth Educational Systems (AYES) Summer Work Experience (1 Credit) Semester Long

Automotive students who have successfully met the following requirements are eligible to participate in a paid summer work experience through the National Automotive Youth Educational Systems Program. *Prerequisites: Automotive I, letter of recommendation from the Automotive Instructor and one Academic Teacher, have a cumulative 3.0 GPA for their first three marking periods of the junior year, have a cumulative attendance of 96% during their junior year, and 75 hours of service-learning.*

# APPRENTICESHIP MARYLAND PROGRAM

The Apprenticeship Maryland Program is coordinated through a partnership between the Maryland State Department of Education (MSDE) and the Maryland Department of Labor, Licensing and Regulation (DLLR). The program is for students, ages 16 and up, and is designed to lead to sustainable employment and further education based on career pathways in Science, Technology, Engineering, and Mathematics (STEM) occupations.

The program is based on a partnership among employers and mentors, school districts, students, and parents. Eligible employers (approved by the Maryland Apprenticeship Training Council (MATC) through DLLR) hire high school juniors and seniors to work in eligible career track occupations primarily in manufacturing and/or the STEM industries and provide fair compensation, thus creating an “earn and learn” opportunity. Students also receive training in employability skills, interpersonal/social skills, and a general knowledge of the world of work.

The program consists of at least one year of related classroom instruction and a workplace component of at least 450 hours. The workplace component is a paid (at least minimum wage), mentored, on-the-job work experience, with a written student rating/work-based learning plan, and a formal agreement among the student, school, and employer.

## **Apprenticeship Related Instruction (1 Credit)**

This course varies depending on the apprenticeship area. The related classroom instruction must assist the student in meeting the goals outlined in the student training plan. The Youth Apprenticeship Coordinator and/or designees must collaborate with the classroom instructors and the eligible employer to coordinate the design of a realistic training plan that meets the needs of the eligible employer and the capacity of the classroom instructor and school district. The overarching goals of the related classroom instruction to the apprenticeship are to:

- Determine the related instruction options that are available and appropriate for each youth apprentice.
- Introduce the student to the information needed to be successful and perform the duties necessary on the job.
- Personalize the learning process for students by integrating information from their classroom instruction with information learned at the worksite.
- Provide related instruction that assists the student in meeting the goals of the student training plan.

The classroom instruction can be offered prior to or simultaneously with the work-based learning experience.

## **H2297101 Apprenticeship Work-Based Learning (WBL) Experience 1 (1 Credit)**

The first part of a work-based learning experience takes place at a work-site and must be a paid experience (at least minimum wage). All three parts of the WBL experience must cumulate to a minimum of 450 hours. This experience is directed by the WBL agreement provided by the school system and a student work plan developed among the student, WBL coordinator, and eligible employer. The student work plan identifies the appropriate competencies, duties, tasks and outcomes in academic, technical, and workplace readiness areas that apply directly to the student’s goals for a specific work-related placement. In order to receive credit for this course, a student must have completed 150 hours of work experience.

## **H2297102 Apprenticeship Work-Based Learning (WBL) Experience 2 (1 Credit)**

The second part of a work-based learning experience takes place at a worksite and must be a paid experience (at least minimum wage). All three parts of the WBL experience must cumulate to a minimum of 450 hours. This experience is directed by the WBL agreement provided by the school system and a student work plan developed among the student, WBL coordinator, and eligible employer. The student work plan identifies the appropriate competencies, duties, tasks, and outcomes in academic, technical, and workplace readiness areas that apply directly to the student’s goals for a specific work-related placement. In order to receive credit for this course, a student must have completed 150 hours of work experience for a total of 300 hours at the end of the second work experience.

### **H2297103 Apprenticeship Work-Based Learning (WBL) Experience 3 (1 Credit)**

The third part of a work-based learning experience takes place at a work-site and must be a paid experience (at least minimum wage). All three parts of the WBL experience must cumulate to a minimum of 450 hours. This experience is directed by the WBL agreement provided by the school system and a student work plan developed among the student, WBL coordinator, and eligible employer. The student work plan identifies the appropriate competencies, duties, tasks and outcomes in academic, technical, and workplace readiness areas that apply directly to the student's goals for a specific work-related placement. In order to receive credit for this course, a student must have completed 150 hours of work experience for a total of 450 hours at the completion of the third work-based learning experience.

# 4

## College and Career Ready

From an academic perspective, college and career readiness means that a high school graduate has the knowledge and skills in English and math necessary to qualify for and succeed in entry-level, credit-bearing, postsecondary coursework without the need for remediation – or put another way, a high school graduate has the English and math knowledge and skills needed to qualify for and succeed in the postsecondary job training and/or education necessary for their chosen career (i.e. community college, university, technical/vocational program, apprenticeship or significant on-the-job training). This section offers information to help you plan for that transition.



# National Collegiate Athletic Association (NCAA) Division I and II Eligibility Standards

For athletic scholarships at Division, I and II colleges, a procedure must be followed. All student-athletes must register with the NCAA Eligibility Center. There is a charge of \$70 for this. Students must meet the NCAA's academic standards to practice, compete, and receive an athletic scholarship as a freshman. The standards are different for different divisions.

In addition, students must meet the NCAA Core GPA/Test Score Sliding Scale. This is a scale of core GPAs (grade- point averages) and SAT or ACT scores. It allows for a student to compensate for a lower SAT or ACT score with a higher GPA, or compensate for a lower GPA with a higher SAT or ACT score. School counselors can advise students as to what courses count as core courses. For more information about NCAA initial eligibility requirements, please refer to the NCAA website ([www.eligibilitycenter.org](http://www.eligibilitycenter.org)) or call 1-877-262-1492 (weekdays 8:30 am-6 pm) or visit the MD Public Secondary Schools Athletic Association website ([www.mpssaa.org](http://www.mpssaa.org)).

## Advanced Placement Program

Advanced Placement (AP) courses provide academically challenging content in a supportive environment. The skills which students are expected to master are of greater complexity and must be applied to a broader range of situations. Demands made in each of the AP courses parallel the demands made by comparable college courses. All students are encouraged to take an AP course. However, college-bound students are especially encouraged to take at least one AP course in their area of strength and/or interests to prepare them for college level expectations and develop a transcript of rigorous study.

The program also provides the opportunity to earn college credit or its equivalent through the AP testing program. **Students are required to take the corresponding AP examination. Fees for the examination are the responsibility of each student. Financial assistance is available to qualifying students.** See the school-based AP Coordinator for additional information. Students who do not take the AP exam will not be granted AP credit on their transcript.

All AP courses are year-long.

Grades earned for AP courses are weighted in accordance with Policy 9.28 to reflect the increased performance expectations for the students enrolled in these courses.

### Advanced Placement Course Offerings

**All AP courses taught in Talbot County Public Schools have been approved by the College Board and are taught by College Board trained teachers.**

Advanced Placement Biology  
Advanced Placement Calculus AB  
Advanced Placement Calculus BC  
Advanced Placement Chemistry  
Advanced Placement Computer Science Principles  
Language Advanced Placement Computer Science A  
Advanced Placement English Language & Composition  
Advanced Placement English Literature & Composition  
Advanced Placement European History  
History Advanced Placement Environmental Science

Advanced Placement Government & Politics  
Advanced Placement Human Geography  
Advanced Placement Latin  
Advanced Placement Physics  
Advanced Placement Spanish  
Advanced Placement Statistics  
Advanced Placement Studio Art  
Advanced Placement U.S. History  
Advanced Placement World

# Dual Enrollment

## H5088 Fall Dual Enrollment

## H5089 Spring Dual Enrollment

Dual Enrollment is a program that allows high school juniors and seniors to earn college credit while still in high school. Talbot County Public Schools provides tuition assistance as outlined in the College and Career Readiness and College Completion Act of 2013. Chesapeake College courses selected must be credit-level courses and can be used to fulfill high school graduation requirements. Students may choose from classes offered at the high schools or at any Chesapeake College campus. Course offerings at the high schools may vary based on instructor availability.

Courses taken at Chesapeake College may meet outside of school operating hours. Eligible students may substitute the following: One college-level English course in literature or writing for one high school credit in English; one college-level science course for the third science credit; a college-level art credit to fulfill the core requirement; or a fourth math credit once the student has successfully completed Algebra II. All other coursework will be recorded as elective credits. The student's letter grade will be recorded on their high school transcript. The percentage will be used to calculate the student's high school GPA and class rank.

Through the Advanced Credit Initiative, (ACI), Chesapeake College staff and TCPS school counselors work closely together to help students develop long-term plans for combining Dual Enrollment and AP credit into a package of credit that can shorten students' time to a college degree. Students have the potential of earning as many as half of the credits required in a Chesapeake College degree program by taking AP courses (around 30 credits) as well as up to 12 credits through Dual Enrollment courses. (Dual Enrollment students are also eligible to take other Chesapeake College courses at the college's campus or online.) A student can be within a semester of earning an Associate's Degree by completing a set of AP and Dual Enrollment credits, or have several semesters towards a baccalaureate degree at a variety of four-year institutions.

To participate in Dual Enrollment, a high school student must:

1. Be a junior or senior and at least 16 years of age.
2. Have a cumulative GPA of 2.5 or higher.
3. Meet with their school counselor to determine eligibility and discuss interests.
4. Obtain parental and school counselor approval.

Students may choose from classes offered at the high schools or at any Chesapeake College campus. Courses taken at Chesapeake College may meet outside of school operating hours.

Once a student decides to enroll, a student will meet with a Chesapeake College representative at their school, or make an appointment with the college representative to:

1. Complete and submit a Chesapeake College application (new students only).
2. Take the ACCUPLACER assessment in math and English, or opt out with SAT scores of 500 or above or a composite ACT score of 21 or above.
3. Submit a new dual enrollment certification form each semester.

# 5

## Important Information

# Assessments

## **MCAP Assessments (Maryland Comprehensive Assessment Program)**

Students enrolled in English 10, Algebra I, Government, and Biology are required to take the MCAP and MISA exams for those tested areas. Passing the MCAP assessments is a graduation requirement for students who take them for the first time in 2016-2017.

## **Maryland Integrated Science Assessment (MISA)**

Starting in the 2022-2023 School Year, the Life Science Maryland Integrated Science Assessment (MISA) will be administered as an end of course assessment in biology. Successful completion of biology will fulfill state testing requirements.

## **PSAT 8/9**

The Preliminary Scholastic Assessment Test (PSAT) 8/9 gives students the opportunity to practice for the SAT I (Scholastic Assessment Test). This assessment tests the same skills and knowledge as the PSAT/NMSQT (National Merit Scholarship Qualifying Test), and SAT in a way that makes sense for 9th graders. It measures what students are already learning, shows them whether they're on track for college and lets them and educators know where they need the most improvement. That means students have time to tackle these areas long before they take the SAT. Talbot County administers the PSAT 8/9 to all 9<sup>th</sup> graders at no cost. The results are shared with students and parents as a way to help plan for coursework.

## **Preliminary Scholastic Aptitude Test (PSAT) & National Merit Scholarship Qualifying Test (NMSQT)**

The PSAT/NMSQT gives students the opportunity to practice for the SAT I. The PSAT allows students to find out information about various colleges and enter scholarship competitions. The results are shared with students and parents as a way to help plan for coursework. Tenth and eleventh grade students may elect, and are encouraged, to take the PSAT/NMSQT by paying the required testing fee.

## **Scholastic Aptitude Test (SAT)**

The SAT consists of two different tests, the SAT I and the SAT II. The SAT I measures a student's critical reading, math, and writing skills. It is used to assess the student's readiness for college-level work. The SAT II is designed to measure a student's knowledge in a specific subject and their ability to apply that knowledge. SAT II tests are available in areas such as literature, sciences, languages, math, and history. Students should check with the college of their choice to determine which entrance exam is required by that institution. Talbot County administers the SAT to all 11<sup>th</sup> graders at no cost.

## **American College Test (ACT)**

The American College Test (ACT) is a widely accepted college entrance exam. It assesses high school students' general educational development and their ability to complete college-level work. The multiple-choice tests cover four skill areas: English, math, reading, and science. The Writing Test, which is optional, measures skill in planning and writing a short essay. Students should check with the college of their choice to determine which entrance exam is required by that institution.

## Advanced Placement

The Advanced Placement Exams (AP) are given in May at each high school. **Students who take AP courses are required to take AP exams. Based upon the score(s) a student earns, they might have the opportunity to obtain college credit.** Over 400 college institutions may grant college credit to students who earn a qualifying score of 3, 4 or 5. (Refer to page 54)

# Community-Based Educational Programs

## Internship Programs (1 to 4 Credits)

**H5084 (Fall)**

**H5085 (Spring)**

Career interests for students often extend into areas other than those provided by the high school course offerings. During their Junior and/or Senior year, students interested in career exploration studies are encouraged to accept the opportunity to experience meaningful educational opportunities through an internship program within the community. Internship placements are usually on a volunteer basis, consistent with the student career goal(s), and whenever possible and appropriate, will be consistent with the students' Five-Year Plan. *Prerequisites: Junior/Senior status – current on meeting graduation requirements, completed 75 service-learning hours, have a cumulative minimum 2.0 GPA, and provide personal transportation. The student must obtain 135 work hours per credit.*

## Cooperative Work Experience (1 to 4 Credits)

**H5086 (Fall)**

**H 5087 (Spring)**

The Cooperative Work Experience Program for students with disabilities allows students to help develop and improve their occupational skills while learning about various career requirements. This program provides an avenue for the IEP (Individualized Education Plan) Team to assist a student in developing pre-vocational and vocational skills by providing high school students with on-the-job training as a part of their transition for post-secondary options.

Prior to placement on any job, each student is administered a vocational assessment. The IEP team will determine the type of assessment needed. Parent authorization is required. The IEP team will review the results, write vocational goals where appropriate, and make a work-related placement decision. *Prerequisite: IEP recommendation.*

# Cross-Campus Program

To expand the educational opportunities for all Talbot County high school students, a Cross-Campus Program was instituted in the fall of 1997. This program encourages all high school students to enroll in courses which best meet their academic and career goals.

**Students must meet with their school counselor to select and schedule cross-campus courses. Students should consider the following parameters when choosing this option.**

1. Easton High School students may take courses, which are offered two consecutive periods at St. Michael's Middle/High School.
2. St. Michaels Middle/High School students may take courses, which are offered three consecutive periods at Easton High School.
3. Courses offered are determined on an annual basis.
4. Bus transportation is provided on a daily basis for only morning classes. Students may provide their own transportation if a waiver is signed by the principal of the student's home school. Parking spaces and lockers will be assigned at both schools.
5. A student's eligibility to participate in athletics at their home school will not be affected as long as they take at least one course per semester at their home school.

**Both high schools have initiated support services to aid students participating in this program.**

1. A school counselor at each school will assist cross-campus students with any problems and/or issues which they might have.
2. An orientation session of the Cross-Campus Program will be held at each campus.

**For further information about the Cross-Campus Program, please contact your School Counselor.**

## Talbot County Certificate of Achievement

Consistent with State reporting and the Talbot County Public Schools' Master Plan, graduates will be awarded a Talbot County Public Schools Certificate of Achievement based on meeting **four of the six** State Rigorous Course Indicators below:

- Two or more credits in the same Foreign Language with a grade of a B or better.
- Two or more credits of approved Advanced Technology with a grade of B or better.
- At least one mathematics course beyond Algebra 2 and Geometry with a grade of B or better.
- Four credits of science with a grade of B or better.
- SAT-1 or ACT score standards as set by MSDE.
- A cumulative grade point average of 3.0 or higher on a 4.0 scale.

# Seal of Biliteracy

The Seal of Biliteracy recognizes students who have obtained a high level of proficiency in listening, speaking, reading, and writing in one or more languages other than English.

TCPS graduating seniors qualify for the Seal of Biliteracy by the attainment of:

- A passing score on the PARCC English 10 Assessment, **and**
- A score of **4 or 5** on the relevant Advanced Placement Exam (Spanish Language & Culture or Latin)

**or**

- A passing score on the relevant ACTFL Assessment of Language Proficiency or other assessment as designated by the Maryland State Department of Education

Students who wish to be considered for the Seal of Biliteracy should see their guidance counselor for a Student Application.

## Grade Level Designations

In practice, the traditional names given to high school grades (freshman, sophomore, etc.) refer to the successive years of a student's attendance in high school. A student in his/her fourth year is called a senior, though it is important to remember that graduation eligibility depends on completing all specified requirements (course credits, service-learning, and assessments). Most students graduate in four years, though a few students require more or less time.

Students' records are kept in terms of the anticipated "year of graduation" (YOG). Thus, all the students who enter 9th grade together are considered to be a single cohort as they progress through school. In order for a student to maintain acceptable progress toward meeting all requirements and graduating on time, (s)he should follow the recommended Pacing Guide of Class Expectations on page 7.

Students who fall behind are strongly encouraged to take advantage of Summer School and other credit recovery opportunities, and to participate in HSA appropriate assistance.

## Grade Point Average (GPA)

Each student's cumulative GPA will be computed in accordance with the guidelines provided below:

1. Courses may be repeated for the purpose of making up a failure or to become better prepared in a particular subject. All courses will show on the transcript, but only the highest course grade will be used when calculating the GPA.
2. If a student's record includes courses marked in a nontraditional fashion, e.g. pass/fail or audit, the GPA should be based on those courses with traditional marks only.
3. Averages will not be computed for students in un-graded special education classes.
4. Credits earned in Middle School will be factored in accordance with Policy 9.32.
5. Foreign Exchange Students will not be included in class rankings.
6. Computerized student averages will be made available through the school-based student information system.
7. Grades for specified courses will be weighted in accordance with POLICY 9-11AR to determine a weighted GPA.

# Service-Learning Requirements

Service-learning is a teaching and learning strategy that integrates community service with academic study to enrich learning, teach civic responsibility, and strengthen communities. Talbot County Public Schools and the Maryland State Department of Education (MSDE) require students to earn a minimum of 75 hours of service-learning in order to graduate. All students in grades 3-10 will earn hours in specific classes that have approved service-learning infused projects. Students must be in attendance and satisfactorily complete the project in order to be awarded the hours.

Students will be required to earn independent hours to complete the 75-hour requirement. Students may not begin earning independent hours until the first day of sixth grade. All sixth graders will participate in a Service-Learning Unit in Social Studies and will be awarded up to 8 hours for their successful completion of the unit. They will also earn up to 7 hours for a Science Service-Learning Project. Students must get pre-approval from their Service-Learning Building Coordinator for any individual independent service-learning project. Please feel free to call on them should you have questions during the school year. Once the project is completed, students are required to complete a Student Service-Learning Validation Form and turn it in to their Building Coordinator. The form must also be completed for student volunteer hours. However, prior approval is not required. These forms are available at the school and on the Talbot County Public Schools website ([www.talbotschools.org](http://www.talbotschools.org)). The validation form must be turned in by the last student day of that school year for the hours to be counted. Seniors must have the student validation form turned into the Service-Learning Building Coordinator by May 15 of the year they graduate.

## **Suggested Service-Learning Guidelines (Cumulative)**

1st year	30 hours
2nd year	50 hours
3rd year	70 hours
4th year	75 hours

**(Total required must be submitted by May 15th of graduation year)**



# Talbot County Public Schools Five-Year Plan of Study

Student Name \_\_\_\_\_ Graduation Year \_\_\_\_\_ ID# \_\_\_\_\_

Anticipated Career: 1. \_\_\_\_\_ 2. \_\_\_\_\_

13 Year Interest (Check One) \_\_\_\_\_ College \_\_\_\_\_ Technical School \_\_\_\_\_ Military \_\_\_\_\_ Other \_\_\_\_\_

Maryland Career Clusters:

- \_\_\_\_\_ Arts/Media Communication
- \_\_\_\_\_ Construction/Development
- \_\_\_\_\_ Environmental/Agricultural/Natural Resources
- \_\_\_\_\_ Human Resource Services
- \_\_\_\_\_ Manufacturing/Engineering/Technology
- \_\_\_\_\_ Fire Fighter/Emergency Medical Responder
- \_\_\_\_\_ Cosmetology

- \_\_\_\_\_ Business Management/Finance
- \_\_\_\_\_ Consumer Services/Hospitality/Tourism
- \_\_\_\_\_ Health/Biosciences
- \_\_\_\_\_ Information Technology
- \_\_\_\_\_ Transportation Technologies

Required Courses	#	Grade 9	Grade 10	Grade 11	Grade 12	CREDITS EARNED
ENGLISH	4					
MATH	4					
SCIENCE	3					
SOCIAL STUDIES	3					
TECHNOLOGY ED	1					
FINE ARTS	1					
PHYS. ED./HEALTH	2					
OPTIONS						
Foreign Language (Same Language)	Min. 2					
OR						
Advanced Technology	2					
OR						
State Approved CTE Completer Program	3 or 4*					
Electives						
Total Credits to Graduate	22					
Service-Learning Hours	75					
Assessments		Math	English	Science	Social Studies	
Score						

\*Depending on program requirements.

# NOTES

# Talbot County Education Center

12 Magnolia Street  
Easton, MD 21601  
(410) 822-0330

[www.tcps.k12.md.us](http://www.tcps.k12.md.us)



**Easton High School**  
723 Mecklenburg Avenue  
Easton, MD 21601  
(410) 822-4180  
Principal: Sherry Spurry

**St. Michaels Middle-High School**  
200 Seymour Avenue  
St. Michaels, MD 21663  
(410) 745-2852  
Principal: Theresa Vener

