

# High School Catalog of Courses

## 2018 – 2019

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## Superintendent's Message



This High School Catalog of Courses is designed to assist you in reaching the very important milestone of high school graduation. It contains detailed information that will be very valuable in the development of your high school schedule and reaching your goals in high school and beyond.

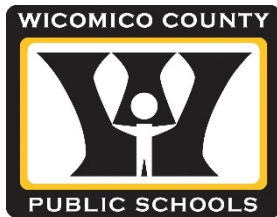
The catalog provides important information about Wicomico County Public Schools' graduation requirements, the University System of Maryland requirements, Career Technology Education Completer Program requirements, and requirements established through the Maryland State Department of Education for graduates to be considered *College and Career Ready*. The catalog provides a description of the courses offered in our high schools, as well as the prerequisites required to register for those courses. Finally, this booklet describes other special programs and educational opportunities available to you.

School counselors are available to assist you with selecting courses based on your academic interests and strengths.

I urge you to choose challenging courses, which will prepare you for a future career or to continue your education while considering areas of interest, course sequences and prerequisites. Your teachers, counselors, and school-based administrative teams are here to support your academic success. If you, your parent(s) or guardian(s) have questions about the registration process, graduation requirements, or options available, please contact your school counselor.

Please accept my best wishes for a very successful year of learning and achievement.

Sincerely,  
Donna C. Hanlin, Ed.D.



## *Wicomico County Public Schools –*

*We aspire to be:*

- *a public school system rooted in a culture of respect, transparency, and collegiality; where trust, the quality of relationships, and empowerment are clearly understood to be the foundation for success.*
- *a public school system committed to safe schools; created through a careful balance of clearly communicated and enforced expectations and an atmosphere where students know that teachers and administrators believe in them.*
- *a public school system dedicated to meeting the needs of each student from the most gifted to the most challenged; focusing on early literacy, student engagement in authentic problem solving, innovative instruction that encourages creativity, and preparing students with 21<sup>st</sup> century skills necessary to successfully enter college or the world of work.*
- *a public school system our community believes in - where teachers compete for jobs, employers compete for well-prepared graduates, families choose to live, and businesses aspire to relocate because of its reputation built upon the pursuit of excellence in providing an outstanding education for our community's students.*

# **WICOMICO COUNTY BOARD OF EDUCATION**

## **Mission Statement**

The mission of the Wicomico County Public School System is to provide all students an educational foundation and a set of skills which will enable them to become responsible and productive citizens in our society.

## **Vision Statement**

Our vision is to educate each student to his or her full potential.

## **Educational Philosophy**

Public education in Wicomico County is based on the democratic principle that students have, by right, the opportunity to develop their potential to the fullest. While the pursuit of education is a right, a privilege, and a responsibility that is shared by the school, the student, the home, and religious and other community entities, the primary responsibility for this educational development lies with the student and the school.

It is acknowledged that individuals vary greatly in their needs and abilities. Consequently, the school system has the obligation to provide diversified and well-balanced programs.

Education in Wicomico County is concerned not only with the intellectual and skill development of the students but also with other aspects of their growth. Since education is a continuous process, it is the responsibility of the school system to make its instructional program relevant to the present, as well as applicable and useful for the future.

In our school system, education should be a dynamic process subject to evaluation, revision, and updating of existing programs based upon the needs of students, the latest knowledge, and current scientific information as to how individuals learn.

In conformity with this philosophy, the Wicomico County School System will:

- Provide a safe environment that will ensure the physical and emotional well-being of students as they pursue their education.
- Help students acquire knowledge, habits, and attitudes necessary to become responsible and productive citizens.
- Provide a rigorous academic curriculum which challenges all students to develop their intellectual capabilities to the fullest.
- Devise techniques of teaching that will prepare students for a world of rapid change, requiring continuous learning.
- Maximize the potential of each student by adapting teaching methods to the diversity of learning styles and capabilities of students.
- Create an environment designed to encourage a student's development and maintenance of a positive self-image and attitude toward school
- Assist students and staff in developing an understanding of and an appreciation for persons of different social, economic, cultural, and ethnic groups.
- Provide encouragement of and opportunities for creativity.
- Assist in the development of sound health habits and an understanding of the conditions necessary for the maintenance of physical and emotional well-being.
- Prepare students to take advantage of present and future career opportunities.
- Work cooperatively with other public and private community entities to enhance and support student learning experiences.
- Enhance community interest in and understanding of the purposes and processes of public education.

## **Beliefs**

We, the members of the Wicomico County Board of Education and the Superintendent of Schools, believe the following:

- All students can learn.
- Each student should be challenged to reach his or her full potential.
- The diversity of each individual, including his or her unique and innate characteristics, should be respected.
- Students should be exposed to a wide array of academic, co-curricular, and extracurricular experiences.
- Students should experience rigorous content and achieve high standards.
- Each student should acquire a core body of knowledge and a set of definable skills prior to graduation.
- Community-based values should be reinforced.
- Parents or guardians should be intimately involved in the education of their child(ren).
- Schools should welcome and encourage both parental and community involvement.
- Students benefit when those closest to the action are involved in the decision-making process.
- Continual evaluations of the school system should be made to ensure the effective and efficient delivery of high quality public education.
- Public education should be governed by local boards of education.
- The Maryland State Board of Education, the Maryland State Department of Education, and the U.S. Department of Education should be supportive of the local boards of education.

## Secondary Schools

School	Grades	School Counselor	Telephone Number
<b>Bennett Middle</b> 532 South Division Street Fruitland, MD 21826 Principal: Mr. Christel Savage	6 - 8	Michelle Drummond Lee Ryall	410-677-5131
<b>Pittsville Middle</b> 34404 Old Ocean City Rd. Pittsville, MD 21850 Principal: Mr. Michael T. Cody	6 - 8	Andrea Marshall	410-677-5897
<b>Mardela Middle/High</b> P.O. Box A, 24990 Delmar Rd. Mardela Springs, MD 21837 Principal: Mrs. Liza Hastings	6 - 8 9 - 12	Lisa Armstrong April Shiles	410-677-5163
<b>Salisbury Middle School</b> 607 Morris Street Salisbury, MD 21801 Principal: Mrs. Kristina Gosnell	6 - 8	Debra Turner John Williams Jr.	410-677-5121
<b>Wicomico Middle</b> 635 East Main St. Salisbury, MD 21804 Principal: Mrs. Kelley Morris-Springston	6 - 8	Charlene Creese Kevin Warner	410-677-5194
<b>James M. Bennett High</b> 300 East College Ave. Salisbury, MD 21804 Principal: Mrs. Amy Eskridge	9 - 12	Jerry Bennett Krista Brown Alice Rogers Karen Straw	410-677-5125
<b>Parkside High</b> 1015 Beaglin Park Dr. Salisbury, MD 21804 Principal: Mrs. Kimberly Pinhey	9 - 12	Cynthia Collins Katie Griffin Tameka Holden Valerie Hughes (CTE)	410-677-5107 410-677-5144 ext. 2023
<b>Wicomico High</b> 201 Long Ave. Salisbury, MD. 21804 Principal: Mr. Don R. Brady	9 - 12	Amy Rhodes Ashley Gosseline Chris Render Leroy Satchell	410-677-5154
<b>Choices Academy</b> 502 Calloway Street Salisbury, MD 21801 Principal: Dr. Kathleen Vail		Shannon Hannah	410-677-5220
<b>Director of Secondary Education*</b> <b>Director of Curriculum*</b> <b>Supervisor of Guidance*</b>		Micah Stauffer Ruth Malone Lori Batts	410-677-4584 410-677-4560 410-677-4597

\*Wicomico County Public Schools Central Office  
 2424 Northgate Drive, Suite 100  
 Salisbury, MD 21801

# **WICOMICO COUNTY PUBLIC SCHOOLS STRATEGIC PLAN**

**STRATEGIC PRIORITY:** High Student Achievement

**GOAL 1:** All students will read and comprehend a variety of materials; locate and apply information at or beyond grade/cognitive level.

**GOAL 2:** All students will write, speak, and listen to (communicate) through traditional and/or technological channels at or beyond grade/cognitive level.

**GOAL 3:** All students will apply mathematical skills to analyze and solve real world problems at or beyond grade/cognitive level.

**STRATEGIC PRIORITY:** Safe Learning Environment

**GOAL 4:** The Wicomico County Public School community will provide a safe, orderly, and positive learning environment that promotes success for all.

**STRATEGIC PRIORITY:** Effective and Efficient Operations

**GOAL 5:** The Wicomico County Public School System will develop and sustain a high performing work force.

**GOAL 6:** The Wicomico County Public School System will develop and sustain a quality data information management system to support decision-making.



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## Class of 2019 & Beyond Graduation Requirements at A Glance

The state of Maryland authorizes one diploma for all high school graduates, based upon successful fulfillment of four categories of requirements: enrollment, course credit, student service learning (SSL), and Maryland assessments. Students must satisfactorily complete four years beyond Grade 8 to meet the enrollment requirement. All other requirements are summarized in the table below. Please with your school counselor for further information.

COURSE CREDITS			
<b>English</b>	<b>4 credits</b>		
<b>Fine Arts</b>	<b>1 credit</b> Selected course in art, dance, drama/theater satisfy this requirement.		
<b>Health Education</b>	<b>0.5 credit</b>		
<b>Mathematics</b>	<b>3 credits</b> 1 algebra credit and 1 geometry credit required. Students are required to enroll in a mathematics course each year they attend high school (up to 4 years).		
<b>Physical Education</b>	<b>1 credit</b>		
<b>Science</b>	<b>3 credits</b> must include laboratory experiences and be aligned to the Maryland Integrated Science Assessment.		
<b>Social Studies</b>	<b>3 credits</b> 1 U.S. History credit; 1 World History credit; and 1 American Government credit required		
<b>Technology Education</b>	<b>1 credit</b> Courses satisfying this requirement are designated in the high School Catalog of Courses		
<b>Electives:</b> The additional credits required for graduation may be fulfilled by one of the following three options	OPTION 1	OPTION 2	OPTION 3
	2 credits in a world language <b>OR</b> 2 credits in American Sign Language	2 credits in advanced technology education	4 credits in a state-approved Program of Study
	<b>AND</b>	<b>AND</b>	<b>AND</b>
	2.5 credits in elective courses	2.5 credits in elective courses	0.5 credit in electives courses
STUDENT SERVICE LEARNING (SSL)			
<b>Student Service Learning (SSL)</b>	75 service learning hours		
MARYLAND HIGH SCHOOL ASSESSMENT (MHSA) REQUIREMENTS** HSA and PARCC assessments The MHSA requirements are subject to change by MSDE.			
<b>Algebra 1</b>	Students who took the PARCC Algebra I assessment during the 2014/2015 or 2015/2016 school year only need to participate in the assessment to satisfy their MSDE Mathematics Assessment graduation requirement.  Students who have not taken the PARCC Algebra 1 assessment during the 2014/2015 or 2015/2016 school year must pass this assessment with a 725 score or higher. +		
<b>Biology/MISA (Maryland Integrated Science Assessment)</b>	Enrolled in or previously taken Biology <ul style="list-style-type: none"> <li>• Pass Biology HSA with 400 score or higher +</li> </ul> <b>OR</b> <ul style="list-style-type: none"> <li>• Following the completion of a sequence of courses to be determined by MSDE and WCBOE, students will need to participate in the no fault field test for MISA available during the 2017 – 2018 and 2018 – 2019 school years. Starting in 2019 – 2020, students will need to take and pass the MISA.</li> </ul>		
<b>English 10</b>	Enrolled in English 10 <b>after</b> 2016 – 2017 school year <ul style="list-style-type: none"> <li>• Pass English Language Arts/Literacy (ELA/L) 10 PARCC with a 725 score or higher. +</li> </ul>		
<b>Government</b>	Enrolled in Government <ul style="list-style-type: none"> <li>• Pass Government HSA +</li> </ul>		

\* Combined test score options are available for PARCC and the HSAs at this time.

+ Bridge Plan = The Bridge Plan is an alternative means of meeting the MHSA graduation requirement. With the Bridge Plan, students demonstrate content mastery by completing projects when they have difficulty passing the traditional test. Must have tested at least twice.

**~Students must also participate in the College and Career Readiness designation process.**

*Valid for the 2018 – 2019 school year. Last Updated - 6 April 2018 - 1*

## College and Career Readiness (CCR) Requirements (Adapted from *College and Career Readiness and Completion Act of 2013*)

### Background

The Maryland Legislature passed The College and Career Readiness and College Completion Act of 2013 (CCRCCA) in the spring of 2013. This legislation required specific action in regard to developing and implementing transition courses for high school students who have not achieved College and Career Readiness designation as determined by scores on the approved assessments listed in the chart below. Beginning with the 2015-2016 school year, all students shall be assessed using acceptable college placement cut scores no later than 11<sup>th</sup> grade to determine whether a student is ready for college-level credit-bearing course work in English language arts/literacy, and mathematics.

### College and Career Readiness Assessments

While any of the assessments and corresponding cut scores listed in the chart below may be used to determine college and career readiness, Wicomico County has elected to offer all students one opportunity to take the SAT during their junior year.

**Table 1: Options to Determine the College and Career Readiness Designation (per MSDE)**

<b>Mathematics</b>	
<b>Assessment or Alternate Placement</b>	<b>Cut Score or Grade</b>
PARCC Algebra II	4 or higher
Accuplacer (College Level Mathematics)	45+
SAT	530+ (500 for SAT taken before July 2017)
ACT	21+ Composite
AP Mathematics, including: AP Calculus AB, AP Calculus BC or AP Statistics	3+
<b>English Language Arts</b>	
PARCC English 10	4 or higher
PARCC English 11	4 or higher
Accuplacer	Reading 79 + Writing 6+ Sentence Skills 90 +
SAT	Reading 480+ (500 for SAT taken before July 2017)
ACT	21+ Composite
AP English Language & Composition or Literature & Composition	3+
<b>Both English Language Arts and Mathematics</b>	
Dual Enrollment Note: Acceptance into a dual enrollment college-level, credit-bearing mathematics or English course indicates college readiness for those subject areas	Students must earn a C or better in courses for which they are receiving a college credit

### Senior Year Instructional Opportunities for students not deemed College and Career Ready

Students deemed not to be College and Career Ready will be **required to complete a College and Career Readiness course(s)** during their senior year **and** be **reassessed upon the completion of this course(s)**. Course options are presented below.

#### English Course Options to Earn College and Career Ready Designation

Students that have not met the College and Career Ready designation have two options for English 12 credit:

- Option 1: Enroll in the English 12 Transitional course
- Option 2: Dual enrollment at local community college or university

#### Math Course Options to Earn College and Career Ready Designation

Student options are based on 11<sup>th</sup> grade coursework.

**Table 2: 12<sup>th</sup> Grade Math Course Options to Earn the College and Career Readiness Designation**

Course taken in grade 11	12 <sup>th</sup> grade option 1	12 <sup>th</sup> grade option 2	12 <sup>th</sup> grade option 3	12 <sup>th</sup> grade option 4	12 <sup>th</sup> grade option 5
Algebra 1	Geometry + third credit	xxx	xxx	xxx	xxx
Geometry	Integrated Topics	Transitional Math	Honors Algebra 2	Math 099 WorWic	xxx
Business Mathematics	Integrated Topics	Transitional Math	Honors Algebra 2	Math 099 WorWic	xxx
Honors Algebra 2	Transitional Math	Honors Trig/Pre-Calc	Honors/AP Statistics	Math 099 WorWic	Any college credit-bearing math
Honors Pre-Calculus	Transitional Math	AP Calculus 1	Honors/AP Statistics	Math 099 WorWic	Any college credit-bearing math
AP Calculus 1	Transitional Math	AP Calculus 2	Honors/AP Statistics	Math 099 WorWic	Any college credit-bearing math
AP/Honors Statistics	Transitional Math	Honors Pre-Calculus	AP Calculus I	Math 099 WorWic	Any college credit-bearing math
Integrated Topics	Transitional Math	Honors Algebra 2	xxx	Math 099 WorWic	Any college credit-bearing math

Valid for the 2018 – 2019 school year. Last Updated - 12 March 2018 - 2

## Earning Credit

### A. Credit for Courses Taken While in Middle School

1. A rising ninth grader who has completed one or more of the following courses with a grade of D or better while in middle school will receive high school credit:
  - a. Approved middle school course which is the same as offered in the high school and which is tested by the same criterion reference test (Algebra I, French I, and Spanish I).
  - b. Actual courses taken in high school.
  - c. Approved, comparable, and recognized high school program, e.g., The John Hopkins CTY program.
2. Students who receive a passing grade will receive a credit and the appropriate grade points will count toward their high school grade point average.
3. Students who decide to retake one of the identified courses in high school will receive the higher grade and grade points.
4. Students who do not want the grade(s) and grade points from middle school courses to remain on their high school records must contact their high school guidance counselor, in writing, by the end of the first marking period of the ninth grade to have them removed.

### B. Credit by Examination - A rising ninth grader or other high school student who is entering from outside the school system may earn high school credit through the following provisions:

1. The student must take and pass the challenge examination with a passing grade of 70 percent or higher.
2. The student may take a challenge examination only once.
3. Students will receive the actual grade earned of "D" or better and the appropriate grade points earned. This credit will count toward their high school grade point average.
4. Students who decide to retake one of the identified courses in high school will receive the higher grade and grade points.
5. Students who do not want the grade(s) and grade points from middle school courses to remain on their high school records must contact their high school guidance counselor, in writing, by the end of the first marking period of the ninth grade to have them removed.

### C. Alternative Methods to Earn Credit for Existing Courses

The following procedure is in compliance with the Maryland State Board of Education graduation requirements. This procedure provides opportunities for alternative methods of earning credit other than the special programs listed in the high school catalog of courses.

#### 1. Guidelines

Student/parent must write a letter to the Director of Secondary Education to apply for high school credit through an alternative method. The student must have earned at least ten credits toward graduation, be classified as a junior or higher, and receive the endorsement of the principal.

An alternative method to earn high school credit may include independent study, internships, college course work, or technical/career course work. The course in question must be listed in the Wicomico County High School Catalog of Courses to be considered for alternative credit. A district committee composed of the Director of Secondary Education/designee, content course supervisors, and the Supervisor of Guidance, will oversee the application process to maintain consistency among county high schools. It is strongly suggested that permission for alternative course credit only be granted if it is felt that the student can effectively manage the work during the academic school year. The student must assume responsibility for completing the application, gaining permission from parent/guardian, seeking approval from the school principal, and seeking approval from the district committee. Applications must be filed with the school principal by **June 30** preceding the school year in which the credit will be earned. A student must complete all requirements approved by the principal and district committee by June 30 of the school year in question.

## 2. Procedure

Eligible high school students may apply to earn high school credit for existing courses found in the Wicomico County High School Catalog of Courses through an alternative method according to the following procedure:

- a. A written request must be made to the school principal by **June 30**.
- b. The request will include a completed application for the alternative method in question, a “Plan for the Future” written by the student providing reasons for requesting this option and a written statement from the student’s parents or guardians giving their approval.
- c. The student must have passed any prerequisite course (if applicable) with a minimum of a **B** final grade.
- d. A contract for alternative credit will be written by the student with advice from a teacher/mentor (a) outlining the option chosen for alternative credit; (b) describing the plan and how it meets the outcomes, scope and sequence, and course activities described in the Wicomico County curriculum guide for the course in question; (c) describing a portfolio/journal that the student will maintain to verify activities experienced and time-on-task; (d) describing how the course objectives/outcomes/standards will be met; and (e) describing the final exhibitions that will demonstrate mastery of the course objectives/outcomes/standards.
- e. The contract for alternative credit will be signed by the student, parent, teacher/mentor, and the principal after review and approval. It will then be submitted to the district committee for review and approved by the chairperson and the Director of Secondary Education/designee. If approved, the district committee will oversee the contract with assistance from the school.
- f. The district committee will periodically check the status of the project with the teacher/mentor and student. The student will maintain a portfolio/journal to record activities relevant to the course work.
- g. Credit will be awarded toward graduation based upon successful completion of a portfolio/journal, an exhibition to a group of subject area specialists, and the successful mastery of all outcomes to be met for the course. Evaluation may be satisfied through established procedures of a certified program. In some situations, a committee of specialists will be convened to evaluate the student’s work.
- h. The school principal may exercise discretion to vary or waive application deadlines and course prerequisites under extenuating circumstances.

## D. Dual Enrollment

The Dual Enrollment program allows high school students to enroll in courses offered by accredited and approved institutes of higher education. To be eligible for this program, the student must be a junior or senior and be at least 16 years of age at the start of the semester. Additionally, the student must have a weighted GPA of at least 2.75 and have an established high school career program.

Students enrolled in this program are responsible for completion of all application materials required by the institute of higher education and payment of all applicable fees, textbook costs and transportation. Payment of tuition will be determined in accord with the College Readiness and Completion Act – 2013. Additional information about dual enrollment is available through your guidance department.

In addition, students must:

1. Complete a college/university dual enrollment certification form and have it signed by the principal or designee.
2. Complete the college/university application for admission.
3. Complete any required college/university diagnostic assessment sequence.
4. Meet the pre-requisite requirements for any course to be taken.
5. Submit a current high school transcript.
6. Complete a registration form with an approved faculty advisor from college/university.

Courses completed through the dual enrollment program will be reflected on the high school transcript with the

letter grade earned and will be included in the calculation of the GPA if they have been granted approval as aligned with a course currently listed in our course catalog. Courses not aligned with a course currently listed in our course catalog or serving as a pre-requisite for another course will be indicated on the high school transcript with S or U and a college course content title. These courses will not be included in the calculation of the GPA.

## **Wicomico County Evening High School**

Wicomico County Evening High School (EHS) is a recognized high school in the state of Maryland. EHS can serve students as a home school or help students attending other high schools in Wicomico County stay on track for graduation by offering courses for remedial credit. Graduates of Evening High School must meet the same requirements as other high school students to earn a Maryland high school diploma. EHS offers some unique school-to-work opportunities and independent study courses that can keep students working towards a high school diploma while being in the workforce.

Wicomico Evening High School offers classes Monday through Thursday from September until May. Most classes are scheduled from 3:45 PM until 9:00 PM and run on a semester schedule.

Open enrollment is conducted twice a year: September and January. Students currently enrolled in another Wicomico County high school must meet with a guidance counselor for a review of credits and obtain proper paperwork prior to enrolling at EHS. Students looking to enroll at EHS fulltime or transfer from another school must have proper documentation and paperwork. See website or call for details.

## **Pathways to Earning a Maryland High School Diploma In Wicomico County Public Schools**

Maryland law provides that local school systems shall be permitted to develop alternative ways to fulfill graduation requirements. Wicomico County Public School students can fulfill graduation requirements via the traditional four year program, senior waiver program, dual enrollment, a three year plan, and/or a supervised work study program. The traditional four year program is shown on page one (1) of this High School Catalog of Courses. Alternative methods of fulfilling graduation requirements are summarized in the chart *Alternative Pathways to a Maryland High School Diploma* on pages (5) and (6). Students and parents/guardians should review and plan student course selections, program choices and pathways with guidance counselors throughout their high school experience.

## Alternate Pathways To A Maryland High School Diploma

This chart offers a summary of planning choices available to high school students. Each alternate pathway has its challenges. The traditional four year high school program is a proven pathway and is available to all high school students. Each pathway listed in this chart requires your study, energy, and dedication to succeed. Whatever pathway choice you make should involve consultation with your parents or guardians and school officials. Your success will be based, in large measure, on the positive efforts you make at acquiring the skills you need to earn your high school diploma.

INFORMATION YOU NEED TO KNOW	SENIOR WAIVER	DUAL ENROLLMENT	3 YEAR PLAN	WORK-BASED LEARNING EXPERIENCE
<u>DEFINITION</u>	The opportunity for a student to pursue higher level education after completing grade 11. Student needs to have been accepted to a community college, a technical school, or a 4 year college or university.	Allows high school students to enroll in Wor-Wic Community College, Salisbury University, or University of Maryland Eastern Shore courses and earn both high school and college credit while still enrolled in high school.	Student may receive a high school diploma after 3 years if he/she has met the state requirements for earning a minimum of 21 credits as listed on page 1 of the Course Catalog. <b>It is <u>strongly recommended</u></b> that students entering the program should have a G. P. A. of <i>2.5 or higher</i> .	Senior status students with appropriate credits may have the opportunity to take Supervised Work Study for one or two credits. Supervised Work will be performed with an employer in addition to regular course work taken in the school. Students should enroll in 7527 for one credit, 7528 for two credits or 7529 for 3 credits. Four total credits are required for full time enrollment status.
<u>REQUIREMENTS</u>	<ul style="list-style-type: none"> <li>-75 hours of community service completed</li> <li>- Completed 3 years of high school having earned at least 14 credits</li> <li>-Successful completion of HSA, MISA, and PARCC testing</li> <li>-Student is accepted for early admission to an approved vocational, technical, community, or 4 year college</li> </ul>	<ul style="list-style-type: none"> <li>-75 hours of community service completed</li> <li>- Completed 2 years of high school having earned at least 9 credits</li> <li>-Have an established High School Career Plan</li> <li>-Be 16 yrs of age or older by start-date of college course</li> <li>-Possess a cumulative weighted GPA of 2.75 or higher</li> <li>-Authorization of parent and high school principal</li> </ul>	<ul style="list-style-type: none"> <li>-75 hours of community service completed</li> <li>-14 credits earned by end of sophomore year</li> <li>-Successful completion of the 4 required English courses by end of 3<sup>rd</sup> year</li> <li>-Successful completion of HSA, MISA, and PARCC testing</li> <li>-Must meet state completer requirements by end of 3<sup>rd</sup> year</li> </ul>	<ul style="list-style-type: none"> <li>-75 hours of community service completed</li> <li>-Enough credits earned to fit this program into the student schedule while still working toward graduation</li> <li>-Authorization/permission of high school principal, employer, and parent or guardian</li> </ul>



<b>INFORMATION YOU NEED TO KNOW</b>	<b>SENIOR WAIVER</b>	<b>DUAL ENROLLMENT</b>	<b>3 YEAR PLAN</b>	<b>WORK-BASED LEARNING EXPERIENCE</b>
<u><b>ACTION PLANS</b></u>	<ul style="list-style-type: none"> <li>-Waiver letter of intent to principal by June 1 of junior year</li> <li>-Acceptance at post-secondary institution</li> <li>-Superintendent or designee approval of student program (1<sup>st</sup> year post-high school)</li> <li>-At conclusion of 1<sup>st</sup> post-high school year, written request to Superintendent or designee for diploma</li> <li>-BOE collaboration with post-high school institution validating 1<sup>st</sup> year success</li> <li>-Student makes written request to principal to participate in upcoming graduation ceremonies 3 weeks prior to graduation if participation is desired</li> </ul>	<ul style="list-style-type: none"> <li>-Complete dual enrollment certification form with signatures of parent or guardian, student, and high school principal</li> <li>-Accredited and Approved Institution of Higher Learning reviews and accepts completed dual enrollment form</li> <li>-Student completes registration for classes at Institution of Higher Learning</li> <li>-Proof of Institution of Higher Learning registration returned to high school for files</li> </ul>	<ul style="list-style-type: none"> <li>-Submit letter of program intent to principal by May 1<sup>st</sup> of 2<sup>nd</sup> high school year signed by student and parent or guardian</li> <li>-Submit program permission form to guidance office prior to scheduling of student's 3<sup>rd</sup> year of high school</li> </ul>	<ul style="list-style-type: none"> <li>- Complete program application</li> <li>-Must obtain permission letter from parent/guardian</li> <li>-Must obtain permission letter from employer containing "Understanding of Hours to be Worked" and program obligations</li> <li>-Obtain principal's letter validating work study appropriate for meeting student's graduation requirements</li> <li>-All necessary paperwork filed with school by August 1<sup>st</sup> (prior to senior year)</li> </ul>
<u><b>CONTINGENCIES</b></u> (WHAT TO DO IF YOU ARE NOT SUCCESSFUL WITH ENTRANCE INTO THIS PATHWAY)	If all requirements are not successfully met, other appropriate pathways leading to a Maryland High School Diploma will be examined and implemented.	If all requirements are not successfully met, other appropriate pathways leading to a Maryland High School Diploma will be examined and implemented.	If all requirements are not successfully met, other appropriate pathways leading to a Maryland High School Diploma will be examined and implemented.	If all requirements are not successfully met, other appropriate pathways leading to a Maryland High School Diploma will be examined and implemented.

## Career Pathways

1. **Advanced College-Prep (4+4)** - Students who wish to pursue a career requiring a four year college degree will enroll in at least two years of the same World Language and other courses which will prepare them to be successful in post-secondary classes.
2. **College/Tech Prep (4+4)** - Students who wish to pursue a career in technical/career areas requiring a four-year college degree will enroll in courses in high school which will prepare them to be successful in post-secondary classes.
3. **Advanced Tech Prep (4+2)** - Students choosing a career in technical/career areas requiring a two-year degree from a community college or technical school will enroll in courses in high school which will prepare them to be successful in post-secondary classes.
4. **Career Prep** - Job entry/apprenticeship - students who enroll in courses that will meet state approved career technology program standards may join the work force as an entry-level worker in their area of specialty or continue their education in a training school or apprenticeship program.

Students can move from one pathway to another in search of a satisfying career, keeping in mind they must complete the program while accumulating credits required for earning a high school diploma.

## Maryland High School Certificate of Program Completion

All students with disabilities are expected to participate in the general curriculum and assessments that lead to a Maryland High School Diploma. However, in accordance with COMAR 13A.03.02.09A(3), students with disabilities who cannot meet the requirements for a high school diploma may be awarded a Maryland High School Certificate of Program Completion if they meet **one** of the following standards:

- a) The student is enrolled in an educational program for at least 4 years beyond eighth grade, or its age equivalent, and is determined by an IEP team, with the agreement of the parents or guardians of the student, to have developed appropriate skills for the individual to enter the world of work, to act responsibly as a citizen, and to enjoy a fulfilling life, with the world of work including but not limited to: i) gainful employment, ii) work activity centers, iii) sheltered workshops and iv) supported employment.
- b) The student has been enrolled in an education program for 4 years beyond eighth grade or its age equivalent and will have reached the age of 21 by the end of student's current school year.

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

## ADMISSION REQUIREMENTS OF MARYLAND STATE UNIVERSITIES AND COLLEGES

**Bowie State University      Coppin State University**  
**Frostburg State University      Salisbury University**  
**Towson University**  
**University of Maryland (Eastern Shore, Baltimore County and College Park)**

The above-named institutions of higher learning require that incoming freshmen will have met the high school graduation requirements through satisfactory completion of the following list of courses. If you intend to attend one of these schools, you should plan your four-year (4) high school program to include the appropriate courses.

<u>ENGLISH</u>	<u>4 Units</u>	<u>SOCIAL STUDIES</u>	<u>3 Units</u>
English 9	1 Unit	AP United States History or U. S. History	1 Unit
English 10	1 Unit	AP Government and Politics or	
English 11	1 Unit	Foundations of American Government	1 Unit
English 12	1 Unit	AP World History or	
[The English courses collectively satisfy English requirements.]		World History	1 Unit

<u>LAB SCIENCE</u>	<u>2 Units</u>	<u>MATHEMATICS *</u>	<u>4 Units</u>
Biology	1 Unit	Algebra I	1 Unit
Chemistry	1 Unit	Algebra II	1 Unit
Physical Science	1 Unit	Geometry	1 Unit
AP Physics I	1 Unit	Additional Math Course Integrated Topics, Statistics, Trig/Pre-Cal, Calculus, Transitional Math	1 Unit
		(Students must take a “non-trivial” mathematics course in the senior year)	

WORLD LANGUAGE/ASL  
Two years of the same language

**\*Students who complete Algebra II before their senior year must also complete the fourth-year-math requirement. They can do so by taking a course during their senior year that is intensive in algebra and expands on algebra foundations developed during Algebra II. “Non-trivial” courses offered include Honors Statistics, AP Statistics, Honors Trig/Pre-Calculus, Transitional Mathematics, AP Calculus I and AP Calculus II. Students may also choose to enroll through dual enrollment in a mathematics course at a local community college or university.**



# NCAA Division I Initial-Eligibility Requirements

## Core Courses: (16)

- **Initial full-time collegiate enrollment *before* August 1, 2016:**
  - **Sixteen (16) core courses** are required (see chart below for subject-area requirements).
- **Initial full-time collegiate enrollment *on or after* August 1, 2016:**
  - **Sixteen (16) core courses** are required (see chart below for subject-area requirements).
    - Ten (10) core courses completed before the seventh semester; seven (7) of the 10 must be in English, math or natural/physical science.
      - These courses/grades are "locked in" at start of the seventh semester (cannot be repeated for grade-point average [GPA] improvement to meet initial-eligibility requirements for competition).
    - *Students who do not meet core-course progression requirements may still be eligible to receive athletics aid and practice in the initial year of enrollment by meeting academic redshirt requirements (see below).*

## Test Scores: (ACT/SAT)

- Students must present a corresponding test score and core-course GPA on the sliding scale (see Page No. 2).
  - **SAT:** critical reading and math sections.
    - Best subscore from each section is used to determine the SAT combined score for initial eligibility.
  - **ACT:** English, math, reading and science sections.
    - Best subscore from each section is used to determine the ACT sum score for initial eligibility.
- All ACT and SAT attempts *before* initial full-time collegiate enrollment may be used for initial eligibility.
- **Enter 9999 during ACT or SAT registration to ensure the testing agency reports your score directly to the NCAA Eligibility Center. Test scores on transcripts will not be used.**

## Core Grade-Point Average:

- Only core courses that appear on the high school's List of NCAA Courses on the NCAA Eligibility Center's website ([www.eligibilitycenter.org](http://www.eligibilitycenter.org)) will be used to calculate your core-course GPA. Use this list as a guide.
- **Initial full-time collegiate enrollment *before* August 1, 2016:**
  - Students must present a corresponding test score (ACT sum score or SAT combined score) and core-course GPA (minimum 2.000) on Sliding Scale A (see Page No. 2).
  - Core-course GPA is calculated using the **best 16 core courses** that meet subject-area requirements.
- **Initial full-time collegiate enrollment *on or after* August 1, 2016:**
  - Students must present a corresponding test score (ACT sum score or SAT combined score) and core-course GPA (minimum 2.300) on Sliding Scale B (see Page No. 2).
  - Core-course GPA is calculated using the **best 16 core courses** that meet both progression (10 before seventh semester; seven in English, math or science; "locked in") and subject-area requirements.

DIVISION I Core-Course Requirement (16)	
4	years of English
3	years of math (Algebra I or higher)
2	years of natural/physical science (1 year of lab if offered)
	1 year of additional English, math or natural/physical science
2	years of social science
4	years of additional courses (any area above, foreign language or comparative religion/philosophy)

DIVISION I – 2016 Qualifier Requirements	
<i>*Athletics aid, practice, and competition</i>	
•	16 core courses <ul style="list-style-type: none"> <li>○ Ten (10) core courses completed before the start of seventh semester. Seven (7) of the 10 must be in English, math or natural/physical science.               <ul style="list-style-type: none"> <li>▪ "Locked in" for core-course GPA calculation.</li> </ul> </li> </ul>
•	Corresponding test score (ACT sum score or SAT combined score) and core-course GPA (minimum 2.300) on Sliding Scale B (see Page No. 2).
•	Graduate from high school

DIVISION I – 2016 Academic Redshirt Requirements	
<i>*Athletics aid and practice (no competition)</i>	
•	16 core courses <ul style="list-style-type: none"> <li>○ No grades/credits "locked in" (repeated courses after the seventh semester begins may be used for initial eligibility).</li> </ul>
•	Corresponding test score (ACT sum score or SAT combined score) and core-course GPA (minimum 2.000) on Sliding Scale B (see Page No. 2).
•	Graduate from high school.

<b>Sliding Scale A</b>		
<i>Use for Division I prior to August 1, 2016</i>		
<b>NCAA DIVISION I SLIDING SCALE</b>		
<b>Core GPA</b>	<b>SAT</b> Verbal and Math ONLY	<b>ACT Sum</b>
3.550 & above	400	37
3.525	410	38
3.500	420	39
3.475	430	40
3.450	440	41
3.425	450	41
3.400	460	42
3.375	470	42
3.350	480	43
3.325	490	44
3.300	500	44
3.275	510	45
3.250	520	46
3.225	530	46
3.200	540	47
3.175	550	47
3.150	560	48
3.125	570	49
3.100	580	49
3.075	590	50
3.050	600	50
3.025	610	51
3.000	620	52
2.975	630	52
2.950	640	53
2.925	650	53
2.900	660	54
2.875	670	55
2.850	680	56
2.825	690	56
2.800	700	57
2.775	710	58
2.750	720	59
2.725	730	59
2.700	730	60
2.675	740-750	61
2.650	760	62
2.625	770	63
2.600	780	64
2.575	790	65
2.550	800	66
2.525	810	67
2.500	820	68
2.475	830	69
2.450	840-850	70
2.425	860	70
2.400	860	71
2.375	870	72
2.350	880	73
2.325	890	74
2.300	900	75
2.275	910	76
2.250	920	77
2.225	930	78
2.200	940	79
2.175	950	80
2.150	960	80
2.125	960	81
2.100	970	82
2.075	980	83
2.050	990	84
2.025	1000	85
2.000	1010	86

<b>Sliding Scale B</b>		
<i>Use for Division I beginning August 1, 2016</i>		
<b>NCAA DIVISION I SLIDING SCALE</b>		
<b>Core GPA</b>	<b>SAT</b> Verbal and Math ONLY	<b>ACT Sum</b>
3.550	400	37
3.525	410	38
3.500	420	39
3.475	430	40
3.450	440	41
3.425	450	41
3.400	460	42
3.375	470	42
3.350	480	43
3.325	490	44
3.300	500	44
3.275	510	45
3.250	520	46
3.225	530	46
3.200	540	47
3.175	550	47
3.150	560	48
3.125	570	49
3.100	580	49
3.075	590	50
3.050	600	50
3.025	610	51
3.000	620	52
2.975	630	52
2.950	640	53
2.925	650	53
2.900	660	54
2.875	670	55
2.850	680	56
2.825	690	56
2.800	700	57
2.775	710	58
2.750	720	59
2.725	730	60
2.700	740	61
2.675	750	61
2.650	760	62
2.625	770	63
2.600	780	64
2.575	790	65
2.550	800	66
2.525	810	67
2.500	820	68
2.475	830	69
2.450	840	70
2.425	850	70
2.400	860	71
2.375	870	72
2.350	880	73
2.325	890	74
2.300	900	75
2.299	910	76
2.275	910	76
2.250	920	77
2.225	930	78
2.200	940	79
2.175	950	80
2.150	960	81
2.125	970	82
2.100	980	83
2.075	990	84
2.050	1000	85
2.025	1010	86
2.000	1020	86



## Division II Initial-Eligibility Requirements

### Core Courses

- **Division II currently requires 16 core courses.** See the chart below.
- **Beginning August 1, 2018**, to become a full or partial qualifier for Division II, all college-bound student-athletes must complete the 16 core-course requirement.

### Test Scores

- **Division II** currently requires a minimum SAT score of 820 or an ACT sum score of 68. **Beginning August 1, 2018**, Division II will use a sliding scale to match test scores and core-course grade-point averages (GPA). The sliding scale for those requirements is shown on Page No. 2 of this sheet.
- The SAT score used for NCAA purposes includes **only** the critical reading and math sections. The writing section of the SAT is not used.
- The ACT score used for NCAA purposes is a **sum** of the following four sections: English, mathematics, reading and science.
- **When you register for the SAT or ACT, use the NCAA Eligibility Center code of 9999 to ensure all SAT and ACT scores are reported directly to the NCAA Eligibility Center from the testing agency. Test scores that appear on transcripts will not be used.**

### Grade-Point Average

- Be sure to look at your high school's List of NCAA Courses on the NCAA Eligibility Center's website ([www.eligibilitycenter.org](http://www.eligibilitycenter.org)). Only courses that appear on your school's approved List of NCAA Courses will be used in the calculation of the core GPA. Use the list as a guide.
- The current **Division II** core GPA requirement is a minimum of 2.000. **Division II** core GPA required to be eligible for competition on or after August 1, 2018, is 2.200 (corresponding test-score requirements are listed on the Sliding Scale on Page No. 2 of this sheet).
- The minimum **Division II** core GPA required to receive athletics aid and practice as a partial qualifier on or after August 1, 2018, is 2.000 (corresponding test-score requirements are listed on the Sliding Scale on Page No. 2 of this sheet).
- Remember, the NCAA core GPA is calculated using NCAA core courses only.

DIVISION II 16 Core Courses	
3	years of English.
2	years of mathematics (Algebra I or higher).
2	years of natural/physical science (1 year of lab if offered by high school).
3	years of additional English, mathematics or natural/physical science.
2	years of social science.
4	years of additional courses (from any area above, foreign language or comparative religion/philosophy).

<b>DIVISION II COMPETITION SLIDING SCALE</b>		
<i>Use for Division II beginning August 1, 2018</i>		
<b>Core GPA</b>	<b>SAT</b> Verbal and Math ONLY	<b>ACT Sum</b>
3.300 & above	400	37
3.275	410	38
3.250	420	39
3.225	430	40
3.200	440	41
3.175	450	41
3.150	460	42
3.125	470	42
3.100	480	43
3.075	490	44
3.050	500	44
3.025	510	45
3.000	520	46
2.975	530	46
2.950	540	47
2.925	550	47
2.900	560	48
2.875	570	49
2.850	580	49
2.825	590	50
2.800	600	50
2.775	610	51
2.750	620	52
2.725	630	52
2.700	640	53
2.675	650	53
2.650	660	54
2.625	670	55
2.600	680	56
2.575	690	56
2.550	700	57
2.525	710	58
2.500	720	59
2.475	730	60
2.450	740	61
2.425	750	61
2.400	760	62
2.375	770	63
2.350	780	64
2.325	790	65
2.300	800	66
2.275	810	67
2.250	820	68
2.225	830	69
2.200	840 & above	70 & above

<b>DIVISION II PARTIAL QUALIFIER SLIDING SCALE</b>		
<i>Use for Division II beginning August 1, 2018</i>		
<b>Core GPA</b>	<b>SAT</b> Verbal and Math ONLY	<b>ACT Sum</b>
3.050 & above	400	37
3.025	410	38
3.000	420	39
2.975	430	40
2.950	440	41
2.925	450	41
2.900	460	42
2.875	470	42
2.850	480	43
2.825	490	44
2.800	500	44
2.775	510	45
2.750	520	46
2.725	530	46
2.700	540	47
2.675	550	47
2.650	560	48
2.625	570	49
2.600	580	49
2.575	590	50
2.550	600	50
2.525	610	51
2.500	620	52
2.475	630	52
2.450	640	53
2.425	650	53
2.400	660	54
2.375	670	55
2.350	680	56
2.325	690	56
2.300	700	57
2.275	710	58
2.250	720	59
2.225	730	60
2.200	740	61
2.175	750	61
2.150	760	62
2.125	770	63
2.100	780	64
2.075	790	65
2.050	800	66
2.025	810	67
2.000	820 & above	68 & above

**For more information, visit the NCAA Eligibility Center website at [www.eligibilitycenter.org](http://www.eligibilitycenter.org).**

## Advanced College Placement

The College Board offers Advanced Placement (AP) examinations to earn credit accepted at a variety of colleges or universities. Students may take these exams with or without prior coursework. AP exams are given annually in May at a cost to the student. Wicomico County offers the following **college-level** courses for students who plan to take Advanced Placement exams:

AP Biology	AP Physics I	AP Calculus I
AP Chemistry	AP Physics II	AP Calculus II
AP Computer Science Principles	AP Government and Politics	AP Statistics
AP English 11 Language	AP United States History	AP French
AP English 12 Literature	AP Psychology	AP Spanish
AP Environmental Science	AP World History	AP VPA - Drawing
AP Music Theory	AP Studio Art	
AP VPA – 2D Design	AP VPA – 3D Design	

Students who enroll in Advanced Placement courses may be required to **complete summer reading and writing assignments prior to the start of the academic year.**

For more specific information on advanced courses or examinations, students should consult a guidance counselor.



**WOR-WIC COMMUNITY COLLEGE 2017-2018 ARTICULATION  
WITH  
WICOMICO COUNTY PUBLIC SCHOOLS**

Wicomico County Courses	WWCC Courses	WWCC Credits
Accounting I	ACT 100	3
Accounting I & II	ACT 101	<b>3</b>
Foundations of Business	BMT 101	3
Marketing I	BMT 102	3
Marketing II		
CAD Drafting I	CAD 140	3
CAD Drafting II	CAD 150	3
<b>Criminal Justice I</b>	<b>CMJ 102</b>	<b>3</b>
<b>Criminal Justice II</b>	<b>CMJ 103</b>	<b>3</b>
Information Processing	CMJ 101	3
Computer Science Principles	CMJ 104	3
Computer Repair I & Networking I	CMP 107	3
	CMP 115	3
<b>Foundations of Computer Science</b>	<b>CMP 130</b>	<b>3</b>
Advanced Placement Computer Science	CMP 210	4
<b>Computer Repair &amp; Networking II</b>	<b>CMP 150</b>	<b>3</b>
Carpentry Level I	CON 150	<b>3</b>
Carpentry Level II	CON 151	<b>3</b>
Early Childhood Ed I	EDU 101	3
	EDU 103	3
Early Childhood Ed II	EDU 102	3
	EDU 151	3
Electronics I & II	EET 100	4
	EET 120	<b>2</b>
	EET 150	3
	EET 205	3
Digital Electronics-PLTW	EET 150	<b>3</b>
Emergency Med Technician	EMS 101*	4
	EMS 151	4
Culinary Arts I & II	HMR 115**	1
	HMR 120	3
	HMR 205	3
High Performance Mfg. I	MFG 110	2
	MFG 111	2
High Performance Mfg. II	MFG 180	2
Health Occupations I & II	NUR 110 <sup>+</sup>	.5
Adv. Computer Applications I	OFT 155	3
Adv. Computer Applications II	OFT 160	3
Drafting I & II	TEC 100	2

\* Students must show proof of MD EMT certification before credit will be given.

\*\*Students must show proof of SERVSAFE certification, an examination and certification process of the National Restaurant Association, before credit will be given for this course.

† Students must be admitted into the certificate program in practical nursing at Wor-Wic Community College before credit will be given for this course.

**NOTE:** In order for a course to articulate to Wor-Wic Community College the student must receive a grade of “B” or better, submit a high school transcript to the Director of Admissions, be admitted to the college within three years of high school graduation, and complete one 100-level course at the college before earned articulation credit is posted.

**Bold type reflect changes for new academic year (2017-18).**

## **Articulated Credit Agreement**

### **COMMUNITY COLLEGE OF BALTIMORE COUNTY - CATONSVILLE CAMPUS**

The Community College of Baltimore County agreed to grant credit to students completing programs of study at Wicomico County high schools. The particular course and programs that have been articulated are listed in the course description.

The following criteria must be met in order for a student to apply for articulated credit:

1. The student must have completed the specified courses with a grade of B or better and obtained a signed Teacher Certification Form recommending that articulated credit be awarded at Community College of Baltimore County – Catonsville Campus.
2. The student must have been admitted to the college and be enrolled as a student in good standing with the college within three years of high school graduation.
3. The student understands that if he/she is unable to make satisfactory progress in an advanced course in the area for which articulated credit is awarded, he/she may, at the discretion of the faculty, be required to complete a lower-level course.
4. The student understands that, where required, he/she must complete a specified number of credits with a grade of C or better at the community college before articulated credit is posted on the transcript.

### **WOR-WIC COMMUNITY COLLEGE**

Wor-Wic Community College has agreed to grant college credit to students completing certain programs of study at specific Wicomico County high schools. The particular courses and programs that have been articulated are listed in the course description.

The following criteria must be met in order for a student to apply for articulated credit:

1. The student must have completed the courses specified with a grade of B or better and obtain a signed Teacher Certification Form recommending that articulated credit be awarded at Wor-Wic Community College.
2. The student must have been admitted to the college and enrolled as a major in the articulated program within three years of high school graduation.
3. The student understands that if he/she is unable to make satisfactory progress in an advanced course in the area for which articulated credit is awarded, he/she may, at the discretion of the faculty, be required to complete a lower-level course.
4. The student understands that he/she must complete a minimum of one 100 level or higher courses with a grade of C or better at the college before articulated credit is posted on the transcript.

### **ROCHESTER INSTITUTE OF TECHNOLOGY – PROJECT LEAD THE WAY**

Secondary school students from any PLTW-certified school may apply for RIT college credit for five of the PLTW courses:

- Introduction to Engineering Design/Design and Drawing for Production/Solid Modeling
- Principles of Engineering
- Digital Electronics
- Civil Engineering and Architecture
- Computer Integrated Manufacturing

To qualify for RIT college credit, students must earn a stanine score of 6 or higher on the end of course exam (6=C, 7=B, 8 or 9 = A). Students must also have an 85% or higher course class average.

For the students meeting those criteria, RIT awards three semester credits for each of the five courses at a discounted rate of \$225 per course.

An important benefit of having the credit is that admissions officers will see that the student has already been successful at college level work and this point could be factored in the university's decision-making process.

The individual academic departments at RIT and other universities evaluate the acceptability of those credits in the same manner in which they evaluate and confer transfer credits. Applying for and receiving RIT credits for PLTW courses does not guarantee that those credits will be accepted in every individual academic program at RIT. The credits are eligible to be transferred to other universities that, also, make independent decisions on which transfer credits to accept.

### **College Credit Process:**

In spring, the school's primary PLTW contact will receive an electronic copy of the parents letter, registration form and grade report template. The parents letter does include a link to the online RIT college credit registration form. The letter should be distributed to qualifying students at the end of the school year.

**The RIT grade that a student will receive is based solely on the end-of-year assessment stanine score. A stanine score of 6 will equal a C; 7 will equal a B; 8 and 9 will equal an A.** It is important for teachers to tell their students what their stanine score is and what their grade will be for RIT credit. The parents letter will also detail how the stanine score translates into letter grades.

**Each teacher/school must email their qualifying students' course average and stanine scores to Deborah Cooper, [schoolrelations@rit.edu](mailto:schoolrelations@rit.edu) or [dacpltw@rit.edu](mailto:dacpltw@rit.edu), by July 1st.** Privacy laws do not allow PLTW's assessment company to share its data. RIT will keep this data confidential and will not share it.

Students applying for RIT credit should be given the registration form or can go to [www.rit.edu/pltw](http://www.rit.edu/pltw) to print the form and send it along with a \$225 check/money order to the address listed. They are then "enrolled" in the current RIT semester. At the end of the semester, students receive a transcript.

**• If a student is graduating in June or applying for early acceptance at colleges it is recommended that the registration form/payment be sent in by July 15.**

As students prepare to submit college applications, they should request a free transcript showing their college credits. A transcript request form can be downloaded from [www.rit.edu/pltw](http://www.rit.edu/pltw).

If a former PLTW student attends RIT, the letter (A, B, C) grade received from RIT is counted towards his/her RIT cumulative grade point average. If the student goes to another university, the credits are usually transferred without a letter grade.

Since these students are receiving college credit for college-level work, there are certain rules that must be followed by every PLTW-certified school to ensure the integrity of the exam and process:

- Students must take the exam immediately at the conclusion of the course.
- All exams must be given prior to June 30 of each calendar year for students completing the course that year.
- Students taking the exam in the spring must apply for and pay for RIT credit prior to Nov. 2 of that year. Students taking the exam in December or January have until the following Nov. 2 to apply.

### **RIT/PLTW Scholarships**

RIT has established a merit scholarship program for PLTW students. Freshman applicants with an SAT score of 1800 or higher (ACT 26) and B+ average who will complete two or more PLTW courses in high school are eligible to apply. The scholarships are worth \$7,000 per year and are renewable yearly. Up to five new scholarships per year can be awarded. The RIT/PLTW Scholarship cannot be combined with other RIT merit scholarships.

Interested students must submit a letter of recommendation from a PLTW teacher along with the RIT undergraduate admission application and school transcripts by February 1. For additional information on available scholarships, go to [www.rit.edu/pltw](http://www.rit.edu/pltw).

## Senior Recognition Policy

Class rank will not be calculated for high school students. A three-tiered honor system with “cum laude,” “magna cum laude,” and “summa cum laude” designations will be established for all county students to recognize outstanding academic performance during high school. These designations will be based on cumulative grade point averages derived from final grades in all courses taken for high school credit. The recognition “with excellence” in each tier will be granted to graduating seniors attaining straight A’s in all courses taken for high school credit.

The Superintendent of Schools, in consultation with the Wicomico County Board of Education, has established standards and guidelines to implement the aforementioned designations.

Cum laude	Magna cum laude	Summa cum laude
<b>3.70-3.99 weighted GPA</b>	<b>4.00-4.29 weighted GPA</b>	<b>4.30 and above weighted GPA</b>

Grade point average is computed by adding quality points (A=4, B=3, C=2, D=1) and dividing by the number of credits attempted. Honors Courses are weighted with an additional half quality point. College level (AP) courses are given one additional quality point.

## Certificate of Merit

Students maintaining a minimum weighted grade point average of 3.0 and passing 12 credits from designated Honors, PreAP or AP designated courses will be awarded a Wicomico County Public Schools Certificate of Merit in addition to their high school diploma upon graduation.

## Academic Awards Criteria All Wicomico County High Schools

GPA	1 <sup>st</sup> Award	2 <sup>nd</sup> Award	3 <sup>rd</sup> Award	4 <sup>th</sup> Award
<b>3.5 weighted GPA No grade lower than a “C”</b>	<b>Certificate- 3 consecutive terms of 3.5 weighted GPA  No grade lower than a “C”</b>	<b>Academic Letter- 7 consecutive terms of 3.5 weighted GPA No grade lower than a “C”</b>	<b>Lamp of Knowledge- 11 consecutive terms of 3.5 weighted GPA No grade lower than a “C”</b>	<b>Star of Excellence- 15 consecutive terms of 3.5 weighted GPA No grade lower than a “C”</b>

Schedule of awards programs-

- Certificate- 3 consecutive terms in a row in same school year- awards program during 4<sup>th</sup> term
- Academic Letter- 7 consecutive terms/consecutive school years- awards program during 4<sup>th</sup> term
- Lamp of Knowledge- 11 consecutive terms/consecutive school years- awards program during 4<sup>th</sup> term

Star of Excellence- 15 consecutive terms/consecutive school years- awards program during 4<sup>th</sup> term

## **General Information**

### **PROMOTION**

To be promoted, a student must have earned at least a cumulative total of:

Grade 9 to Grade 10	-	4 credits
Grade 10 to Grade 11	-	9 credits
Grade 11 to Grade 12	-	14 credits* *note Alternate Pathways on page 5

### **GRADE POINT AVERAGE (GPA)**

Grade point average is computed by dividing the grade points earned by the number of credits attempted. A GPA is used to determine:

- |                                       |                                |
|---------------------------------------|--------------------------------|
| 1. National Honor Society Eligibility | 3. Extracurricular Eligibility |
| 2. Honor Roll                         | 4. Academic Honors             |

### **COURSE SELECTION**

All 9th and 10th grade students will register for seven credits of classroom instruction per year. All 11th grade students will register for at least six credits of instruction. All 12<sup>th</sup> grade students will register for at least four credits of instruction. All student athletes should reference NCAA requirements when selecting courses on page 9.

Using the information given in the course catalog, students make course selections for the coming year. These guidelines should be followed:

1. Since high school education is generally a four-year process, students should complete planning forms for all remaining years of high school.
2. Course selections should be discussed with the guidance counselor and parent(s)/guardian(s).
3. Courses chosen for the coming school year should be entered on a program selection form, taken home to be reviewed with parent(s)/guardian(s), and returned with the signature of a parent/guardian by the date specified.

It is the responsibility of the school principal to ensure that students are scheduled appropriately.

Some courses listed in this catalog may not be offered, depending upon enrollment, availability of instructors/facility, and other factors. In such cases, every effort will be made to provide the student with alternate course selection(s).

*\*Students choosing to enroll in concurrent mathematics courses or choosing to take math courses during the summer for original credit must ensure that math courses taken during the remaining years of high school meet the ALL requirements of COMAR as well as entrance requirements of the University of Maryland System when applicable.*

### **SEMESTER/YEAR-LONG COURSES**

Semester classes will meet 5 days a week for 18 weeks for 1/2 credit. Year-long courses will meet 5 days a week for 36 weeks for one credit.

### **SPECIAL EDUCATION**

Special education services are provided at the high school level for students with disabilities. Wicomico County special education services comply with federal and state laws. These laws specify that students with disabilities are educated with non-disabled peers to the maximum extent appropriate while having access to the general education curriculum within the least restrictive environment.

## Wicomico County Student Service Learning Program

### THE STATE REQUIREMENT

The Maryland by-law establishing the graduation requirement in student service learning prescribes that "...students shall complete one of the following":

1. 75 hours of student service that includes preparation, action, and reflection components and that, at the discretion of the local school system, may begin during the middle grades;

OR

2. A locally designed program in student service that has been approved by the state Superintendent of Schools."

Code of Maryland Regulations 13A.03.02.03 D.

### THE FOLLOWING WILL COUNT FOR STUDENT SERVICE LEARNING CREDIT:

Service completed without compensation for the student and which addresses a community need (outside the student's family) in the student's school, community, or a non-profit community agency constitutes the action of student service. The components of preparation, action, and reflection are state required components of student service.

### STUDENTS IN WICOMICO COUNTY PUBLIC SCHOOLS ARE NOW OFFERED THREE CHOICES TO SATISFY THE MARYLAND GRADUATION STUDENT SERVICE LEARNING REQUIREMENT:

#### Choice #1:

#### Wicomico Student Service Learning Infused in the Curriculum

Student service learning is infused into the subjects of English, social studies, science, mathematics, and family and consumer sciences in grades six through nine.

To earn credit toward the Maryland graduation requirement in student service learning, the student completes service projects in the school, community, or non-profit community service agencies as directed by the subject area teacher; preparation and reflection components are conducted by the subject area teacher.

Tracking of infused service learning hours for an individual student will be reported through the subject area classroom teacher and will be reflected by subject area on the 4th marking period report card.

The subject areas and grade levels where service learning is infused in the curriculum are as follows:

#### GRADE 6 Subjects

English  
Ancient History  
Science  
Family & Consumer Sciences

#### GRADE 7 Subjects

English  
Early World History  
Mathematics  
Science

#### GRADE 8 Subjects

English  
Early U.S. History  
Mathematics  
Science

#### GRADE 9 Subjects

English  
Modern US History  
Mathematics  
Science

**Choice #2:**  
**75 Clock Hours in Student Service with Preparation and Reflection Components**

Seventy-five clock hours of service may be completed independently of the Wicomico student service learning infused in the curriculum. Service with preparation and reflection is completed by the individual student in the school, in the community, or through community service organizations.

The signature of the community agency representative or the signature of the recipient of service will serve as appropriate documentation of a student's completion of service hours for a given service project/service hours.

The individual student submits documentation of accumulated service hours to the school to be credited toward the student's graduation requirement in service learning.

The individual student is responsible for submitting documentation of service hours to the staff member/office designated by the school principal.

**Choice #3:**  
**Combined Student Service Hours**

Seventy-five hours of student service comprised of service hours accumulated through a combination of service clock hours completed independently of the Wicomico County student service learning infused in the curriculum and of those earned through service projects which are completed through the Wicomico student service learning infused in the curriculum.

**THE TRACKING AND DOCUMENTATION OF INDIVIDUAL STUDENT SERVICE HOURS**

Service hours with preparation and reflection components for which the student submits appropriate documentation to the school will be accepted for credit toward the student's graduation requirement in service learning.

**SERVICE LEARNING AWARDS**

- Laudable Service Award – 200 hours (certificate)
- Exemplary Service Award – 300 hours (certificate)
- Meritorious Service Award – 500 hours (certificate & graduation cord)



## State Approved Career Technology Programs

### ACCOUNTING and FINANCE

<u>Required Courses</u>		
<u>Course No.</u>	<u>Name of Course</u>	<u>Credit</u>
6501	Principles of Business Management and Entrepreneurship	1
6535	Principles of Accounting and Finance	1
6533	Advanced Accounting	1
6536	Accounting and Finance Entrepreneurship Capstone	1
*All 4 courses are required to become a completer		

### MARKETING

<u>Required Courses</u>		
<u>Course No.</u>	<u>Name of Course</u>	<u>Credit</u>
6501	Principles of Business Management and Entrepreneurship	1
6535	Principles of Accounting and Finance	1
6551	Introduction to Marketing	1
6552	Advanced Marketing and Entrepreneurship Capstone	1
*All 4 courses are required to become a completer		

### BUSINESS ADMINISTRATIVE SERVICES

<u>Required Courses</u>		
<u>Course No.</u>	<u>Name of Course</u>	<u>Credit</u>
6501	Principles of Business Management and Entrepreneurship	1
6535	Principles of Accounting and Finance	1
6503	Office Systems Management I	1
6504	Office Systems Management II	1
*All 4 courses are required to become a completer		

## Business Education

### **PRINCIPLES OF BUSINESS MANAGEMENT AND ENTREPRENEURSHIP**

6501                                      Grades 9-12                                      5 pds/week/all year                                      1 credit

This course is a foundation course for students who wish to complete a pathway in any of the following pathways: Accounting, Business Administrative Services, or Marketing. After taking this course students will be able to: describe fundamental business concepts, key terminology, and the role of business in society; apply creative thinking and imagination in business planning for innovative entrepreneurial business ideas; discuss major business management theories; use Microsoft Office Programs to communicate effectively and professionally; identify core business ethics and business law concepts; and discuss different career options in business including training required and individual choices and career planning.

### **PRINCIPLES OF ACCOUNTING AND FINANCE**

6535                                      Grades 10-12                                      5 pds/week/all year                                      1 credit

This course is the second course for students who wish to complete a pathway in any of the following pathways: Accounting, Business Administrative Services, or Marketing. After taking this course students will be able to: Recognize and define basic accounting principles, concepts, and terminology using Generally Accepted Accounting Principles (GAAP) as it applies to assets, liabilities, and owner's equity; explain the forms of businesses and the purpose of all steps of the accounting cycle for the different types of business entities and recognize, explain, and associate elements in an income statement; apply basic accounting principles to prepare and complete payroll and tax records; use Microsoft Excel as a tool to implement accounting principles and skills in analyzing business documents; apply internal controls to maintain and protect cash with an organization; Assess the financial condition and operating results of a company by analyzing and interpreting balance sheets, income statements, and other information to make informed business decisions; discuss ethical and legal issues in business and accounting such as the Federal Sentencing Guidelines for Organizations (FSGO) and the Sarbanes Oxley Act (SOX); and discuss careers in accounting, and identify the role that accountants play in business and society.

### **OFFICE SYSTEM MANAGEMENT I**

6503                                      Grades 9-12                                      5 pds/week/all year                                      1 credit

This course is focused preparation that will prepare students to apply emerging technologies to appropriate office operations. After taking this course students will: create business documents using spreadsheet, desktop publishing, and word processing software based on the Microsoft Office programs; demonstrate proficiency in Word, Excel, and PowerPoint; Develop employability skills, such as teamwork, accountability, positive work ethic, problem-solving and leadership skills; and explain major computing concepts. Students will be encouraged to maintain membership in Future Business Leaders of America.

### **OFFICE SYSTEM MANAGEMENT II**

6504                                      Grade 10-12                                      5 pds/week/all year                                      1 credit

This course is focused preparation that will prepare students to meet the certification requirements for Microsoft Office Specialist certification. After taking this course students will: demonstrate proficiency in Microsoft Office Programs to include Word, Excel, PowerPoint, and Access; acquire the skills and confidence to enter employment or continue their education, or both, upon graduation; Students will be encouraged to maintain membership in Future Business Leaders of America.

**Prerequisite:** Successful completion in course #6503 Office System Management I or # 6502 Information Systems

### **HONORS ADVANCED ACCOUNTING**

6533                                      Grades 10-12                                      5 pds/week/all year                                      1 credit

Advanced Accounting allows students to apply advanced accounting theory including generally accepted accounting principles (GAAP). After taking this course students will: assess the financial condition and operating results of a company by analyzing and interpreting financial statements using the appropriate ratios; journalize post and make necessary calculations needed for long and short-term assets and investments, long and short-term liabilities, and inventory management; explain how accounting information systems are used and use MS Excel and other software for accounting operations; complete necessary calculations and entries for corporations and partnerships; evaluate ethical and legal issues in business and accounting such as the Federal Sentencing Guidelines For Organizations (FSGO) and

the Sarbanes Oxley Act (SOX); and discuss careers in accounting, and identify the role that accountants play in business and society. Participation in Future Business Leaders of America is encouraged.

### **ACCOUNTING AND FINANCE ENTREPRENEURSHIP**

6536                                      Grade 11-12                                      5 pds/week/all year                                      1 credit

This course provides an in-depth study of accounting methods in preparation for post-secondary study. After taking this course students will: create a SWOT analysis of a company; conduct an in-depth research study of the company to determine the challenges the company has faced; create solutions for success that will enable the company to make a turn-around; produce a formal professional report analyzing the situation and propose applicable solutions before a Board; have a resume that reflects their interest to pursue a career in Accounting and Finance; participate in a school-based seminar class at least one time per week to share experiences; and prepare a professional portfolio that aligns to the DECA or FBLA portfolio requirements containing, but not limited to, an updated resume, a school transcript, letters of reference, achievements and awards, community project participation, and projects. Participation in Future Business Leaders of America is encouraged.

**Prerequisite: Successful completion in courses 6501 Principles of Business Management and Entrepreneurship, 6535 Principles of Accounting and Finance, and 6533 Honors Advanced Accounting**

### **INTRODUCTION TO MARKETING**

6551                                      Grades 10-12                                      5 pds/week/all year                                      1 credit

This course emphasizes preparation for entry into the business world whereby marketing principles and practices will be focused upon. After taking this course students will: discuss and explain marketing terminology, key marketing concepts, the fundamental processes, and the role and benefits of marketing in a market-driven economy; recognize characteristics, motivations, and behaviors of customers; identify internal factors and external trends that influence marketing strategy decisions; summarize segmentation and the factors used to identify viable target markets; explain how to use positioning to provide a competitive advantage in the marketplace; discuss the elements of the marketing mix and how each element interrelates in the implementation of the marketing strategy; explore the impact of media and technology on marketing; locate primary and secondary research data to make informed marketing strategy decisions; locate ethical and legal issues in the Marketing and Advertising industries; and identify careers in marketing. Participation in Future Business Leaders of America is encouraged.

### **ADVANCED MARKETING AND ENTREPRENEURSHIP CAPSTONE**

6552                                      Grades 11-12                                      5 pds/week/all year                                      1 credit

This course stresses advanced marketing concepts and career planning for students who seek a career or post-secondary study upon graduation. After taking this course students will: interpret and apply marketing terminology, key marketing concepts, the fundamental processes, and the role and benefits of marketing in a market driven economy; analyze characteristics, motivations, and behaviors of customers' needs and wants; summarize and classify internal factors and external trends that influence marketing strategy decisions; explain segmentation and the factors used to identify viable target markets; identify and explain attributes that provide a competitive advantage in the market place; assess the elements of the marketing mix and how each element interrelates in the implementation of the strategy; describe in detail, and give examples of, how the internet, World Wide Web, Mobile Applications, Social Networking Technologies and related technology are impacting marketing activities; compare domestic and international marketing strategies, and describe alternative approaches to entering global markets; the student will assess the quality of, and interpret, primary and secondary research data to make informed marketing decisions; use the internet and related technology to complete significant marketing activities; judge how relationships, leadership, team work, communication, and networking skills can contribute to success in marketing and strategy decisions; analyze ethical and legal issues in the Marketing and Advertising industries; analyze an organization and its market, develop a SWOT analysis including a through competitive analysis in order to formulate a viable marketing strategy; conduct an in-depth research study of a company to determine challenges the company has faced; prepare a resume that reflects your interest to pursue a career in Marketing; apply the learned entrepreneurial skillset to the research paper, business plan, or capstone final project.

**Prerequisite: Successful completion in courses 6501 Principles of Business Management and Entrepreneurship, 6535 Principles of Accounting and Finance, and 6551 Introduction to Marketing.**

## Computer Science

**Computer Science Principles (3094) and AP Computer Science (3056) are now math courses and will receive math credit. Descriptions for these courses can also be found under the category of "Mathematics." Foundations of Computer Science (3092) and Computer Science Principles (3094) can count as one of the expanded options for students to receive technology education graduation credit and can also be found under the Technology Education Course listings.**

**\*Students should consult with a guidance counselor if enrolling in a computer science course to determine the most appropriate means in applying the credit. If a course is used for either Math or Technology Education credit it cannot also serve to compete a computer science (4) course approved CTE program of study.**

### **FOUNDATIONS OF COMPUTER SCIENCE**

3092                      Grades 9-12                      5 pds/week/all year                      1 credit  
This course, (based on CSTA: *Exploring Computer Science*), 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 languages 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.

**Prerequisite:** C average or better in Algebra I and Algebra II/Trig, (or geometry) or approval of teacher

### **AP COMPUTER SCIENCE PRINCIPLES**

3094                      Grades 10-12                      5 pds/week/all year                      1 credit  
This course advances students' understanding of the technical aspects of computing including, programming and algorithm design, computer system organization and operation, and data representation and information organization. This course includes the use of several programming languages, based on the specific project or problem students must solve.

**Prerequisite:** C or better in Foundations of Computer Science.

### **COMPUTER SCIENCE: ADVANCED PLACEMENT (AP)**

3056                      Grades 10-12                      5 pds/week/all year                      1 credit  
This course is a more in-depth study of computer science, specifically the technical aspects of computing including; programming and algorithm design, computer system organization and operation, and data representation and information organization. In this course, the primary language used in advancing student's understanding of the application of computational thinking to real-world problems is Java.

**Prerequisite:** C or better in Computer Science Principles; if the student has not taken AP Computer Science Principles or the previous course, Computer Science Principles, they may schedule a transcript review along with a teacher recommendation.

### **MICROCOMPUTER OPERATING SYSTEMS (CYBERWATCH 130)**

3057                      Grades 10-12                      5 pds/week/all year                      1 credit  
The fourth course is an introduction to DOS and Windows operating environments includes basic and advanced operations and use of system utilities. Introduces DOS and UNIX/LINUX command structures and explores operations using the Windows graphical user interface.

### **ETHICS AND THE INFORMATION AGE (CYBERWATCH 110)**

3058                      Grades 10-12                      5 pds/week/all year                      1 credit  
In this course, students gain a clearer understanding of certain ethical issues in information technology as well as an understanding of how ethical theory can be applied to a discussion and analysis of those issues. In critically examining a cluster of information technology issues within the framework of ethical theory, students can develop a rational, coherent, consistent, and systemic approach to addressing moral issues in information technology.

## English

### Recommended Sequence of Courses

Grade	Advanced College Prep 4 + 4	College/Tech Prep 4 + 4	Advanced Tech Prep 4 + 2	Occupational Prep (Job Entry)
9	Honors English 9 Pre AP English 9	Pre AP English 9 English 9	English 9	English 9
10	Honors English 10 Pre AP English 10	Pre AP English 10 English 10	English 10	English 10
11	AP English 11 - Language Honors English 11	Honors English 11 English 11	English 11	English 11
12	AP English 12 - Literature Honors English 12	Honors English 12 English 12	English 12	English 12

All courses are aligned to the College and Career Ready Standards.

## ENGLISH

### HONORS ENGLISH 9

2011                                      Grade 9                                      5 pds/week/all year                                      1 credit

This is the most rigorous course in the 9<sup>th</sup> grade, requiring students to be intrinsically motivated, task-oriented, as well as adept readers and writers. This course integrates the processes of reading, writing, speaking and listening with the study of literature and language. Students refine critical reasoning skills and strategies for the close reading of texts from multiple genres and time periods. Students complete a variety of complex tasks which require a mastery of skills including collaboration, research, analysis, synthesis, and evaluation. In addition to basic skills, students will also be required to complete summer work, independently read and analyze several works of literature of substantial complexity, accurately apply grammar rules, and utilize an advanced vocabulary.

### PRE AP ENGLISH 9

2012                                      Grade 9                                      5 pds/week/all year                                      1 credit

This course integrates the processes of reading, writing, speaking and listening with the study of literature and language. Students develop critical reasoning skills and strategies for the close reading of texts from multiple genres and time periods. Students complete, with increasing independence, a variety of complex tasks which will enhance skills including collaboration, research, analysis, synthesis, and evaluation. In addition to basic skills, students will grapple with texts of increasing complexity as well as apply grammar rules and academic vocabulary.

### ENGLISH 9

2013                                      Grade 9                                      5 pds/week/all year                                      1 credit

This course integrates the processes of reading, writing, speaking and listening with the study of literature and language. Students are introduced to critical reasoning skills and strategies for the close reading of texts from multiple genres and time periods. Students complete a variety of complex tasks, with support, which will develop skills including collaboration, research, analysis, synthesis, and evaluation. In addition to basic skills, students will grapple with texts of increasing complexity, internalize grammar rules, and acquire academic vocabulary.

**HONORS ENGLISH 10**

2021                      Grade 10    5 pds/week/all year    1 credit

This is the most rigorous course in the 10<sup>th</sup> grade, requiring students to be intrinsically motivated, task-oriented, as well as adept readers and writers. This course integrates the processes of reading, writing, speaking and listening with the study of American Literature and language. Students refine critical reasoning skills and strategies for the close reading of texts from multiple genres and time periods. Students complete a variety of complex tasks which require a mastery of skills including collaboration, research, analysis, synthesis, and evaluation. In addition to basic skills, students will also be required to complete summer work, independently read and analyze several works of literature of substantial complexity, accurately apply grammar rules, and utilize an advanced vocabulary.

**PRE AP ENGLISH 10**

2022                      Grade 10    5 pds/week/all year    1 credit

This course integrates the processes of reading, writing, speaking and listening with the study of literature and language. Students develop critical reasoning skills and strategies for the close reading of texts from multiple genres and time periods. Students complete, with increasing independence, a variety of complex tasks which will enhance skills including collaboration, research, analysis, synthesis, and evaluation. In addition to basic skills, students will grapple with texts of increasing complexity as well as apply grammar rules and academic vocabulary.

**ENGLISH 10**

2023                      Grade 10    5 pds/week/all year    1 credit

This course integrates the processes of reading, writing, speaking and listening with the study of literature and language. Students are introduced to critical reasoning skills and strategies for the close reading of texts from multiple genres and time periods. Students complete a variety of complex tasks, with support, which will develop skills including collaboration, research, analysis, synthesis, and evaluation. In addition to basic skills, students will grapple with texts of increasing complexity, internalize grammar rules, and acquire academic vocabulary.

**ADVANCED PLACEMENT ENGLISH 11 LANGUAGE AND COMPOSITION**

2031                      Grade 11    5 pds/week/all year    1 credit

This is the most rigorous course in the 11<sup>th</sup> grade, requiring students to be intrinsically motivated, task-oriented, as well as adept readers and writers. This course integrates the processes of reading, writing, speaking and listening with the study of literature and language, preparing students for the College Board Advanced Placement Examination for possible college credit. Students refine critical reasoning skills and strategies for the close reading of texts from multiple genres and time periods. Students complete a variety of complex tasks which require a mastery of skills including collaboration, research, analysis, synthesis, and evaluation. In addition to basic skills, students will also be required to complete summer work, independently read and analyze several works of literature of substantial complexity, accurately apply grammar rules, and utilize an advanced vocabulary.

**HONORS ENGLISH 11**

2032                      Grade 11    5 pds/week/all year    1 credit

This course integrates the processes of reading, writing, speaking and listening with the study of American Literature and language. Students use critical reasoning skills and strategies for the close reading of texts from multiple genres and time periods. Students complete, either independently or collaboratively, a variety of complex tasks which will apply skills including research, analysis, synthesis, and evaluation. In addition to basic skills, students will grapple with texts of increasing complexity as well as apply grammar rules and academic vocabulary.

**ENGLISH 11**

2033                      Grade 11    5 pds/week/all year    1 credit

This course integrates the processes of reading, writing, speaking and listening with the study of American Literature and language. Students develop critical reasoning skills and strategies for the close reading of texts from multiple genres and time periods. Students complete a variety of complex tasks, with minimal support, which will enhance skills including collaboration, research, analysis, synthesis, and evaluation. In addition to basic skills, students will grapple with texts of increasing complexity, internalize grammar rules, and acquire academic vocabulary.

### **ADVANCED PLACEMENT ENGLISH 12 LITERATURE AND COMPOSITION**

2041                      Grade 12                      5 pds/week/all year                      1 credit  
This is the most rigorous course in the 12<sup>th</sup> grade, requiring students to be intrinsically motivated, task-oriented, as well as adept readers and writers. This course integrates the processes of reading, writing, speaking and listening with the study of literature and language, preparing students for the College Board Advanced Placement Examination for possible college credit. Students refine critical reasoning skills and strategies for the close reading of texts from multiple genres and time periods. Students complete a variety of complex tasks which require a mastery of skills including collaboration, research, analysis, synthesis, and evaluation. In addition to basic skills, students will also be required to complete summer work, independently read and analyze several works of literature of substantial complexity, accurately apply grammar rules, and utilize an advanced vocabulary.

### **HONORS ENGLISH 12**

2042                      Grade 12                      5 pds/week/all year                      1 credit  
This course integrates the processes of reading, writing, speaking and listening with the study of Literature and language. Students use critical reasoning skills and strategies for the close reading of texts from multiple genres and time periods. Students complete, either independently or collaboratively, a variety of complex tasks which require skills including research, analysis, synthesis, and evaluation. In addition to basic skills, students will grapple with texts of increasing complexity as well as apply grammar rules and academic vocabulary.

### **ENGLISH 12**

2043                      Grade 12                      5 pds/week/all year                      1 credit  
This course integrates the processes of reading, writing, speaking and listening with the study of literature and language. Students refine critical reasoning skills and strategies for the close reading of texts from multiple genres and time periods. Students complete a variety of complex tasks that enhance skills including collaboration, research, analysis, synthesis, and evaluation. In addition to basic skills, students will grapple with texts of increasing complexity, internalize grammar rules, and acquire academic vocabulary.

### **ENGLISH COLLEGE AND CAREER READINESS PREP**

2044                      Grade 12  
This noncredit bearing option must be taken in conjunction with a 12<sup>th</sup> grade English course. By advancing mastery in writing, reading, and language, students will gain the skills necessary to be College and Career Ready through self-paced, independent modules. In this hybrid learning alternative, student progress will be monitored by a classroom teacher. Students participating in this course will also have additional instructional opportunities to receive support, extended time, and direct supervision through voluntary attendance in the Step Up After School Program or Saturday Academies. Mastery will be determined by reassessment at the end of the course.

## **English - Related Courses**

### **CREATIVE WRITING**

2052                      Grades 11-12                      5 pds/week/semester                      1/2 credit  
This course provides an opportunity for students to learn the fundamentals of writing as an art. Students are encouraged to keep a writer's journal and to write poetry, short stories, and short plays.

### **YEARBOOK**

2054                      Grades 10-12                      5 pds/week/all year                      1 credit  
Students in this course are taught to conduct the business of management and production of the school yearbook. They are charged with financing the publication as well as producing it. This course may be repeated once.  
**Prerequisite:** Selection by yearbook advisor and counselor

### **TEST PREPARATION**

2067                      Grades 10-12                      5 pds/week/semester                      1/2 credit  
This course is designed for those students who are preparing to take certain standardized tests. The English component includes an analysis of the tests as well as practice exercise in test-taking techniques and vocabulary development. The Mathematics component is structured to cover a review of basic mathematics skills, algebra and geometry, and then application of these skills to the selection of the correct answer for a multiple-choice test question.

**Prerequisite:** Successful completion or concurrent enrollment in Geometry.

**JOURNALISM**

2063                                      Grades 10-12                                      5 pds/week/all year                                      1 credit

This course provides a basic study of the newspaper, forms of journalistic writing, and the production of the school newspaper. The staff of the school newspaper is included in the class. This course may be repeated twice.

**SPEECH COMMUNICATION**

2066                                      Grades 11-12                                      5 pds/week/semester                                      1/2 credit

Speech communication assists students in becoming effective communicators. This course focuses upon the communication process, interpersonal communication, and speaker/audience communication. Students experience a wide range of instruction and related activities in both informal and formal communication situations.



## Family and Consumer Sciences

### **THE WORLD OF FOOD**

5015                      Grades 9-12    5 pds/week/semester    1/2 credit

This course is designed to help students relate eating well to health. It provides an understanding of the basics of nutrition and applies these concepts to daily life. Students will learn to make wise food selections and prepare satisfying and healthful meals. It includes diet and recipe analysis and use of a variety of kitchen equipment to prepare and serve meals. Selected topics of study include fats and oils, quick breads, pies, vegetables and fruits, pastas, and seafood and poultry.

### **CHILD DEVELOPMENT I - THE DEVELOPMENT OF INFANTS AND TODDLERS**

5017                      Grades 9-12    5 pds/week/semester    1/2 credit

This course provides instruction in the care of children from birth to two years of age. Areas covered include general care, safety, appropriate activities, and special problems. In addition, the course will deal with topics such as choices and responsibilities in parenting, child abuse, and special needs children.

### **CHILD DEVELOPMENT II - THE DEVELOPMENT OF PRESCHOOLERS**

5018                      Grades 9-12    5 pds/week/semester    1/2 credit

This course provides the student with instruction and exposure to the three-to-five-year-old child. The focus will be on the development of the child and the impact of children on the family. Included are age appropriate activities, behavior management techniques, and careers.

### **THE PARENTING DECISION**

5021                      Grades 11-12    5 pds/week/semester    1/2 credit

This course provides practical information for choices, decisions, and responsibilities when making parenting decisions. The units include decision-making, prenatal growth, birth, stages of growth and development, guidance techniques, and special topics.

### **STRENGTHENING RELATIONSHIPS**

5022                      Grades 11-12    5 pds/week/semester    1/2 credit

This course provides experiences for students to improve relationships with friends, family, and the opposite sex. The units included are self-awareness, communication, problem solving, dating, mate selection, and coping with family stress.

### **LIFE SKILLS AND INDEPENDENT LIVING**

5023                      Grades 10-12    5 pds/week/semester    1/2 credit

This course is designed to help the individual develop knowledge and skills necessary to make the transition to living on one's own. Practical units include "A Home to Meet Your Needs," "Managing Money and Credit," "Meeting Your Food Needs," "Transportation," "Record Keeping," "Planning Wardrobe Choices," "Consumer Protection," and "Leisure Time Activities." This course is intended to provide hands-on activities in these areas.

### **FOUNDATIONS OF TECHNOLOGY, LIFE SKILLS & ENGINEERING**

5212                      Grades 9-12    5 pds/week/semester    1/2 credit technology education

This one-semester course prepares individuals to balance home, family, and career roles. Topics include technology as it relates to personal wellness, family management, invention, innovation, human development, and family management. This course introduces students to engineering basics and financial literacy.

## Fine Arts

Students participating in various fine arts courses may be required to pay a lab fee.

### ART

#### ART I

4511                                      Grades 9-12                                      5 pds/week/semester                                      1/2 credit

This elective course is for students who have had no high school art courses. It offers an introduction to basic art media and techniques. The course exposes the students to the elements of design while developing specific skills and increased visual perception. An appreciation for the humanities is included with the skill development.

#### ART II

4512                                      Grades 10-12                                      5 pds/week/all year                                      1 credit

This elective intermediate course involves a higher degree of skill and knowledge than Art I. While the media are similar, the student is given the opportunity to explore them in greater depth with more attention being given to individual artistic strengths and interests. An appreciation of the humanities is included with skill development.

**Prerequisite:** Successful completion of Art I with a C or better

#### ART III

4513                                      Grades 11-12                                      5 pds/week/all year                                      1 credit

This is an elective course allowing the more advanced student an opportunity for personal expression. The student is introduced to a multitude of media techniques and skills and has the opportunity to explore these media in depth. The student is exposed to the historical foundations of art to a greater degree than in Art I and II.

**Prerequisite:** C or better in Art II

#### HONORS ART III

4515                                      Grades 11-12                                      5 pds/week/all year                                      1 credit

This is an elective course allowing the more advanced student an opportunity for personal expression. The student is introduced to a multitude of media techniques and skills and has the opportunity to explore these media in depth. The student is exposed to the historical foundations of art to a greater degree than in Art I and II. Art III Honors is designed to be more rigorous than the traditional Art III class. Students will be asked to keep a sketchbook/journal throughout the course as well as complete extended curriculum assignments in addition to out of class assignments that demonstrate their knowledge of the unit being studied.

**Prerequisite:** B or better in Art II and Art II teacher recommendation

#### ART IV

4514                                      Grade 12                                      5 pds/week/all year                                      1 credit

This is an elective art course for students who are especially interested or talented. Emphasis is placed on an understanding of the interrelationship of art and the students' environment. An exploration of careers in art is also provided.

**Prerequisite:** C or better in Art III

#### HONORS ART IV

4516                                      Grade 12                                      5 pds/week/all year                                      1 credit

This is an elective art course allowing the more advanced student an opportunity for personal expression. The student is introduced to a multitude of media techniques and skills and has the opportunity to explore these media in depth. The student is exposed to the historical foundations of art to a greater degree than in Art I and II. Art III and IV Honors is designed to be more rigorous than the traditional Art III and IV class. Students will be asked to keep a sketchbook/journal throughout the course as well as complete extended curriculum assignments in addition to out of class assignments that demonstrate their knowledge of the unit being studied.

**Prerequisite:** B or better in Art III and Art III teacher recommendation

### **GRAPHIC ART I**

7054                                      Grades 10-12                                      5 pds/week/semester                                      1/2 credit  
Students will gain a historical perspective on graphic design and contemporary design professions. They will be able to identify graphic styles in broad historic terms and recognize various career options that are inter-related through art, design, technology, and business. Students will develop the basic ability to use vector-based drawing software and photo-imaging software. They will learn the basics of designing layout and typography. A lab fee is required based on materials used.

**Prerequisite:** Successfully completing Art I with a C or better and teacher recommendation

### **PHOTOGRAPHY**

4521                                      Grades 10-12                                      5 pds/week/semester                                      1/2 credit  
This course covers various forms of media communication with emphasis on black-and-white still photography and printing techniques. It includes film production and other phases of media communication. Students will be introduced to digital media production. It is a production-centered classwork and laboratory course. A lab fee is required based on materials used.

**Prerequisite:** Art I with a C or better and teacher recommendation

### **PHOTOGRAPHY II**

4522                                      Grades 11-12                                      5 pds/week/semester                                      1/2 credit  
Photography II prepares students to respond critically to individual photographer's accomplishments and major movements in photography. Students explore connections between photography, humanities, and visual culture. Students express themselves creatively using the digital camera, scanner, Adobe Photoshop, and Digital SLR Camera. Participants will respond creatively to picture taking themes such as portraits, animals, landscapes, documentary, and architectural elements. Students research career opportunities in photography and prepare a presentation portfolio. A lab fee is required based on materials used.

**Prerequisites:** Completion of Photography I with a grade of B or better and teacher recommendation

## **VISUAL AND PERFORMING ARTS PROGRAM: ART (VPA)**

Students enrolling in the courses below undergo a rigorous selection process. Students who take VPA Art I and VPA Art II must take the appropriate Honors VPA level (VPA Art I or VPA Art II). In addition each year the students must select one of the AP Art courses listed below. AP courses cannot be repeated for AP credit.

### **HONORS VISUAL AND PERFORMING ART I**

4543                                      Grades 11-12                                      10 periods/week/all year                                      2 Honors Credits  
This course offers an individualized program that prepares students for college auditions or post-high school study in art. Students study graphics, three-dimensional art, and photography in addition to art history. The VPA program is taught at Wicomico High School. Purchase of supplementary Materials may be required of the student. Students will also be required to complete summer work.

**Prerequisite:** Successful completion of Art I and Art II with at least a B average, an application, a portfolio review, interviews, recommendation of previous art teacher, on site drawings through an audition process. Seats are limited – not all who apply are accepted.

### **HONORS VISUAL AND PERFORMING ART II**

4542                                      Grade 12                                      10 pds/week/all year                                      2 Honors credits  
This course is a continuation of the VPA - Art I program. Students further their study of painting, drawing, graphics, and photography. This program is taught at Wicomico High School. Purchase of supplementary materials may be required of the student.

**Prerequisite:** Successful completion of VPA - Art I

### **ADVANCED PLACEMENT VPA - Drawing**

4541                                      Grades 11-12                                      5 periods/week/all year                                      1 AP Credit

The AP Studio Art: Drawing course prepares students for the College Board Advanced Placement Examination for possible college credit and is designed for students who are seriously interested in the practical experience of art and

wish to develop mastery in the concept, composition, and execution of their ideas. AP Studio Art - Drawing is not based on a written exam; instead, students submit portfolios for evaluation at the end of the school year. In building the portfolio, students experience a variety of concepts, techniques, art mediums, and approaches designed to help them demonstrate their abilities as well as their versatility with specific techniques, problem solving, and ideation. Students also develop a body of work for the Concentration section of the portfolio that investigates an idea of personal interest to them.

**ADVANCED PLACEMENT VPA – 2D design**

4544                                      Grades 11-12                                      5 pds/week/all year                                      1 AP credit

The AP Studio Art: 2D Design course prepares students for the College Board Advanced Placement Examination for possible college credit and is designed for students who are seriously interested in the practical experience of art and wish to develop mastery in the concept, composition, and execution of their ideas. AP Studio Art – 2D Design is not based on a written exam; instead, students submit portfolios for evaluation at the end of the school year. In building the portfolio, students experience a variety of concepts, techniques, art mediums, and approaches designed to help them demonstrate their abilities as well as their versatility with specific techniques, problem solving, and ideation. Students also develop a body of work for the Concentration section of the portfolio that investigates an idea of personal interest to them.

**ADVANCED PLACEMENT VPA – 3D design**

4545                                      Grades 11-12                                      5 periods per week                                      1 AP Credit

The AP Studio Art: 3D Design course prepares students for the College Board Advanced Placement Examination for possible college credit and is designed for students who are seriously interested in the practical experience of art and wish to develop mastery in the concept, composition, and execution of their ideas. AP Studio Art – 3D Design is not based on a written exam; instead, students submit portfolios for evaluation at the end of the school year. In building the portfolio, students experience a variety of concepts, techniques, art mediums, and approaches designed to help them demonstrate their abilities as well as their versatility with specific techniques, problem solving, and ideation. Students also develop a body of work for the Concentration section of the portfolio that investigates an idea of personal interest to them.

**VISUAL AND PERFORMING ARTS PROGRAM: MUSIC**

**ADVANCED PLACEMENT MUSIC THEORY**

5531                                      Grades 11-12                                      5 pds/week/all year                                      1 AP credit

The Advanced Placement Music Theory course offers an advanced study of musical notation, form, and composition preparing students for the College Board Advanced Placement Examination for possible college credit. The program is for students interested in musical composition and the formation of music notation. The course includes sight singing, traditional harmony, chords, melody, intervals, and composition. The course is designed for students who may pursue music in college, either as a general study or as a music major.

**Prerequisite:** Teacher recommendation, student application, and interview/audition

**HONORS VISUAL AND PERFORMING ARTS MUSIC**

4537                                      Grades 11-12                                      5 pds/week/all year                                      1 Honors credit

This course offers an individualized program that prepares students for college auditions or post-high school study in music. Students are involved in instrument (string, woodwind, brass, percussion, and piano) or voice study in an individual and/or small group setting. They also study keyboard, and music history. The VPA program is taught at Wicomico High School. Requires participation in Symphonic Band or Concert Choir in home school. Purchase of supplementary materials may be required of the student.

**Prerequisite:** Teacher recommendation, student application, and audition/interview

## **VISUAL AND PERFORMING ARTS PROGRAM (VPA: MUSIC II)**

4534	Grade 12	5 pds/week/all year	1 Honors credit
4538	Grade 12	5 pds/week/all year	1 Honors credit

This course is a continuation of the VPA - Music I program. Students further their study of instrument or voice. The VPA program is taught at Wicomico High School. Requires participation in Symphonic Band or Concert Choir in home school. Purchase of supplementary materials may be required of the student.

**Prerequisite:** Successful completion of VPA - Music I

## **VISUAL AND PERFORMING ARTS PROGRAM: PERFORMANCE THEATRE**

### **VPA PERFORMANCE THEATRE**

4550	Grades 9-12	15 periods/week/all year	3 credits
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In this program of courses, students will explore, practice, develop, and refine skills that will enable them to participate in a professional quality theatrical production. All students will actively participate in the full productions that will be presented during the school year.

Students will learn about all aspects involved in theatrical production including the performance, business, and technical areas. In addition, students will review theatrical productions in historical, cultural, and social contexts.

This will include the study of important shows, creative collaborators, famous performers and artists involved in productions throughout time. Students will be required to create original works, suggest revisions and informed opinions about theatrical pieces, and connect with the community and other students.

Students will maintain a portfolio which will provide broad assessment documentation for their course work.

This course will meet at Wicomico High School but is open to all Wicomico County high school students. The course is eligible for repeated credit. Classes will meet during periods 5, 6, and 7. A lab fee may be required based on material used.

## **MUSIC**

### **MUSIC**

5501	Grades 9-12	5 pds/week/semester	1/2 credit
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The course is designed to give students a broad background in the art of listening, music in the media, music in western culture, and popular music from the 50's to today. This course emphasizes listening and is an overview of music rather than a detailed study.

### **INTERMEDIATE CHOIR**

5511	Grades 9-12	5 pds/week/semester	1/2 credit
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The purposes of this course are to teach good singing techniques, to teach the rudiments of rhythm and sight reading, and to increase students' knowledge of musical literature. Interested students do not need to have trained voices.

Students are required to attend concerts and rehearsals during after-school hours. All members of the intermediate choir are required to attend all after-school and pre-school year rehearsals and performances. This course is eligible for repeated credit. A fee for maintenance of robes/uniforms may be required of the student.

### **HONORS CONCERT CHOIR**

5512	Grades 9-12	5 pds/week/all year	1 credit
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Concert choir members are chosen by the instructor after a vocal audition. The repertoire will cover all periods and styles of music from the Baroque to contemporary periods. On occasion the choir will be combined with the band for concert performances. Students are required to participate in all concerts and rehearsals during and after-school hours. All members of the concert choir are required to attend all after-school and pre-school year rehearsals and performances. This course is eligible for repeated credit. A fee for maintenance of robes/uniforms is required of the student.

**Prerequisite:** Audition and approval of choral director

### **INTERMEDIATE BAND**

5521	Grades 9-12	5 pds/week/all year	1 credit
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Intermediate band is a continuation of instrumental music from middle school. The band is designed to develop greater skill on the student's chosen instrument, a good musical tone, knowledge of major scales, and the capabilities to play more advanced band literature. This course is for those whose level of musicianship does not yet qualify

them for selection to the symphonic band. Intermediate band students may participate in the marching band as their interest and abilities allow with the permission of the band director. All members of the intermediate band are required to attend all after-school and pre-school year rehearsals and performances. This course is eligible for repeated credit. A fee for maintenance of uniforms may be required of the student. If school owned equipment is used by the student, a fee is required.

**Prerequisite:** Previous playing experience and approval of band director

### **HONORS SYMPHONIC BAND**

5522                                      Grades 9-12                                      5 pds/week/all year                                      1 credit

This course is an advanced continuation of instrumental music with the emphasis on performance. Development of technical facility, musical tone, and musical interpretation will be stressed; advanced band literature will be prepared and performed at several concerts/festivals. This band is also the marching band during the football season and performs at all home football games, as well as several competitions and parades. All members of the symphonic band are required to attend all after-school and pre-school year rehearsals and performances. This course is eligible for repeated credit. A fee for maintenance of uniforms may be required of the student. A county participation fee is required. If school owned equipment is used by the student, a fee is required.

**Prerequisite:** Previous playing and marching experience, plus an audition and approval of band director

### **JAZZ BAND**

5523                                      Grades 9-12                                      5 pds/week/semester                                      1/2 credit

This class provides a study of jazz and jazz techniques with an emphasis on performing jazz. Several styles of jazz music from big band to contemporary jazz are studied and performed. Students are also exposed to improvisational techniques. The jazz band performs throughout the year at concerts and other school events. All members of the jazz band are required to attend all after-school and pre-school year rehearsals and performances. This course is eligible for repeated credit. If school owned equipment is used by the student, a fee is required.

**Prerequisite:** Ability to play a jazz band instrument and approval of instrumental instructor

### **ORCHESTRA**

5524                                      Grades 9-12                                      5 pds/week/all year                                      1 credit

This course is an extension of the fundamentals of playing the violin, viola, cello, or string bass learned in the elementary and middle schools. The emphasis is on playing orchestra literature from the Baroque period to the contemporary period. Bus transportation is provided. All members of the orchestra are required to attend all after-school and pre-school year rehearsals and performances. This course is eligible for repeated credit. A fee for maintenance of uniforms may be required of the student. If school owned equipment is used by the student, a fee is required.

**Prerequisite:** Previous experience on a string instrument (violin, viola, cello, bass) and approval of string instructor

### **BAND FRONT**

5525                                      Grades 9-12                                      5 pds/week/semester                                      1/2 credit

This course covers the fundamentals of performing on silks and rifles, as well as proper marching and dance techniques. It provides an opportunity for the student who does not play a musical instrument to be part of the marching band. All members of the band front are required to attend all after-school and pre-school year rehearsals and performances. The band front performs at all home football games, as well as several competitions and parades. This course is eligible for repeated credit. A fee for maintenance of uniforms may be required of the student. A county participation fee is required.

**Prerequisite:** Audition and approval of band director

### **MUSICAL THEATRE**

5527                                      Grades 10-12                                      5 pds/week/semester                                      1/2 credit

The course includes the study of musical theatre from its earliest inception to modern musicals. Units of study are opera and operetta, vaudeville, musical review, musical comedy, famous personalities, movie musicals, movie adaptations of stage musicals, and use of background music in movies and television.

### **THEATER ARTS**

5529                                      Grades 11-12                                      5 pds/week/semester                                      1/2 credit

In this course, students increase their awareness of the theatre and develop skills within all aspects of play production. Speaking skills are also developed and stressed.

**ADVANCED PLACEMENT MUSIC THEORY**

5531

Grades 9-12

5 pds/week/all year

1 AP credit

The Advanced Placement Music Theory course offers an advanced study of musical notation, form, and composition preparing students for the College Board Advanced Placement Examination for possible college credit. The program is for students interested in musical composition and the formation of music notation. The course includes sight singing, traditional harmony, chords, melody, intervals, and composition. The course is designed for students who may pursue music in college, either as a general study or as a music major.

**Prerequisite:** A background in basic music fundamentals and approval of instructor

## Health

### HEALTH EDUCATION

6062

5 pds/week/semester

1/2 credit

This course stresses the prevention of potential health problems in the areas of drugs, diseases, and injuries while promoting good nutrition, physical health, mental health, and consumer health. The program encourages wellness in family life and human sexuality within the context of family and community values. Students gain an awareness of the role of health agencies and public health facilities locally, statewide, and nationally. This course is required for graduation. Parents who wish for their child to be excused from a portion of the course should make that request, in writing, to the principal.



**Mathematics**  
Available Courses Per Grade

Grade	Advanced College Prep	College/Tech Prep 4 + 4	Advanced Tech Prep 4 + 2	Occupational Prep (Job Entry)
9	Honors Geometry	Algebra I Honors Geometry	Algebra I	Algebra I
10	Honors Trig/Pre-Calculus Honors Geometry Honors Algebra II Computer Sci. Principles	Honors Geometry Geometry Honors Algebra II Computer Sci. Principles	Honors Geometry Geometry	Algebra I Geometry
11	AP Calculus I Honors Trig/Pre-Calculus AP Statistics Computer Sci. Principles. AP Computer Sci. Principles	Honors Algebra II Honors Trig/Pre-Calculus Geometry Honors Stats & Probability AP Statistics	Honors Algebra II Honors Geometry Geometry Business Mathematics Computer Sci. Principles	Algebra I Geometry Business Mathematics
12	AP Calculus I AP Calculus II AP Statistics AP Computer Sci. Principles AP Computer Sci.	AP Calculus I Honors Stats & Probability Honors Trig/Pre-Calculus Honors Algebra II AP Statistics AP Computer Sci. Principles AP Computer Sci.	Honors Trig/Pre-Calculus Honors Algebra II Business Mathematics AP Statistics AP Computer Sci. Princ. AP Computer Sci.	Geometry Business Mathematics AP Computer Science Principles Integrated Topics Transitional Mathematics

**Mathematics**

**ALGEBRA I**

3037

Grades 9-12

5 pds/week/all year

1 credit

Aligned to Maryland College and Career - Ready Standards, this course formalizes and extends mathematics that students learned in the middle grades and is a more ambitious version of Algebra I than has generally been offered. This course will focus on five critical areas: (1) developing fluency writing, interpreting, and translating between various forms of linear equations and inequalities, and using them to solve problems; (2) exploring relationships between linear and exponential functions; (3) using regression techniques to describe approximately linear relationships between quantities and make judgments about the appropriateness of linear models based on graphical representations; (4) creating and solving equations and inequalities involving quadratic expressions; (5) exploring characteristics of quadratic functions and expanding student understanding of functions to include square root, cube root, absolute value, step, and piecewise-defined.

**HONORS GEOMETRY**

3032

Grades 9-10

5 pds/week/all year

1 credit

This course extends the Maryland College and Career - Ready Standards for Geometry. This course focuses on the development of transformational, Euclidean, and coordinate geometry with extensive real-world application. Students will study logic, inductive and deductive reasoning, geometric definitions, postulates, and the proofs of theorems. Course requirements are rigorous with an emphasis on mathematical reasoning and communication. Extended geometry standards include additional mathematics that students should learn as they prepare to take advanced courses such as calculus and advanced statistics. These additional topics include trigonometry and vectors and place additional emphasis on mathematical reasoning and communication through proof.

**Prerequisite:** Grade of C or better in Algebra I or Honors Algebra II

## **GEOMETRY**

3033                      Grades 10-12                      5 pds/week/all year                      1 credit  
This course addresses the Maryland College and Career - Ready Standards for geometry. This course focuses on the development of transformational, Euclidean, and coordinate geometry with extensive real-world application. Students will study logic, inductive and deductive reasoning, geometric definitions, postulates, and the proofs of theorems. Course requirements are rigorous with an emphasis on mathematical reasoning and communication.  
**Prerequisite:** Passing grade in Algebra I

## **INTEGRATED TOPICS\***

3028                      Grades 10-12                      5 pds/week/all year                      1 credit  
This course is a bridge between Algebra 1 and Algebra 2 providing students with additional instruction and applications of major content addressed in Algebra 1 while introducing new content that will be addressed in Algebra 2. This course is designed as the next progression of math course for students who may want to eventually enroll in Algebra 2 but might not feel ready based on their level of understanding of Algebra 1 content.

\*Students who do not receive a passing score on the PARCC Algebra 1 test taken at the end of their Algebra 1 course will be required to enroll in Integrated Topics. Performance-based algebra modules will be assigned as part of the Integrated Topics course which will meet the requirement of BRIDGE should the student not pass their reassessment of the PARCC Algebra 1 test. Students are required to either pass the PARCC Algebra 1 assessment or receive a passing score on the Algebra BRIDGE modules to graduate.

Non-College and Career Ready students choosing to enroll in this course to meet the “transition course” requirement during their senior year will also be required to take an end of course assessment to again assess College and Career Readiness.

**Prerequisite:** Passing grade in Algebra I

## **HONORS ALGEBRA II**

3022                      Grades 9-12                      5 pds/week/all year                      1 credit  
Aligned to Maryland College and Career - Ready Standards, this course extends student understanding of functions to include polynomial, rational, and radical functions. This course will focus on five critical areas: (1) understanding structural similarities between the system of polynomials and the system of integers; (2) using the coordinate plane to extend trigonometry to model periodic phenomena; (3) mathematical modeling by choosing appropriate functions to model situations; (4) investigating probability distributions; (5) computing and interpreting advanced probabilities including probabilities for compound events, mutually exclusive events, independent events, and conditional probability.

**Prerequisite:** C or better in Geometry or Honors Geometry

## **AP COMPUTER SCIENCE PRINCIPLES**

3094                      Grades 10-12                      5 pds/week/all year                      1 credit  
This course advances students’ understanding of the technical aspects of computing including, programming and algorithm design, computer system organization and operation, and data representation and information organization. This course includes the use of several programming languages, based on the specific project or problem students must solve.

**Prerequisite:** C or better in Foundations of Computer Science.

## **COMPUTER SCIENCE: ADVANCED PLACEMENT (AP)**

3056                      Grades 10-12                      5 pds/week/all year                      1 credit  
This course is a more in-depth study of computer science, specifically the technical aspects of computing including; programming and algorithm design, computer system organization and operation, and data representation and information organization. In this course, the primary language used in advancing student’s understanding of the application of computational thinking to real-world problems is Java.

**Prerequisite:** C or better in Computer Science Principles; if the student has not taken Computer Science Principles, they may schedule a transcript review along with a teacher recommendation.

### **ADVANCED PLACEMENT STATISTICS**

3038                      Grades 10-12                      5 pds/week/all year                      1 credit  
Advanced Placement Statistics offers students an opportunity to learn college level, non-calculus based statistics that focuses on four major topics: data exploration, study planning, probability as it relates to distributions of data and simulations, and inferential reasoning. The course content prepares students to meet the rigor and the calculator requirements of the Advanced Placement examination. It is recommended that students in this course take the AP Exam when it is offered in May.

**Prerequisite:** C or better in Honors Algebra II

### **HONORS STATISTICS AND PROBABILITY**

3025                      Grades 10-12                      5 pds/week/all year                      1 credit  
Statistics and Probability is the study of the various ways of analyzing and displaying data. This course will study such topics as mode, median, and mean; random samples and probability; binomial and normal distributions; estimating with large and small samples; and using chi square distributions.

**Prerequisite:** C or better in Honors Algebra II

### **HONORS TRIGONOMETRY/PRE-CALCULUS**

3045                      Grades 10-12                      5 pds/week/all year                      1 credit  
This course offers topics that are an extension of algebra and trigonometry. Students will apply their skills to concepts such as trigonometric identities, applications, inverse functions, conics, inverse composition of functions, logarithms, and some introductory calculus.

**Prerequisite:** C or better Honors Algebra II

### **ADVANCED PLACEMENT CALCULUS I**

3043                      Grades 11-12                      5 pds/week/all year                      1 credit  
This college-level course is structured as a two-semester course divided into two major categories: differential calculus and integral calculus. It emphasizes the study of the derivative and integral and their applications. The course also includes a study of the following topics: rate of change of a function, derivatives of algebraic and transcendental functions, methods of integration, areas and volumes. It is recommended that students in this course take the AP Exam when it is offered in May.

**Prerequisite:** C or better in Trigonometry/Pre-calculus

### **ADVANCED PLACEMENT CALCULUS II**

3046                      Grade 12                      5 pds/week/all year                      1 credit  
This course is considerably more extensive than AP Calculus I. Additional topics covered include rigorous definitions, vector functions, parametrically defined curves, polar functions, convergence of sequence, and series. This course is designed to prepare students for the Advanced Placement BC examination.

**Prerequisite:** C or better in AP Calculus I

### **BUSINESS MATHEMATICS**

3016                      Grades 11-12                      5 pds/week/all year                      1 credit  
Business mathematics helps students develop competency in mathematics for business and personal finance. The course focuses on earning, spending, and managing money. Some of the topics covered include averaging, sales discounts, profits, banking services, interest rates, finance charges, installment purchases, loans, income taxes, and insurance.

### **TRANSITIONAL MATHEMATICS**

3039                      Grade 12 ONLY                      5 pds/week/all year                      1 credit  
This course is designed to increase College and Career Readiness in mathematics for students during their senior year. The content of this course combines an analysis of Intermediate Algebra course syllabi from public community colleges and the mathematical skills prominent on college placement tests. The course addresses content from Algebra 1 and Algebra 2 including linear, quadratic and exponential functions, and operations with polynomial, rational and radical expressions. School districts across the state are required to provide instructional opportunities like this course for students not deemed College and Career Ready by the end of their junior year. This course represents one of the options for coursework from the chart on page 10 for students not deemed College and Career Ready. Students will be required to take an end of course assessment to again assess College and Career Readiness.

**Prerequisite:** Passing grade in Algebra I and Geometry

**TEST PREP** (See English Related Electives, Page 25)

2067

Grades 10-12

5 pds/week/semester

1/2 credit

## Physical Education

### **FITNESS FOR LIFE**

6012

Grade 9-12

1/2 credit required

This course offers fundamental and current topics of physical fitness which include health-related components, skill-related components, training principles, nutrition and weight control, goal setting, consumer issues, exercise safety, and personal fitness program planning. Students will be encouraged to develop an individual optimum level of physical fitness, acquire knowledge of physical fitness concepts, and understand the significance of lifestyle on one's health and fitness. Students will be assessed in the cognitive, affective and psycho-motor domains through a combination of written assignments and physical performance.

### **FITNESS THROUGH TEAM SPORTS**

6013

Grades 9-12

1/2 credit

This course provides the opportunity to refine, expand, and improve specific sports skills, game strategies, and personal fitness plans as it relates to team-based activities. While the acquisition of motor skills and appropriate social and emotional behaviors are goals, this course stresses the development of an acceptable level of and an appreciation for physical fitness. In addition, students learn game rules as they relate to officiating and management through the experience of a variety of roles beyond that of a player. Activities may include: basketball, flag football, floor hockey, field hockey, lacrosse, soccer, volleyball, team handball, ultimate Frisbee, and speedball. Students will be assessed in the cognitive, affective and psycho-motor domains through a combination of written assignments and physical performance.

**Prerequisite:** Successful completion of Fitness For Life

### **FITNESS THROUGH WELLNESS ACTIVITIES**

6015

Grades 9-12

1/2 credit

This course offers wellness activities which may include aerobics, yoga, Pilates, power walking, nutrition/weight control, circuit training, dance, and injury/safety prevention. Students will acquire a personal understanding of the mental, physical, and emotional discipline needed for a healthy lifestyle. Students will be assessed in the cognitive, affective and psycho-motor domains through a combination of written assignments and physical performance.

**Prerequisite:** Successful completion of Fitness For Life

### **FITNESS THROUGH STRENGTH AND CONDITIONING**

6016

Grades 9-12

1/2 credit

This is an elective, semester long, physical education course where students will enhance their personal physical development through the participation in weight training and conditioning. Students will engage in total body strength development as well as speed, agility and plyometric training. An understanding of the importance of rules and safety in the weight room is a high priority as well as formalizing a personal understanding of the mental, physical, and emotional discipline needed for a healthy lifestyle. Students will be assessed in the cognitive, affective and psycho-motor domains through a combination of written assignments and physical performance.

**Prerequisite:** Successful completion of Fitness For Life / approval of instructor.

**Science**  
**Recommended Sequence of Courses**

Grade	Advanced College Prep	College/Tech Prep 4 + 4	Advanced Tech Prep 4 + 2	Occupational Prep (Job Entry)
9	*Honors Biology *Honors Earth/Space Science	*Honors Earth/Space Science	*Honors Earth/Space Science *Earth/Space Science	*Earth/Space Science
10	Honors Chemistry *Honors Biology	*Honors Biology	*Honors Biology *Biology	*Biology
11	Honors Physics AP Physics I AP Chemistry AP Environmental Science Honors Chemistry Honors Anatomy & Physiology	Honors Chemistry Honors Anatomy & Physiology	Honors Chemistry Astronomy Physical Science	Physical Science/Environment al Science
12	Honors Physics Advanced Astronomy AP Biology AP Chemistry AP Physics I AP Physics II AP Environmental Science	AP Biology Honors Physics AP Physics I Physical Science Honors Anatomy & Physiology Astronomy Human Physiology AP Environmental Science	AP Biology Environmental Science Honors Anatomy & Physiology AP Physics I Physical Science from Cosmetology II program AP Environmental Science	Environmental Science/Physical Science

MSDE Graduation Requirements include 3 credits of organized instruction which includes a laboratory component engaging in the application of the science and engineering practices, the crosscutting concepts, and disciplinary core ideas including Earth/Space science, Life Science, Physical Science (Chemistry and Physics), Engineering and Technology, aligned to the Maryland High School Assessment for Science.

**Science**

**HONORS EARTH/SPACE SCIENCE**

3511

Grade 9

5 pds/week/all year

1 credit

Earth science familiarizes the students with basic facts, processes, and theories about the physical environment. The course is divided into three main areas of study: astronomy, geology, and meteorology. The study of astronomy focuses on the earth's motion and its relationship with other celestial bodies, formation of the universe, and our solar system. In geology, students learn about the structure of the earth and its physical systems. Meteorology focuses on the dynamics of the atmosphere and the impact of climate on the earth and society. Laboratory activities require students to work independently and use logical thinking skills.

**Prerequisite:** C or better in Integrated Science 8 EX **or** B average or better Integrated Science 8.

### EARTH/SPACE SCIENCE

3512                      Grade 9    5 pds/week/all year    1 credit  
The content of this course parallels that of Honors Earth/Space Science. The information is presented as a survey course with much less emphasis on detail and laboratory work. This course meets the basic requirements for graduation; however it is NOT intended to satisfy the requirements for college entrance.

### HONORS BIOLOGY

3522                      Grades 9-10    5 pds/week/all year    1 credit  
This course is a study of the unique properties of living organisms. Major topics covered during the first semester are molecular biology, cellular biology, and genetics. The second semester includes a detailed study of evolution and ecology, as well as a survey of microbiology and the plant and animal kingdoms. Science Practices are emphasized throughout the course through active student engagement in laboratory activities. Honors Biology is designed to prepare students for further studies in Honors and AP Science courses.

**Prerequisite:** Incoming Freshmen: C or higher in Integrated Science 8 EX (GATE)  
Incoming Sophomores: C or better in Honors Earth/Space Science (3511)

### BIOLOGY

3523                      Grade 10    5 pds/week/all year    1 credit  
The topics covered in this course parallel those of Honors Biology. The information is presented as a survey course with much less emphasis on detail and laboratory work. Major topics include cell biology, biochemistry, ecology, evolution, and genetics. Science Practices are emphasized throughout the course through active student engagement in laboratory activities.

**Prerequisite:** Successful completion of Earth/Space Science

### HONORS CHEMISTRY

3532                      Grades 10-12    5 pds/week/all year    1 credit  
Chemistry is a demanding course based on the physical and chemical characteristics of matter. Topics emphasized include atomic structure, the mole concept, chemical reactions and equations, physical properties of gases and liquids, energy changes, solution chemistry, chemical bonding, and molecular structure. Students should possess at least average problem-solving skills (mathematical).

**Prerequisite:** C average in biology and Algebra I; C average in Geometry or concurrent enrollment

### HONORS PHYSICS

3541                      Grades 11-12    5 pds/week/all year    1 credit  
This course prepares the student for college-level courses related to engineering and the physical sciences. Physics is the study of the relationships between forms of energy and matter. Topics emphasized include measurement, motion, forces, light, sound, and electricity. Through laboratory investigations and problem solving, students will discover the scientific process and applications of physics.

**Prerequisite:** C or better in Algebra I, Geometry and Honors Chemistry.

### ADVANCED PLACEMENT PHYSICS I

3544                      Grades 11-12    5 pds/week/all year    1 credit  
AP Physics 1 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. It is recommended that students in this course take the AP Exam when it is offered in May. Students who score a 3 or better on the Advanced Placement Physics I Exam may earn up to 4 college credits (varies by institution, consult guidance counselors & college admission offices for additional information).

**Prerequisite:** C or better in Honors Chemistry; C or better in Algebra I; C or better in Algebra II or concurrent enrollment

### **ADVANCED PLACEMENT PHYSICS II**

3545                                      Grades 11-12                                      5 pds/week/all year                                      1 credit

AP Physics 2 is the equivalent to a second-semester college course in algebra-based physics. The course covers fluid mechanics; thermodynamics; electricity and magnetism; optics; and atomic and nuclear physics. 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. It is recommended that students in this course take the AP Exam when it is offered in May. Students who score a 3 or better on the Advanced Placement Biology Exam may earn up to **4** college credits (varies by institution, consult guidance counselors & college admission offices for additional information).

**Prerequisite:** C or better in Honors Algebra II, Geometry, and Honors Chemistry. Additionally, a C or better in AP Physics 1 or recommendation of the AP Physics instructor.

### **PHYSICAL SCIENCE**

3551                                      Grades 10-12                                      5 pds/week/all year                                      1 credit

The course introduces students to some of the basic fundamental areas of chemistry and physics. Emphasis is placed on how these concepts relate to real-world situations and the workplace.

**Prerequisite:** Successful completion of Biology

### **ENVIRONMENTAL SCIENCE**

3513                                      Grades 10-12                                      5 pds/week/all year                                      1 credit

This course will provide a study of ecological concepts and environmental issues aligned to Maryland's environmental education requirement. This course also helps create knowledgeable and environmentally active citizens. Major topics include ecological principles/ecosystems with emphasis on local ecosystems including the Chesapeake Bay and the Marine Biome; water resources and quality; land management, air quality; natural resources and resource management; noise pollution; energy resources and related careers.

**Prerequisite:** Successful completion of Biology.

### **HONORS ANATOMY & PHYSIOLOGY**

3553                                      Grades 11-12                                      5 pds/week/semester                                      1/2 credit

This course deals with detailed explanations of the anatomy and functions of the human body. It is an extension of the standard biology and health courses. It is recommended for students considering a medical-related career.

**Prerequisite:** C or better in Honors Biology and Honors Chemistry

### **HONORS ASTRONOMY (Taught only at Parkside High School)**

3561                                      Grade 12                                      5 pds/week/semester                                      1/2 credit

This course is a college-level survey of astronomy. Topics include: The history of astronomy and the impact of historical astronomy on modern astronomical theory (Kepler's and Newton's Laws); Mapping the sky coordinate systems and sun/seasons connections; the Moon; The Sun; Star evolution; Constellation and stars with a concentration on the northern hemisphere. Laboratory experiences are provided at the Parkside planetarium in addition to the possibility of night field experiences.

**Prerequisite:** C average or better in all previous science courses and Algebra I and C or better in Algebra II or concurrent enrollment in Algebra II

**\*\*\*Due to renovation work at Parkside High School, this course is not available for the 2018-19 school year.**

### **ADVANCED PLACEMENT BIOLOGY**

3562                                      Grade 11-12                                      6 pds/week/all year                                      1 credit

This course is designed to cover two semesters of general biology on a college freshman level. The first semester includes biochemistry, cytology, genetics, and evolution. The second semester includes zoology, ecology, and botany. It is recommended that students in this course take the AP Exam when it is offered in May. Students who score a 3 or better on the Advanced Placement Biology Exam may earn up to **8** college credits (varies by institution, consult guidance counselors & college admission offices for additional information).

**Prerequisite:** C or better in Honors Biology and Honors Chemistry.



### ADVANCED PLACEMENT CHEMISTRY

3563                      Grade 11-12                      6 pds/week/all year                      1 credit

This course is designed to cover two semesters of general chemistry at the college level. Topics studied include atomic and molecular structure and their relationship to bulk properties of matter, solution chemistry, thermodynamics, kinetics, chemical equilibrium, reactions types, acid-base chemistry, electrochemistry, and nuclear chemistry. The course will contribute to the development of the students' abilities to think clearly and to express their ideas, orally and in writing, with clarity and logic. It is recommended that students in this course take the AP Exam when it is offered in May. Students who score a 3 or better on the Advanced Placement Chemistry Exam may earn up to **8** college credits (varies by institution, consult guidance counselors & college admission offices for additional information).

**Prerequisite:** C in Honors Biology, Honors Chemistry, and Honors Algebra I. Students must have passed physics with C or higher or be concurrently enrolled or have permission of the instructor. C or better in Algebra II or concurrent enrollment.

### ADVANCED PLACEMENT ENVIRONMENTAL SCIENCE

3564                      Grades 11-12                      5 pds/week/all year                      1 credit

This course is designed to provide students with the scientific principles, concepts, and methodologies needed to understand the interrelationships between people and their environments, to identify and analyze environmental problems both natural and human made, to assess the risks associated with these problems, and to identify solutions for resolving or preventing them. It is recommended that students in this course take the AP Exam when it is offered in May. Students who score a 3 or better on the Advanced Placement Environmental Science Exam may earn up to 4 college credits (varies by institution, consult guidance counselors & college admission offices for additional information).

**Prerequisite:** C or better in Honors Biology and Honors Chemistry

**Social Studies**  
**Recommended Sequence of Courses**

Grade	Advanced College Prep	College/Tech Prep 4 + 4	Advanced Tech Prep 4 + 2	Occupational Prep (Job Entry)
9	AP United States History Honors United States History	AP United States History Honors United States History	Honors United States History United States History	United States History
10	AP Government & Politics Honors Foundations of American Government	AP Government & Politics Honors Foundations of American Government	Foundations of American Government Honors Foundations of Amer. Government	Foundations of Amer. Government
11	AP World History Honors World History AP United States History Honors US History	AP World History Honors World History AP American History Honors US History	World History Honors World History Honors US History US History	World History
12	AP Psychology Honors Psychology Honors Principles of Economics Honors Geography	AP Psychology Honors Principles of Economics Honors Geography Honors Psychology You and the Law	Honors Geography Honors Psychology Consumer Economics You and the Law	Consumer Economics You and the Law

**Social Studies**

**ADVANCED PLACEMENT WORLD HISTORY**

2519                                      Grades 11-12                                      5pds/week/all year                                      1 credit

This college freshman level course will examine the global progress of major civilizations from approximately 8000 B.C.E. to the present, emphasizing the economic, social, cultural, intellectual and political trends that motivate human beings. Students enrolled in this course will thoroughly investigate the following course themes as they examine each time period: The interaction between humans and the environment; development and interaction of cultures; state-building, expansion, and conflict; creation, expansion, and interaction of economic systems; and development and transformation of social structures. The course develops the historical thinking skills necessary for students to draw informed conclusions and to write essays on a variety of topics throughout the year.

There is no current prerequisite for this course; however, AP World History requires students to spend extra time reading, writing, and preparing for classroom discussions. It is recommended that students in this course take the AP Exam when it is offered in May.

**HONORS WORLD HISTORY**

2515                                      Grade 11                                      5 pds/week/all year                                      1 credit

This honors level course is designed to meet the state of Maryland's graduation requirement as a world history credit and is one of the three social studies courses required by MSDE. This course is taught at a more rigorous and challenging level than a regular course of study. This course places emphasis on developing students' higher order thinking and writing skills as they relate and apply to the study of world history. The course begins with the year 1600 with the Age of Monarchs, continues with coverage of the Enlightenment, the Industrial Revolution, the rise of

Nationalism, and concludes with a study of twentieth century world history. Throughout the course, current events will provide a link between the past and the present.

### **WORLD HISTORY**

2517                                      Grades 11                                      5 pds/week/all year                                      1 credit

This course is designed to meet the state of Maryland's graduation requirement as a world history credit and is one of the three social studies courses required by MSDE. The course focuses upon the development of world civilization from the Age of Absolutism through the Age of Enlightenment and the Age of Revolution, concluding with twentieth century world history and the study of the two world wars. The course culminates with a discussion of problems surrounding the modern world. Throughout the course, current events will provide a link between the past and the present.

### **ADVANCED PLACEMENT GOVERNMENT AND POLITICS**

2533                                      Grades 10-12                                      5 pds/week/all year                                      1 credit

The Advanced Placement Government and Politics course is a year-long course designed for students in grades ten through twelve. It provides students with a critical perspective of the American Government and political system. The course is presented at a college-freshman instructional level. Students who enroll in this course should be highly motivated and possess superior writing skills. The course develops the skills necessary for students to draw informed conclusions and to write a variety of essays and free response questions of superior quality. Students who have passed Foundations of American Government may earn additional credit by taking and passing this class. **Students entering 9<sup>th</sup> grade in school year 2013-2014 and beyond MUST pass the Government High School Assessment testing requirement.**

There is no current prerequisite for this course; however, AP Government and Politics requires students to spend extra time reading, writing, and preparing for classroom discussions. It is recommended that students in this course take the AP Exam when it is offered in May.

### **HONORS FOUNDATIONS OF AMERICAN GOVERNMENT**

2565                                      Grades 10-12                                      5 pds/week/all year                                      1 credit

This honors course is designed to meet the state of Maryland's graduation requirement as an American government credit. This course is the second of three social studies courses required by MSDE. It is taught at a level more challenging and rigorous than a regular course of study. This course places emphasis upon higher order thinking and writing skills as they relate to the American government. Principles and origins of American government are explored. Historical, economical, and geographical themes are also discussed as they relate to the origins of our American government and political system. **Students entering 9<sup>th</sup> grade in school year 2013-2014 and beyond MUST pass the Government High School Assessment (HSA) testing requirement.**

### **FOUNDATIONS OF AMERICAN GOVERNMENT**

2566                                      Grade 10                                      5 pds/week/all year                                      1 credit

This course is designed to meet the state of Maryland's graduation requirement as an American government credit and is one of the three social studies courses required by MSDE. This course focuses upon the basic structure and function of our nation's government. Historical, economical, and geographical themes are also discussed as they relate to the origins of our American government and political system. **Students entering 9<sup>th</sup> grade in school year 2013-2014 and beyond MUST pass the Government High School Assessment (HSA) testing requirement.**

### **ADVANCED PLACEMENT UNITED STATES HISTORY**

2538                      Grades 9 or 11/12                      5 pds/week/all year                      1 credit

This is a college-freshman-level course designed to provide students with the skills and knowledge necessary to deal critically with problems and concepts in American history. The demands of the program are equivalent to those of a full-year introductory college course. Students assess the relevance and reliability of historical materials and weigh the evidence and interpretations presented in historical scholarship. The course develops the skills necessary for students to draw informed conclusions and to write a variety of essays and document based essays of superior quality. Students who have already taken and passed a U.S. history course may also earn additional credit by taking and passing this class.

There is no current prerequisite for this course; however, AP United States History requires students to spend extra time reading, writing, and preparing for classroom discussions. It is recommended that students in this course take the AP Exam when it is offered in May.

### **HONORS UNITED STATES HISTORY**

2521                      Grade 9                      5 pds/week/all year                      1 credit

This honors level course is designed to meet the state of Maryland's graduation requirement as an American History credit. This course is the third of the social studies courses required by MSDE. It is taught at a level that is more challenging and rigorous than the regular course of study. This course is a comprehensive study of the history of the United States from the 1870's to the present. It places emphasis on developing students' higher order thinking and writing skills as they apply to economics, political science, and geography. The topics emphasized are the rise of big business, farm/labor protests, imperialism, the progressive movement, America's role in World War I and II, the Korean War, and the Vietnam Conflict. Other topics covered include the Cold War, the Civil Rights Movement, and recent American History through the current administration.

### **UNITED STATES HISTORY**

2522                      Grade 9                      5 pds/week/all year                      1 credit

This course is designed to meet the state of Maryland's graduation requirement as an American History credit. It is one of the three social studies courses required by MSDE. This course focuses on the history of the United States from the 1870's to the present. Topics emphasized are the rise of big business, farm/labor protests, imperialism, the progressive movement, America's role in World War I and II, the Cold War, and post-World War II economic and social trends, such as the civil rights movement. Recent American history is also discussed through the current administration.

## **Social Studies - Related Courses**

### **ADVANCED PLACEMENT PSYCHOLOGY**

2549                      Grades 11-12                      5 pds/week/all year                      1 credit

Advanced Placement Psychology, which is taught on an introductory collegiate level, introduces students to the systematic and scientific study of the behavior and mental processes of human beings and other animals. Students are exposed to psychological facts, principles, and phenomena associated within each of the major sub-fields of psychology. This may include the history of psychology, the brain and behavior, social psychology, depression, memory, cognition, learning principles, mental illness, counseling psychology, development, and personality. Students also learn about psychological methodology.

There is no current prerequisite for this course; however, AP Psychology requires students to spend extra time reading, writing, and preparing for classroom discussions. It is recommended that students in this course take the AP Exam when it is offered in May. Students who have already taken and passed Honors Psychology may take and earn additional credit from this course.

### **HONORS PSYCHOLOGY**

2546                      Grades 11-12    5 pds/week/all year    1 credit  
Foundations of general psychology with an emphasis on social psychology and personality are included within this course. Topics include growth and development, intelligence and learning, perception, the nervous system, emotions, behavioral disorders, death and dying, and stress management. Professional communication and documentation practices within a health care setting are also emphasized. Students who successfully complete this course may also choose to take and pass AP Psychology for additional credit.

### **HONORS PRINCIPLES OF ECONOMICS**

2543                      Grades 11-12    5 pds/week/all year    1 credit  
This course emphasizes both macroeconomic and microeconomic themes related to the American economic system. Basic factors highlighted include: production, land, labor, and capital. Topics such as personal finance, business, and labor, and the role of government are also discussed, as well as money and banking.

### **HONORS GEOGRAPHY**

2545                      Grades 11-12    5 pds/week/all year    1 credit  
This course begins with a series of intensive regional studies of the United States. World regions are studied in semester two as they relate to the United States. Land and water features, climate patterns, manufacturing, and trade patterns are also highlighted as physical geography topic. Mapping is also a major focus of this course.

### **CONSUMER ECONOMICS**

2544                      Grades 11-12    5 pds/week/all year    1 credit  
This course provides information necessary for students to become informed consumers. Budgeting, housing costs, transportation costs, income taxes, credit, insurance, and banking, as well as their practical applications are discussed. How mass media, such as newspapers, magazines, radio, and television, affect consumers is also an integral part of this course content.

### **YOU AND THE LAW**

2548                      Grades 11-12    5 pds/week/semester    1/2 credit  
Students acquire a working knowledge of and appreciation for both our present day legal and judicial systems. Common law and its importance as a source of law is examined. The current processes used in enacting and amending both Federal and State law are explained. Emphasis is placed on both the provisions of the Criminal Code of Maryland and the study of law and its applications to everyday life. This course is recommended for students in Grades 11 and 12.

## Technology Education

Students enrolled in advanced technology courses may be required to pay a lab fee.

### FOUNDATIONS OF TECHNOLOGY - A

5211                      Grades 9-12                      5 pds/week/semester                      1/2 credit technology education  
This one-semester course introduces students to understanding and applying technological concepts and processes that are the cornerstone for the high school technology program. Specific units of study include *Technological Inventions and Innovation* and *The Engineering Design Process*. Group and individual activities engage students in creating ideas, developing innovations, and engineering practical solutions. Technology content, resources, and laboratory/classroom activities apply student applications of science, mathematics, and other school subjects in authentic situations.

### FOUNDATIONS OF TECHNOLOGY - B

5216                      Grades 9-12                      5 pds/week/semester                      1/2 credit technology education  
This one-semester course compliments FOT A and further develops student understanding of technological concepts and processes that are the cornerstone for the high school technology program. Specific units of study include *The Design World* and *Systems*. Group and individual activities engage students in creating ideas, developing innovations, and engineering practical solutions. Technology content, resources, and laboratory/classroom activities apply student applications of science, mathematics, and other school subjects in authentic situations.

### FOUNDATIONS OF TECHNOLOGY, LIFE SKILLS AND ENGINEERING

5212                      Grades 9-12                      5 pds/week/semester                      1/2 credit technology education  
This one-semester course prepares individuals to balance home, family, and career roles. Topics include technology as it relates to personal wellness, family management, invention, innovation, human development, and family management. This course introduces students to engineering basics and financial literacy.

### A-TEX APPLIED TECHNOLOGY EXPLORATION I

5213                      Grade 9-10                      5 pds/week/semester                      1/2 credit technology education  
A-TEX I is recommended for students who are interested in enrolling in a career and technology program at the Parkside High School. Standards within the Foundations of Technology will be integrated within this course. This course is scheduled in conjunction with level I CTE courses and gives students an opportunity to explore four career areas.

\*The course consists of classroom and laboratory experiences. At the end of the first semester, students will select one of the four areas to concentrate on for successful completion of a Maryland Approved CTE Completer Program.

### A-TEX APPLIED TECHNOLOGY EXPLORATION II

5214                      Grade 9-10                      5 pds/week/semester                      1/2 credit technology education  
A-TEX II is scheduled in the second semester in conjunction with A-TEX I. Standards within the Foundations of Technology will be integrated within this course. This course introduces students to careers in one of the following fields: auto technology, carpentry, child care, collision repair, computerized drafting and design, computer repair and networking, criminal justice, culinary arts, electricity, electronics, graphic and commercial arts, heating and air conditioning, high performance manufacturing, horticulture, masonry, plumbing, and welding. Students attend the program at Parkside High School.

**Prerequisite:** Successful completion of ATEX

### FOUNDATIONS OF COMPUTER SCIENCE

3092                      Grades 9-12                      5 pds/week/all year                      1 credit  
This course, (based on CSTA: *Exploring Computer Science*), 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 languages 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.

**Prerequisite:** C average or better in Algebra I and Algebra II/Trig, (or geometry) or approval of teacher

### AP COMPUTER SCIENCE PRINCIPLES

3094                                      Grades 10-12                                      5 pds/week/all year                                      1 credit

This course advances students' understanding of the technical aspects of computing including, programming and algorithm design, computer system organization and operation, and data representation and information organization. This course includes the use of several programming languages, based on the specific project or problem students must solve.

**Prerequisite:** C or better in Foundations of Computer Science.

### HONORS INTRODUCTION TO ENGINEERING DESIGN (IED)

7101                                      Grade 9                                      5 pds/week/all year                                      1 credit

**\*This course will receive Honors weighting – approved 2/2016.**

This foundation course emphasizes the development of a design. Students use computer software to produce, analyze and evaluate models of projects solutions. They study the design concepts of form and function, then use state-of-the-art technology to translate conceptual design into reproducible products. Students are expected to:

- Apply the design process to solve various problems in a team setting and explore career opportunities in design engineering and understand what skills and education these jobs require (*Introduction*);
- Apply adaptive design concepts in developing sketches, features, parts and assemblies (*Introduction to Design*);
- Interpret sketches in using computer software to design models (*Sketching and Visualization*);
- Understand mass property calculations—such as volume, density, mass, surface area, moment of inertia, product of inertia, radii of gyration, principal axes and principal moments—and how they are used to evaluate a parametric model (*Modeling and Model Analysis Verification*);
- Understand cost analysis, quality control, staffing needs, packing and product marketing (*Marketing*); and
- Develop portfolios to display their designs and present them properly to peers, instructors and professionals (*Portfolio Development*).

Students may receive transcribed credit through Rochester Institute of Technology for completing this course. To qualify, students must earn a stanine score of 6 or higher on the end-of-year exam (6 equals a C; 7 equals a B; 8 and 9 equal an A) and have a class average of 85% or higher. The cost for each course is \$225 and each course is worth three semester credits

**For enrollment to this course students must complete an enrollment request and course 7101 must be taken as a prerequisite for entry into the PLTW CTE completor program.**

## Advanced Technology Programs

### **ADVANCED DESIGN APPLICATIONS -A**

5225                      Grades 10-12                      5 pds/week/semester                      1/2 credit  
This one-semester course focuses on the areas of *Construction and Manufacturing*. Students work independently and in teams to apply technology, science, and mathematics concepts and skills to solve engineering design problems and innovate designs. This course emphasizes hands-on activities which develop problem-solving skills using machines, tools and materials that reinforce Foundations of Technology concepts.

**Prerequisite:** Successful completion of FOT A, FOT B, ATEX, Foundations of CS, AP CS, or Foundations of Technology, Life Skills, and Engineering.

### **ADVANCED DESIGN APPLICATIONS- B**

5226                      Grades 10-12                      5 pds/week/semester                      ½ credit  
This one-semester course focuses on the areas of *Transportation and Energy and Power*. Students work independently and in teams to apply technology, science, and mathematics concepts and skills to solve engineering design problems and innovate designs. This course emphasizes hands-on activities which develop problem-solving skills using machines, tools and materials that reinforce Foundations of Technology concepts.

**Prerequisite:** Successful completion of FOT A, FOT B, ATEX, Foundations of CS, AP CS, or Foundations of Technology, Life Skills, and Engineering.

### **TECHNOLOGICAL DESIGN- I**

5227                      Grades 10-12                      5 pds/week/semester                      ½ credit  
This one-semester course focuses on the areas of *Introduction to Technological Design, Design Skills and Design Fundamentals*. Students work independently and in teams to apply technology, science, and mathematics concepts and skills to solve engineering design problems and innovate designs. Students research, develop, test, and analyze engineering designs using criteria such as design effectiveness, public safety, human factors, and ethics. This course is an essential experience for students who are interested in technology, innovation, design, and engineering.

**Prerequisite:** Successful completion of FOT A, FOT B, ATEX, Foundations of CS, AP CS, or Foundations of Technology, Life Skills, and Engineering.

### **TECHNOLOGICAL DESIGN- II**

5228                      Grades 10-12                      5 pds/week/semester                      ½ credit  
This one-semester course is taken *after successful completion of Technological Design I* and focuses on the areas of *Technology and Society and The Design World*. Students work independently and in teams to apply technology, science, and mathematics concepts and skills to solve engineering design problems and innovate designs. Students research, develop, test, and analyze engineering designs using criteria such as design effectiveness, public safety, human factors, and ethics. This course is an essential experience for students who are interested in technology, innovation, design, and engineering.

**Prerequisite:** Successful completion of FOT A, FOT B, ATEX, Foundations of CS, AP CS, or Foundations of Technology, Life Skills, and Engineering.



**State Approved Career Technology Programs  
Required Courses for CTE Programs at Parkside High School**

<b>Course No.</b>	<b>Name of Course</b>	<b>Course No.</b>	<b>Name of Course</b>
	<b><u>Automotive Technology</u></b>		<b><u>Early Childhood Education</u></b>
7015	Auto Technology I	7081	Early Childhood Education I
7016	Auto Technology II	7083	Early Childhood Education II
	<b><u>Carpentry</u></b>		<b><u>Electricity</u></b>
7021	Carpentry I	7035	Electricity I
7022	Carpentry II	7036	Electricity II
	<b><u>Collision Repair</u></b>		<b><u>Fire Fighter/Emergency Medical Technician</u></b>
7011	Collision Repair I	7090	Fire Fighter/Emergency Medical Technician
7012	Collision Repair II		
	<b><u>Computer Assisted Drafting</u></b>		<b><u>Health Occupations</u></b>
7018	CAD Drafting I	7058	Introduction to Health Occupations
7019	CAD Drafting II	2546	Honors Psychology
	<b><u>Computer Repair and Networking</u></b>	7056	Clinical Affiliation I
7033	Computer Repair and Networking I	7059	Honors Health Occupations II
7034	Computer Repair and Networking II	3554	Honors Anatomy and Physiology
	<b><u>Computer Science</u></b>	7057	Honors Clinical Affiliation II
	<b><u>3092 Foundations of Computer Science</u></b>		<b><u>HVAC (Heating, Ventilation, and Air Conditioning)</u></b>
	<b><u>3094 Computer Science Principles</u></b>	7023	HVAC I
	<b><u>3056 Computer Science : Advanced Placement (AP)</u></b>	7024	HVAC II
	<b><u>And/Or</u></b>		<b><u>High Performance Manufacturing</u></b>
	<b><u>Dual Enrollment</u></b>	7067	High Performance Manufacturing I
	<b><u>3057 MicroComputer Operating Systems</u></b>	7068	High Performance Manufacturing II
	<b><u>Or</u></b>		<b><u>Horticulture Production Management</u></b>
	<b><u>3058 Ethics and the Information Age</u></b>	7013	Horticulture Production Management I
		7014	Horticulture Production Management II
	<b><u>Cosmetology</u></b>		<b><u>Interactive Media</u></b>
7025	Principals and Practices of Cosmetology	7110	Principles of Art, Media, and Communication
7026	Advanced Cosmetology: Theory and Application	7111	Interactive Media and Design Level I
7027	Honors Mastery of Cosmetology	7112	Interactive Media and Design Level II
	<b><u>Criminal Justice</u></b>	7113	Interactive Media Portfolio Capstone
7085	Criminal Justice I		<b><u>Masonry</u></b>
7087	Criminal Justice II	7051	Masonry I
	<b><u>Culinary Arts</u></b>	7052	Masonry II
7045	Culinary Arts I		<b><u>Nursing Assistant</u></b>
7046	Culinary Arts II	7060	Nursing Assistant
	<b><u>Career Research and Development</u></b> (Available at Evening H.S. only)	2546	Honors Psychology
7517	Career Research and Development	2549	AP Psychology
7518	Career Development, Preparation and Transition		<b><u>Or</u></b>
7528	Work-Based Learning Experience		<b><u>Welding</u></b>
		7075	Welding I
		7076	Welding II

**Teacher Academy of Maryland**

- 7095 Teaching as a Profession
- 7096 Human Growth and Development Through Adolescence
  
- 7097 Curriculum and Instruction
- 7098 Education Academy Internship

## Career and Technology Education

<b>Business Management and Finance</b>  Accounting and Finance *1  Marketing *1  Business Administrative Services *1	<b>Construction and Development</b>  Computer Architecture and Drafting (AutoDesk) *1  Carpentry(NCCER)  Electricity (NCCER)  Heating, Ventilation, Heating and Air Conditioning(NCCER)  Masonry(NCCER)  Welding(AWS)	<b>Consumer Services, Hospitality, and Tourism</b>  Culinary Arts(ACF) *1  Cosmetology (MD Cosmetologist Licensure)	<b>Environmental, Agricultural, and Natural Resources</b>  Certified Professional Horticulturalist (MD Applicators Certification)	<b>Health and Bioscience</b>  Health Occupation (MBON Licensure) *1  Nursing Assistant (MBON Licensure) *1
<b>Human Resource Services</b>  Criminal Justice *1  Early Childhood Education (ParaPro/Praxis) *1  Firefighter EMT (MIFRI) *1  Teacher Academy of Maryland (Praxis)	<b>Information Technology</b>  Computer Repair and Networking *1  Computer Science *1  <b>Arts, Media and Communication</b>  Interactive Media Production	<b>Manufacturing, Engineering, and Technology</b>  Project Lead the Way *4  Manufacturing Engineering Technology (NIMS) *1	<b>Transportation Technologies</b>  Automotive Technology(NATEF) *1, *2, *3  Collision Repair (NATEF/ICAR) *3	<b>Career Research and Development</b>  Career Research and Development  *Evening HS only

### Articulated and Transcribed Credit Opportunities

- 1 – Wor-Wic Community College
- 2- Community College of Baltimore County
- 3- Pennsylvania Institute of Technology
- 4- Rochester Institute of Technology

## Career And Technology Education

The following courses are taught at Parkside High School. Students accepted into these courses will be offered the option of enrolling at Parkside High School on a space available basis. James M. Bennett, Wicomico High, and Mardela students who wish to enroll on a full-time basis at Parkside High School should see their guidance counselor for procedures to be followed.

### **AUTOMOTIVE TECHNOLOGY I**

7015                                      Grade 10-11                                      10 pds/week/all year                                      2 credits

Students learn the basic knowledge and skills necessary to diagnose and repair mechanical defects in automobiles and light trucks. The program includes the study of brakes, computerized wheel alignment, steering, suspension, air conditioning, and maintenance procedures. Students study the theory of operation and maintenance for transmissions, diesel and gasoline engines, and drive lines. Students must be able to read and comprehend technical journals and repair manuals. The course includes both classroom and shop activity and requires homework. Participation in the Skills USA is encouraged. Purchase of a basic tool kit is required. National Automotive Technicians Education Foundation (NATEF) end of course assessments will be required for students enrolled in this course.

Students meeting the criteria for the AYES (Automotive Youth Educational Services) will have an opportunity to participate in an internship sponsored by a local automotive dealer. This school-to-career placement will occur during the spring semester of the junior year, the summer between the junior - senior year and the senior year.

### **AUTOMOTIVE TECHNOLOGY II**

7016                                      Grade 11-12                                      15 pds/week/all year                                      3 credits

Automotive Technology II is a continuation of all areas covered in Automotive Technology I in much greater depth. Students are introduced to electrical and electronic systems. Emphasis is placed on customer relations, employer expectations relating to work habits and job attitude, and accuracy of diagnosis and repair. Students take part in a job orientation program. Students recommended by their instructor may be eligible for placement in an on-the-job training program with a local employer during the second semester. The course includes both classroom and shop activity and requires homework. Participation in the Skills USA is encouraged. Completion of the National Automotive Technicians Education Foundation (NATEF) end of course assessments will be required to complete the Automotive Technology course of study.

**Prerequisite:** Successful completion of Automotive Technology I

\*Students completing the auto technology program may, with instructor recommendation and approval of the automotive technology department at Community College of Baltimore County – Catonsville Campus, receive up to ten (10) credits in the general automotive program at CCC.

### **CARPENTRY I**

7021                                      Grade 10-11                                      10 pds/week/all year                                      2 credits

Students learn current techniques in residential and commercial construction, including site preparation, layout, floor and wall framing, roof framing, and exterior and interior finishing with special emphasis on the use of modern construction materials. Students are involved in blueprint reading, cost estimating, and construction mathematics. Safe use of hand and power tools is stressed. The course includes both classroom and shop activity and requires homework. Participation in Skills USA is encouraged. Students will be required to complete National Center for Construction Education and Research end of module assessments.

### **CARPENTRY II**

7022                                      Grade 11-12                                      15 pds/week/all year                                      3 credits

Carpentry II is a continuation of areas covered in Carpentry I in more depth. Employer expectations relating to work habits and attitudes are stressed. Emphasis is placed on residential construction and coordination of construction trade activities. A major learning project is the on-campus construction of a customer's house. Students take part in a job orientation program. Students recommended by their instructor may be eligible for placement in an on-the-job training program with a local employer during the second semester. The course includes both classroom and shop activity and requires homework. Participation in Skills USA is encouraged. Students will be required to complete National Center for Construction Education and Research end of module assessments.

**Prerequisite:** Successful completion of Carpentry I

**COLLISION REPAIR I**

7011                      Grade 10-11                      10 pds/week/all year                      2 credits  
Students learn auto body construction and develop skills in the use of hand and power tools of the trade. Repair and alignment of frame and unibody vehicles, welding, fiberglass and plastic repair, metal finishing, and painting are taught. The reading of technical manuals, estimating job costs, customer relations, and shop tool maintenance are important aspects of the course. The course includes both classroom and shop activity and requires homework. Participation in Skills USA is encouraged. Purchase of a basic tool kit is required. Students will earn Inter-Industry Conference on Auto Collision Repair (ICAR) credits. ICAR will serve as the technical assessment measure for students enrolled in this program of study.

**COLLISION REPAIR II**

7012                      Grade 11-12                      15 pds/week/all year                      3 credits  
Collision Repair II is a continuation of areas covered in Collision Repair I in much greater depth, with emphasis on employer expectations relating to work habits and job attitude. Students take part in a job orientation program. Students recommended by their instructor may be eligible for placement in an on-the-job training program with a local employer during the second semester. The course includes both classroom and shop activity and requires homework. Participation in the Skills USA is encouraged. Purchase of a basic tool kit is required. Students will earn Inter-Industry Conference on Auto Collision Repair (ICAR) credits. ICAR will serve as the technical assessment measure for students enrolled in this program of study.

**Prerequisite:** Successful completion of Collision Repair I

**COMPUTER ASSISTED DRAFTING and DESIGN I (CADD)**

7018                      Grade 10-11                      10 pds/week/all year                      2 credits  
This course introduces skills and knowledge that will prepare students for careers in the field of computer aided drafting and design. Students will learn to use AutoCAD software to develop mechanical and architectural drawings. Level One projects and activities will be concentrated in the areas of mechanical and engineering design. It is suggested that students take Introduction to Engineering & Mechanical Technology as a related science and Drafting I as a related elective. Participation in Skills USA is encouraged.

**COMPUTER ASSISTED DRAFTING and DESIGN II (CADD)**

7019                      Grade 11-12                      15 pds/week/all year                      3 credits  
This course is a continuation and in depth study of the concepts and skills taught in level one with additional emphasis on advanced skills in architectural and civil engineering. Students will gain knowledge and skill to develop electronic diagrams, assembled parts, and detailed machine drawings. Participation in Skills USA is encouraged. Students will be required to take AutoDesk student certification assessments to complete this program of study.

**Prerequisite:** Successful completion of Computer Assisted Drafting and Design I

**COMPUTER REPAIR AND NETWORKING I**

7033                      Grade 10-11                      10 pds/week/all year                      2 credits  
Computer Repair and Networking offers hands-on technical training in diagnosing and repair of personal computers, servers, and network systems. Students will learn to diagnose hardware problems, make repairs, and upgrade systems. Students receive training in basic computer applications and operating systems. Participation in Skills USA is encouraged.

**Prerequisite:** Successful completion of Algebra I

**COMPUTER REPAIR AND NETWORKING II**

7034                      Grade 11-12                      15 pds/week/all year                      3 credits  
Computer Repair and Networking II provides training in advanced hardware and system repair. The focus of this course is to train network technicians and/or administrators. Students will be familiar with the concepts of networking. This will include data communications, local and wide area networks, network systems design, protocol routing, and various network software. Students will participate in the online Cisco networking academy and will prepare for the A+ certification examination. Students may be eligible to participate in a supervised internship with technicians from the Management Information Systems department of Wicomico County Schools. This course includes both classroom and laboratory work and requires homework. Participation in Skills USA is encouraged. A

lab fee is required. Students will be required to take the A+ certification assessment to complete this program of study.

**Prerequisite:** Successful completion of Computer Repair and Networking I

\*Students completing this program may receive advanced standing and 3 credits in CMP 115 at Wor-Wic Community College.

### **PRINCIPLES AND PRACTICE OF COSMETOLOGY**

7025 15 pds/week/all year 3 credits

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 is a fundamental aspect of the practice of cosmetology. Participation in Skills USA is encouraged. This course provides 390 of the 1500 hours required to take the Maryland State Cosmetology Examination. Students are required to take the Maryland State Cosmetology Exam in their senior year to complete the program and become a CTE completer. Uniforms and clinical shoes are required. A cosmetology kit deposit is required.

### **ADVANCED COSMETOLOGY: THEORY AND APPLICATION**

7026 10 pds/week/all year 2 credits  
5 pds/week/all year 1 credit - physical science

This course allows students to develop and practice more advanced techniques in the field of cosmetology. Techniques and knowledge learned will include: facials, massage, make-up application, hair coloring, hair removal, artificial nails, and application of the foundation knowledge of anatomy, physiology, and chemistry, as well as how it relates to the practice of cosmetology. Additionally, demonstration and application of knowledge and skills acquired during in-school clinical and work-based learning experiences is required. Participation in Skills USA is encouraged. This course provides 590 of the 1500 hours required to take the Maryland State Cosmetology Examination. Students are required to take the Maryland State Cosmetology Exam in their senior year to complete the program and become a CTE completer. Uniforms and clinical shoes are required. Returning students are required to purchase a cosmetology kits.

**Prerequisite:** Successful completion of Principles and Practices of Cosmetology or transfer of sufficient hours in an approved cosmetology program

### **HONORS MASTERY OF COSMETOLOGY**

**(completion of 1500 hours and take the licensing exam)**

7027 15 pds/week/all year 3 credits

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 advancement in the field of cosmetology upon passing the State Board of Cosmetologists' licensing examination. Participation in Skills USA is encouraged. This course provides 590 of the 1500 hours required to take the Maryland State Cosmetology Examination. Uniforms and clinical shoes are required. Returning students are required to have a cosmetology kit. Students are required to take the Maryland State Cosmetology Exam in their senior year to complete the program and become a CTE completer. Students are responsible for the cost of the Maryland State Cosmetology examination.

**Prerequisite:** Successful completion of Advanced Cosmetology or transfer of sufficient hours from an approved cosmetology program

\*Students completing the cosmetology program with a C or better and accumulating 1500 hours will be required to take the Maryland State Board of Cosmetology Examination. Students are responsible for the cost of the state examination.

### **CRIMINAL JUSTICE I**

7085 Grade 10-11 15 pds/week/all year 2 credits

This course introduces skills that are common to criminal justice and protective service careers. These skills include first aid, written and oral communication, human relations, public relations, professional ethics, basic rights and responsibilities, and general safety. Students also study the Maryland Criminal Code, search and arrest procedures, investigation and crime scene procedures, and maintenance of equipment. Students will be required to have a physical on file prior to August 15<sup>th</sup> in the Parkside CTE office for participation in physical training to be held as part of the criminal justice I course.

## **CRIMINAL JUSTICE II**

7087                      Grade 11-12    15 pds/week/all year    3 credits

This course covers specific skills necessary for employment in areas of security, corrections, or law enforcement. Topics include: patrol and guard duties, traffic control, command and investigation, crime prevention, record room duties, booking and receiving, mechanics of arrest and search, and finger printing. This course may include a supervised work placement. Students will be required to have a physical on file prior to August 15<sup>th</sup> in the Parkside CTE office for participation in physical training to be held as part of the criminal justice II course. Participation in Skills USA is encouraged. Students will take the American Heart Association CPR test.

**Prerequisite:** Successful completion of Criminal Justice I

\*Students completing this program may receive advanced standing and 3 credits for CMJ 102, and 3 credits for CMJ 103 or CMJ 105 at Wor-Wic Community College

## **CULINARY ARTS I**

7045                      Grade 10-11    10 pds/week/all year    2 credits

Students learn to identify and use basic tools of the culinary trade. They develop and modify recipes, calculate meal costs, and learn to read and follow recipes. Ingredients are selected and combined to prepare both simple and complex meals. Safe and hygienic procedures are stressed. Short-order cooking, banquet preparation, and serving are integral parts of the course. The course includes both classroom and kitchen activities and requires homework. Participation in Skills USA is encouraged.

\*Students completing Culinary Arts I may receive 3 credits in the Hotel/Motel/Restaurant Program at Wor-Wic Community College in HMR 102

## **CULINARY ARTS II**

7046                      Grade 11-12    15 pds/week/all year    3 credits

Culinary Arts II is a continuation of all areas studied in Culinary Arts I in more depth. Emphasis is placed on advanced food preparation, public and customer relations, and restaurant management. Students take part in a job orientation program. Students recommended by their instructor may be eligible for placement in an on-the-job training program with a local employer during the second semester. The course includes both classroom and kitchen activities and requires homework. Participation in Skills USA is encouraged. Students will be required to take SAFE-SERVE examination and the National Occupational Competency Testing Institute (NOCTI) written and practical exam for culinary arts.

**Prerequisite:** Successful completion of Culinary Arts I

\*Students completing Culinary Arts I and II may receive advanced standing and 3 credits in HMR 102 and 2 credits for HMR 155 at Wor-Wic Community College.

## **CAREER RESEARCH AND DEVELOPMENT**

7517                      **Evening H.S. Only**    10 pds/week/semester    1 credit

The overall goals in this first in-school course are to teach students the process of self-awareness, career awareness, career exploration, and setting academic and career-related goals. Students taking this course are given a variety of career interest assessments, research careers, and explore educational program choices. Students will demonstrate an understanding of how accurate, current, and unbiased career information is necessary for successful career planning and management using Maryland's career clusters and pathways. In addition, students will be introduced to basic concepts of financial literacy to help them manage their personal finances. Course content will integrate the development of student's competency in business writing, as well as the Skills for Success (communication, learning, interpersonal, technology, and critical thinking). Students will also be required to prepare for and participate in the interview process.

Students begin the process of developing a portfolio and will refine the contents throughout the program. Teachers will continuously review and assist in the development of the portfolio as part of individual course and end of program assessments. Toward the end of this course, students will review their high school plan and portfolio as part of the career development process to make appropriate adjustments.





### **EARLY CHILDHOOD EDUCATION I**

7081                      Grade 10-11                      15 pds/week/all year                      3 credits  
The child care program provides training in the education and care of preschool and primary-aged children. The students operate an on-site program for children ages 3-5 under the direction of the instructor. Comprehensive instruction in child growth and development with an emphasis on both the child and caregiver is included. The course includes both classroom and shop activity and requires homework. Participation in Skills USA is encouraged. Beginning in 2018-19 students may be required to pay for fingerprinting and notary fees to participate in work-based learning opportunities outside of school.

### **EARLY CHILDHOOD EDUCATION II**

7083                      Grade 11-12                      15 pds/week/all year                      3 credits  
Child Care II students receive advanced training in working with infants, preschool and elementary-aged children. Approximately three-fourths of the year is spent working in teacher aide practicum positions in elementary schools or day care centers under the direction of the cooperating teacher. The child care instructor coordinates activities and visits the sites. Students take part in a job orientation program. The course includes both classroom and job-related experiences and requires homework. Participation in Skills USA is encouraged.

**Prerequisite:** Successful completion of Early Childhood Education I

Students completing Early Childhood Education I and II meet the 90 clock hours of approved training required by COMAR .07.04.02.20 V(3), General Requirements for Directors and COMAR .07.04.02.24 A(1)(c), Requirements for Senior Staff in Preschool Centers.

Beginning in 2018-19 students may be required to pay for fingerprinting and notary fees to participate in work-based learning opportunities outside of school.

\*Students completing this program may receive advanced standing and 3 credits in following courses when meeting the requirements for awarding articulated credit EDU 101, 102, 103, and 151 at Wor-Wic Community College

### **ELECTRICITY I**

7035                      Grade 10-11                      10 pds/week/all year                      2 credits  
Students learn current techniques used by electricians in both construction and maintenance. Basic DC theory, magnetism, basic panel and booth wiring, and minor electrical building maintenance are taught. All instruction is based on the National Electric Code. Students read, interpret, and develop residential and light commercial wiring diagrams. The course includes both classroom and shop activity and requires homework. Participation in Skills USA is encouraged. Students will be required to complete National Center for Construction Education and Research end of module assessments.

### **ELECTRICITY II**

7036                      Grade 11-12                      15 pds/week/all year                      3 credits  
Electricity II is a continuation of areas covered in Electricity I in more depth. Students gain hands-on experience wiring a house at the on-campus construction site. Additionally, students learn remote control wiring, electric motors, advanced residential wiring, light commercial wiring, and advanced building maintenance. Students take part in a job-orientation program. Students recommended by their instructor may be eligible for placement in an on-the-job training program with a local employer during the second semester. The course includes both classroom and shop activity and requires homework. Participation in Skills USA is encouraged. Students will be required to complete National Center for Construction Education and Research end of module assessments.

**Prerequisite:** Successful completion of Electricity I

\*Students successfully completing this program will receive a year credit toward their "General" or "Masters" license requirement.

### **FIRE FIGHTER / EMERGENCY MEDICAL TECHNICIAN**

7090                      Grade 10-12                      20 pds/week/all year                      4 credits  
The FF/EMT Training Program is offered through a cooperative agreement between Wicomico County Public Schools and the Maryland Fire and Rescue Institute. The program is designed to provide training opportunities for students interested in the career paths of firefighter and/or emergency medical technician. Students are required to maintain membership in their local fire company, be 16 years of age at start of school year, and gain 60 participation points for fire company activities while enrolled in this program. In addition all students must have a physician's approval before enrolling in the program. At the conclusion of the course students will have received instruction in

MFRI courses for Fire Fighter I, EMT-Basic, Hazardous Materials Handling, and Emergency Response to Terrorism and Rescue Technician areas. Students will be required to wear proper attire and/or purchase suitable clothing.

\*Students completing this program may receive six credits in the Associate of Arts Emergency Medical Services program at Wor-Wic Community College.

**NOTE:** Students who enroll in this course should be prepared for extensive technical training that will take place off Parkside's campus. Transportation will be provided by Wicomico County Board of Education, and the utilization of Board of Education transportation is required.

### **HVAC (HEATING, VENTILATION & AIR CONDITIONING) I**

7023                                      Grade 10-11                                      10 pds/week/all year                                      2 credits

Students learn basic theories related to refrigeration, electricity, and magnetism. Cutting and bending of copper tubing, soldering, and silver brazing are taught. Students learn to read and interpret schematic drawings and wiring diagrams. Preventive maintenance, troubleshooting, and repair of air conditioners and heat pumps are also stressed. The course includes both classroom and shop activity and requires homework. Participation in Skills USA is encouraged.

Students will have the opportunity to apply for their Maryland Apprenticeship License from the Department of Labor, Licensing and Regulation. Students will be required to complete National Center for Construction Education and Research end of module assessments.

### **HVAC (HEATING, VENTILATION & AIR CONDITIONING) II**

7024                                      Grade 11-12                                      15 pds/week/all year                                      3 credits

HVAC II is a continuation of all areas taught in HVAC I in more depth. Emphasis is placed on installation and electrical troubleshooting of air conditioners, heat pumps, and fossil fuel furnaces. Students will also learn about control wiring, electric motors, and general equipment maintenance. All students participate in a job orientation program. Students recommended by their instructor may be eligible for placement in an on-the-job training program during the second semester. This course includes both classroom and shop activity and requires homework. Participation in Skills USA is encouraged. EPA certification testing will be done. Students will be required to complete National Center for Construction Education and Research end of module assessments.

**Prerequisite:** Successful completion of HVAC I

Students will have the opportunity to apply for their Maryland Apprenticeship License from the Department of Labor, Licensing and Regulation. Upon successful completion of the program they will be granted up to one year credit toward the Maryland Occupational and Professional Licensing requirements.

### **HIGH PERFORMANCE MANUFACTURING I**

7067                                      Grade 10-11                                      10 pds/week/all year                                      2 credits

This course introduces skills and knowledge that will prepare students for careers in manufacturing. Students will be familiar with basic manufacturing systems, processes, and equipment operation. Students will operate in work teams as they study product design, environmental and safety science, computer assisted drafting (CAD), computer assisted manufacturing (CAM), equipment operation, and quality control. Participation in Skills USA is encouraged.

### **HIGH PERFORMANCE MANUFACTURING II**

7068                                      Grade 11-12                                      15 pds/week/all year                                      3 credits

This course is a continuation and in depth study of concepts and skills taught in level one with additional emphasis on advanced skills in computerized drafting and computer assisted manufacturing. Students will study business theory and practices related to the manufacturing industry, such as, quality control, manufacturing systems design, and technical communications. Participation in Skills USA is encouraged. Students will be required to attempt National Institute of Metalworking Skills (NIMS) assessments.

**Prerequisite:** Successful completion of High Performance Manufacturing I

### **HORTICULTURE PRODUCTION MANAGEMENT I**

7013                                      Grade 10-11                                      10 pds/week/all year                                      2 credits

This course deals with the horticultural areas of greenhouse management, crop production, and landscape design and maintenance. Students grow garden mums, geraniums, flowering cabbage/kale, poinsettias, and a variety of bedding plants in a greenhouse/garden center setting. The propagation and production of nursery stock and turfgrass

management, principles of landscaping design, safe operation, and maintenance of landscaping equipment are also included in the course. Computers are used in the classroom and garden center.

### **HORTICULTURE PRODUCTION MANAGEMENT II**

7014                                      Grade 11-12                                      15 pds/week/all year                                      3 credits

Horticulture-Production Management II is a continuation of the Level I course. This course deals with advanced topics in horticulture, greenhouse management, crop production, garden center operation and management, landscape design. During the second semester students may receive “on the job training” at selected sites in Wicomico County.

**Prerequisite:** Successful completion of Horticulture-Production Management I

### **MASONRY I**

7051                                      Grade 10-11                                      10 pds/week/all year                                      2 credits

Students learn current techniques of residential and industrial construction as related to the masonry field. They learn to erect basic wall sections, to construct these sections to a line with both brick and block, and to construct inside and outside corners, brick and block leads, piers, and a brick bar-b-que. A masonry safety course is part of the curriculum. Students learn to read and interpret construction blueprints and develop skills in estimating cost and materials. Participation in Skills USA is encouraged. Students will be required to complete National Center for Construction Education and Research end of module assessments.

### **MASONRY II**

7052                                      Grade 11-12                                      15 pds/week/all year                                      3 credits

Masonry II is a continuation of all areas covered in Masonry I in more depth. Emphasis is placed on typical foundation sections, step construction, residential and commercial practices, and fireplace and chimney theory and construction. The basics of concrete work, including footings and slabs, are also learned. Basic ceramic tile work is also included. Participation in Skills USA is encouraged. Students will be required to complete National Center for Construction Education and Research end of module assessments.

**Prerequisite:** Successful completion of Masonry I

### **NURSING ASSISTANT**

7060                                      Grade 12                                      15 pds/week/all year                                      3 credits

This program prepares students to perform health care procedures and to participate in a clinical “hands-on” experience at a local health-care facility. Instruction includes patient physical care, nursing procedures, assistance with treatments, and activities of daily living. This program prepares the student to be tested for the geriatric nursing assistant certificate. Each student completes approximately 70 hours of patient care. Students will take the American Heart Association CPR Examination.

Students must receive a credit in either Honors or AP Psychology to complete the nursing assistant program.

Students are responsible for the cost of the testing and joining the registry. The State of Maryland’s Department of Health and Mental Hygiene requires registration to be eligible for employment. Students are responsible for fees associated with finger-printing and criminal background check required for Maryland State Board Testing.

\*Beginning in 2018-19 students must pay for fingerprinting fees for criminal background check, drug testing, and immunizations, including the flu shot before beginning the clinical portion of the course within community healthcare facilities.

### **PROJECT LEAD THE WAY (PTLW)**

### **PRINCIPLES OF ENGINEERING (POE)**

7100                                      Grade 10                                      5 pds/week/all year                                      1 credit

**\*This course will receive weighting equal to “AP” weighted courses – approved 2/2016.**

This foundation 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 emerging social and political consequences of technological change. Students are expected to:

- Know the types of engineers and their contributions to society (*Overview and Perspective of Engineering*).
- Solve problems and learn how engineers work in teams to develop products (*Design Process*).
- Collect and categorize data, produce graphic representations, keep an engineer’s notebook and make written and oral presentations (*Communication and Documentation*).
- Apply knowledge of mechanical, electrical, fluid, pneumatic and control systems in the design process (*Engineering Systems*).
- Apply knowledge of measurement, scalars and vectors, equilibrium, structural analysis, and strength of materials in the design process (*Statics*).
- Understand the categories and properties of materials and how materials are shaped and joined in order to perform material testing (*Materials and Materials Testing*).
- Understand units and forms of energy, energy conversion, cycles, efficiency and energy loss, and conservation techniques (*Thermodynamics*).
- Use precision measurement tools to gather and apply statistics for quality and process control. Students will also learn about reliability, redundancy, risk analysis, factors of safety, and liability and ethics (*Engineering for Quality and Reliability*).

Understand the concepts of linear and trajectory motion and the circumstances in which it can be applied (*Dynamics*).

Students may receive transcribed credit through Rochester Institute of Technology for completing this course. To qualify, students must earn a stanine score of 6 or higher on the end-of-year exam (6 equals a C; 7 equals a B; 8 and 9 equal an A) and have a class average of 85% or higher. The cost for each course is \$225 and each course is worth three semester credits.

**HONORS INTRODUCTION TO ENGINEERING DESIGN (IED) (See Tech Ed, Page 54)**

7101                                      Grade 9                                      5 pds/week/all year                                      1 credit

**DIGITAL ELECTRONICS (DE)**

7102                                      Grade 10-11                                      5 pds/week/all year                                      1 credit

\*This course will receive weighting equal to “AP” weighted courses – approved 2/2016.

This foundation 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. Students are expected to:

- Understand the principles of and laws of electronics and electrical theory (*Fundamentals*);
- Apply binary and hexadecimal number systems to design and construct digital circuits (*Number Systems*);
- Use gates to control logic levels (*Gates*);
- Understand how Boolean algebra is applied to digital systems (*Boolean Algebra*);
- Interconnect gates to form combinational logic circuits (*Combinational Logic Circuit Design*);
- Understand that MSI chips perform mathematical operations on binary numbers and use discrete gates or MSI chips to design, test and build adder circuits (*Adding*);
- Use flip-flops in elementary memory storage and frequency division (*Flip-Flops*);

- Classify by input and output the four types of shift registers (*Shift Registers and Counters*);
- Classify the families of logic devices and explain the specifications of each family (*Families and Specifications*);
- Explain the basic elements of a microprocessor and understand how microprocessors are turned into microcomputers (*Microprocessors*); and
- Select and solve a digital electronics problem using computer simulation software and appropriate parts. Prepare a presentation and write a summarizing report. (Capstone Project)

Students may receive transcribed credit through Rochester Institute of Technology for completing this course. To qualify, students must earn a stanine score of 6 or higher on the end-of-year exam (6 equals a C; 7 equals a B; 8 and 9 equal an A) and have a class average of 85% or higher. The cost for each course is \$225 and each course is worth three semester credits.

### **COMPUTER INTEGRATED MANUFACTURING (CIM)**

7103                                      Grade 11-12                                      5 pds/week/all year                                      1 credit

**\*This course will receive weighting equal to “AP” weighted courses – approved 2/2016.**

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. Students are expected to:

- Use 3-D software for mass property analysis (*Computer Modeling*);
- Understand of the operating procedures and programming capabilities of machine tools (*Computer Numerical Control (CNC) Equipment*);
- Convert computer-generated geometry into a program to direct the operation of CNC machine tools (*Computer-aided Manufacturing (CAM)*);
- Program robots to handle materials in assembly-line operations (*Robotics*); and
- Work in teams to design manufacturing work cells and tabletop factories to solve complex problems that arise in integrating multiple pieces of computer-controlled equipment (Flexible Manufacturing Systems).

Students may receive transcribed credit through Rochester Institute of Technology for completing this course. To qualify, students must earn a stanine score of 6 or higher on the end-of-year exam (6 equals a C; 7 equals a B; 8 and 9 equal an A) and have a class average of 85% or higher. The cost for each course is \$225 and each course is worth three semester credits.

### **AEROSPACE ENGINEERING (AE)**

7104                                      Grade 11-12                                      5 pds/week/all year                                      1 credit

**\*This course will receive weighting equal to “AP” weighted courses – approved 2/2016.**

The pathway course introduces students to the world of aeronautics, flight, and engineering. Students in this course will apply scientific and engineering concepts to design materials and processes that directly measure, repair, improve, and extend systems in different environments. Students are expected to:

- Understand the many engineering problems faced during the development of flight, research the history of flight and identify the major components of airplanes (*The History of Flight*).
- Understand the principles of aerodynamics (*Aerodynamics and Aerodynamics Testing*).

- Explain fundamental theories of lift creation and stability, know the names and purposes of aircraft components and create small gliders to understand the design, construction, and testing cycle of engineering (*Flight Systems*).
- Apply Newton’s Three Laws of Motion, the ideas associated with the design of rocket engines and how the creation of an action results in thrust that enables rockets to move (*Astronautics*).
- Students investigate the requirements for life support systems at ground level, during high-speed atmospheric travel, and in the zero-pressure, microgravity environment of space. Students design and videotape experiments that create a positive g-force (*Space Life Sciences*).
- Design composite (layered) plastic test samples using various engineering composite materials. Through laboratory testing, they measure the stiffness of various composite materials and designs and determine the modulus of elasticity (*Aerospace Materials*).

Students research types of intelligent vehicles and learn the basic aspects of designing, building, and programming an intelligent vehicle (*Systems Engineering*)

**BIOTECHNICAL ENGINEERING (BE)**

7105                      Grade 11-12                      5 pds/week/all year                      1 credit  
 This course will receive weighting equal to “AP” weighted courses – approved 2/2016.

This pathway course applies and concurrently develops secondary level knowledge and skills in biology, physics, technology, and mathematics. It includes experiences from the diverse fields of bio-technology, bio-engineering, bio-medical engineering, and bio-molecular engineering. Lessons engage students in engineering design problems that can be accomplished in a high school setting related to biomechanics, cardiovascular engineering, genetic engineering, agricultural biotechnology, tissue engineering, biomedical devices, human interface, bioprocess engineering, forensics, and bio-ethics.

**ENGINEERING DESIGN AND DEVELOPMENT (EDD)**

7106                      Grade 11-12                      5 pds/week/all year                      1 credit  
 \*This course will receive weighting equal to “AP” weighted courses – approved 2/2016.

This capstone course enables students to apply what they have learned in academic and pre-engineering courses as they complete challenging, self-directed projects. Students work in teams to design and build solutions to authentic engineering problems. An engineer from the school’s partnership team mentors each student team. Students keep journals of notes, sketches, mathematical calculations and scientific research. Student teams make progress reports to their peers, mentor and instructor and exchange constructive criticism and consultation. At the end of the course, teams present their research paper and defend their projects to a panel of engineers, business leaders and engineering college educators for professional review and feedback. This course equips students with the independent study skills that they will need in postsecondary education and careers in engineering and engineering technology.

**INTERACTIVE MEDIA PRODUCTION**

(\*This program will begin in 2018-19 in Wicomico High School only.)

**PRINCIPLES OF ART, MEDIA AND COMMUNICATION (1 CREDIT)**

7110                      Grade 9-10                      15pds.week/year                      1 credit

This foundation course provides students an understanding of all aspects of the Arts, Media and Communication industry. Students will examine the opportunities and requirements of the major career pathways in this industry including: Graphic Design, Digital Media, and Interactive Media. This course meets the graduation requirements for one **Fine Arts** credit. Upon successful completion of the course, students will be able to:

- Understand career options and requirements for entry into the field of Arts, Media and Communication;
- Demonstrate corporate/business communication and technical writing required in the field;
- Demonstrate media literacy skills as well as an understanding of ethics and security related to the field;
- Understand the changing nature of the industry and learn to adapt to the changes (e.g. social media);
- Demonstrate organization and file management;

- Demonstrate the fundamentals of project management;
- Work in teams to complete a project;
- Give and accept constructive criticism;
- Communicate messages (e.g. narration/storytelling) in work; and
- Work with criteria and constraints to complete a project.

#### Graphic Design

- Plan and project ideas and experiences with visual and textual content, and
- Illustrate art concepts and skills, including composition, lighting, color theory, drawing, and painting, basic photography, and typography.

#### Digital Media

- Encode or digitally compress audio, video, and photo content into a digital media file, and
- Manipulate, distribute, and play media files over computer networks.

#### Interactive Media

Integrate digital media, including combinations of electronic text, graphics, moving images, and sound, into a structured digital computerized environment that allows people to interact with the data for appropriate purposes.

### **INTERACTIVE MEDIA AND DESIGN LEVEL I (1 CREDIT)**

7111	Grade 10-11	15pds.week/year	1 credit
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In this course, students' learning will focus on three pathway areas: *Graphic Design, Digital Media, and Interactive Media*. Emphasis will be placed on group project development, and individual portfolio development. Upon successful completion of this course, students will gain a foundational working knowledge of:

#### Graphic Design

- Create and edit computer-generated images for both graphic and publication design applications;
- Demonstrate an understanding of type as a design element, including the concepts of form and counterform, color, texture, contrast and movement;  
Plan a publication cycle from start to finish, incorporating all elements necessary to produce complete communication pieces;
- Use industry-standard software programs related to file management, electronic layout and design, and image editing/creation;
- Develop solutions to communication problems through concept development and design application; and
- Create documents such as newsletters, marketing materials, training guides, catalogues, case studies, service procedures, assembly instructions, organization charts, financial data, reports, and visual training materials.

#### Digital Media

- Create cross-platform interactive media products incorporating text, graphics, animation, video, scripted interaction, and sound;
- Apply team concepts to the development of interactive media;
- Design and use storyboards for the layout and implementation of interactive media projects;
- Create and integrate interactive multimedia assets into screen-based applications;
- Develop graphical user interface components; and
- Apply ethical practices concerning copyright, usability, and accessibility to the development of interactive media products.

#### Interactive Media

- Demonstrate the ability to explain the trends in copyright laws and legal issues in the use and development of media communication;
- Define the scope of work to meet project requirements and constraints, and develop a proposal outline;
- Select, implement and evaluate appropriate project management techniques and tools;
- Use the tools and skills needed to create drawings and graphics for a wide range of applications (Adobe CS);
- Identify and use traditional and non-traditional sources of information;
- Design, code, build, test and troubleshoot basic custom programs for simulation, gaming, and app development;

- Create a variety of applications using advanced interactive components; and
- Effectively adapt visual communication strategies and styles to specific audiences.

**INTERACTIVE MEDIA AND DESIGN LEVEL II (1 CREDIT)**

7112                                      Grade 11-12                                      15pds.week/year                                      1 credit

In Interactive Media and Design II, students will continue their learning of the three pathway areas. Emphasis will be placed on group project development, project management, and individual portfolio development. Students will update their IMP Project Portfolio with exemplars of their best work. Students will advance their knowledge and skills in multimedia design and production through project planning and product development. Students will demonstrate the use of multiple tools and modalities in the production process. Students successfully completing this course will be able to:

- Demonstrate the ability to explain the trends in copyright laws and legal issues in the use and development of media communication;
- Define the scope of work to meet project requirements and constraints, and develop a proposal outline;
- Select, implement and evaluate appropriate project management techniques and tools;
- Use the tools and skills needed to create drawings and graphics for a wide range of applications;
- Identify and use traditional and non-traditional sources of information;
- Design, code, build, test and troubleshoot basic custom programs for **multimedia applications**;
- Create **web applications** with advanced interactive components (such as games and virtual world); and
- Effectively adapt visual communication strategies and styles to specific audiences.

**INTERACTIVE MEDIA PORTFOLIO CAPSTONE (1 CREDIT)**

7113                                      Grade 11-12                                      15pds.week/year                                      1 credit

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

**TEACHER ACADEMY OF MARYLAND CTE POS**

(\*This program will begin in 2016-17 in all Wicomico County High Schools if a minimum enrollment in each school site is established) This is the first of a four-course sequence for students who seek a career as a future educator)

**TEACHING AS A PROFESSION**

7095                                      Grade 9-10                                      5 pds/week/all year                                      1 credit

This course focuses on the profession of teaching – its history, purposes, issues, ethics, laws and regulations, roles, and qualifications. Emphasis is placed on identifying the current, historical, philosophical and social perspectives of American education, including trends and issues. Students will explore major approaches to human learning. Students will participate in guided observations and field experiences in multiple settings to help them assess their personal interest in pursuing careers in this field and to identify effective learning environments. Students will continue to develop the components of a working portfolio to be assembled upon completion of the internship.



## **HUMAN GROWTH AND DEVELOPMENT**

7096                      Grade 10                      5 pds/week/all year                      1 credit

This course focuses on human development from birth through adolescence. Emphasis is placed on theories of physical, cognitive, and psychosocial development, the effect of heredity and the environment, the role of caregivers and the family, health and safety concerns, and contemporary issues. Students explore special challenges to growth and development. Students will have opportunities for guided observation of children from birth through adolescence in a variety of settings to help students further understand theories of human development. Students will begin to develop the components of a working portfolio to be assembled upon completion of the internship.

## **CURRICULUM AND INSTRUCTION**

7097                      Grade 11-12                      5 pds/week/all year                      1 credit

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 a supportive classroom environment. Students will explore basic theories of motivation that increase learning. Students will participate in guided observations and field experiences to critique classroom lessons in preparation for developing and implementing their own. Students will continue to develop the components of a working portfolio to be assembled upon completion of the internship.

## **EDUCATION ACADEMY INTERNSHIP**

7098                      Grade 11-12                      5 pds/week/all year                      1 credit

- Teacher candidates understand the important role of family in learning and recognize teachers' vital role in creating a partnership with families.
- Teacher candidates develop a philosophy of education and relate this to purposes of education.
- Teacher candidates know the various ways that teachers collaborate with others.
- Options to work in variety of grade/subject areas will be provided to teacher candidates.
- Teacher candidates will have opportunities to take ParaPro.
- Teacher candidates know and articulate the value of life-long learning.
- Teacher candidates continue to add to an INTASC-based "developmental portfolio" that includes reflections on their developing schema of the teaching profession.
- Teacher candidates engage successfully in critical thinking and problem solving in a variety of content areas.

**Course Description:** The internship is the culminating course of the Education Academy Program. Students will have an opportunity to integrate content and pedagogical knowledge in an educational area of interest. They will have an opportunity to extend and apply their knowledge about teaching in a classroom setting under the supervision of a mentor teacher. The students will complete their working portfolio and present it for critique.

Students will:

1. Observe and critique classroom teachers for appropriate instructional practices and classroom management procedures.
2. Collaborate with the mentor teacher and other teaching professionals to develop lessons, select instructional resources, and develop classroom management procedures.
3. Demonstrate teacher planning to meet instructional goals.
4. Demonstrate teaching skills that support learners and the development of subject matter knowledge.
5. Implement lessons that address diverse student needs and learning styles and incorporate theories of motivation and learning.
6. Create and maintain an effective learning environment.
7. Utilize assessment to improve teaching and foster learning.
8. Identify the important role of the family and caregivers in the learning process.
9. Utilize instructional technology to meet student and professional needs as guided by the Maryland teacher technology standards.
10. Engage in critical thinking and problem solving in a variety of content areas.
11. Assemble and present for a juried review a working portfolio that includes reflections on their developing schema of the teaching profession.

Prepare to take the appropriate assessment for post-secondary entry consistent with their career choice.

### **WELDING I**

7075                                      Grade 10-11                                      10 pds/week/all year                                      2 credits  
Students develop skills and techniques in the areas of arc welding, oxyacetylene welding and cutting, and hard soldering. Students learn to select appropriate welding rods and to adjust and operate welders. Properties of various metals as well as correct procedures for drilling, grinding, shearing, and operating a band saw are taught. The course includes both classroom and shop activities and requires homework. Participation in Skills USA is encouraged.

### **WELDING II**

7076                                      Grade 11-12                                      15 pds/week/all year                                      3 credits  
Welding II is a continuation of areas covered in Welding I in more depth. Students develop skills in brazing and learn techniques and procedures for metallic inert gas (MIG), tungsten inert gas (TIG) welding, and plasma arc cutting. Students are taught blueprint reading and develop skill in project design and production, including cutting, fabrication, and assembly. Students take part in a job-orientation program. Students recommended by their instructor may be eligible for placement in an on-the-job training program with a local employer during the second semester. The course includes both classroom and shop activity and requires homework. Students must successfully complete a vertical certification plate to complete the course. Participation in Skills USA is encouraged. Students completing this program will meet the requirements for the American Welding Society's "Entry Level" Welders Certificate.

## **HEALTH OCCUPATIONS**

The *two-year* Health Occupation collection of courses is designed to meet the needs of students with an academic background and an interest in a professional level health career. Some of these professions include but are not limited to: nursing, radiology, physical therapy, occupational therapy, paramedic, nurse practitioner, nurse midwife, physician's assistant, veterinarians, etc. with the continuing changes taking place in the medical field. Collegiate programs find favor with students having had exposure and experience to the topics included in this program.

**Recommended Prerequisites:** C or better in Honors Biology and/or Honors Chemistry; Honors Algebra II and/or Honors Geometry.

The Health Occupations cluster of courses meets standards set forth by the Maryland State Department of Education. Further, they have been approved by the Maryland Board of Nursing in conjunction with Senate Bill 445 for on approved Certified Nursing Assistant program. This includes but is not limited to adult core (hospitalized client, long term care, school health, home health clients with developmental disabilities.) Successful students should be prepared to take the standardized competency evaluation exam called the National Nurse Aid Assessment Program (NNAAP) required for licensure as a Geriatric Nursing Assistant (GNA). This would create several career choices for the successful student. A benefit to the changes set forth by Senate Bill 445 (1/1/2000) is that students will be able to pursue additional certification and broaden their career and further educational opportunities. Participation in Skills USA is encouraged. Students are responsible for fees associated with finger-printing and criminal background check required for Maryland State Board Testing.

## Year One

### **INTRODUCTION TO HEALTH OCCUPATIONS**

7058                      Grade 10-11                      5 pds/week/aII year                      1 credit  
Students become familiar with the employment possibilities in the medical and health related fields. Course content includes medical terminology, standard precautions, the body's response in the well versus diseased and/or aged state, elements of patient care, and health care as an industry. A focus is the impact of technology on health care in the 21<sup>st</sup> century.

### **HONORS PSYCHOLOGY**

2542                      Grade 10-11                      5 pds/week/all year                      1 credit  
Foundations of general psychology with an emphasis on social psychology and personality are included within this course. Topics covered include growth and development, intelligence and learning, perception, the nervous system, emotions, behavioral disorders, death and dying, and stress management. Professional communication and documentation practices within a health care setting are also emphasized.

### **CLINICAL AFFILIATION I**

7056                      Grade 10-11                      5 pds/week/aII year                      1 credit  
Clinical affiliation provides an opportunity for the student interested in health/medical related careers to work with health care professionals at Peninsula Regional Medical Center and local nursing homes. Approximately 40 hours of patient care is scheduled outside the classroom and laboratory. In order for students to participate in the clinical affiliation course all students must complete a criminal background check, drug screening, and proof of multiple vaccinations as required by cooperating clinical sites. All documentation for the criminal background check, drug screening, and required vaccinations is due in the Parkside CTE office no later than August 15<sup>th</sup> prior to the start of the school year. Students will receive more detailed information regarding from the health occupations teachers. Students will be responsible for all costs associated for criminal background checks, drug screening, and vaccinations. All three courses in Level I should be satisfactorily completed in order to progress to Level II.

## Year Two

### **HONORS HEALTH OCCUPATIONS II**

7059                      Grade 11-12                      5 pds/week/all year                      1 credit  
This course focuses on special care procedures, the expanded role of the health care assistant, continued study in health careers, CPR instruction, job seeking skills, and individualized study to prepare students for specialized clinical experiences. There is a strong emphasis on signs and symptoms of disease processes, diagnostic procedures, and treatments. Professional behaviors, as part of the health care level of responsibilities, and documentation using medical terminology and diagnoses are stressed. Changes in the treatment of illness and stressing wellness as a result of technological advances are also examined. Students will be required to take the Maryland Certified Nursing Assistant Exam for successful completion of this course of study.

### **HONORS ANATOMY AND PHYSIOLOGY (Health Occ. only)**

3554                      Grade 11-12                      5 pds/week/all year                      1 science credit  
This course deals with the structure and function of the human body, including cellular biology and histology. Also included is a detailed study of healthy and diseased body systems.

### **HONORS CLINICAL AFFILIATION II**

7057                      Grade 11-12                      5 pds/week/all year                      1 credit  
Clinical Affiliation II provides the student with in-depth experiences at many local health-care agencies. Students participate in experiences designed to meet their individual career interests. In order for students to participate in the clinical affiliation course all students must complete a criminal background check, drug screening, and proof of multiple vaccinations as required by cooperating clinical sites. All documentation for the criminal background check, drug screening, and required vaccinations is due in the Parkside CTE office no later than August 15<sup>th</sup> prior to the start of the school year. Students will receive more detailed information regarding from the health occupations teachers. Students will be responsible for all costs associated for criminal background checks, drug screening, and vaccinations. Clinical sites may include PRMC, long-term care facilities, medical labs, physical therapy, occupational therapy, dental offices and labs, EMT, special education, speech/hearing, and veterinarians' offices.

Each student is responsible for his/her transportation to the clinical site. Approximately 150 hours of contact time may be scheduled for each student during the clinical affiliation.

Students enrolled at Wor-Wic Community College in radiologic technology may receive 2 credits in RDT 102 and 1 credit in RDT 106 or 3 credits in OFT 212. Students enrolled in Nursing may receive 1 credit in NUR 103 or 3 credits in OFT 212.

## World Languages

**World language courses are sequential with each course building on the skills and knowledge of previous courses. Each level is designed so that students build and expand their proficiency with the language as established by the American Council on the Teaching of Foreign Languages (ACTFL).**

### **FRENCH I**

4021                                      Grades 9-12                                      5 pds/week/all year                                      1 credit  
French I emphasizes listening and speaking skills. Conversation centers on the family, foods, sports, and daily life in France. French I also introduces reading and writing skills as well as basic grammatical concepts. This course requires students to learn and practice new vocabulary daily outside class.

### **FRENCH II**

4022                                      Grades 9-12                                      5 pds/week/all year                                      1 credit  
French II continues and develops the basic skills begun in French I. Although the course continues to emphasize conversational skills, students also increase their awareness of French culture. This course requires that, outside class, students read at least one supplementary text in French and continue to acquire new vocabulary. Speaking French in the classroom will be required. Daily written and oral practice beyond the classroom will be expected.

### **HONORS FRENCH III**

4023                                      Grades 10-12                                      5 pds/week/all year                                      1 credit  
French III continues the development of conversational skills on more complex subjects with an increasing emphasis on reading and writing skills. Students also continue the study of French culture. Outside class, students will read French selections of moderate difficulty and of literary merit independently. In addition, they will prepare essays and oral reports in French. Inside the classroom students are expected to use French almost exclusively.

### **HONORS FRENCH IV**

4024                                      Grades 11-12                                      5 pds/week/all year                                      1 credit  
In French IV students develop conversational skills through class discussions and other activities. They continue free composition and make oral reports. They also review basic grammar and learn more about French culture. Outside class students will read literary works in French. Inside class students will use French almost exclusively.

### **ADVANCED PLACEMENT FRENCH**

4025                                      Grade 12                                      5 pds/week/all year                                      1 credit  
This is an advanced placement course focusing upon the French language. Students will also expand their knowledge of culture and literature. It is recommended that students in this course take the AP Exam when it is offered in May.

### **LATIN I**

4011                                      Grades 9-12                                      5 pds/week/all year                                      1 credit  
Latin I emphasizes communication skills. Through meaningful messages provided by the teacher, students will learn how to communicate in Latin and use the language as the ancients would have. Through speaking Latin students will acquire the language. Students will be able to understand and follow directions and read and write in Latin. Students will be able to talk about themselves and the weather, tell simple stories, and carry on basic conversations in Latin. While learning in this way, they will encounter some aspects of Roman culture such as family, slaves, Roman clothing, and the founding of Rome. By the end of Latin I, students will be at a novice mid proficiency level in listening, reading, speaking, and writing. Latin I serves as the cornerstone and foundation of our Latin program.

### **LATIN II**

4012                                      Grades 10-12                                      5 pds/week/all year                                      1 credit  
Latin II continues communication in Latin through meaningful messages provided by the teachers, but also by classmates. Students will be able to function in an “only Latin” environment. Students will be able to speak more confidently, read more complex stories, and write much more in Latin. Students will be able to engage in the Latin experience by discussing pictures, creating, reading, and telling stories. An awareness of grammar including

subtleties in endings will begin to emerge. By the end of Latin II, students will be at a novice high proficiency level in listening, reading, speaking, and writing. Latin II builds on the Latin I foundation.

### **HONORS LATIN III**

4013                                      Grades 11-12                                      5 pds/week/all year                                      1 credit  
Latin III continues communication in Latin through meaningful messages provided by the teachers and classmates. Students will be able to function in an “only Latin” environment. Students will be able to speak more confidently, read more complex stories, and write much more in Latin. Students will be able to engage in the Latin experience by discussing pictures and video clips, as well as creating, reading, and telling stories. An awareness of grammar including subtleties in endings will continue to emerge. Students will encounter some aspects of Roman culture such as gladiators and the Colosseum and Roman baths. By the end of Latin III, students will be at an intermediate low proficiency level in listening, reading, speaking, and writing. Latin III allows students to expand on their basic Latin skills.

### **HONORS LATIN IV**

4016                                      Grades 11-12                                      5 pds/week/all year                                      1 credit  
Latin IV continues communication in Latin through meaningful messages provided by the teachers and classmates. Students will be able to function in an “only Latin” environment. Students will read authentic Latin to discuss topics selected by them. Topics may include, but are not limited to: Roman history at the end of the republic, mythology, love and betrayal, even modern literature written in Latin. Some grammar topics which appear in the authentic Latin may be explicitly taught. Students will engage in Free Voluntary Reading where they will extensively read books or websites in Latin of their own choosing. By the end of Latin IV, students will be at an intermediate mid proficiency level in listening, reading, speaking, and writing. Latin IV serves as the capstone to our Latin program.

### **SPANISH I**

4031                                      Grades 9-12                                      5 pds/week/all year                                      1 credit  
Spanish I emphasizes reading, writing, speaking, and understanding basic Spanish. It involves the study of vocabulary, basic grammar, and culture using textbooks and audio-visual aids. This course requires daily written and oral practice beyond the classroom.

### **SPANISH II**

4032                                      Grades 9-12                                      5 pds/week/all year                                      1 credit  
Spanish II reviews the material studied in Spanish I. It continues with more complex grammar, vocabulary, and culture through daily oral and written assignments both within and outside the classroom. This course also requires supplementary reading and reports. In the classroom, students will be required to speak Spanish. Daily written and oral communication beyond the classroom will be expected.

### **HONORS SPANISH III**

4033                                      Grades 10-12                                      5 pds/week/all year                                      1 credit  
Spanish III reviews and refines the four basic skills of speaking, listening, reading, and writing. It introduces more complex grammatical structures and expands students’ knowledge of vocabulary and culture. This course requires that students use Spanish almost exclusively in the classroom and that they read outside supplementary selections.

### **HONORS SPANISH IV**

4034                                      Grades 11-12                                      5 pds/week/all year                                      1 credit  
Spanish IV reviews previously learned grammatical structures and vocabulary. This course reinforces the four basic skills with emphasis upon reading and composition. It requires that students use Spanish almost exclusively in the classroom and that they complete outside reading assignments each quarter.

### **ADVANCED PLACEMENT SPANISH**

4035                                      Grade 12                                      5 pds/week/all year                                      1 credit  
This is an advanced placement course focusing upon the Spanish language. Students will also expand their knowledge of Spanish culture and literature. It is recommended that students in this course take the AP Exam when it is offered in May.

**ESOL I ENGLISH FOR SPEAKERS OF OTHER LANGUAGES ( James M. Bennett High School only)**

2068                                      Grades 9-12                                      5 pds/week/all year                                      1 credit

ESOL I is designed to prepare non-English-speaking students to communicate orally and to acquire both linguistic proficiency and cultural awareness. Students focus upon English skills necessary for classroom success. In addition students learn to participate in the community to appreciate different cultural backgrounds and experiences. ESOL I students will focus on reading, writing, speaking, and listening skills at a beginning level. In placing new students, the ESOL teacher will administer the WIDA –W-APT Placement Assessment and review prior records to determine the students’ level of English proficiency. World Language credit is given for this course.

**ESOL II English for Speakers of Other Languages (James M. Bennett High School only)**

2069                                      Grades 9-12                                      5 pds/week/all year                                      1 credit

ESOL II is designed to prepare limited English proficient students to communicate proficiently, to strengthen linguistic skills and to enhance their cultural awareness. Students focus upon skills necessary for classroom and community success. Student proficiency level is intermediate to advanced in the areas of reading, writing, speaking and listening. In placing new students, the ESOL teacher will administer the WIDA –W-APT Placement Assessment and review prior records to determine the students’ level of English proficiency. World Language credit is given for this course.





**LEADERSHIP EDUCATION TRAINING IV (Wicomico High only)**

7511

Grade 12

5pds/week/year

1 credit

Cadets move into the higher application phase of their leadership training and apply their upper level leadership skills as senior leaders, teachers, and mentors in JROTC. Cadets are appointed to company command and battalion staff leadership positions and actively lead, teach, and guide the operations and training of the cadet battalion through the curriculum. Cadets are presented with the fourth level of Leadership Education and Training (LET-4), which is designed to directly apply command and staff principles, leadership strategies, leading others, career planning, financial planning, and critical thinking citizenship skills as senior leaders and instructors in the JROTC Program. The emphasis of the fourth year is to apply the theory and practice of leadership as a senior-level leader within the corps. Cadets are personally responsible for 30 – 100 cadets and directly assist the instructor in training and operations management of the corps of cadets.

**Prerequisite:** Highly successful completion of Leadership III (7592) with a grade of B or higher, or with Senior Army Instructor approval.

