

High School Catalog of Courses

2019 – 2020

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Also available online at http://www.wcboe.org/academics/catalog_of_courses

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.

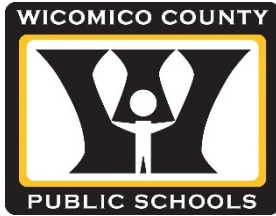
The catalog provides important information about Wicomico County Public Schools' graduation requirements, the University System of Maryland requirements, Career Technology Education Completer Program requirements, and requirements established through the Maryland State Department of Education for graduates 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 21st 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
Bennett Middle 532 South Division Street Fruitland, MD 21826 Principal: Mr. Christel Savage	6 - 8	Michelle Drummond Lee Ryall	Main Office 410-677-5140 Guidance 410-677-5131
Pittsville Middle 34404 Old Ocean City Rd. Pittsville, MD 21850 Principal: Mr. Michael T. Cody	6 - 8	Andrea Marshall	Main Office 410-677-5811 Guidance 410-677-5897
Mardela Middle/High P.O. Box A, 24990 Delmar Rd. Mardela Springs, MD 21837 Principal: Mrs. Liza Hastings	6 - 8 9 - 12	Lisa Armstrong April Shiles	Main Office 410-677-5142 Guidance 410-677-5163
Salisbury Middle School 607 Morris Street Salisbury, MD 21801 Principal: Mrs. Kristina Gosnell	6 - 8	Debra Turner John Williams Jr.	Main Office 410-677-5149 Guidance 410-677-5121
Wicomico Middle 635 East Main St. Salisbury, MD 21804 Principal: Ms. Tara O'Barsky	6 - 8	Charlene Creese Kevin Warner	Main Office 410-677-5145 Guidance 410-677-5194
James M. Bennett High 300 East College Ave. Salisbury, MD 21804 Principal: Mrs. Amy Eskridge	9 - 12	Adel Boyd Krista Brown Karen Straw	Main Office 410-677-5141 Guidance 410-677-5125
Parkside High 1015 Beaglin Park Dr. Salisbury, MD 21804 Principal: Mrs. Kimberly Pinhey	9 - 12	Cynthia Collins Katie Griffin Erica Riggin Valerie Hughes (CTE)	Main Office 410-677-5143 Guidance 410-677-5107
Wicomico High 201 Long Ave. Salisbury, MD. 21804 Principal: Mr. Don R. Brady	9 - 12	Amy Rhodes Ashley Gosseline Chris Render Leroy Satchell	Main Office 410-677-5146 Guidance 410-677-5154
Choices Academy 502 Calloway Street Salisbury, MD 21801 Principal: Mrs. Courtney Elliott		Shannon Hannah	Main Office 410-677-5220 Guidance 410-677-5120
Director of Secondary Education* Director of Curriculum* Supervisor of Guidance*		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			
English	4 credits		
Fine Arts	1 credit Selected course in Dance, Media Arts, Music, Theatre, Visual Art satisfy this requirement.		
Health Education	0.5 credit		
Mathematics	3 credits 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).		
Physical Education	1 credit		
Science	3 credits must include laboratory experiences and be aligned to the Maryland Integrated Science Assessment.		
Social Studies	3 credits 1 U.S. History credit; 1 World History credit; and 1 American Government credit required		
Technology Education	1 credit Courses satisfying this requirement are designated in the high School Catalog of Courses		
Electives: The additional credits required for graduation may be fulfilled by one of the following three options	OPTION 1	OPTION 2	OPTION 3
	2 credits in a world language OR 2 credits in American Sign Language	2 credits in advanced technology education	4 credits in a state-approved Program of Study
	AND	AND	AND
	2.5 credits in elective courses	2.5 credits in elective courses	0.5 credit in electives courses
STUDENT SERVICE LEARNING (SSL)			
Student Service Learning (SSL)	75 service learning hours		
MARYLAND HIGH SCHOOL ASSESSMENT (MHSA) REQUIREMENTS** HSA and PARCC assessments			
The MHSA requirements are subject to change by MSDE.			
Algebra 1	Students in the Class of 2023 and earlier must score a 725 or higher on the PARCC Algebra 1 assessment to meet the current graduation requirement. Beginning with the Class of 2024, this required score will increase to 750.		
Biology/MISA (Maryland Integrated Science Assessment)	Enrolled in or previously taken Biology <ul style="list-style-type: none"> • Pass Biology HSA with 400 score or higher or have taken the Biology HSA in May 2017. OR <ul style="list-style-type: none"> • 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. 		
English 10	Enrolled in English 10 after 2016 – 2017 school year <ul style="list-style-type: none"> • Pass English Language Arts/Literacy (ELA/L) 10 PARCC with a 725 score or higher. + 		
Government	Enrolled in Government <ul style="list-style-type: none"> • Pass Government HSA + 		

* 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 - 13 February 2019 - 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 11th 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)

Mathematics	
Assessment or Alternate Placement	Cut Score or Grade
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+
English Language Arts	
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+
Both English Language Arts and Mathematics	
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 11th grade coursework.

Table 2: 12th Grade Math Course Options to Earn the College and Career Readiness Designation

Course taken in grade 11	12 th grade option 1	12 th grade option 2	12 th grade option 3	12 th grade option 4	12 th 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 1	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.

E. Early College

Early college opportunities allow students to receive a high school diploma and an associate degree, or up to two years of college credit, by taking a mixture of high school and college classes. Typically, students have fewer high school courses because college level courses are substituted for their high school courses. Students can use early college experiences to help them prepare and accelerate for completion of a four-year degree. Students, in their junior and senior years typically spend most or all of their day on a college campus. Students may be able, depending on course schedules, to remain involved in high school extra-curricular activities. The high school guidance counselor has additional information regarding this option.

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. It is <u>strongly recommended</u> 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"> -75 hours of community service completed - Completed 3 years of high school having earned at least 14 credits -Successful completion of HSA, MISA, and PARCC testing -Student is accepted for early admission to an approved vocational, technical, community, or 4 year college 	<ul style="list-style-type: none"> -75 hours of community service completed - Completed 2 years of high school having earned at least 9 credits -Have an established High School Career Plan -Be 16 yrs of age or older by start-date of college course -Possess a cumulative weighted GPA of 2.75 or higher -Authorization of parent and high school principal 	<ul style="list-style-type: none"> -75 hours of community service completed -14 credits earned by end of sophomore year -Successful completion of the 4 required English courses by end of 3rd year -Successful completion of HSA, MISA, and PARCC testing -Must meet state completer requirements by end of 3rd year 	<ul style="list-style-type: none"> -75 hours of community service completed -Enough credits earned to fit this program into the student schedule while still working toward graduation -Authorization/permission of high school principal, employer, and parent or guardian

INFORMATION YOU NEED TO KNOW	SENIOR WAIVER	DUAL ENROLLMENT	3 YEAR PLAN	WORK-BASED LEARNING EXPERIENCE
<u>ACTION PLANS</u>	<ul style="list-style-type: none"> -Waiver letter of intent to principal by June 1 of junior year -Acceptance at post-secondary institution -Superintendent or designee approval of student program (1st year post-high school) -At conclusion of 1st post-high school year, written request to Superintendent or designee for diploma -BOE collaboration with post-high school institution validating 1st year success -Student makes written request to principal to participate in upcoming graduation ceremonies 3 weeks prior to graduation if participation is desired 	<ul style="list-style-type: none"> -Complete dual enrollment certification form with signatures of parent or guardian, student, and high school principal -Accredited and Approved Institution of Higher Learning reviews and accepts completed dual enrollment form -Student completes registration for classes at Institution of Higher Learning -Proof of Institution of Higher Learning registration returned to high school for files 	<ul style="list-style-type: none"> -Submit letter of program intent to principal by May 1st of 2nd high school year signed by student and parent or guardian -Submit program permission form to guidance office prior to scheduling of student's 3rd year of high school 	<ul style="list-style-type: none"> - Complete program application -Must obtain permission letter from parent/guardian -Must obtain permission letter from employer containing "Understanding of Hours to be Worked" and program obligations -Obtain principal's letter validating work study appropriate for meeting student's graduation requirements -All necessary paperwork filed with school by August 1st (prior to senior year)
<u>CONTINGENCIES</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 Foundations of American Government	1 Unit
English 11	1 Unit	AP World History or World History	1 Unit
English 12	1 Unit		
[The English courses collectively satisfy English requirements.]			
<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 ELIGIBILITY CENTER NEW ACADEMIC REQUIREMENTS

High school students who are interested in competing on athletic teams when they are in college must meet the NCAA requirements for Division I, II or III in order to be eligible. Some of those requirements involve the courses selected during high school. NCAA provides an extensive website dedicated to explaining all their eligibility requirements. For specific information regarding these and other NCAA requirements, students should visit the NCAA Eligibility Center at: <https://web3.ncaa.org/ecrw3/>.

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 Computer Science	AP United States History	AP French
AP English 11 Language	AP Psychology	AP Spanish
AP English 12 Literature	AP World History	AP VPA - Drawing
AP Environmental Science	AP Studio Art	AP VPA – 2D Design
AP Music Theory		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 2018-2019 ARTICULATION
WITH
WICOMICO COUNTY PUBLIC SCHOOLS**

Wicomico County Courses	WWCC Courses	WWCC Credits
Accounting I	ACT 100	3
Accounting I & II	ACT 101	3
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
Criminal Justice I	CMJ 102	3
Criminal Justice II	CMJ 103	3
Information Processing	CMP 101	3
Computer Science Principles	CMP 104	3
Computer Repair I & Networking I	CMP 107	3
	CMP 115	3
Foundations of Computer Science	CMP 130	3
Advanced Placement Computer Science	CMP 210	4
Computer Repair & Networking II	CMP 150	3
Carpentry Level I	CON 150	3
Carpentry Level II	CON 151	3
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	2
	EET 150	3
	EET 205	3
Digital Electronics-PLTW	EET 150	3
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 ⁺	.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 or 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 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.

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.

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
3.70-3.99 weighted GPA	4.00-4.29 weighted GPA	4.30 and above weighted GPA

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

Schedule of awards programs-

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

Star of Excellence- 15 consecutive terms/consecutive school years- awards program during 4th 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 12th 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 email verification of the community agency representative will serve as appropriate documentation of a student's completion of service hours for a given service project.

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 complete 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.

HONORS ENGLISH 10

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

This is the most rigorous course in the 10th 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 11th 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 12th 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 will 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 12th 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

4553	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.

4551	Grades 9-12	5 periods/week/all year	1 credit
4552	Grades 9-12	10 periods/week/all year	2 credits

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

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. 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.

Students enrolling in Algebra 1 must take the end of course PARCC Algebra 1 assessment required for high school graduation. Currently, students need to achieve a score of 725 to meet the graduation requirement. Beginning with the Class of 2024, this required score will increase to 750.

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

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 Environmental Science	Honors Environmental Science Environmental Science	Environmental Science
10	Honors Chemistry	Honors Biology	Honors Biology Biology	Biology
11	Honors Physics AP Physics I AP Chemistry AP Environmental Science Honors Anatomy & Physiology	Honors Chemistry	Honors Chemistry Physical Science Environmental Science	Physical Science Environmental Science
12	Honors Physics Advanced Astronomy AP Biology AP Chemistry AP Physics I AP Physics II AP Environmental Science	AP Biology AP Chemistry AP Environmental Science AP Physics I Honors Physics Physical Science Honors Anatomy & Physiology Astronomy Human Physiology	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.

NOTE: The adoption of the Next Generation Science Standards (NGSS) and introduction of the Maryland Integrated Science Assessment (MISA) has caused all Maryland school districts to revise their high school courses. WCPS will begin implementing the new course sequence with 9th graders in Fall 2019. These students will also enroll in new NGSS-aligned courses in 10th grade (2020-21 school year) and take MISA in May of their 10th grade year.

Science

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 9-12 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 and the NGSS. Major topics include Geologic Structures and Processes, the Hydrosphere, the Atmosphere, the Biosphere, and Climate Change. Course content is interdisciplinary and will include aspects of life, earth, and physical sciences in a manner that is relevant to real world contexts.

Prerequisite: 9th grade – none; upperclassmen – successful completion of Biology.

HONORS ENVIRONMENTAL SCIENCE

3514 Grades 9 5 pds/week/all year 1 credit

The content of this course will parallel that of Environmental Science (3513) but is taught at a more rigorous level with higher expectations of students. As part of the course, students will investigate local, regional, and global environmental issues and develop action plans to address these issues.

Prerequisite: Incoming Freshmen: C or better in Integrated Science 8 EX or B average or better Integrated Science 8

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

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 Chemistry, and Honors Algebra I. 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 9th 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 9th 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 9th 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. Current events are also examined as students trace changes to the physical and political boundaries of countries in the world.

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**

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

Business Management and Finance Accounting and Finance *1 Marketing *1 Business Administrative Services *1	Construction and Development Computer Architecture and Drafting (AutoDesk) *1 Carpentry(NCCER) Electricity (NCCER) Heating, Ventilation, Heating and Air Conditioning(NCCER) Masonry(NCCER) Welding(AWS)	Consumer Services, Hospitality, and Tourism Culinary Arts(ACF) *1 Cosmetology (MD Cosmetologist Licensure)	Environmental, Agricultural, and Natural Resources Certified Professional Horticulturalist (MD Applicators Certification)	Health and Bioscience Health Occupation (MBON Licensure) *1 Nursing Assistant (MBON Licensure) *1
Human Resource Services Criminal Justice *1 Early Childhood Education (ParaPro/Praxis) *1 Firefighter EMT (MIFRI) *1 Teacher Academy of Maryland (Praxis)	Information Technology Computer Repair and Networking *1 Computer Science *1 Arts, Media and Communication Interactive Media Production	Manufacturing, Engineering, and Technology Project Lead the Way *4 Manufacturing Engineering Technology (NIMS) *1	Transportation Technologies Automotive Technology(NATEF) *1, *2, *3 Collision Repair (NATEF/ICAR) *3	Career Research and Development 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 I, Introduction to Networking and Routing and Switching which introduces the architecture, structure, functions, components, and models of the Internet and computer networks. Students will configure a personal computer system, including operating systems. Plan and install a simple Ethernet network using routers and switches. Use command-line-interface (CLI) to perform basic router and switch configurations along with an emphasis on practical applications and hands-on learning. Troubleshoot computer and network related issues. Students will participate in the online Cisco networking academy and will prepare for the A+ certification examination. This course includes both classroom and laboratory work and requires homework. 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 Cybersecurity and Cybersecurity Essentials through the Cisco Networking academy. Students start by exploring the broad topic of cybersecurity, learn the common threats, attacks and vulnerabilities. They then will develop foundational understanding of cybersecurity and how it relates to

information and network security. Students are introduced to the characteristic of cyber-crime, security principles, technologies, and procedures to defend networks. 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. 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 4 credits in CMP 115 and 4 credit in CMP 150 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 15th 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 15th 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 transcripted 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 transcripted 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 21st 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 15th 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 15th 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 Grade 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.

