

High School Catalog of Courses

2014 – 2015

MEMBERS OF THE WICOMICO COUNTY BOARD OF EDUCATION

MR. RONALD O. WILLEY
President

MR. DONALD L. FITZGERALD
Vice President

MR. MARVIN L. J. BLYE
DR. TYRONE A. CHASE

MR. LARRY W. DODD

DR. CAROLYN J. ELMORE

MRS. KIMBERLY S. HUDSON

John E. Fredericksen, Ph.D.
Superintendent of Schools

It is the policy of the Wicomico County Board of Education to provide equal educational and employment opportunities regardless of age, gender, race, color, religion, national origin, disability or sexual orientation.

Also available online at <http://www.wcboe.org/programs/CatalogofCourses>

Superintendent's Message



Please sit down and shop here for the tools you're going to need to create a successful life. We have the classes and activities you need to build your multi-faceted skill-set for long term success and immediate life-time learning.

Check out the classes that will equip you to be a life-long learner. Reading, writing, mathematics, and science can help you continue to build your mental skills throughout your lifetime.

Closely review the classes that teach life skills such as social studies, family and consumer science, technology, or physical education. These classes have vital information that will help you navigate through life and stay healthy.

Make sure that you carefully review the career oriented classes. By checking out several you can make better decisions on what you want or don't want to do for a lifetime – and find out for free! These classes can also give you a head start on college or tech school.

Finally, remember to have some fun. Everyone needs a bit of enjoyment in their life. The right amount of fun will keep you interested—and interesting—to others. We have many classes and activities that will help you be a well-rounded person for your high school career and beyond.

Please remember our slogan – “Success – Every Student, Every Day” – means you. We are committed to helping you succeed, and this course catalog is here to help you make decisions to create your own success.

Please work with us to make it happen.

Thank you!

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 200 East College Ave. Salisbury, MD 21804 Principal: Mrs. Liza Hastings	6 - 8	Robin Harmon Lee Ryall	410-677-5131
Pittsville Middle 34404 Old Ocean City Rd. Pittsville, MD 21850 Principal: Mr. Michael T. Cody	6 - 8	Valerie Hughes	410-677-5897
Mardela Middle/High P.O. Box A, 24990 Delmar Rd. Mardela Springs, MD 21837 Principal: Mr. Frederick (Rick) Briggs	6 - 8 9 - 12	Lisa Armstrong Roland Finger	410-677-5163
Salisbury Middle School 607 Morris Street Salisbury, MD 21801 Principal: Mrs. Amy Eskridge	6 - 8	Debra Turner John Williams Jr.	410-677-5121
Wicomico Middle 635 East Main St. Salisbury, MD 21804 Principal: Mrs. Kelley Morris-Springston	6 - 8	Tameka Holden Oliver Johnson	410-677-5194
James M. Bennett High 300 East College Ave. Salisbury, MD 21804 Principal: Mr. Steven E. Grudis	9 - 12	Alice Rogers Jerry Bennett Karen Straw Maureen Williams	410-677-5125
Parkside High 1015 Beaglin Park Dr. Salisbury, MD 21804 Principal: Mr. Micah C. Stauffer	9 - 12	Jeff Barnes Anthony Giddens Brian Hollamon (CTE) Charlene Creese	410-677-5107 410-677-5144 ext. 2023
Wicomico High 201 Long Ave. Salisbury, MD. 21804 Principal: Mr. Don R. Brady	9 - 12	Edward Evans III Cari Miller Faye Stearns Kurtis Thomas	410-677-5154
Director of Secondary Education*		Kimberly Miles	410-677-4584
Director of Curriculum*		Ruth Malone	410-677-4560
Supervisor of Guidance*		Lori Batts	410-677-4597

*Wicomico County Board of Education Central Office
 101 Long Ave.
 Salisbury, MD 21804

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.

Table of Contents

I.	Graduation Requirements for All Students.....	1
A.	Maryland High School Diploma.....	1
1.	Enrollment.....	1
2.	Assessment.....	1
3.	Credits.....	1
4.	Student Service Learning.....	1
B.	Earning Credits.....	2
Unit of Credit.....	2	
Credit for Courses Taken While in Middle School.....	2	
Credit by Examination.....	2	
Alternative Methods to Earn Credit for Existing Courses.....	2	
Dual Enrollment with Wor-Wic Community College.....	3	
C.	Wicomico County Evening High School.....	4
D.	Pathways to Earning a Maryland High School Diploma.....	4
E.	Alternate Pathways To A Maryland High School Diploma.....	5
F.	Career Pathways.....	7
G.	Maryland High School Certificate.....	7
II.	Admission Requirements of Maryland State Universities and Colleges.....	8
III.	NCAA Eligibility Center Quick Reference Guide.....	8
IV.	Advanced College Placement.....	10
V.	Wor-Wic Community College 2014 – 2015 Articulation with Wicomico County Public Schools.....	11
VI.	Articulated Credit Agreement.....	13
A.	Community College of Baltimore County – Catonsville Campus.....	13
B.	Wor-Wic Community College.....	13
VII.	Senior Recognition Policy and Certificate of Merit.....	14
VIII.	General Information.....	15
A.	Promotion.....	15
B.	Grade Point Average.....	15
C.	Course Selection.....	15
D.	Semester Courses.....	15
E.	Special Education.....	15
IX.	Wicomico County Student Service Learning Program.....	16
X.	State Approved Career and Technology Programs.....	18

XI.	Course Descriptions	
A.	Business Education	19
B.	Computer Science	21
C.	English	22
D.	English Related Courses	24
E.	Family and Consumer Sciences	26
F.	Fine Arts.....	27
G.	Health.....	31
H.	Mathematics.....	32
I.	Physical Education.....	35
J.	Science	36
K.	Social Studies.....	39
L.	Social Studies – Related Courses.....	41
M.	Technology Education	43
N.	Advanced Technology Programs.....	44
O.	State Approved Career and Technology Programs- Required Courses for CTE Programs at Parkside High School.....	45
P.	Career and Technology Education.....	46
Q.	Health Occupations	58
R.	World Languages	60
S.	Special Programs	63
XII.	Career Clusters Planning Guide.....	65
A.	Arts, Media, and Communications	67
B.	Biological, Environmental, and Natural Resources Technology.....	71
C.	Biological, Environmental, and Natural Sciences	73
D.	Business Management, Finance, and Information Technology.....	75
E.	Engineering, Mechanical, and Construction Technology.....	79
F.	Health and Human Services.....	84
XIII.	Four-Year Subject Selection Plan Form	90

GRADUATION REQUIREMENTS FOR ALL STUDENTS

Maryland High School Diploma

The Maryland High School Diploma is awarded to those students who have met four basic requirements:

A. Enrollment

The student must have been a full-time student for four years beyond grade eight unless one of the alternatives approved by the Maryland State Board of Education is satisfied.

B. Assessment

Students entering ninth grade prior to 2013-2014 must take the Government HSA and must take and pass the High School Assessments in Algebra/Data Analysis, Biology, and English or achieve a combined score of 1208.

Students entering ninth grade in 2013-2014 must pass the High School Assessments in Algebra/Data Analysis, Biology, English and Government or achieve a combined score of 1602.

C. Credits

The student must have earned a minimum of twenty-one credits at the completion of grade twelve. The credits must include the following:

<u>Subject</u>	<u>Core Credits</u>
English	4
Social Studies	3 World History (1), Foundations of American Government (1), United States History (1)
Science	3 Earth, life, or physical science All must have laboratory experience.
Mathematics	3* Algebra (1), Geometry (1)
Health	1/2
Physical Education	1 (1/2 State / 1/2 Wicomico County)
Fine Arts	1 Art, music, or drama
Technology Education	1 (Introductory level courses only)

A student must also meet one of the following career preparation options:

1. Satisfactory completion of two levels in the same World Language.
2. Satisfactory completion of one of the state approved Career Technology programs listed on pages 45.
3. Satisfactory completion of two credits in Advanced Technology.

*Although only 3 mathematics credits are required for graduation, all incoming ninth graders must enroll in a mathematics course each year of high school beginning in the 2014-2015 school year. (*College and Career Readiness and College Completion Act of 2013*)

D. Student Service Learning

The student must have satisfactorily met the student service requirement. For additional information see pages 14-15.

Only those students who have satisfied all requirements for graduation are permitted to participate in graduation exercises.

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 C 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 (Honors Algebra I, Honors Algebra II, French I, Spanish I, and Latin 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 "C" 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 and reasons for 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.
- f. The district committee will review the contract, verify compatibility with the course objectives, and determine the feasibility for completion. The student may be called to meet with the committee to clarify questions. The committee will respond to the completed contract within 30 calendar days of the principal's signature. If approved, the district committee will oversee the contract with assistance from the school.
- g. 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.
- h. 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.)
- i. With approval of the district committee, grades awarded from an approved educational institution will be recorded on the student transcript and be counted toward the student's GPA (grade point average).
- j. Mastery of the course objectives/outcomes/standards in a nontraditional setting will be considered a passing grade and recorded in the transcript as an S. The credit awarded under this procedure will not be counted toward the student's GPA or class rank.
- k. 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 on this 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 will be indicated on the high school transcript with S or U and a college course content title. These courses will not be included in the calculation of the GPA.

Wicomico County Evening High School

In certain cases, current high school students can enroll in courses offered by the Evening High School. Students who have previously failed a grade level and who wish to “catch up” can enroll in classes with the approval of their day school principal or designee. The Evening High School increases opportunities for area residents to become literate, regain lost credits from high school, pass required tests, and pursue and earn a Maryland High School Diploma.

Each semester a pre-registration and a formal student registration are held. Through this process, a schedule of classes is developed based upon needs of the student population. Major subject area class offerings have been made in English, mathematics, social studies, and science. Elective classes are offered as needed and enrollments dictate. It has been possible to offer classes in Art I, English 9, English 10, English 11, English 12, Algebra I, Algebra II, Geometry, Foundations of American Government, U.S. History, World history, earth science, environmental science, physical science, biology, physical education, health, and Foundations of Technology. Independent study courses may be offered to seniors based on consultation with the guidance counselor and principal.

The Evening High School offers classes Monday through Thursday from September until mid-May. Evening classes are scheduled from 3:45 p.m. until 9:00 p.m.

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 some relatively new program planning choices not previously 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	SUPERVISED WORK STUDY
<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 courses and earn both high school and college credit while continuing high school course work.	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 7531 for one credit or 7532 for two 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 -Successful completion of HSA testing w/ passing score in English and Algebra by the end of year 2 -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 -Be a junior or senior -Have an established High School Career Plan -Be 16 yrs of age or older by "start-date" -Possess a cumulative weighted GPA of 2.75 or above -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 Yr -Successful completion of HSA testing w/ passing score in English and Algebra -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 comply with requirements for one or two credit program -Authorization/permission of high school principal, employer, and parent or guardian

INFORMATION YOU NEED TO KNOW	SENIOR WAIVER	DUAL ENROLLMENT	3 YEAR PLAN	SUPERVISED WORK STUDY
<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’s approval of student program (1st Yr post-high school) -At conclusion of 1st post-high school year, written request to Superintendent 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 THIS PATHWAY)	If all requirements are not successfully met, appropriate pathways leading to a Maryland High School Diploma will be examined and implemented.	If all requirements are not successfully met, appropriate pathways leading to a Maryland High School Diploma will be examined and implemented.	If all requirements are not successfully met, appropriate pathways leading to a Maryland High School Diploma will be examined and implemented.	If all requirements are not successfully met, 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 American 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	Statistics, Trig/Pre-Cal, Calculus	1 Unit
		(Students must take a 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. Courses offered include Honors Statistics, AP Statistics, Honors Trig/Pre-Calculus, AP Calculus I and AP Calculus II

NCAA ELIGIBILITY CENTER QUICK REFERENCE GUIDE Divisions I and II Initial-Eligibility Requirements

Core Courses

- NCAA Division I requires 16 core courses. NCAA Division II currently requires 14 core courses.** Division II will require 16 core courses for students enrolling on or after August 1, 2013. See the charts below.
- NCAA Division I will require 10 core courses** to be completed **prior to the seventh semester** (seven of the 10 must be a combination of English, math or natural or physical science that meet the distribution requirements below). These 10 courses become "locked in" at the seventh semester and cannot be retaken for grade improvement.
- o Beginning August 1, 2016, it will be possible for a Division I college-bound student-athlete to still receive athletics aid and the ability to practice with the team if he or she fails to meet the 10 course requirement, but would not be able to compete.*

Test Scores

- Division I** uses a sliding scale to match test scores and core grade-point averages (GPA). The sliding scale for those requirements is shown on Page No. 2 of this sheet.
- Division II** requires a minimum SAT score of 820 or an ACT sum score of 68.
- The SAT score used for NCAA purposes includes **only** the critical reading and math sections. The writing section of the SAT is not used.
- The ACT score used for NCAA purposes is a **sum** of the following four sections: English, mathematics, reading and science.

☐ When you register for the SAT or ACT, use the NCAA Eligibility Center code of 9999 to ensure all SAT and ACT scores are reported directly to the NCAA Eligibility Center from the testing agency. Test scores that appear on transcripts will not be used.

Grade-Point Average

☐ **Be sure** to look at your high school's List of NCAA Courses on the NCAA Eligibility Center's website (www.eligibilitycenter.org). Only courses that appear on your school's List of NCAA Courses will be used in the calculation of the core GPA. Use the list as a guide.

☐ **Division I** students enrolling full time **before August 1, 2016**, should use Sliding Scale A to determine eligibility to receive athletics aid, practice and competition during the first year.

☐ **Division I** GPA required to receive athletics aid and practice **on or after August 1, 2016**, is 2.000 (corresponding test-score requirements are listed on Sliding Scale B on Page No. 2 of this sheet).

☐ **Division I** GPA required to be eligible for competition **on or after August 1, 2016**, is 2.300 (corresponding test-score requirements are listed on Sliding Scale B on Page No. 2 of this sheet).

☐ **The Division II** core GPA requirement is a minimum of 2.000.

DIVISION I ***16 Core Courses***

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

DIVISION II ***14 Core Courses***

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

DIVISION II ***16 Core Courses*** ***(2013 and After)***

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

☐ Remember, the NCAA GPA is calculated using NCAA core courses only.

For more information, visit the NCAA Eligibility Center website at www.eligibilitycenter.org.

Advanced College Placement

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

AP Biology	AP Physics	AP Calculus A/B
AP Chemistry	AP Government and Politics	AP Calculus B/C
AP Computer Science	AP American History	AP Statistics
AP English 11 Language	AP Psychology	AP French
AP English 12 Literature	AP World History	AP Latin: Vergil
AP Environmental Science		AP Spanish

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
2014-2015 Articulation With
Wicomico County Public Schools**

Wicomico County Course	WWCC Courses	WWCC Credits
Accounting I	ACT 100	3
Accounting II	ACT 101	3
Foundations of Business/Finance	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 & II	CMJ 102 And one of the following: CMJ 103 Or CMJ 105	3 3 3
Computer Repair I	CMP 115	3
Computer Repair II	CMP 107	3
Computer Science I & Honors Computer Science II	CMP 210	4
Carpentry I & II	CON 150 CON 151	2 2
Early Childhood Ed I & II	EDU 101 & EDU 102 & EDU 103 & EDU 151	4 3 4 3
Electronics I & II	EET 100 EET 120 EET 150	4 3 3
Emergency Med Technician-B	EMS 101* & EMS 151	4 4
Culinary Arts I & II	HMR 120 & HMR 115** & HMR 252	3 1 3
High Performance Mfg I & II	MFG 110 MFG 111 MFG 180	2 2 2

Health Occupations I & II	NUR 110 [✦] and OFT 140	.5 3
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-B 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.

‡ Students must successfully complete OFT 104 before credit will be given for OFT 155.

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.

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.

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 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.

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).

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
US History
Mathematics
Science

GRADE 8 Subjects

English
World History
Mathematics
Science

GRADE 9 Subjects

English
World History/US History
Mathematics
Science

Choice #2:

75 Clock Hours in Student Service with Preparation and Reflection Components

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

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

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

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

Choice #3:

Combined Student Service Hours

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

THE TRACKING AND DOCUMENTATION OF INDIVIDUAL STUDENT SERVICE HOURS

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

State Approved Career Technology Programs

ACCOUNTING TECHNICIAN

<u>Required Courses</u>		
<u>Course No.</u>	<u>Name of Course</u>	<u>Credit</u>
6501	Foundations of Business and Finance	1
6502	Information Systems	1
6535	Accounting I	1
6533	Accounting II	1
	(Minimum number of credits required to complete program: 4)	

GENERAL MARKETING

<u>Required Courses</u>		
<u>Course No.</u>	<u>Name of Course</u>	<u>Credit</u>
6501	Foundations of Business and Finance	1
6502	Information Systems	1
6551	Marketing I	1
6552	Marketing II	1
	AND	
6553	Senior Marketing Seminar	1
	OR	
6558	Cooperative Work Study	1
	OR	
6557	Cooperative Work Study	2
	OR	
6556	Cooperative Work Study	3
	(Minimum number of credits required to complete program: 5)	

OFFICE ASSOCIATE

<u>Required Courses</u>		
<u>Course No.</u>	<u>Name of Course</u>	<u>Credit</u>
6501	Foundations of Business and Finance	1
6502	Information Systems	1
6503	Advanced Computer Applications I	1
6504	Advanced Computer Applications II	1
	(Minimum number of credits required to complete program: 4)	

Business Education

FOUNDATIONS OF BUSINESS AND FINANCE

6501 Grades 10-12 5 pds/week/all year 1 credit

This course is an overview of the seven pathways identified by the Maryland State Department of Education that lead to what students need to know and accomplish within the Business and Finance Cluster Framework. The course will include information from financial services, finance and accounting, human resources, business and administrative services, marketing, legal services, and information services. This course is required for students who plan to pursue a CTE completer program in the accounting, office associate or marketing pathways.

INFORMATION SYSTEMS

6502 Grades 9-12 5 pds/week/all year 1 credit

This course is designed as an overview of the Microsoft 2010 Office Suite. Students will learn to use MS Word, Power Point, Excel, and Publisher. This course is required for students who plan to pursue a CTE completer program in the accounting, office associate or marketing pathways.

ADVANCED COMPUTER APPLICATIONS I – WORD

6503 Grades 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 XP Word certification. This course is required for students who plan to pursue a CTE completer program in the office associate program.

ADVANCED COMPUTER APPLICATIONS II – EXCEL

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

This course is focused preparation that will prepare students to meet the certification requirements for Microsoft XP Excel certification. This course is required for students who plan to pursue a CTE completer program in the office associate program. Students will be encouraged to maintain membership in Future Business Leaders of America.

ACCOUNTING I

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

Accounting I shows the student how systematic records form the basis for business decisions, how one can acquire marketable skills, and how one should manage one's personal affairs wisely. Students study a complete accounting cycle and then apply principles to a mercantile business using problems, business papers, and practice sets. This course is required to complete the accounting technician program. Participation in Future Business Leaders of America is encouraged.

Prerequisite: Successful completion of two Mathematics credits

HONORS ACCOUNTING II

6533 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. It reviews concepts of corporation accounting and completes the study of voucher, petty cash, and inventory systems from the Accounting I course. The course then expands upon departmentalization, automation, adjustments, corporation, management, and cost accounting. Computer applications are integrated throughout the course, with student assignments being entered into the computer. This course is required for the accounting technician program. Participation in Future Business Leaders of American is encouraged.

Prerequisite: C or better in Accounting I

MARKETING I

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

This course emphasizes preparation for entry into the business world in marketing, marketing promotion, functions and problems of management, customer relations, opportunities in marketing, and principles of entrepreneurship. This course is required for the general marketing program. Participation in Distributed Education Clubs of America is encouraged.

NOTE: Tenth graders must have the approval of the marketing education teacher.

MARKETING II

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

This course stresses career planning in the area of marketing and includes economics of distribution, product information and the free enterprise system with emphasis upon business management. This course is required for the general marketing program. Participation in Distributed Education Clubs of America is encouraged.

Prerequisite: C average or better in Marketing I and/or approval of marketing coordinator.

MARKETING COOPERATIVE WORK-STUDY

6558 Grade 12 5 pds/week/all year 1 credit

6557 Grade 12 10 pds/week/all year 2 credits

6556 Grade 12 15 pds/week/all year 3 credits

This course may be taken in conjunction with or after completion of Marketing II. At least one credit of on-the-job training is required and is arranged with local firms with approval of the marketing work coordinator or enrollment in Marketing Seminar class.

Prerequisite: C average or better in Marketing II or current enrollment in Marketing II and/or approval of marketing coordinator.

MARKETING SEMINAR

6553 Grade 12 5 pds/week/all year 1 credit

Marketing students who are unable to schedule a Marketing work-study class may opt to complete their CTE completer program in Marketing by enrolling in the Marketing Seminar course. Students will meet with the marketing instructor to develop a rigorous, yearlong project. An example of an acceptable project is the development of a product or service. This development would include research on local demand, how to secure financing, developing a business plan, and making a business sales presentation to a group of business professionals.

Computer Science

FOUNDATIONS OF COMPUTER SCIENCE

XXXX 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

COMPUTER SCIENCE PRINCIPLES

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

This course, (based on AP: *Computer Science Principles*), 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)

XXXX 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

MICROCOMPUTER OPERATING SYSTEMS (CYBERWATCH 130)

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

The fourth course is an introduction to DOS and Windows operating environments includes basic and advanced operations and use of system utilities. Introduces DOS and UNIX/LINUX command structures and explores operations using the Windows graphical user interface.

ETHICS AND THE INFORMATION AGE (CYBERWATCH 110)

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

In this course, students gain a clearer understanding of certain ethical issues in information technology as well as an understanding of how ethical theory can be applied to a discussion and analysis of those issues. In critically examining a cluster of information technology issues within the framework of ethical theory, students can develop a rational, coherent, consistent, and systemic approach to addressing moral issues in information technology.

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 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 British 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 British 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, 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.

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 once.

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.

THEATER ARTS/DRAMA

2065 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.

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.

Fine Arts

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

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

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

Health

HEALTH EDUCATION

6062

Grade 10

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	Honors Geometry Geometry Honors Algebra II	Honors Algebra II Honors Geometry Geometry	Algebra I Geometry Business Mathematics
11	AP Calculus I Honors Trig/Pre-Calculus AP Statistics	Honors Algebra II Honors Trig/Pre-Calculus Geometry Honors Stats & Probability AP Statistics	Honors Algebra II Honors Geometry Geometry Business Mathematics	Algebra I Geometry Business Mathematics
12	AP Calculus I AP Calculus II AP Statistics	AP Calculus I Honors Stats & Probability Honors Trig/Pre-Calculus Honors Algebra II AP Statistics	Honors Trig/Pre-Calculus Honors Algebra II Business Mathematics AP Statistics	Geometry Business Mathematics

Mathematics

ALGEBRA I

3024 Grades 9-12 5 pds/week/all year 1 credit

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

HONORS GEOMETRY

3032 Grades 9-10 5 pds/week/all year 1 credit

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

Prerequisite: Grade of C or better in Honors Algebra II or Honors Algebra I, Part 2 (entering 9th graders only)

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 or Algebra I Part 2

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

ADVANCED PLACEMENT STATISTICS

 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: B 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: B 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: B 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.

APPLIED MATHEMATICS

3017 Grade 12

Applied mathematics is offered to students enrolled in CTE programs at Parkside EXCEPT Health Occupations and Nursing Assistant. Students earn one mathematics credit upon completion of their career and technology program. The course emphasizes mathematical skills and problem-solving abilities necessary in the student's chosen program. A hands-on approach is used with topics that lend themselves to activity-based learning. The essential functional mathematics skills and fundamental algebraic and geometric topics and concepts are integrated into each course.

HONORS APPLIED MATHEMATICS

3020 Grade 12

Mathematics is an integral part of CTE curriculum. Applied mathematics in the Certificate of Merit Career and Technology programs cover the application of the following concepts - ratio and proportion, measurement, geometric forms and construction, algebra, and trigonometric functions. Students are challenged to expand their understanding of these concepts by applying them to solutions of real world problems. Students will demonstrate their understanding of the application of these concepts through the completion of design projects. Advanced Algebra, Boolean Algebra, various numbering systems, computer programming applications, and accounting are integral parts of Honors CTE programs. Engineering calculations required in design and testing of parts is presented. (Only course 3020 applies for Electronics II and Mastery of Cosmetology student completers)

TEST PREP (See English Related Electives, Page 25)

2067 Grades 10-12 5 pds/week/semester 1/2 credit

HSA MATHEMATICS

3055 Grades 9-12 5 pds/week/semester 1/2 credit

This course addresses the Maryland Core Learning Goals: Goal 1 (Functions and Algebra) and Goal 3 (Data Analysis and Probability). It will concentrate on the concepts and skills necessary for students to pass the Algebra/Data Analysis High School Assessment. Students will analyze a wide variety of patterns and functional relationships, model and interpret real-world situations using the language of mathematics and appropriate technology. They will also collect, organize, analyze, and present data and apply the basic concepts of statistics and probability to predict possible outcomes of real-world situations. Multiple opportunities will be given for students to take assessments that mirror HSA.

Prerequisite: Completion of algebra credit without passing the Algebra/Data Analysis High School Assessment.

NOTE: This course may be taken multiple times, but students will receive credit only once.

Physical Education

FITNESS FOR LIFE

6012

Grade 9-12

1/2 credit required

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

FITNESS THROUGH TEAM SPORTS

6013

Grades 9-12

1/2 credit

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

Prerequisite: Successful completion of Fitness For Life

FITNESS THROUGH WELLNESS ACTIVITIES

6015

Grades 9-12

1/2 credit

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

Prerequisite: Successful completion of Fitness For Life

FITNESS THROUGH STRENGTH AND CONDITIONING

6016

Grades 9-12

1/2 credit

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

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

Science
Recommended Sequence of Courses

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

* The core learning goals that prepare students for the Maryland High School Assessment are covered in these courses.

MSDE Graduation Requirements include 3 credits in science (1 one of which must be biology) and a passing score on the Biology High School Assessment.

Science

HONORS EARTH/SPACE SCIENCE

3511 Grade 9 5 pds/week/all year 1 credit

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

Prerequisite: B average or better in previous academic science courses

EARTH/SPACE SCIENCE

3512 Grade 9 5 pds/week/all year 1 credit

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

HONORS BIOLOGY

3522 Grades 9-10 5 pds/week/all year 1 credit

This course is a study of the unique properties of living organisms. Major topics covered during the first semester are molecular biology, cellular biology, and genetics. The second semester includes a detailed study of evolution and ecology, as well as a survey of microbiology and the plant and animal kingdoms. Science Practices are emphasized throughout the course through active student engagement in laboratory activities.

Prerequisite: Incoming Freshmen: Teacher recommendation and concurrent enrollment in Algebra II or higher
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. The course will place emphasis on the content and skills necessary for students to pass the Biology High School Assessment. This course meets the basic requirements for graduation; however it is NOT intended to satisfy the requirements for college entrance.

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 Honors Algebra II or concurrent enrollment

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 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.

ADVANCED PLACEMENT PHYSICS II

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

AP Physics 2 is the equivalent to a second-semester college course in algebra-based physics. The course covers fluid mechanics; thermodynamics; electricity and magnetism; optics; and atomic and nuclear physics. Hands-on laboratory activities related to the above topics will focus on inquiry-based learning of essential concepts to create a greater understanding of physics principles. Students will develop the critical thinking and reasoning skills needed to be successful in future science courses. It is recommended that students in this course take the AP Exam when it is offered in May. Students who score a 3 or better on the Advanced Placement Biology Exam may earn up to 4 college credits (varies by institution, consult guidance counselors & college admission offices for additional information).

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

PHYSICAL SCIENCE

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

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

Prerequisite: Successful completion of Biology

ENVIRONMENTAL SCIENCE

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

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

Prerequisite: Successful completion of Biology.

HONORS ANATOMY & PHYSIOLOGY

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

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

Prerequisite: C or better in Honors Biology and Honors Chemistry; permission of the teacher

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 in Honors 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 Biology, Honors Chemistry, and Honors Algebra II. Students must have passed physics with C or higher or be concurrently enrolled or have permission of the instructor.

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 World History Honors World History AP American History Honors United States History	AP World History Honors World History AP American History Honors United States History	Honors World History World History Honors United States History United States History	World 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 American History Honors United States History	AP World History Honors World History AP American History Honors United States History	World History United States History	World History United States 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 9-11

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. AP World History requires students to spend additional time outside of class 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.

Prerequisite: It is highly recommended that students have taken and passed previous social studies courses at the Honors level or above with a C or better.

HONORS WORLD HISTORY

2515 Grades 9 -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 9-11 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. AP Government and Politics requires students to spend additional time outside of class reading, writing and preparing for classroom discussions. 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. It is recommended that students in this course take the AP Exam when it is offered in May. **Students entering 9th grade in school year 2013-2014 and beyond MUST pass the Government High School Assessment testing requirement.**
Prerequisite: It is highly recommended that students have taken and passed previous social studies courses at the Honors level or above with a C or better.

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 Grades 10-12 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 the second of 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 AMERICAN HISTORY

2538 Grades 9-12 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. AP American History requires students to spend additional time outside of class reading, writing and preparing for classroom discussions. 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. 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 a U.S. history course may also earn additional credit by taking and passing this modern class.

Prerequisite: It is highly recommended that students have taken and passed previous social studies courses at the Honors level or above with a C or better.

HONORS UNITED STATES HISTORY

2521 Grades 9-12 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 Grades 9-12 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 the third of the social studies courses required by MSDE. This course focuses on the history of the United States from the 1870's to the present. Topics emphasized are the rise of big business, farm/labor protests, imperialism, the progressive movement, America's role in World War I and II, the Cold War, and post-World War II economic and social trends, such as the civil rights movement. Recent American history is also discussed through the current administration.

Social Studies - Related Courses

ADVANCED PLACEMENT PSYCHOLOGY

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

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

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

HONORS PSYCHOLOGY

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

HONORS PRINCIPLES OF ECONOMICS

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

HONORS GEOGRAPHY

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

CONSUMER ECONOMICS

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

YOU AND THE LAW

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

Technology Education

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

FOUNDATIONS OF TECHNOLOGY

5211 Grades 9-12 5 pds/week/semester 1/2 credit technology education

This one-semester course deals with the systems of production, communications, manufacturing, transportation, and the technology of tomorrow. This course provides students with a variety of learning experiences to understand, apply, and assess technology. Students develop problem-solving skills and use related mathematics and science to create products. Students discover, create, solve problems, and construct using a variety of tools, machines, materials, and processes. This course introduces students to careers in engineering, mechanical, and technical fields.

MANAGEMENT SKILLS FOR FAMILY WELLNESS TECHNOLOGY

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

This one-semester course prepares individuals to balance current and future home, family, and career roles. Topics include technology as it relates to personal and family wellness, human development, and management of resources. This course introduces students to career programs in cosmetology, health occupations, child care, and culinary arts.

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. 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.

INTRODUCTION TO BUSINESS/MANAGEMENT TECHNOLOGY

6521 Grades 9-12 5 pds/week/semester 1/2 credit technology education

This one-semester course focuses on mini-units in word processing, accounting, business technology, and entrepreneurship. It introduces students to business and management career programs of marketing, general office clerk, accounting technician, and data processing.

Advanced Technology Programs

Courses 5221, 5222, 5223, 5224, 5041, and 5042 count towards completion of the advanced technology graduation requirements.

CONSTRUCTION TECHNOLOGY

5221 Grades 10-12 5 pds/week/semester 1/2 credit
Construction technology is a one-semester course that deals with the processes of designing, building, and using structures in civil, residential, and commercial construction. This course emphasizes hands-on activities using machines, tools, and materials that reinforce construction concepts.

MANUFACTURING TECHNOLOGY

5222 Grades 10-12 5 pds/week/semester 1/2 credit
Manufacturing technology is a one-semester course that deals with the processing of materials and the creation of a product. This course emphasizes hands-on activities which develop problem-solving skills and incorporate mathematics and science concepts used in manufacturing industries.

COMMUNICATION TECHNOLOGY

5223 Grades 10-12 5 pds/week/semester 1/2 credit
Communications technology is a one-semester course that deals with the use of knowledge, skill, tools, machines, and materials to enhance communications. Topics of study may include drafting, printing, photography, electricity, and electronic communication. This course emphasizes hands-on activities that develop problem-solving skills and incorporate mathematics and science concepts used in communications.

TRANSPORTATION TECHNOLOGY

5224 Grades 10-12 5 pds/week/semester 1/2 credit
Transportation technology is a one-semester course that deals with moving people and products from one place to another. Students study three technology systems: transportation, energy, and power technology. Topics of study may include generation of power, external and internal combustion engines, history of transportation, and land, water, and air transportation. This course emphasizes hands-on activities that develop problem solving skills and incorporate mathematics and science concepts used in transportation.

DRAFTING I

5041 Grades 11-12 5 pds/week/all year 1 credit
This course emphasizes design, freehand sketching, and the use and care of drafting equipment. Content of this course includes lettering, orthographic projection, pictorials, sectional revolutions, threads and fasteners, and working drawings.

DRAFTING II

5042 Grade 12 5 pds/week/all year 1 credit
This course is a continuation of Drafting I with major experiences in architectural drafting and civil engineering.

Prerequisite: C or better in Drafting I

*Students completing Drafting I and II may receive 2 credits in TEC 100 at Wor-Wic Community College.

**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>Electronics</u>
7015	Auto Technology I	7041	Electronics I
7016	Auto Technology II	7042	Electronics II
	<u>Carpentry</u>		<u>Fire Fighter/Emergency Medical Technician</u>
7021	Carpentry I	7090	Fire Fighter/Emergency Medical Technician
7022	Carpentry II		
	<u>Collision Repair</u>		<u>Health Occupations</u>
7011	Collision Repair I	7058	Introduction to Health Occupations
7012	Collision Repair II	2546	Honors Psychology
	<u>Computer Assisted Drafting</u>	7056	Clinical Affiliation I
7018	CAD Drafting I	7059	Honors Health Occupations II
7019	CAD Drafting II	3554	Honors Anatomy and Physiology
	<u>Computer Repair and Networking</u>	7057	Honors Clinical Affiliation II
7033	Computer Repair and Networking I		<u>HVAC (Heating, Ventilation, and Air Conditioning)</u>
7034	Computer Repair and Networking II	7023	HVAC I
	<u>Cosmetology</u>	7024	HVAC II
7025	Principals and Practices of Cosmetology		<u>High Performance Manufacturing</u>
7026	Advanced Cosmetology: Theory and Application	7067	High Performance Manufacturing I
7027	Honors Mastery of Cosmetology	7068	High Performance Manufacturing II
	<u>Criminal Justice</u>		<u>Horticulture Production Management</u>
7085	Criminal Justice I	7013	Horticulture Production Management I
7087	Criminal Justice II	7014	Horticulture Production Management II
	<u>Culinary Arts</u>		<u>Masonry</u>
7045	Culinary Arts I	7051	Masonry I
7046	Culinary Arts II	7052	Masonry II
	<u>Career Research and Development</u> (Available at Evening H.S. only)		<u>Nursing Assistant</u>
7517	Career Research and Development	7060	Nursing Assistant
7518	Career Development, Preparation and Transition	6502	Information Systems
7528	Work-Based Learning Experience		<u>Plumbing</u>
	<u>Early Childhood Education</u>	7061	Plumbing I
7081	Early Childhood Education I	7062	Plumbing II
7083	Early Childhood Education II		<u>Welding</u>
	<u>Electricity</u>	7075	Welding I
7035	Electricity I	7076	Welding II
7036	Electricity II		

Career and Technology Education

AUTOMOTIVE TECHNOLOGY	CONSTRUCTION & HIGH TECHNOLOGY	HEALTH & HUMAN SERVICES TECHNOLOGY	BUSINESS EDUCATION TECHNOLOGY
Automotive Technology *2, *4 Collision Repair *4	Computer Assisted Drafting and Design *1 Carpentry *1 Electricity Electronics *1 High Performance Manufacturing *1 Horticulture-Landscaping Turf Management Masonry Plumbing Welding	Cosmetology Criminal Justice *1 Culinary Arts *1 Early Childhood Education *1 Fire Fighter/EMT *1 Health Occupations *1 Nursing Assistant	Computer Repair & Networking *1 <hr/> BUSINESS EDUCATION AT HOME SCHOOLS Accounting *1 Office Associate *1 Marketing *1

* Program of study is articulated with community college credit toward Associate Arts Degree:
 1 - Wor-Wic Community College
 2 - Community College of Baltimore County – Catonsville Campus
 4 – Pennsylvania 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 11 15 pds/week/all year 3 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.

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

10 pds/week/all year

2 credits

5 pds/week/all year

1 credit - applied mathematics

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

15 pds/week/all year

3 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.

CRIMINAL JUSTICE II

7087

10 pds/week/all year

2 credits

5 pds/week/all year

1 credit - applied mathematics

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. 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 at Wor-Wic Community College

CULINARY ARTS I

7045

15 pds/week/all year

3 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 Vocational Industrial Clubs of America (VICA) 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

10 pds/week/all year

2 credits

5 pds/week/all year

1 credit - applied mathematics

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 US VICA 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.

CAREER DEVELOPMENT, PREPARATION AND TRANSITION

7518

Evening H.S. Only

10 pds/week/semester

1 credit

Students in Course II will learn how to effectively plan for their future incorporating employment, education and training goals, building financial literacy skills, and integrating the Maryland's Skills for Success as they begin to manage their career and educational choices. The overall goals for this course include effective career and educational planning, career decision-making, goal setting, financial literacy, and transition planning.

Students will continue building and strengthening their career portfolio to demonstrate proficiencies in workplace readiness, personal financial management, personal growth and development, and employment experiences. Students will use the portfolio as part of the interviewing process. The portfolio will serve as part of the student's end-of-program assessment/culminating project. In addition to the portfolio, students may take a work-readiness exam that may be included as part of their portfolio. Students will benefit from joining one of the career technology student organizations (CTSOs) to assist in refining and developing their leadership and workplace readiness skills.

WORK-BASED LEARNING EXPERIENCE

7528

Evening H.S. Only

10 pds/week/semester

2 credits

The work-based learning experience takes place at the work-site, includes a minimum of 270 hours, and may be paid or unpaid. This experience is directed by the WBL agreement and plan developed by the student, WBL coordinator, and employer. The WBL plan identifies the appropriate competencies, duties, and tasks in academic, technical, and workplace readiness areas that apply directly to students' goals for a specific work-related placement.

Students participate in developing their WBL plan with assistance from a WBL teacher and workplace mentor. The WBL plan is focused on students' interests, documented through career interest inventories and also based on Maryland's career clusters/pathways and employer demand. Local school systems (LSS) will be responsible for documenting students' progress by providing a rubric for the WBL plan to measure academic, technical, and workplace readiness. The rubric will measure students' level of performance for each duty and task indicated. The work plan and rubric will be developed by using the *VTECS Connect* Database Software System or other comparable electronic WBL database management program. Continuous communication among the students, employers, and the WBL teachers will provide students with feedback and evaluation results from their WBL placements.

The students' final portfolio will document proficiency in academic, technical, and workplace readiness skills as indicated in the student WBL plan created by using *VTECS Connect* or other comparable WBL database management program. A copy of the employer(s) assessment as well as documentation from the WBL coordinator will be included.

EARLY CHILDHOOD EDUCATION I

7081

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.

EARLY CHILDHOOD EDUCATION II

7083

10 pds/week/all year

2 credits

5 pds/week/all year

1 credit - applied mathematics

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.

*Students completing this program may receive advanced standing and 3 credits in EDU 102 and 3 credits in EDU 103 at Wor-Wic Community College

ELECTRICITY I

7035 15 pds/week/all year 3 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 10 pds/week/all year 2 credits
5 pds/week/all year 1 credit - applied mathematics
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.

ELECTRONICS I

7041 10 pds/week/all year 3 credits
This program is designed to provide students with the basic skills and knowledge necessary to succeed in the field of electronics and/or prepare for college. Students learn using classroom theory, computer software simulation, and troubleshooting. Students learn the basics of soldering and schematic diagram reading. An emphasis is placed on engineering notation, algebra, trigonometry, general science, and physics as students analyze direct current, alternating current, semiconductor devices, and analog circuits. The proper use of tools and test equipment is stressed. Participation in Skills USA is encouraged.

HONORS ELECTRONICS II

7042 10 pds/week/all year 2 credits
5 pds/week/all year 1 credit – Honors applied mathematics
Students will learn electronic communication theory as they construct, align, and tune their own AM/FM radio kit. Digital electronics is covered in the second term. In the second semester, students work on and study microprocessors, fiber optics, microwave transmission, computer technology, programmable logic controllers (PLSs), and Radio frequency (RF) filters using spectrum and network analyzers. Participation in Skills USA is encouraged. Students will be required to complete the International Society of Electronics Technicians Exams.

Prerequisite: Successful completion of Electronics I

*Students completing this program may receive advanced standing and up to 4 credits in EET 100, 3 credits in EET 120, and 3 credits in EET 150 at Wor-Wic Community College.

HIGH PERFORMANCE MANUFACTURING II

7068 Grade 12 10 pds/week/all year 2 credits
5 pds/week/all year 1 credit-applied mathematics

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

*Students may receive 3 credits in MFG 180 at Wor-Wic Community College.

HORTICULTURE PRODUCTION MANAGEMENT I

7013 Grade 11 15 pds/week/all year 3 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 12 10 pds/week/all year 2 credits
5 pds/week/all year 1 credit - applied mathematics

Horticulture-Landscape-Agriculture 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-Landscape-Agriculture I

MASONRY I

7051 Grade 11 15 pds/week/all year 3 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 12 10 pds/week/all year 2 credits
5 pds/week/all year 1 credit - applied mathematics

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 11 or 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 course # 6502 Information Systems 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.

PLUMBING I

7061 Grade 11 15 pds/week/all year 3 credits

Students learn current techniques of residential and commercial construction as related to the plumbing field, including pipefitting and service to rigid and flexible plastic, galvanized, copper, and cast iron pipe. Design of supply and waste systems, repair to water pumps, and installation/repair of fixtures are also taught. Reading plumbing manuals and using mathematics for measurement are important aspects of the course. 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.

PLUMBING II

7062 Grade 12 10 pds/week/all year 2 credits
5 pds/week/all year 1 credit - applied mathematics

Plumbing II is a continuation of areas covered in Plumbing I in more depth, with emphasis on blueprint reading and the design and installation of residential and light commercial plumbing systems. Hands-on experience is gained through participation in the center’s house construction project. 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 activities 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 Plumbing I

Students completing this program may receive up to 800 hours toward the MD State Plumbing Examination.

PROJECT LEAD THE WAY (PTLW)

PRINCIPLES OF ENGINEERING (POE)

7100 Grade 9 15 pds/week/all year 1 credit

(May be used as a Technology Education course or as one of the courses in the CTE sequence – **it may not be used for both.**)

ONLY THIS PLTW course will be offered at Parkside High School in the school Year 2014-15.

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*).

INTRODUCTION TO ENGINEERING DESIGN (IED)

7101 Grade 10 15 pds/week/all year 1 credit
(May be used as a Technology Education course or as one of the courses in the CTE sequence – it may not be used for both.)

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*).

Transcripted college credit available to students who receive a grade of 85% in the course and pass an assessment administered by the national affiliate for PLTW, Rochester Institute of Technology (RIT).

DIGITAL ELECTRONICS (DE)

7102 Grade 10-11 15 pds/week/all year 1 credit

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)

COMPUTER INTEGRATED MANUFACTURING (CIM)

7103 Grade 11-12 15 pds/week/all year 1 credit

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).

Transcripted college credit is available to students who receive a grade of 85% in the course and pass an assessment administered by RIT.

AEROSPACE ENGINEERING (AE)

7104 Grade 11-12 15 pds/week/all year 1 credit

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 15 pds/week/all year 1 credit
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 12 15 pds/week/all year 1 credit
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.

WELDING I

7075 Grade 11 15 pds/week/all year 3 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 12 10 pds/week/all year 2 credits
5 pds/week/all year 1 credit - applied mathematics
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 an 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 11 5 pds/week/all 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 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 11 5 pds/week/all 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. 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 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 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 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. 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

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.
Prerequisite: C or better in French I

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.
Prerequisite: C or better in French II

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.
Prerequisite: C or better in French III

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.
Prerequisite: C or better in French IV

LATIN I

4011 Grades 9-12 5 pds/week/all year 1 credit
Latin I emphasizes reading skills. The reading passages focus upon the Cornelius family as they make plans and travel to Rome. This course includes a study of everyday life—family, dress, travel, hospitality—with reference to modern culture. There are discussions on the topography of Rome and the Roman Forum. This beginning course includes the regular formations of nouns, adjectives, and verbs and their functions in simple Latin sentences. Students will study basic Latin vocabulary with special emphasis on derivatives of these in the English language. Students must complete daily homework assignments.

LATIN II

4012 Grades 10-12 5 pds/week/all year 1 credit
Latin II continues the story of the Cornelius family in Rome and focuses on foods, dining, education, and the Roman baths. The course continues to develop the basic skills begun in Latin I, emphasizing reading skills. Students continue to develop vocabulary with emphasis on derivatives in the English language. Students also continue the functions of verb and noun forms and begin the study of various subordinate clauses. Students must complete daily homework assignments.
Prerequisite: C or better in Latin I

HONORS LATIN III

4013 Grades 11-12 5 pds/week/all year 1 credit
Latin III ends the story of the Cornelius family in Rome and focuses on pastimes and ceremonies. Latin III begins the reading of authentic prose Latin passages written by authors such as Eutropius, Cicero, Pliny, and Caesar, emphasizing the end of the Republican government and the beginning of the Empire. This course continues the development of reading skills, using more complex subordinate clauses and vocabulary development. Discussions center on Roman political life, government, and public institutions. Students must complete daily homework assignments.

Prerequisite: C or better in Latin II

ADVANCED PLACEMENT LATIN

4014 Grades 11-12 5 pds/week/all year 1 credit
Students read selections from Vergil's *Aeneid* and Caesar's *Gallic War*. Students read both poetry and prose and become familiar with the stylistic devices and grammatical constructions of each, paying attention to linguistic detail, critical interpretation, and analysis. Students relate Latin texts to Roman historical, cultural, and literary contexts. Students must complete daily homework assignments. It is recommended that students in this course take the AP Exam when it is offered in May. This course is offered alternating years. Any student who has satisfactorily completed Latin III or Honors Survey of Latin Literature may take this course.

Prerequisite: C or better in Latin III

HONORS SURVEY OF LATIN LITERATURE

4016 Grades 11-12 5 pds/week/all year 1 credit
Students read authentic Latin selections from a variety of authors including Asconius, Cicero, Caesar, Pliny, and the poets, Catullus and Ovid. Students read both poetry and prose and become familiar with the stylistic devices and grammatical constructions of each. Students relate Latin texts to Roman historical, cultural, and literary contexts. Students must complete daily homework assignments. This course is offered alternating years. Any student who has satisfactorily completed Latin III or Advanced Placement Latin Literature with recommendation may take this course.

Prerequisite: C or better in Latin III

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.

Prerequisite: C or better in Spanish I

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.

Prerequisite: C or better in Spanish II

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.

Prerequisite: C or better in Spanish III

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.

Prerequisite: C or better in Honors Spanish IV

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 minimally in the community and to understand basic cultural differences. 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 polish 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.

Career Clusters Planning Guide

Career Clusters/Pathways are a way to organize school-based learning and work-based learning into a coherent program of study that, upon graduation from high school, leads to further education and training at a postsecondary institution and/or employment.

A **Career Cluster** is a pathway or program of study that:

- provides an integrated sequence of course work and work-based or community-based learning experiences;
- are unified by a career theme or a major;
- culminate in structured access to postsecondary and career options upon graduation from high school.

Choosing a Career Cluster does not lock a student into a career pathway, but serves as a **guide** to **organize, focus, and direct** students and parents as they develop a four year plan for the student and choose courses that will prepare students for their career objective.

The **Career Clusters** that students may pursue are:

- Arts, Media, and Communications
- Biological, Environmental, and Natural Resources Technology
- Business Management, Finance, and Information Technology
- Engineering, Mechanical, and Construction Technology
- Health and Human Services

Arts, Media, and Communications

The Arts, Media, and Communications cluster prepares individuals for careers in creating, performing, and engaging in literary, artistic, and/or communicative endeavors. Students will develop perceptual awareness, historical and multi-cultural perspectives, and aesthetic sensitivity. Students will engage in the entire learning process, developing keener understanding and insights as to how knowledge, skills, attitudes, feelings, and the senses interrelate. World Language, general/vocal/instrumental music, visual arts, drama, musical theatre, journalism, broadcasting, and speech communication are included in this cluster. Completers of this cluster will apply historical and technical knowledge with appropriate skills to communicate self-expression, creativity, ideas, and information effectively. Preparation for further education and the world of work, leading toward the professions listed, is the purpose of this career cluster.

Sample Occupations Performing Arts Emphasis

SECONDARY LEVEL	ASSOCIATE/POST SECONDARY DIPLOMA	BACHELOR'S LEVEL AND BEYOND
Freelance Artist Radio or TV Production Assistant Musician Photography Assistant Sign Painter Singer Stagehand	Advertising and Sales Representative Administrative Assistant Commercial Artist Cruise Director Disc Jockey Fashion Merchandiser Floral Designer Layout Artist Model Museum Technician Musician Photographer Reporter Research Assistant Set Designer Sound or Lighting Technician Stage Manager Travel Agent	Advertising Designer Advertising Executive Art Director Art therapist Attorney Audio Visual Production Specialist Choreographer Conductor/Composer Copywriter Curator Editor Graphic Artist Illustrator Journalist Music/Choral/Instrumental Director Performing Artist Photo Journalist Public Relations Specialist Radio/TV/Film Producer Teacher

Performing Arts Emphasis Course Selections

Recommended Courses	Music Theory Symphonic Band Orchestra Concert Chorus
Suggested Electives	VPA - Music Intermediate Chorus Intermediate Band Music Theatre Jazz Band Band Front General Music Internship (related to area of emphasis)

Visual Arts Emphasis Course Selections

Recommended Courses	Art I Art II Art III Art IV
Suggested Electives	VPA - Art Photography Internship (related to area of emphasis)

Communications Emphasis Course Selections

Recommended Courses	Drama Speech Communication	
Suggested Electives	Creative Writing World Language I, II, III, IV, V Drama Journalism Speech Communication Introduction to Networking	Musical Theater Communications Technology Conflict Resolution/Peer Mediation Honors Psychology Yearbook Internship (related to area of emphasis)

World Language Emphasis Course Selections

Recommended Courses	World Language I, II, III, IV, V Honors Geography	
Suggested Electives	Creative Writing AP World Language	Second World Language I, II, III, IV Speech Communication Internship (related to area of emphasis)

Arts, Media, and Communications

	9TH GRADE	10TH GRADE	11 GRADE	12TH GRADE
English (4)	Students will take English each year. Students pursuing careers which require a 4 year college degree are encouraged to take Honors, Pre AP, and/or AP English to be admitted to the University of Maryland College System.			
Math (3)	Choose three consecutive courses in math dependent upon entry level. Students interested in pursuing careers which require a 4 year college degree must take as a minimum Algebra I, Algebra II, and Geometry and an additional advanced mathematics course to be admitted to the University of Maryland College System.			
Science (3)	Earth/Space Science or Honors Earth/Space Science Biology or Honors Biology	Biology or Honors Biology or Honors Chemistry	Physical Science or Honors Chemistry or Astronomy or Environ. Science or Honors Anatomy/Physiology Honors Physics	Adv. Astronomy or AP Biology or AP Chemistry or Honors Physics or Anatomy/Physiology or Astronomy
Social Studies (3)	Honors World History World History	AP Government & Politics or Honors Foundations of American Government or Foundations of American Government	AP American History or Honors Modern U.S. History or Modern U.S. History	AP World History or AP Psychology or Honors Psychology or Honors Principles of Economics or Honors Geography or Consumer Economics or You and the Law
Health (.5)		Health Education		
Physical Ed (1)	Fitness for Life	Fitness Through Team Sports		
Fine Arts (1)	Art 1 (1/2) or Music (1/2) or Intermediate Choir (1/2) or Honors Concert Choir or Intermediate Band or Honors Symphonic Band or Jazz Band (1/2) or Orchestra/String or	Art II Honors Concert Choir (1) Honors Symphonic Band (1) Jazz Band (1/2) Orchestra Band Front (1/2) Music Theatre	Art III Honors VPA Visual Art (3) Honors VPA Music (2) Honors Symphonic Band (1) Honors Concert Choir (1) Jazz Band (1/2) Orchestra (1)	Art IV Honors VPA Visual Art (3) Honors VPA Music (2) Honors Symphonic Band (1) Honors Concert Choir (1) Jazz Band (1/2) Orchestra (1) Music Theatre (1/2) Theater Arts (1/2)
Tech Ed (1)	Eng. & Mech. (1/2) and/or Health & Hum (1/2) and/or Business Tech (1/2)			
World Language	Students interested in pursuing careers that require a 4 year degree must take at least two years of the same World Language to be admitted to the University of Maryland College System.			

Refer to page one for specific graduation requirements.

Student Worksheet
Arts, Media, and Communications

	9TH GRADE	10TH GRADE	11 GRADE	12TH GRADE
English (4)				
Mathematics (3)				
Science (3)				
Social Studies (3)				
Health (.5)				
Physical Ed (1)				
Fine Arts (1)				
Tech Ed (1)				
For. Language (2)				

Cluster Worksheet

Cluster Requirements	
Area of Emphasis <i>(Insert recommended courses for area of emphasis)</i>	
Suggested Course Electives <i>Select sufficient number of courses to complete a 21 credit program of study.</i>	

POST HIGH SCHOOL GRADUATION PLANS

Biological, Environmental, and Natural Resources Technology

The Biological, Environmental, and Natural Resources Cluster will prepare students for careers that encompass the fields of agriscience, natural resources management, veterinary science, and biological/environmental research. The acquisition of communication skills, mathematical skills, and hands-on scientific investigation will be the focus of this cluster. It will prepare individuals to be aware of and develop leadership for environmental and natural resources technology. Aspects of this cluster will prepare students to apply scientific principles and mathematical knowledge to entry level employment or further education in the life sciences.

Sample Occupations

SECONDARY LEVEL	ASSOCIATE/POST SECONDARY DIPLOMA	BACHELOR'S LEVEL AND BEYOND
Animal Caretaker Farm Worker Forestry/Logging Worker Groundskeeper Laboratory Assistant National Park Maintenance Equipment Operator	Dental Technician Florist Forestry Technician Laboratory Tester Land/Farm Manager Land Surveyor Research Assistant Veterinary Assistant Fire Ranger	Agricultural Engineer Agronomist Forest Ranger Government Biologist Horticulturist Landscape Architect Marine Biologist Naval Architect Soil Conservationist Veterinarian

Agriscience - Horticulture, Landscaping, Turf Management Program Course Selections

Required Courses	(Introduction to Horticulture) Horticulture - Landscaping - Turf Management I Horticulture - Landscaping - Turf Management II
Suggested Electives	Environmental Science Computer Science Any Business Elective Honors Geography Drafting I Drafting II World Language I, II, III (bachelor level career) Career Internship (related to area of emphasis) Directed Work (related to area of emphasis)

Natural Resources Management Emphasis Course Selections

Recommended Courses	Environmental Science
Suggested Electives	Additional Mathematics Elective Statistics & Probability (bachelor level career) Career Internship (related to specific area of emphasis) AP Environmental Science AP Biology Any Business Elective World Language I, II, III

Research & Development Emphasis Course Selections

Recommended Courses	Honors Chemistry Honors Biology Environmental Science AP Environmental Science AP Biology Horticulture AP Chemistry Honors Physics
Suggested Electives	Statistics & Probability (<i>bachelor level career</i>) World Language I, II, III Computer Science I Honors Psychology Additional Science Elective Additional Mathematics Elective Career Internship (related to area of emphasis)

Veterinary Science Emphasis Course Selections

Recommended Courses	AP Biology AP Chemistry Honors Biology
Suggested Electives	Computer Science I Honors Psychology Additional Mathematics or Science Electives Career Internship (related to area of emphasis) World Language I, II, III

Biological, Environmental, and Natural Sciences

	9TH GRADE	10TH GRADE	11 GRADE	12TH GRADE
English (4)	Students will take English each year. Students pursuing careers which require a 4 year college degree are encouraged to take Honors, Pre AP, and/or AP English to be admitted to the University of Maryland College System.			
Mathematics (3)	Choose three consecutive courses in mathematics dependent upon entry level. Students interested in pursuing careers which require a 4 year college degree must take as a minimum Algebra I, Algebra II, and Geometry and an additional advanced mathematics course to be admitted to the University of Maryland College System.			
Science (3)	Earth/Space Science or Honors Earth/Space Science or Biology or Honors Biology	Biology or Honors Biology or Honors Chemistry	Physical Science or Honors Chemistry or Astronomy or Environ. Science or Honors Anatomy/Physiology or AP Physics	AP Environ. Science Adv. Astronomy or AP Biology or AP Chemistry or AP Physics or Honors Physics Anatomy/Physiology or Astronomy
Social Studies (3)	Honors World History or World History	AP Government & Politics or Foundations of Honors American Government or Foundations of American Government	AP American History or Honors Modern U.S. History or Modern U.S. History	AP World History or AP Psychology or Honors Psychology or Honors Principles of Economics or Honors Geography or Consumer Economics or You and the Law
Health (.5)		Health Education		
Physical Ed (1)	Fitness for Life	Fitness Through Team Sports		
Fine Arts (1)	Art I (1/2) or Music (1/2) or Intermediate Choir (1/2) or Honors Concert Choir or Intermediate Band or Honors Symphonic Band or Jazz Band (1/2) or Orchestra/String or Band Front (1/2)	—————→		
Tech Ed (1)	Eng. & Mech. (112) and/or Health & Hum (1/2) and/or Business Tech (1/2)	ATEX Students considering Horticulture- Landscape - Turf Management should enroll in ATEX in 10th grade.		
World Language	Students interested in pursuing careers which require a 4 year degree must take at least two years of the same World Language to be admitted to the University of Maryland College System.			

Refer to page one for specific graduation requirements.

**STUDENT WORKSHEET
BIOLOGICAL, ENVIRONMENTAL, AND NATURAL SCIENCES**

	9TH GRADE	10TH GRADE	11 GRADE	12TH GRADE
English (4)				
Mathematics (3)				
Science (3)				
Social Studies (3)				
Health (.5)				
Physical Ed (1)				
Fine Arts (1)				
Tech Ed (1)				
For. Language (2)				

CLUSTER WORKSHEET

Cluster Requirements	
Area of Emphasis <i>(Insert recommended courses for area of emphasis)</i>	
Suggested Course Electives <i>Select sufficient number of courses to complete a 21 credit program of study.</i>	

POST HIGH SCHOOL GRADUATION PLANS

Business Management, Finance, and Information Technology

The Business Management and Finance Cluster will prepare students who plan to enter the business world in accounting, computer information systems, office management, marketing, or business management. Using the latest hardware and software, students will become involved in presentations, surveys, market analysis, business simulations, desktop publishing, and career internships.

Sample Occupations

SECONDARY LEVEL	ASSOCIATE/POST SECONDARY DIPLOMA	BACHELOR'S LEVEL AND BEYOND
Accounts Payable Clerk Accounts Receivable Clerk Bank Clerk Bookkeeper/Accounting Clerk Data Entry Operator Inventory Clerk Medical Clerk Office Clerk Receptionist Sales Clerk	Accounting Technician Administrative Assistant Inventory Controller Loan Officer Manager Trainee (Fashion/Retail/Food Service) Medical Secretary Paralegal Payroll Clerk Real Estate Agent Network Technician Network Administrator Web Page Designer Computer Repair Technician Help Desk Specialist	Account Executive Accountant (CPA) Auditor Business Manager Comptroller Computer Programmer Financial Specialist Marketing Agent Office Manager Personnel Director Stock Broker Systems Analyst Information Technology Director

Business Management and Finance Programs

ACCOUNTING PROGRAM 4 credits required	
Required Courses	Accounting I Accounting II Foundations of Business Finance Information Systems
Recommended Electives	Speech Communications Honors Principles of Economics You and the Law Additional Mathematics Introduction to Business/Management and Technology

INFORMATION MANAGEMENT SYSTEMS PROGRAM 6 credits required	
Required Courses	Computer Repair and Networking I Computer Repair and Networking II
Recommended Electives	Information Systems Additional Mathematics Course Communications Technology Speech Communication

MARKETING PROGRAM 5 credits required	
Required Courses	Marketing I Marketing II Foundations of Business Finance Information Systems And Cooperative Work Study I, II, or III
Recommended Electives	Speech Communications Intro to Business/Management Technology Honors Principles of Economics You and the Law Additional Mathematics Course

OFFICE ASSOCIATE PROGRAM 4 credits required	
Required Courses	Foundations of Business Finance Information Systems Advanced Computer Applications I Advanced Computer Applications II
Recommended Electives	Speech Communications Intro to Business/Management Technology Honors Principles of Economics You and the Law Additional Mathematics Course

Business Management, Finance, and Information Technology

	9TH GRADE	10TH GRADE	11 GRADE	12TH GRADE
English (4)	Students will take English each year. Students pursuing careers which require a 4 year college degree are encouraged to take Honors, Pre AP, and/or AP English to be admitted to the University of Maryland College System.			
Mathematics (3)	Choose three consecutive courses in mathematics dependent upon entry level. Students interested in pursuing careers which require a 4 year college degree must take as a minimum Algebra I, Algebra II, and Geometry and an additional advanced mathematics course to be admitted to the University of Maryland College System.			
Science (3)	Earth/Space Science or Honors Earth/Space Science or Biology or Honors Biology	Biology or Honors Biology or Honors Chemistry	Physical Science or Honors Chemistry or Astronomy or Environ. Science or Honors Anatomy/Physiology or Honors Physics	AP Environ. Science Adv. Astronomy or AP Biology or AP Chemistry or Honors Physics or Anatomy/Physiology or Astronomy
Social Studies (3)	Honors World History World History	AP Government & Politics or Honors Foundations of American Government or Foundations of American Government	AP American History or Honors Modern U.S. History or U.S. History	AP World History or AP Psychology or Honors Psychology or Honors Principles of Economics or Honors Geography or Consumer Economics or You and the Law
Health (.5)		Health Education		
Physical Ed (1)	Fitness for Life	Fitness Through Team Sports		
Fine Arts (1)	Art I (1/2) or Music (1/2) or Interm. Choir (1/2) or Honors Concert Choir or Intermediate Band or Honors Symphonic Band or Jazz Band (1/2) or Orchestra/String or Band Front (1/2)	—————→		
Tech Ed (1)	Eng. & Mech. (1/2) and/or Health & Hum (1/2) and/or Business Tech (1/2)			
World Language	Students interested in pursuing careers which require a 4 year degree must take at least two years of the same World Language to be admitted to the University of Maryland College System.			

Refer to page one for specific graduation requirements.

**STUDENT WORKSHEET
BUSINESS MANAGEMENT, FINANCE, AND INFORMATION TECHNOLOGY**


	9TH GRADE	10TH GRADE	11 GRADE	12TH GRADE
English (4)				
Mathematics (3)				
Science (3)				
Social Studies (3)				
Health (.5)				
Physical Ed (1)				
Fine Arts (1)				
Tech Ed (1)				
For. Language (2)				

CLUSTER WORKSHEET

Cluster Requirements	
Area of Emphasis <i>(Insert recommended courses for area of emphasis)</i>	
Suggested Course Electives <i>Select sufficient number of courses to complete a 21 credit program of study.</i>	

POST HIGH SCHOOL GRADUATION PLANS

Engineering, Mechanical, and Construction Technology

	9TH GRADE	10TH GRADE	11 GRADE	12TH GRADE
English (4)	Students will take English each year. Students pursuing careers which require a 4 year college degree are encouraged to take Honors, Pre AP, and/or AP English to be admitted to the University of Maryland College System.			
Mathematics (3)	Choose three consecutive courses in mathematics dependent upon entry level. Students interested in pursuing careers which require a 4 year college degree must take as a minimum Algebra I, Algebra II, and Geometry and an additional advanced mathematics course to be admitted to the University of Maryland College System.			
Science (3)	Earth/Space Science or Honors Earth/Space Science or Biology or Honors Biology	Biology or Honors Biology or Honors Chemistry	Physical Science or Honors Chemistry or Astronomy or Environ. Science or Honors Anatomy Physiology	Adv. Astronomy or AP Biology or AP Chemistry or Honors Physics or Anatomy Physiology or Astronomy
Social Studies (3)	Honors World History or World History	AP Government & Politics or Honors Foundations of American Government or Foundations of American Government	AP American History or Honors Modern United States History or Modern United States History	AP World History or AP Psychology or Honors Principles of Economics or Honors Psychology or Honors Geography or Consumer Economics or You and the Law
Health (.5)		Health Education		
Physical Ed. (1)	Fitness for Life	Fitness Through Team Sports		
Fine Arts (1)	Art 1 (1/2) or Music (1/2) or Intermediate Choir (1/2) or Concert Choir or Intermediate Band or Symphonic Band or Jazz Band (1/2) or Orchestra/String or Band Front (1/2)			
Tech Ed (1)	Eng. & Mech. (1/2) and/or Health & Hum (1/2) and/or Business Tech (1/2)	ATEX Students considering CTE programs should enroll in ATEX in 10th grade.		
World Language	Students interested in pursuing careers which require a 4 year degree must take at least two years of the same World Language to be admitted to the University of Maryland College System.			

Refer to page one for specific graduation requirements.

Engineering, Mechanical, and Construction Technology

The Engineering, Mechanical, and Construction Technology Cluster will prepare students who are interested in engineering, computer assisted drafting (architectural/mechanical), computer assisted manufacturing, automotive related careers, and careers in residential or commercial construction. In this cluster students will apply technical knowledge and skills to whichever discipline they select. Students will develop an understanding of the application of scientific principles, mathematical knowledge, and communication skills to research and development. Students completing this cluster will be prepared for their choice of immediate entry into the world or work or continued education at the technical school, community college, or university level.

Sample Occupations

SECONDARY LEVEL	ASSOCIATE/POST SECONDARY DIPLOMA	BACHELOR'S LEVEL AND BEYOND
Auto Parts Specialist Auto Technician Appliance Technician Drafter Carpenter CNC Machine Operator Construction Worker Construction Sales Mason - Brick, Block, & Tile Plumber Quality Control Technician Refrigeration, Heating and Air Conditioning Mechanic Truck Driver Welder	Aircraft Mechanic Automotive Drive Train Specialist Automotive Electronics Specialist CNC Programmer CAD/CAM Operator Computer Repair Technician Electrical Drafter Electronics Technician Estimator Journeyman Plumber/Pipe Fitter Mechanical Drafter Manufacturing Sales Representative Machine Tool Set Up Technician Welding Technician	Aeronautics Engineer Air Traffic Controller Architect Construction Business Owner Construction Project Manager Career and Technology Teacher Chemical Engineer Civil Engineer Manufacturing engineer Mechanical engineer Metallurgy Engineer Navigator Network Administrator Network Engineer Systems Engineer


Engineering, Mechanical, and Construction Technology

ENGINEERING TECHNOLOGY PROGRAM 6 credits required	
Required Courses	High Performance Manufacturing I and II or Electronics I and II or Computer Repair and Networking I and II or CADD I and II
Recommended Electives	ATEX Drafting I Drafting II Manufacturing Technology (Tech Ed.) Speech Communication Honors Physics Additional Mathematics Course Career Internship in a related area

CONSTRUCTION TECHNOLOGY PROGRAM 6 credits required	
Required Courses	Carpentry I and II or Electricity I and II or HVAC I and II or Masonry I and II or Plumbing I and II or Welding I and II
Recommended Electives	ATEXD Drafting I Drafting II Construction Technology (Tech Ed.) Speech Communication Additional Mathematics Course

AUTOMOTIVE TECHNOLOGY PROGRAM 6 credits required	
Required Courses	Auto Technology I and II or Collision Repair I and II
Recommended Electives	ATEX Transportation Technology (Tech Ed) Speech Communication Additional Mathematics Course

Engineering, Mechanical, and Construction Technology

	9TH GRADE	10TH GRADE	11 GRADE	12TH GRADE
English (4)	Students will take English each year. Students pursuing careers which require a 4 year college degree are encouraged to take Honors, Pre AP, and/or AP English to be admitted to the University of Maryland College System.			
Mathematics (3)	Choose three consecutive courses in mathematics dependent upon entry level. Students interested in pursuing careers which require a 4 year college degree must take as a minimum Algebra I, Algebra II, and Geometry and an additional advanced mathematics course to be admitted to the University of Maryland College System.			
Science (3)	Earth/Space Science or Honors Earth/Space Science Biology or Honors Biology	Biology or Honors Biology or Honors Chemistry	Physical Science or Honors Chemistry or Astronomy or Environ. Science or Honors Anatomy Physiology	Adv. Astronomy or AP Biology or AP Chemistry or Honors Physics or Anatomy Physiology or Astronomy or
Social Studies (3)	Honors World History World History	AP Government & Politics or Honors Foundations of American Government or Foundations of American Government	AP American History or Honors Modern United States History or Modern United States History	AP World History or AP Psychology or Honors Principles of Economics or Honors Psychology or Honors Geography or Consumer Economics or You and the Law
Health (.5)		Health Education		
Physical Ed. (1)	Fitness for Life	Fitness Through Team Sports		
Fine Arts (1)	Art 1 (1/2) or Music (1/2) or Intermediate Choir (1/2) or Concert Choir or Intermediate Band or Symphonic Band or Jazz Band (1/2) or Orchestra/String or Band Front (1/2)			
Tech Ed (1)	Eng. & Mech. (1/2) and/or Health & Hum (1/2) and/or Business Tech (1/2)	ATEX Students considering CTE programs should enroll in ATEX in 10th grade.		
World Language	Students interested in pursuing careers which require a 4 year degree must take at least two years of the same World Language to be admitted to the University of Maryland College System.			

Refer to page one for specific graduation requirements.

Student Worksheet
Engineering, Mechanical, and Construction Technology

	9TH GRADE	10TH GRADE	11 GRADE	12TH GRADE
English (4)				
Mathematics (3)				
Science (3)				
Social Studies (3)				
Health (.5)				
Physical Ed (1)				
Fine Arts (1)				
Tech Ed (1)				
For. Language (2)				

Cluster Worksheet

Cluster Requirements	
Area of Emphasis <i>(Insert recommended courses for area of emphasis)</i>	
Suggested Course Electives <i>Select sufficient number of courses to complete a 21 credit program of study.</i>	

POST HIGH SCHOOL GRADUATION PLANS

Health and Human Services

The Health and Human Services Cluster will prepare students for careers which meet the needs of people in the areas of health care, recreation, cosmetology, criminal justice, early childhood education, culinary, and travel and tourism. In this cluster students will apply technical knowledge and skills to whichever discipline they select. Students will develop an understanding of the application of scientific principles, mathematical knowledge, and communication skills to research and development. Special emphasis will be placed on developing and enhancing students' interpersonal skills. Students completing this cluster will be prepared for their choice of immediate entry in the world of work or continued education at the community college or university level.

Sample Occupations

SECONDARY LEVEL	ASSOCIATE/POST SECONDARY DIPLOMA	BACHELOR'S LEVEL AND BEYOND
Cosmetologist Custodian Domestic Worker Fire Fighter/EMT Geriatric Nursing (Certificate) Home Health Aide Hospice Worker Hospital Worker Make-up Artist Nail Technician Veterinary Assistant Rehabilitation Aide Sanitary Worker	Addictions Counselor Athletic Trainer Aide Beauty Salon Owner Cardiac Rescue Technician Dental Assistant Dental Lab Technician Emergency Medical Technician Fire Science Technician Hair Colorist Hair Permanent Specialist Licensed Practical Nurse Medical Lab Assistant Medical Records Technician Medical Transcriptionist Nuclear Medical Technician Occupational Therapy Aide Operating Room Technician Paramedic Pharmacy Technician Phlebotomist Psychiatric/Mental Health Technician Radiology Technologist Registered Nurse (2 yr)	Athletic Trainer Audiologist Biotechnician Cytotechnologist Dentist Dietician Doctor Hospital Administrator Medical Technologist Nurse Anesthetist Nurse-Midwife Nurse Practitioner Occupational Therapist Physical Therapist Physician's Assistant Public Health Educator Psychologist Recreation Therapist Registered Nurse Social Worker

NURSING ASSISTANT PROGRAM 4 credits required							
Required Courses	Nursing Assistant Information Systems						
Recommended Electives	<table style="width: 100%; border: none;"> <tr> <td style="width: 50%;">Human Physiology Services</td> <td style="width: 50%;">Intro to Health and Human Technology</td> </tr> <tr> <td>Honors Psychology Speech Communication Additional Science</td> <td>Intro to Business/Management Technology</td> </tr> <tr> <td colspan="2">Intro to Health and Human Services Technology Intro to Business/Management Technology</td> </tr> </table>	Human Physiology Services	Intro to Health and Human Technology	Honors Psychology Speech Communication Additional Science	Intro to Business/Management Technology	Intro to Health and Human Services Technology Intro to Business/Management Technology	
Human Physiology Services	Intro to Health and Human Technology						
Honors Psychology Speech Communication Additional Science	Intro to Business/Management Technology						
Intro to Health and Human Services Technology Intro to Business/Management Technology							

HEALTH OCCUPATIONS PROGRAM CAREERS REQUIRING ADVANCED PROFESSIONAL DEGREES* 6 credits required	
Required Courses	Health Occupations I Health Occupations II Clinical Experience I Clinical Experience II Honors Psychology Anatomy & Physiology
Recommended Electives	Speech Communication Intro to Health and Human Services Technology Statistics and Probability Intro to Business/Management Technology Additional Science Additional Mathematics

*State or national testing and certification required to practice occupation.

CRIMINAL JUSTICE PROGRAM 6 credits required	
Required Courses	Criminal Justice I Criminal Justice II
Recommended Electives	Information Systems Speech Communication Conflict Resolution You and the Law ATEX Intro to Business/Management Technology

EARLY CHILDHOOD EDUCATION PROGRAM 6 credits required	
Required Courses	Early Childhood Education I Early Childhood Education II
Recommended Electives	Speech Communication Information Systems Conflict Resolution Child Development I & II The Parenting Decision Honors Psychology ATEX Intro to Business/Management Technology Intro to Health and Human Services Technology

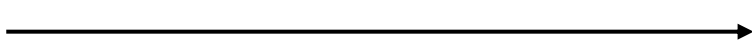
COSMETOLOGY PROGRAM* 9 credits required.	
Required Courses	Principles and Practice of Cosmetology Cosmetology Theory and Application Mastery of Cosmetology
Recommended Electives	Accounting I Human Physiology Honors Psychology Speech Communication Intro to Health and Human Services Technology Intro to Business/Management Technology

CULINARY PROGRAM 6 credits required	
Required Courses	Culinary Arts I Culinary Arts II
Recommended Electives	The World of Food Food and Good Health Consumer Economics Honors Principles of Economics Intro to Health and Human Services Technology Intro to Business/Management Technology

FIRE FIGHTER/EMT PROGRAM* 3 credits required	
Required Courses	Fire Fighter/EMT
Recommended Electives	Information Systems Honors Psychology Anatomy and Physiology (1/2 credit)

* State or national testing and certification required to practice occupation

Health and Human Services

	9TH GRADE	10TH GRADE	11 GRADE	12TH GRADE
English (4)	Students will take English each year. Students pursuing careers which require a 4 year college degree are encouraged to take Honors, Pre AP, and/or AP English to be admitted to the University of Maryland College System.			
Mathematics (3)	Choose three consecutive courses in mathematics dependent upon entry level. Students interested in pursuing careers which require a 4 year college degree must take as a minimum Algebra I, Algebra II, and Geometry and an additional advanced mathematics course to be admitted to the University of Maryland College System.			
Science (3)	Earth Science or Honors Earth Science or Biology or Honors Biology	Biology or Honors Biology or Honors Chemistry	Physical Science or Honors Chemistry or Astronomy or Environ. Science or Honors Anatomy Physiology or Honors Physics	AP Environmental or AP Biology or AP Chemistry or Honors Physics or Anatomy Physiology or Astronomy
Social Studies (3)	Honors World History or World History	AP Government & Politics or Honors Foundations of American Government or Foundations of American Government	AP American History or Honors Modern United States History or Modern United States History	AP World History or AP Psychology or Honors Principles of Economics or Honors Psychology or Honors Geography or Consumer Economics or You and the Law
Health (.5)		Health Education		
Physical Ed (1)	Fitness for Life	Fitness Through Team Sports		
Fine Arts (1)	Art 1(1/2) or Music (1/2) or Intermediate Choir (1/2) or Concert Choir or Intermediate Band or Symphonic Band or Jazz Band (1/2) or Orchestra/String or Band Front (1/2)			
Tech Ed (1)	Eng. & Mech. (1/2) and/or Health & Hum (1/2) and/or Business Tech (1/2)	ATEX Students considering CTE programs should enroll in ATEX in 10th grade.		
World Language	Students interested in pursuing careers which require a 4 year degree must take at least two years of the same World Language to be admitted to the University of Maryland College System.			

Refer to page one for specific graduation requirements.

**Student Worksheet
Health and Human Services**

	9TH GRADE	10TH GRADE	11 GRADE	12TH GRADE
English (4)				
Mathematics (3)				
Science (3)				
Social Studies (3)				
Health (.5)				
Physical Ed (1)				
Fine Arts (1)				
Tech Ed (1)				
For. Language (2)				

Cluster Worksheet

Cluster Requirements	
Area of Emphasis <i>(Insert recommended courses for area of emphasis)</i>	
Suggested Course Electives <i>Select sufficient number of courses to complete a 21 credit program of study.</i>	

POST HIGH SCHOOL GRADUATION PLANS

BOARD OF EDUCATION OF WICOMICO COUNTY

FOUR YEAR SUBJECT SELECTION PLAN

SELECT ONE:

_____ ADVANCED COLLEGE PREP
_____ COLLEGE/TECH PREP (4 + 4)

_____ ADVANCED TECH PREP (4 + 2)
_____ OCCUPATIONAL PREP

GRADE 9	20__ - 20__

Total Credits = _____	

GRADE 10	20__ - 20__

Total Credits = _____	

GRADE 11	20__ - 20__

Total Credits = _____	

GRADE 12	20__ - 20__

Total Credits = _____	

POST HIGH SCHOOL GRADUATION PLANS
