WORCESTER

COUNTY PUBLIC SCHOOLS

COURSE CATALOG

WORCESTER COUNTY PUBLIC SCHOOLS HIGH SCHOOL COURSE CATALOG

2025-2026

WORCESTER COUNTY BOARD OF EDUCATION

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Worcester County Public Schools does not discriminate on the basis of race, color, national origin, sex, disability, or age in its programs and activities and provides equal access to the Boy Scouts and other designated youth groups. The following person has been designated to handle inquiries regarding the non- discrimination policies:

Supervisor of Human Resources

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WeXL

2025 – 2026

Table of Contents

INTRODUCTION

The purpose of the high school program in Worcester County is to help students gain the knowledge and skills needed to follow academic pursuits in post-secondary education, to prepare students for careers in the world of work, and to help develop those citizenship qualities needed to maintain and improve our democratic way of life.

If the schools are to achieve the purposes for which they function, an attempt must be made to provide a program of instruction that is meaningful and valuable to each individual eligible for a high school education. School counselors, teachers, and parents need to encourage all students to participate in the most rigorous program for which they may be capable.

The awarding of a high school diploma should indicate the student's successful completion of the minimum requirements set forth by the Maryland State Board of Education and the Worcester County Board of Education. The diploma shall be interpreted to mean that the student has complied with the academic, social, and attendance regulations of the school and has successfully completed courses that are commensurate with his/her ability.

Students graduating from Worcester County High School will be required to satisfy all the requirements of the State of Maryland plus those additional requirements of the Worcester County Board of Education.

Eligible graduates of Worcester County Public Schools may be awarded the Worcester County Certificate of Merit. These certificates provide graduates with documented evidence of the type of high school program completed.

A Maryland High School Certificate is available only for students with disabilities receiving special education services who are not able to meet the requirements described above.

GRADUATION REQUIREMENTS

WCPS Graduation Requirements Policy: II-B-03

GRADUATION REQUIREMENTS: *To be awarded a diploma, WCPS students must have earned a minimum of 23 credits that include the following required credits:*

Required Courses	Required Credits	Additional Requirements
English	4	English + State Assessment
Fine Arts	1	
Mathematics	4	1 course every year in HS including: - 1 credit in algebra/data analysis - 1 credit in geometry + 1 Math State Assessment
Health	1	Health I (.05) in grades 9 or 10 Health II (.05) in grades 10-12
Physical Education	1	
Social Studies	3	Must include: - 1 credit in Government + State Assessment - 1 credit in U.S. History - 1 credit in World History
Science	3	Must include: - 1 credit in Biology + State Assessment - 1 credit in an earth space/environmental science course - 1 credit in a physical science course
Technology Education or Computer Science	1	

WCPS students must take either of the pathways below to complete the credit requirements.

World Language Pathway			**and/or***	**Career Technology Education Program of Study Pathway**		
Req. Courses	*Req. Credits*	*Additional Req.*		*Req. Courses*	*Req. Credits*	*Additional Req.*
World Language or American Sign Language	2	Must be in the same language.		Completion of a CTE/JROTC program of study	3-10	3 minimum
Electives	3			Electives	1-3	To Total 23 Credits

TOTAL MINIMUM CREDITS TO GRADUATE: 23

***** Students planning to pursue a 4-year degree should note that most colleges and universities require world language credits for admission. These credits can be earned in addition to CTE pathway credits. Be sure to check with your chosen college for specific requirements.

Credit Requirements

CORE REQUIREMENTS			OTHER REQUIREMENTS	
Subject Area	***Current Specific Credit Requirements***	***State Required Assessed Course***	***Subject Area***	***Current Specific Credit Requirements***
English	4 credits, including: • English 9 (1st Eng Credit) • English 10 (2nd Eng Credit) • American Literature, AP Language, DE 101 (3rd Eng Credit) • British Literature, AP Language or AP Literature, Eng DE course (4th Eng Credit)	English 10	Fine & Performing Arts	1 credit See course list on page 7.
			Physical Education*	1 credit See course list on page 6.
Mathematics	**Students must enroll in a math course each year of high school.** 4 credits, including: • 1 credit in Algebra concepts • 1 credit in Geometry concepts • 2 other Math credits (not Math elective credits) *Note: USM (University System of Maryland) requires Algebra II and if Algebra II is taken before the fourth year of HS, then the students must take an approved 4th year course. (see page 40)*	Algebra I	Health Education	1 credit See course list on page 38
			Technology Education	1 credit See course list on page 8.
Social Studies	3 credits, including: • 1 credit in U.S. History • 1 credit in Local, State and National Government • 1 credit in World History	Government End of Course MCAP	Electives	1-3 credits to include courses beyond requirements.
Science	3 credits, including: • 1 credit in Biology, • 1 credit in a physical science course (physical science, chemistry, physics, etc.), • 1 credit in an earth space/ environmental science course (environmental earth, astronomy, marine science, etc.)	Life Science End of Course MCAP	Program Choice	2 credits in World Language (consecutive) OR 3 or more credits to complete a State-Approved Career & Technology Education Completer Program See page 72 OR 3 credits in a State-Approved JROTC Program

*Physical Education Credit Requirements

Maryland **does not** allow a local school system to waive a student's required participation in physical education. "ALL students" includes students with disabilities. Students with disabilities will receive adapted physical education instruction, if needed.

State regulations concerning the provision of a free appropriate public education and physical education in COMAR 13A.05.01 align with federal IDEA regulations in 34 C.F. R. §300.

Transition/Developmental Course Information

In Worcester County Public Schools, we are committed to ensuring students have opportunities to continue their education beyond high school. Local community colleges and universities require students to meet a set of assessment standards in English and mathematics (including MCAP, SAT, ACT, Accuplacer, etc.) and/or GPA requirements to be eligible for enrollment in credit-bearing courses. After graduation, students not meeting these standards are required to enroll in transition/developmental courses at colleges and universities before they can begin earning credits. Often, these courses are significant barriers to enrollment in college because (1) students may not use financial aid to cover the cost of completing these courses, and (2) these courses are non-credit bearing. In partnership with Wor-Wic Community College, Worcester County Public Schools offers these transition courses on each of our high school campuses, free of charge. Students not eligible to enroll in credit-bearing courses in English and mathematics will be enrolled in corresponding transition courses in their senior year.

College and Career Readiness Assessment Requirements

The Blueprint for Maryland's Future requires that each student's College and Career Readiness (CCR) be reported by the end of 10th grade.

MD Code, Education, §7-205.1 directs the State Board of Education to adopt a CCR Standard "that enables the student to be successful in entry-level credit-bearing courses or postsecondary education training at a Maryland community college." There are two options for meeting the CCR Standard.

CCR Standards
Option 1
Academic Success & Math Mastery ▪ Unweighted GPA of 3.00 or higher ***and*** ▪ Final Course Grade of A, B, or C in Algebra I **or** Proficient or above score on the Algebra I MCAP.
Option 2
Proficient or above (Score 3 or 4) on **BOTH**: ▪ English 10 MCAP assessment ▪ Algebra I MCAP assessment

Courses Meeting the Fine Arts Requirements

The following courses meet the graduation requirement for Fine Arts.

Music		Theatre Arts		Visual Arts	
121103	American Popular Music	220103	Introduction to Theatre	111103	Art I
120143	Band (Fall)	220113	Theatre Production**	112103	Art II ***
120153	Band (Spring)			113123	Design & Photography I
120103	Band (Year-Long)			112113	Utilitarian Art Forms
120132	Band Front/Majorette			115104	AP Art History
122113	Concert Choir				
122123	Chamber Choir*				
121163	Foundations of Music History				
124123	Jazz Ensemble				
121123	Orchestra				
120123	Show Choir				
* If participation in Chamber Choir as a result of 8th Grade participation in ESCDA All-Shore.		** PHS & SHHS only: May use this course for Fine Arts Graduation Requirement		*** Students may enroll directly into Art II, skipping Art I, if they are approved by the central office, requiring a completed portfolio review.	

Courses Meeting the Technology Education Requirements

The following courses meet the graduation requirement for Technology Education.

Technology Education	
161103	Foundations of Technology
436113	AP Computer Science Principles *(*Only if not taken as part of the PLTW Computer Science program of study)*
464104	AP Computer Science A *(*Only if not taken as part of the PLTW Computer Science program of study)*
814103	PLTW Introduction to Engineering Design
462113	Foundations of Computer Science
710005	CMP 134: Approaches to Problem Solving (WWCC Dual Enrollment)
700005	CMP 135: Introduction to Programming (WWCC Dual Enrollment)
861250	COSC 117: Programming Fundamentals (SU Dual Enrollment)

PROGRAM CHOICES

As indicated on Page 5, students can complete their graduation requirements through the following Program choices:

Option One: World Language	**Option Two: Career & Technology (CTE) Completer OR JROTC Completer**
2 Credits in a consecutive World Language ***and*** 3 Credits of Elective Coursework	3 or more Credits in a Career & Technology Education Program * ***and*** 1 Credit of Elective Coursework ***OR*** 3 Credits in a JROTC Program** ***and*** 1 Credit of Elective Coursework

*Some programs require more than 3 credits for completion. See CTE course descriptions.

**See JROTC course descriptions for the approved sequence of courses.

SERVICE LEARNING REQUIREMENTS

In accordance with the Maryland State Department of Education Approved Service Learning Implementation Plan, service learning is infused into the curriculum and provides multiple opportunities for student participation. Students in Worcester County Public Schools complete the 75 hours of service learning required for MSDE by completing 15-hour projects with their school team in 6th, 7th, and 8th grade (for a total of 45 hours) and complete 30 hours in high school Government class. In the required ninth grade Government social studies course, students must complete two structured projects of independent service learning activities (10 hours of direct service and 5 hours of reflection for each project) outside of school hours that include planning, action, and reflection. The service must be at a non-profit that is not politically or religiously affiliated as outlined by the Maryland State Department of Education.

The combination of the successful completion of both the middle school service learning program and the projects infused into the Government course meets the Maryland Service Learning Graduation Requirement. Students that did not attend 6th, 7th, or 8th grade in Worcester County or took Government outside of Worcester County should meet with their school counselor to ensure they meet the service-learning graduation requirement.

Transfer students must still complete the 75-hour graduation requirement per MSDE. Middle and high school transfer students must make up the hours that they missed prior to enrolling in WCPS for each grade level missed (ex. 6th grade- 15 hours) if they cannot show school district documentation of completed service. Students who enter WCPS between 6th and 12th grade must make up the service learning hours from the WCPS schedule; however, they cannot bank hours to eliminate participation in future classes that are tied to service learning. For example, if a student enters WCPS in 7th grade, they can show documentation or make up hours for the 15 hours of service learning required for 6th grade; however, they will still need to participate in 7th, 8th, and Government requirements per WCPS if they have higher documented service learning hours. This procedure is because service learning is infused in grades 6, 7, 8 and high school Government and cannot be separated from the course content.

The only change to the 75 hours of service learning required for graduation is if a student transfers from a non-Maryland public school in 11th or 12th grade. If a student transfers to WCPS from outside of the Maryland public school system in 11th grade, they will need to complete 50 hours of service. If the student transfers in 12th grade, they will need to document 25 hours of service.

Students that did not attend 6th, 7th, or 8th grade in Worcester County or took Government outside of Worcester County should meet with their school counselor to ensure they meet the service-learning graduation requirement.

MARYLAND STATE DIPLOMAS

Maryland State Diploma

The Maryland State diploma awarded to students upon graduation from a Maryland public high school shall be:

1. A State diploma; and
2. In recognition of the fulfillment of the minimum enrollment (four years beyond grade 8), competency prerequisite, credit, and student service requirements.

Diploma Endorsements: Certificate of Merit

Graduates may qualify for the Worcester County Certificate of Merit by passing any required State assessments in addition to the following coursework:

- English - 4 credits
- Social Studies - 4 credits
- Science - 4 credits (Completion of the Biomedical Science or Pre-Engineering Program will be considered as meeting one of the Science credits).
- Mathematics - 4 credits (Must include 1 credit in Algebra II)
- World Language - 3 credits (Must be earned in same language)
  OR 2 World Language credits and CTE or JROTC completer
  OR Completion of 1 CTE and 1 JROTC programs of study
- Electives - 5 credits
- Fine & Performing Arts - 1 credit
- Physical Education - 1 credit
- Health Education - 1 credit
- Courses meeting the Technology Education Requirement - 1 credit

Students receiving this certificate may have no final course grade of F. Students must also have a 3.0-weighted GPA. This is a 30-credit requirement.

Maryland High School Certificate

The Maryland High School Certificate is awarded only to students with disabilities who have an Individualized Education Program (IEP) and who do not meet the requirements for a diploma but who meet one of the following standards:

- The student is enrolled in an education program for at least four years beyond grade eight or its age equivalent and is determined by an Individualized Education Program (IEP) team to have developed appropriate skills for entering the world of work, acting responsibly as a citizen, and enjoying a fulfilling life. Career Preparation shall include (but not be limited to) gainful employment, work activity centers, sheltered workshops, and supported employment.

- The student has been enrolled in an education program for four years beyond grade eight or its age equivalent and has reached age 21.

GRADING STANDARDS & PROCEDURES

The school year is divided into four (4) marking terms. At the end of each nine-week term, students receive a report card for each subject. The report card provides an assessment of student performance for that term. Students earn number grades in the academic subjects based upon a percentage assessment. These number grades are assigned as follows:

90-100%	A	Superior achievement
80-89%	B	Good achievement
70-79%	C	Average achievement
60-69%	D	Poor achievement
59%-50%	F	Failing work

Students will also receive an assessment of how well they are working in accordance with their ability. Each report card contains an area on which the teacher and/or parent may write comments concerning the student's progress. This area may also be used to include a request for a conference.

Report cards are sent home each term and contain the records of attendance.
Note: Students enrolled in WWCC developmental or dual enrollment courses follow the grading policy of the institute of higher education.

Unit of Credit

Once the student successfully meets the expectations of a class, the student receives the appropriate unit of credit. It is the accumulation of these units of credit in the appropriate subjects/subject area, and in the required number, that will determine which high school diploma and/or certificate the student receives.

Grade Value

Letter grades are assigned on a percentage basis. Both the percentage and letter grades will appear on the student's report card each marking term. Each letter grade carries an additional numerical value. These values are:

Grade	Point Value
A	4
B	3
C	2
D	1
F	0

These grade values are used with the course level value to determine the student's academic achievement.

Course Levels

Each course in the curriculum of the Worcester County high schools has been assigned a course level value. This value is an indicator of the degree of difficulty the student may encounter. The student and his/her parents may wish to consult these values in their selection of courses. The levels are defined as:

Level	Descriptor	Defined
1	College & Career Prep	These courses provide students with the preparation necessary to be successful in college & career.
2	Advanced College Placement/Dual Enrollment	These courses represent opportunities for students to earn college credit via AP exams or dual enrollment agreements with local institutions of higher learning.

Academic Significance

All Level I courses have no added value and the academic significance is the numerical value of the grade. Level II courses have an added value of 1. The academic significance of a completed course of study may be determined by adding the added value to the numerical value of the grade. For example, a student receiving the letter grade of "A" (value 4) in a Level I course would earn an academic significance of 4. A student receiving the letter grade of "A" (value 4) in an advanced course (Level II) would earn the academic significant value of 5.

Worcester County high schools utilize academic significance in determining grade point average, scholastic standing, academic recognition, and admission to the various National Honor Societies.
Note: An "F" grade will receive no credit before or after grade weighting.

Final Exam Policy

Philosophy

The Worcester County Board of Education believes that the effectiveness of the instructional program is enhanced by well-defined learner outcomes, the use of a variety of effective teaching strategies, and various methods of assessment. The Board recognizes that a variety of assessments provides much of the information that make the cycle of instruction work. Measures of student achievement help educators ensure that the school system will meet its instructional goals.

The Board further believes that final examinations: help to bring focus to the essential outcomes specified in the course of study, help to bring closure to a course and promote curricular articulation among the high schools. Final examinations are an important measure of student achievement and mastery of course content. They provide principals, school improvement teams, and others with an additional means of evaluating the success of the school's instructional program. They provide a measure of quality control and are responsive to the increasing expectations of the public and the professional staff relative to accountability. Finally, experiences with locally developed final examinations can better prepare students for successful achievement in end-of-course State examinations required for graduation.

General Guidelines

1. Final examinations must be completed to qualify for the awarding of high school course credit. All students will take a comprehensive final examination in all grades 9 - 12 subject areas. However, the following exemptions will apply:
    a. Students enrolled in high school courses who take college/national examinations or MSDE approved CTE industry certification tests at the immediate end of the course are exempt from final examinations. Their final course grade will be the cumulative grade in the course. In some cases, AP courses may be offered in the fall of the year when no AP examinations can be administered. In these instances, students shall take a comprehensive final examination.
    b. Upon the recommendation of the teacher and approval of the principal, other individual exemptions may occur.
2. Final examination grades shall be averaged as part of the final course grade and shall count as 10% of the final course grade, with the exception of courses with state end of course assessments, which may be 20%.
3. Students who receive special education services are expected to successfully complete their Individualized Education Plan. Students who receive special education services in general education classes will take final examinations as required by the Individualized Education Plan.
4. Final examinations shall be based on the contents of the entire course and evolve directly from the approved curriculum.
5. An objective and/or essay test shall constitute a reasonable portion of the final examination grade in all courses. In addition, portfolios, and other performance assessments, etc. may be included in the final examination. The assessments of subject knowledge of the student will incorporate methods appropriate to the State high school assessment and will cause him/her to exhibit higher level thinking skills associated with MCAP and other current learning philosophies.
6. Time shall be allocated in each course for a review prior to the final examination.
7. 100% of the examination will be developed by supervisors/coordinators in sessions with content area

teachers from schools in the county.

8. As the State end-of-course assessments are implemented, other local end-of-course requirements may change. Currently, students who take MCAP or AP exams will be exempt from taking final exams.
9. Final examinations will be administered on a half-day basis for students scheduled at the end of the course and will not exceed two hours in length. For CTE programs of study, the end-of-course exam may be the assessment to earn an industry-recognized credential (IRC).
10. The annual County school calendar will indicate the half days for students designated as EXAM DAYS, considering the differing schedules among the high schools.

High School Review Credit

Students who wish to raise a D or F subject grade received in a high school course may attempt to do so by attending a school year or summer review credit program. The original grade remains on the transcript, and the review credit grade is noted as "Review Credit" (e.g., "English 9 Review Credit") on the transcript. Both grades are calculated into the student's GPA. The following standards apply to review credit enrollment:

- Students must **have at least 10 credits** to enroll in a review credit course.
- The student must have attended the class to be reviewed for the full course length even though he/she may have received a failing grade and must have completed a final exam.
- Students may earn a maximum of four (4) review credits.
- A student may earn review credit in an MCAP course (Algebra I, Algebra II, or English 10) only if they fail the course but successfully pass the MCAP in that course.
- Students may not complete review credits in Biology or Government courses as the end-of-course assessment is a state assessment.
- Subjects offered during the school year or summer will be limited to those in which there is sufficient student demand.
- Completion of the review credit curriculum will be accepted for one unit of credit in academic subjects. Health and physical education courses earn one half credit.
- Courses may be offered after school, during school, and during the summer.
- Students must take the final exam for the course. Final exam grades represent 10% of non-state assessed courses or 20% of state mandated end of course assessments of the final course grade.
- Students will be responsible for their transportation arrangements if transportation is not available.
- Students must have the approval of their school principal or designee to be enrolled in review credit courses.
- Grades earned in review credit courses will be entered on the student's permanent record. The original grade will remain on the student's transcript. Both grades are included in GPA and class rank.

EARNING HIGH SCHOOL CREDIT DURING MIDDLE SCHOOL

Students in middle school may earn high school credit upon successful completion of the high school course requirements; the grade in the high school course is included in the student's high school GPA.

Those middle school students who wish to receive high school credit for a World Language must successfully complete all course requirements, receive a passing grade, and participate in the final exam.

To meet the high school graduation requirement for Algebra I, the student must successfully complete the Algebra I course and take the MCAP Algebra I assessment. If a student passes the Algebra I course, but fails the Algebra I MCAP Assessment,-the student is awarded the Algebra I high school credit, but he/she is required to participate in remediation to prepare for retaking the MCAP Assessment. Since Algebra I is the foundation of high school mathematics, a student who does not meet the graduation requirement may be advised to retake the Algebra I course as a freshman. Students are required to take an assessment in Algebra in high school; taking the Algebra 1 MCAP in 8th grade does not meet this requirement, so students may meet this requirement through the Geometry MCAP, Algebra 2 MCAP or SAT.

Some colleges, universities, and the National Collegiate Athletic Association (NCAA) Clearinghouse may not accept high school graduation credit earned while in middle school. In those cases, students need to fulfill state graduation requirements by earning credits in subsequent high school courses for which the middle school courses were prerequisites. For example, students earning Algebra I and World Language credits in middle school may be required to take additional courses in those subjects in high school to meet Clearinghouse requirements.

EARNING COLLEGE CREDIT THROUGH HIGH SCHOOL COURSEWORK

Worcester County High Schools offer eligible students' opportunities to receive college credit/advanced placement/or both through the following courses and program options:

Advanced Placement Courses

Each high school and Worcester Technical High School offer advanced placement (AP) courses through the College Board. The College Board's AP Program enables students to complete college-level studies while they are still in high school and to obtain college placement or credit, or both, based on their performance on AP Examinations. There is no cost to students to take the AP examinations. All costs are paid by WCPS. Colleges and universities formulate an AP policy appropriate to their institution:

- Some award "credit" for qualifying AP Exam grades of 3 or better. This means students can receive college credit toward their college degrees.
- Others award "advanced placement." This means students can skip introductory courses, enter higher-level courses, and/or fulfill general education credits.

Students should contact any colleges or universities that they are considering attending to inquire about their specific policies and procedures regarding AP courses.

Dual Enrollment Courses

Worcester County Public Schools offers dual enrollment courses in partnership with Wor-Wic Community College (WWCC), University of Maryland Eastern Shore (UMES), and Salisbury University (SU). Most courses are offered on the college/university campus; however, certain courses may be taught on WCPS campuses by our faculty. Students must meet the eligibility requirements below to enroll in a dual enrolled course offered on or off a WCPS campus. Students may take up to four dual enrollment courses in the fall semester and four dual enrollment courses in the spring semester. Students may take a maximum of eight high school credits per school year, including high school courses and dual enrollment courses unless permission is granted by the Chief Academic Officer for Grades 9-12 for a 5th course in a semester.

Once a dual enrollment course has been successfully completed, the student will receive a letter grade from the WCPS teacher or college professor/instructor and one high school credit. This credit and letter grade will be reflected on the student's high school transcript. Additionally, the student will receive the appropriate number of credits from the college, which will appear on the student's college transcript.

Participating Colleges/Universities

Worcester County Public Schools currently has dual enrollment agreements with Wor-Wic Community College, Salisbury University, and University of Maryland Eastern Shore. Only courses listed in the agreement between the college/university and WCPS may be taken as dual enrolled courses.

Eligible Courses

A list of approved courses that are offered by WWCC, UMES and SU are in the Appendix of this catalog. These courses are available to take at the college or university campus. Please refer to the Wor-Wic Community College, University of Maryland Eastern Shore, and Salisbury University Course Catalogs for more information about courses. Please contact your school counselor for information.

Student Eligibility

Students must meet the following requirements:

- be a junior or senior who has earned at least 16 high school credits.**
- have demonstrated College & Career Readiness
- complete the required application packet, including all required signatures
- receive a recommendation from the high school principal verifying that all the eligibility requirements outlined above have been met.
- meet all full-time student enrollment criteria as outlined in the WCPS High School Course Catalog
- have completed service-learning requirements.
- abide by all WCPS school policies, Code of Student Conduct, and the college/university's Student Code of Conduct.
- any additional requirements of the college/university, such as a specific GPA. See the requirements of each institution below.

*** 10th grade students may be eligible if they have 8 high school credits, meet the other eligibility requirements above, and with special permission from their Principal and the CAO.*

SALISBURY UNIVERSITY	WOR-WIC COMMUNITY COLLEGE	UNIVERSITY OF MARYLAND EASTERN SHORE
☐ Meets CCR Standards ☐ Minimum **Weighted** GPA of 2.75 ☐ Complete WCPS DE Request Form ☐ Complete SU HS DE Application ☐ Complete SU Residency Form ☐ Copy of Student's ID ☐ Dual Enrollment Application Report from PowerSchool	☐ Meets CCR Standards ☐ Minimum **Unweighted** GPA of 2.75 ☐ Complete WCPS DE Request Form ☐ Complete WCPS DE Certification Form ☐ Complete Accommodations Agreement ☐ Dual Enrollment Application Report from PowerSchool	☐ Meets CCR Standards ☐ Minimum **Unweighted** GPA of 2.5 ☐ Complete WCPS DE Request Form ☐ Complete UMES HS DE Application ☐ Dual Enrollment Application Report from PowerSchool

Application Process

Prior to seeking approval for dual enrollment, students must meet with a school counselor in their school to review all the requisite conditions and to develop a plan of action to meet these conditions. Seniors and juniors who have earned at least 16 high school credits may take college credit (not remedial level) coursework at the Institutions of Higher Education listed below to further their education. *Students designated as high achievers or gifted and talented by WCPS standards may begin taking dual enrollment classes in their sophomore year after completing 8 high school graduation credits and meet the criteria with the exception of 16 high school graduation credits.* Students planning to attend must present evidence they have met ALL WCPS eligibility requirements before being released from high school during the school day. Students must take four courses of high school/dual enrollment coursework and may be awarded no more than the maximum number of credits (8) permitted by the high school schedule for the year. Courses taken at colleges/universities, etc. must be courses that are not offered at the student's high school or do not fit into the student's schedule, unless granted an exception by the Chief Academic Officer for Grades 9-12.

Students who enroll in dual enrollment courses will have the courses listed on their high school transcript. All dual enrollment course grades will be included in calculating GPA for academic recognition.

Upon approval from the school principal, the completed application packet with all required documents is sent to the Chief Academic Officer for final approval. Documents must be submitted to the Chief Academic Officer following the timeline in the paragraph below. After review, a letter will be sent by the Chief Academic Officer to the student with approval status and copies of your DE Application Packet will be forwarded to the school counselor, principal and relevant college/university staff. *Please contact your school counselor for more information.*

Deadlines

Students interested in enrolling in dual enrollment courses can access the application at www.worcesterk12.org/page/dual-enrollment or ask their school counselor. Applications will be accepted ***starting March 15th*** *during high school scheduling for the following year. Students should submit the application as soon as possible to ensure they will be able to register for the courses they wish to take. There are* ***strict application deadlines*** *that students must follow to be considered for the program. Students planning to enroll in dual enrollment courses must submit all required documents by* ***June 15th*** *ahead of the school year they wish to take dual enrollment courses. Students must have approval from the CAO prior to registering for any courses. Students must register for approved courses by* ***August 15th*** *for first-semester courses, and by* ***December 1st*** *for second-semester courses.*

REGISTRATION AFTER THESE DATES WILL NOT BE ACCEPTED.

Application Packet Document Checklist		
SU	**WWCC**	**UMES**
☐ **WCPS DE Request Form** ☐ **SU High School DE Application** ☐ **Residency Form** ☐ **Copy of Student's ID** *requested by SU* ☐ Dual Enrollment Application Report *To be printed by your school counselor*	☐ **WCPS DE Request Form** ☐ **Dual Enrollment Certification Form** ☐ **Accommodations Agreement** ☐ Dual Enrollment Application Report *To be printed by your school counselor*	☐ **WCPS DE Request Form** ☐ **UMES High School DE Application** ☐ Dual Enrollment Application Report *To be printed by your school counselor*

Dropping Courses / Failure of Courses

Students who drop dual enrollment courses **after** the add/drop period will lose their eligibility to participate in dual enrollment for one semester following the semester of enrollment.

Students who fail a course will lose their eligibility to participate in dual enrollment for one semester following the semester of enrollment and that grade **will be** reflected on both the High School Transcript and College Transcript.

Payment for Dual Enrollment Courses

In accordance with the Blueprint for Maryland's Future, students meeting the above eligibility criteria will not be charged tuition or fees to participate in approved dual-enrollment programs. Students will be provided textbooks through their school media centers and digital access codes via email from the college/university.

Career Technical Programs: Articulated Credits

Worcester County Public Schools participate in articulation agreements with colleges/universities in various states. Students who earn a "B" or better in technical programs that have the content of their curriculum aligned with corresponding certificate and degree programs at the colleges may earn credit for the work they have completed in high school. Current Worcester Technical High School courses that offer articulated and transcripted credit can be found on Worcester Technical High School's website.

Each institution of higher education has requirements and documentation for credit acceptance. Students are highly encouraged to speak with admissions departments at institutions they are considering attending to determine details of credit acceptance.

ALTERNATIVES TO FOUR YEAR ENROLLMENT AT A WORCESTER COUNTY HIGH SCHOOL

Early Graduation – Receiving a Maryland High School Diploma after Successful Completion of 3 Years of High School:

COMAR Sec. 13a.03.02.10

A. In recognition of the fact that 4-year enrollment in a public high school may not serve the best interests of some students, the alternatives in §§B and C of this regulation shall be made available. B. Early College Admission Program. A student may receive a Maryland High School Diploma through acceptance in the early college admission program, if: (1) The student is accepted for early admission to an accredited college before high school graduation; (2) All Maryland High School Assessments and student service requirements have been met; (3) A written request by the student and parent or guardian is made to and approved by the local superintendent of schools certifying the early admission acceptance; (4) The student's program for the first year of college is approved by the local superintendent of schools if this program is included toward the issuance of a diploma; and (5) At the conclusion of the program or after 1 year, a written request for a Maryland High School Diploma is submitted to the superintendent together with a transcript or letter from the college to the high school principal indicating that the student has successfully completed a year of college work. C. Early Admission to Approved Vocational, Technical, or Other Postsecondary School Program. A student may receive a Maryland High School Diploma through acceptance in an early admission program of an approved vocational, technical, or postsecondary school program if: (1) The student is accepted for early admission by an approved vocational, technical, or postsecondary school program before high school graduation; (2) All Maryland High School Assessments and student service requirements have been met; (3) A written request by the student and parent or guardian is made to and approved by the local superintendent of schools certifying the early admission acceptance; (4) The student's program for the first year of the postsecondary program is approved by the local superintendent of schools if this program is included toward the issuance of a diploma; and (5) At the conclusion of a full year of study, a written request for a Maryland High School Diploma is submitted to the superintendent together with a transcript or letter from the postsecondary school to the high school principal indicating that the student has successfully completed a year of postsecondary school work.

Process for requesting Early Graduation

At the beginning of the junior year, students seeking this alternative must meet with a school counselor in their school to review all the requisite conditions to receive approval of this alternative. A written request by the student and parent or guardian is made to and approved by the school principal, asking for the waiver of the 4th year attendance requirement, and certifying the early admission acceptance prior to the beginning of the fourth quarter of the Junior Year. Students must:

- Have completed all requirements for graduation and a Maryland High School Diploma
- Have a 3.0/4.0 GPA in core classes
- Have a cumulative attendance rate of 94%
- Have met all state competency prerequisites and student service requirements
- Present evidence of having tested into credit bearing courses in an institution of higher learning, such as MCAP Algebra II and MCAP English 10, SAT, ACT, and/or Accuplacer
- Submit an alternative plan for the waiver of the 4th year enrollment requirement. The plan should include:
    - Written request from the student to the principal asking for the waiver of the 4th year attendance requirement
    - Written request from a parent or guardian to the principal asking for the waiver of the 4th year attendance requirement
    - Letter from the college certifying early admission acceptance to an accredited college
    - Plan for postsecondary academic or vocational endeavors

Upon approval from the school principal, a letter of recommendation from the principal is sent to the Chief Academic Officer for final approval. Once approved, students are eligible to receive their high school diploma and participate in the graduation ceremony along with the current senior class.

In accordance with COMAR 13A.03.02.11, the superintendent has determined that it is in the best interest of a student who seeks to graduate early to attend Wor-Wic Community College, Salisbury University, or the University of Maryland Eastern Shore, to attend instead as a full-time dual enrolled student. This entitles the student to receive paid tuition for four courses per semester in the junior and senior year. For more information, please refer to the dual enrollment section above.

ACADEMIC RECOGNITION

Students exiting high school may be eligible for departmental awards. Interested students should consult the appropriate department chairpersons to determine their eligibility.

Senior Recognition Program

A Three-Tiered Senior Recognition Program will be based on the cumulative, weighted grade point average in English, Mathematics, Social Studies, Science, and World Language, including all Advanced Placement/college level courses in Worcester County Public Schools' academic programs. The tier for which a senior may qualify will be determined at the end of the third marking period. The honor tiers are as follows:

- Summa Cum Laude – 4.05 GPA and above
- Magna Cum Laude – 3.9 – 4.04 GPA
- Cum Laude – 3.8 - 3.89 GPA

GPA calculations will be carried out to three decimals (or thousandths) and rounded to two decimals (or hundredths). For example, a GPA of 4.045 will be rounded to 4.05.

If a senior qualifies for one of the honor tiers, the designation will be noted on the student's transcript.

Honor Roll & Scholastic Achievement

Honor roll and scholastic achievement recognition will be based on a student's grade point average in all coursework. To be eligible for honor roll and scholastic achievement recognition, including the Scholastic Achievement Award, a student may not have a grade of D or F in any subject. A student must be enrolled in at least two major courses (English, Mathematics, Science, Social Studies, World Language, Technology/Business, Computer Science, JROTC, or are enrolled in core courses of programs of study at Worcester Technical High School) each grading period.

To be eligible for the honor roll, a student must have a minimum weighted grade point average of 3.0. To be a candidate for the distinguished honor roll, a student must have a minimum weighted grade point average of 3.5 with no grade below a "B" in any course. A student with a "C" and a grade point average of 3.5 or higher will be moved to the honor roll.

Computations for honor roll will be determined by marking period grades.

Honor Roll Computation - Example

The honor roll is computed using the following calculations:

A - 4 points B - 3 points C - 2 points

If the course is an AP or DE course (Level 2), one bonus point is added so that:

A - 5 points B - 4 points C - 3 points

Course	Level	Grade	Points
Semester I, First Marking Period			
English	1	A	4
AP Psychology	2	B	4
World History	1	A	4
Art I	1	A	4
Semester II, Second Marking Period			
Algebra II	1	B	3
AP Chemistry	2	C	3
Physical Education	1	B	3
Technology Education	1	A	4

All four courses taken each semester are used in the calculations, and each course is worth one credit, for a total of four credits. For Semester I, during the first marking period, 16 points (4 + 4 + 4 + 4) are earned and divided by the four courses/credits for a weighted GPA of 4.00 and Distinguished Honor Roll status. For Semester II, during the second marking period, 13 points (3 + 3 + 3 + 4) are earned and divided by the four courses/credits for a weighted GPA of 3.25 and Honor Roll status.

Maryland Seal of Biliteracy for High School Students

A Seal of Biliteracy is a state award that recognizes a student's high level of proficiency in listening, speaking, reading, and writing in one or more languages other than English. It is awarded to eligible high school students by participating school systems in Maryland. To be eligible for a Seal of Biliteracy, a student must fulfill the following requirements:

- Pass the MCAP Assessment in English 10
- Earn a minimum score of 4 on the appropriate World Language and Culture AP Exam or other qualifying assessment. See your world language teacher for additional information and a Seal of Biliteracy application.

WeXL Scholastic Recognition Program

Worcester County Public Schools recognizes scholastic achievement to:

- Recognize and reward students who excel in scholastic achievement.
- Instill pride in outstanding scholastic achievement.
- Focus attention on the academics and the worth and value of scholarship.
- Provide an incentive to stimulate students to excel in scholastic areas; and
- Promote school and community awareness and pride in outstanding scholastic achievement.

A marking period refers to the end-of-quarter classroom grade, as printed on a student's report card under the quarter column. There are four marking periods in a school year, shown as Q1, Q2, Q3, or Q4 on report cards; students qualify for WeXL with a GPA of 3.0 during Q1, Q2, and Q3. A marking period grade does not include the final course exam or the end-of-course/semester grade. Marking period grades are used to calculate Quarter Weighted GPAs.

Scholastic Recognition Banquet

A Scholastic Recognition Banquet (also known as the WeXL Banquet) will be held in the late spring of every school year for all high school students who qualify. Each school will form a committee to verify which students have qualified. Above are explanations and requirements of recognition available to students. Letters, pins, and certificates will be presented at the banquet.

Scholastic School Letter

To earn a scholastic letter, a student must maintain a 3.0 Quarter Weighted GPA, with no Ds or Fs in any course, for a range of three consecutive marking periods (Q1, Q2, Q3). This achievement equates to an Honor Roll status or higher. To qualify, a student must be enrolled in at least two major courses (English, Mathematics, Social Studies, Science, World Language, Technology/Business, Computer Science, JROTC or are enrolled in core courses of programs at study at Worcester Technical High School.

Note: Students who transfer from one Worcester County Public School high school to another will "carry" their consecutive marking periods with them and will have the number of eligible marking periods applied to their new school in our system.

Scholastic Bar Pin

The second time a student earns a 3.0 Quarter Weighted GPA, with no Ds or Fs in any course, for a range of three consecutive marking periods (Q1, Q2, Q3), the student will be presented with a bar pin to be added to the student's letter. A student will continue to earn bars for achieving this standard.

Scholastic Star Pin

To earn a scholastic star pin, a student must maintain a 3.5 Quarter Weighted GPA, with no grade below a B in any course, for a range of three consecutive marking periods (Q1, Q2, Q3). This achievement equates to a Distinguished Honor Roll status. A student will continue to earn stars for achieving this standard.

Consecutive A's Certificate

The same marking periods used to qualify for the Scholastic Recognition Banquet will be used to qualify a student for the Consecutive A's recognition. Consecutive marking period grades are used in this recognition, not end-of-course or semester grades.

GENERAL INFORMATION

Attendance

All students are expected to attend school regularly in accordance with the Public School Laws of Maryland, Sections 7-301, 7- 302, and 3-804 of the Courts and Judicial Proceedings Article, and may be excused from class or school only for reasons as specified in the Code of Maryland Regulations, 13A.08.01.02, 13A.08.01.03, 13A.08.01.06, and 13AA.10.01.04 (A-B).
For more information on the Attendance Policies, see the Worcester County Public Schools' Student Handbook.

English for Speakers of Other Languages (ESOL) Program

As required by federal legislation, when a student has an overall proficiency level below 4.5 on the approved English language proficiency assessment, they are identified as a Multilingual learner (ML) in Maryland. A student identified as a ML must be offered ESOL Program services until they meet the state exit criteria.

All programs include English language development and teaching strategies differentiated for each student's level of English language proficiency. These strategies are used to help each student reach English proficiency in listening, speaking, reading, and writing and succeed academically in all core subjects. The expectations for MLs are that students fully transition into mainstream classes, meet appropriate academic achievement standards for grade promotion, and graduate from high school at the same rate as mainstream students.
The method of instruction used in the ESOL program will be one of the following:

- EL-specific English Instruction: English language skills and content are the focus of instruction in the EL class.
- Mixed Classes with English Support: English language skills and content are the focus of instruction in the Els' & non-Els' class.

SchooLinks

SchooLinks is a modern, college and career readiness platform to prepare students for what comes after graduation. SchooLinks helps students discover their interests and strengths, explore colleges and careers, and create a personal graduation plan that best reflects their post-secondary goals. SchooLinks at Worcester County Public Schools is accessible in 6th - 12th grades by students and their parents. Using SchooLinks, high school students and parents can access career interest, strength and mindset surveys, explore 2-year and 4-year colleges, take virtual reality college campus tours, search for scholarships, learn about financial aid, find internship and volunteer opportunities, explore traditional, emerging and military career fields, create digital portfolios and resumes, and communicate with counselors.

Special Education

Special Education services are designed to meet the needs of students with disabilities who have been found eligible for services through the Individualized Education Program (IEP) process. An IEP is developed through an IEP Team and reflects special education instruction, supports, related services, and least restrictive environment guidelines in accordance with the Individual with Disabilities Education Act (IDEA-R). NOTE: All diploma seeking students, including students with IEPs must complete graduation requirements.

Section 504 Plans

Students become eligible for a 504 plan when they have a documented physical or mental impairment that substantially limits one or more major life activities, as defined by Section 504 of the Rehabilitation Act. A multidisciplinary 504 team, including the student's parents or guardians, educators, and relevant professionals, develops the 504 plan. The plan outlines appropriate accommodations and modifications needed to ensure equal access to education. Note: All diploma-seeking students, including those with IEPs and 504 plans, must meet the same state or district graduation requirements as their peers.

Transfer Students

A student who transfers from a middle or high school may be exempt from one or more of the required assessments if the high school principal awards the student credit for Algebra/Data Analysis, Biology, English 10 or Government or all of these. To award credit for each or all these courses, the principal shall determine through the following considerations whether the student demonstrates subject matter knowledge aligned with the content standards for the subject:

- administration of standardized tests and examinations.
- inspection of transcripts, report cards, and other documents; and
- use of content knowledge and performance level interviews.

International Exchange Students Seeking a Maryland Diploma

Course credit toward meeting the graduation requirements will be awarded on a case-by-case basis using the same criteria for awarding transfer credit and will need approval by the Superintendent. *See Board Policy IV-A-11 for details.*

COURSE DESCRIPTIONS

Course Descriptions

Course Offerings in this Catalog of Approved High School Courses contain brief descriptions of all approved courses offered. Each high school offers a broad selection of these courses; however, courses may vary somewhat from high school to high school both in courses offered and content. Students and parents should work together to review the course offerings, the graduation requirements, and other information in this catalog to make the best choices for each student.

Also, please note that PSAT/SAT preparation instruction has been integrated through the English and Mathematics curricula.

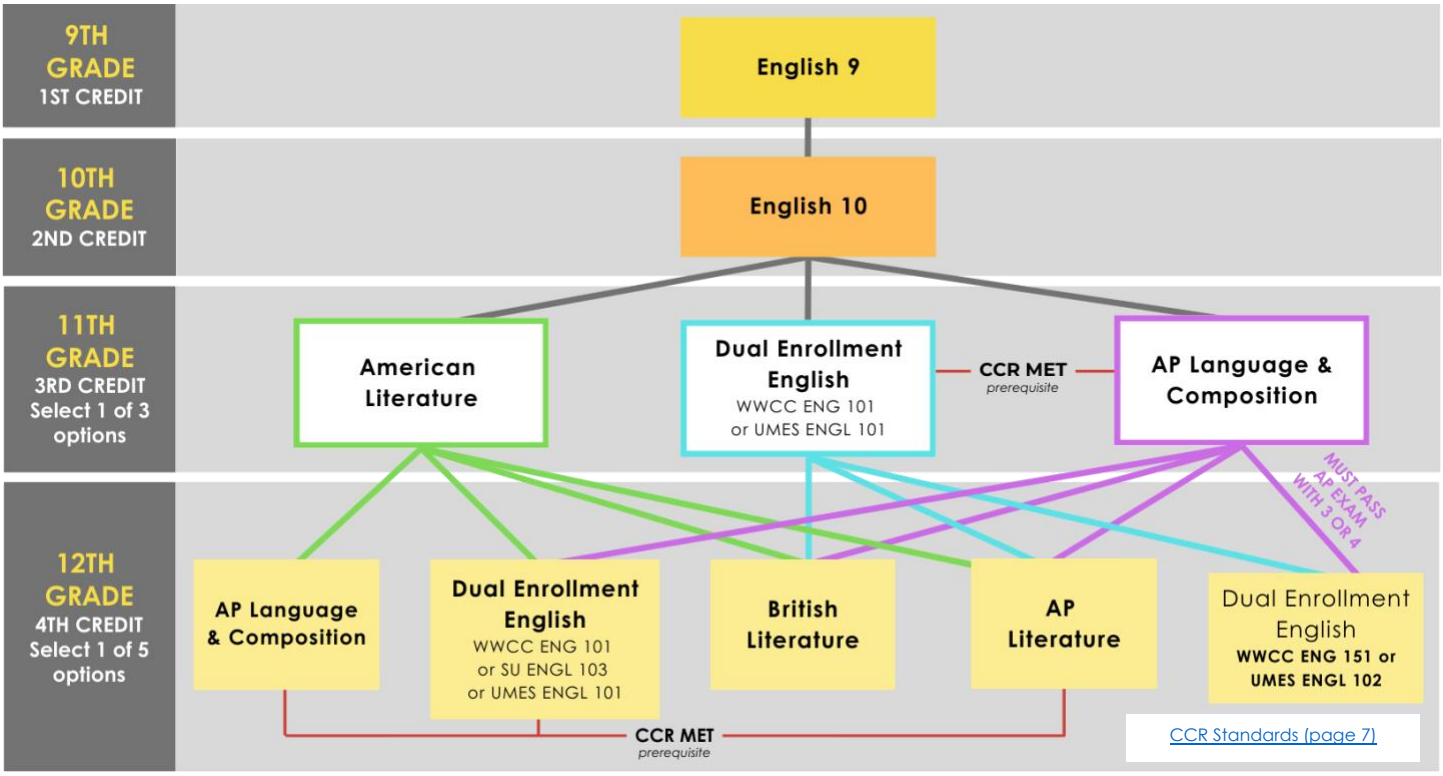
For specific information regarding a course, contact the subject area teacher or consult with your school counselor.

ENGLISH

English Program Overview

The high school English program is designed to encourage students to read critically, write effectively, listen carefully, and speak skillfully. English courses take students on a literary tour of the world as they access and annotate texts from many countries and multiple time periods. Students are also encouraged to become globally competitive graduates through the written word as they learn to craft informative, expository, and argumentative compositions. Students are required to complete four credits of English to graduate. *Please see the diagram below for potential course sequences.*

English Course Progression Diagram:



Courses:

ENGLISH 9			
211103	Level: 1	Credits: 1.0	SCED: 01001
English 9 is a required course for graduation. The course is aligned with the Maryland College and Career Readiness Standards (MCCRS) and works to develop critical thinking, problem-solving, and analytical skills. The course is designed to build knowledge through content-rich informational texts and literature. Reading instruction is grounded in complex texts and focused on building comprehension strategies. The course provides regular practice with academic vocabulary and language instruction. Writing instruction focuses on evidence-based arguments to support claims, informative and explanatory writing, as well as narratives. Students will be evaluating sources and formatting formal essays. This course prepares students for the Maryland Comprehensive Assessment Program (MCAP) English 10 assessment.			

ENGLISH 9 | Part 1 (Fall Semester)			
211113	Level: 1	Credits: 1.0	SCED: 01001

English 9 Part 1 is designed for students who need to improve their basic reading skills. The course addresses the essential elements: phonemic awareness, phonics, fluency, vocabulary, and text comprehension using a research-based program. During the course, students are constantly engaged as they transition between time designated for strategic remediation and time spent working with English 9 core curriculum with teacher support and application of learned reading strategies. The students participate in a whole-group discussion format and receive individualized instruction during designated time for independent reading through conferences with their teacher. This program provides students with the tools to engage in reading authentic text while they develop and enhance their comprehension. **Students earn an English elective credit for this course. It does not satisfy the English graduation requirement.** The English credit is awarded for successful completion of English 9 Part 2. Teachers teaching English 9 Part 1 must also be assigned to teach the same students in English 9 Part 2.

This course is aligned with the Maryland College and Career Readiness Standards MCCRS and prepares students for the Maryland Comprehensive Assessment Program (MCAP) English 10 assessment.

ENGLISH 9 | Part 2 (Spring Semester)			
211123	Level: 1	Credits: 1.0	SCED: 01001

Prerequisite: *Satisfactory completion of English 9 Part 1 (English Elective)*

English 9 Part 2 is designed for students who are continuing to improve their basic reading skills. **Students earn the English 9 graduation credit if they successfully complete English 9 Part 1 (prerequisite) and English 9 Part 2.** The course continues to address remediation needs using a research-based program. During the course, students are constantly engaged as they transition between time designated for strategic remediation and time spent working with English 9 core curriculum applying learned reading strategies. The English 9 core curriculum is the focus of this course. The course provides regular practice with complex texts and academic vocabulary. Writing instruction focuses on arguments to support claims, informative texts, and narratives. Students will be evaluating sources and formatting formal essays. The students participate in a whole-group discussion format and receive individualized instruction during designated time for independent reading through conferences with their teacher. Students will practice speaking and listening skills through a variety of performance- based tasks.

This course is aligned with the Maryland College and Career Readiness Standards MCCRS and prepares students for the Maryland Comprehensive Assessment Program (MCAP) English 10 assessment.

ENGLISH 10			⍟
212103	Level: 1	Credits: 1.0	SCED: 01002

Prerequisite: *Satisfactory completion of English 9*

English 10 is a required course for graduation. The course is aligned with the Maryland College and Career Readiness Standards (MCCRS) and works to deepen critical thinking, problem-solving, and analytical skills. The course is designed to build knowledge through content-rich informational texts and literature. Reading and writing instruction is grounded in evidence from texts and focused on strategies. The course provides regular practice with complex texts and academic vocabulary. Writing instruction will focus on arguments to support claims, informative texts, and narratives. Students complete both, timed and full writing process, writing assignments. Students practice skills in speaking and listening through a variety of classroom performance-based tasks.

This course prepares students for the Maryland Comprehensive Assessment Program (MCAP) English 10 assessment.

ENGLISH 10 | Part 1 (Fall Semester)

212213	Level: 1	Credits: 1.0	SCED: 01002

English 10 Part 1 is designed for students who continue to need to improve their basic reading skills. The course continues to address remediation needs using a research-based program. During the course, students are constantly engaged as they transition between time designated for strategic remediation and time spent working with English 10 core curriculum with teacher support and application of learned reading strategies. The students participate in a whole-group discussion format and receive individualized instruction during designated time for independent reading through conferences with their teacher. This program provides students with the tools they will need during English 10 Part 2 during Semester 2 to meet the requirements expected of earning the graduation credit for English 10. Students earn an English elective credit for this course. It does not satisfy the English graduation requirement. The English credit is awarded for successful completion of English 10 Part 2. Teachers teaching English 10 Part 1 must also be assigned to teach the same students in English 10 Part 2.

This course is aligned with the Maryland College and Career Readiness Standards MCCRS and prepares students for the Maryland Comprehensive Assessment Program (MCAP) English 10 assessment.

ENGLISH 10 | Part 2 (Spring Semester) ✪

212223	Level: 1	Credits: 1.0	SCED: 01002

Prerequisite: *Satisfactory completion of English 9 Parts 1 and 2 and English 10 Part 1.*

English 10 Part 2 is designed for students who are continuing to improve their basic reading skills. S**tudents earn the English 10 graduation credit if they successfully complete English 10 Part 1 (prerequisite) and English 10 Part 2.** The course continues to address remediation needs using a research-based program. During the course, students are constantly engaged as they transition between time designated for strategic remediation and time spent working with English 10 core curriculum applying learned reading strategies. The English 10 core curriculum is the focus of this course. The course provides regular practice with complex texts and academic vocabulary. Writing instruction focuses on arguments to support claims, informative texts, and narratives. Students complete both, timed and full writing process, writing assignments. Students practice skills in speaking and listening through a variety of classroom performance-based tasks.

This course is aligned with the Maryland College and Career Readiness Standards MCCRS and prepares students for the Maryland Comprehensive Assessment Program (MCAP) English 10 assessment.

ENGLISH 11 – AMERICAN LITERATURE

213103	Level: 1	Credits: 1.0	SCED: 01054

Prerequisite: *Satisfactory completion of English 9 and English 10*

English 11 - American Literature is a course option for the third English credit requirement for graduation. The course is aligned with the Maryland College and Career Readiness Standards (MCCRS) and works to deepen critical thinking, problem-solving, and analytical skills. This course integrates the processes of reading, writing, speaking, and listening with the study of American Literature. Students study a variety of literary genres as they analyze and evaluate the rhetoric of writers and apply these techniques in their own written argumentation, including on-demand responses and process written essays. **This course is not to be taken as a student's fourth English credit following taking an Advanced Placement English or Dual Enrollment English as their third English credit.**

ENGLISH 12 – BRITISH LITERATURE

214103	Level: 1	Credits: 1.0	SCED: 01056

Prerequisite: *Satisfactory completion of English 9, English 10, and English 11 – American Literature*

English 12 - British Literature is a course option for the fourth English credit requirement for graduation. The course is aligned with the Maryland College and Career Readiness Standards (MCCRS) and supports students' mastery of skills in the areas of literary analysis, elements of writing, and effective language use. Listening and speaking skills are also addressed. Students are expected to read independently, discuss, and write about a variety of complex texts, spanning multiple genres in British literature.

Instruction in language and grammatical skills is embedded within the context of the literature. Since this may be students' final high school English course, a large focus of the language instruction is clear communication as that skill is essential for college and career.

Advanced Placement English Courses

ADVANCED PLACEMENT ENGLISH LANGUAGE AND COMPOSITION			‡
212114	Level: 2	Credits: 1.0	SCED: 01005
Prerequisite: *Successful completion of English 9 and English 10 as well as proficiency on the MCAP ELA 10 assessment. English 10 teacher recommendation is highly recommended for students that have not taken English 11 – American Literature.*			
The AP English Language and Composition course is an option for the third or fourth English credit requirement for graduation. Following the College Board's suggested curriculum designed to parallel college-level English courses, the AP English Language and Composition course exposes students to prose written in a variety of periods, disciplines, and rhetorical contexts. The course emphasizes the interaction of authorial purpose, intended audience, and the subject at hand, and through this exploration, students learn to develop stylistic flexibility as they write compositions covering a variety of subjects that are intended for various purposes. It is designed for students capable of doing college level work in English while they are in secondary school, who are willing to devote the energy necessary to complete a course more rigorous and demanding than other high school English courses. Because of the rigorous demands of this course, students are expected to devote as much time as necessary to keep current with class assignments and homework. Prior to the first day of class, two/three major outside readings may be required.			

ADVANCED PLACEMENT ENGLISH LITERATURE AND COMPOSITION			‡
214104	Level: 2	Credits: 1.0	SCED: 01006
Prerequisite: *Satisfactory completion of 3 required English credits.*			
The Advanced Placement Literature and Composition course is an option for the fourth English credit requirement for graduation. Following the College Board's suggested curriculum designed to parallel college-level English courses, AP English Literature and Composition courses enable students to develop critical standards for evaluating literature. Students study the language, character, action, and theme in works of recognized literary merit; enrich their understanding of connotation, metaphor, irony, syntax, and tone; and write compositions of their own (including literary analysis, exposition, argument, narrative, and creative writing). It is designed for students capable of doing college level work in English while they are in secondary school, who are willing to devote the energy necessary to complete a course more rigorous and demanding than other high school English courses. Because of the rigorous demands of this course, students are expected to devote as much time as necessary to keep current with class assignments and homework. Prior to the first day of class, two/three major outside readings may be required.			

Wor-Wic Community College Developmental English Course

This course is taught in the WCPS High Schools under a partnership arrangement with Wor-Wic Community College. It is not a dual enrollment course as this transition course is non-credit bearing.

COLLEGE LITERACY: READING AND WRITING | English 097			
211023	Level: 1	Credits: 1.0	SCED: 01103
This is an 11th or 12th grade English elective course offered in partnership with Wor-Wic Community College and taught in our high schools. This non-college credit bearing course is intended for students who want to enroll in a developmental course focused on strengthening college writing skills prior to enrollment in college credit bearing coursework (English 101). Successful completion of this course (70% average including the final exam) eliminates the need for developmental English coursework at Wor-Wic Community College including meeting WWCC's requirements of both, ENG 095 and ENG 096. This developmental course is designed to prepare students for ENG 101 and other college reading and writing experiences. Areas of instruction include vocabulary, reading comprehension, punctuation, grammar, and sentence structure, as well as paragraph and essay writing. Group and individual instruction are provided.			

Dual Enrollment English Courses

FUNDAMENTALS OF ENGLISH I (DE)			‡ ■
215114	Level: 2	Credits: 1.0 HS | 3.0 Wor-Wic	SCED: 01102
Prerequisite: *The satisfactory completion of English 9 and English 10--including earning CCR designation from the English 10 MCAP assessment. The Wor-Wic requirement states that students must have earned a grade of C or better in English 10. May be taken in lieu of American Literature OR British Literature as an English graduation requirement.*			
This dual enrolled course is designed to help students develop their college-level writing skills with an emphasis on the writing process. This course includes an introduction to research skills. Students write summary assignments and a series of essays in various modes, culminating in an argumentative research paper. Students must earn a "C" or better in this course to enroll in Fundamentals of English II (DE).			

FUNDAMENTALS OF ENGLISH II (DE)			‡ ■
215124	Level: 2	Credits: 1.0 HS | 3.0 Wor-Wic	SCED: 01102
Prerequisite: *Satisfactory completion of Fundamentals of English I. May be taken in lieu of American Literature OR British Literature as an English graduation requirement.*			
This dual enrolled course continues to help students develop their college-level writing skills. Students are introduced to the study of literature (prose, poetry, fiction, and drama). Students integrate outside sources with their own ideas in written arguments. They also refine their research and documentation skills. This course may not be offered on campus at all WCPS high schools.			

Additional DE English courses can be found in the Appendices for SU and UMES.

English Department Electives

A Departmental Academic Elective does not satisfy the English graduation requirement. This course counts toward graduation requirements as an elective only.

ENGLISH FOR SPEAKERS OF OTHER LANGUAGES			
900111	Level: 1	Credits: 1.0	SCED: 01008
Prerequisite: *Multilingual learner, as defined by MSDE.*			
This elective course is offered as support for Multilingual learners (MLs). It integrates the four language skills (listening, speaking reading and writing) using a variety of materials and utilizing the WIDA English Language Development Standards that represent the social, instructional, and academic language that MLs need for language development and achievement. WIDA standards are targeted to develop the linguistic complexity for each ML so that they can fully access instructional concepts and learning targets addressed within the high school setting. Lessons are delivered through the use of visuals, collaborative learning, discussion, and modified language to meet the language acquisition level of each ML. This course can be repeated.			

READING SUPPORT			
230101	Level: 1	Credits: 1.0	SCED: 01067
Prerequisite: *Teacher Recommendation*			
For schools that have a year long, 45-minute block, this English Elective course offers students the opportunity to receive evidence-based reading intervention. Assistance is targeted to students particular weaknesses and is designed to bring students reading comprehension up to the desired level or to develop strategies to read more efficiently.			

SAT PREP/COLLEGE RESEARCH

213123	Level: 1	Credits: 1.0	SCED: 01203

In this course, students are provided with specific information in skills necessary to be successful on the SAT. Students are taught effective test taking strategies are provided with the kinds of questions on the test, and are given practice in taking the SAT. Students will utilize the personalized practice available through the College Board based on each students' PAST performance in grades 9 and 10. At the completion of the course, students are encouraged to take the SAT at the first opportunity. After students have taken the SAT, they will work on individually prescribed skills that may include conducting research, researching colleges, writing the college essay, and learning successful study skills.

CREATIVE WRITING I

220123	Level: 1	Credits: 1.0	SCED: 01104

The Creative Writing course includes traditional and non-traditional writing in various genres. The class receives practice in critiquing and being critiqued. In general, Creative Writing is a class that requires thinking skills and the willingness to share one's work. Students maintain a portfolio throughout the course and engage routinely in reflection on their growth as a writer.

Creative Writing I is a prerequisite for Creative Writing II. This is a class intended to instruct and inspire.

CREATIVE WRITING II

220133	Level: 1	Credits: 1.0	SCED: 01104

Prerequisite: *Satisfactory completion of Creative Writing I*

Creative Writing II students must have successfully completed Creative Writing I. This class is intended for the serious writer. Assignments are more sophisticated than Creative Writing I with a spotlight on possibilities in the writing world. Creative Writing II students might broadcast special occasion readings, conduct a cross county workshop, serve as mentors to Creative Writing I students, and produce a literary magazine. If circumstances permit, students will participate in "class-to-work" internships. This class is for a motivated wordsmith who wants to develop a style and consider a career direction.

This class is for a motivated wordsmith who wants to develop a style and consider a career direction.

INTRODUCTION TO PUBLICATIONS

220143	Level: 1	Credits: 1.0	SCED: 11101

This course is designed as an introduction to the skills and knowledge needed to create a quality publication, including a school newspaper, an on-line school paper and a yearbook. Students learn about the legality, responsibility, history, and philosophy of our evolving media. Students learn to write for different purposes and audiences, differentiate between, define, and write feature articles, news articles, sports stories, and editorials. Students learn the difference between writing for a yearbook and writing for a scholastic news publication. Students learn the basics of digital photography, including how to take effective photos, how to legally adjust and crop photos for publication, how to use photos to enhance layout. The course culminates with experiences in the technical production of a school paper, using publication software to layout pages.

NEWSPAPER PRODUCTION

220153	Level: 1	Credits: 1.0	SCED: 11104

Prerequisite: *Satisfactory completion of Introduction to Publications.*

In this course, students apply skills and knowledge to create a quality newspaper. Students understand, accept, and apply the legal responsibilities of ethical journalism that are vital to a free and democratic society. Students gain practical knowledge about page layout; advertising design; digital photography and editing; interviewing, researching, writing, and editing skills for news, features, sports, and editorial articles. Students learn a variety of computer skills including word processing; creating page designs with sophisticated software programs; enhancing page layout with font choices and graphics; taking and editing photographs. The class is activities-based and product- oriented, and students are involved in every aspect of publication. Students earning credit in this class develop critical thinking, reading, and writing skills essential for success beyond high school.

MYTHOLOGY

220163	Level: 1	Credits: 1.0	SCED: 01069

This course introduces students to classical mythology with an emphasis on the Greek, Roman and Scandinavian stories about gods, heroes, creation, love and other universal emotions and conflicts. Students read and discuss The Iliad and The Odyssey, various myths, folk tales and plays. Selections will be examined to discuss their original contexts, their connections to Western civilization and modern artistic and literary usages. Students will read independently and in groups to analyze the selections and to discuss content critically. They will listen to selections and analysis of selections by scholars, the teacher, and their peers. Students will outline, summarize, and critique material to develop a core understanding of content knowledge.

Individual and group (small and large group) activities are employed to analyze and discuss the elements of myths and other selections; students apply these interpretations by creating a product to showcase their analyses. Projects include analyzing and retelling selections in writing, in presentation/production, in scrapbook memorabilia or other media formats. Activities and are designed to develop reading, writing, analysis, speaking and listening skills.

YEARBOOK PRODUCTION

220173 (yearlong)	Level: 1	Credits: 1.0	SCED: 11104
221173 (Fall)			
222173 (Spring)			

This class is directly responsible for producing the high school yearbook. This class teaches students the basic principles of magazine style publication. Students gain practical knowledge of layout and advertising design and production; photography; photo editing; and research, interview, writing, and editing techniques for articles. Students also learn a variety of computer skills including word processing, database construction and management, and camera- ready graphics production techniques.

The class is activities based and product oriented. Students are directly involved in every aspect of publication production from planning to advertising sales, to actual production and even sales and distribution. Students earning credit in this class will have a sound knowledge base for finding employment in a variety of publications occupations and their related fields.

LATIN I

261133	Level: 1	Credits: 1.0	SCED: 01202

English language development owes much to the Latin language and the Roman culture. Over fifty percent of English vocabulary derives from Latin root words. Latin I is an introductory course that emphasizes Latin root words to improve vocabulary, grammar, and spelling. Students will gain a perspective of Roman culture. Knowledge of Latin vocabulary is applicable to a variety of disciplines including biology, anatomy, psychology, history, English, and college-level reading. Latin I does not satisfy the world language graduation requirements.

LATIN II

262133	Level: 1	Credits: 1.0	SCED: 01202

Prerequisite: *Latin I*

At the intermediate level, students continue the development of their previous skills. Students will expand their study of word derivation. They will also expand their understanding of the similarities and differences among languages and cultures. Latin II does not satisfy the world language graduation requirements.

FRESHMAN SEMINAR/ENRICHMENT

900203	Level: 1	Credits: 1.0	SCED: 22102

May not be offered in all schools

The seminar class is designed to provide smooth transition from middle to high school through a basic orientation to high school life. Topics covered will include study strategies, note taking methods, test- taking skills, time management, social skills, conflict management, and career decision planning. To meet the needs of individuals and small groups, this course will provide opportunities for students to refine their skills as they build a foundation in major curriculum areas. Assistance will be given to help students meet success in their currently enrolled classes and/or challenge students beyond the curriculum, especially in PSAT and SAT preparation.

FAMILY & CONSUMER SCIENCE

GENERAL FAMILY & CONSUMER SCIENCE			
151102	Level: 1	Credits: 1.0	SCED: 19251
Family Consumer Science units of study are interpersonal relationships, consumer education, personal finance, foods and nutrition, clothing and textiles, college and career exploration, and time management. This course will explore the science and art of living in our complex, 21st century world. The course will explore the valuable contributions that the family and consumer sciences make to individual, family, and community well-being.			

NUTRITION SCIENCE			
152102	Level: 1	Credits: 1.0	SCED: 19254
This course is designed to teach skills in planning, preparing, and serving meals attractively. Subject areas include diet and disease; weight control and nutrition; sanitation and safety; food buying and storage; consumer education and careers. This course may not be available at all schools.			

FAMILY & CHILD CARE			
153102	Level: 1	Credits: 1.0	SCED: 19255
This course is designed to teach students about the importance of communication among family members and peers; self-esteem; and personal relationships. Students study their own role in the different types of families and the family's influence on society. In Child Care, emphasis is placed on acquiring skills needed to care and guide the physical, intellectual, social, and emotional needs of preschool children. Students will receive an overview of fetal development. Each student has the opportunity to observe and work with children. Students will learn to be aides in childcare centers, nursery schools, Head Start programs, and elementary schools, including legal responsibilities regarding child abuse and neglect. Job seeking, employment skills, and career development activities are included. This course may not be available at all schools.			

SINGLES LIVING			
154102	Level: 1	Credits: 1.0	SCED: 19257
This course, recommended for juniors and seniors, helps students learn responsibilities when "living on their own". Units of study include getting an apartment; personal finance (including budgeting, savings, utilities, transportation, taxes, and insurance); meal planning; clothing care; interior design; personal relationships; college and career planning and health care. This course may not be available at all schools.			

FINE & PERFORMING ARTS

Communication/Media Arts

There is growing interest in the use of technology in classroom instruction in the form of media arts. It has gained even more momentum as a wide spectrum of creative activity in media arts has accelerated. While general instructional technology continues at all levels of public education, there are increasingly new and vigorous experiences in media arts which include cinema/film, television, radio, audio, video, the Internet, interactive and mobile technologies, video games/animation, transmedia storytelling, sound imaging design, virtual design, interactive design, as well as media-related printed books, catalogs, and journals.

COMMUNICATIONS-MEDIA ARTS			
220182	Level: 1	Credits: 1.0	SCED: 05168

This course offers a broad survey of a variety of communications and media arts. The course will have a central focus on news media, video production, broadcast journalism, and media literacy. Units may include iMovie production, television studio operation, broadcast scriptwriting, copyright laws, journalistic styles, video equipment operation, and digital storytelling. Students will gain hands-on experience with professional equipment and mobile technology. Students may produce daily video announcements and videos for school functions, utilizing techniques which are creative and journalistic.

Other media arts topics which may be explored include interpersonal communications, nonverbal communications, interactive technologies, video games, storytelling, satellites, as well as media-related printed books, catalogues, and journals. Specific course content will align with existing state standards for media arts.

Music

AMERICAN POPULAR MUSIC			
121103	Level: 1	Credits: 1.0	SCED: 05117

During this course, students will study composers, performers, and works of American Popular Music. Units are organized by decade from 1900 to the present. Students will examine the relationship that exists between the culture and history of the decade and its music. Each student will also be expected to choose particular styles of American Popular Music and complete research projects addressing the chosen styles. This course satisfies the fine & performing arts requirement.

FOUNDATIONS OF MUSIC HISTORY			
121163	Level: 1	Credits: 1.0	SCED: 05117

Students enrolled in this course will complete a historical survey of musical styles from the earliest times to the present. This course is divided into six sections: The Ancient and Medieval works, the Renaissance, the 17th Century, the 18th Century, the 19th Century, and the 20th Century and after. Students will participate in analysis, listening and discussion of music in a cultural context. Each student will be required to choose a particular composer from each of the units and complete a research project. This course may not be available at all schools. This course satisfies the fine & performing arts requirement.

BAND			
120103 Yearlong	Level: 1	Credits: 1.0	SCED: 05101
120143 Fall Semester	Level: 1	Credits: 1.0	SCED: 05103
120153 Spring Semester	Level: 1	Credits: 1.0	SCED: 05102
***Prerequisite**: Elementary and middle level instruction and proficiency in playing grade III music or special permission from the Band Director.*			
Band emphasizes participation in all phases of instrumental music such as field shows, parades, concerts, school assemblies, festivals, and community performances. MD state music standards are followed, and a varied repertoire of music is explored and performed. All band members are eligible to audition for jazz ensemble, pep band and other smaller groups. This course may be repeated for credit. This course satisfies the fine & performing arts requirement.			

CONCERT CHOIR			
122113	Level: 1	Credits: 1.0	SCED: 05111
Membership in Concert Choir is based on student interest and desire to participate in choral music. Emphasis is placed on performance of standard choral music. Students will develop the ability to understand, perceive, create, respond, and appreciate a variety of choral music. Students will participate in public performances such as concerts, holiday programs, and/or community functions. To be offered as a Level 3 course, the Concert Choir will need to represent the school in outside school functions and be encouraged to audition for regional and/or state choral ensembles. When possible, Level 3 Concert Choir will participate in an adjudication activity. This course may be repeated for credit. This course satisfies the fine & performing arts requirement.			

SHOW CHOIR			
120123	Level: 1	Credits: 1.0	SCED: 05111
Students enrolled in this course will develop and refine performance skills related to advanced music. Students will sing and dance in a select ensemble. A variety of choral literature will be utilized to assist students in refining the ability to understand, appreciate, perceive, create, and respond to music. Students will be expected to participate in a variety of performances outside the school day and will be encouraged to audition for regional and/or state choral ensembles. When possible, Show Choir will participate in an adjudication activity. This course may be repeated for credit. This course satisfies the fine & performing arts requirement.			

CHAMBER CHOIR			
122123	Level: 1	Credits: 1.0	SCED: 05111
***Prerequisite:** At least one semester of Concert Choir or 8th gr. Participation in ESCDA All-Shore Chorus.*			
Chamber Choir is comprised of a small, auditioned ensemble. Emphasis is placed on performance of standard choral music and the ability to create, present, respond and connect choral appreciation to performances, programs, concerts, and community functions.			

ADVANCED MUSICIANSHIP			
124103	Level: 1	Credits: 1.0	SCED: 05113
***Prerequisite:** Participation in Band or Chorus*			
Students enrolled in this course will be involved in individual private study and/or advanced small group ensembles such as Woodwind Quartets, Brass Ensembles, Vocal Groups, String Groups and Piano Groups. The primary purpose of this course will be to advance the proficiency of students who are performing at a level beyond that of the high school band, orchestra, or chorus. Piano ensembles will perform from a beginning level. Music performed will be of a more classic or traditional nature. Students electing the vocal or band ensemble portions of this course will be required to audition for All-Shore and/or All-State Band or Chorus.			

MUSIC THEORY I			
123113	Level: 1	Credits: 1.0	SCED: 05113
Prerequisite: *One year of music performance at the secondary level*			
Music Theory I explores the beginning fundamentals of music. These fundamentals will include elements of pitch, harmony, key, melodic dictation, and rhythm. Students will be involved with conventional musical analysis, part writing and composition. Students will be required to read musical notation, as a fundamental part of this course. The course will culminate into a final composition project.			

MUSIC THEORY II			
124113	Level: 1	Credits: 1.0	SCED: 05113
Prerequisite: *Satisfactory completion of Music Theory I*			
Music Theory II continues the skills developed in Music Theory I. In addition, students will learn advanced musical form, advanced harmonies, detailed analysis, advanced progressions, arranging, melodic dictations, and non-conventional notations. This course will culminate in a final composition/arranging project.			

AP MUSIC THEORY			‡
124104	Level: 1	Credits: 1.0	SCED: 05114
Prerequisite: *Satisfactory completion of Music Theory I or a performance-based class (Band, Orchestra, Choir)*			
This course is designed to develop musical skills that will lead to a thorough understanding of music composition and music theory. The emphasis will be on the rules of theory and composition, ear training, sight singing, score analysis, and keyboard skills. While the main emphasis is placed on music of the common period (1600-1750), music of other stylistic periods will also be studied. Students will be prepared to take The College Board Music Theory Exam when they have completed the course. Students planning to major in music in college may be able to enroll in an advanced music theory course, depending on individual colleges' Advanced Placement policies.			

BAND FRONT/MAJORETTE			
120132	Level: 1	Credits: 1.0	SCED: 05149
Band Front/Majorette is designed for students who are interested in being a part of one of the marching band auxiliary units. These units may include majorettes, color guards, swing/tall flags, batons, and rifles. The class usually meets during the same period as band. Emphasis is on skills necessary for successful performances. This course satisfies the fine & performing arts requirement.			

JAZZ ENSEMBLE			
124123	Level: 1	Credits: 1.0	SCED: 05106
Prerequisite: Elementary and middle level instruction and proficiency in playing grade III music			
Jazz Ensemble is a course designed for students with an interest in learning to play and perform jazz music. A basic understanding of notation and rhythmic reading is required. Emphasis is placed on the history of jazz and solo improvisation. Students enrolled in this course will develop and refine performance skills related to advanced music. To be offered as a Level 3 course, the Jazz Ensemble will meet to represent the school in outside functions and be encouraged to audition for regional/state ensembles. When possible, Level 3 Jazz Ensemble will participate in an adjudication activity. This course satisfies the fine & performing arts requirement. This course may not be available at all schools.			

ORCHESTRA			
121123	Level: 1	Credits: 1.0	SCED: 05104
Prerequisite: Elementary/Middle Level String Instruction			
High school orchestra focuses on combining technical skills, expression, and historical information to perform both historic and contemporary literature for the string orchestra. Membership in orchestra is based upon student experience, knowledge of the instrument, and the desire to participate in a classically based ensemble. Students must have control of the fundamentals of their instrument and be advanced enough to perform literature on the high school level. This course satisfies the fine & performing arts requirement. This course may not be available at all schools.			

Theatre Arts

INTRODUCTION TO THEATRE			
220103	Level: 1	Credits: 1.0	SCED: 05051
The Introduction to Theatre course is designed to introduce students to the world of theatre with an emphasis on theatre history. Students will study theatre units beginning with the origins of theatre in storytelling and ancient rites and rituals. Units offered may include Greek and Roman Theatre, Medieval Theatre, Renaissance Theatre, and commedia dell'arte, Elizabethan Theatre and Shakespeare, and Restoration Drama. As each period is introduced, students will sample the dramatic literature of the period by studying a play or portions of a play. Scenes may be enacted, and design projects may be incorporated into the analysis of the text. Students will be introduced to the form and structure of a script and will learn how to read a script. Along with this, students will be introduced to the basic terminology of dramatic literature, such as rising action, and the basic terminology of the theatre, such as upstage and downstage. Students will make diagrams of a variety of types of stages and learn the strengths and limitations of the proscenium arch, arena, and thrust stages. Throughout the semester, students will engage in acting exercises that teach concentration, listening, observation, relaxation, projection and articulation, stage movement, and character development. Students may produce one or more small theatre pieces during the semester. This course satisfies the Fine & Performing Arts credit requirements needed for graduation.			

TECHNICAL THEATRE			
220213	Level: 1	Credits: 1.0	SCED: 05099
Prerequisite: *Satisfactory completion of Introduction to Theatre*			
This course will expose students to the practical, tangible elements of theatre production which include Business/Public Relations, Set Design and Construction, Scenic Painting, Costume Design, Hair/Make-up Design, and Lighting and Sound Design. The course will incorporate Math, Science, English, and Social Studies concepts, as well as build students' creativity and artistic expression through the Maryland State Theatre Standards. The valuable life skills students will learn through these production-oriented tasks include, setting goals, working collaboratively, meeting deadlines, and learning to be resourceful. This is a hands-on course which may require multiple projects and culminate in a final performance, demonstrating and showcasing their technical skills. This course may not be offered at all schools.			

THEATRE PRODUCTION			
220113	Level: 1	Credits: 1.0	SCED: 05061
Prerequisite: *At SDHS only, satisfactory completion of Introduction to Theatre and Technical Theatre is required before enrolling in this course.*			
The course is taught as a practicum. Students learn by doing. There are three to four productions a year in which students must participate. Theory is taught through performance situations in addition to acting fundamentals of stage movement, voice, character development and basic technical theater work in lighting, set construction, make-up, costuming and stage properties. *At Pocomoke High School and Snow Hill High School only, there is no prerequisite and this course may satisfy the Fine & Performing Arts credit requirements needed for graduation.			

Visual Arts

ART I			
111103	Level: 1	Credits: 1.0	SCED: 05154

Art I is an introduction to the visual arts through the exploration of the elements of art and principles of design, through studio-based work. Students will be introduced to a variety of media and techniques and may be asked to keep a journal or sketchbook. Additionally, students will become familiar with major historical periods and their representative styles, media, language, and artists. Classwork may include related reading, note- taking, and assessments. A comprehensive final exam or project will be given at the end of the semester, which is worth 10% of the final grade. This course satisfies the Fine & Performing Arts requirement.

ART II			
112103	Level: 1	Credits: 1.0	SCED: 05154

Prerequisite: *Satisfactory completion of Art I or special permission from the central office, based upon nomination and a portfolio review.*

Art II is an extension of the elements and principles introduced in Art I. This course is intended to increase students' higher-level thinking skills, technical proficiency, and ability to apply these skills to personal expression. In this course, students will explore a variety of media and be expected to understand the application of these materials in an advanced fashion Students may be required to complete projects outside of class and may be asked to keep a sketchbook/journal. Classwork may include related reading, note- taking, and assessments. A comprehensive final exam or project will be given at the end of the semester, which is worth 10% of the final grade.

ADVANCED ART			
113103	Level: 1	Credits: 1.0	SCED: 05154

Prerequisite: *Satisfactory completion of Art II; for IMP (Interactive Media Production) students, a portfolio demonstrating the knowledge and skills needed for advanced fine artwork.*

This course allows students to advance their study of art, and, if so desired, to enroll in Advanced Placement Art and Design or Advanced Placement Art History. Students will build a comprehensive portfolio of artwork and will be required to complete projects outside of class. Works may be a variety of or a collection of mediums, subject matter and/or themes.

Advanced Art is offered for students seriously interested in pursuing a possible career in visual art. Emphasis is on refining techniques, developing personal style, medium specialization, and portfolio presentation. If the student enrolls in Advanced Placement Art and Design, work completed in this course may be used for completion of the portfolio requested for the Advanced Placement Art and Design exam.

This course may be repeated for credit.

ADVANCED PLACEMENT ART AND DESIGN			‡
114104	Level: 2	Credits: 1.0	SCED: 05174

Prerequisite: *Satisfactory completion of an second art course (above Art I). This may be Art II, Advanced Art, Design and Digital Photo, or another art elective.*

This course is designed for those students in grades 11 and 12 who wish to pursue completion of a portfolio to be submitted for college credit. This is achieved through a comprehensive study in which the student utilizes a variety of materials and demonstrates techniques based on The College Board Advanced Placement Program in Art and Design. A student must choose one genre in which to complete a portfolio: studio drawing, two- dimensional art, or three-dimensional art. Students who expect to earn college credit for this course should plan on a two-year study that begins in Advanced Art to complete the portfolio. A portfolio review and pre-enrollment conference with an art instructor is highly recommended.

THREE-DIMENSIONAL STUDIO ART

114214	Level: 2	Credits: 1.0	SCED: 05158

Prerequisite: *Satisfactory completion Art I*

This course is designed for students who wish to create three-dimensional works of art in a studio environment. Students will explore a variety of art mediums, including wire, papier-mâché, plaster, and clay, amongst others. They will create works of art using several art making methods, including assemblage, additive and relief sculpture, hand building, and mold making. This course is intended to increase students' higher-level thinking skills, technical proficiency, and ability to apply these skills to personal expression. Students will engage in classroom critiques and in turn will learn to think and engage in discourse about art in a purposeful and intellectual way. Students will be required to keep a sketchbook and complete a research project and PowerPoint presentation.

UTILITARIAN ART FORMS

112113	Level: 1	Credits: 1.0	SCED: 05165

Utilitarian Art Forms, an introduction to the visual arts, is an exploration of a variety of utilitarian and decorative arts produced by artisans and craftsmen from around the world. This course is intended to provide hands-on experiences, which emphasize cultural appreciation and personal expression. Students will increase their ability to refine and apply knowledge and skills in a variety of forms. Emphasis is placed on the creation of quality products of increasing difficulty within each unit of study. Classwork will include related reading, note taking, assessment, and the exploration of the elements of art and principles of design through project work. Students may be expected to provide their own materials for advanced projects. This course satisfies the Fine & Performing Arts requirement.

DESIGN AND PHOTOGRAPHY I (darkroom only)

113123	Level: 1	Credits: 1.0	SCED: 05167

This course is open to 10th, 11th, and 12th grade students only. It serves as an introduction to the elements and principles of design and the basic concepts of black and white film photography. The students will become familiar with black and white film development and darkroom techniques and procedures. This course will emphasize compositional guidelines that serve as the basis for quality art and photography. The students will also become familiar with the history of photography, complete research, and design a Power Point presentation. The students will explore various mediums and techniques and develop skills when utilizing these materials. It is beneficial for students to have their own manual 35 mm SLR camera and may have to provide other materials. This course satisfies the Fine & Performing Arts requirement.

DESIGN AND PHOTOGRAPHY II (darkroom only)

114123	Level: 1	Credits: 1.0	SCED: 05167

Prerequisite: *Satisfactory completion of Design and Photography I*

This course is designed for students seriously interested in developing and refining their artistic talents in the areas of design and photography. This course is an expansion of the "Design and Photography I" course. Emphasis is placed on refining each student's technical expertise of camera handling, selection of subject matter, composition, film development, printing, and presentation of the finished print. Experimental methods are explored, and portfolios developed. Students are expected to have their own 35 mm SLR camera with light meter and flash and may have to provide materials for selected projects. Alternative forms of photography such as 2 1/4 photography, digital photography, and flash photography may also be explored.

The design aspect of the course will be art projects that augment the photography component - dealing with composition, its guidelines, and artistic creativity. These projects will be the classwork for each student when he/she is not developing film, printing, hand-coloring prints, or matting prints. This course may be repeated for credit.

ADVANCED PLACEMENT ART HISTORY			‡
115104	Level: 2	Credits: 1.0	SCED: 05153

This course is designed as an introductory college course in art history and will provide high school students with the same opportunities as those students who enroll in such a course on the college level. This course will require a high degree of commitment to academic work, reading, and writing and students will be expected to meet the rigors of college standards. This course will provide the students with the opportunity to examine major forms of artistic expression from the past and present from a variety of cultures. Students will develop an appreciation and understanding for architecture, sculpture, painting, and other art forms within historical and cultural contexts. They will learn to look at works of art critically, with intelligence and sensitivity, and to analyze what they see. While this course does not focus heavily on the Maryland Visual Arts Standards of *Creation or Presentation*, students may be asked to create or present a product to support learning. The Maryland visual Art Standards that the course primarily address are *Responding and Connecting*. This course satisfies the Fine & Performing Arts graduation credit. Many colleges and universities offer advanced placement and/or credit to students who have performed successfully on the AP History of Art examination.

DESIGN AND DIGITAL PHOTOGRAPHY			
112143	Level: 1	Credits: 1.0	SCED: 05167

Prerequisite: *Satisfactory completion of Art I or special permission from the central office, based upon nomination and a portfolio review.*

This course serves as an introduction to the elements of art and principles of design and the basic concepts of digital photography. The students will become familiar with the elements and principles of design as they relate to photographic and design composition and lighting and will manipulate photographs using software such as ProCreate, Adobe Photoshop and/or Lightroom. They will explore the history of photography, its scientific and technological developments, and important innovators in the field.

Students will write and speak about aesthetic, technical and expressive qualities in a photograph, learning to critique their own and others' work. Students will learn how to manage and creatively alter digital images as well as critically analyze the use of visual media as a means of communication in our society today. Some of the artwork will be created with students' iPad/device. Students may be expected to supply their own digital camera and USB flash drive.

DIGITAL ART - ILLUSTRATION			
112303	Level: 1	Credits: 1.0	SCED: 11153

Prerequisite: *Satisfactory completion of Art I*

This course is an advanced art course that utilizes modern and relevant digital illustration programs and applications. The course will teach students how to develop skills to render artistic compositions digitally while reinforcing their knowledge of design elements and principles. Students will also experience investigating other digital artists, while developing their own personal style and techniques to complete a body of work and reflect upon that work. Student will need a device/tablet to create artworks and will complete multiple performance-based assignments.

HEALTH & PHYSICAL EDUCATION

Health

Code of Maryland Regulations (COMAR) 13A.04.18.01 requires local education agencies (LEAs) to offer a comprehensive health education program in grades 9 through 12, which enables students to meet graduation requirements and select health education courses. The curriculum for this course aligns with the Maryland Department of Education Comprehensive Health Education Framework. MSDE recommends that these two half-credit courses are offered in specific grade levels (see below).

HEALTH EDUCATION I			
170150	Level: 1	Credits: 0.5	SCED: 08057
This course is recommended for grades 9 and 10 only. This course offers foundational level instruction on the following MD state Comprehensive Health Education Framework concepts: Analyzing influences for mental and emotional health, goal setting to support disease prevention and control, accessing valid and reliable health information about products, services and healthy eating, communication for healthy relationships, substance use prevention, self-management skills, first aid/CPR, sexual health, and advocating for safety and violence prevention. Most components of the Sexual Health unit are parental opt-out. This course meets the health education graduation requirement.			

HEALTH EDUCATION II			
170151	Level: 1	Credits: 0.5	SCED: 08057
Prerequisite: *Satisfactory completion of Health Education I*			
This course is recommended for grades 10-12 only. This course builds from Health Education I to offer expanded instruction on the MD state Comprehensive Health Education Framework. Students will study advanced level development of skills, attitudes, behaviors, and decision-making. Students will engage in inquiry and problem-solving approaches to health education. This course meets the health education graduation requirement.			

Physical Education

Code of Maryland Regulations (COMAR) 13A.04.13.01 requires every LEA to provide a standards-based physical education program in grades 9-12, enabling students to meet graduation requirements and select physical education electives that align with the State Physical Education Framework. Physical education plays a critical role in educating the whole child as part of a well-rounded education. Like other academic courses of study, physical education is based upon rigorous state and national standards.

PERSONAL FITNESS I (PE I)			
171110	Level: 1	Credits: 0.5	SCED: 08016
This course offers foundational level instruction on the following MD Physical Education Framework concepts: Motor skills and movement patterns, PE concepts and strategy, health-enhancing level of physical activity and fitness, responsible personal and social behavior, and the value of physical activity. Students participate in activities to assist with meeting personal fitness plans. This course meets the PE graduation requirement.			

PERSONAL FITNESS II (PE II)

171111	Level: 1	Credits: 0.5	SCED: 08016

Prerequisite: *Satisfactory completion of Personal Fitness I (PE I)*

This course expands upon the instruction from Personal Fitness I (PE I), aligned with the MD Physical Education Framework concepts: Motor skills and movement patterns, PE concepts and strategy, health-enhancing level of physical activity and fitness, responsible personal and social behavior, and the value of physical activity. Students participate in activities to assist with meeting personal fitness plans. There may be opportunities for more individualized fitness plans for each student.

PHYSICAL EDUCATION 10-12

170102	Level: 1	Credits: 1.0	SCED: 08039

Prerequisite: *Satisfactory completion of Personal Fitness*

The Physical Education (PE) 10-12 course focuses on promoting physical fitness, personal wellness, and lifelong healthy habits through a variety of physical activities and sports. Students will engage in individual, team-based, and recreational activities designed to improve cardiovascular endurance, strength, flexibility, coordination, and sportsmanship. The course emphasizes the importance of physical activity for overall well-being and encourages students to take ownership of their fitness through goal-setting and self-assessment. Students will also explore the role of exercise in mental health and stress management.

ATHLETIC SKILLS

170112	Level: 1	Credits: 1.0	SCED: 08039

Prerequisite: *Satisfactory completion of Personal Fitness*

The Athletic Skills course is designed to introduce students to the fundamental skills, strategies, techniques, and principles essential to athletic performance. This course focuses on developing a foundation in strength, agility, coordination, endurance, flexibility, and sport-specific skills. Students will engage in a variety of activities to improve physical fitness, enhance teamwork, and promote personal health and wellness.

FITNESS FOR LIFE

170122	Level: 1	Credits: 1.0	SCED: 08016

Prerequisite: *Satisfactory completion of Personal Fitness, including Health/Family Life Education*

In this semester course, students will be given the opportunity to develop lifelong physical activities. Through activities involving cycling, weight training, jogging, walking, dancing and/or aquatic exercise, students will develop an understanding of the importance of exercising the cardiovascular system in daily life. At the beginning of the course, students will participate in a physical fitness inventory to develop an individualized plan for the semester.

FITNESS FOR LIFE – Half Credit

170122	Level: 1	Credits: 0.5	SCED: 08016

Prerequisite: *Satisfactory completion of Personal Fitness (PE) I*

Students in grades 10-12 are eligible to take this consolidated Fitness for Life course. MD Physical Education standards are taught. This course will mirror the full credit course of the same name, however, will focus more heavily on lifelong fitness activities and having students create their own individualized fitness plan.

WEIGHTLIFITING/PHYSICAL CONDITIONING			
170132	Level: 1	Credits: 1.0	SCED: 08009
Prerequisite: *Personal Fitness and Health*			
All students in grades 10 through 12 are eligible to take this basic physical fitness/weight training course. Students and the teacher will develop an individualized training program. An individualized physical fitness plan will also be developed in the same manner. Part of the latter plan will be a fifteen-minute cardiovascular exercise.			

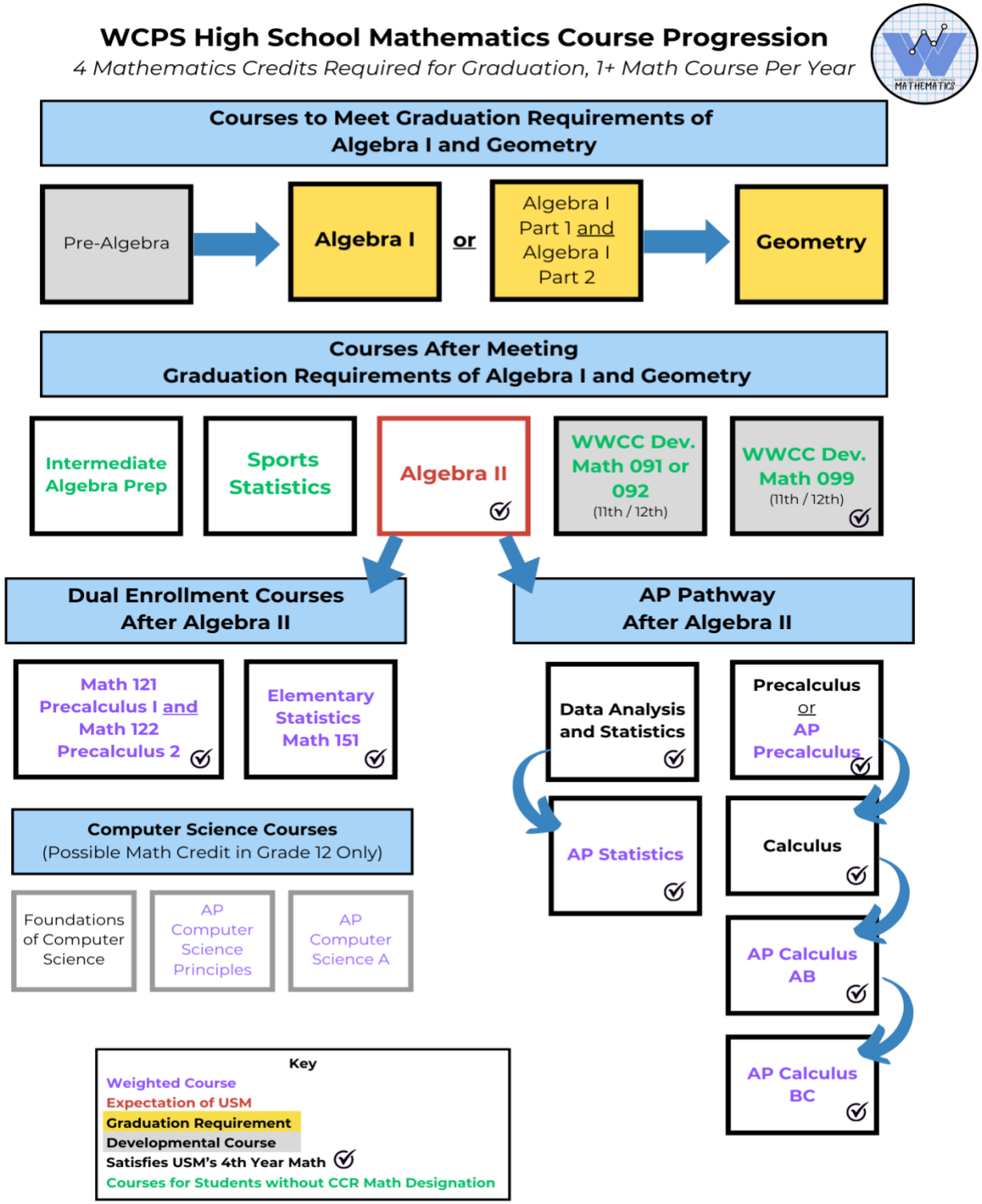
WEIGHTLIFITING/PHYSICAL CONDITIONING – Half Credit			
170132	Level: 1	Credits: 0.5	SCED: 08009
Prerequisite: *Satisfactory completion of Personal Fitness*			
Students in grades 10-12 are eligible to take this physical fitness/weight training course. MD Physical Education standards are addressed. This course will mirror the full credit course of the same name, however, will focus more heavily on cardiovascular fitness and an individualized training program for each student.			

STRENGTH, POWER, AND SPEED TRAINING THROUGH WEIGHTLIFITING			
170142	Level: 1	Credits: 1.0	SCED: 08009
Prerequisite: *Personal Fitness and Health*			
This course is offered to all students in grades 10 through 12 who have a serious interest in improving their strength, power, and speed. This course will be in a structured and disciplined environment that will enhance instruction for the serious student in the proper lifting techniques with an emphasis on improvement. It will also be demanding on the students to show progress through physical testing in the aforementioned areas throughout the duration of the semester.			

MATHEMATICS

The **Maryland State Department of Education (MSDE)** requires students to enroll in a mathematics course each year of high school (up to a maximum of 4 years of attendance, unless in the 5th or 6th year a mathematics course is needed to meet a graduation requirement) and earn at least four mathematics credits to graduate. Two of the credits must be earned from Algebra I and Geometry. To meet the Algebra I graduation requirement, a student must pass the class and take the MCAP Algebra I Assessment. Students must enroll in a course in mathematics each year of high school regardless of the number of credits already earned.

The **University System of Maryland (USM) Board of Regents** requires students to earn (4) mathematics credits, including Algebra I, Geometry, Algebra II, & another course that uses non-trivial algebra. If Algebra II was completed prior to 12th grade, then the 12th grade student must take a course that is intensive in algebra and expands on algebra foundations developed during Algebra II.



Courses Leading to Graduation Requirement of Algebra I & Geometry

PRE-ALGEBRA			
410102	Level: 1	Credits: 1.0	SCED: 02051
This semester course focuses on proportional reasoning with rates, ratios, and linear relationships and functions. Visual models bring coherence to instruction, making abstract concepts more concrete. Completion of Pre-Algebra provides the conceptual understanding and procedural skills necessary to be successful in Algebra I. The next course in sequence is Algebra 1 or Algebra 1, Part 1. **Coordinator approval is required to enroll students in this course.**			

ALGEBRA I | Part 1 (Fall Semester)			
401123	Level: 1	Credits: 1.0[9]	SCED: 02053
Algebra I, Parts 1 and 2 together cover the same topics listed under Algebra I, but the topics are distributed over two semesters for a pace and depth of subject more suited for individual and group explorations of topics. Students should enroll in Algebra I, Parts 1 (fall semester) and 2 (spring semester) in contiguous semesters to avoid experiencing gaps in learning. Completion of Algebra I, Part 1 without completion of Algebra I, Part 2 will not fulfill the pre-requisite for enrolling in Geometry, nor will it satisfy the Algebra I graduation requirement. Students earn a math elective credit that does not count towards the yearly math course requirement for Algebra I Part 1; the math credit is awarded for successful completion of Algebra I, Part 2. Teachers teaching Algebra I, Part 1 must also be assigned to teach the same students in Algebra I, Part 2. The next course in sequence is Algebra 1, Part 2.			

[9]Elective Credit- These courses do not count as a math credit.

ALGEBRA I | Part 2 (Spring Semester)			⊛
401133	Level: 1	Credits: 1.0	SCED: 02054
This spring semester course is a continuation of Algebra I, Part 1. Students will take the Algebra I MCAP assessment upon completion of Algebra I, Part 2. The high school graduation requirement for Algebra I is met by earning a passing grade in this course and on the MCAP Algebra I Assessment. The next course in sequence is High School Geometry.			

ALGEBRA I			⊛
401113	Level: 1	Credits: 1.0	SCED: 02052
Study focuses on five critical areas: 1.) Understanding and investigating relationships between quantities and reasoning with equations; 2.) Understanding and applying linear and exponential relationships; 3.) Investigating trends and modeling with descriptive statistics; 4.) Performing arithmetic operations on polynomial expressions, solving equations, inequalities, and systems of equations; and 5.) Using properties of rational and irrational numbers to develop an understanding of quadratic functions. Through real world performance tasks, students apply knowledge and focus on mathematical reasoning and communication. WCPS middle and high school students who pass Algebra I and the MCAP Algebra I assessments attain the graduation requirement. The next course in sequence is High School Geometry.			

MATH ACCELERATION			
441200	Level: 1	Credits: 1.0	SCED: 02994
Prerequisite: *Teacher or Counselor Recommendation and Mathematics Coordinator Approval*			
For schools that have a year-long, 45-minute block, this Mathematics Elective course offers students the opportunity to receive evidence-based mathematics intervention and grade-level support. Assistance is targeted to students' particular weaknesses in mathematics with the goal of accelerating students to grade-level. Students must have a teacher or counselor recommendation and must be approved by the WCPS Mathematics Coordinator to be enrolled in this course.			

HIGH SCHOOL GEOMETRY			⊛
412113	Level: 1	Credits: 1.0	SCED: 02072

Prerequisite: *Satisfactory completion of Algebra I or Algebra I, Part 2*

This course expands on the conceptual foundations that students acquired in middle school and in Algebra I by focusing on deductive and inductive reasoning skills and constructing viable mathematical arguments to support geometric principles. Deductive reasoning is introduced through the study of postulates and theorems applied to a variety of informal and formal proof formats. Units include rigid transformations, triangle congruence, constructions, similarity, right triangle trigonometry, Laws of Sines and Cosines, coordinate geometry, circles, and conics. Throughout the course, students connect geometry with algebra through justifying and deriving various formulas (circumference, area, and volume), working with special triangles, and slopes of parallel and perpendicular lines. Students complete real world tasks to apply and communicate their knowledge of geometry, analytic geometry, and trigonometry.

Completion of Geometry satisfies one high school graduation math requirement and is a pre-requisite for enrolling in Algebra II. Students will be assessed on the MCAP for Geometry. The next suggested course in sequence is Algebra II (if CCR designation is earned) or Intermediate Algebra Prep (if CCR designation is not earned).

SPORTS STATISTICS			
411113	Level: 1	Credits: 1.0	SCED: 02205

Prerequisites: *Algebra I & High School Geometry (Not for students in AP Path or have earned credit for Elementary Statistics or Data Analysis)*

This course will introduce students to the methods used in statistics using sports data while reviewing Algebra concepts including linear functions, quadratic functions, and exponential functions. Each topic will begin with a real-life statistical question and then students will learn how to collect appropriate data, how to analyze the data, and how to make reasonable conclusions. The primary focus of the class will be to teach students the basic principles of statistical reasoning. Use of technology, including online applets and the graphing calculator will be prominent in the course. Students will gain insight into the preparation of reports and will be better able to interpret the figures and meaning of statistics. This course may not be offered at all schools.

Courses After Meeting Graduation Requirement of Algebra I & Geometry

INTERMEDIATE ALGEBRA PREP			⊛
401013	Level: 1	Credits: 1.0	SCED: 02069

Prerequisite: *Satisfactory completion of Algebra I* ***without achieving CCR Designation***

This course provides students with opportunities to address algebra deficits prior to moving onto Algebra II. An 11th or 12th grade student who is working towards the CCR Designation may enroll in this course as a transition experience. Students study algebraic operations, expressions and equations with absolute value, polynomials, exponents, radicals, quadratic expressions, factoring, solutions of equations and inequalities including systems of equations, coordinate geometry, conics, locus of points, graphs of algebraic functions, translations, complex numbers, series & sequences, determinants, permutations & combinations, factorials and polygons, functions of degrees greater than 2, logarithms and inverse functions. As the final exam students will be (re)tested on MCAP Algebra 1. This course may not be offered at all schools. The next suggested course in sequence is Algebra II.

ALGEBRA II			⊛
401143	Level: 1	Credits: 1.0	SCED: 02056

Prerequisites: *High School Geometry and Algebra I or Algebra I Part 2*

Building on students' knowledge of linear, quadratic, and exponential functions, this course includes polynomial, rational, and radical functions. Students explore similarities between the system of polynomials & the system of integers. As students work closely with expressions that define functions, they expand and hone their abilities to model situations and solve equations including solving quadratic equations over the set of complex numbers and solving exponential equations using the properties of logarithms. Building on prior work with functions and trigonometric ratios and circles, students use the coordinate plane to extend trigonometry to model periodic phenomena. Topics of study focus on 1.) Extending the study of functions to polynomial & other nonlinear functions (square root, cube root, piecewise defined, step, absolute value, rational, exponential, logarithmic, and trigonometric); 2.) solving nonlinear equations; 3.) using probability to interpret data & make decisions; and 4.) making inferences & justifying conclusions using data. Students complete real world performance tasks where they apply knowledge & focus on mathematical reasoning and communication. Algebra II is an expectation of the University System of Maryland (USM).

Wor-Wic Community College Developmental Mathematics Courses

The following math developmental courses are intended for 11th graders or 12th grade students who need to refine math skills and develop algebraic reasoning. These courses are not intended for the student who has attained CCR designation. These developmental courses provide students with a bridge for acquiring more advanced algebra skills. The courses are taught in the WCPS High Schools under a partnership arrangement with Wor-Wic Community College. They are not dual enrollment courses as these courses are not college-credit bearing courses. The student receives a high school mathematics credit. Completion of the course satisfies the requirement of a 4th year of mathematics. However, only Wor-Wic Community College Developmental Math 099 fulfills the 4th year of mathematics requirement for the University System of Maryland (USM).

WOR-WIC COMMUNITY COLLEGE DEVELOPMENTAL MATH 091 (taught at a WCPS High School)			
421112	Level: 1	Credits: 1.0	SCED: 02051
Prerequisites: *Coordinator approval is required to enroll in this developmental course.*			
This course reviews fundamental operations and applications of decimals, fractions, percent, ratio and proportions, and integers with an introduction to algebraic concepts. An emphasis is placed on developing solutions to word problems. This course includes mastery of whole numbers, integers, solving equations, using fractions and mixed numbers, decimals, square roots, percent, and graphing in two dimensions. These concepts are applied in problem solving activities. This course follows Wor-Wic Community College's Grading Scale for non-college credit courses. Earning a 75% or higher in this course qualifies the student to enroll in Math 092.			

WOR-WIC COMMUNITY COLLEGE DEVELOPMENTAL MATH 092 (taught at a WCPS High School)			
421133	Level: 1	Credits: 1.0	SCED: 02994
Prerequisites: *An Algebra I MCAP score below 725 or earning 75% or greater in Math 91. Students who demonstrate capability for enrollment in Algebra II should enroll in Algebra II rather than Math 92.*			
Course content includes a review of real numbers and the real number system, linear equations and inequalities, exponents and polynomials, factoring, graphs, functions, and matrices, solving systems of linear equations in two variables, and solving mathematic problems in multiple representations including graphically, algebraically, verbally, and using technology. This course follows Wor-Wic Community College's Grading Scale for non-college credit courses. Earning an overall 75% or greater in this course qualifies the student to enroll in credit bearing mathematics courses at Wor-Wic Community College or Math 099 Intermediate Algebra.			

WOR-WIC COMMUNITY COLLEGE MATH 099 INTERMEDIATE ALGEBRA (taught at a WCPS High School)			
421163	Level: 1	Credits: 1.0	SCED: 02055
Prerequisites: *An Algebra I MCAP score of below 740 after remediation and retesting or earning 75% or greater in Math 092. Students who demonstrate capability for enrollment in Algebra II should enroll in Algebra II rather than Math 099.*			
This course includes a review of the real number system and its application to solving linear and quadratic equations. Topics also include graphing and solving systems of equations and inequalities. This course includes mastery of factoring quadratic expressions, manipulation of quadratic expressions and radical expressions and an introduction to logarithmic and exponential functions. These concepts will be applied in problem solving activities. This course follows Wor-Wic Community College's Grading Scale for non-college credit courses. Earning an overall 75% or greater in this course qualifies the student to enroll in credit bearing mathematics courses at Wor-Wic Community College.			

Computer Science Courses That May Count As A Math Credit

FOUNDATIONS OF COMPUTER SCIENCE			
462113	Level: 1	Credits: 1.0	SCED: 10171
This course introduces students to the field of computer science through an exploration of engaging and accessible topics. It is designed to focus on the conceptual ideas of computing and help students understand why certain told or languages might be utilized to solve particular problems. Students will develop the computational practices of algorithm development, problem solving and programming within the context of real-world problems. Students will also be introduced to topics such as interface design, limits of computers, and societal and ethical issues. This course can be used as a required technology education credit or a fourth-year math course for students in Grade 12; however, this course does not fulfill the 4th year mathematics requirement for the University System of Maryland (USM)			

ADVANCED PLACEMENT COMPUTER SCIENCE PRINCIPLES			‡
463114	Level: 2	Credits: 1.0	SCED: 10157
This course advances students understanding of the technical aspects of computing including programming, algorithm design, computer system organization and operation, data representation and information organization. This course includes the use of JAVA and other programming languages to solve problems. This course is designed to prepare students to take the AP Computer Science Principles Test. May not be offered at all high schools. This course can be used as a required technology education credit or a fourth-year math course for students in Grade 12; however, this course does not fulfill the 4th year mathematics requirement for the University System of Maryland (USM)			

ADVANCED PLACEMENT COMPUTER SCIENCE A			‡
464104	Level: 2	Credits: 1.0	SCED: 10157
Prerequisite: *AP Computer Science Principles*			
This course is a more in-depth study of computer science specifically in the aspects of computing, including programming and algorithm design, computer system and data representation and information organization. In this course, the primary language used in advancing the students' understanding of the application of computational thinking to real world problems is JAVA. This course is designed to prepare students to take the AP Computer Science Test. May not be offered at all high schools. Completion of this course satisfies the requirement of a 4th year of mathematics. However, this course does not fulfill the 4th year mathematics requirement for the University System of Maryland (USM).			

Dual Enrollment Courses After Successful Completion of Algebra II

ELEMENTARY STATISTICS (DE) | MTH 152			‡ ■
400204	Level: 2	Credit: 1.0 HS / 3.0 Wor-Wic	SCED: 02209
Prerequisite: *Satisfactory completion of Algebra, Geometry and Algebra II (with a grade of C or better). Grades in compliance with WWCC Requirement*			
This college-level, dual enrollment course provides an opportunity for students to investigate elementary statistics through a critical examination of its subjects and applications. Topics from descriptive statistics include data organization, expectation, and measures of variation. The following topics are included: random variables, probability laws, counting techniques, binomial and normal distributions, applications of the Central Limit Theorem, confidence intervals and tests of statistical hypotheses involving the mean, median and proportions. Parametric and non-parametric statistics are introduced. This course may not be offered at all schools.			

MATH 121: PRECALCULUS 1 (DE)			‡ ■
700046	Level: 2	Credit: 1.0 HS / 3.0 Wor-Wic	SCED: 02110
Prerequisite: *Satisfactory completion of Algebra I, Geometry and Algebra II (with a grade of C or better).*			
This dual enrollment course covers advanced algebra. Topics include solving, graphing, and modeling with linear, quadratic, polynomial, rational, radical, exponential, logarithmic equations, and inequalities. Basic conic sections, matrices and linear programming topics are also included. This course may not be offered at all schools. A student may elect to take one of the following: • Math 121 Precalculus 1 (DE) and Math 122 Precalculus 2 (DE) • WCPS Precalculus • AP Precalculus			

MATH 122: PRECALCULUS 2 (DE)			‡ ■
700047	Level: 2	Credit: 1.0 HS / 3.0 Wor-Wic	SCED: 02110
Prerequisite: *Satisfactory completion of Math 121: Precalculus 1*			
This dual enrollment course includes trigonometry and advanced algebra. Trigonometric topics include angle measurement, definitions of the six trigonometric functions from the right triangle and unit circle perspectives, graphs, identities, inverses, and equations. Algebraic topics include polar coordinates, parametric equations, and a review of functions and graphs. This course may not be offered at all schools. A student may elect to take one of the following: • Math 121 Precalculus 1 (DE) and Math 122 Precalculus 2 (DE) • WCPS Precalculus • AP Precalculus			

AP Path After Successful Completion of Algebra II

PRECALCULUS			
424203	Level: 1	Credits: 1.0	SCED: 02110

Prerequisite: *Satisfactory completion of Geometry and Algebra II*

This course bridges mathematics skills beyond those studied in Algebra I, Geometry and Algebra II, and continues a students' mathematical progression towards the study of calculus. The Common Core State Standards-Mathematics document refers to Precalculus as the "4th course" in a high school program. Emphasis in this course is placed on a multi-representational approach to solving problems which are graphical, numerical, analytical, verbal, and technological in nature. Topics in this course include analysis of families of functions, exponential, logarithmic, polar, and transcendental functions; real and complex numbers, polynomial, and rational functions; trigonometric functions and analytical and parametric equations, and concepts associated with the derivative and integral in calculus. Students are required to use a TI-83 or TI-84 graphing calculator.

A student may elect to take one of the following:

- Math 121 Precalculus 1 (DE) and Math 122 Precalculus 2 (DE)
- WCPS Precalculus
- AP Precalculus

AP PRECALCULUS			‡
424014	Level: 2	Credits: 1.0	SCED: 02110

Prerequisite: *Satisfactory completion of Geometry and Algebra II*

In AP Precalculus, students explore everyday situations using mathematical tools and lenses. Through practice, students build deep mastery of modeling and functions. They will learn how to observe, explore, and build mathematical meaning from dynamic systems, an important practice for thriving in an ever-changing world. The mathematical practices (Practice 1: Procedural and Symbolic Fluency, Practice 2: Multiple Representations, and Practice 3: Communication and Reasoning) are central to the study and practice of precalculus. Units of study include: 1) Polynomial and Rational Functions, 2) Exponential and Logarithmic Functions, 3) Trigonometric and Polar Functions, and 4) Functions Involving Parameters, Vectors, and Matrices. Students are required to use a TI-83 or TI-84 graphing calculator. The course is designed to prepare the student for the College Board's Advanced Placement Precalculus test and possibly earn credit in college level Precalculus.

A student may elect to take one of the following:

- Math 121 Precalculus 1 (DE) and Math 122 Precalculus 2 (DE)
- WCPS Precalculus
- AP Precalculus

CALCULUS			‡
424103	Level: 1	Credits: 1.0	SCED: 02121

Prerequisite: *Satisfactory completion of Precalculus, AP Precalculus or both Math 121: Precalculus 1 and Math 122: Precalculus 2*

Calculus is designed to provide students with initial preparation for the Advanced Placement Calculus AB course or a Calculus course in college. Often students interested in STEM majors or careers enroll in calculus. Topics of study include extended work with functions, concepts associated with limits their properties and applications, differentiation, and application of differentiation in real-world settings. The next course in sequence is Advanced Placement Calculus AB.

ADVANCED PLACEMENT CALCULUS AB			‡
424104	Level: 2	Credits: 1.0	SCED: 02124
Prerequisite: *Satisfactory completion of Calculus*			
Advanced Placement Calculus AB is a college level course with topics, which include functions, limits and continuity, derivatives, integration, and the applications of these topics. The course is designed to prepare the student for the College Board's Advanced Placement Calculus AB test and possibly earn credit in college level Calculus I.			

ADVANCED PLACEMENT CALCULUS BC			‡
424114	Level: 2	Credits: 1.0	SCED: 02125
Prerequisite: *Satisfactory completion of Advanced Placement Calculus AB*			
Advanced Placement Calculus BC is a rigorous extension of the work begun in Advanced Placement Calculus AB and covers additional topics including vector functions, parametrically defined curves, polar functions, and convergence of sequence and series. The course is designed to prepare the student for the College Board's Advanced Placement Calculus BC test and possibly earn credit in college level Calculus II.			

DATA ANALYSIS/STATISTICS			
411103	Level: 1	Credits: 1.0	SCED: 02201
Prerequisite: *Satisfactory completion of Geometry and Algebra II.*			
Course topics include concepts and applications associated with the study of statistics and data analysis. Descriptive statistics involve methods of organizing, representing, and summarizing information from samples or populations. Inferential statistics involve methods of using information from a sample to draw conclusions regarding the population. The following topics are included: random variables, probability laws, counting techniques, binomial and normal distributions, applications to the Central Limit Theorem, confidence intervals and tests of statistical hypotheses involving the mean and proportions. One and two sample tests with dependent and independent samples are examined and topics from linear regression and analysis of variance are introduced. Topics from parametric and non-parametric statistics are introduced. The next course in sequence is Advanced Placement Statistics.			

ADVANCED PLACEMENT STATISTICS			‡
434104	Level: 2	Credits: 1.0	SCED: 02203
Prerequisite: *Satisfactory completion of Data Analysis/Statistics. Elementary Statistics (DE) does not satisfy this prerequisite. Students are encouraged to enroll in Precalculus to gain insights into logarithms needed for AP Statistics.*			
The purpose of the Advanced Placement Statistics course is to introduce students to major concepts and tools for collecting, analyzing, and drawing conclusions from data. Students are exposed to four broad conceptual themes: exploring data, planning a study, anticipating patterns, and statistical inference. Students who successfully complete the course and pass an advanced placement test may receive college credit and/or advanced placement for a one-semester introductory college statistics course.			

SCIENCE

The **Maryland State Department of Education (MSDE)** requires students to earn a minimum of three (3) science credits to satisfy the Science graduation requirement. One of the required credits must be Biology, which is the life science (LS) course aligned to the Maryland Comprehensive Assessment for Life Science. For the remaining required credits, students must earn one credit in a course within the physical science (PS) domain (i.e.- chemistry, physics, physical science, etc.) and one credit in a course within the Earth/space science (ESS) domain.

For students interested in Science, Technology, Engineering or Mathematics (STEM) related careers (such as medicine, engineering, the sciences, veterinary medicine, physical therapy, etc.), the **University System of Maryland (USM) Board of Regents** recommends four years of science in three different science areas.

WCPS Science Courses by Domain

Physical Science Courses (Must have 1 credit)	**Earth/Space Science Courses (Must have 1 credit)**	**Life Science Courses** (Biology fulfills the required life science credit; all other LS courses are 4th science credits/electives)
☐ Physical Science ☐ *Chemistry*** ☐ Physics ☐ SU DE Chemistry ☐ Accelerated/AP Chemistry ☐ Accelerated/AP Physics ☐ Select SU DE Courses*** ☐ Select Wor-Wic DE Courses***	☐ Environmental Earth Science ☐ Introduction to Astronomy ☐ AP Environmental Science ☐ SU DE Environmental Science ☐ Marine Science ☐ *Chemistry*** ☐ Select SU DE Courses*** ☐ Select Wor-Wic DE Courses***	☐ **Biology* (required for all)** ☐ Accelerated/AP Biology**** ☐ SU DE Biology ☐ Anatomy & Physiology ☐ Zoology

Common HS Science Course Sequences

Refer to the charts on the next page for a visual representation of the most common sequences students can progress through the science courses. Please note that these charts are not exhaustive. Students are encouraged to review course descriptions and consult with their school counselor to choose science courses that best align with their individual needs, interests, and future plans.

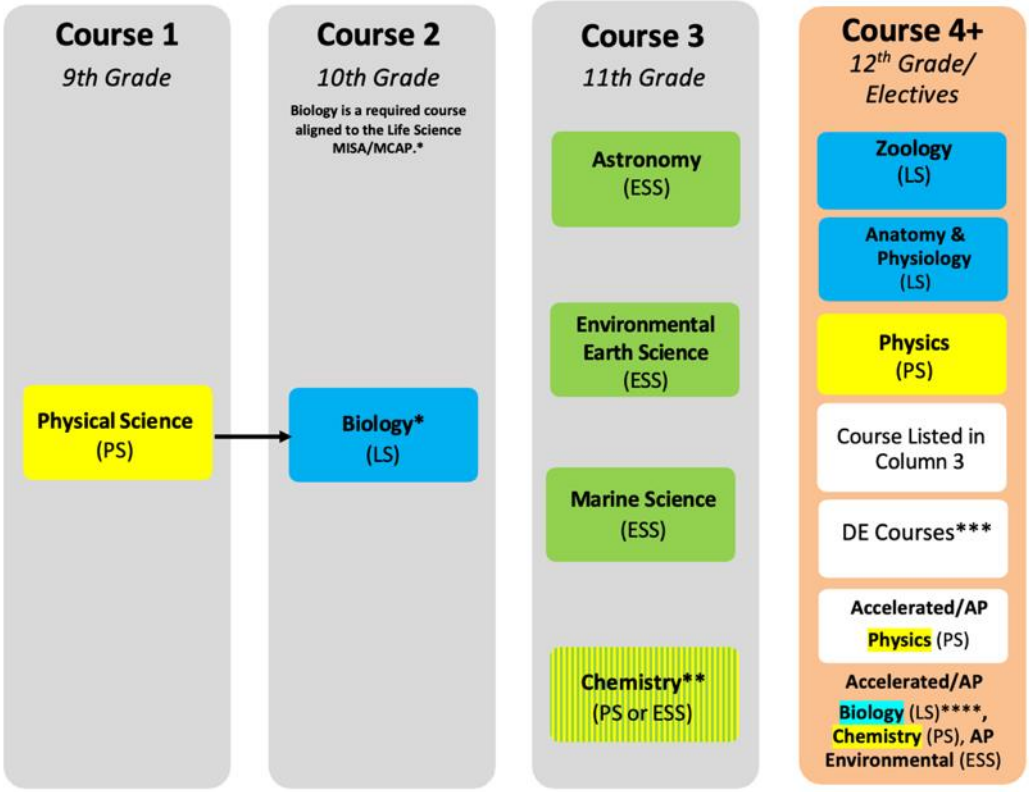
Our science curriculum offers a structured yet flexible pathway for students. Initially, students enroll in either physical science or biology. To align with COMAR standards, they must complete at least one course in each scientific domain: Life sciences (LS/blue), physical sciences (PS/yellow), and earth and space sciences (ESS/green).

Biology, a mandatory course, is taken as the first or second course, fulfilling the LS/blue requirement. ESS standards are incorporated into our chemistry curriculum, providing the flexibility for students to count chemistry towards either their PS/yellow or ESS/green requirement.

After fulfilling the biology requirement, students have the liberty to choose the order of subsequent courses, provided they meet the prerequisites for each course.

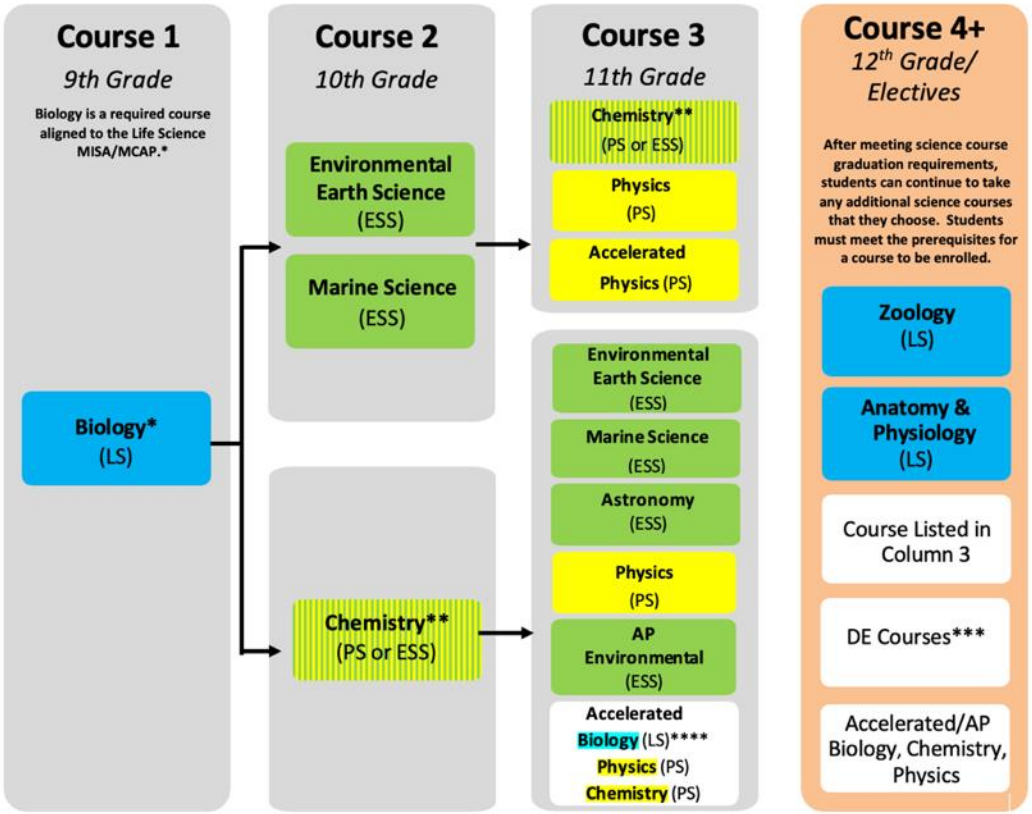
* All students take the Life Science MISA/MCAP at the end of the biology course. This is an end of course exam that all students must participate in as part of their graduation requirement. **The Life Science MISA/MCAP will count as 20% of the final biology course grade.**
** Chemistry may count as either a PS course or an ESS course, but not both.
*** Please refer to the most recent Wor-Wic and Salisbury University (SU) dual enrollment lists/charts to determine which Wor-Wic or SU science courses may count for high school science credit.
**** Students who choose to take Accelerated/AP Biology after chemistry will still need to fulfill their final ESS/PS requirement.

Pathway A: Physical Science as Course 1



After meeting science course graduation requirements, students can continue to take any additional science courses that they choose. Students must meet the prerequisites for a course to be enrolled.

Pathway B: Biology as Course 1



BIOLOGY ⊛

512203	Level: 1	Credits: 1.0	SCED: 03051	Domain: LS

Recommendation: *9th or 10th grade student; 9th grade students taking this as their first science course should have a strong science background or interest in pursuing a science/STEM career, and/or a passing score on the Grade 8 MISA.*

Biology is aligned to the Maryland Next Generation Science Standards and engages students in the application of science and engineering practices, crosscutting concepts, and disciplinary core ideas. This course is required for graduation. Starting in the 2021-2022 school year, the Life Science MCAP is administered at the end of this course as an end of course exam. Starting in the 2023-2024 school year, the Life Science MCAP will count as 20% of the final Biology course grade.

In this course, a range of phenomena drive the investigations into the fundamentals of living things and Earth systems. Topics include matter and energy in organisms and ecosystems, interdependent relationships in ecosystems, structure and function of cells and organisms, inheritance and variation of traits, and natural selection and evolution. This course aligns with the Maryland Environmental Literacy Standards.

ACCELERATED BIOLOGY

513103	Level: 1	Credits: 1.0	SCED: 03052	Domain: LS

Prerequisite: *Satisfactory completion of Chemistry and Biology.*

Accelerated Biology is an in-depth study of molecular and cellular biology to prepare students for Advanced Placement Biology. Topics to be studied include organic chemistry, bioenergetics, molecular genetics, cytology, and genetic engineering. Successful completion of this course is necessary for students to move onto Advanced Placement Biology.

This course may include the dissection of preserved animal specimens. Alternative activities are provided should the student or parent request non-participation. The parent should submit a written request for the alternative activities to the course instructor.

ADVANCED PLACEMENT BIOLOGY ‡

514104	Level: 2	Credits: 1.0	SCED: 03056	Domain: LS

Prerequisite: *Satisfactory completion of Accelerated Biology and Chemistry.*

AP Biology is an introductory college-level biology course. Students cultivate their understanding of biology through inquiry-based investigations as they explore the following topics: evolution, cellular processes, energy and communication, genetics, information transfer, ecology, and interactions. The course emphasizes inquiry-based investigations that provide students with opportunities to apply science practices.

The course is designed to prepare students to take an advanced placement test. Students who successfully complete the course and pass the advanced placement test may earn up to eight college credits in biology. Students should successfully complete Accelerated Biology before taking this course. Because of the rigorous demands of this course, students will be expected to devote as much time as necessary to keep current with class assignments and class work.

This course may include the dissection of preserved animal specimens. Alternative activities are provided should the student or parent request non-participation. The parent should submit a written request for the alternative activities to the course instructor.

SU BIOL 201 DE - INTRODUCTION TO BIOLOGY: MOLECULAR AND CELL BIOLOGY ‡ ■

553144	Level: 2	Credits: 1.0 HS/4.0 SU	SCED: 03052

Prerequisite: *Satisfactory completion of Biology, Chemistry, and Algebra II or Algebra II, Pt. 2 with a grade of C or better.*

This Salisbury University dual enrollment course introduces students to biological molecules, cellular anatomy, and cellular function. Students build a fundamental understanding of molecular core concepts and skills that serve as a foundation for all more advanced coursework in biology. Emphasis is on the chemistry of biology, properties of biological molecules, cellular composition, cellular function and diversity, metabolism, and genetics. This is one of two introductory courses (along with BIOL 202) required for biology majors at SU. This course may not be offered at all schools.

SU BIOL 202 DE- INTRODUCTION TO BIOLOGY: EVOLUTION AND ECOLOGY ‡ ■

863204	Level: 2	Credits: 1.0 HS/4.0 SU	SCED: 03052

Prerequisite: *Satisfactory completion of Biology, Chemistry, and Algebra II or Algebra II, Pt. 2 with a grade of C or better.*

This Salisbury University dual enrollment course introduces students to the study of evolution and ecology, providing practice with the core concepts and skills that biologists use to study life. Emphasis is on the evolutionary origin of biodiversity, the ecological function of biodiversity, and human impacts on biodiversity and ecosystem function. This is one of two introductory courses (along with BIOL 201) required for biology majors at SU. This course may not be offered at all schools.

HUMAN ANATOMY AND PHYSIOLOGY

802123	Level: 1	Credits: 1.0	SCED: 03053	Domain: LS

Prerequisite: *Satisfactory completion of Biology and the recommended Physical Science or Chemistry course. Students are strongly encouraged to fulfill all science course graduation requirements before taking this life science domain elective course.*

Recommendation: *11th or 12th grade.*

Students learn the structures and the functions of the human body. Emphasis is on the relationship between the human body in states of wellness or illness. Students will study the major systems of the body, such as the skeletal, muscular, nervous, circulatory, and digestive systems, and how these systems work together. This course may include the dissection of preserved animal specimens. Alternative activities are provided should the student or parent request non-participation. The parent should submit a written request for the alternative activities to the course instructor.

SU BIOL 205 DE- FUNDAMENTALS OF HUMAN ANATOMY AND PHYSIOLOGY ‡ ■

863205	Level: 2	Credits: 1.0 HS/4.0 SU	SCED: 03053

Prerequisite: *Satisfactory completion of biology and chemistry with a grade of C or better.*

This Salisbury University dual enrollment course introduces students to the study of human anatomy and physiology. Intended for health education and physical education majors, the course emphasizes the musculoskeletal, nervous, cardiovascular and respiratory systems. This course does not satisfy requirements within the biology major. This course may not be offered at all schools.

PHYSICAL SCIENCE

522233	Level: 1	Credits: 1.0	SCED: 03159	Domain: PS

Recommendation: *Course 1 science course. This course is recommended as a first science course for students who need more exposure to the skills, thinking, and concepts required to be successful in high school science courses. This course is not intended for students who have previously earned credit in chemistry or physics.*

Physical Science engages students in the application of science and engineering practices, crosscutting concepts, and disciplinary core ideas. In this course, a range of phenomena drive the investigations into the fundamentals of physics and chemistry. The framework is designed to be very inquiry-based and hands-on, providing examples of how engineering can be incorporated into an integrated physics and chemistry curriculum. This course emphasizes engagement in skills, thinking, and concepts required to be successful in high school science courses. Topics include forces of motion, forces at a distance, energy conservation, nuclear processes, chemical reactions, waves, and electromagnetic radiation. The course introduces these concepts without a strong dependence on computation.

CHEMISTRY

522103	Level: 1	Credits: 1.0	SCED: 03101	Domain: PS or ESS *(cannot be counted as both)*

Prerequisite: *Satisfactory completion of Algebra I and Biology.*

Recommendation: 10th Grade or above.

Chemistry is aligned to the Maryland Next Generation Science Standards and integrates ESS standards. In this course, a range of phenomena drive the investigations into the fundamentals of chemistry. The framework integrates concepts from earth and environmental sciences into the student chemistry and does have a strong dependence on mathematics and computation. Topics include atomic theory, the structure of matter, chemical bonding, the periodic table, chemical reactions, energy, chemical calculations and basic stoichiometry, and the chemistry of Earth's systems. Emphasis will be placed on the theoretical and mathematical interpretation of laboratory investigations. This course is strongly recommended for the college bound student and students planning careers in Math, Science, Engineering, or Medicine. This course aligns with the Maryland Environmental Literacy Standards.

GENERAL CHEMISTRY I (DE) ‡ ■

524114	Level: 2	Credits: 1.0 HS/4.0 WWCC	SCED: 03101

Prerequisite: *Satisfactory completion of Biology, Chemistry, and Algebra II or Algebra II, Pt. 2*

This dual enrolled course examines the fundamental laws of chemistry and atomic structure, with an emphasis on chemical calculations and quantitative relationships. This course may not be offered at all schools.

SU CHEM 121 DE - GENERAL CHEMISTRY I ‡ ■

553154	Level: 2	Credits: 1.0 HS/4.0 SU	SCED: 03102

Prerequisite: Satisfactory completion of Biology, Chemistry, and Algebra II with a grade of C or better.

This Salisbury University dual enrollment course examines the fundamental laws of chemistry and atomic structure emphasizing quantitative relationships. This course may not be offered at all schools.

ACCELERATED CHEMISTRY

523103	Level: 1	Credits: 1.0	SCED: 03102	Domain: PS

Prerequisite: *Satisfactory completion of Biology, Chemistry, and Algebra II.*

Accelerated Chemistry is an extension of chemistry and is designed to transition students into Advanced Placement Chemistry. This course reviews major chemistry topics while beginning the study of AP Chemistry content such as kinetics, equilibrium, and electrochemistry. Students are required to engage in multiple hands-on labs to assist with comprehension of concepts. Successful completion of this course is necessary for students to move onto Advanced Placement Chemistry.

ADVANCED PLACEMENT CHEMISTRY ‡

524104	Level: 2	Credits: 1.0	SCED: 03106	Domain: PS

Prerequisite: *Satisfactory completion of Accelerated Chemistry*

The AP Chemistry course provides students with a college-level foundation to support future advanced coursework in chemistry. Students cultivate their understanding of chemistry through inquiry- based investigations, as they explore content such as: atomic structure, intermolecular forces and bonding, chemical reactions, kinetics, thermodynamics, and equilibrium.

The course is designed to prepare students to take an advanced placement test. Students who successfully complete the course and pass the advanced placement test may earn up to four college credits in chemistry. Students should successfully complete Accelerated Chemistry before taking this course. Because of the rigorous demands of this course, students will be expected to devote as much time as necessary to keep current with class assignments and class work.

PHYSICS

533103	Level: 1	Credits: 1.0	SCED: 03151	Domain: PS

Prerequisite: *Satisfactory completion of Biology and Geometry.*

Recommendation: *11th or 12th Grade*

This course represents a theoretical and mathematical approach to the study of classical physics. The four basic areas are mechanics or motion, thermodynamics, wave motion (to include light), and electricity and magnetism. Emphasis will be placed on interpretation of original laboratory data. Physics is strongly recommended for the highly motivated, math able, college bound student.

ACCELERATED PHYSICS 1

543102	Level: 1	Credits: 1.0	SCED: 03152	Domain: PS

Prerequisite: *Satisfactory completion of Biology, Geometry, and Algebra II (can take concurrently). Completion of Physics is helpful but not required.*

Accelerated Physics 1 is a semester long course that introduces and reviews major physics topics while beginning the study of AP Physics I course. Emphasis will be placed on interpretation of laboratory data. Successful completion of this course is necessary for students to continue onto Advanced Placement Physic 1. This course may not be offered at all schools.

ADVANCED PLACEMENT PHYSICS 1 ‡

531104	Level: 2	Credits: 1.0	SCED: 03165	Domain: PS

Prerequisite: *Satisfactory completion of Accelerated Physics 1.*

AP Physics 1 is an algebra-based, introductory college-level physics course. Students cultivate their understanding of physics through inquiry-based investigations as they explore these topics: kinematics, dynamics, circular motion and gravitation, energy, momentum, simple harmonic motion, torque and rotational motion, electric charge and electric force, DC circuits, and mechanical waves and sound.

The course is designed to prepare students to take an advanced placement test. Students who successfully complete the course and pass the advanced placement test may earn college credits in physics. Students should successfully complete Accelerated Physics I before taking this course. Because of the rigorous demands of this course, students will be expected to devote as much time as necessary to keep current with class assignments and class work. This course may not be offered at all schools.

ACCELERATED PHYSICS C: MECHANICS

534101C	Level: 1	Credits: 1.0	SCED: 03152	Domain: PS

Prerequisite: *Satisfactory completion of Biology and Calculus.*

Accelerated Physics C: Mechanics is a semester long course that prepares students for the Advanced Placement Physics C: Mechanics course. The content will include kinematics; Newton's laws of motion; work, energy, and power; systems of particles and linear momentum; circular motion and rotation; and oscillations and gravitation. Significant emphasis will be placed on interpretation of laboratory data and mathematical computation. This course is offered only at Worcester Technical High School.

ADVANCED PLACEMENT PHYSICS C: MECHANICS

532204	Level: 2	Credits: 1.0	SCED: 03156	Domain: PS

Prerequisite: *Satisfactory completion of Accelerated Physics C: Mechanics*

This is a college level Physics course offered only at Worcester Technical High School that serves as the foundation in physics for students intending to major in engineering. It is designed to prepare students to take an advanced placement test and earn college credit for physics. The class will consist of kinematics; Newton's laws of motion; work, energy, and power; systems of particles and linear momentum; circular motion and rotation; and oscillations and gravitation.

Students should successfully complete Accelerated Physics C: Mechanics before taking this course. Because of the rigorous demands of this course, students will be expected to devote as much time as necessary to keep current with class assignments and class work.

ADVANCED PLACEMENT PHYSICS C: MECHANICS (DE) ‡ ■

553124	Level: 2	Credits: 1.0 HS/ 4.0 SU	SCED: 03156	Domain: PS

Prerequisite: Satisfactory completion of AP Physics 1. Satisfactory completion of or concurrently taking Calculus.

This AP Physics C is a dual enrolled course with Salisbury University and is only offered to students enrolled in the Pre-Engineering program at Worcester Technical High School. The course serves as the foundation in physics for students intending to major in engineering. The course consists of kinematics; Newton's laws of motion; work, energy, and power; systems of particles and linear momentum; circular motion and rotation; and oscillations and gravitation. This course is designed to prepare students to take an advanced placement test. Students can earn four Salisbury University college credits by successfully passing the course.

ENVIRONMENTAL EARTH SCIENCE

543105	Level: 1	Credits: 1.0	SCED: 03003	Domain: ESS

Prerequisite: *Satisfactory completion of Biology or Physical Science*

This course is designed to provide students with a background in both earth sciences and environmental sciences. The course takes an interdisciplinary approach to the study of the environment, environmental systems, Earth systems, dynamics and history of the Earth, sustainability, global climate change, and geoscience skills. Students focus on applying skills and knowledge to environmental issues, problems, and solutions. This course aligns with the Maryland Environmental Literacy Standards.

ENVIRONMENTAL SCIENCE (DE) ‡ ■

543104	Level: 2	Credits: 1.0 HS/ 4.0 WWCC	SCED: 03003

Prerequisite: *Satisfactory completion of High School Biology and Chemistry*

This course is designed to provide students with a background in both earth sciences and environmental sciences. This is a dual enrolled, general education natural science course that integrates the physical and biological sciences for students to gain understanding of humans in their environment. This course emphasizes critical thinking and an evaluation of current topics in environmental science in a local, national, and global context, and prepares students to be able to discuss ecological concerns and rational solutions for today's environmental problems. This course may not be offered at all schools.

SU BIOL 150 DE - ENVIRONMENTAL SCIENCE: CONCEPTS AND METHODS ‡ ■

862150	Level: 2	Credits: 1.0 HS/4.0 SU	SCED: 03003

Prerequisite: *Satisfactory completion of Biology and Chemistry with a grade of C or better.*

This Salisbury University dual enrollment course explores global and regional environmental processes and systems, as well as the impact of humans on these systems. Addresses current environmental issues such as climate change, habitat loss and water pollution, emphasizing the role of science in identifying problems and finding solutions. This course may not be offered at all schools.

ADVANCED PLACEMENT ENVIRONMENTAL SCIENCE ‡

544104	Level: 2	Credits: 1.0	SCED: 03207	Domain: ESS

Prerequisite: Completion of two high school science courses, including satisfactory completion of Biology and the recommended Chemistry or Physics course. Satisfactory completion of Algebra I is also required.

The AP Environmental Science course is designed to be the equivalent of a one semester, introductory college course in Environmental Science. The goal of the course is to provide students with the scientific principles, concepts, and methodologies required to understand the interrelationships of the natural world, to identify and analyze environmental problems both natural and human-made, to evaluate the relative risks associated with these problems, and to examine alternative solutions for resolving and/or preventing them.

This course is designed to prepare students to take an advanced placement test and earn college credit in Environmental Science. Because of the rigorous demands of this course, students will be expected to devote as much time as necessary to keep current with class assignments and class work.

MARINE SCIENCE

513113	Level: 1	Credits: 1.0	SCED: 03005	Domain: ESS

Prerequisite: *Satisfactory completion of Biology or Physical Science.*

Marine Science involves the study of coastal and marine systems. The course will include a study of the physical, chemical, and geological aspects of oceanography, marine biology, the coastal environment, and the interrelationships among the disciplines. This course aligns with the Maryland Environmental Literacy Standards.

This course may include the dissection of preserved animal specimens. Alternative activities are provided should the student or parent request non-participation. The parent should submit a written request for the alternative activities to the course instructor.

ZOOLOGY

513133	Level: 1	Credits: 1.0	SCED: 03061	Domain: LS

Prerequisite: *Satisfactory completion of Biology and the recommended physical science (PS) domain course. Students are strongly encouraged to fulfill all science course graduation requirements before taking this life science domain elective course.*

Recommendation: 11th or 12th grade

Zoology is a life science elective course that focuses on the study of animals, including their classification, anatomy, physiology, behavior, and ecology. Students will explore a variety of animal species, from invertebrates to vertebrates, and learn about their roles in ecosystems.

This course may include the dissection of preserved animal specimens. Alternative activities are provided should the student or parent request non-participation. The parent should submit a written request for the alternative activities to the course instructor.

INTRODUCTION TO ASTRONOMY

513135	Level: 1	Credits: 1.0	SCED: 03004	Domain: ESS

Prerequisite Satisfactory completion of Biology and the recommended physical science (PS) domain course

Recommendation: 11th or 12th Grade

This course is designed to foster an interest in astronomy while engaging students in the Engineering Design Process, inquiry, and real-world application of scientific principles. The course introduces students to the study of astronomy, including its history and development; the conditions, properties, and motions of bodies in space; the concepts of modern astronomy; and the methods used by astronomers to learn more about the universe. Content includes, but is not limited to, the solar system, the earth as a system in space, the earth/moon system, the Milky Way and other galaxies, the sun and stars, and astronomical instruments.

SOCIAL STUDIES

GOVERNMENT ⊛

611103	Level: 1	Credits: 1.0	SCED: 04151

Preferred completion in 9th grade.

The United States Government course provides students the basic information they need to function as a citizen on the local, state, national, and international level. The course acquaints students with the duties, responsibilities of citizens and the history and structure of government and politics in the United States. Students will learn about issues at the National, State, and local level and how each level of government is impacted by history, economics, and geography.

A short course on Financial Literacy will build upon previous study of financial literacy in elementary and middle school courses. Students will partially meet the service learning requirement. Completion of service learning projects are required to successfully complete this course. Students who do not satisfactorily complete the service learning projects will receive a 50% for their final grade. The course satisfies the Government course requirements for graduation.

This course prepares students for the MCAP in Government and includes an end of course assessment that counts for 20% of a student's final grade.

UNITED STATES HISTORY

613103	Level: 1	Credits: 1.0	SCED: 04103

Preferred completion in 10th grade.

This course is a chronological survey of United States History from 1877 to the present. Emphasis is given to the acquisition of skills so that students can evaluate social, economic, political, and diplomatic developments in the United States. Students are expected to complete extended reading and writing assignments. The goal of the course is to have students gain sufficient knowledge and understanding of the past so they will be better prepared as responsible adult citizens. A satisfactory research paper is required to successfully complete this course. This course satisfies the United States History course requirements for graduation.

WORLD HISTORY

612103	Level: 1	Credits: 1.0	SCED: 04053

Preferred completion in 11th grade.

This course is designed to help students become familiar with diverse civilizations and develop an understanding of the history, which has culminated in current world situations. Students study at least one new European civilization in depth while surveying the history of humankind from the collapse of regional empires to the present. Students examine the geographic, economic, and social conditions and their influence on the modern world. Students also study the concepts of industrialization, nationalism, revolution, and imperialism. In the final units, students focus on the modern world with an extensive review of (1) World War II and (2) the Cold War followed by (3) an examination of present-day world problems (the Middle East, Asia, Africa, and Europe) in the era of Globalization. Students are expected to complete extended reading and writing assignments. A satisfactory research paper is required to successfully complete this course. This course satisfies the World History course requirements for graduation.

ADVANCED PLACEMENT U.S. HISTORY ‡

613304	Level: 2	Credits: 1.0	SCED: 04104

Prerequisite: *Satisfactory completion of Topics in United States History*

The Advanced Placement Program in U.S. History is designed to provide students with the analytic skills and factual knowledge necessary to deal critically with the problems and materials in United States History. The program prepares students for intermediate and advanced college courses by making demands upon them equivalent to those made by introductory college courses. Students should learn to assess historical materials - their relevance to a given interpretive problem, their reliability, and their importance - and to weigh the evidence and interpretation presented in historical scholarship.

Because of the rigorous demands of this course, students will be expected to devote as much time as necessary to keep current with class assignments and class work. The class requires extensive out-of-class reading and writing to include a mandatory research paper.

This course is designed to prepare the student to take an advanced placement test and earn up to two semesters of college credit in American History. This course satisfies the U. S. History course requirements for graduation. A satisfactory research paper is required to successfully complete this course.

ADVANCED PLACEMENT WORLD HISTORY: MODERN ‡

615224	Level: 2	Credits: 1.0	SCED: 04067

Prerequisite: *Satisfactory completion of Topics in World History (or Dual Enrollment World Civilizations I if offered.)*

The Advanced Placement Program in World History: Modern is designed to provide students with the analytic skills and factual knowledge necessary to deal critically with the problems and materials in World History. The program prepares students for intermediate and advanced college courses by making demands upon them equivalent to those made by introductory college courses. The AP History: Modern course examines world history from 1200CE to the present with the aim of helping students make connections of historical evolution across times and places. These courses highlight the interaction between humans and the environment; development and interaction of cultures; state-building, expansion, and conflict; creation, expansion, and interaction of economic systems; development and transformation of social structures; and technology and innovation. Students should learn to assess historical materials - their relevance to a given interpretive problem, their reliability, and their importance - and to weigh the evidence and interpretation presented in historical scholarship.

Because of the rigorous demands of this course, students will be expected to devote as much time as necessary to keep current with class assignments and class work. The class requires extensive out-of-class reading and writing to include a mandatory research paper.

This course is designed to prepare the student to take an advanced placement test and earn college credit in World History. This course satisfies the World History course requirements for graduation. A satisfactory research paper is required to successfully complete this course.

WORLD CIVILIZATION II DE ‡ ■

615235	Level: 2	Credits: 1.0 HS / 3.0 WWCC	SCED: 04067

Prerequisite: *Junior or Senior status. Satisfactory completion of either Dual Enrollment World Civilizations I or Topics in World History Modern.*

This is a dual enrollment college elective course taught by home school staff. The purpose of World Civilizations II is to discuss major civilizations from the Renaissance to the present day. Students will focus on social, political, economic, and intellectual issues and themes within and between major civilizations to the present day. This course satisfies the World History course requirements for graduation. May not be available at all schools.

Social Studies Department Electives

A Departmental Academic Elective does not satisfy the Social Studies graduation requirement. This course counts toward graduation requirements as an elective only.

PSYCHOLOGY			
623103	Level: 1	Credits: 1.0	SCED: 04254
This course is an introduction to the study of human behavior. Course content includes history and approaches in psychology, research methods, biological basis of behavior, states of consciousness, sensation and perception, and developmental psychology. This course is a prerequisite for Advanced Placement Psychology.			

ADVANCED PLACEMENT PSYCHOLOGY			‡
623104	Level: 2	Credits: 1.0	SCED: 04256
Prerequisite: *Satisfactory completion of Psychology.*			
Advanced Placement Psychology is a course designed for college-bound students in preparation for intermediate and advanced courses in psychology. This course will be taught from a biological perspective with the emphasis being on understanding the physical origins of behavior. Students will apply their learnings to the following areas of study: sensation and perception; development; states of consciousness; learning and memory; thinking, language and intelligence; motivation and emotion; personality; abnormal behavior and therapy; stress and health; social behavior; and statistical reasoning in everyday life. This course is designed to prepare the student to take an advanced placement test and earn up to two semesters of college credit in psychology.			

INTRO TO PSYCHOLOGY (DE) | PSY 101			‡ ■
632105	Level: 2	Credits: 1.0 HS / 3.0 WWCC	SCED: 04254
Prerequisite: *Junior or Senior status.*			
This is a WWCC dual enrollment course, and the aim of this course is to provide students with a basic overview of psychology as a behavioral science and to help students develop a more comprehensive and accurate understanding of human behavior.			

SERVICE LEARNING ELECTIVE			
900103	Level: 1	Credits: 1.0	SCED: 22104
Prerequisite: *Successful completion of graduation service learning requirement. Junior or Senior status.*			
Students in grades 11 and 12 are eligible to take the Service Learning Elective. This course provides an opportunity to perform unpaid volunteer services in the school and community. Completion of the course may earn credit toward satisfying the service learning graduation requirement. Students will be responsible for attending some after school classes in preparation for service, reflection, and completion of other academic requirements. Students will be responsible for arranging their own program, schedule, and transportation to the site. Parental permission is required to participate.			

WORLD CIVILIZATIONS I (DE) | HIS 101			‡ ■
615334	Level: 2	Credits: 1.0 HS / 3.0 WWCC	SCED: 04099
Prerequisite: *Junior or Senior status.*			
This is a dual enrollment college elective course taught by home school staff that can serve as prerequisite to AP World History. The purpose of World Civilizations I is to explore human development from pre-historic times (B.C.E.) to the rebirth of an interest in learning and the arts in the 16th century (C.E.) Europe. Students will be provided with an understanding of the contributions of past eras in many parts of the globe in relation to subsequent events. This course does not meet the World History graduation requirement. May not be available at all schools.			

TOPICS IN WORLD HISTORY: MODERN

615223	Level: 1	Credits: 1.0	SCED: 04065

Prerequisite: *Junior or Senior status with credit completion of H.S. Government.*

Topics in World History is designed for qualified students who wish to complete studies in the secondary school equivalent to college introductory courses in this field. In addition to a basic exposure to the factual narrative, the goals of the Topics in World History are to develop (a) an understanding of some of the principal themes in World History and (b) an ability to analyze historical evidence.

Because of the rigorous demands of this course, students will be expected to devote as much time as necessary to keep current with class assignments and class work. The class requires extensive out-of-class reading and writing. This course does not satisfy the World History graduation requirements.

TOPICS IN UNITED STATES HISTORY

615103	Level: 1	Credits: 1.0	SCED: 04109

Prerequisite: *Sophomore, Junior, or Senior status with credit completion of H.S. Government.*

This course covers United States History from Colonial times to 1877. This course is designed to provide students with the analytic skills and factual knowledge necessary to deal critically with the problems and materials in American History. The program prepares students for intermediate and advanced college courses by making demands upon them equivalent to those made by introductory college courses. Students should learn to assess historical materials and their relevance to a given interpretive problem, their reliability, and their importance and to weigh the evidence and interpretation presented in historical scholarship.

Because of the rigorous demands of this course, students will be expected to devote as much time as necessary to keep current with class assignments and class work. The class requires extensive out-of-class reading. This course does not satisfy the U. S. History course requirements for graduation.

ECONOMICS

620103	Level: 1	Credits: 1.0	SCED: 04201

Prerequisite: *Algebra I*

This course is a survey of economic concepts, principles, and functions. Students will examine theories and then apply those theories to actual economic behavior. Microeconomic topics include supply and demand, production and consumption, and the economic role of government. Macroeconomic topics include measures of economic activity, the business cycle, money supply, and economic forecasting. International economic issues include trade policy, currency exchange, and international economic organizations. This course does not satisfy the World History graduation requirement. May not be available at all schools.

AP MICROECONOMICS ‡

620104	Level: 2	Credits: 1.0	SCED: 04203

Prerequisite: *Algebra I*

The purpose of this AP course in microeconomics is to give students a thorough understanding of the principles of economics that apply to the functions of individual decision makers, both consumers and producers, within the economic system. It places primary emphasis on the nature and functions of product markets and includes the study of factor markets and of the role of government in promoting greater efficiency and equity in the economy. This course does not meet the World History graduation requirement. May not be available at all schools.

AP MACROECONOMICS			‡
620204	Level: 2	Credits: 1.0	SCED: 04204
Prerequisite: *Algebra I*			
The purpose of this AP course in macroeconomics is to give students a thorough understanding of the principles of economics that apply to an economic system as a whole. The course places particular emphasis on the study of national income and price-level determination, and develops students' familiarity with economic performance measures, the financial sector, stabilization policies, economic growth, and international economics. This course does not meet the World History graduation requirement. May not be available at all schools.			

AP HUMAN GEOGRAPHY			‡
652404	Level: 2	Credits: 1.0	SCED: 04004
Prerequisite: *Algebra I*			
The AP Human Geography course introduces students to the systematic study of patterns and processes that have shaped human understanding, use, and alteration of Earth's surface. Students learn to employ spatial concepts and landscape analysis to examine human socioeconomic organization and its environmental consequences. They also learn about the methods and tools geographers use in their research and applications. May not be available at all schools.			

AP AFRICAN AMERICAN STUDIES			‡
615225	Level: 2	Credits: 1.0	SCED: 04112
Prerequisite: *Junior or Senior status.*			
The AP African American Studies course is an interdisciplinary source that explores the contribution and experiences of African Americans. The course is formatted to offer high school students an evidence-based introduction to African American studies. This course does not meet the U.S. History graduation requirement. May not be available at all schools.			

CONSUMER AND PERSONAL FINANCE			
844103	Level: 1	Credits: 1.0	SCED: 19262
In Consumer and Personal Finance, students develop skills in a variety of business applications, which apply to personal finance and explore consumer applications that will enable them to be successful in realistic settings that they will encounter as an adult. Students apply problem-solving skills to personal transactions and acquire basic money management skills. Topics include, but are not limited to banking services, budgets, car, and personal loans, checking accounts, consumer protection, credit cards, housing options, insurance, investment opportunities, job applications, money management, retirement planning, saving accounts, and tax filing.			

TECHNOLOGY EDUCATION

Note: Students should consult page 7 for courses that fulfill the Technology graduation requirements. **See page for additional computer science course offerings.**

FOUNDATIONS OF TECHNOLOGY			
161103	Level: 1	Credits: 1.0	SCED: 21051
This course prepares students to understand and apply technological concepts and processes that are the cornerstone for the high school technology program. Group and individual activities engage students in creating ideas, developing innovations, and engineering practical solutions. Technology content, resources, and laboratory/classroom activities apply student applications of science, mathematics, and other school subjects in authentic situations. This course satisfies the Maryland Technology Education graduation requirement.			

ADVANCED DESIGN APPLICATIONS			
162113	Level: 1	Credits: 1.0	SCED: 21052
***Prerequisite**: Satisfactory completion of Foundations of Technology*			
Advanced Design Applications consists of four units including Manufacturing, Energy and Power, Construction, and Transportation. The Manufacturing unit examines the advances that maintain manufacturing efficiency, how human consumption affects manufacturing, how manufacturing affects the standard of living of various peoples, and how processing and changing raw materials can produce more desirable products. The Construction unit examines several the factors influencing the design and construction of permanent and semi-permanent structures, the practices related to construction maintenance, alteration, renovation, and the functions of the primary systems installed in those structures. The Energy and Power unit explores the relationship between energy and power technologies and all other technologies, and how modern energy and power systems impact cultures, societies, and the environment. It also offers an examination of how energy and power systems can be made more efficient and how they may be utilized in problem solving. The Transportation unit examines the complex networks of interconnected subsystems that each transportation system comprises and the roles of these components in the overall functional process of the system. It also analyzes the improvements and the impacts of transportation technologies on the environment, society, and culture. This is an elective course.			

FOUNDATIONS OF COMPUTER SCIENCE			
462113	Level: 1	Credits: 1.0	SCED: 10171
This course introduces students to the field of computer science through an exploration of engaging and accessible topics. It is designed to focus on the conceptual ideas of computing and help students understand why certain told or languages might be utilized to solve problems. Students will develop the computational practices of algorithm development, problem solving and programming within the context of real-world problems. Students will also be introduced to topics such as interface design, limits of computers, and societal and ethical issues. This course can be used as a required technology education credit or a fourth-year math course for students in Grade 12; however, this course does not fulfill the 4th year mathematics requirement for the University System of Maryland (USM)			

ADVANCED PLACEMENT COMPUTER SCIENCE PRINCIPLES			‡
463114	Level: 2	Credits: 1.0	SCED: 10157
This course advances students understanding of the technical aspects of computing including programming, algorithm design, computer system organization and operation, data representation and information organization. This course includes the use of JAVA and other programming languages to solve problems. This course is designed to prepare students to take the AP Computer Science Principles Test. May not be offered at all high schools. This course can be used as a required technology education credit or a fourth-year math course for students in Grade 12; however, this course does not fulfill the 4th year mathematics requirement for the University System of Maryland (USM)			

ADVANCED PLACEMENT COMPUTER SCIENCE A			‡
464104	Level: 2	Credits: 1.0	SCED: 10157
***Prerequisite**: AP Computer Science Principles or teaching permission*			
This course is a more in-depth study of computer science specifically in the aspects of computing, including programming and algorithm design, computer system and data representation and information organization. In this course, the primary language used in advancing the students' understanding of the application of computational thinking to real world problems is JAVA. This course is designed to prepare students to take the AP Computer Science Test. May not be offered at all high schools. This course can be used as a required technology education credit or a fourth-year math course for students in Grade 12; however, this course does not fulfill the 4th year mathematics requirement for the University System of Maryland (USM)			

W

French

French I, II, III, IV - A sequence of courses designed to develop a student's ability to understand and use the French language with an ultimate goal of being able to communicate effectively in the target language. There is also an effort to acquaint the students with the cultures of French-speaking people. The four skills of listening, speaking, reading, and writing are emphasized throughout the sequence. It is recommended that students earn a grade of "C" or better before advancing to the next level.

FRENCH I			
261113	Level: 1	Credits: 1.0	SCED: 24102
This course introduces the French language and culture based on basic vocabulary and grammatical structures. Listening, speaking, reading, and writing skills are emphasized. General points of culture are studied.			

FRENCH II			
262113	Level: 1	Credits: 1.0	SCED: 24103
Prerequisites: *Satisfactory completion of French I*			
This course is a continuation of the development of the basic skills with more emphasis on speaking, listening, reading, writing, and culture. Much more vocabulary and many important foundational grammatical concepts are covered including present, future, and past tenses in sentences. A wide variety of regular and irregular verb forms and adjectival forms are studied. This course is designed to give students a solid foundation in the French language.			

FRENCH III			
263113	Level: 1	Credits: 1.0	SCED: 24104
Prerequisites: *Satisfactory completion of French II*			
This is a continuation of the development of the four basic skills: reading, writing, listening, and speaking. Complex grammatical structures are included as well as much more vocabulary building. There is greater emphasis on building fluency in the target language in each of the four communication skills.			

FRENCH IV			
264113	Level: 1	Credits: 1.0	SCED: 24105
Prerequisites: *Satisfactory completion of French III*			
A continuation of fluency building in each of the four basic skills: reading, writing, listening, and speaking. Additional grammatical structures are included as well as the increased use of authentic materials. The course will culminate with the reading of a novel in the target language.			

ADVANCED PLACEMENT FRENCH LANGUAGE AND CULTURE			‡
264114	Level: 2	Credits: 1.0	SCED: 24114
Prerequisites: *Satisfactory completion of French IV*			
Advanced Placement French is a program whose main objective is for students to achieve a high level of ability in listening, reading, speaking, writing, and cultural understanding. AP French focuses on cultural and literary content while emphasizing conversation and composition. The course is designed for students who are willing and capable of completing university level coursework. Students must be well prepared and have a high level of motivation and interest sufficient to complete independent, out-of-class assignments. This course is designed to prepare students for the academic rigors of college work and to prepare students to take an advanced placement test in French language.			

Spanish

Spanish I, II, III, IV - A sequence of courses designed to develop a student's ability to understand, use, read and write the Spanish language and to acquaint students with the Spanish culture.

SPANISH I			
261123	Level: 1	Credits: 1.0	SCED: 24052
This course introduces the four basic skills (listening, speaking, reading, and writing). The most basic structure and vocabulary of the Spanish language and general points of Spanish culture are studied.			

SPANISH II			
262123	Level: 1	Credits: 1.0	SCED: 24053
Prerequisites: *Satisfactory completion of Spanish I or permission from instructor*			
This course is a continuation of the development of basic skills. Vocabulary is augmented and the study of verbs and grammatical structures, such as how the past tense is formed, are intensified. General points of Spanish culture are studied.			

SPANISH III			
263123	Level: 1	Credits: 1.0	SCED: 24054
Prerequisites: *Satisfactory completion of Spanish II or permission from instructor*			
This course is a continuation of the development of basic skills. Vocabulary is augmented and a variety of different verb tenses and grammatical structures are intensified. General points of Spanish culture are studied.			

SPANISH IV			
264123	Level: 1	Credits: 1.0	SCED: 24055
Prerequisites: *Satisfactory completion of Spanish III or permission from instructor*			
This course provides a polishing of the four basic skills (emphasis on conversation and writing) through grammar review, discussions, and extensive exercises (oral and written) based on novels and short stories studied.			

ADVANCED PLACEMENT SPANISH LANGUAGE AND CULTURE			‡
264124	Level: 2	Credits: 1.0	SCED: 24065
Prerequisites: *Satisfactory completion of Spanish IV or permission from instructor*			
Advanced Placement Spanish is a program whose main objective is for students to achieve a high level of ability in listening, reading, speaking, and writing. The course is designed for students capable of doing college level coursework, which contains cultural and literary content while emphasizing conversation and composition. Students must be well prepared and have a high level of motivation and interest sufficient to complete out-of-class reading and writing assignments. This course is designed to prepare students to take an advanced placement test in Spanish language.			

ADVANCED PLACEMENT SPANISH LITERATURE AND CULTURE			‡
264134	Level: 2	Credits: 1.0	SCED: 24065
Prerequisites: *Satisfactory completion of Spanish I - IV or permission from instructor*			
The AP Spanish Literature and Culture course uses a thematic approach to introduce students to representative texts (short stories, novels, poetry, and essays) from Peninsular Spanish, Latin American, and United States Hispanic literature. Students develop proficiencies across the full range of communication modes (interpersonal, presentational, and interpretive), thereby honing their critical reading and analytical writing skills. Literature is examined within the context of its time and place, as students reflect on the many voices and cultures present in the required readings. The course also includes a strong focus on cultural connections and comparisons, including exploration of various media (e.g., art, film, articles, literary criticism).			

WORLD LANGUAGES AND CULTURES			
262433	Level: 1	Credits: 1.0	SCED: 24999
This research and presentation-based course where students explore the diversity of languages and cultures that comprise our world. Students focus on linguistic structures of a variety of languages including useful expressions and etymologies. Students research at least four countries from four continents to appreciate the people, places, languages, and their contributions to society. Students practice skills related to conducting reliable research and creating formal collegiate level presentations. This course is highly beneficial to students interested in pursuing a career working with diverse cultures.			

EMPLOYMENT EXPERIENCE PROGRAM

EMPLOYMENT AND CAREER PREPARATION			
903102	Level: 1	Credits: 1.0	SCED: 22161
Prerequisites: *Sophomore, junior, or senior status with an intention to participate in the Employment Experience Program.*			
This course is designed for students who anticipate participating in Employment Experience during their sophomore, junior and/or senior year and not enrolled in a Career & Technology Education program. The curriculum includes the process of seeking, obtaining, maintaining, and advancing employment, as well as additional topics (banking, credit, savings, investing, taxes, and housing) to prepare students for college and career. Other employment related topics, including employment outlook in the local area, ethics in the workplace, interpersonal communication skills, and entrepreneurships are studied.			

EMPLOYMENT EXPERIENCE *			
904102	Level: 1	Credits: 1.0	SCED: 22163
904112	Level: 1	Credits: 2.0	SCED: 22163
Prerequisites: *Junior or senior status, on track for graduation, and satisfactory completion of one or more of the following: Employment and Career Preparation, Youth Employment Program, or Career & Technology Education Program. Students who fail the course may not re-enroll in the course for additional semesters.*			
Students work and/or volunteer during part of the school day and attend school part of the school day at a site they secured. Students are enrolled only after approval by the job coach and/or the coordinator of instruction. Pre-employment paperwork (worksite agreement, permission slip, etc.) is required prior to enrollment in the class. During the semester, evaluations and weekly employment activities are due to the job coach on a pre-scheduled basis. Weekly employment activities are asynchronous and to be submitted through the current Learning Management System (Schoology). The job coach will monitor student performance, provide feedback, and visit the student's job site to provide employment coaching, remediation, as needed, and expand upon the overall WBL experience. Working a minimum of 15 hours per week earns two credits; working 7.5 hours per week earns one credit. To receive credit, students must meet the hourly requirement, be employed throughout the semester, complete the employment assignments, and have satisfactory evaluations. Additionally, students must also be enrolled in at least three hours of other high school courses each day. This course may be repeated for credit. ***Employment must be within the tri-county area: Worcester, Wicomico, and Somerset.**			

INTERNSHIP			
904103	Level: 1	Credits: 2.0	SCED: 22054
Prerequisites: *Senior status, 12 or more credits of Level III coursework.*			
A maximum of 20 honor roll students in grade 12 who have the principal's approval, and two teacher recommendations are eligible for this internship program. The focus of the program is career awareness, career information, and professional associations at non-school sites. Students intern a minimum of two periods a day or an equivalent amount of time for one semester with a professional sponsor. Students may repeat the internship for a second semester depending upon course enrollment and success in the previous internship experience. Internships may extend beyond the traditional school day. Students must complete at least 270 clock hours in this experience. Each student must be responsible for their transportation to and from the internship. Students will be required to keep a daily journal, a weekly time log, and prepare a term project that demonstrates understanding of a specific career through a paper, exhibit, and/or other assignment which is approved by the school coordinator and the participating site coordinator. A grade is assigned for course work.			

TUTORIAL INTERNSHIP			
900113	Level: 1	Credits: 1.0	SCED: 22054
Prerequisites: *Junior/Senior status.*			
The focus of this program is to match junior and/or senior students with underclassmen who need assistance in core content area subject matter. Tutors will work with students to strengthen their skills that have been taught in content areas. The tutors must have demonstrated a strong academic background, excellent math, written, and oral skills, and a willingness to assist others. Tutors must complete an application and interview process. They will be required to keep weekly journals of three entries and complete a term project in the form of a formal paper, exhibit, and/or other assignment, which is approved by the school coordinator. A grade is assigned for course work.			

COMMUNITY WORK EXPERIENCE I			
904111	Level: 1	Credits: 1.0	SCED: 22152
This course is designed for students who are on a non-diploma track for their high school experience to prepare them for a community work experience. The curriculum is designed to guide career exploration and develop employability skills. Students will be taught vocational, social, and self-advocacy skills to be utilized in the workplace. Activities will include self and career awareness, goal setting, obtaining, and keeping a job, resume development, interviewing, personal hygiene, and communication in the workplace. Functional academics (reading, writing, and mathematics) will be integrated in classroom lessons and activities. Students will be required to develop a portfolio to assist in transitioning from school to work. This course may be repeated.			

COMMUNITY WORK EXPERIENCE II			
904121	Level: 1	Credits: 0.0	SCED: 22152
This course is designed for students who are on a non-diploma track for their high school experience. Students will participate in a community work experience for one half day. Each student will be provided with on-the-job training in site-specific tasks with a job coach. Students will participate in a variety of work experiences for vocational exploration and resume development. Students will be required to document their experiences in their transition portfolio and will be evaluated by employers. This course may be repeated.			

CAREER & TECHNOLOGY WORK-BASED LEARNING

CTE WORK-BASED LEARNING EXPERIENCE			
823143	Level: 1	Credits: 1.0	SCED: 22963
824143	Level: 1	Credits: 2.0	SCED: 22963
904101C (General CTE Internship)	Level: 1	Credits: 1.0	SCED: 22963
Prerequisite: *CTE Program completion and instructor recommendation.*			
During the school day, students are supervised in a paid or unpaid work-based learning experience in local industry related to their Career and Technology program concentration. This is a capstone experience. Students are required to have completed all related program requirements. Completed pre-employment paperwork (worksite agreement, permission slip, etc.) is required prior to enrollment in the course. During the semester, evaluations, and weekly employment activities are due to the job coach on a pre-scheduled basis. The job coach will monitor student performance, provide feedback, and visit the student's job site in order to provide employment coaching, remediation, as needed, and expand upon the overall WBL experience. Employers evaluate student achievement and performance. Working a minimum of 15 hours per week earns two credits; working 7.5 hours per week earns one credit. To receive credit, students must meet the hourly requirement, be employed throughout the semester, complete the employment assignments, and have satisfactory evaluations. Additionally, students must also be enrolled in at least three hours of other high school courses each day. This course may be repeated for credit and may count toward articulated credit. ***Employment must be within the tri-county area: Worcester, Wicomico, and Somerset.**			

CAREER & TECHNOLOGY EDUCATION

General Information

Introduction

Career & Technology Education (CTE) offers a unique opportunity to engage students in an enormous variety of subjects, incorporating academic, creative, and technical skills, with the specific goal of preparing students for careers after high school. CTE ensures that students graduate from high school prepared for postsecondary education and are globally competitive for work in the 21st century. The Worcester County Public School System offers twenty-six (26) pathways for students interested in studying and exploring specific career areas while in high school. This section of the Catalog of Approved High School Courses will provide guidance regarding course selection, prerequisites, special requirements, and information needed to complete each CTE Program of Study. All programs are approved by the Division of Career and College Readiness of the Maryland State Board of Education and conform to state and federal student performance accountability measures. High school study with early college opportunities for post-secondary education and/or immediate competitive employment with industry credentials is reflected in Level III or Level IV designation for all CTE core course work. **Please note that for the first course of any program to be offered in any given year, a minimum of ten (10) students is needed to establish a cohort.**

What is a Career Cluster?

Career Clusters encompass a range of careers based on essential economic activities, similar interests, common skills, and training required by those in the field. It is a way to organize specific programs of study under broad career areas, grouping similar occupations.

<table>
<tr><th colspan="3">NATIONAL CAREER AND TECHNOLOGY CLUSTERS + PROGRAMS OF STUDY</th></tr>
<tr><td>Arts, Entertainment and Design
- Digital Audio and Video Production
- Interactive Media Production</td><td rowspan="2">Hospitality, Events and Tourism
- Baking & Pastry
- Culinary Arts
- Hospitality & Tourism Management</td><td>Digital Technology
- PLTW Computer Science</td></tr>
<tr><td>Advanced Manufacturing
- PLTW Pre-Engineering</td></tr>
<tr><td>Financial Services
- Accounting & Finance</td><td rowspan="2">Construction
- Carpentry
- Construction Design & Management
- Electrical
- Heating, Ventilation, & Air-Conditioning (HVACR)
- Masonry
- Welding</td><td rowspan="2">Public Service and Safety
- Criminal Justice
- Fire Science: Maryland Fire & Rescue Institute (MFRI)
- Homeland Security
- Marine Corps JROTC
- Navy JROTC</td></tr>
<tr><td>Management and Entrepreneurship
- Business Management</td></tr>
<tr><td>Marketing and Sales
- Marketing</td><td>Health and Human Services
- Academy of Health Professions (Nursing Assisting)
- Career and Research Development
- Cosmetology
- PLTW Biomedical Sciences</td><td>Supply Chain and Transportation
- Automotive Technician (NATEF)</td></tr>
<tr><td>Agriculture
- Agriculture Science (CASE)</td><td>Education
- Early Childhood Program
- Teacher Academy of Maryland</td><td>Maryland Specific Programs
- Apprenticeship Maryland Program
- Career Research & Development</td></tr>
</table>

What is a Career & Technology Program of Study?

A Career & Technology Program of Study is a specific set of courses associated with a designated career area. Each program has the following components:

- A demonstrated labor-market demand.
- A Program Advisory Committee (PAC) which includes business leaders, post-secondary education, secondary education, and employers.
- A Maryland State Department of Education approved sequence of courses.
- A professional mentorship, job shadowing, internship, and/or capstone project experience in which students learn more about the career cluster with which the program of study is affiliated.
- An industry assessment that, in many cases, leads to certifications or licenses.
- Articulated, transcripted and/or dual-enrolled, early college opportunities that also meet Maryland's College and Career Readiness (CCR) designation.

What are the benefits of joining a Career Academy?

Each Career & Technology Program of Study prepares students for post-secondary education and the world of work, ensuring that a student is truly both college and career ready upon leaving high school. Program participants become part of a cohort of students with similar interests completing courses together. Students in each cohort have an opportunity to work with industry mentors and participate in business projects, career-focused field trips, and special events that provide greater awareness of the specific career area and opportunities within that area. In addition, there are opportunities to gain certifications, licenses, and early-college credits.

Which Career Program of Study is right for me?

Career Programs of Study are created by the Maryland State Department of Education or the local school system to provide all high school students with a unique opportunity for in-depth exploration of a career area of interest. Connecting students' interests to their potential career paths early ensures active participation in their own academic success and opens their eyes to the wide world of career opportunities. The career planning tools in Naviance allow students to understand how their strengths, goals, skills, and interests can lead to exciting careers. In addition, there is a career planning activity on the Worcester Tech website at http://www.worcestertechhs.com under the Parent and Student Resources tab.

How do I become a member of a Program of Study Cohort?

To become a member of a Career Program of Study cohort, a student should read the descriptions of each program in this section of the Catalog of Approved High School Courses to see which one may be of interest. (There are some students who can complete two programs during high school.) A home school or Worcester Tech school counselor can work with any student to develop or revise the student's four-year plan so that all requirements for the program chosen can be completed. If the demand for any program exceeds the seats available, an application procedure will be initiated. Worcester County Public Schools does not discriminate in admissions, access, treatment, or employment in its programs and activities on the basis of race, sex (including sexual harassment), sexual orientation, marital status, color, gender identity and expression, nation origin, creed, religion, age, ancestry, genetic information, or physical or mental disability.

Where are the Career Program of Studies located?

All Career Programs of Study are offered at Worcester Technical High School, with the exception of the business pathways which may be offered in some home high schools.

Can I enroll in other elective classes, such as band, art, or music and still be in a Career Program of Study?

Yes, home school and Worcester Technical High School counselors will work hard to address any scheduling conflicts. Of course, sometimes a scheduling conflict occurs that cannot be solved, and choices must be made.

Can I play sports at my home school and still be in a Career Program of Study?

Yes, buses are sent from the home schools to pick students up at Worcester Technical High School for away games. In addition, students stay back at their home schools for pep rallies, assemblies, etc.

Whom do I contact if I have other questions?

If you need more information about any Career Program of Study, please call Worcester Technical High School at 410-632-5050 or talk to your home school counselor.

Freshman Stem Academy

The Freshmen STEM (science, technology, engineering, and mathematics) Academy at Worcester Technical High School provides in-coming 9th grade students the opportunity to participate in PLTW Pre-Engineering, PLTW Biomedical Science, PLTW Computer Science or Interactive Media in a cohort over a four-year period. In addition, in-coming 9th grade students may enroll in a cohort over a two-year period in Agriculture Science (CASE). Students are accepted into these programs of study through a program request process during the spring of their eighth-grade year.

⇒ Return to CTE Chart

CAREER & TECHNOLOGY PROGRAMS OF STUDY

- In alphabetical order -

Accounting and Finance Program

Students can enter this program in 9th, 10th, or 11th grade.

This business pathway may not be offered at all home high schools.

Students begin the Business Management Program with two foundation courses, which are taken at the home schools: Principles of Business Management and Entrepreneurship and Principles of Accounting and Finance. Students who complete this business program pathway will be able to develop a business plan for a small business. During the program, students will apply accounting, marketing, and management concepts to realistic business scenarios. All aspects of managing a business will be discussed in addition to the competencies learned in computer applications, business communications, and financial management. The Business Management Program recommends that students take advantage of mentorship, internship, and job shadowing opportunities. **This program has a college credit opportunity through the College Board Principles of Management CLEP Exam and articulated credit through WWCC and UMES. The first three courses are required for completion of this program of study. The capstone is an elective upon completion of the program.**

PRINCIPLES OF BUSINESS MANAGEMENT AND ENTREPRENEURSHIP			**A**
841213	Level: 1	Credits: 1.0	SCED: 12961
This course provides students a foundational understanding of the role of business in a global society, American business as a dynamic process, forms of business ownership, management concepts, marketing, production and distribution, and accounting and finance. Along with a brief historical perspective, business terminology and principles will be emphasized. Students will learn to analyze the functions of business through evaluating, planning, organizing, and controlling.			

PRINCIPLES OF ACCOUNTING AND FINANCE			**A**
834133	Level: 1	Credits: 1.0	SCED: 12941
Prerequisite: *Principles of Business Management and Entrepreneurship*			
This course provides students with the knowledge necessary to manage and maintain a company's financial resources in daily operating decisions. A mastery of fundamental accounting concepts, skills and competencies is essential to making informed business decisions. Students will learn to apply generally accepted accounting principles to determine the value of assets, liabilities, and owner's equity as they apply various forms of manual and computerized systems for service and merchandising business. Students will apply appropriate accounting principles to payroll and tax liabilities.			

***ADVANCED ACCOUNTING**			**A**
834143	Level: 1	Credits: 1.0	SCED: 12941
Prerequisite: *Principles of Accounting and Finance*			
***Concentrator** This course focuses on accounting procedures necessary to address long and short-term assets and investments, long and short-term liabilities, inventory management and accounting ratios used in the decision-making process. A comprehensive study of the accounting procedures used in establishing corporations, declaring, and paying dividends, the formation and dissolution of partnerships, distribution of net income, and owners' equity statements is included in this course.			

ACCOUNTING AND FINANCE CAPSTONE (OPTIONAL)			
834153	Level: 1	Credits: 1.0	SCED: 12943
Prerequisite: *Advanced Accounting*			
During this elective course, students will apply the knowledge and skills acquired in previous accounting and finance courses to settings through the Accounting and Finance Final Capstone Project. Students will participate in an end-of-course final project that will involve intense problem-solving in accounting and finance. This course is optional and not needed for program completion.			

⇒ Return to CTE Chart

Academy of Health Professions (Nursing Assisting) Program

Students enter this program in 11th grade

The Nursing Program provides students opportunities to develop the knowledge and skills required to function in all aspects of the health occupation industry. Students have the opportunity to become a Certified Nursing Assistant. It is highly recommended that students have completed biology, chemistry, and algebra I prior to enrolling in this program.

STRUCTURE AND FUNCTIONS OF THE HUMAN BODY			
855203	Level: 1	Credits: 1.0	SCED: 14972
This course offers an introduction to the structure and function of the human body, including cellular biology and histology. Systematic study involves homeostatic mechanisms of the integumentary, skeletal, muscular, and nervous systems, including special senses. Laboratory study encompasses gross and microscopic anatomy of these systems, with dissection and selected experiments in physiology.			

FOUNDATIONS OF MEDICAL AND HEALTH SCIENCE			
855103	Level: 1	Credits: 1.0	SCED: 14971
This course is designed to provide students with an overview of the therapeutic, diagnostic, environmental and information systems of the healthcare industry.			

***NURSING ASSISTING**			**A**
802103	Level: 1	Credits: 1.0	SCED: 14973
Prerequisite: *Students must be 16 years of age and have completed Structure and Functions of the Human Body and Foundations of Medical and Health Science*			
***Concentrator** This course requires students to function as nursing assistants in a variety of health care situations. The content of the course includes principles of law and ethics for health care workers, medical terminology, basic nursing care skills, and anatomy and physiology of the human body in both states of wellness and disease. Students will also learn basic life saving techniques used in first aid and CPR. Emphasis is on recognizing signs and symptoms and activating the Emergency Medical System (EMS). Students acquire knowledge and skills to perform basic first aid and American Heart Association certification in adult, infant, and child CPR. The American Heart Association strongly promotes knowledge and proficiency in BLS and has developed instructional materials for this purpose. Use of these materials in an educational course does not represent course sponsorship by the American Heart Association. Any fee charged for such a course, except for a portion of fees needed for AHA course material, do not represent income to the Association.			

ADVANCED NURSING ASSISTING CLINICAL INTERNSHIP			**A**
802113	Level: 1	Credits: 2.0	SCED: 14977
Prerequisite: Nursing Assisting			
Students will acquire advanced knowledge and nursing skills by participating in clinical experiences at local long-term care and acute medical facilities.			

⇒ Return to CTE Chart

Agriculture Science Program

Students can enter the program in 9th, 10th or 11th grade.

The Agriculture Science Program provides students with opportunities to develop the knowledge and skills required for college entry and career-related employment related to agriculture. This inquiry-based co-curricular program incorporates classroom learning, FFA leadership and career development, as well as outside of the classroom experiences. This program includes academics, development of industry knowledge and skills, as well as technical knowledge related to the agriculture industry. Students will have the opportunity to earn 3 college credits at a CASE accepted university.

INTRODUCTION TO AGRICULTURE, FOOD AND NATURAL RESOURCES

801203	Level: 1	Credits: 1.0	SCED: 18911

This course is structured to enable all students to have a variety of experiences that will provide an overview of the fields of agricultural science and natural resources. Students will study communication methods, science processes, natural resources, plants and animals, and agricultural mechanics. Students will investigate, experiment, and learn about documenting a project, solving problems, and communicating their solutions to their peers and members of the professional community.

PRINCIPLES OF AGRICULTURE SCIENCE — ANIMAL

801103	Level: 1	Credits: 1.0	SCED: 18912

Prerequisite: *Introduction to Agriculture Science*

This course is designed to engage students in hands-on laboratories and activities to explore the world of animal agriculture. Student experiences will involve the study of animal anatomy, physiology, behavior, nutrition, reproduction, health, selection, and marketing. Students will explore hands-on projects and activities to learn the characteristics of animal science and work on major projects and problems like those that animal science specialists, such as veterinarians, zoologists, livestock producers, and industry personnel, face in their respective career, communicating their solutions to their peers and members of the professional community.

PRINCIPLES OF AGRICULTURE SCIENCE — PLANT

801213	Level: 1	Credits: 1.0	SCED: 18913

Prerequisite: *Introduction to Agriculture Science*

This course teaches students the form and function of plant systems. Students will experience various plant science concepts through inquiry-based exercises filled with activities, projects, and problems utilizing laboratory and practical experiences. Student experiences will include the study of plant anatomy and physiology, classification, and the fundamentals of production and harvesting.

*ANIMAL AND PLANT BIOTECHNOLOGY

801223	Level: 1	Credits: 1.0	SCED: 18916

Prerequisite: *Principles of Agricultural Science – Animal or Plant*

***Concentrator**

This course addresses the agricultural implications of the science of biotechnology. Emphasis is placed on biochemistry, regulations, laws and ethics, and safety and laboratory techniques. Emerging technologies including, but not limited to, DNA/Gene transfer, microbial, and transgenic material are investigated. Careers in biotechnology and the impact of biotechnology on society are studied.

AGRICULTURAL BUSINESS: RESEARCH & DEVELOPMENT

801243	Level: 1	Credits: 1.0	SCED: 18917

Prerequisite: Animal and Plant Biotechnology

This capstone course in the CASE sequence includes team project application in agribusiness and management, research, development and design, and leadership qualities in agriculture science.

⇒ Return to CTE Chart

Apprenticeship Maryland Program (AMP)

Students can enter this program in the 11th or 12th grade.

The AMP program is designed to provide students with the opportunity to participate in a paid work-based learning experience while earning credits and completing a graduation pathway. This course takes place at a worksite and must be a paid experience (at least minimum wage). All three courses of WBL experience must cumulate to a minimum of 450 hours. This experience is directed by the WBL agreement provided by the school system and a student work plan developed among the student, WBL coordinator, and eligible employer. The student work plan identifies the appropriate competencies, duties, tasks, and outcomes in academic, technical, and workplace readiness areas that apply directly to the student's goals for a specific work-related placement. An industry standard credential, as identified by employer and the apprenticeship coordinator must be earned prior to completing the program. This may be earned in a CTE program of study prior to beginning the apprenticeship program.

APPRENTICESHIP RELATED INSTRUCTION			
823113	Level: 1	Credits: 1.0	SCED: 22971 (May Vary)
This course provides students foundational understanding of the work they will be doing in their apprenticeship program. To participate in an apprenticeship experience, students must have classroom instruction related to the specific apprenticeship. This is completion of a related CTE course or a program of study. The content of the course will be determined by the apprenticeship coordinator and the employer. If a student has completed a CTE program of study in the field in which the apprenticeship will be taking place, this course may be waived.			

APPRENTICESHIP 1			
823123	Level: 1	Credits: 1.0	SCED: 22971 (May Vary)
Prerequisite: *Must be enrolled in or have completed a CTE program of study and have approval from the apprenticeship coordinator.*			
This course takes place at a worksite and must be paid experience (at least minimum wage). Students must complete a minimum of 150 hours of work-based learning to complete this course. This experience is directed by the WBL agreement provided by the school system and a student work plan developed among the student, WBL coordinator, and eligible employer. The student work plan identifies the appropriate competencies, duties, tasks, and outcomes in academic, technical, and workplace readiness areas that apply directly to the student's goals for a specific work-related placement. Students will develop a portfolio of their experience and will work toward earning an industry standard credential as determined by the WBL agreement.			

APPRENTICESHIP 2			
823133	Level: 1	Credits: 1.0	SCED: 22971 (May Vary)
Prerequisite: *Apprenticeship 1 and approval of the apprenticeship coordinator*			
This course is a continuation of the apprenticeship WBL experience. Students must complete a minimum of 150 hours of work-based learning to complete this course. This experience is directed by the WBL agreement provided by the school system and a student work plan developed among the student, WBL coordinator, and eligible employer. The student work plan identifies the appropriate competencies, duties, tasks, and outcomes in academic, technical, and workplace readiness areas that apply directly to the student's goals for a specific work-related placement. Students continue developing their portfolios of their experience and will work toward earning an industry standard credential as determined by the WBL agreement.			

⇒ Return to CTE Chart

*APPRENTICESHIP 3			
809233	Level: 1	Credits: 1.0	SCED: 22971 (May Vary)
Prerequisite: *Apprenticeship 2 and approval of the apprenticeship coordinator*			
***Concentrator** This course is the culmination of the apprenticeship WBL experience. Students must complete a minimum of 150 hours of work-based learning to complete this course. This experience is directed by the WBL agreement provided by the school system and a student work plan developed among the student, WBL coordinator, and eligible employer. The student work plan identifies the appropriate competencies, duties, tasks, and outcomes in academic, technical, and workplace readiness areas that apply directly to the student's goals for a specific work-related placement. Students will complete their portfolios of their experience to present to stakeholders. They will earn an industry standard credential as determined by the WBL agreement.			

Automotive Technician Program

Students can enter the program in 10th or 11th grade.

The Automotive Technician Program provides students with the opportunity to prepare for careers in the automotive industry. Students learn the operation, diagnosis and repair of the systems and components of modern automobiles. This program is affiliated with the Automotive service Education Foundation (ASE). Students who are planning to enroll in this program are encouraged to begin acquiring tools for a basic toolbox. Students have the opportunity to earn five certifications: Safety, Suspension and Steering, Brakes, Electrical Systems, and Maintenance and Light Repair.

AUTOMOTIVE TECHNICIAN TRAINING I			
803203	Level: 1	Credits: 1.0	SCED: 20921
This is the first course in the automotive technology sequence. Electricity is a large part of every automotive system; therefore, electricity must be mastered before students can advance through the program. Topics of study include safety fundamentals of electricity, ohms law, wire repair, wire repair, basic electrical components, HVAC, and using test equipment.			

AUTOMOTIVE TECHNICIAN TRAINING II			
803103	Level: 1	Credits: 1.0	SCED: 20923
Prerequisite: *Auto Tech I*			
This course takes the skills information learned in Auto I to the application level. Students will learn how to diagnose and repair the starting, charging, HVAC, and body electrical systems.			

*AUTOMOTIVE TECHNICIAN TRAINING III			A
803113	Level: 1	Credits: 1.0	SCED: 20922
Prerequisite: *Auto Tech II*			
**Concentrator* This course includes training procedures and diagnostics of all undercar systems. Braking system diagnostics of anti-lock brakes and traction and stability controls will be taught. Students will learn all aspects of steering and suspension repair, including advanced topics, such as computerized wheel alignment and tire pressure monitoring systems.			

AUTOMOTIVE TECHNICIAN TRAINING IV			A
803123	Level: 1	Credits: 2.0	SCED: 20925
Prerequisite: *Auto Tech III*			
In the final course, students will be given instruction in how to do maintenance and light repairs to the engine, transmission, and HVAC systems. This course allows students to gain experience through customer service; emphasis is placed on work readiness skills. Work-based learning (apprenticeships, internships, and paid experiences) is available for qualified students.			

⇒ Return to CTE Chart

Baking & Pastry Arts Program

Students can enter the program in 11th or 12th grade.

The Baking and Pastry Program explores the fundamental concepts and techniques in baking. Students will be instructed in the fundamentals of baking science, terminology, equipment, ingredients, weights and measurements, formula conversion and costing of recipes while maintaining the professional standards of the foodservice industry. **Students have the opportunity to earn the Certified Junior Culinarian (CJC) by passing the National Occupational Competency Testing Institute (NOCTI) written and performance assessments.**

FOUNDATIONS OF PROFESSIONAL BAKING AND PASTRY: PART A			
807005	Level: 1	Credits: 1.0	SCED: 16963

This course is taught for 9 weeks in a 130-minute block.

This course is an introduction to the fundamental concepts and techniques used in the profession of culinary arts with an emphasis on baking and pastry fundamentals. Students will receive hands-on clinical experience through school-based enterprises, giving the student the opportunity to develop technical skills required in future culinary and baking courses as well as the food service industry. Students will be introduced to professional standards of the industry, safety and sanitation procedures, knife skills, including handling and care, cooking processes and procedures, product identification, vocabulary and terminology, industry equipment, recipe costing, and quantity adjustments.

FOUNDATIONS OF PROFESSIONAL BAKING AND PASTRY: PART B			
807006	Level: 1	Credits: 1.0	SCED: 16963

This course is taught for 9 weeks in a 130-minute block.

This course is a continuation of the fundamental concepts and techniques learned in Part A. Students will receive hands-on clinical experience through school-based enterprises, giving the student the opportunity to develop technical skills required in future culinary and baking courses as well as the food service industry. Students will be introduced to professional standards of the industry, safety and sanitation procedures, knife skills, including handling and care, cooking processes and procedures, product identification, vocabulary and terminology, industry equipment, recipe costing, and quantity adjustments.

***PROFESSIONAL BAKING AND PASTRY**			
807233	Level: 1	Credits: 2.0	SCED: 16963

Prerequisite: Passing grades in Foundations of Prof. Baking & Pastry Parts A and B or successful completion of Culinary Arts program

***Concentrator | This course is taught for a semester in a 130-minute block**

This course explores the fundamental concepts & techniques in baking. Students will be instructed in the fundamentals of baking science, terminology, equipment, ingredients, weights and measurements, formula conversion and costing of recipes while maintaining the professional standards of the foodservice industry. Students will prepare a variety of baked goods including breads, rolls, cakes, pies, and cookies. Students participate in demonstrations, group exercises and school-based enterprises to supplement the development of technical skills and knowledge.

⇒ Return to CTE Chart

Business Management Program

Students can enter the program in 9th, 10th or 11th grade.
This business pathway may not be offered at all home high schools.

Students begin the Business Management Program with two foundation courses: Principles of Business Management and Entrepreneurship and Principles of Accounting and Finance. Students who complete this business program pathway will be able to develop a business plan for a small business. During the program, students will apply accounting, marketing, and management concepts to realistic business scenarios. All aspects of managing a business will be discussed in addition to the competencies learned in computer applications, business communications, and financial management. The Business Management Program recommends that students take advantage of work study, mentorship, internship, and job shadowing opportunities.

PRINCIPLES OF BUSINESS MANAGEMENT AND ENTREPRENEURSHIP			**A**
841213	Level: 1	Credits: 1.0	SCED: 12961
This course provides students a foundational understanding of the role of business in a global society, American business as a dynamic process, forms of business ownership, management concepts, marketing, production and distribution, and accounting and finance. Along with a brief historical perspective, business terminology and principles will be emphasized. Students will learn to analyze the functions of business through evaluating, planning, organizing, and controlling.			

PRINCIPLES OF ACCOUNTING AND FINANCE			**A**
834133	Level: 1	Credits: 1.0	SCED: 12941
Prerequisite: *Principles of Business Management and Entrepreneurship*			
This course provides students with the knowledge necessary to manage and maintain a company's financial resources in daily operating decisions. A mastery of fundamental accounting concepts, skills and competencies is essential to making informed business decisions. Students will learn to apply generally accepted accounting principles to determine the value of assets, liabilities, and owner's equity as they apply various forms of manual and computerized systems for service and merchandising business. Students will apply appropriate accounting principles to payroll and tax liabilities.			

***ADVANCED BUSINESS MANAGEMENT**			**A**
841133	Level: 1	Credits: 1.0	SCED: 12963
Prerequisite*: Principles of Accounting and Finance*			
***Concentrator** This course provides students with the knowledge that will prepare them for post-secondary levels of education and entry-level positions in the work force. Focus will be on the role of business in society; the changing nature of contemporary business practices; major management concepts, theories, and theorists, the processes of management (functional, operational, human relations), business law and ethics, and business communications.			

BUSINESS MANAGEMENT CAPSTONE (Optional)			
841143	Level: 1	Credits: 1.0	SCED: 12964
Prerequisite*: Advanced Business Management*			
This course provides students an opportunity to apply the knowledge and skills acquired in previous business management courses to settings through the Business Management Final Capstone Project. Students will participate in an end-of-program final project that will involve intense problem-solving in business management. This course is optional and not needed for program completion.			

⇒ Return to CTE Chart

Business Marketing Program

Students can enter this program in 9th, 10th, or 11th grade.

This business pathway may not be offered at all home high schools.

Students begin the Marketing Program with two foundation courses, which are taken at the home schools: Principles of Business Management and Entrepreneurship and Principles of Accounting and Finance. The Marketing Pathway provides students with knowledge of the consumer's role, research in global marketing, developing a marketing plan, and the importance of ethics and social responsibility. The Marketing Program recommends that students take advantage of mentorship, internship, and job shadowing opportunities. Students will also benefit from involvement in the national professional organization Future Business Leaders of America (FBLA). This program has a college credit opportunity through the College Board Marketing CLEP Exam and articulated credit through Wor-Wic Community College. The first three courses are required for completion of this program of study. The capstone is an elective upon completion of the program.

PRINCIPLES OF BUSINESS MANAGEMENT AND ENTREPRENEURSHIP			**A**
841213	Level: 1	Credits: 1.0	SCED: 12961
This course provides students a foundational understanding of the role of business in a global society, American business as a dynamic process, forms of business ownership, management concepts, marketing, production and distribution, and accounting and finance. Along with a brief historical perspective, business terminology and principles will be emphasized. Students will learn to analyze the functions of business through evaluating, planning, organizing, and controlling.			

PRINCIPLES OF ACCOUNTING AND FINANCE			**A**
834133	Level: 1	Credits: 1.0	SCED: 12941
Prerequisite: *Principles of Business Management and Entrepreneurship*			
This course provides students with the knowledge necessary to manage and maintain a company's financial resources in daily operating decisions. A mastery of fundamental accounting concepts, skills and competencies is essential to making informed business decisions. Students will learn to apply generally accepted accounting principles to determine the value of assets, liabilities, and owner's equity as they apply various forms of manual and computerized systems for service and merchandising business. Students will apply appropriate accounting principles to payroll and tax liabilities.			

INTRODUCTION TO MARKETING			**A**
845223	Level: 1	Credits: 1.0	SCED: 12921
Prerequisite: *Principles of Accounting and Finance*			
***Concentrator** This course introduces the student to the essential concepts of marketing theory and the foundations, functions, and benefits of marketing in a free enterprise system. Throughout this course, students will use and incorporate technologies to conduct research and communicate. In addition, students will investigate the various and ever-improving alternatives for electronic marketing. Students will integrate their knowledge of legal issues, the importance of ethics, and social responsibilities in marketing.			

Advanced Marketing (Optional)			**A**
845233	Level: 1	Credits: 1.0	SCED: 12922
Prerequisite: Introduction to Marketing			
This course builds on all the concepts studied in Introduction to Marketing by giving the students in- depth, comprehensive project-based learning opportunities. Students will apply their understanding of consumer buying behavior and relationships; the tools and techniques used by organizations that identify the factors that influence marketing strategy decisions; market segmentation and target marketing; and other considerations to create a written professional marketing plan. This course is optional and not needed for program completion.			

⇒ Return to CTE Chart

Career Research & Development Program

Students can enter the program in 11th or 12th grade.

Career Research and Development (CRD) is a CTE program that prepares students with the academic, technical and workplace skills necessary to seek further education and employment in a career field of their interest upon graduating high school. A student could be recommended to enroll in CRD through an application process.

CAREER RESEARCH AND DEVELOPMENT			
903113	Level: 1	Credits: 1.0	SCED: 22961
The overall goals in this 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.			

CAREER DEVELOPMENT, PREPARATION AND TRANSITION			
903123	Level: 1	Credits: 1.0	SCED: 22962
Students in Course II will learn how to effectively plan for their future by incorporating employment, education, and training goals, and building financial literacy skills.			

***WORK-BASED LEARNING (WBL) EXPERIENCE**			
903133	Level: 1	Credits: 2.0	SCED: 22963
****Concentrator***			
The work-based learning experience takes place at the worksite, 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. **Students must have reliable transportation to participate in this course.**			

Carpentry Program

Students can enter the program in 10th, 11th, or 12th grade.

Carpenters make up the largest building trades occupation in the industry and those with all-around skills are in high demand. Carpenters construct, erect, install, and repair structures and fixtures made from wood and other materials. The Carpentry Program provides students with an opportunity to learn about the building industry. Students master a variety of construction skills related to safety, construction theory, and material and equipment use. Students will also be exposed to new technologies including green building, alternative energies, and weatherization. Knowledge gained by students in this program is applied in lab-based construction projects. The program is affiliated with the National Center for Construction Education and Research (NCCER). Students are administered online NCCER assessments after each module of study to earn the Intro Craft Skills and the Level I certifications.

CARPENTRY FOUNDATIONS: NCCER CORE			
822263	Level: 1	Credits: 1.0	SCED: 17961
This course is taught for 9 weeks in a 130-minute block.			
During this course, students will learn the basic elements of the building industry. The course modules, which are taught and assessed through NCCER are: Basic Safety, Introduction to Construction Math, Introduction to Hand Tools, Introduction to Power Tools, Introduction to Construction Drawings, Basic Communication Skills and Basic Employability Skills.			

⇒ Return to CTE Chart

CARPENTRY/CONSTRUCTION TECHNOLOGY I			
822133	Level: 1	Credits: 1.0	SCED: 21934

Prerequisite: *Foundations of Building and Construction Technology (NCCER CORE)*

This course is taught for 9 weeks in a 130-minute block.

During this course, students will learn trade competencies to help them become employable in the building trades. The course modules, which are taught and assessed through NCCER are: Introduction to Material Handling; Orientation to the Trade; Building Materials, Fasteners, and Adhesives; Hand and Power Tools; Reading Plans and Elevations; Floor Systems; Wall and Ceiling Framing; Roof Framing; Introduction to Concrete, Reinforcing Materials, and Forms; Windows and Exterior Doors; and Basic Stair Layout.

*CARPENTRY/CONSTRUCTION TECHNOLOGY II			A
804123	Level: 1	Credits: 2.0	SCED: 17966

Prerequisite: *Carpentry / Construction Technology I*

***Concentrator | This course is taught for a semester in a 130-minute block.**

During this course, students will expand their knowledge of construction and work on building projects that use higher level skills. The course modules, which are taught and assessed through NCCER are: Commercial Drawings; Cold-Formed Steel Framing; Exterior Finishing; Thermal and Moisture Protection; Roofing Applications; Doors and Door Hardware; Drywall Installation; Drywall Finishing; Suspended Ceilings; Window, Door, Floor, and Ceiling Trim; and Cabinet Installation.

CARPENTRY/CONSTRUCTION TECHNOLOGY III			A
804153	Level: 1	Credits: 2.0	SCED: 17980

Prerequisite: Carpentry II and instructor approval.

This course is taught for a semester in a 130-minute block.

This advanced course is optional and is designed to give students further opportunity to master knowledge and skills related to the industry. Students may also opt to complete all or a portion of this course in an internship with an industry partner. **Students must have reliable transportation to participate in this course.**

⇒ Return to CTE Chart

Construction Design & Management Program

Students can enter the program in 10th, 11th, or 12th grade.

During the Construction Design & Management Program, students will develop an understanding of the built world through the design and construction process. Each course uses a project-based learning approach to advance students' understanding of the design-build-maintain process. Advanced architectural drafting and design skills are developed through lab-based instruction using Autodesk software tools (AutoCAD & Revit Architecture). Throughout the program, students will develop a portfolio to demonstrate knowledge of each phase of the design and construction management process. **This program has an opportunity for students to earn AutoCAD and Revit certifications.**

INTRODUCTION TO CONSTRUCTION AND DESIGN			A
822103	Level: 1	Credits: 1.0	SCED: 21931

This course is taught for 9 weeks in a 130-minute block.

This course gives an overview of the design and construction process and an introduction to the many career options in the construction field. Students will be introduced to core concepts in design and construction including construction methods and material; fundamental elements of design; and innovative technologies including Green Construction and Design. Students will be introduced to design software as they complete basic design projects, such as floor plans. In addition, students will begin to develop a better understanding of the field's interrelationships.

PRINCIPLES OF CONSTRUCTION DESIGN			A
822113	Level: 1	Credits: 1.0	SCED: 21932

Prerequisite: *Introduction to Construction and Design*

This course is taught for 9 weeks in a 130-minute block.

This course provides students with an in-depth understanding of the construction design process. Students will complete a series of increasingly complex construction design projects in which they incorporate all aspects of the construction process, including zoning and regulation requirements, surveying and project planning. Students will use design software to generate site plans (topography) and detailed building plans. The use of portfolios is introduced to show the developmental stages of a design project. Students will use 3D computer software to complete projects.

*ADVANCED DESIGN AND 3-D MODELING			A
822123	Level: 1	Credits: 1.0	SCED: 21933

Prerequisite: *Principles of Construction and Design*

***Concentrator | This course is taught for 9 weeks in a 130-minute block.**

This course allows students to work in teams to fully develop designs and a construction management plan for a pre-determined site. Students begin with the legal description and topography of the site and develop a proposal for development. The construction design project must meet the client's needs, budget, and the site characteristics. Students will generate a series of plans to be included with the proposal for submission to an industry review panel for approval.

ADVANCED CONSTRUCTION MANAGEMENT			A
822133	Level: 1	Credits: 1.0	SCED: 21934

Prerequisite: *Advanced Design and 3-D Modeling*

This course is taught for 9 weeks in a 130-minute block.

This course builds on an understanding of the construction design process to advanced knowledge and skill in construction management. In this course, students will be required to work in teams to complete development projects from existing plans. The semester-long project will focus on building codes and standards, coordination of the construction process, estimating, planning, and scheduling, and site management.

⇒ Return to CTE Chart

Cosmetology Program

Students enter this program in 10th grade.

The Cosmetology Program provides students with opportunities to develop the knowledge and skills required to pass the Maryland State Board Examination to be a licensed cosmetologist. Students begin Cosmetology in the 10th grade to complete the clock hour requirements, the rigorous job-imbedded skill practice, and the mandatory state licensing theory and practical assessments in the senior year.

PRINCIPLES AND PRACTICE OF COSMETOLOGY I PART A (10TH GRADE)			
806313	Level: 1	Credits: 1.0	SCED: 19111
PRINCIPLES AND PRACTICE OF COSMETOLOGY I PART B (10TH GRADE)			
806323	Level: 1	Credits: 1.0	SCED: 19111
PRINCIPLES AND PRACTICE OF COSMETOLOGY II PART A (11TH GRADE)			
806413	Level: 1	Credits: 1.0	SCED: 19911
PRINCIPLES AND PRACTICE OF COSMETOLOGY II PART B (11TH GRADE)			
806423	Level: 1	Credits: 1.0	SCED: 19911

Students enroll in Principles and Practices of Cosmetology I, Parts A and B in the spring semester of 10th grade for one 130-minute block for a total of 2 credits and Principles and Practices of Cosmetology II, Parts A and B in the spring semester of 11th grade for one 130-minute block for a total of 2 credits.

These courses introduce 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. Upon completion of this course students will be able to describe the properties of the hair, skin and nails; perform a basic manicure and pedicure; perform the techniques of shampooing, rinsing and conditioning hair; demonstrate the proper use of haircutting tools, techniques, and the principles of hair design; demonstrate proper safety and infection control procedures; and apply the foundation knowledge of anatomy, physiology and chemistry and how it relates to the practice of cosmetology.

ADVANCED COSMETOLOGY: THEORY			
806402	Level: 1	Credits: 1.0	SCED: 19912
ADVANCED COSMETOLOGY: APPLICATION			
806412	Level: 1	Credits: 1.0	SCED: 19912

Prerequisite: *Principles and Practice of Cosmetology*

These courses are taken simultaneously for one semester.

These courses allow students to demonstrate various facial treatments; perform various massage and manipulation techniques; perform a make-up application; demonstrate a hair press and thermal style; select, apply, and explain various hair coloring and lightening techniques; and explain and demonstrate the proper technique for hair braiding.

⇒ Return to CTE Chart

*MASTERY OF COSMETOLOGY: THEORY			
806513	Level: 1	Credits: 1.0	SCED: 19913
MASTERY OF COSMETOLOGY: APPLICATION			
806523	Level: 1	Credits: 1.0	SCED: 19913

Prerequisite: *Advanced Cosmetology: Theory and Application*

***Concentrator** | **These courses are taught for one semester in senior year and delivered in a 130-minute block for 2 credits**.

This course will assist in preparing students to pass the State Board of Cosmetologists' licensing examination. Upon completion of this course, students will be able to apply the fundamentals of small business management and demonstrate the skills necessary for transition from school to a professional setting.

CLINICAL EXPERIENCE IN COSMETOLOGY			
806143	Level: 1	Credits: 2.0	SCED: 22963

Prerequisite: *Advanced Cosmetology: Theory and Application*

This experience in a professional salon takes place in the spring of senior year. This placement is half-a-day for a semester. It is the student's responsibility to obtain a placement to practice advanced techniques in cosmetology. A minimum of 270 hours must be completed in this experience.

Criminal Justice & Law Program

Students can enter the program in 11th grade.

The Criminal Justice and Law Program provides students with opportunities to develop the knowledge and skills required for entry-level employment in a variety of careers in the criminal justice field.

INTRODUCTION TO CRIMINAL JUSTICE			A
813103	Level: 1	Credits: 1.0	SCED: 15941

This course focuses on the history and structure of American law enforcement, as well as how crime is defined and measured. Emphasis is on identifying causes of crime, procedural rights, and the duties and styles of police officers in combating crime.

THE ADMINISTRATION OF JUSTICE			A
813113	Level: 1	Credits: 1.0	SCED: 15942

Prerequisite: *Intro to Criminal Justice*

This course focuses on the American court structure and examines institutional corrections and community corrections including institutionalization, parole, and probation. The juvenile justice system is covered as well as the future of corrections in relation to developments in procedure and technology.

*FORENSIC SCIENCE I			A
813143	Level: 1	Credits: 1.0	SCED: 15944

Prerequisite: *The Administration of Justice*

***Concentrator**

This course is taught for 9 weeks in a 130-minute block.

This course focuses on observation skills and how to apply those skills to crime scene investigation and evidence examination. The protocols of crime scene investigation are emphasized. Students explore the identification of trace evidence such as hair, fiber, pollen, and latent fingerprints. The science of DNA profiling and blood spatter interpretation is also studied.

FORENSIC SCIENCE II	A

⇒ Return to CTE Chart

813153	Level: 1	Credits: 1.0	SCED: 15977

Prerequisite: *Forensic Science I*

This course is taught for 9 weeks in a 130-minute block.

During this course, students are introduced to the larger components of physical evidence including drug identification, handwriting analysis, soil examination, glass evidence, tool marks, and ballistics. Students learn to make casts and impressions of such evidence as tire marks and footprints. Death investigations are explored and the science of forensic anthropology.

Culinary Arts Program

Students can enter the program in 11th or 12th grade.

The Culinary Program provides students with opportunities to develop the knowledge and skills required for college entry and career-related employment related to professional cooking. The curriculum is accredited by the American Culinary Federation (ACF).

FOUNDATIONS OF PROFESSIONAL COOKING: PART A

807003	Level: 1	Credits: 1.0	SCED: 16958

This course is taught for 9 weeks in a 130-minute block.

This course is an introduction to the fundamental concepts and techniques used in the profession of culinary arts. Students will receive hands-on clinical experience through school-based enterprises, giving the student the opportunity to develop technical skills required in future culinary and baking courses as well as the food service industry. Students will be introduced to professional standards of the industry, safety and sanitation procedures, knife skills, including handling and care, cooking processes and procedures, product identification, vocabulary and terminology, industry equipment, recipe costing, and quantity adjustments.

FOUNDATIONS OF PROFESSIONAL COOKING: PART B

807004	Level: 1	Credits: 1.0	SCED: 16959

This course is taught for 9 weeks in a 130-minute block.

This course is a continuation of the fundamental concepts and techniques learned in Part A. Students will receive hands-on clinical experience through school-based enterprises, giving the student the opportunity to develop technical skills required in future culinary and baking courses as well as the food service industry. Students will be introduced to professional standards of the industry, safety and sanitation procedures, knife skills, including handling and care, cooking processes and procedures, product identification, vocabulary and terminology, industry equipment, recipe costing, and quantity adjustments.

*PROFESSIONAL COOKING — A

807213	Level: 1	Credits: 2.0	SCED: 16962

Prerequisite: Passing grades in Foundations of Professional Cooking Parts A and B or successful completion of the Baking and Pastry program.

***Concentrator**

This course is taught for a semester in a 130-minute block.

This course continues students' study in fundamental concepts, techniques, theories, ingredients, and methodologies involved in the preparation of basic menu items. Students rotate through food handling methods and techniques, portion control, costing, production, plating and garnishing of soups, salads, starches, vegetables, and entrees. Students participate in demonstrations, group exercises and school-based enterprises to supplement developments of technical knowledge and skills.

⇒ Return to CTE Chart

Digital Audio & Video Production Program

Students can enter this program in the 10th, 11th or 12th grade.

The Digital Audio/Video Production Program offers a comprehensive journey into the realms of audio and video creation, editing, and production. Comprising of four courses, the program equips students with foundational to advanced skills, preparing them for careers in music and video production. **There are two certifications available in this program: Adobe Premiere Pro and Avid Pro Tools + Media Composer. Articulated credit is available through Salisbury University and potentially Sheffield Institute for the Recording Arts. (need to check with Brian Phillips about this language and accuracy)**

DIGITAL AUDIO/VIDEO PRODUCTION I			**A**
809101	Level: 1	Credits: 1.0	SCED: 109107
This introductory course provides a solid foundation in music and video production. Students learn basic music theory, songwriting concepts, and the history of music technology. They gain hands-on experience with Digital Audio Workstations (DAWs) like Logic Pro X and can earn an Adobe Premiere Pro certification for video editing.			

DIGITAL AUDIO/VIDEO PRODUCTION II			**A**
809102	Level: 1	Credits: 1.0	SCED: 10907
Prerequisite: *Digital Audio/Video Production I*			
Building upon the fundamentals, this course delves deeper into audio and video production techniques. Students explore AVID Pro Tools for audio production and advance their skills in Adobe Premiere Pro. Topics include studio electronics, microphone usage, advanced editing techniques, and project management.			

***DIGITAL AUDIO/VIDEO PRODUCTION III**			**A**
809104	Level: 1	Credits: 1.0	SCED: 10907
Prerequisite: *Digital Audio/Video Production II*			
***Concentrator** In this advanced course, students further refine their audio and video production skills. They master advanced features of AVID Pro Tools, tackle complex recording techniques, and delve into sophisticated video editing with Adobe Premiere Pro. The curriculum covers topics such as signal processing, color correction, and graphics creation.			

DIGITAL AUDIO/VIDEO PRODUCTION CAPSTONE			**A**
809105	Level: 1	Credits: 1.0	SCED: 109110
Prerequisite: *Digital Audio/Video Production III*			
The capstone experience allows students to demonstrate their competency in audio and/or video production through client-driven projects. They apply their knowledge from previous courses, refine their portfolios, and present their projects to industry partners for feedback and review, preparing them for real-world scenarios. Throughout the program, students engage in lectures, discussions, independent/group projects, and assessments, including school system-designed end-of-course assessments and certification exams for AVID Pro Tools and Adobe Premiere Pro. The program culminates with a teacher-designed end-of-program assessment, ensuring students have acquired the knowledge and skills necessary for success in the digital music and video production industry as well as opportunity for work-based learning experiences.			

⇒ Return to CTE Chart

Electrical Program

Students can enter the program in 10th, 11th, or 12th grade.

The Electrical Program offers students in-depth, hands-on knowledge of the electrical trade, green technologies, and environmental impacts. The program focuses on exploring the relationship between Science, Technology, Society, and Energy. Students have an opportunity to earn NCCER certifications.

ELECTRICAL FOUNDATIONS: NCCER CORE			**A**
817333	Level: 1	Credits: 1.0	SCED: 17961

This course is taught for 9 weeks in a 130-minute block.

During this course, students will learn the basic elements of the building industry. The course modules, which are taught and assessed through NCCER are: Basic Safety, Introduction to Construction Math, Introduction to Hand Tools, Introduction to Power Tools, Introduction to Construction Drawings, Basic Communication Skills, and Basic Employability Skills

ELECTRICAL I			
803303	Level: 1	Credits: 1.0	SCED: 17972

Prerequisite: *Foundations of Building and Construction Technology (NCCER CORE): Electrical*

This course is taught for 9 weeks in a 130-minute block.

Students are introduced to the electrical trade through topics of study including electrical safety, electrical theory, electrical circuitry, the National Electrical Code, and device boxes. Students receive an overview of the electrical trade and culture regarding history, job opportunities, and responsibilities and characteristics an electrician should possess. Students will also begin constructing basic residential wiring circuits.

ELECTRICAL II			
803313	Level: 1	Credits: 2.0	SCED: 17973

Prerequisite: *Electrical I*

This course is taught for a semester in a 130-minute block.

Students demonstrate mastery of topics of study including alternating currents, electrical light motors, conduit bending, pull junction boxes, conductor installation, splicing, grounding, and bonding circuit breakers and fuses, control systems and fundamental concepts.

ELECTRICAL III			
803323	Level: 1	Credits: 2.0	SCED: 17973

This course is taught for a semester in a 130-minute block.

This advanced course is optional and is designed to give students further opportunity to master knowledge and skills related to the industry including, but not limited to, installation, maintenance, and trouble- shooting of electrical issues. **Students must have reliable transportation to participate in this course.**

⇒ Return to CTE Chart

Early Childhood Program

Students can enter program in 11th grade

The Early Childhood Education Program is designed to prepare students for continuing education in preparation to be public school primary teachers and/or childcare providers in family and group care settings. Students complete the requirements to receive a Child Development Associate: Preschool certification.

CHILD GROWTH AND DEVELOPMENT THROUGH ADOLESCENCE			A
815103	Level: 1	Credits: 1.0	SCED: 19975

This course is taught in Term/Quarter 1 of the junior year in a double-blocked class.

This course introduces students to the major roles and responsibilities of an early childhood educator. Students will study major theories, developmentally appropriate curricula, equipment, schedules, teaching styles, and current research in education. The course defines the major concepts and sequence in the development of a child between conception and adolescence. Students will gain understanding of the importance of prenatal development and its effects on early childhood development. Students will study child development in stages of physical, motor, language, psychosocial, moral, and more. Students will develop and apply search strategies to access information from educational databases and other electronic sources to identify and compare theories that influenced the study of child development. Course work and observation experience will incorporate and focus on the 8 CDA (Child Development Associate®) Subject Areas and 13 functional areas. Course has required lab observation hours and classroom hours.

LEARNING ENVIRONMENT FOR PRESCHOOLERS			A
815213	Level: 1	Credits: 1.0	SCED: 19979

Prerequisites: *Child Growth and Development Through Adolescence*

This course is taught in Term/Quarter 2 of the junior year in a double-blocked class.

Students receive an introduction to providing a healthy and safe environment for preschool-age children in The Nest childcare program. The Nest is a childcare center for preschool-age children at WTHS. Daily care routines and group activities are developed and practiced. Students will explain the development stages in children. Students will practice effective communication with parents. Developmentally appropriate practice in early childhood care is stressed. This course helps students develop a greater understanding of planning guidelines within a preschool curriculum. This course includes developing and implementing appropriate curriculum including activities and opportunities to promote the physical development (gross and fine motor skills), intellectual, and social-emotional growth of young children. Coursework and lab experience will continue to incorporate and focus on the 8 CDA Subject Areas and 13 functional areas. The course has classroom hours and internship hours at The Nest.

*CHILD DEVELOPMENT ASSOCIATE PORTFOLIO AND INTERNSHIP I			A
815313	Level: 1	Credits: 2.0	SCED: 19981

Prerequisites: *Learning Environment for Preschoolers*

Concentrator** | ***This course is taught in the second semester of the junior year in a double-blocked class.

Students will build their CDA Portfolio, prepare for their CDA exam, and complete required classroom and lab hours at The Nest.

CHILD DEVELOPMENT ASSOCIATE PORTFOLIO AND INTERNSHIP II			A
815323	Level: 1	Credits: 2.0	SCED: 19982

Prerequisites: *Child Development Associate Portfolio and Internship I*

This course is taught in the first semester of the senior year in a double-blocked class.

Students will build their CDA Portfolio, prepare for their CDA exam, and complete required classroom and lab hours at The Nest. Students will have the opportunity to transition out to other paid experiences after earning their credential, such as in our elementary schools.

⇒ Return to CTE Chart

Early Childhood Apprenticeship Maryland Program (AMP)

Students can enter this program in the 11th grade, pending available funds.

EARLY CHILDHOOD APPRENTICESHIP RELATED INSTRUCTION			A
823163	Level: 1	Credits: 1.0	SCED: 22971 (May Vary)

Prerequisite: *Interview and approval of the instructor and Apprenticeship Coordinator.*

This course is taught in Term/Quarter 1 of the junior year in a double-blocked class.

This course introduces students to the major roles and responsibilities of an early childhood educator. Students will study major theories, developmentally appropriate curricula, equipment, schedules, teaching styles, and current research in education. The course defines the major concepts and sequence in the development of a child between conception and adolescence. Students will gain understanding of the importance of prenatal development and its effects on early childhood development. Students will study child development in stages of physical, motor, language, psychosocial, moral, and more. Students will develop and apply search strategies to access information from educational databases and other electronic sources to identify and compare theories that influenced the study of child development. Course work and observation experience will incorporate and focus on the 8 CDA (Child Development Associate®) Subject Areas and the 13 functional areas. Course has required lab observation hours and classroom hours.

EARLY CHILDHOOD APPRENTICESHIP 1			A
823173	Level: 1	Credits: 1.0	SCED: 22971 (May Vary)

Prerequisite: *Successfully complete Early Childhood Apprenticeship Related Instruction and approval from the apprenticeship coordinator*

This course is taught in Term/Quarter 2 of the junior year in a double-blocked class.

Students receive an introduction to providing a healthy and safe environment for infants and toddlers in The Nest childcare program. The Nest is a childcare center for preschool age children at WTHS. Daily care routines and group activities are developed and practiced. Students will explain the development stages in children from birth to 2 years. Students will practice effective communication with parents. Developmentally appropriate practice in early childhood care is stressed. The course has classroom hours and paid lab hours at The Nest (pending Instructor/Director approval). This course helps students develop a greater understanding of planning guidelines within a preschool curriculum. Students will develop and maintain an appropriate physical environment for activities for young children by implementing room arrangement practices in relation to safety and use of learning centers. This course includes developing and implementing appropriate curriculum including activities and opportunities to promote the physical development (gross and fine motor skills), intellectual, and social-emotional growth of young children. Course work and lab experience will incorporate and focus on the 8 CDA Subject Areas and the 13 functional areas. The course has required lab hours and classroom hours.

*EARLY CHILDHOOD APPRENTICESHIP 2			A
823183	Level: 1	Credits: 2.0	SCED: 22971 (May Vary)

Prerequisite: *Successful completion of Early Childhood Apprenticeship 1 and approval of the apprenticeship coordinator.*

Concentrator** | ***This course is taught in the second semester of the junior year in a double-blocked class.

Students will build their CDA Portfolio, prepare for their CDA exam, and participate in the classroom hours and paid lab hours at The Nest (pending Instructor/Director approval).

EARLY CHILDHOOD APPRENTICESHIP 3			A
823193	Level: 1	Credits: 2.0	SCED: 22971 (May Vary)

Prerequisite: *Apprenticeship 2 and approval of the apprenticeship coordinator*

This course is taught in Semester 1 or 2 of the senior year in a double-blocked class.

Students will continue to build their CDA Portfolio and prepare for their CDA exam as well as participate in the paid lab experience (pending Instructor/Director approval). Students will have the opportunity to transition out to other paid experiences after earning their credential, such as in our elementary schools.

⇒ Return to CTE Chart

Fire Science Program

Students can enter the program in 10th, 11th or 12th grade.

The Fire Science program is offered by the Maryland Fire and Rescue Institute (MFRI) of the University of Maryland. Students progress through courses on fire prevention, control, and emergency medical technology. The program includes classroom instruction as well as formal training at local fire companies. **Students are required to take the five certification exams: EMR, Fire Fighter I, Firefighter II, Rescue Technician: Site Operations, and Hazardous Material Operations. This is an academically rigorous and physically demanding program. *Articulated credit is offered through WorWic Community College*.**

FIREFIGHTER I AND HAZMAT			
821353	Level: 1	Credits: 2.0	SCED: 15964
Prerequisite: *Students must be 16 years of age on or by the first day of school (first day of class, per MFRI regulations)*			
Students study the Firefighter I curriculum as developed by the Maryland Fire & Rescue Institute and the University of Maryland. Students will gain knowledge and skills to perform basic firefighting operations safely and effectively as part of a team. Upon successful completion of this course, students will be able to understand and apply the principles of fire behavior; building construction; water distribution systems; fixed fire protection systems; ventilation; hose streams; fire prevention; and inspections, ladders, and rescue techniques (NFPA, 1001 Standard for Fire Fighter Professional Qualifications). The Hazardous Materials portion of the course is to provide students with the knowledge and skills to mitigate a hazardous materials leak. Upon successful completion of the course, students will be able to analyze a hazardous materials incident; plan a response; implement the response; evaluate the progress of the planned response; and terminate the incident (NFPA 472, Standard for Hazardous Materials Responder Professional Competencies). Each of the seven Maryland Institute of Emergency Medical Services Systems (MIEMSS) written module certification examinations **must be passed with a minimum of 70%** to obtain certification. However, students who do not pass certification(s) are still required to complete the course. The practical evaluation must be passed according to a checklist based on U.S. DOT requirements. A limited re-test option based on the testing policy is permitted in each module for the written and/or practical examination.			

EMERGENCY MEDICAL RESPONDER			
821363	Level: 1	Credits: 1.0	SCED: 15964
Prerequisite: *Firefighter I and Hazmat*			
Upon successful completion of this course and State and National Registry testing, the student will be Maryland State certified as an Emergency Medical Responder and be able to provide immediate medical care to critically ill or injured patients until personnel with advanced training arrive to assist those personnel. Major topics covered include an introduction to the Emergency Medical Services (EMS) system; legal aspects of care, equipment, tools, and general supplies; general anatomy and patient assessment; respiratory system, resuscitation, and cardio pulmonary resuscitation (CPR; aids to resuscitation and oxygen administration; management of bleeding, shock and soft tissue injuries; management of fractures and spinal injuries; environmental emergencies and care of burns; care of special patients, including obstetric, pediatric, and elderly; and special incidents including triage, water accidents, and gaining access to and moving patients. Each of the seven Maryland Institute of Emergency Medical Services Systems (MIEMSS) written module certification examinations **must be passed with a minimum of 70%** to obtain certification. However, students who do not pass certification(s) are still required to complete the course. The practical evaluation must be passed according to a checklist based on U.S. DOT requirements. A limited re-test option based on the testing policy is permitted in each module for the written and/or practical examination.			

⇒ Return to CTE Chart

*FIREFIGHTER II, Technical Rescue: Common Passenger Vehicle, Truck Company Fireground Operations			
821373	Level: 1	Credits: 1.0	SCED: 15965

Prerequisite: *Firefighter I and Hazmat*

***Concentrator**

In Firefighter II, the objective is to provide the knowledge, skills and abilities needed to become a journeyman firefighter. This extends student's knowledge and skills of Fire Fighter I. Students will gain deeper understanding and application of the principles of fire behavior, building construction, water distribution systems, fixed fire protection systems, ventilation, water pressure and hose streams, fire prevention and Fire Fighter Professional qualifications. In TR: Common Passenger Vehicle, major topics covered include planning for a passenger vehicle rescue incident; establishing scene safety zones; establishing fire protection; stabilizing passenger vehicles, etc. In Truck Company Fireground Operations, major topics include functions of the truck company, forced entry, ground ladder use, techniques for the removal or smoke and gas, etc. Each of the seven Maryland Institute of Emergency Medical Services Systems (MIEMSS) written module certification examinations **must be passed with a minimum of 70%** to obtain certification. However, students who do not pass certification(s) are still required to complete the course. The practical evaluation must be passed according to a checklist based on U.S. DOT requirements. A limited re-test option based on the testing policy is permitted in each module for the written and/or practical examination.

EMERGENCY MEDICAL TECHNICIAN (EMT) PART 1			A
821383	Level: 1	Credits: 2.0	SCED: 15963

Prerequisite: *Must be 16 years of age on or by the first day of school (first day of class, per MFRI regulations)*

This course is part 1 of 2 courses designed to train students to become Basic Life Support providers. Major topics covered include legal aspects of emergency care, infection control, patient assessment, respiratory system, oxygen adjuncts and delivery, CPR, AED, bleeding control and management of soft tissue injuries, musculoskeletal injuries and management, spinal immobilization, pediatric and obstetric emergencies, crisis intervention, multiple casualty and triage management, ambulance operations, and EMS Systems. Each of the seven Maryland Institute of Emergency Medical Services Systems (MIEMSS) written module certification examinations must be passed with a minimum of 70% to obtain certification. However, students who do not pass certification(s) are still required to complete the course. The practical evaluation must be passed according to a checklist based on U.S. DOT requirements. A limited re-test option based on the testing policy is permitted in each module for the written and/or practical examination.

EMERGENCY MEDICAL TECHNICIAN (EMT) PART 2			A
821393	Level: 1	Credits: 2.0	SCED: 15963

Prerequisite: *EMT Part 1; Must be 16 years of age*

This course is part 2 of 2 courses designed to train students to become Basic Life Support providers. Major topics covered include legal aspects of emergency care, infection control, patient assessment, respiratory system, oxygen adjuncts and delivery, CPR, AED, bleeding control and management of soft tissue injuries, musculoskeletal injuries and management, spinal immobilization, pediatric and obstetric emergencies, crisis intervention, multiple casualty and triage management, ambulance operations, and EMS Systems. Each of the seven Maryland Institute of Emergency Medical Services Systems (MIEMSS) written module certification examinations must be passed with a minimum of 70%to obtain certification. However, students who do not pass certification(s) are still required to complete the course. The practical evaluation must be passed according to a checklist based on U.S. DOT requirements. A limited re-test option based on the testing policy is permitted in each module for the written and/or practical examination.

⇒ Return to CTE Chart

Homeland Security & Emergency Preparedness Program

Students can enter the program in 10th or 11th grade.

In the Homeland Security and Emergency Preparedness (HS/EP) Program, students complete a foundation-level course with a focus on protecting against threats to public safety through effective communication, preparedness, detection, prevention, response, and recovery. Students complete additional courses in Homeland Security Science Research Methods and Applications.

FOUNDATIONS OF HOMELAND SECURITY AND EMERGENCY PREPAREDNESS			**A**
851103	Level: 1	Credits: 1.0	SCED: 15911

This course will introduce students to Homeland Security and Emergency Preparedness guidelines, National Incident Management Systems (NIMS), Federal Emergency Management Agency (FEMA) and Incident Command Systems (ICS) concepts, and action plans. Emphasis will be placed on unique aspects of public safety and public health. Various methodologies for intelligence gathering and dissemination will be explored and will introduce students to various local, state, and federal assets.

HOMELAND SECURITY SCIENCE			
851113	Level: 1	Credits: 1.0	SCED: 15912

Prerequisite: *Foundations of Homeland Security and Emergency Preparedness*

This course is taught for 9 weeks in a 130-minute block.

This course will introduce students to Homeland Security and Emergency Preparedness threats to public safety and health, decontamination, protection, detection and identification, and planning concepts. Emphasis will be placed on the utilization of science to protect the public against chemical and biological threats. The course will explore various methodologies and capabilities and limitations for individual and collective protection, handheld and fixed detection, and field sampling and laboratory identification. Students will prepare a chemical and biological incident response plan as an end of course assessment.

***HOMELAND SECURITY SCIENCE RESEARCH METHODS AND APPLICATIONS**			
851123	Level: 1	Credits: 1.0	SCED: 15913

Prerequisite: *Homeland Security Science*

***Concentrator**

This course is taught for 9 weeks in a 130-minute block.

This course will focus on developing the student's scientific research, problem solving and writing skills. Emphasis will be placed on research and analysis, technical writing, team dynamics, and laboratory analysis and skills. The course will actively engage the student in market survey techniques, technical publication layout and design, team building skills and role play, and proper implementation of laboratory instrumentation and equipment.

Internship/Capstone Experience			
851133	Level: 1	Credits: 1.0	SCED: 15986
851233	Level: 1	Credits: 2.0	SCED: 15986

Prerequisite: *Homeland Security Science Research Methods and Applications*

The Internship/Capstone Experience is the culminating course for the Homeland Security and Emergency Preparedness Program. This course is designed to provide students with the opportunity to extend and apply their classroom learning. Students will have the option of completing an industry- mentored project or internship. They will play an integral part in determining which type of experience will be most beneficial and supportive of their individual goals. At the end of the course, students will compile a working portfolio which documents their academic and technical skill attainment and present it for critique.

⇒ Return to CTE Chart

Hospitality & Tourism Management Program

Students enter this program in 11th or 12th grade

The Hospitality and Tourism Management Program, developed by the American Hotel and Lodging Educational Institute, can launch a career in the hospitality and tourism industry long recognized as a major driver of economic growth and development. **During this program, students can earn the Certified Hospitality Tourism Management Professional (CHTMP) certification. The first three courses are required for completion of this program of study. Hospitality Marketing is an elective and not a requirement for program completion.**

PRINCIPLES OF HOSPITALITY AND TOURISM			**A**
818203	Level: 1	Credits: 1.0	SCED: 16911
This course explores the importance of the hospitality and tourism industry in local and regional economies and identifies a variety of businesses that make up the hospitality and tourism industry. Students will be able to articulate how a seamless guest experience is managed by employees and the property, demonstrate the use of communications skills (both written and oral) when communicating to employees and guests, and explain how to implement and consistently use financial controls for labor costs, menu pricing and cash control in food and beverage operation.			

HOSPITALITY AND TOURISM MANAGEMENT			
818243	Level: 1	Credits: 1.0	SCED: 16112
Prerequisite: *Principles of Hospitality and Tourism*			
This course focuses on the leadership and managerial knowledge, skills, and abilities required for advancement in a management track in the hospitality and tourism industry.			

***HOSPITALITY AND TOURISM WORK-BASED LEARNING EXPERIENCE**			
818153	Level: 1	Credits: 1.0	SCED: 16113
Prerequisite: *Hospitality and Tourism Management*			
***Concentrator** Students participating in an internship will be placed in a professional setting under the supervision of a Hospitality and Tourism Management Professional. The internship includes a minimum of 100 hours, which may be paid or unpaid. This experience is directed by an agreement developed by the HTMP instructor, the work-based learning coordinator, the employer and the student. The agreement identifies the appropriate competencies, duties and tasks in academic, technical and work readiness areas that apply directly to students' goals in establishing a career in the hospitality industry. **Students must have reliable transportation to participate in the course.**			

HOSPITALITY MARKETING (ELECTIVE)			**A**
818133	Level: 1	Credits: 1.0	SCED: 12191
Prerequisite: *Principles of Hospitality and Tourism*			
This elective course introduces the student to the essential concepts of marketing theory and the foundations, functions and benefits of marketing in a free enterprise system, Throughout the course, students will use and incorporate technologies to conduct research and communicate. In addition, students will investigate the carious and ever-improving alternatives for electronic marketing.			

⇒ Return to CTE Chart

Heating, Ventilation, Air Conditioning & Refrigeration Program (HVACR)

Students can enter the program in 10th, 11th, or 12th grade.

The Heating, Ventilation, Air Conditioning & Refrigeration (HVACR) Program provides students with opportunities to develop the knowledge and skills required for college entry and career-related employment related to the industry. The program is affiliated with the National Center for Construction Education and Research (NCCER). Students are administered the NCCER assessments after each module of study to earn the Intro Craft Skills and the Level I certifications.

HVACR FOUNDATIONS: NCCER CORE			
822243	Level: 1	Credits: 1.0	SCED: 17961

This course is taught for 9 weeks in a 130-minute block.

This course focuses on the basic elements of the building industry. The course modules, which are taught and assessed through NCCER are: Basic Safety, Introduction to Construction Math, Introduction to Hand Tools, Introduction to Power Tools, Introduction to Construction Drawings, Basic Communication Skills and Basic Employability Skills.

HVACR I			**A**
810203	Level: 1	Credits: 1.0	SCED: 17969

Prerequisite: *FBCT (CORE)*

This course is taught for 9 weeks in a 130-minute block.

This course provides students the opportunity to learn about the industry as it relates to residential and commercial building. Students master a variety of HVACR skills: trade mathematics, tools of the trade, copper, and plastic piping practices, soldering and brazing, ferrous metal piping, basic electricity, introduction to cooling and introduction to heating.

***HVACR II**			**A**
810213	Level: 1	Credits: 2.0	SCED: 17970

Prerequisite: *HVACR I*

***Concentrator** | **This course is taught for a semester in a 130-minute block.**

This course provides students the opportunity to advance their skills in HVACR including, but not limited to, air distribution systems, chimneys, vents and flues, maintenance skills for the service technician, alternating current, basic electronics, electric heating, and control circuit troubleshooting.

HVACR III			
810223	Level: 1	Credits: 2.0	SCED: 17980

Prerequisite: *HVACR II and Teacher Recommendation*

This course is taught for a semester in a 130-minute block.

This advanced course is optional and is designed to give students further opportunity to master knowledge and skills related to the industry including, but not limited to, accessories and optional equipment, planned maintenance, and trouble- shooting of HVACR devices and appliances in a community internship or experience. **Students must have reliable transportation to participate in this course.**

⇒ Return to CTE Chart

Interactive Media Production (IMP) Program

Students can enter this program in the 9th, 10th, or 11th grade.

The Interactive Media Program provides students a strong foundation in arts and communication with particular emphasis on design, graphic and media communication, interactive technologies, and project development. Throughout the program, students produce an assortment of three-dimensional models, two-dimensional animations, layered images, streaming media, and web pages. Students will also use a variety of software applications to design "apps" and develop video games. **There are six certifications available in this program: *Dreamweaver, Flash, Illustrator, InDesign, Photoshop, and Premiere Pro.* Articulated or transcripted credit is available through the Community College of Baltimore County.**

PRINCIPLES OF ARTS, MEDIA, AND COMMUNICATION			**A**
809143	Level: 1	Credits: 1.0	SCED: 10911
This course provides students an understanding of all aspects of the Arts, Media, and Communication industry. Students will examine the opportunities and requirements of the major career pathways including graphic design, digital media, and interactive media.			

INTERACTIVE MEDIA AND DESIGN LEVEL I			**A**
809213	Level: 1	Credits: 1.0	SCED: 10912
Prerequisite: *Principles of Arts, Media, and Communication*			
This course continues the focus on three pathway areas: graphic design, digital media, and interactive media. Emphasis is placed on group project development and individual portfolio development.			

***INTERACTIVE MEDIA AND DESIGN LEVEL II**			**A**
809223	Level: 1	Credits: 1.0	SCED: 10913
Prerequisite: *Interactive Media and Design I*			
***Concentrator** This course continues to focus on three pathway areas: graphic design, digital media, and interactive media. Students will update their IMP Project Portfolio with exemplars of their best work. Students will advance their knowledge and skills in multimedia design and production through project planning and project development. Student will demonstrate their use of multiple tools and modalities in the production process.			

INTERACTIVE MEDIA PORTFOLIO CAPSTONE			**A**
809233	Level: 1	Credits: 1.0	SCED: 10914
Prerequisite: *Interactive Media Design Level II*			
The capstone course enables students to apply what they have learned in their previous academic and IMP courses to complete a challenging, client-driven project. Students work in teams to design and create a solution to satisfy or fill a client's need or want. Students are also expected to refine the products that comprise their portfolio to meet the specifications identified by the affiliate partner. Student teams make progress reports to their peers, meet regularly with their clients, and exchange constructive criticism and consultation. At the end of the course, teams present their projects to industry partners for feedback and professional review.			

⇒ Return to CTE Chart

Military Science Programs

Students can complete the JROTC MSDE Graduation Pathway by successfully completing the first three courses in the sequence (either LE I-III or NS I-III based on the home school's JROTC branch). The fourth course in the JROTC sequence (LE IV or NS IV) is an optional course. Students also may take the ASVAB (Armed Services Vocational Aptitude Battery) for the JROTC graduation pathway. Note: Not all high schools may offer this pathway. Naval Science is designated by the Chief of Naval Education and Training as a four-year (versus a four- semester) program and is intended to be taken one course per year in each of the four high school years, 9-12. Taking more than one Naval Science course in a school year is strongly discouraged and must have the prior approval of the Naval Science instructor before it will be allowed. Approval will not be granted to students starting Naval Science in their freshman year.

Naval Science JROTC/NNDCC

NAVAL SCIENCE I

131103	Level: 1	Credits: 1.0	SCED: 09911

Note: Stephen Decatur High School only.

Naval Science I introduces students to the precepts of citizenship, the elements of leadership, and the value of scholarship in attaining life goals. This course is also designed to engender a sound appreciation of the heritage and traditions of the United States of America with a focus on the historical significance of sea power. An emphasis on the development, in each cadet/student, of a sense of pride in his/her community, school, unit, associates, and self is a predominant theme throughout the course. These elements are developed from a fundamental level.

NAVAL SCIENCE II

132103	Level: 1	Credits: 1.0	SCED: 09912

Prerequisite: *Satisfactory completion of Naval Science I or approval of instructor*

Note: Stephen Decatur High School only.

Naval Science II builds upon the foundation begun during Naval Science I, to further develop the traits of leadership, citizenship, discipline, and self-confidence that form the basis of the Naval JROTC program. In addition to classroom exposure to leadership and management skills, the course examines U. S. Naval History from 1815 to World War I, and U. S. Government concepts that are related to a citizen's rights and responsibilities. The technical aspects of the course include ship construction, oceanography, navigation, small boat seamanship, and naval weaponry. As in Naval Science I, the themes of pride in self, community, and school will permeate the course. Simultaneously, service and leadership will be stressed. These elements are developed from the advanced level.

*NAVAL SCIENCE III

133103	Level: 1	Credits: 1.0	SCED: 09913

Prerequisite: *Satisfactory completion of Naval Science II or approval of instructor*

**Concentrator* | *Note: Stephen Decatur High School only.*

Leadership is the paramount topic in the Naval Science III course. In addition to continued stress being placed upon the Fundamentals of Democracy and U. S. Naval History, the students/cadets are introduced to the vital importance of military justice, international law, and national security. The course continues the instruction on Naval Science to include astronomy, meteorology, weather, navigation and maneuvering, and sea power. The course will include reading, writing, and practical exercises.

NAVAL SCIENCE IV (ELECTIVE)

134103	Level: 1	Credits: 1.0	SCED: 09914

Prerequisite: *Satisfactory completion of Naval Science III or approval of instructor*

Note: Stephen Decatur High School only.

Naval Science IV is the culmination of the Naval Science program. As in Naval Science III, leadership is the primary emphasis in Naval Science IV. It is a leadership lab course. Naval Science IV cadets (high school seniors) will attend class with new Naval Science I students and practice leadership skills during military drill periods under the close supervision of the instructors. During academic periods, Naval Science IV students will pursue a rigorous course of study in leadership techniques, effective communication, and group dynamics. Naval Science IV students are expected to be role models for all Naval Science students. The course will include reading, writing, and practical exercises tailored to both college and non-college bound students.

Marine Corps Junior ROTC Leadership Education

⇒ Return to CTE Chart

Open to students of all grades, this course is designed to provide leadership education using readings, classroom lectures, guided discussions, and practical experience. The value and importance of self-discipline and individual responsibility as keys to success in life are stressed. The curriculum is composed of five major categories: Leadership, Citizenship, Personal Growth and Responsibility, Public Service and Career Exploration, and General Military Subjects. First year students are introduced to the 14 traits of leadership as well as the importance of teamwork in achieving group objectives. Those students who choose to return for a second, third, or fourth year of Leadership Education will study more advanced topics in leadership, with the focus of instruction shifting from classroom presentations to practical application as students are promoted in rank and demonstrate their leadership abilities while assigned to various billets within the cadet company organization.

The General Military Subjects category of the curriculum contains instruction and practical application in Close Order Drill (marching), physical fitness, and marksmanship (using Daisy air rifles). An understanding of the role of the military in a democratic society is developed through the study of U.S. military history, chain of command, organizational structures, and orientation trips to nearby military installations or historical sites. Students will be issued cadet uniforms, which are worn one day each week. Students are also required to conform to Marine Corps grooming standards. Students must not have any physical or medical condition that precludes their participation in rigorous physical conditioning. Completion of this course does not obligate the student to military service.

LEADERSHIP EDUCATION I AND LEADERSHIP EDUCATION LAB			
141103	Level: 1	Credits: 1.0	SCED: 09921

Note: Pocomoke and Snow Hill schools only

This course introduces the students to the fundamentals of leadership and discipline. Students are expected to master Marine Corps Junior ROTC unit organizational structure, cadet rank structure, an overview of Marine Corps history, and introductory leadership topics. Wearing the cadet uniform once a week and maintaining grooming standards are required. In addition to close order drill, emphasis is placed on physical fitness and marksmanship. Participation in community service projects is encouraged. Extracurricular activities include Drill Team, Color Guard, and Marksmanship Team. This course is a yearlong commitment. The Leadership Education Lab will align with the respective Leadership Education level prerequisites and course descriptions. (Leadership Education Lab may not be offered at all schools.)

LEADERSHIP EDUCATION II AND LEADERSHIP EDUCATION LAB			
142103	Level: 1	Credits: 1.0	SCED: 09922

Prerequisite: *Satisfactory completion of Leadership Education I*

Note: Pocomoke and Snow Hill schools only

Leadership instruction continues with such topics as the objectives of leadership, the eleven principles of leadership, and the role of officers and noncommissioned officers within the military. Map reading and land navigation, Naval terminology, and the study of Marine Corps history from 1775 to 1918 are presented in the General Military Subjects category. Job finding and application procedures are covered as part of Career Exploration. Participation in community service projects is encouraged. Mid-level leadership roles within the cadet company organization may be assigned to second year cadets. Extracurricular activities include Drill Team, Color Guard, and Marksmanship Team. This course is a yearlong commitment. The Leadership Education Lab will align with the respective Leadership Education level prerequisites and course descriptions. (Leadership Education Lab may not be offered at all schools.)

***LEADERSHIP EDUCATION III AND LEADERSHIP EDUCATION LAB**			
143103	Level: 1	Credits: 1.0	SCED: 09923

Prerequisite: *Satisfactory completion of Leadership Education II and junior or senior class membership*

****Concentrator*** | *Note: Pocomoke and Snow Hill schools only*

Leadership instruction progresses to such topics as the styles of leadership, the importance of inspections and evaluations, and conducting performance evaluations. General Military Subject topics include the organization of the Marine Corps, Marine Corps history during World War II, military medals and ribbons, the Uniform Code of Military Justice, and advanced topics in land navigation. State and Federal careers are explored as part of the Public Service component of the course, as well as the benefits of military service. Mid to upper-level leadership roles within the cadet company organization may be assigned to third year cadets. Extracurricular activities are as indicated previously. This course is a yearlong commitment. The Leadership Education Lab will align with the respective Leadership Education level prerequisites and course descriptions. (Leadership Education Lab may not be offered at all schools.)

⇒ Return to CTE Chart

LEADERSHIP EDUCATION IV AND LEADERSHIP EDUCATION LAB			
145103	Level: 1	Credits: 1.0	SCED: 09924

Prerequisite: *Satisfactory completion of Leadership Education III and junior or senior class membership*

Note: Pocomoke and Snow Hill schools only

This course is designed to provide students with leadership application experience. Normally assigned to the highest-ranking positions within the cadet company organization, these Cadets serve as role models for younger Cadets. They assist the Marine instructors in conducting physical fitness training, drill, and uniform inspections. They plan, organize, and conduct such events as the Marine Corps birthday ceremony, community service events, and a Mess Night. They will write a resume, research paper, and prepare and teach a lesson for a first-year cadet class. Marine Corps history from the Korean War to the present is studied along with the organization of the Marine Air-Ground Task Force. Extracurricular activities are as indicated previously. This course is a yearlong commitment. The Leadership Education Lab will align with the respective Leadership Education level prerequisites and course descriptions. (Leadership Education Lab may not be offered at all schools.)

UNITED STATES MILITARY HISTORY			
146103	Level: 1	Credits: 1.0	SCED: 09999

Note: This course may not be offered in all schools.

This is a chronological survey course of United States Military History. A study will be made of the development of America's military establishment from the colonial wars to the present and the impact of American military policy on international relations and domestic development. We will examine the influence of several aspects of American life that have had an impact on the development of the American military, i.e., economic, strategic, tactical, and technological. The fundamental objective of this course is to have students acquire sufficient knowledge and skills to better understand the role and impact that the U. S. military has on the American way of life. By increased knowledge, students will also develop a greater respect for and appreciation of the freedoms and liberties all Americans enjoy. This course is for Military Science credit only.

Masonry Program

Students can enter the program in 10th, 11th, or 12th grade.

If building something that will last for generations is attractive, then Masonry is a career to consider. Students enrolled in the Masonry Program will learn to layout and build structures made with brick, blocks, stone, and mortar, as well as work with concrete, and tile. Students will learn the different techniques for laying bricks, blocks, and stones, using the many different tools of the trade along with the safe operation of masonry power equipment. Reading blueprints and estimation of all varied materials used for the masonry trade are covered as well. Knowledge gained by students in this program is applied in lab-based construction projects. The program is affiliated with the National Center for Construction Education and Research (NCCER). Students are administered online NCCER assessments after each module of study to earn the Intro Craft Skills and the Level I certifications.

MASONRY FOUNDATIONS: NCCER CORE			
822333	Level: 1	Credits: 1.0	SCED: 17961

This course is taught for 9 weeks in a 130-minute block.

This course focuses on the basic elements of the building industry. The course modules, which are taught and assessed through NCCER are: Basic Safety, Introduction to Construction Math, Introduction to Hand Tools, Introduction to Power Tools, Introduction to Construction Drawings, Basic Communication Skills and Basic Employability Skills.

MASONRY I			
812103	Level: 1	Credits: 1.0	SCED: 17963

Prerequisite: *FBCT (CORE)*

This course is taught for 9 weeks in a 130-minute block.

This course includes the following topics: Introduction to Masonry; Safety Requirements; Tools and Equipment; Mathematics, Drawings, and Specifications; Mortar; and Masonry Units and Installation Techniques.

⇒ Return to CTE Chart

*MASONRY II			
812113	Level: 1	Credits: 2.0	SCED: 17964
Prerequisite: *Masonry I*			
Concentrator** | **This course is taught for a semester in a 130-minute block.			
This course includes the following topics: Residential Plans and Drawings Interpretation, Residential Masonry, Grout and Other Reinforcement, Metal Work in Masonry, Advanced Laying Techniques, Construction Techniques and Moisture Control, Elevated Work, and Construction Inspection and Quality Control.			

MASONRY III			
812143	Level: 1	Credits: 2.0	SCED: 17980
Prerequisite: *Masonry II and instructor approval*			
This course is taught for a semester in a 130-minute block.			
This advanced course is optional and is designed to give students further opportunity to master knowledge and skills related to the industry in a community internship or experience. **Students must have reliable transportation to participate in this course.**			

PLTW Biomedical Sciences Program

Students can enter the program in 9th, 10th or 11th grade.

The Project Lead the Way (PLTW) Biomedical Science Program uses project-based and problem-based learning to engage students. The curriculum teaches students to solve problems, participate as part of a team, lead teams, conduct research, understand real-world problems, analyze data, and learn outside the classroom. The program prepares students for further education and careers in biomedical sciences**. Students have the opportunity to earn college credit from PLTW affiliate colleges.**

PRINCIPLES OF BIOMEDICAL SCIENCES			‡
816104	Level: 2	Credits: 1.0	SCED: 14961
Prerequisite: *Acceptance into the program*			
This course focuses on the study of human medicine, research processes and an introduction to bioinformatics. Students investigate the human body systems and various health conditions including heart disease, diabetes, sickle-cell disease, hypercholesterolemia, and infectious diseases. The course is designed to provide an overview of all the courses in the Biomedical Sciences program and to lay the scientific foundation necessary for student success in the subsequent courses.			

HUMAN BODY SYSTEMS			‡
816204	Level: 2	Credits: 1.0	SCED: 14962
Prerequisite: *Principles of the Biomedical Sciences*			
This course focuses on the processes, structures, and interactions of the human body systems. Important concepts in the course include communication, transport of substances, locomotion, metabolic processes, defense, and protection. Students design experiments, investigate the structures and functions of body systems, and use data acquisition software to monitor body functions such as muscle movement, reflex and voluntary actions, and respiratory operation.			

⇒ Return to CTE Chart

*MEDICAL INTERVENTIONS			‡ T
816304	Level: 2	Credits: 1.0	SCED: 14963

Prerequisite: *Human Body Systems*

***Concentrator**

This course investigates the variety of interventions involved in the prevention, diagnosis, and treatment of disease. The course is a "How-To" manual for maintaining overall health and homeostasis in the body as students explore how to prevent and fight infection, how to screen and evaluate the code in human DNA, how to prevent, diagnose and treat cancer, and how to prevail when the organs of the body begin to fail. Students are exposed to the wide range of interventions related to immunology, surgery, genetics, pharmacology, medical devices, and diagnostics. Lifestyle choices and preventive measures are emphasized throughout the course as well as the important roles scientific thinking and engineering design play in the development of interventions of the future.

BIOMEDICAL INNOVATION			‡ T
816404	Level: 2	Credits: 1.0	SCED: 14964

Prerequisite: *Medical Interventions*

This Biomedical Innovation capstone course is dual-enrolled with Salisbury University and is only offered to students enrolled in the Biomedical program at Worcester Technical High School. During the course, students will design and conduct experiments related to the diagnosis, treatment, and prevention of disease or illness. They will apply their knowledge and skills to answer questions or to solve problems related to the biomedical sciences. They may work with a mentor or advisor from a university, hospital, physician's office, or industry as they complete their work. Students are expected to present the results of their work to an adult audience, which may include representatives from the local healthcare or business community. Students who successfully complete this course, as well as Principles of the Biomedical Sciences, Human Body Systems, and Medical Interventions, can earn eight credits from Salisbury University. Students also can earn a BACE industry-recognized credential from Bioutility.

PLTW Computer Science Program

Students enter the program in 9th ,10th, or 11th grade.

This program is only offered at WTHS.

At a time when computer science affects how we work and live, PLTW Computer Science empowers students to become creators, instead of merely consumers, of the technology all around them. Whether building apps or exploring cybersecurity, PLTW Computer Science engages students in interdisciplinary activities that not only build knowledge and skills in computer science, but also empower students to develop essential skills such as problem solving, critical and creative thinking, communication, collaboration, and perseverance. The program's courses empower students with in-demand knowledge and skills they will use in high school and for the rest of their lives, on any career path they choose. **PLTW Computer Science courses are part of the AP + PLTW computer science pathway. Students have the opportunity to pass the AP Computer Science Principles and AP Computer Science A Exams.**

PLTW COMPUTER SCIENCE ESSENTIALS			
452133	Level: 1	Credits: 1.0	SCED: 10971

This course introduces students to coding fundamentals through an approachable, block-based programming language where they will have early success in creating usable apps. As students sharpen their computational thinking skills, they will transition to programming environments that reinforce coding fundamentals by displaying block programming and text-based programming side-by-side. Finally, students will apply computational skills by creating programs in Python®.

PLTW ADVANCED PLACEMENT COMPUTER SCIENCE PRINCIPLES			‡
452334	Level: 2	Credits: 1.0	SCED: 10972

Prerequisite: *Satisfactory completion of Computer Science Essentials or Teacher Recommendation*

In this course, using Python® as a primary tool, students explore and become inspired by career paths that utilize computing, discover tools that foster creativity and collaboration, and use what they have learned to tackle challenges like app development and simulation. In addition, the course advances students' understanding of technical aspects of computing including programming, algorithm design, computer system organization and operation, data representation and information organization. This course is endorsed by the College Board, giving students the opportunity to take the AP Computer Science Principles exam for college credit. This course may be taken as an elective for other PLTW programs.

⇒ Return to CTE Chart

*PLTW ADVANCED PLACEMENT COMPUTER SCIENCE A			A ‡
452344	Level: 2	Credits: 1.0	SCED: 10973
Prerequisite: *Satisfactory completion of Computer Science Essentials, and AP Computer Science Principles*			
***Concentrator** This course is a more in-depth study of computer science specifically in the aspects of computing, including programming and algorithm design, computer system and data representations, and information organization. In this course, the primary language used in advancing students' understanding of the application of computational thinking to real world problems in JAVA. Students also collaborate to create original solutions to problems of their own choosing by designing and implementing user interfaces and Web-based databases, as well as creating a game for their friends or an app to serve a real need in their community. This course is endorsed by the College Board, preparing students the opportunity to take the AP Computer Science A exam.			

PLTW CYBERSECURITY			A
452233	Level: 1	Credits: 1.0	SCED: 10974
Prerequisite: *Satisfactory completion of Computer Science Essentials AP CSP, and AP CSA*			
This course introduces the tools and concepts of cybersecurity and encourages students to create solutions that allow people to share computing resources while protecting privacy. Nationally, computational resources are vulnerable and frequently attacked; in Cybersecurity, students solve problems by understanding and closing these vulnerabilities. This course raises students' knowledge of and commitment to ethical computing behavior. It also aims to develop students' skills as consumers, friends, citizens, and employees who can effectively contribute to communities with a dependable cyber-infrastructure that moves and processes information safely.			

PLTW Pre-Engineering Program

Students can enter the program in the 9th, 10th or 11th grade.

Project Lead the Way (PLTW) incorporates the national standards of the National Council of Teachers of Mathematics, the National Science Standards, and the International Technology Education Association. PLTW partners with the College Board and strives to keep its curriculum at the highest standard. The program prepares students for further education and careers in engineering and engineering technology. **Students have the opportunity to earn college credits through SU, UMES, Wor-Wic and The Rochester Institute of Technology.**

INTRODUCTION TO ENGINEERING DESIGN			A T
814103	Level: 2	Credits: 1.0	SCED: 21922
Prerequisite: *Acceptance into the program, Algebra I*			
This foundation course emphasizes the development of design. Students will use computers to produce, analyze and evaluate models of project solutions. They will study the design concepts of form and function, and then use state-of-the-art technology to translate conceptual design into reproducible products. Students will study engineering, design, sketching and visualization concepts, modeling and model analysis verification, marketing, and portfolio production. This course satisfies the Maryland high school graduation requirement in Technology Education. This course is offered during the spring semester.			

PRINCIPLES OF ENGINEERING			‡ T
814114	Level: 2	Credits: 1.0	SCED: 21921
Prerequisite: *Introduction to Engineering Design*			
This foundation course provides an overview of engineering and technology. Students develop problem-solving skills by tackling real-world engineering problems. Through theory and practical hands-on experience, students address the emerging social and political consequences of technological change. Students will be provided an overview of the perspective of engineering, design process, communication and documentation, engineering systems, statics, material and material testing, thermodynamics, engineering for quality and reliability, and dynamics.			

****After Principles of Engineering, students choose either Digital Electronics, Digital Electronics DE, Aerospace Engineering or Civil Engineering and Architecture to complete as the next course in the Pre-Engineering program.**

⇒ Return to CTE Chart

*DIGITAL ELECTRONICS			‡ A T
808134	Level: 2	Credits: 1.0	SCED: 21923

*DIGITAL ELECTRONICS (DE)			‡
808334	Level: 2	Credits: 1.0 HS / 4.0 SU	SCED: 21923

Prerequisite: *Principles of Engineering*

***Concentrator**
Digital Electronics is a dual enrolled course with Salisbury University and is only offered to students enrolled in the Pre-Engineering program at Worcester Technical High School. The 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 circuitry to solve problems and use appropriate components to build their designs. Students will cover number systems, gates, Boolean algebra, combinational logic circuit design, adding, flip-flops, shift registers and counters, families and specifications, and microprocessors. Students can earn four Salisbury University college credits by successfully passing this course.

*AEROSPACE ENGINEERING			‡
814314	Level: 2	Credits: 1.0	SCED: 21926

Prerequisite: *Principles of Engineering*

***Concentrator**
Aerospace Engineering explores the evolution of flight, navigation and control, flight fundamentals, aerospace materials, propulsion, space travel, and orbital mechanics. In addition, this pathway course presents alternative applications for aerospace engineering concepts. Students analyze, design, and build aerospace systems. This course is designed for 11th grade students.

*CIVIL ENGINEERING AND ARCHITECTURE			‡ A T
814314	Level: 2	Credits: 1.0	SCED: 21926

Prerequisite: *Principles of Engineering*

***Concentrator**
This pathway course provides an overview of the fields of civil engineering and architecture while emphasizing the interrelationship and dependence of both fields on one another. Students will study the roles of civil engineers and architects. Students will solve design problems, plan projects, explain concepts of site planning, explore architecture, study structural engineering, and produce project documentation and presentations.

ENGINEERING DESIGN AND DEVELOPMENT			‡
814214	Level: 2	814214	Level: 2

ENGINEERING DESIGN AND DEVELOPMENT (DE)			‡ T
814404	Level: 2	814404	Level: 2

Prerequisite: *Digital Electronics, Aerospace Engineering, or Civil Engineering & Architecture*

****All students must take the final course.*** This Engineering Design and Development capstone course is dual enrolled with Salisbury University and is only offered to students enrolled in the Pre-Engineering program at Worcester Technical High School. The 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 portfolios and defend their projects to a panel of engineers, business leaders, and engineering colleges. This course equips students with the independent study skills they will need in postsecondary education and careers in engineering and engineering technology. This course equips students with the independent study skills they will need in postsecondary education and careers in engineering and engineering technology. Students who successfully complete this course, as well as Introduction to Engineering Design and Principles of Engineering, can earn three credits from Salisbury University.

Teacher Academy of Maryland Program

⇒ Return to CTE Chart

Students can enter program in 11th grade or 12th grade

The Teacher Academy of Maryland aligns with the Interstate Teacher Assessment and Support Consortium (InTASC) and the Maryland Essential Dimension of Teaching (EdoTs). The program prepares students for further education and careers in the education profession focusing on teaching as a profession, human growth, and development, learning theory, and curriculum and instruction. **Students have the opportunity to earn transcripted credits with eleven Maryland post-secondary teacher education programs.** This program is based on the outcomes of the Maryland Associate of Arts in Teaching (A.A.T.) degree, which aligns with the National Council for the Accreditation for Teacher Education (NCATE) standards. **Students have the opportunity to pass the ParaPro exam.**

HUMAN GROWTH AND DEVELOPMENT THROUGH ADOLESCENCE			
802223	Level: 1	Credits: 1.0	SCED: 19961
This course focuses on human development from birth through adolescence. Emphasis is placed on theories of physical, cognitive, and psychosocial development, the effect of heredity and the environment, the role of caregivers and the family, health and safety concerns, and contemporary issues. Students explore special challenges to growth and development. Students will have opportunities for guided observation of children from birth through adolescence in a variety of settings to help students further understand theories of human development. Students will begin to develop the components of a working portfolio to be assembled upon completion of the internship.			

TEACHING AS A PROFESSION			
802233	Level: 1	Credits: 1.0	SCED: 19962
This course focuses on the profession of teaching—its history, purposes, issues, ethics, laws and regulations, roles, and qualifications. Emphasis is placed on identifying the current, historical, philosophical, and social perspectives of American education, including trends and issues. Students will explore major approaches to human learning. Students will participate in guided observations and field experiences in multiple settings to help them assess their personal interest in pursuing careers in this field and to identify effective learning environments. Students will continue to develop the components of a working portfolio to be assembled upon completion of the internship.			

***FOUNDATIONS OF CURRICULUM AND INSTRUCTION**			
802243	Level: 1	Credits: 1.0	SCED: 19963
Prerequisite: *Human Growth and Development through Adolescence and Teaching as a Profession*			
***Concentrator** This course explores curriculum delivery models in response to the developmental needs of all children. Emphasis is placed on the development of varied instructional materials and activities to promote learning, classroom management strategies, and a supportive classroom environment. Students will explore basic theories of motivation that increase learning. Students will participate in guided observations and field experiences to critique classroom lessons in preparation for developing and implementing their own. Students will continue to develop the components of a working portfolio to be assembled upon completion of the internship.			

EDUCATION ACADEMY INTERNSHIP			
802253	Level: 1	Credits: 1.0	SCED: 19964
Prerequisite: *Foundations of Curriculum and Instruction*			
The internship is the culminating course of the Education Academy Program. Students will have an opportunity to extend and apply their knowledge about teaching in a classroom setting under a mentor teacher. The students will complete their working portfolio and present it for critique.			

⇒ Return to CTE Chart

Welding Program

Students can enter the program in 10th, 11th, or 12th grade.

The Welding Program provides students with an opportunity to learn about the industry as it relates to welding. Students master a variety of welding skills including oxyfuel cutting and welding including SMAW, GTAW, GMAW, and OFW. The program is affiliated with the National Center for Construction Education and Research (NCCER). Students are administered online NCCER assessments after each module of study to earn the Intro Craft Skills and the Level I certifications. NCCER meets the American Welding Society (AWS) Entry Level Welder - Phase One and Phase Two requirements of the AWS QC-10 and AWS EG2.0-95 guidelines.

WELDING FOUNDATIONS: NCCER CORE			
822253	Level: 1	Credits: 1.0	SCED: 17961

This course is taught for 9 weeks in a 130-minute block.

This course focuses on the basic elements of the building industry. The course modules, which are taught and assessed through NCCER are: Basic Safety, Introduction to Construction Math, Introduction to Hand Tools, Introduction to Power Tools, Introduction to Construction Drawings, Basic Rigging, Basic Communication Skills and Basic Employability Skills.

WELDING I			
819103	Level: 1	Credits: 1.0	SCED: 17976

Prerequisite: *FBCT (CORE)*

This course is taught for 9 weeks in a 130-minute block.

This course begins the training in the oxy-acetylene and shielded metal arc welding processes. Throughout the program, emphasis is placed on all aspects of welding safety. Students perform torch fusion welding and brazing, and basic Shielding Metal Arc Welding (SMAW). Students also experience the processes of cutting metal using the oxyacetylene cutting torch and the plasma arc cutting system.

***WELDING II**			
819113	Level: 1	Credits: 2.0	SCED: 17977

Prerequisite: *Welding I*

***Concentrator | This course is taught for a semester in a 130-minute block.**

This course allows students to advance their skills in the SMAW process including performing out-of-position welding. They train in the Mig welding process using both solid core and flux core welding wire. Students also begin the Tig process by welding carbon steel, aluminum, and stainless steel. Theory instruction includes basic metallurgy, blueprint reading, and the knowledge and use of welding symbols.

WELDING III			
819123	Level: 1	Credits: 2.0	SCED: 17980

Prerequisite: *Welding II and Teacher Recommendation*

This course is taught for a semester 2 in a 130-minute block.

This advanced course is optional and is designed to give students further opportunity to master knowledge and skills related to the industry in a community internship or experience. **Students must have reliable transportation to participate in this course.**

SALISBURY UNIVERSITY
EARLY 4-YEAR COLLEGE OPTIONS

AP/Dual Enrollment Courses in Partnership with Salisbury University

The following dual enrollment courses are offered at Worcester Technical High School. The PLTW offerings are available to students enrolled in the Project Lead the Way Pre-Engineering and Biomedical Science programs. Students who choose to enroll are eligible to transcript 4-year college credit (meaning they may take their transcript to the post-secondary institution of their choice) for a fee through Salisbury University and/or take the Advanced Placement test through the College Board, where available. Full descriptions of the PLTW courses can be found in the Pre-Engineering Program and Biomedical Sciences Program sections of this catalog; full descriptions of the AP & DE courses can be found under the Science section. Please pay special attention to the prerequisite(s) for each course. Students who receive free/reduced meals are advised to speak with their school counselor to discuss the reduction of tuition/testing fees.

WCPS Course	SU Dual Enrollment Credit Earned	Credit Hours
PLTW Pre-Engineering Sequence of 3 Courses: Introduction to Engineering Design, Principles of Engineering, and Engineering Design & Development	ENGR 100	3
PLTW Pre-Engineering: Digital Electronics	COSC 250	4
PLTW Biomedical Sequence of 4 Courses: Principles of Biomedical Science, Human Body Systems, Medical Interventions, and Biomedical Innovations	BIOL 205 BIOL 214	8
SU General Chemistry	CHEM 121	4
SU Introduction to Biology: Molecular and Cell Biology	BIOL 201	4

University of Maryland Eastern Shore
EARLY 4-YEAR COLLEGE OPTIONS

The following articulated credit courses are offered at Worcester Technical High School. The course offerings are available to students enrolled in the Teacher Academy of Maryland program. Students who choose to enroll are eligible to transcript 4-year college credit. This means that they will earn credits for the courses below when they have taken and successfully completed one college course at University of Maryland Eastern Shore.

WCPS Course	UMES Credit Earned	Credit Hours
Human Growth and Development	PSYC 207	3
Teaching as a Profession	EDCI	3
Education Academy Internship **AND** Foundations of Curriculum	One lower-level elective	3
TOTAL Credits		**9**

APPENDIX A: WCPS FIELD COURSE

Course Title	Course Description	Prerequisites	Participation Criteria	Level	Credits	Participating School(s)
Employment Experience	Page 67	Junior or senior status, on-track to graduate and completion of one or more of the following: Employment and Career Preparation, Youth Employment Program, Career & Technology Education Program	Junior or senior status, on track to graduate, student secured and instructor approved employment placement where the student works/volunteers during part of the school day and attends school part of the day.	1	1-4	PHS SHHS SDHS WTHS
Internship	Page 67	Completion of 12 or more Level III courses and honor roll status	Senior status and approval of principal and two teacher recommendations and student secured internship placement/ sponsor. Limited to 20 honor roll students.	1	2-4	PHS SHHS SDHS
Tutorial Internship	Page 68	Strong academic background and excellent math, written, and oral skills	Junior or senior status and successful application and interview process	1	1	PHS SHHS SDHS
Apprenticeship 1 Apprenticeship 2 Apprenticeship 3	Page 74, 75	Completion of pre-apprenticeship training	Junior or Senior status **and** Employment with a registered youth apprenticeship provider **and** Approval of the Apprenticeship Coordinator	1	3-6	WTHS
Cosmetology Clinical Experience	Page 83	Senior Status in Cosmetology Program	Instructor recommendation **and** student secured employment placement	1	2	WTHS
CTE Work-Based Learning Experience	Page 68	Completion of a Career and Technology program	Instructor recommendation **and** student secured employment placement	1	1-4	WTHS
Community Work Experience I	Page 68	Non-diploma track status	IEP transition plan recommendation	1	0	WTHS
Community Work Experience II	Page 68	Non-diploma track status	IEP transition plan recommendation	1	0	WTHS

WOR-WIC COMMUNITY COLLEGE
Courses for Dual Enrollment Students

WWCC COURSE	CREDITS / HOURS	DESCRIPTION	PREREQUISITE	ELECTIVE (E) OR GRADUATION REQUIREMENT	WCPS COURSE INFO
ACT 101 Financial Accounting	3 credits	This course offers a comprehensive study of basic accounting principles and procedures. Students record accounting transactions, prepare financial statements, apply internal controls, account for assets and liabilities, and utilize ratio analysis. Usually offered in the fall and spring.		E	WCPS Course Number: **700001** WCPS Course Name: **WWCC Financial Accounting DE**
ART 101 Introduction to Art History	3 credits Lecture Hours: 39	This course presents the major themes, styles and subject matter of art and architecture from prehistory to the present, focusing on Western civilization. The artworks of each culture and historical period are examined in the context of the dominant thoughts, ideas and customs of the time. Usually offered in the fall, spring and summer.		GR with Approval or E	WCPS Course Number: **700026** WCPS Course Name: **WWCC Intro to Art History DE**
ASL 101 American Sign Language I	3 credits Lecture Hours: 39	This course is an introduction to American Sign Language and deaf culture, with an emphasis on the acquisition of basic language skills. Using a total immersion approach, students will develop introductory receptive and expressive skills by learning fingerspelling, numbers, everyday ASL, conversational ASL, directional verbs and special relations. Usually offered in the fall.		World Language: 1/2 GR or E	WCPS Course Number: **700101** WCPS Course Name: **WWCC ASL I DE**
ASL 102 American Sign Language II	3 credits 39 Lecture Hours	This course is a continuation of ASL 101. Using a total immersion approach, students will develop intermediate receptive and expressive skills by learning how to communicate about topics such as time, sports, health, and travel. Attention will be given to use of classifiers for conversations and the history and cultural importance of ASL. Usually offered in the spring.	Minimum Grade of C in ASL 101	World Language: GR or E	WCPS Course Number: **700102** WCPS Course Name: **WWCC ASL II DE**
BIO 101 Fundamentals of Biology	4 credits 39 Lecture Hours 26 Lab Hours	This introductory course is designed to acquaint non-science major students with the basic concepts of living organisms, including cell structure and function, metabolism, human and plant systems, genetics, evolution, adaptation and ecology. Usually offered in the fall, spring and summer. **MAY NOT BE TAKEN AS AN ONLINE COURSE.**	GR Met in Science	E	WCPS Course Number: **700009** WCPS Course Name: **WWCC Fundamentals of Biology DE**
BIO 202 Anatomy and Physiology I	4 credits 39 Lecture Hours 26 Lab Hours	This course offers an introduction to the structure and function of the human body, including cellular biology and histology. Systemic study involves homeostatic mechanisms of the integumentary, skeletal, muscular, and nervous systems, including special senses. Laboratory study encompasses gross and microscopic anatomy of these systems, with dissection and selected experiments in physiology. Usually offered in the fall, spring, and summer. **MAY NOT BE TAKEN AS AN ONLINE COURSE.**	**WWCC Prerequisites:** MTH 052C or MTH 092 with a grade ≥C, or acceptable math placement; and either acceptable bio placement or BIO 099/105 with a grade ≥C, or dept. head approval. **Corequisite**: ENG 101	E	WCPS Course Number: **700202** WCPS Course Name: **WWCC BIO 202 DE**

WOR-WIC COMMUNITY COLLEGE
Courses for Dual Enrollment Students

WWCC COURSE	CREDITS / HOURS	DESCRIPTION	PREREQUISITE	ELECTIVE (E) OR GRADUATION REQUIREMENT	WCPS COURSE INFO
BIO 203 Anatomy and Physiology II	4 credits 39 Lecture Hours 26 Lab Hours	This course is a continuation of BIO 202. The cardiovascular, lymphatic, respiratory, digestive, urinary, endocrine, and reproductive systems ae studied. Homeostatic relationships are stressed. Laboratory study involves gross and microscopic anatomy of these systems, with dissection and selected experiments in physiology. Usually offered in the fall, spring, and summer **MAY NOT BE TAKEN AS AN ONLINE COURSE.**	Minimum Grade of C in BIO 202	E	WCPS Course Number: **700203** WCPS Course Name: **WWCC BIO 203**
BMT 101 Introduction to Business	3 credits	This course covers the role and function of the business enterprise within the U.S. economic framework. Students explore the internal and external environments that impact business organizations and the various forms of business ownership. Students study the responsibilities of functional groups that work together to achieve business success and evaluate real-life business situations. Usually offered in the fall and spring.		E	WCPS Course Number: **700002** WCPS Course Name: **WWCC Intro to Business DE**
BMT 205 Business Law	3 credits	This course presents the basic framework of commercial and administrative law. Students will explore law as it relates to contracts, agency and employment, business torts and crimes, the organization of business ownership, product safety and liability, warranties, antitrust regulations, and real and personal property. Usually offered in the spring.		E	WCPS Course Number: **700003** WCPS Course Name: **WWCC Business Law DE**
CHM 105 General Chemistry	4 credits	This course examines the fundamental laws of chemistry and atomic structure, with an emphasis on chemical calculations and quantitative relationships. Usually offered in the fall, spring, and summer. **MAY NOT BE TAKEN AS AN ONLINE COURSE.**		Physical Science: GR	WCPS Course Number: **700010** WCPS Course Name: **WWCC General Chemistry DE**
CMP 130 Introduction to Web Development	3 credits 26 Lecture Hours 26 Lab Hours	This course covers the principles of creating hypertext markup language (HTML) for webpages and the elements used to create them. Cascading stylesheets (CSS) are introduced to add style to webpages and to create enhanced visual effects. Responsive formatting techniques are introduced to make the site adaptable. This course covers the fundamental elements needed to create webpages. Students design and build a website using current technology. Usually offered in the fall.		E	WCPS Course Number: **710000** WCPS Course Name: **WWCC Intro to Web Dev DE**
CMP 134 Approaches to Problem Solving	4 credits 26 Lecture Hours 52 Lab Hours	This course provides students with a firm foundation in problem-solving approaches in computer programming while facilitating the development of good, structured programming skills for solving typical programming problems and applying them to real world problems. Students define and analyze problems, design computer solution algorithms and prove the correctness of the solution. Usually offered in the fall and spring.		Tech Ed: GR or E	WCPS Course Name: **711005** WCPS Course Name: **WWCC Approaches to Problem Solving DE**

WOR-WIC COMMUNITY COLLEGE
Courses for Dual Enrollment Students

WWCC COURSE	CREDITS / HOURS	DESCRIPTION	PREREQUISITE	ELECTIVE (E) OR GRADUATION REQUIREMENT	WCPS COURSE INFO
CMP 135 Introduction to Programming	4 credits 26 Lecture Hours 52 Lab Hours	This course introduces students to the basic principles of programming, object-oriented concepts and terminology. Using an industry-appropriate and current programming language, students are introduced to the concepts of decision, repetition, objects, classes, inheritance and polymorphism. Usually offered in the fall and spring.	Minimum Grade of C in CMP 134 *or* MTH 099 *with* Minimum Grade of C	Tech Ed: GR or E	WCPS Course Number: **700005** WCPS Course Name: **WWCC Intro to Programming DE**
COM 101 Intro to Public Speaking	3 credits 39 Lecture Hours	This course is an introduction to the theories of oral communication, focusing on pragmatic approaches to presentational styles and organizational skills. Usually offered in the fall, spring and summer.		E	WCPS Course Number: **700054** WCPS Course Name: **WWCC Intro to Public Speaking DE**
ECO 151 Principles of Macroeconomics	3 credits	This course provides an overview of basic economic concepts and institutions, the nature of economic activity and an analysis of the function of the economic system. Students examine how an economy allocates and uses resources, and they evaluate its economic condition. Students investigate different markets and the relationships among the markets. Students also study the interdependency of global economies. Usually offered in the fall and spring.		E	WCPS Course Number: **700022** WCPS Course Name: **WWCC Principles of Macroeconomics DE**
ECO 201 Principles of Microeconomics	3 credits	This course provides an overview of basic economic concepts and institutions, the nature of economic activity and an analysis of the function of the economic system. Students apply an economic perspective to questions that firms and households must answer before making decisions. Students also study the interdependency of global economies. Usually offered in the fall and spring.		E	WCPS Course Number: **700023** WCPS Course Name: **WWCC Principles of Microeconomics DE**
EDU 155 Foundations of Education	3 credits 39 Lecture Hours 15 Observation Hours	This course, which covers the major developments in the history of American education, offers a comprehensive overview of the historical, philosophical, sociological, political and legal foundations of education. Emphasis is placed on the structure and organization of schools, roles of classroom teachers, influences on teaching and learning, diversity, and contemporary educational policy and issues. Usually offered in the fall and spring		E	WCPS Course Number: **700008** WCPS Course Name: **WWCC Foundations of Education DE**
EMS 101 Emergency Medical Technician I	4 credits	This course covers the theory and techniques of basic emergency care in the prehospital setting and follows the EMT curriculum guidelines of the U.S. Department of Transportation. Topics include EMS systems, the National Incident Management		E	WCPS Course Number: **700174**

WOR-WIC COMMUNITY COLLEGE
Courses for Dual Enrollment Students

WWCC COURSE	CREDITS / HOURS	DESCRIPTION	PREREQUISITE	ELECTIVE (E) OR GRADUATION REQUIREMENT	WCPS COURSE INFO
	43 Lecture Hours 36 Lab Hours	System (NIMS), roles and responsibilities, medical, legal concepts, patient assessment, airway management, CPR, automated external defibrillation, communication, and proper documentation. Course usually offered in the fall and the spring.			WCPS Course Name: **WWCC EMT 1 DE**
EMS 151 Emergency Medical Technician II	4 credits 43 Lecture Hours 36 Lab Hours	This course covers the theory and techniques of basic emergency care in the pre-hospital setting and follows the EMT curriculum guidelines of the U.S. Department of Transportation. Topics include musculoskeletal trauma, soft tissue trauma, bleeding and shock, cardiology, respiratory, diabetes, allergic reactions, gastrointestinal complaints, toxicology, environmental and behavioral patients, obstetrics and gynecology, pediatrics, triage, ambulance operations and hazmat operations. After successfully completing EMS 101 and 151, students are eligible for Maryland and national registry testing. Course usually offered in the fall and the spring.	Minimum Grade of C in EMS 101 in the last two academic years.	E	WCPS Course Number: **700184** WCPS Course Name: **WWCC EMT II DE**
ENG 101 Fundamentals of English I	3 credits	This course is designed to help students develop their college-level writing skills with an emphasis on the writing process. This course includes an introduction to research skills. Students write summary assignments and a series of essays in various modes, culminating in an argumentative research paper. Students must earn a grade of "C" or better in this course in order to enroll in English 151. Usually offered in the fall, spring and summer.		Am Lit or Brit Lit: GR	WCPS Course Number: **700028** **700028 (WTHS)** WCPS Course Name: **Fundamentals of English I DE**
ENG 151 Fundamentals of English II	3 credits	This course continues to help students develop their college-level writing skills. Students are introduced to the study of literature (prose, poetry, fiction, and drama). Students integrate outside sources with their own ideas in written arguments. They also refine their research and documentation skills. Usually offered in the fall, spring and summer.	Minimum Grade of C in ENG 101	Am Lit or Brit Lit: GR	WCPS Course Number: **700006** WCPS Course Name: **Fundamentals of English II DE**
ENV 101 Environmental Science	4 credits 39 Lecture Hours 26 Lab Hours	This is a general education natural science course that integrates the physical and biological sciences in order for students to gain an understanding of humans in their environment. This course emphasizes critical thinking and an evaluation of current topics in environmental science in a local, national and global context, and prepares students to be able to discuss ecological concerns and rational solutions for today's environmental problems. Usually offered in the fall, spring and summer. **MAY <u>NOT</u> BE TAKEN AS AN ONLINE COURSE.**		Earth & Space Science: GR	WCPS Course Number: **700013** WCPS Course Name: **WWCC Environmental Science DE**
GEO 101 Earth and Space Science	4 credits 39 Lecture Hours 26 Lab Hours	This course offers an introduction to earth and space science for prospective elementary school teachers. The focus is on the physical characteristics of the earth and its place in the solar system. Usually offered in the fall, spring and summer. **MAY <u>NOT</u> BE TAKEN AS AN ONLINE COURSE.**		Earth & Space Science: GR	WCPS Course Number: **700011** WCPS Course Name: **WWCC Earth Space Science DE**

WOR-WIC COMMUNITY COLLEGE
Courses for Dual Enrollment Students

WWCC COURSE	CREDITS / HOURS	DESCRIPTION	PREREQUISITE	ELECTIVE (E) OR GRADUATION REQUIREMENT	WCPS COURSE INFO
HIS 101 World Civilizations I	3 credits 39 Lecture Hours	This course covers major world civilizations from prehistoric times to the Renaissance, focusing on the political, social, economic and intellectual issues. Usually offered in the fall, spring and summer.		E or 1/2 World History GR	WCPS Course Number: **700017** WCPS Course Name: **WWCC World Civilizations I DE**
HIS 151 World Civilizations II	3 credits 39 Lecture Hours	This course covers major world civilizations from the Renaissance to modern times, focusing on the political, social, economic and intellectual issues. Usually offered in the fall, spring and summer.		E or 2/2 World History GR	WCPS Course Number: **700018** WCPS Course Name: **WWCC World Civilizations II DE**
HIS 201 American History I	3 credits 39 Lecture Hours	This course covers the major economic, political, cultural and social factors that shaped the pattern of life in the U.S. from the 15th century through the Civil War and Reconstruction. Usually offered in the fall, spring and summer.	GR Met in Social Studies	E	WCPS Course Number: **700019** WCPS Course Name: **WWCC American History I DE**
MTH 102 Mathematical Applications	3 credits	Students develop the ability to reason with quantitative information through the study of the principles of reasoning, numbering sense, probability and statistical reasoning, and mathematical modeling. This liberal arts course develops mathematical ideas that students encounter in college and career settings. Usually offered in the fall and spring.		E	WCPS Course Number: **700040** WCPS Course Name: **WWCC Mathematical Applications DE**
MTH 121 Precalculus 1	3 credits	This course covers the advanced algebra necessary to prepare students for the study of calculus. Topics involve solving, graphing and modeling with linear, quadratic, polynomial, rational, radical, exponential, logarithmic equations and inequalities. Basic conic section, matrices and linear programming topics are also included. Usually offered in the fall and spring.	Minimum Grade of C in ALG II	MTH HS Credit	WCPS Course Number: **700041** WCPS Course Name: **WWCC Precalculus I DE**
MTH 122 Precalculus 2	4 credits 39 Lecture Hours	This course is a continuation of MTH 121. Trigonometry and advanced algebra are studies to prepare students for calculus. Trigonometric topics include angle measurement, definitions of the six trigonometric functions from the right triangle and unit circle perspectives, graphs, identities, inverses and equations. Algebraic topics include polar coordinates, parametric equations, and a review of functions and graphs. A problem solving approach utilizes applications and a graphing calculator throughout the course. Usually offered in the fall and spring.	Minimum Grade of C in MTH 121	MTH HS Credit	WCPS Course Number: **700043** WCPS Course Name: **WWCC Precalculus II DE**
MTH 152 Elementary Statistics	3 credits	This course introduces elementary statistics through a critical examination of its subjects and applications. Topics from descriptive statistics include data organization, expectation, and measures of variation. Also covered are random variables, probability laws, counting techniques,	ALG II WCPS Requirement	MTH HS Credit	WCPS Course Number: **700015**

WOR-WIC COMMUNITY COLLEGE
Courses for Dual Enrollment Students

WWCC COURSE	CREDITS / HOURS	DESCRIPTION	PREREQUISITE	ELECTIVE (E) OR GRADUATION REQUIREMENT	WCPS COURSE INFO
	39 Lecture Hours	binomial and normal distributions, applications to the central limit theorem, confidence intervals and tests of statistical hypotheses involving the mean, median, and proportions. Topics from parametric and nonparametric statistics are introduced. Usually offered in the fall, spring and summer.			WCPS Course Name: **WWCC Elementary Statistics DE**
MTH 201 Calculus I	4 credits 52 Lecture Hours	This course focuses on the rigorous treatment of topics traditionally covered in a first-semester calculus course including the theory of limits, differentiation, applications of the derivative, antidifferentiation, the indefinite and definite integral, integration by substitution and applications of the integral. Particular emphasis is placed on the epsilon-delta definition of limit, the mean value theorem and Newton's method. Students gain experience constructing mathematical and simulation models. Usually offered in the fall and spring.	Minimum Grade of C in MTH 122	MTH HS Credit	WCPS Course Number: **700044** WCPS Course Name: **WWCC Calculus I DE**
PHE 106 Integrated Health and Fitness	3 credits 39 Lecture Hours 39 Lab Hours	This course covers the basic concepts of personal and community health, with an emphasis on physical fitness, nutrition, stress management, weight management, sexual health, diseases, and environmental health. Specific personalized techniques for optimizing health are emphasized. Usually offered in the fall, spring, and summer.	GR Met in PE & Health	E	WCPS Course Number: **700106** WCPS Course Name: **WWCC PHE 105 DE**
PHL 101 Introduction to Philosophy	3 credits 39 Lecture Hours	This course covers the history of philosophy and addresses the problems of religion, knowledge, reality, morality, and politics as they arise in the thoughts of great Eastern and Western philosophers. Selected issues that underlie personal, social, and cultural ferment in the 20th and 21st centuries are explored in the light of Eastern and Western classical philosophy. Usually offered in the fall, spring and summer.		E	WCPS Course Number: **700024** WCPS Course Name: **WWCC Intro to Philosophy DE**
PHY 121 General Physics I	4 credits 39 Lecture Hours 26 Lab Hours	This is the first part of a two-semester algebra-based course designed to give students a general knowledge of kinematics, Newton's laws of motion, energy and momentum and their conservation, rotational motion, wave motion, temperature, and heat. Usually offered in the fall.	Minimum Grade of C in MTH 121 ***May not be taken as an online course***	Physical Science: GR	WCPS Course Number: **700012** WCPS Course Name: **WWCC General Physics I DE**
POL 101 American Government	3 credits 39 Lecture Hours	This course provides a comprehensive examination of the American political system focusing on the Constitution, presidency, Congress, Supreme Court, political parties, political behavior and the distribution of power within American society. Usually offered in the fall and spring.	GR Met in SS	E	WCPS Course Number: **700021** WCPS Course Name: **WWCC American Government DE**

WOR-WIC COMMUNITY COLLEGE
Courses for Dual Enrollment Students

WWCC COURSE	CREDITS / HOURS	DESCRIPTION	PREREQUISITE	ELECTIVE (E) OR GRADUATION REQUIREMENT	WCPS COURSE INFO
PSY 101 Introduction to Psychology	3 credits / 39 Lecture Hours	The aim of this course is to provide students with a basic overview of psychology as a behavioral science and to help students develop a more comprehensive and accurate understanding of human behavior. Topics include psychology and development, cognitive processes, learning, intelligence, motivation and emotion, perception, personality, behavior and psychotherapy. Usually offered in the fall, spring and summer.		E	WCPS Course Number: **700020 700020C (WTHS)** WCPS Course Name: **WWCC Intro to Psychology DE**
PSY 251 Human Growth and Development	3 credits / 39 Lecture Hours	This course focuses on human development as a multi-directional process that occurs through the life span. Students study the social, cognitive, and personal influences that interact with the physical growth of human beings and result in the unique, though occasionally predictable, development of individuals. Usually offered in the fall and spring.	Minimum Grade of C in PSY 101	E	WCPS Course Number: **700050** WCPS Course Name: **WWCC Human Growth & Dev. DE**
PSY 252 Abnormal Psychology	3 Credits / 39 Lecture Hours	This course provides an overview of the traditional and current views regarding the assessment and treatment of abnormal behavior. Topics include the classification, assessment, diagnosis and treatment of major psychological disorders. Usually offered in the fall and spring.	Minimum Grade of C in PSY 101	E	WCPS Course Number: **700252** WCPS Course Name: **WWCC Abnormal Psych DE**
SOC 101 Introduction to Sociology	3 credits / 39 Lecture Hours	This course stresses the study of man in his social relationships. Topics include the patterns of culture, population, social institutions (familial, educational, religious, economic and political) and social change. Usually offered in the fall, spring and summer.		E	WCPS Course Number: **700025** WCPS Course Name: **WWCC Intro to Sociology DE**
SPN 101 Fundamentals of Spanish I	3 credits / 39 Lecture Hours	This course is an introduction to the Spanish language and Hispanic culture, with an emphasis on the acquisition of basic oral and written language skills through drills in grammar, vocabulary and communication. Usually offered in the fall and spring.		E	WCPS Course Number: **700029** WCPS Course Name: **WWCC Fundamentals of Spanish I DE**
SPN 102 Fundamentals of Spanish II	3 credits / 39 Lecture Hours	This course is a continuation of SPN 101, with an emphasis on the acquisition of intermediate oral and written language skills through continued practice in reading, writing, listening and speaking. Usually offered in the spring	Minimum Grade of C in SPN 101	E	WCPS Course Number: **700029** WCPS Course Name: **WWCC Fundamentals of Spanish II DE**

SALISBURY UNIVERSITY
Courses for Dual Enrollment Students

SU COURSE	CREDITS / HOURS	DESCRIPTION	PREREQUISITE	ELECTIVE OR GRADUATION REQUIREMENT	WCPS COURSE INFO
ARAB 101 Elementary Arabic I	4 credits *Fall Only*	Beginning spoken and written Arabic with emphasis on the sound system and the basic structures of the language.		Must take ARAB 101 and ARAB 102 to meet WL GR	WCPS Course Number: **860190** WCPS Course Name: **SU ARAB 101 DE**
ARAB 102 Elementary Arabic II	4 credits *Spring Only*	Continuation of skill development in spoken and written Arabic with further study of major structures.	C or better in ARAB 101 or permission of instructor	Must take ARAB 101 and ARAB 102 to meet WL GR	WCPS Course Number: **860191** WCPS Course Name: **SU ARAB 102 DE**
ART 121 Design Principles	4 credits 6 hours per week	Introduction to and development of knowledge and comprehension of the underlying principles of visual composition, through the creation of designs. Bulk supplies are provided, but students need to furnish some materials. **Meets General Education IIIA or IIIC.**	**Corequisites** Major ART 130 **Pre or Corequisites** none for nonmajors.	E	WCPS Course Number: **860121** WCPS Course Name: **SU ART 121 DE**
ART 130 Drawing I	4 credits 6 hours per week	Introduction to basic drawing principles, using a combination of black and white media in the exploration of linear and tonal elements. Students furnish their own materials. B.A. and B.F.A. core. **Meets General Education IIIA or IIIC.**	**Corequisites** Major ART 121 **Pre or Corequisites** None for nonmajors.	E	WCPS Course Number: **860130** WCPS Course Name: **SU ART 130 DE**
ASL 101 Elementary American Sign Language I	4 credits 3 hours per week with enhancement	Beginning study of American Sign Language including the culture of deaf people. **Meets General Education IIIA or IIIC.**		GR – 1/2 World Language	WCPS Course Number: **860111** WCPS Course Name: **SU ASL 101 DE**
ASL 102 Elementary American Sign Language II	4 credits 3 hours per week with enhancement	Continuation of skill development and vocabulary and sign acquisition of American Sign Language including the culture of deaf people. **Meets General Education IIIA or IIIC.**	ASL 101 or permission of instructor	GR – 2/2 World Language	WCPS Course Number: **860111** WCPS Course Name: **SU ASL 101 DE**
BIOL 101 Fundamentals of Biology	4 credits 1 hour lecture, 2 hours online and 2 hours lab per week.	Introduces students to the principles inherent to life, with a broad overview of the cell, the organism and the community in which living things exist. This Web-enhanced course requires significant online work. Does not satisfy biology major requirements. **Meets General Education IVA or IVB.**		E	WCPS Course Number: **862101** WCPS Course Name: **SU BIOL 101 DE**
BIOL 110 Introduction to Environmental Science	3 credits 3 hours per week	Introduction to the interactions of living organisms and the environment, with an emphasis on human interactions. Environmental science principles, consequences of environmental pollution and resource depletion that lead to environmental degradation are presented. Global environmental challenges, such as global stratospheric ozone depletion and biodiversity loss are examined, along with air and water pollution and population issues. May not be used to satisfy requirements for the environmental health science major. **Meets General Education IVB.** **May Not Receive Credit for Both** BIOL 110 or ENVH 110		E	WCPS Course Number: **861110** WCPS Course Name: **SU BIOL 110 DE**
BIOL 150 Environmental Science: Concepts and Methods	4 credits 3 hours lecture, 2 hours lab per week.	Explores global and regional environmental processes and systems, as well as the impact of humans on these systems. Addresses current environmental issues such as climate change, habitat loss and water pollution, emphasizing the role of science in identifying problems and finding solutions. Does not satisfy requirements within the major. **Meets General Education IVA or IVB.** **Cross-Listed With (May Not Receive Credit for Both)** GEOG 150		GR – Earth & Space Science	WCPS Course Number: **862150** WCPS Course Name: **SU BIOL 150 DE**

SALISBURY UNIVERSITY
Courses for Dual Enrollment Students

SU COURSE	CREDITS / HOURS	DESCRIPTION	PREREQUISITE	ELECTIVE OR GRADUATION REQUIREMENT	WCPS COURSE INFO
BIOL 201 Intro to Biology: Molecular and Cell Biology	4 credits 3 hours lecture, 3 hours lab per week	Introduction to biological molecules, cellular anatomy and cellular function. Build fundamental understanding of molecular core concepts and skills that serve as a foundation for all more advanced coursework in biology. Emphasizes the chemistry of biology, properties of biological molecules, cellular composition, cellular function and diversity, metabolism, and genetics. One of two introductory courses (along with BIOL 202) required for biology majors. **Meets General Education IVA or IVB**	**Pre or Corequisites** CHEM 121 & MATH 140 or equivalent	E	WCPS Course Number: **863201** WCPS Course Name: **SU BIOL 201 DE**
BIOL 202 Intro to Biology: Evolution and Ecology	4 credits 3 hours lecture, 3 hours lab per week	Introduction to the study of evolution and ecology, providing practice with the core concepts and skills that biologists use to study life. Emphasizes the evolutionary origin of biodiversity, the ecological function of biodiversity, and human impacts on biodiversity and ecosystem function. One of two introductory courses (along with BIOL 201) required for biology majors. **Meets General Education IVA or IVB**	**Prerequisites/Corequisites** MATH 140 or equivalent	E	WCPS Course Number: **863204** WCPS Course Name: **SU BIOL 202 DE**
BIOL 205 Fundamentals of Human Anatomy and Physiology	4 credits 3 hours lecture, 3 hours lab per week	Intended for health education and physical education majors, emphasizes the musculoskeletal, nervous, cardiovascular and respiratory systems. Does not satisfy requirements within the biology major.		E	WCPS Course Number: **863205** WCPS Course Name: **SU BIOL 205 DE**
BIOL 214 Medical Physiology	4 credits 3 hours lecture, 2 hours lab per week	Presentation of human physiology at the cell and organ levels to include the nervous, skeletomuscular, cardiovascular, excretory, digestive, respiratory and endocrine systems. Emphasis on normal function and medical relevance. **May Not Receive Credit for Both** BIOL 214 and MDTC 201. This course will not count for credit in the biology major.	BIOL 101 or BIOL 201 or BIOL 202 or BIOL 210	E	WCPS Course Number: **863214** WCPS Course Name: **SU BIOL 214 DE**
CHEM 101 Physical Science	4 credits 3 hours lecture, 2 hours lab per week	Introduces students to the fundamental concepts of the physical sciences. The course will emphasize practical applications, especially those which integrate all of the natural sciences. **Meets General Education IVA or IVB.** **May Not Receive Credit for Both** CHEM 101 and PHYS 101.	College algebra *MATH 130 is recommended for elementary education majors.*	GR – Physical Science	WCPS Course Number: **864101** WCPS Course Name: **SU CHEM 101 DE**
CHEM 121 General Chemistry I	4 credits 3 hours lecture, 3 hours lab per week	Study of fundamental laws of chemistry and atomic structure emphasizing quantitative relationships. **Meets General Education IVA or IVB.**	HS Chem & Algebra	GR – Physical Science	WCPS Course Number: **864121** WCPS Course Name: **SU CHEM 121 DE**
CHEM 122 General Chemistry II	4 credits 3 hours lecture, 3 hours lab per week	Continuation of CHEM 121, including chemical equilibrium, electrochemistry and organic chemistry. **Meets General Education IVA or IVB.**	CHEM 121	E	WCPS Course Number: **864122** WCPS Course Name: **SU CHEM 122 DE**
COMM 100 Fundamentals of Communication	4 credits 3 hours per week with enhancement	Surveys the basic competencies necessary to articulate oneself effectively in a variety of communication settings. Topics include interpersonal and intercultural relationships, formal and informal groups, and public forums with a primary focus on basic presentation skills. **May not be used for** communication major or minor requirements. **May Not Receive Credit for Both** COMM 100 and CMAT 100		E	WCPS Course Number: **860100** WCPS Course Name: **SU COMM 100 DE**

SALISBURY UNIVERSITY
Courses for Dual Enrollment Students

SU COURSE	CREDITS / HOURS	DESCRIPTION	PREREQUISITE	ELECTIVE OR GRADUATION REQUIREMENT	WCPS COURSE INFO
COSC 117 Programing Fundamentals	4 credits 3 hours lecture, 2 hours lab per week	Introductory course in computer programming, which involves solving problems by designing, implementing and testing algorithms. Emphasis is on problem solving through the use of algorithms and learning to develop computer programs that are reliable, well-documented and correct. Implementation is done in object-oriented based languages concentrating on fundamental instructions and the development and implementation of events, methods and functions. **Meets General Education IVB.**		GR – Tech Ed -or- E	WCPS Course Number: **861117** WCPS Course Name: **SU COSC 117 DE**
COSC 250 Microcomputer Organization	4 credits 3 hours lecture, 2 hours lab per week	Organization and internal behavior of microcomputer hardware: digital logic, Boolean algebra, switching networks, design of memories and ALUs, controllers, microprocessor architecture, introduction to machine code and assembly language. **May Not Receive Credit for Both** COSC 250 and PHYS 322	C or better in COSC 116, COSC 117, or COSC 120.	E	WCPS Course Number: **861250** WCPS Course Name: **SU COSC 250 DE**
ECON 211 Principles of Microeconomics	3 credits 3 hours per week	Introduction to the ideas and tools economists use to understand human behavior constrained by scarce resources. Analytical tools introduced include supply and demand analysis, elasticities, and models of perfect and imperfect competition. These tools will be used to study topics such as consumer and producer decision-making, taxation, environmental quality and health care. **Meets General education IIIB or IIIC.**		E	WCPS Course Number: **860211** WCPS Course Name: **SU ECON 211 DE**
EDFN 210 School in a Diverse Society	3 credits 3 hours per week	Sociological, historical and philosophical approach to the role of the school in an increasingly diverse society. Emphasis on development of knowledge, values and skills needed to live, learn, interact and work in a global society. Field experience required. **May Not Receive Credit for Both** EDUC 210 and EDFN 210; EDUC 305 and either EDUC 210 or EDFN 210		E	WCPS Course Number: **860210** WCPS Course Name: **SU EDFN 211 DE**
ELED 201 Introduction to Teaching	1 credit 1 hour per week	Provides a comprehensive orientation to the teaching profession. The theoretical content and field-based experience help candidates gain an informed overview of the dimensions of public education in the United States. Examine and critique historical, philosophical and intellectual foundations of the American education system that includes school organization and governance, ethical and legal matters, social roles, curriculum, major trends, and current educational issues. Develop a broad understanding of teaching certification and licensure and reflect on personal interests in a teaching career.		E	WCPS Course Number: **860201** WCPS Course Name: **SU ELED 201 DE**
ENGL 103 Composition and Research	4 credits 3 hours per week with enhancement	A course in college-level academic writing. Focus on argument, critical reading and writing, and information literacy. **Meets General Education IA (required C or better).**	>C in HS ENG 9, ENG 10 & Am. Lit	GR – 4th English	WCPS Course Number: **860103** WCPS Course Name: **SU ENG 103 DE**
ENGR 100 Introduction to Engineering Design	3 credits 4 hours lecture/ activity per week.	Introduction to the art and science of engineering design. Students work in teams to design, manufacture, assemble and test a product. Examples of products include a postal scale, solar cooker and human-powered water pumping systems. CAD and modeling software will also be used.	ENGL 103 and either PHYS 121 or PHYS 221.	E	WCPS Course Number: **863100** WCPS Course Name: **SU ENGR 100 DE**
FTWL 106 Lifelong Fitness and Wellness	3 credits 4 hours per week	Covers topics including the components of fitness, nutrition, weight management, cancer, cardiovascular disease and stress management within the framework of the six dimensions of wellness. Includes both lecture and physical fitness components. **Meets General Education V.** **May Not Receive Credit for Both** PHEC 106 and FTWL 106		E	WCPS Course Number: **860106** WCPS Course Name: **SU FTWL 106 DE**

SALISBURY UNIVERSITY
Courses for Dual Enrollment Students

SU COURSE	CREDITS / HOURS	DESCRIPTION	PREREQUISITE	ELECTIVE OR GRADUATION REQUIREMENT	WCPS COURSE INFO
GEOG 103 Introduction to Physical Geology	4 credits 3 hours lecture, 2 hours lab per week	Introduction to the nature and character of the Earth's crust and the geological processes that generate and shape landform features. Topics include minerals, rocks, earth structure and plate tectonics, geological processes and associated landforms. **Meets General Education IVA or IVB.**		E	WCPS Course Number: **862103** WCPS Course Name: **SU GEOG 103 DE**
GEOG 104 Earth and Space Science	4 credits 3 hours lecture, 2 hours lab per week	An introductory course in earth and space science for prospective elementary school teachers. An examination of the physical character of the Earth and its place in the solar system. This course is intended for elementary education majors. **Meets General Education IVA or IVB.** **May Not Receive Credit for Both** GEOG 104 & GEOG 105		E	WCPS Course Number: **862104** WCPS Course Name: **SU GEOG 104 DE**
GEOG 105 Introduction to Physical Geography	4 credits 3 hours lecture, 2 hours lab per week	Introduction to the variable physical character of the earth. Treatment of weather, climate, soil, vegetation, landforms and oceanic circulation with emphasis on processes, interrelationships and distributional patterns. **Meets General Education IVA or IVB.** **May Not Receive Credit for Both** GEOG 104 & GEOG 105		GR – Earth & Space Science	WCPS Course Number: **862105** WCPS Course Name: **SU GEOG 105 DE**
GERM 101 Elementary German I	4 credits 3 hours per week with enhancement	Beginning spoken and written German with emphasis on the sound system and the basic structures of the language. **Meets General Education IIIA or IIIC.**		GR – 1/2 World Language	WCPS Course Number: **860113** WCPS Course Name: **SU GERM 101 DE**
GERM 102 Elementary German II	4 credits 3 hours per week with enhancement	Continued skill development in spoken and written German with further study of major structures. **Meets General Education IIIA or IIIC.**	GERM 101 or appropriate score on department placement exam.	GR – 2/2 World Language	WCPS Course Number: **860114** WCPS Course Name: **SU GERM 102 DE**
HIST 101 World Civilizations I	4 credits 3 hours per week with enhancement	Examination of global progress in major civilizations from prehistoric times to the present emphasizing the economic, social, cultural, intellectual and political trends motivating human beings. **Meets General Education IIA or IIB.** **Note:** HIST 101 and HIST 102 do not have to be taken in sequential order.		E	WCPS Course Number: **861101** WCPS Course Name: **SU HIST 101 DE**
HIST 102 World Civilizations II	4 credits 3 hours per week with enhancement	Examination of global progress in major civilizations from prehistoric times to the present emphasizing the economic, social, cultural, intellectual and political trends motivating human beings. **Meets General Education IIA or IIB.** **Note:** HIST 101 and HIST 102 do not have to be taken in sequential order.		E	WCPS Course Number: **861102** WCPS Course Name: **SU HIST 102 DE**
HIST 201 History of the United States – through 1865	4 credits 3 hours per week with enhancement	Survey of the political, economic, social and cultural factors that have shaped the pattern of life in the United States. Particular problems examined in the light of their sources and historical development. **Meets General Education IIB.**		E	WCPS Course Number: **861103** WCPS Course Name: **SU HIST 211 DE**
HIST 202 History of the United States – 1865 – present	4 credits 3 hours per week with enhancement	Survey of the political, economic, social and cultural factors that have shaped the pattern of life in the United States. Particular problems examined in the light of their sources and historical development. **Meets General Education IIB.**		E	WCPS Course Number: **861104** WCPS Course Name: **SU HIST 202 DE**
INFO 211 Information Systems Concepts for Management	4 credits			E	WCPS Course Number: **861211**

SALISBURY UNIVERSITY
Courses for Dual Enrollment Students

SU COURSE	CREDITS / HOURS	DESCRIPTION	PREREQUISITE	ELECTIVE OR GRADUATION REQUIREMENT	WCPS COURSE INFO
	3 hours lecture, 2 hours lab per week	Become familiar with current end-user software, such as word processing, spreadsheets and databases, and examine the use of these and other information technology to meet management challenges within the business environment. Computer-based labs and class discussions promote understanding of the technical aspects of information systems and an appreciation for the relationship between systems and organizational processes. **May Not Receive Credit for Both** INFO 111 and INFO 211			WCPS Course Name: **SU INFO 211 DE**
JAPN 101 Elementary Japanese I	4 credits 3 hours per week with enhancement	Beginning spoken and written Japanese with emphasis on the sound system and the basic structures of the language. **Meets General Education IIIA or IIIC.**		GR – 1/2 World Language	WCPS Course Number: **860115** WCPS Course Name: **SU JAPN 101 DE**
JAPN 102 Elementary Japanese II	4 credits 3 hours per week with enhancement	Continuation of skill development in spoken and written Japanese with further study of major structures. **Meets General Education IIIA or IIIC.**	JAPN 101 or permission of instructor.	GR – 2/2 World Language	WCPS Course Number: **860116** WCPS Course Name: **SU JAPN 102 DE**
KORA 101 Elementary Korean I	4 credits 3 hours per week with enhancement	Beginning spoken and written Korean with emphasis on the sound system and the basic structures of the language. **Meets General Education IIIA or IIIC.**		GR – 1/2 World Language	WCPS Course Number: **860117** WCPS Course Name: **SU KORA 101 DE**
KORA 102 Elementary Korean II	4 credits 3 hours per week with enhancement	Continuation of skill development in spoken and written Korean with further study of major structures. **Meets General Education IIIA or IIIC.**	KORA 101 or permission of instructor	GR – 2/2 World Language	WCPS Course Number: **860118** WCPS Course Name: **SU KORA 102 DE**
MATH 140 College Algebra and Trigonometry	4 credits 4 hours per week	Applications-oriented college algebra and trigonometry course for students planning to study science or additional mathematics. Emphasizes computational, qualitative, visual and symbolic approaches. Topics include functions and graphs; exponential, logarithmic and trigonometric functions; and difference equations. **Meets General Education IVB or IVC.** **May Not Receive Credit for Both** MATH 100, MATH 102, MATH 118, MATH 122, MATH 135, MATH 140 ***(may only receive credit for one)***	High school Algebra II and plane geometry.	GR – 1/4 Math	WCPS Course Number: **860140** WCPS Course Name: **SU MATH 140 DE**
MATH 155 Modern Statistics with Computer Analysis	3 credits 3 hours per week	Descriptive and inferential analysis of raw data, emphasizing appropriate assumptions, computer use and interpretation. Consideration of parametric and nonparametric methods and comparison of their powers. Intended for students in the social and natural sciences. **Meets General Education IVB or IVC.** **May Not Receive Credit for Both** MATH 150, MATH 155, MATH 213 or MATH 216 ***(may only receive credit for one)***	High school Algebra II and plane geometry.	GR – 1/4 Math	WCPS Course Number: **860155** WCPS Course Name: **SU MATH 155 DE**
MATH 160 Introduction to Applied Calculus	3 credits 3 hours per week	Introductory study of differential and integral calculus with emphasis on techniques and applications. For students in the biological, management, social and behavioral sciences. **Meets General Education IVB or IVC.**	High school Algebra II and plane geometry.	GR – 1 of 4 Math	WCPS Course Number: **860160** WCPS Course Name: **SU MATH 160 DE**
MATH 198 Calculus I for Biology and Medicine	4 credits 4 hours per week	Introduction to analytic geometry, limits, continuity, derivatives of elementary functions, applications of derivatives and antiderivatives in a biological context. **Meets General Education IVB or IVC.** **May Not Receive Credit for Both** MATH 198 and MATH 201	C or better in MATH 140 or equivalent.	GR – 1 of 4 Math	WCPS Course Number: **860198** WCPS Course Name: **SU MATH 198 DE**

SALISBURY UNIVERSITY
Courses for Dual Enrollment Students

SU COURSE	CREDITS / HOURS	DESCRIPTION	PREREQUISITE	ELECTIVE OR GRADUATION REQUIREMENT	WCPS COURSE INFO
MATH 201 Calculus I	4 credits / 4 hours per week	Introduction to analytic geometry, limits, continuity, derivatives of elementary functions and applications of the derivative. **Meets General Education IVB or IVC.** **May Not Receive Credit for Both** MATH 198 and MATH 201	C or better in MATH 140 or equivalent.	GR – 1 of 4 Math	WCPS Course Number: **863201** / WCPS Course Name: **SU MATH 201 DE**
MATH 202 Calculus II	4 credits / 4 hours per week	Introduction to integrals, infinite series, applications and techniques of integration. **Meets General Education IVB or IVC.**	C or better in MATH 198 or MATH 201 or equivalent.	GR – 1 of 4 Math	WCPS Course Number: **863202** / WCPS Course Name: **SU MATH 202 DE**
MATH 310 Calculus III	4 credits / 4 hours per week	Vectors, Euclidean space geometry including curves and arc length, functions of several variables, partial differentiation, multiple integrals including surface area, vector calculus, and/or other related topics.	C or better in MATH 202	GR – 1 of 4 MATH	WCPS Course Number: **863310** / WCPS Course Name: **SU MATH 310 DE**
ODEL 200 Foundations of Outdoor Education Leadership	3 credits / 3 hours per week with enhancement	Introduces history and theory of experiential and outdoor education, including a survey of relevant literature and best practices. Includes leadership techniques, the role of risk, humankind's relationship with nature and ethics. Develop a personal philosophy of outdoor education. Required to participate in an off-campus field experience. Course fee applies. **May Not Receive Credit for Both** PHEC 200 and ODEL 200		E	WCPS Course Number: **860200** / WCPS Course Name: **SU ODEL 200 DE**
PHYS 101 Physical Science	4 credits / 3 hours lecture, 2 hours lab per week	Introduces students to the fundamental concepts of the physical sciences. The course will emphasize practical applications, especially those which integrate all of the natural sciences. **Meets General Education IVA or IVB.** **May Not Receive Credit for Both** Credit may not be received for both CHEM 101and PHYS 101.	**Prerequisites** This course assumes an understanding of college algebra. This course is for elementary education majors. **Prerequisites** MATH 130	GR – Physical Science	WCPS Course Number: **864101** / WCPS Course Name: **SU PHYS 101 DE**
PHYS 121 General Physics I	4 credits / 3 hours lecture, 2 hours lab per week	Introduction to Newtonian mechanics and applications. Topics include kinematics, dynamics, rotational motion, equilibrium, conservation laws and fluids. Not intended for physics or chemistry majors. **Met General Education Prior to Fall 2024 IVA or IVB**	College algebra	GR –Physical Science	WCPS Course Number: **864122** / WCPS Course Name: **SU PHYS 121 DE**
PHYS 123 General Physics II	4 credits / 3 hours lecture, 2 hours lab per week	Continuation of general physics. Topics include basic concepts of electricity and magnetism, wave motion, optics and modern physics.	PHYS 121	GR –Physical Science	WCPS Course Number: **864123** / WCPS Course Name: **SU PHYS 123 DE**
PHYS 221 Physics I	4 credits / 6 hours lecture/activity per week	Introduction to calculus-based Newtonian mechanics for students majoring in physics, engineering and chemistry. Topics include: kinematics, Newton's laws, conservation laws and rotational motion. **Meets General Education IVA or IVB.**	**Major Prerequisites** MATH 201 **Non-Major Prerequisites** MATH 198 or MATH 201	GR –Physical Science	WCPS Course Number: **864221** / WCPS Course Name: **SU PHYS 221 DE**
PHYS 223 Physics II	4 credits / 6 hours lecture/activity per week	Continuation of introductory physics. Topics include: electrostatics, current and resistance, DC and AC circuit analysis, magnetic fields, induction, electromagnetic waves and geometrical and wave optics.	**Prerequisites** PHYS 221 **Pre or Corequisites** MATH 202	E	WCPS Course Number: **864223** / WCPS Course Name: **SU PHYS 223 DE**
	4 credits			E	WCPS Course Number: **861201**

SALISBURY UNIVERSITY
Courses for Dual Enrollment Students

SU COURSE	CREDITS HOURS	DESCRIPTION	PREREQUISITE	ELECTIVE OR GRADUATION REQUIREMENT	WCPS COURSE INFO
POSC 110 American National Government	3 hours per week with enhancement	Comprehensive examination of the American political process which analyzes the role of the Constitution, the organization and function of the presidency, Congress, Supreme Court, political parties and interest groups and the distribution of power within American society. **Meets General Education IIIB or IIIC.**			WCPS Course Name: **SU POSC 110 DE**
PSYC 101 General Psychology	4 credits 3 hours per week with enhancement	Survey of general principles underlying human behavior including study of the nervous system, perception, learning, emotion and personality. Experimental findings are applied to practical situations. **Meets General Education IIIB or IIIC.**		E	WCPS Course Number: **861202** WCPS Course Name: **SU PSYC 101 DE**
SCED 101 Learning Leadership	3 credits 3 hours per week with enhancement	Teaches the knowledge, skills, behaviors, and dispositions needed for leaders in a variety of settings and organizations. Prepare for leadership roles in the community and professions. Develop a fundamental understanding of the theoretical and learnable skills necessary for success in personal and professional areas. Apply skills and dispositions through a leadership growth plan.			WCPS Course Number: **860101** WCPS Course Name: **SU SCED 101 DE**
SPAN 201 Intermediate Spanish **[with placement test]**	4 credits 3 hours per week with enhancement	Continued development and refinement of language skills with emphasis on reading, writing and vocabulary development. **Meets General Education IIIA or IIIC.**	SPAN 102 or appropriate score on placement exam.	E	WCPS Course Number: **862201** WCPS Course Name: **SU SPAN 201 DE**
SPAN 202 Spanish in Review	4 credits 3 hours per week with enhancement	Refinement and application of language skills by exploring diverse forms of expression in Spanish. Satisfies the language requirement for English majors. **Meets General Education IIIA or IIIC.**	SPAN 201 or appropriate score on placement exam.	E	WCPS Course Number: **862202** WCPS Course Name: **SU SPAN 202 DE**

UNIVERSITY OF MARYLAND EASTERN SHORE
Courses for Dual Enrollment Students

UMES COURSE ** *Special permission required to take though UMES.*	CREDITS HOURS	DESCRIPTION	PREREQUISITE	WCPS ELECTIVE OR GRADUATION REQUIREMENT	WCPS COURSE INFO
BIOL 101 Theories and Applications of Biological Sciences	3 credits 3 hours lecture per week	This course provides an introduction to biological principles as they apply to our daily lives. Consideration is given to organisms, their components and activities. Emphasis is on the development and use of knowledge, skills and attitudes expected to be of value in future decision-making as it relates to Biology, our present environmental conditions, and problems facing each of us today. **MAY NOT BE TAKEN AS AN ONLINE COURSE.**	GR Met in Science **Corequisite:** BIOL 103	Elective	WCPS Course Number: **863101** WCPS Course Name: **UMES BIOL 101 DE**
BIOL 103 Biological Science Laboratory	1 credit	This course emphasizes student involvement in investigations related to Biology. Emphasis is placed on the scientific method, biological molecules, cellular respiration and dissection.	GR Met in Science **Corequisite:** BIOL 101	Elective	WCPS Course Number: **863103** WCPS Course Name: **UMES BIOL 103 DE**
CHEM 101 General Chemistry I	3 credits 3 hours lecture per week	This course provides an introduction to inorganic chemistry and includes lectures on matter, dimensional analysis, elements (nomenclature, atomic structure, atomic formula and atomic orbital), compounds (nomenclature, molecular bonding, molecular structure, and molecular formulas), molecular conversions, solutions, acids, bases, and gases. This course is recommended for the non-science major, pre-health professionals (including pre-nursing students and nutrition majors), agriculture and home economics majors. *Recommended for students who are eligible to take MATH 102.*	**Prerequisite(s):** MATH 099 with a grade of 'C' or better. **Corequisite(s):** MATH 099 or higher. ***WCPS Note:*** *Students must also register for CHEM 103.*	GR – Physical Science when taken with CHEM 103	WCPS Course Number: **863104** WCPS Course Name: **UMES CHEM 101 DE**
CHEM 103 General Chemistry Laboratory I	1 credit 2-hour Lab per week	This two-hour per week laboratory includes experiments that illustrate the basic principles discussed in General Chemistry I. This course is recommended for the non-science major, pre-health professionals, (including pre-nursing students and nutrition majors), agriculture and home economics majors. **MAY NOT BE TAKEN AS AN ONLINE COURSE.**	**Pre/Corequisite(s):** CHEM 101 A grade of "C" or better is required in all prerequisite courses (lecture and laboratory) to continue with sequence classes in Biology and Chemistry.	GR – Physical Science when taken with CHEM 101	WCPS Course Number: **863105** WCPS Course Name: **UMES CHEM 103 DE**
CHEM 111 Principles of Chemistry I	3 credits Also offered as an Honors Course 3 hours lecture per week	This course deals with the basic concepts in chemistry (the study of the changes in matter and energy). The student learns logical problem-solving skills, including strategies to attack complicated problems by using a step-by-step procedure. The concepts studied in this course include matter, atoms and atomic theory, chemical compounds and reactions, introduction to reactions in aqueous solutions, gases, thermochemistry, and electrons in atoms. For Honor students, the concepts are presented at the honors level. Honors students will engage in supplementary activities to enhance the classroom experience and meet the objectives of the Honors program. **MAY NOT BE TAKEN AS AN ONLINE COURSE.**	**Co-enrollment in CHEM 113/Honors is expected.** **Corequisite(s):** CHEM 113. **Pre/Corequisite(s):** A grade of 'C' or better is required in MATH 109 if it is not taken concurrently with CHEM 111	GR – Physical Science when taken with CHEM 113	WCPS Course Number: **863106** WCPS Course Name: **UMES CHEM 111 DE**

UNIVERSITY OF MARYLAND EASTERN SHORE
Courses for Dual Enrollment Students

UMES COURSE ** *Special permission required to take though UMES.*	CREDITS HOURS	DESCRIPTION	PREREQUISITE	WCPS ELECTIVE OR GRADUATION REQUIREMENT	WCPS COURSE INFO
CHEM 113 Principles of Chemistry Laboratory I	1 credit *3-hour Lab per week*	This three-hour per week laboratory course is the companion to CHEM 111. It is designed to deepen the students' understanding of topics discussed in the lecture, increase their skill with common laboratory equipment, and introduce them to proper chemical safety practices. The students learn to conduct a valid experiment in a safe manner, to observe and record data acquired and interpret data using various equations and graphs. Laboratory skills such as filtration, basic spectroscopy, and the accurate measurement of masses and volumes are developed. **MAY NOT BE TAKEN AS AN ONLINE COURSE.**	**Prerequisite:** A grade of "C" or better is required in Math 109 if it is not taken concurrently with CHEM 113. **Co-Requisite:** MATH 109 , CHEM 111 **Pre/Corequisite(s):** A grade of "C" or better is required in MATH 109 if it is not taken concurrently with CHEM 113	GR – Physical Science when taken with CHEM 111	WCPS Course Number: **863107** WCPS Course Name: **UMES CHEM 113 DE**
****** **CRJS 101** Introduction to Criminal Justice	3 credits	This course presents an overview of the functioning of the criminal justice system and its relationship to society. **OFFERED AS AN ONLINE COURSE.**	**Must have permission** of WCPS CTE Coordinator to enroll in course	Elective	WCPS Course Number: **863102** WCPS Course Name: **UMES CRJS 101 DE**
ECON 201 Principles of Economics (Macro)	3 credits Also offered as an Honors Course	Students learn the principles of analyzing the economy as a whole. Topics covered include inflation and unemployment; saving, investment and financial systems; fiscal and monetary policies; economic growth; and international trade. **OFFERED AS AN ONLINE COURSE.**	**Prerequisite(s):** MATH 102 or higher.	Elective	WCPS Course Number: **863108** WCPS Course Name: **UMES ECON 201 DE**
EDCI 200 Introduction to Contemporary Education	3 credits	This course is a comprehensive overview of the foundations of education in the United States. It incorporates the historical, political, economic, legal, social, philosophical and curricular foundations to provide future educators with an understanding of the teaching profession and the issues and controversies confronting American education today. The topics covered in the course provide novice educators with a broad picture of P-12 education and schooling in the United States. The primary focus is the preparation of reflective teachers who will make informed decisions that will improve and enhance the learning environment for children. **OFFERED AS AN ONLINE COURSE.**	Students will have required field experience in the local public schools.	Elective	WCPS Course Number: **863109** WCPS Course Name: **UMES EDCI 200 DE**
EDTE 111 Technology and Society	3 credits 3 hours lecture per week	This course examines the nature of technology and society within the context of the designed world: its meaning, application, significance, the role it has played in our history and its importance in today's technological society. Course content focuses on: the characteristics and scope of technology; the nature of technology within the context of the designed world; the design and development process; core concepts of technology; relationships and connections between technology and other fields; the cultural, social, economic, and political effects of technology; the effects of technology on the environment; and the role of society in the development and use of technology.		Elective	WCPS Course Number: **863111** WCPS Course Name: **UMES EDTE 111 DE**

UNIVERSITY OF MARYLAND EASTERN SHORE
Courses for Dual Enrollment Students

UMES COURSE ** *Special permission required to take though UMES.*	CREDITS HOURS	DESCRIPTION	PREREQUISITE	WCPS ELECTIVE OR GRADUATION REQUIREMENT	WCPS COURSE INFO
EDTE 131 Computer-Assisted Drawing and Design I (CAD)	3 credits Lecture 3 hours per week; Lab 2 Hours per week	The attributes of design, the engineering design process, and the basics of technical drawing are covered in this course. The design process is utilized to solve problems and design contemporary products. Basic technical drawing skills are developed, such as sketching, coordinate systems, the principles and theory of visualization, shape description, orthographic projection, basic descriptive geometry, axonometric drawings, and developments. Students use and apply computer-assisted drawing and design (CADD) software to produce basic technical drawings and three-dimensional designs. Engineering design and problem solving are used to research and develop renderings and solid three-dimensional models.		Elective	WCPS Course Number: **863131** WCPS Course Name: **UMES EDTE 131 DE**
EDTE 122 Introduction to Design for Technology and Engineering Education	3 credits	This 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.	**Prerequisite:** EDTE 121 with a "C" or better or Permission of Instructor	Elective	WCPS Course Number: **863122** WCPS Course Name: **UMES EDTE 122 DE**
ENGL 101 Basic Composition I	3 credits Also offered as an Honors Course	This course is designed to provide instruction in the basics of college level essay writing, with an emphasis on organization and development of ideas and the rhetorical modes of expository writing. The course will also review the fundamentals of grammar, punctuation, and conventional usage. Adequate opportunity for written analysis and oral discussion of selected examples of prose and creative writing are provided to encourage development of critical reading and thinking skills. **OFFERED AS AN ONLINE COURSE.**		GR – 3rd or 4th English	WCPS Course Number: **863110** WCPS Course Name: **UMES ENGL 101 DE**
ENGL 102 Principles of Composition II	3 credits Also offered as an Honors Course	This course continues the study of college level essay writing, with an emphasis on the development of critical analysis skills. Students will be introduced to basic research concepts, the use of secondary source materials, and the tenets of source citation. A research essay will be required. A research essay will be required. **OFFERED AS AN ONLINE COURSE.**	**Prerequisite(s):** "C" or better in ENGL 101.	GR – 4th English	WCPS Course Number: **863112** WCPS Course Name: **UMES ENGL 102 DE**
ENGL 305 Technical Writing	3 credits Also offered as an Honors Course	This course teaches how to plan, write, and design a variety of professional workplace documents, such as emails, memos, letters, and résumés, as well as writing to clarify statistics, writing to support graphics, and writing to explain instructions. **OFFERED AS AN ONLINE or HYBRID COURSE.**	**Prerequisites:** Successful completion of ENGL 001 (EPE), ENGL 101 , ENGL 102 , ENGL 203 , and 56+ credits (Junior status).	Elective	WCPS Course Number: **863113** WCPS Course Name: **UMES ENGL 305 DE**
ENGL 310 Advanced Composition	3 credits Also offered as an Honors Course	This course involves a study of prose techniques such as definition, classification, analysis, and process analysis. It includes the reading of model documents (essays, news stories, etc.) and a substantial amount of practice of expository writing. This course is required of the English major. **OFFERED AS AN ONLINE COURSE.**	**Prerequisite(s):** The course is open to all students who have successfully completed ENGL 101 and ENGL 102	Elective	WCPS Course Number: **863114** WCPS Course Name: **UMES ENGL 310 DE**

UNIVERSITY OF MARYLAND EASTERN SHORE
Courses for Dual Enrollment Students

UMES COURSE ** *Special permission required to take though UMES.*	CREDITS HOURS	DESCRIPTION	PREREQUISITE	WCPS ELECTIVE OR GRADUATION REQUIREMENT	WCPS COURSE INFO
ENVS 101 Introduction to Environmental Sciences	3 credits	This is an introductory lecture-based course in environmental science for the non-science majors. This course surveys the scope and extent of man's environmental problems and also deals with socioeconomic and scientific aspects of pollution and control methods. The course emphasizes man's disruption of the environment, population, growth, urbanization, public policy, and environmental trade-offs and is also designed to discuss the scientific processes that have been applied to the identification of environmental problems. **OFFERED AS AN ONLINE COURSE.**		Elective	WCPS Course Number: **863115** WCPS Course Name: **UMES ENVS 101 DE**
HIST 101 History of World Civilization I	3 credits Also offered as an Honors Course	The course examines human endeavors from the earliest civilizations to 1500. It examines major political and socio-economic achievements, stressing non-western and Greek, Roman, and Medieval contributions to world civilization. **OFFERED AS AN ONLINE or HYBRID COURSE.**	GR Met in Social Studies	Elective	WCPS Course Number: **863116** WCPS Course Name: **UMES HIST 101 DE**
MATH 102 Applications of College Mathematics	3 credits	This course reviews sets and logic, functions and graphing, and solution of sets of linear equalities and inequalities. It includes an introduction to linear programming, combinatorial principles, and counting, with application in the development of probability theory and statistics, numeration systems, and computer mathematics. All topics are covered making use of current educational technology, both from the point of view of their significance within mathematics and of their applicability in modeling the world using mathematics. In addition to regular class work, this course requires the successful completion of the Arithmetic Basic Skills Test administered by the Department. Students not receiving a satisfactory grade on this examination at entrance are required to attend special arithmetic skills laboratory sessions, in addition to their regular class work, until they do pass this test with a satisfactory score.	*Requires placement test* **Prerequisite(s):** MATH 099 with a grade of at least "C" or better or permission of the Department obtained by earning a satisfactory score on an approved University Math Placement instrument	GR – 4th Math	WCPS Course Number: **863117** WCPS Course Name: **UMES MATH 102 DE**
MATH 103 Topics for Mathematical Literacy	3 credits	Topics for Mathematical Literacy is a college-level mathematics course designed for college students who do not expect to need college algebra, a statistics course, or a higher-level mathematics course. The goal of the course is to focus on subjects that could be of value to students and help to make them mathematically literate. Topics for Mathematical Literacy include five major components: exponential and logarithmic thinking, personal finance (including interest rates and annuities), basic logical thinking, basic principles of probability, and statistical reasoning. These topics need to be covered but not necessarily in this order or in this fashion. This course is not intended to satisfy the prerequisite requirement for any course.		GR – 4th Math	WCPS Course Number: **863118** WCPS Course Name: **UMES MATH 103 DE**

UNIVERSITY OF MARYLAND EASTERN SHORE
Courses for Dual Enrollment Students

UMES COURSE ** *Special permission required to take though UMES.*	CREDITS HOURS	DESCRIPTION	PREREQUISITE	WCPS ELECTIVE OR GRADUATION REQUIREMENT	WCPS COURSE INFO
MATH 109 College Algebra	3 credits	The purpose of this course is twofold: for students requiring quantitative mathematical skills but not trigonometry or calculus, it may be viewed as a terminal course; it also provides the algebraic and graphing skills necessary for satisfactory performance involving relations and functions, graphing, solving systems of linear equations, and the logarithmic and exponential functions.	*Requires placement test* **Prerequisite(s):** MATH 099 with a grade of at least "C" or better or permission of the Department obtained by earning a satisfactory score on an approved University Math Placement instrument	GR – 4th Math	WCPS Course Number: **863119** WCPS Course Name: **UMES MATH 109 DE**
MATH 110 Trigonometry and Analytic Geometry	3 credits	This course is intended for students majoring in mathematics, computer science, science, technology, or engineering, or for students preparing to take calculus. Topics covered include the unit circle and graphs of the trigonometric functions, trigonometric identities, trigonometric equations, inverse trigonometric function, complex numbers, and polar coordinates.	*Requires placement test* **Prerequisite(s):** MATH 109 with a grade of >C or Dept. permission via satisfactory University Math Placement score.	GR – 4th Math	WCPS Course Number: **863120** WCPS Course Name: **UMES MATH 110 DE**
MATH 112 Calculus I	4 credits Also offered as an Honors Course	This course covers differential calculus of functions of one variable, graphing, and differentiation algebraic and transcendental functions. This course also covers limits, continuity, and the Mean Value Theorem and applications, as well as maximizing and minimizing functions, related rate, approximation applications, and an introduction to integration. The Honors course section is designed to go beyond the content of the usual Calculus I course through the use of a more rigorous axiomatic approach where students are required to prove key theorems and utilize these proofs of corollaries. Furthermore, students will utilize key concepts in advanced applications not typically covered in Calculus I courses.	*Requires placement test* **Prerequisite(s):** MATH 110 or MATH 111 with a grade of >C or Dept. permission via satisfactory University Math Placement score.	GR – 4th Math	WCPS Course Number: **863121** WCPS Course Name: **UMES MATH 112 DE**
PHYS 121 General College Physics I	3 credits 3 hours lecture per week	This is the first semester of the two-semester course designed to provide the student with an overall view of the concepts, together with the ability to set-up and solve simple problems in physics. Areas covered include particle mechanics, heat, thermodynamics, and sound. This is a non-calculus based physics course. *Must take PHYS 123 (Lab) with this course.* *Recommended for students who are eligible to take MATH 109.*	**Prerequisite(s):** MATH 109. **Corequisite(s):** PHYS 123.	GR – Physical Science when taken with PHYS 123	WCPS Course Number: **863122** WCPS Course Name: **UMES PHYS 121 DE**
PHYS 123 General College Physics I Laboratory	1 credit *2-hour Lab per week*	This course consists of two hours laboratory work per week. Standard laboratory experiments are selected to provide the student with practical knowledge of Physics and to enhance knowledge gained in the classroom.	**Corequisite(s):** This course should be taken in concurrence with PHYS 121.	GR – Physical Science when taken with PHYS 121	WCPS Course Number: **863123** WCPS Course Name: **UMES PHYS 123 DE**
POLI 200	3 credits	This course presents a critical study of the American political system in its contemporary context: policy-making processes, sources of conflict processes.		Elective	WCPS Course Number: **863124**

UNIVERSITY OF MARYLAND EASTERN SHORE
Courses for Dual Enrollment Students

UMES COURSE ** *Special permission required to take though UMES.*	CREDITS HOURS	DESCRIPTION	PREREQUISITE	WCPS ELECTIVE OR GRADUATION REQUIREMENT	WCPS COURSE INFO
Introduction to American Government		**OFFERED AS AN ONLINE COURSE.**			WCPS Course Name: **UMES POLI 200 DE**
PSYC 100 Introduction to Psychology	3 credits	This course provides a survey of general principles underlying human behavior. It includes study of the nervous system, perception, learning, memory, thinking, emotions, and individual differences in intelligence, aptitude, and personality. **OFFERED AS AN ONLINE COURSE.**		Elective	WCPS Course Number: **863125** WCPS Course Name: **UMES PSYC 100 DE**
SPAN 101 ** Fundamentals of Spanish I	3 credits	This course provides for the acquisition of basic skills in the language through drills in pronunciation, grammar, and translation of elementary prose. *It is recommended that students who have two or more years of high school Spanish take an examination for credit. Laboratory work is required.* **OFFERED AS AN ONLINE COURSE.**	**Corequisite(s):** To receive credit for this course, the student must also complete SPAN 102.	Elective	WCPS Course Number: **863126** WCPS Course Name: **UMES SPAN 101 DE**
SPAN 102 ** Fundamentals of Spanish II	3 credits	This course provides for the acquisition of basic skills in the language through drills in pronunciation, grammar and translation. *It is recommended that students who have two or more years of high school Spanish take an examination for credit.* Lab work is required. **OFFERED AS AN ONLINE COURSE.**	*Requires placement test* **Corequisite(s):** SPAN 101 **Prerequisite(s):** C or better in SPAN 101.	Elective	WCPS Course Number: **863127** WCPS Course Name: **UMES SPAN 102 DE**
SPAN 201 Intermediate Spanish I	3 credits	This course provides a review of grammar and pronunciation. The course involves graded readings of modern prose.	*Requires placement test* **Prerequisite(s):** C or better in SPAN 101 and SPAN 102 or equivalent.	Elective	WCPS Course Number: **863128** WCPS Course Name: **UMES SPAN 201 DE**
SPAN 202 Intermediate Spanish II	3 credits	This course is a review of idiomatic expressions, and applications of language skills to reading, composition, and class discussion.	*Requires placement test* **Prerequisite(s):** C or better in SPAN 101, SPAN 102 and SPAN 201.	Elective	WCPS Course Number: **863129** WCPS Course Name: **UMES SPAN 202 DE**

Division I Academic Standards

Division I schools require you to meet academic standards. To be eligible to practice, compete and receive an athletics scholarship in your first year of full-time enrollment, you must meet the following requirements:

NCAA DIVISION I

1. Earn 16 NCAA-approved core-course credits in the following areas:

ENGLISH	MATH (Algebra I or higher)	SCIENCE (including one year of lab, if offered)	EXTRA (English, math or science)	SOCIAL SCIENCE	OTHER Any area listed to the left or courses listed in additional discipline (world language, comparative religion or philosophy)
4 years	3 years	2 years	1 year	2 years	4 years

2. Complete your 16 NCAA-approved core-course credits in eight academic semesters or four consecutive academic years from the start of ninth grade. If you graduate from high school early, you still must meet core-course requirements.
3. Complete 10 of your 16 NCAA-approved core-course credits, including seven in English, math or science, before the start of your seventh semester. Once you begin your seventh semester, any course needed to meet the 10/7 requirement cannot be replaced or repeated.
4. Earn a minimum 2.3 **core-course GPA**.
5. Ask your high school counselor to upload your **final official transcript** with proof of graduation to your Eligibility Center account.

EARLY ACADEMIC QUALIFIER

If you meet **specific criteria** after six semesters of high school, you may be deemed an early academic qualifier for Division I and may practice, compete and receive an athletics scholarship during your first year of full-time enrollment.

QUALIFIER

You may practice, compete and receive an athletics scholarship during your first year of full-time enrollment.

ACADEMIC REDSHIRT

You may practice during your first regular academic term and receive an athletics scholarship during your first year of full-time enrollment but may NOT compete during your first year of full-time enrollment. You must pass either eight quarter or nine semester hours to practice in the next term.

NONQUALIFIER

You will not be able to practice, compete or receive an athletics scholarship during your first year of full-time enrollment.

GRADE 9 — REGISTER

- If you haven't yet, **register** for a free Profile Page account at **eligibilitycenter.org** for information on NCAA initial-eligibility requirements.
- Use NCAA Research's **interactive map** to help locate NCAA schools you're interested in attending.
- Find your high school's list of NCAA-approved core courses at **eligibilitycenter.org/courselist** to ensure you're taking the right courses, and earn the best grades possible!

GRADE 10 — PLAN

- If you're being actively recruited by an NCAA school and have a Profile Page account, **transition** it to the required **certification account**.
- Monitor the **task list** in your NCAA Eligibility Center account for next steps.
- At the end of the school year, ask your high school counselor from each school you attend to upload an official transcript to your Eligibility Center account.
- If you fall behind academically, ask your high school counselor for help finding **approved courses** you can take.

GRADE 11 — STUDY

- Ensure your **sports participation** information is correct in your Eligibility Center account.
- Check with your high school counselor to make sure you're on track to complete the required number of NCAA-approved **core courses** and graduate on time with your class.
- Share your **NCAA ID** with NCAA schools recruiting you so each school can place you on its **institutional request list**.
- At the end of the school year, ask your high school counselor from each school you attend to upload an official transcript to your Eligibility Center account.

GRADE 12 — GRADUATE

- **Request your final amateurism certification** beginning April 1 (fall enrollees) or Oct. 1 (winter/spring enrollees) in your Eligibility Center account at **eligibilitycenter.org**.
- Apply and be accepted to the NCAA school you plan to attend.
- Complete your final NCAA-approved **core courses** as you prepare for graduation.
- After you graduate, ask your high school counselor to upload your final **official transcript** with proof of graduation to your Eligibility Center account.

How to plan your high school courses to meet the 16 core-course requirement: **4 x 4 = 16**

9th GRADE	10th GRADE	11th GRADE	12th GRADE
(1) English (1) Math (1) Science (1) Social Science and/or other	(1) English (1) Math (1) Science (1) Social Science and/or other	(1) English (1) Math (1) Science (1) Social Science and/or other	(1) English (1) Math (1) Science (1) Social Science and/or other
4 CORE COURSES	4 CORE COURSES	4 CORE COURSES	4 CORE COURSES

CONTACT THE NCAA ELIGIBILITY CENTER

U.S. and Canada (except Quebec):
877-262-1492 (toll free), Monday-Friday
9 a.m. to 5 p.m. Eastern time
International (including Quebec):
on.ncaa.com/IntlContact

@ncaaec @ncaaec @ncaaec @playcollegesports

NCAA ELIGIBILITY CENTER

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P

Cedar Chapel Special School
510 Coulbourne Lane
Snow Hill, MD 21863
Phone: 410-632-5230

Worcester Technical High School
6270 Worcester Highway
Newark, MD 21841
Phone: 410-632-5050

Pocomoke Middle School
800 8th Street
Pocomoke City, MD 21851
Phone: 410-632-5150

Pocomoke High School
1817 Old Virginia Road Pocomoke, MD 21851
Phone: 410-632-5180

Snow Hill Middle School
522 Coulbourne Lane
Snow Hill, MD 21863
Phone: 410-632-5240

Snow Hill High School
305 S Church Street
Snow Hill, MD 21863
Phone: 410-632-5270

Stephen Decatur Middle School
9815 Seahawk Road
Berlin, MD 21811
Phone: 410-632-3400

Stephen Decatur High School
9913 Seahawk Rd
Berlin, MD 21811
Phone: 410-632-2880

Worcester County Public Schools

6270 Worcester Highway

Newark, MD 21841

410-632-5000