

# High School Catalog of Courses

## 2024 – 2025



Also available online at <https://www.wicomicoschools.org/o/wcps/page/catalog-of-courses>

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*Superintendent of Schools*

## Superintendent's Message



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

The catalog provides important information about Wicomico County Public Schools' graduation requirements, the University System of Maryland requirements, Career Technology Education Completer Program requirements, and requirements

established through the Maryland State Department of Education for graduates to be considered College and Career Ready.

This catalog provides a description of the courses offered in our high schools, as well as the prerequisites required to register for those courses. Finally, this booklet describes other special programs and educational opportunities available to you.

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

Please accept my best wishes for success in your high school journey and know that we are here to support you along the way.

Sincerely,

Micah C. Stauffer, Ed.D.  
Superintendent of Schools

# **WICOMICO COUNTY BOARD OF EDUCATION**

## **Mission Statement**

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

## **Vision Statement**

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

## **Educational Philosophy**

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

WCPS has a responsibility to develop an understanding of and a respect for diverse social, economic, cultural and ethnic groups through the education of students. Equity in education is a guiding principle of WCPS, thus the diversity of each individual must be respected.

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

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

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

The Wicomico County Board of Education directs the Superintendent of Schools to develop, maintain, and implement a strategic plan based upon the mission and vision of the Wicomico County Public School system.



# **Wicomico County Public Schools**

**Learning Today, Leading Tomorrow**

## **We aspire to be:**

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

## **2024-2025 Superintendent's Priorities**

- School Climate & Safety
- Student Achievement
- Additional Opportunities for Student Engagement
- High Performing Workforce
- Parent & Community Involvement



## Secondary Schools

School	Grades	School Counselor	Telephone Number
<b>Bennett Middle</b> 532 South Division Street Fruitland, MD 21826 Principal: Ms. Erin Nathan	6 - 8	Michelle Drummond Lee Ryall Tikitia Glover Christopher Miles	Main Office 410-677-5140 Counseling 410-677-5131
<b>Pittsville Middle</b> 34404 Old Ocean City Rd. Pittsville, MD 21850 Principal: Mrs. Kris Gosnell	3 - 8	Kate Rebman	Main Office 410-677-5811 Counseling 410-677-5897
<b>Mardela Middle/High</b> 24990 Delmar Rd. Mardela Springs, MD 21837 Principal: Mrs. Liza Hastings	6 - 8 9 - 12	Lisa Armstrong Brian Hollamon	Main Office 410-677-5142 Counseling 410-677-5163
<b>Salisbury Middle School</b> 607 Morris Street Salisbury, MD 21801 Principal: Mr. Terance Dunn	6 - 8	Sierra Collier Margaret Morris John Williams Jr.	Main Office 410-677-5149 Counseling 410-677-5121
<b>Wicomico Middle</b> 635 East Main St. Salisbury, MD 21804 Principal: Ms. Jo Branham	6 - 8	Tana Ellis Idelmi Tawiah Leroy Satchell	Main Office 410-677-5145 Counseling 410-677-5194
<b>James M. Bennett High</b> 300 East College Ave. Salisbury, MD 21804 Principal: Dr. Christel Savage	9 - 12	Hope Bowers Krista Brown Brady Dashiell Lydia Rosa Kathy Klaverweiden Jesse Serig	Main Office 410-677-5141 Counseling 410-677-5125
<b>Parkside High</b> 1015 Beaglin Park Dr. Salisbury, MD 21804 Principal: Mr. Brian Briggs	9 - 12	Cynthia Collins Katie Griffin Leslie Podlaszewski Erica Riffin Joan Sprinkle Valerie Hughes (CTE)	Main Office 410-677-5143 Counseling 410-677-5107
<b>Wicomico High</b> 201 Long Ave. Salisbury, MD 21804 Principal: Dr. Undrea Blake	9 - 12	Kory Lowe Kim Hudson Deborah Breeding Donyelle Cottingham Scott Taylor	Main Office 410-677-5146 Counseling 410-677-5154
<b>Choices Academy</b> 502 Calloway Street Salisbury, MD 21801 Principal: Mrs. Courtney Elliott		Jelisa Payton Larry Aldridge	Main Office 410-677-5220 Counseling 410-677-5120
<b>Evening High School</b> 916 S. Schumaker Dr. Salisbury, MD 21804 Principal: Ms. Lavion Bratten		Samantha Pilchard	Main Office 410-677-4537
<b>Director of Secondary Education*</b>			410-677-4584
<b>Director of Curriculum*</b>		Don Brady	410-677-4560
<b>Supervisor of School Counseling*</b>		Julie Dill	410-677-5936
Wicomico County Public Schools Central Office 2424 Northgate Drive, Suite 100, Salisbury, MD 21801		Amy Rhodes	

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## GRADUATION REQUIREMENTS AT A GLANCE

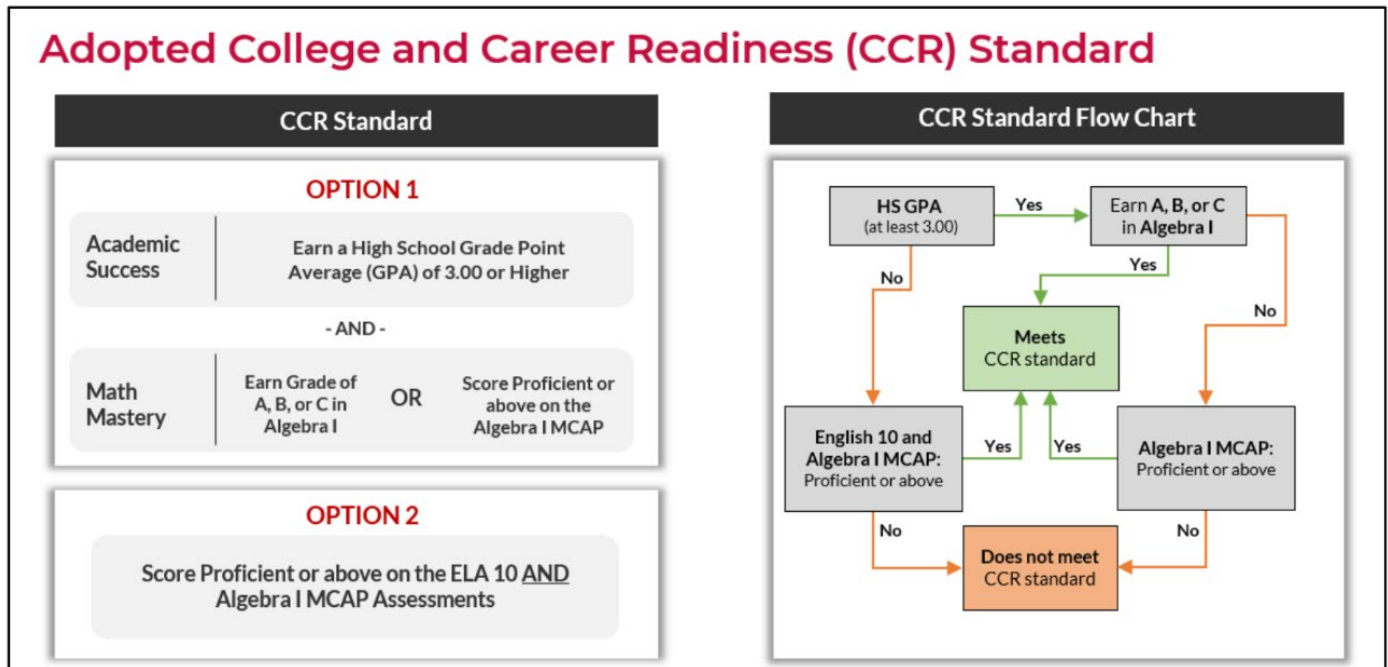
The state of Maryland authorizes one diploma for all high school graduates, based upon successful fulfillment of four categories of requirements:

- Enrollment
- Course credit
- Student Service Learning (SSL)
- Maryland assessments

<b>CREDIT REQUIREMENTS</b>	<b>Students entering 9<sup>th</sup> grade prior to the fall of 2021.</b>	<b>Students entering 9<sup>th</sup> grade in the 2021-2022 school year</b>
<b>TOTAL</b>	<b>21 Credits</b>	<b>22 Credits</b>
<b>English</b> <i>Students must enroll in an English course each year of high school</i>	4	4
<b>Mathematics</b> <i>To include 1 credit each in algebra and geometry; students must enroll in a math course each year of high school</i>	3	4
<b>Science</b> <i>To include 1 course each in Life Science (Biology) &amp; Physical Science and a course in or that includes Earth/Space Science content</i>	3	3
<b>Social Studies</b> <i>To include 1 credit each in U.S. History, World History, and American Government</i>	3	3
<b>Fine Arts</b>	1	1
<b>Physical Education</b>	1	5
<b>Health</b>	.5	1
<b>Computer Science, Engineering, or Technology Education</b>	1	1
<b>Required Graduation Completer</b>	<ul style="list-style-type: none"> <li>• Two credits of world language: <u>or</u></li> <li>• Successful completion of a State-approved career and technology program: <u>or</u></li> <li>• Two credits of advanced technology.</li> </ul>	<ul style="list-style-type: none"> <li>• Two credits of world language: <u>or</u></li> <li>• Successful completion of a State-approved CTE program.</li> <li>• Three credits of advanced technology.</li> </ul>
<b>Electives</b>	Additional courses needed for a total of <b>21</b> credits	Additional courses needed for a total of <b>22</b> credits

Students must satisfactorily complete four years beyond Grade 8 to meet the enrollment requirement. Students must also successfully complete the Maryland credit requirements, Student Service-Learning hours, and current state assessment requirements. Please contact your school counselor for further information regarding specific course details.

## A. College and Career Readiness Requirements



Option 1: Students can meet the CCR Standard by demonstrating both Academic Success and Math Mastery. Academic Success is achieved by earning a High School Grade Point Average (GPA) of 3.00 or higher. Math Mastery may be achieved by either earning a final course grade of A, B, or C in Algebra I, OR alternatively by scoring Proficient or above on the Algebra I MCAP assessment.

Option 2: Students can meet the CCR Standard by scoring Proficient or above on BOTH the English 10 MCAP assessment AND the Algebra I MCAP assessment.

## **B. Earning Credits**

### **1. Credit for Courses Taken While in Middle School**

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

### **2. Credit by Examination**

A rising ninth grader or other high school student who is entering from outside the school system may earn high school credit through the following provisions:

1. The student must take and pass the challenge examination with a passing grade of a 60 percent or higher. Courses with a score of 60 percent or higher will be transcribed with the grade of X. The grade of X will not factor into the student's GPA; however, credit will be awarded.
2. The student may take a challenge examination only once.
3. Student has the option to retake the course to earn a letter grade that calculates into cumulative GPA.
4. Students who decide to retake one of the identified courses in high school will only receive credit for the course they are retaking. Both courses will remain on the transcript.
5. Students who do not want the grade(s) and grade points from middle school courses to remain on their high school records must contact their high school counselor, in writing, by the end of the first marking period of the ninth grade to have them removed.

### **3. Alternative Methods to Earn Credit for Existing Courses**

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

#### **a. Guidelines**

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

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

## **b. Procedure**

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

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

## **4. Dual Enrollment**

The Dual Enrollment program allows high school students to enroll in courses offered by accredited and approved institutes of higher education during the fall and spring semesters. A student interested in dual enrollment must have completed 16 credits (or be a sophomore with 8 credits seeking a college degree) and have a GPA of 2.75 unweighted.

Students enrolled in this program are responsible for completion of all application materials required by the institute of higher education. Wicomico County Public Schools shall pay the agreed upon tuition rate per credit for dual enrollment courses listed on the Alternative Credit & Dual Enrollment Course Alignment Review document posted on the website. Other college or university classes not listed on that document are not considered dual enrollment and, if taken, would be the financial responsibility of the student. Additional information about dual enrollment is available through your counseling department.

In addition, students must:

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

Courses completed through the dual enrollment program will be reflected on the high school transcript with the letter grade earned and will be included in the calculation of the GPA if they have been granted approval as aligned with a course currently listed in our course catalog. Dual enrolled students will follow the WCPS timeline for dropping a course and not the university or college drop add timeline. Courses not aligned with a course currently listed in our course catalog or serving as a pre-requisite for another course will be indicated on the high school transcript with S or U and a college course content title. These courses will not be included in the calculation of the GPA. For more information about Dual Enrollment, please go to [this site](#).

## **5. Early College**

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

## **C. Wicomico County Evening High School**

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

Wicomico Evening High School offers classes Monday through Thursday from September until May. Most classes are scheduled from 3:15 PM until 8:00 PM and run on a semester schedule.

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

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

Maryland law provides that local school systems shall be permitted to develop alternative ways to fulfill graduation requirements. Wicomico County Public School students can fulfill graduation requirements via the traditional four-year program, senior waiver program, dual enrollment, a three-year plan, and/or a supervised work study program. The traditional four-year program is shown on page one (1) of this High School Catalog of Courses. Alternative methods of fulfilling graduation requirements are summarized in the chart *Alternative Pathways to a Maryland High School Diploma* on pages (7) and (8). Students and parents/guardians should review and plan student course selections, program choices and pathways with school counselors throughout their high school experience.

## E. Alternate Pathways to a Maryland High School Diploma

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

INFORMATION YOU NEED TO KNOW	SENIOR WAIVER	DUAL ENROLLMENT	3 YEAR PLAN	WORK-BASED LEARNING EXPERIENCE
<u>DEFINITION</u>	The opportunity for a student to pursue higher level education after completing grade 11. Student needs to have been accepted to a community college, a technical school, or a 4-year college or university.	Allows high school students to enroll in Wor-Wic Community College or Salisbury University courses and earn both high school and college credit while still enrolled in high school.	Student may receive a high school diploma after 3 years if he/she has met the state requirements for earning a minimum of 22 credits as listed on page 1 of the Course Catalog. It is <b><u>strongly recommended</u></b> that students entering the program should have a G. P. A. of <i>2.5 or higher</i> .	Senior status students with appropriate credits may have the opportunity to take Supervised Work Study for one or two credits. Supervised Work will be performed with an employer in addition to regular course work taken in the school. Students should enroll in 7527 for one credit, 7528 for two credits or 7529 for 3 credits. Four total credits are required for full time enrollment status.
<u>REQUIREMENTS</u>	<ul style="list-style-type: none"> <li>-75 hours of community service completed</li> <li>- Completed 3 years of high school having earned at least 14 credits</li> <li>-Successful completion of MISA, and MCAP testing</li> <li>-Student is accepted for early admission to an approved vocational, technical, community, or 4-year college</li> </ul>	<ul style="list-style-type: none"> <li>- Earned a minimum of 16 credits (or be a sophomore with 8 credits seeking a college degree)</li> <li>- Have an established High School Career Plan</li> <li>-Possess a cumulative unweighted GPA of 2.75 or higher</li> <li>-Authorization of parent and high school principal/designee</li> </ul>	<ul style="list-style-type: none"> <li>-75 hours of community service completed</li> <li>-14 credits earned by end of sophomore year</li> <li>-Successful completion of the 4 required English courses by end of 3<sup>rd</sup> year</li> <li>-Successful completion of MISA, and MCAP testing</li> <li>-Must meet state completion requirements by end of 3<sup>rd</sup> year</li> </ul>	<ul style="list-style-type: none"> <li>-75 hours of community service completed</li> <li>-Enough credits earned to fit this program into the student schedule while still working toward graduation</li> <li>-Authorization/permission of high school principal, employer, and parent or guardian</li> </ul>

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

## F. Career Pathways

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

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

## G. Maryland High School Certificate of Program Completion

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

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

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



## II. Admission Requirements of Maryland State Universities and Colleges

Bowie State University    Coppin State University  
Frostburg State University    Salisbury University  
Towson University

University of Maryland (Eastern Shore, Baltimore County and College Park)

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

<u>ENGLISH</u>	<u>4</u>	<u>SOCIAL STUDIES</u>	<u>3 Units</u>
English 9	<u>Units</u>	AP United States History or	
	1 Unit	U. S. History	1 Unit
English 10		AP Government and Politics or	
English 11	1 Unit	Foundations of American	1 Unit
English 12	1 Unit	Government	
[The English courses collectively	1 Unit	AP World History or	1 Unit
satisfy English requirements.]		World History	
 <u>LAB SCIENCE</u>	 <u>3 Units</u>	 <u>MATHEMATICS *</u>	 <u>4 Units</u>
Environmental Science	1 Unit	Algebra I	1 Unit
Biology	1 Unit	Algebra II	1 Unit
Chemistry	1 Unit	Geometry	1 Unit
Physics	1 Unit	Additional Math	
Physical Science	1 Unit	Course	
AP Physics I	1 Unit	Statistics, Trig/Pre-Cal,	1 Unit
AP Physics II	1 Unit	Calculus, Transitional Math	
AP Biology	1 Unit	(Students must take a “non-trivial” mathematics course	
		in the senior year)	
AP Chemistry	1 Unit		
AP Environmental Science	1 Unit		
Astronomy	1 Unit		

### WORLD LANGUAGE

Two years of the same language

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

## III. NCAA Eligibility Center New Academic Requirements

High school students who are interested in competing on athletic teams when they are in college must meet the NCAA requirements for Division I, II or III in order to be eligible. Some of those requirements involve the courses selected during high school and the student must formally register with the NCAA in their junior year. NCAA provides an extensive website dedicated to explaining all their eligibility requirements. For specific information regarding these and other NCAA requirements, students should visit the NCAA Eligibility Center at: <https://web3.ncaa.org/ecwr3/>

## IV. Advanced College Placement

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

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

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

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

# V. WOR-WIC COMMUNITY COLLEGE 2022-2023 ARTICULATION

Updated 1/17/23

## WITH WICOMICO COUNTY PUBLIC SCHOOLS

Wicomico County Course Titles (2017 and prior)	Revised Course Titles 2018	WWCC Courses	WWCC Credits
Accounting I & II	Principles of Account & Finance & Honors Advanced Accounting	ACT 101	3
Foundations of Business	Principles of Business Management and Entrepreneurship	BMT 101	3
Marketing I Marketing II	Introduction to Marketing & Advanced Marketing and Entrepreneurship	BMT 102	3
Criminal Justice I		CMJ 102	3
Criminal Justice II		CMJ 103	3
Computer Repair I		CMP 115	3
AP Computer Science Principles		CMP 134	4
Foundations of Computer Science		CMP 130	3
Computer Science AP		CMP 135	4
Networking II		CMP 150	3
Early Childhood Ed I		EDU 101 EDU 103	3 3
Early Childhood Ed II		EDU 102 EDU 151	3 3
Teaching as a Profession Foundations of Curriculum & Instruction Internship		EDU 102 or PSY 251 EDU 155	3 3 3
Emergency Med Technician		EMS 101* EMS 151	4 4
Culinary Arts I & II		CUL 101** CUL 102 HMR 205	1 3 3
Health Occupations & Nursing Assistant Program		NUR 110 ✦ ✦	.5
Office Systems I		OFT 155	3
Office Systems II		OFT 160	3

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

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

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

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

## **VI. Articulated Credit Agreement**

### **A. Community College of Baltimore County - Catonsville Campus**

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

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

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

### **B. Wor-Wic Community College**

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

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

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

### **C. Rochester Institute of Technology – Project Lead The Way**

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

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

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

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

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

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

### **College Credit Process:**

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

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

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

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

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

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

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

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

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

### **RIT/PLTW Scholarships**

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

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

## VII. Senior Recognition Policy

Class rank will not be calculated for high school students. A three-tiered honor system with “cum laude,” “magna cum laude,” and “summa cum laude” designations will be established for all county students to recognize outstanding academic performance during high school. These designations will be based on cumulative grade point averages derived from final grades in all courses taken for high school credit. At the conclusion of the third marking term in the senior year designations will be determined that will appear on the senior awards program and graduation program. Students who improve to a higher distinction at the conclusion of the fourth quarter may request a new certificate. The recognition “with excellence” in each tier will be granted to graduating seniors attaining straight A’s in all courses taken for high school credit. Students will be given the option of wearing cords designating the laude tier achieved at the Commencement Exercises.

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

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

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

### A. Diploma with Honors

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

### B. Academic Awards Criteria

Students are encouraged to excel through a variety of school wide recognitions and awards.

1. Awards Recognition and Publicity: Students who excel academically and who receive awards and honors will have the recognition noted on school announcements and will have their accomplishments publicized in the local newspaper and social media.
2. Honor Roll Recognition: An Honor Roll will be published and publicized in the local newspaper and school website at the end of each marking period.

### 3. Scholastic Achievement Awards Program:

<b>GPA</b>	<b>1<sup>st</sup> Award</b>	<b>2<sup>nd</sup> Award</b>	<b>3<sup>rd</sup> Award</b>	<b>4<sup>th</sup> Award</b>
<b>3.5 weighted GPA</b>  <b>No grade lower than a “C”</b>	<b>Certificate- 1 semester of 3.5 weighted GPA</b>  <b>No grade lower than a “C”</b>	<b>Academic Letter- 3 consecutive semesters of 3.5 weighted GPA</b>  <b>No grade lower than a “C”</b>	<b>Lamp of Knowledge- 5 consecutive semesters of 3.5 weighted GPA</b>  <b>No grade lower than a “C”</b>	<b>Star of Excellence- 7 consecutive semesters of 3.5 weighted GPA</b>  <b>No grade lower than a “C”</b>

Schedule of awards programs:

- Certificate: 1 semester during 1<sup>st</sup> year in high school - awards program during 3<sup>rd</sup> term
- Academic Letter: 3 consecutive semesters/consecutive school years- awards program during 3<sup>rd</sup> term
- Lamp of Knowledge: 5 consecutive semesters/consecutive school years- awards program during 3<sup>rd</sup> term
- Star of Excellence: 7 consecutive semesters/consecutive school years- awards program during 3<sup>rd</sup> term

### C. Maryland Seal of Biliteracy

Students who can demonstrate proficiency in English on the MCAP ELA/Literacy assessment as well as in another language on a district approved language assessment can earn the Maryland Seal of Biliteracy. According to MSDE, the purpose of this program is to promote and to recognize linguistic proficiency and cultural literacy. This recognition will provide employers and institutions of higher education a uniform and internationally recognized method of identifying individuals with biliteracy skills. This accomplishment will be recognized at the school level, acknowledged in the Commencement Program.

### D. Commencement Recognition

Wicomico County Public Schools will recognize student participation in national honor societies, academic achievement, and service hours by allowing a designated cord or sash to be worn at the commencement. These cords signify the hard work and achievement of our graduates. Students may participate in a wide variety of sports, clubs, and organizations in high school; however, not all will be recognized in the commencement ceremony. It should be noted that the Seal of Biliteracy medals, state championship medals, Skills USA and military recognition will not be permitted for recognition in the ceremony. Please verify with a school counselor which honor societies are eligible for recognition in the ceremony. Other notable achievements may be honored at separate events outside of the commencement ceremony. The three areas of commencement recognition are:

- Pre-approved honor societies with national standards and a chapter at your school
- Laude Distinctions
  - Cum laude 3.70-3.99 weighted GPA (White cord)
  - Magna cum laude 4.00-4.29 weighted GPA (White and gray cord)
  - Summa cum laude 4.30 and above weighted GPA (White, gray, and navy-blue cord)
- Service Hours
  - Laudable Service Award – 200 hours (certificate)
  - Exemplary Service Award – 300 hours (certificate)
  - Meritorious Service Award – 500 hours (certificate & graduation cord)



## VIII. General Information

### A. Promotion

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

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

### B. Grade Point Average (GPA)

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

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

### C. Course Selection

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

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

1. Since high school education is generally a four-year process, students should complete planning forms for all remaining years of high school.
2. Course selections should be discussed with the school counselor and parent(s)/guardian(s).
3. Courses chosen for the coming school year will be entered by the school counselor and can be viewed in the Family Portal. Any requests for changes can be submitted to the school counselor by the date specified.

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

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

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

### D. Special Education

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

## **IX. Wicomico County Student Service Learning Program**

### **THE STATE REQUIREMENT**

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

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

**OR**

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

Code of Maryland Regulations 13A.03.02.03 D.

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

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

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

#### **Choice #1:**

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

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

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

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

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

#### GRADE 6 Subjects

English  
Ancient History  
Science  
Mathematics

#### GRADE 7 Subjects

English  
Early World History  
Mathematics  
Science

#### GRADE 8 Subjects

English  
Early U.S. History  
Mathematics  
Science

#### GRADE 9 Subjects

English  
Modern US History  
Mathematics  
Science

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

Seventy-five clock hours of service may be completed independently of the Wicomico student service learning infused in the curriculum. Service with preparation and reflection is completed by the individual student at a non-profit agency.

The email verification or other written documentation of the community agency representative will serve as appropriate documentation of a student's completion of service hours for a given service project.

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

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

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

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

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

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

**SERVICE LEARNING AWARDS**

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

## **X. State Approved Career Technology Programs**

### **ACCOUNTING and FINANCE**

#### **Required Courses**

<b><u>Course No.</u></b>	<b><u>Name of Course</u></b>	<b><u>Credit</u></b>
6501	Principles of Business Management and Entrepreneurship	1
6535	Principles of Accounting and Finance	1
6533	Advanced Accounting	1

Optional  
Additional  
Course

6536	Accounting and Finance Entrepreneurship Capstone	1
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**\*Courses 6501, 6535 and 6533 are required to become a  
Accounting and Finance completer**

### **MARKETING**

#### **Required Courses**

<b><u>Course No.</u></b>	<b><u>Name of Course</u></b>	<b><u>Credit</u></b>
6501	Principles of Business Management and Entrepreneurship	1
6535	Principles of Accounting and Finance	1
6551	Introduction to Marketing	1

Optional  
Additional  
Course

6552	Advanced Marketing and Entrepreneurship Capstone	1
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**\*Courses 6501, 6535, and 6551 are required to  
become a Marketing completer**

### **BUSINESS ADMINISTRATIVE SERVICES**

#### **Required Courses**

<b><u>Course No.</u></b>	<b><u>Name of Course</u></b>	<b><u>Credit</u></b>
6501	Principles of Business Management and Entrepreneurship	1
6535	Principles of Accounting and Finance	1
6503	Office Systems Management I	1
6504	Office Systems Management II	1

**\*All 4 of the above courses are required to become a  
Business Administrative Services completer**

## **XI. Course Descriptions**

### **A. Business Education**

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

6501

Grades 9-12

1 credit

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

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

6535

Grades 10-12

1 credit

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

#### **OFFICE SYSTEM MANAGEMENT I**

6503

Grades 9-12

1 credit

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

#### **OFFICE SYSTEM MANAGEMENT II**

6504

Grade 10-12

1 credit

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

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

#### **HONORS ADVANCED ACCOUNTING**

6533

Grades 10-12

1 credit

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

and legal issues in business and accounting such as the Federal Sentencing Guidelines For Organizations (FSGO) and the Sarbanes Oxley Act (SOX); and discuss careers in accounting, and identify the role that accountants play in business and society. Participation in Future Business Leaders of America is encouraged.

### **ACCOUNTING AND FINANCE ENTREPRENEURSHIP**

6536

Grade 11-12

1 credit

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

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

### **INTRODUCTION TO MARKETING**

6551

Grades 10-12

1 credit

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

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

6552

Grades 11-12

1 credit

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

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

## B. Computer Science

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

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

### **FOUNDATIONS OF COMPUTER SCIENCE**

3092                                      Grades 9-12                                      1 credit

This course, (based on CSTA: *Exploring Computer Science*), is designed to introduce students to the breadth of the field of computer science through an exploration of engaging and accessible topics. Rather than focusing the entire course on learning particular software tools or programming languages, the course is designed to focus the conceptual ideas of computing and help students understand why certain tools or languages might be utilized to solve particular problems. This course includes a broad range of topics in computing, including robotics; programming in several languages such as Processing and Java; and cyber security.

**Prerequisite:** C average or better in Honors Algebra I or Math 8

### **AP COMPUTER SCIENCE PRINCIPLES**

3094                                      Grades 10-12                                      1 credit

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

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

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

3056                                      Grades 10-12                                      1 credit

This course is a more in-depth study of computer science, specifically the technical aspects of computing including programming and algorithm design, computer system organization and operation, and data representation and information organization. In this course, the primary language used in advancing student’s understanding of the application of computational thinking to real-world problems is Java.

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

## C.

**English****Recommended Sequence of Courses**

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

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

**ENGLISH****HONORS ENGLISH 9**

2011

Grade 9

1 credit

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

**ACCELERATED ENGLISH 9**

2012

Grade 9

1 credit

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

**ENGLISH 9**

2013

Grade 9

1 credit

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



**HONORS ENGLISH 10**

2021                      Grade 10

1 credit

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

**ACCELERATED ENGLISH 10**

2022                      Grade 10

1 credit

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

**ENGLISH 10**

2023                      Grade 10

1 credit

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

**ADVANCED PLACEMENT ENGLISH 11 LANGUAGE AND COMPOSITION**

2031                      Grade 11

1 credit

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

**HONORS ENGLISH 11**

2032                      Grade 11

1 credit

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

**ENGLISH 11**

2033                      Grade 11

1 credit

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

**ADVANCED PLACEMENT ENGLISH 12 LITERATURE AND COMPOSITION**

2041

Grade 12

1 credit

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

**HONORS ENGLISH 12**

2042

Grade 12

1 credit

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

**ENGLISH 12**

2043

Grade 12

1 credit

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

**ENGLISH COLLEGE AND CAREER READINESS PREP**

2044

Grade 12

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

**D. English - Related Courses****CREATIVE WRITING**

2052

Grades 11-12

1/2 credit

This course provides an opportunity for students to learn the fundamentals of writing as an art. Students are encouraged to keep a writer's journal and to write poetry, short stories, and short plays.

**YEARBOOK**

2054

Grades 10-12

1 credit

Students in this course are taught to conduct the business of management and production of the school yearbook. They are charged with financing the publication as well as producing it. This course may be repeated once.

**Prerequisite:** Selection by yearbook advisor and counselor

**TEST PREPARATION**

2067

Grades 10-12

1/2 credit

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

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

**TEST PREPARATION ENGLISH**

2065

Grades 9-12

1/2 credit

This course is designed for those students who are preparing to take the English standardized test and/or requiring additional literacy support. Essential skills and strategies will be used as well as applying test-taking techniques when interacting with complex grade-level text. A research-proven program will be used to address reading comprehension, writing, and vocabulary.

**JOURNALISM**

2063

Grades 10-12

1 credit

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

**SPEECH COMMUNICATION**

2066

Grades 11-12

1/2 credit

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

## **E. Family and Consumer Sciences**

### **THE WORLD OF FOOD**

5015                      Grades 9-12

1/2 credit

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

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

5017                      Grades 9-12

1/2 credit

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

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

5018                      Grades 9-12

1/2 credit

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

### **THE PARENTING DECISION**

5021                      Grades 11-12

1/2 credit

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

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

5023                      Grades 10-12

1/2 credit

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

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

5212                      Grades 9-12

1/2 credit technology education

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

## F. Fine Arts

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

### ART

#### ART I

4511                                      Grades 9-12                                      1/2 credit

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

#### ART II

4512                                      Grades 10-12                                      1 credit

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

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

#### ART III

4513                                      Grades 11-12                                      1 credit

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

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

#### HONORS ART III

4515                                      Grades 11-12                                      1 credit

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

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

#### ART IV

4514                                      Grade 12                                      1 credit

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

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

#### HONORS ART IV

4516                                      Grade 12                                      1 credit

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

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

**GRAPHIC ART I**

7054

Grades 10-12

1/2 credit

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

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

**PHOTOGRAPHY**

4521

Grades 10-12

1/2 credit

This course is designed to introduce students to the fundamentals of photography while promoting the mastery and enjoyment of this visual art form. Students will create original photographs that demonstrate their aesthetic value, personal contextualization and visual communication. Students will receive photographic problems that will expand and challenge their ability to see, to speak, to think and to compose visually, while observing the world around them. This fundamental approach will include and embrace the history of photography, the principles of light and lighting, the basics of good composition and compositional decision making. Students will learn the basic use of a camera (digital or film.) Students will be introduced to digital media production or analogue media production. This is a production-centered course with a lab. Therefore, a lab fee is required for this course based on materials used.

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

**PHOTOGRAPHY II**

4522

Grades 11-12

1/2 credit

Photography II will afford students further opportunities to refine and extend the skills of photographic seeing acquired in the concepts of Photography. This class will thrust students towards working on greater challenges that are artistic, technical and aesthetic in nature. From the onset of this course, students will identify the tools, materials and experimental challenges they will be working with to accomplish their visual goals in this course. This course will prepare students for college entrance to major or minor in Photography. This course will present challenges to the student that may be analogue or digital in nature.

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

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

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

**HONORS VISUAL AND PERFORMING ART I (Drawing/Painting/Graphic Design/Printmaking/3-Dimensional Art/Digital Photography)**

4543

Grades 11-12

2 Honors Credits

This course offers an individualized program that prepares students for college interviews or post-high school study in art. Students study drawing, painting, graphic design, printmaking, three-dimensional art, and digital photography in addition to art history. The VPA program is taught at Wicomico High School. Purchase of supplementary materials may be required of the student. Students will also be required to complete summer work.

**Prerequisite:** Successful completion of Art I and Art II with at least a B average, an application, a portfolio review, interviews, two recommendations from a previous art teacher and another person who knows the applicant well, on-site drawings during an interview and review process. Seats are limited – not all who apply are accepted.

**HONORS VISUAL AND PERFORMING ART II (STUDIO ART)**

4542

Grade 12

2 Honors credits

This course is a continuation of the VPA - Art I program. This course offers an individualized program that prepares students for college interviews or post-high school study in art. Students study drawing, painting, graphic design, printmaking, three-dimensional art, and digital photography in addition to art history. This program is taught at Wicomico High School. Purchase of supplementary materials may be required of the student. Students will also be required to complete summer work.

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

**ADVANCED PLACEMENT STUDIO ART - DRAWING**

4541

Grades 11-12

1 AP Credit

The AP Studio Art—Drawing course prepares students for the College Board Advanced Placement Examination for possible college credit and is designed for students who are seriously interested in the practical experience of art and wish to develop mastery in the concept, composition, and execution of their ideas. AP Studio Art—Drawing, AP 2- D Art and Design is not based on a written exam; instead, students submit portfolios for evaluation near the end of the school year. In building the portfolio, students experience a variety of concepts, techniques, art mediums, and approaches designed to help them demonstrate their abilities as well as their versatility with specific techniques, problem solving, and ideation. Students also develop a body of work for the sustained investigation and the selected works section of the portfolio that contains the investigation of stated questions and demonstrates synthesis of materials, processes, and ideas.

**ADVANCED PLACEMENT STUDIO ART – 2D Art and Design**

4544

Grades 11-12

1 AP credit

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

**VISUAL AND PERFORMING ARTS PROGRAM: MUSIC****ADVANCED PLACEMENT MUSIC THEORY**

5531

Grades 11-12

1 AP credit

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

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

**HONORS VISUAL AND PERFORMING ARTS MUSIC I**

4537

Grades 11-12

1 Honors credit

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

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

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

4534	Grade 12	1 Honors credit
4538	Grade 12	1 Honors credit

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

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

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

4551	Grades 10-12	1 credit
4552	Grades 11-12	2 credits

In this program of courses, students will explore, practice, develop, and refine skills that will enable them to participate in a professional quality theatrical production. All students will actively participate in the full productions that will be presented during the school year.

Students will learn about all aspects involved in theatrical production including the performance, business, and technical areas. In addition, students will review theatrical productions in historical, cultural, and social contexts. This will include the study of important shows, creative collaborators, famous performers and artists involved in productions throughout time. Students will be required to create original works, suggest revisions and informed opinions about theatrical pieces, and connect with the community and other students.

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

This course will be offered at Wicomico High School but is open to all Wicomico County high school students. The course is eligible for repeated credit. Classes will meet in the afternoon. A lab fee may be required based on material used.

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

**MUSIC****MUSIC APPRECIATION**

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

**INTERMEDIATE CHOIR**

5511	Grades 9-12	1/2 credit
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The purposes of this course are to teach good singing techniques, to teach the rudiments of rhythm and sight reading, and to increase students' knowledge of musical literature. Interested students do not need to have trained voices. Students are required to attend concerts and rehearsals during after-school hours. All members of the intermediate choir are required to attend all after-school rehearsals and performances. This course is eligible for repeated credit. A fee for maintenance of robes/uniforms may be required of the student.

**HONORS CONCERT CHOIR**

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

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



### **CONCERT BAND**

5521                                      Grades 9-12                                      1 credit

Concert Band is a continuation of instrumental music from middle school. The band is designed to develop greater skill on the student's chosen instrument, a good musical tone, knowledge of major scales, and the capabilities to play more advanced band literature. This course is for those whose level of musicianship does not yet qualify them for selection to the symphonic band. Concert Band students may participate in the marching band as their interest and abilities allow with the permission of the band director. All members of the Concert Band are required to attend all after-school and summer band rehearsals and performances. This course is eligible for repeated credit. A fee for maintenance of uniforms may be required of the student. If school owned equipment is used by the student, a fee is required.

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

### **HONORS SYMPHONIC BAND**

5522                                      Grades 9-12                                      1 credit

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

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

### **JAZZ BAND**

5523                                      Grades 9-12                                      1/2 credit

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

**Prerequisite:** Ability to play a jazz band instrument and approval of instrumental instructor. Requires enrollment in Symphonic Band or Orchestra during the same school year.

### **ORCHESTRA**

5524                                      Grades 9-12                                      1 credit

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

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

### **BAND FRONT**

5525                                      Grades 9-12                                      1/2 credit

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

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

### **MUSICAL THEATRE**

5527

Grades 10-12

1/2 credit

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

**Prerequisite:** Successful completion of Music Appreciation

### **THEATRE ARTS**

5529

Grades 9-12

1/2 credit

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

### **ADVANCED PLACEMENT MUSIC THEORY**

5531

Grades 9-12

1 AP credit

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

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

## **G. Health**

### **HEALTH SKILLS FOR LIFE**

6064

1/2 credit

This course focuses on identifying potential health problems in the areas of drugs, alcohol, and tobacco. Family life and human sexuality, disease prevention and control are also highlighted. Students will gain an awareness of the role of health agencies and public health facilities locally, statewide, and nationally. This course is required for graduation. Parents who wish for their child to be excused from a portion of the course should make that request, in writing, to the teacher and building principal.

### **HEALTH THROUGH WELLNESS**

6065

1/2 credit

This course focuses on personal decision making related to behavior, physical activity, mental health, healthy eating, emotional health, safety & violence prevention, and other influencers. Evidenced based research of physical activity, exercise, and sedentary living to functional movement outcomes through goal setting will be practiced, analyzed, and discussed. This course is required for graduation. Parents who wish for their child to be excused from a portion of the course should make that request, in writing, to the teacher and building principal.

**H.****Mathematics****Available Courses Per Grade**

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

**Mathematics****ALGEBRA I**

3037

Grades 9-12

1 credit

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

Students enrolling in Algebra 1 must take the end of course MCAP Algebra 1 assessment required for high school graduation.

**HONORS GEOMETRY**

3032

Grades 9-10

1 credit

This course extends the Maryland College and Career - Ready Standards for Geometry. This course focuses on the development of transformational, Euclidean, and coordinate geometry with extensive real-world application. Students will study logic, inductive and deductive reasoning, geometric definitions, postulates, and the proofs of

theorems. Course requirements are rigorous with an emphasis on mathematical reasoning and communication. Extended geometry standards include additional mathematics that students should learn as they prepare to take advanced courses such as calculus and advanced statistics. These additional topics include trigonometry and vectors and place additional emphasis on mathematical reasoning and communication through proof. Students will be expected to demonstrate the Eight Standards of Mathematical Practice throughout this course.

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

### **GEOMETRY**

3033

Grades 10-12

1 credit

This course addresses the Maryland College and Career Ready Standards for geometry. This course focuses on the development of transformational, Euclidean, and coordinate geometry with extensive real-world application. Students will study logic, inductive and deductive reasoning, geometric definitions, postulates, and the proofs of theorems. Course requirements are rigorous with an emphasis on mathematical reasoning and communication. Students will be expected to demonstrate the Eight Standards of Mathematical Practice throughout this course.

**Prerequisite:** Passing grade in Algebra I

### **INTEGRATED TOPICS\***

3028

Grades 10-12

1 credit

This course is a bridge between Algebra 1 and Algebra 2 providing students with additional instruction and applications of major content addressed in Algebra 1 while introducing new content that will be addressed in Algebra 2. This course is designed as the next progression of math courses for students who may want to eventually enroll in Algebra 2 but might not feel ready based on their level of understanding of Algebra 1 content. Students will be expected to demonstrate the Eight Standards of Mathematical Practice throughout this course.

**Prerequisite:** Passing grade in Algebra I

### **HONORS ALGEBRA II**

3022

Grades 9-12

1 credit

Aligned to Maryland College and Career Ready Standards, this course extends student understanding of functions to include polynomial, rational, and radical functions. This course will focus on five critical areas: (1) understanding structural similarities between the system of polynomials and the system of integers; (2) using the coordinate plane to extend trigonometry to model periodic phenomena; (3) mathematical modeling by choosing appropriate functions to model situations; (4) investigating probability distributions; (5) computing and interpreting advanced probabilities including probabilities for compound events, mutually exclusive events, independent events, and conditional probability. Students will be expected to demonstrate the Eight Standards of Mathematical Practice throughout this course.

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

### **ADVANCED PLACEMENT COMPUTER SCIENCE PRINCIPLES**

3094

Grades 10-12

1 credit

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

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

**ADVANCED PLACEMENT COMPUTER SCIENCE**

3056

Grades 10-12

1 credit

This course is a more in-depth study of computer science, specifically the technical aspects of computing which include programming and algorithm design, computer system organization and operation, and data representation and information organization. In this course, the primary language used in advancing student's understanding of the application of computational thinking to real-world problems is Java.

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

**ADVANCED PLACEMENT STATISTICS**

3038

Grades 10-12

1 credit

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

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

**HONORS STATISTICS AND PROBABILITY**

3025

Grades 10-12

1 credit

Statistics and Probability is the study of the various ways of analyzing and displaying data. This course will study such topics as mode, median, and mean; random samples and probability; binomial and normal distributions; estimating with large and small samples; and using chi square distributions.

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

**HONORS TRIGONOMETRY/PRECALCULUS**

3045

Grades 10-12

1 credit

This course offers topics that are an extension of algebra and trigonometry. Students will apply their skills to concepts such as trigonometric identities, applications, inverse functions, conics, inverse composition of functions, logarithms, and some introductory calculus.

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

**ADVANCED PLACEMENT CALCULUS I**

3043

Grades 11-12

1 credit

This college-level course is divided into two major categories: differential calculus and integral calculus. It emphasizes the study of the derivative and integral and their applications. The course also includes a study of the following topics: rate of change of a function, derivatives of algebraic and transcendental functions, methods of integration, areas and volumes. It is recommended that students in this course take the AP Exam when it is offered in May.

**Prerequisite:** C or better in Trigonometry/PreCalculus

**ADVANCED PLACEMENT CALCULUS II**

3046

Grade 12

1 credit

This course is considerably more extensive than AP Calculus I. Additional topics covered include rigorous definitions, vector functions, parametrically defined curves, polar functions, convergence of sequences, and series. This course is designed to prepare students for the Advanced Placement BC examination. It is recommended that students in this course take the AP Exam when it is offered in May.

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

**BUSINESS MATHEMATICS**

3016

Grades 11-12

1 credit

Business mathematics helps students develop competency in mathematics for business and personal finance. The course

focuses on earning, spending, and managing money. Some of the topics covered include averaging, sales discounts, profits, banking services, interest rates, finance charges, installment purchases, loans, income taxes, and insurance. This course is not designed to meet the senior requirement for math and should not be taken senior year alone.

### **HONORS ALGEBRAIC APPLICATIONS**

3015                      Grades 11-12                      1 credit

Honors financial literacy engages students with real-world financial applications with mathematical rigor. During the course, students will be able to utilize core algebra skills such as linear equations, systems of equations and exponential functions which will be paired with personal finance topics like budgeting, investing and paying for college. Students will be expected to demonstrate the Eight Standards of Mathematical Practice throughout this course.

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

### **TRANSITIONAL MATHEMATICS**

3039                      Grade 12                      1 credit

This course is designed to increase College and Career Readiness in mathematics for students during their senior year. The content of this course combines an analysis of Intermediate Algebra course syllabi from public community colleges and the mathematical skills prominent on college placement tests. The course addresses content from Algebra 1 and Algebra 2 including linear, quadratic and exponential functions, and operations with polynomial, rational and radical expressions. School districts across the state are required to provide instructional opportunities like this course for students not deemed College and Career Ready by the end of their sophomore year. This course represents one of the options for coursework from the chart on page 10 for students not deemed College and Career Ready. May be taken during fourth year in high school for a math credit.

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

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

2067                      Grades 10-12                      1/2 credit

### **WIN in MATHEMATICS SUPPORT**

3010                      Grade 9                      1 credit

This course is designed to build algebra competence using best practices for striving students who need additional support in order to be successful on the Algebra I standardized assessment and/or preparation for further mathematics courses. The content of this course will include pre-algebra topics such as integer operations, writing and evaluating expressions, equations and inequalities, graphing, and slope-intercept form of a linear equation.

**Prerequisite:** Performance data from 8th grade

### **WIN for Mathematics CCR**

3009                      Grade 9 - 11                      1/2 credit

This course is designed for students who need additional support in order to be successful on the Algebra I standardized assessment and become college and career ready. The content of this course will include algebra topics such as linear and exponential functions, quadratic functions, graphing features, equations and inequalities, and systems.

**Prerequisite:** Performance data from MCAP

## **I. Physical Education**

### **FITNESS FOR LIFE**

6012

Grade 9-12

1/2 credit

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

### **FITNESS THROUGH TEAM SPORTS**

6013

Grades 9-12

1/2 credit

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

### **FITNESS THROUGH WELLNESS ACTIVITIES**

6015

Grades 9-12

1/2 credit

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

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

6016

Grades 9-12

1/2 credit

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

**Prerequisite:** approval of instructor.



**J.****Science****Recommended Sequence of Courses**

Grade	Advanced College Prep	College/Tech Prep 4 + 4	Advanced Tech Prep 4 + 2	Occupational Prep (Job Entry)
9	Honors Biology 9	Honors Environmental Science	Honors Environmental Science Environmental Science	Environmental Science
10	Honors Chemistry	Honors Biology 10	Honors Biology 10 Biology 10	Biology
11	Honors Physics AP Environmental Science AP Physics I Honors Anatomy & Physiology	Physical Science Honors Chemistry Honors Physics Honors Anatomy & Physiology	Physical Science Honors Chemistry Honors Physics Honors Anatomy & Physiology	Physical Science Astronomy
12	AP Biology AP Chemistry AP Physics II Honors Anatomy & Physiology	AP Biology AP Chemistry AP Environmental Science AP Physics I Honors Anatomy & Physiology	AP Environmental Science AP Chemistry AP Biology AP Physics I Honors Anatomy & Physiology	

**Science****HONORS BIOLOGY 9**

3521

Grade 9

1 credit

This course is a study of life on earth. Major topics include molecular biology, cellular biology, genetics, evolution, and ecology (including relationships between the earth's living and physical systems). Science Practices are emphasized throughout the course through active student engagement in laboratory activities. Honors Biology 9 is an **accelerated Honors course** that is designed for students who wish to pursue advanced studies multiple in AP/Honors sciences. This course covers all topics that will be addressed on the Maryland Comprehensive Assessment in Science (MISA). Students enrolled in Honors Biology 9 must take the end of course LS MISA assessment which will account for 20% of the final grade and is required for high school graduation.

**Prerequisite:** C or higher in Integrated Science 8 EX (GATE)

### **HONORS BIOLOGY 10**

3522

Grade 10

1 credit

This course is for sophomores who have successfully completed Honors Environmental Science. Honors Biology 10 focuses on major content of life science including molecular and cellular biology, genetics, evolution, and the diversity and interactions of life on earth. Science Practices are emphasized throughout the course as students complete a variety of laboratory investigations. Building upon content from Honors Environmental Science (3514), Honors Biology 10 will prepare students for the Maryland Comprehensive Assessment in Science (MISA) and additional Honors and AP science courses. Students enrolled in Honors Biology 10 must take the end of course LS MISA assessment which will account for 20% of the final grade and is required for high school graduation.

**Prerequisite:** C or higher in Honors Environmental Science/Teacher recommendations

### **BIOLOGY**

3523

Grade 10

1 credit

The topics covered in this course parallel those of Honors Biology. The information is presented as a survey course with much less emphasis on detail. Major topics include cell biology, biochemistry, ecology, evolution, and genetics. Science Practices are emphasized throughout the course through active student engagement in laboratory activities. This course meets Maryland requirements for a Biology course, and in combination with Environmental Science (3513), will prepare students for the Maryland Comprehensive Assessment in Science (MISA). Students enrolled in Honors Biology 9 must take the end of course LS MISA assessment which will account for 20% of the final grade and is required for high school graduation.

**Prerequisite:** Successful completion of Environmental Science or Honors Environmental Science

### **HONORS CHEMISTRY**

3532

Grades 10-12

1 credit

Chemistry is a demanding course based on the physical and chemical characteristics of matter. Topics emphasized include atomic structure, the mole concept, chemical reactions and equations, physical properties of gases and liquids, energy changes, solution chemistry, chemical bonding, and molecular structure. Students should possess at least average problem-solving skills (mathematical).

**Prerequisite:** C average in Honors Biology and Algebra I or teacher recommendation

### **HONORS PHYSICS**

3541

Grades 10-12

1 credit

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

**Prerequisite:** C or better in Biology *or* Honors Biology and Algebra I

### **ADVANCED PLACEMENT PHYSICS I**

3544

Grades 11-12

1 credit

AP Physics 1 is the equivalent to a first-semester college course in algebra-based physics. The course covers Newtonian mechanics (including rotational dynamics and angular momentum); work, energy, and power; and mechanical waves and sound. It will also introduce electric circuits. Hands-on laboratory activities related to the above topics will focus on inquiry-based learning of essential concepts to create a greater understanding of physics principles. Students will develop the critical thinking and reasoning skills needed to be successful in future science courses. It is recommended that students in this course take the AP Exam when it is offered in May. Students who score a 3 or better on the Advanced Placement Physics I Exam may earn up to 4 college credits (varies by institution, consult school counselors & college admission offices for additional information).

**Prerequisite:** C or better in Biology *or* Honors Biology, Algebra I and Geometry or concurrent enrollment in Geometry

### **ADVANCED PLACEMENT PHYSICS II**

3545

Grades 11-12

1 credit

AP Physics 2 is the equivalent to a second-semester college course in algebra-based physics. The course covers fluid mechanics; thermodynamics; electricity and magnetism; optics; and atomic and nuclear physics. Hands-on laboratory activities related to the above topics will focus on inquiry-based learning of essential concepts to create a greater understanding of physics principles. Students will develop the critical thinking and reasoning skills needed to be

successful in future science courses. It is recommended that students in this course take the AP Exam when it is offered in May. Students who score a 3 or better on the Advanced Placement Biology Exam may earn up to 4 college credits (varies by institution, consult school counselors & college admission offices for additional information).

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

### **PHYSICAL SCIENCE**

3551                                      Grades 11-12                                      1 credit

The course introduces students to fundamental areas of chemistry and physics including atomic structure, chemical reactions, energy, and mechanics. Emphasis is placed on how these concepts relate to real-world situations and the workplace.

**Prerequisite:** Successful completion of Biology

### **ENVIRONMENTAL SCIENCE**

3513                                      Grade 9                                      1 credit

This course will provide a study of ecological concepts and environmental issues aligned to Maryland's environmental education requirement and the NGSS. Major topics include Geologic Structures and Processes, the Hydrosphere, the Atmosphere, the Biosphere, and Climate Change. Course content is interdisciplinary and will include aspects of life, earth, and physical sciences in a manner that is relevant to real world contexts.

**Prerequisite:** None

### **HONORS ENVIRONMENTAL SCIENCE**

3514                                      Grades 9                                      1 credit

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

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

### **HONORS ANATOMY & PHYSIOLOGY**

3553                                      Grades 11-12                                      1 credit

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

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

### **ASTRONOMY**

3552                                      Grade 11-12                                      1 credit

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

**Prerequisite:** None

### **ADVANCED PLACEMENT BIOLOGY**

3562                                      Grade 11-12                                      2 credits

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

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

### **ADVANCED PLACEMENT CHEMISTRY**

3563                                      Grade 11-12                                      2 credits

This course is designed to cover two semesters of general chemistry at the college level. Topics studied include

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

**Prerequisite:** C in Honors Chemistry, and Honors Algebra I. C or better in Algebra II or concurrent enrollment.

### **ADVANCED PLACEMENT ENVIRONMENTAL SCIENCE**

3564

Grades 11-12

1 credit

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

**Prerequisite:** C or better in at least two prior science courses or teacher recommendation.

**K.****Social Studies****Recommended Sequence of Courses**

Grade	Advanced College Prep	College/Tech Prep 4 + 4	Advanced Tech Prep 4 + 2	Occupational Prep (Job Entry)
9	AP United States History Honors United States History	AP United States History Honors United States History	Honors United States History United States History	United States History
10	AP Government & Politics Honors Foundations of American Government	AP Government & Politics Honors Foundations of American Government	Found. of Am. Gov't Honors Foundations of American Government	Foundations of Amer. Government
11	AP World History Honors World History AP United States History Honors US History	AP World History Honors World History AP United States History	World History Honors World History Honors US History US History	World History
12	AP Psychology Honors Psychology Honors Principles of Economics Honors Geography	AP Psychology Honors Economics Honors Geography Honors Psychology You and the Law	Honors Geography Honors Psychology Consumer Economics You and the Law	Consumer Economics You and the Law

**Social Studies****ADVANCED PLACEMENT WORLD HISTORY: MODERN**

2519

Grades 11-12

1 credit

In this course students investigate momentous events, individuals, developments, and processes from 1200 to the present. Students develop and use the same skills, practices, and methods employed by historians: analyzing primary and secondary sources; developing historical arguments; making historical connections; and utilizing reasoning about comparison, causation, and continuity and change over time. The course provides six themes that students explore throughout the course to make connections among historical developments in various times and places: humans and the environment, cultural developments and interactions, governance, economic systems, social interactions and organization, and technology and innovation.

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

### **HONORS WORLD HISTORY**

2515

Grade 11

1 credit

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

### **WORLD HISTORY**

2517

Grades 11

1 credit

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

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

2533

Grades 10-12

1 credit

AP U.S. Government and Politics provides a college-level, nonpartisan introduction to key political concepts, ideas, institutions, policies, interactions, roles, and behaviors that characterize the constitutional system and political culture of the United States. Students will study U.S. foundational documents, Supreme Court decisions, and other texts and visuals to gain an understanding of the relationships and interactions among political institutions, processes, and behaviors. They will also engage in disciplinary practices that require them to read and interpret data, make comparisons and applications, and develop evidence-based arguments. In addition, they will complete a political science research or applied civics project. AP U.S. Government and Politics is an introductory college-level course in U.S. government and politics. Students cultivate their understanding of U.S. government and politics through analysis of data and text-based sources as they explore topics like constitutionalism, liberty and order, civic participation in a representative democracy, competing policy-making interests, and methods of political analysis.

Students who have passed Foundations of American Government may earn additional credit by taking and passing this class.

**All students enrolled in American Government 10 for 2024-2025 must take the MCAP American Government End of Course assessment, that will account for 20% of the students' final grade in the course.**

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

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

2565

Grades 10-12

1 credit

This honors course is designed to meet the state of Maryland's graduation requirement as an American government credit. This course is the second of three social studies courses required by MSDE. It is taught at a level more challenging and rigorous than a regular course of study. This course places emphasis upon higher order thinking and writing skills as they relate to the American government. Principles and origins of American government are explored. Historical, economical, and geographical themes are also discussed as they relate to the origins of our American government and political system.

**All students enrolled in American Government 10 for 2024-2025 must take the MCAP American Government End of Course assessment, that will account for 20% of the students' final grade in the course.**

## **FOUNDATIONS OF AMERICAN GOVERNMENT**

2566

Grade 10

1 credit

This course is designed to meet the state of Maryland's graduation requirement as an American government credit and is one of the three social studies courses required by MSDE. This course focuses upon the basic structure and function of our nation's government. Historical, economical, and geographical themes are also discussed as they relate to the origins of our American government and political system.

**All students enrolled in American Government 10 for 2024-2025 must take the MCAP American Government End of Course assessment, that will account for 20% of the students' final grade in the course.**

## **HONORS UNITED STATES HISTORY**

2521

Grade 9

1 credit

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

## **UNITED STATES HISTORY**

2522

Grade 9

1 credit

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

## **HONORS SEMINAR FOR AP US HISTORY**

2537

Grade 9 only

1 credit

The Seminar is a foundational course that engages students in the skills and content of AP US History. While taught in the context of United States History, the Honors Seminar for AP US History and AP US History is a two-course sequence specifically for 9<sup>th</sup> graders who are enrolling in the AP US History course. The Honors Seminar for AP US History is offered in Semester 1, as the first course in the sequence, and AP US History offered in Semester 2. These courses introduce students to the academic rigor of the full complement of AP courses offered in WCPS. Students will continue to hone students' historical thinking and reasoning skills through the content. Students will use skills and methods employed by historians including:

- analyzing primary and secondary sources,
- developing, organizing, and analyzing historical arguments,
- comparing differing perspectives, and
- synthesizing information from multiple sources

This course will spend considerable time focusing on the students' ability to craft historical arguments.

## **ADVANCED PLACEMENT UNITED STATES HISTORY**

2538

Grades 9 or 11/12

1 credit

In AP U.S. History, students investigate remarkable events, individuals, developments, and processes in nine historical periods from approximately 1491 to the present. Students develop and use the same skills and methods employed by historians: analyzing primary and secondary sources; developing historical arguments; making historical connections; and utilizing reasoning about comparison, causation, and continuity and change. The course also provides eight themes that students explore throughout the course to make connections among historical developments in various times and places: American and national identity; work, exchange, and technology; geography and the environment; migration and settlement; politics and power; America in the world; American and regional culture; and

social structure.

Freshmen who wish to enroll in this course **must** also enroll in Honors Seminar for AP US History. There is no prerequisite for upperclassmen. AP United States History requires students to spend extratime reading, writing, and preparing for classroom discussions. It is recommended that students in this course take the AP Exam when it is offered in May.

## **L. Social Studies - Related Courses**

### **AP AFRICAN AMERICAN STUDIES (Taught at James M. Bennett High School Only)**

2540                                      Grades 11-12                                      1 credit

AP African American Studies is an interdisciplinary course that draws from a variety of fields—history, literature, the arts, geography, science, and law—to explore the vital contributions and experiences of African Americans.

In AP African American Studies, students explore key topics that extend from early African kingdoms to the ongoing challenges and achievements of the contemporary moment. Given the interdisciplinary character of African American Studies, students in the course will develop skills across multiple fields, with an emphasis on developing historical, literary, visual and data analysis skills. This course studies the diversity of Black communities in the United States within the broader context of Africa and the African diaspora.

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

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

### **ADVANCED PLACEMENT PSYCHOLOGY**

2549                                      Grades 10-12                                      1 credit

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

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

### **HONORS PSYCHOLOGY**

2546                                      Grades 10-12                                      1 credit

This course includes foundations of general psychology emphasizing social psychology and personality. Topics include growth and development, intelligence and learning, perception, the nervous system, emotions, behavioral disorders, death and dying, and stress management. Professional communication and documentation practices within a health care setting are also emphasized. Students who successfully complete this course may also choose to take and pass AP Psychology for additional credit.

### **HONORS PRINCIPLES OF ECONOMICS**

2543                                      Grades 11-12                                      1 credit

This course emphasizes both macroeconomic and microeconomic themes related to the American economic system. Basic factors highlighted include production, land, labor, and capital. Topics such as personal finance, business, and labor, and the role of government are also discussed, as well as money and banking.



**HONORS GEOGRAPHY**

2545

Grades 11-12

1 credit

This course begins with a series of intensive regional studies of the United States. World regions are studied in semester two as they relate to the United States. Land and water features, climate patterns, manufacturing, and trade patterns are also highlighted. Current events are also examined as students trace changes to the physical and political boundaries of countries in the world.

**CONSUMER ECONOMICS**

2544

Grades 11-12

1 credit

This course provides information necessary for students to become informed consumers. Budgeting, housing costs, transportation costs, income taxes, credit, insurance, and banking, and their practical applications are discussed. How mass media, such as newspapers, magazines, radio, and television, affect consumers is also an integral part of this course content.

**YOU AND THE LAW**

2548

Grades 11-12

1/2 credit

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

## **M. Technology Education**

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

### **FOUNDATIONS OF TECHNOLOGY**

5216

Grades 9-12

1 credit technology education

This course introduces students to understanding and applying technological concepts and processes that are the cornerstone for the high school technology program. Specific units of study include *Technological Inventions and Innovation*, *The Engineering Design Process*, *The Design World and Systems Theory*. Group and individual activities engage students in creating ideas, developing innovations, and engineering practical solutions. Technology content, resources, and laboratory/classroom activities apply student applications of science, mathematics, and other school subjects in authentic situations.

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

5212

Grades 9-12

1/2 credit technology education

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

### **A-TEX APPLIED TECHNOLOGY EXPLORATION I**

5213

Grade 9-10

1/2 credit technology education

A-TEX I is recommended for students who are interested in enrolling in a career and technology program at the Parkside High School. Standards within the Foundations of Technology will be integrated within this course. This course is scheduled in conjunction with level I CTE courses and gives students an opportunity to explore four career areas.

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

### **A-TEX APPLIED TECHNOLOGY EXPLORATION II**

5214

Grade 9-10

1/2 credit technology education

A-TEX II is scheduled after completion of A-TEX I. Standards within the Foundations of Technology will be integrated within this course. This course introduces students to careers in one of the following fields: auto technology, business, carpentry, early childhood education, collision repair, computer repair and networking, criminal justice, culinary arts, electricity, heating and air conditioning, high performance manufacturing, horticulture, masonry, and welding. Students attend the program at Parkside High School.

**Prerequisite:** Successful completion of ATEX I

### **FOUNDATIONS OF COMPUTER SCIENCE**

3092

Grades 9-12

1 credit

This course, (based on CSTA: *Exploring Computer Science*), is designed to introduce students to the breadth of the field of computer science through an exploration of engaging and accessible topics. Rather than focusing the entire course on learning particular software tools or programming languages, the course is designed to focus the conceptual ideas of computing and help students understand why certain tools or languages might be utilized to solve particular problems. This course includes a broad range of topics in computing, including robotics; programming in several languages such as Processing and Java; and cyber security.

**Prerequisite:** C average or better in Math 8, Honors Algebra I or Algebra I

**AP COMPUTER SCIENCE PRINCIPLES**

3094

Grades 10-12

1 credit

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

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

**HONORS INTRODUCTION TO ENGINEERING DESIGN (IED)**

7101

Grade 9

1 credit

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

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

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

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

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

## **N. Advanced Technology Programs**

### **Approved as a CTE Completer Program – December 2023**

**2025 graduates must complete the Advanced Technology III capstone course to become a CTE completer**

#### **ADVANCED TECHNOLOGY I - Based on ITEA - ADVANCED DESIGN APPLICATIONS**

5230

Grades 10-12

1 credit towards CTE Completer Program

This course introduces students to the requisite skill sets needed in fields of advanced technology education, engineering, and manufacturing. Students will develop a general set of skills that are necessary for careers in engineering and manufacturing technician work, and other related industries. Course content will begin preparing students with core concepts related to the industry-based credential they are working towards. Course content will be delivered through a series of hands-on activities, engineering design problems, and innovative design challenges that apply technology, science, and mathematics concepts and skills.

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

#### **ADVANCED TECHNOLOGY II - Based on ITEA - TECHNOLOGICAL DESIGN**

5231

Grades 10-12

1 credit towards CTE Completer Program

Advanced Technology II: Intermediate builds on the foundational skill sets developed in the first course of this program. Students will research, develop, test, and analyze engineering designs using criteria such as design effectiveness, public safety, human factors, and ethics. This course provides an essential experience for students who are interested in technology, innovation, design, engineering, and other related industries. Building on their foundational skills, students will gain a deeper understanding of concepts necessary for successful acquisition of the desired industry-based certification. This course will employ teaching/learning strategies that enable students to explore and deepen their understanding of “big ideas” regarding technology and makes use of a variety of assessment instruments to reveal the extent of understanding. Students will continue hone their skills in using mathematics and science concepts and applications to make informed decisions. Students will develop a set of technical skills that will lead to successful entry into the workplace as an engineering or manufacturing technician.

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

#### **ADVANCED TECHNOLOGY III – Based on ITEA – EDD (CAPSTONE)**

5232

Grades 10-12

1 credit towards CTE Completer Program

This capstone course will finalize the technical skill set necessary for successful completion of the desired industry-based examination. The course is standards-based, with engineering-related curricula designed for upper-level high school students. Students will acquire an engineering and technical base that prepares them for entry into the workforce as a technician or skilled generalist, or to continue studies at a local community college. Students will select, evaluate, and use diverse data to make informed decisions about their design or solution and communicate their analysis and solution to diverse audiences, while using a variety of platforms and materials.

Prerequisite: Successful completion of courses 5230 and 5231

OnShape, AutoDesk, or SolidWorks Certification will be offered as the end of program assessment.

O.

## State Approved Career Technology Programs

### Required Courses for CTE Programs at Parkside High School

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

	<b><u>Teacher Academy of Maryland</u></b>
7095	Teaching as a Profession
7096	Human Growth and Development Through Adolescence
7097	Curriculum and Instruction
7098	Education Academy Internship

## P. Career and Technology Education

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

### Articulated and Transcribed Credit Opportunities

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

## Career and Technology Education

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

### **APPRENTICESHIP RELATED INSTRUCTION**

7401                                      Grade 11-12                                      1 credit

Students are required to complete one year of related classroom instruction. The classroom instruction can be offered prior to or simultaneously with the work-based learning experience. The school systems Youth Apprenticeship Coordinator and designees are responsible for ensuring that this is reflected on the student's schedule and that credit is earned towards high school graduation. In addition, the related classroom instruction must assist the student in meeting the goals outlined in the student training plan. The Youth Apprenticeship Coordinator and/or designees must collaborate with the classroom instructors and the Eligible Employer to coordinate the design of a realistic training plan that meets the needs of the Eligible Employer and the capacity of the classroom instructor and school district. The overarching goals of the related classroom instruction to the apprenticeship are to:

- \* Determine the related instruction options that are available and appropriate for each youth apprentice;
- \* Introduce the student to the information needed to be successful and perform the duties necessary on the job.
- \* Personalize the learning process for students by integrating information from their classroom instruction with information learned at the worksite.
- \* Supporting the Training Plan created by the employer for each youth apprentice;
- \* Develop a Student Rating form for each youth apprentice to ensure that all graduation requirements will be met;
- \* Integrate the Apprenticeship Maryland program into the student's overall educational program; and
- \* Provide related instruction that assists the student in meeting the goals of the student training plan.

### **APPRENTICESHIP WORK-BASED LEARNING (WBL) EXPERIENCE I**

7402                                      Grade 11-12                                      1 credit

The first part of a work-based learning experience which takes place at a worksite and must be a paid experience (at least minimum wage). All three parts 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.

The Apprenticeship experience focuses on the student's interests in manufacturing and STEM-related pathways documented through various types of career-related assessments and also based on Maryland's career clusters/pathways and employer demand. Local School Systems will be responsible for documenting the student's progress by providing a rubric for the student work plan to measure academic, technical, and workplace readiness. The rubric will measure the student's level of performance for each duty and task indicated. Continuous supervision and regular communication among the student, employer, and WBL coordinator will provide the student with feedback and evaluation results from their WBL placements. In addition, the student will formulate a process for reflection and evaluation of their own skill development.

The student's final portfolio will document proficiency in academic, technical, and workplace readiness skills as indicated in the student WBL plan. A copy of the employer's assessment as well as documentation from the WBL coordinator shall be included.



Every Career Cluster has been assigned an Apprenticeship SCED code. If the student is currently in a CTE Program of Study but is participating in an apprenticeship work-based learning experience, then use the SCED code that is assigned to the appropriate Career Cluster in which the student is enrolled.

### **APPRENTICESHIP WORK-BASED LEARNING (WBL) EXPERIENCE II**

7403

Grade 11-12

1 credit

The second part of a work-based learning experience which takes place at a worksite and must be a paid experience (at least minimum wage). All three parts 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.

The Apprenticeship experience focuses on the student's interests in manufacturing and STEM-related pathways documented through various types of career-related assessments and also based on Maryland's career clusters/pathways and employer demand. Local School Systems will be responsible for documenting the student's progress by providing a rubric for the student work plan to measure academic, technical, and workplace readiness. The rubric will measure the student's level of performance for each duty and task indicated. Continuous supervision and regular communication among the student, employer, and WBL coordinator will provide the student with feedback and evaluation results from their WBL placements. In addition, the student will formulate a process for reflection and evaluation of their own skill development.

The student's final portfolio will document proficiency in academic, technical, and workplace readiness skills as indicated in the student WBL plan. A copy of the employer's assessment as well as documentation from the WBL coordinator shall be included.

Every Career Cluster has been assigned an Apprenticeship SCED code. If the student is currently in a CTE Program of Study but is participating in an apprenticeship work-based learning experience, then use the SCED code that is assigned to the appropriate Career Cluster in which the student is enrolled.

### **APPRENTICESHIP WORK-BASED LEARNING (WBL) EXPERIENCE III**

7404

Grade 11-12

1 credit

The third part of a work-based learning experience which takes place at a worksite and must be a paid experience (at least minimum wage). All three parts 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.

The Apprenticeship experience focuses on the student's interests in manufacturing and STEM-related pathways documented through various types of career-related assessments and also based on Maryland's career clusters/pathways and employer demand. Local School Systems will be responsible for documenting the student's progress by providing a rubric for the student work plan to measure academic, technical, and workplace readiness. The rubric will measure the student's level of performance for each duty and task indicated. Continuous supervision and regular communication among the student, employer, and WBL coordinator will provide the student with feedback and evaluation results from their WBL placements. In addition, the student will formulate a process for reflection and evaluation of their own skill development.

The student's final portfolio will document proficiency in academic, technical, and workplace readiness skills as indicated in the student WBL plan. A copy of the employer's assessment as well as documentation from the WBL coordinator shall be included.

Every Career Cluster has been assigned an Apprenticeship SCED code. If the student is currently in a CTE Program of Study but is participating in an apprenticeship work-based learning experience, then use the SCED code that is assigned to the appropriate Career Cluster in which the student is enrolled.

**AUTOMOTIVE TECHNOLOGY I**

7015                      Grade 10-11

2 credits

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

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

**AUTOMOTIVE TECHNOLOGY II**

7016                      Grade 11-12

3 credits

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

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

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

**CARPENTRY I**

7021                      Grade 10-11

2 credits

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

**CARPENTRY II**

7022                      Grade 11-12

3 credits

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

**Prerequisite:** Successful completion of Carpentry I

**COLLISION REPAIR I**

7011                      Grade 10-11

2 credits

Students learn auto body construction and develop skills in the use of hand and power tools of the trade. Repair and alignment of frame and unibody vehicles, welding, fiberglass and plastic repair, metal finishing, and painting are taught. The reading of technical manuals, estimating job costs, customer relations, and shop tool maintenance are

important aspects of the course. The course includes both classroom and shop activity and requires homework. Participation in Skills USA is encouraged. Purchase of a basic tool kit is required. Students will earn Inter-Industry Conference on Auto Collision Repair (ICAR) credits. ICAR will serve as the technical assessment measure for students enrolled in this program of study.

### **COLLISION REPAIR II**

7012                                      Grade 11-12                                      3 credits

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

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

### **CISCO NETWORKING ACADEMY I**

7033                                      Grade 10-11                                      2 credits

This Course covers the fundamentals of computer and mobile device hardware and software, and advanced concepts such as security, networking, and the responsibilities of an IT professional. Students who complete this course will be able to describe the internal components of a computer, assemble a computer system, install operating systems, and troubleshoot them using software tools and diagnostics. Students will also be able to connect to the Internet and share resources in a networked environment. New topics in this version include scripting basics, using remote access technologies, IoT device configuration and communication types, documentation and change management best practices, and disaster prevention and recovery methods. Expanded topics include virtualization, cloud computing, and security.

- Select the appropriate computer components to build, repair, or upgrade personal computers.
- Install and configure components to build, repair, or upgrade personal computers.
- Perform troubleshooting on personal computers.
- Explain how computers communicate on a network.
- Configure devices to communicate on a network.
- Explain how to troubleshoot laptops and other mobile devices.
- Install a printer to meet requirements.
- Describe virtualization and cloud computing.
- Install Windows operating systems.
- Perform management and maintenance of Windows operating systems.
- Explain how to configure, secure, and troubleshoot mobile, MacOS, and Linux operating systems.
- Implement basic host, data, and network security.
- Explain the roles and responsibilities of the IT Professional

### **CISCO NETWORKING ACADEMY II**

7034                                      Grade 11-12                                      3 credits

CCNA Routing and Switching includes the following features:

- Students learn the basics of routing, switching, and advanced technologies to prepare for the Cisco CCNA certification exams, networking related degree programs, and entry-level networking careers.
- The language used to describe networking concepts is designed to be easily understood by learners at all levels and embedded interactive activities help reinforce comprehension.
- Courses emphasize critical thinking, problem solving, collaboration, and the practical application of skills.
- Multimedia learning tools, including videos, games, and quizzes, address a variety of learning styles and help stimulate learning and promote increased knowledge retention.

- Hands-on labs and Cisco® Packet Tracer simulation-based learning activities help students develop critical thinking and complex problem-solving skills.
- Embedded assessments provide immediate feedback to support the evaluation of knowledge and acquired skills.
- 

Participation in Skills USA is encouraged.

Prerequisite: Successful completion of

\*Students completing this program may receive advanced standing and 3 credits in CMP 115 and 3 credits in CMP 150 at Wor-Wic Community College.

## **PRINCIPLES AND PRACTICE OF COSMETOLOGY**

7025

4 credits

This course provides an introduction to the field of cosmetology. Students develop and practice basic skills in cosmetology, develop a broad understanding of the variety of career options available to a licensed cosmetologist, and learn how science and math is a fundamental aspect of the practice of cosmetology. Participation in Skills USA is encouraged. This course provides 390 of the 1500 hours required to take the Maryland State Cosmetology Examination. Students are required to take the Maryland State Cosmetology Exam in their senior year to complete the program and become a CTE completer. Uniforms and clinical shoes are required. A cosmetology kit deposit is required.

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

7026

3 credits

1 credit - Physical Science

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

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

## **HONORS MASTERY OF COSMETOLOGY**

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

7027

4 credits

This course provides students the opportunity to further refine and apply skills that support all aspects of the cosmetology industry. It will assist in preparing students to obtain employment and advancement in the field of cosmetology upon passing the State Board of Cosmetologists' licensing examination. Participation in Skills USA is encouraged. This course provides 590 of the 1500 hours required to take the Maryland State Cosmetology Examination. Uniforms and clinical shoes are required. Returning students are required to have a cosmetology kit. Students are required to take the Maryland State Cosmetology Exam in their senior year to complete the program and become a CTE completer. Students are responsible for the cost of the Maryland State Cosmetology examination.

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

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

### **CRIMINAL JUSTICE I**

7085

Grade 10-11

2 credits

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

### **CRIMINAL JUSTICE II**

7087

Grade 11-12

3 credits

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

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

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

### **CULINARY ARTS I**

7045

Grade 10-11

2 credits

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

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

### **CULINARY ARTS II**

7046

Grade 11-12

3 credits

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

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

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

### **CAREER RESEARCH AND DEVELOPMENT**

7517

**OFFERED ONLY IN SUMMER**

1 credit

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

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

### **CAREER DEVELOPMENT, PREPARATION AND TRANSITION**

7518

**OFFERED ONLY IN SUMMER**

1 credit

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

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

### **WORK-BASED LEARNING EXPERIENCE**

7527

1 credit

The work-based learning experience takes place at the worksite, includes a minimum of 135 hours, and may be paid or unpaid. This experience is directed by the WBL agreement and plan developed by the student, WBL coordinator, and employer. The WBL plan identifies the appropriate competencies, duties, and tasks in academic, technical, and workplace readiness areas that apply directly to students' goals for a specific work-related placement.

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

7528

2 credits

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' goals for a specific work-related placement.

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

7529

3 credits

The work-based learning experience takes place at the worksite, includes a minimum of 405 hours, and may be paid or unpaid. This experience is directed by the WBL agreement and plan developed by the student, WBL coordinator, and employer. The WBL plan identifies the appropriate competencies, duties, and tasks in academic, technical, and workplace readiness areas that apply directly to students' goals for a specific work-related placement.

Students participate in developing their WBL plan with assistance from a WBL teacher and workplace mentor. The WBL plan is focused on students' interests, documented through career interest inventories and also based on Maryland's career clusters/pathways and employer demand. Local school systems (LSS) will be responsible for

documenting students' progress by providing a rubric for the WBL plan to measure academic, technical, and workplace readiness. The rubric will measure students' level of performance for each duty and task indicated. Continuous communication among the students, employers, and the WBL teachers will provide students with feedback and evaluation results from their WBL placements.

### **CHILDCARE DEVELOPMENT ASSOCIATE I**

7081

Grade 10-11

3 credits

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

### **CHILDCARE DEVELOPMENT ASSOCIATE II**

7083

Grade 11-12

3 credits

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

**Prerequisite:** Successful completion of Childcare Development Associate I

Students completing Childcare Development Associate I & II meet the 90 clock hours of approved training required by COMAR .07.04.02.20 V (3), General Requirements for Directors and COMAR .07.04.02.24 A(l)(c), Requirements for Senior Staff in Preschool Centers.

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

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

### **ELECTRICITY I**

7035

Grade 10-11

2 credits

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

### **ELECTRICITY II**

7036

Grade 11-12

3 credits

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

**Prerequisite:** Successful completion of Electricity I

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

**FIRE FIGHTER / EMERGENCY MEDICAL TECHNICIAN**

7090

Grade 10-12

4 credits

The FF/EMT Training Program is offered through a cooperative agreement between Wicomico County Public Schools and the Maryland Fire and Rescue Institute. The program is designed to provide training opportunities for students interested in the career paths of firefighter and/or emergency medical technician. Students are required to maintain membership in their local fire company, be 16 years of age at start of school year and gain 60 participation points for fire company activities while enrolled in this program. In addition, all students must have a physician's approval before enrolling in the program. At the conclusion of the course students will have received instruction in MFRI courses for Fire Fighter I, EMT-Basic, Hazardous Materials Handling, and Emergency Response to Terrorism and Rescue Technician areas. Students will be required to wear proper attire and/or purchase suitable clothing.

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

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

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

7023

Grade 10-11

2 credits

Students learn basic theories related to refrigeration, electricity, and magnetism. Cutting and bending of copper tubing, soldering, and silver brazing are taught. Students learn to read and interpret schematic drawings and wiring diagrams. Preventive maintenance, troubleshooting, and repair of air conditioners and heat pumps are also stressed. The course includes both classroom and shop activity and requires homework. Participation in Skills USA is encouraged. Students will have the opportunity to apply for their Maryland Apprenticeship License from the Department of Labor, Licensing and Regulation. Students will be required to complete National Center for Construction Education and Research end of module assessments.

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

7024

Grade 11-12

3 credits

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

**Prerequisite:** Successful completion of HVAC I

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

**HIGH PERFORMANCE MANUFACTURING I**

7067

Grade 10-11

2 credits

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

**HIGH PERFORMANCE MANUFACTURING II**

7068

Grade 11-12

3 credits

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



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

### **HORTICULTURE PRODUCTION MANAGEMENT I**

7013                      Grade 10-11                      2 credits

This course deals with the horticultural areas of greenhouse management, crop production, and landscape design and maintenance. Students grow garden mums, geraniums, flowering cabbage/kale, poinsettias, and a variety of bedding plants in a greenhouse/garden center setting. The propagation and production of nursery stock and turfgrass management, principles of landscaping design, safe operation, and maintenance of landscaping equipment are also included in the course. Computers are used in the classroom and garden center.

### **HORTICULTURE PRODUCTION MANAGEMENT II**

7014                      Grade 11-12                      3 credits

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

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

### **LEADERSHIP EDUCATION TRAINING I (Taught at Wicomico High School Only)**

7590                      Grades 9-12                      1 credit

Designed to teach high school students the value of citizenship, leadership, service to the community, personal responsibility, and sense of accomplishment, while instilling in them self-esteem, teamwork, wellness and self-discipline, the focus is reflected in its mission statement, “*To motivate young people to be better citizens.*” Students will acquire a personal understanding of the mental, physical, and emotional discipline needed for a healthy lifestyle. It prepares high school students for responsible leadership roles while making them aware of their rights, responsibilities, and privileges as American citizens. Completion of Leadership Education Training 1 satisfies the required physical education half credit beyond Fitness for Life.

### **LEADERSHIP EDUCATION TRAINING II (Taught at Wicomico High School only)**

7591                      Grades 10 -12                      1 credit

Cadets continue to improve their skills necessary to be a successful cadet leader in JROTC, school, and community. Cadets move into actual leadership positions within the class organization and start to apply their knowledge as first level supervisors and leaders working with junior cadets. Cadets are presented the second level of Leadership Education and Training which is designed to apply the values of citizenship, leadership/management, service to school and community, demonstrate self-discipline and responsibility as a leader to others, and promote self-esteem through academic and professional achievement. The emphasis of the second year is to apply the theory and practice of leadership as a junior leader within the Corps of Cadets. Cadets are in charge of and responsible for from 3-6 junior cadets and assist the instructor in developing their followers. Cadets continue to participate in a variety of extracurricular activities.

### **LEADERSHIP EDUCATION TRAINING III (Taught at Wicomico High School only)**

7592                      Grades 10 -12                      1 credit

Cadets move into the application phase of their leadership training and apply their overall leadership skills as active leaders, teachers, and mentors in JROTC. Cadets act in mid-level platoon and company leadership positions, and actively lead, teach, and guide their junior cadets in navigating the curriculum. Cadets are presented with the third level of Leadership Education and Training (LET-3) which is designed to learn and apply command and staff principles, leadership strategies, leading others, career planning, financial planning, and critical thinking citizenship skills. The emphasis of the third year is to further apply the theory and practice of leadership as a mid-level leader within the Corps. Cadets are personally responsible for 15-30 cadets (LET-1/2) and assist the instructor in developing their followers.

**Prerequisite:** Highly successful completion of Leadership II (7591) with a grade of B or higher, or with Senior Army Instructor approval.

**LEADERSHIP EDUCATION TRAINING IV (Taught at Wicomico High School only)**

7593                                      Grade 12                                      1 credit

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

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

**MASONRY I**

7051                                      Grade 10-11                                      2 credits

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

**MASONRY II**

7052                                      Grade 11-12                                      3 credits

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

**Prerequisite:** Successful completion of Masonry I

**NURSING ASSISTANT**

7060                                      Grade 12                                      3 credits

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

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

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

\*Beginning in 2018-19 students must pay for fingerprinting fees for criminal background check, drug testing, and immunizations, including the flu shot and COVID-19 (if required by the host facility where clinicals will take place) before beginning the clinical portion of the course within community healthcare facilities.

## PROJECT LEAD THE WAY (PTLW)

### PRINCIPLES OF ENGINEERING (POE)

7100

Grade 10

1 credit

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

This foundation course provides an overview of engineering and engineering technology. Students develop problem-solving skills by tackling real-world engineering problems. Through theory and practical hands-on experiences, students address the emerging social and political consequences of technological change. Students are expected to:

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

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

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

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

7101

Grade 9

1 credit

**DIGITAL ELECTRONICS (DE)**

7102

Grade 10-11

1 credit

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

This foundation course introduces students to applied digital logic, a key element of careers in engineering and engineering technology. This course explores the smart circuits found in watches, calculators, video games and computers. Students use industry-standard computer software in testing and analyzing digital circuitry. They design circuits to solve problems, export their designs to a printed circuit auto-routing program that generates printed circuit boards, and use appropriate components to build their designs. Students use mathematics and science in solving real-world engineering problems. Students are expected to:

- Understand the principles of and laws of electronics and electrical theory (*Fundamentals*).
- Apply binary and hexadecimal number systems to design and construct digital circuits (*Number Systems*).
- Use gates to control logic levels (*Gates*).
- Understand how Boolean algebra is applied to digital systems (*Boolean Algebra*).
- Interconnect gates to form combinational logic circuits (*Combinational Logic Circuit Design*).
- Understand that MSI chips perform mathematical operations on binary numbers and use discrete gates or MSI chips to design, test and build adder circuits (*Adding*).
- Use flip-flops in elementary memory storage and frequency division (*Flip-Flops*).
- Classify by input and output the four types of shift registers (*Shift Registers and Counters*).
- Classify the families of logic devices and explain the specifications of each family (*Families and Specifications*).
- Explain the basic elements of a microprocessor and understand how microprocessors are turned into microcomputers (*Microprocessors*); and
- Select and solve a digital electronics problem using computer simulation software and appropriate parts. Prepare a presentation and write a summarizing report. (Capstone Project)

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

**CIVIL ENGINEERING AND ARCHITECTURE (CEA) (NEW)**

7103

Grade 11-12

1 credit

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

This pathway course provides an overview of the fields of Civil Engineering and Architecture, while emphasizing the interrelationship and dependence of both fields on each other. Students use state of the art software to solve real world problems and communicate solutions to hands-on projects and activities. Students are expected to:

- Understand the history, influence and impact of engineering and architecture; the relationship of civil engineering and architecture; and the responsibilities of both fields, including ethics and values (*The Roles of Civil Engineers and Architects*).
- Solve a design problem that will introduce them to basic elements of design and software use (*Introduction to Projects*).
- Work in teams to apply the concepts (Site Discovery, Regulations, and a Generic Viability Analysis) of project planning (*Project Planning*).
- Explain the basic concepts of site planning including:
  - Descriptions of Property,
  - Site Plan Requirements,
  - Site Plan Layouts,
  - Public Ingress and Egress,
  - Site Grading,
  - Utilities,
  - Landscaping, and
  - Water Supply and Wastewater Management

- Using related software, students explore the application of those concepts (*Site Planning*).
- Recognize the many aspects of design and understand the responsibilities of the architect along with the related skills that are necessary to appropriately design a structure that will function as intended and be acceptable to the client's needs and wants (*Architecture*).
- Understand the basics of structural engineering. Apply structural data to formulas and tables, perform calculations, and add the results in the form of structural details, to the prints (*Structural Engineering*).
- Prepare presentations and have peer reviews of team and individual work (*Project Documentation and Presentation*).

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

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

7105

Grade 11-12

1 credit

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

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

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

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

**AEROSPACE ENGINEERING (AE)**

7104 Grade 11-12

1 credit

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

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

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

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

**BIOTECHNICAL ENGINEERING (BE)**

7107 Grade 11-12

1 credit

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

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

**ENGINEERING DESIGN AND DEVELOPMENT (EDD)**

7106 Grade 11-12

2 credits

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

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

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

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

7110

Grade 9-10

1 credit

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

- Understand career options and requirements for entry into the field of Arts, Media and Communication.
- Demonstrate corporate/business communication and technical writing required in the field.
- Demonstrate media literacy skills as well as an understanding of ethics and security related to the field.
- Understand the changing nature of the industry and learn to adapt to the changes (e.g. social media).
- Demonstrate organization and file management.
- Demonstrate the fundamentals of project management.
- Work in teams to complete a project.
- Give and accept constructive criticism.
- Communicate messages (e.g. narration/storytelling) in work; and
- Work with criteria and constraints to complete a project.

**Graphic Design**

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

**Digital Media**

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

**Interactive Media**

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

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

7111

Grade 10-11

1 credit

In this course, students' learning will focus on three pathway areas: *Graphic Design, Digital Media, and Interactive Media*. Emphasis will be placed on group project development, and individual portfolio development. Upon successful completion of this course, students will gain a foundational working knowledge of:

**Graphic Design**

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

**Digital Media**

- Create cross-platform interactive media products incorporating text, graphics, animation, video, scripted interaction, and sound.
- Apply team concepts to the development of interactive media.
- Design and use storyboards for the layout and implementation of interactive media projects.

- Create and integrate interactive multimedia assets into screen-based applications.
- Develop graphical user interface components; and
- Apply ethical practices concerning copyright, usability, and accessibility to the development of interactive media products.

#### Interactive Media

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

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

7112

Grade 11-12

1 credit

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

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

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

7113

Grade 11-12

1 credit

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



## **TEACHER ACADEMY OF MARYLAND CTE POS**

### **TEACHING AS A PROFESSION**

7095                      Grade 9-10

1 credit

This course focuses on the profession of teaching – its history, purposes, issues, ethics, laws and regulations, roles, and qualifications. Emphasis is placed on identifying the current, historical, philosophical and social perspectives of American education, including trends and issues. Students will explore major approaches to human learning.

Students will participate in guided observations and field experiences in multiple settings to help them assess their personal interest in pursuing careers in this field and to identify effective learning environments. Students will continue to develop the components of a working portfolio to be assembled upon completion of the internship.

### **HUMAN GROWTH AND DEVELOPMENT**

7096                      Grade 10

1 credit

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

### **CURRICULUM AND INSTRUCTION**

7097                      Grade 11-12

1 credit

This course explores curriculum delivery models in response to the developmental needs of all children. Emphasis is placed on the development of varied instructional materials and activities to promote learning, classroom management strategies, and a supportive classroom environment. Students will explore basic theories of motivation that increase learning. Students will participate in guided observations and field experiences to critique classroom lessons in preparation for developing and implementing their own. Students will continue to develop the components of a working portfolio to be assembled upon completion of the internship.

### **EDUCATION ACADEMY INTERNSHIP**

7098                      Grade 11-12

1 credit

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

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

Students will:

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

11. Assemble and present for a juried review a working portfolio that includes reflections on their developing schema of the teaching profession.

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

### **WELDING I**

7075

Grade 10-11

2 credits

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

### **WELDING II**

7076

Grade 11-12

3 credits

Welding II is a continuation of areas covered in Welding I in more depth. Students develop skills in brazing and learn techniques and procedures for metallic inert gas (MIG), tungsten inert gas (TIG) welding, and plasma arc cutting. Students are taught blueprint reading and develop skill in project design and production, including cutting, fabrication, and assembly. Students take part in a job-orientation program. Students recommended by their instructor may be eligible for placement in an on-the-job training program with a local employer during the second semester. The course includes both classroom and shop activity and requires homework. Students must successfully complete a vertical certification plate to complete the course. Participation in Skills USA is encouraged.

Students completing this program will meet the requirements for the American Welding Society's "Entry Level" Welders Certificate.

## **Q. Health Occupations**

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

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

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

## Year One

### **INTRODUCTION TO HEALTH OCCUPATIONS**

7058                      Grade 10-11                      1 credit

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

### **HONORS PSYCHOLOGY**

2542                      Grade 10-11                      1 credit

Foundations of general psychology with an emphasis on social psychology and personality are included within this course. Topics covered include growth and development, intelligence and learning, perception, the nervous system, emotions, behavioral disorders, death and dying, and stress management. Professional communication and documentation practices within a health care setting are also emphasized.

### **CLINICAL AFFILIATION I**

7056                      Grade 10-11                      1 credit

Clinical affiliation provides an opportunity for the student interested in health/medical related careers to work with health care professionals at Tidal Health Medical Center and local nursing homes. Approximately 40 hours of patient care is scheduled outside the classroom and laboratory. In order for students to participate in the clinical affiliation course all students must complete a criminal background check, drug screening, and proof of multiple vaccinations including COVID-19 (if required by the host facility where clinicals will take place) as required by cooperating clinical sites. All documentation for the criminal background check, drug screening, and required vaccinations is due in the Parkside CTE office no later than August 15<sup>th</sup> prior to the start of the school year. Students will receive more detailed information regarding from the health occupations teachers. Students will be responsible for all costs associated for criminal background checks, drug screening, and vaccinations. All three courses in Level I should be satisfactorily completed in order to progress to Level II.

## Year Two

### **HONORS HEALTH OCCUPATIONS II**

7059                      Grade 11-12                      1 credit

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

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

3554                      Grade 11-12                      1 Elective Science credit

This course deals with the structure and function of the human body, including cellular biology and histology. Also included is a detailed study of healthy and diseased body systems.

### **HONORS CLINICAL AFFILIATION II**

7057                      Grade 11-12                      1 credit

Clinical Affiliation II provides the student with in-depth experiences at many local health-care agencies. Students participate in experiences designed to meet their individual career interests. In order for students to participate in the clinical affiliation course all students must complete a criminal background check, drug screening, and proof of multiple vaccinations to include COVID-19 (if required by the host facility where clinicals will take place) as required by cooperating clinical sites. All documentation for the criminal background check, drug screening, and required vaccinations is due in the Parkside CTE office no later than August 15<sup>th</sup> prior to the start of the school year. Students will receive more detailed information regarding from the health occupations teachers. Students will be responsible for all costs associated for criminal background checks, drug screening, and vaccinations. Clinical sites may include PRMC, long-term care facilities, medical labs, physical therapy, occupational therapy, dental offices and labs, EMT,

special education, speech/hearing, and veterinarians' offices.

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

Students enrolled at Wor-Wic Community College may receive .5 credits for course NUR 110 when completing Health Occupations I & II.

## R. World Languages

With the exception of Latin, these course offerings provide a possible five-course sequence of World Language study. Each course is designed so that students build and expand their proficiency with the language as established by the American Council on the Teaching of Foreign Languages (ACTFL). The major goal of the courses is communication in three modes- interpersonal, interpretive, and presentational that reinforce the skills of listening, reading, speaking, and writing in French/Latin/Spanish. In addition, students gain knowledge and understanding of other cultures, make connections with other disciplines, develop insight into the nature of language and culture, and explore opportunities to use the language in the classroom setting and beyond.

### **FRENCH 1**

4021

Grades 9-12

1 credit

French 1 presents students with the concept of global citizenship, strategies for learning French and insight into the nature of language while emphasizing beginner listening and speaking skills. Conversation centers on the family, foods, sports, daily life and the cultures of the Francophone world. French 1 also introduces reading and writing skills as well as basic grammatical concepts. This course requires students to learn and practice new vocabulary daily outside class. French 1 is the foundation of our French program, and as such the teacher will continue to increase teacher and student use of French as the course progresses. By the course's end, students will be at a Novice Low to Novice Mid proficiency level, or higher, in each of the four World Language domains, listening, reading, speaking, and writing.

### **FRENCH 2**

4022

Grades 9-12

1 credit

French 2 continues developing the skills begun in French 1. This course emphasizes what students are able to do in the language. Students communicate regarding a variety of topics in the past, present and future. Students continue to study Francophone cultures through reading, lectures, discussion, and the use of authentic resources. This course requires students to learn and practice new vocabulary daily outside class. The teacher will continue to increase teacher and student use of French as the course progresses. By the course's end, students will be at a Novice Mid to Novice High proficiency level, or higher, in each of the four World Language domains - listening, reading, speaking, and writing.

**Prerequisite:** Successful completion of French 1

### **HONORS FRENCH 3**

4023

Grades 9-12

1 credit

French 3 reinforces basic communication skills and expands to include more sophisticated writing and spontaneous speaking. Events are discussed in the present, past, and future tenses. Students continue to study Francophone cultures through increasingly more complex readings, lectures, discussions, and authentic resources. This course requires students to learn and practice new vocabulary daily outside class. Inside the classroom the teacher and students are expected to use French almost exclusively. By the course's end, students will be at a Novice High to Intermediate Low proficiency level, or higher, in each of the four World Language domains - listening, reading, speaking, and writing.

**Prerequisite:** Successful completion of French 2

### **HONORS FRENCH 4**

4024

Grades 10-12

1 credit

French 4 continues to refine and expand communication skills in the three modes: Interpretive (Listening and Reading), Interpersonal (Speaking and Writing), and Presentational (Speaking and Writing). There is a review of key language structures with an expansion to more advanced grammar. The course begins to

focus on the six Advanced Placement themes: Global Challenges, Science and Technology, Contemporary Life, Personal and Public Identities, Families and Communities, and Beauty and Aesthetics. These themes provide context for developing proficiency in the language and in the continuing exploration of Francophone cultures. This course encourages students to use the language outside class. Inside class the teacher and students will use French almost exclusively. By the course's end, students will be at an Intermediate Low to Intermediate Mid proficiency level, or higher, in each of the four World Language domains - listening, reading, speaking, and writing.

**Prerequisite:** Successful completion of French 3

### **FRENCH 5 - ADVANCED PLACEMENT FRENCH LANGUAGE AND CULTURE**

4025                      Grades 10-12                      1 credit

The AP French Language and Culture course provides students with opportunities to demonstrate their proficiency at a more advanced level in each of the three modes of communications (Interpersonal, Interpretive, and Presentational). The course strives to promote both fluency and accuracy in language use. The course engages students in an exploration of culture in both contemporary and historical contexts and is structured around six themes: Global Challenges, Science and Technology, Contemporary Life, Personal and Public Identities, Families and Communities, and Beauty and Aesthetics. These themes provide the context for developing advanced proficiency and refining communication skills in the language. It is recommended that students in this course take either the Seal of Biliteracy assessment (select dates throughout the year) or the AP Exam (May).

**Prerequisite:** Successful completion of French 4

### **LATIN 1**

4011                      Grades 9-12                      1 credit

Latin 1 emphasizes communication skills. Through meaningful messages provided by the teacher, students will learn how to communicate in Latin and use the language as the ancients would have. Students will acquire the language through speaking Latin. Students will be able to understand and follow directions and read and write in Latin. Students will be able to talk about themselves and the weather, tell simple stories, and carry on basic conversations in Latin. Throughout the course they will encounter some aspects of Roman culture such as family, slaves, Roman clothing, and the founding of Rome. Latin 1 is the foundation of our Latin program, and as such the teacher will continue to increase teacher and student use of Latin as the course progresses. By the course's end, students will be at a Novice Low to Novice Mid proficiency level, or higher, in each of the four World Language domains - listening, reading, speaking, and writing.

### **LATIN 2**

4012                      Grades 9 -12                      1 credit

Latin 2 builds on the Latin 1 foundation. Students will be able to speak more confidently, read more complex text, and write more in Latin. Students will engage in the Latin experience by discussing pictures, creating, reading, and telling stories. An awareness of grammar including subtleties in endings will begin to emerge. Latin 2 continues communication in Latin through meaningful messages provided by the teachers, but also by classmates. Students will be able to function in an "only Latin" environment. By the course's end, students will be at a Novice Mid to Novice High proficiency level, or higher, in each of the four World Language domains - listening, reading, speaking, and writing.

**Prerequisite:** Successful completion of Latin 1

### **HONORS LATIN 3**

4013                      Grades 10-12                      1 credit

Latin 3 continues to expand students' basic Latin skills. Students will continue to expand their speaking confidence, and the complexity of what they can read and write in Latin. Students will be able to engage in the Latin experience by discussing pictures and video clips, as well as creating, reading, and telling stories. Grammar awareness, including subtleties in endings will continue to increase. Students will encounter some aspects of Roman culture such as gladiators and the Colosseum and Roman baths. Latin 3

continues communication in Latin through meaningful messages provided by the teachers, and by classmates. Students will be able to function in an “only Latin” environment. By the course's end, students will be at a Novice High to Intermediate Low proficiency level, or higher, in each of the four World Language domains - listening, reading, speaking, and writing.

**Prerequisite:** Successful completion of Latin 2

#### **HONORS LATIN 4**

4016                                      Grades 10-12                                      1 credit

Latin 4 continues to refine and expand communication skills in the three modes: Interpretive (Listening and Reading), Interpersonal (Speaking and Writing), and Presentational (Speaking and Writing). There is a review of key structures with an expansion to more advanced grammar. Students will read authentic Latin to discuss topics selected by them. Topics may include but are not limited to: Roman history at the end of the republic, mythology, love and betrayal, and/or modern literature written in Latin. Students will engage in Free Voluntary Reading where they will extensively read books or websites in Latin of their own choosing. Latin 4 continues communication in Latin through meaningful messages provided by the teachers, and by classmates. Students will be able to function in an “only Latin” environment. By the course's end, students will be at an Intermediate Low to Intermediate Mid proficiency level, or higher, in each of the four World Language domains - listening, reading, speaking, and writing. Latin 4 currently serves as the capstone to our Latin program.

**Prerequisite:** Successful completion of Latin 3

#### **SPANISH 1**

4031                                      Grades 9-12                                      1 credit

Spanish 1 presents students with the concept of global citizenship, strategies for learning Spanish and insight into the nature of language while emphasizing beginner listening and speaking skills. Conversation centers on family, foods, sports, daily life, and the cultures for the Spanish-speaking world. Spanish 1 also introduces reading and writing skills as well as basic grammatical concepts. Spanish 1 is the foundation of our Spanish program, and as such the teacher will continue to increase teacher and student use of Spanish as the course progresses. By the course's end, students will be at a Novice Low to Novice Mid proficiency level, or higher, in each of the four World Language domains - listening, reading, speaking, and writing.

#### **SPANISH 2**

4032                                      Grades 9-12                                      1 credit

Spanish 2 continues developing the skills begun in Spanish 1. This course emphasizes what students are able to do in the language. Students communicate regarding a variety of topics in the past, present, and future. Students continue to study the cultures of the Spanish-speaking world through reading, lectures, discussion, and the use of authentic resources. This course requires students to learn and practice new vocabulary daily outside class. The teacher will continue to increase teacher and student use of Spanish as the course progresses. By the course's end, students will be at a Novice Mid to Novice High proficiency level, or higher, in each of the four World Language domains – listening, reading, speaking, and writing.

**Prerequisite:** Successful completion of Spanish 1

#### **HONORS SPANISH 3**

4033                                      Grades 9-12                                      1 credit

Spanish 3 reinforces basic communication skills and expands to include more sophisticated writing and spontaneous speaking. Events are discussed in the present, past, and future tenses. Students continue to study the cultures of the Spanish-speaking world through increasingly more complex readings, lectures, discussions, and authentic resources. This course requires students to learn and practice new vocabulary daily outside class. Inside the classroom the teacher and students are expected to use Spanish almost exclusively. By the course's end, students will be at a Novice High to Intermediate Low proficiency level, or higher, in each of the four World Language domains – listening, reading, speaking, and writing.

**Prerequisite:** Successful completion of Spanish 2

#### **HONORS SPANISH 4**

4034

Grades 10-12

1 credit

Spanish 4 continues to refine and expand communication skills in the three modes: Interpretive (Listening and Reading), Interpersonal (Speaking and Writing), and Presentational (Speaking and Writing). There is a review of key language structures with an expansion to more advanced grammar. The course begins to focus on the six Advanced Placement themes: Global Challenges, Science and Technology, Contemporary Life, Personal and Public Identities, Families and Communities, and Beauty and Aesthetics. These themes provide context for developing proficiency in the language and in the continuing exploration of the cultures of the Spanish-speaking world. This course encourages students to use the language outside class. Inside class the teacher and students will use Spanish almost exclusively. By the course's end, students will be at an Intermediate Low to Intermediate Mid proficiency level, or higher, in each of the four World Language domains - listening, reading, speaking, and writing.

**Prerequisite:** Successful completion of Spanish 3

#### **SPANISH 5 - ADVANCED PLACEMENT SPANISH LANGUAGE AND CULTURE**

4035

Grades 10-12

1 credit

The AP Spanish Language and Culture course provides students with opportunities to demonstrate their proficiency at a more advanced level in each of the three modes of communications (Interpersonal, Interpretive, and Presentational). The course strives to promote both fluency and accuracy in language use. The course engages students in an exploration of culture in both contemporary and historical contexts and is structured around six themes: Global Challenges, Science and Technology, Contemporary Life, Personal and Public Identities, Families and Communities, and Beauty and Aesthetics. These themes provide the context for developing advanced proficiency and refining communication skills in the language. It is recommended that students in this course take either the Seal of Biliteracy assessment (select dates throughout the year) or the AP Exam (May).

**Prerequisite:** Successful completion of Spanish 4



### **ENGLISH FOR SPEAKERS OF OTHER LANGUAGES (ESOL)**

In order to support the development of language learners, the English Language Acquisition Program offers English for Speakers of Other Languages (ESOL) courses. Students are identified for the ESOL program based on responses to the Home Language Survey as well as WIDA screening and testing results. To exit the program, students need to score a 4.5 or higher on the WIDA ACCESS for ELLs Assessment that is administered annually.

ESOL coursework focuses on the four domains of listening, speaking, reading, and writing within the context of the core curriculum and the WIDA English Language Development Standards. Instruction in these domains supports English Learners in obtaining equitable access to grade level academic curriculum. ESOL course placement is determined by proficiency results and teacher recommendations.

ESOL credits can be applied toward high school graduation credit in World Languages.

### **ESOL IHS**

2068

Grades 9-12

1 credit

In this high school course, English Language Learners in the entering and beginning phases of language proficiency are introduced to essential aspects of the English language through instruction in social and academic language based on the five WIDA standards. With intense support, the basic structures of reading, writing, speaking, and listening in English are introduced for a range of high school academic content and social situations. Students also develop basic reading and writing strategies, expand oral comprehension, and learn initial conventions of grammar and punctuation. *This full-year course is recommended for students with proficiency levels 1.0-1.9 who have been enrolled in a U.S. school for 2 years or less.*

### **ESOL IIHS**

2069

Grades 9-12

1 credit

In this high school course, English Language Learners in the early emergent phase develop social and academic language based on the five WIDA Standards. With support and continued practice, students produce grammatically complex sentences that express multiple related ideas. They also employ repetitive structures and sentence patterns that appropriately use language conventions. Students read and understand language across a variety of high school content areas, understanding general academic language across content areas. *This full-year course is recommended for students with proficiency levels 2.0-2.5 who have been enrolled in a U.S. school for 3 years or less. ESOL I is not a prerequisite.*

### **ESOL IIIHS**

2070

Grades 9-12

1 credit

In this high school course, English Language Learners in the later emergent phase of language proficiency continue to develop social and academic language based on the five WIDA Standards. With limited support, students produce simple and compound grammatical structures with occasional variation. Students continue to read and demonstrate an increased understanding of language across a variety of high school content areas, working toward more complex academic vocabulary, cognates and expressions with multiple meanings. *This semester-based course is recommended for students with proficiency levels 2.6-2.9 who have had only one previous high school ESOL course and are not ready for a World Language Course. ESOL II is a prerequisite. EVENING HIGH SCHOOL ONLY.*

## **S. Special Programs**

### **TEACHER PRACTICUM**

7520

Grade 12

1-2 credits

This program is designed for the student who has ability, an interest in the teaching profession, and a desire to be of service. Application forms are available in the counseling office. If approved by the principal, the student is assigned to a school. Credit is granted upon the satisfactory completion of the program. This program will be scheduled at the beginning of the school year dependent upon the need. Each student must be responsible for his/her transportation to and from the assigned school.

**Prerequisite:** GPA - 3.0 in all academic subjects

### **CAREER INTERNSHIP**

7522

1 credit

Selected students who have earned at least 16 credits, have a 2.5 grade-point average, an acceptable discipline record,

and two teacher recommendations may be considered for placement in an internship program. The focus of this course is career awareness, career information, and professional associations. Students meet for a minimum of one period a day or the equivalent time for one semester interning with a professional sponsor. Work may also extend beyond the traditional school day. Students must obtain 135 clock hours to obtain credit for this experience. A letter grade is assigned for course work. One credit is granted for successful completion of this course. Each student must secure an internship site and be responsible for his/her transportation to and from the location. Applications are available in the counseling office.

7523

2 credits

Selected students who have earned at least 16 credits, have a 2.5 grade-point average, an acceptable discipline record, and two teacher recommendations may be considered for placement in an internship program. The focus of this course is career awareness, career information, and professional associations. Students meet for a minimum of two periods a day or the equivalent time for one semester interning with a professional sponsor. Work may also extend beyond the traditional school day. Students must obtain 270 clock hours to obtain credit for this experience. A letter grade is assigned for course work. One credit is granted for successful completion of this course. Each student must secure an internship site and be responsible for his/her transportation to and from the location. Applications are available in the counseling office.

7524

3 credits

Selected students who have earned at least 16 credits, have a 2.5 grade-point average, an acceptable discipline record, and two teacher recommendations may be considered for placement in an internship program. The focus of this course is career awareness, career information, and professional associations. Students meet for a minimum of two periods a day or the equivalent time for one semester interning with a professional sponsor. Work may also extend beyond the traditional school day. Students must obtain 405 clock hours to obtain credit for this experience. A letter grade is assigned for course work. One credit is granted for successful completion of this course. Each student must secure an internship site and be responsible for his/her transportation to and from the location. Applications are available in the Counseling office.