Dear Students, Parents, and Guardians,

The goal of the Talbot County Public School system is to meet the challenges of tomorrow by graduating college and career ready students today. The Program of Studies is a tool that will provide assistance in developing a schedule that will best meet your needs in achieving this goal. As career opportunities change daily, the school counselors and teacher advisors are here to assist you with the update of your five-year career and academic plan.

Students are encouraged to take advantage of the opportunities that the Talbot County Public School system provides through a variety of course offerings at either high school, as well as, courses being offered through our cross county programs or dual enrollment program through Chesapeake College. It is my expectation that all students have a full academic schedule in each year. I wish you much success as you revise your plans and begin scheduling for the upcoming 2015 – 2016 school year. I look forward to seeing each of you at graduation!

Sincerely,

Kelly L. Griffith

Profile of a Graduate

A graduate of Talbot County Public Schools will have the academic skills, social disposition, and personal confidence to:

Continue to learn throughout adult life, both in formal academic settings and in personal pursuit of new knowledge and skills.

Contribute productively to the workforce, both independently and collaboratively, demonstrating dependability, adaptability, and integrity.

Communicate effectively in a broad range of settings and purposes through the use of appropriate oral, written and technological skills.

Participate in society as an informed citizen with a sense of responsibility and service in a nation and world impacted by social, economic, and environmental decisions.

Respect individuals and groups of diverse cultural, religious, and ethnic backgrounds, while maintaining a sense of self and pride in one’s own heritage.

Assume responsibility for decisions regarding self, personal relationships, finances, and health.

Solve problems through research and analysis of relevant information, and by the application of creative and critical thinking.

Appreciate the arts in a well-rounded life, through performance, creative expression, and aesthetic values.

The 2015 – 2016 Program Of Studies can also be found online at: www.talbotschools.org
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Planning Information

How to Use This Catalog

The High School Program of Studies is a tool designed to help you select the courses and programs you would like to take during your high school career. This important decision-making process is a cooperative effort of students, teachers, parents, and school counselors.

The Five-Year Plan of Study, located on page 63, is for students to map their academic course of study based on their intended career. This tool enables a student to determine how their high school diploma will take them one-year beyond school as they enter college, the armed services, a trade school, or the world of work.
While Developing Five-Year Plans

- Schedule the courses required for graduation. Leave ample time in your schedule to take all required courses.

- Consider course difficulty when planning each semester or school year. Balancing your workload will help you achieve higher academic standards, and/or plan out the career completer program of your choice.

- Choose electives that give you a chance to demonstrate or develop special talents, interests, or explore career possibilities.

Some courses have been designed to improve the reading and math skills of those students who need extra preparation to be most successful in high school coursework and to pass state assessments.

Advanced Placement courses are identified by an “AP” designation. These courses are taught on a collegiate level and the AP exam determines if the student is eligible to receive college credit. The student receives high school credit based on passing the class.

During the 8th Grade Year

Parents or guardians and students have the opportunity to meet with a school counselor and/or teacher to:

- Review the Program of Studies.

- Discuss how to make the most of the student’s high school program - one that ensures a high quality, rigorous and enjoyable experience.

- Use the sample, “Five Year Plan of Study”, located in the back of this booklet, as a planning guide to make 9th grade course selections.

- Develop a five-year-plan of study and complete the enclosed worksheet.

Every Year in Grades 9-12

Parents or guardians and students have the opportunity to meet with a school counselor and/or teacher to:

- Review and revise your “Five-Year-Plan of Study”.

- Use the Program of Studies to select courses that challenge your interests and abilities.

- Discuss post-high school, college, and career plans.

- Determine if you have an interest in completing a career pathway program, plan to pursue college-level course work through Advanced Placement courses and dual enrollment opportunities, or want the experience of an internship or work experience.

- Plan a course of study that meets the requirements for a Maryland High School Diploma and prepares you for opportunities after high school.
Graduation Requirements

22 Credits

The minimum requirements to earn a Maryland High School Diploma in Talbot County Public Schools are as follows:

CORE CONTENT COURSES

**English**  (4 Credits)

**Math**  (3 Credits)
(Algebra 1 and Geometry are required)

**Science**  (3 Credits)
(Biology, and two other Sciences (one laboratory-based course) are required)

**Social Studies**  (3 Credits)
(U.S. History, Government or AP Government, and World are required)

**Fine Arts**  (1 Credit)

**Physical Education/Health**  (1 Credit)

**Technology Education**  (1 Credit)

ALSO REQUIRED

**Foreign Language**  (2 Credits)
(Must be the same foreign language)

or

**Advanced Technology**  (2 Credits)

or

**State-approved Career & Technology Completer Program**  (4 Credits)
(See listing on page 31)

Additional Program Requirements or electives to total at least 22 credits

OTHER GRADUATION REQUIREMENTS

Complete 75 hours of Service-Learning (See page 62)

Assessments are required for graduation in Algebra I, English 10, Biology, and Government.

All 12th graders are required to take either an appropriate math course.

**Note:** To be considered for admission to a University of Maryland college system, students must earn 4 math credits. The revised freshman admission requirements are in effect for those students entering ninth grade in the academic year 2011 or later. (See page 54 for specific math courses that apply.)
# High School Requirements

Note: Bold Courses are specifically required

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<tr>
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<td>5 credits with 1 in English and 1 in Math</td>
<td>12 credits with 2 in English and 2 in Math</td>
<td>17 credits with 3 in English and 3 in Math</td>
<td>22 credits with 4 in English and 4 in Math</td>
</tr>
</tbody>
</table>

22 Credits

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*Note: Bold Courses are specifically required.*
Maryland High School Diploma
A Maryland High School Diploma will be awarded to those students who meet the requirements of the Maryland State Department of Education and Talbot County Public Schools Policy (9.32).
Students are encouraged to accumulate more than the minimum 22 units of credit for graduation.

Talbot County Certificate of Achievement
Consistent with State reporting and the Talbot County Public Schools’ Master Plan, graduates (beginning with the class of 2006) will be awarded a Talbot County Public Schools Certificate of Achievement based on meeting four of the six State Rigorous Course Indicators below:

- Two or more credits in the same Foreign Language with a grade of a B or better
- Two or more credits of approved Advanced Technology with a grade of B or better
- At least one mathematics course beyond Algebra 2 and Geometry with a grade of B or better
- Four credits of science with a grade of B or better
- SAT-1 or ACT score standards as set by MSDE
- A cumulative grade point average of 3.0 or higher on a 4.0 scale.

Maryland Scholars Course of Study
4 credits of Math
Algebra 1, Geometry, Algebra 2, and another non-trivial Math beyond Algebra 2

4 credits of English

3 credits of Lab Science
Biology, Chemistry, and another Lab Science (Physics preferred)

3 credits of Social Studies
U.S. History, World History, Government

2 credits of the same Foreign Language

Students entering 9th grade in 2012/13 or later must attain a 3.0 GPA to qualify AND 4 credits of Math (Must include math including or beyond Algebra 2).

Courses in bold exceed State requirements.

Financial Rewards for Maryland Scholars
Academic Competitiveness Grants (ACG)
The U.S. Department of Education has allocated an additional $4.5 billion in college tuition grants over five years for State Scholars who qualify for federal financial aid. Pell-eligible students who completed the Maryland Scholars Course of Study could qualify for an Academic Competitiveness Grant – $750 (for college freshmen) and $1,300 (for college sophomores).

SMART Grants
In addition to the above, college students with a 3.0 GPA who major in math, science or specific foreign languages could qualify for up to an additional $4,000 in grant money for junior and senior years of college. Check with school counselors for information regarding other college grant and scholarship opportunities.
Course Description

Course Availability

This section describes the scope of the approved high school curriculum for Talbot County Public Schools. Not all courses are taught every semester, or even every year. Course scheduling is subject to minimum student enrollment and to staffing capacity. The high school principals make every effort to construct their master schedules in response to student needs and interests. However, schedule conflicts do occur. It is not possible to guarantee that every student will be able to take every class requested, even if that class had been part of his/her five-year plan.

The Talbot County Board of Education does not discriminate on the basis of race, color, sex, religion, national origin, sexual orientation or disability in matters affecting employment, access to educational programs or activities.
ENGLISH

9th Grade

H1018 College & Career Ready English 9 (1 Credit) Year Long

Students will complete the foundational study of essential college and career readiness skills, including grammar, reference and research, vocabulary development, and critical analysis of literature and non-fiction texts. Oral discussion, presentations, outside readings, and extended writing projects will be expected from all students. Instruction will focus on meeting the Common Core State Standards in English Language, Speaking and Listening, Reading and Writing. Outside readings and writing projects are required. This course is required for all ninth grade students.

10th Grade

H01002 College & Career Ready English 10 (1 Credit) Year Long

Students will extend their study of essential college and career readiness skills, including grammar, reference and research, vocabulary development, and critical analysis of literature and non-fiction texts. Oral discussion, presentations, outside readings, and extended writing projects will be expected from all students. Instruction will focus on meeting the Common Core State Standards in English Language, Speaking and Listening, Reading and Writing. Outside readings and writing projects are required. This course is required for all tenth grade students.

11th Grade

Students must select one of the following as their 11th grade English course

H01003 College & Career Ready English 11 (1 Credit) Semester Long

Students will expand their study of essential college and career readiness skills, including grammar, reference and research, vocabulary development, and critical analysis focused on American literature and related non-fiction texts. Oral discussion, presentation, outside readings, and extended writing projects will be expected from all students. Instruction will focus on meeting the common Core State Standards in English Language, Speaking and Listening, Reading and Writing.

H1040 Advanced Placement English Language & Composition (1 Credit) Year Long

Students will expand collegiate reading skills through exposure to multiple texts written in a variety of rhetorical contexts. Students will develop collegiate writing and composition competencies, and demonstrate mastery of stylistic and organizational components of English in expository, narrative, argumentative and explanatory essays. Students will compose, analyze and evaluate texts through an extensive exploration of literature and an integrated approach to reading and writing instruction. Extensive outside readings and writing projects are required. Prerequisite: successful completion of two English credits.

H1050 Advanced Placement English Literature & Composition (1 Credit) Year Long

Students will read, interpret, evaluate and critically analyze a variety of literary texts. Through close reading and discussion, students will examine style and organizational components of written and oral language to deepen their understanding of the ways writers provide both meaning and enjoyment for readers. Students will plan and execute analytical essays and report formal research with appropriate support and documentation. Extensive outside readings and writing projects are required. Prerequisite: successful completion of two English credits.
12th Grade

*Students must select one of the following as their 12th grade English Course.*

**H1037 Contemporary Literature and Writing** (1 Credit) Semester Long

Students will broaden their study of essential college and career readiness skills, including grammar, reference and research, vocabulary development, and critical analysis focused on Contemporary World literature and related non-fiction texts. Oral discussion, presentations, outside reading, and extended writing projects will be expected from all students. Instruction will focus on meeting the Common Core State Standards in English Language, Speaking and Listening, Reading and Writing.

**H1050 Advanced Placement English Literature & Composition** (1 Credit) Year Long

Students will read, interpret, evaluate and critically analyze a variety of literary texts. Through close reading and discussion, students will examine style and organizational components of written and oral language to deepen their understanding of the ways writers provide both meaning and enjoyment for readers. Students will plan and execute analytical essays and report formal research with appropriate support and documentation. Extensive outside readings and writing projects are required. *Prerequisite: successful completion of two English credits.*

**H01004 College & Career Ready English 12** (1 Credit) Semester Long

Students will refine their study of essential college and career readiness skills, focusing on developing and mastering skills and capacities they did not demonstrate as proficient on the College and Career Readiness Assessment. Placement in this course is determined by assessment data and administrative recommendation.

**H1040 Advanced Placement English Language & Composition** (1 Credit) Year Long

Students will expand collegiate reading skills through exposure to multiple texts written in a variety of rhetorical contexts. Students will develop collegiate writing and composition competencies, and demonstrate mastery of stylistic and organizational components of English in expository, narrative, argumentative and explanatory essays. Students will compose, analyze and evaluate texts through an extensive exploration of literature and an integrated approach to reading and writing instruction. Extensive outside readings and writing projects are required. *Prerequisite: successful completion of two English credits.*

**Elective Selections – 10th, 11th, or 12th Grades**

The courses listed below do not satisfy the requirements for 4 credits in English.

**H1080 Writing for Publications and Journalism** (1 Elective Credit) Semester Long

Students will learn techniques of writing narrative and descriptive prose in multiple forms, including dialogue, drama, poetry and non-fiction feature stories for personal and public presentation and publication. Students will evaluate, edit and critique their own and others’ writings. Students will explore the basics of photojournalism and desktop design. Outside readings and writing projects are required. Extended writing projects under deadline are required. *Prerequisite: CCR English 9.*
H1085  SAT Prep Course (1 Credit)  Semester Long

This course is designed to prepare students to be successful on the PSAT/SAT. Test-taking strategies and skills will be taught for all types of questions found on the new SAT. Math content will focus on skills through Algebra 2. Verbal skills will focus on reading comprehension, sentence completion and writing skills.

Prerequisite: Successful completion of Algebra I and Geometry is required.

H10105  Reading & Writing Lab (1 Credit)  Semester Long

Reading & Writing Lab is designed to meet the needs of ninth and tenth grade students who need intensive instruction in reading fluency and comprehension, and writing. This course offers individualized diagnostic lessons that address the needs of each learner. Instruction is complemented with reading and writing strategies that can be used to build success across all curriculum areas. Enrollment in this course is determined by school assessment data and administrative recommendation.

H1030  English Semester 3  (Credit recovery)  Semester Long

English Semester 3 is designed to offer extra time and assistance to students who would benefit from intensive reading and writing instruction, as well as test-taking skills. The main focus of this course is on mastering skills needed for credit recovery in CCR English 9 or CCR English 10. Enrollment in this course is determined by assessment data and administrative recommendation.
ENGLISH FOR SPEAKERS OF OTHER LANGUAGE (ESOL) Program

The ESOL instructor, the student, the parent or guardian, and the school counselor determine the academic programs for English language learners. Each student’s goal should be defined early so that an appropriate program of study can be chosen.

Students with limited English skills are placed in ESOL courses according to their proficiency level in English. Language proficiency is measured by the WIDA, W-APT or ACCESS standardized test. Students are identified for testing based on parents’ response to the Home Language Survey at registration or teacher recommendation.

H1091 EFL 1 (English as a Foreign Language 1) (1 Foreign Language Credit) Year Long

This course is offered to non-English speaking students after they have been identified and assessed for language ability. The course covers basic inter-personal language skills and English literacy skills. The students are taught using the whole language approach and current ESOL methods. This course may be repeated once for credit. Recommended for Proficiency Levels 1 and 2.

H1093 EFL 2 (English as a Foreign Language 2) (1 Foreign Language Credit) Year Long

Students continue to develop proficiency in listening, speaking, reading, and writing. Using an integrated approach to language study, students increase their understanding of the structure of English through a variety of writing and reading assignments. Students refine their listening and speaking skills through class discussions and oral presentations. This course may be repeated once for credit. Recommended for Proficiency Levels 3 and 4.

H1095 ELL (Language Arts for ELL) (1 Elective Credit) Year Long

A student may take this course upon the recommendation of the ESOL instructor. It is designed for the non-native English-speaking student who needs individualized attention to master specific language skills. This course will provide academic support for the student’s English and/or other content classes. Concurrent enrollment in CCR English 9 or CCR English 10 is required for first time enrollment. This course may be repeated once for credit. Recommended for Proficiency Levels 3, 4, and 5.
FINE ARTS

Art Courses

H8010  Foundations of Art  (1 Credit) Semester Long

This course introduces students to the world of art by producing art, appreciating art, and judging art from different time periods, cultures, and societies. Studio activities explore themes common to all artists and are based on examples from around the world. Units of study focus on building art skills and a visual vocabulary in both two and three-dimensional media.

H0515801  Studio Art I (Pottery, Fibers and Sculpture)  (1 Credit) Semester Long

Students will further experience art through the creative process by focusing on three-dimensional works. Students will work with several media such as pottery, fibers, and sculpture. Other possible media include clay, ceramics, wood, metals, and textiles. **Prerequisite: Foundations of Art.**

H0515501  Studio Art II (Drawing, Painting, and Printmaking)  (1 Credit) Semester Long

This course covers extensive art topics with a focus primarily on drawing and painting. In keeping with the attention on two-dimensional work, students will typically work with several media such as pen-and-ink, pencil, chalk, watercolor, tempera, oils, and acrylics. A course of study and syllabus will be provided with all projects outlined. **Prerequisite: Foundations of Art.**

H051541  Studio Art III (Two and Three Dimensional Art)  (1 Credit) Semester Long

This art course is for the student who has a desire to work in-depth through two and three-dimensional art. Projects will include advanced drawing, painting, sculpture, fibers, and printmaking. Students will be provided a course summary and syllabus and be expected to complete multiple projects to meet the course requirements. As part of this course, students will also explore college and career opportunities in the field of art. **Prerequisite: Foundations of Art and one additional art course.**

H5501  Principles of Art, Media and Communication (Graphic Design)  (1 Credit) Semester Long

This course provides students an understanding of all aspects of the Arts, Media and Communication industry. Students will become proficient in Adobe Photoshop and Adobe Illustrator computer software. They design graphic layouts, manipulate photographic images, and create dynamic illustrations. This course meets the graduation requirements for one Fine Arts credit.

H8019  Advanced Placement Studio Art  (1 Credit) Year Long

This course is for the student who is seriously interested in the study of art. Students will be required to work outside the classroom, as well as in it, and will also be required to maintain a sketchbook and submit a portfolio at the conclusion of the course. Museum experiences, as well as the study of historical and contemporary artists, will augment in-class assignments. **Prerequisite: Foundations of Art and two additional art courses.**
Music Courses

H8020  Music through Literature and Cultures  (1 Credit)  Semester Long

Students will examine the various components of music literature and its relationship to society from a variety of styles, genres, and historical periods. Aural development is stressed in this course through rhythmic and melodic dictation and sight singing. This course surveys music from diverse cultures around the world and shows how people express themselves through music. Music technology and available software will be utilized as a resource to develop various skills.

H8025  Concert Choir  (1 Credit)  Semester or Year Long

*May take yearly for credit; may take all four years
Concert Choir is a performing choir with emphasis on vocal technique and singing in four parts. Concerts are performed in the community and at school. (Vocal literature covers all forms of music).

H8030  Chamber Choir  (1 Credit)  Semester or Year Long

*May take yearly for credit; may take all four years
Students will perform a variety of choral selections in four or more parts as well as solos. Performances may include concerts, performance assessments and community venues. Performances may be in the form of large groups and/or small ensembles. Prerequisite: Audition.

H8032  Instrumental Music/Band  (1 Credit)  Semester or Year Long

*May take yearly for credit; may take all four years
Instrumental music is designed for those students who have successfully completed a middle school level of proficiency and/or those who have a desire to be a part of a rigorous instrumental music program at the high school level. Students will perform at football games, parades, and other functions throughout the year and participate in rehearsals and competitions as designated by the director. (Those students interested in jazz band and chamber ensemble will be selected from this group.)

H8035  Beginning Steel Drums  (1 Credit)  Semester Long

This is an introductory course for students to learn about the history of steel drums, how to read music, how to play complex rhythms, percussion techniques, and other performance skills.

H8034  Advanced Steel Drums  (1 Credit)  Semester Long

This course is a small performing ensemble with emphasis on percussion techniques and performance skills. Performances are both in the community and at school. Alternates will be selected as well. Prerequisite: Beginning Steel Drums.
Theater Arts Courses

H1070 Theater Arts 1 (1 Credit) Semester Long

Students will learn the basics of public artistic performance, develop creative and self-motivation skills, and study cultural aspects of dramatic performance and theater history, and view filmed performance in a critical manner. Students will develop performance skills through personal performance opportunities and exercises, confidence building activities, observation skills, development activities, and personal speaking skills opportunities.

H1073 Advanced Theater Arts (1 Credit) Semester Long

Students will expand upon the foundations of performance begun in Theater Arts 1, at an advanced level. Students will build self-discipline and motivation, creativity, interpretive skills, and will critically evaluate dramatic performance and theory. Extended outside readings and projects, including all aspects of public performances, are required. This course may be repeated one time for credit. Prerequisite: Theater Arts 1.
MATHEMATICS

H3010  Math Lab  (1 Elective Credit)  Semester Long

Math Lab is designed to meet the needs of those students who need intensive instruction in pre-algebra skills. 
Prerequisite: Enrollment in this course is determined by school assessment data and administrative recommendation.

H3020  Algebra 1  (1 Credit)  Year Long

This course covers the basic principles of Algebra. Topics include a study of numbers and variables, equations and inequalities, algebraic word problems, polynomials, linear functions, and data analysis. Students completing this course will be required to take the PARCC Algebra 1 Assessment.

H3021  Semester 3 Algebra 1  (Credit Recovery)  Semester Long

This semester long course is designed for students who need an additional semester to prepare for the PARCC Algebra 1 assessment. Successful completion of this course will fulfill the Algebra credit requirement. Enrollment in this course is determined by assessment data and administrative recommendation.

H3030  Geometry  (1 Credit)  Semester Long

This year long course requires students to use definitions, postulates, and theorems to arrive at conclusions (both formal and informal proofs are included). The topics include angles and polygons, circles, right triangles, trigonometry, constructions and tessellations. Prerequisite: Algebra 1 or Administrative recommendation.

H02055 Intermediate Algebra  (1 Credit)  Year Long

Intermediate Algebra reviews and extends Algebra and Geometry concepts for students who have already taken Algebra I and Geometry. This course includes a review of such topics as properties and operations of real numbers, evaluation of rational algebraic expressions; solutions and graphs of first degree equations and inequalities; translation of word problems into equations; operations with and factoring of polynomials; simple quadratics; properties of plane and solid figures; rules of congruence and similarity; coordinate geometry including lines, segments, and circles in the coordinate plane; and angle measurement in triangles including trigonometric ratios. Prerequisite: Geometry and administrative recommendation.

H3040  Algebra 2  (1 Credit)  Year Long

This course covers the analysis of a wide variety of patterns and functional relationships, the application of models to real world situations and communication using the language of mathematics and appropriate technology. Topics include solving equations and inequalities numerically, algebraically and graphically; imaginary and complex numbers; and sequences and series. Prerequisite: Geometry.

H3054  Advanced Math Topics  (1 Credit)  Semester Long

This course is designed to provide maintenance, exploration, enrichment, and improvement of previously acquired math knowledge in preparation for placement exams given after college admission. Algebra 1 & 2, and Geometry topics will be reviewed. Introductory trigonometry topics are included. Prerequisite: A final grade in the range of 70-85% in Algebra 2. Also recommended if a student received an 80% or below in Pre-Calculus.
H3058 Pre-Calculus (1 Credit) Year Long

Students will acquire the ability both to construct and manipulate functions in order to interpret, understand, and predict events. Topics include linear functions, exponential and logarithmic functions, rational functions, trigonometry and matrices.
Prerequisite: A grade in the range of 85-100% in Algebra 2 or successful completion of Advanced Math Topics.

H3053 Statistics (1 Credit) Semester Long

This course is designed for college bound students interested in the social sciences. Normal curves, binomial distributions, and means of finding central tendency are major topics of study.
Prerequisite: Intermediate Algebra or Algebra 2.

H3063 Advanced Placement Calculus AB (1 Credit) Year Long

This two-semester calculus course follows the recommendations of the Advanced Placement Development Committee in Mathematics and is intended for the able college preparatory student. The course presents calculus as a combination of intuition and rigor with the primary concern being the intuitive understanding of concepts of calculus and experience with its methods and applications. Topics include functions, graphs and limits, derivatives and integrals. Prerequisite: Pre-Calculus.

H3065 Advanced Placement Calculus BC (1 Credit) Year Long

This course is designed for the student who has successfully completed AB Calculus and would like to possibly earn a second semester of college Calculus credit by taking the BC Calculus Advanced Placement exam. This course will cover the topics required by the College Board for the BC Calculus exam given in May.
Prerequisite: Advanced Placement Calculus AB.

H1085 SAT Prep Course (1 Credit) Semester Long

This course is designed to prepare students to be successful on the PSAT/SAT. Test-taking strategies and skills will be taught for all types of questions found on the new SAT. Math content will focus on skills through Algebra 2. Verbal skills will focus on reading comprehension, sentence completion and writing skills.
Prerequisite: Successful completion of Algebra I and Geometry is required.
NJROTC PROGRAM

Students entering this program should be aware that these courses practice codes of behavior consistent with military discipline, dress, and apparel.

**H9010 Naval Science 1** (1 Credit) Semester Long

The Naval Junior Officer Training Corps (NJROTC) program is designed to teach the student self-discipline, self-confidence, and leadership while introducing the basics of Naval Science, Naval History and Tradition, and Citizenship. The curriculum includes leadership, naval organization and tradition, U.S. Government, maritime geography, Naval History, navigation, seamanship, and health. Successful completion of three years of NJROTC allows entry into the armed forces at a pay grade two levels above other enlistees. There is no obligation to join the armed forces for NJROTC participants.

**H9020 Naval Science 2** (1 Credit) Semester Long

Naval Science 2 builds on the leadership, management, and technical training received in Naval Science 1 by delving deeper into the academic and technical curriculum of the initial course. The curriculum includes leadership, citizenship, Naval History, ship construction, naval weapons, oceanography, navigation and small boat seamanship. Basic survival and orienteering training is also included. There is no obligation to join the armed forces for NJROTC participants. *Prerequisite: Naval Science 1.*

**H9030 Naval Science 3** (1 Credit) Semester Long

Leadership becomes the paramount topic in the Naval Science 3 course. Fundamentals of democracy and naval history are also stressed, and technical subjects such as meteorology and weather, astronomy, seamanship, and survival training are introduced. Leadership and management are the key areas of concern and effort. Leadership will be studied through readings and lectures, and practiced in classroom exercises and actual unit operations. There is no obligation to join the armed forces for NJROTC participants. *Prerequisite: Naval Science 2.*

**H9040 Naval Science 4** (1 Credit) Semester Long

The purpose of this course is to build on the basic qualities of a good follower and an effective leader provided in the Naval Science 1, 2 and 3 curriculums and takes an in-depth look at what leadership is, and how to maximize your abilities in the leadership area. In addition to extensive reading and critical thinking, leadership skills are practiced and improved upon through staff leadership positions within the NJROTC unit. *Prerequisite: Naval Science 3.*

**H9050 NJROTC Drill & Ceremony** (1 Credit) Semester Long

Naval Science Drill & Ceremony introduces the student to military close order drill and ceremonial procedures. The course is designed to enhance the cadet’s ability to lead an NJROTC unit as well as to be, if so desired, a member of the Unit’s competition Drill Team. The course will include both armed and unarmed drill, and, to a certain extent, guidon manual, sword manual, color guard, and honor guard. The elements are developed from a fundamental level, and the results will vary depending upon the intensity of the cadet’s out-of-class commitment. *Prerequisites: Naval Science 1, Instructor approval.*
PHYSICAL EDUCATION AND HEALTH

Changing into proper gym attire is required for all Physical Education classes

H7010, H7011 Health and Fitness (Required Course) (1 Credit) Semester Long

Successful completion of this course earns one-half credit in Health Education and one-half credit in Physical Education. Health units emphasize building personal behavior skills to ensure lifelong wellness and include personal, consumer and mental health, drug abuse prevention, violence prevention, interpersonal relations and disease prevention. P.E. instruction requires students to participate in a variety of activities, including units in physical fitness, and team and individual activities. This course is required for graduation and is a prerequisite for all other P.E. and Health classes.

H7020 Beginner Team Sports (1 Credit) Semester Long

This course consists of units that are team oriented. Activities may include various indoor and outdoor sports and games. The focus of this course is for students to explore the history, rules and procedures of various sports and games. Once they master the rules of the game, students will take what they learned onto the playing field. Students will participate, show sportsmanship, and complete written assignments as part of their evaluation in each unit. Prerequisite: Health and Fitness.

H7021 Advanced Team Sports (1 Credit) Semester Long

This course consists of units that are team oriented. Activities may include various indoor and outdoor sports and games. The focus of this course is on demonstrating knowledge of history, rules, organization and procedures of various sports and games. Students will be required to organize tournaments and officiate game play as part of the course. This course may be repeated for credit no more than twice. Prerequisite: Health and Fitness; Beginner Team Sports.

H7030 Weight Training (1 Credit) Semester Long

Students will learn the proper techniques and safety factors related to the use of free weights and exercise equipment. The students will have the opportunity to learn and experience training techniques for specified fitness needs. Fitness programs for specific sports training will also be offered. Prerequisite: Health and Fitness.

H7031 Women’s Weight Training (1 Credit) Semester Long

This course will provide female students with an opportunity to learn about all aspects of weight training, and allow participants to set fitness goals in a comfortable, non-intimidating setting. A variety of equipment will be used during the course. Proper form, technique, and weight-room etiquette will be stressed. Nutrition and body composition will be addressed throughout. Participants will be required to keep a training journal in order to track their individual progress. Prerequisite: Health and Fitness.

H7052 Studio Workout (1 Credit) Semester Long

In this course, students will participate in a variety of wellness activities that may include aerobics, yoga, Pilates, power walking, circuit training, and dance. Information on nutrition, weight control, and safety will be provided during the course. Students will work toward a personal understanding of the mental, physical and emotional discipline needed to maintain a healthy lifestyle. Prerequisite: Health and Fitness.
H7053 Tai Chi (1 Credit) Semester Long

This course is designed to promote a non-competitive, recreational and health maintenance activity that can be enjoyed for a lifetime. Originating in Asia, this form of exercise promotes stamina and flexibility, and creates balance and calmness. Using deep breathing and mental imagery, integration with mind and body results in stress reduction and increases in concentration and self-discipline. *Prerequisite: Health and Fitness.*

H7055 Introduction to Sports Medicine (1 Credit) Semester Long

This course will provide students with the knowledge, skills, practical experience and professional attitudes required for the care of patients with problems related to sports and exercise. *Prerequisite: Health and Fitness; Anatomy and Physiology is recommended and may be taken concurrently.*
SCIENCE

H4015 Earth Science (1 Credit) Semester Long

Major areas of study in this course include Astronomy, Meteorology, Oceanography, and Geology. The development of laboratory skills and experimental studies will be incorporated throughout.

H4020 Physical Science (1 Credit) Semester Long

Physical Science uses math and science skills to investigate force and motion, work and energy, electricity and electromagnetic waves. This course is recommended for students enrolling in the Project Lead the Way Pre-Engineering Program.

H4022 Life Science (1 Credit) Semester Long

This course presents the principles of life science. Manipulatives, models, laboratory activities and simulations are used to develop foundational knowledge for biological concepts.  
Prerequisite: Administrative recommendation.

H4025 Biology (1 Credit) Year Long

This course provides an introduction to Biology. Topics include basic laboratory skills, taxonomy and evolution, cells, generics, biochemistry, human anatomy and physiology, and ecology. Classroom instruction will focus on preparation for HSA.

H4026 Biology, Semester 3 (Credit Recovery) Semester Long

Mastering skills and concepts to meet success in Biology and on the HSA are the main focus of this class. Enrollment in this course is determined by assessment data and administrative recommendation.

H4035 Chemistry (1 Credit) Year Long

This course is designed to provide a rigorous foundation in chemistry concepts. Topics include atomic theory, physical and chemical properties and changes, energy and state of matter, the mole concept with accompanying computations and associated lab techniques.  
Prerequisites: Biology and Algebra I.

H4040 Environmental Science (1 Credit) Semester Long

Environmental Science is an introductory science course where interaction of Earth’s systems and dynamics of human populations and other living organisms are presented in the context of our immediate environment. Outdoor education and projects intended to benefit our local surroundings are included in the class.

H4045 Physics (1 Credit) Semester Long

This course is designed to provide a broad, rigorous introduction to physics. Topics include displacement, velocity, acceleration, Projectile Motion, Newton’s laws of motion, Forces, Friction, and Universal Gravitation, Impulse and Momentum, Work and Energy, Heat and Thermodynamics, Electricity and Magnetism.  
Prerequisite: Algebra 2; Pre-Calculus is recommended and often taken concurrently.
H4085  Anatomy and Physiology  (1 Credit) Semester Long

This course is an introduction to human anatomy and physiology. Major emphasis is placed upon the organization and function of various anatomical systems. Physiological interactions between organ systems and the outside world are studied. The course is designed to help students prepare for college learning styles and to acquire the tools to be a proficient technical writer. Laboratory activities are included in this course designed for students interested in health related careers. This course includes animal dissection activities.  Prerequisite:  Biology.

H4055  Advanced Placement Environmental Science  (1 Credit) Year Long

AP Environmental Science is a college level course designed to prepare students to take the College Board AP Environmental Science exam. This course stresses environmental science principals and analysis. It is oriented toward laboratory investigations, field studies, and student research projects with extensive reading and writing outside of class.  Prerequisites:  Biology, Algebra I, and Chemistry.

H4050  Advanced Placement Biology  (1 Credit) Year Long

AP Biology is a college level course designed to prepare students to take the AP Biology exam. Topics include: chemistry of life, cells, cellular energetics, heredity, molecular genetics, evolutionary biology, diversity of organisms and population dynamics. Students are expected to complete nightly readings and design a long-term research project. This course may include animal dissection activities.  Prerequisites:  Biology, Algebra I and Chemistry.

H5043  Veterinary Science (Lab Science)  (1 Credit) Semester Long

This course may be taken for science credit or as an additional course for the Agriculture Science program. This course will include units in animal agriculture; the growth, development and general physiology of animals; various animal systems and processes; and genetics. Students interested in pursuing a career in Veterinary Science are encouraged to take this course. Prerequisites:  11th or 12th Grade Status and Biology.

H5044  Aquatic Science (Lab Science)  (1 Credit) Semester Long

This course may be taken for science credit or as an additional course for the Agriculture Science program. This course will cover topics including the nature and origin of aquaculture, aquatic plants and animals, aquatic structures and equipment, aquatic management practices, processing and marketing aquatic products, laws regarding aquaculture and career opportunities in aquaculture. Students interested in environmental studies, aquaculture production or environmental science are encouraged to take this course.
Prerequisites:  11th or 12th Grade Status and Biology.

H03155  Advanced Placement Physics I  (1 Credit) Year Long

AP Physics I 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.  Prerequisite:  Algebra II and Geometry.
SOCIAL STUDIES

H2039  United States History  (1 Credit)  Semester Long

United States History is a chronological survey of the American social, economic, and political development from World War I to the present. Emphasis is placed on writing and speaking skills. Independent written activities and oral presentations are required. Higher-level thinking skills such as analysis, synthesis, and evaluation are used to investigate the more complex aspects of our heritage.

H2045  Government  (1 Credit)  Semester Long

In this course students will study the structure and purposes of the U.S. Constitution; the various levels and branches of government; the rights and responsibilities of citizens; various court cases, the processes of government action; and the social, economic, and geographic influences on government action. Students will also examine and evaluate current issues and learn how to become involved in civic affairs. Current examples, simulations, and field experiences will be used to deliver instruction. **Prerequisite:** U.S. History.

H2025  World History  (1 Credit)  Semester Long

The World History course will examine history from the Middle Ages to the present. Students will be expected to read and evaluate a number of historical sources, conduct independent research and report orally and in writing on their findings, and participate in seminar discussions in class. The course will focus on cause and effect relationships throughout history, and will examine how the location of diverse world cultures influence those relationships. **Prerequisite:** Government.

H2066  Geography  (1 Credit)  Semester Long

Through the use of various techniques, tools, projects and software, such as ARC/GIS (Geographic information system), students will plot areas, examine population growth, and study geography on a local, state and national level. At the conclusion of this course, students will have a thorough understanding of geographic concepts and how humans interact with the environment. **Prerequisite:** Successful completion of the Social Studies core requirements.

H2070  Economics/International Finance  (1 Credit)  Semester Long

Students will study the involvement of the United States in a global market and its impact on various economics worldwide. Using a variety of resources, students will examine companies throughout the world and the direct connection these companies play on both an international and on a personal level. As students begin to make economic choices, they will be exposed to the impact that governments have on economics and the direct effects these choices have on policies at both a local and national level. **Prerequisite:** Successful completion of the Social Studies core requirements.

H2080  Personal Finance  (1 Credit)  Semester Long

This course focuses on the role of the student as a citizen, family member, consumer, and active participant in the business world. Students will explore many important areas of economic interest that will enhance their financial security. They will discover ways to maximize their earning potential, develop strategies for managing their resources, explore skills for the wise use of credit, and gain knowledge regarding the different ways of investing and managing money. In addition, students will learn about risk management and laws that protect them as a consumer. **Prerequisite:** Successful completion of the Social Studies core requirements.
H2047 Advanced Placement Government & Politics (1 Credit) Year Long

This course is a rigorous investigation of the structure, purposes and practices of governments. The government of the United States will be examined in the first half of the course; and governmental systems of other nations will be studied and compared in the second half. The curriculum provides students with an academically challenging experience equivalent to a collegiate level introductory course in U.S. Government. Students will take the High School Assessment in Government and the AP Government exam at the end of the year.

Prerequisites: U.S. History.

H2048 Advanced Placement Human Geography (1 Credit) Year Long

AP Human Geography is a yearlong course that focuses on the distribution, process, and effects of human populations on the planet. Units of study may include the following: population, migration, culture, language, religion, ethnicity, political geography, economic development, industry, agriculture, and urban geography. Emphasis is placed on geographic models, tools and their applications. Through the use of various techniques, tools, projects and software, such as ARC/GIS (Geographic information system), students will plot areas, examine population growth, and study geography on a local, state and national level. A project-based approach is used to apply concepts learned from the text to real world situations. AP exam required.

Prerequisite: Successful completion of the Social Studies core requirements.

H2063 Advanced Placement European History (1 Credit) Year Long

The course provides students with an in-depth study of the cultural, economic, social, and political history of Europe, focusing on the historical period from 1450 to the present. The curriculum is designed to provide students with an academically challenging experience equivalent to that which they might receive in a collegiate level introductory history course in European History. AP exam required.

Prerequisites: Successful completion of the Social Studies core requirements.

H04057 AP World History (1 Credit) Year Long

AP World History focuses on world history from 8000 BC to the present. The course delves into five specific themes of equal importance – focusing on the environment, cultures, state-building, economic systems, and social structures. AP World History also encompasses the history of the five major geographical regions of the globe including: Africa, the Americas, Asia, Europe, and Oceania, with special focus on historical developments and processes that cross multiple regions. Students taking this class are expected to also take the AP World History exam.

Prerequisite: Government.
TECHNOLOGY EDUCATION

H5000  Technology Education (Required for Graduation)  (1 Credit)  Semester Long

Technology Education prepares students to generate ideas, develop innovations, and engineer practical solutions. Technology content, resources, and classroom activities encourage students to apply science, mathematics, and other school subjects to authentic situations. This course may be taken at any point during the student's high school career, and meets the graduation requirement for one Technology Education credit.

H5102  Introduction to Engineering Design  (1 Credit)  Semester Long

This course emphasizes the development of a design. Students use 3-D computer software to produce, analyze, and evaluate models of project solutions. They study the design concepts of form and function, and then use state-of-the-art technology to translate conceptual designs into reproducible products. This course meets the graduation requirements for one Technology Education credit. **Prerequisite: Algebra 1.**

ADVANCED TECHNOLOGY EDUCATION

H5600  Advanced Technological Applications  (1 Credit)  Semester Long

In the Advanced Technological Applications course, students study four components of the Designed World: Information Technology, Agriculture and Bio-related Technologies, Medical, and Entertainment/Recreation. The Advanced Technological Applications course has been designed as an advanced study for students engaged in themed academies and general technology studies that lead to the capacity to understand how technology’s development, control, and use is based on design constraints, and human wants and needs. The structure of the course challenges students to use design processes so that they can think, plan, design and create solutions to engineering and technological problems. Students are actively involved as they address the complexities of technology that stem from designing, developing, using, and assessing technological systems. **Prerequisites: 10th Grade Status and Technology Education or Introduction to Engineering Design.**

H5601  Advanced Design Applications  (1 Credit)  Semester Long

Advanced Design Applications consists of four units including Manufacturing, Energy and Power, Construction, and Transportation. The Advanced Design Applications course has been designed as an advanced study for students engaged in themed academies and general technology studies that lead to the capacity to understand how technology’s development, control, and use is based on design constraints, and human wants and needs. The structure of the course challenges students to use design processes so that they can think, plan, design and create solutions to engineering and technological problems. Students are actively involved in the organized and integrated application of technological resources, engineering concepts, and scientific procedures. **Prerequisites: 10th Grade Status and Technology Education or Introduction to Engineering Design.**
WORLD LANGUAGES

H6010 Latin 1 (1 Credit) Semester Long

Students will acquire skills in grammar and syntax, which will enable them to read Latin and increase their understandings of English vocabulary and sentence structure. Instruction in cultural aspects of daily Roman life and Greek mythology are also included.

H6011 Latin 2 (1 Credit) Semester Long

Students will build upon their knowledge of Latin language and Roman history, and its influence on our world through readings of Julius Caesar, Cicero, and Augustus. Prerequisite: Latin 1.

H6012 Latin 3 (1 Credit) Semester Long

Students will complete their understanding of Latin grammar and morphology and begin applying it to authentic, ancient prose and poetry. Through their reading of authors like Catullus and Livy students will learn about life under the Roman emperors and the fall of Rome. Prerequisite: Latin 2.

H6013 Latin 4 (1 Credit) Semester Long

This course is designed to prepare students for Advanced Placement Latin. Students will apply their knowledge of Latin grammar and syntax to reading the complete Latin Texts of Pliny, Ovid, and Vergil. Students will also focus on mythology written under Augustus, in part preparing them for the Advanced Placement Latin exam. Students are required to complete an independent project. Prerequisite: Latin 3.

H6015 Advanced Placement Latin (1 Credit) Year Long

Using their knowledge of complex Latin grammatical constructions and rhetorical devices, students will make an in-depth study of Vergil’s *Aeneid* and Julius Caesar’s *Gallic Wars*. This course will prepare students for the Advanced Placement Latin exam, which students are required to take. Prerequisite: Latin 4.

H6020 Spanish 1 (1 Credit) Semester Long

Students are introduced to basic Spanish and the various Spanish speaking cultures. The course focuses on grammar and vocabulary while developing listening, reading, writing, and conversational skills that reflect real-life tasks.

H6021 Spanish 2 (1 Credit) Semester Long

Through the use of more complex vocabulary and grammatical structures, students continue to build on their ability to speak, listen, read and write in Spanish. Students explore the cultures of Spanish speaking countries in greater depth. Prerequisite: Spanish 1.

H6022 Spanish 3 (1 Credit) Semester Long

Students will engage exclusively in the target language in order to participate in class discussion, present views in writing, and read diverse texts. In addition, literary works are introduced that expand the student's knowledge of the Spanish speaking world and its cultural influences. Prerequisite: Spanish 2.
H6023  Spanish 4  (1 Credit)  Semester Long

This course is designed to prepare students for Advanced Placement Spanish, which covers grammar, vocabulary, and culture. Students will attain a strong command of the language and explore current world events through reading and responding to Spanish language newspapers and magazines.

Prerequisite: Spanish 3.

H6025  Advanced Placement Spanish Language  (1 Credit)  Year Long

This course will prepare students to demonstrate a high level of Spanish proficiency through interpersonal, interpretive, and presentational communication. The course includes the reading and analysis of Spanish texts, a thorough linguistic examination of complex grammatical structures and continued emphasis on language production and comprehension in order to prepare for the AP Spanish exam, which students are required to take.

Prerequisite: Spanish 4.
DUAL ENROLLMENT COURSES

Fall 2015

<table>
<thead>
<tr>
<th>Course#</th>
<th>Course Name</th>
<th>Days</th>
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<tbody>
<tr>
<td>PED 103</td>
<td>Wellness for Life</td>
<td>Monday/Wednesday</td>
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<tr>
<td>PSC 150</td>
<td>General Psychology</td>
<td>Tuesday/Thursday</td>
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<tr>
<td>COM 101</td>
<td>Fundamentals of Oral Communication</td>
<td>Monday/Wednesday</td>
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Spring 2016

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<tr>
<th>Course#</th>
<th>Name</th>
<th>Days</th>
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<tbody>
<tr>
<td>COM 101</td>
<td>Fundamentals of Oral Communication</td>
<td>Monday/Wednesday</td>
</tr>
<tr>
<td>SOC 161</td>
<td>Sociology</td>
<td>Tuesday/Thursday</td>
</tr>
<tr>
<td>FLM 242</td>
<td>The Art of Film</td>
<td>Tuesday/Thursday</td>
</tr>
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</table>

These are the courses generally offered. Additional course offerings subject to instructor availability.

PED 103 Wellness for Life: 3 college credits & 1 high school elective credit. Semester Long
An introduction of basic concepts and behavioral choices to become fit and promote wellness for life. All aspects of the total person will be covered, with emphasis on achievement of full potential in the physical, mental, emotional, social, environmental, and spiritual aspects of wellness for life. Assessment activities and program design will be emphasized. Meets a General Education requirement at Chesapeake College.

PSC 150 General Psychology: 3 college credits & 1 high school elective credit. Semester Long
An introduction to sociological concepts, theories, and methods. The influence of the social environment on the individual in such areas as role, status, personality, mobility, and social control is studied. Meets a General Education requirement at Chesapeake College.

SOC 161 Sociology: 3 college credits & 1 high school elective credit. Semester Long
An introduction to sociological concepts, theories, and methods. The influence of the social environment on the individual in such areas as role, status, personality, mobility, and social control is studied. Meets a General Education requirement at Chesapeake College.

COM 101 Fundamentals of Oral Communication: 3 college credits & 1 high school elective credit. Semester Long
Foundations of communication theory and practice relevant to individual, small group, and public settings. Major units include theories of communication, interpersonal communication, group discussion (teamwork), interviewing, and public speaking. Meets a General Education requirement at Chesapeake College.

FLM 242 The Art of Film: 3 college credits & 1 high school elective credit. Semester Long.
An introduction to film as artistic communication. Critical viewing and exploration of film techniques are undertaken in areas such as animation, documentation, comedy, drama, propaganda, and social awareness. Meets a general education requirement at Chesapeake College.

For more information see page 56.
Career and Technology Education

The new program is called "Career and Technology Education". Students in the old Vocational Education program could graduate from high school and get a job. Students in the new program can graduate from high school with an industry standard certification, and/or college credits which may lead to either a job or the beginnings of earning a college degree. In order for this to be true, the student must successfully complete all four courses in their Career and Technology Education program of study.
Career and Technology Education Options

Arts, Media, and Communication
- Students interested in the field of Arts, Media and Communication should consider enrolling in the Interactive Media Production courses. (See page 34)

Business Management and Finance
- Students interested in the field of Business Management and Finance should consider enrolling in the Business Management courses. (See page 35)

Construction and Development
- Students interested in the field of Construction and Development should consider enrolling in the Construction Trade Professions-Carpentry Courses. (See page 37)

Consumer Services, Hospitality, and Tourism
- Students interested in the field of Consumer Services, Hospitality, and Tourism should consider enrolling in Culinary Arts (ACF) or Careers in Cosmetology. (See page 38)

Environmental, Agriculture and Natural Resources
- Students interested in the field of Environmental, Agriculture and Natural Resources should consider enrolling in Curriculum for Agricultural Science Education (CASE). (See page 42)

Health and Biosciences
- Students interested in the field of Health and Biosciences should consider enrolling in Biomedical Sciences: Project Lead The Way (PLTW). (See page 44)

Human Resource Services
- Students interested in the field of Human Resource Services should consider enrolling in Teacher Academy of Maryland (TAM) or Fire Science: Maryland Fire and Rescue Institute (MFRI). (See page 45)

Information Technology
- Students interested in the field of Information Technology should consider enrolling in the Computer Science course. (See page 47)

Manufacturing, Engineering and Technology
- Students interested in the field of Manufacturing, Engineering and Technology should consider enrolling in Pre-Engineering: Project Lead The Way (PLTW). (See page 48)

Transportation Technologies
- Students interested in the field of Transportation Technologies should consider enrolling in Automotive Technician (NATEF). (See page 50)

Opportunities for College Credit, and Industry Standard Certification (see pages 51 and 52)
CAREER & TECHNOLOGY COMPLETER PROGRAM SEQUENCES

Arts, Media, and Communication

- Interactive Media Production
  - Principles of Art, Media and Communication
  - Interactive Media Production
  - Advanced Interactive Media Production
  - Work-Based Learning Experience-Multimedia

Business Management and Finance

- Business Management
  - Principles of Business, Administration and Management
  - Principles of Accounting and Finance
  - Advanced Business Management
  - Business Management Capstone
  - Work Based Learning Experience

Construction and Development

- Construction Trade Profession – Carpentry
  - Introductory Craft Skills
  - Carpentry I
  - Carpentry II
  - Carpentry III

Consumer Services, Hospitality, and Tourism

- Culinary Arts (ACF)
  - Culinary Basic I
  - Culinary Basic II
  - Culinary Pathway I
  - Culinary Pathway II
  - Professional Culinary Work-Based Learning

- Careers in Cosmetology
  - Principles and Practice of Cosmetology
  - Advanced Cosmetology: Theory and Application
  - Master of Cosmetology
  - Cosmetology Practicum

Environmental, Agricultural, and Natural Resources

- Curriculum for Agricultural Science Education (CASE)
  - Introduction to Agriculture, Food, and Natural Resources
  - Plant Science
  - Animal Science
  - Animal and Plant Biotechnology
  - Agricultural Business Research and Development (Capstone)
Health and Biosciences

- Biomedical Sciences: Project Lead The Way (PLTW)
  - Principles of Biomedical Science
  - Human Body Systems
  - Medical Interventions
  - Biomedical Innovation Research

Human Resource Services

- Teacher Academy of Maryland (TAM)
  - Human Growth & Development Through Adolescence
  - Teaching as a Profession
  - Foundations of Curriculum & Instruction
  - Education Academy Internship

- Fire Science: Maryland Fire and Rescue Institute (MFRI)
  - Firefighter I
  - Hazardous Materials Operations
  - Engine Co./Truck Co. Operations
  - Emergency Medical Technician
  - Rescue Technician

Information Technology

- Information Technology
  - Foundations of Computer Science
  - Computer Science Principles
  - Computer Science: Advanced Placement (AP)
  - Microcomputer Operating Systems

Manufacturing, Engineering, and Technology

- Pre-Engineering: Project Lead The Way (PLTW)
  - Introduction to Engineering Design
  - Principles of Engineering
  - Digital Electronics
  - Civil Engineering & Architecture
  - Computer Integrated Manufacturing
  - Engineering Design & Development

Transportation Technologies

- Automotive Technician (NATEF)
  - Automotive Technology I
  - Automotive Technology II
  - Automotive Technology III – Work Experience
Arts, Media, and Communications

Interactive Media Production

Opportunities for College Credit and Industry Standard Certification

Interactive Media Production
The Interactive Media Production program includes a strong foundation in arts and communication with particular emphasis on graphic and media communications, interactive technologies, and project development.

Course Sequence: Principles of Art, Media and Communication, Interactive Media Production and Advanced Interactive Media Production, Work-Based Learning Experience – Media.

Successful students may obtain certification in Photoshop, Illustrator, Flash and Dreamweaver through the Adobe Creative Suite assessment. Successful students may also obtain college credits through Chesapeake College.

H5501 Principles of Art, Media and Communication (Graphic Design) (1 Credit) Semester Long

This course provides students with an understanding of all aspects of the Arts, Media and Communication industry. Students will become proficient in Adobe Photoshop and Adobe Illustrator computer software. They design graphic layouts, manipulate photographic images, and create dynamic illustrations. This course meets the graduation requirements for one Fine Arts credit.

H5502 Interactive Media Production (1 Credit) Semester Long

This course further develops student skills in media design and the interactive media production process. Students will demonstrate their knowledge and skills in media design and production through project planning and project development. In Interactive Media Production students master the fundamental skills of Adobe Flash, Adobe Aftereffects, and Adobe Premier. Students apply traditional and computer animation techniques and create short films.

H5503 Advanced Interactive Media Production - A (1 Credit) Semester Long
H5504 Advanced Interactive Media Production - B (1 Credit) Semester Long

In Advanced Interactive Media Production students develop several websites with Adobe Dreamweaver, building on their knowledge of design and layout. They also create interactive Flash games and animations. In the second semester of the Advanced Media Production course, students further their expertise by focusing on one or more of the Adobe Suite programs, building an impressive portfolio of their skills.

H5505 Work-Based Learning Experience – Media (1 Credit) Semester Long

This course is designed for students who have successfully completed the Interactive Media Production program and would like to apply for a supervised work experience placement with a local business. Prerequisite: Teacher Recommendation, Advanced Interactive Media Production and 75 hours of Service-Learning. Students must have a minimum 2.0 GPA and obtain 135 work hours per credit.
Business Management and Finance

Opportunities for College Credit

Business Management

This program prepares students for college-level programs in various areas of Business Administration. They will apply accounting, marketing, and management concepts to realistic business scenarios.


Successful students may obtain college credits through articulation agreements, dual enrollment, or by taking the Principles of Management CLEP exam through Chesapeake College.

H5210  Principles of Business, Administration, and Management  (1 Credit)  Semester Long

This course provides a foundational understanding of the role of business in a global society, American business as a dynamic process, forms of business ownership, management concepts, marketing, production and distribution, and accounting and finance. Along with a brief historical perspective, business terminology and principles will be emphasized. Students will learn to analyze the functions of business through evaluating, planning, organizing, and controlling. Students will develop the communication skills that will be necessary for success in the workplace and college.

H5018  Principles of Accounting and Finance  (1 Credit)  Semester Long

This course provides students with the knowledge necessary to manage and maintain a company’s financial resources in daily operating decisions. A mastery of fundamental accounting concepts, skills and competencies is essential to making informed business decisions. Students will learn to apply generally accepted accounting principles to determine the value of assets, liabilities, and owner’s equity as they apply to various forms of manual and computerized systems for service and merchandising business. Students will apply appropriate accounting principles to payroll and tax liabilities. Prerequisite: Algebra 1.

H5211  Advanced Business Management  (1 Credit)  Semester Long

This course is the first of two sequential business management courses of the completer requirement for students enrolled in the Business Management Pathway. Focus will be on the role of business in society, the changing nature of contemporary business practices, major management concepts, theories and theorists, the processes of management (functional, operational, human relations), business law and ethics, and business communications. Students will understand the business world and be prepared to meet their career goals and objectives.
H5212 Business Management Capstone (1 Credit) Semester Long

This course is designed to be the second of two sequential business management courses of the completer requirement for students enrolled in the Business Management Pathway. Students will apply the knowledge and skills acquired in previous business management courses to settings through the Business Management Final Capstone Project. This end-of-course final project will involve intense problem-solving in business management.

Prerequisite: Principles of Business, Administration, and Management; Principles of Accounting and Finance; and, Advanced Business Management.

H5029 Work-Based Learning Experience (1 Credit) Semester Long

This course is designed for students who have successfully completed the Business Management program and would like to apply for a supervised work experience placement with a local business.

Prerequisite: Teacher recommendation, Business Management Pathway and 75 hours of Service-Learning. Students must have a minimum 2.0 GPA and obtain 135 work hours per credit.
Construction and Development

Construction Trade Profession – Carpentry

Opportunities for Industry Standard Certification for Construction Trade Professions - Carpentry

Construction Trade Profession - Carpentry

The Construction Trades pathway program is a CTE program based on the National Center for Construction Education and Research (NCCER) standards. This program leads to a national certification for those students who successfully complete Level I and/or Level II curriculum. The program prepares students for further education and careers in the construction industry, specifically in Carpentry.

Course Sequence: Introductory Craft Skills, Carpentry I, Carpentry II, and Carpentry III.

Successful students may obtain certification in Construction Core and Carpentry – Level 1 & Level 2 through the National Center for Construction Education and Research assessment.

H5065 Introductory Craft Skills (1 Credit) Semester Long

This course is a prerequisite for Carpentry. Its modules cover topics such as Basic Safety, Communication Skills, and Introduction to Construction Drawings. Completing this curriculum gives the trainee the basic skills needed to continue education in Cabinetry and Millwork and Carpentry career pathway.

H5051 Carpentry I (1 Credit) Semester Long

Provides students an opportunity to learn about the home building industry. Participants master a variety of construction skills such as: wood building materials, hand and power tools, floor systems, wall and ceiling framing, roof framing and windows, and exterior doors. Students apply their knowledge and skills by participating in school/lab-based and work-based projects. The course of study description correlates to the modules of the NCCER national standards. Prerequisite: Introductory Craft Skills.

H5052 Carpentry II (1 Credit) Semester Long

This course continues the instruction of basic wood construction plus reading plans, elevations, and site layout one. Prerequisite: Carpentry I.

H5053 Carpentry III (1 Credit) Semester Long

This course reinforces basic wood construction skills plus cost estimating, ordering of materials, advanced roof and ceiling framing, exterior and interior finishing, and stair construction. Prerequisite: Carpentry II.

H5054 Carpentry IV – Work Experience (1 Credit) Semester Long

This course is for students who have successfully completed the Construction Trade Professions-Carpentry program and would like to apply for a supervised work experience with a local business. Prerequisite: Carpentry III, Teacher Recommendation, and 75 hours of Service Learning. Students must have a minimum 2.0 GPA and obtain 135 work hours per credit.
Consumer Services, Hospitality, and Tourism

Culinary Arts (ACF)
Careers In Cosmetology (Cross-County to Caroline Career and Technology Center)

Opportunities for Industry Standard Certification and College Credit

Culinary Arts (ACF)

The Culinary Arts (ACF) program partners with the American Culinary Federation (ACF) to prepare students for successful careers in the food and beverage industry. This is a 4-credit CTE program that educates high school students in professional cooking and baking. Students will progress through a program that includes hands-on education in food production, while developing professionalism and proficiency in cooking, baking, cost control, nutrition, sanitation, food marketing, and dining room service. Students have the opportunity to operate an in-school restaurant, The Garden Bowl.

Course Sequence:
Culinary Basics I, Culinary Basics II, Culinary Pathway I, Culinary Pathway II, and/or Culinary Work Based Learning (Culinary Pathway III).

Successful students may obtain Junior Culinarian Certification through the American Culinary Federation assessment. Successful students may also obtain college credits through Stratford University, Chesapeake College and Anne Arundel Community College.

H5070 Culinary Basics I: The Science of Cooking and Baking (1 Credit) Semester Long

This is the introductory course in the Culinary Arts (ACF) completer. Students will explore the functions and sources of nutrients and learn to maximize nutrient retention in cooking and storing. Students conduct labs using professional large and small equipment to learn the effects of heat on food, cooking times, cooking methods, and proper seasonings. Students practice industry standard safety and sanitation procedures. Students demonstrate the foundations of baking. The culinary portfolio requirement will begin at this level. Prerequisite: 9th Grade Status.

H5071 Culinary Basics II: Foundations of Professional Cooking and Baking (1 Credit) Semester Long

Students will learn about the history of the food science industry, organization of modern kitchens and standards of expected culinary professionalism. Students experience various leadership styles in lab settings. Students operate a kitchen following approved government standards, Hazard Analysis and Critical Control Point (HACCP). In the lab students use and structure standardized recipes including conversations and food costs. Kitchen skill development topics include: quick breads, yeast breads, garde manager basics, and hot and cold sandwiches. Students plan and host a Garden Bowl luncheon service including menu development, food preparation, and dining room service. The culinary portfolio continues to build during this course. Prerequisite: Culinary Basics I.
**H5072 Culinary Pathway I: Journey Chef to Professional Cooking and Baking** (1 Credit) Semester Long

In this course, students participate in real world culinary experiences by preparing for the Garden Bowl Restaurant, and multiple school and community catered functions. Students are expected to employ all safety, sanitation, and professional standards in the operation of the kitchen facility. The research project for this level requires an investigation of a raw ingredient, refining of original recipes, and professional quality presentation. Among expected skills are the classification and preparation of: stock, soup, sauce, meat, poultry, fish, shellfish, fruit, vegetable, starch, breakfast, and dessert. The culinary portfolio continues to build during this course.

*Prerequisite: Culinary Basics II.*

**H5073 Culinary Pathway II: Advanced Chef to Professional Cooking and Baking** (1 Credit) Semester Long

This is the culminating, in-school course for the culinary arts program if students are not able to secure a work-based experience. Students will be expected to demonstrate mastery of all the principles previously studied for food preparation. Production includes both casual and formal dishes; breakfasts, lunches, and dinners; as well as holiday bakeshops and a variety of catering requests.

*Prerequisite: Culinary Pathway I.*

**H5074 Professional Culinary Work-Based Learning Experience** (1 Credit) Semester Long

This course encourages students to be a program completer by participating in an industry internship. Students locate a restaurant where they can work no less than 7 ½ hours per week with professionals in the field.

*Prerequisites: Teacher Recommendation and 75 hours of Service-Learning. Students must have a minimum 2.0 GPA and obtain 135 work hours per credit.*
Careers in Cosmetology

This is an in-depth course of study on theory and practical skills applications in the areas of hair, nail and aesthetic care, chemistry, anatomy and physiology, business, communication and state laws, rules and regulations. The 1,500-hour program includes classroom instruction, clinical experience, related mentored work-based learning experience and a senior capstone project.


Successful students may obtain certification in Cosmetology through the Maryland State Board of Cosmetologist assessment.

H5801 Principles and Practice of Cosmetology (3 Credits) Semester Long

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 are fundamental aspects in the practice of cosmetology. Students will learn histology of the hair and scalp, properties of the hair, skin, and nails, perform basic manicure and pedicure, shampooing, rinsing, and conditioning hair, haircutting tools, techniques, and principals of hair design, apply foundation knowledge of anatomy, physiology, and chemistry. Prerequisites: 10th grade status and completed 30 hours of Service-Learning.

H5802 Advanced Cosmetology: Theory and Application (3 Credits) Semester Long

This course allows students to develop and practice more advanced techniques in the field of cosmetology. Students will learn various facial treatments, massage and manipulation techniques, make-up application, hair press and thermal styling, coloring and lightening techniques, hair braiding technique, human body systems as they relate to cosmetology, hair removal techniques, skin care treatments, and artificial nail techniques. Prerequisites: Principles and Practice of Cosmetology and completed 50 hours of Service-Learning.

H5803 Mastery of Cosmetology (3 Credits) Semester Long

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 advance in the field of cosmetology upon passing the State Board of Cosmetologist licensing examination. Students will learn the fundamentals of small business management and complete a senior capstone project/portfolio. Upon completion of this course students may be eligible to apply for the 1,000-hour letter to participate in a work-based learning experience. Upon successful completion of the first 1,000 hours of the program and the instructor’s recommendation, students will be eligible to participate in up to 300 hours of a supervised work-based learning experience in an off-site salon setting. These experiences developed by the school and the employer will add value to and extend a student’s career preparation. Prerequisite: Advanced Cosmetology: Theory and Application. Students must take and pass State Boards at the end of this class in lieu of taking the Cosmetology Practicum. Completed 70 hours of Service-Learning.
H5804 Cosmetology Practicum (3 credits) Semester Long

This is the culminating course to prepare students for the Maryland State Board of Cosmetologist Licensing Exam administered by Experior Assessments. Students will refine skills necessary to pass the Maryland State Board of Cosmetologists exam. Some students may elect to participate in a 13-week internship experience to earn 300 hours in lieu of attending class at the Caroline Career and Technology Center. All students are required to attend class the last five weeks for an in-depth focus on theory and practical skill review for the State Board of Cosmetologists exam. Internship will be approved by the cosmetology instructor and arranged by the guidance counselor.

Prerequisites: Mastery of Cosmetology. Recommended for grade 12. License will not be issued until age 17. Students, who complete 1500 hours and pass the State Board Cosmetology exam, are exempted from this course. Students who pass the State Board during this course will have an option to convert to Career Internship. Students must take the Industry Assessment to receive credit for the course.
Environmental, Agricultural, and Natural Resources

Curriculum for Agriculture Science Education (CASE)

Curriculum for Agriculture Science Education (CASE)

The Curriculum for Agricultural Science Education (CASE) is a program within the Environmental, Agricultural, and Natural Resources Career Cluster. CASE prepares students to be successful in numerous careers in the agricultural sciences as well as preparing them to further their education at the post secondary level.

Course Sequence:  Introduction to Agriculture, Food, and Natural Resources; Plant Science; Animal Science; Animal and Plant Biotechnology; Agricultural Business, Research and Development (Capstone).

Electives:  Veterinary Science and Aquatic Science

H5039  Introduction to Agriculture, Food, and Natural Resources (1 Credit)  Semester Long

This course is the introductory course within the Curriculum for Agriculture Science Education (CASE) program of study. The course is structured to enable all students to have a variety of experiences that will provide an overview of the fields of agriculture science and natural resources. Students’ experiences will involve the study of communication, sciences of agriculture, plant, animals, natural resources, and agricultural mechanics.

H5001  Plant Science  (1 Credit)  Semester Long

The course is structured to enable all students to have a variety of experiences that will provide an overview of the field of agricultural science with a foundation in plant science so that students may continue through a sequence of courses through high school. Students will work in teams to learn the characteristics of plant science and work on major projects and problems similar to those that plant science specialists, such as horticulturists, agronomists, greenhouse and nursery managers and producers, and plant research specialists face in their respective careers. 

Prerequisite: Introduction to Agriculture, Food and Natural Resources.

H5038  Animal Science  (1 Credit)  Semester Long

The course is structured to enable all students to have a variety of experiences that will provide an overview of the field of agricultural science with a foundation in animal science so that students may continue through a sequence of courses through high school. Students will learn the characteristics of animal science and work on major projects and problems similar to those that animal science specialists, such as veterinarians, zoologists, livestock producers, or industry personnel face in their respective careers.

Prerequisite: Introduction to Agriculture, Food and Natural Resources.

H5601  Animal and Plant Biotechnology  (1 Credit)  Semester Long

The Animal and Plant Biotechnology course is a junior level specialization course and will include topics such as biochemistry, DNA/gene transfer, biotechnical research, biofuels, and micro-propagation.

Prerequisite: Animal Science or Plant Science.
H5041  Agricultural Business, Research and Development (Capstone) (1 Credit) Semester Long

This course is structured to enable all students to have a variety of exposure in FFA and Leadership (Agriscience Fair, Agriculture issues, Agriculture Communication, Parliamentary Procedures and Public Speaking) Agribusiness and Management (Budgeting, Record keeping, Principals of Economics, Inventory Management) Research (Data Analysis, Research Methods, Reporting, Using Supportive Research) Development and Design (Agriscience Projects, Agritourism, Alternative Agriculture, Green Energy).  
Prerequisite: Animal and Plant Biotechnology.

H5043  Veterinary Science (Lab Science)  (1 Credit)  Semester Long

This course may be taken for science credit. This course will include units in animal agriculture, the growth, development and general physiology of animals, various animal systems and processes, and genetics. Students interested in pursuing a career in Veterinary Science are encouraged to take this course.  
Prerequisites: 11th or 12th Grade Status, and Biology.

H5044  Aquatic Science (Lab Science)  (1 Credit)  Semester Long

This course may be taken for science credit. This course will cover topics including the nature and origin of aquaculture, aquatic plants and animals, aquatic structures and equipment, aquatic management practices, processing and marketing aquatic products, laws regarding aquaculture and career opportunities in aquaculture. Students interested in environmental studies, aquaculture production or environmental science are encouraged to take this course.  
Prerequisites: 11th or 12th Grade Status and Biology.
Biomedical Sciences: Project Lead The Way

Biomedical Sciences: Project Lead The Way (PLTW)

The PLTW Biomedical Sciences (BMS) program is a sequence of courses, all aligned with appropriate national learning standards, which follows a proven, hands-on, real-world problem-solving approach to learning. Students explore the concepts of human medicine and are introduced to topics such as physiology, genetics, microbiology and public health. BMS courses complement traditional science courses and can serve as the foundation for STEM-centered or specialized academics. The program is designed to prepare students to pursue a post-secondary education and careers in the biomedical sciences.

Course Sequence: Principles of Biomedical Sciences, Human Body Systems, Medical Interventions, Biomedical Innovation Research.

Successful students may obtain college credits through Stevenson University.

H5701 Principles of Biomedical Sciences (1 Credit) Semester Long

Student work involves the study of human medicine, research processes and an introduction to bioinformatics. Students investigate the human body systems and various health conditions including heart disease, diabetes, sickle-cell disease, hypercholesterolemia, and infectious diseases.

H5702 Human Body Systems (1 Credit) Semester Long

Students will engage in the study of the processes, structures, and interactions of the human body systems. Important concepts include: identity, communication, resources for survival, muscle movement, and protection of the body. Prerequisite: Principles of Biomedical Sciences.

H5703 Medical Interventions (1 Credit) Semester Long

Through projects students will investigate various medical interventions that extend and improve quality of life, including diagnostics, pharmacology, surgery, gene therapy, prosthetics, rehabilitation, and supportive care. Students will study the design and development of various medical interventions including vascular stents, cochlear implants, and prosthetic limbs. Prerequisite: Human Body Systems.

H5704 Biomedical Innovation Research (1 Credit) Semester Long

This capstone course gives student teams the opportunity to work with a mentor, identify a science research topic, conduct research, write a scientific paper, and defend team conclusions and recommendations to a panel of outside reviewers. Each team will have one or more mentors from the scientific and/or medical community guiding their scientific research. Prerequisite: Medical Interventions.
Teacher Academy of Maryland (TAM)  
EMT/Fire and Rescue (Upper Eastern Shore Regional Training Center)  
Opportunities for College Credit and Industry Standard Certification  

### Teacher Academy of Maryland (TAM)

The Teacher Academy of Maryland (TAM) is a Career and Technology Education (CTE) instructional program that aligns with the Interstate Teacher Assessment and Support Consortium and the Maryland Essential Dimensions of Teaching. The program prepares students for further education and careers in the education profession.

**Course Sequence:** Human Growth & Development through Adolescence, Teaching as a Profession, Foundations of Curriculum and Instruction, and Education Academy Internship

Successful students may obtain a ParaPro certification through the Educational Testing Service assessment. Successful students may also obtain college credits through Towson University, Stevenson University, Coppin State University and Chesapeake College.

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**H5301  Human Growth & Development through Adolescence** (1 Credit) Semester Long

This course is the first in a sequence of four courses for students who would like to pursue a career in teaching. This course focuses on human development from birth through adolescence. Emphasis is placed on theories of physical, cognitive, and psychosocial development, and the effect of heredity and the environment; the role of caregivers and the family; health and safety concerns; and contemporary issues. **Prerequisite:** 10th Grade Status.

**H5302  Teaching as a Profession** (1 Credit) Semester Long

This course focuses on the profession of teaching – its history, purposes, issues, ethics, laws, regulations, roles, and qualifications. Emphasis is placed on identifying the current, historical, philosophical and social perspectives of American education. **Prerequisite:** Human Growth & Development through Adolescence.

**H5303  Foundations of Curriculum & Instruction** (1 Credit) Semester Long

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 the development of a supportive classroom environment. **Prerequisite:** Teaching as a Profession.

**H5304  Education Academy Internship - Work Experience** (1 Credit) Semester Long

The internship is the culminating course of the Teacher Academy Program. Students will have an opportunity to integrate content and pedagogical knowledge in an educational area of interest. Students will complete a portfolio as part of this course. **Prerequisites:** Foundations of Curriculum & Instruction; Teacher Recommendation and 75 hours of Service-Learning.
Fire Science: Maryland Fire and Rescue Institute (MFRI)

Offered at the Upper Eastern Shore Regional Training Center of the Maryland Fire and Rescue Institute (MFRI) in Queen Anne’s County, Maryland

This program prepares students for participation in the Volunteer Fire Companies and/or to pursue a career as an Emergency Services Provider. Students are trained in fire fighting and emergency medical technology.  Prerequisite: 12th grade status


Successful students may obtain certification in Emergency Management and Firefighter I through the Maryland Fire and Rescue Institute.

H5400  EMT/Fire and Rescue (MFRI) (Year Long) (4 Credits) Year Long
All sessions are conducted at the Upper Eastern Shore Regional Training Center of the Maryland Fire and Rescue Institute in Queen Anne’s County, Maryland and are taught by MFRI certified instructors. Students should be in good physical condition, as parts of the program require great physical effort.

When students complete the one-year of training, they will have completed the course work for the following courses:

<table>
<thead>
<tr>
<th>Credits</th>
<th>Course Titles</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Firefighter I is basic fire fighting training. Upon successful completion of this course, the student will be able to understand and apply principles of fire behavior, hose and streams, ladders, ventilation forcible entry, search &amp; rescue, property conservation, structural fire fighting, fire ground rescue operations and wild land fire fighting.</td>
</tr>
<tr>
<td>1</td>
<td>Hazardous Materials Operations – Upon successful completion of this course, the student will be able to analyze a hazardous materials incident, plan an initial response, implement the response, and evaluate the progress of the actions taken. This course will be part of the Firefighter program.</td>
</tr>
<tr>
<td>1</td>
<td>Engine Co./Truck Co. Operations is an advanced fire fighting training course. Upon successful completion of this course, the student will be able to understand the functions and responsibilities of the engine and truck companies and demonstrate the tools and equipment during simulated fire ground operations involving fire attack, search &amp; rescue, ventilation, salvage &amp; overhaul and ladder operations.</td>
</tr>
<tr>
<td>1</td>
<td>Emergency Medical Technician – Upon successful completion of this course, the student will be able to recognize assess, and manage medical and trauma signs and symptoms in patients during emergency situations; determine and use appropriate equipment for patient management and care; communicate and work with other emergency services personnel in the care, transport, and transfer of patients; and maintain patient and department records.</td>
</tr>
<tr>
<td>1</td>
<td>Rescue Technician – Upon successful completion of this course, the student will be able to describe the principles and hazards of rescue and demonstrate the use of tools and equipment, to properly and safely perform vehicle extrication, basic rigging, patient packaging and transfer, rope rescue operations, and overland repelling.</td>
</tr>
</tbody>
</table>

4     Total Credits

Course Requirements to be eligible for this program, a student must:
1. Be a member in good standing with a local Talbot County Volunteer Fire Department for at least 30 days prior to the start of the EMT/Fire Rescue program.
2. Be at least 16 years of age and a senior.
3. Obtain school counselor approval.
4. Students must have a medical release from their physician.
Information Technology

Computer Science

Opportunities for College Credit and Industry Standard Certification

Computer Science

The Computer Science program allows students to learn all aspects of Computer Science, including programming, networks, graphics, databases, cyber security, artificial intelligence, and other applications in IT.

Course Sequence: Foundations of Computer Science, Computer Science Principles, Computer Science: Advanced Placement (AP), and Microcomputer Operating Systems.

Successful students may obtain articulated credit from the University of Maryland-Baltimore County, Advanced Placement College Board Credit by Exam, and certification options are also available including the Microsoft Technology Associate (MTA).

H10171 Foundations of Computer Science (1 Credit) Semester Long

This first course 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 language might be utilized to solve particular problems. This course includes a bread range of topics in computing including robotics, programming in several language such as Processing and Java, and cyber security.

H10175 Computer Science Principles (1 Credit) Semester Long

This course advances students’ understanding of the technical aspects of computing including programming and algorithm design, computer system organization and operations, 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: Foundations of Computer Science.

H10157 Computer Science: Advanced Placement (AP) Year Long

Computer Science: Advanced Placement (AP) is a more in-depth study of computer science, specifically the technical aspects of computing including programming and algorithm design, computer system organization and operations, and data representation and information organization. In this course the primary language used in advancing students’ understanding of the application of computational thinking to real-world problems is Java.

Prerequisite: Computer Science Principles

H10130 Microcomputer Operating Systems (CyberWatch 130) Semester Long

This introduction to DOS and Windows operating environments includes basic and advanced operations and use of system utilities. Students are introduced to DOS and UNIX/LINUX command structures and explore operations using the Windows graphical user interface. Prerequisite: Computer Science: Advanced Placement
Manufacturing, Engineering and Technology

Pre-Engineering: Project Lead The Way (PLTW)

Opportunities for College Credit

Pre-Engineering: Project Lead The Way (PLTW)

The PLTW Pathway to Engineering (PTE) program is a sequence of courses, which follows a proven, hands-on, real-world, problem-solving approach to learning. Throughout PTE, students learn and apply the design process, acquire strong teamwork and communication proficiency, and develop organizational, critical-thinking, and problem-solving skills. PTE courses complement traditional mathematics and science courses and can serve as the foundation for STEM-centered or specialized academies. The program is designed to prepare students to pursue a post-secondary education and careers in the engineering field.

Course Sequence: Introduction to Engineering Design or Principles of Engineering, Digital Electronics, Civil Engineering & Architecture or Computer Integrated Manufacturing, and Engineering Design & Development.

Successful students may obtain college credits through University of Maryland-Baltimore County and Rochester Institute of Technology.

H5102 Introduction to Engineering Design (1 Credit) Semester Long

This course emphasizes the development of a design. Students use 3-D computer software to produce, analyze, and evaluate models of project solutions. They study the design concepts of form and function, and then use state-of-the-art technology to translate conceptual designs into reproducible products. This course meets the graduation requirements for one Technology Education credit. Prerequisite: Algebra 1.

H5101 Principles of Engineering (1 Credit) Semester Long

This 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 engineering, social and political consequences of technological change. Prerequisite: 10th Grade Status.

H5103 Digital Electronics (1 Credit) Semester Long

This 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. This course covers several topics, including analog and digital fundamentals; numbers systems and binary addition; logic gates and functions; Boolean algebra and circuit design, and decoders, multiplexers, and de-multiplexers. Prerequisite: Introduction to Engineering Design or Principles of Engineering.
H5104 Civil Engineering & Architecture (1 Credit) Semester Long

Students will examine civil engineering and architectural principles. Students will use state-of-the-art software packages to complete a series of real world projects. Students will also research careers in civil engineering and architecture and study project planning, site planning, building design, and project documentation and presentation. Prerequisite: Digital Electronics.

H21030 Computer Integrated Manufacturing (CIM) Semester Long

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. Prerequisite: Digital Electronics.

H5105 Engineering Design & Development (1 Credit) Semester Long

In this course students will work on a team to design and construct the solution to an engineering problem. Students will apply the principles learned in previous Project Lead the Way courses. Each team will be responsible for delivering progress reports and making final presentations to a community review panel. A completed PLTW portfolio is required at the end of the course. Prerequisite: Civil Engineering and Architecture or Computer Integrated Manufacturing.

H5106 PLTW Work Experience (1 Credit) Semester Long

Students who have successfully completed the first three courses in the Project Lead the Way program sequence may apply for a work experience. This program is available during the summer for a grade of pass or fail, and during the school year for a letter grade. Students must have the recommendation of their PLTW Instructor and one academic teacher to qualify. Prerequisite: Teacher Recommendation and 75 hours of Service-Learning. Students must have a minimum 2.0 GPA and obtain 135 work hours per credit.
Transportation Technologies

Automotive Technician (NATEF)

Opportunities for College Credit and Industry Standard Certification

Automotive Technician (NATEF)

The Automotive Technician CTE Program of Study is an instructional program that incorporates the Automotive Service Excellence (ASE) program certification standards and the National Automotive Technicians Education Foundation (NATEF) task lists. The program prepares students for further education and careers in the automotive field.


Successful students may obtain Suspension & Steering, Brakes, Electrical/Electronic System, and Engine Performance certification through the National Automotive Student Skills Standards Assessments. Successful students may also obtain college credits through Community College of Baltimore County, University of Northwestern Ohio, and Penn College.

H5067  Automotive Technology I  (2 Credits)  Year Long

This course is designed for students interested in pursuing a career in Automotive Technology. Students will complete the ASE program areas of brakes and steering/suspension systems. Students will learn to diagnose and determine needed repairs on drum & disc brake systems and steering & suspension systems. Prerequisites: 11th Grade Status and Algebra 1.

H5068  Automotive Technology II  (3 Credits)  Year Long

This course is designed for students interested in pursuing a career in Automotive Technology. The class will meet for two periods daily for one year. Students will complete ASE program areas of Electrical/Electronics Systems and Engine Performance. Students will learn how to check continuity in electrical circuits using a test light and voltmeter, oscilloscope, and wiring diagrams. Students will conduct engine performance tests using an engine analyzer to determine needed repairs. Prerequisite: Automotive Technology I.

H5069  Automotive Technology III – Work Experience  (1 Credit)  Semester Long

Students who have successfully completed Automotive Technology II may apply for a supervised work experience placement with a local automotive technology repair facility or dealer. Prerequisites: Automotive Technology II, Teacher Recommendation and 75 hours of Service-Learning.

H5092  AYES Summer Work Experience  (1 Credit)  Semester Long

Automotive students who have successfully met the following requirements are eligible to participate in a paid summer work experience through the National Automotive Youth Excellence Systems Program. Students must have successfully completed Automotive I, have a cumulative 80% GPA for the first three marking periods of the junior year, have a cumulative attendance of 96% during the junior year, have a letter of recommendation from the Automotive Instructor and one Academic Teacher. Prerequisites: Automotive I, Teacher Recommendation and 75 hours of Service-Learning.
Another way students may get a jumpstart on college is by successfully completing any of the following CTE programs.

<table>
<thead>
<tr>
<th>Program of Study</th>
<th>College Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>Interactive Media Production</td>
<td><strong>Chesapeake College</strong> – 9 credits</td>
</tr>
<tr>
<td>Business Management</td>
<td><strong>Chesapeake College</strong> – 3 credits</td>
</tr>
<tr>
<td>Culinary Arts (ACF)</td>
<td><strong>Stratford University</strong> – 18 credits</td>
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<tr>
<td></td>
<td><strong>Chesapeake College</strong> – 6 credits</td>
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<tr>
<td></td>
<td><strong>Anne Arundel Community College</strong> – Maximum 4 credits</td>
</tr>
<tr>
<td></td>
<td>– HRM 121: Intro. To Cooking (3 credits). If student has received Sanitation Certification – HRM 119: Certification in Sanitation (1credit)</td>
</tr>
<tr>
<td>Biomedical Sciences – Project Lead The Way (PLTW)</td>
<td><strong>Stevenson University</strong> – 4 credits in BIO 113 General Biology 1: Cell Biology and Genetics</td>
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<tr>
<td></td>
<td><strong>Indiana University – Purdue University Indianapolis</strong> – 12 credits in BIOL 10011, BIOL 10012, BIOL 10013, and BIOL 10014 for PLTW Biomedical Science courses.</td>
</tr>
<tr>
<td>Teacher Academy of Maryland (TAM)</td>
<td><strong>Towson University</strong> – 3 credits in EDUC 202: Historical Contemporary Perspectives on America’s Urban Schools</td>
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<tr>
<td></td>
<td><strong>Stevenson University</strong> – 3 credits in PSY 206: Child Growth and Development</td>
</tr>
<tr>
<td></td>
<td><strong>Coppin State University</strong> – 3 credits in EDUC 200: History of Education</td>
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<td><strong>Chesapeake College</strong> – 4 credits</td>
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<tr>
<td>Pre-Engineering-Project Lead The Way (PLTW)</td>
<td><strong>University of Maryland Baltimore County</strong> – 3 credits in ENES101</td>
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<tr>
<td></td>
<td><strong>Rochester Institute of Technology (RIT)</strong> – up to 12 credits</td>
</tr>
<tr>
<td>Automotive Technician (NATEF)</td>
<td><strong>Community College of Baltimore County</strong> – 18 credits</td>
</tr>
<tr>
<td></td>
<td><strong>University of Northwestern Ohio</strong> – 18 credits</td>
</tr>
<tr>
<td></td>
<td><strong>Penn College</strong> – Up to 15 credits</td>
</tr>
</tbody>
</table>
Career and Technology Education  
Industry Standard Certification

These CTE programs may lead to industry certification, which may be useful in beginning a career.

<table>
<thead>
<tr>
<th>Program of Study</th>
<th>Industry Standard Certification</th>
</tr>
</thead>
</table>
| Interactive Media Production             | • Adobe Creative Suite  
|                                          |   o Photoshop  
|                                          |   o Illustrator  
|                                          |   o Flash  
|                                          |   o Dreamweaver  |
| Computer Science                         | • Microsoft Technology Associate (MTA) – Developer Pathway  
|                                          |   o MTA – Software Development Fundamentals, Web, or Windows  |
| Culinary Arts (ACF)                      | • American Culinary Federation-NOCTI  
|                                          |   • ACF Certified Junior Culinarian  |
| Automotive Technology (NATEF)            | • National Automotive Student Skills Standards Assessments (NA3SA)  
|                                          |   o Suspension & Steering  
|                                          |   o Brakes  
|                                          |   o Electronic/Electronics System  
|                                          |   o Engine Performance  |
| Teacher Academy of Maryland (TAM)        | • Educational Testing Service - Paraprofessional Assessment  
|                                          |   o ParaPro  |
| Construction Trade Profession-Carpentry  | • National Center for Construction Education and Research (NCCER) Assessment  
|                                          |   o Construction Core  
|                                          |   o Carpentry-Level 1  
|                                          |   o Carpentry-Level 2  |
| EMT/Firefighter                          | Firefighter 1  
|                                          | Emergency Medical Technician (EMT-B)  
|                                          | Rescue Tech  
|                                          | Confined Space  
|                                          | Haz-Mat Operations  
|                                          | CRP  |
From an academic perspective, college and career readiness means that a high school graduate has the knowledge and skills in English and mathematics necessary to qualify for and succeed in entry-level, credit-bearing, postsecondary coursework without the need for remediation – or put another way, a high school graduate has the English and Math knowledge and skills needed to qualify for and succeed in the postsecondary job training and/or education necessary for their chosen career (i.e. community college, university, technical/vocational program, apprenticeship or significant on-the-job training). This section offers information to help you plan for that transition.
Getting a Jumpstart on College!

As a student prepares for post-secondary opportunities the importance of a rigorous course of study should guide the course selection process. Whether that student wishes to prepare for the armed forces, college, a technical school or the world of work, he or she should consider the advantages of earning both high school and college credit simultaneously. Some of the advantages are:

1. To develop a transcript of rigorous coursework that top colleges are seeking in potential candidates.
2. To access college courses at reduced tuition rates.
3. To earn a degree and/or certification in a Career & Technology field and enter the world of work in a more timely, prepared fashion.

Preparing for Post-Secondary Education

Provided below is an indication of what a student seeking a baccalaureate degree from a four year college should take in high school. A rigorous course of study in the Senior year is one of the best ways to prepare for the first year of college.

Math

No less than four math courses taken at the most challenging level possible. Three of the four courses must include: Algebra 1, Geometry, and Algebra 2.

Students planning to enter the University of Maryland college system, must earn at least 4 math credits. Three of the four courses must include: Algebra 1, Geometry, and Algebra 2. Students who complete Algebra 2 prior to their final year must complete the four-year mathematics requirement by taking a course or courses that utilize non-trivial algebra. Examples of courses meeting this requirement include Advanced Math Topics, Precalculus, Calculus and Statistics.

Science

Four courses if possible, including Biology, and others taken at the most challenging level possible in at least two different areas.

Social Studies

Four courses taken at the most challenging level possible.

English

A minimum of four courses taken at the most challenging level possible.

World Language

Two years of a World Language. Latin is useful for students entering medical, biological and law related careers.
National Collegiate Athletic Association (NCAA) Division I and II Eligibility Standards

For athletic scholarships at Division I and II colleges, a procedure must be followed. All student-athletes must register with the NCAA Eligibility Center. There is a charge of $70 for this. Students must meet the NCAA’s academic standards to practice, compete, and receive an athletic scholarship as a freshman. The standards are different for different divisions.

In addition, students must meet the NCAA Core GPA/Test Score Sliding Scale. This is a scale of core GPA’s (grade-point averages) and SAT or ACT scores. It allows for a student to compensate for a lower SAT or ACT score with a higher GPA, or compensate for a lower GPA with a high SAT or ACT score. School counselors can advise students as to what courses count as core courses. For more information about NCAA initial eligibility requirements, please refer to the NCAA website (www.eligibilitycenter.org) or call 1-877-262-1492 (weekdays 8:30am-6pm) or visit the MD Public Secondary Schools Athletic Association website (www.mpssaa.org).

Advanced Placement Program

Advanced Placement (AP) courses provide academically challenging content in a supportive environment. The skills which students are expected to master are of greater complexity and must be applied to a broader range of situations. Demands made in each of the Advanced Placement courses parallel the demands made by comparable college courses. All students are encouraged to take an AP course. However, college-bound students are especially encouraged to take at least one AP course in their area of strength and/or interests to prepare them for college level expectations and develop a transcript of rigorous study.

The program also provides the opportunity to earn college credit or its equivalent through the advanced placement testing program. **Students are required to take the corresponding Advanced Placement examination. Fees for the examination are the responsibility of each student. Financial assistance is available to qualifying students.** See the school-based AP Coordinator for additional information. Students who do not take the AP exam will not be granted AP credit on their transcript.

All Advanced Placement courses are year-long.

Grades earned for advanced placement courses are weighted by a factor of 1.05 to reflect the increased performance expectations for the students enrolled in these courses.

Advanced Placement Course Offerings

All Advanced Placement courses taught in Talbot County Public Schools have been approved by the College Board and are taught by College Board trained teachers.

Advanced Placement Biology
Advanced Placement Calculus AB
Advanced Placement Calculus BC
Advanced Placement Computer Science
Advanced Placement English Language & Composition
Advanced Placement English Literature & Composition
Advanced Placement Environmental Science
Advanced Placement European History
Advanced Placement Government & Politics
Advanced Placement Human Geography
Advanced Placement Latin
Advanced Placement Physics
Advanced Placement Spanish Language
Advanced Placement Studio Art
Advanced Placement World History
Dual Enrollment

Dual Enrollment is a program that allows high school juniors and seniors to earn college credit while still in high school. Talbot County Public Schools provides tuition assistance as outlined in the College and Career Readiness and College Completion Act of 2013. Chesapeake College courses selected must be credit-level courses and can be used to fulfill high school graduation requirements. Eligible students may substitute the following: One college-level English course in literature or writing for one high school credit in English; one college-level science course for the third science credit; a college-level art credit to fulfill the core requirement; or a fourth math credit once the student has successfully completed Algebra 2. All other coursework will be recorded as elective credits. The student’s letter grade will be recorded as a percentage on their high school transcript. The percentage will be used to calculate the student’s high school GPA and class rank.

To participate in Dual Enrollment, a high school student must:

1. Be a junior or senior and at least 16 years of age.
2. Have a cumulative GPA of 2.5 or higher.
3. Meet with their school counselor to determine eligibility and discuss interests.
4. Obtain parental and school counselor approval.

Students may choose from classes offered at the high schools or at any Chesapeake College campus. Courses taken at Chesapeake College may meet outside of school operating hours.

Once a student decides to enroll, a student will meet with a Chesapeake College representative at their school, or make an appointment with the college representative to:

1. Complete and submit a Chesapeake College application (new students only).
2. Take the ACCUPLACER assessment in math and English, or opt out with SAT scores of 550 or above or a composite ACT score of 21 or above.
3. Submit a new dual enrollment certification form each semester.

Expanded Dual Enrollment opportunities starting with the Class of 2015

In an expansion of the Dual Enrollment program, TCPS and Chesapeake College have created the Advanced Credit Initiative (ACI). Through the ACI Initiative, Chesapeake College staff and TCPS school counselors work closely together to help students develop long-term plans for combining Dual Enrollment and Advanced Placement (AP) credit into a package of advance credit that can shorten students’ time to a college degree.

As part of this initiative, students have the potential of earning as many as half of the credits required in a Chesapeake College degree program by taking Advanced Placement courses (around 30 credits) as well as up to 12 credits through Dual Enrollment courses. (Dual Enrollment students are also eligible to take other Chesapeake College courses at the college’s campus or online.) A student can be within a semester of earning an Associate’s Degree by completing a set of AP and Dual Enrollment credits, or have several semesters toward a baccalaureate degree at a variety of four-year institutions.
5

Important Information
Assessments

High School Assessments

The Maryland High School Assessments (HSA) are tests that all students must take as they complete the appropriate high school level courses. These courses are Government, and Biology.

PARCC Assessments (Partnership for Assessment of Readiness for College and Careers)

Students enrolled in English 10 and Algebra are required to take the new PARCC exams for those tested areas. Passing the PARCC assessments will become a graduation requirement for students who take them for the first time in 2016-2017.

PSAT

The Preliminary Scholastic Assessment Test (PSAT) gives students the opportunity to practice for the SAT I. The PSAT allows students to find out information about various colleges and enter scholarship competitions. Talbot County administers the PSAT to all 10th graders at no cost. The results are shared with students and parents as a way to help plan for coursework in grades 11 & 12. Students receive their results, along with the test questions, so they may review their strengths and weaknesses. These results can help students select appropriate courses to prepare them for college. Eleventh grade students may elect and are encouraged to take the PSAT by paying the required testing fee. Eleventh grade students, who take the PSAT and score well, may be eligible for National Merit Scholarship money.

SAT

The Scholastic Assessment Test (SAT) consists of two different tests, the SAT I and the SAT II. The SAT I measures a student’s critical reading, mathematics and writing skills. It is used to assess the student’s readiness for college level work. The SAT II is designed to measure a student’s knowledge in a specific subject and their ability to apply that knowledge. SAT II tests are available in areas such as literature, sciences, languages, math and history. Students should check with the college of their choice to determine which entrance exam is required by that institution.

ACT

The American College Test (ACT) is a widely accepted college entrance exam. It assesses high school students’ general educational development and their ability to complete college-level work. The multiple-choice tests cover four skill areas: English, mathematics, reading, and science. The Writing Test, which is optional, measures skill in planning and writing a short essay. Students should check with the college of their choice to determine which entrance exam is required by the institution.

AP

The Advanced Placement Exams (AP) are given in May at each high school. Students who take AP courses are required to take AP exams. Over 400 college institutions may grant college credit to students who earn a qualifying score of 3, 4 or 5.
Accuplacer Test
The Accuplacer Test is a placement test used by community colleges, four year colleges, and technical schools around the world, including our local institution Chesapeake College. This nationally-normed test provides fast, accurate assessment of an incoming college student’s ability. It identifies students who need remedial coursework. Visit these websites for practice: www.collegeboard.com/student/testing/accuplacer/preparation-sample.html and www.chesapeake.edu/testing/samplequestions.asp

Community-Based Educational Programs

Internship Programs (1 to 4 Credits)
H5084 (Fall)
H5085 (Spring)

Career interests for students often extend into areas other than those provided by the high school course offerings. During Junior and/or Senior year, students’ interested in career exploration studies are encouraged to accept the opportunity to experience meaningful educational opportunities through an internship program within the community. Internship placements are usually on a volunteer basis, consistent with the student career goal(s), and whenever possible and appropriate, will be consistent with the students’ Five Year Plan.
Prerequisites: Junior/Senior status – Current on meeting graduation requirements, completed 75 Service Learning Hours, have a cumulative minimum 2.0 GPA, and provide personal transportation. The student must obtain 135 work hours per credit.

Dual Enrollment Opportunities (1 to 4 Credits)
H5088 (Fall)
H5089 (Spring)

All juniors and seniors are encouraged to take advantage of this opportunity with Chesapeake College. Students must have a 2.5 Cumulative GPA and be at least 16 years of age. Courses may be offered at either high school during regular school hours, or at any of the Chesapeake College Campuses. Reduced tuition rates are charged to students, along with book fees. Students earn both college and high school credits for the successful completion of each course. The students’ letter grade will be recorded as a percentage on their high school transcript. That percentage will be used to calculate the student’s high school GPA and rank in class. For additional information contact your Guidance Counselor. Prerequisites: Students must have a 2.5 Cumulative GPA and be at least 16 years of age

Cooperative Work Experience (1 to 4 Credits)
H5086 (Fall)
H 5087 (Spring)

The Cooperative Work Experience Program for students with disabilities allows students to help develop and improve their occupational skills while learning about various career requirements. This program provides an avenue for the IEP (Individual Education Plan) Committee to give high school students on-the-job training as a part of their transition for post-secondary options.

Prior to placement on any job, each student is administered a vocational assessment. The IEP team will determine the type of assessment needed. Parent authorization is required. The IEP team will review the results, write vocational goals where appropriate and make a work related placement decision.
Cross-Campus Program

To expand the educational opportunities for all Talbot County high school students, a cross campus program was instituted in the fall of 1997. This program encourages all high school students to enroll in courses which best meet their academic and career goals.

Students must meet with their school counselor to select and schedule cross-campus courses. Students should consider the following parameters when choosing this option.

1. Easton High School students may take courses, which are offered two consecutive periods at St. Michael’s Middle/High School.
2. St. Michaels Middle/High School students may take courses, which are offered three consecutive periods at Easton High School.
3. Courses offered are determined on an annual basis.
4. Bus transportation is provided on a daily basis for only morning classes. Students may provide their own transportation if a waiver is signed by the principal of the student’s home school. Parking spaces and lockers will be assigned at both schools.
5. A student’s eligibility to participate in athletics at their home school will not be affected as long as they take at least one course per semester at their home school.

Both high schools have initiated support services to aid students participating in this program.

1. A school counselor at each school will assist cross campus students with any problems and/or issues which they might have.
2. An orientation session of the Cross-Campus Program will be held at each campus.

For further information about the Cross Campus program, please contact your School Counselor.
Grade Level Designations

In practice, the traditional names given to high school grades (freshman, sophomore, etc.) refer to the successive years of a student’s attendance in high school. A student in his/her fourth year is called a senior, though it is important to remember that graduation eligibility depends on completing all specified requirements (course credits, Service-Learning, and assessments). Most students graduate in four years, though a few students require more or less time.

Students’ records are kept in terms of the anticipated “year of graduation” (YOG). Thus, all the students who enter 9th grade together are considered to be a single cohort as they progress through school. In order for a student to maintain acceptable progress toward meeting all requirements and graduating on time, (s)he should follow the recommended Pacing Guide of Class Expectations on page 7.

Students who fall behind are strongly encouraged to take advantage of Summer School and other credit recovery opportunities, and to participate in HSA appropriate assistance.

Grade Point Average

Each student’s cumulative grade point average will be computed in accordance with the guidelines provided below:

1. Courses may be repeated for the purpose of making up a failure or to become better prepared in a particular subject. All courses will show on the transcript, but only the highest course grade will be used when calculating the GPA.
2. If a student’s record includes courses marked in a nontraditional fashion, e.g. pass/fail or audit, the grade point average should be based on those courses with traditional marks only.
3. Averages will not be computed for students in un-graded special education classes.
4. Grades for specified courses will be weighted by a factor of 1.05 in accordance with Policy 9.11 - AR.
5. Credits earned in Middle School will be factored in accordance with Policy 9.32.
6. Foreign Exchange Students will not be included in class rankings.
7. Computerized student averages will be made available through the school-based student information system.
Service-Learning Requirements

Service-Learning is a teaching and learning strategy that integrates community service with academic study to enrich learning, teach civic responsibility, and strengthen communities. Talbot County Public Schools and the Maryland State Department of Education (MSDE) require students to earn a minimum of 75 hours of service-learning in order to graduate. All students in grades 3-10 will earn hours in specific classes that have approved service-learning infused projects. Students must be in attendance and satisfactorily complete the project in order to be awarded the hours.

Students will be required to earn independent hours to complete the 75-hour requirement. Students may not begin earning independent hours until the first day of sixth grade. All sixth graders will participate in a Service-Learning Unit in Social Studies and will be awarded up to 8 hours for their successful completion of the unit. Students must get pre-approval from their Service-Learning Building Coordinator for any individual independent service-learning project. Please feel free to call on them should you have questions during the school year. Once the project is completed, students are required to complete a Student Service-Learning Validation Form and turn it in to their Building Coordinator. These forms are available at the school and on the Talbot County Public Schools website (www.talbotschools.org). The validation form must be turned in by the last student day of that school year for the hours to be counted. Seniors must have the student validation form turned into the Service-Learning Building Coordinator by May 15 of the year they graduate.

Suggested Service-Learning Guidelines (Cumulative)

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<th>Year</th>
<th>Hours</th>
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<td>1st</td>
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<td>2nd</td>
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<td>3rd</td>
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<td>4th</td>
<td>75</td>
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(Total required must be submitted by May 15th of graduation year)
Talbot County Public Schools Five-Year Plan of Study

Student Name____________________________________ Graduation Year________________ ID#______________________

Anticipated Career: 1. __________________________ 2. __________________________

13 Year Interest (Check One) College Technical School Military Other

Maryland Career Clusters:
- Arts/Media Communication
- Business Management/Finance
- Construction/Development
- Consumer Services/Hospitality/Tourism
- Environmental/Agricultural/Natural Resources
- Health/Biosciences
- Human Resource Services
- Information Technology
- Manufacturing/Engineering/Technology
- Transportation Technologies

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<th>Required Courses</th>
<th>#</th>
<th>Grade 9</th>
<th>Grade 10</th>
<th>Grade 11</th>
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Electives

Total Credits to Graduate 22

Service Learning Hours 75

Assessments
- Math
- English
- Science
- Social Studies

Score
Talbot County Education Center
12 Magnolia Street
Easton, MD 21601
(410) 822-0330
www.tcps.k12.md.us
Superintendent of Schools: Kelly Griffith

Easton High School
723 Mecklenberg Avenue
Easton, MD 21601
410 822-4180
Principal: Dave Stofa

St. Michaels Middle-High School
200 Seymour Avenue
St. Michaels, MD 21663
410 745-2852
Principal: Helga Einhorn