



Queen Anne's County  
Public Schools

*Educate*  *Encourage*  *Enable*

**High School  
Program of Study  
and  
Career Planning Guide**



**Kent Island High School  
Queen Anne's County High School**

**2011-2012**

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## ***Superintendent's Message***

**Dear Students and Parents:**

The high school years are very critical ones for students as they prepare for post-secondary education, the military, or the workforce. The educational programs and courses taken during the high school years can have a direct influence on the opportunities available upon graduation.

Consider that your high school years are the beginning of your future! I encourage you to carefully review the courses and graduation program options you will find within the pages of the **2011-2012 Queen Anne's County Public Schools High School Course Catalogue and Planning Guide**. This comprehensive guide to all of our course offerings was developed with the hope that you will use it as a road map to your academic success in high school and the years beyond. By taking the time to read the information contained within this handbook, you will discover that it is possible to begin to set your career goals now. Early career goal setting is important because good decisions about your course selection can't be made until you form at least some of your goals. Take the time to talk with your school counselor to get additional information. Ask questions and develop an individualized plan that best meets your personal goals and aspirations.

As you review the handbook, consider that each course you choose should be part of an overall plan and should be suited to your abilities and interests. Perhaps you have a certain career in mind. Perhaps you want to explore different fields to help you select a vocation. You may be planning for college, or you may be developing interests in one of the fine or performing arts areas. Whatever the goal, making good scheduling decisions is important. Keep in mind that your participation in a particular subject area should be based on a combination of logical and sequential courses which will lead to your future goals.

As you take responsibility for your educational planning, use this handbook as a tool in that planning process. This handbook can help you make appropriate course selections. Use this handbook regularly. Although it won't take the place of your school counselor, it is the best single source of information for making course selection decisions. It has been designed to help you and your parents plan your high school years so that you are prepared for success in college, the military and/or a career of your choice.

On behalf of our staff and the members of the Queen Anne's County Board of Education, I wish you great success in high school and pledge to you our commitment to assist you in having a rewarding high school experience.

Sincerely,

A handwritten signature in cursive script that reads "Carol Williamson". The signature is written in dark ink on a white background.

Carol A. Williamson, Ed.D.  
Superintendent of Schools  
Queen Anne's County

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# Section I

## GENERAL INFORMATION

- ORGANIZATION AND PURPOSE OF THE HIGH SCHOOL PROGRAM OF STUDY AND CAREER PLANNING GUIDE
- MARYLAND HIGH SCHOOL DIPLOMA/GRADUATION REQUIREMENTS
- ADVANCED PLACEMENT OPPORTUNITIES/COURSES
- MARYLAND SCHOLARS DIPLOMA PROGRAM AND RECOGNITION
- NATIONAL HONOR SOCIETY (NHS)
- ALTERNATIVES TO A TRADITIONAL 4-YEAR ENROLLMENT IN HIGH SCHOOL
- EARNING CREDIT
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  - GUIDELINES FOR DROP/ADD HIGH SCHOOL COURSES
  - STUDENTS RETAKING CLASSES TO IMPROVE ACADEMIC STANDING
  - MINIMUM COURSE ENROLLMENT
  - COURSE SEQUENCES FOR MATHEMATICS AND SCIENCE

# Organization and Purpose of the High School Program of Study and Career Planning Guide

## Organization

The Queen Anne's County Public Schools *High School Program of Study and Career Planning Guide* is divided into the following eight main sections:

- General Information
- Completer Pathways by Career Clusters
- Program Offerings
- Dual Enrollment Options
- Supplemental Programs
- Student Support Programs and Services
- Course Descriptions
- Appendix

## Purpose

The *High School Program of Study and Career Planning Guide* will assist each student in developing a long-term, personalized education plan to meet the challenges of the 21st century. Using this guide, students can see the relevance, purpose, and support for individual career goals that high school coursework, service learning, and extracurricular activities provide. This guide will help students, parents, and teachers discuss career goals in order to develop and implement an educational plan. With advanced planning and sustained effort, students are able to graduate from high school having earned college credit and/or industry certification.

## Career Clusters and Pathways

In an effort to prepare students for a rapidly changing workplace, Queen Anne's County Public Schools (QACPS) has organized its program of study around career clusters and pathways. Career clusters are broad groupings of occupations and industries based on commonalities of services and function. Each career cluster has three or four career pathways. These pathways provide a sequence of courses and suggested options that will provide quality preparation for a career in a selected cluster. Based on their interests and aptitudes, students will choose a cluster. Changes in proposed

cluster and/or pathway choices may occur with parent and counselor advisement. Queen Anne's County Public Schools offers six clusters with pathways listed below.

Cluster	Pathways
Arts and Communication	<ul style="list-style-type: none"> <li>▪ Graphic Design Technology               <ul style="list-style-type: none"> <li>▪ Liberal Studies</li> </ul> </li> <li>▪ Media Communications               <ul style="list-style-type: none"> <li>▪ Performing Arts</li> <li>▪ Visual Arts</li> </ul> </li> </ul>
Business, Management and Finance Education	<ul style="list-style-type: none"> <li>▪ Accounting and Finance</li> <li>▪ Administrative Services</li> <li>▪ Business Management               <ul style="list-style-type: none"> <li>▪ Marketing</li> </ul> </li> <li>▪ Office Management</li> </ul>
Engineering, Mechanical, Transportation Technology and Construction Technology	<ul style="list-style-type: none"> <li>▪ Architecture/Drafting</li> <li>▪ Automotive Technology Program</li> <li>▪ Construction Maintenance: Welding               <ul style="list-style-type: none"> <li>▪ Construction Trades Profession: Carpentry</li> <li>▪ Construction Trades Profession: Masonry</li> <li>▪ Engineering Program</li> <li>▪ Project Lead the Way</li> </ul> </li> </ul>
Health and Human Services	<ul style="list-style-type: none"> <li>▪ Academy of Health Professions</li> <li>▪ Consumer Services, Hospitality and Tourism: Lodging Management Program               <ul style="list-style-type: none"> <li>▪ Cosmetology</li> </ul> </li> <li>▪ EMT Fire and Rescue</li> <li>▪ Teacher Academy of Maryland</li> </ul>
Science and Technology	<ul style="list-style-type: none"> <li>▪ Architecture/Drafting</li> <li>▪ Engineering Program</li> <li>▪ Plant and Soil Science</li> <li>▪ Project Lead the Way               <ul style="list-style-type: none"> <li>▪ Veterinary Science</li> </ul> </li> </ul>

# MARYLAND HIGH SCHOOL DIPLOMA

The Maryland High School Diploma is awarded in recognition of the fulfillment of the minimum enrollment, competency prerequisite, credit, and student service requirements. Students who meet the following requirements shall be awarded a Maryland High School Diploma.

## 1. CREDIT REQUIREMENTS

A minimum of 26 credits must be earned in grades 9-12 to receive a **Maryland** High School Diploma. Students must be enrolled in at least four years beyond grade 8 unless a formal waiver is granted by the Superintendent of Schools.

Specified Core Credits	Credit Requirements Subject Area
4	English
3	Mathematics <ul style="list-style-type: none"> <li>• one with algebraic concepts</li> <li>• one with geometric concepts</li> </ul>
3	Science <ul style="list-style-type: none"> <li>• one in Biology</li> <li>• two with laboratory experiences</li> </ul>
3	Social Studies <ul style="list-style-type: none"> <li>• one in Local, State or Federal Government</li> <li>• one in World History</li> <li>• one in United States History</li> </ul>
.5	Physical Education
.5	Health Education
1	Fine Arts
1	Technology Education <ul style="list-style-type: none"> <li>• including the application of knowledge, tools and solving practical problems</li> </ul>
<b>Additional courses for program completion:</b>	
4	Pathway Requirements
20	Total Core Credits
6	Electives
<b>26 Minimum Total Credits Required</b>	

## 2. ASSESSMENT REQUIREMENTS

### Maryland High School Assessments (HSA)

In order to graduate, students who entered grade 9 in 2005-2006 school year and after must pass the state-mandated high school assessments. The HSA are tests in four core subjects: English, Government, Algebra/Data Analysis, and Biology. The high school assessment courses are English II, Algebra I, Biology, and Government. Students take each test whenever they complete the course. For example, some students may take Algebra in eighth grade while others may not take it until ninth grade. The tests contain multiple choice questions based on the content outlined in Maryland's Core Learning Goals. More information on the Core Learning Goals and sample test questions are available on the Web at [www.hsa.org](http://www.hsa.org).

Beginning with the graduating class of 2009, students are required to pass all of the following High School Assessments (HSA):

Content Areas	Passing Score
Algebra/Data Analysis	412
Biology	400
English	396
Government	394

## 3. HSA ASSISTANCE AND REMEDIATION

For students who do not meet this requirement, there are additional options for support and remediation. Appropriate assistance to strengthen areas of weakness will be available to students who pass the HSA course(s) but must retake the High School Assessment(s). Subject specific seminars, offering elective credit, are available to remediate and assist students in passing the HSA(s).

## 4. OTHER MEANS OF MEETING THE HSA REQUIREMENT

In certain circumstances other means of meeting the HSA requirements may be available to students.

**A. Combined-Score Option**

All areas total 1602 without regard to a minimum score limit.

**B. Bridge Plan for Academic Validation**

In October 2007 the Maryland State Board of Education approved the Bridge Plan for Academic Validation that allows some students to demonstrate mastery in the required assessed areas through state developed projects. Eligibility to qualify for the Bridge Plan is limited. Students who meet State eligibility requirements will be notified by the school. A Bridge class is offered to provide eligible students with guidance in completion of the project(s). **This is a non-credit class.** For more information, see [mdbridgeplan.org](http://mdbridgeplan.org).

**C. Modified High School Assessments**

Modified High School Assessments (Mod-HSA) will be administered to a small number of identified students with disabilities and modified academic goals. For more information, please contact the school counselor.

For more information about the Maryland High School Assessments, visit [www.mdk12.org](http://www.mdk12.org).

**4. SERVICE LEARNING REQUIREMENT**

All students must complete the graduation requirement for service learning. The requirement will be met through successful completion of infused Service Learning projects infused into required content curriculum courses that starts in middle school and continues into high school. Students transferring into our system at the end of the 10<sup>th</sup> grade and before the start of the 12<sup>th</sup> grade will be required to complete one of the following:

- Proof showing satisfactory Service-Learning from previous school.
- Service-Learning project planned jointly by the student and the School-based Service-Learning Coordinator.

# ADVANCED PLACEMENT OPPORTUNITIES

## ADVANCED PLACEMENT COURSES

Our most rigorous courses are called Advanced Placement (AP) classes. These courses are designed to be taught at a beginning college level and students are expected to sit for the nationally administered AP tests in May. The tests cost approximately \$85.00 each, but financial assistance is available for qualifying families. Students who participate in AP courses are expected to work harder and commit more time to learning than students in regular high school courses. Therefore, it is fair to ask, why participate?

We believe that by taking one or more AP courses, students gain an edge in college preparation. They improve their writing skills and sharpen their problem-solving techniques. Further, students develop the study habits necessary for tackling rigorous college level course work. Participants in AP courses stand out in the college admissions process. They demonstrate to admission committees a maturity and readiness for college along with a commitment to academic excellence. Research suggests that students who participate in AP courses perform better than their non-AP peers when they enter college.

Students who have 3's, 4's, and 5's on AP tests are frequently awarded credits at most colleges and universities. In recognition of the rigor associated with AP courses, Queen Anne's County Public Schools awards weighted grades (one extra quality point) to students earning an "A", "B" or "C" in an AP course and who take the nationally administered exam. This policy enhances both GPA's and class ranking of students participating in AP courses.

Students interested in making the commitment to enroll in an AP course should discuss the decision with parents, teachers, and counselors. It is not a decision to be made lightly. Once registered, students are expected to remain in the course the entire year. Discuss the course's workload and preparation needed. The most important enrollment requirements are a serious commitment to working hard, a willingness to devote more time than you ever have before to reading, studying, and a determined attitude that leads you to seek extra out-of-class help from the AP teacher rather than quitting the course when difficulties arise.

Depending on enrollment, the following classes will be offered at the AP level:

- Art History
- Biology
- AB Calculus
- BC Calculus
- Chemistry
- Computer Science
- English Language and Composition
- English Literature and Composition
- Environmental Science
- Modern European History
- Physics
- Psychology
- Statistics
- United States Government & Politics
- United States History
- World History
- World Languages
  - French
  - Spanish

# MARYLAND SCHOLARS DIPLOMA PROGRAM AND RECOGNITION

Maryland Scholars is part of the Maryland Business Roundtable's Achievement Count Campaign. The program is part of an initiative to ensure high school graduates are prepared to enter college or the workplace.

Maryland Scholars Program:

- Is designed to increase the number/percentage of students who complete rigorous coursework and are well prepared to succeed in college and the workplace.
  - Is part of a national "Scholars" initiative supported by the U.S. Department of Education.
  - Is conducted by the Maryland Business Roundtable of Education in partnership with the Maryland State Department of Education and the Governor's Office.
  - Encourages 8<sup>th</sup> and 9<sup>th</sup> grade students to take and complete a specific set of rigorous courses in high school.
  - Uses business volunteers to deliver the message to students in their classrooms about the connections between achievement in school and success in life.
- Is reinforced throughout high school with the help of school counselors and the Be What I Want To Be website:  
[www.BeWhatIWantToBe.com](http://www.BeWhatIWantToBe.com)
  - Will provide incentives to students to motivate them to choose and complete the Maryland Scholars coursework.

## **MARYLAND SCHOLARS COURSE OF STUDY**

Students in Queen Anne's County must have completed a 26-credit, focused program of study that includes the following Maryland Scholars Requirements.

- 4 Credits of English
- 3 Credits each of Math (through Algebra II)
- 3 Credits of Lab Science (Biology, Chemistry, Physics preferred)
- 3 Credits of Social Studies (US History, World History, Government)
- 2 Credits of the same World Language

**STUDENTS WITH A 3.5 GPA WILL  
RECEIVE RECOGNITION**

# NATIONAL HONOR SOCIETY (NHS)

## **Eligibility**

Membership in the National Honor Society is an honor bestowed upon deserving students by the faculty and shall be based on the criteria of scholarship, service, leadership, and character.

To be eligible for selection to membership in Queen Anne's County, the candidate must have been in attendance for a period of at least one semester at the high school. He/she must be a second semester sophomore, or a junior or senior, and must demonstrate the qualities of scholarship, leadership, character, and service as measured by rating sheets based on a point system.

## **Scholarship**

A major purpose of the National Honor Society is to foster high academic standards and to acknowledge those students who embody a commitment to learning and an acceptance of the challenge of rigorous study. Candidates who exhibit those qualities as evidenced by the courses they have taken and the cumulative grade point average they have earned may be admitted to candidacy for selection to membership.

Their eligibility shall then be considered based on their service, leadership, and character. Candidates must have a minimum cumulative grade point average of 3.5. Candidates who meet the criterion for scholarship shall be notified by the NHS advisor. During a candidates' meeting, all eligible candidates will be informed of the other requirements for membership.

## **Leadership and Service**

Service is considered to be those actions undertaken by the student which are done with or on behalf of others without any direct financial or material compensation to the individual performing services. The NHS candidate should be one who contributes to the betterment of school, classmates, and community and who exhibits a positive attitude towards service.

Candidates shall be evaluated in the areas of service and leadership by the Faculty Council. An activity sheet shall be completed by the

candidate on which he/she lists all activities for the current school year. Activities may include school clubs and sports teams, church and community organizations. Jobs and classes outside of school do not qualify for points. Candidates are required to have participated in a minimum of three activities during the current school year, one of which must be school-based. For verification purposes, all activities recorded on the activities sheet must be signed by the advisor or coach.

## **Character**

Character is difficult to define; however, "a candidate for membership in National Honor Society will be able to demonstrate an outstanding record of conduct and behavior with regard to school and community rules, or to be able to demonstrate sufficient growth and improvement to compensate for previous inadequacies." (NHS, p. 28) A person of character demonstrates the qualities of respect, responsibility, trustworthiness, fairness, caring, and citizenship as defined by Character Counts!

The candidate shall be responsible for distributing four (4) teacher recommendation forms to teachers who are currently teaching the candidate or who have taught him/her during the previous school year. Ratings will be completed by the teachers. To allow for confidentiality, teacher will submit completed forms to the NHS advisor. A candidate must receive a total score of 120 out of the possible 160 points on the rating forms.

Any suspension from school or proven incident of cheating during the school year prevents induction into the Queen Anne's County Schools' Chapters of NHS.

The candidate may appeal non-selection in writing to the Faculty Council and has the right to appear in person before the Council, on a date established by it to make his/her case. The Faculty Council will either approve or reject the appeal and notify the students in writing of their decision.

The complete policy is available in the school counseling office.

# ALTERNATIVES TO A TRADITIONAL 4-YEAR ENROLLMENT IN HIGH SCHOOL

In recognition of the fact that four-year enrollment in high school may not serve the best interest of some students, the following alternatives are made available.

## 1. Early College Admission Program

A student may receive a Maryland High School Diploma after completion of Grade 11 through acceptance into the early admission program, provided that:

- a. The student is accepted for early admission to an accredited college before high school graduation;
- b. All State competency prerequisites and student service learning requirements have been met;
- c. A written request by the student and parent/guardian is made **to the principal by June 1<sup>st</sup>**, preceding the student's senior year asking for a waiver of the fourth year enrollment and certifying the early admission acceptance;
- d. The student's program for the year of college is approved by the superintendent of schools, if this program is included toward the issuance of a high school diploma; and
- e. At the conclusion of a full year of study, a written request for the high school diploma is submitted to the superintendent together with a transcript or letter from the college to the high school principal indicating that the student has successfully completed a year of college work.

- b. All state competency prerequisites and student service requirements have been met;
- c. A written request by the student and parent/guardian is **made to the principal by June 1st** preceding the student's senior year asking for a waiver for the fourth year enrollment and certifying the early admission acceptance;
- d. The student's program for the year of college is approved by the superintendent of schools, if this program is included toward the issuance of a high school diploma; and
- e. At the conclusion of a full year of study, a written request for the high school diploma is submitted to the superintendent together with a transcript or letter from the college to the high school principal indicating that the student has successfully completed a year of college work.

**NOTE: Students opting for either Alternative I or Alternative II may participate in high school graduation ceremonies if:**

- The requirements I-D and I-E or II-D and II-E have been met; and
- A written request to participate is presented to the high school principal at least three weeks before graduation; and
- The student attends all graduation practice sessions.

Students approved for waiver of the senior year will not be eligible for senior awards or selection as valedictorian or salutatorian.

## 2. Early Admission to Approved Vocational, Technical, or Other Post-High School

A student may receive a Maryland High School diploma after completion of Grade 11 through acceptance in an early admission program of an approved vocational, technical, or post-high school provided that:

- a. The student is accepted for early admission to an approved vocational, technical, or other post-high school before high school graduation;

## 3. Waiver for Fourth Year of High School Attendance

An alternative plan for obtaining a Maryland high school diploma may include a waiver of the fourth year enrollment requirements if all credits, assessment and student service requirements are met and if the local Superintendent of Schools, or designee, determines that the waiver is in the best interest of the student.

Realizing students typically earn only 24 credits in three years, two additional credits needed for graduation may be earned in one of the following ways:

- Approved summer school **original** credit offered through an accredited public or private school system or accredited correspondence course.
- **Original** credit offered through pre-approved on-line courses at anytime between the ninth, tenth and eleventh grades (see school counselor or system policy on QACPS website).
- **Original** credit through approved dual enrollment including an evening or summer college course (see Program of Study).
- **Original** credit through approved independent study completed during the evening or summer after 10<sup>th</sup> grade (see Program of Study).
- Eligible high school credits at the middle school.

The procedure for obtaining a waiver for the Fourth Year Attendance may be obtained in the school counseling office. Rising 11<sup>th</sup> grade students must submit their request by August 1.

#### **4. Maryland High School Certificate**

Queen Anne's County Public Schools awards the Maryland High School Certificate to eligible students with disabilities for completion of a special education program of study. This certificate shall be awarded only to students with disabilities who cannot meet the requirements for a diploma but who meet one of the following standards:

A. The student is enrolled in an education program for at least four (4) years beyond grade eight or its age equivalent, and is determined by an Individual Education Plan (IEP) Committee, with the agreement of the parents of the student with disabilities, to have developed appropriate skills for the individual to enter the world of work, act responsibly as a citizen, and enjoy a fulfilling life, with the world of work including, but not limited to:

- i. Gainful employment
- ii. Work activity centers
- iii. Sheltered workshops; and
- iv. Supported employment.

B. The student has been enrolled in an educational program for four (4) years beyond grade eight or its age equivalent and has reached age 21.

# EARNING CREDIT

## EARNING CREDIT

Each high school one-semester class that meets everyday for the full block period will earn one credit. Each one-semester class that meets for an abbreviated block period will earn one-half credit. Each one-half of a semester class that meets every day will earn one-half credit. A year-long class that meets for an abbreviated full block period will earn one credit. Finally, a one-semester class that meets for two full block periods will earn two credits.

### Credits for Courses Taken While in Middle School:

- A student who has completed one or more of the following courses while in middle school may earn high school credit:
  - Algebra I
  - Algebra II
  - Geometry
  - Spanish I
- The course must be the same as the course offered in high school.
- The student must earn a passing grade and pass the associated high school final examination or High School Assessment to receive credit.
- The grade earned will count toward the high school grade point average and class rank.
- Students may retake a course where high school credit was earned in middle school if they earned a grade "C" or "D". The "retaking" must occur in the normal sequence of course offerings for that discipline. The school counselor must be notified, in advance, of the student's intention to retake a course.

**Transfer Credit** - A student entering the school system may transfer high school credit through the following provisions.

- A student coming from any accredited institution with an official transcript will be awarded a credit and grade for successfully completed courses, which are compatible to our program of study.  
OR
- A student from a home schooling program or non-accredited institution will have his/her

program and course work evaluated through the Division of Curriculum and Instruction. (Should it be determined that a student has to take an end-of-course examination to earn credit, he/she must pass the end-of-course examination with a grade of 70 percent or higher in order to receive credit for that course.)

## PROMOTION REQUIREMENTS

Grade level assessments are made at the start of each school year. Qualifying 11<sup>th</sup> graders may be promoted to 12<sup>th</sup> grade mid-year. To be promoted to the 10<sup>th</sup> grade, a student must be in the 2<sup>nd</sup> year of high school and have earned at least 5 credits. To be promoted to the 11<sup>th</sup> grade, a student must be in the 3<sup>rd</sup> year of high school and have earned at least 12 credits. To be promoted to the 12<sup>th</sup> grade, a student must be in the 4<sup>th</sup> year of high school and have earned at least 18 credits. Queen Anne's County Public Schools require 26 credits for graduation.

## FINAL EXAMINATION REQUIREMENTS

All high school courses require a final examination at the end of the course. The final examination will be counted 15% of the final grade.

## ACADEMIC HONORS

Valedictorian or salutatorian will be computed based on the final grade point averages that reflect a four-year program. The grade point average will be determined by dividing the total points earned for all grades by the total number of credits attempted and computed to the nearest thousandth of a point.

## CLASS RANK

Class rank is a method of comparing a group of students with one another on the basis of academic achievement. The primary uses of class rank are for college transcripts and for eligibility for some programs and awards.

When computing class rank, Queen Anne's County uses a cumulative grade point average (GPA) system that includes all students and all subjects with letter grades A-E. Students

receive points for each letter grade in a subject. Point values are as follows: For all AP Courses (see list on page 6) A=5, B=4, C=3, D=1 (same value as for a regular class). For all the other courses, A=4, B=3, C=2, D=1, E=0. These points are multiplied by the number of credits received in that subject to determine the number of grade points earned. To determine grade point average, the total number of grade points earned is divided by the total number of credits attempted. The student's final grade is used to determine the number one ranking. All courses taken during the regular day or in an alternative setting will be counted toward the student's GPA. A new academic school year shall begin the day after the last official school day of the previous year and end on the last official school day of the present year.

### **SUMMER SCHOOL**

All students who fail a required math, English (I, II, III, IV), social studies (American History, Government, World History), or science class (Ocean Science, Biology) must repeat the course in Summer School. A request for permission to retake a failed course during the regular day may be considered by the principal in certain special circumstances. Those circumstances might include the availability of Summer School opportunities, anticipated class sizes, unique individual student needs, and other factors as determined by the principal.

Students who fail an HSA course and the associated Maryland High School Assessment will be required to retake the entire course during the regular school day and retake the state assessment.

The student's transcripts will record both the original failing grade and the new grade earned. Both grades will be used in the calculation to establish overall grade point averages.

School counselors will notify students and parents covering availability of Summer School.

The notice will include a list of class offerings, dates, times, and fees. Questions about Summer School should be directed to the School Counseling Office.

### **GUIDELINES FOR DROP/ADD HIGH SCHOOL COURSES**

A course can be dropped in the first 5 days with no notation on the transcript. A course can be dropped from day 6 through 10 with a W on the transcript. If the course is dropped after 10 sessions, the grade is a failure with a percent grade no higher than a 59. The grade will be based on the teachers grading policy document on the days that student was enrolled in class. If the score is lower than 59, then that score will be used.

### **STUDENTS RETAKING CLASSES TO IMPROVE ACADEMIC STANDING**

Students may retake a class in the regular day if they earned a grade of "C" or "D", provided adequate space is available in the course as determined exclusively by the principals. The grade earned for the retake will be used in grade point average calculations instead of the original earned. However, both attempts at taking the course will continue to appear on the transcript. The original grade for the course will be replaced with an "R" to signify the course has been retaken. The retaking of the course must occur in the normal sequence of course offerings for that discipline. School counselors must be notified, in advance, of the student's intention to retake the course.

### **MINIMUM COURSE ENROLLMENT**

Courses will be offered only if they meet a minimum enrollment of 15 students. For courses that are not offered because of a low enrollment, students will be counseled and directed to courses that will provide a substitution for cluster/pathway graduation requirements.

## COURSE SEQUENCES FOR MATHEMATICS AND SCIENCE

Students entering high school often come from middle school having experienced a variety of successes in building their skills in mathematics and sciences. These experiences serve to help students accomplish the highest level of math and science possible. Sample Course Sequences are provided to help guide the selection of mathematics and science courses in the development of the four year plan.

### QACPS Mathematics Program of Study Sample Course Sequences for Mathematics 2011-2012

Honors Sequence	
	Electives
Pre-Algebra (7 <sup>th</sup> Grade)	
Algebra I (8 <sup>th</sup> Grade)	
Honors Geometry	
Honors Algebra II	AP Statistics
Honors Pre-Calculus	↓
Calculus	↓
AP Calculus	↓

Regular Sequence	
	Electives
Fundamentals of Algebra (9 <sup>th</sup> Grade)	
Geometry	
Advanced Topics of Algebra I	
Algebra II	Math Applications, AP Statistics, Advance Topics of Algebra II
Trigonometry	↓
Pre-Calculus	↓
Calculus	↓

### QACPS Science Program of Study Sample Course Sequences for Science 2011-2012

Honors Sequence	
8 <sup>th</sup> Grade	Algebra
9 <sup>th</sup> Grade	Honors Biology
10 <sup>th</sup> Grade	Earth Science, Honors Chemistry or Physics
11 <sup>th</sup> Grade	Earth Science, Honors Chemistry or Physics, or AP Sciences*
12 <sup>th</sup> Grade	Earth Science, Honors Chemistry or Physics, or AP Sciences*

Regular Sequence	
8 <sup>th</sup> Grade	Pre-Algebra
9 <sup>th</sup> Grade	Ocean Science
10 <sup>th</sup> Grade	Biology
11 <sup>th</sup> Grade	Chemistry or Physics
12 <sup>th</sup> Grade	Chemistry, Earth Science, Physics or AP Sciences*

\*AP Sciences: AP Biology, AP Chemistry, AP Environmental Science, AP Physics

# Section II

## COMPLETER PATHWAYS BY CAREER CLUSTERS

- ARTS AND COMMUNICATION
- BIOLOGY, ENVIRONMENTAL AND NATURAL RESOURCES TECHNOLOGY
- BUSINESS, MANAGEMENT AND FINANCE EDUCATION
- ENGINEERING, MECHANICAL, TRANSPORTATION TECHNOLOGY AND CONSTRUCTION TECHNOLOGY
- HEALTH AND HUMAN SERVICES
- SCIENCE AND TECHNOLOGY

# Completer Pathways By Career Clusters

## **ARTS AND COMMUNICATION**

### **KENT ISLAND HIGH SCHOOL QUEEN ANNE'S COUNTY HIGH SCHOOL**

The Arts and Communication Cluster prepares individuals for creating, performing, and engaging in literary, artistic, and communicative activities. Students will study people and the cultures in which they live. World language, the literary arts, graphic arts and the performing arts are included in the courses of study. Completers of this cluster will apply technical knowledge and skills in order to communicate ideas and information effectively. Preparation for further education and the world of work is the essential goal of this cluster.

#### PATHWAY OFFERINGS

Graphic Design Technology  
Liberal Studies  
Media Communications  
Performing Arts  
Visual Arts

## **BUSINESS, MANAGEMENT AND FINANCE EDUCATION**

### **KENT ISLAND HIGH SCHOOL QUEEN ANNE'S COUNTY HIGH SCHOOL**

The Business, Management and Finance Education Cluster will prepare students who plan to enter the business world in accounting, marketing/management or office management. Maryland CTE programs include a focus on financial services, accounting, marketing, business management, and business administrative support services. These programs include options for students to earn industry certifications and college credit toward advanced study in the career field. Students have the opportunity to take the College Board "College-Level Examination Program (CLEP)" test in the areas of Financial Accounting, Principles of Management, and Principle of Marketing. Successful completion of these exams allows students to earn college credit for knowledge gained in their high schools program.

#### PATHWAY OFFERINGS

Accounting and Finance  
Administrative Services  
Business Management  
Marketing  
Office Management

## **ENGINEERING, MECHANICAL, TRANSPORTATION TECHNOLOGY AND CONSTRUCTION TECHNOLOGY**

### **KENT ISLAND HIGH SCHOOL QUEEN ANNE'S COUNTY HIGH SCHOOL**

The Engineering, Mechanical, Transportation Technology and Construction Technology Cluster will prepare students who are interested in engineering, drafting and architecture, mechanics, carpentry or welding. In this cluster students will apply technical knowledge and skills in whichever discipline they select. Students will develop an understanding of the application of scientific principles and mathematical knowledge to research and development. Students completing this cluster will prepare for their choice of immediate entry into the world of work or to further their education.

#### PATHWAY OFFERINGS

Architecture/Drafting (Located at KIHS and QACHS)  
Automotive Technology Program (Located at QACHS)  
Construction Maintenance: Welding (Located at QACHS)  
Construction Trades Profession: Carpentry (Located at QACHS)  
Construction Trades Profession: Masonry (Located at QACHS)  
Engineering Program (Located at KIHS and QACHS)  
Project Lead the Way (Located at KIHS)

## **HEALTH AND HUMAN SERVICES**

### **KENT ISLAND HIGH SCHOOL QUEEN ANNE'S COUNTY HIGH SCHOOL**

The Health and Human Services Cluster will prepare students for occupations which minister to the needs of people including health care, cosmetology, firefighting, teaching, and tourism. Students will apply technical skills and knowledge in a variety of situations. Special emphasis will be placed on developing and enhancing students' interpersonal skills.

#### PATHWAY OFFERINGS

Academy of Health Professions (Located at QACHS)  
Consumer Services, Hospitality and Tourism: Lodging Management Program (Located at KIHS and QACHS)  
Cosmetology (Located at QACHS)  
EMT Fire and Rescue – UESRTC  
Teacher Academy of Maryland (Located at KIHS and QACHS)

## **SCIENCE AND TECHNOLOGY**

### **KENT ISLAND HIGH SCHOOL QUEEN ANNE'S COUNTY HIGH SCHOOL**

The Science and Technology Cluster will prepare students for careers that encompass the field of research and development, engineering, drafting, and architecture. The acquisition of communication skills, mathematical skills, and hands-on scientific investigation will be the centerpiece for this cluster. Aspects of this cluster will prepare students to apply scientific principles and mathematical knowledge to entry level employment or further education in the sciences.

#### PATHWAY OFFERINGS

Architecture/Drafting (Located at KIHS and QACHS)  
Engineering Program (Located at KIHS and QACHS)  
Plant and Soil Science (Located at QACHS)  
Project Lead the Way (Located at KIHS)  
Veterinary Science (Located at QACHS)

# Section III

## **PROGRAM OFFERINGS**

- PROGRAMS
- CAREER PATHWAYS,REQUIRED COURSES AND LOCATIONS

## PROGRAMS

All programs are available to students of both Queen Anne's County High School and Kent Island High School. Student electing to take Chesapeake College Dual Enrollment programs must provide their own transportation.

In Queen Anne's County Public Schools, students need to earn a minimum of 26 credits to graduate. These credits are divided into three groupings:

- State Requirements
- Cluster Pathway Requirements
- Elective Requirements

Your School Counselor will help you develop a Four Year Plan to organize the sequence of earning credits.

Students are expected to select a general career cluster to help them start thinking about a context for their education. Within each cluster, there are a number of "pathways". Each "pathway" is a series of four or more specific courses that help students prepare for further education and/or the world of work within that

general career cluster. Queen Anne's County Public Schools offers "pathways" in the following cluster areas:

- Arts and Communication
- Biology, Environmental, and Natural Resources Technology
- Business, Management and Finance Education
- Engineering, Mechanical, Transportation Technology, and Construction Technology
- Health and Human Services
- Science and Technology

Each student must complete all the courses of at least one "pathway" in order to graduate from Queen Anne's County Public Schools. Specific "pathways" are outlined on the following pages.

All credits earned that are not used to meet State Requirements or a specific "pathway" requirement, count as Elective Requirements and help students reach the required 26 credits for graduation. This allows students to complete more than one pathway, or to change pathways during the high school experience.

## Queen Anne's County High School Pathways

### CAREER PATHWAYS AND REQUIRED COURSES

PATHWAY	REQUIRED COURSES	LOCATION
<p style="text-align: center;"><b>Academy of Health Professions</b></p> <p>Health and Human Services</p>	<ul style="list-style-type: none"> <li>• Foundations of Medicine and Health Science</li> <li>• Structure and Functions of the Human Body</li> <li>• Nursing Assistant Fundamentals-GNA/CNA <b>(two classes)</b></li> <li>• Clinical Research in Allied Health <b>(two classes)</b></li> </ul>	QACHS
<p style="text-align: center;"><b>Accounting and Finance</b></p> <p>Business, Management and Finance Education</p>	<ul style="list-style-type: none"> <li>• Principles of Business Administration and Management</li> <li>• Financial Management Using Software Applications</li> <li>• Accounting I</li> <li>• Accounting II</li> </ul>	KIHS QACHS
<p style="text-align: center;"><b>Administrative Services</b></p> <p>Business, Management and Finance Education</p>	<ul style="list-style-type: none"> <li>• Principles of Business Administration and Management</li> <li>• Financial Management Using Software Applications</li> <li>• Office Systems Management</li> <li>• Advanced Software Applications</li> </ul>	KIHS QACHS
<p style="text-align: center;"><b>Architecture/Drafting</b></p> <p>Engineering, Mechanical, Transportation Technology, and Construction Technology</p>	<ul style="list-style-type: none"> <li>• Technical Drafting I</li> <li>• Technical Drafting II/3D</li> <li>• Architectural Design I</li> <li>• Architectural Design II</li> </ul>	KIHS QACHS
<p style="text-align: center;"><b>Automotive Technology Program</b></p> <p>Engineering, Mechanical, Transportation Technology, and Construction Technology</p>	<ul style="list-style-type: none"> <li>• Brakes</li> <li>• Electrical/Electronic Systems I and II</li> <li>• Engine Performance</li> <li>• Suspension and Steering</li> </ul>	QACHS
<p style="text-align: center;"><b>Business Management</b></p> <p>Business, Management and Finance Education</p>	<ul style="list-style-type: none"> <li>• Principles of Business Administration and Management</li> <li>• Financial Management Using Software Applications</li> <li>• E-Commerce and Entrepreneurship</li> <li>• Accounting I</li> </ul>	KIHS QACHS
<p style="text-align: center;"><b>Construction Maintenance: Welding</b></p> <p>Engineering, Mechanical, Transportation Technology, and Construction Technology</p>	<ul style="list-style-type: none"> <li>• Principles of Welding Part 1</li> <li>• Principles of Welding Part 2</li> <li>• Intermediate Welding</li> <li>• Advanced Welding</li> </ul>	QACHS
<p style="text-align: center;"><b>Construction Trades Profession: Carpentry</b></p> <p>Engineering, Mechanical, Transportation Technology, and Construction Technology</p>	<ul style="list-style-type: none"> <li>• Principles of Carpentry Part I</li> <li>• Principles of Carpentry Part II</li> <li>• Intermediate Carpentry</li> <li>• Advanced Carpentry</li> </ul>	QACHS

<b>PATHWAY</b>	<b>REQUIRED COURSES</b>	<b>LOCATION</b>
<b>Construction Trades Profession: Masonry</b>  Engineering, Mechanical, Transportation Technology, and Construction Technology	<ul style="list-style-type: none"> <li>• Introduction to Masonry Part I</li> <li>• Introduction to Masonry Part II</li> <li>• Brick and Block Construction</li> <li>• Advanced Masonry</li> </ul>	QACHS
<b>Cosmetology</b>  Health and Human Services	<ul style="list-style-type: none"> <li>• Cosmetology I</li> <li>• Cosmetology II</li> <li>• Cosmetology III</li> <li>• Cosmetology/Careers in Cosmetology (1500 hours required for state certification)</li> </ul>	QACHS
<b>EMT Fire and Rescue</b>  Health and Human Services	<ul style="list-style-type: none"> <li>• Emergency Medical Care</li> <li>• Firefighter I</li> <li>• Hazard Materials/Operations/Emergency Response to Terrorism</li> <li>• Truck Company Fireground Operations/RTVMR</li> </ul>	UESRTC
<b>Engineering</b>  Engineering, Mechanical, Transportation Technology, and Construction Technology or Science and Technology	<ul style="list-style-type: none"> <li>• Technical Drafting I</li> <li>• Technical Drafting II/3D</li> <li>• Design, Engineering, and Technology</li> <li>• Advanced Design, Engineering, and Technology</li> </ul>	KIHS QACHS
<b>Graphic Design Technology</b>  Arts and Communication	<ul style="list-style-type: none"> <li>• Graphic Arts</li> <li>• Graphics and Web Design</li> <li>• Communications Technology</li> <li>• Advanced Web Design</li> </ul>	KIHS QACHS
<b>Liberal Studies</b>  Arts and Communication	<ul style="list-style-type: none"> <li>• World Language I, II</li> <li><b>AND two of the following:</b> <ul style="list-style-type: none"> <li>○ Science Elective</li> <li>○ Math Elective</li> <li>○ Social Studies Elective</li> <li>○ English Elective</li> </ul> </li> </ul>	KIHS QACHS
<b>Lodging Management Program</b>  Health and Human Services	<ul style="list-style-type: none"> <li>• Principles of Lodging Management</li> <li>• Lodging Management Professional</li> <li>• Lodging Management Experience</li> <li>• E-Commerce and Entrepreneurship <b>OR</b> Marketing I</li> </ul>	KIHS QACHS
<b>Marketing</b>  Business, Management and Finance Education	<ul style="list-style-type: none"> <li>• Principles of Business Administration and Management</li> <li>• Financial Management Using Software Applications</li> <li>• Marketing I</li> <li>• Marketing II</li> </ul>	KIHS QACHS
<b>Media Communications</b>  Arts and Communication	<ul style="list-style-type: none"> <li>• Speech/Oral/Media Communication</li> <li>• Communications Technology</li> <li>• Television Production</li> <li>• Advanced Television Production</li> </ul>	KIHS QACHS
<b>Performing Arts</b>  Arts and Communication	<ul style="list-style-type: none"> <li>• World Language I and II</li> <li><b>AND</b> four credits from the following:             <ul style="list-style-type: none"> <li>○ Dance - I, II, III, IV, V</li> <li>○ Choral Musicianship - I, II, III, IV</li> <li>○ Instrumental Music - I, II, III, IV</li> </ul> </li> </ul>	KIHS QACHS

PATHWAY	REQUIRED COURSES	LOCATION
	<ul style="list-style-type: none"> <li>○ Music Theory, Speech/Oral/Media Communication, Guitar Musicianship (QACHS), Piano (QACHS)</li> <li>○ Into to Theatre I, Play Production, Actors Studio I, Actors Studio II, Play Directing</li> </ul>	
<b>Plant and Soil Science</b> Science and Technology	<ul style="list-style-type: none"> <li>● Introduction to Agriculture</li> <li>● Agribusiness Management</li> <li>● Turf and Landscape Management</li> <li>● Plant and Soil Science</li> </ul>	QACHS
<b>Project Lead the Way</b> Engineering, Mechanical, Transportation Technology, and Construction Technology	<ul style="list-style-type: none"> <li>● Principles of Engineering</li> <li>● Intro to Engineering Design</li> <li>● Digital Electronics</li> <li>● Civil Engineering</li> <li>● Engineering Design and Development</li> </ul>	KIHS
<b>Teacher Academy of Maryland</b> Health and Human Services	<ul style="list-style-type: none"> <li>● Human Growth and Development</li> <li>● Teaching as a Profession</li> <li>● Foundations of Curriculum and Instruction</li> <li>● Education Academy Internship</li> </ul>	KIHS QACHS
<b>Veterinary Science</b> Science and Technology	<ul style="list-style-type: none"> <li>● Introduction to Agriculture</li> <li>● Agribusiness Management OR Biotechnology</li> <li>● Veterinary Science I</li> <li>● Veterinary Science II</li> </ul>	QACHS
<b>Visual Arts</b> Arts and Communication	<ul style="list-style-type: none"> <li>● <b>World Language I and II</b></li> <li>● <b>AND four credits from the following:</b></li> <li>● Ceramics I</li> <li>● Ceramics II</li> <li>● Painting</li> <li>● Watercolor</li> <li>● Three Dimensional Studies</li> <li>● Portfolio Development</li> <li>● Life Drawing</li> </ul>	KIHS QACHS

# Section IV

## **DUAL ENROLLMENT OPTIONS AND ARTICULATED AGREEMENTS WITH CHESAPEAKE COLLEGE**

- DUAL ENROLLMENT
- WASHINGTON COLLEGE'S MORE ABLE PROGRAM
- ARTICULATION AGREEMENTS WITH CHESAPEAKE COLLEGE

# Dual Enrollment

Queen Anne's County Public Schools, in partnership with local community colleges and Washington College, offers opportunities for eligible students to participate in a dual enrollment program in which students are able to earn both high school and college credit at the same time.

Students who are in their junior and senior years have the opportunity to enroll in courses and earn credit offered through Dual Enrollment at local community colleges and/or Washington College while still in high school. College credit may be applied toward the 26-credit high school graduation requirements or as additional elective credit. Dual Enrollment offers students an opportunity to jump-start their college education and get early experiences in the college environment. College applications and requirements for Dual Enrollment must be met. See your school counselor for further information.

## **CAUTION TO STUDENTS AND PARENTS/GUARDIANS OF DUAL ENROLLMENT STUDENTS**

Some college courses may be applied towards certain high school graduation requirements. Students and parents/guardians should use extreme caution in taking college classes that will be applied towards high school graduation requirements of any kind. ***Failure to successfully complete such classes would result in a denial of graduation privileges.*** Therefore, all dual enrollment students are required to consult with their school counselor for appropriate planning of these courses early in their junior year.

## **ELIGIBILITY REQUIREMENTS:**

- Age 16 years or older
- GPA of 2.5 or better.
- Junior or Senior class standing

## **PROCEDURES**

1. Talk with your parents/guardians about the possibilities of participating in this program. With your parents/guardians, find an appropriate class in the college course selection catalog. (Remember you are responsible for transportation.)
2. Meet with your school counselor to discuss your interest in the program. Fill out a college application and the Dual Enrollment Certification Form. With your college application and approval form from the high school, make an appointment with the advisor to discuss which class you want to take. (Appointments are made through the registrar.)
3. Make an appointment with the registrar to take the placement test at college if needed. It enables the college to determine an appropriate placement.

*NOTE: Students are responsible for tuition, which is normally a 25% reduction of regular tuition costs.*

## **WASHINGTON COLLEGE'S MORE ABLE PROGRAM**

Seniors may take one course per semester free of charge at Washington College

### **Qualifications:**

- Seniors Only
- At least a 3.5 GPA
- Recommendation by School Counselor

Students should see their counselors for information and scheduling.

## ARTICULATION AGREEMENTS WITH CHESAPEAKE COLLEGE

Queen Anne's County Public Schools maintain articulation agreements with Chesapeake College which awards college credit to high school students who demonstrate mastery of content in certain courses where those competencies overlap or coincide with competencies in a parallel career college or

post-secondary technical classes. Students requesting articulated credit must have graduated from Queen Anne's Public Schools and have successfully completed 15 credit hours at Chesapeake College before articulated credit will be awarded. High school counselors can provide additional information.

AREA OF EMPHASIS	ARTICULATED COURSE(S)	COLLEGE PREP
Graphic Design Technology	Graphics and Web Design/Advanced Web Design	Computer Info. System
Architecture and Engineering	Technical Drafting I, II Architectural Design	Engineering Technology
Teacher Academy of Maryland	Foundations of Curriculum and Instruction	Foundations of Education



# Section V

## **SUPPLEMENTAL PROGRAMS**

- WORK-BASED LEARNING PROGRAMS
  - DIRECTED WORK EXPERIENCE PROGRAM
  - INTERNSHIP PROGRAM
  - SUPERVISED CAREER ORIENTATION
- INDEPENDENT STUDY
- ONLINE/VIRTUAL LEARNING

## WORK-BASED LEARNING PROGRAMS

### DIRECTED WORK EXPERIENCE PROGRAM

Directed Work Experience (DWE) provides career employment in the student's Career Technology Education (CTE) completer program. A training plan is developed by the employer and the DWE Office, where the employer provides supervision of the student's duties to ascertain that the learning plan is followed and that tasks are performed correctly. Students are visited at the work site by the DWE Coordinator or Specialist, and are evaluated by both the employer and the school. A DWE job is real employment: the student interviews for the job and follows the procedure any citizen must follow to obtain a specific career position. No student is hired unless the employer believes he/she meets the job requirements.

### INTERNSHIP PROGRAM

The INTERNSHIP Program provides students an opportunity to experience career exploration at community businesses or agencies. *This is a credit-bearing course scheduled on an individual basis, depending upon each student's need.* Students receive no monetary compensation. Through such experiential learning, young people can set and test goals for future education and work, and learn what is required for success in the workplace.

The INTERNSHIP Program will help students

- Increase awareness and knowledge of various careers
- Extend and reinforce basic skills
- Understand the value of service to others
- Take responsibility for their actions
- Develop into responsible, effective persons in the community and at the workplace
- Organize and manage community work experiences
- Learn how public and private assistance agencies help others
- Gain an understanding of people of different ages, races, and cultural backgrounds
- Increase chances of future successful employment

The INTERNSHIP program will help community members

- Mentor young people in an organization and systematic school-support program

- Share knowledge and skills learned through experience
- Give input in "real world" education
- Learn more about our schools

OFFERED IN COOPERATION WITH THE QUEEN ANNE'S COUNTY BUSINESS AND EDUCATION PARTNERSHIP, THIS PROGRAM IS AVAILABLE TO QUEEN ANNE'S COUNTY SENIORS IN GOOD STANDING.

### SUPERVISED CAREER ORIENTATION

Supervised Career Orientation (SCO) provides a job within the area of the student's ultimate career goal. In the supervised Career Orientation Program, the career goal may be to become a pediatrician. However, the law prevents a high school student from practicing medical procedures on infants and children. So, the student might be placed in a pediatrician's office, learning the career realities of a pediatrician, while practicing the business/office skills for which a pediatrician would be responsible in an office practice. The student would be working in a job/career which would directly relate to his/her ultimate career goal, although not directly using those specific skills.

The process for each of the above mentioned programs (Directed Work Experience, Internship, and Supervised Career Orientation) would include the following:

1. An agreement will be established between the professional/business person and the coordinator, describing the skills expected of the student on the job, and the orientation towards the ultimate career goal, which the student will receive.
2. Supervision will be conducted by the coordinator with regular communication between the school and the professional/business employer.
3. Students will receive school credit for work.
4. The student must be a senior and on-schedule for meeting all graduation requirements by the end of the school year.
5. The student must have achieved at least a 1.75 GPA in the semester prior to the proposed Supervised Career Orientation experience.

6. In the semester prior to the proposed Supervised Career Orientation experience, the students must have demonstrated a satisfactory pattern of punctuality and attendance that included no more than seven absences.
7. The student must have a valid driver's license, appropriate insurance, and his/her own transportation if needed for the Work-Based Learning experience.
8. The Students must complete the reflection assignment and Work-Based Learning supervisor's evaluation and turn them in at designated periods.
9. If a student does not pass the first semester of the Work-Based Learning program, they are not eligible to participate for the second semester.
10. The program approval process is as follows:
  - A. A school counselor will review the student's transcript and submit a recommendation to the coordinator.
  - B. The student must have completed all required forms and forward them to the coordinator for final approval.
  - C. The student will complete the student section of a work-based learning survey, from the State Board of Education, and give it to his/her site supervisor for completion of the supervisor's section.

#### Parent/Guardian Responsibilities

- Review the application packet carefully to make sure you understand the requirements.
- Discuss the internship, career goals and the responsibilities of employment with your son/daughter.
- Have periodic discussion about the internship's value and impact.
- Accept full responsibility for arranging transportation from home to the work site and back.

#### Required Items

Assemble application using the forms provided for resume, complete writing assignment, provide recommendations, transcript, attendance record, safety certification (if

required by employer), insurance verification and signed certification. In order to receive credit, students must complete the application process, complete minimally 140 hours in the workplace, and receive satisfactory evaluations based on the learning plan.

For more information, contact: School Counseling Office and Work-Based Learning Coordinator.

#### **INDEPENDENT STUDY**

This purpose of Independent Study is to enable learning that cannot be obtained through the regular program of study, dual enrollment, internships, or other available learning options. Students interested in pursuing independent study must develop a detailed written learning plan in the semester prior to starting the Independent Study. First semester proposals must be submitted by the end of May; second semester proposals must be submitted by the end of October.

The plan must be sponsored by a teacher. The written plan will be reviewed by an Academic Standards Committee and approval must be obtained by both the principal and content supervisor in order for the independent study to take place. Those students interested in independent study should contact their school counselor for detailed procedures and timelines.

#### **ONLINE/VIRTUAL LEARNING**

Online or virtual courses allow students the opportunity to experience secondary and higher education instruction without leaving their perspective high schools. Queen Anne's County high schools now offer courses through a variety of online learning programs. The Maryland Virtual Learning Opportunities is an Internet-based program that allows eligible students the chance to complete a variety of high school level courses. Additionally, in order to provide eligible students with pre-college credit, Queen Anne's County has formed a partnership with Chesapeake College. Our students may complete college courses that are delivered through the college's computer-based learning environment. Please contact your School Counselor for further information.



# Section VI

## **STUDENT SUPPORT PROGRAMS AND SERVICES**

- SCHOOL COUNSELING SERVICES
- SAT PREPARATION
- GIFTED AND TALENTED SERVICES
- SPECIAL EDUCATION PROGRAMS AND SERVICES
- ADOLESCENT SINGLE PARENT SERVICES

## **SCHOOL COUNSELING SERVICES**

School counseling is an educational service planned to assist students in the areas of academic, personal, social and career development.

School counselors work with individuals and groups of students and are available for conferences with parents/guardians. A student desiring a conference should contact the School Counseling Office.

### **Transcript Requests**

- There will be a fee of \$1.00 charged for each official transcript. This fee will be used to cover the cost of paper, postage and profiles.
- There will be no fee for an unofficial copy of a transcript.
- The Principal may waive the transcript fee in certain hardship situations.
- This will begin July 1, 2009

## **SAT PREPARATION**

A SAT preparation course will be offered to students in the spring semester.

### **SAT Preparation 1 credit (11-12)**

The purpose of this elective one credit course is to provide students with strategies to improve SAT scores. Eleventh grade students who have previously taken the SAT will be given registration priority for this spring semester class. This course will emphasize: review of verbal principles; review of mathematical principles; application of test-taking strategies; practice in taking timed SAT tests; and Instruction in study and research skills.

## **GIFTED AND TALENTED SERVICES**

### **Philosophy**

Students come to our schools with unique combinations of abilities and talents, learning rates, learning styles, and learning experiences. We believe that our schools have the responsibility to:

- recognize demonstrated and potential talents.

- provide flexible and multifaceted programs which enable students with talent to attain full potential in a variety of appropriately challenging learning environments.

The philosophy adopted by Queen Anne's County Public Schools reflects contemporary knowledge and thinking about the nature of giftedness, recognizes "talent behaviors," and fosters the development of an inclusive, rather than an exclusive, approach to gifted/talented education.

### **Definition of Giftedness**

Gifted and Talented students are those with outstanding talent and ability who perform or show potential for performing at remarkably high levels of accomplishment when compared with their chronological peers. These students exhibit high performance capability in intellectual, creative and/or artistic areas, possess an unusual leadership capacity, or excel in specific academic fields. Because of their unique ability, gifted and talented students have distinctive educational needs that require differentiated learning opportunities.

### **Types of Gifted Services**

#### **Differentiated Instruction**

Modifying curriculum and instruction according to content, process, or product to meet unique student needs in the classroom.

#### **After School Enrichment Clubs**

Interest related clubs that meet after school hours. Participation is voluntary and transportation is not provided. Examples include but are not limited to Engineering Club, Chess Club, Ecology Club, etc.

#### **Independent Study**

A self-directed learning strategy where the teacher acts as a guide or facilitator and the student plays a more active role in designing or managing his/her own learning.

#### **Summer Centers and Camps**

MSDE has designed summer programs in partnership with public and nonpublic agencies to provide Maryland's diverse gifted and talented students with advanced, rigorous, experiential learning opportunities that nurture these students' talents and abilities within unique

learning environments. These centers address a variety of different areas of interest.

### **Advanced Placement Courses**

A program developed by the College Board where high schools offer courses that meet criteria established by institutions of higher learning. College credit may be earned with the successful completion of an AP exam in specific content areas.

### **High School Honors Courses**

Honors courses are designed for students who are self-initiating and highly motivated. It builds upon the successes of earlier experiences and stimulates bright and creative minds to explore their potential. The program aims to meet the needs of students whose goals are to go beyond the foundational knowledge of the discipline.

### **Dual Enrollment**

Dual enrollment occurs when high school students take college courses for college credit. It is a means of providing high school students greater access to a wider range of rigorous academic and technical courses.

### **High School Internships**

The Internship program provides students an opportunity to experience career exploration at community businesses or agencies. Through such experiential learning, young people can set and test goals for future education and work, and learn what is required for success in the workplace.

## **SPECIAL EDUCATION PROGRAMS AND SERVICES**

It is the mission of Queen Anne's County Public Schools (QACPS) to assure that every child will learn by providing rigorous educational programs that challenge and engage all students, school environments that are safe, friendly and nurturing and exceptional faculty and staff who are committed to providing a child centered climate. For students with disabilities, achieving high levels of learning and being prepared for post-secondary education, work and the community requires alignment of a student's course of study with the knowledge, concepts and skills for each required content area.

Highly qualified teachers, as defined by state and federal laws and regulations, must deliver curriculum content. Therefore, planning, designing and delivering the curriculum must be a collaborative effort between general education and special education teachers to assure a free appropriate public education (FAPE) in the least restrictive environment, as determined by the Individualized Education Plan (IEP) team.

IEPs are the educational roadmap for students with disabilities. The IEP identifies the specially designed instruction, research-based instructional strategies, any special services and accommodations, related services, extensions and modifications needed by an individual student to make sure the student has the supports needed to learn and makes progress in the general education curriculum. School teams, in partnership with parents, develop IEPs based on diagnostic assessments and identified educational needs. Each plan includes goals and objectives, services required to implement the plan and a statement of how and where each plan will be implemented.

### **Transition Services**

Transition becomes an important component in planning for students with disabilities, beginning at age 14 and update annually thereafter. Transition services are a coordinated set of activities for students with disabilities designed to facilitate the child's movement from school to post-school activities, including post-secondary education, vocational education, integrated employment (including supported employment), continuing and adult education, adult services, independent living, or community participation.

Transition planning includes:

- helping students to identify their interests, preferences and needs.
- identifying possible post-school outcomes for each student (such as career direction, further education or training, independent living, community access, leisure and recreation skills, needed support services).
- developing a coordinated set of activities that will help each student reach these outcomes.
- preparing the student and parent to assume responsibility for accessing services and requesting needed accommodations in the community (called self-advocacy).

- linking students and parents with opportunities and experiences in the employment/business community.
- linking students and parents with further education and training options.
- linking students and parents with adult support service providers.

### **ADOLESCENT SINGLE PARENT SERVICES**

The purpose of this program is to assist young parents in obtaining the requisite skills and personal attributes to be successful parents and productive members of the community. Resources within school system as well as those in the community are utilized to address the problematic effect of adolescent pregnancy and single parenthood.

# Section VII

## COURSE DESCRIPTIONS

- COURSE DESCRIPTIONS
- LEGEND
- CAREER AND TECHNOLOGY EDUCATION
- ENGLISH
- FINE ARTS
- HEALTH
- MATHEMATICS
- PHYSICAL EDUCATION
- SCIENCE
- SOCIAL STUDIES
- WORLD LANGUAGES

# COURSE DESCRIPTIONS


**COURSE DESCRIPTIONS**

The courses listed on the following pages are offered by Queen Anne’s County public high schools. Course descriptions in this guide are based upon career pathways, instructional objectives and course standards. **Course availability is dependent upon the special needs of the school population, the staffing allocation at each school, and the expertise of each school’s staff. Programs will be offered only if there is sufficient enrollment or space available.**

*Courses are organized into the following categories:*

CAREER & TECHNOLOGY EDUCATION.....37  
 ENGLISH.....54  
 FINE ARTS.....56  
 HEALTH .....60  
 MATHEMATICS.....61  
 PHYSICAL EDUCATION .....64  
 SCIENCE.....65  
 SOCIAL STUDIES .....68  
 WORLD LANGUAGES.....70

Please refer to the legend below for the meaning of the icons used to describe the courses.

<b>LEGEND</b>			
<b>KIHS</b>	Offered at KIHS Campus Only	<b>TE</b>	Technology Education Credit
<b>QACHS</b>	Offered at QACHS Campus Only	<b>ATEC</b>	Advanced Technology Education Credit
<b>HON</b>	Honors Course Available		Weighted Grade
<b>(F)</b>	Fine Arts		

# COURSE DESCRIPTIONS

## CAREER AND TECHNOLOGY EDUCATION

### ACADEMY OF HEALTH PROFESSIONS – QACHS

The Academy of Health Professions uses project and problem-based learning, clinical experiences, and classroom and lab instruction to teach students about the field of healthcare. Students are introduced to healthcare knowledge and skills through two foundation courses: Foundations of Medicine and Health Science and Structure and Functions of the Human Body. Opportunities for students to apply what they are learning to real-life healthcare situations are offered in the specialized healthcare course and the capstone scientific research course. Students have the opportunity to earn state and/or nationally recognized certifications, and/or college credit through articulation or dual enrollment agreements with local colleges and universities. Students are required to cover the costs of membership in Skills USA, physical examinations, certifications and any other materials needed for this pathway.

*Recommendation: Students are **strongly recommended** to take AP Biology, AP Chemistry, AP Psychology and higher level math courses. Students wishing to enroll in Stevenson after completing this program are strongly recommended to take AP Psychology.*

#### **Capstone Course: Clinical Research in Allied Health** **1 Credit (12)**

Students will apply the knowledge and skills acquired in previous courses to clinical settings by conducting a guided research project described in a work-based learning agreement or through dual enrollment in a postsecondary allied health program.

Students will work with the instructor to determine the best opportunity to enhance the completion of their program. Dual enrollment in

a college course may substitute for this credit upon approval of the Instructor, Guidance Counselor and Administration.

**Option one:** Students will participate in an internship or clinical work-based learning experience. Students who participate in an internship or clinical experience will be guided by a work-based learning agreement developed in partnership with their employers, instructors, and parents. Students will alternate study in school with placement in an allied health-related career field but will spend the majority of the course engaged in their work-based learning experience. These experiences are organized around a training plan that is cooperatively developed by the school and employer to add value to and extend students' career preparation. The instruction is planned, organized, and coordinated to assure that each component contributes to the student's education and employability. Students are placed at training sites that have the potential to extend and refine competencies that are developed in the in-school component.

**Option two:** Students will enroll in an allied health capstone course where they will complete, present and defend a research project on a topic related to the area of healthcare that they are interested in pursuing. Students will work with mentors from the healthcare field to obtain guidance as they complete their research projects and are informed by the healthcare professional's perspective. Students will conduct research, collect data, analyze, evaluate, organize, predict trends and present their findings to a panel in a research paper as well as an oral presentation complete with visuals. The panel will be composed of members of the program advisory committee, healthcare practitioners, and school-based personnel.

### **Foundations of Medicine and Health Science 1 credit (11)**

This course is designed to provide students with an overview of the therapeutic, diagnostic, environmental and information systems of the healthcare industry. Students will begin to prepare for a medical or health science career by developing a broad understanding of the cluster and pathways in the Health and Biosciences Cluster. Students will learn about ethical and legal responsibilities, as well as the history and economics of healthcare. Students will engage in processes and procedures that are used in the delivery of essential healthcare services. As students learn to use medical terminology within a variety of medical and healthcare environments, they will develop the Skills for Success, academic, and technical skills necessary to function as a health professional. Students must have completed or be concurrently enrolled in Biology to understand the concepts of Anatomy and Physiology and Pathophysiology introduced in this course.

*Recommendation: Students are **strongly encouraged** to complete AP Biology.*

### **Nursing Assistant Fundamentals-CNA 1 credit (12)**

Students are prepared for actual experience in the clinical setting with a focus on the human disease process. Students will expand their knowledge of the medical and healthcare industries and career options. Clinical internships will be provided a variety of medical and healthcare settings. These will be guided by work-based learning agreements developed in partnership among the employer, the instructor, and the student

Students must have a physical examination, updated immunizations and a PPD skin test prior to starting this course. These costs are covered by the student.

Students are responsible for covering the costs of any certifications and materials.

### **Nursing Assistant Fundamentals-GNA 1 Credit (12)**

Students are prepared for actual experience in the clinical setting with a focus on the human disease process. Students will expand their knowledge of the medical and healthcare industries and career options. Clinical internships will be provided a variety of medical and healthcare settings. These will be guided

by work-based learning agreements developed in partnership among the employer, the instructor, and the student.

Students eligible for certification as Geriatric Nursing Assistants will be recommended to that the Maryland State approved examination. The student will be responsible for covering the costs of any certification and materials

### **Structure and Functions of the Human Body 1 credit (11)**

Students in this course study the structure and functions of the human body, including cellular biology and histology. Systematic study involves homeostatic mechanisms of the integumentary, skeletal, muscular, circulatory, nervous systems and special senses. Students will investigate the body's responses to the external environment, maintenance of homeostasis, electrical interactions, transport systems, and energy processes. Students will conduct laboratory investigations and fieldwork, use scientific methods during investigations to solve problems and make informed decisions. Students will learn the medical terminology related to body systems.

*Recommendation: Students must have completed biology and be concurrently enrolled in chemistry.*

## **AUTOMOTIVE TECHNOLOGY PROGRAM - QACHS**

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 Transportation Equipment Pathway and automotive technology. The program consists of four courses that are divided into four groups: Suspension and Steering, Brakes, Electrical/Electronic Systems, and Engine Performance. Students are REQUIRED to take the NATEF test in all areas. Students will be responsible for the costs of these exams.

*Recommendation: Students must have completed Algebra I with a C or better and be enrolled or completed an Engineering course. Students are **strongly recommended** to take*

*the Personal Finance course and participate in a Work Based Learning experience during their senior year.*

### **Brakes**

#### **1 Credit (10-12)**

This course provides the student with the knowledge and skills necessary to pass the NATEF end-of-course assessment for Automobile Brakes and immediately enter a career in this area and/or attend postsecondary education and/or training. Students develop diagnostic, technical problem-solving and academic skills through classroom instruction and hands-on maintenance applications. Through theory and real-world experiences, students master the concepts and the ability to research applicable vehicle and service information, collect and analyze relevant data, troubleshoot, identify, formulate proposed solutions to problems and perform necessary automobile brake diagnosis and repair tasks. Students will use precision brake measurement tools and equipment to gather, analyze make necessary NATEF exam required in brake repairs at the end of the 4 courses.

### **Electrical/Electronic Systems I and II**

#### **1 Credit (11-12)**

Course Description:

This course provides the student with the knowledge and skills necessary to pass the NATEF or AYES end-of-course assessment for Automobile Electrical/Electronic Systems and immediately enter a career in this area and/or attend postsecondary education and/or training. Students develop diagnostic, technical problem-solving and academic skills through classroom instruction and hands-on maintenance applications. Through theory and real-world experiences, students master the concepts and the ability to research applicable vehicle and service information, collect and analyze relevant data, troubleshoot, identify, formulate proposed solutions to problems and perform necessary automobile electrical and electronic systems repair tasks. Students will use state-of-the-art precision electronic measurement tools, fault code readers and equipment to gather, analyze make necessary NATEF required electrical and electronic system repairs.

### **Engine Performance**

#### **1 Credit (11-12)**

This course provides the student with the knowledge and skills necessary to pass the

NATEF end-of-course assessment for Automobile Engine Performance and immediately enter a career in this area and/or attend postsecondary education and/or training. Students develop diagnostic, technical problem-solving and academic skills through classroom instruction and hands-on maintenance applications. Through theory and real-world experiences, students master the concepts and the ability to research applicable vehicle and service information, collect and analyze relevant data, troubleshoot, identify, formulate proposed solutions to problems and perform necessary automobile engine performance troubleshooting and repair tasks. Students will use state-of-the-art precision electronic engine performance measurement tools, fault code readers and equipment to gather, analyze make necessary NATEF required engine performance repairs.

### **Suspension and Steering**

#### **1 Credit (10-12)**

This course provides the student with the knowledge and skills necessary to pass the NATEF end of course assessment for Automobile Suspension and Steering and enter a career in this area and/or attend a post-secondary education training. Students develop diagnostic, technical, problem—solving and academic skills through classroom instruction and hands-on maintenance applications. Through theory and real world experiences, students master the concepts and the ability to research applicable vehicle and service information, collect and analyze relevant data, troubleshoot, identify, formulate proposed solutions to problems and perform necessary automobile suspension and steering repair tasks. Students will use steering and alignment measurement tools and equipment to gather, analyze and make necessary repairs.

## **BUSINESS MANAGEMENT AND FINANCE**

This Maryland Career and Technology (CTE) Program of Study focuses on four pathways within the Business Management and Finance Career Cluster Framework. Each program includes rigorous academics, broad cluster knowledge and skills, including advanced technical skills related to one of the specific programs of study. The programs of study are: Business Administrative Services; Business Management; Marketing; and Finance and Accounting. Skills for Success and other

workforce requirements are integrated throughout the coursework. Examples include workplace readiness, computer applications, written and oral communication skills, and math skills. Industry certifications are incorporated where appropriate. Opportunities are available for students to earn college credit through articulation agreements—such as dual enrollment and CLEP exams. Each program allows students to graduate with the skills and knowledge necessary to pursue postsecondary education and entry-level business positions.

NOTE: Students completing a pathway in Business Management and Finance are recommended to take Personal Finance before their senior year. Students should consider Work Based Learning in Business or Finance fields as an option to gain employment skills.

### **Accounting I**

#### **1 credit - (10-12)**

The Accounting I course provides students with 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 business ownership. They will prepare, interpret, and analyze financial statements using manual and computerized systems for service and merchandising businesses. Students will apply appropriate accounting principles to payroll and tax liabilities. Students will identify positions and career paths in the field of accounting. Students will examine the role of ethics and social responsibility in decision making.

### **Accounting II**

#### **1 credit (10-12)**

The Accounting II course provides students with accounting knowledge that will prepare them for post-high school levels of education and entry-level positions in the work force. Focus will be on accounting procedures necessary to address long and short-term assets and investments, long and short-term liabilities, inventory management and accounting ratios used the decision-making process. A comprehensive study of the accounting procedures used in establishing corporations, declaring and paying dividends, forming and dissolving partnerships, distributing net income and owners' equity

statements is included in this course. Career pathways for accounting will be examined and the use of accounting knowledge in a variety of career clusters is also explored. Awareness of ethical issues and application of ethical decision-making models will be reinforced throughout the course. This course will employ industry standard accounting software (e.g. Excel, Peachtree, and Quick Books). Students will take the CLEP exam after this course and could earn college credit with a passing score.

### **Advanced Software Applications/Expert MOS Certification or MCAS Certification**

#### **1 credit (10-12)**

Students will develop advanced skills using Microsoft's leading business desktop software, the Microsoft Office Specialist (MOS) program if still using Microsoft 2003. Students will develop advanced business skills using that software and will be eligible for the Microsoft Certified Applications Specialist (MCAS) credential. Students will be expected to think analytically, manipulate information, and use the computer as a productivity tool through integrated application programs. Expertise in technology will contribute to students' future career mobility, advancement potential, compensation and job satisfaction. Students will become certified in MOS or MCAS in an area of Microsoft Office such as, Power Point, Word, and Publisher. Students can take the CLEP exam after this course and could earn college credit with a passing score.

### **Business Law**

#### **1 credit - (11-12)**

This course introduces students to the legal aspects of business and the law that protect individuals and society. Areas of study will include an overview of our country's legal system; a study of the major documents of our legal system from the Constitution to the Uniform Commercial Code; a study of contracts as they affect business; the law as it affects individuals and/or international business; business finances; cyber-law; sexual harassment in the workplace; a study of Maryland state law; a study of students rights and responsibilities as consumer, citizen, and worker.

*Recommendation: This course is recommended for students who have an interest in law-related fields.*

**E-Commerce and Entrepreneurship**  
**1 credit (10-12)**

This hands-on course teaches students that E-Business and E-Commerce are essential components of our evolving economy. A goal of this course is to teach students to embrace new technologies for conducting business; to prepare them for their continuing education; and to make them more valuable employees. Entrepreneurship is taught following the National Foundation for Teaching Entrepreneurship, (NFTE) guidelines on how to start and operate a small business.

**Financial Management Using Software Applications**  
**1 credit (9-12)**

This is one of two foundation courses **required** for all programs of study in the Business Management and Finance Career Cluster. This course provides students with the knowledge and practice they need to make informed financial decisions and is consistent with Maryland Council on Economic Education components. This course requires certification in Microsoft Office Specialist (MOS), Microsoft Excel.

**Required Course for all students who are seeking to complete a pathway in Business Management and Finance.**

**Marketing I**  
**1 credit (10-12)**

The Marketing I course introduces the student to the essential concepts of marketing theory required to provide the goods and services to meet the consumers' wants and needs. Students will be introduced to the benefits of marketing in a free enterprise system. Consumer buying behavior and relationships will be analyzed and understood. The elements of the marketing mix (product, price, promotion, and place), as well as pricing strategies, will be introduced. Various forms of electronic and internet marketing will be utilized. Students will learn the benefits and importance of Marketing Information Systems. They will formulate viable marketing strategies by learning and creating a rudimentary marketing plan. By the end of Marketing I students will have a solid understanding of the many diverse career opportunities in the field of marketing

**Marketing II**  
**1 credit (10-12)**

The Marketing II course builds on all of the concepts studied in Marketing I by giving the students in-depth, comprehensive project-based learning opportunities. Students will apply their understanding of consumer buying behavior and relationships; the tools and techniques used by organizations that identify the factors that influence marketing strategy decisions; market segmentation and target marketing; the elements of the marketing mix (product, price, promotion, and place); as well as pricing strategies to create a written professional marketing plan. Throughout the Marketing II course, students will use strong interpersonal skills and incorporate technologies when conducting primary and secondary research. In addition, students will include alternatives of electronic and internet marketing within their marketing plan. Students will create and/or use a marketing information system(s) when working with or collecting data. Students will integrate their knowledge of legal issues, ethics, diversity and social responsibilities in developing their marketing plan. Students will take the CLEP exam after this course and could earn college credit with a passing score.

*Recommendation: Successful completion of Marketing I.*

**Office Systems Management**  
**1 credit (9-12)**

Office Systems Management provides the student with an in-depth study of the structure and organization of information systems. Students develop managerial and technical skills for business support operations through applied learning. Problem-solving skill development is incorporated throughout the course to meet the recommendations made through the Maryland Skills for Success. Competencies include: applying emerging technologies in order to complete appropriate office operations; using spreadsheet, database, desktop publishing and/or work processing software in order to create business documents; exhibiting appropriate interpersonal teamwork and leadership skills in order to succeed in the business world; demonstrating a knowledge of acceptable values and behaviors in order to become ethically responsible employees; and developing an appreciation of diversity in the workplace. Business simulations are utilized to develop a high level work ethic, foster personal

growth, encourage teamwork, and empower students through choice and accountability. Industry standard office equipment and the most current Microsoft Office software available will be used in this course.

### **Personal Finance**

#### **1 credit - (11-12)**

In this course 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 about different ways of investing and managing money. The course will stress the importance of saving for retirement. In addition, students will learn about risk management and laws that protect them as consumers.

### **Principles of Business, Administration, and Management**

#### **1 credit (9-12)**

This is one of two foundation courses **required** for all programs of study in the Business Management and Finance Career Cluster. This course provides students with the necessary knowledge to demonstrate and apply various theories of business. **This is a required course for all students who are seeking to complete a pathway in Business Management and Finance.**

## **COMPUTER TECHNOLOGY EDUCATION**

### **Advanced Placement Computer Science**

#### **1 credit - (11-12) KIHS**

This course emphasizes advanced computer science programming techniques with respect to implementation of JAVA. The course is taught on a college level. Students are expected to take the Advanced Placement examination which, if successfully completed, will qualify them for advanced placement and/or credit in Computer Science at most colleges and universities.

*Recommendation: Successful completion of Computer Science or an equivalent course, Geometry and Algebra II with a grade of "C" or better.*

### **Computer Networking**

#### **1 credit - (11-12) KIHS**

During this course the student will learn to configure, manage, and support computer networks. This course introduces the student to the fundamentals of Local Area Networking, including topologies, protocols, computers and delivery hardware, Ethernet, wireless (802.11b) and networking operating systems. The student will become familiar with the different physical mediums and their characteristics associated with networking. The student will learn to install and configure Windows NT, 9.x, 2000, and XP and Windows NT 4.0 clients and Windows NT 4.0, 2000 and Linux servers. This course emphasizes hands-on, activity-oriented learning experiences. This course will prepare the student to take the CompTIA Networking + Certification examination.

### **Computer Science**

#### **1 credit - (10-12) KIHS**

This is an elective course that familiarizes students with the computer, its functions, and implications. Students will also learn how to write and debug simple programs. C++ computer language is used.

*Recommendation: Completion of Geometry and Algebra II with a "C" or better.*

### **Information Technology Internship**

#### **1 credit - (11-12)**

Student interns will perform hands-on PC support, configuration and repair activities on operating computers. This experience provides a supervised workplace experience in a live Information Technology support setting. This experience integrates advanced level knowledge and practice to demonstrate skill competencies to prepare students for the ComTIA A+ and Network+ Certification exams.

*Recommendation: Requires instructor permission and successful completion of PC Repair I and II.*

### **PC Repair and Support I**

#### **1 credit each semester - (11-12) KIHS**

This course is designed to provide the student with an introduction to PC hardware components and systems. The student will learn how the systems and components of a PC work together to process and store information. The student will disassemble, analyze, re-assemble and configure a working computer. The student will perform common PC repair and configuration activities, including adding memory, replacing a

hard drive, installing a monitor and installing printers. This course is intended to prepare the student to take the CompTIA Core/Hardware Certification test.

### **PC Repair and Support II**

**1 credit each semester - (11-12) KIHS**

This course is designed to provide the student with an introduction to PC operating systems. Students will learn to install, configure and troubleshoot a variety of common PC operating systems including DOS, Windows 95, Windows 98, Windows ME, NT 4.0, Windows 2000, and Windows XP. The student will learn to install, configure and troubleshoot a variety of software applications including the Microsoft Office Suite. The emphasis of this course will be on hands-on, activity-oriented learning experiences. This course is intended to prepare the student to take the CompTIA Operating Systems Certification Test.

## **ENVIRONMENTAL AGRICULTURE AND NATURAL RESOURCES**

*NOTE: Based on enrollment, some courses may not be offered.*

### **AGRICULTURAL PROGRAM - QACHS**

The agricultural program provides education for students seeking a career in occupations requiring an agricultural background. Knowledge, skills and abilities are identified which are common to both agriculture and the agriculture industry. The development of responsibility, leadership, citizenship, and cooperation is emphasized. Plans are being made to articulate these courses with Chesapeake College and Delaware Tech. Three pathway options are available to students: Veterinary Science, Plant and Soil Science, and Natural Resources.

### **Agribusiness Management**

**1 credit – (11-12) – 1<sup>st</sup> Semester QACHS**

This course will emphasize the student as a business person. Students will develop their own Agriculture Enterprise following a study of the essentials of the successful business, and types of business organizations. It is highly recommended that students have a “SAE” (A FFA Supervised Agricultural Experience). The course content includes the following areas: planning budget, recordkeeping, financial

analysis, competition, supply and demand, market niche, the stock exchange, future contracts, and option strategies.

### **Biotechnology**

**1 credit – (11-12) – 1<sup>st</sup> Semester ATEC**

**QACHS**

This course is designed to explore the basic theory and uses of biotechnology in modern agricultural sciences. Course content focuses on plant and animal improvement, disease and insect control, integrated pest management, aquaculture, genetic engineering, embryo transplants and other modern veterinary practices. Students are expected to research new developments in life science.

*Recommendation: Completion of Veterinary Science I & II.*

### **Introduction to Agriculture, Food and Natural Resources (AFNR)**

**1 credit (9-12) QACHS**

This course is to introduce students to the world of agriculture, the pathways they may pursue, and the science, mathematics, reading, and writing components they will use throughout the Agriculture curriculum. Students participating in the *Introduction to AFNR* course will experience exciting “hands-on” activities, projects, and problems. Students’ experiences will involve the study of communication, sciences of agriculture, plants, animals, natural resources, and agricultural mechanics. While surveying the opportunities available in agriculture and natural resources, students will learn to solve problems, conduct research, analyze data, work in teams, and take responsibility for their work, actions, and learning.

### **Natural Resources Management**

**1 credit – (10-12) – 2<sup>nd</sup> Semester QACHS**

This course is designed to introduce students to the diverse areas of natural resources management, its principles, practices, and career opportunities. Included are the policies and conservation management practices related to water, soil, air, forests, fish, and wildlife, land use and energy resources, as well as the recreational uses of these resources. This course also provides a broad, basic introduction to dendrology and silviculture from the earliest uses of forests to the latest methods in the field. Among the topics considered are: conservation, forest and wildlife management, energy vs. resources, tree harvesting, and damage caused by fire, weather, insects, animal and diseases

and their control. Major emphasis is placed on tree identification, employment opportunities, forest products, wood characteristics, safety practices and business methods relating to forestry.

### **Plant and Soil Science**

**1 credit – (10-12) – 1<sup>st</sup> Semester ATEC QACHS**

This course is designed to teach students the basics of crop and soil science. Crop science will emphasize the growth, harvesting, reproduction, technology and equipment required to effectively and efficiently grow agronomic crops. Soil science will emphasize soil characteristics, management, taxonomy and environmental and land planting. The course will focus on new technology in this field such as Geographical Information Systems and Global Positioning Satellites. The course will also give the students the basics needed to begin work towards becoming a Nutrient Management Planner.

### **Turf and Landscape Management**

**1 credit - (10-12) - 2<sup>nd</sup> Semester QACHS**

This course is designed to teach students the basic need to succeed in the turf and landscape industry. Turf management will focus on turf grass identification, pathology and physiology. The students will learn proper techniques for lawn installation, maintenance and renovation. Sports Turf management, installation maintenance and renovation will also be covered. Landscape Management will emphasize the use and care of plants in the landscape. Installation, maintenance and renovation of both indoor and outdoor landscapes will be covered through classroom and practical hands-on experience.

### **Veterinary Science I**

**1 Credit (10-12) – 1<sup>st</sup> Semester QACHS**

This course is designed to introduce students on basic animal science concepts involved in the production of large agricultural animals. Students will study animal behavior, classification, consumer concerns, animal welfare, genetics, scientific selection, reproduction, growth and development, nutrition, and parasites/diseases as information relates to large agricultural animals. Students will be involved in a hands-on program involving animal studies.

### **Veterinary Science II**

**1 Credit (10-12) – 2<sup>nd</sup> Semester QACHS**

This course is designed to allow students to continue the study of animal science concepts. Students will study small animal care including: evaluating domestic animals, nutrition/digestion, canines, felines, rabbits, large and small hand pets, aquatic pets, careers in veterinary science as well as animal rights, welfare, breeding and training issues. Students will be involved in a hands-on program involving animal studies. Prerequisite: Completion of Veterinary Science I

## **CONSTRUCTION AND DEVELOPMENT – QACHS**

The Construction Trades pathway programs are CTE programs based on the National Center for Construction Education and Research (NCCER) standards that leads to a national certification for those students who successfully complete Level 1 and/or Level II curriculum.

*Recommendation:* Students should have completed Algebra I with a C or better and be enrolled in or have completed a Design Engineering course. Students are **strongly recommended** to take the Personal Finance course and participate in a Work Based Learning experience during their senior year.

### **Foundations of Technical Careers**

**1 credit (9-10) QACHS**

This course provides an overview of the technical career program for students interested in one of the following areas: Carpentry, Welding and Masonry. This exploratory course will provide an introduction to the three Industrial trade programs and certifications in that area. Emphasis will be placed on safety procedures and hands-on activities to provide opportunities for students to experience basic knowledge in the technical career area. This course is suggested for those who are interested in pursuing a pathway in one of the three areas.

## **CONSTRUCTION MAINTENANCE PROFESSION: WELDING – QACHS**

***Recommendation: Students should have earned a credit in Tech Drafting or Design Engineering before applying for this program.***

The Welding program option provides student an opportunity to learn about the industry as it

relates to welding. Participants master a variety of welding skills including oxyfuel cutting and welding including SMAW. The course of study descriptions correlates to the modules of the NCCER national standards. NCCER meets the American Welding Society (AWS) Entry Level Welder.

### **Advanced Welding**

**2 credit - (11-12) QACHS**

This two-period class is offered second semester only, to students who have successfully completed Principles of Welding and Intermediate Welding. Students will be introduced to Tungsten Inert Gas (TIG) welding on aluminum and stainless steel. It is expected that all students in Advanced Welding will take and pass an industry recognized welding certification. Additionally, students completing this course should have developed sufficient welding competencies to obtain employment as a welder in industry and/or enroll in community or technical colleges. Students may be concurrently enrolled in Directed Work Experience in a welding field.

### **Intermediate Welding**

**2 credits - (11-12) QACHS**

This two-period class is offered 1<sup>st</sup> semester only, to students who have successfully completed Principles of Welding. Students will expand upon topics introduced the previous year. MIG welding will be introduced. Students will be expected to practice and improve their welding techniques of the five basic joints in flat, horizontal, vertical and overhead positions. By the end of the course students should be approaching the skill level necessary to pass an industry recognized welding certification.

### **Principles of Welding**

**2 credits - (10-12) QACHS**

This course covers two semesters, with one credit earned each semester. It introduces the beginning student to the basic entry-level skills necessary to succeed in higher level welding courses. Types of technical laboratory activities include electric-arc welding, oxy-acetylene gas welding and manual and automatic flame cutting. Classroom topics include general safety, specific welding safety, history of welding, electric arc-welding theory, oxy-acetylene welding theory and occupational information. Safety glasses are mandated by the State of Maryland and must be worn at all times

in the shop area. Appropriate clothing and work boots are required

## **CONSTRUCTION TRADES PROFESSION: CARPENTRY - QACHS**

*Recommendation: Students should have earned a credit in Tech Drafting or Design Engineering before applying for this program.*

### **Advanced Carpentry**

**2 credits - (11-12) QACHS**

This two-period class is offered 2<sup>nd</sup> semester only to students who have successfully completed Principles of Carpentry and Intermediate Carpentry. It is expected that all students participating in the course will take and pass at least one industry recognized certification. Students will be introduced to applied finishing construction competencies. Hands-on building projects will be assigned by the instructor and may include a variety of areas including marine construction. Students completing this course should have developed sufficient carpentry competencies to obtain employment in a carpentry related field and/or enroll in a community or technical college. Students may be concurrently enrolled in Directed Work Experience in a carpentry related field.

### **Intermediate Carpentry**

**2 credits - (11-12) QACHS**

This two-period class is offered 1<sup>st</sup> semester only to students who have successfully completed Principles of Carpentry. Students will expand upon topics covered in Principles of Carpentry, and be expected to develop a higher level of proficiency in various carpentry competencies including power tool operation, blueprint reading and residential floor, wall and roof framing. Students will be introduced to fundamental aspects of residential wiring.

### **Principles of Carpentry**

**2 credits - (10-12) QACHS**

This course covers two semesters, with one credit earned each semester. It introduces the beginning student to the basic entry-level skills necessary to succeed in higher level carpentry courses. Students are provided with a program in designing and constructing various types of structures. The course includes instruction on using power tools, blueprints/designs and all

types of construction. This course is based on the NCCER carpentry curriculum and students will develop associated carpentry competencies.

**CONSTRUCTION TRADES PROFESSION:  
MASONRY - QACHS**

***Recommendation: Students should have earned a credit in Tech Drafting or Design Engineering before applying for this program.***

**Brick and Block Construction  
Level 1**

**1 credit - (10-12) QACHS**

In this course students will lay out, measure and estimate masonry materials used in the trade. Students will be required to construct various practical projects that will prepare them for a rewarding career in masonry and/or construction.

**Introduction to Masonry I and II  
2 credits - (10-12) QACHS**

This course is designed to introduce students to the tools and basic skills necessary to perform the tasks required by a beginning apprentice. Practical application projects are featured to enable the students to adjust to actual industrial standards on the "job site".

**Advanced Masonry  
1 credit - (11-12) QACHS**

This course prepares students for the advanced techniques required to complete the competencies for apprenticeships and IMI certification and testing.

**COSMETOLOGY PROGRAM - QACHS**

The cosmetology program offers students an opportunity to develop scientific and artistic fundamentals of beauty professions. Throughout the entire program, safety practices and procedures are stressed. State Board of Cosmetology Exam is **MANDATORY** at the completion of the 1500 hour requirement. If the exam is not taken, you will not meet graduation pathway requirements. Students may earn hours on directed work after completing 1000 hours in the classroom.

**Cosmetology I - Principles and Practices of Cosmetology**

**2 credits - (10-11) QACHS**

This course offers training in hairstyling, shampooing, facials, and manicures. Elements of bacteriology, hygiene, sanitation, massage, and scalp treatments are studied. This course also seeks to instill pride in students as they portray the beauty profession through their own appearance, poise, personality, dependability, and business ethics.

**Cosmetology II - Theory and Application**

**4 credits - (11-12) QACHS**

Students develop knowledge of the anatomical areas and physiological functions of the human body. In addition, techniques of haircutting, hair coloring, chemical relaxing, and permanent waving will be covered.

**Cosmetology III - Careers in Cosmetology/Work-Based Learning**

**4 credit - (11-12) QACHS**

In this course, classes in theory are used to review all facts and theory covered in Cosmetology I and II in preparation for the State Board Examination. Clinical classes are spent improving the quality and quantity of all skills performed. Students have responsibility for scheduling appointments, telephone etiquette, recordkeeping and decision-making as they operate a salon simulation. They are expected to demonstrate cooperation with fellow workers, honesty, and integrity. Students are required to take the State Board Examination upon completion of 1500 hours of study. Maryland State Board of Cosmetology allows 300 of the last 500 hours to be attained in a directed work experience program for practical on-the-job experience, credits toward graduation and salary commensurate with experience. Students who have maintained satisfactory grades and adequate attendance can arrange employment in a related field, and can arrange for Directed Work Experience. Students on Directed Work Experience have an abbreviated school schedule and earn credit for on-site work. All Directed Work Experiences must be approved by the instructor. Students may earn hours during the summer, after school, and on weekends in area salons.

## **EMT FIRE AND RESCUE**

The EMT Fire and Rescue program will be taught by certified instructors from the Maryland Fire and Rescue Institute of the University of Maryland. **Both classroom and practical sessions will be conducted off school property at the Upper Eastern Shore Regional Training Center of the Maryland Fire and Rescue Institute.** Students must enroll in Emergency Medical Care and Firefighter I first semester, and HMO/NERTBC/ECFO and TCFO/RTVMR second semester. These courses are offered during second and third periods throughout the year. Operating as members of the Fire and Rescue service requires good health and physical condition. Individuals with physical or medical conditions which may limit their full and active participation may not be eligible for this program. This program is taught off-campus in Queen Anne's County. Students are enrolled in two classes during the fall semester and two classes during the spring semester.

**Note:** Must be a member of a local fire department. and provide own transportation to the Eastern Shore Regional Training Center of the Maryland Fire and Rescue Institute (Limited slots available). Students must pass all tests. Failure to pass tests will result in immediate removal from the Firefighter Cadet program. **All students must be eligible to complete the requirements in another pathway.**

### **Emergency Medical Care 1 credit - (12) 1<sup>st</sup> Semester**

Topics in this course include: the human body, infectious diseases, medical issues, vital signs, sample history, skills practice, lifting/moving patients, airways, CPR, patient assessments, various medical emergencies, trauma, pediatric emergencies, and ambulance operations. Students in this course must pass all eight modular exams with a minimum of 70%, meet the attendance requirements for the course and receive a satisfactory evaluation by the instructor. A written and practical examination for certification is administered by the Maryland Institute for Emergency Medical Services System as part of this course.

## **Firefighter I**

### **1 credit - (12) 1<sup>st</sup> Semester**

Topics in this course include: fire service organization/communications, fire behavior, life safety/fire prevention, portable fire extinguishers, introduction to respiratory protection, self-contained breathing apparatus, hose and streams, rope and knots, forcible entry, ventilation ladders, search and rescue, property conservation, wild land fire fighting, structural fire fighting, and fire ground fire rescue operations. Students enrolled in this course must pass a mid-term and final examination with a minimum score of 70%, meet the attendance requirements for the course and receive a satisfactory evaluation by the instructor.

### **Hazardous Materials Operations (HMO)/Emergency Response to Terrorism: Basic Concepts (NERTBC)/Engine Company Fireground Operations (ECFO) 1 Credit - (12) 2<sup>nd</sup> Semester**

In order to receive a "Hazardous Materials Awareness" certification, the following criteria must have been met. Must have attended sessions 1, 2, 3, 4, 5, 6 and 8 of Hazardous Materials Operations and receive a minimum score of 60% on retest of the mid-term and receive a minimum of 60% on the final examination after retest. The objective of this course is to provide the student with the knowledge and skills to perform hazardous materials first response. 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. Major topics covered in this course include firefighter safety, regulations and standards, chemistry, recognition and identifications, DOT guidebook, site management, container behavior, defensive control measures, personal protective equipment and decontamination. Methods of instruction include lecture, discussion, classroom exercise and/or visual material, practical exercise, quizzes, observations, written examinations and final examination.

The objectives of the NERTBC course are to provide training for first responders responding to acts of terrorism. This is an introductory course providing awareness of the growing problem and safety considerations for first responders at terrorism responses. Upon

successful completion of this course, the student will be able to recognize the potential dangers of the first responder to acts of terrorism; demonstrate basic understanding of circumstances that indicate an act of terrorism; define self-protective measures, define scene control principles; recommend basic tactics and response to acts of terrorism; and recognize the elements on command and control to acts of terrorists. Major topics covered in the course include understanding and recognizing terrorism, implementing self-protection measures, scene control, tactics and consideration, and incident command. Methods of instruction include lecture, discussion, individual group activities, scenarios, case studies, classroom exercises, audio/visual materials, and final examination.

The objective of the ECFO course is to provide the student with the fundamental principles of engine company operations and how they can be integrated during fireground operations. Upon successful completion of this course, the student will be able to describe the functions and responsibilities of the engine company and demonstrate the use of nozzles, hose, hydrants, foam, and testing equipment during practical evolutions. Major topics covered in the course are functions and responsibilities of the engine company, construction and operation of nozzles, positioning and utilizing the engine, utilizing hydrants, pivot gauge and foam, size-up, emergency response considerations, initial fireground operation, and selecting and placing attack and supply lines. Methods of instruction include lecture, discussion, audio/visual material, practical skills exercise, final written examination, and required assignments.

**Truck Company Fireground Operations (TCFO) Rescue/Technical Site Operations and Vehicle and Machinery Rescue (RTVMR)**  
**1 credit – (12) - 2<sup>nd</sup> Semester**

**1. TCFO**

The objective of the TCFO course is to provide the student with the fundamental principles of truck company operations and how they are integrated during fireground operations. Upon successful completion of this course, the student will be able to demonstrate forcible entry, search and rescue, ventilation, salvage, overhaul and ladders. Major topics covered in the course are the function and responsibilities of the truck company, forced entry, ground ladder use, techniques and procedures for locating victims,

techniques for removal of smoke and gases, salvage operations, checking for fire extension, procedures for overhauling, building construction, utility control, and electrical and lighting the fireground. Methods of instruction include lecture, discussion, audio/visual material, practical skills exercises, final examination and required assignments.

**2. RTVMR**

The prerequisite for this course is PRET. The objective of the RTVMR course is to prepare the student to approach each rescue incident with attention focused on the importance of proper operational planning and all related components for effective safe site operation, victim management, equipment maintenance and inspection with particular emphasis on vehicular and machinery rescue. Upon successful completion of this course, the student will be able to recognize and implement the five phases of operational planning, understand and utilize technical rope rescue when needed; and properly package and transport a victim from a vehicular or machinery rescue. Major topics covered in the program include the five phases of successful site operations including, resource management, personal protective equipment, up-size activities, hazard identifications, search and rescue, ground support, incident management and termination, victim management, and rope rescue operations; maintenance and inspection of rope; rigging, anchoring and mechanical advantage; patient packaging and transfer during rescue operations; slope operations and evacuation; vehicular stabilization and extrication; specialty tools, hand tools, power and hydraulic tools; vehicular design; autos, busses, trucks, elevators, escalators, farm equipment, and mining/ industrial equipment/machinery. Methods of instruction include lecture, discussion, classroom exercises, audio/visual materials, practical field exercises, and mid-term and final examinations.

**TEACHER ACADEMY OF MARYLAND**

The program prepares students for further education and careers in the education profession. The program consists of four high school credits that focus on teaching as a profession, human growth and development, learning theory, and curriculum and instruction. These credits are designed to articulate to a

Maryland post secondary teacher education program. Students will complete a portfolio after taking the 4 courses in the pathway. Upon completion of the program and passing the ParaPro test, high school graduates are ready for employment in the teaching profession.

### **Human Growth and Development**

#### **1 Credit (10-12)**

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

### **Teaching as a Profession**

#### **1 Credit (10-12)**

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

## **TECHNOLOGY EDUCATION**

In compliance with the Annotated Code of Maryland Regulation (COMAR) governing technology education instructional programs, students in the graduating classes of 2015 and later will be required to take a state-approved course that meets all 20 COMAR standards for technology education to satisfy the high school graduation requirement in technology education.

Students will satisfy graduation requirements by successfully completing a technology education credit course followed by two advanced technology education courses. COMAR now requires that those courses have state-approval as advanced technology education credit courses. Courses meeting the revised requirements are noted in the course listings as ATEC.

### **Foundations of Technology**

#### **1 credit – (9-10) **TE****

This course focuses on the three dimensions of technological literacy: knowledge, ways of thinking and acting, and capabilities. Students develop the characteristics of technologically literate citizens. The course employs teaching/learning strategies that enable students to build their own understanding of new ideas. It is designed to engage students in exploring and deepening their understanding of “big ideas” regarding technology and makes use of a variety of assessment instruments to reveal the extent of understanding.

## **DRAFTING TECHNOLOGY ARCHITECTURAL AND ENGINEERING**

### **Architectural Design I**

#### **1 credit - (10-12)**

This is a course in the field of residential architectural drafting. Students will also investigate historical architectural development of western society with an emphasis on Greek and Roman architectural foundations and early American styles. This course is designed for the student who wants to pursue a career in the field of architecture or architectural drafting. The student's educational future options may include college or trade school. This is computer aided drafting (CAD) course utilizing Auto CAD 2006 software. This course will contain the following areas of emphasis: design and layout, traffic patterns, floor plan layouts, kitchen and bath design, lighting considerations, material and color considerations and selections, floor plan drawings, elevation views and designs, roof design, window and door selection, foundation preparation and layout, concrete material selection, deck/porch/patio design and presentation plan development. Upon the conclusion of this course, the student will have a house plan package that will include first and second floor plans, front elevation, rear elevation, left side elevation, right side elevation, foundations plan, and a presentation title page.

This course will also require several building material product reports and a continuation of the portfolio.

*Recommendation: Successful completion of Technical Drafting I.*

### **Architectural Design II**

**1 credit - (11-12) ATEC**

This is an advanced course in the field of residential architectural drafting. This course is designed for the student who wants to pursue a career in the field of architecture or architectural drafting. The student's educational future options may include college or trade school. This is computer aided drafting (CAD) course utilizing Auto CAD 2006 software. This course will contain the following areas of emphasis: electrical wiring layout and device placement, framing details and component placement, structural lumber and hardware usage and identification, sheathing and roofing material usage and placement, detailed section development, development of specific accurate detail drawing, and specification wiring. Upon the conclusion of this course, the student will have a house plan package that will include: first and second floor plans, front elevation, rear elevation, left side elevation, right side elevation, foundation plan, a presentation title page, first and second floor electrical plan, first and second framing plan, roof framing and plywood layout plan, typical sections, transverse section, longitudinal section, kitchen details, stair details and fireplace details. This course will also require several building material product reports and a continuation of the portfolio.

*Recommendation: Successful completion of Introduction to Architectural Design, Engineering, Technology.*

### **Technical Drafting I**

**1 credit - (9-12)**

This course is for the student who is pursuing a career in either engineering, architecture, or drafting as a trade. Students from the career technology classes will also find this course extremely helpful in their chosen trade. This is the prerequisite class for both the Architectural and Engineering emphasis. Topics covered in this class are manual equipment usage and care, computer usage and care, lettering, line development, geometry, geometric shape development, multi-view drawing, orthographic projection, dimensioning, isometric drafting, oblique drafting, surface developments, pattern making, section view drafting, computer aided

drafting, software usage and Windows applications. Other requirements, such as technical reports, introductory portfolio, homework assignments, and supplemental reading, will be a major part of this course.

### **Technical Drafting II/3D**

**1 credit - (10-12) ATEC**

Technical Drafting II/3D is the advanced study of technical and engineering drawing. Students will use Auto CAD 2006 software to produce advanced multi-view, isometric and 3 dimensional drawings. This course will also contain the following areas of emphasis: sectional views, thread, fasteners, and gears. This course will require several technical reports.

*Recommendation: Students should have Geometry before entering this course.*

## **ENGINEERING TECHNOLOGY**

### **Advanced Design, Engineering and Technology**

**1 credit - (10-12) ATEC**

This Advanced Design engineering course allows students to build upon their experience in Design, Engineering, and Technology I. They will explore course work in the areas of Transportation, Mechanics, and Structures. Course work will include an in-depth study of each of these areas, giving the student the opportunity to develop problem solving and project teamwork skills. Students will be required to complete a major project for each area, including engineering challenges.

*Recommendation: Successful completion of Design, Engineering, Technology I.*

### **Design, Engineering and Technology**

**1 credit - (10-12)**

This course introduces students to the study of design and technology. Students explore course work in design, engineering and technology with the use of computers, machines, and testing equipment to provide an understanding of our complex society. Students apply math, science, history, and art skills to complete their course work. The areas of study include aviation, manufacturing, construction, and energy. Students complete hands-on course work in the areas of land, air, sea, and space to better help them understand technology and expose them to topics of further education.

*Recommendation: Satisfactory completion of Foundations of Technology.*

## GRAPHIC DESIGN TECHNOLOGY

### Advanced Web Design

**1 credit - (11-12) ATEC**

This advanced course provides students with hands-on experience in building and managing web sites. This course prepares students to be successful in pursuing industry certifications for web design.

*Recommendation: Successful completion of Graphic Arts and Graphic and Web Design.*

### Graphic Arts

**1 credit - (9-12)**

This course familiarizes students with the basics of graphic communications allowing students to explore the processes and requirements of the graphics industry. Areas covered in this course are: illustration, screen printing, cartooning, digital photography, computer operation, computerized layout and print format, and desktop publishing. Students will work on a number of projects designed to apply the above skills on practical projects. Students will also research many operations, processes and the history of graphic arts.

**Note: This course must be completed by the end of the 11<sup>th</sup> grade to complete the pathway.**

### Graphics and Web Design

**1 credit - (11-12) ATEC**

This is an advanced course designed to give students who are interested in a career in graphic arts and/or web design the opportunity to refine skills through practical and commercial applications. Students work with Macromedia software to build web pages and learn the fundamentals of web publishing. Students learn fundamentals of HTML and how to integrate graphical content into web design. This course is ideal for any student who wishes to pursue a career in the graphic industry or web design.

*Recommendation: Successful completion of Graphic Arts.*

## INFORMATION TECHNOLOGY

### Computer Networking

**1 credit - (11-12) KIHS**

During this course the student will learn to configure, manage and support computer networks. This course introduces the student to

the fundamentals of Local Area Networking including topologies, protocols, computers and delivery hardware, Ethernet, wireless (802.11b) and network operating systems. The students will become familiar with the different physical mediums and their characteristics associated with networking. The student will learn to install and configure Windows NT, 9.x, 2000 XP, and Windows NT 4.0 clients and Windows NT 4.0, 2000, and Linux servers. This course emphasizes hands-on, activity-oriented learning experiences. This course will prepare the student to take the CompTIA Network+ Certification examination.

*Recommendation: Requires instructor permission and successful completion of PC Repair I and II.*

### \*Information Technology Internship

**1 credit - (11-12)**

Student interns will perform hands-on PC support, configuration and repair activities on operating computers. This experience provides a supervised workplace experience in a live Information Technology support setting. This experience integrates advanced level knowledge and practice to demonstrate skill competencies to prepare students for the CompTIA A+ and Network+ Certification exams.

*Recommendation: Requires instructor permission and successful completion of PC Repair I and II.*

## MEDIA COMMUNICATION

### Advanced Television Production

**1 credit - (11-12) ATEC**

This is an advanced course in the field of television and video production. This course is designed for the students who want to pursue a career in video production and communications. Future educational options may include college or technical schools. Students will be managing and scheduling shooting and editing assignments. Video production will be created using video cameras, video mixers, lighting, stage craft, and nonlinear editors.

*Recommendation: Successful completion of Communication Technology and Television Production.*

### Communications Technology

**1 credit - (10-12)**

This course is a study of communication technology and mass media. Students will

explore the communication process utilizing computer technology, sound reproduction, and video technology. There will be an investigation of the history and evolution of mass media and its effect on society and culture. Students will complete course work, projects, and presentations with the use of computers, computer software, sound equipment, animated computer software and video production equipment.

**Note: This course must be completed by the end of the 11<sup>th</sup> grade to complete the pathway.**

### Television Production

#### 1 credit - (10-12)

This course provides students with an opportunity to explore sound and recording technology with the use of computers. Video productions will be created using video cameras and editing equipment. Some of the class projects may include taped television productions, taped cable television productions, live and taped video announcements, interviews, sporting event taping and various other video and audio applications. The class projects will include taped television programming, cable access programming, and closed circuit programming for the school. Students will have requirements such as technical reports, supplemental reading, homework assignments, and the development of a portfolio.

*Recommendation: Successful completion of Communication Technology.*

### PROJECT LEAD THE WAY (PLTW) KIHS

Project Lead The Way (PLTW) prepares students to be the most innovative and productive leaders in Science, Technology, Engineering, and Mathematics (STEM) and to make meaningful, pioneering contributions to our world. PLTW partners with middle schools and high schools to provide a rigorous, relevant STEM education. Through an engaging, hands-on curriculum, PLTW encourages the development of problem-solving skills, critical thinking, creative and innovative reasoning, and a love of learning. The PLTW middle and high school STEM education programs give students a brighter future by providing them with a foundation and proven path to college and career success in STEM-related fields. STEM education is at the heart of today's high-tech, high-skill global economy. For America to remain economically competitive, our next

generation of leaders must develop the critical-reasoning and problem-solving skills that will help make them the most productive in the world. PLTW sparks the ingenuity, creativity, and innovation within all of our students.

*Recommendation: Students are **strongly recommended** to complete a higher level mathematics and science credit before their senior year, and be concurrently enrolled in higher level math and science while completing a pathway in Project Lead the Way.*

### Civil Engineering and Architecture (CEA)

#### 1 Credit (11-12)

Students apply what they learn about various aspects of civil engineering and architecture to the design and development of a property. Working in teams, students explore hands-on activities and projects to learn the characteristics of civil engineering and architecture. In addition, students use 3D design software to help them design solutions to solve major course projects. Students learn about documenting their project, solving problems and communicating their solutions to their peers and members of the professional community of civil engineering and architecture.

### Digital Electronics (DE)

#### 1 credit - (10-12) KIHS

This **Project Lead the Way** 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 uses appropriate components to build their designs. Students use mathematics and science in solving real-world engineering problems.

### Engineering Design and Development

#### 1 Credit - (12) ATEC KIHS

This **Project Lead the Way** capstone course enables students to apply what they have learned in academic and pre-engineering courses as they complete challenging, self-directed projects. Students work in teams to design and build solutions to authentic engineering problems. An engineer from the school's partnership team mentors each student team. Students keep journals of notes,

sketches, mathematical calculations and scientific research. Student teams make progress reports to their peers, mentor and instructor and exchange constructive criticism and consultation. At the end of the course, teams present their research paper and defend their projects to a panel of engineers, business leaders and engineering college educators for professional review and feedback. This course equips students with the independent study skills that they will need in postsecondary education and careers in engineering and engineering technology

### **Introduction to Engineering Design (IED)**

**1 credit - (9-12) TE KIHS**

This **Project Lead the Way** course emphasizes the development of a design. Students use 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 design into reproducible products. Students are expected to develop portfolios to display their designs and present them properly to peers, instructors, and professionals.

### **Principals of Engineering (POE)**

**1 credit - (10-12) ATEC KIHS**


This **Project Lead the Way** foundation course provides an overview of engineering and engineering technology. Students develop problem-solving skills by tackling real-world engineering problems. Through theory and practical hands-on experience, students address the emerging social and political consequences of technological change.

# ENGLISH

The **Honors English** program is designed for students who are self-initiating and highly motivated. It builds upon the successes of earlier experiences with language and stimulates bright and creative minds to explore their potential. The program aims to meet the needs of students whose goals are to go beyond the foundational surveys of the discipline by delving into complexities of communication through supplemental readings, writings, and activities that develop deep understanding. The program strengthens honor students' cognizance of the richness of the language and the literature. Honors English classes are available in English I, II, and III. At the twelfth grade level, the available course is Advanced Placement English, *Literature and Composition*, Parts I and II.


*Recommendation: It is suggested that students who enter Honors section or AP course have teacher recommendation.*

## **Advanced Placement English, Language and Composition**

**1 credit - (11-12)** 

Advanced Placement English Language and Composition is an elective course which engages students in becoming skilled readers of prose written in a variety of periods, disciplines, and rhetorical contexts, and in becoming skilled writers who compose for a variety of purposes. Intended for honors juniors and seniors, this semester-long English elective fosters the student's awareness of interactions among writer purposes, audience expectations, stylistic choices, and subjects. Students study the conventions of genres and the resources of language as these elements contribute to effectiveness in writing. Practice includes extended essays and revision in preparation for taking the Advanced Placement English Language and Composition Exam.


## **Advanced Placement English, *Literature and Composition*, Part I**

**1 credit - (12)** 

The AP course in English, *Literature and Composition* consists of a full academic year of work. Part I of the course is devoted to analysis, interpretation, and understanding of works by

British authors. Students will be engaged in a variety of activities in which oral and written communication is stressed. Part I will culminate in the production of a literary research paper.

## **Advanced Placement English, *Literature and Composition*, Part II**

**1 credit - (12)** 

In this course students are involved in both the study and practice of writing and the study of literature that reflects cultural diversity. Through such study, they sharpen their awareness of language and their understanding of the writer's craft. They develop critical standards for the independent appreciation of any literature as shared experience. The AP English course is for students capable of doing college-level work in English while they are in secondary school. Students are expected to take the Advanced Placement examination which, if successfully completed, will qualify them for advanced placement and/or credit in English at most colleges and universities.

## **Creative Writing**

**1 credit - (10-12)**

Creative Writing is an elective course that develops students' skills in writing a variety of genres of prose and poetry. Experience in using techniques of writing satire, short fiction, advertisement, as well as selected forms of poetry, is provided.

## **English I**

**1 credit - (9) HON**

English I is a required course for graduation and encompasses the total spectrum of language arts, reading, writing, speaking, listening, reference, and study skills. It highlights such topics as genre identification, sentence and paragraph structure, rudimentary reference and research skills, and vocabulary development.

## **English II**

**1 credit - (10) HON**

English II is a required course for graduation. It builds upon and reinforces the skills acquired in English I, including genre study, critical reading, language usage and conventions, and effective writing. Additional emphasis is placed upon

research skills and oral communication. The skills and knowledge attained will prepare students for successful completion the English High School Assessment. A research project is required.

### **English III**

#### **1 credit - (11) HON**

English III is a required course for graduation. It includes the study of American Literature and builds upon and reinforces the skills acquired in English II. Additional emphasis is placed upon research skills, effective writing, oral communication, and an exploration of a variety of literary genres. A research project is required.

### **English IV**

#### **1 credit - (12)**

English IV is a required course for graduation and provides students with an introduction to British literature. Emphasis is placed upon the analysis, interpretation, and understanding of works. Students are engaged in a variety of activities in which oral and written communications are stressed. A variety of research materials and methods culminates in the production of a literary research paper.

### **Journalism I**

#### **1 credit - (10-12)**

Students are acquainted with techniques, modes and forms of journalistic writing in this elective course. New articles, features stories, editorials, reviews, and special pieces are studied. Students gain practical experiences in writing and in preparing to publish a school newspaper.

### **Journalism II**

#### **1 credit - (11-12)**

This elective course extends and expands students' acquaintance with techniques, modes and forms of journalistic writing studied in Journalism I. Students gain advanced practice in the writing and editing of news and feature sorties, sports articles, reviews, and in conjunction with production of the school newspaper.

### **Mythology and Folklore**

#### **1 credit - (10-12)**

Mythology and Folklore is an elective course designed to introduce the student to the literature and culture of classical Greece, Rome, Scandinavia, and, through independent study, of other areas of the world. Emphasis is placed upon the influence of such works on our own literature, culture, and language. Vocabulary derived from mythology is studied, and modern works based upon and derived from mythological subject matter are discussed.

### **Speech/Oral/Media Communication**

#### **1 credit - (10-12)**

This is an elective course that provides students with the skills necessary to examine, compose, and deliver a range of informal and formal oral presentations designed to inform, persuade, and interpret. Emphasis is placed upon the effective analysis, utilization, and evaluation of speaking and listening skills. The development of critical and creative thinking ability, as well as procedures of the formal debate, will be featured. Course requirements include the completion of several individual and collaborative speech projects through a variety of media.

### **Yearbook**

#### **2 credits - (11-12)**

Yearbook is a year-long course elective course that is designed to familiarize student with vocabulary, organization, management, copy, business aspects, and layout techniques necessary for publishing the school yearbook. The class utilizes various software to produce the school's yearbook.

### **World Literature**

#### **1 credit - (10-12)**

World literature is an elective course which provides students with an introduction to the literature of the world, including both Eastern and Western traditions. Emphasis is placed upon the analysis, interpretation, and understanding of works by authors that reflect cultural diversity. Students are engaged in a variety of activities which stress both oral and written communication.

# FINE ARTS

## PERFORMING ARTS

### Dance

#### **Athletic Movement**

##### **1 credit (F) - (9-12)**

This course incorporates dance and movement techniques that will focus on building strength, flexibility, and endurance. Students will learn basic tumbling, turning, jumping, and partnering techniques that are incorporated in dance and everyday movement. Students will also be exposed to Pilates, Tae Bo, kick boxing, aerobics, and basic anatomy.

#### **Dance I – Introduction to Dance**

##### **1 credit (F) - (9-12)**

This course is an introduction to dance technique, critique, choreography, anatomy, and history. Students will study at least three of the following dance techniques: ballet, tap, jazz, and modern. The students will study various ways to create and choreograph dance and produce a piece for the dance concert at the end of the semester. Students will be expected to wear proper dance attire.

#### **Dance II – Beginning Dance**

##### **1 credit (F) - (10-12)**

This course continues techniques introduced in Dance I. Students will study dance history in depth and explore the muscles, bones, and joints of the body. Students will manipulate movement techniques and use basic choreography skills to create an individual dance piece for a show at the end of the semester. Students will be expected to wear proper dance attire.

*Recommendation: Successful completion Dance I with a grade of “C” or better.*

#### **Dance III – Intermediate Dance**

##### **1 credit (F) - (10-12)**

In this course students will practice modern, tap, jazz, and ballet technique at the advanced beginner/intermediate level. Students will also extend their knowledge from Dance II in the following areas: dance history, choreography, critique, and anatomy. Students will choreograph and produce an original dance

piece to be presented at a concert at the end of the semester. Students will be expected to wear proper dance attire.

*Recommendation: Successful completion of Dance II with a grade of “C” or better.*

#### **Dance IV – Intermediate/ Advanced Dance**

##### **1 credit (F) - (10-12)**

In this course students will practice modern, tap, jazz, and ballet technique at the intermediate/advanced level. Students will also extend their knowledge from Dance III in the following areas: dance history, choreography, critique, and anatomy. Students will choreograph and produce an original dance piece from start to finish to be presented at a concert at the end of the semester. Students will begin a portfolio that will include research and video projects. Students will be expected to wear proper dance attire.

*Recommendation: Successful completion of Dance III with a grade of “C” or better.*

#### **Dance V – Advanced Dance**

##### **1 credit (F) – (11-12)**

In this course students will demonstrate modern, tap, jazz and ballet technique at the intermediate/advanced level. Students will also extend their knowledge from Dance IV in the following areas: dance history, choreography, critiques and anatomy. Students will choreograph and produce original dance pieces from at least two different genres to be presented at a concert at the end of the semester. Students will expand the material in their portfolio in preparation for college or a professional performing arts career. Students will be expected to wear proper dance attire.

*Recommendation: Successful completion of Dance IV with a grade of “C” or better.*

### Theatre

#### **Actors Studio I**

##### **1 credit (F) - (9-12)**

Actors Studio I introduces the student to basic elements and styles of acting through individual performance and scene work. Students will learn to develop character through the basics of analysis, interpretation and techniques.

*Recommendation: Successful completion of Introduction to Theatre with a grade of "C" or better or teacher recommendation.*

**Actors Studio II**  
**1 Credit (F) – (10-12)**

This course expands on Actors Studio I by introducing students to the styles of acting, with a focus on the methods of Stanislavski, Uta Hagen, and Anne Bogart. Students will continue to develop character through the elements of analysis, interpretation, and technique.

**Introduction to Theatre**  
**1 credit (F) - (9-12)**

This elective course introduces the student to basic knowledge of theatre through developing an understanding of the elements of theatre including acting, staging, setting, lighting, costuming and makeup. These elements will be introduced through a study of the history and development of theatre over the ages.

**Play Directing**  
**1 credit (F) - (10-12)**

Play Directing combines all elements of theatre: history, acting and production techniques. The emphasis will be on elements and styles of play directing, stage managing, producing and designing. Students will actually direct a production.

*Recommendation: Successful completion of Introduction to Theatre and either Actors Studio or Play Production with a grade of "C" or better.*

**Play Production**  
**1 credit (F) - (10-12)**

This elective course extends and expands the student's skills in dramatic technique while providing extensive experiences in a variety of production activities. Emphasis is placed upon the study of lighting, makeup, costuming, scenery, directing, and stage management.

**PERFORMING ARTS**

**Music**

**Choral Musicianship**  
**1 credit (F) - (9) (10-12) with Teacher approval)**

Choral Musicianship is designed to provide a basis for developing comprehensive musicianship within the choral rehearsal through a sequenced study of voice, music theory and

the practical application of both in music reading skills. A wide repertoire of vocal music will be provided during scheduled programs.

**Chorus**  
**1 credit (F) - (10-12)**

This course is designed to provide a choral music experience for students who are interested in singing. A wide repertoire of vocal music will be performed during scheduled programs. No previous choral experience is required for this course.

**Concert Choir**  
**1 credit (F) - (10-12)**

Concert Choir is designed to provide choral music experience for students who have previous experience and interest in vocal music. Each student will learn to apply the techniques of good and singing, music theory, and music reading skills. Concert level repertoire of vocal music will be performed during scheduled programs, including winter and spring concerts and adjudicated festivals and graduation

*Recommendation: Successful completion of Choral Musicianship.*

**Concert/Marching Band**  
**1 credit (F) – (9-12)**

The study of traditional band literature as well as transcriptions of orchestral literature will be the focus of the study. Students will advance in technical skill, stylistic understanding of historical background, and aesthetic awareness through the study and performance of quality music literature. Participation at multiple performances throughout the semester will be required as part of the course grade. This will include performances such as, but not limited to parades, home football games, playoffs, graduation ceremonies, competitions, and concerts.

**Guitar Musicianship**  
**1 credit (F) - (9-12)**

This course helps students become proficient in playing guitar. It enables students to use musical language in reading and writing music, to develop abilities to comprehend harmonic structure, and encourage them to exercise their creativity through composing and performing.

**Jazz Studies**  
**1 credit (F) - (10-12)**

This course is designed for instrumental music students of advanced ability level. Students will

study the history, theory and concepts behind the performance of Jazz, America's classical music. In addition, students will learn the concepts of jazz improvisation. Students will advance in skill and stylistic understanding of the historical background of jazz as well as increasing aesthetic awareness through the study of jazz. This will be accomplished through group and individual instruction.

### **Music Appreciation**

#### **1 credit (F) - (10-12)**

This course is designed to trace the development of music from ancient times to the present. It will incorporate the study of art, architecture, literature, and history from the perspective of music history. Students will demonstrate an understanding of a variety of music styles as well as identify music periods and performers and their impact on our society.

### **Music Theory**

#### **1 credit (F) - (9-12)**

This course is offered for students who have earned credit for an instrumental or vocal course. The course of study includes music theory, sight singing, ear training, and music composition and is designed for the advanced music student.

### **Percussion Ensemble**

#### **1 credit (F) - (9-12) KIHS**

This course is designed for percussionists of intermediate or advanced level. Students will be exposed to and perform on a variety of percussion instruments from various cultures around the world. The study of basic playing techniques, rudiments, rhythms, scales, and percussion ensemble literature will be the focus of the course. Students will advance in technical skill, stylistic understanding of historical background, and aesthetic awareness through the study and performance of quality music literature. This will be accomplished through group settings as well as individual instruction.

**NOTE: This course is offered only at Kent Island High School.**

### **Piano Musicianship**

#### **1 credit (F) - (9-12)**

This course helps students become proficient in playing the piano. The course of study enables students to use musical language in reading and writing music, to develop their abilities to comprehend harmonic structure, and to encourage them to exercise their creativity

through composing and performing. This course is offered to students of all ability levels, including beginners.

### **Vocal Techniques**

#### **1 credit (F) - (10-12) (Independent Study)**

Vocal Techniques is an advanced singing course, designed for any student interested in improving vocal stamina, increasing vocal range, developing a better sound and enhance overall vocal health. All elements of singing will be discussed and implemented through class and individual performances. Individual needs of each singer will be addressed. Class size is limited. Students enrolled in Concert Choir will be given first option.

*Recommendation: Teacher Approval.*

## **VISUAL ARTS**

### **Advanced Placement Art History**

#### **1 credit (F) - (11-12)**

The AP offering in Art History is designed to provide the same benefits to secondary school students as those provided by an introductory college course in art history: an understanding and knowledge of architecture, sculpture, painting, and other art forms within diverse historical and cultural contexts. It also provides an opportunity for schools to strengthen an area neglected in most curricula. In the course, students examine and critically analyze major forms of artistic expression from the past and present from a variety of cultures. While visual analysis is the fundamental tool of the art historian, art history also emphasizes understanding works in context, considering such issues as patronage, gender, and the functions and effects of works of art. Many colleges and universities offer advanced placement and/or credit to students who have performed successfully on the AP Art History Exam.

### **Ceramics I**

#### **1 credit (F) - (9-12)**

This course provides an introduction to the use of clay as a medium of fine art. The curriculum provides experiences which give students knowledge in the areas of aesthetics, historical/cultural influences, production and critical evaluation. Emphasis will be placed on forming, firing, and decorating hand built and

wheel thrown pottery. Ceramic design and craftsmanship are emphasized and developed.

**NOTE: This course is available to 9<sup>th</sup> grade students with middle school teacher approval.**

### **Ceramics II**

#### **1 credit (F) - (10-12)**

A continuation of wheel thrown and hand built pottery is introduced in Ceramics I. Emphasis is placed on the creative potential of the medium. Individual directions are developed through interpretation of the assigned projects. Glaze chemistry and experimentation with formulation and kiln operations are introduced. Portfolio pieces are developed and personal expression is encouraged.

*Recommendation: Successful completion of Ceramics I is recommended.*

### **Fundamentals of Art**

#### **1 credit (F) - (9-12)**

This course is designed to familiarize students with basic concepts, processes, and vocabulary used in the major fields of visual art. Classroom experiences will provide students with instruction in the major areas of aesthetics, historical/cultural influences, production, and critical evaluation of artwork. Students will have the opportunity to work with a variety of art media and forms such as: drawing, painting, and sculpture.

### **Life Drawing**

#### **1 credit (F) - (9-12)**

This course is designed as a study of drawing techniques with an emphasis on the human figure. Studio experiences will include instruction in the areas of aesthetics, historical/cultural influences, and critical evaluations of visual art. Various media will be used including pencil, charcoal, pastel, etc. Portfolio pieces will be developed.

### **Painting**

#### **1 credit (F) - (9-12)**

This course is designed with studio emphasis. Instruction will provide students with a background in the areas of aesthetics, historical/cultural influences, and critical evaluation of visual art. Emphasis will be on the techniques and challenges of using water

soluble media. Portfolio pieces will be developed.

*Recommendation: Previous drawing experience is recommended.*

### **Portfolio Development**

#### **1 credit (F) - (11-12)**

Portfolio Development is available to 11<sup>th</sup> grade and first semester 12<sup>th</sup> grade students through an application process. This course is designed to give students insight and guidance as they create and organize artwork to be included in their portfolio. The final outcome for students will be a college ready visual art portfolio. Students will work with an assigned mentor teacher using various studio techniques dependent upon the submission requirements of the college or art school. Students who wish to compile a portfolio will be required to apply for admission to this course.

### **Three Dimensional Studies**

#### **(Sculpture)**

#### **1 credit (F) - (9-12)**

This course is designed with a studio emphasis to provide an introduction to working elements with the elements and principles of three dimensional design. Instruction will provide students with a background in the areas of aesthetics, historical/cultural influences and critical evaluation of primitive to contemporary sculptural pieces. Basic concepts of form, mass, shape, and color will be studied utilizing a variety of materials and techniques.

**NOTE: This course is available to 9<sup>th</sup> grade students with middle school teacher approval.**

### **Watercolor**

#### **1 credit (F) - (9-12)**

This class is designed to teach students the basic techniques of watercolor painting. This course will lead to a comprehensive study of art history related to this medium. Students will be required to synthesize art history and painting techniques gathered in order to create unique expressions of their own. Students will develop a variety of watercolor techniques and problem solving strategies while building a portfolio for college admission.

*Recommendation: Previous drawing experience is recommended.*

# HEALTH

## **Health/Wellness**


### **½ credit Health - (9-12)**

This course fulfills the health component of the graduation requirement. Students will develop a

life long wellness program. Topics range from fitness and first aid to AIDS and Family Life Education in the health field. This course provides a foundation for overall wellness.

# MATHEMATICS


## Advanced Placement AB Calculus (Part I)

**1 credit - (11-12)** 

An AP course in mathematics consists of a full academic year of work in calculus and related topics comparable to courses in colleges and universities. Part I of the course is devoted to the mastery of the rules of differential and integral calculus with a beginning emphasis on those pre-calculus concepts that are prerequisites to satisfactory completion of the course. At the completion of Part I approximately two-thirds of the topics on the AB exam will have been covered. A graphing utility is necessary to meet the requirement for the AP exam.

*Recommendation: Satisfactory completion of Algebra II, Geometry, trigonometry, and Pre-Calculus with a grade of "B" or better.*


## Advanced Placement AB Calculus (Part II)

**1 credit - (11-12)** 

The second part of the course will emphasize the applications of the rules learned in Part I. These applications will be presented at the AP level in a rigorous manner. It is expected that students will complete the remaining one-third of the topics necessary and have ample time to devote to actual review of the AP exam. This will include an actual simulation of the test itself. It is required that students have successfully completed Part I. Students are expected to take the Advanced Placement examination which, if successfully completed, will qualify them for advanced placement and/or credit in Calculus at most colleges and universities.

*Recommendation: Successful completion of Advanced Placement AB Calculus, Part I with a grade of "C" or higher.*

## Advanced Placement BC Calculus


**1 credit - (11-12)** 

After successful completion of the AP AB Calculus course, a student may elect the AP BC class for one semester to prepare them for the BC exam that will yield one semester of college calculus credit upon successful

completion of the course. The course will include vectors, parametric equations, polar coordinates, a rigorous definition of limit, integration by trigonometric substitution and partial fractions, improper integral, series and sequences and all other additional topics suggested by the Advanced Placement curriculum for the BC exam. A graphing utility is required. Students are expected to take the Advanced Placement examination which, if successfully completed, will qualify them for advanced placement and/or credit in Calculus at most colleges and universities.

*Recommendation: Successful completion of Advanced Placement AB Calculus, Part II with a grade of "C" or higher.*

## Advanced Placement Statistics

**1 credit - (10-12)** 

The Advanced Placement Statistics course is designed to introduce students to the major concepts and tools for collecting, analyzing, and drawing conclusions for data. Student are exposed to four broad conceptual themes: Exploring Data-observing patterns and departures from patterns; Planning a Study - deciding what and how to measure; Anticipating Patterns - producing models using probability simulation; Statistical Inference - confirming models. It is recommended that each student have a graphing utility. Students are expected to take the Advanced Placement examination which, if successfully completed, will qualify them for advanced placement and/or credit in Statistics at most colleges and universities.

*Recommendation: Satisfactory completion of Algebra II with a grade of "B" or better.*

## Advanced Topics in Algebra I

**1 credit - (9-12)**

This course completes the Algebra I course of study in preparation for Algebra II. The major emphasis will be on the study of systems of linear equations and inequalities as well as quadratic, exponential and absolute value function families. Students will perform operations with polynomials and

radicals, and will solve quadratic, rational and radical equations. It is recommended that each student have a graphing utility.

*Recommendation: Satisfactory completion of Fundamentals of Algebra I and Geometry with a grade of "C" or better.*

### **Advanced Topics in Algebra II**

#### **1 credit - (12)**

This course is designed for students who have not had a rigorous college-preparatory mathematics sequence but would like to prepare for the option of post-secondary studies. The emphasis will be on extending the understanding of mathematical skills and knowledge in algebra and geometry to more advanced algebraic concepts needed to be successful in entry-level college mathematics courses. It is recommended that each student have a graphing utility.

*Recommendation: Satisfactory completion of Algebra II.*

### **Algebra II**

#### **1 credit - (9-12)**

This course provides students with the terms and procedures necessary for solving advanced algebraic problems. Emphasis is on representing function families in a variety of ways, performing operations and geometric transformations on functions, and solving equations and inequalities. It is recommended that each student have a graphing utility.

*Recommendation: Satisfactory completion of 8<sup>th</sup> grade Algebra I (or Fundamentals of Algebra I and Advanced Topics in Algebra I) and Geometry with a grade of "C" or better.*

### **Calculus**

#### **1 credit - (11-12)**

This is an introductory course for college bound students who desire a background in calculus and analytic geometry before entering a math or science-oriented major in college. Both differential and integral calculus are presented with emphasis placed on the applications of the derivative and the integral and their place in higher math, physics, and engineering. It is recommended that each student have a graphing utility.

*Recommendation: Satisfactory completion of Algebra II, Trigonometry and Pre-Calculus with a grade of "C" or better.*

### **Fundamentals of Algebra I**

#### **1 credit - (9-12)**

This course formalizes the study of patterns, functions, data analysis and probability. The major emphasis will be on patterns, operations with real numbers and polynomial expressions, multiple representations of linear and non linear function families, and solving equations and inequalities. Problem solving will include data analysis and application of concepts of theoretical and experimental probability. It is recommended that each student have a graphing utility.

### **Geometry**

#### **1 credit - (9-12)**

Geometry deals with relationships among points, lines and planes in space. The concept of logical reasoning and proof as applied to writing proofs is stressed. Geometric shapes are described and characterized. Equivalence relations pertaining to geometry such as congruence and similarity are also studied. Spatial, coordinate geometry, circles; spheres along with transformations are included.

*Recommendation: Completion of 8<sup>th</sup> grade Algebra I or Fundamentals of Algebra I with a grade of "C" or better.*

### **Honors Algebra II**

#### **1 credit - (9-12) HON**

This course is designed for students who are self-initiating and highly motivated. It includes additional topics beyond the regular course, providing more challenging content at a faster pace. This course will cover all the traditional concepts as well as logarithmic and exponential functions, series and sequences, and conic sections.  
*Recommendation: Successful completion of Fundamentals of Algebra and Honors Geometry.*

### **Honors Geometry**

#### **1 credit - (9-12) HON**

This course is designed for students who are self-initiating and highly motivated. It includes additional topics beyond the regular course, providing more challenging content at a faster pace. This course will cover all the traditional concepts as well as logarithmic and exponential functions, series and sequences, and conic sections.

*Recommendation: Successful completion of Fundamentals of Algebra.*

### **Honors Pre-Calculus**

#### **1 credit - (9-12)**

This course is designed for students who are self-initiating and highly motivated. It will explore in depth the topics required for a successful transition to Calculus. It includes additional topics beyond the regular course content, providing a challenging pace throughout the semester. Critical thinking is developed through a strong emphasis of theory, graphing, applications, and creative problem solving. It is recommended that each student have a graphing utility.

*Recommendation: Successful completion of Honors Algebra II and Honors Geometry with a grade of "C" or higher.*

### **Mathematical Applications**

#### **1 credit - (10-12)**

This course will explore topics that may be very different from the applications studied in algebra and geometry. The focus is on solving problems widely found in the real world of our communities and businesses. Applications will provide the opportunity to use skills in Algebra, probability, and geometry in interesting, meaningful ways. It

is recommended that each student have a graphing utility.

*Recommendation: Satisfactory completion of 8<sup>th</sup> grade Algebra I or Fundamentals of Algebra and Geometry.*

### **Pre-Calculus**

#### **1 credit - (9-12)**

This course will explore in depth the topics required for a successful transition to Calculus. Critical thinking is developed through a strong emphasis of theory, graphing, applications, and creative problem solving. It is recommended that each student have a graphing utility.

*Recommendation: Successful completion of Algebra II, Geometry and Trigonometry with a grade of "C" or better.*

### **Trigonometry**

#### **1 credit - (10-12)**

This course will emphasize the six trigonometric functions, their inverses and applications. In addition, properties of logarithms, and their applications will be studied. It is recommended that each student have a graphing utility.

*Recommendation: Successful completion of Algebra II and Geometry with a grade of "C" or better.*

# PHYSICAL EDUCATION

## **Aerobics and Body Dynamics**

### **1 credit - (10-12)**

Students participate in a diverse program of aerobics, body, and dance exercises. This course is designed to introduce new skills, improve upon old skills, and raise individual levels of achievement. Individual success is of prime importance. Stationary bicycles, step climbers, and free weights are some of the equipment that will be utilized by each student.

## **Physical Education/Individual Sports/Activities**

### **1 credit - (10-12)**

Students may select from a variety of activities that engage them in fitness and individual activities. Some activities are tennis, cross country, and individual recreational games.

## **Physical Education**

### **1/2 credit - (9-12)**

Students will receive instruction about personal fitness components and will integrate that knowledge to design and perform an individualized fitness program based on their fitness levels. A variety of assessment and physical activities related to skill performance, fitness, and health will be explored. They will also participate in individual and team sports, along with adventure and rhythmic activities as

they related to person fitness. Students will learn how to adjust their personal fitness plans as their interests and physical abilities change. Note: This course meets the PE graduation requirement.

## **Team Sports**

### **1 credit – (10-12)**

This course is designed as a life style approach to fitness. Topics include nutrition, strength training, and cardiovascular endurance as related to sports specificity. The course will focus on improving cardiovascular endurance, increasing muscle strength, and improving flexibility to augment athletic performance. Students will participate in a regimented training program as well as participate in various team sports, to include, but not be limited to volleyball, soccer, and softball.

## **Weight Training and Conditioning**


### **1 credit - (10-12)**

This course will develop and maintain a student's physical fitness. All components of physical fitness will be emphasized, i.e., strength development, improved flexibility, and increased cardiovascular endurance, using a variety of training methods. Individual programs help assure student success.

# SCIENCE

*Note: All AP science courses will be offered if sufficient number (15 or more) warrant them.*


## Advanced Placement Biology, Pt. I

**1 credit - (10-12)** 

This first of a two-semester AP Biology course deals with college-level content and lab experiences. Content will mirror college-level Biology curricula associated with the fast changing biological field. Major topics include cellular, molecular physiology and anatomy, genetics, and ecology. Students are expected to take the Advanced Placement examination which, if successfully completed, will qualify them for advanced placement and/or credit in Biology at most college and universities. Students must take this course to take AP Biology II.

*Recommendation: Successful completion of Comprehensive Biology and Chemistry with a grade of "C" or better. Recommendation by the science department and sign off by parent/guardian is required.*


## Advanced Placement Biology, Pt. II

**1 credit - (10-12)** 

This second semester lab course is designed for students intending on taking the AP exam in May. Content will mirror college-level Biology curricula associated with the fast changing biological field. Major topics include cellular, molecular physiology and anatomy, genetics, and ecology. Students are expected to take the Advanced Placement examination which, if successfully completed, will qualify them for advanced placement and/or credit in Biology at most colleges and universities.

*Recommendation: Successful completion of Comprehensive Biology, AP Biology Part I, and Chemistry. Recommendation by the science department and sign off by parent/guardian are required.*

## Advanced Placement Chemistry, Pt. I


**1 credit - (10-12)** 

This is the first semester of a two-semester AP Chemistry course. Content of the course will mirror the College Board's curricula, which will

prepare students for the AP exam. Students are expected to take the Advanced Placement examination which, if successfully completed, will qualify them for advanced placement and/or credit in Chemistry at most colleges and universities.

*Recommendation: Successful completion of Academic Chemistry. Recommendation by science department and sign off by parent/guardian are requested.*


## Advanced Placement Chemistry, Pt. II

**1 credit - (10-12)** 

This is the second semester of the year-long AP Chemistry course. Content of the course will mirror the College Board's curricula, which will prepare students for the AP exam. Students are expected to take the Advanced Placement examination which, if successfully completed, will qualify them for advanced placement and/or credit in Chemistry at most colleges and universities.


*Recommendation: Successful completion of Academic Chemistry. Recommendation by science department and sign off by parent/guardian is requested.*

## Advanced Placement Environmental Science, Pt. I

**1 credit - (10-12)**  **ATEC**

This is the first semester of a two-semester course. Content of the course is aligned with the College Board curriculum. Students will study the content and processes associated with environmental science. Students are expected to take the second semester and the AP assessment in May. If successful with a score of "3" or better, this will qualify them for advanced placement and/or credit in Environmental Science at most colleges and universities.


## Advanced Placement Environmental Science, Pt. II

**1 credit - (10-12)**  **ATEC**

This is the second semester of a two-semester course. Content of the course is aligned with the College Board curriculum. Students will

study the content and processes associated with environmental science. Students are expected to take the AP assessment in May. If successful with a score of “3” or better, this will qualify them for advanced placement and/or credit in Environmental Science at most colleges and universities.


### **Advanced Placement Physics, Pt. I**

**1 credit - (10-12)**  **ATEC**

This is the first semester of a two-semester AP Physics course. Content of the course will be the first half of the national AP Physics course. Students are expected to take the final exam given in May.

*Recommendation: Successful completion of Physics and Pre-Calculus. Recommendation by the science department and sign off by parent/guardian are required.*

### **Advanced Placement Physics, Pt. II**

**1 credit - (10-12)**  **ATEC**

This second semester lab course is designed as the culminating course in physics at the high school. Curriculum is at a beginning college level. All students will take the national AP exam. Students must complete AP Physics, Part I prior to this course.

*Recommendation: Successful completion of Physics and Pre-Calculus. Recommendation by the science department and sign off by parent/guardian are required.*

### **Chemistry**

**1 credit - (10-12)**

This course provides the traditional approach to the study of Chemistry. Students are exposed to such topics as chemical reactions and equation, molar relationships, stoichiometry, nuclear chemistry, gas laws, and electrochemistry. State core learning goals are emphasized.

*Recommendation: Successful completion or concurrent enrollment in Algebra II.*

### **Comprehensive Biology**

**1 credit - (10-12)**

This lab course focuses on concepts of life science that include genetics, cellular functions, energy transport and utilization, classification of organisms, and processes of adaptation and change. State core learning goals are emphasized.

### **Earth Science**

**1 credit - (10-12)**

This course is designed for students to study Astronomy, Meteorology, Geology, Paleontology and Physical Oceanography using Maryland Core Learning Goals. Students will experiment using Maryland Skills for Success.

### **Environmental Science**

**1 credit - (10-12)**

This course focuses on topics dealing with the environment on a local, national and global level. The physical properties of water, with a special emphasis on the Chesapeake Bay, Chester River, Wye River, and the Chesapeake Bay watershed, are included in this course. A research action project is an integral part. State core learning goals are emphasized.

*Recommendation: Successful completion of Comprehensive Biology with a grade of “C” or better.*

### **Genetics**

**1 credit - (10-12)**

This certificate of merit course is designed for students to have an in-depth study of genetic laws and recombined DNA work. Students will be asked to perform genetic manipulations using up-to-date techniques.

*Recommendation: Successful completion of Comprehensive Biology with a grade of “C” or better.*

### **Honors Biology**

**1 credit – (9-10)** **HON**

This course is designed for students who plan to continue their studies in advanced science classes. This course provides an advanced, in-depth study of life science that includes genetics, cellular functions, energy transport and utilization, classification of organisms and processes of adaptation and change as well as other topics leading toward taking AP Biology.

*Recommendation: Students need to have successfully completed Algebra I.*

### **Honors Chemistry**

**1 credit - (10-12)** **HON**

This course is designed for students who plan to major in science at college. This course provides a focused high level course in Chemistry. Students are exposed to all of the CLG’s and other topics leading toward taking AP Chemistry.

*Recommendation: Successful completion or concurrent enrollment in Algebra II.*

**Ocean Science****1 credit - (9)**

This is an introductory 9<sup>th</sup> grade class that encompasses Earth Space Science, Life Science, Technology and Physical Science. This course will focus on topics dealing with the Chesapeake Bay, Chester River, Wye River, and Chesapeake Bay watershed as well as other global water systems.

*NOTE: The purpose of ocean science is to prepare students for success in Biology in the 10<sup>th</sup> grade.*

**Physics****1 credit - (10-12)**


This academically-oriented course deals with such topics as the nature of light, thermal dynamics, conservation of energy, Newtonian Laws of Motion, velocity and acceleration, electromagnetic induction and Quantum mechanics. State core learning goals are emphasized. Students may test into this course.

*Recommendation: Successful completion of Algebra II with a grade of "C" or better and enrollment in or successful completion of Trigonometry.*


# SOCIAL STUDIES

The **Honors Social Studies** program is designed for students who are self-initiating and highly motivated. It builds upon the successes of earlier experiences with history and stimulates bright and creative minds to explore their potential. The program aims to meet the needs of students whose goals are to go beyond the foundational surveys of the discipline by delving into the complexities of communication through supplemental readings, writings, and activities that develop deep understanding. The program strengthens honors students' cognizance of the richness of the field of social studies. Honors Social Studies classes are available in United States History and Government. Advanced Placement Courses are available in United States History, Modern European History, World History and US Government & Politics.

## **Advanced Placement Modern European History Part I**


**1 credit - (11-12)** 

## **Advanced Placement Modern European History Part II**

**1 credit - (11-12)** 

The Advanced Placement Modern European History course deals with the time period from the Renaissance to the post World War II era and meets the requirements of a college-level introductory course. The content exposes students to themes, trends, and ideas prevalent during this time period. Social, political, military and economic history is discussed giving the students an understanding of European society. It is recommended that students complete World History prior to registering for this course. Students are expected to take both Parts I and II, and the Advanced Placement examination which, if successfully completed, will qualify them for advanced placement and/or credit in Modern European History at most colleges and universities.


## **Advanced Placement Psychology**

**1 credit- (10-12)** 


AP Psychology provides an overview of current psychological research methods and theories. Students will explore the therapies used by professional counselors and clinical

psychologists and examine the reasons for normal human reactions: how people learn and think, the process of human development and human aggression, altruism, intimacy, and self-reflection. Students will study core psychological concepts, such as the brain and sense functions, and learn to gauge human reactions, gather information, and form meaningful syntheses. Along the way, students will also investigate relevant concepts like study skills and information retention to help prepare them for the AP examination, which if successfully completed, will qualify them for advanced placement and/or credit in Psychology at most colleges and universities.

## **Advanced Placement United States Government & Politics Part I**


**1 credit - (11 -12)** 

## **Advanced Placement United States Government & Politics Part II**


**1 credit - (11 -12)** 

The Advanced Placement US Government & Politics course explores the framework and functions of the United States Government and the political process. The course is designed to meet the requirements of a college-level introductory Political Science course, including constitutional issues, campaigns/elections, and the complex processes of federalism. Students are expected to take both Parts I and II, and the Advanced Placement examination which, if successfully completed, will qualify them for advanced placement and/or credit in Political Science at most colleges and universities.

## **Advanced Placement United States History Part I**

**1 credit - (10-12)** 


## **Advanced Placement United States History Part II**

**1 credit - (10-12)** 


The Advanced Placement American History course spans from the colonial era to modern time and is designed to meet the requirements of a college-level introductory course. Students are presented college-level content and the opportunity to practice analytical skills. The

students, with the help of the teacher, are expected to build a reservoir of factual knowledge concerning United States History, and to use this reservoir as a basis for analytical judgments. Students are expected to take the Advanced Placement examination which, if successfully completed, will qualify them for advanced placement and/or credit in American History at most colleges and universities. The completion of both Part I and Part II satisfies the graduation requirement for American History.

### **Advanced Placement World History Part I**

**1 credit - (11-12)** 

### **Advanced Placement World History Part II**

**1 credit - (11-12)** 

The Advanced Placement World History course has as its time-frame the period from approximately 8000 B.C. to the present. The purpose of the AP World History course is to develop greater understanding of the development of global processes and connections, and how they interact with the diverse cultures of the world. Students are expected to take the Advanced Placement examination which, if successfully completed, will qualify them for advanced placement and/or credit in World History/World Civilizations at most colleges and universities. The completion of both Part I and Part II satisfies the graduation requirement for World History.

### **Global Studies**

**1 credit - (11-12)**

Global Studies is the study of individual world cultures and their interdependence and interactions with others throughout the world. Students will read about and meet people from different regions of the world and study cultural values, customs, and beliefs. In addition, students will examine the ways in which history, politics, physical environment, and economics

influence the development of world civilizations.

### **United States History**

**1 credit - (9-12)** **HON**

This course examines the major events in United States history from 1877 to the present and is taught in the traditional, chronological approach, as a continuation of the eighth grade curriculum (Colonial Era – Reconstruction). Students trace the political, social, and economic development of the United States from the late 19<sup>th</sup> century through present day.

### **United States Government**

**1 credit - (10-12)** **HON**

This course explores the framework and functions of the three levels of American Government. After providing background of the origins of government, three branches of the federal government are studied and analyzed. The framework and functions of state and local government are also studied, using the Maryland and Queen Anne's County governments as examples. At the conclusion of this course, students will take the Government High School Assessment.

### **World History**

**1 credit - (11-12)**

This course examines major events in World History from Pre-History to modern times. The content is framed through a broad study of social, cultural, geographic, political and economic attributes of differing regions of the world during this wide range of time periods. Significant emphasis is placed on issues that yielded world-wide impact, such as innovations in technology and social construct as well as global conflicts.

# WORLD LANGUAGES

## FRENCH

### Advanced Placement (AP) French

#### 1 credit – (11-12)

AP French Language is comparable to an advanced level (5th-6th semester or the equivalent) college French language course; it emphasizes the use of French for active communication and encompasses aural/oral skills, reading comprehension, grammar and composition. Students who have successfully completed this course should have the ability to understand French spoken by native speakers at a natural pace in both formal and informal contexts. They should have developed an active vocabulary sufficient for reading newspaper and magazine articles, contemporary literature and non-technical writings in French without dependence on a dictionary. Students are expected to express themselves in writing by describing, narrating, using different strategies for different audiences. Special emphasis is placed upon the use of authentic source materials and the integration of language skills. Students are expected to take the Advanced Placement examination which, if successfully completed, will qualify them for advanced placement and/or credit in French at most colleges and universities.

#### French I

##### 1 credit - (9-12)

French I is designed to give students an introduction to the basic competencies of world language learning: listening, speaking, writing, and reading. Cultural elements of France including geography, daily life, and current events are an integral part of the program.

#### French II

##### 1 credit - (9-12)

French II is designed to develop students' skills in the four skill areas: listening, speaking, writing, and reading. Students will continue to explore cultural aspects of France and other French-speaking locales.

#### French III

##### 1 credit - (10-12)

French III is designed to expand students' abilities to understand, speak, write, and read French. Cultural activities are included to give the student an appreciation for the history, literature, art, and music of French-speaking countries.

*Recommendation: Successful completion of French II with a grade of "C" or better.*

#### French IV

##### 1 credit - (10-12)

French IV is designed to provide students with an intense study of the French language and culture. It provides a review of grammar and composition with an emphasis on reading and translation.

*Recommendation: Successful completion of French III with a grade of "C" or better.*

#### French V

##### 1 credit - (11-12)

French V is designed to parallel the skill development of a 3<sup>rd</sup> year college French class in advanced composition and conversation. The course focuses on the mastery of listening, speaking, reading and writing skills. Students who have successfully completed the course should have obtained a speaking proficiency that allows them to communicate facts and ideas; a proficiency in listening comprehension that enables them to comprehend formal and informal spoken French; a reading proficiency literary texts - readings are predominately for deMaupassant, Moliere, and Camus; and an ability to write on topics of general interest.

*Recommendation: Successful completion of French IV with a grade of "C" or better.*

## SPANISH

### Advanced Placement (AP) Spanish

#### 1 credit - (11-12)

AP Spanish Language is comparable to an advanced level (5<sup>th</sup>-6<sup>th</sup> semester or the equivalent) college Spanish language course; it emphasizes the use of Spanish for active communication and encompasses aural/oral skills, reading comprehension, grammar, and composition. Students who have successfully

completed this course should have the ability to understand Spanish spoken by native speakers at a natural pace in both formal and informal contexts. They should have developed an active vocabulary sufficient for reading newspaper and magazine articles, contemporary literature and non-technical writings in Spanish without dependence on a dictionary. Students are expected to express themselves in writing by describing, narrating, using different strategies for different audiences. Special emphasis is placed upon the use of authentic source materials and the integration of language skills. Students are expected to take the Advanced Placement examination which, if successfully completed, will qualify them for advanced placement and/or credit in Spanish at most colleges and universities.

### **Spanish I**

#### **1 credit - (9-12)**

Spanish I is designed to introduce students to the Spanish language through the development of basic competencies in speaking, reading, listening, and writing. Attention is given to the study of geography and culture of all Spanish-speaking countries, as well as the Hispanic influences in the United States.

### **Spanish II**

#### **1 credit - (9-12)**

Spanish II is designed to further develop students' abilities to speak, read, listen and write the language as it builds on the vocabulary and grammar mastered in Spanish I. Readings and class discussion enable students to extend knowledge and understanding of Latin culture.

### **Spanish III**

#### **1 credit - (9-12)**

Spanish III is designed to provide intensive practice in communication skills combined with a study of language structure, reading and writing. Through the study of history, literature, music, and art, students' understanding of Hispanic culture is enhanced.

*Recommendation: Successful completion of Spanish II with a grade of "C" or better.*

### **Spanish IV**

#### **1 credit - (11-12)**

Spanish IV is designed for students interested in a more intensive and advanced study of the Spanish language. An emphasis is placed on practice in idiomatic usage, composition (both oral and written), and improvement of both spoken and written Spanish through analysis and discussion of texts dealing with Hispanic culture.

*Recommendation: Successful completion of Spanish III with a grade of "C" or better.*

### **Spanish V**

#### **1 credit - (11-12)**

Spanish V is designed to provide advanced students with the guidance they need in advanced composition and conversation. This course focuses on the mastery of listening, speaking, reading and writing skills. Students who have successfully completed this course should have attained: a speaking proficiency that allows them to communicate facts and ideas; a proficiency in listening comprehension to enable them to comprehend formal and informal spoken Spanish; a reading proficiency in Peninsular and Latin American texts and an ability to write on topics of general interest.

*Recommendation: Successful completion of Spanish IV with a grade of "C" or better.*

### **English as a Foreign Language (ESOL)**

#### **1 credit - (9-12)**

This course focuses on improving LEP (limited English proficient) and NEP (non-English proficient) students' skills in reading, writing, listening, and speaking. Instruction begins with survival English and progresses through basic English to encompass both social and academic language.

***NOTE: This course may not be used to meet the state requirement of four (4) Carnegie units in English.***



# Section VIII

## APPENDIX

- ATTENDANCE POLICY
- HIGH SCHOOL GRADING PROCEDURES
- HIGH SCHOOL PLANNING FORM

## Attendance Policy

BOE Approved September 17, 2005

### Standards for School Attendance

All students are expected to attend school regularly and to be on time to classes in order to develop habits of punctuality, self-discipline and responsibility.

The standard for regular attendance is 100% unless lawfully absent. Attendance is an important factor in determining course credits and grades.

- ◆ In high school, parents may excuse absences by phone or note NO MORE than 5 occasions in combination per semester. Five (5) or more unlawful absences per semester may result in course failure and loss of credit. This decision may be appealed to the Attendance Review Committee. This committee will be established at each high school and will meet as needed.
- ◆ Students receiving special education or who have a 504 Plan will be referred to the PST (Pupil Service Team) or IEP team to determine possible loss of credit for excessive unlawful absences.
- ◆ Students who are returning from a withdrawal status must complete a conference with the PPW (Pupil Personnel Worker). An Attendance Contract may be required.

### Consequences for Not Meeting the Standard for School Attendance

Beginning with the 6<sup>th</sup> absence of the school year, if necessary, contact with the parent/guardian will be made by the school, appropriate school personnel and the student.

Beginning with the 10<sup>th</sup> day of absence of the school year or the semester in the high school, the principal or designee will inform the parent/guardian and refer to the pupil personnel worker so that together they may initiate one or more of the following actions:

- ◆ Probationary time period – verbal agreement
- ◆ Written contract between school and parents/guardians
- ◆ After-school study/detention session

- ◆ Removal of school privileges
- ◆ Restrictions of extracurricular activities
- ◆ Referral for outside agency action (State's Attorney of Queen Anne's County)
- ◆ Require a doctor's note
- ◆ Other appropriate school-based interventions
- ◆ If the student is under 16, referral to District Court charging patents with violation of §7-301
- ◆ At the high school level, loss of academic credit for the semester
- ◆ At the high school level if student is over 16, withdrawal as an active student (Habitual Truant).

### REASONS FOR LAWFUL/UNLAWFUL ABSENCES AND TARDINESS

#### LAWFUL ABSENCES

Reasons for lawful absences prescribed in Code of Maryland Regulations (COMAR) 13A.08.01.03 include:

- A. Death in the immediate family. This shall include parents/guardian, siblings, grandparents and may include others as approved by the principal. Students will be considered lawfully absent if they do not attend school for a maximum of five (5) school days following the death of a parent or other member of the immediate family and up to two (2) school days following the death of other family members. Exceptions to this policy may be approved by the principal.
- B. Illness of the student.
- C. Court summons.
- D. Hazardous weather conditions. Hazardous weather conditions shall be interpreted to mean weather conditions which would endanger the health or safety of the student when in transit to and from school.
- E. Work approved or sponsored by the school, the local school system or the State Department of Education, accepted by the local superintendent of schools or the principal, or their

designees as reason for excusing the student.

- F. Observance of religious holiday.
- G. State Emergency.
- H. Suspension.
- I. Lack of authorized transportation. This shall not include students denied authorized transportation for disciplinary reasons.
- J. Other emergency or set of circumstances which, in the judgment of the superintendent or designee, constitutes a good and sufficient cause for absence from school. A county superintendent, school principal, or an individual authorized by the county superintendent or principal may excuse a student for a necessary absence (Education Article 7-301). Discretion is permitted and must be exercised in determining an absence as lawful or unlawful for reasons other than those designated as lawful (Code of Maryland Regulations 13A.08.03J).
- K. Student Trips. Prior notice in writing to the principal is required. Approval may be granted on the basis of the student's record of attendance, grades and class participation. It is the student's/parent's responsibility to request make-up work and turn in completed assignments. Parents should contact the school principal for an explanation of procedures to follow.

#### UNLAWFUL ABSENCES

An absence, including absences for any portion of the day, for any reason other than those cited as lawful are presumed to be unlawful and may constitute truancy. A truant is a student who is absent without lawful cause from attendance for a school day or a portion thereof. A habitual truant is a student unlawfully absent from school a number of days or portion of days in excess of 20% of the school days within any marking period, semester, or year.

#### TARDINESS

Tardiness can be a serious disruption to the educational process. A student is considered tardy if he/she is not present at the time the school day begins, provided that he/she is in attendance before the close

of that school day/half-day. Tardiness is recorded and is cumulative. Therefore, procedures for unlawful tardiness may result in the same action taken to address unlawful absences. Lawful and unlawful tardiness is determined by applying the same criteria applied to absence. Lateness to individual classes and/or scheduled activities during the school day can also be a serious disruption to the educational process. Data concerning lateness are kept by each school. Disciplinary procedures are followed to address continuing lateness to class.

#### MAKE-UP WORK REQUIREMENTS

Students are encouraged to make up work for lawful absences.

The make-up work policy for short-term lawful absence shall be:

1. Student/Parents/Guardian must request their missed assignments upon return to school.
2. Students will be given a specific number of days within which the teachers accept make-up work.

All make-up work will be graded in accordance with the regular classroom grading policy and must be completed within the established timeline. It is the responsibility of the student and the parent/guardian to initiate the request, obtain work from teachers and return the completed work within the established timeline. After five (5) school days, an unlawful absence cannot be changed to a lawful absence.

Students who have been unlawfully absent shall not be permitted to make-up work assigned on that day. Previously assigned work, due on the day of the absence, if brought to school that day, will be accepted. Assignments turned in on the day of a student's return to school will be graded according to school procedures for late assignments.

#### PROCEDURES TO VERIFY ATTENDANCE/TARDINESS

At the high school level, if a student is absent, the parent/guardian should call the school between 7:30 AM and 1:00 PM on the day of absence to justify a lawful absence or present a written note on the day of the student's return to school. After 1:00 PM the high school will begin calling parents of students whose absence has not been verified.

## HIGH SCHOOL GRADING GUIDELINES

1. Semester courses have four (4) reporting periods, two (2) interim reports and two (2) quarter reports. For the first semester, the Quarter 1 Report is at the midpoint of the first semester and the Quarter 2 Report is at the end of the first semester and is cumulative for the semester. The second semester Quarter 3 Report is at the midpoint of the second semester and the Quarter 4 Report is at the end of the second semester and is cumulative for the semester. The quarter reports are used to determine eligibility for athletics, parking permits and extracurricular activities. Interim Progress Reports are distributed as a benchmark to communicate to parents/guardians their student's progress prior to a quarter report.
2. Year-long Courses (excluding Advanced Placement Courses) have eight (8) reporting periods, four (4) interim reports and four (4) quarter reports. The final grade for the semester is cumulative.
3. Grades are the result of evaluating student progress in the following areas: formative and summative assessments, quizzes, projects, class work, midterm and final exams, homework, and performance assignments.
4. The grading system is:  
A = 90-100%, B = 80-89%, C = 70-79%, D = 60-69%, E = Below 60% (failing). Students will not receive course credit for a failing final grade for a course.
5. Final Exam Grades count as 15% of the final grade for the course.
6. Undocumented absences may affect a student's final grade and credit may be withheld.
7. Students will be permitted to retake or revise summative assessments with the exception of midterm and final exams within 10 school days from the time the test is returned if the score is 69% or less and may earn up to a 70%.



Student Name: \_\_\_\_\_ Pathway: \_\_\_\_\_

## HIGH SCHOOL PLANNING FORM

	Grade 9	Grade 10	Grade 11	Grade 12
<b>First Semester</b>				
<b>Second Semester</b>				

**Please Note:** This is for planning purposes only. Actual school schedule, semester course placement and classes will vary.

Credits Earned	Subject	Required Credits	Credits Needed
	English	4	
	Math	3	
	Science	3	
	Social Studies	3	
	Fine Art	1	
	Health	.5	
	PE	.5	
	Pathway	4	
	Additional		