



Talbot
County
Public
Schools



2020-2021 Program of Studies



Dear Students, Parents, and Guardians,



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

Students are encouraged to take advantage of the opportunities that the Talbot County Public School system provides through a variety of course offerings at the High School, through our Cross County programs, or through the Chesapeake College dual enrollment program. The expectation is for each student to have a full schedule which may also include internships or apprenticeships in our community. I wish you much success as you revise your plans and begin scheduling for the upcoming 2020-2021 school year. I look forward to seeing each of you at graduation and hearing about your future plans.

Sincerely,

Kelly L. Griffith, Ed.D.

Profile of a Graduate

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

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

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

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

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

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

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

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

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

The 2020 – 2021 Program of Studies can also be found online at:
www.talbotschools.org

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

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Planning Information

How to Use This Catalog

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

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

Talbot County Public Schools

Course Offerings and Information Catalog

While Developing Five-Year Plans

- Schedule the courses required for graduation. Leave ample time in your schedule to take all required courses.
- Consider course difficulty when planning each semester or school year. Balancing your workload will help you achieve higher academic standards, and/or plan out the career completer program of your choice.
- Choose electives that give you a chance to demonstrate or develop special talents, interests, or explore career possibilities.

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

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

During the 8th Grade Year

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

- Review the Program of Studies.
- Discuss how to make the most of the student’s high school program - one that ensures a high quality, rigorous and enjoyable experience.
- Use the sample, “Five Year Plan of Study”, located in the back of this booklet, as a planning guide to make 9th grade course selections.
- Develop a five-year-plan of study and complete the enclosed worksheet.

Every Year in Grades 9-12

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

- Review and revise your “Five-Year-Plan of Study”.
- Use the Program of Studies to select courses that challenge your interests and abilities.
- Discuss post-high school, college, and career plans.
- Determine if you have an interest in completing a career pathway program, plan to pursue college-level course work through Advanced Placement courses and dual enrollment opportunities, or want the experience of an internship or work experience.
- Plan a course of study that meets the requirements for a Maryland High School Diploma and prepares you for opportunities after high school.

Graduation Requirements

Maryland High School Diploma

A Maryland High School Diploma will be awarded to those students who meet the requirements of the Maryland State Department of Education and Talbot County Public Schools Policy (9.32).

Students are encouraged to accumulate more than the minimum 22 units of credit for graduation.

22 Credits

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

CORE CONTENT COURSES

English (4 Credits)

Math (3 Credits)

(Algebra 1 and Geometry are required)

Science (3 Credits)

(Biology, Earth's Systems and one other science are required)

Social Studies (3 Credits)

(U.S. History, Government or AP Government, and World are required)

Fine Arts (1 Credit)

Physical Education/Health (1 Credit)

Technology Education (1 Credit) (Technology Education may be satisfied through Tech Ed, Foundation of Computer Science, or Introduction to Engineering Design)

ALSO REQUIRED

Foreign Language (2 Credits)

(Must be the same foreign language)

or

Advanced Technology (2 Credits)

or

State-approved Career & Technology Education Completer Program (4 Credits)

Additional Program Requirements or electives to total at least 22 credits

OTHER GRADUATION REQUIREMENTS

Complete 75 hours of Service-Learning (See page 59)

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

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

Note: To be considered for admission to a University of Maryland college system, students must earn 4 math credits.

Talbot County Course and Credit Requirements

Required Courses	#	Grade 9	Grade 10	Grade 11	Grade 12	Notes
ENGLISH	4	CCR English 9	CCR English 10	Select from 11 th grade choices	Select from 12 th grade choices	Students <u>must</u> take an English class all 4 years
MATH	3	Algebra I or Geometry	Algebra I or Geometry or Algebra 2	Appropriate Math sequence	Appropriate Math Sequence	Students <u>must</u> take a math class all 4 years
SCIENCE	3	Biology	Earth's Systems	Science Elective	Science Elective recommended	
SOCIAL STUDIES	3	US History	Government AP Government	World History AP World History		

Subject Area	Credits Required
Technology Education	1 Credit: <i>Intro to Engineering or Found of Comp Science or Tech Ed</i>
Fine Arts	1 Credit
Phys Ed/Health	1 Credit
Foreign Language	2 Credits: Must be in the same language
OR	
State Approved CTE Completer Program	4 Credits
OR	
Advanced Technology	2 Credits
Electives	As needed to meet minimum total of 22 credits College and Career Readiness Seminar Recommended

Total Credits to Graduate	22	By end of Grade 9	By end of Grade 10	By end of Grade 11	By end of Grade 12	
Recommended Pacing		A minimum of 5 credits 1 in English and 1 in Math	A minimum of 12 credits with 2 in English and 2 in Math	A minimum of 17 credits 3 in English and 3 in Math	A minimum of 22 credits 4 in English and 4 in Math	

Other Requirements

Maryland Comprehensive Assessments Program: Algebra 1, English 10, MISA Science, Government
Minimum of 75 Hours Service Learning

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Course Description

Course Availability

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

ENGLISH

9th Grade

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

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

10th Grade

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

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

11th Grade

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

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

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

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

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

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

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

12th Grade

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

H0106201 Contemporary Literature and Writing (1 Credit) Semester Long

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

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

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

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

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

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

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

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

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

H10105 Reading & Writing Lab (1 Credit) Semester Long

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

H0100102/H0100202 English Semester 3 (Credit recovery) Semester Long

English Semester 3 is designed to offer extra time and assistance to students who would benefit from intensive reading and writing instruction, as well as test-taking skills. The main focus of this course is on mastering skills needed for credit recovery in CCR English 9 (H0100102) or CCR English 10 (H0100202). Enrollment in this course is determined by assessment data and administrative recommendation.

ENGLISH FOR SPEAKERS OF OTHER LANGUAGE (ESOL) Program

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

Students with limited English skills are placed in ESOL courses according to their overall proficiency level in English. Language proficiency is measured by the WIDA screener and/or the WIDA ACCESS assessments. Students are identified for testing based on parent/guardian response to the Home Language Survey at registration.

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

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

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

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

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

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

FINE ARTS

Art Courses

H8010 Foundations of Art (1 Credit) Semester Long

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

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

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

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

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

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

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

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

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

H8019 Advanced Placement Studio Art (1 Credit) Year Long

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

Music Courses

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

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

H8025 Concert Choir (1 Credit) Semester Long

**May take yearly for credit; may take all four years*

Concert Choir is a performance based choir with emphasis on vocal technique and singing in four parts. Students are expected to perform in the community and at school.

H8030 Chamber Choir (1 Credit) Semester Long

**May take yearly for credit; may take all four years*

Students will perform a variety of choral selections in four or more parts as well as solos. Performances may include concerts, performance assessments and community venues. Performances may be in the form of large groups and/or small ensembles. *Prerequisite: Concert Choir.*

H0510101 Instrumental Music/Band (1 Credit) Semester Long

**May take yearly for credit; may take all four years*

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

H8035 Beginning Steel Drums (1 Credit) Semester Long

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

H8034 Advanced Steel Drums (1 Credit) Semester Long

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

Theater Arts Courses

H1070 Theater Arts 1 (1 Credit) Semester Long

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

H1073 Advanced Theater Arts (1 Credit) Semester Long

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

MATHEMATICS

H3010 Math Lab (1 Elective Credit) Semester Long

Math Lab is designed to meet the needs of those students who need intensive instruction in pre-algebra skills.

Prerequisite: Enrollment in this course is determined by school assessment data and administrative recommendation.

H3018 Intro to Algebra (1 Credit) Year Long

This course is designed to help emphasize the concepts necessary to be successful I Algebra I. Topics include number sense, fractions, mixed numbers, decimals, ratios and proportions, percents, integers, algebraic problem solving, geometric figures, probability and statistics, and linear functions. *Prerequisite: Administrative recommendation.*

H3020 Algebra 1 (1 Credit) Year Long

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

H3021 Semester 3 Algebra 1 (Credit Recovery) Semester Long

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

H3030 Geometry (1 Credit) Semester Long

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

H02055 Intermediate Algebra (1 Credit) Semester Long

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

Prerequisite: Geometry and administrative recommendation.

H3040 Algebra 2 (1 Credit) Year Long

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

H3038 Discrete Mathematics (1 Credit) Semester Long

Discrete mathematics involves applications using discrete variables rather than continuous variables. Modeling and understanding finite systems is central to the development of the economy, the natural and physical sciences, and mathematics itself. This course introduces the topics of social choice as a mathematical application, truth tables, matrices and their uses, graph theory, and its applications, and counting and finite probability, as well as the processes of optimization, existence, and algorithm construction. Emerging technologies are incorporated into the curriculum as they become available. *Prerequisite: Intermediate Algebra or Algebra II*

H02074 Advanced Topics of Algebra II (1 Credit) Semester Long

This course is designed to provide maintenance, exploration, enrichment, and improvement of previously acquired math knowledge in preparation for placement exams given after college admission. Algebra I & II, and Geometry topics will be reviewed. Introductory trigonometry topics are included.

H3058 Pre-Calculus (1 Credit) Year Long

Students will acquire the ability both to construct and manipulate functions in order to interpret, understand, and predict events. Topics include linear functions, exponential and logarithmic functions, rational functions, trigonometry and matrices. *Prerequisite: Algebra II*

H3053 Statistics (1 Credit) Semester Long

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

Prerequisite: Intermediate Algebra or Algebra II.

H3063 Advanced Placement Calculus AB (1 Credit) Year Long

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

H3065 Advanced Placement Calculus BC (1 Credit) Year Long

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

H02203 Advanced Placement Statistics (1 Credit) Year Long

The AP Statistics course is equivalent to a one-semester, introductory, non-calculus-based college course in statistics. The course introduces students to the major concepts and tools for collecting, analyzing, and drawing conclusions from data. There are four themes in the AP Statistics course: exploring data, sampling and experimentation, anticipating patterns, and statistical inference. Students use technology, investigations, problem solving, and writing as they build conceptual understanding. Extensive outside readings and writing projects are required. AP Exam required. *Prerequisite: Algebra II.*

NJROTC PROGRAM

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

H9010 Naval Science 1 (1 Credit) Semester Long

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

H9020 Naval Science 2 (1 Credit) Semester Long

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

H9030 Naval Science 3 (1 Credit) Semester Long

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

H9040 Naval Science 4 (1 Credit) Semester Long

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

H9050 NJROTC Drill & Ceremony (1 Credit) Semester Long

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

Prerequisites: Naval Science 1, Instructor approval.

PHYSICAL EDUCATION AND HEALTH

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

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

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

H7020 Beginner Team Sports (1 Credit) Semester Long

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

Prerequisite: Health and Fitness.

H7021 Advanced Team Sports (1 Credit) Semester Long

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

Prerequisite: Health and Fitness; Beginner Team Sports.

H7030 Weight Training (1 Credit) Semester Long

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

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

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

Prerequisite: Health and Fitness.

H7052 Studio Workout (1 Credit) Semester Long

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

H7053 Tai Chi (1 Credit) Semester Long

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

H7055 Introduction to Sports Medicine (1 Credit) Semester Long

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

SCIENCE

H4015 Earth Science (1 Credit) Semester Long

This course includes the study of oceanography, geology, astronomy, and meteorology. Students will engage in the practices of science and engineering to construct their understanding of the natural environment, the processes that bring about change, and the impact of earth and space science on society. Students will be expected to demonstrate the ways of thinking and acting that are inherent in the practice of science and to apply their knowledge of relevant principles to everyday life.

H4025 Biology (1 Credit) Semester Long

This course includes the study of cellular structure, function, and energy transfer; genetics; evolution, diversity and classification; and ecology. Students will engage in the practices of science and engineering to construct their understanding of life processes, to explain how organisms adapt to meet the challenges of living in their environment, and to demonstrate the relationships between structure and function and change over time. Students will be expected to demonstrate the ways of thinking and acting that are inherent in the practice of science. This class is part of the two course sequence to prepare students for the Maryland Integrated Science Assessment (MISA).

H4026 Biology, Semester 3 (Credit Recovery) Semester Long

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

H4035 Chemistry (1 Credit) Semester Long

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

H4045 Physics (1 Credit) Semester Long

This course is designed to provide a broad, rigorous introduction to physics. Topics include displacement, velocity, acceleration, Projectile Motion, Newton's laws of motion, Forces, Friction, and Universal Gravitation, Impulse and Momentum, Work and Energy, Heat and Thermodynamics, Electricity and Magnetism. Students will engage in the practices and engineering of science to construct their understanding of the conceptual and quantitative relationships associated with matter and energy. Technology will be used extensively to collect and analyze data. *Prerequisite: Algebra*

H4085 Anatomy and Physiology (1 Credit) Semester Long

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

H030091 Earth's Systems (1 Credit) Year Long

This course focuses on the basic structure and systems that make up the Earth. Student learning will focus on various cycles including the water cycle, nitrogen cycle and carbon cycles. Additionally, students will focus on the basic building blocks of matter and the basic concepts of physics. This class is the second in a two class sequence to prepare students for the Maryland Integrated Science Assessment (MISA). Students will be expected to demonstrate the ways of thinking and acting that are inherent in the practice of science and to apply their knowledge of relevant principles to everyday life.

H4055 Advanced Placement Environmental Science (1 Credit) Year Long

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

H4050 Advanced Placement Biology (1 Credit) Year Long

AP Biology is a college level course designed to prepare students to take the AP Biology exam. Topics include: chemistry of life, cells, cellular energetics, heredity, molecular genetics, evolutionary biology, diversity of organisms and population dynamics. This course may include animal dissection activities. Extensive outside readings and writing projects are required. *Prerequisites: Biology, Algebra 1 and Chemistry.*

H5043 Veterinary Science (1 Credit) Semester Long

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

H5044 Aquatic Science (1 Credit) Semester Long

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

Prerequisites: 11th or 12th Grade Status and Biology.

H03155 Advanced Placement Physics I (1 Credit) Year Long

AP Physics I is the equivalent to a first-semester college course in algebra-based physics. The course covers Newtonian mechanics (including rotational dynamics and angular momentum); work, energy, and power; and mechanical waves and sound. It will also introduce electric circuits. Hands-on laboratory activities related to the above topics will focus on inquiry-based learning of essential concepts to create a greater understanding of physics principles. Students will develop the critical thinking and reasoning skills needed to be successful in future science courses. Extensive outside readings and writing projects are required. AP Exam required. *Prerequisite: Algebra II and Geometry.*

H03106 Advanced Placement Chemistry (1 Credit) Year Long

The AP Chemistry course provides students with a college-level foundation to support future advanced course work in chemistry. Students cultivate their understanding of chemistry through inquiry-based investigations, as they explore topics such as: atomic structure, intermolecular forces and bonding, chemical reactions, kinetics, thermodynamics, and equilibrium. Extensive outside readings and writing projects are required. AP Exam required.

SOCIAL STUDIES

H2039 United States History (1 Credit) Semester Long

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

H2045 Government (1 Credit) Semester Long

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

H2025 World History (1 Credit) Semester Long

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

Prerequisite: Government.

H2066 Geography (1 Credit) Semester Long

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

H2070 Economics/International Finance (1 Credit) Semester Long

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

H22151 Career & College Readiness Seminar (1 credit) Semester Long

The course is designed to help students develop and practice skills and habits important for post-secondary success in all careers and post-secondary education, as well as personal and professional life after high school. Students will conduct in-depth career and college investigations, work with essential documents necessary for seeking employment and for admission to post-secondary educational opportunities. As part of the course, students will develop their own resumes, practice interview techniques and time management strategies, and prepare a comprehensive portfolio of their pre-graduation experiences. Students will also explore personal economic awareness, including financial planning, budgeting, and credit. ***This course is highly recommended for all juniors.***

H2047 Advanced Placement Government & Politics (1 Credit) Year Long

This course is a rigorous investigation of the structure, purposes and practices of governments. The government of the United States will be examined in the first half of the course; and governmental systems of other nations will be studied and compared in the second half. The curriculum provides students with an academically challenging experience equivalent to a collegiate level introductory course in U.S. Government. Extensive outside readings and writing projects are required. AP Exam required. Students must also take the High School Assessment in Government.

Prerequisites: U.S. History.

H2048 Advanced Placement Human Geography (1 Credit) Year Long

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

Prerequisite: U.S. History, World History and Government.

H2063 Advanced Placement European History (1 Credit) Year Long

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

Prerequisites: U.S. History, World History and Government.

H04057 AP World History (1 Credit) Year Long

AP World History focuses on world history from 8000 BC to the present. The course delves into five specific themes of equal importance – focusing on the environment, cultures, state-building, economic systems, and social structures. AP World History also encompasses the history of the five major geographical regions of the globe including: Africa, the Americas, Asia, Europe, and Oceania, with special focus on historical developments and processes that cross multiple regions. Extensive outside readings and writing projects are required. AP exam required. *Prerequisite: U.S. History and Government.*

H2050 Advanced Placement U.S. History (1 Credit) Year Long

The AP U.S. History focuses on the development of historical thinking skills and the development of students' abilities to think conceptually about U.S. History from 1491 to the present. Seven themes of equal importance – American and National Identity, Migration and Settlement; Politics and Power; Work, Exchange, and Technology; America in the World; Geography and the Environment; and, Culture and Society – provide areas of historical inquiry for investigation throughout the course. These require students to reason historically and continuity and change over time and make comparisons among historical developments in different times and places. Extensive outside readings and writing projects are required. AP Exam required. *Prerequisites: U.S. History and Government.*

TECHNOLOGY EDUCATION – Required for Graduation

H5000 Technology Education (1 Credit) Semester Long

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

H5102 Introduction to Engineering Design (1 Credit) Semester Long

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

H10171 Foundations of Computer Science (1 Credit) Semester Long

This first course is designed to introduce students to the breadth of the field of computer science through an exploration of engaging and accessible topics. Rather than focusing the entire course on learning particular software tools or programming languages, the course is designed to focus the conceptual ideas of computing and help students understand why certain tools or language might be utilized to solve particular problems. This course includes a broad range of topics in computing including robotics, programming in several languages such as Processing and Java, and Cyber Security. This course meets the graduation requirements for one **Technology Education** credit.

ADVANCED TECHNOLOGY EDUCATION

H5600 Advanced Technological Applications (1 Credit) Semester Long

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

Prerequisites: 10th Grade Status and Technology Education or Introduction to Engineering Design.

H5601 Advanced Design Applications (1 Credit) Semester Long

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

Prerequisites: 10th Grade Status and Technology Education or Introduction to Engineering Design.

WORLD LANGUAGES

H6010 Latin 1 (1 Credit) Semester Long

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

H6011 Latin 2 (1 Credit) Semester Long

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

H6012 Latin 3 (1 Credit) Semester Long

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

H6013 Latin 4 (1 Credit) Semester Long

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

H6015 Advanced Placement Latin (1 Credit) Year Long

Using their knowledge of complex Latin grammatical constructions and rhetorical devices, students will make an in-depth study of Vergil's *Aeneid* and Julius Caesar's *Gallic Wars*. Extensive outside readings and writing projects are required. This course will prepare students for the Advanced Placement Latin exam. AP Exam required.

Prerequisite: Latin 4.

H6020 Spanish 1 (1 Credit) Semester Long

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

H6021 Spanish 2 (1 Credit) Semester Long

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

H6022 Spanish 3 (1 Credit) Semester Long

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

H6023 Spanish 4 (1 Credit) Semester Long

This course is designed to prepare students for Advanced Placement Spanish, which covers grammar, vocabulary, and culture. Students will attain a strong command of the language and explore current world events through reading and responding to Spanish language newspapers and magazines. *Prerequisite: Spanish 3.*

H6025 Advanced Placement Spanish Language (1 Credit) Year Long

This course will prepare students to demonstrate a high level of Spanish proficiency through interpersonal, interpretive, and presentational communication. The course includes the reading and analysis of Spanish texts, a thorough linguistic examination of complex grammatical structures and continued emphasis on language production and comprehension. Extensive outside readings and writing projects are required. AP Exam required. *Prerequisite: Spanish 4.*

3

Career and Technology Education

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

Arts, Media, and Communications

Interactive Media Production

Opportunities for College Credit and Industry Standard Certification

Interactive Media Production

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

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

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

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

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

H5502 Interactive Media Production (1 Credit) Semester Long

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

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

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

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

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

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

Prerequisite: Teacher Recommendation, Advanced Interactive Media Production and 75 hours of Service-Learning. Students must have a minimum 2.0 GPA and obtain 135 work hours per credit.

Business Management and Finance

Business Management and Finance
Marketing

Opportunities for College Credit

Marketing

In the Marketing pathway, students learn about the consumer's role, research in global marketing, developing a marketing plan and the importance of ethics and social responsibility. Internships and mentored projects are highly recommended. Graduates may earn college credit through articulation agreements, dual enrollment, or by taking the Principles of Marketing CLEP Exam.

Course Sequence: Principles of Business Administration and Management, Principles of Accounting and Finance, Introduction to Marketing and Advanced Marketing.

Successful students may obtain college credits through articulation agreements, dual enrollment, or by taking the **CLEP examination in Marketing through Chesapeake College**.

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

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

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

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

H121641 Introduction to Marketing (1 Credit) Semester Long

This course introduced 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 foundation, functions, and benefits of marketing in a free enterprise system. Students will integrate their knowledge of legal issues, the importance of ethics, and social responsibilities in marketing. By the end of Introduction to Marketing, students will have a solid understanding of the many diverse career opportunities in the field of marketing. *Prerequisite: Principles of Business Administration and Management and Principles of Accounting and Finance.*

H121642 Advanced Marketing (1 Credit) Semester Long

This course is designed to be the second of two sequential marketing courses of the completer requirements for students enrolled in the Marketing Program of Study. This 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. The Advanced course builds on all of the concepts studied in Introduction to Marketing by giving the students in-depth, comprehensive project-based learning opportunities. The Marketing program of study recommends that students should have access to work-based learning, mentorship, internship, project-based learning, simulations, and job shadow opportunities. Once students have completed the marketing program of study, they are encouraged to take the CLEP-Marketing examination. *Prerequisite: Principles of Business Administration and Management, Principles of Accounting and Finance, and Introduction to Marketing.*

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

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

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

Careers in Cosmetology

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

Course Sequence: Principles and Practice of Cosmetology, Advanced Cosmetology: Theory and Application, Mastery of Cosmetology and Cosmetology Practicum.

In order to be a completer for this program of study, students must obtain 1500 hours and take the theory and practical skills State Board Cosmetology exam.

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

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

This course provides an introduction to the field of cosmetology. Students develop and practice basic skills in cosmetology, develop a broad understanding of the variety of career options available to a licensed cosmetologist, and learn how science and math are fundamental aspects in the practice of cosmetology. Students will learn histology of the hair and scalp, properties of the hair, skin, and nails, perform basic manicure and pedicure, shampooing, rinsing, and conditioning hair, haircutting tools, techniques, and principals of hair design, apply foundation knowledge of anatomy, physiology, and chemistry. *Prerequisites: 10th grade status and completed 30 hours of Service-Learning.*

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

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

Prerequisites: Principles and Practice of Cosmetology and completed 50 hours of Service-Learning.

H5803 Mastery of Cosmetology (3 Credits) Semester Long

This course provides students the opportunity to further refine and apply skills that support all aspects of the cosmetology industry. It will assist in preparing students to obtain employment and advance in the field of cosmetology upon passing the State Board of Cosmetologist licensing examination. Students will learn the fundamentals of small business management and complete a senior capstone project/portfolio. Upon completion of this course students may be eligible to apply for the 1,000-hour letter to participate in a work-based learning experience. Upon successful completion of the first 1,000 hours of the program and the instructor's recommendation, students will be eligible to participate in up to 300 hours of a supervised work-based learning experience in an off-site salon setting. These experiences developed by the school and the employer will add value to and extend a student's career preparation. *Prerequisite: Advanced Cosmetology: Theory and Application. Students must take and pass State Boards at the end of this class in lieu of taking the Cosmetology Practicum. Completed 70 hours of Service-Learning.*

H5804 Cosmetology Practicum (3 credits) Semester Long

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

Prerequisites: Mastery of Cosmetology. Recommended for grade 12. License will not be issued until age 17.

Students, who complete 1500 hours and pass the State Board Cosmetology exam, are exempted from this course.

Students who pass the State Board during this course will have an option to convert to Career Internship. Students must take the Industry Assessment to receive credit for the course.

Construction and Development

Construction Trade Profession – Carpentry

Opportunities for Industry Standard Certification for Construction Trade Professions - Carpentry

Construction Trade Profession - Carpentry

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

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

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

H5065 Introductory Craft Skills (1 Credit) Semester Long

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

H5051 Carpentry I (1 Credit) Semester Long

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

Prerequisite: Introductory Craft Skills.

H5052 Carpentry II (1 Credit) Semester Long

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

H5053 Carpentry III (1 Credit) Semester Long

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

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

This course is for students who have successfully completed the Construction Trade Professions-Carpentry program and would like to apply for a supervised work experience with a local business.

Prerequisite: Carpentry III, Teacher Recommendation, and 75 hours of Service Learning. Students must have a minimum 2.0 GPA and obtain 135 work hours per credit.

Consumer Services, Hospitality, and Tourism

Culinary Arts (ACF)

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

Opportunities for Industry Standard Certification and College Credit

Culinary Arts (ACF)

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

Course Sequence:

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

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

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

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

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

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

H5072 Culinary Pathway I: Journey Chef to Professional Cooking and Baking (1 Credit) Semester Long

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

Prerequisite: Culinary Basics II.

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

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

H5074 Culinary Pathway III Work-Based Learning Experience (1 Credit) Semester Long

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

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

Environmental, Agricultural, and Natural Resources

Curriculum for Agriculture Science Education (CASE)

Curriculum for Agriculture Science Education (CASE)

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

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

Electives: Veterinary Science and Aquatic Science

Successful students may obtain college credits through the **University of Maryland; College Park-College of Agriculture and Natural Resources Institute of Applied Agriculture** and receive articulated college credit from **Chesapeake College**.

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

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

H5001 Plant Science (1 Credit) Semester Long

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

Prerequisite: Introduction to Agriculture, Food and Natural Resources.

H5038 Animal Science (1 Credit) Semester Long

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

Prerequisite: Introduction to Agriculture, Food and Natural Resources.

H5601 Animal and Plant Biotechnology (1 Credit) Semester Long

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

Prerequisite: Animal Science or Plant Science.

H5041 Agricultural Research and Development (Capstone) (1 Credit) Semester Long

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

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

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

Prerequisites: 11th or 12th Grade Status, and Biology.

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

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

Fire Fighter and Emergency Medical Responder (MFRI)

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

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

Course Sequence: Firefighter I; Emergency Medical Care; Hazardous Materials Operations, Truck Company Fireground Operations, RTVME.

Successful students may obtain certification in **Emergency Medical Responder, Fire Fighter I, Hazardous Materials Operations, Rescue Technician-Site Operations and Rescue Technician-Vehicle and Machinery Extrication**. Students may also receive **Articulated College Credit** from the following colleges: **Anne Arundel Community College, Cecil College, College of Southern Maryland, Frederick Community College, Prince George's Community College and University College**.

H5400 Fire Fighter and Emergency Medical Responder (MFRI) (Year Long) (4 Credits) Year Long

All sessions are conducted at the Upper Eastern Shore Regional Training Center of the Maryland Fire and Rescue Institute in Queen Anne's County, Maryland and are taught by MFRI certified instructors. Students should be in good physical condition, as parts of the program require great physical effort.

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

Credits	Course Titles
1	Firefighter I – 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, wildland fire fighting, structural fire fighting, and fire ground fire rescue operations.
1	Emergency Medical Care – 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.
1	Hazardous Materials Operations – The objective of this course is to provide the student with the knowledge and skills to perform 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.
1	Truck Company Fireground Operations (TCFO) – The objective of this 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. Rescue Technician Site Operations and Vehicle Technician Extrication (RTVME) – This course prepares 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 operations, 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 vehicular or machinery rescue.

Course Requirements to be eligible for this program, a student must:

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

Health and Biosciences

Biomedical Sciences: Project Lead The Way

Opportunities for College Credit

Biomedical Sciences: Project Lead The Way (PLTW)

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

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

Successful students may obtain college credits through **Stevenson University and all other Project Lead the Way (PLTW) Affiliate colleges and universities.**

H5701 Principles of Biomedical Sciences (1 Credit) Semester Long

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

H5702 Human Body Systems (1 Credit) Semester Long

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

Prerequisite: Principles of Biomedical Sciences.

H5703 Medical Interventions (1 Credit) Semester Long

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

H5704 Biomedical Innovation Research (1 Credit) Semester Long

This capstone course gives student teams the opportunity to work with a mentor, identify a science research topic, conduct research, write a scientific paper, and defend team conclusions and recommendations to a panel of outside reviewers. Each team will have one or more mentors from the scientific and/or medical community guiding their scientific research. *Prerequisite: Medical Interventions.*

Human Resources Services

Teacher Academy of Maryland (TAM)

EMT/Fire and Rescue (Upper Eastern Shore Regional Training Center)

Opportunities for College Credit and Industry Standard Certification

Teacher Academy of Maryland (TAM)

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

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

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

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

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

H5302 Teaching as a Profession (1 Credit) Semester Long

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

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

This course explores curriculum delivery models in response to the developmental needs of all children. Emphasis is placed on the development of varied instructional materials and activities to promote learning, classroom management strategies, and the development of a supportive classroom environment. *Prerequisite: Teaching as a Profession.*

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

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

Information Technology

Computer Science

Opportunities for College Credit and Industry Standard Certification

Computer Science

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

Course Sequence: Foundations of Computer Science, AP Computer Science Principles, AP Computer Science A, Advanced Computer Programming and/or Dual Enrollment – CIS 152 Microcomputer Operating Systems – CIS 270 Ethics for the Information age.

Successful students may obtain articulated credit from the **University of Maryland-Baltimore County** and **Advanced Placement College Board Credit by Exam**.

.H10171 Foundations of Computer Science (1 Credit) Semester Long

This first course is designed to introduce students to the breadth of the field of computer science through an exploration of engaging and accessible topics. Rather than focusing the entire course on learning particular software tools or programming languages, the course is designed to focus the conceptual ideas of computing and help students understand why certain tools or language might be utilized to solve particular problems. This course includes a broad range of topics in computing including robotics, programming in several languages such as Processing and Java, and Cyber Security. This course meets the graduation requirement for one **Technology Education** credit.

H10175 Advanced Placement Computer Science Principles (1 Credit) Year Long

In this course, students will develop computational thinking vital for success across all disciplines, such as using computational tools to analyze and study data and working with large data sets to analyze, visualize, and draw conclusions from trends. The course is unique in its focus on fostering student creativity. Students are encouraged to apply creative processes when developing computational artifacts and to think creatively while using computer software and other technology to explore questions that interest them. They will also develop effective communication and collaboration skills, working individually and collaboratively to solve problems, and discussing and writing about the importance of these problems and the impacts to their community, society, and the world. Extensive outside readings and writing projects are required. AP Exam required. *Prerequisite: Geometry*

H10157 Advanced Placement Computer Science A (1 Credit) Year Long

This course introduces students to computer science with fundamental topics that include problem solving, design strategies and methodologies, organization of data (data structures), approaches to processing data (algorithms), analysis of potential solutions, and the ethical and social implications of computing. The course emphasizes both object-oriented and imperative problem solving and design using Java language. Extensive outside readings and writing projects are required. AP Exam required. *Prerequisite: Algebra I*

H10152 Advanced Computer Programming (1 Credit) Semester Long

Computer science is the study of problems, problem-solving, and processes that describe and transform information. The themes of this course are programming, computer architecture, algorithms and abstractions.. From a variety of contexts, this course develops student skill with these tools. Course goals are to develop a solid background in algorithms and data structures for computer science students, to promote equity in participation within computer science and to serve as preparation for advanced study at college and career levels. The course uses visual and textual programming languages to explore standard algorithms and techniques to analyze them. It extends the study of linear data structures used in prior courses to include structures such as stacks, queues, linked lists, and their implementations in programming. It explores robotics and applications of nonlinear data structures such as trees and graphs.

And/Or

Dual Enrollment – Chesapeake College courses

CIS 152: Microcomputer Operating Systems (3 credits)

An examination of the operation, installation and configuration of PC system software and hardware. Students will have considerable hands-on experience using, installing, supporting, and maintaining various system software and PC hardware. Areas of study will include DOS and Windows XX operating systems. (FALL/SPRING) Two hours lecture, two hours laboratory per week.

CIS 270: Ethics for the Information Age (3 credits)

A study of ethics and moral philosophy as a means for providing a framework for ethically grounded decision-making in the information age. Issues will be considered from the point-of-view of multiple ethical theories, giving students the opportunity to think critically about the issues and draw their own conclusions. (FALL) Three hours lecture per week.

Manufacturing, Engineering and Technology

Pre-Engineering: Project Lead The Way (PLTW)

Pre-Engineering: Project Lead The Way (PLTW)

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

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

Successful students may obtain college credits through **University of Maryland-Baltimore County, Rochester Institute of Technology, and all other Project Lead The Way (PLTW) Affiliate colleges and universities.**

H5102 Introduction to Engineering Design (1 Credit) Semester Long

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

H5101 Principles of Engineering (1 Credit) Semester Long

This course provides an overview of engineering and engineering technology. Students develop problem-solving skills by tackling real-world engineering problems. Through theory and practical hands-on experiences, students address the engineering, social and political consequences of technological change. *Prerequisite: 10th Grade Status.*

H5103 Digital Electronics (1 Credit) Semester Long

This course introduces students to applied digital logic, a key element of careers in engineering and engineering technology. This course explores the smart circuits found in watches, calculators, video games, and computers. Students use industry-standard computer software in testing and analyzing digital circuitry. They design circuits to solve problems, export their designs to a printed circuit auto-routing program that generates printed circuit boards, and use appropriate components to build their designs. Students use mathematics and science in solving real-world engineering problems. This course covers several topics, including analog and digital fundamentals; numbers systems and binary addition; logic gates and functions; Boolean algebra and circuit design, and decoders, multiplexers, and de-multiplexers. *Prerequisite: Introduction to Engineering Design or Principles of Engineering.*

H21030 Computer Integrated Manufacturing (CIM) Semester Long

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

Prerequisite: Digital Electronics.

H5105 Engineering Design & Development (1 Credit) Semester Long

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

H5106 PLTW Work Experience (1 Credit) Semester Long

Students who have successfully completed the first three courses in the Project Lead the Way program sequence may apply for a work experience. This program is available during the summer for a grade of pass or fail, and during the school year for a letter grade. Students must have the recommendation of their PLTW Instructor and one academic teacher to qualify.

Prerequisite: Teacher Recommendation and 75 hours of Service-Learning. Students must have a minimum 2.0 GPA and obtain 135 work hours per credit.

Transportation Technologies

Automotive Technician (NATEF)

Opportunities for College Credit and Industry Standard Certification

Automotive Technician (NATEF)

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

Course Sequence: Automotive Technology I , Automotive Technology II, Automotive Technology III - Work Experience.

Successful students may obtain certification through the **National Automotive Student Skills Standards assessments in Engine Performance, Maintenance Light Repair, Electrical/Electronics Systems, Engine Repair, Brakes and Suspension & Steering**. Successful students may also obtain college credits through **Community College of Baltimore County, University of Northwestern Ohio, and Penn College**.

H5067 Automotive Technology I (2 Credits) Year Long

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

H5068 Automotive Technology II (3 Credits) Year Long

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

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

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

H5092 AYES Summer Work Experience (1 Credit) Semester Long

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

APPRENTICESHIP MARYLAND PROGRAM

The Apprenticeship Maryland Program is coordinated through a partnership between the Maryland State Department of Education (MSDE) and the Maryland Department of Labor, Licensing and Regulation (DLLR). The program is for students, ages 16 and up, and is designed to lead to sustainable employment and further education based on career pathways in Science, Technology, Engineering, and Mathematics (STEM) occupations.

The program is based on a partnership among employers and mentors, school districts, and students and parents. Eligible employers (approved by the Maryland Apprenticeship Training Council (MATC) through DLLR) hire high school juniors and seniors to work in eligible career track occupations primarily in manufacturing and/or the science, technology, engineering and mathematics (STEM) industries and provide fair compensation, thus, creating an “earn and learn” opportunity. Students also receive training in employability skills, interpersonal/social skills, and a general knowledge of the world of work.

The program consists of at least one year of related classroom instruction and a workplace component of at least 450 hours. The workplace component is a paid (at least minimum wage) mentored, on-the-job, work experience with a written, student rating/work-based learning plan and a formal agreement among the student, school and employer.

Apprenticeship Related Instruction (1 Credit)

This course varies dependent on the apprenticeship area. The related classroom instruction must assist the student in meeting the goals outlined in the student training plan. The Youth Apprenticeship Coordinator and/or designees must collaborate with the classroom instructors and the Eligible Employer to coordinate the design of a realistic training plan that meets the needs of the Eligible Employer and the capacity of the classroom instructor and school district. The overarching goals of the related classroom instruction to the apprenticeship are to:

- Determine the related instruction options that are available and appropriate for each youth apprentice
- Introduce the student to the information needed to be successful and perform the duties necessary on the job
- Personalize the learning process for students by integrating information from their classroom instruction with information learned at the worksite
- Provide related instruction that assists the student in meeting the goals of the student training plan.

The classroom instruction can be offered prior to or simultaneously with the work-based learning experience.

H2297101 Apprenticeship Work-Based Learning (WBL) Experience 1 (1 Credit)

The first part of a work-based learning experience takes place at a work-site and must be a paid experience (at least minimum wage). All three parts of WBL experience must cumulate to a minimum of 450 hours. This experience is directed by the WBL agreement provided by the school system and a student work plan developed among the student, WBL coordinator, and eligible employer. The student work plan identifies the appropriate competencies, duties, tasks and outcomes in academic, technical, and workplace readiness areas that apply directly to the student's goals for a specific work-related placement. In order to receive credit for this course, a student must have completed 150 hours of work experience.

H2297102 Apprenticeship Work-Based Learning (WBL) Experience 2 (1 Credit)

The second part of a work-based learning experience takes place at a work-site and must be a paid experience (at least minimum wage). All three parts of WBL experience must cumulate to a minimum of 450 hours. This experience is directed by the WBL agreement provided by the school system and a student work plan developed among the student, WBL coordinator, and eligible employer. The student work plan identifies the appropriate competencies, duties, tasks, and outcomes in academic, technical, and workplace readiness areas that apply directly to the student's goals for a specific work-related placement. In order to receive credit for this course, a student must have completed 150 hours of work experience for a total of 300 hours at the end of the second work experience.

H2297103 Apprenticeship Work-Based Learning (WBL) Experience 3 (1 Credit)

The third part of a work-based learning experience takes place at a work-site and must be a paid experience (at least minimum wage). All three parts of WBL experience must cumulate to a minimum of 450 hours. This experience is directed by the WBL agreement provided by the school system and a student work plan developed among the student, WBL coordinator, and eligible employer. The student work plan identifies the appropriate competencies, duties, tasks and outcomes in academic, technical, and workplace readiness areas that apply directly to the student's goals for a specific work-related placement. In order to receive credit for this course, a student must have completed 150 hours of work experience for a total of 450 hours at the completion of the third work-based learning experience.

4

College and Career Ready

From an academic perspective, college and career readiness means that a high school graduate has the knowledge and skills in English and mathematics necessary to qualify for and succeed in entry-level, credit-bearing, postsecondary coursework without the need for remediation – or put another way, a high school graduate has the English and Math knowledge and skills needed to qualify for and succeed in the postsecondary job training and/or education necessary for their chosen career (i.e. community college, university, technical/vocational program, apprenticeship or significant on-the-job training). This section offers information to help you plan for that transition.

National Collegiate Athletic Association (NCAA) Division I and II Eligibility Standards

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

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

Advanced Placement Program

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

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

All Advanced Placement courses are year-long.

Grades earned for advanced placement courses are weighted in accordance with Policy 9.28 to reflect the increased performance expectations for the students enrolled in these courses.

Advanced Placement Course Offerings

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

Advanced Placement Biology
Advanced Placement Calculus AB
Advanced Placement Calculus BC
Advanced Placement Chemistry
Advanced Placement Computer Science Principles
Advanced Placement Computer Science A
Advanced Placement English Language & Composition
Advanced Placement English Literature & Composition
Advanced Placement European History
Advanced Placement Environmental Science

Advanced Placement Government & Politics
Advanced Placement Human Geography
Advanced Placement Latin
Advanced Placement Physics
Advanced Placement Spanish Language
Advanced Placement Statistics
Advanced Placement Studio Art
Advanced Placement U.S. History
Advanced Placement World History

Dual Enrollment

H5088 Fall Dual Enrollment

H5089 Spring Dual Enrollment

Dual Enrollment is a program that allows high school juniors and seniors to earn college credit while still in high school. Talbot County Public Schools provides tuition assistance as outlined in the College and Career Readiness and College Completion Act of 2013. Chesapeake College courses selected must be credit-level courses and can be used to fulfill high school graduation requirements. Students may choose from classes offered at the high schools or at any Chesapeake College campus. Course offerings at the high schools may vary based on instructor availability.

Courses taken at Chesapeake College may meet outside of school operating hours. Eligible students may substitute the following: One college-level English course in literature or writing for one high school credit in English; one college-level science course for the third science credit; a college-level art credit to fulfill the core requirement; or a fourth math credit once the student has successfully completed Algebra II. All other coursework will be recorded as elective credits. The student's letter grade will be recorded on their high school transcript. The percentage will be used to calculate the student's high school GPA and class rank.

Through the Advanced Credit Initiative, (ACI), Chesapeake College staff and TCPS school counselors work closely together to help students develop long-term plans for combining Dual Enrollment and Advanced Placement (AP) credit into a package of credit than can shorten students' time to a college degree. Students have the potential of earning as many as half of the credits required in a Chesapeake College degree program by taking Advanced Placement courses (around 30 credits) as well as up to 12 credits through Dual Enrollment courses. (Dual Enrollment students are also eligible to take other Chesapeake College courses at the college's campus or online.) A student can be within a semester of earning an Associate's Degree by completing a set of AP and Dual Enrollment credits, or have several semester towards a baccalaureate degree at a variety of four-year institutions.

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

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

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

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

1. Complete and submit a Chesapeake College application (new students only).
2. Take the ACCUPLACER assessment in math and English, or opt out with SAT scores of 500 or above or a composite ACT score of 21 or above.
3. Submit a new dual enrollment certification form each semester.

5

Important Information

Assessments

MCAP Assessments (Maryland Comprehensive Assessment Program)

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

Maryland Integrated Science Assessment (MISA)

Starting in the 2017-2018 School Year, the Maryland Integrated Science Assessment (MISA) will replace the Biology HSA. Students will take the MISA after completing Earth's Systems and Biology. This is a graduation requirement for all students.

PSAT 8/9

The Preliminary Scholastic Assessment Test (PSAT) 8/9 gives students the opportunity to practice for the SAT I. This assessment tests the same skills and knowledge as the PSAT/NMSQT, and SAT in a way that makes sense for 9th graders. It measures what students are already learning, shows them whether they're on track for college and lets them and educators know where they need the most improvement. That means students have time to tackle these areas long before they take the SAT. Talbot County administers the PSAT 8/9 to all 9th graders at no cost. The results are shared with students and parents as a way to help plan for coursework.

PSAT/NMSQT

The Preliminary Scholastic Assessment Test (PSAT)/(National Merit Scholarship Qualifying Test) gives students the opportunity to practice for the SAT I. The PSAT allows students to find out information about various colleges and enter scholarship competitions. The results are shared with students and parents as a way to help plan for coursework. Tenth and eleventh grade students may elect, and are encouraged, to take the PSAT/NMSQT by paying the required testing fee.

SAT

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

ACT

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

AP

The Advanced Placement Exams (AP) are given in May at each high school. **Students who take AP courses are required to take AP exams.** Over 400 college institutions may grant college credit to students who earn a qualifying score of 3, 4 or 5. (Refer to page 51)

Accuplacer Test

The Accuplacer Test is a placement test used by community colleges, four year colleges, and technical schools around the world, including our local institution Chesapeake College. This nationally-normed test provides fast, accurate assessment of an incoming college student's ability. It identifies students who need remedial coursework. Visit these websites for practice: www.collegeboard.com/student/testing/accuplacer/preparation-sample.html and www.chesapeake.edu/testing/samplequestions.asp

Community-Based Educational Programs

Internship Programs (1 to 4 Credits)

H5084 (Fall)

H5085 (Spring)

Career interests for students often extend into areas other than those provided by the high school course offerings. During Junior and/or Senior year, students' interested in career exploration studies are encouraged to accept the opportunity to experience meaningful educational opportunities through an internship program within the community. Internship placements are usually on a volunteer basis, consistent with the student career goal(s), and whenever possible and appropriate, will be consistent with the students' Five Year Plan.

Prerequisites: Junior/Senior status – Current on meeting graduation requirements, completed 75 Service Learning Hours, have a cumulative minimum 2.0 GPA , and provide personal transportation. The student must obtain 135 work hours per credit.

Cooperative Work Experience (1 to 4 Credits)

H5086 (Fall)

H 5087 (Spring)

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

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

Prerequisite: IEP recommendation.

Cross-Campus Program

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

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

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

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

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

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

Talbot County Certificate of Achievement

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

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

Seal of Biliteracy

The Seal of Biliteracy recognizes students who have obtained a high level of proficiency in listening, speaking, reading, and writing in one or more languages other than English.

TCPS graduating seniors qualify for the Seal of Biliteracy by the attainment of:

- A passing score on the PARCC English 10 Assessment, **and**
- A score of **4 or 5** on the relevant Advanced Placement Exam (Spanish Language & Culture or Latin) **Or**
- A passing score on the relevant ACTFL Assessment of Language Proficiency or other assessment as designated by the Maryland State Department of Education

or

- A passing score on the relevant ACTFL Assessment of Language Proficiency or other assessment as designated by the Maryland State Department of Education

Students who wish to be considered for the Seal of Biliteracy should see their guidance counselor for a Student Application.

Grade Level Designations

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

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

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

Grade Point Average

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

1. Courses may be repeated for the purpose of making up a failure or to become better prepared in a particular subject. All courses will show on the transcript, but only the highest course grade will be used when calculating the GPA.
2. If a student's record includes courses marked in a nontraditional fashion, e.g. pass/fail or audit, the grade point average should be based on those courses with traditional marks only.
3. Averages will not be computed for students in un-graded special education classes.
4. Credits earned in Middle School will be factored in accordance with Policy 9.32.
5. Foreign Exchange Students will not be included in class rankings.
6. Computerized student averages will be made available through the school-based student information system.
7. Grades for specified courses will be weighted in accordance with POLICY 9-11AR to determine a weighted GPA.

Volunteer/Service-Learning Requirements

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

Students will be required to one earn independent hours to complete the 75-hour requirement. Students may not begin earning independent hours until the first day of sixth grade. All sixth graders will participate in a Service-Learning Unit in Social Studies and will be awarded up to 8 hours for their successful completion of the unit. They will also earn up to 7 hours for a Science Service Learning Project. Students must get pre-approval from their Service-Learning Building Coordinator for any individual independent service-learning project. Please feel free to call on them should you have questions during the school year. Once the project is completed, students are required to complete a Student Service-Learning Validation Form and turn it in to their Building Coordinator. The form must also be completed for student volunteer hours. However, prior approval is not required. These forms are available at the school and on the Talbot County Public Schools website (www.talbotschools.org). The validation form must be turned in by the last student day of that school year for the hours to be counted. Seniors must have the student validation form turned into the Service-Learning Building Coordinator by May 15 of the year they graduate.

Suggested Service-Learning Guidelines (Cumulative)

1st year	30 hours
2nd year	50 hours
3rd year	70 hours
4th year	75 hours

(Total required must be submitted by May 15th of graduation year)

Talbot County Public Schools Five-Year Plan of Study

Student Name _____ Graduation Year _____ ID# _____

Anticipated Career: 1. _____ 2. _____

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

Maryland Career Clusters:

- | | |
|---|--|
| <input type="checkbox"/> Arts/Media Communication | <input type="checkbox"/> Business Management/Finance |
| <input type="checkbox"/> Construction/Development | <input type="checkbox"/> Consumer Services/Hospitality/Tourism |
| <input type="checkbox"/> Environmental/Agricultural/Natural Resources | <input type="checkbox"/> Health/Biosciences |
| <input type="checkbox"/> Human Resource Services | <input type="checkbox"/> Information Technology |
| <input type="checkbox"/> Manufacturing/Engineering/Technology | <input type="checkbox"/> Transportation Technologies |

Required Courses	#	Grade 9	Grade 10	Grade 11	Grade 12	CREDITS EARNED
ENGLISH	4					
MATH	4					
SCIENCE	3					
SOCIAL STUDIES	3					
TECHNOLOGY ED	1					
FINE ARTS	1					
PHYS. ED./HEALTH	1					
OPTIONS						
Foreign Language (Same Language)	Min. 2					
OR						
Advanced Technology	2					
OR						
State Approved C&T Completer Program	4					
Electives						
Total Credits to Graduate	22					
Service Learning Hours	75					
Assessments		Math	English	Science	Social Studies	
Score						

Talbot County Education Center
12 Magnolia Street
Easton, MD 21601
(410) 822-0330
www.tcps.k12.md.us



Easton High School
723 Mecklenburg Avenue
Easton, MD 21601
410 822-4180
Principal: Kirk Howie

**St. Michaels Middle-High
School**

200 Seymour Avenue
St. Michaels, MD 21663
410 745-2852
Principal: Theresa Vener

