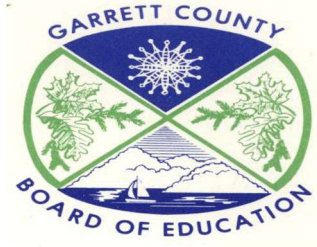


# Student Educational Planning Guide 2024 – 2025



# Members of the Board of Education of Garrett County



Mr. M. Thomas Woods, President

Mr. Rodney B. Glotfelty, Vice President

Mr. Donald B. Morin

Mrs. Sadie M. Liller

Mr. Jason E. VanSickle

Dr. Brenda E. McCartney, Superintendent

Ms. Cadence Natividad

(Student member for 2024-2025)

## Garrett County Education Services

Dr. Nicole Miller, Chief Academic Officer

Mrs. Dawna Ashby, Director of Elementary Education and Early Childhood Services

Mr. Paul Edwards, Director of Secondary and CTE Education, Middle Schools and Athletics

Mrs. Candy Maust, Supervisor of Elementary Education

Dr. Chelsie Manges, Director of Special Education

Mr. John Hummel, Director of Student Services

Mrs. Amy Warnick, Supervisor of Secondary Education

*It is the policy and practice of GCPS not to discriminate on the basis of race, color, national origin, sex, or handicap in its vocational programs, services, or activities as required by Title VI of the Civil Rights Act of 1964, as amended; Title IX of the Education Amendments of 1972; and Section 504 of the Rehabilitation Act of 1973, as amended.*

*It is the policy and practice of GCPS not to discriminate on the basis of race, color, national origin, sex, handicap, or age in its employment practices as required by Title VI of the Civil Rights Acts of 1964, as amended; Title IX of the Education Amendments of 1972; the Age Discrimination Act of 1975, as amended; and Section 504 of the Rehabilitation Act of 1973, as amended.*

*GCPS will take steps to ensure that lack of English language skills will not be a barrier to admission and participation in all educational and vocational programs.*

*For information about your rights or grievance procedures, contact the Title IX Coordinator, Jane Wildesen [770 Dennett Road Oakland, MD 21550, 301-334-8903, [jane.wildesen@garrettcountyschools.org](mailto:jane.wildesen@garrettcountyschools.org)] and/or the Section 504 Coordinator, Brooks Elliott [770 Dennett Road Oakland, MD 21550, 301-334-8950, [brooks.elliott@garrettcountyschools.org](mailto:brooks.elliott@garrettcountyschools.org)].*



Dear Students and Families,

As the Superintendent of Schools for Garrett County Public Schools (GCPS), I am thrilled to welcome you to the 2024-25 academic year! Whether you are a returning student or a new member of our community, we are excited to have you with us.

The past few years have been challenging, but we have persevered and adapted to changing circumstances. Our teachers and staff members have worked tirelessly to provide a high-quality education to all students, and we are proud of the progress we have made. As we move forward, we remain committed to providing a safe, nurturing, and supportive learning environment that fosters academic and personal growth.

In this Student Educational Planning Guide, you will find all the information you need to plan your high school program and select courses that will help you achieve your goals. This guide provides a comprehensive overview of the courses and programs offered in our high schools and the specific requirements necessary to register for those courses. It also outlines GCPS graduation requirements, University System of Maryland requirements, Career Technology Education Completer, and other Completer Program requirements.

We offer a wide range of challenging courses in language arts, science, social studies, mathematics, world language, fine arts, physical education, and career and technology education. Our elective courses and extra-curricular activities provide opportunities for you to explore your interests and develop new skills. Our school counselors are available to assist you with selecting courses based on your academic interests and strengths. Please take the time to review the career pathway four-year secondary education plans in the back of this booklet and meet with your high school counselor to establish or update your plan.

It is important to note that not every program of study listed in this booklet may be available in every school. Each school determines its course offerings and programs available to students based on course demand, student interest, and the availability of qualified and certified staff to teach the course.

At GCPS, we are committed to preparing our students for success in college, career, and life. We offer upgraded support pathways to ensure the requirements of Career and College Readiness (CCR) are met, and individualized plans will be designed for any student who has not achieved CCR by the end of tenth grade. We also continue collaborating with Garrett College, enabling every student to earn a Business or Science & Math associate degree simultaneously with a high school diploma.

As you plan your high school program and select courses, I encourage you to choose challenging courses that will prepare you for a future career or to continue your education. If you have questions about the registration process, graduation requirements, or options available, please do not hesitate to reach out to your teachers, counselors, or school-based administrative teams.

I wish you a successful and rewarding academic year. Together, we will achieve great things!

Dr. Brenda McCartney

Superintendent of Schools  
Garrett County Public Schools



# **GARRETT COUNTY PUBLIC SCHOOLS' BOARD OF EDUCATION**

## **Our Vision**

Education is the key to the vitality and sustainability of our community. The Garrett County Public School System maintains an environment in which staff, students, parents, and the community work collectively for a brighter tomorrow. While celebrating the culture and traditions of Garrett County, the schools create an environment where students are nurtured to become productive, enthusiastic, and successful members of society.

Students will be active and engaged learners, who enjoy school. They will meet the challenges of robust curricula in a climate that is open, fair, honest, and respectful to all people. Schools as learning communities will offer opportunities for students to achieve excellence in their academics and compassion in their interactions and relationships with others.

Partnerships are integral to building a culture of rigorous, high-quality instruction in which excellence in student achievement is normative and ensures learning and success for all students. Community contributions are encouraged and valued. Partnerships support tangibly the innovation and creativity embedded in the school system and will energize the achievement of all students.

Highly-qualified employees will be recruited and hired who –

- Value students, parents, and the larger community.
- Create and sustain learning environments in which students can realize their dreams.
- Seek continuous improvement through staff development and curriculum implementation.
- Immerse themselves within the schools to produce vibrant learning communities.
- Demonstrate stewardship of the school system's resources.

Parents and families are critical to the success of students. Their involvement, participation, and engagement in the school system will benefit teaching and learning for all students. In cooperation with school staff, parents and family are important in building their children's self-confidence and assisting them in acquiring the skills necessary for lifelong success and public engagement.

## **Mission**

The mission of Garrett County Public Schools, in partnership with our community, is to inspire and foster student growth by providing rigorous instruction and learning opportunities, sustaining a culture of excellence, and preparing our students for life in an ever-changing world.

## **Goals**

- All students will be challenged with a rigorous instructional environment preparing them to become life-long learners and responsible citizens.
- Partnerships with all members of our community will be fostered and strengthened by engaging them in the education of our children.
- All students and staff will learn in a safe, secure, and caring environment where everyone is valued and respected.
- Every department and school will be a good steward of system resources and will manage them in a cost-effective manner.
- All employees will be highly qualified and effective in their jobs contributing to a self-renewing organization.

# **NORTHERN GARRETT HIGH SCHOOL**

## **ADMINISTRATION**

(301) 746-8668 or (301) 895-5434

Mr. David Yoder, Principal

Mr. Brian Schilpp, Assistant Principal

Mrs. Diana Carr, Secretary

Mrs. Candace Bittinger, Secretary

## **COUNSELING OFFICE**

(301) 746-8669

Mrs. Kandice Smith, School Counselor, Students A-K

Mrs. Courtney Sines, School Counselor, Students L-Z

Ms. Jessica Baker, Secretary

# **SOUTHERN GARRETT HIGH SCHOOL**

## **ADMINISTRATION**

(301) 334-9447

Mr. Ryan Wolf, Principal

Mr. Steve Skipper, Assistant Principal

Mrs. Miranda Gallagher, Assistant Principal

Mrs. Kayla Cathell, Secretary

Mrs. Jackie Wright, Secretary

## **COUNSELING OFFICE**

(301) 334-1660

Mrs. Kelley Davis, School Counselor, 9–12 Students A-K

Mrs. Noelle Bell, School Counselor, 9–12 Students L-Z

Mrs. Hannah Krumpach, School Counselor, Grades 7-8

Mrs. Laurie Morfe, Secretary

# TABLE OF CONTENTS

## Graduation Requirements

- Page 7..... Credits
- Page 8..... University of Maryland/Honors
- Page 9..... Career and Technology Completer
- Page 10..... Dual Completer/Student Service Learning
- Page 11..... Assessments

## Post-Secondary Planning

- Page 12..... Grades 8, 9, & 10
- Page 13..... Grades 11 & 12

## General Information

- Page 14..... Grade Scale
- Page 14..... Weighted GPAs and Class Rank
- Page 15..... Honors Graduate Status
- Page 15..... Certificate of Merit
- Page 15..... College Entrance Exams
- Page 15..... Garrett County Scholarship Program
- Page 16..... Work Ethic Diploma Program
- Page 17..... Released Time-Supplemental Program

## Alternative Programs

- Page 18..... Early College Admissions Program (ECAP)
- Page 19..... Early Vocational Technical Program (EVTP)

## Dual Enrollment

- Page 20..... What is Dual Enrollment?
- Page 21..... Dual Enrollment Courses Offered
- Page 24..... The Laker Institute
- Page 25..... AA Degree Pathways
- Page 27..... Engineering Certificate Program
- Page 29..... Bobcat Academy

## Course Information

- Page 30..... Schedule Change Criteria
- Page 32..... Advanced Placement Courses (AP)
- Page 33..... AP Capstone Diploma
- Page 34..... Honors Courses
- Page 34..... Merit Courses
- Page 35..... Interpreting Course Descriptions

## Descriptions

- Page 36..... English
- Page 40..... Mathematics
- Page 43..... Social Studies
- Page 46..... Science
- Page 48..... World Language
- Page 49..... Fine Arts
- Page 51..... Health/Physical Education
- Page 52..... Special Education (Certificate)

## Career Pathways

- Page 53..... Program of Studies
- Page 53..... Certification and College Credit Possibilities
- Page 55..... Apprenticeship Maryland
- Page 56..... Agriculture
- Page 58..... Allied Health
- Page 59..... Automotive Maintenance and Repair Technologies
- Page 60..... Biomedical Science
- Page 61..... Construction Trades Professions - Carpentry
- Page 62..... Computer and Information Sciences
- Page 63..... Restaurant, Culinary, and Catering Management
- Page 64..... Manufacturing Engineering Technology
- Page 65..... MD Fire and Rescue Institute (MFRI)
- Page 66..... Junior Reserve Officer Training Corps (JROTC)
- Page 67..... Career and Technology Electives

## Samples of Four-Year Plans

- Page 68..... Career and College Readiness Completer
- Page 68..... University of Maryland Completer
- Page 69..... Dual Completer
- Page 69..... Honors and Dual Completer
- Page 70..... Graduation Checklist
- Page 71..... Work Ethic Diploma Criteria for Qualification

# Graduation Requirements

## Credit Requirements for Graduation:



# 23

All students must earn a minimum of 23 credits and meet all state testing and service learning requirements to graduate. All students must be enrolled in an English and mathematics course all four years of high school.

# University of Maryland System Completer (or) University of Maryland System Honors\* Completer

- 4 English
- 4 Mathematics-Geometry-M/H credit, Algebra II-M/H credit, plus two additional M/H mathematics credits including a non-trivial mathematics course in senior year  
**(\*Honors completer must take Pre-Calculus or higher)**
- 3 - 4\* Social Studies-U.S. History, Government, World History
- 3 - 4\* Science credits-Fundamentals of Physical Science OR Chemistry OR Physics, Biology, and Earth Science OR Environmental Science  
**(\*These 3 courses satisfy the Environmental Literacy credit)**
- 1 - 2\* Fine Arts-Art, Music, Theatre, Chorus, or Band
- 1 Physical Education
- 1 Health
- 1 Technology Education (Intro to Engineering Design-M or Foundations of Computer Science-M)
- 2 - 3\* World Languages - (Two courses of the same language at the high school level is required with four years of the same language highly recommended)
- 2\* Advanced Placement (AP) Courses
- 3 - 4\* Electives

## 23-30\* CREDITS TO GRADUATE

**(More information on Honors graduate status can be found on Page 17)**

**NOTE ON FINANCIAL LITERACY:** A Financial Literacy course is required. Students may select from one of the following courses – Garrett College Personal and Consumer Finance, Financial Management, Economics, or Agribusiness.

**NOTE ON HANDS-ONLY CPR** - Beginning with the Class of 2019, Maryland students are now required to learn how to perform Hands-Only Cardiopulmonary Resuscitation (CPR) and use an Automated External Defibrillator (AED) in order to graduate from high school. High School students in Garrett County Public Schools will receive this instruction during their physical education/health class. Any student who has not received this instruction prior to graduation will be required to participate in a "make-up" session to receive the necessary graduation endorsement. Students will receive a certificate of completion as well as an endorsement on their transcript signifying their completion of this training.



# Career and Technology Completer

- 4 English
- 4 Mathematics-Algebra credit, Geometry credit, plus two additional mathematics credits with Algebra II being highly recommended
- 3 Social Studies-U.S. History, Government, World History
- 3 Science credits-Fundamentals of Physical Science OR Chemistry OR Physics, Biology, and Earth Science OR Environmental Science  
**(\*These 3 courses satisfy the Environmental Literacy credit)**
- 1 Fine Arts-Art, Music, Theatre, Chorus, or Band
- 1 Physical Education
- 1 Health
- 1 Technology Education (Intro to Engineering Design-M or Foundations of Computer Science-M)
- 3-4 ***State Approved Career and Technology Education Program:***  
Agriculture, Allied Health, Automotive Mechanics, Biomedical Science, Carpentry, Computer Science, Manufacturing Engineering Technology (Machining), JROTC  
*Additionally, SGHS offers Food Production.*
- 1-2 Electives (World Languages-Two courses of the same language at the high school level is recommended)

## 23 CREDITS TO GRADUATE

**NOTE ON FINANCIAL LITERACY:** A Financial Literacy course is required. Students may select from one of the following courses – Garrett College Personal and Consumer Finance, Financial Management, Economics, or Agribusiness.

**NOTE ON HANDS-ONLY CPR** - Beginning with the Class of 2019, Maryland students are now required to learn how to perform Hands-Only Cardiopulmonary Resuscitation (CPR) and use an Automated External Defibrillator (AED) in order to graduate from high school. High School students in Garrett County Public Schools will receive this instruction during their physical education/health class. Any student who has not received this instruction prior to graduation will be required to participate in a "make-up" session to receive the necessary graduation endorsement. Students will receive a certificate of completion as well as an endorsement on their transcript signifying their completion of this training.

# DUAL COMPLETER

An MSDE dual completer is any student who meets the requirements to become a University of Maryland System completer plus all the requirements in an approved CTE completer program.

*Dual Completers will have the opportunity to earn industry certification in certain fields as well as receive graduation recognition.*

## Graduation Requirements

### Student Service Requirements

A student shall complete a minimum of 75 hours of student service learning that includes preparation, action, and reflection components for each activity completed. Fifty hours should be completed at the middle school level through curricular activities. The Student Service Learning experience provides an opportunity to care for others through personal contact or advocacy, either in the school or in the community.

High School Experience	Grades 9-12	Independent Service Hours	15 hours
		Social Studies	5 hours
		Health	5 hours

Students will be notified of their service learning status with each report card. High school staff will provide the student with appropriate support and assistance needed in obtaining the required hours (Service Learning Activity Period, Advisory Period, Student Service Alliance, etc.). **No senior will have the opportunity to request a modified schedule until they have completed the service learning graduation requirement.**

Those students who transfer into Garrett County Public Schools from out-of-state or nonpublic schools will be required to perform service learning as follows:

Time of Student's Transfer	# of Hours
9th Grade (either semester)	15
10th Grade (either semester)	15
11th Grade (either semester)	10
12th Grade (either semester)	5



# Assessment Requirements for High School

*To meet the graduation requirement in the following courses, students must:*

## ALGEBRA 1

- Earn course credit AND meet College and Career Readiness requirements.

## ENGLISH 10

- Earn course credit AND meet College and Career Readiness requirements.

## GOVERNMENT

- Must earn course credit including End of Course Assessment (EOC), which is twenty percent (20%) of the final grade.

## SCIENCE

- Must earn course credit including End of Course Assessment (EOC), which is twenty percent (20%) of the final grade.

\*\*\*An EOC Exam is a state-administered high school assessment, incorporated into local courses as a final exam with a percentage counting towards the student's final course grade. This stands in contrast to an EOC assessment where the student must earn a passing score on the assessment to meet a graduation requirement. The EOC Exam will comprise 20 percent of the student's grade in the relevant course.  
(Code of Maryland Regulations (COMAR) 13A.03.02.06)

**\*\*\*Assessment requirements are based on guidance from MSDE.**

## **Options for College and Career Readiness Determination**

**Option 1** – Score proficient or above on ELA 10 *AND* Algebra 1 MCAP assessments

**Option 2** – Earn a high school unweighted GPA of 3.0 or higher *AND* earn a grade of A, B, or C in Algebra 1

**Option 3** – Earn a high school unweighted GPA of 3.0 or higher *AND* score proficient or above on Algebra 1 MCAP

# Post-Secondary Planning

## Guidelines for Parents and Students Grades 8 – 12

The following grade-by-grade timeline is designed to assist in preparing for college and training after high school. This includes career and college searches, the application process and applying for scholarships and financial aid.

**NOTE:** Numerous college and career exploration resources are available through the School's Counseling Center.

### Grade 8

- Work with the career coach to determine interests and aptitudes to help determine your four-year career pathway with your school counselor and parents.
- Familiarize yourself with the post CCR options and opportunities at the high school to assist in your planning.
- Understand the requirements to earn the Garrett County Work Ethic Diploma (page... of this book)

### Grade 9

- Get involved in school and community activities.
- Complete required student service-learning hours.
- Review your four-year career pathway with your school counselor. Make sure your course schedule reflects your career pathway.
- Work with school counselors and/or career coach to set up a Naviance account to access career and college resources.
- Ensure you are familiar with post CCR options and opportunities for junior and senior year.

### Grade 10

- Take the Preliminary Scholastic Aptitude Test/National Merit Scholarship Qualifying Test (PSAT/NMSQT).
- Begin to explore colleges and universities through Naviance.
- Student athletes with potential to play collegiate sports at Division I or II level need to register with the NCAA [www.eligibilitycenter.org](http://www.eligibilitycenter.org).
- Review your four-year career pathway and scheduled courses with your school counselor and become familiar with post CCR options.
- Check merit/honor credits and grade point average if working toward certificate of merit or honors status.
- Continue working on required service learning hours if not already completed.



# Post-Secondary Planning

## Grade 11

- Continue to explore and refine your career choices and/or your college/school search through Naviance.
- Meet with college, school, and armed services representatives during school visits.
- Register to retake the PSAT/NMSQT in the Fall.
  - Only Junior PSAT scores may qualify a student for the National Merit Scholarship Program
- Register for and take the SAT I (<http://www.collegeboard.org>) and/or ACT (<http://www.act.org>) tests for college admission in the Spring.
- Take the Armed Services Vocational Aptitude Battery (ASVAB) at your high school to determine your aptitudes.
- Student athletes double-check your status in your NCAA account. [www.eligibilitycenter.org](http://www.eligibilitycenter.org)
- Review your four-year career pathway and course schedule with your school counselor.
- Continue to refine your list of preferred colleges and plan campus visits.
- Complete required student service-learning hours if not already completed.
- Attend a Financial Aid/FAFSA Seminar at your high school.

## Grade 12

- Be aware of the application deadlines and requirements of those colleges/schools and scholarships for which you wish to apply, including the Garrett County Scholarship if you are planning to attend Garrett College.
- Review all scholarship opportunities, both at your high school through the counseling center and the colleges/universities of your choosing.
- Register for and take/retake the SAT/ACT as needed/
- Make sure your selected colleges/universities are indicated on your college board account.
- Make sure application essays and requests for recommendation letters are done in a timely fashion to meet deadlines.
- Attend the Financial Aid/FAFSA Seminar offered at your high school
- Complete the Free Application for Federal Student Aid (FAFSA form) This form determines a student's eligibility for federal and state aid Apply on-line at <http://www.fafsa.gov>
- Apply for the Howard Rawlings Guaranteed Access Grant by March 1<sup>st</sup>
- Remember that Financial Aid deadlines and many scholarship applications are based on individual college/school deadlines but due no later than March 1<sup>st</sup>
- Request a final high school transcript for your chosen college/school

# GENERAL INFORMATION

## FINAL GRADES

Final grades are determined by translating the percentage grades to a letter grade based on a four-point scale in the following manner:

Letter Grade	Percent Grade	4.0 Scale
A+	97-100	4.0
A	93-96	4.0
A-	90-92	3.7
B+	87-89	3.3
B	83-86	3.0
B-	80-82	2.7
C+	77-79	2.3
C	73-76	2.0
C-	70-72	1.7
D+	67-69	1.3
D	63-66	1.0
D-	60-62	0.7
E/F	Below 60	0.0

## WEIGHTED GPA AND CLASS RANK

Student grade point averages are weighted to determine class rank at the end each school year.

- Merit courses are a quarter of a point (0.25) added to the final course grade.
- Honors, Dual Enrollment and ECAP courses will have a half of a point (0.50) added to the final course grade.
- Advanced Placement courses will receive one point (1.00) added to the final course grade, if they take the AP exam. If a student chooses not to take the AP Exam, they will earn 0.50 (honors) added weight on final course grade.

Weighted grade point average is not reflected on individual report cards. Both a weighted and un-weighted GPA will be provided to colleges for admission and scholarship determination.

## TO ACHIEVE:

**Sophomore** status: **5 credits** and in **second year** of high school

**Junior** status: **9 credits** and in **third year** of high school

**Senior** status: **16 credits** and in **fourth year** of high school

# GENERAL INFORMATION

## HONOR GRADUATE STATUS

The “Certificate of Merit” program is intended to challenge students to attempt a more demanding academic Program of Studies (*University of Maryland System **Honors Completer***). It is also used to recognize students who successfully complete this program. In addition to earning a Certificate of Merit, the Garrett County schools will confer the status of “Honor Graduate” upon all students who achieve the following:

- Successful completion of 30 credits of course work earned at the high school (3 credits of the same World Language at the high school level-with four credits highly recommended or only 2 credits of the same World Language if completing a Project Lead the Way Program, and Pre-Calculus or higher mathematics, plus 4 science and social studies credits),
- Successful completion of 15 credits in courses designated as merit/honor classes (a minimum of eight honors credits two of which will be Advanced Placement courses),
- Accumulate a total weighted grade average (including all credit courses attempted in grades 9 through 12) of 3.7 or above.

## CERTIFICATE OF MERIT

The Garrett County “Certificate of Merit” program is advanced instruction in which student concentration is geared toward application, analysis, synthesis, and a greater depth of content. In addition to the Maryland High School Diploma a student is eligible to receive a Certificate of Merit by completing the following criteria:

- Successful completion of 23 credits of course work (minimum of 2 World Languages credits at the high school level and 4 merit/honors mathematics courses),
- Successful completion of 12 credits in courses designated as merit/honor classes,
- Accumulate a total weighted grade average (including all credit courses attempted in grades 9 through 12) of 2.7 or above, and
- Maintain full-time equivalency (FTE) status (4 or more high school credit courses per year)

## COLLEGE ENTRANCE EXAMS

Students who want to try to qualify for National Merit Scholarships must take the PSAT in their 11<sup>th</sup> grade year. Juniors and seniors must take either the SAT and/or ACT to be considered for direct admission to most 4-year colleges. See your school counselor for exam dates and times. **SAT preparation classes are HIGHLY RECOMMENDED and are offered at the high schools each semester (during and after school as enrollment permits) at no cost to the students.**

## GARRETT COUNTY SCHOLARSHIP PROGRAM

In 2006, the Board of County Commissioners recognized that the County’s future economic well-being is dependent on having an educated, skilled workforce that is prepared to compete successfully for jobs in an increasingly competitive, global economy. The Commissioners also recognize that the County’s most important asset is its young people. The Garrett County Scholarship Program sends a clear message that Garrett County:

- values education;
- cares about its young people; and
- is committed to developing and maintaining a balanced, diversified economy.

Through this program, Garrett County high school graduates are eligible to receive a student aid package that covers the cost of tuition and combined fees at Garrett College. Students must maintain a 2.5 GPA each semester. The scholarship program also covers the tuition costs for students participating in the dual enrollment program through Garrett College. Students and parents are encouraged to discuss the scholarship opportunities with school counselors.

# GENERAL INFORMATION

## WORK ETHIC DIPLOMA PROGRAM

The concept for a regional Garrett County Work Ethic initiative was brought to the Garrett County Chamber of Commerce and Garrett County Board of Education by employers that felt students were not completing high school with the soft skills needed to be successful employees. With the input of area educators, business leaders, and post-secondary representatives, standards were developed to measure work ethic in students.

### **The Work Ethic Program is designed to:**

- Supply Garrett County employees with skilled workers
- Produce an emerging workforce prepared to face the challenges of global marketplace
- Be a filter for hiring and selecting candidates that have demonstrated knowledge, skills, abilities, and commitment to work
- Reinforce the value of positive Work Ethic and commitment to successful employment
- Recognize a common, identifiable metric of work habits
- Develop and improve soft skills of Garrett County students

### **Student Benefits:**

- Participating businesses agree that if a student has a Work Ethic Diploma, or is participating in the program, and listed in their resume or application, they are *guaranteed* an interview as long as they meet job related qualifications for open positions **(does not guarantee employment)**.
- Agree that if a student with a Work Ethic Diploma is hired, they will receive at least a \$.50/hour higher starting wage than an employee with the same skill set who has not earned a Work Ethic Diploma (Applicable for up to 2 years after high school graduation).

**\*\*\*Work Ethic Diploma Criteria for Qualification is listed in detail on page 73\*\*\***



# GENERAL INFORMATION

## **RELEASED TIME – SUPPLEMENTAL COLLEGE PROGRAM, MODIFIED SCHEDULE, AND HARDSHIP**

Garrett County provides the following Released Time program for high school completion within guidelines provided by the Maryland State Department of Education.

- The Supplemental College Program (post-secondary education #MS001) is a modified schedule which allows a student in the senior year to elect, through the usual scheduling procedures of the school, to take the requirements for high school graduation and be released to take one or more classes at an approved college of the student's choice the remainder of the student's school day or during the evening. Students **MAY NOT** enroll into college courses that are currently a component of the high school program unless said courses are defined in this guide.
- The Modified Schedule (work #MS002) allows a student during the senior year to request to be released during the day if all graduation requirements are being met. **NOTE: *Students should complete all service learning requirements by March 1st to be eligible to apply for a modified schedule their senior year.***
- The Severe Hardship Program (home #MS003) is a modified schedule for students who may have severe hardships as determined by the administration.

**All requests for Released Time Programs shall originate in writing from the parents or guardians and student for approval. These requests should be submitted to the building principal by March 1st. No senior will be approved for a modified schedule until they have completed ALL graduation requirements (except English 12, senior mathematics course and appropriate CTE courses) and maintain full-time equivalency (FTE=a minimum of 4 credits during the senior year).**

The following factors will be considered in reviewing applications for released time:

- completion of high school graduations requirements (except English 12 and appropriate CTE courses) including meeting all state testing requirements
- completion of a financial literacy course
- completion of comprehensive environmental literacy program
- completion of Student Service Learning obligation
- chronological age
- maturity level
- attendance
- marital status
- grades and current GPA
- achievement test scores
- occupational choice
- dependents
- student's probable success in the released time program
- teacher's, counselor's, and principal's recommendations

**NOTE:** Visit school's Counseling Center for appropriate forms.

# GENERAL INFORMATION

## Early College Admission Programs (ECAP) Selection Criteria

The ECAP program is designed to provide academically advanced **senior students** the opportunity to earn college credit as a means of satisfying senior year graduation credits. The selection criteria below are used as a guideline for consideration of placement into the ECAP program. Meeting all criteria does not guarantee admittance into the program; however, not meeting all criteria does not preclude a student from being eligible. These criteria are the most important considerations for evaluating the appropriate inclusion of any student in this program. Final decision regarding eligibility rests with the Superintendent of the Garrett County Board of Education upon recommendation from the ECAP Committee.

1. Student must have **met all graduation requirements (except English 12 and Senior mathematics course)** including **Student Service Learning and state testing requirements** plus any non-academic class required for pathway completion.
2. Successful completion of 3 credits of the same world language and mathematics through pre-calculus
3. Student must have completed a **minimum of 15 merit and/or honor** level courses. Eight of these courses must be honors and two must be AP.
4. Student must have a cumulative un-weighted average of at least **3.7 in core classes** (English, mathematics, social studies, science and world languages) for grades 9 through 11.
5. Student must have **established satisfactory attendance (96 %)** through junior year.
6. Student must have **no history of unlawful absences** as defined by more than one per school year.
7. Student must show **above average scores on a nationally normed test:**  
**ACT - 23 minimum**  
**SAT - 1200 minimum** (combined Evidence-Based Reading and Writing, and Math)  
**PSAT - 1200 minimum** (combined Evidence-Based Reading and Writing, and Math)
8. Student must secure three **(3) letters of recommendation** from teachers/school counselor.
9. Student must present proof of **acceptance for admission** into college and be at least **16 years of age**.
10. Student must possess an **exemplary discipline record** with no suspensions on his/her career record.

**NOTES:** Interested students should contact the Counseling Office to pick up and review application packet and procedures, or to set up an appointment to learn more about ECAP.

**COMPLETED ECAP APPLICATIONS ARE DUE IN THE Guidance Office BY MARCH 1<sup>st</sup>**

Students accepted into the ECAP will be required to pay tuition and fees to their chosen college/technical school unless they qualify for the Garrett County Scholarship Program at Garrett College. Additionally, they must provide their own transportation.

***ECAP students are not eligible for the honors of valedictorian or salutatorian, nor may they participate in the National Honor Society; however, they may be recognized as a merit or honors graduate, if eligible. Maryland Public Secondary Schools Athletic Association rules do not allow an ECAP student to participate in sports or competitive events.***

# GENERAL INFORMATION

## Early Vocational Technical Program (EVTP) Selection Criteria

The EVTP program is designed to provide our CTE advanced **senior students** with an opportunity to simultaneously gain high school and vocational/technical credits. The selection criteria below are used as a guideline for consideration of placement into the EVTP program. Meeting all criteria does not guarantee admittance into the program; however, not meeting all criteria does not preclude a student from being eligible. These criteria should be the most important considerations for evaluating the appropriate inclusion of any student in this program. Final decision regarding eligibility rests with the Superintendent of the Garrett County Board of Education and the EVTP Committee.

1. Student must have **met all graduation requirements (except English 12 and Senior mathematics course)** including **Student Service Learning and state testing requirements** plus any non-academic class required for pathway completion.
2. Student must have a cumulative average of at least **2.0 in the CTE pathway** and core subject, **including** English, mathematics, social studies, and science for grades 9 through 11.
3. Student must have **established satisfactory attendance (96%)**.
4. Student must have **no history of unlawful absences**.
5. Student must show **above average scores on a nationally normed test: PSAT -1100** (combined Evidence-Based Reading and Writing, and Math)
6. Student must secure three (3) letters of recommendation from teachers/school counselor.
7. Student must be **accepted for admission** into vocational/technical program and be at least **16 years of age**.
8. Student must have **no significant discipline referrals**.

**NOTES:** Interested students should contact the Counseling Office to pick up and review application packet and procedures, or to set up an appointment to learn more about EVTP.

**COMPLETED EVTP APPLICATIONS ARE DUE IN THE Guidance Office BY MARCH 1<sup>st</sup>**

Students accepted into the EVTP will be required to pay tuition and fees to their chosen college/technical school unless they qualify for the Garrett County Scholarship Program at Garrett College. Additionally, they must provide their own transportation.

***EVTP students are not eligible for the honors of valedictorian or salutatorian, however, they may be recognized as a merit or honors graduate, if eligible. Maryland Public Secondary Schools Athletic Association rules do not allow an EVTP student to participate in sports or competitive events.***

# GENERAL INFORMATION

***What is Dual Enrollment?*** Garrett County high school students have an opportunity to earn college credits while attending the Garrett County Public Schools. Courses are offered through dual enrollment beginning in September (see your counselor for information).

***Why Dual Enrollment?*** Dual enrollment courses at Garrett College put students on track to graduate college earlier. Dual enrollment courses allow students to earn college credit that can be applied towards their Associate degree or transferred to a university to go towards their Bachelor's degree. Moreover, dual enrollment courses are offered at a cost-savings rate compared to college courses taken after high school graduation.

## **DUAL ENROLLMENT ADMISSION CRITERIA**

Any student who meets the following criteria *may sign up for dual enrollment courses*:

- **designated College and Career Ready (CCR) or on track to be CCR;**
- **on track to meet Service Learning hours requirement;**
- **overall unweighted grade point average (GPA) of 2.5 or higher, pass a GC Placement Indicator or other form of evaluation determined by GC.**

## **DUAL ENROLLMENT REGISTRATION PROCESS**

- 1. Indicate interest in dual enrollment courses during scheduling sessions with the guidance office.**
- 2. Complete the required application and forms with Garrett College.**
- 3. Complete placement testing, unless waived.**
- 4. All Dual Enrollment courses must be confirmed with the high school in advance and will be placed on a high school transcript regardless of grade as it pertains to courses that the high school and Garrett College have an MOU.**

### **NOTE:**

- In addition to enrolling in Garrett College courses, students have the opportunity to earn similar credits by taking Advanced Placement (AP) courses at the high school. Students and parents/guardians are encouraged to carefully consider which option of obtaining college credit **BEST** meets post-secondary and/or career goals.



# GENERAL INFORMATION

## DUAL ENROLLMENT

The courses to be offered are noted below. Students should refer to the schedule selection sheet for course offerings. Students registering for a Garrett College on campus course are responsible for arranging personal transportation. Dual enrollment courses may be offered online, on Garrett College campus, or high school campus depending on enrollment and availability.

COLLEGE COURSE	GCPS SYSTEMS COURSE	GARRETT COLLEGE CREDIT	HIGH SCHOOL CREDIT
ACC 210 FINANCIAL ACCOUNTING	BUSINESS ELECTIVE	3	1
ACC 213 MANAGERIAL ACCOUNTING	BUSINESS ELECTIVE	3	1
ART 103 ART APPRECIATION	FINE ARTS ELECTIVE	3	1
ART 115 VISUAL IMAGERY	FINE ARTS ELECTIVE	3	1
ATH 230 CULTURAL ANTHROPOLOGY	SOCIAL STUDIES ELECTIVE	3	1
BIO 101 GENERAL BIOLOGY I	SCIENCE ELECTIVE	4	1
BIO 102 GENERAL BIOLOGY II	SCIENCE ELECTIVE	4	1
BIO 130 PRINCIPLES OF NUTRITION (not a lab science)	SCIENCE	3	1
BIO 200 ANATOMY & PHYSIOLOGY I	SCIENCE ELECTIVE	4	1
BIO 201 ANATOMY & PHYSIOLOGY II	SCIENCE ELECTIVE	4	1
BIO 241 GENERAL MICROBIOLOGY	SCIENCE ELECTIVE	4	1
BUS 101 INTRODUCTION TO BUSINESS	BUSINESS CAPSTONE	3	1
BUS 150 PERSONAL AND CONSUMER FINANCE	FINANCIAL LITERACY	3	1
BUS 201 PRINCIPLES OF MARKETING	BUSINESS ELECTIVE	3	1
BUS 203 BUSINESS LAW	BUSINESS ELECTIVE	3	1
BUS 251 PRINCIPLES OF MANAGEMENT	BUSINESS ELECTIVE	3	1
CHE 101 GENERAL CHEMISTRY I	SCIENCE ELECTIVE	4	1
CHE 102 GENERAL CHEMISTRY II	SCIENCE ELECTIVE	4	1
CIS 105 INTRODUCTION TO COMPUTERS	COMPUTER APPLICATIONS	3	1
CIS 106 INTRODUCTION TO CYBERSECURITY	COMPUTER PATHWAY OR ELECTIVE	3	1
CIS 130 PROGRAMMING LOGIC	INFORMATION TECHNOLOGY		1
CIS 145 DISCRETE STRUCTURES	COMPUTER PATHWAY OR ELECTIVE	3	1
CIS 163 INTRODUCTION TO CISCO NETWORKING	INFORMATION TECHNOLOGY	3	1
CIS 221 ADVANCED ROUTING & SWITCHING FUNDAMENTALS	INFORMATION TECHNOLOGY	4	1
CIS 170 COMPUTER SCIENCE PROGRAMMING	INFORMATION TECHNOLOGY		1
CIS 221 ADVANCED ROUTING & SWITCHING FUNDAMENTALS	INFORMATION TECHNOLOGY		1
CIS 222 WAN TECHNOLOGIES	INFORMATION TECHNOLOGY	4	1

<b>COLLEGE COURSE</b>	<b>GCPS SYSTEMS COURSE</b>	<b>GARRETT COLLEGE CREDIT</b>	<b>HIGH SCHOOL CREDIT</b>
CIS 234 ETHICS IN THE INFORMATION AGE	COMPUTER PATHWAY OR ELECTIVE	3	1
CIS 250 DIGITAL LOGIC DESIGN	INFORMATION TECHNOLOGY	3	1
CIS 251 DIGITAL LOGIC DESIGN LAB	INFORMATION TECHNOLOGY	2	1
COM 101 INTRODUCTION TO COMMUNICATIONS	ENGLISH ELECTIVE	3	1
COM 105 MEDIA AND SOCIETY	<b>ENGLISH ELECTIVE</b>	3	1
ECN 201 ECONOMICS I (MICRO)	BUSINESS ELECTIVE	3	1
ECN 202 ECONOMICS II (MACRO)	BUSINESS ELECTIVE	3	1
EDU 246 EDUCATIONAL TECHNOLOGY	INFORMATION TECHNOLOGY ELECTIVE	3	1
ENG 101 COMPOSITION I	ENGLISH 11	3	1
ENG 102 INTRODUCTION TO LITERATURE	ENGLISH 12	3	1
ENR 101 INTRO TO ENGINEERING DESIGN	POE	3	1
ENR 105 BLUEPRINT READING & SOLID MODELING	ELECTIVE	3	1
ENR 210 BASIC CIRCUIT THEORY	ELECTIVE	3	1
ENR 211 ELECTRICAL & DIGITAL CIRCUIT LAB	ELECTIVE	2	1
ENR 225 COMPUTER AIDED DRAFTING	ELECTIVE	3	1
ENR 230 SCI & ENGINEERING COMPUTATIONS	SCIENCE ELECTIVE	3	1
ENR 240 DIGITAL LOGIC DESIGN	SCIENCE ELECTIVE	3	1
ENG 241 DIGITAL LOGIC DESIGN LAB	SCIENCE ELECTIVE	2	1
ENR 260 MECHATRONIC & ROBOTIC DESIGN	SCIENCE ELECTIVE	3	1
ESC 101 PHYSICAL GEOLOGY	SCIENCE ELECTIVE	4	1
ESC 121 PHYSICAL GEOGRAPHY	SCIENCE ELECTIVE	4	1
FYE 103 COLLEGE & CAREER PREP SEMINAR	ELECTIVE	1	.5
GEO 201 CULTURAL GEOGRAPHY	SOCIAL STUDIES ELECTIVE	3	1
HIS 106 WORLD CIVILIZATIONS	WORLD HISTORY	3	1
HIS 111 AMERICAN HISTORY TO 1865	SOCIAL STUDIES ELECTIVE	3	1
HIS 112 AMERICAN HISTORY SINCE 1865	SOCIAL STUDIES ELECTIVE	3	1
MAT 105 COLLEGE ALGEBRA	ALGEBRA III	3	1
MAT 110 PRE-CALCULUS	PRE-CALCULUS	4	1
MAT 190 CALCULUS I	CALCULUS	4	1
MAT 191 CALCULUS II	MATH ELECTIVE	4	1
MAT 192 CALCULUS III	MATH ELECTIVE	4	1
MAT 210 INTRODUCTORY STATISTICS	PROBABILITY & STATISTICS	3	1
MAT 281 DIFFERENTIAL EQUATIONS	MATH ELECTIVE	4	1
NRW 104 NATURAL RESOURCES PRACTICAL SKILLS II	AGRICULTURAL MECHANICS	3	1
PHL 101 INTRODUCTION TO PHILOSOPHY	SOCIAL STUDIES ELECTIVE	3	1
PHY 101 GENERAL PHYSICS I	PHYSICS	4	1

COLLEGE COURSE	GCPS SYSTEMS COURSE	GARRETT COLLEGE CREDIT	HIGH SCHOOL CREDIT
PHY 102 GENERAL PHYSICS II	SCIENCE ELECTIVE	4	1
PHY 111 GENERAL PHYSICS I (CALC BASED)	PHYSICS	4	1
PHY 112 GENERAL PHYSICS II (CALC BASED)	SCIENCE ELECTIVE	4	1
PHY 130 PHYSICAL SCIENCE	SCIENCE ELECTIVE	4	1
SOC 101 PRINCIPLES OF SOCIOLOGY	SOCIAL STUDIES ELECTIVE	3	1
SPN 101 ELEMENTARY SPANISH I	SPANISH I and II	3	1
SPN 102 ELEMENTARY SPANISH II	SPANISH III and IV	3	1
THE 101 INTRODUCTION TO THEATER	THEATER III-M and IV-M	3	1

**Wondering how credits will transfer?** ARTSYS is an online system intended to aid the transfer of students from Maryland community colleges to the University System of Maryland institutions and other participating institutions. You can search the course equivalencies on this website: [www.artsys.usmd.edu](http://www.artsys.usmd.edu).

***SPECIAL NOTE: Unless noted, credits earned from Garrett College will transfer to other colleges/universities within the University Maryland System. Because Garrett College is an accredited institution, most credits earned there will also transfer to institutions outside of Maryland. Students intending to transfer credit earned at Garrett College to institutions outside of Maryland should contact their intended transfer institution to verify transferability of credit.***

***ADDITIONAL NOTE: Course descriptions for all of the Garrett College courses are available in the Garrett College Catalog found here: [www.garrettcollege.edu/schedules-and-catalogs.php](http://www.garrettcollege.edu/schedules-and-catalogs.php).***

***\*\*\*\*\*GCPS will not pay any costs (tuition, fees, and/or books) to retake a failed course.***



## THE LAKER INSTITUTE

The Laker Institute is a dually enrolled student program between Garrett County Public Schools (GCPS) and Garrett College (GC) to simultaneously obtain a Maryland State High School Diploma, as well as an associate degree from Garrett College during their traditional high school years. The Laker Institute is offering AA degrees in Business Administration and Math/Science. A student will receive free tuition, books, and fees if all eligibility criteria are met, and the student remains in good academic and behavioral standing while participating in the program.

Students who elect to participate in the Laker Institute are prioritizing a full-time course load at GC and may not participate in any other academic programs with GCPS. This includes dual enrollment with any other college/university, CTE programs, etc. AP courses may be used to augment Garrett classes for credits in certain circumstances agreed upon by GCPS administration, providing the student earns a 3 or higher on the exam.

Students will take a few dual enrollment courses in their 9<sup>th</sup> and 10<sup>th</sup> grade years, and up to 12-18 hours of college coursework each semester as an 11<sup>th</sup> and 12<sup>th</sup> grade student. Students must enroll in a math and an English class every year in high school and have good academic performance in the Laker Institute program, earning a “C” or higher in all courses. A student not showing good academic standing is any student earning lower than a “C” in one or more academic classes. Such students will be placed on academic probation and must participate in tutoring and/or remediation if it is provided by the college.

The grade earned in dual enrolled courses will be a part of both the high school and the college transcripts and will remain on the students’ academic record throughout their tenure in college.

Students who participate in extracurricular or co-curricular activities at their home school (NHS or SHS), are still eligible to participate in those programs if they are involved in the Laker Institute.

### HIGH SCHOOL ELIGIBILITY CRITERIA FOR LAKER INSTITUTE

1. Must have an unweighted 2.5 high school G.P.A. or higher or pass a GC placement indicator or other form of evaluation determined by the college.
2. Must be on track to graduate.
  - a. All service-learning hours must be completed or on track to be completed.
  - b. Designated College and Career Ready (CCR), or on track to be CCR.
3. Must have satisfactory attendance and discipline record, pending administrative review.

*GCPS will not pay any costs (tuition, fees, and/or books) to retake a failed course.*



## Proposed Sequence for Laker Institute Arts & Sciences: Math/Science Degree Pathway

GARRETT COLLEGE						
<a href="#"><u>Arts &amp; Sciences AA: Mathematics/Science Concentration (Transfer Program); 2023 Catalog</u></a>						
	Semester	Course Number	Course Title	College Credits	General Education or Program Requirement	High School Requirement
<b>9<sup>th</sup> Grade (4 college credits)</b>	<b>1</b>	<b>FYE 103</b>	College & Career Prep Seminar	1	GE	
	<b>1</b>					Spanish I
	<b>2</b>	<b>CIS 105</b>	Intro to Computers	3	GE	
<b>10<sup>th</sup> Grade (6 college credits)</b>	<b>1</b>	<b>SPN 101</b>	Elementary Spanish I	3	GE	Spanish II
	<b>2</b>	<b>COM 101 or COM 105</b>	Intro. Comm or Media and Society	3	GE	English Elective
<b>11<sup>th</sup> Grade (19 college credits)</b>	<b>1</b>	<b>ENG 101</b>	Composition I	3	GE	English 11
	<b>1</b>	<b>MAT 105</b>	College Algebra	3	PR Elective	Alg III/ Math 11
	<b>1</b>	<b>GER Social/ Behavioral Science</b>	Select from ATH 230, SOC 101, GEO 201	3	GE	Social Studies Elective
	<b>1</b>	<b>ART 103 or HIS 106</b>	Art Appreciation or World Civ	3	GE	Fine Art or World History
	<b>2</b>	<b>GER Social/ Behavioral Science</b>	Select from ATH 230, SOC 101, GEO 201	3	GE	Social Studies Elective
	<b>2</b>	<b>Concentration Course*</b>		4	PR	
<b>12<sup>th</sup> Grade (31 college credits)</b>	<b>1</b>	<b>ENG 102</b>	Composition II	3	GE	English 12
	<b>1</b>	<b>GER Lab Science**</b>	Part 1 of sequence	4	GE	
	<b>1</b>	<b>MAT 210</b>	Introductory Statistics	4	GE	Statistics/Math 12
	<b>1</b>	<b>Concentration Course*</b>		4	PR	
	<b>2</b>	<b>GER Lab Science**</b>	Part 2 of sequence	4	GE	
	<b>2</b>	<b>Concentration Course*</b>		4	PR	
	<b>2</b>	<b>Concentration Course*</b>		4	PR	
	<b>2</b>	<b>Concentration Course*</b>		4	PR	
			<b>Total Credits</b>	<b>60</b>		

## Proposed Sequence for Laker Institute Business Administration Degree Pathway

GARRETT COLLEGE						
<a href="#">Business Administration, AA (Transfer Program); 2023 Catalog</a>						
	Semester	GC Course Number	Course Title	College Credits	General Education or Program Requirement	High School Requirement
9 <sup>th</sup> Grade (4 college credits)	1	FYE 103	College & Career Prep Seminar	1	GE	
	1					Spanish I
	2	CIS 105	Intro to Computers	3	GE	
10 <sup>th</sup> Grade (6 college credits)	1	COM 101 or COM 105	Intro to Communication or Media and Society	3	GE	English Elective
	1	SPN 101	Elementary Spanish I	3	GE	Spanish II
11 <sup>th</sup> Grade (24 college credits)	1	ENG 101	Composition I	3	GE	English 11
	1	MAT 105	College Algebra	3	GE	Alg III/ Math 11
	1	GER Social/ Behavioral Science	Select from ATH 230, SOC 101, GEO 201	3	GE	Social Studies Elective
	1	BUS 101	Intro to Business	3	PR	
	2	ACC 210	Financial Accounting	3	PR	
	2	BUS 170	Intro Management	3	PR	
	2	GER Social/ Behavioral Science	Select from ATH 230, SOC 101, GEO 201	3	GE	Social Studies Elective
	2	ECN 201	Economics I (Macro)	3	PR	
12 <sup>th</sup> Grade (26 college credits)	1	ENG 102	Composition II	3	PR	English 12
	1	MAT 210	Introductory Statistics	3	PR	Math 12
	1	GER Lab Science	Select any 4 credit GER Lab Science	4	GE	
	1	ACC 213	Managerial Accounting	3	PR	
	2	GER Lab Science	Select any 4 credit GER Lab Science	4	GE	
	2	ECN 202	Economics II (Micro)	3	PR	
	2	BUS 203	Business Law	3	PR	
	2	BUS 201	Principles of Marketing	3	PR	
			<b>Total Credits</b>	<b>60</b>		



## ENGINEERING, ROBOTICS, AND TECHNOLOGY – CERTIFICATE



The Engineering, Robotics, and Technology Certificate (ERTC) is a dually enrolled student program between Garrett County Public Schools (GCPS) and Garrett College (GC) to provide a high-quality STEM option for students looking to jumpstart their college career while still in high school. A student will receive free tuition, books, and fees if all eligibility criteria are met, and the student remains in good academic and behavioral standing while participating in the program.

Participants will take a total of 20 credits of college coursework as an 11<sup>th</sup> and 12<sup>th</sup> grade student while still being held to the same state criteria to earn a high school diploma. Students interested in this program are encouraged to take higher level science and math classes, as well as additional computer science courses, in order to fully grasp the content. Recommendations include AP Physics, AP Chemistry, AP Pre-calculus, AP Calculus, AP Computer Science Principles, and AP Computer Science.

The grade earned in dual enrolled courses will be a part of both the high school and the college transcripts and will remain on the students' academic record throughout their tenure in college. AP performance *may* allow for other college credits depending on the institution the student would like to attend.

Students who participate in extracurricular or co-curricular activities at their home school (NHS or SHS), are still eligible to participate in those programs if they are involved in the ERTC program.

### HIGH SCHOOL ELIGIBILITY CRITERIA FOR ENGINEERING, ROBOTICS, AND TECHNOLOGY CERTIFICATE PROGRAM

1. Must have an unweighted 2.8 high school G.P.A. or higher, OR must pass a GC placement indicator, OR meet some other form of evaluation determined by the college.
2. Must be on track to graduate.
  - a. All service-learning hours must be completed or on track to be completed.
  - b. Designated College and Career Ready (CCR), or on track to be CCR.
3. Must have satisfactory attendance and discipline record, pending administrative review.

*GCPS will not pay any costs (tuition, fees, and/or books) to retake a failed course.*

#### REQUIRED COURSEWORK:

#### 20 Hours

CIS130 Programming Logic	3
<i>AP Computer Science Principles can be used in place of CIS130 with a score of 3 or higher on the AP Exam</i>	
ENR101 Intro to Engineering Design	3
ENR105 Blueprint Reading and Solid Mod	3
ENR210 Basic Circuit Theory	3
ENR211 Electrical and Digital Circuit Lab	2
ENR225 Computer-Aided Drafting	3
ENR260 Mechatronic and Robotic Design	3

## Laker Institute Engineering, Robotics and Technology Certificate Pathway

GARRETT COLLEGE						
	Semester	Course Number	Course Title	Credits	General Education or Program Requirement	High School Requirement
Senior Year	1	ENR 101	Intro to Engineering Design	3	Program Requirement	POE
	1	ENR 105	Blueprint Reading & Solid Modeling	3	Program Requirement	Elective
	1	CIS 130	Programming Logic	3	Program Requirement	Computer Science Principles (AP)
	2	ENR 210	Basic Circuit Theory	3	Program Requirement	Elective
	2	ENR 211	Electrical & Digital Circuit Lab	2	Program Requirement	Elective
	2	ENR 225	Computer Aided Drafting	3	Program Requirement	Elective
	2	ENR 260	Mechatronic & Robotic Design	3	Program Requirement	Science Elective
			<b>Total Credits</b>	<b>20</b>		

*Subject to change based on school scheduling and course availability. The above sequence is part of an initial proposal and may change.*



**Garrett County Public Schools  
Frostburg State University  
The Bobcat Academy**



Bobcat Academy is a dual enrollment program between Garrett County Public Schools (GCPS) and Frostburg State University (FSU) where GCPS students spend their senior year on the campus of FSU. Students in the Bobcat Academy must understand that they have made a significant commitment to GCPS and FSU to participate as a fully dual enrolled student. Students who elect to participate in the Bobcat Academy are committing to a full-time course load at FSU and may not participate in any other academic programs with GCPS. This includes dual enrollment with Garrett College, AP courses, CTE programs, etc. A student will receive free tuition, books, and fees if all eligibility criteria are met, and the student remains in good academic and behavioral standing while participating.

Bobcat Academy will take place in person on the campus of FSU. Students admitted into the Bobcat Academy will attend FSU on a full-time basis (12-18 hours) during the fall and the spring semesters. Students who do not comply with this full-time requirement will be withdrawn from the Bobcat Academy prior to the fall or spring drop/add period designated by the GCPS and FSU.

Students must be in good academic standing in the Bobcat Academy program, earning a “C” or higher in all courses. A student not in good academic standing is any student earning lower than a “C” in one or more academic classes. Such students will be placed on academic probation and must participate in tutoring and/or remediation if it is provided by the university. The grade earned in Bobcat Academy courses will be a part of both the high school and the college transcripts and will remain on the academic record throughout the student’s tenure in college.

Students who participate in extracurricular or co-curricular activities at their home school (NHS or SHS), are still eligible to participate in those programs if they are involved in Bobcat Academy.

There will be no transportation provided for Bobcat Academy.

### **HIGH SCHOOL ELIGIBILITY CRITERIA FOR BOBCAT ACADEMY**

1. Must have a 3.0 high school G.P.A. or higher.
2. Must be on track to graduate.
  - a. All service-learning hours must be completed.
  - b. All graduation credits except for a 4<sup>th</sup> math and a 4<sup>th</sup> ELA must be completed. Math and ELA must be successfully completed through the Bobcat Academy to be eligible to graduate from GCPS.
3. Must have satisfactory attendance and discipline record, pending administrative review.

*GCPS will not pay any costs (tuition, fees, and/or books) to retake a failed course.*

# GENERAL INFORMATION

## SCHEDULE CHANGE CRITERIA

**Schedule changes will only be granted in the following instances:**

1. a student has an incomplete schedule,
2. a student has been placed in courses out of sequence (i.e. Spanish II-M during first semester and Spanish I during second semester),
3. a student desires to move to a more advanced course (i.e. from English 12 - Merit to English 12 - AP) and meets the prerequisite,
4. a student did not receive a course required for graduation which he/she requested,
5. a student's I.E.P. necessitates a change via the special education process,
6. a teacher recommends that the student be moved to a different level based on the student's needs and provides documentation demonstrating this need, or
7. a student selects another career pathway with different course requirements or recommendations.

**Schedule changes will not be granted in instances, not limited to, but including:**

1. a request for a specific teacher is made when the student did receive the course requested unless that student previously had the class with the teacher with whom he/she is currently scheduled and did not pass (please realize that there are some courses that are taught by only one teacher),
2. the student has received the classes for which he/she registered and has since changed his/her mind, or
3. a student did not turn in schedule selection sheet (in this case, the student would be scheduled into classes according to his/her four-year plan).

## SAMPLE NINTH GRADE SCHEDULE AT NORTHERN GARRETT HIGH SCHOOL

### 24-25 Semester 1

Exp	Trm	Crs-Sec	Course Name	Teacher	Room
1(A-B)	S1	580-1	PRINCIPLES OF BIOMEDICAL SCIENCES-H	PRICE, BRIAN J	V13
2(A-B)	S1	310-1	BIOLOGY-H	GLASS, CARRIE	224
3(A-B)	S1	114-1	GEOMETRY-H	KIRCHNER, GAYLE L	101
4(A-B)	S1	220-2	U.S. HISTORY-H	NICKLIN, SHAWN D	111
5(A-B)	S1	011-3	ENGLISH 9-M	LOGSDON, NIKI	219
INT(A)	24-25	INT-16	MATH RESOURCE	LOVE, AMANDA	102

## SAMPLE NINTH GRADE SCHEDULE AT SOUTHERN GARRETT HIGH SCHOOL

### 24-25 Semester 2

Exp	Trm	Crs-Sec	Course Name	Teacher	Room
1(A)	S2	060-3	THEATRE ARTS I	WHITE, ERIN D	STAGE
2(A)	S2	115-4	GEOMETRY-M	SGAGGERO, MEGAN	2119
3(A)	S2	221-2	U.S. HISTORY-M	SAVAGE, HEATHER A	1231
4(A)	S2	011-3	ENGLISH 9-M	SHAFFER, SARA	1239
5(A)	S2	311-3	BIOLOGY-M	MARKS, DIANA	2122
RAM(A)	24-25	0030-8	NATIONAL HISTORY CLUB	BIGGS, HARRY L	1240
ADV(A)	24-25	Adv 9-47	9TH GRADE ADVISORY	BIGGS, HARRY L	1240



# COURSE INFORMATION





# COURSE INFORMATION

## ADVANCED PLACEMENT COURSES (AP)

*The following Advanced Placement courses will be offered at the school indicated if enrollment allows.*

**NOTE:** *Students enrolled in an AP course are **REQUIRED** to take the AP Exam to earn 1.00 added weight on final grade. If a student chooses not to take the AP Exam, they will earn 0.50 (honors) added weight on final grade.*

Art History <i>AP</i>	#447 <i>AP</i>
Biology <i>AP</i>	#320 <i>AP</i>
Calculus AB <i>AP</i> Calculus BC <i>AP</i>	#137 <i>AP</i>
Chemistry <i>AP</i>	#314 <i>AP</i>
Computer Science <i>AP</i>	#510 <i>AP</i>
Computer Science Principles <i>AP</i>	#512 <i>AP</i>
English Language & Composition <i>AP</i>	#030 <i>AP</i>
English Literature & Composition <i>AP</i>	#040 <i>AP</i>
Environmental Science <i>AP</i>	#322 <i>AP</i>
Government & Politics <i>AP</i>	#244 <i>AP</i>
Physics I <i>AP</i>	#319 <i>AP</i>
Psychology <i>AP</i>	#240 <i>AP</i>
Pre-Calculus <i>AP</i>	#136 <i>AP</i>
Seminar <i>AP</i>	#101 <i>AP</i>
Spanish Language <i>AP</i>	#439 <i>AP</i>
Statistics <i>AP</i>	#130 <i>AP</i>
2-D Art and Design <i>AP</i>	#449 <i>AP</i>
U.S. History <i>AP</i>	#220 <i>AP</i>



## AP CAPSTONE DIPLOMA



### What is the AP Capstone Diploma?

AP Capstone is not a course. It's a two-year program based on two AP courses—AP Seminar and AP Research. Other AP courses teach you, in depth, about a specific subject, like biology or U.S. history. AP Seminar and AP Research are different. They focus on helping you develop academic skills you can use in any discipline. These skills include:

- **Critical thinking:** View issues from multiple perspectives and create arguments based on evidence.
- **Collaboration:** Work alone, in a group, and with expert advisers to communicate your ideas.
- **Conducting research:** Explore various research methods and complete research projects on topics of your own choosing.
- **Public speaking:** Present and defend your work as a group and individually.

### What it can do for you:

1. It can earn you college credit by meeting your selected college or university's AP score requirements for the classes you take.
2. It can help you stand out in the college application and admission process.
3. It can allow you to earn academic awards that are recognized by colleges and universities around the world.

### How it works:

- Students typically take AP Seminar in grade 10 (AP Seminar can count for ELA 10) or 11, followed by AP Research. AP Seminar is a prerequisite for AP Research.
- In both courses, students investigate a variety of topics in multiple disciplines. Students may choose to explore topics related to other AP courses they're taking.
- Both courses guide students through completing a research project, writing an academic paper, and making a presentation on their project.
- AP scores for both courses are based on teacher assessment of student presentation components and College Board scoring of student-written components plus an end-of-course exam (for AP Seminar only).
- Students who earn scores of 3 or higher in AP Seminar and AP Research AND on four additional AP Exams of their choosing receive the *AP Capstone Diploma*™.
- Students who earn scores of 3 or higher in AP Seminar and AP Research BUT NOT on four additional AP Exams receive the *AP Seminar and Research Certificate*™.

# COURSE INFORMATION

## GARRETT COUNTY BOARD OF EDUCATION HONOR COURSES

Career & Technology	Information Technology-H		Principles of Biomedical Sciences-H	
	Human Body Systems-H		Medical Interventions-H	Biomedical Innovation-H
English	English 9-H		English 10-H	
Fine Arts	Music History & Theory-H		Studio Art-H	
Math	Geometry-H	Algebra II-H	Pre-Calculus-H	
Science	Fundamentals of Physical Science-H		Biology-H	Earth Science-H
	Biology II (Pre AP)-H	Chemistry-H	Physics-H	
Social Studies	U.S. History-H		Government-H	World History-H
World Languages	Spanish IV-H			
Dual Enrollment/ College Classes	All dual enrolled courses count as honors credit and will have a half of a point (0.50) added to the final grade unless otherwise noted. These courses are listed starting on page 21.			
Advanced Courses	All advanced courses that are tied to an AP course will count as honors credit and will have a half of a point (0.50) added to the final grade.			

## GARRETT COUNTY BOARD OF EDUCATION MERIT COURSES

Art	Advanced Art-M				
Career & Technology	WBL Automotive Completer-M				
	WBL Carpentry Completer-M				
	Economics-M	WBL Restaurant/Culinary Completer-M (SHS Only)		Web Design-M	Health & Biosciences General-M
	Intro to Engineering Design-M	Intro to AG-M	Foundation of Agribusiness-M	Advanced Animal Science-M	WBL Plant Science/Greenhouse Operations-M
Computer Studies	Foundations of Computer Science-M				
English	English 9/10/11/12-M	Theatre II-M	Newspaper-M	Yearbook-M	
	Creative Writing - M	SAT Prep-M			
Leadership	Leadership Academy /JROTC (LET III/IV)-M				
Math	Algebra I-M	Geometry-M		Algebra II-M	
	Algebra III-M	Pre-Calculus-M		Calculus-M	
Science	Fundamentals of Physical Science-M	Biology-M		Chemistry-M	
	Earth Science-M	Physics-M		Environmental Science-M	
World Languages	Spanish II-M	Spanish III-M			

# INTERPRETING COURSE DESCRIPTIONS

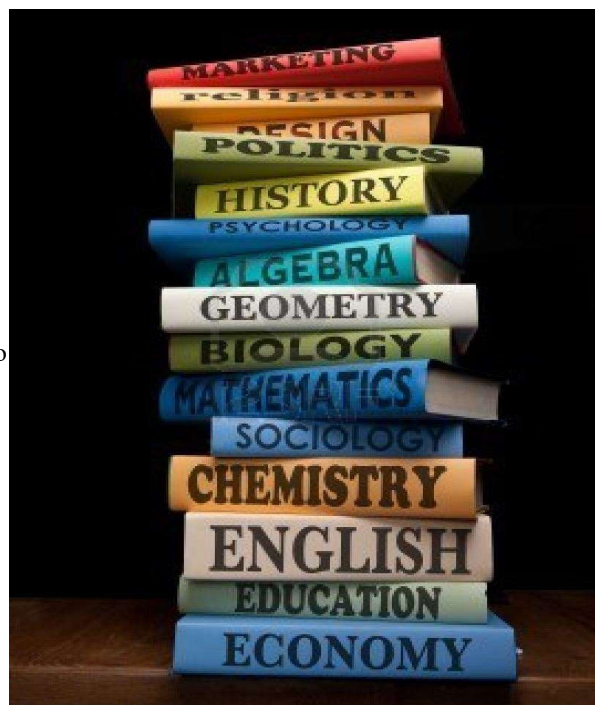
Courses are organized by department within this document. Please note that the guide reflects county offerings. Where a particular course is offered at only one site, the school at which it is offered is noted in parentheses with the course title. The courses taught at each high school are dependent upon student enrollment.

## 010 English 9-H

### *Course Description*

This class will include a research project resulting in a research paper of a specified length that meets MLA standards; this will involve both class instruction and independent work. Also included will be two to three novels and one Shakespearean drama; in addition, included will be a survey of short fiction, poetry, and non-fiction with emphasis on literary elements, and three to four five paragraph essays (may include argumentative, explanatory, etc...). Further instruction will include, but not be limited to, identification and application of parts of speech, sentence structure, types of sentences, mechanics, usage, spelling, and vocabulary.

**NOTES:** *Describes any special and/or specific course information like state or AP testing, summer reading, taking multiple times, etc.*



Garrett County Schools strive for academic excellence and for every student to challenge themselves throughout their high school career. Students are encouraged to pursue the highest-level course possible whether it is a general, merit, honors, dual enrollment or an Advanced Placement course. A guideline when choosing an appropriate level course would be as follows; to maintain current level, a student is encouraged to have a 1.7 GPA or above in that same level course. To advance one level, a student is encouraged to have a 2.7 GPA or above in the previously attempted course. Questions concerning the appropriate course and course level should be discussed with the student's School Counselor.

# ENGLISH

## **010 English 9-H**

Aligned with the Common Core State Standards, this course will include activities that support the students' mastery of skills in the areas of literary analysis, elements of writing, and effective language use. Listening and speaking skills will also be addressed. Students will be expected to read independently, discuss and write about a variety of substantive literary works from the four major literary genres including fiction, nonfiction, poetry, and drama. This will include at least three major works, one of which may be required prior to the start of the course. Students will use the writing process to complete written works including literary analysis essays and an MLA-format research project resulting from the individual exploration of a student-selected topic. Mechanics instruction will coincide with the revision of student-generated, written responses. Grammar units including parts of speech and parts of the sentence will be taught with an emphasis on the usage of Standard English in writing and speaking. Finally, students will hone speaking and listening skills through a variety of opportunities in whole-class and small-group settings, including at least one presentation.

## **011 English 9-M**

Aligned with the Common Core State Standards, this course will include activities that support the students' mastery of skills in the areas of literary analysis, elements of writing, and effective language use. Listening and speaking skills will also be addressed. Students will be expected to read independently, discuss and write about a variety of substantive literary works from the four major literary genres including fiction, nonfiction, poetry, and drama. This will include at least two major works, one of which may be required prior to the start of the course. Students will use the writing process to complete written works including literary analysis essays and a guided MLA-format research project resulting from the group exploration of a student-selected topic. Mechanics instruction will coincide with the revision of student-generated, written responses. Grammar units including parts of speech and parts of the sentence will be taught with an emphasis on the usage of Standard English in writing and speaking. Finally, students will hone speaking and listening skills through a variety of opportunities in whole-class and small-group settings, including at least one presentation.

## **012 English 9**

### **013 English 9 (assigned by IEP Team)**

Aligned with the Common Core State Standards, this course will include activities that support the students' mastery of skills in the areas of literary analysis, elements of writing, and effective language use. Listening and speaking skills will also be addressed. Students will be expected to read, discuss and write about a variety of substantive literary works from the four major genres including fiction, nonfiction, poetry, and drama. Students will use the writing process to complete written works including paragraphs and a literary analysis essay. Mechanics instruction will coincide with the revision of student-generated, written responses. Grammar units including parts of speech and parts of the sentence will be taught with an emphasis on the usage of Standard English in writing and speaking. Finally, students will hone speaking and listening skills through a variety of opportunities in whole-class and small-group settings.

## **014 Reading Essentials**

Recommendation from teacher- placement based on student data, taken concurrently with English. This course is designed to extend instruction for students who require additional reading support. The focus of instruction will be to assist students in developing comprehension strategies to become independent readers across content areas. Students will be recommended and selected for these courses as determined by the iReady, G.R.A.D.E, and other test scores.

## 020 English 10-H

Aligned with the Common Core State Standards, this course will include activities that support the students' mastery of skills in the areas of literary analysis, elements of writing, and effective language use. Listening and speaking skills will also be addressed. Students will be expected to read independently, discuss and write about a variety of substantive literary works, spanning multiple genres, focusing on world literature. This will include at least four major works, two of which may be required prior to the start of the course.

Students will use the writing process to complete written works including literary analysis essays, a narrative essay, and a substantial, MLA-format research paper resulting from the individual exploration of a student-selected topic. Mechanics instruction will coincide with the revision of student-generated, written responses. Grammar units including a brief review of parts of speech and parts of the sentence, and an exploration of phrases and clauses (with sentence combining) will be taught with an emphasis on the usage of Standard English in writing and speaking. Finally, students will hone speaking and listening skills through a variety of opportunities in whole-class and small-group settings, including at least one presentation.

**NOTE:** *Students completing this course will be required to meet state testing requirements.*

## 021 English 10-M

Aligned with the Common Core State Standards, this course will include activities that support the students' mastery of skills in the areas of literary analysis, elements of writing, and effective language use. Listening and speaking skills will also be addressed. Students will be expected to read independently, discuss and write about a variety of substantive literary works, spanning multiple genres, focusing on world literature. This will include at least three major works, one of which may be required prior to the start of the course.

Students will use the writing process to complete written works including literary analysis essays, a rhetorical analysis essay, and a guided MLA-format research paper resulting from the individual exploration of a student-selected topic. Mechanics instruction will coincide with the revision of student-generated, written responses. Grammar units including a review of parts of speech and parts of the sentence, and an introduction to phrases and clauses (with sentence combining) will be taught with an emphasis on the usage of Standard English in writing and speaking. Finally, students will hone speaking and listening skills through a variety of opportunities in whole-class and small-group settings, including at least one presentation.

**NOTE:** *Students completing this course will be required to meet state testing requirements.*

## 022 English 10

### 023 English 10 (assigned by IEP Team)

Aligned with the Common Core State Standards, this course will include activities that support the students' mastery of skills in the areas of literary analysis, elements of writing, and effective language use. Listening and speaking skills will also be addressed. Students will be expected to read, discuss and write about a variety of substantive literary works, spanning multiple genres, focusing on world literature. Students will use the writing process to complete written works including a literary analysis essay, a rhetorical analysis essay, and an MLA-format research paper resulting from the guided exploration of a topic. Mechanics instruction will coincide with the revision of student-generated, written responses. Grammar units including parts of speech, parts of the sentence, and sentence structure will be taught with an emphasis on the usage of Standard English in writing and speaking. Finally, students will hone speaking and listening skills through a variety of opportunities in whole-class and small-group settings.

**NOTE:** *Students completing this course will be required to meet state testing requirements.*

## 030AP English Language and Composition AP

\*\*\*Mandatory Summer Reading Assignment

This course engages students in becoming skilled readers of prose written in a variety of rhetorical contexts, and in becoming skilled writers who compose for a variety of purposes. Both their writing and their reading should make students aware of the interactions among a writer's purposes, audience expectations, and subjects, as well as the way genre conventions and the resources of language contribute to effectiveness in writing.

**NOTE:** *Students enrolled in an AP course are REQUIRED to take the AP Exam to earn 1.00 added weight on final grade. If a student chooses not to take the AP Exam, they will earn 0.50 (honors) added weight on final grade.*

**NOTE:** *By taking this AP offering, students are committing to an entire year of instruction. The first semester will be "Advanced" and will earn an honors credit. The second semester will be "AP" and will earn an AP credit with taking the AP exam.*

### **031 English 11-M**

Aligned with the Common Core State Standards, this course will include activities that support the students' mastery of skills in the areas of literary analysis, elements of writing, and effective language use. Listening and speaking skills will also be addressed. Students will be expected to read independently, discuss and write about a variety of substantive literary works, spanning multiple genres, focusing on American literature. This will include at least three major works, one of which may be required prior to the start of the course. Students will use the writing process to complete written works including literary analysis essays, and a guided MLA-format research paper resulting from the individual exploration of a student-selected topic. Mechanics instruction will coincide with the revision of student-generated, written responses. A grammar unit reviewing agreement, punctuation, and stylistic concerns will be taught with an emphasis on the usage of Standard English in writing and speaking. Finally, students will hone speaking and listening skills through a variety of opportunities in whole-class and small-group settings, including at least one presentation.

### **032 English 11**

#### **033 English 11 (assigned by IEP Team)**

Aligned with the Common Core State Standards, this course will include activities that support the students' mastery of skills in the areas of literary analysis, elements of writing, and effective language use. Listening and speaking skills will also be addressed. Students will be expected to read, discuss and write about a variety of substantive literary works, spanning multiple genres, focusing on American literature. Students will use the writing process to complete written works including a literary analysis essay and an MLA-format research project resulting from the guided exploration of a topic. Mechanics instruction will coincide with the revision of student-generated, written responses. Grammar units including punctuation, agreement, and usage will be taught with an emphasis on the usage of Standard English in writing and speaking. Finally, students will hone speaking and listening skills through a variety of opportunities in whole-class and small-group settings.

### **040AP English Literature and Composition AP**

#### **\*\*\*Mandatory Summer Reading Assignment**

Course focuses on students' individual and independent abilities to analyze literary works of fiction including short stories, novels, poetry, and drama. Students will be able to identify various literary elements and recognize their impacts on the experience of literature. Students will write a variety of essays both in and out of class. The essays will demonstrate insight, analysis, research, and in-depth understanding. At least three novels and two dramas will be assigned. In addition, students will complete a research paper of an assigned length.

***NOTE: Students enrolled in an AP course are REQUIRED to take the AP Exam to earn 1.00 added weight on final grade. If a student chooses not to take the AP Exam, they will earn 0.50 (honors) added weight on final grade.***

***NOTE: By taking this AP offering, students are committing to an entire year of instruction. The first semester will be "Advanced" and will earn an honors credit. The second semester will be "AP" and will earn an AP credit with taking the AP exam.***

### **041 English 12-M**

Aligned with the Common Core State Standards, this course will include activities that support the students' mastery of skills in the areas of literary analysis, elements of writing, and effective language use. Listening and speaking skills will also be addressed. Students will be expected to read independently, discuss and write about a variety of substantive literary works, spanning multiple genres, focusing on British literature. This will include at least three major works, one of which may be required prior to the start of the course. Students will use the writing process to complete written works including literary analysis essays and an MLA-format research paper resulting from the individual exploration of a student-selected topic. Mechanics instruction will coincide with the revision of student-generated, written responses. Grammar units will review, as necessary, previously-taught concepts, with an emphasis on the usage of Standard English in writing and small-group settings, including at least one presentation.

### **042 English 12**

#### **043 English 12 (assigned by IEP Team)**

Aligned with the Common Core State Standards, this course will include activities that support the students' mastery of skills in the areas of literary analysis, elements of writing, and effective language use. Listening and speaking skills will also be addressed. Students will be expected to read, discuss and write about a variety of substantive literary works, spanning multiple genres, focusing on British literature. Students will use the writing process to complete written works including at least one literary analysis essay and an MLA-format research paper resulting from the guided exploration of a topic. Mechanics instruction will coincide with the revision of student-generated, written responses. Grammar units will review key usage skills in the areas of punctuation, mechanics, and sentence formation with an emphasis on the usage of Standard English in writing and speaking. Finally, students will hone speaking and listening skills through a variety of opportunities in whole-class and small-group settings.



### **101AP AP Seminar** (required for the AP Capstone Diploma)

AP Seminar is a foundational course that engages students in cross-curricular conversations that explore the complexities of academic and real-world topics and issues by analyzing divergent perspectives. Using an inquiry framework, students practice reading and analyzing articles, research studies, and foundational, literary, and philosophical texts; listening to and viewing speeches, broadcasts, and personal accounts; and experiencing artistic works and performances. Students learn to synthesize information from multiple sources, develop their own perspectives in written essays, and design and deliver oral and visual presentations, both individually and as part of a team. Ultimately, the course aims to equip students with the power to analyze and evaluate information with accuracy and precision in order to craft and communicate evidence-based arguments. This course may be used in place of English 10 honors.

**NOTE:** *Students completing this course as their English 10 credit will be required to meet state testing requirements.*

**NOTE:** *By taking this AP offering, students are committing to an entire year of instruction. The first semester will be “Advanced” and will earn an honors credit. The second semester will be “AP” and will earn an AP credit with taking the AP exam.*

### **050 Creative Writing-M**

The student will develop and demonstrate skills and techniques in various forms of creative expression, discovering and perfecting a personal style. An individual portfolio of writing will be developed. Selected writings by published authors will be examined and critiqued as skills are practiced.

**NOTE:** *Students may enroll into this course multiple times for credit.*

### **091 Journalism Yearbook-M**

Students will participate in all aspects of producing a school annual publication (yearbook). Students will gain experience cropping, tagging, and placing digital pictures; write articles, body copy and captions; choose the theme; design section layouts; and participate in fund raising activities including ad sales to support the yearbook budget.

**NOTE:** *Students may enroll into this course multiple times for credit.*

### **092 Journalism Newspaper-M**

Students will participate in all aspects of producing a school newspaper. Students will gain experience researching, writing, and editing news articles, using digital cameras, scanners, Microsoft Word, Adobe InDesign, Adobe Photoshop, and other digital photography editing programs; designing and laying out the newspaper for publication; and participating in advertising sales to support the costs of producing the newspaper.

**NOTE:** *Students may enroll into this course multiple times for credit.*

### **095 SAT Prep-M**

This class is designed to strengthen the student’s preparedness for taking the SAT. Students will complete practice exercises/activities in the following areas: Understanding the purpose of the SAT, the critical reading section, the writing section and the Mathematics section. Students will develop test-taking strategies specific to the types of test questions used on the SAT test. Students will get hands-on experience with practice tests based on the SAT model. Algebra 2 is strongly recommended.

**Class is recommended for juniors and seniors.**

**NOTE:** *Students may enroll into this course multiple times for credit.*

# MATHEMATICS

## 108 Algebra I-M

Students will demonstrate competence in simplifying rational expressions, graphing linear functions in the coordinate plane, graphing linear equations using slope, x and y intercepts, using midpoint and distance formulas, and solving second-order systems of equations and inequalities. Students will also be able to simplify radical expressions, complete statistic and data analysis, factor polynomials for use in solving quadratic equations, and use the quadratic formula. Technology will be utilized.

**NOTE: Students completing this course will be required to attain a qualifying score on the MCAP ALGEBRA Assessment to meet MD graduation requirements.**

## 134 Algebra I

### 132 Algebra I (assigned by IEP Team)

Students will demonstrate competence in simplifying rational expressions, graphing linear functions in the coordinate plane, graphing linear equations using slope, x and y intercepts, using midpoint and distance formulas, and solving second-order systems of equations and inequalities. Students will also be able to simplify radical expressions, complete statistic and data analysis, factor polynomials for use in solving quadratic equations, and use the quadratic formula. Technology will be utilized.

**NOTE: Students completing this course will be required to attain a qualifying score on the MCAP ALGEBRA Assessment to meet MD graduation requirements.**

## 114 Geometry-H

Students will demonstrate competence in the proof of geometric theorems (using both direct and indirect proofs). They will use the geometric theorems and postulates in solving problems involving parallel lines, congruent triangles, right triangles, quadrilaterals, parallelograms, and similar polygons. Problems involving right triangles, the Pythagorean Theorem, and basic trigonometric ratios will be explored. Students will solve problems involving circles and their related parts and determine the area and volume of polygons including the utilization of various geometric transformations. These geometric topics will be taught in great depth as this course is designed for the top mathematics student.

**NOTE: Students completing this course will be required to meet state testing requirements.**

## 115 Geometry-M

Students will demonstrate competence in the proof of geometric theorems and their use in solving problems involving parallel lines, congruent triangles, parallelograms, other quadrilaterals, and similar polygons, solving problems involving right triangles, the Pythagorean Theorem, basic trigonometric ratios, area, volume, and solving problems involving circles and their related parts.

**NOTE: Students completing this course will be required to meet state testing requirements.**

## 122 Geometry

### 123 Geometry (assigned by IEP Team)

Students will demonstrate competence in measuring in English and metric units, using geometric figures to solve work related problems, calculating perimeter, area and circumference, solving problems involving surface area and volume; interpreting and creating scale drawings; determining precision; using the Pythagorean formula, applying geometry to two-dimensional figures, and constructing congruent and similar geometric figures.

**NOTE: Students completing this course will be required to meet state testing requirements.**

## 124 Algebra II-H

Students will demonstrate competence in the following: Simplification of algebraic expressions and solution of algebraic equations and inequalities within the sets of integers, rationales, irrationals, imaginaries, and complex numbers. Solution of second and third order systems of simultaneous equations, graphing first and second-degree functions, solutions of linear-quadratic and quadratic-quadratic systems, manipulations and graphing of exponential and logarithmic (common and natural) functions, several topics in trigonometry, and conic polynomial functions. Applications to real world problems are presented and graphing technology are used extensively. The depth to which each topic is covered is considerably greater than that pursued in a regular Algebra II course.

**NOTE:** *Students completing this course will be required to meet state testing requirements.*

## 125 Algebra II-M

Students will demonstrate competence in simplification of algebraic expressions and solution of algebraic equations and inequalities within the sets of integers, rationales, irrationals, imaginaries, and complexes, solution of second and third order systems of simultaneous equations, graphing first and second-degree functions, solutions of linear-quadratic and quadratic-quadratic systems. Applications pertaining to real world problems are extensively presented. Additionally, exponential and logarithmic manipulations, special topics in trigonometry, the conics polynomial functions, and applications of each will be presented. Graphing technology will be utilized.

**NOTE:** *Students completing this course will be required to meet state testing requirements.*

## 126 Algebra II

### 127 Algebra II (assigned by IEP team)

Students will demonstrate competence in simplification of algebraic expressions and solution of algebraic equations and inequalities within the sets of integers, rationales, irrationals, imaginaries, and complexes, solution of second and third order systems of simultaneous equations, graphing first and second-degree functions, solutions of linear-quadratic and quadratic-quadratic systems. Applications pertaining to real world problems are extensively presented in each section.

**NOTE:** *Students completing this course will be required to meet state testing requirements.*

## 128 Algebra Essentials

Students will analyze and solve linear equations and pairs of simultaneous linear equations, define, evaluate, and compare functions, understand the connections between proportional relationships, lines, and linear equations, work with radicals and integer exponents, use functions to model relationships between quantities, and reason with expressions and equations. This course is designed to support students in becoming College and Career Ready. Students will be prepared for Algebra I coursework and the Algebra I MCAP exam. **Placement in this course will be determined by a variety of factors including the student's score on MATH 8 MCAP, iReady scores, GPA, and/or teacher recommendation.**

## 130 Probability and Statistics-M

### 130AP Statistics-AP

Students will be required to think about data and use statistical methods and formulas. Students will study distribution, correlations, data analysis, sampling, probability, relationships, significance tests, inference, two-variable data, regression and analysis of variance.

**NOTE:** *Students enrolled in an AP course are REQUIRED to take the AP Exam to earn 1.00 added weight on final grade. If a student chooses not to take the AP Exam, they will earn 0.50 (honors) added weight on final grade.*

**NOTE:** *By taking this AP offering, students are committing to an entire year of instruction. The first semester will be "Advanced" and will earn an honors credit. The second semester will be "AP" and will earn an AP credit with taking the AP exam.*

## 136 Pre-Calculus-M

Students will demonstrate competence in logarithms, the trigonometric functions, and applications of trig, inverses of trig. functions and solutions of equations, the straight line, the circle, the parabola, the ellipse, and the hyperbola, polar coordinate system, and special topics in calculus. If time and status of the class permit, topics such as elementary sequences and series, natures of graphs, and roots of polynomials will be presented.

### 136AP Pre-Calculus-AP

AP Pre-Calculus prepares students for other higher-level mathematics and science courses. The framework delineates content and skills common to college precalculus courses that are foundational for careers in mathematics, physics, biology, health science, social science, and data science. Students study each function type through their graphical, numerical, verbal, and analytical representations and their applications in a variety of contexts. Additionally, students apply their understanding of functions by constructing and validating appropriate function models for scenarios, sets of conditions, and data sets, thereby gaining a deeper understanding of the nature and behavior of each function type.

**NOTE:** *This course is not a prerequisite for and does not have to be followed by AP Calculus AB or BC.*

**NOTE:** *By taking this AP offering, students are committing to an entire year of instruction. The first semester will be "Advanced" and will earn an honors credit. The second semester will be "AP" and will earn an AP credit with taking the AP exam.*

## 137 Calculus-M

Students will demonstrate competence in the topics of functions, limits, continuity, differentiation, related rates, graphing of functions, optimization applications, antiderivatives, indefinite integrals, Riemann Sums, definite integrals, "U" substitutions, applications of integration, and special topics using transcendental functions such as  $y = e^x$  and  $y = \ln(x)$ .

**NOTE:** *This class is a second semester class. Students are strongly advised to take Pre-Calculus-M or Algebra III-M during the first semester.*

### **137APB AP Calculus AB**

This college-level course will prepare the student to take the AP Calculus AB test. The course includes functions and graphs, limits and continuity, differential calculus and integral calculus. The student will also receive instruction in special topics using transcendental functions such as derivatives and integrals of logarithmic functions, growth and decay problems, Newton's Law of Cooling, L'Hopital's Rule, and integrals and derivatives of inverse trig functions.

**NOTE:** *Students enrolled in an AP course are REQUIRED to take the AP Exam to earn 1.00 added weight on final grade. If a student chooses not to take the AP Exam, they will earn 0.50 (honors) added weight on final grade.*

**NOTE:** *By taking this AP offering, students are committing to an entire year of instruction. The first semester will be "Advanced" and will earn an honors credit. The second semester will be "AP" and will earn an AP credit with taking the AP exam.*

### **137APC AP Calculus BC**

This college-level course will prepare the student to take the AP Calculus BC test. The course includes functions and graphs, limits and continuity, differential calculus and integral calculus. The student will also receive instruction in special topics using transcendental functions such as derivatives and integrals of logarithmic functions, growth and decay problems, Newton's Law of Cooling, L'Hopital's Rule, and integrals and derivatives of inverse trig functions. Students will also investigate curves, derivatives, and integrals in the polar coordinate system. Investigations will include the Harmonic Series, Taylor Series, Maclaurin Series, alternating series with error bound, geometric series with applications and decimal expansion. Students will compute the derivative of vector functions and use the derivatives to model real-world problems.

**NOTE:** *Students enrolled in an AP course are REQUIRED to take the AP Exam to earn 1.00 added weight on final grade. If a student chooses not to take the AP Exam, they will earn 0.50 (honors) added weight on final grade.*

**NOTE:** *By taking this AP offering, students are committing to an entire year of instruction. The first semester will be "Advanced" and will earn an honors credit. The second semester will be "AP" and will earn an AP credit with taking the AP exam.*

### **139 Algebra III**

#### **139.3 Algebra III (assigned by IEP Team)**

This course is designed to prepare students for college-level math placement tests and courses. Topics to be covered include algebra, geometry and statistics.

### **150 Algebra III-M**

This course is designed to prepare students for college-level mathematics courses including calculus. Students will study concepts related to intermediate and advanced algebra (beyond Algebra II), analytical geometry, matrices, and an introduction to trigonometry.

# SOCIAL STUDIES

## 200 Government-H

The student will demonstrate an understanding of the underpinnings of democracy, political beliefs and behaviors of individuals; political parties and interest groups; mechanisms that facilitate the communication of interests and preferences by like-minded citizens; government institutions as well as institutional processes; civil liberties, civil rights, and public policy. Students will be evaluated through a variety of methods that may include frequent use of supplemental readings, significantly weighted essays, term papers, individual and small group projects, as well as in-depth objective tests.

**NOTE:** *Must earn course credit including End of Course Assessment (EOC), which is twenty percent (20%) of the final grade.*

## 201 Government-M

Students will demonstrate an understanding of state, local, and national government; understanding of the need for government; an understanding of the principles and rights of citizenship and politics and political behavior. Students will practice the analytical, research, writing and reading skills necessary to prepare students for successful college/university participation. Students will be evaluated through a variety of methods that may include frequent use of supplemental readings, significantly weighted essays, term papers, individual and small group projects, as well as in-depth objective tests.

**NOTE:** *Must earn course credit including End of Course Assessment (EOC), which is twenty percent (20%) of the final grade.*

## 202 Government

### 203 Government (assigned by IEP Team)

Students will demonstrate an understanding of state, local, and national government, understanding the need for government; an understanding of the principles and rights of citizenship; as well as the opportunities for and responsibilities of political participation and political behavior. Students will be evaluated through a variety of methods that may include regular use of supplemental readings, weighted essays, research papers, individual and group projects, as well as standard objective tests.

**NOTE:** *Must earn course credit including End of Course Assessment (EOC), which is twenty percent (20%) of the final grade.*

## 244AP U.S Government and Politics-AP

In this college-level course, student will demonstrate an understanding of the underpinnings of democracy, political beliefs and behaviors of individuals; political parties and interest groups; mechanisms that facilitate the communication of interests and preferences by like-minded citizens; government institutions as well as institutional processes; civil liberties, civil rights, and public policy. Students should expect to use a college level reading text. Students will demonstrate their analytical and factual knowledge by performing analysis of extensive supplemental readings, timed testing, heavily weighted essay examination, demanding objective tests, and seminar participation.

**NOTE:** *Students enrolled in an AP course are REQUIRED to take the AP Exam to earn 1.00 added weight on final grade. If a student chooses not to take the AP Exam, they will earn 0.50 (honors) added weight on final grade.*

**NOTE:** *Must earn course credit including End of Course Assessment (EOC), which is twenty percent (20%) of the final grade.*

**NOTE:** *By taking this AP offering, students are committing to an entire year of instruction. The first semester will be "Advanced" and will earn an honors credit. The second semester will be "AP" and will earn an AP credit with taking the AP exam.*

## 210 World History-H

Students will demonstrate an understanding of the history and diversity of the cultures of the world, the reality of human interdependence and the need for world cooperation in the modern era (1400 to present day). The student will also analyze the historical development of political processes and economic principles, as well as geographic, technological, and environmental influences in history. Students will practice the analytical, research, writing and reading skills necessary to continue their studies at the AP level. Students will demonstrate their analytical and factual knowledge by performing analysis of extensive supplemental readings, timed testing, heavily weighted essay examination, individual and group projects demanding objective tests, and seminar participation.

## 211 World History-M

Students will demonstrate an understanding of the history and diversity of the cultures of the world, the reality of human interdependence, and the need for world cooperation in the modern era (1400 to present day). The student will also analyze the historical development of political processes and economic principles, as well as geographic, technological, and environmental influences in history. Students will practice the analytical, research, writing and reading skills necessary to prepare students for successful college/university participation. Students will be evaluated through a variety of methods that may include frequent use of supplemental readings, significantly weighted essays, term papers, individual and small group projects, and in-depth objective tests.

## **212 World History**

### **213 World History (assigned by IEP Team)**

Students will demonstrate an understanding of the history and diversity of cultures of the world, the reality of human interdependence and the need for world cooperation in the modern era (1400 to present day). The student will also analyze the historical development of political processes and economic principles, as well as geographic, technological, and environmental influences in history. Students will be evaluated through a variety of methods that may include regular use of supplemental readings, weighted essays, individual and group projects, as well as standard objective tests.

## **220 U.S. History-H**

This course will examine the cultural, social, economic and political event and relationships that have shaped the development of the United States from the Progressive response to industrialization through the early 21st century. In United States History students interpret historical evidence, identify significant trends, and examine the major turning points that define the modern American experience. Students shall use reading, writing, and thinking processes and skills to gain knowledge and understanding of political, historical, and current events using disciplinary and inquiry literacies.

Students will practice the analytical, research, writing and reading skills necessary to continue their studies at the AP level. Students will demonstrate their analytical and factual knowledge by performing analysis of extensive supplemental readings, timed testing, heavily weighted essay examination, individual and group projects, demanding objective tests, and seminar participation.

***NOTE: Students completing this course will earn 5 hours toward the Service Learning graduation requirement.***

## **220APB U.S. History-AP**

This college-level course will examine the cultural, social, economic and political event and relationships that have shaped the development of the United States from 1865 through the contemporary United States. US History before 1865 will be reviewed. Students should expect to use a college level reading text. Students will demonstrate their analytical and factual knowledge by performing analysis of extensive supplemental readings, timed testing, heavily weighted essay examination, demanding objective tests, and seminar participation.

***NOTE: Students enrolled in an AP course are REQUIRED to take the AP Exam to earn 1.00 added weight on final grade. If a student chooses not to take the AP Exam, they will earn 0.50 (honors) added weight on final grade.***

***NOTE: By taking this AP offering, students are committing to an entire year of instruction. The first semester will be "Advanced" and will earn an honors credit. The second semester will be "AP" and will earn an AP credit with taking the AP exam.***

## **221 U.S. History-M**

This course will examine the cultural, social, economic and political event and relationships that have shaped the development of the United States from the Progressive response to industrialization through the early 21st century. In United States History students interpret historical evidence, identify significant trends, and examine the major turning points that define the modern American experience. Students shall use reading, writing, and thinking processes and skills to gain knowledge and understanding of political, historical, and current events using disciplinary and inquiry literacies.

Students will practice the analytical, research, writing and reading skills necessary to continue their studies at the AP level. Students will practice the analytical, research, writing, and reading skills necessary to prepare students for successful college/university participation. Students will be evaluated through a variety of methods that may include frequent use of supplemental readings, significantly weighted essays, term papers, individual and small group projects, and in-depth objective tests

***NOTE: Students completing this course will earn 5 hours toward the Service Learning graduation requirement.***

## **222 U.S. History**

### **223 U.S. History (assigned by IEP Team)**

This course will examine the cultural, social, economic and political events and relationships that have shaped the development of the United States from the Progressive response to industrialization through the early 21st century. In United States History students interpret historical evidence, identify significant trends, and examine the major turning points that define the modern American experience. Students shall use reading, writing, and thinking processes and skills to gain knowledge and understanding of political, historical, and current events using disciplinary and inquiry literacies.

Students will practice the analytical, research, writing and reading skills necessary to continue their studies at the AP level. Students will be evaluated through a variety of methods that may include regular use of supplemental readings, weighted essays, individual and group project, as well as standard objective tests

***NOTE: Students completing this course will earn 5 hours toward the Service Learning graduation requirement.***

## 240A Psychology I-M

The student will demonstrate a fundamental knowledge of: the nature of psychology as a discipline; the components and uses of theories on learning and cognitive processes; the workings of the mind and body and the effects on the biological basis for behavior; the theories of the life span and developmental psychology. Students will practice the analytical, research, writing, and reading skills necessary to prepare students for successful college/university participation. Students will be evaluated through a variety of methods that may include frequent use of supplemental readings, significantly weighted essays, term papers, individual, small group projects, and in-depth objective tests.

## 240B Psychology II-M

The student will demonstrate a fundamental knowledge of the nature of psychology as a discipline. The student will also be knowledgeable in personality development and the various types of psychological testing. Knowledge of how humans adjust in their lives and problems encountered when inappropriate adjustments are not made. Integral part of Psychology II will be an understanding of how to do psychological research. The process of human interaction and human relations are also stressed. Students will practice the analytical, research, writing, and reading skills necessary to prepare students for successful college/university participation. Students will be evaluated through a variety of methods that may include frequent use of supplemental readings, significantly weighted essays, term papers, individual, small group projects, and in-depth objective tests.

## 240AP Psychology-AP

**\*\*\* Must have taken Advanced Psychology I-H \*\*\***

In this college-level course students will be able to understand the meaning of the discipline of psychology, psychological and physiological processes; biological foundations of behavior, intelligence, emotions, sensations, and perception processes of learning, human growth and development. Students should expect to use a college level reading text. Students will demonstrate their analytical and factual knowledge by performing analysis of extensive supplemental readings, timed testing, heavily weighted essay examination, demanding objective tests, and seminar participation.

**NOTE: Students enrolled in an AP course are REQUIRED to take the AP Exam to earn 1.00 added weight on final grade. If a student chooses not to take the AP Exam, they will earn 0.50 (honors) added weight on final grade.**

**NOTE: By taking this AP offering, students are committing to an entire year of instruction. The first semester will be "Advanced" and will earn an honors credit. The second semester will be "AP" and will earn an AP credit with taking the AP exam.**

## 244 Contemporary Problems

The student will be able to identify and discuss current problems in Contemporary America. The scope will be divided between issues of Foreign and Domestic concerns. Emphasis will be placed on historical background, current issues, and the outlook for the future. Extensive debate of the media and current events will drive the discussion.

## 614 Economics-M

This course will give students a greater understanding of economic principles and practices ranging from the viewpoint of the individual consumer or small business owner and help students see connections to the global economy. Course content includes the study of supply and demand, forms of business ownership, labor unions, government finances and influence on the economy, inflation and business cycles, and an introduction to understanding investing principles. The course relates history and politics to the study of economics.

**\*NOTE: Students passing this course shall earn the required financial literacy graduation credit.**



# SCIENCE

## 300 Earth Science-H

Students will develop an understanding of geology, oceanography, meteorology, and astronomy. Students must be able to explore concepts independently and apply their knowledge to in-depth investigations. Students will be expected to design and complete an original research paper or project for this course.

## 301 Earth Science-M

Students will develop an understanding of geology, oceanography, meteorology and astronomy. Students will be expected to design and complete an original research paper or project for this course.

## 302 Earth Science

### 303 Earth Science (assigned by IEP Team)

Students will develop an understanding of geology, oceanography, meteorology and astronomy.

## 310 Biology-H

Students will develop an understanding of living organisms and their co-existence, cellular processes, the inheritance of traits and the impact of human intervention in the natural environment. Students must be able to explore concepts independently and apply their knowledge to in-depth investigations. Students will be expected to design and complete an original research paper or project for this course.

**NOTE:** Must earn course credit including End of Course Assessment (EOC), which is twenty percent (20%) of the final grade.

## 311 Biology-M

Students will develop an understanding of living organisms and their co-existence, cellular processes, the inheritance of traits and the impact of human intervention in the natural environment. Students must be able to explore concepts independently and apply their knowledge to in-depth investigations. Students will be expected to design and complete an original research paper or project for this course.

**NOTE:** Must earn course credit including End of Course Assessment (EOC), which is twenty percent (20%) of the final grade.

## 312 Biology

### 313 Biology (assigned by IEP Team)

Students will develop an understanding of living organisms and their coexistence, cellular processes, the inheritance of traits and the impact of human intervention in the natural environment.

**NOTE:** Must earn course credit including End of Course Assessment (EOC), which is twenty percent (20%) of the final grade.

## 321AP Biology II-AP

\*\*\* Must have completed Biology II-H (Pre-AP)\*\*\*

AP Biology is an introductory college-level biology course. Students cultivate their understanding of biology through inquiry-based investigations as they explore the following topics: evolution, cellular processes — energy and communication, genetics, information transfer, ecology, and interactions.

**NOTE:** Students enrolled in an AP course are **REQUIRED** to take the AP Exam to earn 1.00 added weight on final grade. If a student chooses not to take the AP Exam, they will earn 0.50 (honors) added weight on final grade. Summer assignments may be required.

**NOTE:** By taking this AP offering, students are committing to an entire year of instruction. The first semester will be “Advanced” and will earn an honors credit. The second semester will be “AP” and will earn an AP credit with taking the AP exam.

## 340 Fundamentals of Physical Science-H

Students will develop an understanding of fundamental concepts related to matter, energy, and the interactions that occur between them. Students must be able to explore concepts independently and apply their knowledge to in-depth investigations. Students will be expected to design and complete an original research paper or project for this course.

## 341 Fundamentals of Physical Science-M

Students will develop an understanding of fundamental concepts related to matter, energy, and the interactions that occur between them. Students will be expected to design and complete an original research paper or project for this course.

## 342 Fundamentals of Physical Science

### 343 Fundamentals of Physical Science

(assigned by IEP Team)

Students will develop an understanding of fundamental concepts related to matter, energy, and the interactions that occur between them.

## 314AP Chemistry-AP

This college-level course is developed around a systematic approach to the principles of chemistry. The major topics of study include: chemical issues and problems, thermodynamics, thermo chemistry, chemical equilibrium and kinetics. Emphasis will be given to developing competency in solving chemical calculations and problems. Multiple projects will be conducted throughout the course.

**NOTE:** Students enrolled in an AP course are **REQUIRED** to take the AP Exam to earn 1.00 added weight on final grade. If a student chooses not to take the AP Exam, they will earn 0.50 (honors) added weight on final grade. Summer assignments may be required.

**NOTE:** By taking this AP offering, students are committing to an entire year of instruction. The first semester will be “Advanced” and will earn an honors credit. The second semester will be “AP” and will earn an AP credit with taking the AP exam.

### 315\_5 Chemistry-H

This college-level course is developed around a systematic approach to the principles of chemistry. The major topics of study include: physical and chemical properties of matter, changes in matter and energy, elements and compounds (structure, bonding and reactivity), physical behavior of gases, the states and structures of matter and chemical reactions. Emphasis will be given to developing competency in solving chemical calculations and problems. Multiple research projects will be conducted throughout the course with students being required to design and complete an original research project.

**NOTE: This course is designed to prepare students to enroll in AP level courses and is taught at a rigorous level. Summer assignments may be required.**

### 315 Chemistry-M

An introduction to the study of matter and energy designed to give the student a background in chemical theory and quantitative relationships, including atomic and molecular structure, chemical formulas and equations and stoichiometry. Laboratory experiences familiarize the student with simple reactions and laboratory equipment. Students will be expected to design and complete an original research paper or project for this course.

### 319AP Physics I-AP

This college level course is developed around a systematic approach to the principles of physics. This algebra-based introductory physics course explores topics such as Newtonian mechanics (including rotational motion); work, energy, and power; mechanical waves and sound; and introductory, simple circuits. Through inquiry-based learning, students will develop scientific critical thinking and reasoning skills. This course will require a good understanding of previously learned algebraic and geometric skills in relation to scientific problems. Multiple research projects will be conducted throughout the course with students being required to design and completing an original research project.

**NOTE: Students enrolled in an AP course are REQUIRED to take the AP Exam to earn 1.00 added weight on final grade. If a student chooses not to take the AP Exam, they will earn 0.50 (honors) added weight on final grade. Summer assignments may be required.**

**NOTE: By taking this AP offering, students are committing to an entire year of instruction. The first semester will be "Advanced" and will earn an honors credit. The second semester will be "AP" and will earn an AP credit with taking the AP exam.**

### 318\_5 Physics-H

**\*\* Must have taken or be concurrently enrolled in pre-calculus.\*\***

Students who are planning to attend a 4-year college will demonstrate understanding of and an ability to investigate physical concepts correlating to an introductory algebra-based course physics. This course explores topics such as Newtonian mechanics (including rotational motion); work, energy, and power; mechanical waves and sound; and introductory, simple circuits. Through inquiry-based learning, students will develop scientific critical thinking and reasoning skills. This course will require a good understanding of previously learned algebraic and geometric skills in relation to scientific

problems. Students will be expected to design and complete an original research paper or project for this course.

**NOTE: This course is designed to prepare students to enroll in AP level courses and is taught at a rigorous level. Summer assignments may be required.**

### 318 Physics-M

**\*\* Must have taken or be concurrently enrolled in pre-calculus.\*\***

Students who are planning to attend a 2- or 4-year college will demonstrate an understanding of and an ability to investigate physical concepts including vectors, dynamics, kinematics, universal gravitation, momentum, work and power, kinetic and potential energy. This course will require a good understanding of previously learned algebraic and geometric skills in scientific problems. Students will be expected to design and complete an original research paper or project for this course.

### 322AP Environmental Science-AP

This college-level course in environmental science offers the rigors of a college class. The goal of the course is to provide students with the scientific principles, concepts, and methodologies that are required for them to understand the interrelationships of the natural world. The course helps students to identify and analyze both natural and human-induced environmental problems. It enables them to learn how to assess the risks associated with these problems and evaluate alternative solutions for resolving and preventing them. From a personal perspective, in today's world it is of the utmost importance to prepare our students to become the environmentally literate citizens of tomorrow.

**NOTE: Students enrolled in an AP course are REQUIRED to take the AP Exam to earn 1.00 added weight on final grade. If a student chooses not to take the AP Exam, they will earn 0.50 (honors) added weight on final grade. Summer assignments may be required.**

**NOTE: By taking this AP offering, students are committing to an entire year of instruction. The first semester will be "Advanced" and will earn an honors credit. The second semester will be "AP" and will earn an AP credit with taking the AP exam.**

### 322 Environmental Science-M

Students will demonstrate an understanding of the interdependence between human activity and the natural environment, the ability to use analytical thinking and problem-solving skills to analyze and predict the effects of global problems such as pollution, deforestation, desertification, waste disposal, energy use, and the ability to provide alternative solutions. Students will be expected to design and complete an original research paper or project for this course.

### 324 Environmental Science

#### 323 Environmental Science (Assigned by IEP Team)

Students will develop an understanding of the interdependence between human activity and the natural environment. The ability to apply problem solving skills to analyze and predict global issues related to pollution, deforestation, desertification, waste disposal, and energy use.

# WORLD LANGUAGES

## 436 Spanish I

Students begin to understand and speak Spanish through repetition and variation, stressing proper Spanish pronunciation and intonation. The vocabulary acquired deals with realistic, lifelike situations. Students are introduced to the civilization and culture of Spanish-speaking areas of the world. As conversational skills are improved, grammatical structures are introduced, practiced, and internalized.

## 437 Spanish II-M

Students improve comprehension and spoken and written skills, learn more advanced grammatical structures and read more coherently and intelligently in Spanish. Students participate in frequent structured conversations and continue to learn about Spanish-speaking countries.

### **SPECIAL NOTE: GARRETT COLLEGE TRANSCRIBED CREDIT OPPORTUNITY**

Students will have an opportunity to enroll with Garrett College to earn college credits at the beginning of this course. Students who enroll will have their grade directly transcribed onto a Garrett College transcript. In addition, enrolled students who pass this course will receive one high school credit and three college credits in SPN101.

## 438 Spanish III-M

Students improve their oral, reading, and writing skills. Reading selections increase in difficulty. Students continue to learn about Spanish-speaking countries and their cultures. Grammar and composition also continue to be emphasized at an advanced level. At this level students are expected to be able to work independently, especially if the class group is combined with another level during the same class period.

## 439 Spanish IV-H

Students increase their knowledge of grammatical structure, writing and formal and informal vocabulary through frequent usage. Stress is placed on advanced conversation, independent reading, and original composition. Readings include literature and periodicals. The students also study geography and history of Spanish-speaking countries. At this level students are expected to be able to work independently, especially if the class group is combined with another level during the same class period.

### **SPECIAL NOTE: GARRETT COLLEGE TRANSCRIBED CREDIT OPPORTUNITY**

Students will have an opportunity to enroll with Garrett College to earn college credits at the beginning of this course. Students who enroll will have their grade directly transcribed onto a Garrett College transcript. In addition, enrolled students who pass this course will receive one high school credit and three college credits in SPN102.

## 439AP Spanish-AP

The AP Spanish Language and Culture course has been designed to provide advanced high school students with a rich and rigorous opportunity to study the language and culture of the Spanish-speaking world that is approximately equivalent to an upper-intermediate college or university Spanish course. This course strives to promote both fluency and accuracy in language use and not to overemphasize grammatical accuracy at the expense of communication. In order to best facilitate the study of language and culture, the course is taught in the target language. The course also engages students in an exploration of culture in both contemporary and historical contexts. The course develops students' awareness and appreciation of products, both tangible (e.g., tools, books) and intangible (e.g., laws, conventions, institutions); practices (patterns of social interactions within a culture); and perspectives (values, attitudes, and assumptions that underlie both practices and products). (source: apcentral.collegeboard.com)

***NOTE: Students enrolled in an AP course are REQUIRED to take the AP Exam to earn 1.00 added weight on final grade. If a student chooses not to take the AP Exam, they will earn 0.50 (honors) added weight on final grade. Summer assignments may be required.***

***NOTE: By taking this AP offering, students are committing to an entire year of instruction. The first semester will be "Advanced" and will earn an honors credit. The second semester will be "AP" and will earn an AP credit with taking the AP exam.***

# FINE ARTS

## 441 Art I

The student will define and use the basic design elements in two and/or three-dimensional explorations. The student will be able to gain and/or improve skills in use of art media and tools. The student will survey the historical/cultural aspects of each study unit and develop a concept of art criticism.

## 442 Art II

The student will exhibit a wide knowledge and use of design elements and principles in the production of art. The student will demonstrate skill in analyzing and interpreting art work. The student will recognize the historical importance of areas studied. Emphasis is placed on a creative and imaginative use of the basic types of painting, sculpture, drawing, and graphic arts. Recommended for serious, more advanced students.

## 443 Advanced Art: Drawing & Painting-M

The student will develop a proficiency in technique in drawing and painting. The student will exhibit proficiency in the use of tools and materials. The student will demonstrate knowledge of art criticism and appreciation. Emphasis will be placed on art careers and portfolio development. The student will maintain a sketch or plan book as a source of information for the development of in-depth art works. The student will make critical decisions and analysis in the development of technique. Recommended for serious art students.

## 444 Advanced Art: Sculpture & Printmaking-M

The student will be able to develop a proficiency in technique in-sculpture and printmaking. The student will be able to exhibit proficiency in the use of tools and materials used in the area of in-depth study. The student will demonstrate in-depth knowledge and appreciation of the historical/cultural aspect of a chosen area of art. The student will maintain a sketch or plan book as a source of information for the development of in-depth art works. The student will make critical decisions and analysis in the development of technique. Recommended for serious art students.

## 447AP Art History-AP

This is an introductory college-level course in the history of art (primarily Western cultures). The student will demonstrate knowledge of artists, schools and movements; chronological periods and specific dates; the subjects, styles, and techniques of architecture, sculpture, painting, and other art forms. The student will develop skill in perception, analysis and interpretation of artwork and will learn to articulate what he/she sees or experiences. This course is recommended for serious art students.

**NOTE:** Students enrolled in an AP course are **REQUIRED** to take the AP Exam to earn 1.00 added weight on final grade. If a student chooses not to take the AP Exam, they will earn 0.50 (honors) added weight on final grade.

**NOTE:** By taking this AP offering, students are committing to an entire year of instruction. The first semester will be "Advanced" and will earn an honors credit. The second semester will be "AP" and will earn an AP credit with taking the AP exam.

## 448 Studio Art-H

The student will work independently in chosen areas agreed upon by the student and the teacher. The student will do in-depth work in specific art areas. The student will be able to exhibit proficiency in the use of tools and materials used in the area of in-depth study. The student will maintain a sketch or plan book as a source of information for the development of art works. Recommended for serious art students.

## 449AP 2-D Art & Design-AP

AP program in Studio Art is intended for highly motivated students who are seriously interested in the study of art. Student should be made aware that AP work involves significantly more commitment and accomplishment than the typical high school course and that the program is not for the casually interested. Students may choose Studio Drawing portfolio, 2-D or 3-D portfolio. The course involves research and work outside of the classroom. This course is recommended for serious art students.

**NOTE:** Students enrolled in an AP course are **REQUIRED** to take the AP Exam to earn 1.00 added weight on final grade. If a student chooses not to take the AP Exam, they will earn 0.50 (honors) added weight on final grade.

## 451 Chorus

This is a performance oriented, co-curricular course designed to improve musicianship and skills as vocalists. Students will demonstrate knowledge of basic music skills through warm-ups, reading lessons, tonal recognition, balance within and among selections, choral blend, diction, posture, proper breathing techniques, and sight singing. Students will learn about the skill of singing, music theory and history, while participating in different styles of music in preparation for public performance: classical, jazz, pop, show, and dance. Students will gain an appreciation of music from various cultures. Performance etiquette and listening skills are refined.

**NOTE:** Students may enroll into this course multiple times for credit.

## 452 Band

Band is a performance oriented, co-curricular class designed to help students improve their musicianship and skills on their instrument. Students will be given assignments, etudes, and technical studies to assist in achieving this goal. Students will work on woodwind and brass ensemble pieces, concert and marching band music, proper rendition of scales and rhythms, music scores, in addition to music theory, history, and listening as they experience different styles of music: classical, jazz, pop, show, and dance.

**NOTE:** Students may enroll into this course multiple times for credit

### **458 Color Guard**

This performance oriented, co-curricular class is designed for those students who wish to participate in the marching band color guard. Principles of choreographic structure will be studied and applied. Students will learn and develop techniques to help them succeed on the marching field by engaging in independent and collaborative learning activities designed to help with the visual interpretation of a musical performance. Students will gain technical and stylistic proficiency through the performance of a routine. Students will be expected to work with various guard equipment such as rifles, sabers, and flags. This course is compatible but not sequential with Instrumental and Percussion Band.

**NOTE:** *Students may enroll into this course multiple times for credit.*

### **454 Music Appreciation**

Students will increase their knowledge and understanding of music from its origin until present day as they consider Medieval, Baroque, Classical, Romantic, and Twentieth Century musical styles; participants in each movement; the characteristics of each style; and the origin of each style. Study will be devoted to properties of sound, fundamentals of music, voice, conducting, ethnomusicology, careers in music, electronic music, and music in the media. Activities in this class include, but are not limited to: written projects, class lectures, listening assignments, and guest performances. This is not a public performance-based course.

### **455 Music History and Theory-H**

Advanced music students will enjoy the opportunity to have a more in depth understanding of the roots in music's history. Students will enhance their understanding of the fundamentals of music by comparing music to the history of other arts, as well as from a cultural perspective. Students study ear-training; sight-singing; the elements of music; musical analysis; harmony, rhythm and form; and composition. Students will become familiar with instrumental and vocal genres by listening to, describing and analyzing compositions.

### **460 Class Piano I**

This introductory class introduces students to the proper posture and hand positioning for piano playing. The relationship between historical events and musical styles will be introduced with students studying different composers and performers. Students will critique piano performances.

### **465 Class Piano II**

This advanced piano course is designed for students to experience and perform piano compositions. Students will extend their knowledge of the history and styles of piano performances and composers. Students will develop the ability to understand, appreciate, perceive, create, and respond to musical compositions. Students will perform to an audience in a recital setting.

### **060 Theatre Arts I**

Theatre I students will gain an introduction to Theatre Arts through history, reading plays, acting exercises in voice and movement. Through historical lectures and research projects students will gain an understanding of the evolution of theatre and its importance in society. By reading classic works from various playwrights and genres students will gain a well-rounded perspective of the art of dramatic literature. Students will learn to work as an ensemble to create scenes, expressing emotions using movement and voice.

**NOTE:** *Students may enroll into this course multiple times for credit.*

### **062 Theatre Arts II-M**

Theatre II students will build upon the experiences and knowledge from Theatre I class and further explore the subject of Theatre through history, reading plays, acting exercises, playwriting and participation in a full production on the stage. Through historical lectures and research projects students will gain an understanding of the evolution of theatre and its importance in society. By reading classic works from various playwrights and genres students will gain a well-rounded perspective of the art of dramatic literature. Students will learn to work as an ensemble to create scenes, expressing emotions using movement and voice. Students will learn first-hand about the art of playwriting as they create their own monologues and scenes. Students will also work to produce a full-length performance with their classmates that they will perform for their fellow students as well as the community.

**NOTE:** *Students may enroll into this course multiple times for credit.*

### **065 Dance I**

Students will gain an introduction to dance through historical lectures, essential vocabulary, exercise in dance movement and technique, and choreography. Through historical lectures and research projects students will gain an understanding of the evolution of dance and its importance in society throughout the world. Students will learn to work as an ensemble to choreograph dance pieces, expressing emotions using movement, and making connections between movement and music. Students will develop an understanding of how dance can help lead to fitness and healthy lifestyles. By watching classic works from various choreographers and styles of dance, students will gain a well-rounded perspective of the art of dance and its cultural connections. Students will learn to create choreography to tell stories through movement.

**NOTE:** *Students may enroll into this course multiple times for credit.*

# HEALTH AND PHYSICAL EDUCATION

## **473 Hands-Only CPR/AED**

### **Pass/Fail**

Students will be instructed cardiopulmonary resuscitation that includes hands-only cardiopulmonary resuscitation and the use of an automated external defibrillator.

**NOTE ON HANDS-ONLY CPR – This course, which is embedded in Health, is a graduation requirement in the State of Maryland.**

## **474 Health**

This course encourages students to develop skills, attitudes, and behaviors that will enable them to make decisions that promote healthful behaviors. Topics included are: Mental and Emotional Health; Substance Abuse Prevention; Family Life and Human Sexuality; Safety and Violence Prevention; Healthy Eating; and Disease Prevention and Control. Students will develop skills, attitudes, and behaviors that will enable them to make decisions that promote healthful behaviors. Students engage in inquiry and problem-solving approaches utilizing a developmentally appropriate progression of content related to health education concepts.

## **475 Physical Education**

Students will demonstrate an appropriate level of physical fitness; a positive attitude toward physical activity; a knowledge and understanding that participation in a variety of physical activities can lead to life-long physical fitness; basic skills related to a variety of physical activities; positive social and emotional behavior; and understanding of how participation in physical activities contributes to healthful living; a value on physical activity as a means of self-realization and fulfillment; and to value healthful life styles.

**NOTE: Students may enroll into this course multiple times for credit.**

## **477 Weight Training**

Students will engage in a personal fitness program and demonstrate improved strength and muscular endurance; cardiovascular efficiency; muscular power; willingness to participate in a variety of physical activities; the value of a life-long fitness program; safety; and improved respect for a healthful life style. Students may study from one of three areas in exercise physiology: Adaptations to training, enhancing performance, or physiological problems for the athlete.

**NOTE: Students may enroll into this course multiple times for credit.**

**NOTE: Students must earn Physical Education (#475) credit before taking this course.**

# SPECIAL EDUCATION (CERTIFICATE)

## **802 Personal Management** **No Credit**

This certificate course is designed to enable students to demonstrate their ability in the following areas: personal needs, appropriate health and safety practices, managing routines. The student also will demonstrate their ability to participate in recreational, leisure and extra-curricular activities. Students will interact with their non-disabled peers in a variety of physical and motor activities. The student will participate in transition planning with adult service providers. Curriculum is adapted to meet alternative learning outcomes.

## **806 Community Living Skills** **No Credit**

This certificate course is designed to enable students to demonstrate their ability to access community resources, to get about safely in the environment, including the ability to participate in general community activities. The students also will demonstrate their ability to express and receive communication through a variety of methods, to make decisions and to interact socially to meet their needs. Curriculum is adapted to meet alternative learning outcomes.

## **810 English** **No Credit**

This certificate course teaches the basic skills of writing, reading, and speaking as necessary for daily living. The course focus is to prepare the student to function as independently as possible. Strategies and modifications are incorporated into the course, which is appropriate, and in accordance with student's Individual Education Plan. Curriculum is adapted to meet alternative learning outcomes.

## **813 Mathematics** **No Credit**

This certificate course enables students to acquire functional life skills in mathematics. The course focuses on preparing the challenged student to be as independent as possible. Strategies and modifications are incorporated as appropriate and in accordance with the student's Individual Education Plan. Curriculum is adapted to meet alternative learning outcomes.

## **814 Social Studies** **No Credit**

This certificate course is designed to familiarize the student with basic information on how to function as a member of a community. Legal issues, concepts of good citizenship and the political process are covered. Strategies and modifications, which are, appropriate and in accordance with IEPs will be incorporated. Curriculum is adapted to meet alternative learning outcomes.

## **815 Science** **No Credit**

This certificate course is designed to acquaint the student with scientific concepts which relate to independent living and use of science in the adult world. Curriculum is adapted to meet alternative learning outcomes.

## **816 Art** **No Credit**

The student will develop skills needed to complete basic functions in hand-eye coordination. The students will develop skills in one or more of the following areas: drawing, painting, and sculpture. Curriculum is adapted to meet alternative learning outcomes.

## **817 Music** **No Credit**

This course will provide students with an opportunity for exposure to a variety of musical styles. Curriculum is adapted to meet alternative learning outcomes.

## **818 Physical Activity** **No Credit**

The student will learn the importance of regular exercise and participate in team sports. The student will also learn the importance of good sportsmanship. Curriculum is adapted to meet alternative learning outcomes.

## **821 Career/Vocational Education** **No Credit**

## **823 Health Careers** **No Credit**

## **824 Auto Mechanics** **No Credit**

## **825 Carpentry** **No Credit**

## **826 Foods (SHS Only)** **No Credit**

## **828 Agriculture** **No Credit**

These certificate courses are designed to enable the student to demonstrate their ability to evidence positive work attitudes and behaviors. Students will participate in transitioning planning to employment and in various employment opportunities. Curriculum is adapted to meet alternative learning outcomes.

## **831 Consumer Science** **No Credit**

This course is designed to enable the student to function as independently as possible in the area of home management skills. Curriculum is adapted to meet alternative learning outcomes.

**NOTE: Please note that special education courses, for which credit toward a diploma is earned, are listed within their respective content areas. Courses noted in this separate listing are non-credit courses (800's) which apply strictly toward a certificate of completion.**



# GARRETT COUNTY PUBLIC SCHOOLS PROGRAM OF STUDIES

Each of the programs of study may be applicable as preparation for direct job entry or direct transfer/articulation to Garrett College following completion (Program Application 1) or admission to the University of Maryland System and other four-year schools (Program Application 2). As graduation requirements, special required courses, and career technology completion sequences are included in each career path, students must complete the courses of study essentially as listed. This will assure satisfactory completion of the high school program and provide a sound preparation for the student's transition to post-secondary endeavors. Students entering the program after ninth grade, those wishing to change career paths, and students who find scheduled conflicts with a highly valued elective course, must consult his/her school counselor for assistance. In some cases, an individualized schedule may be appropriate.

It is strongly recommended that students include elective courses to enhance their program of studies whenever possible. Electives are intended to add depth and enrichment to the student's preparation. In some clusters, one or more career paths may include additional credits in order to meet State Approved Career Development Program completion and graduation requirements. School counselors will be available to provide explanations and offer assistance with individual problems and unique situations.

## ***Possible CERTIFICATION AND COLLEGE CREDIT opportunities upon completing a program of studies***

### **INFORMATION TECHNOLOGY – COMPUTER SCIENCE**

Option	Partner	Credential	Value added for CTE completers
Dual Enrollment	Garrett College	Transcribed College Credits	Up to 6 credits
Advanced Placement	College Board	College Credit by Exam	Up to 6 credits (2014)

## **MANUFACTURING ENGINEERING TECHNOLOGY (NIMS)**

<b>Option</b>	<b>Partner</b>	<b>Credential</b>	<b>Value added for CTE completers</b>
Articulated Credit	College of Southern Maryland		Up to 9 Credits
	Community College of Baltimore County		Up to 12 Credits
Certification(s)	National Institute of Metalworking Skills		NIMS Machining Level I

## **PROJECT LEAD THE WAY – BIOMEDICAL SCIENCES**

<b>Option</b>	<b>Partner</b>	<b>Credential</b>	<b>Value added for CTE completers</b>
Transcribed Credit	Stevenson University – Biomedical Sciences (PLTW) University Affiliate		4 credits in BIO 113

## **AGRICULTURE (CASE)**

<b>Option</b>	<b>Partner</b>	<b>Credential</b>	<b>Value added for CTE completers</b>
Transcribed Credit	UMD- IAA	3 Credit Agreement	Students who complete the CASE POS CAN apply to the Institute of Applied Agriculture at the UMD and earn three elective credits.
Credit by Exam	iCEV	Animal Science	Industry Certification

## **JROTC**

<b>Option</b>	<b>Partner</b>	<b>Credential</b>	<b>Value added for CTE completers</b>
Advanced Placement	Department of Defense	Enlistment Rank Advancement to E-3	Rank and pay increase in Armed Forces
	Department of Defense and participating accredited colleges and universities	1 year of credit in a senior ROTC program	College credit
Credit by Exam	Department of Defense	ASVAB (minimum score of 31)	Increased job opportunity within the armed services

## **AUTOMOTIVE**

<b>Option</b>	<b>Partner</b>	<b>Credential</b>	<b>Value added for CTE completers</b>
Certification(s)	Automotive Service Excellence (ASE)	ASE Entry Level Certifications	Industry Certification

## **CARPENTRY**

<b>Option</b>	<b>Partner</b>	<b>Credential</b>	<b>Value added for CTE completers</b>
Certification(s)	National Center for Construction Education & Research (NCCER)	NCCER Certifications	Industry Certification



## What is Apprenticeship Maryland?

Apprenticeship Maryland Program (AMP) is a youth apprenticeship program for students, ages 16 and up, that is designed to lead to sustainable employment and further education based on career pathways in manufacturing and Science, Technology, Engineering, and Mathematics (STEM) occupations or other occupations within the CTE Career Clusters.

Participating students start the program in the summer or fall of their junior or senior year and will complete at least 450 hours of work-based training under the supervision of an eligible employer and at least one year of related instruction.

The goal of AMP is to create compensated, high quality youth apprenticeships that prepare students to enter employment in high-skilled, high growth sectors in manufacturing and STEM occupations such as healthcare, biotechnology, information technology, construction and design, and banking and financing.

Apprentice Maryland offers students paid opportunities to join the workforce while in school and an option to further pursue their interests. Students may graduate through successful completion of AMP much like they would by doing a more traditional CTE program. Students do not have to be enrolled in a CTE program to participate in AMP; however, they must apply and be hired by the state approved business in which they would like to enter the program. A list of approved businesses can be found in the counseling office or with the career coaches.

# ***APPRENTICESHIP MARYLAND PROGRAM (AMP)***

CAREER PATHWAY	11 <sup>th</sup> Grade	11 <sup>th</sup> or 12 <sup>th</sup> Grade
Apprenticeship Maryland Program (860500)	Apprenticeship Related Instruction (AMP100)	Apprenticeship WBL 2 (AMP102)
	Apprenticeship WBL 1 (AMP101)	Apprenticeship WBL 3 (AMP103)

# ***AGRICULTURE SCIENCE AND OPERATIONS***

<b>CAREER PATHWAY</b>	<b>9<sup>th</sup> or 10<sup>th</sup> Grade</b>	<b>11<sup>th</sup> Grade</b>	<b>12<sup>th</sup> Grade</b>
Agriculture Science and Operations (CIP 018000)	Intro to Agriculture-M (#738)  Foundation of Agribusiness-M (#744)	Advanced Animal Science-M (#742)	WBL Plant Science/Greenhouse Operations-M (#740)

# ***CURRICULUM FOR AGRICULTURAL SCIENCE EDUCATION (CASE)***

<b>CAREER PATHWAY</b>	<b>9<sup>th</sup> or 10<sup>th</sup> Grade</b>	<b>11<sup>th</sup> Grade</b>	<b>12<sup>th</sup> Grade</b>
Curriculum for Agricultural Science Education (CASE) (CIP 010050)	Intro to Agriculture-M (#738)  Foundation of Agribusiness-M (#744)	Principles of Ag Science-Plant and Greenhouse Mgmt. (#741) or  Principles of Ag Science-Animals (#743)	Agriculture Elective

## **726 Wildlife and Forestry Management**

Students will demonstrate introductory knowledge of the management of timber by-products, wood lots, and related wildlife. This course also covers silviculture management practices, dendrology, disease and pest management of timber products, and measuring timber resources. Students study species profiles of North American mammals, birds, reptiles, fish and amphibians. They examine natural ecosystems, habitats and food chains of these animals. This class is designed for students with an interest in natural resources career fields.

**NOTE:** *This course can count as a Science credit if the student needs an additional credit.*

## **728 Agriculture Experience**

Students will establish and maintain a FFA supervised agricultural experience program and submit various required records. This course does not have a specified class time and is conducted out of school, including summers. Students must complete an agricultural project.

## **738 Introduction to Agriculture-M**

This introductory course provides a foundation for students interested in pursuing a career in a wide variety of agricultural professions. A general study of livestock, plant and soil science, FFA, welding, carpentry, safety, and careers. The class also covers basic functions of the American agriculture industries, including production, and its effects on global economies.

## **740 WBL Plant Science and Greenhouse Operations-M**

This in school clinic provides an in-depth study of plant physiology and processes, growing media and soils, the production of major agriculture crops, environmental effects upon plants and pests of plants. Students will operate and manage all aspects of the school's commercial greenhouse.

**NOTE:** *Students may enroll into this course multiple times for credit.*

## **741 Principles of Agricultural Science-Plant and Greenhouse Management**

An in-depth study of plant physiology and processes, growing media, major agriculture crops, environmental effects upon plants and pests of plants. This will also be an introduction to greenhouse management and plant propagation. The course also includes a study of the basic principles of landscaping.

**Curriculum for Agricultural Science Education course or CASE**

**NOTE:** *With teacher recommendation a student may repeat this course for an elective credit.*

## **742 Advanced Animal Science-M**

This course provides opportunities for students to develop advanced knowledge and skills used in agricultural services and operations. A general study of animal and veterinary science; including physiology and biological functions of animals, as well as health, nutrition, reproduction, and care and management of livestock. Students will gain experience in a hands-on learning environment.

## **743 Principles of Agricultural Science-Animal**

A general study of animal and veterinary science; including physiology and biological functions of animals, as well as health, nutrition, reproduction, and care and management of livestock.

**Curriculum for Agricultural Science Education course or CASE**

## **744 Foundations of Agribusiness-M**

This course provides opportunities for students to develop the knowledge and skills used in agricultural services and operations. Students will design and implement an agribusiness/ production plan based on personal interest and industry needs. A supervised agriculture experience, exploration and development program will be emphasized.

**NOTE:** *Students passing this course shall earn the required Financial Literacy graduation requirement.*

## **746 Agriculture Mechanics**

Students will demonstrate knowledge and skills in maintenance and servicing of agricultural machinery and equipment. This course includes an in-depth study of both two stroke and four stroke small engines, including principles of operation, repair, maintenance, and servicing small engines. Students will also improve their skills in carpentry, electrification, position welding, rafter framing, and construction of fences.

**NOTE:** *With teacher permission, students may repeat this course for another elective credit.*

# ALLIED HEALTH

CAREER PATHWAY	12 <sup>th</sup> Grade	12 <sup>th</sup> Grade
Nursing (510000)	Intro to Allied Health Professions (#620)  Foundation Topics Allied Health (#6201)	Advanced Topics Allied Health (#6202)  WBL Health and Biosciences General-M (#6203)

## 620 Intro to Allied Health Professions

This introductory course provides a foundation for students interested in pursuing careers in a wide variety of health and/or allied health fields.

## 6201 Foundation Topics Allied Health

This course provides opportunity for students to develop the related knowledge and skills that are needed in the health/allied health specialization (medical assisting and nursing assisting) or general healthcare track.

## 6202 Advanced Topics Allied Health

This course provides opportunity for students to gain advanced knowledge and skills necessary in a health/allied health specialization (medical assisting and nursing assisting) or general healthcare track.

## 6203 WBL Health and Biosciences General-M

This capstone course includes students completing program related experiences/instruction outside of course work required for program completion that prepares students for the CNA and GNA certification exams.

# ***AUTOMOTIVE MAINTENANCE AND REPAIR TECHNOLOGIES***

<b>CAREER PATHWAY</b>	<b>9<sup>th</sup> or 10<sup>th</sup> Grade</b>	<b>10<sup>th</sup> or 11<sup>th</sup> Grade</b>	<b>11<sup>th</sup> or 12<sup>th</sup> Grade</b>
Automotive Maintenance and Repair Technology (470601)	Intro to Auto Maintenance and Repair (#651)	Foundation Topics in Auto Maintenance and Repair (#652)  Advanced Topics in Auto Maintenance and Repair (#653)	WBL Auto Completer-M (#654)

## **651 Intro to Auto Maintenance and Repair**

This course is required of students enrolled in the automotive program. Students will examine the different aspects of the automotive field through a series of classes designed to strengthen their knowledge of technical systems.

## **652 Foundation Topics in Auto Maintenance and Repair**

This course builds the fundamental skills necessary in the maintenance and/or repair of a vehicle. Topics include tool and equipment safety; preventative maintenance; interior and exterior detailing; welding and cutting techniques.

## **653 Advanced Topics in Auto Maintenance and Repair**

This course provides opportunity for students to gain advanced skills necessary in the maintenance of a vehicle, which includes in advanced topic areas and hands-on experience to ensure students can completely maintain a vehicle.

## **654 WBL Auto Completer-M**

This capstone course provides opportunity for students, through work-based learning opportunities, an ability to further advance the skills necessary in the maintenance of a vehicle, which includes in advanced topic areas and hands-on experience to ensure students can completely maintain a vehicle. This could be completed through a program-related internship, in school clinic or other experience where students apply academic and technical skills to real-life applications and develop employability.

***NOTE: Students may enroll into this course multiple times for credit.***

# ***BIOMEDICAL SCIENCE***

## ***(PROJECT LEAD THE WAY)***

<b>CAREER PATHWAY</b>	<b>9<sup>th</sup> or 10<sup>th</sup> Grade</b>	<b>10<sup>th</sup> or 11<sup>th</sup> Grade</b>	<b>11<sup>th</sup> or 12<sup>th</sup> Grade</b>
Biomedical Science (511150)	Principles of Biomedical Sciences-H (#580)	Human Body Systems-H (#581)  Medical Interventions-H (#582)	Biomedical Innovation-H (#583)

### **580 Principles of Biomedical Sciences-H**

In the introductory course of the PLTW Biomedical Science program, students explore concepts of biology and medicine to determine factors that led to the death of a fictional person. While investigating the case, students examine autopsy reports, investigate medical history, and explore medical treatments that might have prolonged the person's life. The activities and projects introduce students to human physiology, basic biology, medicine, and research processes while allowing them to design their own experiments to solve problems.

### **581 Human Body Systems-H**

Students examine the interactions of human body systems as they explore identity, power, movement, protection, and homeostasis. Exploring science in action, students build organs and tissues on a skeletal Maniken®; use data acquisition software to monitor body functions such as muscle movement, reflex and voluntary action, and respiration; and take on the roles of biomedical professionals to solve real-world medical cases.

### **582 Medical Interventions-H**

Students follow the life of a fictitious family as they investigate how to prevent, diagnose, and treat disease. Students explore how to detect and fight infection; screen and evaluate the code in human DNA; evaluate cancer treatment options; and prevail when the organs of the body begin to fail. Through real-world cases, students are exposed to a range of interventions related to immunology, surgery, genetics, pharmacology, medical devices, and diagnostics.

### **583 Biomedical Innovation-H**

In the final course of the PLTW Biomedical Science sequence, students build on the knowledge and skills gained from previous courses to design innovative solutions for the most pressing health challenges of the 21st century. Students address topics ranging from public health and biomedical engineering to clinical medicine and physiology. They have the opportunity to work on an independent design project with a mentor or advisor from a university, medical facility, or research institution.



# CONSTRUCTION TRADES PROFESSIONS-CARPENTRY

CAREER PATHWAY	9 <sup>th</sup> or 10 <sup>th</sup> Grade	10 <sup>th</sup> or 11 <sup>th</sup> Grade	11 <sup>th</sup> or 12 <sup>th</sup> Grade
Construction Trades Professions - Carpentry (465200)	CORE – Introduction to Basic Construction Skills (#686)	Carpentry 1 (#687)  Carpentry 2 (#688)	Carpentry 3 (#689)

## 686 CORE-Introduction to Basic Construction Skills

The NCCER Core Curriculum is taught in this course and is the basis for all construction skills. The course of study includes: safety training (including OSHA-10 training), introduction to hand and power tools, employability skills, introduction to basic rigging, introduction to construction drawings, and hands on experiences.

## 687 Carpentry 1

This course covers building materials, fasteners and adhesives, wall systems, building envelope systems, layout, hand and power tools, and practical hands on applications.

## 688 Carpentry 2

This course includes floor systems, ceiling joist and roof framing, basic stair layout, doors, cabinets, finishing, drywall and trim.

## 689 Carpentry 3

This course can include the following:

Capstone – instructor led capstone project or series of projects  
Dual Enrollment

Work Based Learning

***NOTE: Students may enroll into this course multiple times for credit.***

# COMPUTER AND INFORMATION SCIENCES

**NOTE: Student must earn FOUR credits to complete the IT-Computer Science Career Pathway.**

CAREER PATHWAY	9 <sup>th</sup> or 10 <sup>th</sup> Grade	10 <sup>th</sup> or 11 <sup>th</sup> Grade	11 <sup>th</sup> or 12 <sup>th</sup> Grade
Information Technology – Computer Science (110190)	Foundations of Computer Science-M (#511)	Computer Science Principles AP (#512AP)  Computer Science AP (#510AP)	Garrett College CIS106: Intro to Cybersecurity (CIS106)  <b>Or if #511 is used for Tech Ed requirement</b> Garrett College CIS234: Ethics in the Information Age (CIS234)

## 510AP Computer Science “A” AP

The 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.

**NOTE:** The student enrolled in this course will be required to take the National AP exam and may potentially receive advanced placement credit at many colleges and universities. Recommended to have course 512AP-Computer Science Principles before enrolling in 510AP.

**NOTE:** By taking this AP offering, students are committing to an entire year of instruction. The first semester will be “Advanced” and will earn an honors credit. The second semester will be “AP” and will earn an AP credit with taking the AP exam.

## 511 Foundations of Computer Science-M

The course introduces students to the breadth of computer science by covering website development, programming, processing languages, robotics and Cybersecurity. In addition to laying the groundwork for Advanced Placement courses in computer science, students will engage in activities designed to develop problem-solving skills and gain understanding of Cybersecurity principles necessary for 21st century careers.

**NOTE:** This course meets the Technology Education credit requirement.

## 512AP Computer Science Principles AP

CSP aims to develop computational thinking, generate excitement about career paths that use computing, and introduce professional tools that foster creativity and collaboration. Students practice problem solving with structured learning experiences and progress to open-ended projects and problems that require them to develop planning, documentation, communication and other professional skills.

**NOTE:** The student enrolled in this course will be required to take the National AP exam and may potentially receive advanced placement credit at many colleges and universities.

**NOTE:** By taking this AP offering, students are committing to an entire year of instruction. The first semester will be “Advanced” and will earn an honors credit. The second semester will be “AP” and will earn an AP credit with taking the AP exam.

## CIS106 Garrett College Intro to Cybersecurity

This course provides a broad overview of computer security issues. Basic concepts such as viruses, spyware, social engineering, password protection, firewalls, and intrusion detection will be discussed. Students will also be introduced to a wide variety of cybersecurity terms and issues, such as operating systems security, network security, counter measures, network defense, VPNs, cryptography and cloud computing security.

**NOTE:** Students completing the Computer Science pathway will be exempt from dual enrollment criteria listed on page 22.

### **SPECIAL NOTE: GARRETT COLLEGE TRANSCRIBED CREDIT OPPORTUNITY**

Students will have an opportunity to enroll with Garrett College to earn college credits at the beginning of this course. Students who enroll will have their grade directly transcribed onto a Garrett College transcript. In addition, enrolled students who pass this course will receive one high school credit and three college credits in CIS106.

## CIS234 Garrett College Ethics in the Information Age

A study of the ethical issues related to computer users and computer professionals in the information technology age. Topics include professional responsibilities, intellectual property, security risks, identity theft, cyber terrorism, and many more. The course will also examine the techniques used for the analysis and resolution of these issues consistent with standards of computing professions. The main goal of this course is to provide students with a framework for ethically grounded decision making in the information age.

**NOTE:** Students completing the Computer Science pathway will be exempt from dual enrollment criteria listed on page 22

### **SPECIAL NOTE: GARRETT COLLEGE TRANSCRIBED CREDIT OPPORTUNITY**

Students will have an opportunity to enroll with Garrett College to earn college credits at the beginning of this course. Students who enroll will have their grade directly transcribed onto a Garrett College transcript. In addition, enrolled students who pass this course will receive one high school credit and three college credits in CIS234

# ***RESTAURANT, CULINARY, AND CATERING MANAGEMENT (SHS ONLY)***

<b>CAREER PATHWAY</b>	<b>10<sup>th</sup> Grade</b>	<b>11<sup>th</sup> Grade</b>	<b>12<sup>th</sup> Grade</b>
Restaurant, Culinary, and Catering Management (120504) <b><i>SHS Only</i></b>	Intro to Food Services (#690)	Foundation Topics in Restaurant/Culinary (#691)  Advanced Topics in Restaurant/Culinary (#692)	WBL Restaurant/Culinary Completer-M (#693)

## **690 Intro to Food Services**

This introductory course provides a foundation for students interested in pursuing careers in a wide variety of professions in the food service industry.

## **691 Foundation Topics in Restaurant/Culinary**

This course provides opportunity for students to develop the related knowledge and skills in a restaurant/food service/management specialization or general track. Topics may include instruction in food/beverage industry operations, cost control, purchasing and storage, business administration, logistics, personnel management, culinary arts, restaurant and menu planning, executive chef functions, event planning and management, health and safety, insurance, and applicable law and regulations.

## **692 Advanced Topics in Restaurant/Culinary**

This course provides opportunity for students to gain advanced knowledge and skills necessary in a restaurant/foodservice/management specialization track. This course instructs in advanced topics and hands-on experience.

## **693 WBL Restaurant/Culinary Completer-M**

This capstone course provides opportunity for students, through work-based learning opportunities, an ability to further advance the skills necessary in the field of food service. This could be completed through a program-related internship, in school clinic or other experience where students apply academic and technical skills to real-life applications and develop employability.

***NOTE: Students may enroll into this course multiple times for credit.***

# MANUFACTURING ENGINEERING TECHNOLOGY (NIMS)

**NOTE: Student must earn FOUR credits to complete the Manufacturing Engineering Technology (NIMS) Career Pathway.**

NEW CAREER PATHWAY	9 <sup>th</sup> - 11 <sup>th</sup> Grade	10 <sup>th</sup> - 12 <sup>th</sup> Grade
Manufacturing Engineering Technology (NIMS) (150650)	Principles of Competitive Manufacturing I (#673)	Machining Operations I (#675)
	Principles of Competitive Manufacturing II (#674)	Machining Operations II (#676)

## **673 Principles of Competitive Manufacturing I**

Students will be introduced to the fundamental concepts and professional standards of the machining industry, including safety, precision measurement, milling, grinding, industry equipment as well as the vocabulary and terminology of the profession.

## **674 Principles of Competitive Manufacturing II**

Students will continue with the concepts and professional standards of the machining industry, including safety, precision measurement, milling, grinding, industry equipment as well as the vocabulary and terminology of the profession.

## **675 Machine Operations I**

Students increase the knowledge and skills they gained in the Principles of Competitive Manufacturing by performing basic process planning, set-up, and operation of common classes of machine tools such as turning, milling, drilling, or surface grinding machines.

## **676 Machine Operations II**

Students continue to increase the knowledge and skills by performing basic process planning, set-up, and operation of common classes of machine tools such as turning, milling, drilling, or surface grinding machines.

**NOTE: Students completing this pathway will have the opportunity earn NIMS certification credentials.**

# **MARYLAND FIRE AND RESCUE INSTITUTE (MFRI)**

<b>CAREER PATHWAY</b>	<b>1 year (11th or 12th grade depending on cycle)</b>	<b>1 year (11th or 12th grade depending on cycle)</b>
Emergency Services Training/High School Cadet (430250)	Firefighter 1 (#)  Firefighter 2 (#)	Emergency Services 1 (#)  Emergency Services 2 (#)

# ***JUNIOR RESERVE OFFICERS' TRAINING CORPS (JROTC)***

***NOTE: Student must earn THREE credits to complete the JROTC Career Pathway.***

<b>CAREER PATHWAY</b>	<b>9<sup>th</sup> or 10<sup>th</sup> Grade</b>	<b>10<sup>th</sup> or 11<sup>th</sup> Grade</b>	<b>11<sup>th</sup> or 12<sup>th</sup> Grade</b>
Junior Reserve Officers' Training Corps – JROTC (280301)	LET I - Leadership Academy/JROTC (#002)	LET II - Leadership Academy/JROTC (#003)	LET III - Leadership Academy/JROTC (#004)

***Students taking the JROTC Pathway are highly encouraged to take LET IV – Leadership Academy/JROTC (#005) as an elective in addition to their required courses. Students may take LET IV multiple times for credit.***

## **002 Leadership Academy/JROTC (LET I)**

This course is designed as an introduction to leadership development through the study of the history and importance of citizenship. Students will establish both short and long-term goals while studying the Foundations for Success (self-awareness, communication skills, appreciation of diversity, learning styles, study habits, conflict resolution, physical fitness, and financial management). A component of study will include current events, the history of JROTC, and ceremonial drills.

## **003 Leadership Academy/JROTC (LET II)**

This course continues leadership development with students learning about the role of citizenship throughout American history. Students will extensively study first aid procedures. The importance of good nutrition and the impact physical activity has on the development of a healthy body will be enhanced as students demonstrate personal fitness. Personal communication skills will continue to develop with emphasis placed on conducting group meetings. Students will participate in a variety of ceremonial drills.

## **004 Leadership Academy/JROTC (LET III)-M**

Students will complete a leadership lab considering choices, decision making, problem solving techniques, negotiations, and conflict resolution. Personal skills in communication and human relations will be enhanced. Students will continue with their study of American citizenship reviewing current events and the impact. Career planning and community service will be emphasized.

## **005 Leadership Academy/JROTC (LET IV)-M**

Students will demonstrate their leadership potential through participation in a “cadet challenge.” This course will emphasize communication, leadership styles, management skills, financial responsibility, and career opportunities. Students will build upon their experiences, which emphasize the rights, responsibilities, and privileges of American citizenship, leadership, discipline, and teamwork.

***NOTE: Students may enroll into this course multiple times for credit.***

# CAREER AND TECHNOLOGY ELECTIVES

## 501 Computer Applications-M

The student will learn how to use the computer as a resource or tool which can be applied to current and future educational or employment pursuits and increase their comfort level using computers. Advanced topics on computer applications will include multimedia, the Internet, and computer-based tools. Culminates in a final project.

### **SPECIAL NOTE: GARRETT COLLEGE** **TRANSCRIBED CREDIT OPPORTUNITY**

Students will have an opportunity to enroll with Garrett College to earn college credits at the beginning of this course. Students who enroll will have their grade directly transcribed onto a Garrett College transcript. In addition, enrolled students who pass this course will receive one high school credit and three college credits in CIS105.

## 606 Financial Management

This comprehensive course is designed to provide students with the broad knowledge and practice they need to make informed financial decisions related to both personal and business finance. Students will be exposed to principles of budgeting, credit, risk management, career options, and better understand their roles as workers and the roles of business in our society. Students will be equipped with strategies to make informed financial decisions in both personal and business environments.

**NOTE:** *Students passing this course shall earn the required Financial Literacy graduation requirement.*

## 775 School to Careers

Participation in a work-based experience (paid or unpaid) will support the student's chosen pathway and enhance the student's school-based experiences. Prior to participating in a STC work-based experience, students and the internship site mentor will complete a "School-to-Careers Training Agreement," which is available in the high school guidance office. Students must have a satisfactory attendance record with no history of unlawful absences. Students must provide their own transportation to and from the internship site. Grades reflected as pass/fail only.

**NOTE:** *If approved a student may earn up to 4 credits (135 hours of work-based experience = 1 credit) per year for a total of four STC credits prior to graduation.*

## 779 Information Technology-H (GC163 and GC164)

These courses prepare a student for CCNA certification. The course uses a SOHO network to introduce some basic networking terminology, concepts and skills such as network models, LANs, networking topologies, devices, MAC and IP addressing and other networking protocols as well as cabling, wireless, and security, and how to plan, deploy, and troubleshoot small networks. Hands-on labs are designed to give students practical experience. Additionally, students use small and medium business and enterprise sized networks to take concepts such as IP addressing, switching, routing, WAN technologies, and security to the next level. Topics covered include TCP/IP, routing protocols and processes, router commands and configuration and troubleshooting routers.

**NOTE:** *Students selecting this course MUST register at Garrett College and have their own transportation. The two courses students must take are CIS163 Introduction to CISCO Networking and CIS 164 Router Fundamentals.*

Student Name (Please Print) \_\_\_\_\_ Student Number \_\_\_\_\_ **NGHS or SGHS** \_\_\_\_\_ **Male or Female** \_\_\_\_\_  
 School \_\_\_\_\_ Graduation Year \_\_\_\_\_ Gender \_\_\_\_\_



**GARRETT COUNTY PUBLIC SCHOOLS CAREER PATHWAY-Four Year Plan: SAMPLE OF CAREER AND COLLEGE READINESS COMPLETER PROGRAM APPLICATION: 1. (Career/Post-Secondary Readiness)**

GRADUATION REQUIREMENTS	GRADE 9	GRADE 10	GRADE 11	GRADE 12
<b>ENGLISH = 4 CREDITS</b>	English 9	English 10	English 11	English 12
<b>SOCIAL STUDIES = 3 CREDITS</b>	U.S. History	Government	World History	
<b>MATHEMATICS = 4 CREDITS</b> <i>with Algebra and Geometry required</i>	Mathematics	Mathematics	Mathematics	Mathematics
<b>SCIENCE = 3 CREDITS</b> <i>laboratory science with Biology required</i>	Science	Science	Science	
<b>FINANCIAL LITERACY = 1 CREDIT</b> <b>TECHNOLOGY EDUCATION = 1 CREDIT</b> <b>PHYSICAL EDUCATION = 1 CREDIT</b> <b>HEALTH = 1 CREDIT</b> <b>FINE ARTS = 1 CREDIT</b> <b>CTE = 4 CREDITS</b>	Fine Art			
	Technology Education			
	PE	Health	<b>CTE CLASS</b>	<b>CTE CLASS</b>
		<b>CTE CLASS</b>	<b>CTE CLASS</b>	<b>CTE CLASS</b>
<b>TOTAL CREDITS REQUIRED = 23</b>	Min. 8 credits attempted # of credits earned = ____ Merit = ____ Honors = ____	Min. 8 credits attempted # of credits earned = ____ Merit = ____ Honors = ____	Min. 8 credits attempted # of credits earned = ____ Merit = ____ Honors = ____	Min. 8 credits attempted # of credits earned = ____ Merit = ____ Honors = ____

Student Name (Please Print) \_\_\_\_\_ Student Number \_\_\_\_\_ **NGHS or SGHS** \_\_\_\_\_ **Male or Female** \_\_\_\_\_  
 School \_\_\_\_\_ Graduation Year \_\_\_\_\_ Gender \_\_\_\_\_



**GARRETT COUNTY PUBLIC SCHOOLS CAREER PATHWAY-Four Year Plan: SAMPLE OF UNIVERSITY OF MARYLAND COMPLETER PROGRAM APPLICATION: 2. (University of Maryland System Readiness requires four merit/honors mathematics credits plus two World Language credits at the high school level)**

GRADUATION REQUIREMENTS	GRADE 9	GRADE 10	GRADE 11	GRADE 12
<b>ENGLISH = 4 CREDITS</b>	English 9	English 10	English 11	English 12
<b>SOCIAL STUDIES = 3 CREDITS</b>	U.S. History	Government	World History	
<b>MATHEMATICS = 4 CREDITS</b> <i>with Algebra and Geometry required</i>	Mathematics-M/H	Mathematics-M/H	Mathematics-M/H	Mathematics-M/H
<b>SCIENCE = 3 CREDITS</b> <i>laboratory science with Biology required</i>	Science	Science	Science	
<b>FINANCIAL LITERACY = 1 CREDIT</b> <b>TECHNOLOGY EDUCATION = 1 CREDIT</b> <b>PHYSICAL EDUCATION = 1 CREDIT</b> <b>HEALTH = 1 CREDIT</b> <b>FINE ARTS = 1 CREDIT</b> <b>WORLD LANGUAGE = 2 CREDITS</b>	Fine Art	World Language	World Language	
	Technology Education			
	PE	Health		
<b>TOTAL CREDITS REQUIRED = 23</b>	Min. 8 credits attempted # of credits earned = ____ Merit = ____ Honors = ____	Min. 8 credits attempted # of credits earned = ____ Merit = ____ Honors = ____	Min. 8 credits attempted # of credits earned = ____ Merit = ____ Honors = ____	Min. 8 credits attempted # of credits earned = ____ Merit = ____ Honors = ____



Student Name (Please Print) \_\_\_\_\_ Student Number \_\_\_\_\_ **NGHS or SGHS** \_\_\_\_\_ **Male or Female** \_\_\_\_\_  
 School \_\_\_\_\_ Graduation Year \_\_\_\_\_ Gender \_\_\_\_\_



**GARRETT COUNTY PUBLIC SCHOOLS CAREER PATHWAY-Four Year Plan: SAMPLE OF DUAL COMPLETER REQUIREMENTS**

**PROGRAM APPLICATION: 2.** (University of Maryland System Readiness requires four merit/honors mathematics credits plus two World Language credits at the high school level)

GRADUATION REQUIREMENTS	GRADE 9	GRADE 10	GRADE 11	GRADE 12
<b>ENGLISH = 4 CREDITS</b>	English 9	English 10	English 11	English 12
<b>SOCIAL STUDIES = 3 CREDITS</b>	U.S. History	Government	World History	
<b>MATHEMATICS = 4 CREDITS</b> <i>with Algebra and Geometry required</i>	Mathematics-M/H	Mathematics-M/H	Mathematics-M/H	Mathematics-M/H
<b>SCIENCE = 3 CREDITS</b> <i>laboratory science with Biology required</i>	Science	Science	Science	
<b>FINANCIAL LITERACY = 1 CREDIT</b>	Fine Art	World Language	World Language	
<b>TECHNOLOGY EDUCATION = 1 CREDIT</b>	Technology Education			
<b>PHYSICAL EDUCATION = 1 CREDIT</b>	PE	Health	<b>CTE CLASS</b>	<b>CTE CLASS</b>
<b>HEALTH = 1 CREDIT</b>				
<b>FINE ARTS = 1 CREDIT</b>				
<b>WORLD LANGUAGE = 2 CREDITS</b>				
<b>CTE = 4 CREDITS</b>		<b>CTE CLASS</b>	<b>CTE CLASS</b>	<b>CTE CLASS</b>
<b>TOTAL CREDITS REQUIRED = 23</b>	Min. 8 credits attempted # of credits earned = ____ Merit = ____ Honors = ____	Min. 8 credits attempted # of credits earned = ____ Merit = ____ Honors = ____	Min. 8 credits attempted # of credits earned = ____ Merit = ____ Honors = ____	Min. 8 credits attempted # of credits earned = ____ Merit = ____ Honors = ____

Student Name (Please Print) \_\_\_\_\_ Student Number \_\_\_\_\_ **NGHS or SGHS** \_\_\_\_\_ **Male or Female** \_\_\_\_\_  
 School \_\_\_\_\_ Graduation Year \_\_\_\_\_ Gender \_\_\_\_\_



**GARRETT COUNTY PUBLIC SCHOOLS CAREER PATHWAY-Four Year Plan: SAMPLE OF HONORS AND DUAL COMPLETER**

**PROGRAM APPLICATION: 2.** (University of Maryland System Honors Completer requires three World Languages credits at the high school level and Pre-Calculus or higher mathematics. Plus, a minimum of eight honors credits in which two will be Advanced Placement "AP" courses)

GRADUATION REQUIREMENTS	GRADE 9	GRADE 10	GRADE 11	GRADE 12
<b>ENGLISH = 4 CREDITS</b>	English 9	English 10	English 11	English 12
<b>SOCIAL STUDIES = 4 CREDITS</b>	U.S. History	Government	World History	Social Studies Elective
<b>MATHEMATICS = 4 CREDITS</b> <i>with Algebra and Geometry required</i>	Mathematics-M/H	Mathematics-M/H	Mathematics-M/H	Mathematics-M/H
<b>SCIENCE = 4 CREDITS</b> <i>laboratory science with Biology required</i>	Science	Science	Science	Science
<b>FINANCIAL LITERACY = 1 CREDIT</b>	World Language	World Language	World Language	
<b>TECHNOLOGY EDUCATION = 1 CREDIT</b>	Fine Art	Fine Art		
<b>PHYSICAL EDUCATION = 1 CREDIT</b>				
<b>HEALTH = 1 CREDIT</b>				
<b>FINE ARTS = 2 CREDIT</b>				
<b>WORLD LANGUAGE = 3 CREDITS</b>	Technology Education	Health	<b>CTE CLASS</b>	<b>CTE CLASS</b>
	PE	<b>CTE CLASS</b>	<b>CTE CLASS</b>	<b>CTE CLASS</b>
<b>TOTAL CREDITS REQUIRED = 30</b>	Min. 8 credits attempted # of credits earned = ____ Merit = ____ Honors = ____	Min. 8 credits attempted # of credits earned = ____ Merit = ____ Honors = ____	Min. 8 credits attempted # of credits earned = ____ Merit = ____ Honors = ____	Min. 8 credits attempted # of credits earned = ____ Merit = ____ Honors = ____

Garrett County High School

**Graduation Checklist**

Student Name: \_\_\_\_\_ Graduation Year: \_\_\_\_\_

Concentration: \_\_\_\_\_

Career Goal: \_\_\_\_\_

☐ **University of Maryland System Completer Honors\***: 3 credits of World Language or 2 credits if completing a Project Lead the Way Program, Pre-Calculus or higher mathematics, 4 Social Studies and Science credits, 2 Fine Art credits, and a minimum of 8 honors credits; two of which must be Advanced Placement courses, and a total of 30 credits

☐ **Dual Completer**: Completion of the requirements for University of Maryland track as well as completion of a Career/Post-Secondary Pathway

☐ **University of Maryland System Completer**: 4 merit/honors mathematics credits plus 2 World Languages credits at the high school level

☐ **Career/Post-Secondary Readiness**: Completion of all graduation requirements and a Career/Technology Pathway

☐ English 9

☐ English 10

☐ English 11

☐ English 12

☐ U.S. History

☐ Government

☐ World History

☐ Social Studies IV\*

☐ Geometry

☐ Algebra I

☐ Algebra II

☐ Pre-Calc

☐ Physical Science

☐ Biology

☐ Earth Science

☐ Science IV\*

☐ Financial Literacy

☐ Technology Education Credit

☐ PE

☐ Health

☐ Hands Only CPR

☐ Fine Art

☐ Fine Art\*

☐ World Language I

☐ World Language II

☐ World Language III\*

☐ World Language IV\*

☐ CTE I

☐ CTE II

☐ CTE III

☐ CTE IV

☐ All Testing Requirements Met

☐ College and Career Readiness Standards Met

☐ Service Learning Hours Complete

**Plans After Graduation**

**5 Year Plan**

**10 Year Plan**

Student Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Parent/Guardian(s) Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Counselor Signature: \_\_\_\_\_ Date: \_\_\_\_\_

## **Work Ethic Diploma Criteria for Qualification**

**\*\* To receive the Work Ethic Diploma, the student must earn a minimum of (13) points.\*\***

### **1. Discipline Standard**

(1 pt.) - No more than three discipline referrals throughout high school career.

(2 pts.) - No more than one discipline referral throughout high school career.

(3 pts.) – No discipline referrals throughout high school career.

### **2. Attendance Standard**

(1 pt.) – Student has maintained an attendance rate of 96% throughout high school career.

(2 pts.) – Student has maintained an attendance rate of 98% throughout high school career.

### **3. Absence Standard**

Minimum (1 pt.) – Student has no more than one unexcused absence throughout high school career.

Maximum (2 pts.) – Student has no unexcused absences throughout high school career.

### **4. Work Experience**

Minimum (1pt.) - Student has completed 20 hours of internship, job shadow or work experience (based on formal evaluation from employer).

Maximum (2 pts.) - Student has completed 40 hours of internship, job shadow or work experience (based on formal evaluation from employer).

### **5. Community Service/Internship Project Standard**

Minimum (1pt.) - Student has completed 125 hours of community service.

Maximum (2 pts.) - Student has completed 175 hours of community service.

### **6. Overall Grade Point Average Standard**

(2 pts.) Student has an overall grade point average equivalent to a B.

(3 pts.) Student has an overall grade point average equivalent to an A.

### **7. Team Work Standard**

(1pt.) Student involved in a school team, club or group.

(2 pts.) Student involved in multiple school teams, clubs or groups, or holds a leadership position in the team, club or group.

### **8. Drug Free**

(5 pts.) Through voluntary testing, student provides written proof of being drug free at the end of senior year.

### **9. Exit Interview (Seniors Only) – Resume Required**

Student participates in exit interview conducted by member of the business community. Student is required to bring a copy of their resume with them to the interview.