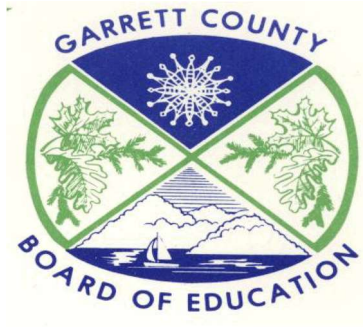


# Student Educational Planning Guide 2022 – 2023



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*Garrett County Board of Education, 40 South Second Street, Oakland, Maryland 21550*



Students and Families:

The 2020-2021 school year was one like no other and was filled with many trials and tribulations. Our students continued to learn in a hybrid or virtual environment with the help of tremendous teachers, administrators, and support staff from every department. It is my sincere hope as I write this greeting that our students entering high school this coming school year will be able to experience the benefits of virtual instruction when necessary but will also begin their 9<sup>th</sup>-grade year in-person and will take advantage of all that high school has to offer!

Planning a high school program and the selection of courses is one of the most important things you can do to ensure success in your future. This Student Education Planning Guide provides vital information to help guide you through this process and to assist you in the development of your high school schedule. This booklet provides a description of the courses offered in both high schools, as well as the specific requirements necessary to register for those courses. The Program of Studies outlines Garrett County Public Schools' graduation requirements, University System of Maryland requirements, Career Technology Education Completer, and Advanced Technology Completer Program requirements. In addition, this booklet describes other special programs and educational opportunities available to you.

The programs offered in Garrett County's high schools provide an appropriately challenging curriculum in language arts, science, social studies, mathematics, world language, fine arts, physical education, and career and technology education. In addition, we provide a wide variety of elective courses and extra-curricular activities. School counselors are available to assist you with selecting courses based on your academic interests and strengths. In the back of the booklet, there are samples of career pathway four-year secondary education plans. Please review these carefully and meet with your high school counselor to establish or update your plan. In making course selections, it is important for you and your counselor to consider course sequences and prerequisites.

I urge you to choose challenging courses that will prepare you for a future career or to continue your education. Every program of study listed in this booklet may not be available in every school. Each school makes a determination of the course offerings and programs available to students based on course demand. Student interest in a particular course and the availability of qualified and certified staff to teach the course are two factors that determine course offerings.

Your teachers, counselors, and school-based administrative teams are here to support your academic success. If questions arise about the registration process, graduation requirements, or options available, please reach out for help and support.

Please accept my best wishes for a very successful year of learning and achievement.

**Barbara L. Baker**

**Superintendent of Schools**

40 South Second Street \* Oakland, Maryland 21550 \* 301-334-8900 \* [www.garrettcountyschools.org](http://www.garrettcountyschools.org)

# **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. Jim Maddy, Principal

Dr. Y. Michelle Harman, Assistant Principal

Mrs. Cathy Dom, Secretary

Mrs. Candace Bittinger, Secretary

## **COUNSELING OFFICE**

(301) 746-8669

Mrs. Shelby Hutcheson, School Counselor, Students A-K

Mrs. Kaitlin Shirko, School Counselor, Students L-Z

Mrs. Debra Ahern, Secretary

# **SOUTHERN GARRETT HIGH SCHOOL**

## **ADMINISTRATION**

(301) 334-9447

Mr. Ryan Wolf, Principal

Mr. Steve Skipper, Assistant Principal

Mrs. Kayla Cathell, Secretary

Ms. Tonya Sanders-Manges, Secretary

## **COUNSELING OFFICE**

(301) 334-1660

Mr. Christopher Adams, School Counselor, Students A-K

Mrs. Noelle Bell, School Counselor, Students L-Z

Mrs. Janet Cosner, Secretary

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# 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. Credits can be earned in the following areas:

# 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, Biology, and either 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, Principles of Engineering 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, Biology, and either 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, Principles of Engineering or Foundations of Computer Science-M)
- 3-4 ***State Approved Career and Technology Education Program:***  
Agriculture (CASE), Allied Health, Automotive Mechanics, Biomedical Science, Accounting & Finance, Business Administrative Services, Carpentry, Computer Science, Business Management, Manufacturing Engineering Technology (Machining), Pre-Engineering, 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

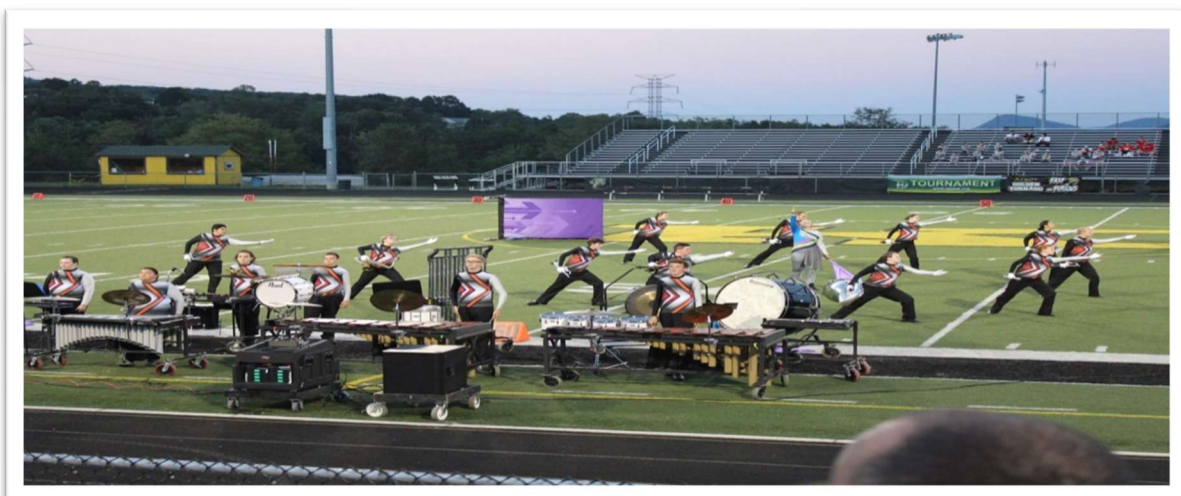
A student shall complete a minimum of 75 hours of student service learning that includes preparation, action, and reflection components for each activity completed. Fifty hours should be completed at the middle school level through curricular activities. The Student Service Learning experience provides 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:*

## GOVERNMENT

- Earn course credit AND pass the state mandated assessment.

## ALGEBRA 1

- Earn course credit AND pass the state mandated assessment.

## ENGLISH 10

- Earn course credit AND pass the state mandated assessment.

## SCIENCE

- Earn course credit in Biology AND pass the state mandated assessment.

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

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

As of the printing of this publication, the CCR Determination has not been decided upon due to state reforms created by the Blue Print for Maryland's Future. Once those standards have been determined, each high school will thoroughly message the new requirements to all stakeholders. Those standards will appear in future editions of the SEPG.



# 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

#### Spring

- Using information from your career portfolio, determine your four-year career pathway with your school counselor and parents
- Plan a schedule for 9<sup>th</sup> grade to include Algebra I or higher. Choose academically challenging courses and electives that complement your career goals. Consider beginning a world language even if not required by your pathway
- Consider dual-enrollment opportunities through Garrett College to earn college credit while in high school

### Grade 9

#### Fall

- Improve study skills to achieve the best grades. Academic achievement is important for future success
- Consider after-school tutoring to improve grades
- Get involved in school and community activities
- Access “Occupational Outlook Handbook” at [bls.gov/ooh](http://bls.gov/ooh) and other websites to explore and refine your career choices
- Consider attending Mountain Top College Expo to explore post-secondary education options with college and technical school representatives
- Complete required student service learning hours
- Consider dual-enrollment opportunities through Garrett College to earn college credit while in high school

#### Spring

- Review your four-year career pathway with your school counselor. Make sure your course schedule reflects your career pathway
- Consider including a higher-level math and World Languages in your 10<sup>th</sup> grade schedule
- Consider dual-enrollment opportunities through Garrett College to earn college credit while in high school
- Consider taking Advanced Placement courses for college credit
- Ask your school counselor about career resources

# Post-Secondary Planning

## Grade 10

### Fall

- Take the Preliminary Scholastic Aptitude Test/National Merit Scholarship Qualifying Test (PSAT/NMSQT) given in October at your high school
- Become familiar with financial aid websites
- Focus on your involvement in select school and volunteer activities
- Research college/school information (available in the Counseling Center, Media Center, or on the internet) to review program offerings and admission requirements
- Consider attending Mountain Top College Expo to explore and compare programs with college/school representatives
- Work toward leadership positions in one or two activities, which you like best
- Read as many books as possible from the recommended reading list (Ask your English teacher for a list)
- Broaden your reading with magazines, newspapers, and other non-required materials
- Look for opportunities to broaden your communications skills
- 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)
- Consider dual-enrollment opportunities through Garrett College to earn college credit while in high school

### Spring

- Take the Scholastic Aptitude Test preparation (SAT Prep) class offered during or after school by your high school
- Review your four-year career pathway and scheduled courses with your school counselor and become familiar with senior year options
- Consider taking Advanced Placement courses for college credit
- Check merit/honor credits and grade point average if working toward a certificate of merit or honors status
- Continue working on required service learning hours and seek out volunteer service learning opportunities that go beyond meeting the minimum high school requirement
- Begin career exploration activities, such as informational interviews, job shadowing, and mentoring
- Plan to complete all high school requirements (except English 12) by the end of the junior year in order to be eligible for the Early College Admission Program (ECAP) or School-to-Careers as an option in grade 12
- Consider dual-enrollment opportunities through Garrett College to earn college credit while in high school

# Post-Secondary Planning

## Grade 11

### Fall

- Continue to explore and refine your career choices
- Continue your college/school search and develop a list of 6 to 12 colleges/schools from which you request information
- Explore state schools and financial aid at <http://www.mhec.state.md.us>
- Attend the Mountain Top College Expo to compare admission requirements, program offerings, and financial assistance
- Meet with college, school, and armed services representatives during school visits
- Register in September to retake the PSAT/NMSQT in October
  - 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 by completing a registration packet or registering online
- 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)
- Consult with coaches about college athletic opportunities and goals
- Begin application process if interested in a military academy
- Read as many books as possible from a recommended reading list (Ask your English teacher for a list)
- Broaden your reading with magazines, newspapers, and other non-required materials
- Look for opportunities to broaden your communications skills
- Participate in Real Deal offered as part of the High School Career Development Program
- Consider dual-enrollment opportunities through Garrett College to earn college credit while in high school

### Spring

- Review your four-year career pathway and course schedule with your school counselor to consider Advanced Placement classes, College Distance Learning classes, Modified Schedule, the Early College Admissions Program (ECAP), and/or School-to-Careers
- Register for and take the SAT I (<http://www.collegeboard.org>) and/or ACT (<http://www.act.org>) tests for college admission by completing a registration packet or registering online
- Make sure your test scores get sent to the colleges of your choice
- Continue to refine your list of 6 to 12 colleges/schools
- Attend college visitation days at the colleges/schools which you are considering
- Update portfolios
- Fine arts students need to prepare portfolios for auditions
- Consider attending leadership development opportunities Consult with your school counselor
- Seek part-time/summer employment/internship in career areas
- Complete required student service learning hours
- Provide your email address to your school counselor
- Consider dual-enrollment opportunities through Garrett College to earn college credit while in high school

### Summer

- Continue to narrow college/ school choices by research
- Make college/school visits
- Send for application forms and/or review applications online
- Review and prepare for the fall administration of the ACT/SAT college admissions tests
- Consider dual-enrollment opportunities through Garrett College to earn college credit while in high school



# Post-Secondary Planning

## Grade 12

### Fall

- Be aware of the application deadlines and requirements of those colleges/schools and scholarships for which you wish to apply
- Complete and return a release of information form obtained from the school counseling center
- Attend the Mountain Top College Expo in October (includes a financial aid seminar)
- Review the Scholarship Booklet and monthly Scholarship Bulletins provided by your high school Counseling Center for other scholarship opportunities
- Narrow your choices to 3 or 4 colleges/schools. Take into consideration admission and financial demands. College applicants should choose a competitive college, a selective college for which you would likely be admitted, and a college with open admissions and affordable tuition
- Register for and retake the SAT/ACT and take the required SAT II admission tests
- Make sure your test scores get sent to the colleges of your choice
- Consider dual-enrollment opportunities through Garrett College to earn college credit while in high school
- Be aware that most colleges in the University of Maryland system screen applications for merit scholarships for students who have applied by November 1<sup>st</sup>
- Write application essays
- Request three letters of recommendation and/or any required school counselor recommendations a month prior to the application deadline
- Complete and recheck your application(s)
- Submit your application packets to the school-counseling center along with a \$1.00 processing fee for each official transcript requested
- Meet or beat college deadlines, keeping in mind that applications may require letters of recommendation
- Identify and apply for scholarships and financial aid according to the procedures and deadlines of the colleges that you have selected including the Garrett County Scholarship if planning to attend Garrett College
- Be aware that colleges/schools request mid-year grades and reserve the right to retract an offer of admission if grades decline
- Read as many books as possible from a recommended reading list (Ask your English teacher for a list)
- Broaden your reading with magazines, newspapers, and other non-required materials
- Look for opportunities to improve your communication skills
- Attend the Financial Aid 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 online at <http://www.fafsa.gov>
- Apply for the Howard Rawlings Guaranteed Access Grant by March 1<sup>st</sup>
- Attend College Goal Sunday to receive assistance in completing the financial aid application
- Remember that Financial Aid deadlines are based on individual college/school deadlines but are due no later than March 1<sup>st</sup>

### Winter

- Send mid-year grade reports to colleges/schools as required
- Consider dual-enrollment opportunities through Garrett College to earn college credit while in high school

### Spring

- Remember March 1<sup>st</sup> is often the final scholarship application deadline at many colleges
- Make a final decision by May 1<sup>st</sup>
- Request a final high school transcript for your chosen college/school
- Complete portfolios

# 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 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 the 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 the **second year** of high school

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

**Senior** status: **16 credits** and in the **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, seniors concurrently enrolled in high school (**maintaining a Full-Time Equivalency equal to four high school courses**) and Garrett College courses (**not offered as a component of the high school program**) and/or current high school graduates are eligible to receive a student aid package covering the cost of tuition. 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 the 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 71\*\*\*\***

# 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 a 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 the 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. The 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. Students 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 the 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. The 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 programs 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 the 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 SENIOR ADMISSION CRITERIA**

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

- **all graduation requirements** (except English 12 and senior mathematics course) **have been met** including Student Service Learning and state testing requirements;
- **overall unweighted grade point average (GPA) of 2.8 or higher, pass a GC Placement Indicator or another form of evaluation determined by GC;**
- **satisfactory attendance** (96% overall average) with no history of unlawful absences; and
- **no significant discipline referrals.**

## **DUAL ENROLLMENT UNDERCLASSMEN ADMISSION CRITERIA**

Any student who meets the following criteria ***may sign up to dual enroll in high school and college courses***:

- **all graduation requirements** (except English 11, 12, and mathematics courses) **have been met** including Student Service Learning and state testing requirements;
- **pass a Garrett College Placement Indicator or another form of evaluation determined by the Garrett College dual enrollment advisor;**
- **satisfactory attendance** (96% overall average) with no history of unlawful absences; and
- **no significant discipline referrals.**

## **DUAL ENROLLMENT REGISTRATION PROCESS**

1. **Indicate interest in dual enrollment courses during scheduling sessions with the guidance office.**
2. **Complete placement testing, unless waived. Testing will be offered in April/May at the high schools or at GC throughout the summer months.**
3. **Complete Garrett College registration form and pay required fees at [www.garrettcollege.edu/applynow](http://www.garrettcollege.edu/applynow)**
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 on high school campus depending on enrollment and availability.

COLLEGE COURSE	GCPS SYSTEMS COURSE	YES = will meet GCPS graduation requirements Elective only = credit will be used as an elective	GARRETT COLLEGE CREDIT	HIGH SCHOOL CREDIT
ENGLISH 101, COMPOSITION I	ENGLISH 11	YES	3	1
ENGLISH 102, INTRODUCTION TO LITERATURE	ENGLISH 12	YES	3	1
MATH 105, COLLEGE ALGEBRA	ALGEBRA III	YES	3	1
BIOLOGY 130, PRINCIPLES OF NUTRITION	SCIENCE	YES	3	1
GEOGRAPHY 201, CULTURAL GEOGRAPHY	SOCIAL STUDIES ELECTIVE	1 CREDIT SOCIAL STUDIES ELECTIVE	3	1
COMMUNICATIONS 101, INTRODUCTION TO COMMUNICATION	ENGLISH ELECTIVE	1 CREDIT ENGLISH ELECTIVE	3	1
ART 103, ART APPRECIATION	FINE ARTS ELECTIVE	1 CREDIT FINE ARTS ELECTIVE	3	1
SOCIOLOGY 101, PRINCIPLES OF SOCIOLOGY	SOCIAL STUDIES ELECTIVE	1 CREDIT SOCIAL STUDIES ELECTIVE	3	1
MATH 210, STATISTICS	PROBABILITY & STATISTICS	YES	3	1
HISTORY 106, WORLD CIVILIZATIONS SINCE THE MID-1600S	WORLD HISTORY	YES	3	1
HISTORY 111, AMERICAN HISTORY TO 1865	SOCIAL STUDIES ELECTIVE	SOCIAL STUDIES ELECTIVE ONLY	3	1
HISTORY 112, AMERICAN HISTORY SINCE 1865	SOCIAL STUDIES ELECTIVE	SOCIAL STUDIES ELECTIVE ONLY	3	1
PHILOSOPHY 101, INTRODUCTION TO PHILOSOPHY	SOCIAL STUDIES ELECTIVE	SOCIAL STUDIES ELECTIVE ONLY	3	1
EARTH SCIENCE 101, PHYSICAL GEOLOGY	SCIENCE ELECTIVE	SCIENCE ELECTIVE ONLY	4	1
EARTH SCIENCE 121, PHYSICAL GEOGRAPHY	SCIENCE ELECTIVE	SCIENCE ELECTIVE ONLY	4	1

# GENERAL INFORMATION

## DUAL ENROLLMENT CONTINUED

COLLEGE COURSE	GCPS SYSTEMS COURSE	YES = will meet GCPS graduation requirements Elective only = credit will be used as an elective	GARRETT COLLEGE CREDIT	HIGH SCHOOL CREDIT
CIS 105, INTRO TO COMPUTERS	COMPUTER APPLICATIONS	ELECTIVE ONLY	3	1
CIS 106, INTRO TO CYBERSECURITY	CIS 106	CTE COMPLETER REQUIREMENT OR ELECTIVE	3	1
CIS 145, DISCRETE STRUCTURES	CIS 145	ELECTIVE ONLY	3	1
CIS 234, ETHICS IN THE INFORMATION AGE	CIS 234	CTE COMPLETER REQUIREMENT OR ELECTIVE	3	1
BUS 101, INTRODUCTION TO BUSINESS	BUS 101	CTE COMPLETER REQUIREMENT OR ELECTIVE	3	1
BUS 150, PERSONAL & CONSUMER FINANCE	BUS 150	FINANCIAL LITERACY REQUIREMENT	3	1
SPANISH 101, ELEMENTARY SPANISH I	SPANISH I AND SPANISH II-M	YES, WORLD LANGUAGE REQUIREMENT FOR UNIV. OF MD COMPLETERS	3	1
SPANISH 102, ELEMENTARY SPANISH II	SPANISH III-M AND SPANISH IV-H	WORLD LANGUAGE ELECTIVE	3	1
ATH230, CULTURAL ANTHROPOLOGY	SOC. STUDIES ELECTIVE	ELECTIVE ONLY	3	1
FYE 103, FIRST-YEAR EXPERIENCE	GENERAL ELECTIVE	ELECTIVE ONLY	1	.5

**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 of 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 the transferability of credit.

# GENERAL INFORMATION

## GARRETT COLLEGE

### Descriptions for dual credit courses

#### **ENG101** **ENGLISH 101 – COMPOSITION I** **\*\*3 credits at GC**

A course in writing expository and research-based essays that emphasize the development of clear theses through various rhetorical modes including description, narration, comparison contrast, analogy, definition, analysis, classification, argumentation, and persuasion. Students will write and extensively revise before submitting for a grade a minimum of five expository papers, four-to-six typed, double-spaced pages. Additionally, students are strongly encouraged to visit the Writing Center for help on papers prior to turning in work to be graded. As writer voices develop, students use print and non-print sources to help support theses, leading to writing adhering to MLA guidelines. Students taking this course to fulfill their GER writing requirement must earn a minimum grade of C or repeat the course.

**NOTE:** *ENG101 can be used as a prerequisite for most of the other dual credit courses.*

**Prerequisite:** College Placement Indicator (unless waived)

#### **ENG102** **ENGLISH 102 – INTRODUCTION TO LITERATURE** **\*\*3 credits at GC**

This course emphasizes critical writing about literature, including interpretation, analysis, and evaluation, as well as a critical review of issues common to the human experience. Students will become familiar with analytical approaches to writing about literature and will write a minimum of four essays using multiple print and non-print sources to support arguable thesis statements. To better understand the writer, text, and audience, students will explore the social, historical, and cultural contexts within which works are created.

**Prerequisite:** **ENG101 – Students must earn a “C” or better in ENG101. Students who take AP English Language as a junior and earn a final grade of a B or higher, may forgo the English 101 prerequisite and enter directly into English 102.**

#### **MAT105** **MATH 105 – COLLEGE ALGEBRA** **\*\*3 credits at GC**

An introduction to functions from multiple points of view – verbal, graphical, numerical, and symbolic – with an emphasis on using functions to model real-world phenomena. The linear, quadratic, exponential, and logarithmic families of functions are explored in depth. **Prerequisite:** College Placement Indicator (unless waived)

#### **BIO130** **BIOLOGY 130 – PRINCIPLES OF NUTRITION** **\*\*3 credits at GC**

This course is designed to develop an understanding of the essentials of nutrition in regard to general health, prevention of disease, and the functions of nutrients in bodybuilding. Emphasis will be placed on nutritional requirements for individuals in different stages of development, proper food selection, preparation, and specific nutritional problems of our times.

#### **GEO201** **GEOGRAPHY 201 – CULTURAL GEOGRAPHY** **\*\*3 credits at GC**

A study of man’s distribution in regional settings with emphasis on interrelationships of cultural diversity, economic development, and patterns of living.

**Prerequisite:** ENG101-Ready

#### **COM101** **COMMUNICATIONS 101 – INTRODUCTION TO COMMUNICATION** **\*\*3 credits at GC**

This course is designed to introduce the student to the fundamentals of human communication and public address. Students will study the basic elements of the communication process; basic techniques of interpersonal communication; elements of speech composition and speech presentation skills applied to informative and persuasive speaking.

**Prerequisite:** ENG101-Ready

#### **ART103** **ART 103 – ART APPRECIATION** **\*\*3 credits at GC**

A course that introduces a student to art in its various forms and develops an appreciation of the visual arts. The study includes a survey of media, styles and structures, theories and criticism of art.

**Prerequisite:** ENG 101-Ready

#### **SOC101** **SOCIOLOGY 101 – PRINCIPLES OF SOCIOLOGY** **\*\*3 credits at GC**

An introduction to the primary concepts, terminology, and methods of investigation employed in the analysis of social institutions. Topics include processes leading to social stratification, analysis of various types of groups and their interrelationships, social class and social change, ethnic groups, problems of population growth and the development of human resources.

**Prerequisite:** ENG101-Ready

# GENERAL INFORMATION

## Descriptions for dual credit courses CONTINUED

<b>MAT210</b>	<b>MATH 210 – INTRODUCTION TO STATISTICS</b>	<b>**3 credits at GC</b>
A course offered in a multimedia classroom for students whose field of study requires knowledge of the methods of statistical inference. Topics include organization of data, elementary probability, binomial distribution, normal distribution, hypotheses testing, and confidence intervals. (Graphing calculator required.)		
<b>Instructional Hours: 3      Prerequisite: MAT075 or equivalent competencies</b>		
<b>HIS106</b>	<b>HISTORY 106 – WORLD CIVILIZATIONS SINCE THE MID 1600S</b>	<b>**3 credits at GC</b>
This course examines the history, customs, and cultures of all major world civilizations from the mid-1600s through the twentieth century. Values, discoveries, and contributions of both men and women will also be explored. (Arts and Humanities GER)		
<b>Instructional Hours: 3      Prerequisite: ENG 090</b>		
<b>HIS111</b>	<b>HISTORY 111 – AMERICAN HISTORY TO 1865</b>	<b>**3 credits at GC</b>
A survey of American history through the Civil War. Included are our European heritage, achievement of political independence, territorial expansion, economic development, and the Civil War.		
<b>Instructional Hours: 3      Prerequisite: ENG071</b>		
<b>HIS112</b>	<b>HISTORY 112 – AMERICAN HISTORY SINCE 1865</b>	<b>**3 credits at GC</b>
A survey of American history since 1865. Topics include industrialization, immigration, progressive era, overseas expansion, American involvement in the World Wars, the Cold War, and our entry into the 21 <sup>st</sup> Century.		
<b>Instructional Hours: 3      Prerequisite: ENG071</b>		
<b>PHL101</b>	<b>PHILOSOPHY 101 – INTRODUCTION TO PHILOSOPHY</b>	<b>**3 credits at GC</b>
This course introduces the beginning philosophy student to seven foundational questions that have inspired the western philosophic enterprise for two-and-one-half millennia: Am I both a body and a mind? Do I have free will? Does God exist? What is knowledge, and how is it acquired? How can I distinguish right from wrong? Am I immortal? What is the meaning of life? To give a balanced perspective on these controversial issues, students study representative philosophers primarily drawn from the modern and twentieth-century periods including such luminaries as Socrates, St. Augustine, St. Thomas Aquinas, Rene Descartes, Blaise Pascal, David Hume, Immanuel Kant, John Stuart Mill, Friedrich Nietzsche, William James, Soren Kierkegaard, John Dewey, and Jean-Paul Sartre.		
<b>Instructional Hours: 3      Prerequisite/Co-requisite: ENG101, ENG103, or ENG111.</b>		
<b>ESC101</b>	<b>EARTH SCIENCE 101 – PHYSICAL GEOLOGY</b>	<b>**4 credits at GC</b>
A study of the physical and structural features of the earth and of the physical, chemical, and biological processes that produced them. Topics included are earth materials, erosion, mountain building, the origin of the earth, and some recent geological theories. Interpretation of geologic features and identification of common rocks and minerals will be emphasized in the laboratory		
<b>Instructional Hours: 3      Lab Hours: 2      Prerequisite/Co-requisite: ENG071</b>		
<b>ESC121</b>	<b>EARTH SCIENCE 121 – PHYSICAL GEOGRAPHY</b>	<b>**4 credits at GC</b>
This course introduces the student to the basic concepts and principles of physical geography. Topics include earth-sun relations, map reading and interpretation, elements of weather, climate and climate regions, fundamental geologic processes, landforms, soils, and biogeography.		
<b>Instructional Hours: 3      Lab Hours: 2      Prerequisite/Co-requisite: ENG 071 and MAT 075</b>		
<b>SPN101</b>	<b>ELEMENTARY SPANISH I – SPANISH II-M</b>	<b>**3 credits at GC</b>
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.		
<b>SPN102</b>	<b>ELEMENTARY SPANISH II – SPANISH IV-M</b>	<b>**3 credits at GC</b>
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 the 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.		
<b>Prerequisite: SPN 101</b>		



# GENERAL INFORMATION

## Descriptions for dual credit courses CONTINUED

### **CIS 105 INTRODUCTION TO COMPUTERS – 501 COMPUTER APPLICATIONS \*\*3 credits at GC**

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.

### **CIS 106 INTRODUCTION TO CYBERSECURITY \*\*3 credits at GC**

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, countermeasures, network defense, VPNs, cryptography, and cloud computing security.

### **CIS 145 DISCRETE STRUCTURES \*\*3 credits at GC**

Fundamental mathematical concepts and algebraic structures are used in theoretical areas of computer science. Topics include sets, relations, functions, mathematical induction, Boolean algebra, introduction to the theory of trees and graphs, and combinatorics.

**Prerequisite:** College Placement Indicator (unless waived)

### **CIS 234 ETHICS IN THE INFORMATION AGE \*\*3 credits at GC**

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 the 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.

**Prerequisite:** CIS 106 OR CIS 130 OR CIS 160

### **BUS 101 INTRODUCTION TO BUSINESS \*\*3 credits at GC**

An introductory course that surveys the nature of business, its opportunities, and its environment. Topics covered include various types of ownership, organization, management, marketing, human resources, accounting, and finance.

**Prerequisite:** College Placement Indicator (unless waived)

### **BUS 150 PERSONAL & CONSUMER FINANCE \*\*3 credits at GC**

This course examines technology and its impact, real-world decision making, and provides the student with a strong foundation for current and future personal economic activities.

**Prerequisite:** College Placement Indicator (unless waived)

### **ATH 230 CULTURAL ANTHROPOLOGY \*\*3 credits at GC**

Introduces students to the discipline of anthropology, the concept of culture, and the value of cross-cultural perspectives. Topics covered include language, subsistence, economics, politics, family and marriage, "race" and ethnicity, gender and sexuality, religion, globalization, health and medicine, and public engagement. Offered FALL semester of even-numbered years.

(Social and Behavioral Sciences GER)

### **FYE 103 FIRST YEAR EXPERIENCE \*\*1 credit at GC**

This course facilitates a successful transition for students entering higher education and dual enrollment with Garrett College. Connects first-year students to the college environment and academic resources, and emphasizes the value of learning and student responsibilities. Designed to equip students with the skills and strategies necessary to take control of their academic lives, to help students develop a better understanding of themselves, and to guide them through the academic and career development process. Emphasis will be placed on academic success, personal growth, and self-management, utilizing Garrett College resources, and effective use of technology. All new degree-seeking students are required to enroll in and successfully complete this 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 the first semester and Spanish I during the second semester),
3. a student desires to move to a more advanced course (i.e. from English 12 - Merit to English 12 - Honors) 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 a 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

### 21-22 Semester 1

Exp	Trm	Crs-Sec	Course Name	Teacher	Room
1(A-B)	S1	560-1	PRINCIPLES OF ENGINEERING	KIRCHNER, MARK R	V20
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
INT(A)	21-22	INT-16	INTERVENTION	LOVE, AMANDA	102

## SAMPLE NINTH GRADE SCHEDULE AT SOUTHERN GARRETT HIGH SCHOOL

### 21-22 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
RAM(A)	18-19	0030-8	NATIONAL HISTORY CLUB	BIGGS, HARRY L	1240
ADV(A)	18-19	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 AP	#447AP
Biology AP	#320AP - It is required that a student who selects this course also enroll into Biology II-H (Pre AP).
Calculus AB AP Calculus BC AP	#137AP - It is required that a student who selects either of these courses also enroll into Elements of Calculus-Pre-AP in order to receive a calculus credit.
Chemistry AP	#314AP - It is required that a student who selects this course also enroll into Chemistry-H.
Computer Science AP	#510AP
Computer Science Principles AP	#512AP
English Language & Composition AP	#030AP
English Literature & Composition AP	#040AP
Environmental Science AP	#322AP
Government & Politics AP	#244AP - It is recommended that a student who selects this course also enroll into Contemporary Problems or Government-H.
Physics I AP	#319AP - It is required that a student who selects this course also enroll into Physics-H.
Psychology AP	#240AP
Spanish Language AP	#439AP
Statistics AP	#130AP
2-D Art and Design AP	#449AP
U.S. History AP	#220AP - It is required that a student who selects this course also enroll into U.S. History-H (Pre AP).



# COURSE INFORMATION

## GARRETT COUNTY BOARD OF EDUCATION HONOR COURSES

Career & Technology	Information Technology-H	Engineering Design and Development-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
	Elements of Calculus-H <i>Pre-AP</i> - A student who selects this course MUST also enroll into Calculus AB or Calculus BC in order to receive a Calculus credit.		
Science	Fundamentals of Physical Science-H	Biology-H	Earth/Space Science-H
	Biology II (Pre AP)-H	Chemistry-H	Physics-H
Social Studies	U.S. History-H		Government-H
World Languages	Spanish IV-H		World History-H
Dual Enrollment/ College Classes	All dual enrolled/Garrett College 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 23.		

## GARRETT COUNTY BOARD OF EDUCATION MERIT COURSES

Art	Advanced Art-M				
Career & Technology	Advanced Accounting-M	Advanced Marketing and Sales-M		WBL Automotive Completer-M	
	Auto Cad-M	Advanced Software Applications-M		WBL Carpentry Completer-M	
	Computer Integrated Manufacturing-M	Desktop Publishing-M		Digital Electronics-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 IA and IB-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/Space Science-M	Physics-M		Environmental Science-M	
World Languages	Spanish II-M	Spanish III-M			

# INTERPRETING COURSE DESCRIPTIONS

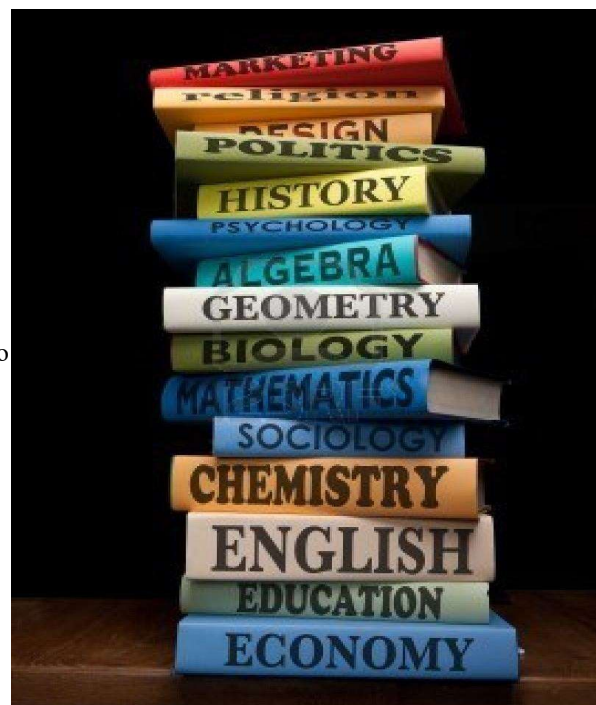
Courses are organized by department within this document. Please note that the guide reflects county offerings. Where a particular course is offered at only one site, the school at which it is offered is noted in parentheses with the course title. The courses taught at each high school are dependent 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 each of the four major literary genres including fiction, nonfiction, poetry, and drama. 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 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 each of 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, a narrative 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 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 each of the four major genres including fiction, nonfiction, poetry, and drama. Students will use the writing process to complete written works including paragraphs, narrative essays, 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 Reading Inventory and other test scores validated by fluency checks and Spelling Inventories.



## 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 narrative 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 narrative 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.**

### **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, a narrative 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. A grammar unit reviewing parts of speech and 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.

### **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, a narrative 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, and sentence structure, and phrases and clauses 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 both fiction and non-fiction found in short stories, novels, poetry, drama, and essays. 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 four novels and

three 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.**

### **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.

## **044 MCAP 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 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 who have not met the required score on the MCAP English 11 assessment will be required to do added differentiated remediation and time to prepare to retest in MCAP.***

## **045 MCAP English 12**

### **046 MCAP 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.

***NOTE: Students who have not met the required score on the MCAP English 11 assessment will be required to do added differentiated remediation and time to prepare to retest in MCAP.***

## **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

## 107 Algebra IA-M

Students will demonstrate competence in the use of rational numbers in simplifying expressions, graphing equations and inequalities, solving equations, and inequalities, solving percent, mixture, and motion problems, operations on polynomials. Graphing calculators will be utilized.

*Algebra credit is **not** received for this segment alone, it is a math credit*

## 108 Algebra IB-M

Students will demonstrate competence in simplifying rational expressions, graphing linear functions in the coordinate plane, the graphing of linear equations using slope, x and y intercepts, use of the midpoint and distance formulas, solving second order systems of equations and inequalities, simplifying radical expressions, statistic and data analysis, factoring polynomials for use in solving quadratic equations and use of the quadratic formula. Students passing Algebra IB-M at the middle or high school receive 1 credit for Algebra I. Graphing calculators 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.**

## 110 Pre-Algebra

### 111 Pre-Algebra (assigned by IEP Team)

Students will demonstrate competence in using a graphing calculator, learning problem solving techniques, using estimation, using proportions to solve problems, performing basic operations with signed numbers and vectors, using scientific notation, solving problems that involve powers and roots, using formulas, graphing linear and nonlinear equations, finding slopes and x and y intercepts, in addition to setting up and solving linear equations.

*Algebra credit is **not** received for this segment, it is a math credit.*

## 112 Algebra IA

### 113 Algebra IA (assigned by IEP Team)

Students will use order of operations and mathematical properties to simplify and evaluate expressions, rational numbers and their application; solve equations and inequalities; statistics and data analysis operations on polynomials including factoring and work with functions and graphs. Graphing calculators will be utilized.

*Algebra credit is **not** received for this segment alone, it is a math credit.*

## 134 Algebra IB

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

Students will demonstrate competence in simplifying rational expressions, graphing linear functions in the coordinate plane, the graphing of linear equations using slope, x and y intercepts, use of the midpoint and distance formulas, solving second order systems of equations and inequalities, simplifying radical expressions, statistic and data analysis, and use of the quadratic formula. Students passing Algebra IB at the high school receive 1 credit for Algebra I. Graphing calculators 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 finding amplitude, 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, rationals, 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 calculators 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, rationals, 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 calculators 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, rationals, 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 MCAP Algebra II

### 129 MCAP 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, rationals, 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.

## 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.*

## 135 Pre-Calculus-H

Students will demonstrate competence in the following: manipulations and graphing of exponential and logarithmic functions (common and natural), 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, special topics in calculus, sequences and series, natures of graphs, and roots of polynomial functions. Graphing calculators will be used extensively in this course. The depth to which each topic is covered is considerably greater than that pursued in a regular Pre-Calculus course.

## 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.

## 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.*

## 137APA Elements of Calculus-H (Pre-AP)

This college-level course is the first half of a college calculus which provides a systematic introduction to the main principles of calculus and emphasizes the development of problem solving ability. This course includes functions and graphs, limits and continuity and intensive work in differential calculus.

**NOTE:** *Students that select this course must also enroll in Calculus AB or Calculus BC in order to receive a Calculus credit.*

### 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.**

### 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.**

### 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.

### 141 MCAP Algebra III

#### 142 MCAP 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.

**NOTE: Students who have not met the required score on the MCAP Algebra II assessment will be required to do added differentiated remediation and time to prepare to retest in MCAP.**

### 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.

### 151 MCAP 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.

**NOTE: Students who have not met the required score on the MCAP Algebra II assessment will be required to do added differentiated remediation and time to prepare to retest in MCAP.**

### 152 MCAP 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.

**NOTE: Students who have not met the required score on the MCAP Algebra II assessment will be required to do added differentiated remediation and time to prepare to retest in MCAP.**

### 153 MCAP 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: Students who have not met the required score on the MCAP Algebra II assessment will be required to do added differentiated remediation and time to prepare to retest in MCAP.**

### 154 MCAP Pre-Calculus-H

Students will demonstrate competence in the following: manipulations and graphing of exponential and logarithmic functions (common and natural), 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, special topics in calculus, sequences and series, natures of graphs, and roots of polynomial functions. Graphing calculators will be used extensively in this course. The depth to which each topic is covered is considerably greater than that pursued in a regular Pre-Calculus course.

**NOTE: Students who have not met the required score on the MCAP Algebra II assessment will be required to do added differentiated remediation and time to prepare to retest in MCAP.**

### 155 MCAP Calculus-H

This college-level course is the first half of a college calculus which provides a systematic introduction to the main principles of calculus and emphasizes the development of problem solving ability. This course includes functions and graphs, limits and continuity and intensive work in differential calculus.

**NOTE: Students that select this course must also enroll in Calculus AB or Calculus BC in order to receive a Calculus credit.**  
**NOTE: Students who have not met the required score on the MCAP Algebra II assessment will be required to do added differentiated remediation and time to prepare to retest in MCAP.**

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

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

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

## 244APA U.S. Government and Politics-H

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.

## 244AP U.S Government-AP

### 244APB 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:** *Students completing this course will be required to meet state testing requirements.*

## 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.**

### **220APA U.S. History-H (Pre-AP)**

This college-level course will examine the cultural, social, economic and political events and relationships that have shaped the development of the United States from the pre-Columbian era to 1865. 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 selecting this course must also enroll in U. S. History AP.**

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

### **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.**

### **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 make adjustments 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 Psychology I-M \*\*\*

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.***

## 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.

## 249 Student Service Alliance

The student will demonstrate an interest in service opportunity within the community and develop service skills by practical application. This course includes a variety of hands-on activities within the school environment.

***NOTE: A student may be enrolled in this course multiple times for an elective credit.***

## 265 Affective Education (assigned by IEP Team)

The overall goal of this course is to provide basic developmental skills needed for successful emotional and social functioning in a variety of settings (school, home, community). Course topics will include self-awareness, effective communication, social/interpersonal relationships, problem-solving and decision-making. Students will identify personal strengths and apply them toward taking responsibility for their own actions. A major component of the instruction revolves around setting short and long-term goals.

***NOTE: A student may be enrolled in this course multiple times for an elective credit.***

## 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 project as a component of this course.

**NOTE:** This course is part of a sequence of courses that can be taken by all students in order to prepare for, and to satisfy, the MD Environmental Literacy requirements.

## 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 project for this course.

**NOTE:** This course is part of a sequence of courses that can be taken by all students in order to prepare for, and to satisfy, the MD Environmental Literacy requirements.

## 302 Earth Science

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

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

**NOTE:** This course is part of a sequence of courses that can be taken by all students in order to prepare for, and to satisfy, the MD Environmental Literacy requirements.

## 310 Biology-H

Students will develop an understanding of living organisms and their co-existence, the diversity among living things 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 project as a component of this course.

**NOTE:** This course is part of a sequence of courses that must be taken by all students in order to prepare for, and to satisfy, the MISA state testing and MD Environmental Literacy requirements.

## 311 Biology-M

Students will develop an understanding of living organisms and their coexistence, the diversity among living things and the impact of human intervention in the natural environment. Students will be expected to design and complete an original research project for this course.

**NOTE:** This course is part of a sequence of courses that must be taken by all students in order to prepare for, and to satisfy, the MISA state testing and MD Environmental Literacy requirements.

## 312 Biology

### 313 Biology (assigned by IEP Team)

Students will develop an understanding of living organisms and their coexistence, the diversity among living things and the impact of human intervention in the natural environment.

**NOTE:** This course is part of a sequence of courses that must be taken by all students in order to prepare for, and to satisfy, the MISA state testing and MD Environmental Literacy requirements.

## 321 Biology II-H (Pre-AP)

\*\*\*Must have completed Biology I\*\*\*

This pre college-level course is developed around a systematic approach to the concepts of biology. Students will gain a deeper understanding of living organisms and their co-existence, the diversity among living things and the impact of human intervention in the nature environment. Students will be expected to design and complete an original research project as a component of 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.

## 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.

## 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 project for this course.

**NOTE:** This course is part of a sequence of courses that must be taken by all students in order to prepare for, and to satisfy, the MD Environmental Literacy requirements.

## 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 project for this course.

**NOTE:** This course is part of a sequence of courses that must be taken by all students in order to prepare for, and to satisfy, the MD Environmental Literacy requirements.

## 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.

**NOTE:** This course is part of a sequence of courses that must be taken by all students in order to prepare for, and to satisfy, the MD Environmental Literacy requirements.

### 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.**

### 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 project.

### 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.**

### 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 completing this course will be expected 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.**

### 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 completing this course will be expected to design and complete an original research project.

### 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.**

### 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 project for this course.

**NOTE: This course is part of a sequence of courses that can be taken by all students in order to prepare for, and to satisfy, the MD Environmental Literacy requirements**

### **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.

***NOTE: This course is part of a sequence of courses that can be taken by all students in order to prepare for, and to satisfy, the MD Environmental Literacy requirements***

# 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.***

# 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.

## 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 and participation in a full production on 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.

**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.*

# 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.

## **476 Physical Activity**

Students will demonstrate knowledge and appreciations of the skills required in a variety of activities, the techniques and fundamentals of a variety of activities, work toward an appropriate level of physical fitness, an understanding of how participation in physical activities contributes to healthful living, and safety and sportsmanship.

**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.**

# 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***



**BUSINESS, MANAGEMENT AND FINANCE**

Option	Partner	Credential	Value added for CTE completers
Credit by Exam	College Board	CLEP Exams	3 credits /exam
Certification(s)	Microsoft Office	Word, Excel	Certification

**INFORMATION TECHNOLOGY – COMPUTER SCIENCE**

Option	Partner	Credential	Value added for CTE completers
Dual Enrollment	Garrett College	Transcripted College Credits	Up to 6 credits
Articulated Credit	University of Maryland – Baltimore County (UMBC)	B.S. in Computer Science	Up to 6 credits (under development)
Advanced Placement	College Board	College Credit by Exam	Up to 6 credits (2014)
Certification(s)	Microsoft Technology Associate (MTA) – Developer Pathway	MTA – Software Development Fundamentals, Web, or Windows	Industry Certification

**MANUFACTURING ENGINEERING TECHNOLOGY (NIMS)**

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

## **PROJECT LEAD THE WAY – PRE ENGINEERING**

<b>Option</b>	<b>Partner</b>	<b>Credential</b>	<b>Value added for CTE completers</b>
Articulated Credit	UMBC	<b>BS in Engineering</b>	3 credits for ENES101 by completing EDD and all courses leading up to it (POE, IED, DE, and a technical elective) with an average of “B,” by being enrolled in a PLTW-certified school, by meeting college enrollment requirements, and by paying a designated tuition for each course. In addition, students must complete a college credit exam or submit a portfolio for review and approval.

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

<b>Option</b>	<b>Partner</b>	<b>Credential</b>	<b>Value added for CTE completers</b>
Transcripted 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>
Transcripted Credit	UMD- IAA	3 Credit Agreement	Students who complete the CASE POS are eligible to apply to the Institute of Applied Agriculture at the UMD and earn three elective credits for successful presentation of the MD capstone project.
Credit by Exam	CASE	Under Development	

## **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



# ***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 schools 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.

# ***BUSINESS ADMINISTRATIVE SERVICES***

<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>
Business Administrative Services (520451)	Principles of Business Management (#611)  Principles of Finance and Accounting (#604)	Advanced Software Applications for Business-M (#622)	Office Systems Management (#603)

# ***BUSINESS MANAGEMENT***

<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>
Business Management (520251)	Principles of Business Management (#611)  Principles of Finance and Accounting (#604)	Advanced Business Management-M (#615)	Garrett College Introduction to Business (BUS101)

# ***FINANCE AND ACCOUNTING***

<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>
Finance and Accounting (520354)	Principles of Business Management (#611)  Principles of Finance and Accounting (#604)	Advanced Accounting-M (#605)	Garrett College Introduction to Business (BUS101)

***Students taking any Business Pathway are highly encouraged to take the following electives in addition to their required courses: Web Design-M, Desktop Publishing-M, Financial Management and Computer Applications-M***

### **603 Office Systems Management**

Business skills and knowledge are applied through practical simulations. Units in career exploration, teamwork, use of telecommunications, information systems and computer applications, processing business documents, financial record keeping, file management, human relations skills, and job-seeking procedures, will be completed.

### **604 Principles of Finance and Accounting**

This course provides students with the knowledge necessary to manage and maintain financial resources. Fundamental accounting concepts are applied to generally accepted accounting principles to determine the value of assets, liabilities, and owner's equity. Students will be exposed to application simulations demonstrating an understanding of financial accounting of service and merchandising businesses. This is one of two foundation courses required for all pathways in the Business Management and Finance Career Cluster.

### **605 Advanced Accounting-M**

This course provides students with accounting knowledge that will prepare them for post-secondary levels of education and entry-level positions in the work force. Focus will be on accounting procedures necessary to address long and short-term assets, investments, and liabilities; inventory management; and accounting ratios used in the decision-making process by using a computerized accounting system. Accounting career options will also be explored.

### **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.*

### **611 Principles of Business Management**

Students will establish an understanding of core business ethics and business law concepts such as contract law, intellectual property, and becoming a responsible consumer. Business terminology and principles are emphasized, along with a brief historical perspective of law. This is one of two foundation courses required for all pathways in the Business Management and Finance Career Cluster.

### **615 Advanced Business Management-M**

Advanced Business Management provides study in the area of business ownership of both large and small companies. Students will research bios of successful CEOs, explore entrepreneurial areas of interest, examine business plan frameworks and engage in problem solving activities related to contemporary business issues. Students will use Web-based programs and online educational resources to create a final capstone project of a business plan.

### **619 Desktop Publishing-M**

This course focuses on graphic design and layout. The students will learn publishing and graphics creation using Adobe software programs.

### **622 Advanced Software Applications for Business-M**

Students will develop advanced skills using Microsoft's leading business desktop software, Microsoft Office Suite. Students will be expected to think analytically, manipulate information, and use the computer as a productivity tool through integrated application programs. Expertise in technology will contribute to students' future career mobility, advancement potential, compensation and job satisfaction.

### **630 Web Design-M**

Web Design will provide students with the skills needed to enter the field of web design development. Students will learn the fundamentals of building websites through HTML and through advanced web building software created by Adobe and Microsoft.

*NOTE: A student may enroll in this course multiple times for an elective credit.*

### **BUS101 Garrett College Introduction to Business**

An introductory course that surveys the nature of business, its opportunities, and its environment. Topics covered include various types of ownership, organization, management, marketing, human resources, accounting, and finance.

*NOTE: Students completing one of the Business pathways will be exempt from dual enrollment criteria listed on page 22.*

### **BUS150 Garrett College Personal and Consumer Finance**

This course examines technology and its impact, real-world decision making, and provides the student with a strong foundation for current and future personal economic activities.

# 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.

## 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.

## 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.**

# **PRE-ENGINEERING**

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

**NOTE: Student must earn FIVE credits to complete the Pre-Engineering 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
Pre-Engineering (155000)	Intro to Engineering Design-M (#561)  Principles of Engineering (#560)	Digital Electronics-M (#562)  Computer Integrated Manufacturing-M (#563)	Engineering Design and Development-H (#564)

### **560 Principles of Engineering**

This course is designed to help students understand the field of engineering/engineering technology. Students will explore various technology systems and manufacturing processes and demonstrate how engineers and technicians use math, science and technology in an engineering problem solving process to benefit people. The course also includes concerns about social and political consequences of technological change.

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

### **561 Intro to Engineering Design-M**

Students will develop skills in technical representation and documentation of design solutions according to accepted technical standards and they will use current 3D design and modeling software to represent and communicate solutions. In addition, the development of computational methods that are commonly used in engineering problem solving, including statistical analysis and mathematical modeling, are emphasized.

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

### **562 Digital Electronics-M**

This is a course in applied logic that encompasses the application of electronic circuits and devices. Computer simulation software is used to design and test digital circuitry prior to the actual construction of circuits and devices.

### **563 Computer Integrated Manufacturing-M**

This course applies principles of robotics and automation. The course builds on computer solid modeling skills developed in Introduction to Engineering Design. Students will use CNC equipment to produce actual models of their three-dimensional designs. Fundamental concepts of robotics used in automated manufacturing and design analysis are included.

### **564 Engineering Design and Development-H**

This is an engineering research course in which students work in teams to research, design and construct a solution to an open-ended engineering problem. Students apply principles developed in the four preceding courses and are guided by a community mentor. They must present progress reports, submit a final written report and defend their solutions to a panel of outside reviewers at the end of the school year.

# ***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.

## 662A Drafting

This is an architectural drafting course design that will introduce students to the various aspects of house design. Students will explore different types of residential architecture and discuss concerns related to the various planning stages. Students will utilize computer software to design a single story ranch home. Student designs will include: floor plans, elevation views, sectional views, door and window schedules, foundation plan, stairway detail, kitchen detail, bathroom detail, and fireplace detail. Students will also explore career opportunities in the architectural field. **NOTE: This course is recommended for the construction trades program.**

## 663 Auto-CAD-M

This course is a computer aided drafting course (CAD). It is designed to introduce students to the basics of mechanical design and drafting using computer software. Students will explore the drafting software used in class, learn how to create 2-D and 3D models, dimensioning and developing working drawings. Students will complete numerous mechanical drawings utilizing problem solving skills that are applicable to everyday life and work. Students will also explore career opportunities related in the field CAD.

## 680 General Electronics

General electronics is designed for students needing an introductory course in basic electronics. This lab based course will cover safety, basic DC and AC circuit theory as well as an introduction to semiconductors. The course will be beneficial to students in the engineering, auto, and computer science pathways and for any student planning on taking physics.

## 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** School \_\_\_\_\_ **Male or Female** 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>	Fine Art			
<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>CTE CLASS</b>	<b>CTE CLASS</b>	<b>CTE CLASS</b>
<b>FINE ARTS = 1 CREDIT</b>				
<b>CTE = 4 CREDITS</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** School \_\_\_\_\_ **Male or Female** 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	Mathematics	Mathematics	Mathematics
<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>CTE CLASS</b>	<b>CTE CLASS</b>	<b>CTE CLASS</b>
<b>FINE ARTS = 1 CREDIT</b>				
<b>WORLD LANGUAGE = 2 CREDITS</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** School \_\_\_\_\_ **Male or Female** 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	Mathematics	Mathematics	Mathematics
<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>CTE CLASS</b>	<b>CTE CLASS</b>	<b>CTE CLASS</b>
<b>FINE ARTS = 1 CREDIT</b>				
<b>WORLD LANGUAGE = 2 CREDITS</b>				
<b>CTE = 4 CREDITS</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** School \_\_\_\_\_ **Male or Female** 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	Mathematics	Mathematics	Mathematics
<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>	Technology Education	Health	<b>CTE CLASS</b>	<b>CTE CLASS</b>
<b>HEALTH = 1 CREDIT</b>	PE	<b>CTE CLASS</b>	<b>CTE CLASS</b>	<b>CTE CLASS</b>
<b>FINE ARTS = 2 CREDIT</b>				
<b>WORLD LANGUAGE = 3 CREDITS</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\*

☐ Math I

☐ Math II

☐ Math III

☐ Math IV

☐ 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) - Required**

Student participates in exit interview conducted by member of the business community.