



# PROGRAM OF STUDIES

*High School Course Offerings and Information Catalog*

**2010 - 2011**





**From Dr. Salmon**

Dear Students, Parents, and Guardians:

The 2010 - 2011 High School Program of Studies is a tool that will assist students as they develop schedules for the next school year and update Five Year Career and Academic Plans. Careers are changing daily and only through careful planning and preparation can our students be ready to face and meet the challenges of post-secondary education and the 21st century job market.

Students are encouraged to work closely with their Teacher Advisor and School Counselor to select the appropriate courses to accomplish academic and career goals. We wish students much success as they revise their Five Year Career and Academic Plan and begin the scheduling process for the 2010 - 2011 school year.

Karen B. Salmon, Ph. D.

**Profile of a Graduate**

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

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

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

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

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

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

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

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

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

The 2010 - 2011 Program of Studies can also be found online at:  
[www.talbotschools.org](http://www.talbotschools.org)



"Quality is never an accident; it is always the result of high intention, sincere effort, intelligent direction and skillful execution; it represents the wise choice of many alternatives."

**-Willa Foster**

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# 1

## Planning Information

### How to Use this Catalog

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

The Five-Year Plan of Study, located on page 53 and 54, is for students to map their academic course of study. This tool enables a student to determine how their high school diploma will take them one-year beyond the walls of their school as they enter college, the armed services, a trade school, or the world of work.

### While Developing Five-Year Plans

First, schedule the courses required for graduation. Leave ample time in your schedule to take all required courses.

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

Third, choose electives that give you a chance to demonstrate or develop special talents, interests, or explore career ideas.

Keep in mind that some courses are offered at different levels of difficulty. Some courses have been designed to improve the reading and math skills of those students who need extra preparation to be most successful in high school coursework and to pass state assessments.

Advanced Placement courses are identified by an "AP" designation. These courses are taught on a collegiate level and the end-of-course AP exam determines if the student may receive college credit. The student receives a high school grade based on passing the class.

### During the 8th Grade Year

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

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

### Every Year in Grades 9-12

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

1. Review and revise your "Five-Year-Plan of Study".
2. Use the Program of Study to select courses that challenge your interests and abilities.
3. Discuss post-high school, college, and career plans with your counselor.
4. Determine if you have an interest in completing a career pathway program, plan to pursue college-level course work through AP courses and dual enrollment opportunities, or want the experience of an internship or work study program.
5. Plan a course of study that meets the requirements for a Maryland High School Diploma and prepares you for post-secondary opportunities.

## Cross-Campus Program

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

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

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

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

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

**For further information about the Cross Campus program, please contact your school counselor.**

## Graduation Requirements

### 22 Credits\*

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

#### CORE CONTENT COURSES

**English** (4 Credits)

**Math** (3 Credits)  
(Algebra 1, Geometry or Concepts of Geometry; are required)

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

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

**Fine Arts** (1 Credit)

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

**Technology Education** (1 Credit)

#### ALSO REQUIRED

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

or

**Advanced Technology** (2 Credits)

or

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

**Additional Program Requirements or electives to total at least 22 credits**

#### OTHER GRADUATION REQUIREMENTS

Complete 75 hours of Service-Learning (See page 7)

Pass all applicable High School Assessments (See page 9)

All 12th graders are required to take either an appropriate math course and/or a personal finance course.

**\*Students who entered high school prior to the fall of 2005 are required to earn 26 credits.**

**Note: To be considered for admission to a University of Maryland school students must earn 4 math credits.**

# High School Requirements

Note: Bold courses are specifically required

Foundations & Introductory Courses		Completer Programs & Advanced Courses		High School Diploma Requirements Class of 2009 and after
Grade 9	Grade 10	Grade 11	Grade 12	
<b>English 1</b>	<b>English 2**+</b>	<b>English 11/English 12</b> Students will select one writing and one literature course over their junior and senior year.		4 English
<b>World History</b>	<b>U. S. History</b>	<b>Government*</b>	Social Studies Electives <b>Personal Finance</b> or <b>A 4<sup>th</sup> Math</b>	3 Social Studies
Physical Science or <b>Biology **+</b>	<b>Biology**+</b>	Science Elective	Science Elective	3 Science
<b>Algebra 1 **+</b> or <b>Geometry</b>	<b>Concepts of Geometry</b> or <b>Geometry</b> or <b>Algebra 1 **+</b> or Algebra 2 or Pre-Calculus or	Appropriate Math Sequence	<b>A 4<sup>th</sup> Math</b> or <b>Personal Finance</b>	3 Math
<b>Health &amp; Fitness</b>	Elective	Elective	Elective	1 Credit
<b>Fine Arts</b>	Elective	Elective	Elective	1 Credit
<b>Tech-Ed</b> or <b>Intro. To Engineering and Design</b>				1 Credit of Tech Ed
<b>Foreign Language</b> or <b>Advanced Technology</b> or <b>Electives</b>	Elective/Foreign Language  <b>CTE Completer Program</b> or CTE #1 or CTE #2	Foreign Language or Advanced Tech # 1 or Elective  CTE #3 CTE #4	Foreign Language or Advanced Tech #2 or Elective  CTE- Work based Learning or Dual Enrollment or Special Projects	**2 Foreign Language or 2 Advanced Tech or 4 CTE Completer Courses <i>Additional Electives or program requirements to equal 22 credits</i>
Recommended Pacing Guide of Class Expectations				<b>22 Credits</b>  <b>Passing score on 4 HSA tests and/or 1602 combined score</b>
<b>Grade 9</b>	<b>Grade 10</b>	<b>Grade 11</b>	<b>Grade 12</b>	
5 credits w/ 1 English	12 credits w/2 English	17 credits w/3 English	22 credits	
	Pass 2-3 HSA tests and/or 1200 HSA points	Pass 3-4 HSA tests and/or 1500 HSA points	Pass 4 HSA tests and/or 1602 points	
* High School Assessment (HSA) aligned course. Minimum score requirements for graduation + Maryland School Assessment (MSA) course. Test required to measure proficiency. (No Child Left Behind)				

\*\*CTE: All CTE programs require coursework to begin no earlier than 10th grade. CTE program completion is an alternative to Foreign Language and Advanced Tech graduation requirements.

# Service-Learning Requirements

Service-Learning is a teaching and learning strategy that integrates community service with academic study to enrich learning, teach civic responsibility, and strengthen communities. Talbot County Public Schools and the Maryland State Department of Education (MSDE) require students to earn a minimum of 75 hours of service-learning in order to graduate. Starting with the 09/10 school year, all students in grades 3-10 will earn hours in specific classes that have approved service-learning infused projects. Students must be in attendance and satisfactorily complete the project in order to be awarded the hours.

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

### Suggested Service-Learning Guidelines (Cumulative)

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

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

## Career & Technology Completer Program Sequences

### Agriculture – EHS

Introduction to Agriculture, Food and Natural Resources  
They select one of the following Pathways:

#### » Horticulture Pathway

Plant Science,  
AG Business & Economic Technologies,  
Horticulture Technologies,  
Adv. Agri. Work Experience or Dual Enrollment

#### » Animal Pathway

Animal Science,  
Ag Business & Economics Technologies,  
Veterinary Science,  
Adv. Agri. Work Experience or Dual Enrollment  
Prerequisite: Foundations of Environmental/Plant/  
Animal Science

### Automotive Technology – EHS

Automotive Technology 1 (2 credits)  
Automotive Technology 2 (3 credits)  
Automotive Technology 3 (1 – 3 credits)  
AYES Summer Work Experience  
Prerequisites: 11th Grade Status & Algebra 1

### Business Management & Finance

Principles of Business, Administration & Management  
Financial Management Using Software Applications  
They select one of the following Pathways:

#### » Business Management Pathway

Entrepreneurship  
Accounting 1  
Work-based Learning Experience/Dual Enrollment

#### » Administrative Services Pathway

Office Systems Management  
Advanced Software Applications  
Work-based Learning Experience/Dual Enrollment

### Cabinetry & Millwork – SMMHS

Drafting 1  
Cabinet Making 1  
Cabinet Making 2  
Cabinet Making 3  
Cabinet Making 4 – Work Experience  
Prerequisite: 10th Grade Status

### Career Research and Development Program

Career Research Development  
Career Development Seminar  
Work-based Learning Experience (2 credits)  
Prerequisite: 10th Grade Status

### Carpentry – SMMHS

Drafting 1  
Carpentry 1  
Carpentry 2  
Carpentry 3 – Work Experience  
Prerequisite: 10th Grade Status

### Culinary Arts – EHS

Culinary Basics I  
Culinary Basics II  
Journey Chef  
Advanced Chef  
Professional Culinary Work-Based Learning Experience  
Prerequisite: 10th Grade Status

### Drafting

Drafting 1  
Drafting 2  
Drafting 3  
Drafting 4  
Drafting 5 – Work Experience  
Prerequisite: 10th Grade Status

### EMT/Fire & Rescue (Upper E.S. Regional)

Firefighter 1  
Hazardous Materials Operations  
Engine Co./Truck Co. Operations  
Emergency Medical Technician  
Rescue Technician  
Prerequisite: 12th Grade Status

### Communications & Multimedia Productions

Principles of Arts, Media and Communication  
Interactive Multimedia Production  
Advanced Interactive Multimedia Production  
(2 credits)  
Work-based Learning Experience – Multimedia

### PLTW – Pre-Engineering – EHS

Principles of Engineering  
Digital Electronics  
Civil Engineering & Architecture  
Engineering Design & Development  
PLTW Work Experience  
Prerequisite: Introduction to Engineering Design

### Teacher Education Academy

Human Growth & Development through Adolescence  
Teaching as a Profession  
The following two courses are only offered at SMMHS:  
Foundations of Curriculum & Instruction  
Teacher Education Academy Internship  
Prerequisite: 11th Grade Status

**Note: School designation means program offered only at that school. Students may participate via the Cross Campus program.**

## Assessments

### High School Assessments

The Maryland High School Assessments (HSA) are tests that all students must take as they complete the appropriate high school level courses. These courses are English 2, Government, Biology, and Algebra 1. Although these are considered high school tests, middle school students also take the tests if they are enrolled in high school level courses. Students are required to obtain a satisfactory score on each of the HSA and/or achieve a composite score of 1602 in order to earn a Maryland high school diploma.

The state will send all students' scores to their local school system approximately 4 weeks after students take the exam. The school system will then send the scores to parents. Use the website [hsaexam.org](http://hsaexam.org) to learn more information.

### Maryland School Assessments

The Maryland School Assessments (MSA) are tests that all students take in grades 3 through 8 as required by the federal No Child Left Behind (NCLB) legislation. Students in grades 3-8 are assessed in the areas of reading and mathematics; and science in grades 5 and 8. In high school, the MSA requirement is met through HSA testing.

### PSAT

The Preliminary Scholastic Assessment Test (PSAT) gives students the opportunity to practice for the SAT I. The PSAT allows the student to find out information about various colleges and enter scholarship competitions. Talbot County administers the PSAT to all 10th graders. The results are shared with students and parents as a way to help plan for coursework in grades 11 & 12. Students receive their results, along with the test questions, so they may review their strengths and weaknesses. These results can help students select appropriate courses to prepare them for college. Eleventh grade students may elect and are encouraged to take the PSAT by paying the required testing fee. Eleventh grade students, who take the PSAT and score well, may be eligible for National Merit Scholarship money.

### SAT

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

### ACT

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

### Advanced Placement Exams

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

### Accuplacer Test

The Accuplacer Test is a placement test used by community colleges, four year colleges, and technical schools around the world; including our local institution Chesapeake Community College. This nationally-normed test provides fast, accurate assessment of an incoming college student's ability to access college freshman coursework. It also identifies students who need remedial coursework.

# 2

## Programs and Policies

### Programs & Policies

#### Maryland High School Diploma

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

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

#### Maryland High School Certificate

The Maryland High School Certificate is awarded only to students with disabilities, who cannot meet the requirements for a diploma, but who meet one of the following standards:

1. **The student is enrolled in an educational program for at least four years beyond grade eight or its age equivalent; and is determined by an Individualized Education Program Committee, with the agreement of the parents of the student with disabilities to have developed appropriate skills for the individual to enter the world of work, act responsibly as a citizen, and enjoy a fulfilling life. The world of work shall include but not be limited to gainful employment, work activity centers, sheltered workshops, and supported employment.**

OR

2. **The student has been enrolled in an education program for four years beyond grade eight or its age equivalent and has reached age 21.**

#### Talbot County Certificate of Achievement

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

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

## Maryland Scholars Program

### Maryland Scholars Course of Study

4 credits of English

3 credits of Math  
Algebra 1, Geometry, **Algebra 2**

3 credits of Lab Science  
Biology, **Applied or Regular Chemistry, and another Lab Science** (Physics preferred)

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

2 credits of the same **Foreign Language**

Students must attain a 2.5 GPA to qualify

**Courses in bold exceed State requirements.**

### Financial Rewards for Maryland Scholars

#### Academic Competitiveness Grants (ACG)

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

#### SMART Grants

In addition to the above, college students with a 3.0 GPA who major in math, science or specific foreign languages could qualify for up to an additional \$4,000 in grant money for junior and senior years of college.

### Service-Learning Requirements

In order to earn a Maryland High School Diploma or Certificate, students must complete 75 hours of approved Service-Learning. For more information, please refer to page 7.

### Grade Level Designations

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

Students records are kept in terms of the anticipated "year of graduation" (YOG). Thus, all the students who enter 9th grade together are considered to be a single cohort as they progress through school. In order for a student to maintain acceptable progress toward meeting all requirements and graduating on time, (s)he should follow the recommended Pacing Guide of Class Expectations on page 6.

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

## Summer School

Students are encouraged to access all available resources to pass classes the first time. Students, who fail a course with a 50% or higher, are strongly urged to repeat that course in summer school. If this is impossible, the course should be repeated the following school year; however, the appropriate sequence must be followed. A fee is assessed for summer school.

## Grade Point Average

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

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

## Career and Technology Articulation Agreements

A majority of our Career & Technology Completer Programs have an articulation agreement with Chesapeake College and other post-secondary schools. An articulation agreement can help you transition smoothly into a degree program by minimizing the coursework you have already mastered in high school. You may enroll in a college program with credits earned from your high school training program. This agreement not only reduces the cost of tuition, but also allows the student to begin his or her career sooner. Listed below are the CTE Completer Programs that currently have articulation agreements:

**Automotive Technology**  
**Business Management**  
**Culinary Arts**  
**Drafting**  
**Interactive Media Productions**  
**PLTW Pre-Engineering**  
**Teacher Academy of Maryland**

## Getting a Jumpstart on College!

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

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

## Preparing for Post-Secondary Education

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

### Math

No less than four math courses taken at the most challenging level possible. Three of the four courses to include: Algebra 2, Geometry, and Pre-Calculus. Students planning to enter the University of Maryland college system must earn at least 4 math credits.

### Science

Four courses if possible, including Biology, Chemistry, Physics and Environmental Science

### Social Studies

Four courses taken at the most challenging level possible

### English

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

### Foreign Language

Three years of a Foreign Language. Latin is useful for students entering medical, biological and law related careers

## Dual Enrollment

Dual Enrollment is a program that allows high school juniors and seniors to earn college credit while still in school. The college credit earned at Chesapeake College must be credit-bearing and can be used to fulfill high school graduation requirements. Eligible students may substitute one dual enrollment credit in English (literature or writing), a third science credit, or an art credit to fulfill their core requirements. All other coursework will be recorded as elective credits. The student's letter grade will be recorded as a percentage on their high school transcript. That percentage will be used to calculate the students high school GPA and rank in class.

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

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

Students will be able to choose from college classes offered at both Easton High School and St. Michael's Middle/High School each semester or classes offered at any Chesapeake College Campus. Courses taken at Chesapeake College can meet outside of school operating hours.

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

1. **Complete and submit a College Application**
2. **Take the Academic Skills Assessment (ASA) in Math and English or opt out with SAT scores of 550 or above**
3. **Submit a new dual enrollment certification form each semester**

## Advanced Placement Program

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

The program also provides the opportunity to earn college credit or its equivalent through the advanced placement testing program. At the conclusion of each Advanced Placement study, students are required to take the corresponding Advanced Placement examination of the College Entrance Examination Board. Students who fail to sit for the AP exam will not be granted AP credit on their transcript.

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

## Advanced Placement Course Offerings

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

Advanced Placement Biology

Advanced Placement Calculus AB

Advanced Placement Calculus BC

Advanced Placement English Language & Composition

Advanced Placement Environmental Science

Advanced Placement European History

Advanced Placement Government

Advanced Placement Literature & Composition

Advanced Placement Studio Art

Advanced Placement United States History

**Fees for the examination are the responsibility of each student. Financial assistance is available to qualifying students. See the school-based AP Coordinator for additional information.**

## Alternate Admission Criteria To AP U.S. History For Sophomore Students

When considering student participation in an Advanced Placement (AP) course in their second year of high school, it is important to recall the nature and intent of the AP program. AP courses are taught and tested at the college level, with textbooks written for and assignments tailored to that audience. Students must be strong critical readers, skilled writers, and highly motivated to succeed. While many juniors and seniors are prepared to do this, such students are the exception in grade 10. These criteria are intended to identify those students.

Sophomores may take AP US History only if they meet at least THREE of the following criteria:

1. **Successfully completed World History with a grade of 95% or higher**
2. **Successfully completed English 1 or PRE-AP English 1 with a grade of 95% or higher**
3. **Scored at the 93rd percentile or higher in reading on a nationally published Norm-Referenced Test (PSAT, CTB4, etc.) taken within the prior year**
4. **Score a 5 or higher on an "on-demand" writing sample, using a selected Criterion prompt scored using the grade 11/12 rubric. (All students, who meet at least two of the first three criteria, will be given an opportunity to test their writing)**

### Social Studies Core Requirements

- **World History**
- **U.S. History**
- **Government**

# 3

## Course Descriptions

### Course Availability

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

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

## Course Descriptions

### ENGLISH

#### 1010 Reading Lab (1 Credit)

Reading lab is designed to meet the needs of ninth and tenth grade students who need intensive instruction in reading fluency and comprehension. This course offers a computer-based curriculum that records the student's daily progress and offers individualized diagnostic lessons that address the needs of each learner. This instruction is complemented with reading and writing strategies that can be used to build success across all curriculum areas. Enrollment in this course is determined by school assessment data and administrative recommendation.

#### 1011 Writing Lab (1 Credit)

Writing Lab is a support class designed to offer extra time and help to tenth grade students who would benefit from intensive reading and writing instruction, as well as test-taking skills. Mastering skills to meet success in the English content course and on the High School Assessment in English is the main focus for this class. Students will address these skills through computer-based curricula and direct teacher instruction that is aligned with each student's unique needs. Enrollment is determined by school assessment data and administrative recommendation.

#### 1015 Advanced Placement Prep English 1 (1Credit)

Students will extend their abilities to compose and respond to oral, written, and visual presentations that inform, explain, persuade and express personal ideas. Through literature study, students will use critical analysis to interpret language through the writer's use of tone, structure, audience, and theme. Foundations of grammar will be expanded through reading and writing instruction. Writing instruction will focus on writing to inform and persuade. Outside readings and extended writing projects are required. Classroom instruction will also focus on preparation for the English HSA (High School Assessments).

#### 1019 English 1 (1 Credit)

Students will complete the foundational study of language arts, reading, writing, speaking, listening, reference, and study skills. Students will address genre identification, sentence and paragraph structure, introductory reference and research skills, and vocabulary development. Writing instruction will focus on variations of writing to inform and persuade. Classroom instruction will focus on preparation for the English HSA.

#### 1025 Advanced Placement Prep English 2 (1 Credit)

Students will learn to make thematic and stylistic connections between texts, and interpret written, oral, and visual texts using a critical analysis approach that is supported by textual reference. Students will demonstrate and justify revisions in diction and syntax in compositions and will refine their study of grammar and vocabulary through integrated reading and writing instruction. Writing instruction will extend upon variations of writing to inform and persuade. Outside readings and extended writing projects are required. Classroom instruction will focus on the English HSA. Prerequisite: English 1

#### 1029 English 2 (1 Credit)

Students will focus on making thematic and stylistic connections between texts and interpret written, oral and visual texts through critical analysis that is supported by textual reference. The writing process and the study of foundational grammar and usage will be integrated throughout instruction. Writing instruction will extend upon variations of writing to inform and persuade. Outside readings and extended writing projects are required. Classroom instruction will focus on the English HSA. Prerequisite: English 1

#### 1030 English 2, Semester 3 (Credit Recovery)

English 2, Semester 3 is a support class designed to offer extra time and help to tenth grade students who would benefit from intensive reading and writing instruction, as well as test-taking skills. Mastering skills in order to be successful in the English content course and on the High School Assessment in English is the main focus for this class. Students will address these skills through both computer-based curricula and direct teacher instruction that is based upon the individual needs of the learner. Enrollment in this course is determined by school assessment data. Prerequisite: English 2

## Junior and Senior English

The 11<sup>th</sup> and 12<sup>th</sup> Grade English program is designed for students to maximize both the literary and writing experience for workplace and college readiness. Students are required to take one in-depth writing course and one in-depth literature course during the last two years of high school. Both courses will emphasize writing through literary analysis as well as research and technology. Any 11<sup>th</sup> or 12<sup>th</sup> grader, who desires to meet the challenges of the described coursework, may access any of these courses during their junior and senior year. Students should consider their skills, knowledge and goals beyond high school as they select their courses.

### 11<sup>th</sup> / 12<sup>th</sup> Grade

#### LITERATURE SELECTIONS:

**Students must select at least ONE option in either the junior or senior year.**

#### 1036 AMERICAN LITERATURE: Critical Reading and Writing (1 Credit)

Students will study the thematic, stylistic and organizational patterns of American literature, while making connections to America's cultural heritage. In addition, critical reading and writing skills will address informational text and documents that students will experience in post-secondary settings. Students will evaluate the use of language through critical analysis and study the effectiveness of stylistic language elements. Writing instruction will focus on literary analysis and collegiate writing, along with source documentation. Outside reading and extended writing projects are required. Prerequisite: English 2

#### 1037 CONTEMPORARY LITERATURE: Critical Reading and Writing (1 Credit)

Students will explore and analyze the content of technical documents, journalistic and media selections, contemporary fiction, and database resources. Instruction will focus on comprehension strategies to analyze and compare the author's point of view and purpose, recognize the technical aspects of an author's writing and evaluate the impact upon the reader. Writing and grammar instruction will emphasize expository composition to include research analysis, evaluation/personal viewpoint, and comparison/contrast formats. Prerequisite: English 2

#### 1050 Advanced Placement Literature and Composition (1 Credit)

Students will compose, analyze, interpret, and evaluate texts through an extensive exploration of English, American, and World literature. Grammar and usage lessons will be integrated into the reading and writing components of the course. Instructional focus emphasizes style and organizational components of written and oral language. Students will plan and execute an extended analytical essay and a formal research paper, with appropriate support and documentation. Outside readings, and extended writing projects are required. Students enrolled in Advanced Placement Literature and Composition are required to take the AP Literature Exam in May. Prerequisite: English 2

## 11<sup>th</sup>/ 12<sup>th</sup> Grade Writing Selections:

Students must select at least ONE option in either the junior or senior year.

### 1038 Technical Writing and Communications (1 Credit)

Students will study, analyze and model technical writings and documents that are experienced in business, science, government and industry settings. Students will learn to write reports, letters and other documents that will meet workplace standards. Proper language usage will be emphasized. Students will also explore the impact that media and journalism have upon our modern day society. Media literacy, in both print and non-print text, will be studied. Students will develop technical essays that focus on such topics as field research, persuasion in the media, and descriptive research reports.  
Prerequisite: English 2

### 1039 Research, Writing and Presentation (1 Credit)

Students will be guided through the steps of data-driven research and synthesis to complete the formal research writing process. The writing project will focus on student interests and post-secondary goals. Students will study various ways to gather data and learn how to incorporate and present data to prove a thesis statement. Grammar and writing style will be the major instructional focus. Students will demonstrate proper communication and presentation skills through a technology-based presentation.  
Prerequisite: English 2

### 1040 Advanced Placement English Language/Composition (1 Credit)

In this course, students will plan and execute collegiate writing and composition skills in expository, narrative, argumentative, and explanatory essays. Students will demonstrate mastery of stylistic and organizational components of written and oral language. Students will compose, analyze, and evaluate texts through an extensive exploration of American and World literature and will refine their use of grammar and usage through integrated reading and writing instruction. Extensive outside readings, and extended writing projects are required. Students enrolled in Advanced Placement Language and Composition are required to take the Advanced Placement Language and Composition exam in May.  
Pre-requisite: English 2

#### ELECTIVE:

### 1080 Writing for Publications and Journalism (1 Elective Credit)

Students will learn techniques of writing narrative and descriptive prose, fiction, dialogue, drama and poetry for personal and public presentation. Students will learn to evaluate and critique their own and others' writings. Outside readings and extended writing projects are required. Students will also demonstrate the basics of newspaper writing and production. Students will compose and edit feature stories, learn the basics of photojournalism, and practice the basics of desktop design. Extended writing projects under deadline are required.  
Prerequisite: English 1

## English for Speakers of Other Languages (ESOL) Program

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

Students with limited English skills are placed in the ESOL program according to their proficiency level in English. Language proficiency is measured by the Language Assessment Scale (LAS Links) standardized test. Students are identified for service based on parents' response to the Home Language Survey, teacher recommendation, and the LAS Links English Proficiency Test.

### 1091 EFL 1 (English as a Foreign Language 1) (1 Foreign Language Credit)

This course is offered to non-English speaking students after they have been identified and assessed for language ability. The course covers basic inter-personal language skills and English literacy skills. The students are taught using the whole language approach and current ESOL methods. The ESOL instructor places students in this course following the LAS Links assessment. Recommended for Proficiency Levels 1 and 2.

### 1093 EFL 2 (English as a Foreign Language 2) (1 Foreign Language Credit)

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

### 1095 ELL (Language Arts for ELL) (1 Elective Credit)

A student may take this course upon the recommendation of the ESOL instructor. It is designed for the non-native English-speaking student who needs individualized attention to master specific language skills. This course will provide academic support for the student's English and/or other content classes. Concurrent enrollment in English 1 or 2 are required for first time enrollment. This course may be repeated once for credit. Recommended for Proficiency Levels 3, 4, and 5.

## SOCIAL STUDIES

### 2025 World History (1 Credit)

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

### 2039 United States History (1Credit)

United States History is a chronological survey of the American social, economic, and political development from 1877 to the present. Emphasis is placed on writing and speaking skills. Independent written activities and oral presentations are required. Higher-level thinking skills such as analysis, synthesis, and evaluation are used to investigate the more complex aspects of our heritage.

### 2045 Government (1 Credit)

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

Prerequisite: U.S. History

### 2047 Advanced Placement Government (1 Credit)

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

### 2050 Advanced Placement U.S. History (1 Credit)

AP U.S. History is an introductory college level course that prepares students for the AP examination. Chronological and thematic coverage from the European discovery to the present is provided with supplementary readings from documents, essays and books. Students will learn to assess the relevance of historical materials to given problems and topics. The oral and written activities are more sophisticated and require greater preparation than in the academic course.

Prerequisite: Successful completion of the Social Studies core requirements or meet the "Alternate Admission" criteria (see page 16)

### 2063 Advanced Placement European History (1 Credit)

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

Prerequisites: Successful completion of the Social Studies core requirements (see page 16)

## SOCIAL STUDIES

### 2065 Cultural Diversity (1 Credit)

This course is designed to provide students with an exploration of diverse cultures throughout the world. Students will investigate and analyze the geography, history, culture, and contemporary issues for each regional population and will be able to evaluate the different cultures through comparison practices and studies. Students will also conduct in-depth research and analyses of various components that make up a diverse society. Prerequisite: Successful completion of the Social Studies core requirements (see page 16)

### 2070 Economics/International Finance (1 Credit)

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

Prerequisite: Successful completion of World History and US History (see page 16)

### 2080 Personal Finance (1 Credit)

This course focuses on the role of the student as a citizen, family member, consumer, and active participant in the business world. Students will explore many important areas of economic interest that will enhance their financial security. They will discover ways to maximize their earning potential, develop strategies for managing their resources, explore skills for the wise use of credit, and gain knowledge regarding the different ways of investing and managing money. In addition, students will learn about risk management and laws that protect them as a consumer.

Prerequisite: 12th Grade Status

## MATHEMATICS

### 3010 Math Lab (1 Credit)

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

### 3018 Introduction to Algebra (formerly titled Bridge to Algebra) (1 Credit)

This course covers the prerequisites for Algebra 1. Topics include number sense, fractions, mixed numbers, decimals, ratios and proportions, percents, integers, algebraic problem solving, geometric figures, probability and statistics, and linear functions.

Prerequisite: Administrative recommendation

### 3020 Algebra 1 (1 Credit)

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

### 3021 Semester 3 Algebra 1 (Credit Recovery)

This semester long course is designed for students who need an additional semester to prepare for the Algebra HSA. Successful completion of this course will fulfill the Algebra credit requirement.

### 3030 Geometry (1 Credit)

This course requires students to use definitions, postulates, and theorems to arrive at conclusions (both formal and informal proofs are included). The topics include angles and polygons, circles, right triangles, trigonometry, constructions and tessellations. This course is essential for students who will take the SATs.

Prerequisite: Algebra 1

### 3035 Concepts of Geometry (1 Credit)

Traditional geometry topics such as coordinate geometry, polygons, and constructions are taught using computer software and discovery methods. Only informal proofs are included. Successful completion of this course will fulfill the graduation requirement for geometry.

Prerequisite: Algebra 1

### 3038 Discrete Mathematics (1 Credit)

Discrete mathematics is the study of real world problems involving whole numbers (no fractions here). This course is most useful for students going directly into the work force after high school. Possible topics include transportation problems (fastest routes), counting problems (how many ways), coding (creating and deciphering), and graph theory (using math to solve puzzles).

Prerequisite: Algebra 1 and a geometry course

### 3040 Algebra 2 (1 Credit)

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

Prerequisite: Geometry or Concepts of Geometry

## MATHEMATICS

### 3054 Advanced Math Topics (1 Credit)

This course is designed to provide maintenance, exploration, enrichment, and improvement of previously acquired college prep skills in preparation for placement exams given after college admission. Algebra 1 & 2, and Geometry Concepts will be reviewed. Introductory trigonometry topics are included.

Prerequisite: A final grade in the range of 70-85% in Algebra 2. Also recommended if a student received an 80% or below in Pre-Calculus.

### 3058 Pre-Calculus (1 Credit)

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

Prerequisite: A grade in the range of 85-100% in Algebra 2, or successful completion of Advanced Math Topics

### 3053 Statistics (1 Credit)

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

Prerequisite: Advanced Math Topics or Pre-calculus

### 3063 Advanced Placement Calculus AB (1 Credit)

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

Prerequisite: Pre-Calculus

### 3065 Advanced Placement Calculus BC (1 Credit)

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

Prerequisite: Advanced Placement Calculus AB

## SCIENCE

### 4015 Earth Science (1 Credit)

Major areas of study in this course include Astronomy, Meteorology, Oceanography, and Geology. Interrelationships among the various branches of the Earth Sciences are stressed. The development of laboratory skills and experimental studies will be incorporated throughout.

### 4020 Physical Science (1 Credit)

Physical Science is the introductory science course that focuses on developing student inquiry skills through the use of hands-on investigations. Major areas of study include forces and motion, work and energy, electricity and magnetism, sound and waves, light and optics, properties of matter, changes in matter, water and solutions, and heating and cooling.

### 4022 Life Science (1 Credit)

This course presents the principles of life science with an experiential approach. Manipulatives, models, laboratory activities and online simulations are used to develop foundational knowledge for the major biological concepts. Students are given support in organizing information, developing science process skills and identifying useful study skills.

Prerequisite: Administrative recommendation

### 4025 Biology (1 Credit)

This course provides a broad, rigorous introduction to biology. Topics include basic biochemistry, genetics, evolution, plant and animal characteristics, ecology, and human anatomy and physiology. Animal dissection activities are generally included but alternative activities may be provided upon parental written request. Classroom instruction will focus on preparation for HSA.

Prerequisite: Algebra 1 recommended

### 4026 Biology, Semester 3 (Credit Recovery)

Biology, Semester III is a support class designed to offer time and help to students who would benefit from additional exposure to the skills and concepts of Biology, as well as test taking skills. Mastering skills and concepts to meet success in the Biology course and on the High School Assessment is the main focus of this class. The Biology skills and concepts will be presented to students through both computer-based and direct teacher instruction that is based upon the individual needs of the students. Enrollment in this course is determined by school assessment data.

Prerequisite: Biology

### 4035 Chemistry (1 Credit)

This course is designed to provide a broad, rigorous introduction to chemistry for the student planning to enter a four year post-secondary school. Topics include atomic theory, physical and chemical properties and changes, energy and states of matter, with accompanying computations and lab techniques. In addition, the course will integrate the impact of the chemical industry and chemical analysis on society.

Prerequisites: Biology, Algebra 1; Algebra 2 is strongly recommended and often taken concurrently

### 4039 Applied Chemistry (1 Credit)

This course is designed to introduce real world chemistry concepts. It is intended primarily for those students who wish to eventually work in technology-based or health-related occupations. Laboratory activities and everyday applications of concepts are major components of this course. Mastery of skills in the use of equipment and laboratory techniques will be emphasized.

Prerequisites: Biology, Algebra 1

### 4040 Environmental Science (1 Credit)

This course reviews basic ecological concepts and emphasizes the impact humans have upon the biosphere. Critical environmental issues are examined with an interdisciplinary approach, which stresses research, problem-solving, decision-making and citizenship action strategies. All students are required to participate in a variety of field experiences.

Prerequisites: Biology

## SCIENCE

### 4045 Physics (1 Credit)

This course is designed to provide a broad, rigorous introduction to physics for the student planning to enter a four-year post-secondary school. Topics will include displacement, velocity, acceleration, Newton's laws of motion, force, energy, momentum, circular motion, gravitation and simple harmonic motion.

Prerequisite: Algebra 2; Pre-Calculus is recommended and often taken concurrently

### 4085 Anatomy and Physiology (1 Credit)

This course is an introduction to human anatomy and physiology. Major emphasis is placed upon the organization and function of various anatomical and physiological systems and their interactions within the human organism. Laboratory activities are included in this course designed for students interested in health related careers. This course may include animal dissection activities.

Prerequisite: Biology

### 4050 Advanced Placement Biology (1 Credit)

AP Biology is a college level course designed to prepare students to take the AP Biology exam. Students may receive college credit if they perform well on the AP Exam. Topics include: chemistry of life, cells, cellular energetics, heredity, molecular genetics, evolutionary biology, diversity of organisms and population dynamics. Students are expected to complete nightly readings and design a long-term research project. Heavy emphasis is placed on technical reading and writing. (This is a two-semester course based on the College Board Program.) This course may include animal dissection activities.

Prerequisites: Biology; Chemistry and Algebra 2 are recommended and often taken concurrently

### 4055 Advanced Placement Environmental Science (1 Credit)

AP Environmental Science is taught at the college level. This interdisciplinary course prepares students to take the AP Environmental Science exam for college credit and to participate in advanced college environmental studies. This rigorous course stresses environmental science principles and analysis. It is oriented toward laboratory investigations, field studies and student research projects with extensive reading and writing outside of class. Topics include: basic ecology, resource use and conservation, energy efficiency, geology, population dynamics, pollution, toxicology, waste management, and biodiversity. In addition, economic and political policy, as well as sustainability and ethics are explored.

Prerequisites: Biology, Algebra I, and Chemistry

### 5043 Veterinary Science (Lab Science) (1 Credit)

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

Prerequisite: 11th or 12th Grade Status, Biology

### 5044 Aquatic Science (Lab Science) (1 Credit)

This course may be taken for Science credit or as part of the Agriculture Science Completer Sequence. This course will cover topics including the nature and origin of agriculture, aquatic plants and animals, aquatic structures and equipment, aquatic management practices, processing and marketing aquatic products, laws regarding agriculture, and career opportunities in aquaculture. Students interested in environmental studies, aquaculture production or science are encouraged to take this course. This course may include animal dissection activities. Animal dissection activities are generally included but alternative activities may be provided upon parental written request.

Prerequisite: 11th or 12th Grade Status, Biology

# Maryland Career Clusters and Talbot County Public School Career Pathways

## Arts, Media, and Communication

- \* Communications & Multimedia Productions

## Business Management and Finance

- \* Business Management
- \* Administrative Services

## Construction and Development

- \* Cabinetry and Millwork
- \* Carpentry
- \* Drafting

## Consumer Services, Hospitality, and Tourism

- \* Culinary Arts

## Environmental, Agriculture and Natural Resources Systems

- \* Agriculture – Horticulture
- \* Agriculture – Animal

## Human Resource Services

- \* Teacher Education of Maryland
- \* EMT/Fire & Rescue

## Manufacturing, Engineering and Technology

- \* Project Lead the Way (PLTW) – Pre-Engineering

## Transportation Technologies

- \* Automotive Technology

## Cooperative Education

- \* Career Research and Development

\* = Opportunities for Articulation, Dual Completion, and Certification

## Arts, Media, and Communications

Communications & Multimedia Productions (EHS and SMMHS)

### Opportunities for Articulation, Dual Completion, and Certification

#### Communications & Multimedia Productions

This is a program within the Arts, Media and Communication Career Cluster. It includes a strong foundation in art and communication with particular emphasis on design, graphic and media communications, interactive technologies, and project development. All students develop a portfolio of work and may earn certification in Adobe Creative Suite or Web Design.

**Course Sequence:** Principles of Arts, Media and Communications, Interactive Multimedia Production, Advanced Interactive Media Production (2 credits), Work-Based Learning Experience

#### 5501 Principles of Arts, Media and Communications (Graphic Design) (1 Credit)

This course provides students with an understanding of the Arts, Media and Communication industry. Students will examine the opportunities and requirements of major career pathways in this industry including: Communication and Broadcast Technologies, Multimedia Production, Graphic Design, Web Design and Print Communication.

#### 5502 Interactive Multimedia Production (1 Credit)

This course further develops student skills in media design and the interactive media production process. Students will demonstrate their knowledge and skills in media design and production through project planning and product development. Students will utilize multiple tools and modalities in the production process.  
Prerequisite: Principles of Arts, Media and Communication

#### Advanced Interactive Multimedia Production

**5503** (1 Credit)

**5504** (1Credit)

Students will further advance their knowledge and skills in multimedia design and production through project planning and project development. Students will demonstrate mastery in the use of multiple tools and modalities in the production process.

Prerequisite: Interactive Multimedia Production

#### 5505 Work-Based Learning Experience – Multimedia (1 Credit)

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

Prerequisite: Teacher Recommendation, Advanced Interactive Multimedia Production and 75 hours of Service-Learning

## Business Management and Finance

Business Management (EHS and SMMHS)

Administrative Services (EHS)

### Opportunities for Articulation, Dual Completion, and Certification

#### Business Management and Finance

This program has two career pathway programs: 1) Business Management and 2) Administrative Services. Students in Business Management or Administrative Services programs are required to take two core credits as described below. In addition, workplace readiness, computer applications, written communication skills, and math skills will be integrated throughout the course. Effective decision making techniques, financial management, business communication skills, teamwork, networking skills, and problem solving will be emphasized. Graduates may also earn technical certification by taking basic and expert levels of MS Office Specialist (MOS) exam.

**Course Sequence:** Principles of Business, Administration and Management; Financial Management using Software Applications; and the following:

**Business Management Pathway**

E-Commerce and Entrepreneurship, Accounting I, Work-Based Learning Experience or Dual Enrollment or Senior Project

or

**Administrative Services Pathway**

Office Systems Management, Advanced Software Applications, Work-Based Learning Experience or Dual Enrollment or Senior Project

#### 5210 Principles of Business, Administration, and Management (1 Credit)

This is one of two foundation courses required for the two pathways in the Business Management and Finance Career Cluster. This course provides an introduction to business management concepts and principles in a realistic, investigative, and enriching manner. Business Operations are approached from the entrepreneurial and management perspective. All the functions of business management are covered extensively, including the use of technology and communication as tools of business. Students will be able to explore the global dimension of business and possible career opportunities as the world of business comes into the classroom.

#### 5211 Financial Management Using Software Applications (1 Credit)

This is the second foundation course required for the two pathways in the Business Management and Finance Career Cluster. The course presents finance from a business point of view. Students learn finance fundamentals, long-term and short-term funding sources, business risk management, use of technology, and concepts of international finance. Business Finance combines fundamental concepts with a strong lesson-based instructional design, incorporating interesting real world features, creative methods of assessment, research opportunities, financial calculations, case studies, and academic connections. The course is consistent with the Maryland Council on Economic Education components.

Prerequisite: Principles of Business, Administration, and Management

#### 5212 E-Commerce and Entrepreneurship (1 Credit)

This course teaches students the basics of how to start and operate a small business with particular emphasis on the use of new technologies. Students will research an idea for a small business and develop a business plan; study current legal and ethical issues related to conducting an online business; explore effective marketing techniques or design a business web page; and study how to maintain and interpret accurate financial records for the operation of a business.

Prerequisite: 10th Grade Status, Financial Management Using Software Applications

#### 5018 Accounting 1 (1 Credit)

This course is based on the knowledge and techniques needed to keep a simple set of double-entry books for a business. The course includes the study of business organization and management, accounting cycles, books of original entry, and closing accounts at the end of fiscal periods.

Prerequisite: Algebra 1, 10th Grade Status, and Financial Management Using Software Applications

#### 5026 Office Systems Management previously Microsoft Office I (1 Credit)

This course provides the student with an in-depth study of the structure and organization of information systems. Students develop managerial and technical skills for business support operations through applied learning. Problem solving is incorporated throughout the course to meet the recommendations made through the Maryland Skills for Success. Competencies include: applying emerging technologies in order to complete appropriate office operations; using spreadsheets, databases, desktop publishing and/or word processing software to create business documents; exhibiting appropriate interpersonal teamwork and leadership skills in order to succeed in the business world; demonstrating a knowledge of acceptable values and behaviors in order to become ethically responsible employees; and developing an appreciation of diversity in the workplace.

Prerequisite: Algebra 1, Principles of Business, Administration, and Management, and Financial Management Using Software Applications

#### 5027 Advanced Software Applications previously Microsoft Office II (1 Credit)

In this course, students will develop advanced skills using Microsoft's leading business desktop software, the Microsoft Office Specialist (MOS) program. Students will be expected to think analytically, manipulate information and use the computer as a productivity tool through integrated application programs.

Prerequisite: Office Systems Management

#### 5029 Work-Based Learning Experience (1 Credit)

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

Prerequisite: teacher recommendation, Advanced Software Applications and 75 hours of Service-Learning

## Construction and Development

Cabinetry and Millwork (SMMHS)  
 Carpentry (SMMHS)  
 Drafting (EHS and SMMHS)

### Opportunities for Articulation and Dual Completion

#### Cabinetry & Millwork

This program emphasizes various methods of laying out, cutting, shaping, joining, and finishing products made of different types of hardwood. Students will complete a variety of projects as they master woodworking skills.

**Course Sequence:** Drafting 1, Cabinet Making and Millwork 1, Cabinet Making and Millwork 2 & 3, Cabinet Making and Millwork 4--Work Experience

#### 5055 Drafting 1 (1 Credit)

This is an introductory course open to any student interested in developing basic drafting skills. Students will learn Gothic lettering, sketching, geometric construction, pictorial drawing, multiple view drawing, dimensioning, and use of drafting equipment.  
 Prerequisite: 10th Grade Status

#### 5047 Cabinet Making and Millwork 1 (1 Credit)

This is a foundations course for students interested in either Cabinet Making or Carpentry. Students will focus on safety, proper use of basic hand and power tools, basic blueprint reading, and the completion of small wood working projects.  
 Prerequisites: Drafting 1

#### 5048 Cabinet Making and Millwork 2 (1 Credit)

This course reinforces concepts learned in Cabinet Making and Millwork 1. By completing two more advanced required projects, students will become familiar with various methods of laying out, cutting, shaping, joining, and finishing products using several different types of cabinet grade hardwoods.  
 Prerequisite: Cabinet Making & Millwork 1

#### 5049 Cabinet Making and Millwork 3 (1 Credit)

By using self-designed cabinet works, students will continue to develop skills learned in Cabinetmaking & Millwork 1 and 2. An emphasis is placed on solving problems encountered in the design and construction of cabinet works.  
 Prerequisites: Cabinet Making and Millwork 2

#### 5050 Cabinet Making and Millwork 4 – Work Experience (1 Credit)

This course is for students who have successfully completed the Cabinet Making & Millwork Program and would like to apply for a supervised work experience with a local business.  
 Prerequisite: Cabinet Making and Millwork 2 or 3, Teacher Recommendation and 75 hours of Service-Learning

#### Carpentry

This instructional program is based on the National Center for Construction Education and Research Curriculum, which incorporates the National Skills Standards for Carpentry. Students will learn the systems of construction materials, estimating, and safety.

**Course Sequence:** Drafting 1, Carpentry 1, Carpentry 2, Carpentry 3

#### 5055 Drafting 1 (1 Credit)

This is an introductory course open to any student interested in developing basic drafting skills. Students will learn Gothic lettering, sketching, geometric construction, pictorial drawing, multiple-view drawing, dimensioning, and use of drafting equipment.  
 Prerequisite: 10th Grade Status

#### 5051 Carpentry 1 (1 Credit)

This is a foundations course for students interested in either Cabinet Making or Carpentry. Students will focus on safety, proper use of basic hand and power tools, basic blueprint reading, and the completion of small wood working projects.  
 Prerequisite: Drafting 1

#### 5052 Carpentry 2 (1 Credit)

This second year program continues the instruction of basic wood construction plus the use of steel column and beams, cost estimating, ordering of materials, roof and ceiling framing, exterior and interior finishing and stair construction. Each student will build models to demonstrate their mastery of skills learned in Carpentry 1 and 2.  
 Prerequisite: Carpentry 1 and Drafting 1

#### 5053 Carpentry 3 – Work Experience (1 Credit)

This instructional program continues to prepare students in the processes of carpentry at an advanced level. Students will use all the basic skills from carpentry and drafting to perform on the job tasks. This course is for students who have successfully completed the Carpentry Program and would like to apply for supervised work experience placement with a local business.  
 Prerequisite: Carpentry 2, Teacher Recommendation and 75 hours of Service-Learning

## Drafting

The Drafting program is designed for students interested in careers in architectural or mechanical design, construction, or engineering. Students learn basic drafting skills, which include: hand drawing, dimensioning, Gothic lettering, pictorial drawing, and multiple view drawing. Students progress through the drafting sequence to AutoCAD drafting on computers. This program articulates with Chesapeake College.

**Course Sequence:** Drafting, 1, 2, 3, 4, and 5—Work Experience

### 5055 Drafting 1 (1 Credit)

This is an introductory course open to any student interested in developing basic drafting skills. Students will learn Gothic lettering, sketching, geometric construction, pictorial drawing, multiple view drawing, dimensioning, and use of drafting equipment.

Prerequisite: 10th Grade Status

### 5056 Drafting 2 (1 Credit)

This course develops drafting skills necessary for careers related to architecture. Students will learn residential design from their original work. Drawings will include floor plans, furniture placement plans, wall sections, plot plans, and elevations.

Prerequisite: Drafting 1

### 5057 Drafting 3 (1 Credit)

This course is designed for students who wish to advance their study of architecture. Students will study progressive floor plan development. They will also work on electrical plans, plumbing plans, heating systems, perspective rendering, and modeling. Students will be introduced to the use of computer-aided drawing (AutoCAD). There is also an articulation agreement with Chesapeake College for credit in ABC 100, Introduction to Architectural Drafting - 3 Credits.

Prerequisite: Drafting 2

### 5058 Drafting 4 (1 Credit)

The goal of this course is to master the necessary drafting skills to design, build, and test student projects. Students will demonstrate the use of AutoCAD, computer-aided drafting, along with regular drafting equipment. Upon completion of this course and the fundamentals of drafting, students will be eligible for the articulation agreement with Chesapeake College for credit in DFT 100 Fundamentals of Drafting - 3 Credits.

Prerequisite: Drafting 3

### 5059 Drafting 5 – Work Experience (1 Credit)

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

Prerequisite: Drafting 4, Teacher Recommendation and 75 hours of Service-Learning

## Consumer Services, Hospitality, and Tourism

Culinary Arts (EHS)

### Opportunities for Articulation, Dual Completion, and Certification

#### Culinary Arts

This program has received certification from the American Culinary Federation Education Foundation Education. The American Culinary Federation Education Foundation Accrediting Commission gives the students the opportunity to earn industry certification and credit toward becoming a Certified Culinary (CC) or a Certified Pastry Culinary professional in the field of Culinary Arts. Students who successfully complete the program are also eligible to take the ServSafe Assessment. Students receive education in professional cooking and baking. As students progress through the program they receive hands-on-education in nutrition, food production, food service, safety and sanitation, cost control, and marketing.

**Course Sequence:** Culinary Basics 1, Culinary Basics 2, Journey Chef, Advanced Chef, and Professional Culinary Work-based Learning Experience

### 5070 Culinary Basics 1: The Science of Cooking and Baking (1 Credit)

This is the introductory course in the Culinary Arts Professional Cooking and Baking completer. Students will explore the functions and sources of nutrients and learn to maximize nutrient retention in cooking and storing. Students will conduct labs using professional large and small equipment to learn the effects of heat on food, heat transfer, cooking times, cooking methods, and proper seasonings.

Prerequisite: 10th Grade Status

### 5071 Culinary Basics 2: Foundations of Professional Cooking and Baking (1 Credit)

Students will learn about the history of the food science industry, organization of modern kitchens and standards of expected culinary professionalism. Students will experience various leadership styles in lab settings. Students will also learn how to operate a kitchen following approved government standards, Hazard Analysis and Critical Control Point (HACCP). In the lab, students will use and structure standardized recipes including conversions and food costs. Kitchen skill development topics include: quick breads, yeast breads, garden manager duties (keeper of the food), cold food prep, salads and sandwiches.

Prerequisite: Culinary Basics 1: The Science of Cooking and Baking

### 5072 Culinary Pathway 1: Journey Chef to Professional Cooking and Baking (1 Credit)

In this course, students participate in real world culinary experiences by planning and preparing for the Garden Bowl Restaurant, as well as catered functions. Instruction focuses on menu selection. Students are expected to employ all safety, sanitation, and professional standards in the operation of the kitchen facility.

Prerequisite: Culinary Basics 2: Foundations of Professional Cooking and Baking

### 5073 Culinary Pathway 2: Advanced Chef to Professional Cooking and Baking (1 Credit)

This is the culminating, in-school course for the culinary arts program. Students will be expected to demonstrate mastery of all the principles previously studied for food preparation. Production includes both casual and formal dishes; breakfasts, lunches, and dinners; as well as holiday bakeshops and a variety of catering requests.

Prerequisite: Culinary Pathway 1: Journey Chef to Professional Cooking and Baking

### 5074 Culinary Pathway 3: Professional Culinary Work-Based Learning Experience (1 Credit)

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

Prerequisite: Teacher Recommendation and 75 hours of Service-Learning

## Environmental, Agricultural and Natural Resources Systems

Agriculture - Horticultural (EHS)  
Agricultural - Animal (EHS)

### Opportunities for Articulation and Dual Completion

#### Agriculture

Students are introduced to the world of Horticultural/Environmental Science and Veterinary/Animal Science. Students, in a completer program, are required to successfully complete Foundations of Environmental, Plant, and Animal Science before selecting the final three courses. Students are encouraged to participate in the FFA Program.

**Course Sequence:** Introduction to Agriculture, Food and Natural Resources

#### Horticulture Pathway

Plant Science, Agricultural Business & Economic Technologies, Horticulture Technologies, Internship or Dual Enrollment. Some Students choose to add aquatic science as well.

or

#### Animal Pathway

Animal Science, Agricultural Business & Economic Technologies, Veterinary Science, Internship or Dual Enrollment

### 5039 Introduction to Agriculture, Food, and Natural Resources (1 Credit)

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

### 5001 Plant Science (1 Credit)

In this course, students will advance prior knowledge of basic plant science. By incorporating market research and product development, students will successfully plan, produce, and sell greenhouse and nursery crops. Students will expand their knowledge of plant nomenclature and plant cultural needs.

### 5038 Animal Science (2 Credits)

Students are introduced to the science of living things. Topics include animal science and management. Emphasis is placed on small pets and large animals, while studying animal physiology and genetics. Animal health care and facilities requirements are examined. This course is recommended for students interested in the career paths of veterinary medicine and livestock production.

### 5041 Agricultural Business and Economic Technologies (1 Credit)

In this course, students will be introduced to the foundations of the agricultural industry. Areas covered will be: introduction to the agriculture business and basic management skills, product development, sales, and marketing.

### 5045 Horticulture Technologies (1 Credit)

This course provides the student with the foundational knowledge, and skills necessary to pursue careers in the horticultural industry. Through theory, instruction, and hands-on experience, students are introduced to the concepts of: plant growth and development; plant nomenclature; use of plants in landscape settings; the effect invasive species have on the landscape; principles and components of Integrated Pest Management (IPM) in controlling insects, diseases, and weeds. Additionally, the student becomes aware of career opportunities within the green industry and the economic value of horticultural crops, products, and related services.

Prerequisites: 11th or 12th Grade Status and Biology

### 5043 Veterinary Science (Lab Science) (1 Credit)

This course may be taken for science credit or as part of the Agriculture Science Completer Sequence. This course will include units in Animal Agriculture; the Growth, Development and General Physiology of Animals; various animal systems and processes; and genetics. Students interested in pursuing a career in Veterinary Science are encouraged to take this course.

Prerequisites: 11th or 12th Grade Status, Biology

### 5044 Aquatic Science (Lab Science) (1 Credit)

This course may be taken for science credit or as part of the Agriculture Science Completer Sequence. This course will cover topics including: the Nature and Origin of Aquaculture, Aquatic Plants and Animals; Aquatic Structures and Equipment; Aquatic Management Practices; Processing and Marketing Aquatic Products; Laws regarding Aquaculture; and Career Opportunities in Aquaculture. Students interested in environmental studies, aquaculture production, or science are encouraged to take this course.

Prerequisites: 11th or 12th Grade Status and Biology

### 5046 Advanced Agriculture – Work Experience (1 Credit)

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

Prerequisite: Teacher Recommendation and 75 hours of Service-Learning

## Human Resource Services

Teacher Education Academy of Maryland (EHS and SMMHS)

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

### Opportunities for Articulation, Dual Completion, and Certification

#### Teacher Education Academy

This program prepares students for further education and careers in the education profession. The program consists of four high school credits that focus on: teaching as a profession, human growth and development, learning theory, and curriculum and instruction. These credits are designed to articulate to a Maryland post-secondary teacher education program. Upon successful completion of this program, students are expected to take the ParaPro test. This test will prepare High School graduates for employment in the teaching profession.

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

#### 5301 Human Growth & Development through Adolescence (1 credit)

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

Prerequisite: 11th Grade Status

#### 5302 Teaching as a Profession (1 credit)

This course focuses on the profession of teaching – its history, purposes, issues, ethics, laws, regulations, roles, and qualifications. Emphasis is placed on identifying the current, historical, philosophical and social perspectives of American education.

Prerequisite: 11th Grade Status

#### 5303 Foundations of Curriculum & Instruction (1 credit) (SMMHS)

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

Prerequisite: Human Growth & Development, and Teaching as a Profession

#### 5304 Education Academy Internship (Work Experience) (1 credit) (SMMHS)

The internship is the culminating course of the Teacher Education Academy Program. Students will have an opportunity to integrate content and pedagogical knowledge in an educational area of interest. Students will complete a portfolio as part of this course.

Prerequisite: Foundations of Curriculum & Instruction; Teacher Recommendation and 75 hours of Service-Learning

#### EMT/Fire Rescue

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

This program prepares students for participation in the Volunteer Fire Companies and/or to pursue a career as an Emergency Services Provider. Students are trained in firefighting and emergency medical technology. Students are required to complete work based-learning and take several certification exams. Students must be enrolled in the program for a full school year.

**Prerequisites:** 12th grade status

**Course Sequence:** Firefighter I/Hazardous Materials Operations, Engines Co./Truck Co. Operations, Emergency Medical Technician and Rescue Technician

#### 5400 EMT/Fire and Rescue (Year Long) (4 Credits)

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

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

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

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

1. **Be a member in good standing of a local Volunteer Fire Company**
2. **Provide personal transportation to the Upper Eastern Shore Regional Training Center**
3. **Be at least 16 years of age and a senior**
4. **Obtain School counselor approval**

## Manufacturing, Engineering and Technology

Project Lead the Way (PLTW) – Pre-Engineering (EHS)

### Opportunities for Articulation and Dual Completion

#### Project Lead the Way Pre-Engineering Program

This program prepares students for further education and careers in engineering and engineering technology. Students complete a series of five nationally developed courses, which incorporate state-of-the-art software packages and engineering projects. Students have the opportunity to participate in a paid summer internship. Students can earn credit at PLTW-affiliated colleges and universities nationwide, including University of Maryland Baltimore County, the state's university affiliate.

**Course Sequence:** Introduction to Engineering Design, Principles of Engineering, Digital Electronics, Civil Engineering & Architecture, Engineering Design & Development

#### 5102 Introduction to Engineering Design (1 Credit)

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

Prerequisite: Algebra 1

#### 5101 Principles of Engineering (1 Credit)

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

Prerequisite: 10th Grade Status

#### 5103 Digital Electronics (1 Credit)

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

Prerequisite: Principles of Engineering

#### 5104 Civil Engineering & Architecture (1 Credit)

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

Prerequisite: Digital Electronics

#### 5105 Engineering Design & Development (1 Credit)

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

Prerequisite: Civil Engineering and Architecture

#### 5106 PLTW Work Experience (1 Credit)

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

Prerequisite: Teacher recommendation, and 75 hours of Service-Learning

## Transportation Technologies

Automotive Technology (EHS)

### Opportunities for Articulation, Dual Completion, and Certification

#### Automotive Technology

This program meets National Automotive Technicians Education Foundation (NATEF) and Automotive Youth Educational Systems (AYES) certification standards and is designed for students interested in pursuing a career in the automotive field. Students will complete the Automotive 1 course (for two credits) in the spring of their junior year and Automotive 2 (for three credits) in the fall of their senior year. Upon successful completion of the program, students will be eligible to pursue Automotive Service Excellence (ASE) Certification in the following areas: brakes, electronics & electrical, suspension & steering, and engine performance. This program articulates with Community College of Baltimore County -Catonsville. Each course is aligned to the requirements for certification and success in the field.

**Course Sequence:** Automotive 1 (2 credits), Automotive 2 (3 credits), Automotive 3 (1 – 3 credits of Work Experience)

#### 5067 Automotive Technology 1 (2 Credits)

This course is designed for students interested in pursuing a career in Automotive Technology. The class meets for two consecutive periods daily during the spring semester. Students will complete the ASE program areas of brakes and steering/suspension systems. Students will learn to diagnose and determine needed repairs on drum & disc brake systems and steering & suspension systems.

Prerequisites: 11th Grade Status, Algebra 1

#### 5068 Automotive Technology 2 (3 Credits)

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

Prerequisites: Automotive Technology 1

#### 5069 Automotive Technology 3 – Work Experience (1 Credit)

Students who have successfully completed Automotive Technology 2 may apply for a supervised work experience placement with a local automotive technology repair facility or dealer.

Prerequisites: Automotive Technology 2, Teacher Recommendation, 75 hours of Service-Learning

#### 5092 AYES Summer Work Experience (1 Credit)

Automotive students who have successfully met the following requirements are eligible to participate in a paid summer work experience through the National Automotive Youth Excellence Systems Program. Students must have successfully completed Automotive 1, have a cumulative 80% GPA for the first three marking periods of the junior year, have a cumulative attendance of 96% during the junior year, have a letter of recommendation from the Automotive Instructor and one Academic Teacher.

Pre-requisite: Automotive 1, Teacher Recommendation, 75 hours of Service-Learning

## Cooperative Education

Career Research and Development (EHS and SMMHS)

### Career Research and Development Program

This program prepares students with the academic, technical and workplace skills necessary to seek further post secondary education and employment in a career field of their interest. The program consists of an in-school classroom component, portfolio development, and a mentor, paid or unpaid, workplace component. The Career Research and Development Program exists when a CTE program is unavailable.

**Course Sequence:** Career Research and Development, Career Development Seminar, and Work-based Learning Experience

#### 5079 Career Research and Development (1 Credit)

The overall goals in this first in-school course are to teach students the process of self-awareness, career exploration, and setting academic and career-related goals. Students will be introduced to basic concepts of financial literacy to help them manage their personal finances.

Prerequisite: 10th Grade Status

#### 5080 Career Development Seminar (1 Credit)

Students will continue building and strengthening their career portfolio to demonstrate proficiency in workplace readiness, personal financial management, personal growth and development and employment experiences. Students may be enrolled in this course concurrently with work-based learning experience.

Prerequisite: Career Research and Development

#### 5081 Work-based Learning Experience (2 Credits)

The Work-Based Learning Experience (WBL) takes place at the work-site, includes a minimum of 270 hours, and may be paid or unpaid. The goal of the WBL experience is to expose student's goals to authentic employment opportunities that link to student career interests.

Prerequisite: Career Research Development, Career Development Seminar can be taken concurrently, Teacher recommendation, 75 hours of Service-Learning

## CAREER AND TECHNOLOGY EDUCATION

### 5000 Technology Education (Required for Graduation) (1 Credit)

Students will use research and communication skills integrated with hands-on projects and computerized self-directed learning to study technology and its evolution. Emphasis is placed on systematically solving problems and practicing teamwork. This course meets the graduation requirement for one Technology Education credit.

### 5011 Introduction to Computer Programming (1 Credit)

This course is an introduction to concepts that will be used in advanced programming languages. By using RealBasic to introduce programming in an object oriented and event-driven manner, students will be able to visualize how the program is executing a set of instructions. Topics will include: input/output operations, assignment statements, loops, functions, sorting, arithmetic equations, and graphics. Students will learn how to implement each of these topics using multiple on-screen components (command buttons, text boxes, forms, radio buttons, etc.) RealBasic will also allow students to create custom programs that will interact with the Macintosh operating system.

Prerequisite: Algebra 1

### 5600 Advanced Technological Applications (1 credit)

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

Prerequisite: 10th Grade Status and Technology Education

### 5601 Advanced Design Applications (1 credit)

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

Prerequisite: 10th Grade Status and Technology Education

## COMMUNITY-BASED EDUCATIONAL PROGRAMS

### Internship Programs (1 to 4 Credits)

#### 5084 (Fall)

#### 5085 (Spring)

Career interests for students often extend into areas other than those provided by the high school course offerings. Students interested in pre-professional studies are encouraged to spend time during their junior and/or senior years in an approved Internship Program. Placements might include, but are not limited to physical therapy, veterinary science, law, education, medicine, and biological sciences. Internship placements are usually on a volunteer basis, and must be consistent with the student's Five Year Career Plan.

Prerequisite: Career Research and Development, 75 hours of Service-Learning

### Dual Enrollment Opportunities (1 to 4 Credits)

#### 5088 (Fall)

#### 5089 (Spring)

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

Prerequisite: Students must have a 2.5 Cumulative GPA and be at least 16 years of age

### Cooperative Work Experience (1 to 4 Credits)

#### 5086 (Fall)

#### 5087 (Spring)

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

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

Prerequisite: IEP recommendation

### 5090 Peer Tutoring (Service-Learning Hours)

This program involves the selected student in a variety of teaching and pre-teaching activities at the high school level. Students work closely with a classroom teacher to gain practical experience as a peer tutor in a variety of situations within the high school. Performance assessment and willingness to serve others are required elements. This course is especially appropriate for students interested in a college major focused on secondary education.

Prerequisite: 11th and 12th Grade Status, Recommendation/request by a specific teacher

## WORLD LANGUAGES

### 6010 Latin 1 (1 Credit)

The student will be able to translate basic Latin passages using their knowledge of the first three declensions, nouns and adjectives, pronouns and the indicative mood of all conjugation verbs. Cultural aspects of daily Roman life are covered by class discussions, audiovisual aids, and translation assignments.

### 6011 Latin 2 (1 Credit)

The student will be able to translate *The Gallic Wars* by Gaius Julius Caesar using their knowledge of complex Latin grammar, and constructions. Cultural studies concentrate on the political and historical events of early Roman history and the Republic of Rome. Prerequisite: Latin 1

### 6012 Latin 3 (1 Credit)

Students will be able to translate the political and philosophical works of Marcus Tullius Cicero, using their knowledge of complex Latin grammar constructions. Cultural studies concentrate on the political institutions and history of Cicero. Prerequisite: Latin 2

### 6013 Latin 4 (1 Credit)

Students will be able to translate *The Aeneid* by Virgil using their knowledge of complex Latin grammar constructions and poetic devices. Outside term projects are used to explore the political institutions of the Republic and Empire on a detailed level. Prerequisite: Latin 3

### 6014 Latin 5 (1 Credit)

Students will comprehend, analyze, and make inferences about the main idea and supporting details in historic written materials and explain historic and contemporary influences on cultural patterns of behavior and use of language. Students will also discuss the historical, contemporary, and/or philosophical basis underlying cultural and linguistic patterns of interaction and in selected literary works.

### 6020 Spanish 1 (1 Credit)

Spanish 1 stresses the ability to conduct simplified conversation and to read and write about various basic topics. Students concentrate on memorizing vocabulary, present tense verb structures, and cultural differences. Students put this information into practice through listening, speaking, reading, and writing activities.

### 6021 Spanish 2 (1 Credit)

Spanish 2 begins with a brisk review of the first year material. It deals with an increase in the students' ability to speak, listen, read, and write more effectively in the target language. Students concentrate on memorizing additional vocabulary and learning the past tense. They will also discuss cultural aspects in more detail. Prerequisite: Spanish 1

### 6022 Spanish 3 (1 Credit)

This course was designed to help students use Spanish effectively for day-to-day communication. Students will participate in class discussions, use the target language extensively, present views in writing, and read diverse texts. Prerequisite: Spanish 2

### 6023 Spanish 4 (1 Credit)

This course was designed to help students use Spanish effectively for day-to-day communication. Students will participate in class discussions, use the target language extensively, present views in writing, and read diverse texts. Prerequisite: Spanish 3

### 6024 Spanish 5 (1 Credit)

This course is divided into three sections: literature, history/culture, and grammar. Students will discuss, read, and write about these topics as well as listen to tapes and videos of native Spanish speakers. The entire class is taught in the target language. Prerequisite: Spanish 4

## PHYSICAL EDUCATION & HEALTH

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

### 7010, 7011 Health and Fitness (Required Course) (1 Credit)

This course earns one (half-credit) in Health Education and one (half-credit) in Physical Education. Health instruction units include personal and consumer health; mental health; drug abuse prevention; violence prevention; interpersonal relations; disease prevention and control. Emphasis is on building personal behavior skills to ensure lifelong wellness. P.E. instruction requires students to participate in a variety of activities, and successfully complete units in team activities, fitness activities, and individual activities. This course is required for graduation and is a prerequisite for all other P.E. and Health classes.

### 7020 Beginner Team Sports (1 Credit)

This course consists of units that are team oriented which can include softball, floor hockey, soccer, flag football, volleyball, basketball, STX ball, and indoor soccer. The focus of this course is for students to explore the history and rules of the game. Once they master the rules of the game, they will then take what they learned on to the playing field. This course will include written activities for each unit. Students will participate; show sportsmanship, and complete written assignments as part of their unit evaluation. This course may be repeated one time for credit. Prerequisite: Health and Fitness

### 7021 Advanced Team Sports (1 Credit)

This course consists of units that are team oriented which can include softball, floor hockey, soccer, flag football, volleyball, basketball, STX ball, and indoor soccer. The focus of this course is for students to participate in each unit demonstrating what they learned in beginning team sports. Students will be required to organize tournaments as well as officiate game play as part of their course evaluation. This course may be repeated one time for credit. Prerequisite: Health and Fitness

### 7025 Advanced Physical Education (SMHS Only) (1 Credit)

This course consists of a variety of team sports and individual fitness activities. One quarter will be spent indoors and one quarter will be spent outdoors. Prerequisite: Health and Fitness

### 7030 Weight Training (1 Credit)

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

### 7031 Women's Weight Training (1 Credit)

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

### 7052 Studio Workout (1 Credit)

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

## PHYSICAL EDUCATION & HEALTH

### 7053 Tai Chi (1 Credit)

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

Prerequisite: Health and Fitness

### 7055 Introduction to Sports Medicine (1 Credit)

This course will provide students with the cognitive knowledge, psychomotor skills, interpersonal skills, practical experience and professional attitudes required for the care of patients with problems related to sports and exercise.

Prerequisite: Health and Fitness; Anatomy and Physiology is recommended and can be taken concurrently

## FINE ARTS

### THEATRE ARTS COURSES

#### 1070 Theatre Arts 1 (1 Credit)

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

#### 1073 Advanced Theatre Arts (1 Credit)

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

Prerequisite: Theatre Arts 1

### ART COURSES

#### 8010 Foundations of Art (1 Credit)

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

#### 8011 Cultural Art (1 Credit)

This course builds on skills and vocabulary learned in Foundations of Art and explores, in greater depth, a variety of two and three-dimensional art media. Increased attention is given to advancing drawing skills.

Prerequisite: Foundations of Art

#### 8012 Modern and Contemporary Art (1 Credit)

This course gives increased attention to quality, workmanship, development of advanced drawing skills, and development of personal style. Societal influences on artists and motivations for making art are explored. A portfolio is required.

Prerequisite: Foundations of Art

#### 8015 American Art (1 Credit)

This course is designed for art students who wish to delve into the unique perspective of American thought and the influences of the American environment on sculpture, architecture, and painting. Portfolio development stresses breadth in media, technique, and content.

Prerequisite: Foundations of Art

#### 5501 Graphic Design (Principles of Art, Media and Communication) (1 Credit)

This course provides students an understanding of all aspects of the Arts, Media and the Communication industry. Students will examine the opportunities and requirements of the major career selections in this industry including: Communication and Broadcast Technologies, Multimedia Production, Graphic Design, Web Design and Print Communication. (This technology-based course may be taken in place of Foundations of Art)

#### 8017 Design Exploration (1 Credit)

This course is designed for the more mature art student who wishes to continue studying art at the college level and develop skills necessary for the fields of both graphic design and fine arts. Students will explore design in applied arts, commercial and graphic arts, environmental and sculptural design, illustration, fine arts, and technology/digital media. Students will be responsible for completing a design portfolio, three-piece concentration portfolio, self-marketing/oral presentation, and artist statement. A portfolio is required.

Prerequisite: Foundations of Art and one additional art course

## FINE ARTS

### 8018 Art Seminar (Independent) (1 Credit)

This course is designed for the artistically mature and self-motivated student artist. The course syllabus will be designed together by the student and instructor in order to focus on the student's individual needs. Students will work independently to complete a concentration of at least three pieces, research mentor artists relative to their concentration, and explore in depth a chosen medium. Development of a portfolio is required.

Prerequisite: Completion of three art courses, and portfolio review

### 8019 Advanced Placement Studio Art (1 Credit)

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

Prerequisite: Foundations of Art and one additional art course

## MUSIC COURSES

### 8020 Music Literature and Listening/Music Appreciation (1 Credit)

Students will examine the various components of music literature including, listening and performing musical pieces from different historical periods. Classroom instruction will encompass the reading of music as it pertains to large and small group performances.

### 8023 Introduction to Vocal Music (1 Credit)

This course is designed to introduce the student to vocal music at the secondary level with a concentration on music theory and performance. Students will examine the various components of music through vocal production, musical exploration, concepts and styles and performances opportunities. Performances may include large groups and/or small ensembles. This course is an excellent compliment to the choral music curriculum; however, no previous music experience is required. This course may be repeated one time for credit.

### 8025 Concert Choir (1 Credit)

Concert Choir is a large performing ensemble with emphasis on vocal technique and singing in four parts. Concerts are performed in the community and at school. Vocal literature covers serious to popular music. It is open to students in grades 9-12.

Prerequisite: Audition

### 8030 Chamber Singers (year long) (1 Credit)

Students must sign up for both semesters. Auditions are required for selection and participation.

### 8032 Concert Band (semester and/or year long) (1 Credit)

\*Can take yearly for credit...may take all four years

Instrumental music, offered at both high schools, is designed for those students who have successfully completed a middle school level of proficiency and/or those who have a desire to be a part of a rigorous instrumental music program at the high school level. Students will perform at football games, parades, and other functions throughout the year and participate in rehearsals and competitions as designated by the director.

(\*Those students interested in jazz band and chamber ensemble will be taken from this "band" group.)

### 8035 Beginning Steel Drums (1 Credit)

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

### 8034 Advanced Steel Drums (1 Credit)

This course is a small performing ensemble with emphasis on percussion techniques and performance skills. Performances are both in the community and at school. Alternates will be kept in the class.

Prerequisite: Beginning Steel Drums

## NJROTC PROGRAM

*Students entering this program should be aware that this course practices codes of behavior consistent with military discipline, dress, and apparel.*

### 9010 Naval Science 1 (1 Credit)

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

### 9020 Naval Science 2 (1 Credit)

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

Prerequisite: Naval Science 1

### 9030 Naval Science 3 (1 Credit)

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

Prerequisite: Naval Science 2

### 9040 Naval Science 4 (1 Credit)

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

Prerequisite: Naval Science

### 9050 NJROTC Drill & Ceremony (1 Credit)

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

Prerequisite: Naval Science 1, Instructor approval

## Talbot County Public Schools Five-Year Plan of Study

Student Name \_\_\_\_\_ Graduation Year \_\_\_\_\_ ID# \_\_\_\_\_  
 Anticipated Career \_\_\_\_\_ 13 Year Interest (Check one) \_\_\_\_\_ College \_\_\_\_\_ Technical School \_\_\_\_\_ Military \_\_\_\_\_ Other \_\_\_\_\_  
 Career Clusters:  
 \_\_\_\_\_ Arts/Media/Communication \_\_\_\_\_ Business Management/Finance \_\_\_\_\_ Construction/Development  
 \_\_\_\_\_ Consumer Services/Hospitality/Tourism \_\_\_\_\_ Environmental/Agricultural/Natural Resources \_\_\_\_\_ Human Resource Services  
 \_\_\_\_\_ Health/Biosciences \_\_\_\_\_ Information Technology \_\_\_\_\_ Manufacturing/Engineering/Technology  
 \_\_\_\_\_ Transportation Technology

Required Courses	#	Grade 9	Grade 10	Grade 11	Grade 12	CREDITS EARNED
ENGLISH	4					
MATH	3					
SCIENCE	3					
SOCIAL STUDIES	3					
TECHNOLOGY ED	1					
FINE ARTS	1					
PHYS. ED./HEALTH	1					
Personal Finance or 4th Math Credit						
OPTIONS						
Foreign Language (Same language)	Min. 2					
OR						
Advanced Technology	2					
OR						
State-Approved C&T Completer Program	4					
Electives to total 22 credits						
Service-Learning Hours	75					
Required HSA (Passing Score) Score		Algebra I (412)	English (396)	Biology (400)	Government (394)	Total Score (1602)

# NOTES



**Easton High School**

723 Mecklenberg Avenue  
Easton, MD 21601  
410-822-4180  
Principal: Kelly Griffith

**Easton Middle School**

201 Peach Blossom Road  
Easton, MD 21601  
410-822-2910  
Principal: Corey Devaric



[www.talbotschools.org](http://www.talbotschools.org)

**St. Michaels Middle-High School**

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

**Talbot County Education Center**

12 Magnolia Street  
Easton, MD 21601  
410-822-0330

