Somerset County Public Schools

Academic Program of Study

2026-2027



"Freedom Rising Over the Chesapeake" by Emily W. CAHS

ACADEMIC PROGRAM OF STUDY

FOR

SOMERSET COUNTY HIGH SCHOOLS

2026-2027

MISSION STATEMENT

Serving a rural, diverse community rooted in rich traditional values, Somerset County Public Schools empowers all students to become innovative problem-solvers and ethical leaders by providing engaging technology enhanced instruction and balanced extracurricular programs.



Purpose

The Somerset County Public Schools High School Program of Study Handbook is designed to help each student create a long-term, personalized academic plan that prepares them for the demands of the 21st century. It outlines graduation requirements, available programs of study, and course offerings in SCPS that support students in preparing for future careers or postsecondary education. Through thoughtful planning and consistent effort, students can graduate from high school with college credits and/ or industry-recognized credentials.



Somerset County Superintendent of Schools

Mr. W. David Bromwell

Chief Academic Officers

Ms. Tracie Bartemy

Mrs. Tina Greenwood

Somerset County Board of Education Members

Mr. Matthew Lankford, Chairperson
Mr. Andrew Gleason, Vice Chairperson
Mrs. Mary Beth Bozman
Mr. William McInturff
Mr. John Robertson

Washington Academy and High School

410-651-0480

Dr. Curt Bunting, Principal
Mrs. Sharon Richards, Vice Principal
Mr. David Edwards, Dean of Students
Ms. Kim Ferguson, Counselor
Mrs. Sharonne Ballard, Counselor

Crisfield Academy and High School
410-968-0150

Mrs. Keisha Evans, Principal
Mr. George Klein, Vice Principal
Mr. Thomas Johnson, Dean of Students
Mrs. Faith Daum, Counselor

Somerset County Technical High School
410-651-2285

Mrs. Cortney Monar, Principal

Please Note: Although deemed accurate when printed, information in this booklet may change during the school year as SCPS BOE and/or MSDE policies are updated. Always check with your School Counselor for updates.

TABLE OF CONTENTS

Somerset County Credit Requirements for Graduation	**3**
Promotion Requirements	**4**
Service-Learning Requirements	**4**
College and Career Readiness	**5**
Grading Scale and Calculations	**6**
Dual Enrollment Grades	**6**
Athletic Eligibility	**6**
Valedictorian and Salutatorian	**7**
Admissions Requirements of Maryland and State Universities and Colleges	**8**
NCAA Eligibility Center	**8**
AP Scholars Program	**8**
Dual Enrollment and Early College Program	**9-10**
Career Technical Education Pathways	**11-13**
Course Descriptions	**14**
CTE	**14-26**
College and Career Readiness-Electives	**26**
Computer Science	**26-27**
Dual Enrollment	**27-28**
English	**29-32**
ESOL	**32**
Fine Arts/Visual Arts	**32-34**
Mathematics	**34-36**
Performing Arts	**36-37**
Physical Education/Health	**37-38**
Science	**38-40**
Social Studies	**40-42**
Technology Education	**42**
World Language	**43**
Course Scheduling Form	**44**
Service Learning Documentation Form	**45**

Scheduling of Courses

Students and parents are responsible for thoughtfully reviewing and selecting courses with guidance from teachers, school counselors, or administrators. SCPS believes scheduling of high school courses is a partnership between the school, student, and parents, therefore parental approval is required. All students have the right to participate in any part of the curriculum in accordance with nondiscriminatory practices. Somerset County Public Schools strongly encourages students to pursue Career and Technical Education (CTE) pathways, professional career internship opportunities, advanced courses, and/or college courses through its partnership with Wor-Wic Community College.

Course scheduling will begin in January, providing students and families the opportunity to review course options, discuss plans, and confirm selections for the upcoming school year.

Somerset County Credit Requirements for Graduation

In addition to earning 24 credits, as outlined in the chart below, students must also fulfill Maryland Service Learning hours and required Maryland assessments in four content areas, which include ELA, Algebra I, and end-of-course exams in Government and Biology.

Course	Credits	Graduation Requirements
English	4	English I English II English III English IV
Mathematics	4	Algebra I Geometry 2-Mathematics Electives (A math course must be taken each year Grades 9-12)
Science	3	Environmental Literacy Biology (Life Science) Physical Science (Physics, Chemistry, or Physical Science)
Social Studies	4	United States History II Government World History Contemporary Issues
Fine Arts	1	
Physical Education	.5	
Health Education	1.5	Health $\left(\frac{1}{2}\right)$ Health II (1)
Technology Education	1	1 credit in one of the following courses: • Computer Science • Foundations of Technology • Introduction to Engineering Design (PLTW)
World Language	2*	Two credits of the same World Language OR CTE Pathway Completion
CTE Pathway Completer Requirement	4*	Complete a program of study in a Career Technical Education (CTE) Program
Electives		Complete the number of electives needed to meet the 24 credit graduation requirement.

Promotion Requirements

The following are the minimum number of cumulative credits for promotion and graduation. In order to be promoted to the twelfth grade, students must be on schedule to complete all graduation requirements by the normal graduation date of that year.

Ninth Grade	4 credits
Tenth Grade	9 credits
Eleventh Grade	14 credits
Twelfth Grade	24 credits

Service-Learning Requirements

By the time students enter high school, they should have completed 60 service-learning hours in Grades 6-8. SCPS promotes high-quality service learning experiences for all students to become active participants in making a difference in their community. In Grades 9-12 students will complete 15 hours before graduation must complete a minimum of 75 hours of approved Student Service Learning. All service learning hours must meet the preparation, action and reflection components. Service Learning In SCPS

Service-Learning hours in SCPS

Hours By Grade		
Grade	**Number of Hours**	**Method**
6	20	Interdisciplinary Project
7	20	Interdisciplinary Project
8	20	Interdisciplinary Project
9, 10, 11, 12	15	Independent Service Project

Independent Service-Learning Projects

Students who wish to complete an independent service learning project must first obtain approval from their school counselor and principal. Approved community sites are listed on the SCPS Service Learning website: https://www.somerset.k12.md.us/page/service-learning. Community based organizations partnering with students for group or individual projects must follow the Maryland Seven Best Practices for Service Learning.school, or from another state are required to either show proof of satisfactory service-learning from their previous school or complete the required hours by using the schedule below:

Freshmen	75 hours	**Juniors**	25 hours

Sophomores	35 hours	**Seniors**	15 hours

College and Career Readiness Information

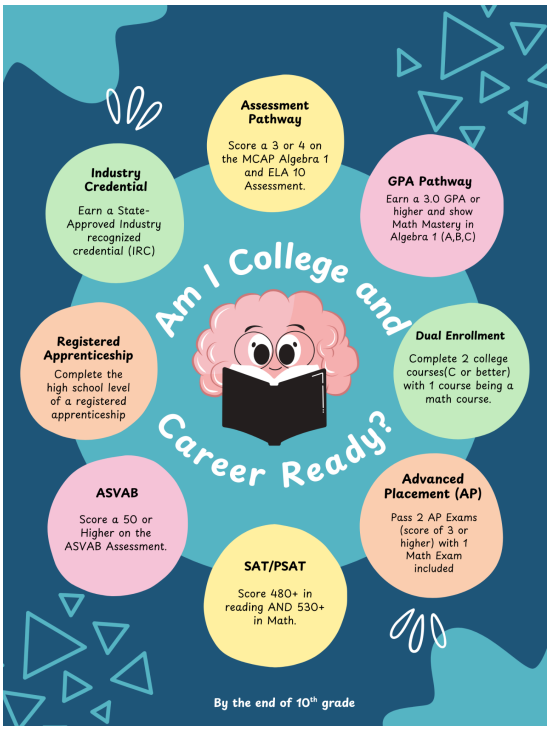
Maryland State Assessments

Students are required to successfully complete the Maryland State Assessments in four content specific areas for graduation. Students will be assessed in Algebra I, English 10, Biology (Life Science), and Government. All four assessments are given at the completion of the corresponding course. The Maryland Comprehensive Assessment for Life Science and American Government will account for 20% of a student's final course grade in the respective high school course. Additional assessments may be required in order to document that each student has achieved College and Career Readiness.

Meeting the College and Career Readiness (CCR) Standard

Somerset County Public Schools expect all students to meet the Maryland College and Career Readiness (CCR) standard by the end of 10th grade and no later than high school graduation. Meeting the CCR standard ensures that students have the knowledge and skills needed to succeed in entry-level, credit-bearing college courses and to pursue high-wage, high-demand career opportunities.

SCPS provides individualized College and Career Readiness (CCR) Pathways to help students meet the CCR standard and transition into Post-CCR pathways. These pathways connect students to rigorous academic coursework, Career and Technical Education (CTE) programs aligned with industry needs, and targeted supports that prepare students for college, careers, and workforce training. Once students meet the CCR standard, they are prepared to succeed in entry-level, credit-bearing college courses or approved postsecondary training programs at Maryland community colleges and other accredited institutions.



SCPS Grading Scale

A=90-100	4.0 GPA Quality Points
B=80-89	3.0 GPA Quality Points
C=70-79	2.0 GPA Quality Points
D=60-69	1.0 GPA Quality Points
E=59 or below	0 GPA Quality Points
AF=Attendance Failure	0 GPA Quality Points

Procedures for Calculating Cumulative Grade Point Average

(1) A class ranking list of students proceeding toward graduation will be compiled at each high school.

(2) Class ranking will be determined on the basis of final and potential credits in grades nine (9) through twelve (12).

(3) The course grade of "C" or better earned for each course that meets the above mentioned criteria will be weighted with one additional quality point to be computed in the determination of GPA. Grades will be weighted as follows:

A=	5 GPA Quality Points

B=	4 GPA Quality Points
C=	3 GPA Quality Points

Grades are turned into GPA points and multiplied by the course credits. The total points are then divided by the total credits to find the GPA.

College Course Dual Enrollment Grades

For all dual enrollment courses taught by a SCPS teacher within our buildings, the teacher will adhere to the grading requirements in the administrative procedures for all SCPS courses. The final grade will be included in GPA calculations and will be weighted on the final transcript as indicated above. College course grades provided to the high school counselor will be recorded on the student's high school transcript and will be included in the GPA calculation.

Athletic Eligibility and Participation

Policy 500-20 provides an opportunity for a student who has lost eligibility by failing a subject to retake it in summer school (when available) to gain eligibility for the fall. When this occurs both grades (original and retake) will be included on the transcript and will be averaged for GPA/class rank purposes.

Valedictorian and Salutatorian

Valedictorian and Salutatorian honors are awarded to the senior students with the highest and second highest grade point averages, calculated using all four years following grade eight. To be eligible, students must complete their junior and senior years in a Somerset County Public high school. The highest GPA earns valedictorian, the second highest earns salutatorian, and ties result in co-honors, please review the computation of grades below.

Computation of grades for Valedictorian and Salutatorian

The selection process for determining the graduating class valedictorian and salutatorian will be as follows:

- The graduating class valedictorian will be the senior student that has maintained the highest-grade point average computed for the four years following grade eight. The salutatorian will be the senior student who has maintained the second highest grade point average computed for the four years following grade eight.
- To be eligible for valedictorian or salutatorian, a student must successfully complete the last two (junior and senior years) in a Somerset County Public high school.
- Final course grades for all students proceeding toward graduation ranking in the top five percent of the senior class, as computed in accordance with Policy # 500-23, 2. B. (3), will be computed again using the actual numerical course grade.
- For each successfully completed AP level course bearing a grade of "C" or above, ten (10) additional points will be added to the numerical course grade before computing for valedictorian or salutatorian.

- Final numerical grades plus 10 points for a "C" or better for an AP course will be multiplied by the number of credits for the course. The total of all courses will be divided by the total number of credits.
- This computation will be carried to the fourth decimal place and rounded to the third decimal place.
- The senior student who has achieved the highest-grade point average using this procedure will be determined to be the graduating class valedictorian.
- The student who has achieved the second highest grade point average using this procedure will be determined to be the graduating class salutatorian.
- Upon completion of this computation procedure, should a tie exist, co-valedictorians, and/or co-salutatorians will be named accordingly.

Admission Requirements of Maryland State Universities and Colleges

As prescribed by the Board of Regents, UMD expects students, at a minimum, to have completed the following course-work by high school graduation.

- Four years of English
- Four years of mathematics, including Algebra 1, Geometry, Algebra 2, and a Mathematics course that employs higher-level mathematical concepts
- Three years of History or Social Science
- Three years of science in at least two different areas (with at least two lab experiences)
- Two years of foreign language

National Collegiate Athletic Association Eligibility (NCAA)

High school students who are interested in competing on athletic teams when they are in college must meet the NCAA requirements for Division I, II or III in order to be eligible. Some of those requirements involve the courses selected during high school and the student must formally register with the NCAA in their junior year. The NCAA provides an extensive website dedicated to explaining all their eligibility requirements. For specific information regarding these and other NCAA requirements, students should visit the NCAA Eligibility Center at: https://web3.ncaa.org/ecwr3/

Advanced Placement (AP) Program

Advanced Placement (AP) courses are designed to be taught at a beginning college level. These courses, which are rigorous in nature, are culminated by the AP test in May. Students enrolled in an AP course **will** take the AP Examination for that course. If the student is Post-CCR the cost of the exam will be covered by SCPS. If they have not earned Post-CCR, they will be responsible for the cost of the exam.

There are fee waivers for economically disadvantaged students, contact your school counselor for eligibility requirements.

To be placed in an Advanced Placement (AP) course, a student must obtain approval from their school counselor and his/her parent/guardian. The student must meet the prerequisites for the course. The counselor will provide information to parents and students on the student's graduation progress, academic record, scheduling opportunities, and CCR status.
***Any exception to the above procedure must be approved by the principal.**

AP Scholars Program: The Blueprint for Maryland's Future requires that all high school students enroll in a diploma pathway. The College Preparatory Pathway is for academically competitive students who wish to enroll in top universities or study abroad. SCPS offers the Maryland Advanced Placement Option.

https://marylandpublicschools.org/about/Pages/DCCR/diploma-pathways.aspx

Dual Enrollment and Early College Program

Somerset County Public Schools, in partnership with Wor-Wic, Salisbury University, and University of Maryland Eastern Shore (UMES), offers opportunities for eligible students to participate in a Dual Enrollment program. SCPS offers students two ways to participate in this program: (A) Enroll in credit-bearing college classes attended on the college campus; or (B) Enroll in credit-bearing college classes offered on site either at Washington Academy High School or Crisfield Academy High School.

College Campus Courses
Students may enroll in credit-bearing college courses taken at the partner college campus.
High School Campus Courses
Students may enroll in credit-bearing college courses taught on site within SCPS.
Virtual Courses
Students may enroll in approved virtual, credit-bearing college courses offered by Wor-Wic Community College, Salisbury University, or the University of Maryland Eastern Shore (UMES).

Eligibility Criteria for Dual Enrollment

In accordance with SCPS policy students must meet the following criteria to be eligible for dual enrollment through SCPS. Students are eligible to participate in the dual enrollment program provided that the student meets the college's standards for acceptance. Each semester, students must:

- Have a cumulative unweighted high school grade point average of at least 2.75 from the most recent semester prior to enrolling in dual enrollment.
- Have completed a minimum of 16 high school graduation credits.
- Meet all full-time student enrollment criteria as set forth in the SCPS course catalog.

- Provide written confirmation from a high school official or school counselor of eligibility for the dual enrollment program by submitting the Dual Enrollment Certification Form and High School Transcript.
- Be a junior or senior on track for graduation and/or on track for graduation and/or formally enrolled in Early College.
- Abide by all SCPS and college policies, rules, and code of student conduct regulations as published in the respective catalogs. If a student violates student conduct regulations, they may be removed from the program by the college or by SCPS in consultation with each other and under the policies and procedures of the appropriate party.
- Students designated as high achievers or gifted and talented (GT) by SCPS may begin taking dual enrollment classes in their 10th grade year, with SCPS approval, after completing 8 high school graduation credits and meet the criteria above except for minimum number of high school credits earned toward graduation. *
- Taken all required state assessments in Algebra I, English II, Government, and MISA
- Meet university or community college entrance requirements (including placement exams)
- School Counselors will provide information to parents and students on a student's graduation progress to be successful in the courses chosen.
- A listing of approved courses can be obtained from the Counselor.

Dual Enrollment Application Process

Eligible students should contact their school counselor to begin the application process:

- Complete the SCPS Dual Enrollment application and return it to the school counselor by the appropriate deadline.
- Students and parents should work with their counselor to determine approved courses from the SCPS approved dual enrollment program.
- Upon SCPS approval, students should apply to the identified institution for acceptance.
- Upon college approval, students should register courses with the college.

Other items to note

- Course requests will be honored based on enrollment and availability of instructors.
- All dual enrollment courses count toward GPA.
- If a student withdraws or stops attending a dual enrollment class or fails a dual enrollment class, they will be required to reimburse SCPS $100.00.
- Students will be expected to follow the Institute of Higher Education calendar, which is not necessarily aligned with the high school calendar; college schedules may not close due to fog, flooding, weather closings, or school holidays, and students should know the college process for dropping and adding courses without penalty.
- If a student withdraws from a course after the college's drop period it will result in a "W" indicated on their high school transcript, which may negatively impact their graduation progress. These students will be enrolled in courses at their respective high school.
- Home schooled students are not eligible to participate in the SCPS Dual Enrollment Program.
- For college courses taken on a college campus, transportation will be the responsibility of the student or parent/guardian.

***Early College**

Early College opportunities allow students to receive a high school diploma and an associate degree, or up to two years of college credit, by taking a mixture of high school and college classes. Typically, students have fewer high school courses because college level courses are substituted for their high school courses. Students can use early college experiences to help them prepare and accelerate for completion of a four-year degree. Students, in their junior and senior years, will typically spend most or all of their day on a college campus. Students may be able, depending on course schedules, to remain involved in high school extracurricular activities.

Career and Technical Education (CTE) Pathways

In SCPS, students are strongly encouraged to complete a Career and Technical Education (CTE) pathway. CTE courses are designed to be taken in the sequence listed below. A passing grade is required to successfully continue the pathway/sequences of courses. See Table below for pathways.

CTE CLUSTER	PATHWAY	REQUIRED COURSES
Apprenticeship Maryland Program		1. Apprenticeship Related Instruction 2. Apprenticeship I 3. Apprenticeship II 4. Apprenticeship III Includes: Apprenticeship Work Experience (450 hours)
Arts, Media and Communication	Interactive Media Production	1. Principles of Arts, Media, and Communication 2. Interactive Media and Design I 3. Interactive Media and Design II 4. Interactive Media Portfolio Capstone
Business Management and Finance	Administrative Services	1. Principles of Accounting and Finance 2. Principles of Business Mgmt. and Entrepreneur 3. Office Systems Management I 4. Office Systems Management II
Construction and Development	Construction Trades and Maintenance: Profession-Carpentry	1. Foundation of Construction 2. Carpentry I 3. Carpentry II 4. Carpentry Capstone Project
	Construction Trades and Maintenance Profession-HVAC	1. Foundations of Construction 2. HVAC I 3. HVAC II 4. HVAC Capstone Project
	Construction Trades and Maintenance Profession-Welding	1. Foundations of Construction 2. Welding I 3. Welding II 4. Welding III/Capstone

CTE CLUSTER	PATHWAY	REQUIRED COURSES
Consumer Services, Hospitality and Tourism	Culinary Arts (ACF)	1. Basic Cooking Principles 2. Intro.to Professional Cooking 3. Professional Cooking (2 semesters)
Environmental, Agricultural and Natural Resources	Horticultural Services: Certified Professional Horticulturist (CPH)	1. Foundations of Horticulture 2. Plant Production 3. Landscape Design and Management 4. Horticulture Services Capstone Experience
Health and Biosciences	Academy of Health Professions	1. Foundations of Medicine and Health Science 2. Structure and Functions of the Human Body 3. Certified Nursing Assistant (CNA) 4. Clinical Internship
	Biomedical Sciences (Project Lead the Way-PLTW)	1. Principles of the Biomedical Sciences 2. Human Body Systems 3. Medical Interventions 4. Biomedical Innovation
Human Resources Services	Teacher Academy of Maryland (TAM)	1. Human Growth and Development 2. Teaching as a Profession 3. Foundations of Curriculum and Instruction 4. Education Academy Internship
	Homeland Security and Criminal Justice Program	1. Foundations of Homeland Security & Emergency Preparedness. 2. Administration of Justice I 3. Administration of Justice II 4. Criminal Justice Internship-Capstone

CTE CLUSTER	PATHWAY	REQUIRED COURSES
Information Technology	IT Networking	1. CISCO Networking I/.IT Essentials 2. CISCO IT Net II.NDG Linux Essentials 3. CISCO Net III.Network Essentials 4. CISCO IT Net IV.Cyber Ops
Manufacturing, Engineerings, and Technology	Engineering-Project Lead the Way (PLTW)	1. Introduction to Engineering Design* 2. Principles of Engineering Design 3. Digital Electronics 4. Aerospace Engineering 5. Engineering Design and Development *Can be taken for Basic Tech Ed. credit
Transportation Technologies	Automotive Technology	1. Electric/Electronics and HVAC (Year Long) 2. Suspension & Steering and Brakes 3. Powertrain & Engine Repair/Performance
	Medium and Heavy Truck	1. M/H Trk: Suspension, steering, brakes 2. M/H Trk: Electrical/Electronic Systems 3. M/H Trk: Diesel and Preventive Maintenance (Year Long)

SOMERSET COUNTY PUBLIC SCHOOL
COURSE DESCRIPTIONS

The inclusion of a course description in this handbook indicates that it has been approved by SCPS. The offering of courses is dependent on the number of student requests and the availability of qualified instructors. Courses required for the graduation plan of a student would be given precedence.

CAREER AND TECHNICAL EDUCATION (CTE)

Career and Technical Education (CTE) in Somerset County Public Schools provides students with hands-on, career focused programs that also serve as pathways to graduation. Programs are generally two years in length and prepare students for both the workforce and further education. Students earn high school graduation credits and, depending on the specific program, may also earn college credits and industry recognized credentials (IRC) that give them a head start after high school, and qualifies them for CCR status. Each program may also offer a flex option to incorporate a Career Connected Learning (CCL) opportunity such as internships, apprenticeships, school based enterprises, or work based learning. CCL opportunities are based on student performance within their program of study and teacher recommendation. All CTE courses will be held at Somerset County Technical High School (SCTHS).

CTE Exploration (Semester, Grades 9-10)

CTE Exploration is designed for students who are interested in enrolling in a career and technical program at Somerset County Technical High School. The course introduces students to multiple CTE clusters and helps them make informed decisions about a future program of study.

Apprentice Maryland Program (AMP)

The Apprentice Maryland Program is a state approved youth apprenticeship initiative that connects high school students with local employers so they can earn and learn at the same time. To participate in AMP, students must be at least 16 years old, be juniors or seniors who are on track for graduation, and maintain good attendance and behavior. Students accepted into AMP complete one year of related classroom instruction in a career and technical program and a minimum of 450 hours of paid work based learning with an approved employer at or above minimum wage. Each apprentice works under a written training agreement and an individual student work plan developed by the Youth Apprenticeship Coordinator, the employer, and school staff. This combination of classroom learning and supervised work experience allows students to earn high school credit while gaining real world skills and a head start on future education, industry credentials, or adult apprenticeship.

Apprenticeship Related Instruction (Year-Long, Grades 11-12)

This course provides the required one year of related classroom instruction for Youth Apprenticeship students. The class may be taken before or at the same time as the work based learning experience. Instruction is designed to support the goals in each student's training plan and to help them earn credit toward high school graduation. The Youth Apprenticeship Coordinator, classroom instructors, and eligible employers work together to align course content with workplace expectations so that students build the academic, technical, and employability skills needed for success in their apprenticeship placement.

Apprenticeship I (125 hours, Grades 11-12)

This course is the first part of a three course Youth Apprenticeship work based learning sequence. Students complete at least 125 paid hours at an approved worksite, earning at least minimum wage. Guided by a work based learning agreement and an individualized student work plan, students begin developing job specific skills and workplace readiness habits that connect directly to their career goals. The plan identifies the competencies, duties, and tasks that students are expected to perform and link these experiences to both academic and technical learning.

Apprenticeship II (125 hours, Grades 11-12)

This course is the second part of the Youth Apprenticeship work based learning sequence. Students complete an additional 125 paid hours at an approved worksite, continuing to earn at least minimum wage. Building on Apprenticeship I, students take on increased responsibility while following the work based learning agreement and their student work plan. The focus is on strengthening technical skills, problem solving, communication, and professional behaviors that support long term career development.

Apprenticeship III (125 hours, Grades 11-12)

This course is the third part of the Youth Apprenticeship work based learning sequence and completes the required minimum of 450 total paid hours. Students finish the remaining 125 paid hours at an approved worksite while earning at least minimum wage. With guidance from the Youth Apprenticeship Coordinator and the employer, students refine advanced workplace.

Arts, Media, and Communication

Interactive Media Production Pathway

This is a program within the Arts, Media, and Communication Career Cluster. It includes a strong foundation in design, graphic and media communications, interactive technologies, and project development. Students create animations, graphics, video, apps, games, and web content while building a professional portfolio.

Principles of Arts, Media, and Communication (Semester, Grades 10-12)
This course provides students an understanding of all aspects of the Arts, Media, and Communication industry. Students explore careers and pathways in arts, media, and communication and develop skills in visual communication, media literacy, ethics, project management, teamwork, and professional communication.

Interactive Media Design I (Semester, Grades 10-12)
This course further develops student skills in media design and the interactive media production process. Students will demonstrate their knowledge and skills in media design and production through project planning and project development. Students will apply traditional and computer animation techniques and create short films. *Requirement: Students must have successfully completed Principles of Arts, Media, and Communication.*

Interactive Media Design II (Semester, Grades 11-12)
This course further develops students in the design, development, and layout process. They will further their expertise using one or more of the Adobe Suite programs. *Requirement: Students must have successfully completed Interactive Media Design I.*

Interactive Media Capstone (Semester, Grades 11-12)
This capstone course enables students to apply what they have learned in their previous academic and IMP classes to complete a challenging project. Student teams complete a client driven project from concept through final product and presentation, while refining portfolios and presenting work for professional review.

Business Management and Finance Education

Administrative Services Pathway

The Business, Management, and Finance program introduces students to core business concepts and advanced technical skills. Students develop competencies in entrepreneurship, financial literacy, office technologies, and professional communication to prepare for postsecondary education and business careers. Coursework integrates workplace readiness skills, computer applications, communication, and applied mathematics, with industry certifications. Students may also earn college credit through articulation agreements and dual enrollment. This program equips graduates with the knowledge and skills needed for further education and entry-level business positions.

Principles of Accounting and Finance (Semester, Grades 10–11)
Students study fundamental accounting concepts, prepare and interpret financial information, explore payroll and tax issues, and use spreadsheet tools to analyze business finances and careers in accounting and finance. *Requirement: Students must have successfully completed Principles of Business Management and Entrepreneurship.*

Principles of Business Management and Entrepreneurship (Semester, Grades 10–11)
Students learn how businesses operate in a global economy, explore forms of business ownership, management and marketing concepts, and foundations of entrepreneurship, while developing communication and leadership skills.

Office Systems Management I (Semester, Grades 11–12)
Students develop proficiency with word processing, spreadsheets, presentation software, and desktop publishing, learn office procedures, and build employability skills such as teamwork, problem solving, and professional communication. *Requirement: Students must have successfully completed Principles of Accounting and Finance.*

Office Systems Management II (Semester, Grades 11–12)
Students advance their skills in Microsoft Office applications (Word, Excel, PowerPoint, and Access) and prepare for Microsoft Office Specialist certification while exploring office administration and business support careers. *Requirement: Students must have successfully completed Office Systems Management I.*

Construction and Development

Construction Trades and Professions: Carpentry

The Carpentry program is based on the NCCER national standards and prepares students for careers in residential and light commercial construction. Students learn core construction skills, framing, exterior and interior systems, and complete a capstone experience that may include a major project, dual enrollment, apprenticeship, or work based learning.

Foundations of Building and Construction Technology: NCCER Core (Semester, Grades 10–11)
Students complete the NCCER Core Curriculum, including safety, hand and power tools, construction math, materials, and basic construction skills, with hands-on applications.

Carpentry I (Semester, Grades 10–11)
Students learn building materials, fasteners, basic layout, construction drawings, wall systems, and building envelope components while practicing skills in the lab and shop. *Requirement: Students must have successfully completed Foundations of Building and Construction Technology.*

Carpentry II (Semester, Grades 11–12)
Students focus on floor systems, ceiling and roof framing, basic stair layout, and more advanced framing techniques, applying OSHA aligned safety practices and industry methods. *Requirement: Students must have successfully completed Carpentry I.*

Carpentry Capstone Project (Semester, Grades 11–12)
Students complete one of several capstone options: an instructor-led construction project, dual enrollment in a related college course, a registered apprenticeship experience, or approved work based learning in the construction industry. *Requirement: Students must have successfully completed Carpentry II.*

Construction Trades and Maintenance: HVAC

The Heating, Ventilation, and Air Conditioning (HVAC) program prepares students for employment and further education in HVAC and Refrigeration (HVACR) installation, service, and maintenance. Students study system operation, basic design, troubleshooting, and safety while preparing for certifications such as EPA Section 608 and R-410A safety.

Foundations of Building and Construction Technology: NCCER Core (Semester, Grades 10–11)
Students complete the NCCER Core Curriculum, including safety, hand and power tools, construction math, materials, and basic construction skills, with hands-on applications.

HVAC I (Semester, Grades 10-11)
Students learn trade safety, math, basic electricity, heating fundamentals, copper and plastic piping, and soldering and brazing, with hands-on lab experiences. *Requirement: Students must have successfully completed Foundations of Building and Construction Technology.*

HVAC II (Semester, Grades 11-12)
Students focus on cooling principles, air distribution systems, carbon steel piping, and basic maintenance tasks while applying diagnostic and service skills in the lab. *Requirement: Students must have successfully completed HVAC I.*

HVAC Capstone Project (Semester, Grades 11-12)
Students complete a capstone option that may include an instructor-led project, dual enrollment in a related college course, a registered apprenticeship, or approved work based learning in the HVACR industry. *Requirement: Students must have successfully completed HVAC II.*

Construction Trades and Maintenance: Welding

The Welding program, aligned with NCCER and Maryland's Welding Program of Study, introduces students to construction core skills and basic and advanced welding processes used in manufacturing, construction, and repair industries. Students learn safety, blueprint reading, and multiple welding techniques while preparing for industry credentials and entry level employment.

Foundations of Construction (Semester, Grade 10-11)
Students complete core construction safety and skills, including tools, materials, construction math, and workplace practices that support all construction trades.

Welding I (Semester, Grade 10-11)

Students learn basic welding safety, equipment setup, and introductory welding processes such as shielded metal arc welding (SMAW) and basic cutting techniques. *Requirement: Students must have successfully completed Foundations of Construction.*

Welding II (Semester, Grade 11-12)

Students build on Welding I skills to perform welds in multiple positions using various processes, read basic welding symbols and blueprints, and practice quality control procedures. *Requirement: Students must have successfully completed Welding I.*

Welding III / Capstone (Semester, Grade 11-12)

Students refine advanced welding skills, complete complex welds and projects, and may participate in work based learning, dual enrollment, or industry testing aligned with AWS and NCCER standards. *Requirement: Students must have successfully completed Welding II.*

Consumer Services, Hospitality, and Tourism

Culinary Arts (ACF)

The Culinary Arts program, aligned with the American Culinary Federation (ACF), prepares students for careers in professional cooking and baking. Students gain hands-on experience in food production, sanitation, nutrition, cost control, and food marketing, often through school based enterprises and work based learning in the culinary industry.

Basic Cooking Principles (Semester, Grades 10–11)

Students are introduced to professional kitchen standards, safety and sanitation, knife skills, basic cooking techniques, equipment, and recipe costing through lab and school based experiences.

Introduction to Professional Cooking (Semester, Grades 10–11)

Students continue fundamental cooking techniques and apply them to a wider range of products while further developing skills in production, teamwork, and foodservice operations. *Requirement: Students must have successfully completed Basic Cooking Principles.*

Professional Cooking (Year Long, Grades 11–12)

Students prepare soups, salads, starches, vegetables, and entrees to industry standards, focusing on menu planning, portion control, production, plating, garnishing, and customer service through school-based enterprises and catered events. *Requirement: Students must have successfully completed Introduction to Professional Cooking.*

Environmental, Agricultural, and Natural Resources

Horticultural Services: Certified Professional Horticulturist (CPH)

The Horticulture Services program is aligned with the Certified Professional Horticulturist (CPH) credential used by Maryland's green industry. Students study plant science, greenhouse and nursery production, landscape design and management, and complete a capstone through work based learning or dual enrollment.

Foundations of Horticulture (Semester, Grade 10-11)
Students learn plant growth and development, plant identification, landscape uses, invasive species, and Integrated Pest Management (IPM), while exploring green industry careers.

Plant Production (Semester, Grade 10-11)
Students plan, grow, and market greenhouse and nursery crops, monitor growing conditions, apply IPM practices, and develop a basic business plan for plant production and sales. *Requirement: Students must have successfully completed Foundations of Horticulture.*

Landscape Design and Management (Semester, Grades 11-12)
Students prepare and implement landscape designs, select appropriate plants and materials, install and maintain lawns and plantings, and apply horticultural and business practices to manage landscape projects. *Requirement: Students must have successfully completed Plant Production.*

Horticultural Services Capstone Experience (Semester, Grade 11-12)
Students complete either a supervised work based learning experience in the horticulture industry or dual enrollment in a college horticulture course, documenting competencies and reflecting on career preparation. *Requirement: Students must have successfully completed Landscape Design and Management.*

Health and Biosciences

Academy of Health Professions (AHP)

The Academy of Health Professions program prepares students for careers and further education in health care. Students gain foundational knowledge of health systems, human body structure and function, medical terminology, and direct patient care skills, with opportunities to earn Certified Nursing Assistant (CNA) and related credentials.

Foundations of Medicine and Health Science (Semester, Grades 10–11)
Students are introduced to therapeutic, diagnostic, environmental, and information services in health care, and explore legal, ethical, economic, and historical aspects of the health industry while learning basic medical terminology.

Structure and Function of the Human Body (Semester, Grades 10–11)

Students study cells, tissues, and major body systems, focusing on how the body maintains homeostasis, responds to the environment, and how disease affects normal function. *Requirement: Students must have successfully completed Foundations of Medicine and Health Science.*

Certified Nursing Assistant (CNA) (Semester, Grades 11–12)

Students learn basic nursing skills in classroom and lab settings and complete required clinical hours in local health care facilities, preparing for the Maryland Board of Nursing CNA examination. *Requirement: Students must have successfully completed Structure and Function of the Human Body.*

Clinical Internship (Semester, Grades 11–12)

Students participate in supervised clinical experiences that apply and extend their health care knowledge and skills in real workplace settings.

Biomedical Sciences: Project Lead the Way (PLTW)

Biomedical Science: Project Lead The Way (PLTW), engages students in real world problems related to human medicine, physiology, genetics, microbiology, and public health. The program prepares students for further study and careers in biomedical and health science fields through a four course sequence.

Principles of Biomedical Science (Semester, Grades 10–11)

Students investigate human body systems and major health conditions while analyzing the case of a fictional patient. They explore human physiology, medical interventions, and basic research and data analysis skills.

Human Body Systems (Semester, Grades 10–11)

Students examine how body systems work together to maintain homeostasis by building models, collecting physiologic data, and solving real world medical cases. *Requirement: Students must have successfully completed Principles of Biomedical Science.*

Medical Interventions (Semester, Grades 11–12)

Students explore prevention, diagnosis, and treatment of disease, including genetics, medical imaging, immunology, and biomedical devices, through case studies and lab based activities. *Requirement: Students must have successfully completed Human Body Systems.*

Biomedical Innovation (Semester, Grades 11–12)

In this capstone course, students design and test innovative solutions to current biomedical challenges, often working with mentors from healthcare or higher education and presenting their work to professional audiences. *Requirement: Students must have successfully completed Medical Interventions.*

Human Resources Services

Homeland Security and Criminal Justice Program

The Homeland Security and Emergency Preparedness program integrates government, public safety, and information systems to help students understand how the United States and its interests are protected against natural and human made threats. Students may emphasize homeland security science or criminal justice/law enforcement as they prepare for related careers and further study.

Foundations of Homeland Security & Emergency Preparation (Semester, Grade 10-11)
Students examine major domestic and international threats, intelligence and counterterrorism, science and technology in homeland security, CBRNE hazards, and challenges related to transportation and border security. Students learn the principles of social science research and apply them to topics in homeland security and emergency management, analyzing existing studies and conducting their own research projects.

Administration of Justice I (Semester, Grade 10-11)
Students are introduced to the criminal justice system, including the history of law, courts, law enforcement agencies, citizens' rights, and the role of ethics in the justice process. *Requirement: Students must have successfully completed Foundations of Homeland Security & Emergency Preparation.*

Administration of Justice II (Semester, Grade 11-12)
Students study law enforcement procedures, organized crime, gangs, drug abuse, federal agencies, evidence collection and handling, corrections, and careers in the justice system. *Requirement: Students must have successfully completed Administration of Justice I.*

Criminal Justice Capstone Experience (Semester, Grades 11-12)
Students apply their knowledge and skills from previous courses in a supervised capstone experience. They may complete projects, case studies, mock trials, or field-based activities that demonstrate understanding of criminal justice concepts, procedures, and careers. *Requirement: Students must have successfully completed Administration of Justice II.*

Teacher Academy of Maryland (TAM)

The Teacher Academy of Maryland (TAM) is a state approved CTE program that prepares students for further education and careers in teaching and education related fields. The program focuses on human growth and development, teaching as a profession, curriculum and instruction, and an education internship, and may articulate to Maryland teacher education programs.

Human Growth and Development through Adolescence (Semester, Grades 10-11)
Students study physical, cognitive, and social emotional development from birth through adolescence, explore factors that influence development, and conduct guided observations of children and youth.

Teaching as a Profession (Semester, Grades 10-11)
Students examine the history, purposes, ethics, laws, and current issues of education and explore the roles and responsibilities of teachers through field observations and reflection. *Requirement: Students must have successfully completed Human Growth and Development.*

Foundations of Curriculum and Instruction (Semester, Grades 11-12)
Students learn how to design and deliver instruction to meet diverse learners' needs, develop classroom management and motivational strategies, and observe and critique classroom lessons. *Requirement: Students must have successfully completed Teaching as a Profession.*

Education Academy Internship (Semester, Grades 11-12)
Students apply their knowledge in a supervised classroom placement, assist with instruction and classroom activities, and complete and present a professional portfolio. *Requirement: Students must have successfully completed Foundations of Curriculum and Instruction.*

Information Technology

IT Networking Academy (Cisco)/Cybersecurity

The IT Networking Academy (Cisco Academy) program prepares students for careers and further education in information technology, networking, Linux administration, and cybersecurity. Students build knowledge and hands on skills aligned with industry recognized certifications and entry level IT positions.

Cisco IT Networking I – IT Essentials (Semester, Grades 10-11)
Students learn fundamental computer hardware, software, and troubleshooting skills and explore career opportunities in IT and technical support.

Cisco IT Networking II – Linux Essentials (Semester, Grades 10-11)
Students are introduced to the Linux operating system, open source concepts, and basic command line skills using a Linux virtual machine and guided labs. *Requirement: Students must have successfully completed Cisco IT Networking I.*

Cisco IT Networking III – Network Essentials (Semester, Grades 11-12)
Students learn basic networking concepts, including network hardware, addressing, and configuration, and develop hands-on skills using physical and simulated networks. *Requirement: Students must have successfully completed Cisco IT Networking II.*

Cisco IT Networking IV – CCNA Cyber Operations (Semester, Grades 11-12)
Students learn to monitor, detect, and respond to cybersecurity threats, study cybercrime and security operations, and use tools such as Cisco Packet Tracer to build security skills aligned with CyberOps certifications. *Requirement: Students must have successfully completed Cisco IT Networking III.*

Manufacturing, Engineering, and Technology

Project Lead the Way (PLTW) Pre-Engineering

Project Lead The Way (PLTW) Engineering is a rigorous pre engineering program that integrates math, science, and technology through hands-on design challenges. Students explore multiple engineering fields, develop problem solving and teamwork skills, and complete a capstone design project.

Introduction to Engineering Design (IED) (Semester, Grades 9-12)
Students learn the engineering design process, use 3D modeling software, and create design projects while documenting their work in engineering notebooks. *Note: Students may take this course for a basic Tech Ed credit.*

Principles of Engineering (POE) (Semester, Grades 10-12)
Students explore engineering fields and concepts such as mechanisms, energy, statics, materials, and kinematics through hands-on labs and problem based projects. *Requirement: Students must have successfully completed Introduction to Engineering Design.*

Engineering Specialization (Semester, Grades 11-12)
Aerospace Engineering (AE) will support students to apply foundational skills in a focused area. project-based course that explores the science, engineering, and technology behind flight and space systems. Students investigate the forces of flight, aircraft and spacecraft design, propulsion, materials, and orbital mechanics through hands-on activities and real-world problem solving. *Requirement: Students must have successfully completed Principles of Engineering.*

Engineering Design and Development (EDD) (Semester, Grades 11-12)
In this capstone course, student teams identify a real world engineering problem, research and design a solution, build and test prototypes, and present their work to a panel of professionals. *Requirement: Students must have successfully completed previous PLTW Engineering courses.*

Transportation Technologies

Automotive Technology

The Automotive Technology MLR Plus program incorporates Automotive Service Excellence (ASE) Education Foundation standards in Maintenance and Light Repair (MLR / MLR Plus) and Automotive Service Technician (AST). Students learn to diagnose and repair steering and suspension, brakes,

electrical and electronic systems, heating and air conditioning, and engine performance, preparing them for further education and entry level work in the transportation equipment and automotive technology fields.

Electrical/Electronic Systems and HVAC (Year-long, Grades 10–11)
Students learn core electrical theory, use of digital multimeters, diagnosis and repair of batteries, starting and charging systems, lighting, accessories, and vehicle computer systems, and are introduced to automotive heating and air conditioning operation, service, and maintenance.

Suspension, Steering, and Brakes (Semester, Grades 11–12)
Students develop skills in diagnosing and repairing steering and suspension systems, performing four-wheel alignments, and servicing wheels and tires. They also learn the operation, service, and diagnosis of hydraulic braking systems, including ABS and related electronic controls. *Requirement: Students must have successfully completed Electrical/Electronic Systems & HVAC.*

Powertrain and Engine Repair/Performance (Semester, Grades 11–12)
Students study engine construction and operation, engine lubrication and cooling, and basic engine repair. They also learn engine performance diagnosis, ignition and fuel systems, emission controls, and how to use scan tools and service information to diagnose and repair engine performance concerns.*Requirement: Students must have successfully completed Suspension, Steering, and Brakes.*

Medium/Heavy Truck Technician

The Medium/Heavy Truck Technician program combines technical, academic, and workplace skills aligned with Automotive Service Excellence (ASE) standards. Students prepare for ASE Medium/Heavy Truck Technician exams and careers in the transportation equipment and truck service industry.

Suspension, Steering & Brakes (Semester, Grades 10-11)
Students learn to diagnose and repair steering and suspension systems on medium and heavy trucks, including alignment and related components. Students study hydraulic and air brake systems, including inspection, service, diagnostics, and safe operation.

Electrical/Electronic Systems (Semester, Grades 10-11)
Students develop skills in diagnosing and repairing truck electrical and electronic systems, using wiring diagrams, meters, and scan tools. *Requirement: Students must have successfully completed Suspension, Steering & Brakes.*

Diesel Engines & Preventive Maintenance (Year-long, Grades 11-12)
Students explore diesel engine operation, inspection, and repair, including fuel, air, cooling, and lubrication systems. Students perform preventive maintenance inspections and services on Class 4

through Class 8 trucks and tractors, emphasizing safety and environmental regulations. *Requirement: Students must have successfully completed Electrical/Electronic Systems.*

COLLEGE & CAREER READINESS-CAREER EXPLORATIONS

College and Career Readiness (Grades 9-12)

The College & Career Readiness course curriculum has been designed with a focus of emphasizing the development and enhancement of a student's self-awareness, career awareness, career explorations, career preparation, job seeking and advancement, Career Satisfaction and transition. Career development will enable students to develop skills and knowledge that will help them be successful in life, the world of work and the 21st century.

High School 101 (Quarter, Grade 8)

High School 101 is designed to help students to learn skills that will successfully help them transition into high school. The class provides strategies for organization, time management, study skills, leadership, and personal growth. Students will explore how to set goals, build healthy habits, and prepare for future academic and career success.

COMPUTER SCIENCE

Computer Science Explorations 1: Computer Science Fundamentals in Scratch (Quarter, Grade 8)

Computer Science Explorations 1 is an introductory course, mapped to CTSA standards, the course takes a wide lens on computer science by covering topics such as problem solving, programming, physical computing, user centered design and data while inspiring students as they build their own interactive coding projects, games and animations in Scratch.

Computer Science Explorations 2: Artificial Intelligence (AI) in Our World (Quarter, Grade 8)

CS Explorations 2 is designed to help students explore AI and its far-reaching societal impacts in our world. The course is designed around engaging activities and learning units that integrate CS and computational thinking concepts with ethical design and responsible use, as students explore how these technologies can help solve problems and improve life for themselves and their communities.

Computer Science (Grades 9-12)

This introductory course is designed for students who are new to programming and provides a foundation in computer science using the Python programming language. The course can prepare students for Advanced Placement Computer Science Principles and Advanced Placement Computer Science A, while developing computational thinking and problem-solving skills. ***This course satisfies the Basic Technology requirement.***

Advanced Placement Computer Science Principles (Grades 9-12)

This course advances students' understanding of the technical aspects of computing including programming and algorithm design, computer system organization and operation, and data representation and information organization. This course includes the use of several programming languages, based on the specific project or problem students must solve. Prerequisite: C or better in Foundations of Computer Science. ***This course satisfies the Basic Technology requirement. Recommendation: Algebra 1 and prior Computer Science knowledge.***

Advanced Placement Computer Science A- Java (Grades 10-12)

This course is a more in-depth study of computer science, specifically the technical aspects of computing including programming and algorithm design, computer system organization and operation, and data representation and information organization. In this course, the primary language used in advancing student's understanding of the application of computational thinking to real-world problems is Java. Prerequisite: C or better in Computer Science Principles; if the student has not taken AP Computer Science Principles or the previous course, Computer Science Principles, they may schedule a transcript review along with a teacher recommendation. ***Prerequisite(s): Successful Completion or concurrent enrollment in Algebra 2 Recommendation: AP Computer Science Principles.***

DUAL ENROLLMENT

Selected Wor-Wic Community College courses are provided in both SCPS High Schools and taught by SCPS staff. Additional Dual Enrollment courses can be taken at Wor-Wic community college, University of Maryland Eastern Shore and Salisbury University. Approved Dual Enrollment Courses: SCPS APPROVED DUAL ENROLLMENT COURSES
The following credit-bearing Wor-Wic courses may be offered on a SCPS high school site:

***(Wor-Wic Community College)* BIO 101 Fundamentals of Biology (4 credits)**
This introductory course is designed to acquaint non-science students with the basic concepts of living organisms, including cell structure and function, metabolism, human and plant systems, genetics, evolution, adaptation and ecology.

***(Wor-Wic Community College)* ENG 101 Fundamentals of English I (3 credits)**
This course is designed to help students develop their college-level writing skills with an emphasis on the writing process and includes an introduction to research skills. Students write summary assignments and a series of essays in various modes, culminating in an argumentative research paper. Students must earn a grade of "C" or better in this course in order to enroll in ENG 151. **Note: This dual enrollment course will also satisfy the English 3 Credit required for SCPS graduation.**

(Wor-Wic Community College) **ENG 151 Fundamentals of English II (3 credits)**
This course continues to help students develop their college-level writing skills. Students are introduced to the study of literature (prose, poetry, fiction and drama). Students integrate outside sources with their own ideas in writing arguments, refine their research and documentation skills. **Prerequisite:** ENG 101 with a grade of "C" or better. **Note: This dual enrollment course will also satisfy the 4th English Credit required for SCPS graduation.**

(Wor-Wic Community College) **ENV 101 Environmental Science (4 credits)**
This is a general education natural science course that integrates the physical and biological sciences in order for students to gain an understanding of humans in their environment. This course emphasizes critical thinking and evaluation of current topics related to environment science in a local, national and global context, and prepares students to be able to discuss ecological concerns and rational solutions for today's environmental problems.

(Wor-Wic Community College) **MTH 152 Elementary Statistics (3 credits)**
This course introduces elementary statistics through a critical examination of its subjects and applications. Topics from descriptive statistics include data organization, expectation and measure of variation. Also covered are random variables, probability laws, counting techniques, binomial and normal distributions, applications of the central limit theorem, confidence intervals and tests of statistical hypotheses involving the mean, median, and proportion. Topics from parametric and non-parametric statistics are introduced. **Note: This dual enrollment course will also satisfy the 4th Math Credit required for SCPS graduation.**

(Wor-Wic Community College) **Psychology PSY 101 (Semester, 3 credits)** – The aim of this course is to provide students with a basic overview of psychology as a behavioral science and to help students develop a more comprehensive and accurate understanding of human behavior. Topics include psychology and development, cognitive processes, learning, intelligence, motivation and emotion, personality, behavior and psychotherapy.

ENGLISH

Advanced Placement English Language and Composition (Grades 11-12)
Students take this course to study rhetoric, composition, and grammar at the university level. Students analyze authors' language, detail, style, intended audience, and patterns of rhetoric. Students complete required reading during the preceding summer. The reading and writing skills honed in this course complement the skills required in AP English Literature and Composition. This course prepares students for the AP exam and to be effective readers and writers in college and in their careers. ***Requirement(s): Successful completion of English 10 and proficient or distinguished on MCAP, or other related state requirement. Students will take the AP Lang. Exam.***

Advanced Placement English Literature and Composition (Grades 11-12)
In this college-level English course, students apply critical and analytical skills to classical and contemporary written works of romance, comedy, tragedy, and satire/irony. Students learn through

close reading, explication, comparative analysis, seminar, and extensive writing about literature. AP English Literature and Composition prepares students for success on the AP exam and to be effective readers and writers in college and in their careers. ***Requirement(s): Successful completion of English 10 and proficient or distinguished on MCAP, or other related state requirement. Students will take the AP Lit Exam.***

8th Grade Language Arts (Grade 8)

This course engages students to read a variety of literary texts, analyze characteristics of different genres, and connect life experiences to literary themes. Language study focuses on vocabulary development, language history and structure, and the application of language conventions. Through frequent writing and speaking opportunities, students strengthen the writing process, develop on-demand writing skills, and improve oral communication, presentation skills, poise, and confidence.

8th Grade Honors Language Arts (Grade 8)

This course engages students in advanced study of a wide range of literary texts, analyzing complex themes, author's craft, and the characteristics of multiple genres while making meaningful connections to real-world contexts. Language study emphasizes sophisticated vocabulary development, language structure and history, and precise application of conventions. Through rigorous and frequent writing and speaking experiences, students refine the writing process, demonstrate strong on-demand writing skills, and deliver well-organized oral presentations that reflect poise, clarity, and confidence.

English I (Grade 9)

This course provides a foundation for English II, introducing the skills needed to be successful on the MCAP English II Assessment using a variety of forms of text. Focuses include reading strategies for literary and informational text, making inferences, speaking and listening effectively, and writing to persuade, analyze, construct a narrative, and express personal ideas. Students will also continue their study of language, including vocabulary, language history and structure, and language conventions.

English I Honors (Grade 9)

This course provides an accelerated and in-depth foundation for English II and prepares students for success on the MCAP English II Assessment through the study of complex literary and informational texts. Students apply advanced reading strategies to analyze texts, make inferences, and evaluate author's purpose while engaging in rigorous discussions and presentations. Emphasis is placed on analytical, argumentative, and narrative writing, along with an advanced study of vocabulary, language structure, history, and conventions to support precise and effective communication. ***Recommendation: "C" or better in Language Arts 8 Honors.***

English II (Grade 10)

This course continues to build on the skills developed in English I. Focuses include reading strategies for literary and informational text, making inferences, speaking and listening effectively, and writing to persuade, analyze, construct a narrative, and express personal ideas. Students will also continue their study of language, including vocabulary, language history and structure, and language conventions. At the end of the course, students will take the English II MCAP Assessment.

English II Honors (Grade 10)

This course builds upon the skills developed in English I Honors through the study of increasingly complex literary and informational texts. Students apply advanced reading strategies to analyze texts, make inferences, and evaluate themes, structure, and author's craft while engaging in rigorous discussions and presentations. Emphasis is placed on analytical, argumentative, and narrative writing, along with continued advanced study of vocabulary, language structure, history, and conventions. At the end of the course, students will take the English II MCAP Assessment. ***Recommendation: "C" or better in English I Honors.***

English III (Grade 11)

This course provides students with continuing to develop reading and writing skills. Students read a variety of genres of literature, primarily American, from a spectrum of time periods. Emphasis is placed on literary conventions and stylistic devices. Through frequent writing and research assignments based upon readings, students strengthen skills in logical writing patterns, word choice, usage, and techniques of using evidence from research.

English III Honors (Grade 11)

This course advances students' reading and writing skills through the in-depth study of a wide range of literary genres, with an emphasis on American literature from multiple historical periods. Students analyze complex literary conventions, stylistic devices, and author's craft while engaging with challenging texts. Through rigorous writing and research assignments grounded in literary analysis, students refine logical organization, academic word choice, precise language usage, and effective integration of evidence to support claims. Students build skills in preparation for AP English courses, including writing opportunities with authentic AP questions. ***Recommendation: "C" or better in English II Honors.***

English IV (Grade 12)

This course focuses on British but may also include American, and World Literature. Students will study the short story, Shakespearean drama, novels, and poetry. A number of writing assignments, based mostly on literature reading will be required each term. Grammar, sentence structure and usage will be taught as needed as well as composition. Content will continue to focus on reading informational and literary text, writing, speaking, listening, and controlling language.

English IV Honors (Grade 12)

This course emphasizes in-depth study of British literature and may include selected works from American and world literature. Students analyze short stories, Shakespearean drama, novels, and

poetry with a focus on complex themes, literary techniques, and historical context, supported by frequent evidence-based analytical writing. The course also strengthens advanced skills in reading literary and informational texts, writing, speaking, listening, and precise control of language, with grammar and usage. ***Requirement: "C" or better in English II Honors.***

Journalism I (Grades 10-12)

This course addresses the topics of types of news stories, parts of a news story, careers in Journalism, bias, fake news, broadcast news, photojournalism, public relations, ethics, social and digital tools, the First Amendment and Press Freedoms. Opinion writing and concise writing will also be taught; the school newspaper production may be part of this course's responsibilities.

Journalism II Grades 11-12)

This course is a refinement of Journalism I and will continue to explore the topics as in the perquisite course. ***Requirement: Successful completion of Journalism I.***

Reading Acceleration (Grade 8)

This course will not take the place of language arts or English courses but will help toward graduation as one elective credit. Students will be using an evidence-based program, in which students will be reading informational text and literature. Students recommended for this course will learn strategies and skills which will be necessary for all of their other courses and will promote graduation on time.

SAT Prep (Grades 10-12)

SAT Preparation is designed to help students strengthen the academic skills and test-taking strategies needed for success on the Scholastic Assessment Test (SAT). Students will develop proficiency in evidence-based reading, writing and language, and mathematics while practicing with SAT-style questions and full-length assessments. The course emphasizes critical thinking, problem-solving, time management, and effective testing strategies to improve confidence and performance. Through targeted instruction, data-driven practice, and individualized feedback, students will identify areas for growth and build the skills necessary to achieve their postsecondary goals.

Yearbook I (Grades 10-12)

This course is responsible for creating, editing, and designing the yearbook in a web-based format through Jostens online. This class is a hands-on class with an extensive amount of writing and research as well as assignments in layouts, design and desktop publishing. Deadlines are an extremely important part of the field of journalism and must be strictly adhered to in this class. This class is designed as a business oriented class. Students will be required to take photos, sell ads and participate in marketing and selling the yearbook. Digital photography, image manipulation, and photojournalism are also included in the class.

Yearbook II (Grades 11-12)

This course involves a refinement of the skills acquired in Yearbook I and the selection of an editor who, along with the rest of the senior members of the class, introduces the new students to the mechanics of producing a yearbook. ***Requirement: Successful completion of Yearbook I.***

English for Speakers of Other Languages (ESOL)

English for Speakers of Other Languages (ESOL) 1

This elective provides beginning, foundational English skills to Level 1 Multilingual Learners, especially Newcomers. The content is based on the five WIDA standards that incorporate social, instructional and academic language. Reading, writing, listening and speaking in English are taught with a focus on vocabulary, oral responses and comprehension. This course is intended for students in the entering and beginning English language proficiency levels. The main outcome of this course is to increase the English proficiency of the Multilingual Learners in order for them to access high school content and meet academic goals of high school. Each student's proficiency improvement will be addressed through the teaching of the five language domains. ***Requirement: Approval of the ESOL Instructor is required for admission to this course.***

English for Speakers of Other Languages (ESOL) 2

This elective course provides emerging and developing English skills to Level 2 Multilingual Learners who recently completed ESOL 1. The content is based on the five WIDS standards that incorporate social, instructional and academic language. Reading, writing and speaking in English are taught with a focus on writing and grammar. This course is intended for students at the emerging English language proficiency level. This course should increase the English proficiency of the Multilingual Learners in order for them to access high school content and meet academic goals of high school. Each student's proficiency improvement will be addressed through the teaching of the five language domains. A student does not have to complete ESOL 1 in order to be eligible for ESOL 2. ***Requirement: Approval of the ESOL Instructor is required for admission to this course.***

FINE ARTS/VISUAL ARTS

Advanced Placement Studio Art 2D Design (Grades 10-12)

This course will use skills and ideas to create unique works of art. Students will develop an inquiry that guides artmaking through practice, experimentation, and revision of materials, processes, and ideas while demonstrating 2-D art and design skills through graphic design, sequential art, photography, collage, printmaking, illustration, industrial design, animation, game design, painting, fibers, and others. Students in this course develop their 2-D Design Portfolio according to the requirements of the College Board's Advanced Placement Program. Portfolios will be developed that demonstrate sustained investigation and quality. Students will submit a portfolio for Advanced Placement credit.

Advanced Placement Studio Art 3D Design (Grades 10-12)

This course develops a students 3-D Design Portfolio according to the requirements of the College Board Advanced Placement Program. Portfolios will be developed that demonstrate sustained investigation and quality. In this course, students will use skills and ideas, to create unique works of

art. They will develop an inquiry that guides artmaking through practice, experimentation, and revision of materials, processes, and ideas while demonstrating 3-D art and design skills through sculpture, architecture, jewelry, fashion and apparel design, bookmaking, game design, interior design, fibers, and others. Students will submit a portfolio for Advanced Placement credit.

Advanced Placement Studio Art Drawing (Grades 10-12)

This course is designed for highly motivated students who are seriously interested in the study of art. Portfolios will be developed that demonstrate sustained investigation and quality. Throughout the course, students will develop an inquiry that guides artmaking through practice, experimentation, and revision of materials, processes, and ideas while demonstrating drawing skills through painting, drawing, sequential art, printmaking, illustration, animation, fibers, and others. Students will submit a portfolio for Advanced Placement credit.

Grade 8 Art (Grade 8)

This course expands students' skills and appreciation of the visual arts through hands-on work with a variety of media. Students explore artworks from different cultures and historical periods, apply the elements and principles of design, and create two- and three-dimensional projects such as drawing, painting, and sculpture. Units may include ceramics, printmaking, graphic design, and architecture. Art careers and the role of artists in society are introduced, with ongoing emphasis on craftsmanship and safe use of tools and materials.

Art I (Grades 9-12)

This course of study in visual arts focuses on enabling the student to understand how art is created as a response to images, forms and experiences; understand the relationship among works of art, individuals and societies in which they are created; develop the ability to create visual images and the skills and sensitivity to apply aesthetic criteria to work of art; and understand the health and safety rules of the art room.

Art II (Grades 9-12)

This is a course in visual arts which focuses on enabling the student to comprehend design concepts in works of art and the environment; understand and appreciate the diversity and idiosyncratic quality of individual concepts for visual expression.
Requirement: Successful completion of Art I.

Art III (Grade 10-12)

This is a course in visual arts which focuses on enabling the student to comprehend how the visual arts interrelate with other forms of human creativity, such as the humanities and science; develop the ability to identify, describe and communicate personal criteria for assessing one's own work; and further develop the utilization of design concepts for visual expression. This course is on a contract basis in individual studio practical selected topics including: drawing, painting, graphics, ceramics, sculpture and photography. ***Requirement: Successful completion of Art II.***

Art IV (Grades 10-12)

This course will include print making and directed studio assignments.***Requirement: Successful completion of Art III.***

Introduction to Theater (Grades 9-12)

This course involves a study of the principles of speech and drama, emphasizing the organization of an oral presentation and the production of several plays. Students will learn the various types of speeches and other forms of communication as well as the technical area involved in producing a play. *Requirement: Attendance is required at all performances.*

Mass Communication (Grades 9-12)

This elective class exposes students to a variety of digital communication tools. Students will learn how to effectively reach large audiences by learning web page design and creation, including the necessary writing skills.

Photography (Grades 10-12)

Students will explore the fundamentals of photography which include both traditional and contemporary practices and utilize tools that reflect industry standards in preparation for college and career. They will explore how to use formal qualities and compositional devices to make aesthetic choices that communicate narrative in a photograph. They will use the elements of visual art to select and present a message, a theme or a personal narrative through photographs. Writing academic language and critical thinking skills are developed through artist statements, critiques, and close reading of photographs as text. ***Requirement: Successful completion of Art I.***

Studio Production (Grades 10-12)

This fine arts course is a workshop that allows students the opportunity to prepare and complete a series of digital video productions. This course offers students' knowledge of various art mediums. Through this course students will have a further understanding of various techniques that one creates when trying to prepare a movie story.

MATHEMATICS

Advanced Placement Statistics (Grades 11-12)

AP Statistics is an introductory college-level statistics course that introduces students to the major concepts and tools for collecting, analyzing, and drawing conclusions from data. Students cultivate their understanding of statistics using variation and distribution; patterns and uncertainty; and data-based predictions, decisions and conclusions. ***Prerequisite: Successful completion of Algebra I and Geometry.***

Advanced Placement Pre-Calculus (Grades 11-12)

This course centers on functions modeling dynamic phenomena. The course is designed to better prepare students for college-level calculus and provide grounding for other mathematics and science

courses. Students will study a broad spectrum of function types that are foundational for careers in mathematics, physics, biology, health science, social science and data science.
Requirement: Successful completion of Algebra I, Geometry, and Algebra 2

Advanced Placement Calculus AB (Grades 11-12)
This course is an advanced level calculus course covering differential and integral calculus. Students should have completed four years of college-prep mathematics and be proficient with functions, their properties, and trigonometry, including the unit circle and key values of sine and cosine. ***Prerequisite: Successful completion of Algebra I, Geometry, and Algebra 2***

Honors Math 8 (Grade 8)
This honors course covers the 8th Grade College and Career Ready Standards, building on Grade 7 foundations in the number system, statistics and probability, geometry, and expressions and equations, at an accelerated pace. The course emphasizes functions and integrates Maryland Mathematics Standards throughout instruction. Students will take the MCAP Mathematics 8 Assessment. ***Students must meet enrollment criteria.***

Math 8 (Grade 8)
This on-grade-level course covers the 8th Grade College and Career Ready Standards, building on Grade 7 foundations in the number system, statistics and probability, geometry, and expressions and equations. The course emphasizes functions and integrates Maryland Mathematics Standards throughout instruction. Students will take the MCAP Mathematics 8 Assessment.

Algebra Readiness (Grade 9)

This course builds essential skills in equations, linear relationships, and descriptive statistics to prepare students for success in Algebra I.

Algebra I (Grades 8-10)

This course fulfills the Algebra graduation requirement and prepares students for Geometry and Algebra II. Instruction focuses on equations, linear and exponential relationships, statistics, polynomial operations, and quadratic functions. Students will take the MCAP Algebra I Assessment at the end of the course.

Algebra II (Grades 10-12)
This course fulfills the Algebra II requirement for college-bound students and extends prior mathematics learning through advanced topics, including linear, quadratic, polynomial, exponential, logarithmic, and rational functions, as well as equations, inequalities, and systems. ***Prerequisite: Successful completion of Algebra I and Geometry.***

Advanced Algebra & Personal Finance (Grades 9-12)
This course focuses on the financial applications designed to deepen and extend understanding of mathematics. Students will interpret and analyze various functions, graphs and data in order to make

responsible and wise financial decisions in the context of their lives regarding banking services, automobile purchases and maintenance, income taxes, budgeting and investments.

Geometry (Grades 9-11)
This course fulfills the geometry graduation requirement and extends students' middle school geometric understanding. Emphasis is placed on transformations, reasoning, and formal mathematical arguments. Instruction aligns with the CCSS and Mathematical Practices and focuses on congruence, similarity and trigonometry, proof and constructions, three-dimensional geometry, coordinate geometry, and circles. ***Prerequisite: Successful completion of Algebra I***

Computer Science Fundamentals (Grades 10-12)
CS Python Fundamentals is an introductory-level course for students brand new to programming and computer science. In this course, students will learn problem-solving strategies, software design, and the foundations of computer science using two key tools: the Project STEM programming environment and EarSketch, a software package that turns your code into music.

Statistical Reasoning in Sports (Grades 10-12)
In this hands-on course, students explore statistical concepts through sports analytics. Using real-world data, students analyze performance, strategy, and decision-making across various sports. ***Prerequisite: Successful completion of Algebra I.***

PERFORMING ARTS

American Musical Theatre (Grades 9-12)

This course is an introductory course studying the evolving American musical. This class focuses on the shifts in style and content over the past two hundred years. Our discussions include American theatrical influences, methods of analysis, influential artists throughout history, and the current state of the American musical.

Chorus (Grades 9-12)

This course is designed for students who are interested in refining their musical, vocal and performance skills. Music of all cultures, periods and styles, with difficulty or levels ranging from medium to advanced are considered in selecting the repertory of the choral music program. ***Attendance at all performances is required.***

Grade 8 Concert Choir (Grade 8)

This course offers a variety of learning experiences for choral musicians of all levels. This ensemble introduces a variety of musical styles while incorporating music theory, music history and vocal techniques.

Grade 8 Band (Grade 8)

This course is to support and develop the intermediate instrumentalist, providing opportunities for both performance and basic instruction of music terminology and theory. Members will study the rudiments of music, including basic intervallic, melodic, harmonic, and rhythmic ear training. The course will also include the development of musical understanding of pitch, rhythm, timbre, dynamics and style. In addition, the performance skills of posture, breath control, tone quality, finger dexterity, articulation, sight reading and the development of the Band Repertoire (Grade I-III) will be covered. ***Attendance at all performances is required.***

Jazz Band (Grades 9-12)

This course meets the needs of experienced musicians, providing opportunities for both performance and basic instruction in the form of American Jazz. Members will study the rudiments of Jazz, the history of Jazz, and the style of Jazz. ***Attendance at all performances is required. Prerequisite: Must be a current member of the Symphonic Marching Band and participate in an audition.***

Symphonic/March Band/Concert (Grades 9-12)

This course is to meet the needs of the experienced musician, providing opportunities for both performance and basic instruction of musical terminology and theory. Members will study the rudiments of music, including basic intervallic, melodic, harmonic, and rhythmic ear training. The course will also include the development of musical understanding of pitch, rhythm, timbre, dynamics and style. In addition, the performance skills of posture, breath control, tone quality, finger dexterity, articulation, sight reading and the development of the Band Repertoire (Grade I-V) will be covered. ***Attendance at all performances is required***.

PHYSICAL EDUCATION AND HEALTH

Physical Education (Grades 9-11)

This course is designed to practice and develop skills in activities that will help maintain fitness throughout life. During the course, students will set and monitor personal fitness goals that will aid in the development of a personal fitness plan. Periodically, throughout the quarter, fitness levels will be assessed in the following areas: cardiovascular endurance, flexibility, muscular strength and muscular endurance. Fitness activities are designed to improve all areas of fitness. Emphasis will be on physical fitness skills and team sports. **This course is required for graduation.**

Health I (Grades 9-11)

This course is designed to assist students in obtaining accurate information, developing lifelong positive attitudes and behaviors, and making wise decisions related to their personal health. Study will include personal and community health; mental, emotional, and social health; injury prevention and safety; nutrition and physical activity; alcohol, tobacco, and other drugs; growth, development, and sexual health. Central themes are the acceptance of personal responsibility for lifelong health, respect

for promotion of the health of others, and an understanding of the process of growth and development. **This course is required for graduation.**

Health II (Grades 11-12)

This course will use the introductory instruction from previous health courses to expand on the development of skills, attitudes, and behaviors that will enable them to make decisions that promote healthful behaviors. Students engage in inquiry and problem-solving approaches utilizing a developmentally appropriate progression of content related to health education concepts.
This course is required for graduation.

Lifetime Sports (Grades 9-12)

This class provides opportunities for students to enhance their physical, mental and social well-being through directed class activities. Activities used will help the individual to incorporate physical activities into his or her daily lifestyle. Some activities would include, but are not limited to: fitness training, bowling, ultimate Frisbee, paddle ball, and bocce. These activities would be dependent upon space and available equipment.

Fitness and Conditioning (Grades 9-12)

This course is designed to improve a student's physical fitness, knowledge of sports, and participation in various sports and activities. Students will be expected to change their clothes for safety and hygiene, participate in daily activities, and perform activities that improve cardiovascular endurance, and workout in the weight room to increase muscular strength. A weekly test to assess knowledge of the sports participated in will be administered.

Weight Training (Grades 9-12)

This course is designed to provide an opportunity to learn weight training concepts and techniques used for obtaining optimal physical fitness. Students will benefit from comprehensive weight training and cardiorespiratory endurance activities. Students will learn the basic fundamentals of weight training, strength training, aerobic training, and overall fitness training and conditioning. The course includes both lecture and activity sessions. Students will be empowered to make wise choices, meet challenges, and develop positive behaviors in fitness, wellness, and movement activities for a lifetime.

SCIENCE

Advanced Placement Biology (Grades 11-12)

This course provides an in-depth, college-level study of biological concepts, emphasizing scientific inquiry, analytical skills, and advanced content knowledge. Course topics align with the College Board AP Biology framework and prepare students for the AP Biology examination. ***Prerequisites: Successful completion of Biology.***

Anatomy and Physiology (Grades 10-12)

This course includes the structure and function of human body systems aligned with the Next Generation Science Standards (NGSS), including histology, genetics, and medical terminology. Laboratory investigations include dissections, physiological experiments, and clinical simulations. Coursework is taught at a college-preparatory level and requires one to two hours of homework nightly.

Biology (Grades 10–12)

This course addresses the Next Generation Science Standards (NGSS) for life science. Students will explore core biological concepts through scientific inquiry, crosscutting concepts, and engineering practices. Emphasis is placed on developing scientific reasoning and applying content to real-world contexts. *Satisfies the Life Science graduation requirement.* ***Students will take the MSDE Biology End of Course Assessment.***

Biology Honors (Grades 10–12)

This course is aligned to the Next Generation Science Standards (NGSS) and is taught at an accelerated pace with increased depth and complexity. Students engage in advanced science and engineering practices, analyze complex biological systems, and conduct extended investigations and research-based inquiries. *Satisfies the Life Science graduation requirement.* ***Students will take the MSDE Biology End of Course Assessment.***

Chemistry I (Grades 10-12)

This course is aligned with the Next Generation Science Standards (NGSS) and examines the structure and properties of matter. Students study stoichiometry, the mole, chemical equations, energy, waves, and foundational scientific problem-solving skills through laboratory investigations and data analysis. ***Prerequisite: A grade of "C" or better in Algebra I.***

Environmental Literacy (Grade 9)

This course provides students with an understanding of Earth systems, environmental processes, and human impact and is aligned with the Next Generation Science Standards (NGSS). Topics include ecological interactions, energy resources, land and water systems, and regional studies of the Manokin River and the Chesapeake Bay. Students develop environmental awareness through investigation of current environmental issues using NGSS science and engineering practices.

Environmental Literacy Honors (Grade 9)

This course includes all Environmental Literacy content with increased rigor, analysis, and independent study and is aligned with the Next Generation Science Standards (NGSS). Instruction emphasizes scientific inquiry, data analysis, and evidence-based reasoning as students examine environmental systems, human impacts, and sustainability through NGSS science and engineering practices and crosscutting concepts.

Marine Biology (Grades 10-12)

This course is designed for students seeking an additional science credit, this course explores marine ecosystems aligned with the Next Generation Science Standards (NGSS), with a regional emphasis on the Manokin River and the Chesapeake Bay. Students study marine organisms, aquatic ecosystems, and environmental challenges through inquiry-based investigations.

Physical Science (Grades 11–12)
This course provides an overview of chemistry and physics aligned with the Next Generation Science Standards (NGSS). Instruction focuses on matter, energy, and their interactions, with students engaging in laboratory investigations to apply concepts and develop scientific reasoning skills.

Physics (Grades 11–12)
This course addresses the NGSS physical science standards, emphasizing motion, forces, energy, and waves. Students will engage in scientific and engineering practices to deepen their understanding of physical systems.

Science 8 (Grade 8) Students develop foundational scientific skills aligned with the Next Generation Science Standards (NGSS) through hands-on investigations, scientific inquiry, and data analysis. Instruction includes metric system conversions in length, volume, and mass, and an introduction to the laws of motion, forces, and chemical reactions.

Science 8 Honors (Grade 8)
This course includes all Science 8 content with increased rigor, depth, and student independence and is aligned to the Next Generation Science Standards (NGSS). Students engage in scientific inquiry through investigative laboratory experiences, apply metric system conversions, and explore core NGSS disciplinary concepts related to motion, forces, and chemical reactions.

SOCIAL STUDIES

Advanced Placement U.S. Government and Politics (Grades 10 - 12)
This course studies U.S. government and politics. Students cultivate their understanding of U.S. government and politics through analysis of data and text-based sources as they explore topics like constitutionalism, liberty and order, civic participation in a representative democracy, competing policy-making interests, and methods of political analysis. Students will take the AP Exam.

Advanced Placement United States History (Grades 11 -12)
This course focuses on developing students' abilities to think conceptually about U.S. history from approximately 1291 to the present and apply historical thinking skills as they learn about the past. Students will take the AP Exam.

Contemporary Issues (Grade 12)
This course focuses on the impact of social, economic, international and political issues on contemporary society. It is designed to cover democratic citizenship, government participation in

domestic and foreign affairs, and personal finance. Special attention is given to personal finance and geography.

Contemporary Issues Honors (Grade 11-12)
This course will cover all major topics that are covered in regular Contemporary Issues. Students will be required to complete research, writing, presentations, and readings at the honors level. ***Recommendation: This course may only be taken by seniors and/or juniors with CTE completers in senior year that require special schedules.***

Government (Grade 10)
This course focuses on the fundamentals of how the American Government works and how citizens and groups influence government. Students will study the structure and functions of government and politics in the United States, analyze the role of the U.S. government in world affairs, and how democratic principles and practices have evolved by studying Supreme Court cases, and civil and criminal law. ***Students will take the Government End of Course Assessment.***

Government Honors (Grade 10)
This course focuses on the fundamentals of how the American Government works and how citizens and groups influence government. Students will study the structure and functions of government and politics in the United States, analyze the role of the U.S. government in world affairs, and how democratic principles and practices have evolved by studying Supreme Court cases, and civil and criminal law. This honors level course will require more research, writing, presentation, and reading than the general level course. ***Students will take the Government End of Course Assessment.***

Psychology (Grades 11-12)
This course is a study of human behavior and its effects on society. Students will learn the research methods in psychology used to understand human behavior and development. They will learn about the physical systems of the body and how they affect emotions and behaviors as well as learning theories and social interaction.

U.S. History I (Grade 8)
This course will focus on the history of the United States from the Colonial Period through the Civil War. Economic, personal finance and geographic standards will be incorporated into units throughout the year. ***Students will take the MSDE Social Studies Assessment.***

U.S. History II (Grade 9)
This course will be focused during the period from Reconstruction to the present. Students will study the factors and events which influenced the rapid growth of this nation. Economic, personal finance and geographic stands will be incorporated into units throughout the year.

U.S. History II Honors (Grade 9)

This course will concentrate on the historical period from the late 1800's to the present. Students will engage in inquiry, problem solving and critical thinking skills to identify major issues of each time period and analyze their importance to the United States today. Students will be expected to read, analyze, and draw conclusions from primary source documents; complete research, and write in the content area.

World Geography (Grades 11-12)

This course studies the world's peoples, places, and environments, with an emphasis on world regions. Maps as well as graphs, sketches, diagrams, photographs and satellite-produced images are essential tools of geography.

World History (Grade 11)

This course explores significant historical events and cultures in world history, from the end of the Middle Ages through the present, with an emphasis on understanding themes and analyzing historical evidence found among and between world civilizations. In order to understand the dynamics of modern world history and current global events, students will develop an understanding of how people have historically interacted economically, politically, culturally, and militarily.

World History Honors (Grade 11)

This course explores significant historical events and cultures in world history, from the end of the Middle Ages through the present, with an emphasis on understanding themes and analyzing historical evidence found among and between world civilizations. In order to understand the dynamics of modern world history and current global events, students will develop an understanding of how people have historically interacted economically, politically, culturally, and militarily. Students will be required to complete research, writing, presentations, and readings at the honors level.

TECHNOLOGY

Introduction to Computer Programming (Grades 9-12)

This class will help students learn computer programming with coding language. Learn the fundamentals of object-oriented software development including variables, data types, conditionals, loops and more. Students will apply programming skills to tackle practical data science challenges. No prior programming experience is necessary.

Introduction to Engineering (Grades 9-12)

This class is designed to help prepare students who are interested in a career in engineering. The format of the course is based on team solutions of projects that involve formulation, analysis, research, creativity, evaluation, and testing. Production of prototypes may also be a part of the project solution. Students must have successfully completed the initial required technology education course and complete an application in order to enroll. ***Note: This course does not qualify as part of the PLTW CTE program.***

Technology Education (Grades 9-12)

This course is an integrated, experience-based instructional program designed to prepare a population that is knowledgeable about technology – its evolution, systems, techniques, utilization, and social and cultural significance. It results in the application of math and science concepts in technological systems. Students discover, create, solve problems, and construct by using a variety of tools, machines, materials, processes, and computer systems. Technology education is taught in an active laboratory setting rich with hands-on multi-sensory experiences. Such a laboratory setting has abundant opportunities for varied and multiple methods of student assessment. Therefore, student assessment in technology education should provide for a variety of ways in which students demonstrate achievement of learner outcomes.

WORLD LANGUAGE

Spanish I (Grades 8-12)

This class is designed to introduce students to language and culture. The Level 1 courses prepare students to communicate authentically in the target language about familiar topics in everyday life. Students communicate in the target language through reading, listening, speaking and writing. Students share their own culture while learning about the practices, products, and perspectives of the target culture.

Spanish II (Grades 9-12)

This class expands students' ability to communicate in Spanish through speaking, writing, listening, and reading on topics related to daily life, including pop culture, technology, travel, celebrations, and personal stories. The class emphasizes vocabulary development, fluency, and the fundamental elements of the language within a cultural context. Students progressively build their listening, speaking, reading, and writing skills. By the end of the course, students should respond with increasing proficiency to spoken and written Spanish and demonstrate greater cultural awareness. ***Requirement: Successful completion of Spanish I.***

Spanish III (Grades 10-12)

This class strengthens students' ability to communicate in spoken and written Spanish while deepening cultural understanding through exposure to the products, practices, and perspectives of Spanish-speaking communities. Students build proficiency in speaking, listening, reading, and writing on familiar topics that require more critical thinking, such as healthy lifestyles, future careers, volunteerism, environmental impact, and sustainability. Level III expands understanding of cultural relationships and incorporates thematic vocabulary, advanced grammar, idiomatic expressions, and appropriate gestures. Oral comprehension, pronunciation, and grammatical accuracy continue to develop through consistent use of the language in class. ***Requirement: Successful completion of Spanish II.***

Spanish IV (Grades 10-12)

This class is designed to meet the needs of students who are interested in learning to communicate in a world language at an advanced level. Additionally, students will be exposed to the cultural similarities and differences as they relate to Spanish-speaking countries. The class focuses on four content areas: speaking, listening, reading, and writing. Students will acquire a working knowledge of thematic vocabulary and advanced grammatical structures to enhance their ability to communicate in all four areas of a second language. Students will be reading a novel in the target language. ***Requirement: Successful completion of Spanish III.***

Course Scheduling Form

Complete this form and turn in to your Guidance Counselor to work on a schedule for the 2026-2027 school year.

Student Name _____

2026-2027 Grade Level _____

	First Choice	Alternate Choice
CTE		
English		
Fine Arts		
Mathematics		
Phys. Ed./Health		
Health 11th Grade		
Science		
Social Studies		
World Language		
Electives		

Parent/Guardian Signature _____

Student Signature _____

Guidance Office Personal Only

Schedule Meeting Date:_____CCR status_____

Guidance Counselor Signature:_____

Administrator Signature:_____

Notes:_____

_____

_____

_____

SOMERSET COUNTY PUBLIC SCHOOL

SERVICE-LEARNING DOCUMENTATION FORM

For Students Who Accumulate Service Learning Hours Outside of School

To meet the Maryland Graduation Requirements in student service, the student service experience must include the components of **preparation**, **action** and **reflection**. This form is to be completed by the student and signed by the community agency or parent to verify the completion of the three components and returned to the school guidance office for credit toward the student's graduation requirement in student service.

Name: _____ Date _____

Total Hours of Service Performed _____

Community Organization or Agency_____
Community Agency Signature _____
Parent Signature _____
Student Signature _____
Description of Service Performed

_____
_____
_____
_____
_____
_____

SERVICE LEARNING STUDENT AND PARENT GUIDE IN SCPS