

Catalog of Approved High School Courses

2026-2027

Dorchester County Public Schools

Dorchester County Secondary Schools	
Cambridge-South Dorchester High School 2475 Cambridge Beltway Cambridge, MD 21613 410-228-9224	• Jerome Stover, Principal • Jessica Dulin, Assistant Principal • Amanda Robinson, Assistant Principal • Everett Young, Assistant Principal
North Dorchester High School 5875 Cloverdale Road Hurlock, MD 21643 410-943-4511	• William Thompson, Principal • Erin Moore, Assistant Principal • Adam Wilson, Assistant Principal
Dorchester Career and Technical Center 2465 Cambridge Beltway Cambridge, MD 21613 410-901-6950	• Ashley Robinson, Principal
Mace's Lane Middle School 1101 Mace's Lane Cambridge, MD 21613 410-228-2111	• Kesha Cook, Principal • Willie Giddens, Assistant Principal • Jonathan Fitzsimmons, Assistant Principal • Bobbie Matthews, Assistant Principal
North Dorchester Middle School 5745 Cloverdale Road Hurlock, MD 21643 410-943-3322	• Vaughn Evans, Principal • Linda Barnes, Assistant Principal • Mark Pages, Assistant Principal
South Dorchester School 3485 Church Creek Church Creek, MD 21622 410-901-6934	• Patricia Prosser, Principal

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Table of Contents

GRADUATION REQUIREMENTS 3
Procedures for Promotion and Graduation 4
Local and State Assessment Requirements 4
College and Career Readiness Standards 8
College and Career Exploration 12
Program of Study Completion Options 12
Student Service-Learning Requirement 15
Diploma Endorsements 16
National Honor Society 19
Senior Recognition Program 19

REGISTRATION GUIDELINES 20
Additional Ways to Earn/Recover Course Credits 20
Maryland Apprenticeship Program (CTE) 21
Early College/Dual Enrollment 21
Alternatives to 4-Year Enrollment in a Public High School 24
Early Graduation 24
Weighted Grade Point Averages 25
National Collegiate Athletic Association (NCAA) 25

GENERAL COURSE DESIGNATIONS AND DESCRIPTIONS 26
Art 27
Advancement Via Individual Determination (A.V.I.D.) 29
Career and Technical Education 30
Courses for Students with Individualized Education Programs (IEP) 30
English/Language Arts 60
Mathematics 65
Multi-Department Courses 70
Music and Performing Arts 72
Physical Education and Health 75
Science 76
Social Studies 81
Technology Education 85
World Languages 86

APPENDICES 5-Year Academic and Career Plan
Dual Enrollment Agreement

GRADUATION REQUIREMENTS

Enrollment Requirements:	Students must be enrolled full-time for four years beyond grade eight unless one of the alternatives approved by the Maryland State Department of Education is satisfied. All students must be fully scheduled, and Seniors must be enrolled for a minimum of four credits their senior year.
Graduation Assessments:	Algebra I English 10 Government Biology
Additional Requirements:	• Student Service-Learning Hours- 75 hours required. • Environmental Literacy Requirement • CPR and AED Instruction Requirement

MINIMUM CREDIT REQUIREMENTS

These requirements meet and exceed Maryland State Department of Education requirements to earn a high school diploma.

Dorchester County graduates are required to earn a minimum of 22 credits.

Subject	Credits Required	Related Courses/Criteria	
English	4	1 credit English 9 1 credit English 10 1 credit English 11 1 credit English 12	
Mathematics *All students must be enrolled in a math course for each academic school year.*	4	1 credit Algebra I 1 credit Geometry 2 additional math credits* **Algebra II is required to be a University System of MD completer.*	
Social Studies	3	1 credit United States History 1 credit Government 1 credit Modern World History	
Science	3	1 credit Biology (Life Science) 1 credit Physical Science *OR* Chemistry 1 credit Environmental Science I (Earth/Space Science)	
Physical Education	0.5	½ credit Physical Education	
Health	1	½ credit Health I ½ credit Health II	Includes instruction in cardiopulmonary resuscitation (CPR) and the use of an automated external defibrillator (AED) as prescribed by state law.
Technology	1	1 credit Foundations of Technology, *OR* 1 credit Foundations of Computer Science	
Fine Arts	1	1 credit in an Art, Music, or Performing Arts course	
Electives	1-5	Students may select electives based upon their personal interests and may be enrolled in courses to support fulfillment of College and Career Readiness identification.	
Program of Study Completion Options	2-6	2 credits in the same World Language Career & Technical Education Program Completion 2 credits in Community and Schools Together (C.A.S.T) • *For students with an IEP.*	

Students seeking admission into University of Maryland institutions should review math entrance requirements.

Procedures for Promotion and Graduation

Promotion from one grade level to the next is based on the year the student entered the ninth grade, as well as the number and types of credits earned and attempted coursework as follows:

Promotion to grade . . .	Minimum Credit Count	Additional Criteria
10	5	A minimum of four (4) credits earned in core contents: • 1 credit in English • 1 credit in mathematics • 1 credit in social studies • 1 credit in science • 1 credit in world language OR toward program of study
11	11	A minimum of eleven (11) credits earned in core contents: • 2 credits in English • 2 credits in mathematics • 2 credits in social studies • 2 credits in science • 2 credits in world language OR toward program of study • 1 elective credit
12	17	A minimum of seventeen (17) credits earned in core contents: • 3 credits in English • 3 credits in mathematics • 3 credits in social studies • 3 credits in science • 2 credits in world language OR toward program of study • 3 elective credits

Local and State Assessment Requirements

Assessment is a key component of instruction. Students take a variety of local and state assessments during their years in public schools, including state mandated assessments for graduation. Students may also take college level exams related to advanced placement students and scholastic aptitude tests required for college admissions. Results from student performance support monitoring student progress, as well as evaluating and improving instruction and curriculum. State mandated assessments provide students, educators, parents/guardians, and the public with valuable information about individual students, school, district, and state performance. Contact the DCPS Division of Academics at 410-228-4747, or your school counseling office for more details. Additional information about results of these assessments can be found at https://reportcard.msde.maryland.gov/.

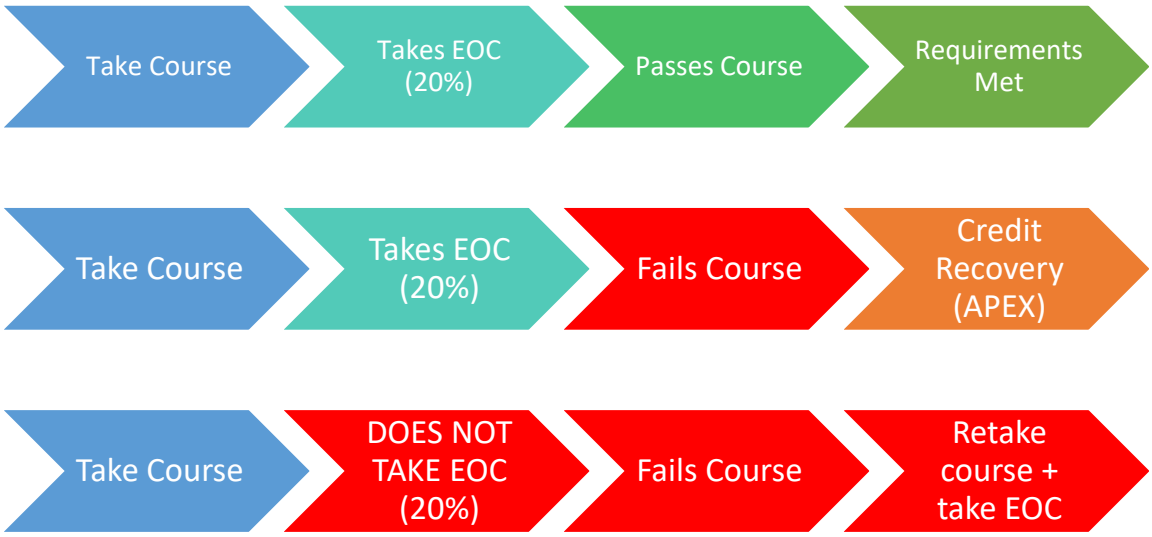
Assessment Requirements for Graduation

Maryland Comprehensive Assessment Program (MCAP)

The Maryland Comprehensive Assessment Program (MCAP) sets consistent expectations for English Language Arts/Literacy, mathematics, social studies, and science. MCAP is developed by Maryland educators in alignment with College and Career Readiness curriculum standards and are a reliable evaluation of each student's progress. To be awarded a Maryland high school diploma, a student must meet the graduation assessment requirements.

Additionally, per the Maryland BluePrint, students in Maryland must be identified as having met the College and Career Readiness standards in English Language Arts/Literacy and mathematics by the end of Grade 10. If a student has not been identified by the end of Grade 10, they will be enrolled in support courses and reassessed as needed to meet the standards by graduation *(see College and Career Readiness Standards for criteria)*.

Assessed Course	MCAP Assessment	Requirement	Additional Information
Algebra I	Algebra I MCAP	Earn a Performance Level 3 or 4 (750+ Scale Score)	Students who took Algebra I in Grade 8 must take a math assessment in high school. High school students who meet the CCR standard using Algebra I do not need to take additional math MCAP events.
Geometry	Geometry MCAP	Earn a Performance Level 3 or 4 (750+ Scale Score)	Students who took Algebra I in Grade 8 must take a math assessment in high school.
Algebra II	Algebra II MCAP	Earn a Performance Level 3 or 4 (750+ Scale Score)	Students who took Algebra I in Grade 8 must take a math assessment in high school.
English 10	English 10 MCAP	Earn a Performance Level 3 or 4 (750+ Scale Score)	Students who do not meet the CCR standard must reassess through their English 11 course.
Government	Government MCAP	End of Course (EOC) exam counts as 20% of the final course grade.	Failure of the course and failure to take the EOC will result in the need to retake the course and complete the EOC.
Biology	Life Science MISA		



Note: Students who fail to complete the end of course exam while enrolled in the original course will receive the lowest possible score as 20% of their course grade, and are still required to take the end of course exam.

For more information regarding the End of Course (EOC) requirements for Government and Life Science, please visit the MCAP End of Course Exams MSDE page.

Dynamic Learning Maps Assessment (DLM)

The Dynamic Learning Maps (DLM) Alternate Assessment is Maryland's assessment program designed for students in grades 3 through 8, and grade 11 with significant cognitive disabilities. A student is eligible to participate in this assessment if through the Individualized Education Program (IEP) process, it has been determined they cannot participate in the Maryland Comprehensive Assessment Program, even with accommodations. The Dynamic Learning Maps (DLM) Alternate Assessment is based on alternate achievement standards which have been derived from and are aligned with the Maryland College and Career-Ready Standards (MCCRS) in the areas of English Mathematics and Science. For additional information on DLM please visit https://dynamiclearningmaps.org/maryland.

The English Language Proficiency Test (ELPT): ACCESS for ELs

The English Language Proficiency Test, ACCESS 2.0 (Assessing Comprehension and Communication in English State-to-State for English Language Learners), is a secure large-scale English language proficiency assessment given to Kindergarten through 12th graders who have been identified as English language learners (ELs). It is given to monitor students' progress in acquiring academic English. The students are assessed in speaking, listening, reading, and writing. The assessment provides a comprehension score derived from the listening and reading domains. Individual student results are shared with the parent/guardian annually. For additional information on the ACCESS 2.0, please contact the Supervisor of English Language Learners at 410-228-4747, or visit https://wida.wisc.edu/assess/access/tests.

Preliminary Scholastic Aptitude Test (PSAT)
National Merit Scholarship Qualifying Test (NMSQT)

The Preliminary SAT / National Merit Scholarship Qualifying Test (NMSQT) is co-sponsored by the College Board and National Merit Scholarship Corporation. This test measures student performance in language usage, writing, reading, and mathematics. Dorchester County Public Schools will work to ensure grade 10 and grade 11 students will have the opportunity to participate in the PSAT/NMSQT annually. High school students take the PSAT/NMSQT which can qualify them for scholarships and prepare them for the SAT. The PSAT/NMSQT can be taken by all eligible students in grades 10 and 11. To qualify for a National Merit Scholarship, students must take the PSAT/NMSQT in 11th grade. Additionally, students may meet the College and Career Readiness standard using PSAT/NMSQT results by achieving a minimum score ≥480 on the EBRW section, and ≥530 on the Mathematics portion. Members of the 11th grade cohort must contact their school counselor in advance to make arrangements.

Scholastic Aptitude Test (SAT)

The Scholastic Aptitude Test (SAT) may be used by colleges as one of several admission requirements. It is normally taken by students in grades 11 or 12. The College Board describes the SAT as a test of reasoning that measures critical reading, writing, and mathematical reasoning skills students have developed over time and need to be successful academically. It is characterized as the best available independent, standardized measure of a student's college readiness. Students may use SAT test results to meet the College and Career Ready standards. Please note that a preparatory course for the SAT is listed as a course offering in this document. Dorchester County Public Schools will work to ensure grade 11 and grade 12 students will have the opportunity to participate in the SAT School Day annually. Additionally, students may meet the College and Career Readiness standard using SAT results by achieving a minimum score ≥480 on the EBRW section, and ≥530 on the Mathematics portion. Additional administrations are available on weekends at the cost to the student.

Please make sure you visit your school counseling department for more information on registration information and/or to determine if you qualify for a fee waiver. Visit www.collegeboard.org for more information.

American College Testing (ACT)

The American College Testing (ACT) is a national assessment accepted by most college and universities. There are four subject areas that are assessed: English, Mathematics, Science and Reading. ACT offers an optional essay component. Please visit www.actstudent.org for more details or your school counseling department.

Advanced Placement (AP) Exams

Advanced Placement (AP) courses are designed to prepare students for the rigor of college course work. This will require students to complete assignments outside of regular class time such as readings, essays, and/or long-term projects. Any grades assigned to this work would be based upon mastery of the standard, not compliance or participation. Every student enrolled in Advanced Placement courses will take the corresponding exam, the cost of which is covered by DCPS. Students who do not participate in the exam will have their course credit adjusted to honors designation and be responsible for a processing fee. Colleges and universities use the AP exam results to determine college preparedness, student motivation, and placement. Students may have the opportunity to earn credit or advanced standing at most of the nation's colleges and universities. Check with your school counselor for more information on the Advanced Placement courses and exams. You can also visit the College Board website at https://apstudents.collegeboard.org/. In addition to enrolling in an AP course, students may take the Advanced Placement tests in other areas for which they are uniquely prepared. Students should discuss these options with their subject area teacher and school counselor.

College and Career Readiness Standards

Per *The BluePrint for Maryland's Future* students are to meet the College and Career Readiness standards by the end of their 10th grade year. Students may be identified as College and Career Ready through established assessment scores determined by the Maryland State Department of Education:

<table>
<tr><th>By the end of 10th Grade</th><th>11th and 12th Grade Only</th></tr>
<tr><td>Earn a High School GPA of 3.00 or higher AND Math Mastery (Earn a grade of A, B, or C in Algebra I or score Proficient or above on the Algebra I MCAP) OR</td><td rowspan="2">One-year GPA ≥ 3.00 in 11th or 12th grade AND earn an A, B, or C in a high school level math course at any point in the students high school career.</td></tr>
<tr><td>Score Proficient or above on the ELA 10 AND Algebra I MCAP assessments</td></tr>
<tr><th colspan="2">Anytime in High School</th></tr>
<tr><td>Two dual enrollment or dual credit courses: grade of C or better; One course must be Math, one course must be ELA, Science or Social Studies.</td><td>Score At Target on the Math and ELA Dynamic Learning Maps Alternate Assessments (For students with IEPS indicating alternative assessment)</td></tr>
<tr><td>Two AP assessments: Score ≥ 3 on AP; One assessment must be Math and one must be ELA, Science or Social Studies</td><td>Earn Silver or better on the ACT WorkKeys Assessment</td></tr>
<tr><td rowspan="3">Meet the CCR benchmark on SAT, PSAT or ACT:
SAT: 480+ in Reading & Writing and 530+ in Math
PSAT/NMSQT or PSAT 10: 480+ in Reading and Writing and 530+ in Math
ACT: 18+ in English and 22+ in Math</td><td>Earn a State-Approved Industry-Recognized credential</td></tr>
<tr><td>Complete the high school level of registered apprenticeship</td></tr>
<tr><td>Earn a score of 50 or better on ASVAB</td></tr>
</table>

Updated March 2025

Criteria for the College and Career Readiness standards may change at the discretion of the Maryland State Department of Education. Students who have not met the College and Career Readiness standards by the end of 10th grade will be enrolled in support courses and reassessed. For more information regarding reassessment requirements visit the DCPS High School Reassessment Requirements document and the MSDE College and Career Readiness FAQ document.

DCPS CCR Support Pathway Options

Students that are not on track to meet the College and Career Readiness standards for English and/or Mathematics will be required to enter a support pathway to prepare for reassessment and meet the standards before graduation.

This may include students being placed in regular or honors courses for English and/or Mathematics based on MCAP scores.

English/Language Arts Support Pathway

Preventative measures will be taken to ensure students are transitioning from middle school to high school with resources and skills established to meet the College and Career Readiness standard. Should a student not achieve the College and Career Readiness standard after grade ten, additional support and reassessment will continue.

Click here to access the English/Language Arts Support Pathways in Canva.

Students who are not on track to meet the College and Career Readiness standards for English and/or Mathematics will be required to enter a support pathway to prepare for reassessment and meet the standards before graduation. Preventative measures will be taken to ensure students are transitioning from middle school to high school with resources and skills established to meet the College and Career Readiness standards. Should a student not achieve the College and Career Readiness standards after grade ten, additional support and reassessment will continue.

Scenario One

- The student exits Grade 8 with a MAP Growth Measure Below 204 and earns a Level 1 or 2 on the MCAP ELA 8.
    - The student will take Corrective Reading their 9th grade year.
    - The student will take English Test Preparation their 10th grade year and English 10.

Scenario Two

- The student exits Grade 8 with a MAP Growth Measure between 205and 212 and earns a Level 1 or 2 on the MCAP ELA 8.
    - The student will take English 9 and English Test Preparation.
    - The student will be invited to complete a writing portfolio over the summer before enrolling in English 10.

Scenario Three

- The student exits Grade 8 with a MAP Reading Growth Measure above 212 and earns a Level 1 or 2 on the MCAP ELA 8.
    - The student will take English 9 and is encouraged to take AVID 9.
    - The student will take English 10 or AP Seminar.

If the student is not successful in earning a Level 3 or 4 on the MCAP ELA 10 they will continue to receive remediation in their English 11 course and retake the MCAP ELA 10.

If the student is still not successful in earning a Level 3 or 4 on the MCAP ELA 10 they will continue to receive remediation in their English 12 course and retake the MCAP ELA 10.

Mathematics Support Pathway

Click here to access the Mathematics Support Pathways in Canva.

Scenario One

- The student exits Grade 8 and enrolls in Algebra I Part I and Algebra I Part II for 9th grade.
    - The student fails their Algebra I course and earns a Level 1 or 2 on the Algebra I MCAP.
    - The student attends Summer School for Algebra I and retakes the Algebra I MCAP.
        - If the student fails to report to Summer School they will retake the Algebra I courses in addition to Algebra Test Preparation and Geometry 10th grade year.

Scenario Two

- The student exits Grade 8 and enrolls in Algebra I Part I and Algebra I Part II for 9th grade.
    - The student passes their Algebra I course with a C or higher and earns a Level 1 or 2 on the Algebra I MCAP.
    - The student attends Summer Algebra I Immersion and retakes the Algebra I MCAP.
        - If the student fails to report to Summer School, they will be enrolled in the Algebra Test Preparation course and Geometry 10th grade year to retest.

Scenario Three

- The student exits Grade 8 and enrolls in Algebra I Part I and Algebra I Part II for 9th grade.
    - The student passes the Algebra I course and earns a Level 3 or 4 on the Algebra I MCAP.
    - The student progresses to Geometry and advanced mathematics courses each year of high school.

If the student retakes the Algebra I MCAP and does not earn a Level 3 or 4 they will continue to receive supports in their math courses and retake the assessment until the standard is met.

If a student took Algebra in grade 8, passed the course and earned a Level 3 or 4 on the Algebra I MCAP, they are required to take another math assessment while in high school. This may be the Geometry MCAP, Algebra II MCAP or SAT.

DCPS Post CCR Pathway Options

Students that meet the College and Career Readiness standards for English and Mathematics may transition into their post CCR pathway towards graduation:

Advanced Placement Pathway	Career and Technical Education Pathway	Dual Enrollment Pathway

Advanced Placement Pathways

STEM Advanced Placement Pathway		Humanities Advanced Placement Pathway	
9th Grade		*9th Grade*	
English 9 PreAP 2	PE/Health I	English 9 PreAP 2	PE/Health I
Biology Honors	World Language II	Physical Science	Spanish II
U.S. History	Elective	U.S. History	Elective
Algebra I/Geometry	Algebra II	Algebra I/Geometry	Algebra II
10th Grade		*10th Grade*	
AP Seminar (as English 10)	PE/Health II	AP Seminar (as English 10)	Spanish III
Chemistry	AP Enviro. Science	Biology	PE/Health II
Government	World Language III	AP Government	Elective
AP Pre-Calculus	Elective	Statistics/Pre-Calculus	Elective
11th Grade		*11th Grade*	
English 11	AP Research	AP English Lang.	AP Research
AP Enviro. Science	World Language IV	AP World History	Human Anatomy
World History	Human Anatomy	Environmental Science	Spanish IV
AP Calculus/Stats/ Computer Science Princ.	Elective	Statistics/Pre-Calculus	Elective
12th Grade		*12th Grade*	
English 12	Psychology	AP English Lit.	AP Psychology
AP Biology/Chem.	Elective	AP Euro/U.S. Hist.	Chemistry
AP Euro/U.S. Hist.	Elective	AP Spanish	Elective
AP Calculus/Stats/ Computer Science Princ.	Elective	AP Calculus/Stats/ Computer Science Princ.	Elective

*This is a sample, students are invited to experience components of both pathways and are not restricted to one.

Career and Technical Education Pathway

Career Cluster	DCTC Pathways			
Construction	Carpentry	Electricity	Masonry	Welding
	Heating, Ventilation and Air Conditioning (HVAC)			
Hospitality, Events, and Tourism	Culinary Arts		Careers in Cosmetology	
Agriculture	Curriculum for Agricultural Science Education (CASE)			
Healthcare and Human Services	Medical Services		Project Lead the Way (PLTW) Biomedical Sciences	
Public Service and Safety	Homeland Security and Emergency Preparedness/Criminal Justice		Teacher Academy of Maryland	
	Fire Fighter/EMT (Queen Anne's County)		Navy Junior Reserve Officers' Training (NJROTC)/ Military Science (Talbot County)	
Advanced Manufacturing	Project Lead the Way (PLTW) Engineering			
Supply Chain and Transportation	Automotive Technician	Collision Repair and Refinishing		Medium/Heavy Truck
Apprenticeship Maryland	Youth Apprenticeship Maryland Program			
Business Management and Finance	Office Systems Management			

Dual Enrollment Pathway

Please see pages 24-27 for details regarding dual enrollment procedures and courses.

College and Career Exploration

Naviance is an online college and career exploration platform available to Dorchester County students. Naviance Student allows students to:

✓ **Get involved in the planning and advising process.**	✓ **Research colleges.**
• Build resumes. • Complete online surveys. • Manage timelines and deadlines.	• Compare Grade Point Average (GPA). • Explore locations and cost of colleges. • Find majors.
✓ **Research careers.**	✓ **Create future plans.**
• Explore among hundreds of career opportunities. • Determine which skills and training are needed to support your career pathway.	• Set goals. • Complete tasks that support understanding of all potential college and career opportunities.
Edocs *(Seniors only)*	
• Students will send their transcripts to colleges using this feature through Naviance Student. • Most colleges/universities across the country use *Naviance Student* and receive transcripts and teacher recommendations through the platform.	

To access Naviance Student go to connection.naviance.com/ and include your abbreviated school name, for example: connection.naviance.com/maceslm

- Mace's Lane = maceslm
- South Dorchester K-8 = sdorchesters
- North Dorchester Middle = ndm
- Cambridge South Dorchester High = cambridgesdhs
- North Dorchester High = ndh

Once you log in to the Naviance Student website click the student option and then enter your username and password. Please contact your school counselor if you have any questions.

Program of Study Completion Options

The Dorchester County High School Course Catalog lists courses that, when taken in proper sequence, will prepare students for college and careers. These courses are offered at the high schools and the Dorchester Career and Technical Center (DCTC) and are aligned to the Maryland State Department of Education course catalog.

Students are required to accumulate the required number of course credits and plan to earn their high school diploma through successful completion of one or more of the available completer options:

1. University System of Maryland Admissions
2. Career and Technical Education
3. Community and Schools Together (CAST)

1. University System of Maryland Admissions Completer

The policy for undergraduate admissions is identified by the University System of Maryland, and establishes the following criteria for freshman admission:

A. High school diploma or its equivalent
B. A high school grade point average (GPA) that is equivalent to a C or better. (2.0 GPA or higher)
C. A score on a nationally standardized examination, such as the SAT or ACT.
D. Earned course credit for the following content areas:

Subject Area	Credit Requirements	Available DCPS Courses	Additional Requirements
English	4	English 9-12; AP Literature and Composition; AP Language and Composition	
Biological or Physical Sciences *(2/3 must include lab experience.)*	3	Biology; Physical Science; Chemistry; Physics; Environmental Science	*2/3 must include lab experience*
Social Science/ History	3	United States History; Government; Modern World History; AP United States History; AP Government and Politics; AP Modern World History	
Mathematics	4	Algebra I; Geometry; Algebra II; Introduction to Statistics; Pre-Calculus; AP Statistics; AP Pre-Calculus; AP Calculus AB; AP Computer Science	*Students who complete Algebra II prior to their final year of high school must complete the four-year math requirement with a non-trivial math course.*
World Language	2	Spanish I-IV; AP Spanish; German I-III	*The two language courses must be in the same language.*

The following University System of Maryland Institutions recognize the admissions criteria listed above:

- Bowie State University
- Frostburg State University
- Towson University
- University of Maryland, Baltimore
- University of Maryland, Eastern Shore
- University of Maryland, Baltimore County
- University of Maryland Center for Environmental Sciences
- Coppin State University
- Salisbury University
- University of Baltimore
- University of Maryland, College Park
- University of Maryland Global Campus

Each University System of Maryland institution has guidelines for evaluating applicants who have not completed all the required courses for admission. In some cases, students who lack required courses are permitted to take it during their freshman year in college. In other instances, students are permitted to demonstrate their competency in a given field as an alternative to passing a required high school course. While these represent the minimum high school course requirements for entry into the University System of Maryland institutions, individual campuses and programs may have additional admissions requirements. Students must seek out these requirements by writing to the admissions director at the campus of choice. Visit https://www.usmd.edu/ for further information.

2. Career and Technical Education Completer

Maryland Career and Technical Education (CTE) Programs of study are statewide programs designed to prepare students for the global economy and workforce needs. All CTE programs are aligned to nationally or state-recognized industry and academic standards. CTE programs are organized by career clusters, which are groupings of occupations and industries based on shared features or "core functions". CTE programs are based on academic and technical skill standards to ensure student preparation for both college and careers. CTE programs include work-based learning opportunities (e.g., internships, apprenticeships, clinical experience or industry mentored projects). Students also have the opportunity to earn college credit and/or industry-recognized credentials such as certifications and licenses.

The following career clusters and programs are offered:

Career Cluster	DCTC Pathways			
Construction	Carpentry	Electricity	Masonry	Welding
	Heating, Ventilation and Air Conditioning (HVAC)			
Hospitality, Events, and Tourism	Culinary Arts		Careers in Cosmetology	
Agriculture	Curriculum for Agricultural Science Education (CASE)			
Healthcare and Human Services	Medical Services		Project Lead the Way (PLTW) Biomedical Sciences	
Public Service and Safety	Homeland Security and Emergency Preparedness/Criminal Justice		Teacher Academy of Maryland	
	Fire Fighter/EMT (Queen Anne's County)		Navy Junior Reserve Officers' Training (NJROTC)/ Military Science (Talbot County)	
Advanced Manufacturing	Project Lead the Way (PLTW) Engineering			
Supply Chain and Transportation	Automotive Technician	Collision Repair and Refinishing	Medium/Heavy Truck	
Apprenticeship Maryland	Youth Apprenticeship Maryland Program			
Business Management and Finance	Office Systems Management			

3. Community and Schools Together (C.A.S.T)

A student must have an active Individualized Education Plan (IEP) to be enrolled in C.A.S.T A and C.A.S.T B.

Dual Completer

Students who successfully fulfill University System of Maryland and Career & Technology Education requirements for a diploma will have Dual Completer status.

Maryland High School Certificate of Program Completion

A Maryland High School Certificate shall be awarded only to students with disabilities who cannot meet the requirements for a diploma but who have met the following standards:

- The student is enrolled in an education program for at least four (4) years beyond grade 8 or its age equivalent, and is determined by an IEP team, with the agreement of parents/guardians of the student with disabilities, to have developed the appropriate skills to enter the world of work through integrated employment (competitive, supported or sheltered).

- The student has been enrolled in an education program for four (4) years beyond grade 8 or its age equivalent and will have reached age 21 by the end of the student's current school year.

- The decision to award a student with disabilities a Maryland High School Certificate of Program Completion will not be made until after the beginning of the student's last year in high school unless the student is participating in the Dynamic Learning Maps Alternate Maryland Assessment.

Student Service-Learning Requirement

Students enrolled in Maryland Public Schools are required to fulfill 75 hours of student service-learning per COMAR 13A.03.02.05. Dorchester County's service-learning program is designed to meet the needs of the community and our students to fulfill this graduation requirement. Implementation of student service-learning is completed through:

- Service-learning projects are infused into the social studies and science curriculum. Students can complete all necessary hours for graduation by completing these projects in grades 6-10. Independent projects must receive prior approval from the school counseling department. Reflection documentation must be completed for all service-learning projects.

- Teachers also have the option of choosing other service-learning projects that fit immediate community and/or global needs. The projects must be approved by the school counseling office.

- Service-learning project data is recorded in PowerSchool and documented on students' report cards. Middle school students may earn 20 hours each school year, and high school students may earn 20 hours through social studies courses.

- The students school counselor will advise any transfer student of their required hours at registration. Transfer students need to show documentation of previous hours earned. Students will receive a letter outlining outstanding hours from the school counselor. Transfer students (out of country/state, private and/or non-public schools) entering in grades listed below are required to complete the following numbers of hours of services learning hours by graduation:

Grades 6, 7 and 8	75 hours
Grade 9	40 hours
Grade 10	30 hours
Grade 11	20 hours
Grade 12	10 hours

Diploma Endorsements

Local and state diploma endorsements will appear on a student's transcript upon completion.

Maryland College and Career Readiness (CCR) Diploma Endorsement

Students may earn the College and Career Readiness diploma endorsement if they meet one of the two options:

- **Option 1:** Students must demonstrate both Academic Success and Math Mastery. Academic Success is achieved by earning a High School Grade Point Average (GPA) of 3.00 or higher. Math Mastery may be achieved by either earning a final course grade of A, B, or C in Algebra I, OR by scoring Proficient or above on the Algebra I MCAP assessment.
- **Option 2:** Scoring Proficient or above on BOTH the English 10 MCAP assessment AND the Algebra I MCAP assessment.

Maryland Career and Technical Education Diploma Endorsement

Students may earn the CTE Endorsement by **completing two or more courses** in the same program of study AND **earning an industry-recognized credential and/or completing** the high school level of **an apprenticeship**. MSDE will develop CTE Endorsements in the following areas:

- STEM
- Business & Industry
- Multidisciplinary Studies
- Public Services
- Arts & Humanities

STEM	Business & Industry	Multidisciplinary Studies	Public Services	Arts and Humanities
Pathways include: Science Technology Engineering Math	*Pathways include:* Accounting Agriculture Architecture Automotive Technology Communications Construction Finance Graphic Design HVAC Information Technology Marketing Welding	*Pathways include:* AP Programs IB Programs	*Pathways include:* Cosmetology Culinary Arts Education and Training Health Science Hospitality Law Enforcement	*Pathways include:* Comprehensive Arts Cultural Studies English Literature Social Studies World Languages

Maryland Certificate of Program Completion Endorsement

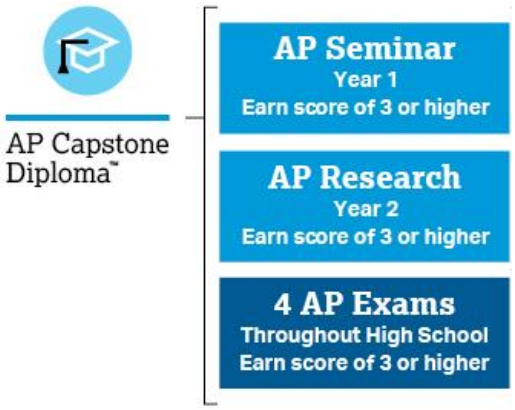
Students in the State of Maryland working towards a high school certificate rather than a high school diploma may earn one or more endorsements.

Beginning with the 2024-2025 school year, students earning a Maryland Certificate of Program Completion (MCOPC) rather than a high school diploma may earn one or more endorsements. MCOPC attainment is **determined by a student's IEP team and reserved for fewer than 1% of students with the most significant cognitive disabilities.**

The endorsements include a **Post-Secondary Education** endorsement, a **Work-Ready/Employment/Career** endorsement, and a **Community/Citizenship** endorsement. Requirements for the endorsements will be identified by the Department.

Advanced Placement (AP) Capstone Diploma

Beginning with the Class of 2027, students will be eligible to receive the Advanced Placement Capstone Diploma. The Capstone Diploma requires students to earn a score of 3 or higher in Advanced Placement Seminar and Research, as well as four additional Advanced Placement exams.



Dorchester County High School Scholar's Certificate

While earning the Maryland High School Diploma, a student may wish to work toward the Dorchester County High School Scholar's Certificate. This certificate recognizes students who elect a rigorous course of study. In addition to the basic graduation requirements, the student must:

- Earn Level III (or above) world language course credit.
- Earn at least twelve credits in courses identified as honors, Advanced Placement (AP), or Dual Enrollment
- Achieve a cumulative grade point average of 3.5 or above on a weighted scale for grades 9-12.

Check with your school counselor for a list of specific courses which can be applied toward the Dorchester County High School Scholar's Certificate.

Maryland Scholars

Conducted by the Maryland Business Roundtable for Education in partnership with the Governor, State Superintendent of Schools, and local superintendents, Maryland Scholars is designed to increase the number/percentage of students who complete rigorous high school coursework and are well prepared to succeed in college and the workplace. Students must obtain a 3.0 unweighted GPA, in addition to the Maryland Scholars course of study:

Subject	Credits Required	DCPS Related Courses/Criteria
English	4	1 credit English 9 1 credit English 10 1 credit English 11 1 credit English 12
Mathematics	4	1 credit Algebra I 1 credit Geometry 1 credit Algebra II 1 additional math credit
Science	3	1 credit Biology 1 credit Chemistry 1 credit Physics *(preferred)*
Social Studies	3	1 credit United States History 1 credit Government 1 credit Modern World History
World Language	2	2 credits of the same world language

Seal of Biliteracy

The State of Maryland recognizes students who have demonstrated rigorous proficiency in assessments across a range of language skills. The Seal of Biliteracy recognizes high school graduates who can function in two or more languages and are equipped with the knowledge and skills to participate successfully in college, careers, and a diverse 21st century society. To obtain the Seal of Biliteracy recognition, students must:

- meet assessment requirements Maryland High School English Language Arts/Literacy assessment; and
- the student must select appropriate world language assessment instrument(s) from the Maryland State Department of Education's approved list of assessments aligned to the ACTFL Proficiency Guidelines and attain an overall proficiency level of Intermediate High.

State of Maryland Merit Scholastic Award

These certificates are given in recognition of excellence in scholastic achievement by earning a cumulative average within the top five percent of your graduating class.

National Honor Society

Guidelines for membership in the Ella B. Walter (C-SDHS) and Kiakime (NDHS) Chapters of the National Honor Society (NHS) are as follows: to be considered for acceptance into the NHS, students must be a junior or senior and possess a 3.7 cumulative GPA on a weighted scale. Upon meeting this criterion, all eligible students as well as their parents/guardians will be sent a letter of notification that specifically outlines the application procedure for interested students. Once the applications have been received, they will be reviewed by a five-person council comprised of faculty members from the respective school. The faculty council will select students that demonstrate outstanding performance in all four criteria of NHS – scholarship, leadership, service, and character. Those individuals whom the council selects will be notified of their acceptance and will then be invited to participate in a formal induction ceremony to which family members are invited to celebrate their accomplishments.

To maintain active membership, students must complete 15 hours of community service as well as pay a one-time dues fee of twenty dollars. Moreover, students must continue to uphold a 3.7 term grade point average (on a weighted scale) as well as embody the four cornerstone criteria mentioned above. Finally, all matters related to NHS membership are governed by the chapter by-laws.

National Technical Honor Society

Guidelines for membership in the National Technical Honor Society are as follows: to be considered for acceptance into the NTHS, the student must be a senior or graduating junior who is a CTE completer or in their 3rd course and will complete a CTE program before graduation. The student needs an unweighted GPA of 3.0, a CTE GPA of 3.25, a Q1 GPA of 3.0, and an 83% or higher in the current CTE class with at least a 90% attendance rating. Each eligible student's CTE teacher will complete a recommendation based on work ethic and character. Upon meeting the criteria, all eligible students will receive an application that outlines the procedure for membership. Those who follow the membership procedure will be invited to a formal induction ceremony. Once a member of the National Technical Honor Society, the student must maintain the grade, attendance, and character requirements to remain a member In good standing. Members will be responsible to pay a one- time dues fee.

Senior Recognition Program

Beginning with the **Class of 2026**, a three-tiered Senior Recognition Program with "Cum laude", "Magna cum laude", and "Summa cum laude" designations will be established for all county students to recognize outstanding academic performance during high school. These designations will be based on cumulative weighted grade point averages derived from final grades in all courses taken for high school credit. Valedictorians and Salutatorians will not be recognized with this system, and class rank will not be calculated for high school students.

Cum laude	Magna cum laude	Summa cum laude
3.70 – 3.99 Weighted GPA All Courses	4.00 – 4.34 Weighted GPA All Courses	4.35 and above Weighted GPA All Courses

REGISTRATION GUIDELINES

Students are strongly encouraged to read through this program of study to select courses when developing their 5-year plan. Collaborative planning includes students, parents/guardians, school counselors, teachers, and school administrators. Students have the right to participate in any part of the curriculum in accordance with nondiscriminatory practices and fair opportunities and must review course descriptions to identify any prerequisites for some courses.

Students will be guided through their course selection and registration process annually with support from school counselors. When registering, students must select graduation requirements, electives of interest, and at least two alternatives. All students must be fully scheduled, and Seniors must be enrolled for a minimum of four credits their senior year. Each year school-based instructional teams will build the school schedule based on student registrations. Courses which fall below the enrollment threshold of 10 students may be dissolved to make room for other areas of academic need.

Courses Outside the Home School

Students may participate in curriculum offerings in any Dorchester County Public School provided that the course is not available at the assigned school and that there is space available in the course. The students or parents/guardians provide their own transportation. Permission to exercise this option must be obtained from the principals or designees of the affected schools and from the parents or legal guardians. Parental approval is required for taking courses outside of the home school.

Additional Ways to Earn/Recover Course Credits

In addition to earning credits during the regular school day and year, credits may be earned, at the discretion of the local school system, through various other programs. Additional ways to earn credit include:

Edmentum Learning

Edmentum is a web-based program designed to address a variety of student needs. Edmentum courseware digital curriculum provides an active learning experience that engages all students in rigorous coursework to prepare them for college and work.

Enrollment for these courses is offered to students who have completed and failed a course, needing credit recovery. These courses may be taken during the Extended Day Program or during Summer School; students receive credit upon completion of the course. Eligible students should contact their school counselor regarding registration.

The following courses are available in Edmentum for credit recovery:

Subject	Available course(s)
English	English 9; English 10; English 11; English 12; Creative Writing
Mathematics	Algebra I; Geometry; Algebra II; Introduction to Statistics; Pre-Calculus; Consumer Finance
Science	Physical Science; Biology; Environmental Science; Chemistry; Physics
Social Studies	United States History; Government; Modern World History; Psychology
World Language	Spanish I; Spanish II
Fine Art	Music; Perspectives in Art
PE/Health	Physical Education; Health I
Technology	Foundations of Computer Science; Business & Office Apps

Course descriptions accompanied with a ♣ symbol have Edmentum available.

Maryland Virtual Learning Online

With prior approval, high school students may enroll in online courses for high school credit. Courses conducted online with the teacher physically separated from the students expand the range of learning opportunities offered to students. Parents/guardians may be required to pay a course fee. The course teacher, who is provided by the course vendor, communicates with students online and via telephone. For information, contact your local school or the Division of Academics, 410-228-4747. Online options for original credit may be available on a case-by-case basis.

High School Credit Earned in Middle School

Middle school students can take high school courses when applicable. Currently, Dorchester County offers credit bearing courses in Algebra I and Spanish I in the middle school. These courses are designed to introduce students to rigorous opportunities. Students who pass the course earning A, B, C, D, will receive credit towards Dorchester County Public Schools graduation requirements. Students taking Algebra I and Spanish I in middle school must complete the same final exam as their high school peers. Additionally, students enrolled in Algebra I must take the Algebra I MCAP. If a student does take Algebra I in 8th grade the student is still required to take math all four years in high school, per Maryland State Department of Education requirements. The middle school grade and credit earned must be reflected on their transcript.

Apprenticeship Maryland Program (CTE)

The apprenticeship program is a partnership among employers and mentors, Dorchester County Public Schools, students and their parents/guardians. Juniors and seniors (ages 16 and up) are eligible to work in career track occupations and be provided fair compensation ("earn and learn"). Through this program, students receive training, employability skills, interpersonal/social skills and general knowledge of the world of work.

The program consists of 1 credit for related classroom instruction and 450 hours of on-the-job training which will translate to 3 credits, which is paid (at least minimum wage). Students will be provided with a mentor through the business, a Student Work Plan with goals and an agreement that is reviewed and signed by all parties. Students can start the program leading into their junior or senior year to include hours completed over the summer. All hours and related classroom instruction must be completed prior to graduation.

Early College/Dual Enrollment

Dual enrollment is a program in which students split their time, taking classes in the home high school and a neighboring higher education institution or approved distance learning program. The student receives credit from both schools, and the grade awarded by the college teacher will be the grade of record at both schools. Students and parents/guardians must participate in a dual enrollment information session and complete the dual enrollment agreement for enrollment approval.

Chesapeake College
Dual Enrollment Program

Dual Enrollment is a program that allows high school students to enroll in college credit bearing courses in alignment with college and career reading pathways for graduation. In partnership with Chesapeake College, students may access Early College courses for approved gifted and talented freshman and sophomores. Additionally, courses may be taken by juniors and seniors 16 years of age and older who have a cumulative high school grade point average of at least 2.5 to earn college credit while still in high school or have met the college and career ready standard. The college credit earned by Dual Enrollment students may be applied toward high school graduation requirements. In all cases, the credits earned at Chesapeake will become part of the student's permanent college record. Under Maryland BluePrint, Dorchester County Public Schools will cover the cost of dual enrollment credit bearing courses. Continuing education courses are not included in the memorandum of understand, and per Maryland BluePrint students must be enrolled in courses that give them a chance to earn credit towards an associate degree.

Students who have met the CCR standard in math and/or English are eligible to take a maximum of 4 dual enrollment courses per semester, with a maximum of 8 dual enrollment courses per year. Courses may be taken in conjunction with DCPS courses or solely through Chesapeake College. Students must maintain a full-time student schedule. For example:

Scenario One	Scenario Two	Scenario Three
Student takes 4 courses at their home school and attends a dual enrollment course after their regular school day.	Student takes 2 courses at their home school and leaves campus to attend 2 dual enrollment courses.	Student takes 4 dual enrollment courses through Chesapeake College and maintain communication with their School Counselor.

Students who have NOT met the CCR standard in math and/or English must enroll in support pathways and be reassessed to obtain the designation. If space is available in a student's schedule, they are permitted to take a maximum of 2 dual enrollment courses per semester, with a maximum of 4 dual enrollment courses per year.

Dual Enrollment Course Fees

DCPS will pay the costs associated with credit-bearing dual enrollment courses, not to exceed four dual enrollment courses. If a student drops or withdraws from the course after the refund deadline, the student is responsible for reimbursing DCPS for all course fees that are not refunded by Chesapeake College. In addition, students are also responsible for returning course materials purchased by DCPS. If not paid, these fees will become an obligation. Furthermore, if a student does not pass a dual enrollment course, the student may become ineligible for future dual enrollment courses at the discretion of the DCPS central office. DCPS will not cover the cost of winter or summer course offerings. Summer and winter courses will not appear on a DCPS transcript but will appear on a transcript acquired from Chesapeake College.

Textbooks and Course-Related Materials

Students will obtain textbooks and course-related materials through the Chesapeake College Bookstore. All textbooks and course-related materials are property of DCPS. At the conclusion of the semester, DCPS will require students to turn in their textbook and course-related materials. Any course materials or textbooks purchased through an alternate vendor are not eligible for reimbursement. Should a student fail to return a textbook and/or course-related materials, the student will be billed for the associated costs.

Eligible Courses

Students eligible for dual enrollment registration may register for credit-bearing courses to fulfill graduation requirements. All other dual enrollment courses will reflect an elective course credit on their high school transcript. DCPS will accept the following courses to fulfill graduation requirements for public schools in Maryland:

Dorchester County Crosswalk for Dual Enrollment Credits

The partnership of Chesapeake College and Dorchester County Public Schools allows students to be dually enrolled with both institutions earning college and high school credit. This table details the courses that Dorchester County Public Schools will accept to fulfill a graduation requirement for the public school system.

DCPS Course	Dual Enrollment Course(s) that will fulfill graduation requirements
English 11	English 101
English 12	English 102
Social Studies	Modern World Civilization II (HIST 132) *(DCPS Modern World History)* General Psychology (PSC 150) *(elective)*
Mathematics	• College Algebra (MAT 113) • Pre-Calculus (MAT 115) • Discrete Mathematics (MAT 210) • Introduction to Statistics (MAT 204) • Finite Mathematics (MAT 110) • Intro to Applied Calculus (MAT 120) • Foundations of Mathematics (MAT 107)
Science	• General Chemistry (CHM 121) • Environmental Science (SCI 151) • Earth Science (SCI 142)
PE 10-12 *(elective)*	Wellness for Life (PED 103) (*after Fall 2024, when the physical component is added*)
Fine Art	• Introduction to Art (ART 101) • Drawing Fundamentals (ART 105) • Theater (THE 172) • Art of Film (FLM 240) • Introduction to Music (MUS 101)
Spanish I	Spanish 121
Spanish II	Spanish 122

- The courses in the table above are specific for graduation Maryland and DCPS requirements. Any other course taken through the local community college will count as an elective credit for the high school.
- In order to qualify for credit bearing coursework in Math and English, a student must have a 3.0 GPA and a grade of C or better in the respective content, or earn a passing score designated by Chesapeake College on the Accuplacer.

- Students are <u>not permitted</u> to take any dual enrollment course in place of any state assessed courses including Algebra, English 10, Biology, and Government.

**DCPS cannot guarantee that any dual enrollment credit will satisfy core college requirements at other institutions. Students are encouraged to communicate with academic advisors from the college/university of their choice regarding the acceptance and translation of dual enrollment credits.*

General Admission Procedures for Dual Enrollment Students

1. Attend a dual enrollment information session provided by Chesapeake College.

2. Meet with your school counselor to discuss your interest in the program and complete the Dual Enrollment Agreement with all the required signatures (parent, student, and school counselor).

3. Complete and submit an online College Admissions Application (first-time students only).

4. Complete the Accuplacer test. (Dual Enrollment students may qualify for a test exemption depending on SAT, ACT scores and GPA exceptions.)

5. Meet with a college advisor to review Accuplacer test scores and register for classes.

NOTE: To participate in the Dual Enrollment Program, a student must submit a Dual Enrollment Certification form at the time of registration for each semester. High school students and parents may contact the Office of Admissions at 410-822-5400, ext. 2287 or 2240 or admissions@chesapeake.edu for more information about the program.

Alternatives to 4-Year Enrollment in a Public High School

In accordance with Board of Education policy (422.1), every student is expected to successfully complete four years of approved study beyond eighth grade to be eligible for a high school diploma. This policy makes provisions for waivers and early graduation. It is the intent of the policy that students plan for four years of study in high school, but on rare occasions requests for early graduation to enter college may be considered.

Early Graduation

Students shall satisfactorily complete four years of study beyond grade 8 unless an alternative plan is developed and an application for early graduation is approved. To be considered for early graduation, a student must complete the following requirements by the end of their junior year:

- achieve college and career status in both ELA and math
- earn credits in all courses required for graduation
- meet all high school assessment requirements
- complete all student service-learning requirements

Students interested in this option must meet with their school counselor by the spring of their sophomore year to determine eligibility and to begin the application process. Completed applications must be submitted for approval to the school counselor, school principal, and Supervisor of School Counseling. The final decision is determined by the Superintendent or designee.

All DCPS requirements must be met prior to graduation, or the student will be required to return to DCPS for their fourth year of high school.

Students approved for early graduation will be considered a graduating junior. They will not be included in the senior class ranking or "promoted" to grade 12. An early graduation approval does not entitle or guarantee the student senior class privileges.

The deadline for applying is the first day of the student's junior year/3rd year of high school.

Waiver of Senior Year/Early Admission to an Accredited College

The student chooses to be a full-time student at an accredited college or approved vocational, technical, or other post-high school rather than attend a fourth year of high school. The student must have met all state competency prerequisites, high school assessments, and student service-learning requirements prior to the fourth year, except for English 12. Students who decide to waive their senior year will be entering their college experience a year early and will not be eligible to participate in DCPS athletics or extra-curricular activities including commencement. The waiver must be approved by the School Principal and the Superintendent of Schools. See your school counselor if you are interested in more information about this alternative.

Weighted Grade Point Averages

The chart below describes the assigned weights for each grade earned. The weighted GPA will be used for Honor Society qualifications, class ranking, and identification of cum laude status. Both the weighted and unweighted GPA will be available for all students.

Grade	A	B	C	D	E
AP & Dual Enrollment	5.0	4.0	3.0	2.0	0.0
Honors	4.5	3.5	2.5	1.5	0.0
All other academic courses	4.0	3.0	2.0	1.0	0.0

National Collegiate Athletic Association (NCAA)

Students interested in competing in athletics at the collegiate level must register with the NCAA Eligibility Center to determine if all requirements are met within the high school. The requirements are specifically related to courses work, course completion, minimum grade point average and ACT/SAT. Please visit http://www.ncaa.org/student-athletes/future for additional information.

GENERAL COURSE DESIGNATIONS AND DESCRIPTIONS

Course Codes

Dorchester County Public Schools utilizes course codes which align to the Maryland Course Catalog. Additional codes have been added to ease the registration process. For example, when a course code is followed by an "S" we know that the course may run as a semester course. Here is a helpful guide:



Course Code Key:

S= Semester Course	Y= Yearlong Course
H= Honors Course	AP= Advanced Placement

Some courses have specific availability or must be taken in a particular sequence. If this is the case availability will be indicated next to the total number of possible credits a student can earn when passing the course.

Honors Courses

Honors courses are designed to support varying levels across abilities to focus on more depth and rigor than the regular courses. Students will employ enhanced critical thinking and analysis skills, supporting an accelerated pace. Selected courses may be designated as honors. Courses eligible for honors designation are noted as such and receive weighted grading of .5.

Advanced Placement (AP) Courses

Advanced Placement courses are designed to prepare students for the rigor of college course work. This will require students to complete assignments outside of regular class time such as readings, essays, and/or long-term projects. Any grades assigned to this work, would be based upon mastery of the standard, not compliance or participation. Additionally, the courses may require successful completion of pre-requisite courses as preparation for accelerated classroom learning in advanced curricula. Advanced Placement courses award weighted grading of 1.0.

Advanced Placement courses prepare students to take the Advanced Placement exams, and students who enroll in these courses are required to participate in the Advanced Placement exam related to their course of study. Dorchester County Public Schools will cover the fee for the AP exam. Students reserve the opportunity to not participate in the Advanced Placement exam in compliance with related exam registration dates and following a conference with the School Counselor to review the benefits of the assessment before making a final decision. **Students who do not participate in the exam will have their course credit adjusted to honors designation.**

Many universities and colleges grant advanced standing and/or college credit based on how well a student performs on the Advanced Placement test. Information regarding advanced placement courses and examinations is available from the counseling office in each high school. The College Board sponsors the Advanced Placement Program, and it develops, administers, and grades examinations for each advanced placement course.

STEM (Science, Technology, Engineering and Mathematics) Courses

STEM education is a trans-disciplinary approach to learning where rigorous academic concepts are coupled with real-world lessons as students apply science, technology, engineering, and mathematics in contexts that make connections between school, community, work, and the global enterprise enabling the development of STEM literacy and with it the ability to compete in the new economy.

Students engaging in the study of STEM embedded courses should develop into:

Problem-solvers	able to define questions and problems, design investigations to gather data, collect and organize data, draw conclusions, and then apply understandings to new and novel situations.
Innovators	creatively use science, mathematics, and technology concepts and principles by applying them to the engineering design process.
Inventors	recognize the needs of the world and creatively design, test, redesign, and then implement solutions (engineering process).
Self-reliant individuals	able to use initiative and self-motivation to set agendas, develop and gain self-confidence, and work within time specified time frames.
Logical thinkers	able to apply rational and logical thought processes of science, mathematics, and engineering design to innovation and invention.
Technologically literate individuals	understand and explain the nature of technology, develop the skills needed, and apply technology appropriately.

The engineering component of STEM education puts emphasis on the process and design of solutions, instead of the solutions themselves. This approach allows students to explore mathematics and science in a more personalized context, while helping them to develop critical thinking skills that can be applied to all facets of their work and academic lives. Engineering is the method that students utilize for discovery, exploration, and problem-solving.

The technology component allows for a deeper understanding of the three other components of STEM education. It allows students to apply what they have learned, utilizing computers with specialized and professional applications like CAD, CAM, and computer simulations and animations. These and other applications of technology allow students to explore STEM subjects in greater detail and in practical application.

Art

Fine Arts Graduation Requirement = 1.0 credit

Courses that meet the Fine Arts requirement can be found in the Art and Music & Performing Arts sections. The Supervisor of ELL, Fine Arts & Library Media oversees Art courses. Courses available for credit recovery via APEX are denoted with a ♣.

Please be aware that some courses may have fees attached to them. If these fees would prevent you from taking the course, please see your school counselor for assistance.

05189 S
05189 Y **Art I (9-12) ♣** (1.0 credit)

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

05155 S
05155 Y

Art II (9-12) ♣ (1.0 credit)

This is an intermediate course in visual arts which involves a higher degree of skill and knowledge than Art I. While the media are similar, the student is given the opportunity to explore them in greater depth with more attention being given to individual artistic strengths and interests. An appreciation of the humanities is included with skill development. This course includes developing and producing original craft projects. Selected topics include drawing, painting, construction, and printing.

Prerequisite: successful completion of Art I or consent of the instructor.

05154 S
05154 Y

Perspectives in Art (10-12) ♣ (1.0 credit)

This is an intermediate course in visual arts which focuses on students' analysis of how the visual arts interrelate with other forms of human creativity, such as the humanities and science. The course explores major forms of artistic expression including architecture, sculpture, painting, and other media from across a variety of cultures. This course is designed to explore why art is made, not just how art is made, and to appeal to students who enjoy art and history. Students will learn how artists contributed to and reflected the history of their time as well as how design concepts are used for visual expression and social commentary. Coursework will include performance assessments (e.g., a timeline, a dream journal), short responses (e.g., artist statements, blogs), essays, small/large group discussions, cooperative learning activities, vocabulary activities, quizzes, and exams.

05170 S
05170 Y

Studio I Honors (10-12) (1.0 credit)

This is an elective advanced course in visual arts which focuses on the serious study of art in a studio setting. Students may specialize in a particular field of study such as drawing, painting, printmaking or mural design to develop a portfolio.

Prerequisite: Successful completion of Art II.

05172 S AP

Studio Art Advanced Placement Semester Two (1.0 credit)

This course is designed for highly motivated students who express interest in the serious study of art. Artworks will emphasize the quality, concentration, and breadth for AP Studio Art portfolios. The goal is to show growth throughout the portfolio process. The course prepares students to submit an Advanced Placement portfolio in either 2-D, 3-D, or Drawing, per College Board requirements. Students who are enrolled in this class are encouraged to submit a portfolio. **Dorchester County Public Schools will cover the fee cost for the Advanced Placement exam**. Students who do not participate in the exam will have their course credit adjusted to honors designation. Students may earn college credit if they score a 3 or higher on their portfolio.

Advancement Via Individual Determination (A.V.I.D.)

22007 9Y **AVID 9** (1.0 credit)

The AVID elective provides a strong, relevant writing and reading curriculum; study skills; assistance with organization and time management; career/college research; and tutoring. Students will develop their organizational skills with an AVID Binder, improve their inquiry and collaboration abilities by participating in tutorials, and advance their thinking processes by using focused notes and graphic organizers. AVID 9 serves as a transition from middle school to high school with a continued focus on exploring careers and postsecondary programs. Students in AVID 9 are expected to pursue a rigorous high school schedule by taking honors classes and prepping for dual enrollment and/or Advanced Placement courses in 11th and 12th grade.

22007 10Y **AVID 10** (1.0 credit)

The AVID elective provides a strong, relevant writing and reading curriculum; study skills; assistance with organization and time management; career/college research; and tutoring. AVID 10 builds upon the skills and techniques developed in AVID 9 by working towards the goal of being prepared for their postsecondary program and future career. Students also receive support for their honors courses and build skills needed for taking future Advanced Placement courses. Students develop skills and strategies to prepare for the academic rigors of college as well as support in selecting appropriate courses to best prepare students for college such as dual enrollment and/or Advanced Placement courses in 11th and 12th grade.

22007 11Y **AVID 11** (1.0 credit)

The grade 11 AVID course is an elective class for students who are college bound. To ensure success in college-prep courses, students work independently, as well as in teacher or tutor-led collaborative groups. Note-taking, outlining, writing, speaking, reading, and test-taking strategies are stressed. Students use problem solving and decision-making skills as they prepare for courses that lead to college. Grade 11 students will also begin to complete writing, reading, and research projects. Students are expected to be enrolled in at least one or more dual enrollment and/or Advanced Placement courses.

22007 12S **AVID 12** Semester One (1.0 credit)

The grade 12 AVID course is an elective class for students who are college bound. To ensure success in college-prep courses, students work independently, as well as in teacher or tutor-led collaborative groups. Note-taking, outlining, writing, speaking, reading, and test-taking strategies are stressed. Students use problem solving and decision-making skills as they prepare for courses that lead to college. Grade 12 students will also begin to complete writing, reading, and research projects especially those for postsecondary success including resumes and scholarship essays. Students are expected to be enrolled in at least one or more dual enrollment and/or Advanced Placement courses.

Career and Technical Education

Dorchester Career and Technology Center

For more information about specific programs and resources available in your area, contact your School Principal or your local school systems CTE Supervisor:

Career Cluster	DCTC Pathways			
Construction	Carpentry	Electricity	Masonry	Welding
	Heating, Ventilation and Air Conditioning (HVAC)			
Hospitality, Events, and Tourism	Culinary Arts		Careers in Cosmetology	
Agriculture	Curriculum for Agricultural Science Education (CASE)			
Healthcare and Human Services	Medical Services		Project Lead the Way (PLTW) Biomedical Sciences	
Public Service and Safety	Homeland Security and Emergency Preparedness/Criminal Justice		Teacher Academy of Maryland	
	Fire Fighter/EMT (Queen Anne's County)		Navy Junior Reserve Officers' Training (NJROTC)/ Military Science (Talbot County)	
Advanced Manufacturing	Project Lead the Way (PLTW) Engineering			
Supply Chain and Transportation	Automotive Technician	Collision Repair and Refinishing		Medium/Heavy Truck
Apprenticeship Maryland	Youth Apprenticeship Maryland Program			
Business Management and Finance	Office Systems Management			

Course Fees and Requirements

Please be aware that some courses may have fees attached to them. If these fees would prevent you from taking the course, please see your school counselor for assistance. Courses also may have additional requirements including uniforms, use of safety equipment and/or physical requirements. Please see each program description for applicable information.

Construction Cluster

Advances in science and technology will continue to drive innovation in the design, construction, and maintenance of buildings and infrastructure, including new design concepts, construction materials and methods, and the application of information technology. Maryland high school construction-related programs allow students to advance their knowledge in specific construction trades, design or construction management.

Career Cluster	DCTC Pathways			
Construction	Carpentry	Electricity	Masonry	Welding
	Heating, Ventilation and Air Conditioning (HVAC)			

17918 S **Applied Technology Cluster (11)** Semester 1 (1.0 credit)
This course is designed for students interested in careers in transportation and construction technologies. Students examine and explore Collision Repair and Refinishing, Automotive

Technology, Carpentry, Medium and Heavy Truck Technician, Electricity, HVAC, Masonry, and Welding. Students learn basic principles of technologies through formal instruction, direct hands-on experimentation, and simulation. Instruction emphasizes problem-solving methods and the integration of math, science, and other disciplines. Students can use computers, tools, machines, and materials in a variety of applications, to learn safe operating procedures, and to explore career opportunities.

Program placement will be based on a student's grades and attendance during the experience – meaning some students will be placed in programs that are not their 1st or even 2nd choices based on their performance throughout the cluster experience. This course is required for students completing a program in the construction or transportation pathways.

Industry certifying agencies requires students to wear Industry Standard safety shoes or boots and safety glasses.

Carpentry

CIP Code: 465200

This curriculum has been developed by the National Center for Construction Education and Research (NCCER), which is a nationally recognized educational foundation that was established to provide a standardized training program serving the construction, maintenance and pipeline industries and will be geared toward the Carpentry field. Upon successful completion of the Core and Level 1 Curriculum which consists of eight modules; basic safety, introduction to construction math, introduction to hand tools, introduction to power tools, introduction to construction drawings, basic communication skills and basic employability skills, and introduction to material handling. Students will have the opportunity to test to earn Industry Recognized Credentials. Students are involved in blueprint reading, exterior finish, interior finish, insulation, roof components, wood products and concrete placement.

Eligible Students	Future Career Options		Certification Opportunities include . . .
• Juniors • Seniors	• Carpenter (Rough/Finish) • Lumber Production	• Cabinetry • Flooring • Sales	National Center for Construction Education and Research (NCCER): CORE Plus Level 1 Carpentry Forklift Operator Certificate

17962 CarpS **CORE-Carpentry (11)** Semester Two (1.0 credit)

This curriculum has been developed by the **National Center for Construction Education and Research** (**NCCER**), which is a nationally recognized educational foundation that was established to provide a standardized training program serving the construction, maintenance and pipeline industries and will be geared toward the Carpentry field. Upon successful completion of the Core Curriculum which consists of eight modules; basic safety, introduction to construction math, introduction to hand tools, introduction to power tools, introduction to construction drawings, basic communication skills and basic employability skills, and introduction to material handling, students will have the opportunity to test to earn Industry Recognized Credentials. Students will then advance to Level I and II of their program.

Prerequisite: Applied Technology Cluster

NCCER certifying agency requires students to wear Industry Standard safety shoes or boots and safety glasses.

17965 S **Carpentry I Honors (12)** Semester One (2.0 credits)

This curriculum has been developed by the National Center for Construction Education and Research (NCCER), which is a nationally recognized educational foundation that was established to provide a standardized training program serving the construction, maintenance and pipeline industries. This is the second course in the sequence and builds on knowledge and skills learned in the CORE carpentry course. Students are involved with experiences in blueprint reading, measuring, laying out, assembling, and installing a variety of building trade materials. The curriculum follows NCCER guidelines and successful completion of competencies allows students to have the opportunity to test to earn Industry Recognized Credentials. Instruction emphasizes improving skills and construction knowledge through simulated on-the-job situations.

Prerequisite: CORE-Carpentry

NCCER certifying agencies require students to wear Industry Standard safety shoes or boots and safety glasses.

17966 S H **Carpentry II Honors (12)** Semester Two (2.0 credits)

This curriculum has been developed by the National Center for Construction Education and Research (NCCER), which is a nationally recognized educational foundation that was established to provide a standardized training program serving the construction, maintenance and pipeline industries. This is the third course in the sequence and follows Carpentry I. It is recommended for the student who is planning to enter construction as a trade. Students are involved in blueprint reading, exterior finish, interior finish, insulation, roof components, wood products and concrete placement. The curriculum follows NCCER guidelines and successful completion of competencies allows students to have the opportunity to test to earn Industry Recognized Credentials. Instruction emphasizes improving skills and construction knowledge through simulated on-the-job situations.

Prerequisite: Carpentry I

NCCER certifying agencies require students to wear Industry Standard safety shoes or boots and safety glasses.

Electricity

CIP Code: 465300

This curriculum has been developed by the National Center for Construction Education and Research (NCCER), which is a nationally recognized educational foundation that was established to provide a standardized training program serving the construction, maintenance and pipeline industries and will be geared toward the Electricity field. Upon successful completion of the Core and Level I Curriculum which consists of eight modules; basic safety, introduction to construction math, introduction to hand tools, introduction to power tools, introduction to construction drawings, basic communication skills and basic employability skills, and introduction to material handling. Students will have the opportunity to test to earn Industry Recognized Credentials. Students plan, layout, and install electrical materials and equipment found in residential dwellings and, learn some commercial and industrial electrical applications.

Eligible Students	Future Career Options		Certification Opportunities include . . .
• Juniors • Seniors	• Lighting Specialist • Electrical Engineer • Cable/Satellite Television Technician • Residential/Commercial/ Industrial Electrician • Wind/Solar Energy Installation	• Utility Lineman • Electrical Sales	National Center for Construction Education and Research (NCCER): Core plus Level 1 Electrical Forklift Operator Certificate

17962 ElecS **CORE- Electricity (11)** Semester Two (1.0 credit)

This curriculum has been developed by the **National Center for Construction Education and Research** (**NCCER**), which is a nationally recognized educational foundation that was established to provide a standardized training program serving the construction, maintenance and pipeline industries and will be geared toward the Electricity field. Upon successful completion of the Core Curriculum which consists of eight modules; basic safety, introduction to construction math, introduction to hand tools, introduction to power tools, introduction to construction drawings, basic communication skills and basic employability skills, and introduction to material handling. Students will have the opportunity to test to earn Industry Recognized Credentials. Students will then advance to Level I and II of their programs.

Prerequisite: Applied Technology Cluster

NCCER certifying agency requires students to wear Industry Standard safety shoes or boots and safety glasses.

17972 S **Electricity I Honors (12)** Semester One (2.0 credits)

This curriculum has been developed by the National Center for Construction Education and Research (NCCER), which is a nationally recognized educational foundation that was established to provide a standardized training program serving the construction, maintenance and pipeline industries. This is the second course in the sequence that builds on the knowledge and skills learned in the CORE – electrical occupations course. Students are involved with experiences in electrical installations, repairing appliances, troubleshooting, maintenance, metering/measuring equipment, and blueprint reading. Upon successful completion of the Electrical I Curriculum, students will have the opportunity to test to earn Industry Recognized Credentials. Students will then advance to Electricity II.

Prerequisite: CORE – Electricity

NCCER certifying agencies require students to wear Industry Standard safety shoes or boots and safety glasses.

17973 S H **Electricity II Honors (12)** Semester Two (2.0 credits)

This curriculum has been developed by the National Center for Construction Education and Research (NCCER), which is a nationally recognized educational foundation that was established to provide a standardized training program serving the construction, maintenance and pipeline industries. This is the third course in the sequence that builds on the knowledge and skills learned in the Electricity I course. It is recommended for the student who is planning to enter the electrical trade and/or the electrical apprenticeship program. Students plan, layout, and install electrical materials and equipment found in residential dwellings and, learn some commercial and industrial electrical applications. Upon successful completion of the Electrical II curriculum, students will have

the opportunity to test to earn Industry Recognized Credentials. Students may then enter a trade school or the electrical trade/apprenticeship program with advanced placement.

Prerequisite: Electricity I

NCCER certifying agencies require students to wear Industry Standard safety shoes or boots and safety glasses.

Masonry

CIP Code: 465100

This curriculum has been developed by the National Center for Construction Education and Research (NCCER), which is a nationally recognized educational foundation that was established to provide a standardized training program serving the construction, maintenance and pipeline industries and will be geared toward the Masonry field. Upon successful completion of the Core and Level I Curriculum which consists of eight modules; basic safety, introduction to construction math, introduction to hand tools, introduction to power tools, introduction to construction drawings, basic communication skills and basic employability skills, and introduction to material handling, students will have the opportunity to test to earn Industry Recognized Credentials. Instruction emphasizes blueprint reading, laying out, material and cost estimating, as well as additional applications of masonry construction through simulated on-the- job situations. Students are involved with experiences using brick and block. Instruction emphasizes improving skills through projects and simulated on-the-job situations.

Eligible Students	Future Career Options		Certification Opportunities include . . .
• Juniors • Seniors	• Mason • Estimator • Concrete Work	• Tender • Forklift Operator • Stonemason	National Center for Construction Education and Research (NCCER): Core plus Level 1 Masonry Forklift Operator Certificate

17962 Mas S **CORE- Masonry (11)** Semester Two (1.0 credit)

This curriculum has been developed by the **National Center for Construction Education and Research** (**NCCER**), which is a nationally recognized educational foundation that was established to provide a standardized training program serving the construction, maintenance and pipeline industries and will be geared toward the Masonry field. Upon successful completion of the Core Curriculum which consists of eight modules; basic safety, introduction to construction math, introduction to hand tools, introduction to power tools, introduction to construction drawings, basic communication skills and basic employability skills, and introduction to material handling, Students will have the opportunity to test to earn Industry Recognized Credentials. Students will then advance to Level I and II of their program.

Prerequisite: Applied Technology Cluster

NCCER certifying agency requires students to wear Industry Standard safety shoes or boots and safety glasses.

17963 S **Masonry I Honors (12)** Semester One (2.0 credits)

This curriculum has been developed by the National Center for Construction Education and Research (NCCER), which is a nationally recognized educational foundation that was established to provide a standardized training program serving the construction, maintenance and pipeline industries. This course is the second in a sequence that builds on the knowledge and skills learned in the CORE masonry course. Students are involved with experiences using brick and block. Instruction emphasizes improving skills through projects and simulated on-the-job situations.

Upon successful completion of the Masonry I course, students will have the opportunity to test to earn Industry Recognized Credentials. Students will then advance to Masonry II course.

Prerequisite: CORE – Masonry

NCCER certifying agencies require students to wear Industry Standard safety shoes or boots and safety glasses.

17964 S H **Masonry II Honors (12)** Semester Two (2.0 credits)

This curriculum has been developed by the National Center for Construction Education and Research (NCCER), which is a nationally recognized educational foundation that was established to provide a standardized training program serving the construction, maintenance and pipeline industries. This is the third course in the sequence that builds on the knowledge and skills learned in the Masonry I course. It is recommended for the student who is planning to enter the masonry trade and/or the bricklayer's apprenticeship program. Instruction emphasizes blueprint reading, laying out, material and cost estimating, as well as additional applications of masonry construction through simulated on-the- job situations. Upon successful completion of the Masonry II course, students will have the opportunity to test to earn Industry Recognized Credentials. Students may then enter a trade school or the masonry trade/apprenticeship program with advanced placement.

Prerequisite: Masonry I

NCCER certifying agencies require students to wear Industry Standard safety shoes or boots and safety glasses.

Heating, Ventilation and Air Conditioning (HVAC)

CIP Code: 470201

This curriculum has been developed by the National Center for Construction Education and Research (NCCER), which is a nationally recognized educational foundation that was established to provide a standardized training program serving the construction, maintenance and pipeline industries and will be geared toward the HVAC field. Instruction emphasizes the development of basic entry level skills needed for the installation and service of HVAC systems including tools of the trade, ductwork, basic electricity, pipefitting, refrigerant handling, soldering and brazing, and principles of fossil fuel heat, air conditioners and heat pumps. This program will emphasize the further development of entry-level skills needed for the installation and service of HVAC systems including duct system design, control circuits, EPA certification, and installation, maintenance and troubleshooting of air conditioners, heat pumps and fossil fuel boilers and furnaces**.**

Eligible Students	Future Career Options		Certification Opportunities include . . .
• Juniors • Seniors	• HVAC Technician • Energy Engineer • HVAC Instructor • Construction Management • Industrial Maintenance Tech	• Building Management • Mechanical Engineer • Geothermal Technician	National Center for Construction Education and Research (NCCER): CORE plus Level 1 HVAC EPA Section 608 Core plus Type 1 EPA Section 608 Core plus Type 2 EPA Section 608 Core plus Type 3 EPA Section 608 Technician Forklift Operator Certificate

17962 HVAC S **CORE-HVAC (11)** Semester Two (1.0 credit)

This curriculum has been developed by the **National Center for Construction Education and Research** (**NCCER**), which is a nationally recognized educational foundation that was established to provide a standardized training program serving the construction, maintenance and pipeline industries and will be geared toward the HVAC field. Upon successful completion of the Core Curriculum which consists of eight modules; basic safety, introduction to construction math, introduction to hand tools, introduction to power tools, introduction to construction drawings, basic communication skills and basic employability skills, and introduction to material handling. Students will have the opportunity to test to earn Industry Recognized Credentials. Students will then advance to Level I and II of their programs.

Prerequisite: Applied Technology Cluster

NCCER certifying agency requires students to wear Industry Standard safety shoes or boots and safety glasses.

17969 S **Heating, Ventilation and Air Conditioning I Honors (12)** Semester One (2.0 credits)

This curriculum has been developed by the National Center for Construction Education and Research (NCCER), which is a nationally recognized educational foundation that was established to provide a standardized training program serving the construction, maintenance and pipeline industries. This is the second of three courses in the series that builds on the knowledge and skills learned in the CORE–HVAC class. Instruction emphasizes the development of basic entry level skills needed for the installation and service of HVAC systems including; tools of the trade, ductwork, basic electricity, pipefitting, refrigerant handling, soldering and brazing, and principles of fossil fuel heat, air conditioners and heat pumps. Upon successful completion of HVAC I, students will have the opportunity to test to earn Industry Recognized Credentials.

Prerequisite: CORE – HVAC

NCCER certifying agencies require students to wear Industry Standard safety shoes or boots and safety glasses.

17970 S H **Heating, Ventilation and Air Conditioning II Honors (12)** Semester Two (2.0 credits)

This curriculum has been developed by the National Center for Construction Education and Research (NCCER), which is a nationally recognized educational foundation that was established to provide a standardized training program serving the construction, maintenance and pipeline industries. This is the third in the series of courses, and builds on the skills and knowledge developed in HVAC I. Instruction emphasizes the further development of entry-level skills needed for the installation and service of HVAC systems including; duct system design, control circuits, EPA certification, and installation, maintenance and troubleshooting of air conditioners, heat pumps and fossil fuel boilers and furnaces. Upon successful completion of HVAC I, students will have the opportunity to test to earn Industry Recognized Credentials.

Prerequisite: HVAC I

NCCER certifying agencies require students to wear Industry Standard safety shoes or boots and safety glasses.

Welding CIP Code: 475300

This curriculum has been developed by the National Center for Construction Education and Research (NCCER), which is a nationally recognized educational foundation that was established to provide a standardized training program serving the construction, maintenance and pipeline industries and will be geared toward the Welding field. This curriculum has been developed by the National Center for Construction Education and Research (NCCER), which is a nationally recognized educational foundation that was established to provide a standardized training program serving the construction, maintenance and pipeline industries. Students are involved with welding theory, manual flame cutting, oxy-acetylene, electric arc, and TIG welding. Instruction emphasizes the selection of proper materials, the proper care and maintenance of equipment, and technical skill development along with Basic Print Reading and Identifying and Interpreting Weld and Welding Symbols. Instruction also emphasizes CNC Plasma cutting, advanced oxyacetylene cutting, and electric arc welding, as well as TIG, MIG, and maintenance welding. This program is also certified by the American Welding Society (AWS).

Eligible Students	Future Career Options		Certification Opportunities include . . .
• Juniors • Seniors	• Assembler • Boilermaker • Precious Stone • Jeweler • Steamfitter	• Fabricator • Machinist • Metal Worker • Plumber • Pipefitter	National Center for Construction Education and Research (NCCER): CORE plus Level 1 Welding AWS Certified Welding- SMAW Forklift Operator Certificate

17962 Weld S **CORE-Welding (11)** Semester Two (1.0 credit)

This curriculum has been developed by the **National Center for Construction Education and Research** (**NCCER**), which is a nationally recognized educational foundation that was established to provide a standardized training program serving the construction, maintenance and pipeline industries and will be geared toward the Welding field. Upon successful completion of the Core Curriculum which consists of eight modules; basic safety, introduction to construction math, introduction to hand tools, introduction to power tools, introduction to construction drawings, basic communication skills and basic employability skills, and introduction to material handling. Students will have the opportunity to test to earn Industry Recognized Credentials. Students will then advance to Level I and II of their programs.

Prerequisite: Applied Technology Cluster

NCCER certifying agency requires students to wear Industry Standard safety shoes or boots and eye protection.

17979 S **Welding I Honors (12)** Semester One (2.0 credits)

This curriculum has been developed by the National Center for Construction Education and Research (NCCER), which is a nationally recognized educational foundation that was established to provide a standardized training program serving the construction, maintenance and pipeline industries. This is the second course in the sequence and builds on the knowledge and skills learned in the CORE welding course. Students are involved with welding theory, manual flame cutting, and oxy-acetylene, electric arc, and TIG welding. Instruction emphasizes the selection of proper materials, the proper care and maintenance of equipment, and technical skill development. Upon successful completion of the program, students will have the opportunity to test to earn Industry Recognized Credentials. This program is also certified by the American Welding Society (AWS).

Prerequisite: CORE - Welding

NCCER certifying agencies require students to wear Industry Standard safety shoes or boots and eye protection.

17977 S H **Welding II Honors (12)** Semester Two (2.0 credits)

This curriculum has been developed by the National Center for Construction Education and Research (NCCER), which is a nationally recognized educational foundation that was established to provide a standardized training program serving the construction, maintenance and pipeline industries. This is the third course in the sequence and follows Welding I. It is recommended for the student who is planning to enter the trade, an apprenticeship program, or postsecondary education. Students are involved with simulated work experiences and can gain American Welding Society (AWS) certification. Instruction emphasizes CNC Plasma cutting, advanced oxyacetylene cutting, and electric arc welding, as well as TIG, MIG, and maintenance welding. Upon successful completion of the program, students will have the opportunity to test to earn Industry Recognized Credentials.

Prerequisite: Welding I

NCCER certifying agencies require students to wear Industry Standard safety shoes or boots and eye protection.

Hospitality, Events and Tourism Cluster

Programs in hospitality, events and tourism prepare students for a variety of career options and further education. Each program includes options for students to earn industry. Students who are interested in culinary arts, restaurant management, or lodging management engage in real-world experiences through internships and mentoring opportunities. These allow students to apply their classroom instruction in meaningful ways, and they give them (through licensure or certification) a head start in the profession.

Career Cluster	DCTC Pathways	
Hospitality, Events and Tourism	Culinary Arts	

Culinary Arts

CIP Code: 120550

Instruction is given in basic skills and theory necessary to prepare simple foods. Safety and Sanitation regulations are enforced to maintain county health codes. Students practice basic food preparation skills while learning menu planning, cost control techniques and sanitation practices. Students apply the culinary basics, techniques, and professionalism learned towards employability. Students will practice more advanced culinary skills, be introduced to management techniques, and learn about quality standards and regulations of food products while maintaining safety and sanitation requirements. Students have the opportunity to apply their skills by preparing food for catered events.

Eligible Students	Future Career Options		Certification Opportunities include . . .
• Juniors • Seniors	• Prep Cook • Sous Chef • Pastry Chef • Restaurant Manager • Personal Chef	• Server • Executive Chef • Catering Chef • Research and Development Chef	• ServSafe Food Safety Manager • American Culinary Federation Certified Fundamental Cook

16965 Y **Culinary Arts I (11)** Yearlong (2.0 credits)

This yearlong course introduces students to the Food Service industry. Instruction is given in basic skills and theory necessary to prepare simple foods. Safety and Sanitation regulations are enforced to maintain county health codes. Students are required to become ServSafe Food Safety Certified by taking and passing the certification test.

Uniforms must be worn at all times in the lab as required by the American Culinary Federation and the Health Department.

16966 S **Culinary Arts II Honors (12)** Semester One (2.0 credits)

This course continues skills learned in Culinary Arts I. Students practice basic food preparation skills while learning menu planning, cost control techniques and sanitation practices. Students apply the culinary basics, techniques, and professionalism learned towards employability.

Uniforms must be worn at all times in the lab as required by the American Culinary Federation and the Health Department.

Prerequisite: Culinary Arts I

16967 S H **Culinary Arts III Honors (12)** Semester Two (2.0 credits)

This course is the culmination of the skills acquired in Culinary Arts I and Culinary Arts II. Students will practice more advanced culinary skills, be introduced to management techniques, and learn about quality standards and regulations of food products while maintaining safety and sanitation requirements. Students are required to take the ACF certification test at the end of the program.

Uniforms must be worn at all times in the lab as required by the American Culinary Federation and the Health Department.

Prerequisite: Culinary Arts II

Agriculture Cluster

Agricultural Science CIP Code: 010050

The major purpose of the CASE/Agriscience course sequence is to provide students with an overview of the fields of agriculture, including plants, animals, natural resources, business, production, and ornamental agriculture. Science, mathematics, reading and writing components are used through the curriculum to prepare students for a variety of career paths. Students are expected to be active and responsible participants in course embedded activities designed to develop and improve employability skills, including communication, problem solving, research, teamwork and project planning.

Eligible Students	Future Career Options		
• Juniors • Seniors	• Animal Care • Tree Trimmer	• Veterinarian • Teacher	• Landscape Engineer

18911AFNRS **CASE/Agriscience I- Introduction to Agriculture, Food and Natural Resources (11)** Semester One (1.0 credits)

The *Introduction to Agriculture, Food, and Natural Resources* course is an introductory course within the CASE/Agriscience Program of Study. The major purpose of the (AFNR) course is to provide students an overview of the fields of agriculture (including plants, animals, natural resources, business, and production and ornamental agricultural disciplines); the variety of career paths available to them; and the science, mathematics, reading, and writing components they will use throughout the CASE/Agriscience curriculum. Woven throughout the course are activities to develop and improve employability skills of students through practical applications and student centered learning. Students are expected to be active, responsible participants in their own learning. Student experiences will involve communication, problem solving, research, teamwork and project planning.

Students are expected to wear long pants and closed toed shoes while in the program.

18912 S **CASE/Agriscience II- Animal Science (11)** Semester Two (1.0 credits)

The Principles of Agricultural Science – Animal course is intended to serve as one of two foundational courses within the CASE/Agriscience sequence. The course is structured to enable all students to have a variety of experiences that will provide an overview of the field of agricultural science with a foundation in animal science so that students may continue through a sequence of courses through high school. Students will explore hands-on projects and activities to learn the characteristics of animal science and work on major projects and problems similar to those that animal science specialists, such as veterinarians, zoologists, livestock producers, or industry personnel face in their respective careers. The knowledge and skills students develop will be used in future courses within the CASE/Agriscience program. Students will understand specific connections between the Animal Science lessons and Supervised Agricultural Experience, FFA, and Life Knowledge components that are important for the development of an informed agricultural education student. Students will investigate, experiment, and learn about documenting a project, solving problems, and communicating their solutions to their peers and members of the professional community.

Students are expected to wear long pants and closed toed shoes while in the program.

Prerequisite: CASE/Agriscience I- Introduction to Agriculture, Food and Natural Resources

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18913 S **CASE/Agriscience III- Plant Science Honors (12)** Semester One (2.0 credits)

The Principles of Agricultural Science – Plant course serves as a foundation course and ASP knowledge and skills will be used in future courses within the CASE/Agriscience sequence. The course is structured to enable all students to experience the variety of disciplines within agriculture with a focus on plant science. Students will work independently and in teams with research and hands-on projects and activities. The Plant Science objectives and major projects and problems completed in the class will develop the technical knowledge and skill required by plant science specialists, such as horticulturalists, agronomists, greenhouse and nursery mangers and producers, and plant research specialists to solve problems faced in their respective career fields. Supervised Agricultural Experience, FFA, and Life Knowledge components that are important for the development of an informed agricultural education student to help ensure career and college success.

Students are expected to wear long pants and closed toed shoes while in the program.

Prerequisite: CASE/Agriscience II- Animal Science

18911FSSS **CASE/Agriscience IV - Food Science and Safety Honors (12)** Semester Two (2.0 credits)
Food Science and Safety is a specialization course in the CASE/Agriscience program emphasizes the science and safety of modern food production and processing. A thorough examination of the basic science of food will emphasize an understanding of the interdependencies of production, processing, and distribution with the safety and security needed to provide a secure food source. The science and methodology of creating a food product, natural or processed, with a consistent quality, and flavor will also be addressed. They will then look at modern production and processing of food with an in-depth examination of the local food industry, including poultry and potato processing. Students will complete the course by examining contemporary consumer issues including how to feed an ever-increasing human population. Students will partner with professionals within the industry to complete independent and collaborative projects throughout the course.

Students are expected to wear long pants and closed toed shoes while in the program.

Prerequisite: CASE/ Agriscience III- Plant Science

Healthcare and Human Services Cluster

Career and Technical Education programs in the Healthcare and Human Services Cluster focus on preparing dedicated professionals with the knowledge and skills necessary to pursue challenging and rewarding careers and further education. These programs require students to apply knowledge learned in science and mathematics to professions in the healthcare, biosciences, and human service fields. These careers are among the fastest growing and highest in demand in the country as the population ages and health care needs continue to increase. These CTE programs prepare students for positions in direct patient care settings, research and laboratory facilities, as well as for opportunities in business and management related to health care. The Healthcare and Human Services also provides career development experiences for students who want to pursue careers in the medical professions including physicians, research scientists, nurses, or the human service fields as cosmetologists, estheticians, nail technicians or make-up artists and a wide variety of exciting careers.

Career Cluster	DCTC Pathways		
Healthcare and Human Services	Medical Services	Project Lead the Way (PLTW) Biomedical Sciences	Cosmetology

Cosmetology

CIP Code: 120450

Students develop and practice basic skills in cosmetology; develop a broad understanding of the variety of career options available to a licensed cosmetologist; and learn how science and math are fundamental aspects of the practice of cosmetology. Students are required to take the Maryland State Cosmetology Exam in their senior year. 1500 hours are required to take the Maryland State Cosmetology Examination and students who do not acquire those hours during class must participate in make-up hours outside of class time on approved internship opportunities. Techniques and knowledge learned will include facials, massage, make-up application, hair coloring, hair removal, artificial nails, manicures, pedicures, chemical texture services, hair cutting, application of the foundation knowledge of anatomy, physiology and chemistry and how it relates to the practice of cosmetology and demonstration and application of knowledge and skills acquired during in-school clinical and work-based learning experiences.

To be eligible for enrollment, students must meet and maintain the following academic and attendance requirements:

1. Maintain a minimum cumulative GPA of 2.0
2. Achieve a score of 75% or higher on all Cosmetology summative assessments
3. Maintain a minimum attendance rate of 90% for all scheduled Cosmetology classes/instructional periods.

Failure to meet any of these requirements may result in ineligibility for enrollment or continuation in the program.

Students are also required to wear a uniform (set of black scrubs) and clinical shoes while in the program.

Eligible Students	**Future Career Options**	
• Sophomores • Juniors • Seniors	• Cosmetologist • Nail Technician • Hair Specialist	• Barber • Make-up Artist • State/Theater Hair and Makeup • Esthetician
Certification opportunities include . . .		
• Maryland State Cosmetology License		

19911 Y **Principles and Practice of Cosmetology (10)** Yearlong (2.0 credits)

This course provides an introduction to the field of cosmetology. Students develop and practice basic skills in cosmetology; develop a broad understanding of the variety of career options available to a licensed cosmetologist; and learn how science and math is a fundamental aspect of the practice of cosmetology and apply the foundation knowledge of anatomy, physiology and chemistry and how it relates to the practice of cosmetology and demonstration. Seat hours in this course count toward the 1500 hours required to take the Maryland State Cosmetology Examination. Uniforms and clinical shoes are required. **There is a maximum enrollment of 20 students.** When requests for the program surpass the maximum of 20 students, student GPA and attendance rates will be considered to determine admission.

Prerequisite – Anatomy & Physiology highly recommended

Students are also required to wear a uniform (set of black scrubs) and clinical shoes while in the program.

19912 Y **Advanced Cosmetology: Theory and Application Honors (11)** Yearlong (4.0 credits)

This course allows students to develop and practice more advanced techniques in the field of cosmetology. Techniques and knowledge learned will include: facials, massage, make-up application, hair coloring, hair removal, artificial nails, and application of knowledge and skills acquired during in-school clinical and work-based learning experiences. Seat hours in this course count toward the 1500 hours required to take the Maryland State Cosmetology Examination. Uniforms and clinical shoes are required.

Prerequisite – Principles and Practice of Cosmetology

Students not meeting the clock hour requirement will make-up hours outside of class time on approved internship opportunities.

Students are also required to wear a uniform (set of black scrubs) and clinical shoes while in the program.

19913 Y H **Mastery of Cosmetology Honors (12)** Yearlong (4.0 credits)

This course provides students the opportunity to further refine and apply skills that support all aspects of the cosmetology industry. It will assist in preparing students to obtain employment and advance in the field of cosmetology upon passing the State Board of Cosmetologists' licensing examination. Seat hours in this course count toward the 1500 hours required to take the Maryland State Cosmetology Examination. Uniforms and clinical shoes are required.

Students not meeting the clock hour requirement will make-up hours outside of class time on approved internship opportunities prior to graduation and State Board Testing.

Prerequisite – Advanced Cosmetology: Theory and Application

Medical Services

CIP Code: 510000

Students acquire basic information about medical and legal ethics. They learn about the basic needs of the individual, sanitation, the structure, and function of the healthy human body (mental and physical), and the specific needs of the body when it is infirmed or injured. This program requires successful completion of a supervised practicum at an area nursing home. The program expands students' patient care competencies and introduces advanced skills and knowledge for working as nursing assistants. Students develop skills to participate on a health care team through supervised clinical learning experiences in health facilities.

To be eligible for enrollment, students must meet and maintain the following physical, academic and attendance requirements:

1. Pass a health physical
2. Lift 50lbs
3. Maintain a minimum cumulative GPA of 2.5
4. Achieve a score of 80% or higher on all Medical Services summative assessments
5. Maintain a minimum attendance rate of 90% for all scheduled Medical Services classes/instructional periods.

Failure to meet any of these requirements may result in ineligibility for enrollment or continuation in the program.

Eligible Students	**Future Career Options**		
• Juniors • Seniors	• Dialysis Care Tech • Patient Care Tech • Laboratory Tech	• Phlebotomist • Dental Hygiene	• Nursing Medical Assistant • Medical Office Manager
Certification opportunities include . . .			
• Certified Nursing Assistant (CNA) • Geriatric Nursing Assistant (GNA)		• First Aid/CPR/AED	

14922 Y **Medical Services I (11-12)** Semester One (2.0 credits)

This introductory course prepares students to become Certified Nursing Assistants (CNA). Students acquire the basic information about medical and legal ethics. They learn about the basic needs of the individual, sanitation, the structure and function of the healthy human body (mental and physical), and the specific needs of the body when it is infirm or injured. This course requires successful completion of a supervised practicum at an area nursing home. ***Students must provide their own watch with a sweep second hand and leatherette shoes.*** Students will be provided a uniform to be worn during the program.

14923 Y H **Medical Services II Honors (11-12)** Semester Two (2.0 credits)

This course is second in the sequence and follows Medical Services I. Successful completion of this course and Medical Services I is required for taking the industry certification exams. The course expands students' patient care competencies and introduces advanced skills and knowledge for work as nursing assistants. Students develop skills to participate on a health care team through supervised clinical learning experiences in health facilities. Students take the National Certified Nursing Assistant and Geriatric Nursing Assistant Examinations upon completion of the course and required clinical experience.

Prerequisite: Medical Services I.

Project Lead the Way (PLTW) Biomedical Services

CIP Code: 511150

Students explore the concepts of human medicine and are introduced to topics such as physiology, genetics, microbiology and public health. Through activities, like dissecting a heart, students examine the processes, structures and interactions of the human body – often playing the role of biomedical professionals. They also explore the prevention, diagnosis and treatment of disease, working collaboratively to investigate and design innovative solutions to the health challenges of the 21st century such as fighting cancer with nanotechnology. Along the way students investigate a variety of careers in biomedical sciences. Students investigate various health conditions including heart disease, diabetes, sickle-cell disease, hypercholesterolemia, and infectious diseases. This program is ideal for students who which to pursue a career in any medical field.

Eligible Students	Future Career Options	
• Freshman • Sophomores • Juniors • Seniors	• Biomedical Engineer • Microbiologist • Research Assistant • Quality Control Specialist	• Chemical Engineer • Geneticist • Medical Lab Tech • Laboratory Tech
Certification Opportunities Include….	• Tentatively: OSHA 30 • Tentatively: Biotechnician Assistant Credentialing Exam (BACE)	

14961 S **Principles of Biomedical Services (PBS) (9-11)** (1.0 credits)

Students investigate various health conditions including heart disease, diabetes, sickle-cell disease, hypercholesterolemia, and infectious diseases. They determine the factors that led to the death of a fictional person and investigate lifestyle choices and medical treatments that might have prolonged the person's life. The activities and projects introduce students to human physiology, medicine, and research processes. This course provides an overview of all the courses in the Biomedical Sciences program and lays the scientific foundation for subsequent courses.

14962 S **Human Body Systems (HBS) (9-11)** (1.0 credits)

Students examine the interactions of human body systems as they explore identity, power, movement, protection, and homeostasis. Students design experiments investigate the structures and functions of the human body and use data acquisition software to monitor body functions such as muscle movement, reflex and voluntary action, and respiration. Exploring science in action, students build organs and tissues on a skeletal manikin, work through interesting real-world cases and often play the roles of biomedical professionals to solve medical mysteries.
Prerequisite: Principles of Biomedical Sciences.

14963 S **Medical Interventions Honors (MI) (10-12)** (2.0 credits)
Students investigate a variety of interventions involved in the prevention, diagnosis and treatment of disease as they follow the life of a fictitious family. The course is a "How-To" manual for maintaining overall health and homeostasis in the body. Students explore how to prevent and fight infection; screen and evaluate the code in human DNA; prevent, diagnose and treat cancer; and prevail when the organs of the body begin to fail. Through these scenarios, students are exposed to a range of interventions related to immunology, surgery, genetics, pharmacology, medical devices, and diagnostics.

Prerequisite: Human Body Systems.

14964 S H **Biomedical Innovation Honors (BI) (10-12)** (2.0 credits)
Students design innovative solutions for the health challenges of the 21st century. They work through progressively challenging open-ended problems, addressing topics such as clinical medicine, physiology, biomedical engineering, and public health. They have the opportunity to participate and interact with community members in the field using a speaker series. Throughout the course, students are expected to present their work to an audience of STEM professionals. Students will prepare for and take the industry recognized credential examination.

Prerequisite: Medical Interventions.

Education Cluster

The Education Cluster is a career pathway designed for students interested in pursuing a profession in education. Students explore teaching and learning through hands-on experiences, classroom observations, and foundational coursework in instructional strategies, child development, and professionalism. This cluster prepares students for postsecondary education and careers in teaching, education support services, and related fields.

Career Cluster	DCTC Pathways
Education	Teacher Academy of Maryland

Teacher Academy of Maryland CIP Code: 130150

The Teacher Academy of Maryland (TAM) is a Career and Technical Education (CTE) program of study that seeks to address the persistent teacher shortage challenge by creating a pipeline of teacher candidates. TAM is a rigorous four course program that aligns with the Interstate Teacher Assessment and Support Consortium (InTASC). It sequences through three rigorous college level courses, Human Growth and Development through Adolescence, Teaching as a Profession, and Foundations of Curriculum and Instruction before it culminates with the Education Academy Internship. During the Education Academy Internship, each student will be placed in a classroom for a minimum of 100 hours.

DCTC's Teacher Academy of Maryland (TAM) is a 2-year program, designed for college bound students interested in pursuing a bachelor's degree in education and becoming teachers. Students will be expected to **maintain a portfolio** during the 2-year program. This portfolio will be utilized throughout the two years. Students will need to be responsible for retaining this portfolio for use in the college classroom.

Students wishing to be admitted into the Teacher Academy of Maryland must have a 2.0 or higher and must have no altercations/violence or drug/alcohol use reported (in the high school or in community). Students participating in the program's internship must pass a background check and physical examination that may include a drug screening. These measures are required prior to working with children and the results of these measures will be

kept on file. Proper dress when working with children is required. To be a candidate for college credit students must earn an 80% or higher in all 4 classes and meet the attendance requirements; must maintain a 2.0 GPA in the regular academic areas; must pass all MCAP testing; be accepted at a college with a TAM memorandum of understanding, and will be required to take the ParaPro examination.

Eligible Students	Future Career Options	Certification opportunities include . . .
• Juniors • Seniors	• Teacher • Counselor • Media Specialist • Author • Librarian • • Education Administrator • Instructional Assistant	• ParaPro

College Options: Students who complete the program in good standing may receive articulated credits and scholarships at several Maryland colleges if they attend and major in education. Those schools currently include Chesapeake College, Towson University, Stevenson University, Coppin State University, St. Mary's College of Maryland, Salisbury University, Hood College, Bowie State University, Morgan State University, Notre Dame of Maryland University, Frostburg, University of Maryland Eastern Shore. Each college has its own articulation agreement. See each college/university's agreement for requirements and details.

19961 S **Human Growth and Development through Adolescence (11)** (1.0 credit)
This course focuses on human development from birth through adolescence. Emphasis is placed on theories of physical, cognitive, and psychosocial development, the effect of heredity and the environment, the role of caregivers and the family, health and safety concerns, and contemporary issues. Students explore special challenges to growth and development. Students will have opportunities for guided observation of children from birth through adolescence in a variety of settings to help students further understand theories of human development. Students will begin to develop the components of a working portfolio to be assembled upon completion of the internship.

19962 S **Teaching as a Profession (11)** (1.0 credit)
This course focuses on the profession of teaching – its history, purposes, issues, ethics, laws and regulations, roles, and qualifications. Emphasis is placed on identifying the current, historical, philosophical and social perspectives of American education, including trends and issues. Students will explore major approaches to human learning. Students will participate in guided observations and field experiences in multiple settings to help them assess their personal interest in pursuing careers in this field and to identify effective learning environments. Students will continue to develop the components of a working portfolio to be assembled upon completion of the internship. Some of the major projects include a web quest, research paper and oral presentation.

Prerequisite: Human Growth and Development through Adolescence

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19963 Y H **Foundations of Curriculum and Instruction Honors (12)** Yearlong (2.0 credits)
This course explores curriculum delivery models in response to the developmental needs of all children. Emphasis is placed on the development of varied instructional materials and activities to promote learning, classroom management strategies, and a supportive classroom environment. Students will explore basic theories of motivation that increase learning. Students will participate in guided observations and field experiences to critique classroom lessons in preparation for developing and implementing their own. Students will continue to develop the components of a working portfolio to be assembled upon completion of the internship. Students will be expected to **maintain a portfolio** during the 2-year program. This portfolio will be

utilized throughout the two years. Students will need to be responsible for retaining this portfolio for use in the college classroom.

Prerequisite: Teaching as a Profession

19964 Y H **Education Academy Internship Honors (12)** Yearlong (2.0 credits)

The internship is the culminating course of the Education Academy Program. Students will have an opportunity to integrate content and pedagogical knowledge in an educational area of interest. They will have an opportunity to extend and apply their knowledge about teaching in a classroom setting under the supervision of a mentor teacher. The students will complete their working portfolio and present it for critique. Each student will be placed in a classroom for a minimum of 100 hours. The DCTC instructor will be responsible for arranging all placements and transportation. During these visits, students will be expected to dress and act in a professional manner and complete the tasks given by the cooperating teacher and DCTC instructor. Students are to complete a minimum of 10 lessons within the classroom and record these experiences. It is the student's responsibility to maintain an attendance log. Failure to complete the 100 hours will result in not meeting the requirements of the TAM program.

Prerequisite: Concurrent enrollment with Foundations of Curriculum and Instruction.

Public Services and Safety Cluster

Advances in scientific knowledge and increased public awareness of social problems and issues are contributing to a demand for high-quality social services. Public concerns over crime, security, and emergency response and the increased demand for legal intervention in business and communities will continue to drive the growth of law enforcement, emergency and legal services.

Career Cluster	DCTC Pathways	
Public Services and Safety Cluster	Homeland Security and Emergency Preparedness/Criminal Justice	Military Science (Talbot County)
	Fire Fighter/EMT (Talbot County)	

Homeland Security and Emergency Preparedness/ Criminal Justice I CIP Code: 430351

The Homeland Security and Emergency Preparedness/Criminal Justice (HSEP/CJ) Program is a Career and Technical Education instructional program which integrates government, academia, and private sector training/educational initiatives to help students understand how the United States and its interests worldwide are protected against threats to public safety, both natural and manmade, through effective communication, preparedness, detection, prevention, response and recovery. ***The program offers three career pathways:*** *Homeland Security Sciences, Criminal Justice/Law Enforcement, and Information/Communications Technology.* These three strands align with the six mission areas of the United States Department of Homeland Security: Intelligence and Warning, Protection of Critical Infrastructure and Key Assets, Border and Transportation Security, Domestic Counterterrorism, Defense against Catastrophic Threats, and Emergency Preparedness and Response.

Eligible Students	Future Career Options		Additional information . . .
• Juniors • Seniors	• Homeland Security • Legal Assistant • Emergency Management • Crime Scene Investigator	• Police/Sheriff • 911 Dispatcher	*Students who receive a B or better in all 4 semesters can receive articulated college credits at specific colleges. For more*

Certification Opportunities Include…..	National Law Enforcement Certification National Basic Crime Scene Investigator National Basic 9-1-1 Dispatch Certification	*information, please see the articulated agreements.*

15911 S **Foundations of Homeland Security and Emergency Preparedness (11)** Semester One (1.0 credit)

This course introduces students to Homeland Security and Emergency Preparedness guidelines, concepts, and action plans. Emphasis is placed on unique aspects of public safety and public health. The course explores the various methodologies for intelligence gathering and dissemination and introduces students to various local, state, and federal assets. Students will prepare an action plan that includes initial notification, emergency response (on and off scene), and recovery.

15915 S **Administration of Justice I (11)** Semester Two (1.0 credit)

This class introduces students to multiple aspects of criminal justice and law enforcement. Students explore the criminal process, various forces that impact law enforcement, and the rights of citizens. Students will understand the difference between juvenile and adult justice, and classifications of different crimes. This class will give students a general knowledge needed for students to enter various law enforcement careers at the federal, state, and local levels.

Prerequisite: Foundations of Homeland Security and Emergency Preparedness

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15916 S H **Administration of Justice II Honors (12)** Semester One (2.0 credits)

This class will continue the student's knowledge of criminal justice and law enforcement. In this course students will be introduced to evidence collection, analysis, and forensic examination. The role of law enforcement officials as a first responder will also be discussed as well as the duties of police officers. Students will also identify various careers in law enforcement.

Prerequisite: Administration of Justice I.

15986 S H **Homeland Security Internship Honors (12)** Semester Two (2.0 credits)

The Internship/Capstone Experience is the culminating course for the Homeland Security and Emergency Preparedness Program. This course is designed to provide students with the opportunity to extend and apply their classroom learning in one of the career areas of Homeland Security Sciences, Criminal Justice/Law Enforcement, or Information/Communications Technology. Students will have the option of completing an industry-mentored project, internship, or enrolling in a post-secondary course. They will play an integral part in determining which type of experience will be most beneficial and supportive of their individual goals. At the end of the course, students will compile a working portfolio which documents their academic and technical skill attainment and present it for critique. Subject to administrative approval, students will enroll in approved post-secondary courses in lieu of completing a project or internship. Links between secondary and post-secondary institutions will be established to allow students to dual enroll in criminal justice or environmental technology-related courses, receiving both high school and college credit. Students will take industry recognized credentialing examinations to earn certification.

Prerequisite: Administration of Justice II.

Fire Fighter/Emergency Medical Responder

CIP Code: 430250

In cooperation with Queen Anne's County Public Schools, students may access the Fire Fighter/EMT program. Note: Students must be a member of a local fire department and at least 16 years old to enroll. A medical clearance by a certified physician will be required for all participants before school starts. Failure to comply will result in a denial of entry to the program. Students must provide their own transportation for all coursework and activities.

The EMR Fire and Rescue program is offered in partnership with instructors from the Maryland Fire and Rescue Institute (MFRI) of the University of Maryland. This program is taught off-campus in Queen Anne's County. Students progress through courses including Firefighter I, Emergency Medical Responder/FFII, Hazardous Materials Operations-1/Engine Company Fireground Operations and Truck Company Fireground Operations/Rescue Technician Site Operations and Vehicle Technician Extrication. Students are enrolled in two classes during the fall semester and two classes during the spring semester.

The program includes classroom instruction as well as formal training at local fire companies. Students are required to complete work-based learning and must pass all tests with a minimum of a 70%. Failure to pass tests will result in the inability to obtain certification, which may result in removal from the Fire Fighter program.

Eligible Students	Future Career Options
• Juniors • Seniors	• Firefighter • Emergency Medical Technician • Emergency Management
Possible Certifications:	Emergency Medical Responder Firefighter I/II Rescue Tech Hazardous Materials/Operations Truck Company Fireground Operations

15963 S **Firefighter I (11-12)** (1.0 credit)

Topics in this course include: fire service organization/communications, fire behavior, life safety/fire prevention, portable fire extinguishers, introduction to respiratory protection, self-contained breathing apparatus, hose and streams, rope and knots, forcible entry, ventilation ladders, search and rescue, property conservation, wildland firefighting, structural firefighting, and fire ground fire rescue operations. Students enrolled in this course must pass a mid-term and final examination with a minimum score of 70%, meet the attendance requirements for the course and receive a satisfactory evaluation by the instructor.

15963 S **Emergency Medical Responder/Firefighter II (11-12)** (1.0 credit)

Topics in EMR include: the human body, infectious diseases, medical issues, vital signs, sample history, skills practice, lifting/moving patients, airways, CPR, patient assessments, various medical emergencies, trauma, pediatric emergencies, and ambulance operations. Students in this course must pass all ten modular exams with a minimum of 70%, meet the attendance requirements for the course and receive a satisfactory evaluation by the instructor. A written and practical examination for certification is administered by the Maryland Institute for Emergency Medical Services System as part of this course.

Topics in FFII include: application of the principles of fire behavior, building construction, water distribution systems, fixed fire protection systems, ventilation, water pressure and hose streams, fire prevention and Fire Fighter Professional qualifications. Methods of

instruction include lecture, discussion, classroom exercises, audio/visual material, practical skills graded, and a final examination.

Prerequisite: Firefighter I

15963 S **Hazardous Materials Operations/Engine Company Fireground Operations Honors (11-12)** (1.0 credit)

The objective of this course is to provide the student with the knowledge and skills to perform hazardous materials first response. Upon successful completion of this course, the student will be able to analyze a hazardous materials incident, plan an initial response, implement the response, and evaluate the progress of the actions taken. Major topics covered in this course include firefighter safety, regulations and standards, chemistry, recognition and identifications, DOT guidebook, site management, container behavior, defensive control measures, personal protective equipment and decontamination. Methods of instruction include lecture, discussion, classroom exercise and/or visual material, practical exercise, quizzes, observations, midterm and final examination. Students must receive a minimum score of 70% on the midterm and final examination.

The objective of the ECFO course is to provide the student with the fundamental principles of engine company operations and how they can be integrated during fireground operations. Upon successful completion of this course, the student will be able to describe the functions and responsibilities of the engine company and demonstrate the use of nozzles, hose, hydrants, foam, and testing equipment during practical evolutions. Major topics covered in the course are functions and responsibilities of the engine company, construction and operation of nozzles, positioning and utilizing the engine, utilizing hydrants, pivot gauge and foam, size-up, emergency response considerations, initial fireground operation, and selecting and placing attack and supply lines. Methods of instruction include lecture, discussion, audio/visual material, practical skills exercise, final written examination, and required assignments. Students must receive a minimum score of 70% on the midterm and final examination.

Prerequisite: Emergency Medical Responder/FFII

15963 S **Truck Company Fireground Operations Rescue Technician Site Operations and Vehicle Technician Extrication Honors (11-12)** (1.0 credit)

1. TCFO

The objective of the TCFO course is to provide the student with the fundamental principles of truck company operations and how they are integrated during fireground operations. Upon successful completion of this course, the student will be able to demonstrate forcible entry, search and rescue, ventilation, salvage, overhaul and ladders. Major topics covered in the course are the function and responsibilities of the truck company, forced entry, ground ladder use, techniques and procedures for locating victims, techniques for removal of smoke and gases, salvage operations, checking for fire extension, procedures for overhauling, building construction, utility control, and electrical and lighting the fireground. Methods of instruction include lecture, discussion, audio/visual material, practical skills exercises, final examination and required assignments.

2. RTVMR

The objective of the RTVMR course is to prepare the student to approach each rescue incident with attention focused on the importance of proper operational planning and all related components for effective safe site operation, victim management, equipment maintenance and inspection with particular emphasis on vehicular and machinery rescue. Upon successful completion of this course, the student will be able to recognize and implement the five phases of operational planning, understand and utilize technical rope rescue when needed; and properly package and transport a victim from a vehicular or machinery rescue. Major topics covered in the program include the five phases of successful site operations including, resource management, personal protective equipment, up-size activities, hazard identifications, search and rescue, ground support, incident management and termination, victim management, and rope rescue operations; maintenance and inspection of rope; rigging, anchoring and mechanical advantage; patient packaging and transfer during rescue operations; slope operations and evacuation; vehicular stabilization and extrication; specialty tools, hand tools, power and hydraulic tools; vehicular design; autos, busses, trucks, elevators, escalators, farm equipment, and mining/ industrial equipment/machinery. Methods of instruction include lecture, discussion, classroom exercises, audio/visual materials, practical field exercises, and final examinations.

Prerequisite: Hazardous Materials Operations/Engine Company Fireground Operations

Military Science

CIP Code: 280410

In cooperation with Talbot County Public Schools, students may now access the Naval Science Junior ROTC program.

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

09911 S **Naval Science I (10-11)** (1.0 credit)

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

09912 S **Naval Science II (10-11)** (1.0 credit)

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

Prerequisite: Naval Science 1.

09913 S **Naval Science III Honors (11-12)** (1.0 credit)

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

Prerequisite: Naval Science 2.

09914 S H **Naval Science IV Honors (11-12)** (1.0 credit)

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

Prerequisite: Naval Science 3.

Advanced Manufacturing

Programs in the Advanced Manufacturing Cluster prepare students for a variety of career areas, including opportunities to become engineers, engineering technologists or technicians. Students engage in real-world projects that strengthen their understanding of science, technology, engineering, and mathematics. By completing challenging projects related to design, manufacturing process applications and quality improvements, they are being educated for the high-performance workplace using advanced technologies. To remain internationally competitive, employers need employees who can develop and use new technologies that will continuously improve the quality of life for Marylanders.

Project Lead the Way (PLTW) Engineering

CIP Code: 155000

Career Cluster	DCTC Pathways
Advanced Manufacturing	Project Lead the Way (PLTW) Engineering

The Project Lead The Way (PLTW) Pathway To Engineering (PTE) program is a sequence of courses which follows a proven hands-on, real-world problem-solving approach to learning. Throughout PTE, students learn and apply the design process; acquire strong teamwork and communication proficiency; and develop organizational, critical-thinking, and problem-solving skills. They discover the answers to questions like how things are made and what processes go into creating products. Students use the same industry-leading 3D design software used by companies including Intel® and Lockheed Martin. They explore aerodynamics, astronautics, and space life sciences. Students apply biological and engineering concepts related to biomechanics – think robotics. They design, test, and actually construct circuits and devices and work collaboratively on projects. It is STEM education, and it is at the heart of today's high-tech, high-skill global economy.

Eligible Students	Future Career Options	
• Freshman • Sophomores • Juniors • Seniors	• Engineering Technician • Industrial Engineer • Materials Engineer	• Civil Engineer • Process Engineer • Quality Engineer

Certification Opportunities Include…	Autodesk AutoCAD Certified User

21922 S **Introduction to Engineering Design (IED) (9-11)** (1.0 credit)
Designed for 9th -11th grade students, the major focus of IED is the design process and its application. Through hands-on projects, students apply engineering standards and document their work. Students use industry standard 3D modeling software to help them design solutions to solve proposed problems, document their work using an engineer's notebook, and communicate solutions to peers and members of the professional community. Students may use this towards their technology graduation requirement should they not complete the full engineering program sequence.

21921 S **Principles of Engineering (POE) (9-11)** (1.0 credit)
Designed for 9th -11th grade students, this survey course exposes students to major concepts they will encounter in a post-secondary engineering course of study. Topics include mechanisms, energy, statics, materials, and kinematics. They develop problem-solving skills and apply their knowledge of research and design to create solutions to various challenges, document their work and communicate solutions. Students may use this towards their technology graduation requirement should they not complete the full engineering program sequence.

Prerequisite: Introduction to Engineering Design.

21924 S **Aerospace Engineering Honors (AE) (10-12)** (2.0 credits)
AE explores the evolution of flight, navigation and control, flight fundamentals, aerospace materials, propulsion, space travel, and orbital mechanics. In addition, this course presents alternative applications for aerospace engineering concepts. Students analyze, design, and build aerospace systems. They apply knowledge gained throughout the course in a final presentation about the future of the industry and their professional goals.

Prerequisite: Principles of Engineering.

21923 S **Digital Electronics Honors (DE) (10-12)** (2.0 credits)
Digital electronics is the foundation of all modern electronic devices such as mobile phones, MP3 players, laptop computers, digital cameras and high-definition televisions. Students are introduced to the process of combinational and sequential logic design, engineering standards and technical documentation. Students will take industry recognized credentialing examination to earn certification.

Prerequisite: Aerospace Engineering.

Supply Chain and Transportation

Advances in science and engineering are producing major innovations in transportation technology, resulting in faster movement of people and goods at lower costs and with less environmental and safety risks. These innovations require higher skills to manage and maintain transportation equipment. High school programs provide opportunities for students to prepare for careers in the automotive industry or to explore aerospace engineering opportunities.

Career Cluster	DCTC Pathways		
Supply Chain and Transportation	Automotive Technology	Collision Repair and Refinishing	Medium/Heavy Truck

17918 S **Applied Technology Cluster (11)** Semester 1 (1.0 credit)

This course is designed for students interested in careers in transportation and construction technologies. Students examine and explore Collision Repair and Refinishing, Automotive Technology, Carpentry, Medium and Heavy Truck Technician, Electricity, HVAC, Masonry, and Welding. Students learn basic principles of technologies through formal instruction, direct hands-on experimentation, and simulation. Instruction emphasizes problem-solving methods and the integration of math, science, and other disciplines. Students can use computers, tools, machines, and materials in a variety of applications, to learn safe operating procedures, and to explore career opportunities.

Program placement will be based on a student's grades and attendance during the experience – meaning some students will be placed in programs that are not their 1st or even 2nd choices based on their performance throughout the cluster experience. This course is required for students completing a program in the construction or transportation pathways.

Industry certifying agencies requires students to wear Industry Standard safety shoes or boots and safety glasses.

Collision Repair and Refinishing

CIP Code: 470635

The Collision Repair and Refinishing program at DCTC is an approved I-CAR Academy program. Students will become familiar and learn basic knowledge and skills related to the use of hand and power tools on automotive panels. Skills learned will be repairing damaged areas, grinding, filling, sanding, preparation of metal and plastic panels for paint, and final refinishing. Safety is stressed and enforced always. Students will learn advanced skills, including disassembly, assembly, aligning and adjusting parts and panels of the automobile. Included are hood panels, fenders, doors, deck lids, and bumpers. Interior trim, hardware, and glass are covered in this level, as well as masking, mixing and spraying undercoats and topcoats. Students will refine skills learned in Collision Repair and Refinishing I to include more in-depth information on vehicle construction technology, estimating, MIG welding, use of trade manuals, refinishing equipment, paint problems, color matching, custom painting, and final detailing.

Eligible Students	Future Career Options		
• Juniors • Seniors	• Automotive Detailing • Refinish Technician • Insurance Adjuster	• Paint Prep Technician • Frame Technician • Paint Supply Rep	• Estimator • Salvage Yard Tech • Shop Owner
Certification opportunities include . . .			
• I-CAR Non-Structural Technician Platinum Prolevel I Credential (or its equivalent pending MSDE approval) • I-CAR Refinish Technician Platinum ProLevel 1 Credential (or its equivalent pending MSDE approval) • Forklift Operator Certificate			

20955 S **Introduction to Mechanics: Collision Repair & Refinishing (11)** Semester Two(1.0 credit)

This is the first in a sequence of three Collision Repair and Refinishing Courses in which students can obtain I-CAR certification. The Collision Repair and Refinishing program at DCTC is an approved I-CAR program. Students will become familiar and learn basic knowledge and skills relative to the use of hand and power tools on automotive panels. Skills learned will be repairing damaged areas, grinding, filling, sanding, preparation of metal and plastic panels for paint, and final refinishing. Safety is stressed and enforced at all times.

I-CAR certifying agencies require students to wear Industry Standard safety shoes or boots and safety glasses while in the shop.

Prerequisite: Applied Technology Cluster

20931 S **Collision Repair and Refinishing I Honors (12)** Semester One (1.0 credit)

Student will learn advanced skills, including disassembly, assembly, aligning and adjusting parts and panels of the automobile. Included are hood panels, fenders, doors, deck lids, and bumpers. Interior trim, hardware, and glass are covered in this level, as well as masking, mixing and spraying undercoats and topcoats. Use of personal and protective safety equipment is required at all times. Reading, reading comprehension, math and vocabulary are necessary to be successful in this course. Students will take industry recognized credentialing examination to earn certification.

I-CAR certifying agencies require students to wear Industry Standard safety shoes or boots and safety glasses while in the shop.

Prerequisite: Introduction to Mechanics – Collision Repair and Refinishing

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20933 S H **Collision Repair and Refinished II Honors (12)** Semester Two (2.0 credits)

Students will refine skills learned in Collision Repair and Refinishing I to include more in-depth information on vehicle construction technology, estimating, MIG welding, use of trade manuals, refinishing equipment, paint problems, color matching, custom painting, and final detailing. Additional emphasis is put on refining measuring skills, reading and vocabulary, and the importance of safety at all times. Students will take industry recognized credentialing examination to earn certification.

I-CAR certifying agencies require students to wear Industry Standard safety shoes or boots and safety glasses while in the shop.

Prerequisite: Collision Repair and Refinishing

Automotive Technology

CIP Code: 470645

This is a sequence of three Automotive Technology courses. The Automotive Technology program at DCTC is a National Institute for Automotive Service Excellence (ASE) approved program.

Students will learn theory and gain experience in all 8 ASE Automotive certification areas. Students will diagnose automotive systems, will inspect, measure, and reassemble/install components of systems, and will practice shop safety and correct use/maintenance of shop equipment.

Students will have the opportunity to earn industry recognized credentials in four ASE certification areas; A4 Suspension and Steering, A5 Brakes, A6 Electrical/Electronic systems, and Entry-Level Inspection Maintenance and Minor Repair.

Eligible Students	Future Career Options	
• Juniors • Seniors	• Automobile Specialty Technician • Automobile Service Technician • Automobile Service Advisor	• Automobile Master Technician
Certification opportunities include . . .		
• ASE A4 Suspension and Steering • ASE A5 Brakes • Forklift Operator Certificate		• ASE A6 Electrical/Electronic Systems • ASE Entry Level Inspection Maintenance and Minor Repair

20951 S **Introduction to Mechanics: Automotive Technology (11)** Semester Two(1.0 credit)

This is the first in a sequence of three Automotive Technology courses in which students will have the opportunity to obtain Automotive Service Excellence (ASE) Student Certification.

Students will learn introductory theory in three ASE certification areas; A4 Suspension and Steering, A5 Brakes, A6 Electricity/Electronic systems. Safety is stressed and enforced at all times.

ASE certifying agencies require students to wear Industry Standard safety shoes or boots and safety glasses while in the shop.

Prerequisite: Applied Technology Cluster

20922 S **Automotive Technology I Honors (12)** Semester One (1.0 credit)

This is the second course in a sequence and builds on the knowledge and skills learned in the Introduction to Mechanics – Automotive Technology course. Students will learn advanced theory in three ASE certification areas; A4 Suspension and Steering, A5 Brakes, and A6 Electricity/Electronic systems and will learn introductory theory in A1 Engine Repair. Instruction emphasizes the use of online service manuals to perform customer repairs and simulated on-the-job situations. Safety is stressed and enforced at all times. Students will take industry recognized credentialing examination to earn certification.

ASE certifying agencies require students to wear Industry Standard safety shoes or boots and safety glasses while in the shop.

Prerequisite: Introduction to Mechanics – Automotive Technology

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20923 S H **Automotive Technology II Honors (12)** Semester Two (2.0 credits)

This is the third course in a sequence and follows automotive Technology I. This course is recommended for the student who is planning to enter a career in Automotive Technology, engineering classes, or post-secondary automotive training. Students will learn advanced theory in A8 Engine Performance, and will learn introductory theory in A2 Automatic Transmissions, A3 Manual Drive Train and Axles, and A7 Heating and Air Conditioning. Students will practice testing, repairing, and adjusting the various systems of an automobile. Instruction emphasizes problem solving through actual and simulated on-the-job situations. Safety is stressed and enforced at all times. Students will take industry recognized credentialing examination to earn certification.

ASE certifying agencies require students to wear Industry Standard safety shoes or boots and safety glasses while in the shop.

Prerequisite: Automotive Technology I.

Medium/Heavy Truck Technician

CIP Code: 470655

The Medium and Heavy Truck Technician program offers courses in which students can earn the ASE Entry-Level Certification which is specially designed to evaluate and certify students who are near the end of their studies in the areas of Automobile Service and Medium/Heavy Truck. The National Institute for Automotive Service Excellence (ASE) developed the exams in partnership with the ASE Education Foundation and SkillsUSA (https://www.ase.com/Tests/ASE-Student-Certification.aspx). Students will work on safety, general engine diagnosis, cylinder head and valve train diagnosis and repair, cooling systems, air induction, exhaust systems, and fuel systems. Students are involved in shop safety, general engine diagnosis, engine disassembly/ assembly and repair, engine brakes, and air/hydraulic brakes. Students work on steering systems, suspension systems, wheel alignment, wheels and tires, electrical systems, and preventive maintenance.

Eligible Students	**Future Career Options**		
• Juniors • Seniors	• Truck Technician • Engine Trainer	• Service/Parts Manager • Truck Salesman	• Teacher • Stationary Engineer
	• **You can also specialize in** fuel injection, engine rebuild, and repairing turbo chargers		

Certification opportunities include . . .

- ASE Entry Level Brakes
- ASE Entry Level Electrical/Electronic Systems
- ASE Entry Level Suspension and Steering
- ASE: Inspection Maintenance & Minor Repair
- ASE Entry Level Diesel Engines
- Forklift Operator Certificate

20943 S **Introduction to Mechanics: Medium/Heavy Truck Technician (11)** Semester Two (1.0 credit)

This is the first in a sequence of three Medium and Heavy Truck Technician courses in which students will learn the basic principles of the diesel mechanics industry. Students will work on safety, general engine diagnosis, cylinder head and valve train diagnosis and repair, cooling systems, air induction, exhaust systems, and fuel systems.

ASE certifying agencies require students to wear Industry Standard safety shoes or boots and safety glasses while in the shop.

Prerequisite: Applied Technology Cluster

20944 S **Medium/Heavy Truck Technician I Honors (12)** Semester One (2.0 credits)

This is the second course in a sequence that builds on the knowledge and skills learned in the Introduction to Mechanics Medium and Heavy Truck Technician. Students are involved in shop safety, general engine diagnosis, engine disassembly/ assembly and repair, engine brakes, and air/hydraulic brakes.

ASE certifying agencies require students to wear Industry Standard safety shoes or boots and safety glasses while in the shop.

Prerequisite: Introduction to Mechanics Medium and Heavy Truck Technician

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20945 S H **Medium/Heavy Truck Technician II Honors (12)** Semester Two (2.0 credits)

This is the third course in a sequence and follows Medium and Heavy Truck Technician I. Students work on steering systems, suspension systems, wheel alignment, wheels and tires, electrical systems, and preventive maintenance.

ASE certifying agencies require students to wear Industry Standard safety shoes or boots and safety glasses while in the shop.

Prerequisite: Medium and Heavy Truck Technician I

Courses for Students with Individualized Education Programs (IEP)

The Supervisor for Special Education oversees courses for students with active IEPs.

22999 S **Learning Lab (9-12)** Non-Credit Bearing

The learning lab is a course designed for students with disabilities. The course provides specialized instruction based on student's individualized needs as documented on their IEP.

01068 Y **Reading Intervention (9-12)** (1.0 credit)

This course is available for students with disabilities and is specifically tailored to address the student's reading needs as delineated by their Individualized Education Program. Students participating in this course must have a documented reading decoding disability.

22152 S A **Community and School Together (C.A.S.T.) Level A (11-12)** (1.0 credit)
22152 S B **Community and School Together (C.A.S.T.) Level B (11-12)** (1.0 credit)

Community and School Together (C.A.S.T.) is a multifaceted program designed to prepare special education students to succeed in the world of work. Students learn to describe the qualities and traits of school that transfer to the workplace, which helps them see that the two are interwoven. Students learn how to make decisions, assess their abilities, and self-advocate. Through career awareness, exploration, and the development of social and work skills, students begin to discover their likes and dislikes, strengths and weaknesses. Students will enter the world of work with the skills necessary to meet with success in the workplace.

This program of study is a completer program for students with disabilities who are seeking a high school diploma.

Modified Content Courses for Students with Disabilities Non-Credit Bearing

A student with a disability may enroll in content courses that have been modified to meet his/her individual educational needs as documented on their Individualized Education Program (IEP). Course numbers that end with the letters "MC" indicate the student has taken a modified content, non-credit bearing course. Transcripts and report cards will also reflect that the student has participated in the course and received a grade based on modified content standards

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22998 Y **Pathways to Independence** Non-Credit Bearing

This is a program designed for students who have completed four years of high school program of study and participated in the Alternate Assessment. Students learn to advocate for themselves, refine their social skills, learn the importance of personal and co-worker safety, and communicate appropriately with their peers, co-workers, and supervisors. Students in this program experience a variety of jobs and settings that enable them to make good decisions that best fit their interests, skills, and work preferences. Since flexibility on the job is of the utmost importance, students are taught how to handle situations that might suddenly arise such as: a change in their daily routine, job assignment, supervisor, or other unforeseen circumstances. Students learn the skills needed to apply for jobs including completion of authentic job applications, developing a resume, and interviewing skills. Students also learn how to advocate for the supports they need to meet with success on the job and in the adult world.

Additionally, non-credit bearing, exploratory course offerings are available for students with an Individualized Education Plan. Visit the Career and Technical Education section for available course descriptions.

English/Language Arts

The English Language Arts program of study is designed to provide the opportunity for students to develop into accomplished readers and communicators. In alignment with the CCSS for ELA, the core courses provide tools for students to engage in a variety of reading, writing, listening, and speaking tasks designed to prepare them for careers and/or college. To achieve this goal, we use a variety of texts to expose students to diverse perspectives in order to analyze, defend, and express their position on relevant topics in our society today.

English/Language Arts Graduation Requirement = 4.0 credits			
English 9	English 10	English 11	English 12
English 9 PreAP 2	AP Seminar	Dual Enrollment/ AP	Dual Enrollment/ AP
Assessment Requirements			
All students must take the MCAP assessment in English 10/AP Seminar to satisfy their graduation requirement. Students must achieve a Level 3 (750) or higher to be identified as College and Career Ready for ELA by the end of Grade 10. Should a student not meet the College and Career Readiness standard, additional support will be provided in subsequent ELA courses, and re-assessment will be required.			

Enrichment opportunities are provided in creative writing and journalism. All English elective courses count as elective graduation credits and cannot be used to fulfill the four-credit English requirement. Advanced Placement courses are designed for the student who has demonstrated the ability to move beyond grade level in content and aspires to become a critical reader of college-level texts and strengthen the effectiveness of his/her writing. The Supervisor of Reading/Language Arts oversees English courses. Courses available for credit recovery via APEX are denoted with a ♣.

01068 S
01068 Y **Corrective Reading (9-10)** (1.0 elective credit)
This course is designated for students who achieved a level 1 or 2 on their 8th grade MCAP and/or have an MAP Growth Reading scaled score below 200 (4th grade) and/or ORF reading test accuracy below 90% to aid students in developing the necessary reading skills to be successful in English I and/or English II. This course includes diagnostic and remediation activities designed to correct reading difficulties and habits that interfere with students' progress in developing foundational reading skills and advanced reading comprehension. Activities are chosen to improve students' reading comprehension and general literacy skills.

01104 S
01104 Y **Creative Writing (9-12)** (1.0 credit)
The creative writing course introduces all aspects of creative writing, including short stories, poems, dramas, personal narratives, and essays. The course provides students with various opportunities to develop their own unique voice and to improve their technique and style. Students are encouraged to seek publication of their writing.

01203 S
01203 Y **MCAP ELA Preparation (9-10)** (1.0 elective credit)
This course is designated for students who achieved a level 1 or 2 on their 8th grade MCAP and/or a MAP Growth Reading scaled score below 212 (7th grade) to aid students in developing the necessary test-taking skills to be successful on their English 10 MCAP to achieve the ELA College and Career Ready standard. Activities in this course will include analytical thinking, writing, and the skills and strategies associated with standardized test taking. Topics covered include vocabulary, reading comprehension, and writing strategies, as well as time management, scoring procedures, and dealing with test-related stress. Course materials may include national and state standardized test review materials (such as MCAP or PSAT test review materials), current assessment software programs, and previous standardized examinations.

01001 S
01001 Y

English 9 (9) ♣ (1.0 credit)

The English 9 course provides a balanced program of reading, writing, speaking, listening, grammar, usage, and mechanics skills within the context of grade-level literary and informational texts. It addresses the Maryland College and Career Readiness Standards for English and is designed to prepare students to become college and career ready.

01001 S AP
01001 Y AP

English 9 PreAP 2(9) (1.0 credit)

The English 9 PreAP 2 course focuses on applying skills like close reading and analysis to diverse literary and informational texts, emphasizing author's craft, nuanced analytical writing (persuasive, expository), and evidence-based arguments. This course prepares students for future AP English courses by deepening critical thinking and rhetorical awareness. Key areas include analyzing language choices, synthesizing ideas from multiple texts, and mastering higher-order questioning and argument. This course will require students to complete assignments outside of regular class time such readings, essays, and/or long-term projects. Any grades assigned to this work, would be based upon mastery of the standard, not compliance or participation. Pre-Advanced Placement courses receive an additional weighting of 1.0.

01002 S
01002 Y

English 10 (10) ♣ (1.0 credit)

The English 10 course is designed to further develop reading, writing, speaking, listening, grammar, usage, and mechanics skills within the context of grade-level literary and informational texts. It addresses the Maryland College and Career Readiness Standards for English and is designed to prepare students to become College and Career Ready. All students must take the MCAP assessment in English 10 to satisfy their graduation requirement. Students must achieve a Level 3 (750) or higher to be identified as College and Career Ready for ELA. Should a student not meet the College and Career Readiness standard, additional support will be provided in subsequent ELA courses, and re-assessment will be required.

01003 S
01003 Y

English 11 (11) ♣ (1.0 credit)

The English 11 course is encouraged for students who scored a Level 1 or 2 on their English 10 MCAP assessment as the course will include remediation of standards and skills from the MCAP to assist students in achieving a Level 3 or 4 score on their reassessment opportunity to achieve the ELA College and Career Readiness standard. The course is designed to further develop reading, writing, speaking, listening, grammar, usage, and mechanics skills within the context of grade-level literary and informational texts. This eleventh-grade course is designed to engage students with literary works of various genres and non-fiction texts, with an emphasis on rhetoric and nonfiction. It addresses the Maryland College and Career Readiness Standards for English and is designed to provide a comprehensive base of experience and learning to prepare students to be College and Career Ready.

01004 S
01004 Y

English 12 (12) ♣ (1.0 credit)

The English 12 course is encouraged for students who scored a Level 1 or 2 on their English 10 MCAP assessment as the course will include remediation of standards and skills from the MCAP to assist students in achieving a Level 3 or 4 score on their reassessment opportunity to achieve the ELA College and Career Readiness standard. is designed to further develop reading, writing, speaking, listening, grammar, usage, and mechanics skills within the context of grade-level literary and informational texts. This twelfth-grade course focuses on the literacy skills needed for the transition to college, career, and life beyond the high school experience. It addresses the Maryland College and Career Readiness Standards for English, and it promotes the

competencies students need to succeed in careers and post-secondary institutions. The course includes the critical reading of complex literature and the writing of well-composed essays.

01005 S AP
01005 Y AP

English Language and Composition Advanced Placement (11) (1.0 credit)

Students may take this course in place of English 11 and is encouraged for students who have passed the English 10 MCAP assessment with a Level 3 or 4 and/or have a minimum 222 scaled scored on their MAP Reading Growth Measure. The AP English Language and Composition course focuses on the development and revision of evidence-based analytic and argumentative writing, the rhetorical analysis of nonfiction texts, and the decisions writers make as they compose and revise. Students evaluate, synthesize, and cite research to support their arguments. Additionally, they read and analyze rhetorical elements and their effects in nonfiction texts—including images as forms of text— from a range of disciplines and historical periods. Many universities and colleges grant advanced standing and/or college credit based on how well a student performs on the Advanced Placement test. AP courses are designed to prepare students for the rigor of college course work. This will require students to complete assignments outside of regular class time such readings, essays, and/or long-term projects. Any grades assigned to this work, would be based upon mastery of the standard, not compliance or participation. Advanced Placement courses (AP) prepare students to take the Advanced Placement exams, and students who enroll in these courses are required to participate in the Advanced Placement exam related to their course of study. **Dorchester County Public Schools will cover the fee cost for the AP exam.** Advanced Placement courses receive an additional weighting of 1.0. Students who do not participate in the exam will have their course credit adjusted to honors designation.

01006 S AP
01006 Y AP

English Literature and Composition Advanced Placement (12) (1.0 credit)

Students may take this course in place of English 12 and is encouraged for students who have passed the English 10 MCAP assessment with a Level 3 or 4 and/or have a minimum 222 scaled scored on their MAP Reading Growth Measure. The AP English Literature and Composition course focuses on reading, analyzing, and writing about imaginative literature (fiction, poetry, drama) from various periods. Students engage in close reading and critical analysis of imaginative literature to deepen their understanding of the ways writers use language to provide both meaning and pleasure. As they read, students consider a work's structure, style, and themes, as well as its use of figurative language, imagery, and symbolism. Writing assignments include expository, analytical, and argumentative essays that require students to analyze and interpret literary works. Many universities and colleges grant advanced standing and/or college credit based on how well a student performs on the Advanced Placement test. AP courses are designed to prepare students for the rigor of college course work. This will require students to complete assignments outside of regular class time such readings, essays, and/or long-term projects. Any grades assigned to this work, would be based upon mastery of the standard, not compliance or participation. Advanced Placement courses (AP) prepare students to take the Advanced Placement exams, and students who enroll in these courses are required to participate in the Advanced Placement exam related to their course of study. **Dorchester County Public Schools will cover the fee cost for the AP exam.** Advanced Placement courses receive an additional weighting of 1.0. Students who do not participate in the exam will have their course credit adjusted to honors designation.

22112 Y AP

Research Advanced Placement (11) (1.0 credit)

AP Seminar is a prerequisite requirement for taking AP Research. This is an elective AP course which is encouraged for students who are in AP Language and Composition or on an AP pathway and is required for those who wish to be eligible to earn an AP Capstone Diploma.

Designed by the College Board to parallel college-level courses in independent research, AP Research courses provide students with the opportunity to conduct an in-depth, mentored research project. Course topics include research methods, ethical research practices, and accessing, analyzing, and synthesizing information to address a research question. The course culminates with an academic thesis paper and an oral defense of the research design, approach, and findings. Dorchester County Public Schools will cover the fee cost for the AP performance task. Advanced Placement courses receive an additional weighting of 1.0. Students who do not participate in the AP performance task will have their course credit adjusted to honors designation.

22110 Y AP **Seminar Advanced Placement (10)** (1.0 credit)

Students may take this course in place of English 10 and is encouraged for students who have passed their 8th grade Language Arts MCAP assessment with a level 3 or 4 score and/or have a minimum 220 scaled score on their MAP Growth Reading Assessment. All students must take the MCAP assessment in English 10 to satisfy their graduation requirement. Students must achieve a Level 3 (750) or higher to be identified as College and Career Ready for ELA. This course is required for students who wish to be eligible to earn an AP Capstone Diploma. Designed by the College Board to parallel college-level courses in critical thinking and communications, AP Seminar provides students with the opportunity to explore complex real-world issues with an emphasis on research, communication, and critical-thinking skills. Course topics vary and may include local, civic, or global issues and interdisciplinary subject areas. Students may also examine source materials such as articles and other texts; speeches and personal accounts; and relevant artistic and literary works. Advanced Placement courses (AP) prepare students to take the Advanced Placement exams, and students who enroll in these courses are required to participate in the Advanced Placement exam related to their course of study. AP Seminar includes both performance tasks and an AP exam. Dorchester County Public Schools will cover the fee cost for the AP exam and performance tasks. Advanced Placement courses receive an additional weighting of 1.0. Students who do not participate in the exam will have their course credit adjusted to honors designation.

01992S1 **English Language Development I (9-12)** (1.0 elective credit)

This ELD course is designed to help English learners with a WIDA proficiency level 1 acquire English language skills and develop the proficiency they need to meet graduation requirements and the challenges of post-secondary education and employment. This standards-based course progresses from **entering** level English through~~,~~ complex grammar and vocabulary needed for success in high school and beyond.

(1.0 elective credit)

English Language Development II (9-12)

01992S2 This ELD course is designed to help English learners with a WIDA proficiency level 2 acquire English language skills and develop the proficiency they need to meet graduation requirements and the challenges of post-secondary education and employment. This standards-based course progresses from **beginning** level English through complex grammar and vocabulary needed for success in high school and beyond.

01992S3 **English Language Development III (9-12)** (1.0 elective credit)

This ELD course is designed to help English learners with a WIDA proficiency level 3 acquire English language skills and develop the proficiency they need to meet graduation requirements and the challenges of post-secondary education and employment. This standards-based course progresses from **developing** level English through complex grammar and vocabulary needed for success in high school and beyond.

11104 S **Journalism: Yearbook (9-12)** (1.0 elective credit)
11104 Y This elective course assists students in learning the fundamentals of writing for mass media. Students master journalistic techniques of writing, editing, and publishing the school yearbook. Satisfactory performance in prior English courses is recommended for enrollment.

11104 Y H **Journalism: Yearbook (10-12 Honors)** (1.0 elective credit)
This elective course is intended for students who have successfully completed Journalism I and II with exceptional grades and have been promoted by the publication advisors based on merit and initiative to the position of Editor-In-Chief, Co-Editor or Business Manager. These three positions carry with them many responsibilities and are only awarded to students who have earned these positions by meeting strict deadlines, by demonstrating exceptional journalistic writing skills and by completing training in business management.

English/Language Arts Course Sequence			
Grade 9	**Grade 10**	**Grade 11**	**Grade 12**
• English 9	• English 10	• English 11	• English 12
• English 9 PreAP 2	• Seminar AP	• English Language and Composition AP, *or* • English 101 Dual Enrollment	• English Literature and Composition AP, *or* • English 102 Dual Enrollment
Elective Course Offerings			
• Corrective Reading • Creative Writing • English Test Preparation • Journalism • ESOL	• Corrective Reading • Creative Writing • English Test Preparation • Journalism • Yearbook Honors • ESOL • AP Research (*This course is highly encouraged for all students in AP English Language and Composition to run as a side-by-side class, and/or those who took AP Seminar who are seeking the AP Capstone Diploma*.)		

Mathematics

The selection of the appropriate mathematics course for each student should be based on individual needs and educational goals. Students seeking to qualify for admission to Maryland colleges and universities must have credits in at least Algebra I, Geometry, and Algebra II. Students are required to take math every year while in high school. The Supervisor of Mathematics oversees Math courses. Courses available for credit recovery via APEX are denoted with a ♣.

Mathematics Graduation Requirement = 4.0 credits (1 per academic school year)			
Algebra I	Geometry	+ 1 math course	+ 1 math course
University System of Maryland Admissions Requirements			
Students intending to apply and enroll in a University System of Maryland school following high school graduation who complete Algebra II prior to their final year of high school must complete the four-year math requirement with a **non-trivial** math course. Consumer Finance does not qualify as a non-trivial math course.			
Assessment Requirements			
All students must take the MCAP assessment in Algebra I to satisfy their graduation requirement. Students must achieve a Level 3 (750) or higher to be identified as College and Career Ready for Mathematics by the end of Grade 10. Should a student not meet the College and Career Readiness standard, additional support will be provided in subsequent Geometry and/or Algebra II courses.			

02053 S **Algebra I Part I (9) ♣** (1.0 elective credit)

The fundamental purpose of this course is to formalize and extend the mathematics that students learned in the middle grades. Students expand their understanding of linear equations, inequalities, and systems of linear equations and inequalities, they also see categories of functions such as linear, piecewise-defined functions, followed by exponential functions. The critical areas deepen and extend understanding of linear and exponential relationships by contrasting them with each other and by applying linear models to data that exhibit a linear trend. This course is intentionally designed to address the Maryland College and Career Readiness Standards for Algebra I in one of two parts: **Algebra I Part II is required following the completion of Algebra I Part I**. Mathematics courses are designed to prepare students to become College and Career Ready. All students must take the MCAP assessment after completing both Algebra I Part I and Part II to satisfy their graduation requirement. Students must achieve a Level 3 (750) or higher to be identified as College and Career Ready for Mathematics. Should a student not meet the College and Career Readiness standard, additional support will be provided in subsequent Mathematics courses, and re-assessment will be required.

02054 S **Algebra I Part II (9) ♣** (1.0 credit)

The fundamental purpose of this course is to formalize and extend the mathematics that students learned in Algebra I Part I. The critical areas include methods for analyzing, solving, and using quadratic functions. Students extend their ability to use equations to model relationships and solve problems. They develop their capacity to write, transform, graph, and solve equations—by reasoning, rearranging equations into useful forms, and applying the quadratic formula. In solving quadratic equations students encounter rational and irrational solutions, providing an opportunity to deepen their understanding of the real number system. The Mathematics Practice Standards apply throughout and, together with the content standards, prescribe that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations. Students who are enrolled in Algebra I Part II must take the

MCAP assessment in Algebra I to satisfy their graduation requirement. Students must achieve a Level 3 (750) or higher to be identified as College and Career Ready for Mathematics. Should a student not meet the College and Career Readiness standard, additional support will be provided in subsequent Mathematics courses, and re-assessment will be required.

Prerequisite: Algebra I Part I

02069 S **Algebra I MCAP Prep (9-10)** (1.0 elective credit)

This course is designated for students who earned a scale score of 740-749 on their Algebra I MCAP to aid students in developing the necessary test-taking skills to be successful on their Algebra I MCAP reassessment opportunity to achieve the Math College and Career Ready standard. Activities in this course will include analytical thinking, writing, and the skills and strategies associated with standardized test taking. Course materials may include national and state standardized test review materials (such as MCAP or PSAT test review materials), current assessment software programs, and previous standardized examinations. This course also strengthens foundational Algebra I concepts that reappear in subsequent math courses like Algebra II Honors and Precalculus Advanced Placement.

02056 S **Algebra II (10-12) ♣** (1.0 credit)
02056 Y

Building on their work with linear, quadratic, and exponential functions in Algebra I, students extend their - knowledge of functions to include polynomial, rational, and radical functions. Students work closely with the expressions that define the functions and continue to expand and increase their Algebra skills to model situations and to solve equations, including solving quadratic equations over the set of complex numbers and solving exponential equations using the properties of logarithms. The Mathematical Practice Standards apply throughout, and together with the content standards, prescribe that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations. There are four critical areas covered: Polynomial, Rational, and Radical Relationships; Trigonometric Functions; Modeling with Functions; and Inferences and Conclusions from Data.

Prerequisite: Algebra I

02056 S H **Algebra II Honors (10-12)** (1.0 credit)
02056 Y H

This course addresses all of the concepts of the non-honors Algebra II course. This course is designed for students who are capable and interested in progressing through topics of Algebra II in greater depth at an accelerated pace. This is a rigorous course that places an emphasis on mathematical reasoning and communication. This course is designed to prepare students for Pre-Calculus and Calculus AB Advanced Placement.

Prerequisite: Passing grade in Algebra I

021274- S1 **Calculus AB Advanced Placement Part A (10-12)** Semester One (1.0 credit)
021274- S2 **Calculus AB Advanced Placement Part B (10-12)** Semester Two (1.0 credit)

The Advanced Placement Calculus AB course is designed for advanced mathematics students pursuing careers in mathematics and engineering and to allow capable students to experience the appropriate curriculum material, instruction, and practice to obtain college credits for calculus through the Advanced Placement Program. The course prepares students to take the Advanced Placement Calculus exam, and students who enroll in this course are to take the AP

test **Dorchester County Public Schools will cover the fee cost for the Advanced Placement exam**. Students who do not participate in the exam will have their course credit adjusted to honors designation. All topics on the College Board Outline for Calculus will have been appropriately experienced to promote maximum success. Topics will include limits, differentiation, applications of differentiation, applications of curve sketching, investigations of spherical functions, application of integration, and techniques of anti-differentiation.

Prerequisite: Grade of "C" or better in Pre-Calculus Honors

10019 Y AP **Computer Science Principles Advanced Placement (10-12)** Semester Two (1.0 credit)
AP Computer Science Principles introduces students to the foundational concepts of computer science and challenges them to explore how computing and technology can impact the world. More than a traditional introduction to programming, it is a rigorous, engaging, and approachable course that explores many of the foundational ideas of computing, so all students understand how these concepts are transforming the world we live in. The big ideas of computer science include algorithms and programming which elicits opportunities for creative problem solving and real-world applications. The course prepares students to take the Advanced Placement exam which comprises of traditional assessment questioning and a performance task. **Dorchester County Public Schools will cover the fee cost for the Advanced Placement exam**. Students who do not participate in the exam will have their course credit adjusted to honors designation. This course can be used to fulfill the graduation requirement for Mathematics. It is suggested students take Foundations of Computer Science prior to this course.

02157 S **Consumer Finance (10-12) ♣** (1.0 credit)
02157 Y This course is designed to improve a student's arithmetic skills. It will be accomplished using real-world activities including checkbook skills, measurement skills, financial management, and other types of everyday personal finance topics.

Prerequisite: Algebra I or Geometry

02072 S **Geometry (9-10) ♣** (1.0 credit)
02072 Y The fundamental purpose of the course in Geometry is to formalize and extend students' geometric experiences from the middle grades. Students explore more complex geometric situations and deepen their explanations of geometric relationships, moving towards formal mathematical arguments. The Mathematical Practice Standards apply throughout and, together with the content standards, prescribe that student experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations. There are six critical areas covered: Congruence, Proof, and Constructions; Similarity, Proof, and Trigonometry; Extending to Three Dimensions; Connecting Algebra and Geometry through Coordinates; and Circles with and without Coordinates.

Prerequisite: Algebra I.

02201 S **Introduction to Statistics (10-12) ♣** (1.0 credit)
Introduction to Statistics is designed to introduce students to the major concepts for collecting, analyzing, and drawing conclusions from data. Emphasis will be placed on real-world and everyday life statistical applications. Students will complete hands-on statistical investigations

that will incorporate the use of multi-media resources, including multimedia materials, printed text, and internet resources.

Prerequisite: Algebra I.

25052 S **Introduction to Data Science (12)** (1.0 credit)

This course serves as an introduction to the fundamental ideas and tools in data science. It encompasses the exploration, organization, visualization, and analysis of data. Students will engage in project-based learning to develop their skills in data analysis, sampling, correlation/causation, bias and uncertainty, probability, and data modeling. The course emphasizes real-world applications and connects the acquired knowledge to careers in Maryland-based businesses. By the end of the course, students will compile a portfolio showcasing their data science work.

Prerequisite: Algebra II or Algebra II H

02110 S AP1 **Pre-Calculus Advanced Placement Part I (10-12)** (1.0 credit)
This course is intentionally designed to address the units of study outlined by College Board in one of two parts: Pre-Calculus Advanced Placement Part II is **required** following the completion of Pre-Calculus Advanced Placement Part I. Advanced Placement Pre-Calculus prepares students for calculus and to succeed in both STEM and non-STEM postsecondary majors. In this course, students study broad spectrum of function types that are foundational for careers in mathematics, physics, biology, health science, social science and data science.

Prerequisites: Grade of "C" or better in Algebra II Honors.

02114 S AP2 **Pre-Calculus Advanced Placement Part II (10-12)** Semester Two (1.0 credit)
The fundamental purpose of this course is to formalize and extend the mathematics that students learned in Pre-Calculus Advanced Placement Part I. The overall structure of both Part I and Part II is organized into four major units of study: Polynomial and Rational Functions, Exponential and Logarithmic Functions, Trigonometric and Polar Functions, and Functions Involving Parameters, Vectors, and Matrices. **Dorchester County Public Schools will cover the fee cost for the Advanced Placement exam**. Students who do not participate in the exam will have their course credit adjusted to honors designation.

Prerequisites: Grade of "C" or better in Algebra II Honors.

02203 S AP1 **Statistics Advanced Placement Part I (10-12)** (1.0 elective credit)
This course is intentionally designed to address the units of study outlined by College Board in one of two parts: Statistics Advance Placement Part II is **required** following the completion of Statistics Advanced Placement Part I. Advanced Placement Statistics introduces students to the major concepts and tools for collecting, analyzing, and drawing conclusions from data.

Prerequisites: Grade of "C" or better in Algebra II Honors.

02203 S AP2 **Statistics Advanced Placement Part II (10-12)** (1.0 credit)

The fundamental purpose of this course is to formalize and extend the mathematics that students learned in Statistics Advanced Placement Part I. The overall structure of both Part I and Part II is organized into four major themes: exploring data, sampling and experimentation, probability and simulation, and statistical inference. **Dorchester County Public Schools will cover the fee cost for the Advanced Placement exam**. Students who do not participate in the exam will have their course credit adjusted to honors designation.

Prerequisites: Grade of "C" or better in Algebra II Honors.

Mathematics Course Sequence			
Grade 9	**Grade 10**	**Grade 11**	**Grade 12**
Algebra I Part I Algebra I Part II	Geometry	Algebra II Algebra II Honors Introduction to Statistics Consumer Finance Computer Science AP	Algebra II Algebra II Honors Introduction to Statistics Statistics AP Pre-Calculus Pre-Calculus AP Calculus AB AP Consumer Finance
Geometry	Algebra II Algebra II Honors Computer Science AP	Introduction to Statistics Statistics AP Pre-Calculus Pre-Calculus AP Consumer Finance Computer Science AP	Introduction to Statistics Statistics AP Pre-Calculus Pre-Calculus AP Calculus AB AP Consumer Finance Computer Science AP Introduction to Data Science

Multi-Department Courses

22003 Y **Advisory** Non-credit bearing

The purpose of the DCPS advisory period is to allocate time and resources to support students in their Maryland BluePrint pathway. This support includes maintaining plans for College and Career Readiness, including implementation of individual student academic planning, as well as maintaining academic success in all coursework. Students may also take advantage of AP Advisory to gain additional support and preparation for AP exams.

22971 S **Apprenticeship Related Instruction (11-12)** (1.0 credit)

Students are required to complete this course to fulfill the Maryland Youth Apprenticeship Program of Study. This course varies dependent on the apprenticeship area and approved related instruction. The Youth Apprenticeship Coordinator and designees are responsible for ensuring that this is reflected on the student's schedule and that credit is earned towards high school graduation. In addition, the related classroom instruction must assist the student in meeting the goals outlined in the student training plan. The Youth Apprenticeship Coordinator and/or designees must collaborate with the classroom instructors and the Eligible Employer to coordinate the design of a realistic training plan that meets the needs of the Eligible Employer and the capacity of the classroom instructor and school district.

CIP Code: 860500

22972 S H **Apprenticeship Work-Based Learning Experience Honors (11-12)** (3.0 credits)

The work-based learning apprenticeship experience takes place at the worksite and must be a paid experience (at least minimum wage) with a minimum of 450 hours. This experience is guided by a formal WBL agreement provided by the school system and a student work plan developed among the student, parent, WBL coordinator, and Eligible Employer. The student work plan identifies the appropriate competencies, duties, tasks and outcomes in academic, technical, and workplace readiness areas that apply directly to the student's goals for a specific work-related placement.

CIP Code: 860500

22006 S **Dual Enrollment Study Hall (11-12)** Non-credit bearing

This non-credit earning course opportunity is available for junior and senior students who are actively enrolled in a dual enrollment course. The study hall is an opportunity to work towards completion of dual enrollment course assignments and projects. Students have the option to use this course one period a day per semester.

For more information related to Dual Enrollment eligibility and the application process, please see pages 24-27.

22003 Y9 **Freshman Seminar** (1.0 elective credit)

Participation in Freshman Seminar exposes students to opportunities to prepare for their high school experience and beyond. Through AVID infused lessons, students gain exposure to critical skills like note taking and writing, as well as college and career exploration to ensure completion of the College and Career Readiness standard established by MSDE.

22151 S **Internship I (11-12)** (1.0 elective credit)

The internship program is available for junior and senior students who wish to participate in community service or career exploration activities through community experience sites. Students who have met the CCR standard in math and/or English will receive preference. **Students who have not met the CCR standard in math and/or English must be enrolled in pathway support courses and will only be considered for enrollment in internship if space is available in their schedule.** The plan must be approved by the principal prior to the beginning of the student's senior year. Students have the option to take this course one period a day for one credit.

22998 S **Internship II (11-12)** (1.0 elective credit)

This is a supervised training program for senior students to get work experiences outside the school or classroom setting. Students should contact the Career and Technical teacher or school counselor for specific program planning. Students may earn a maximum of four credits in this program, which may be taken only as part of an approved Career and Technical program. **Students who have not met the CCR standard in math and/or English must be enrolled in pathway support courses and will only be considered for enrollment in internship if space is available in their schedule.**

Prerequisite: Student must have met High School Assessment graduation requirement.

22001 S **SAT Preparation (10-12)** (1.0 credit)

Completion of the PSAT is required, DCPS conducts a PSAT/NMSQT administration each October. This course is designed for those students who are preparing to take the SAT. Instruction will focus on reading, writing and mathematical strategies as well as practice exercises in test-taking techniques necessary for success on the test. Students who have not met the requirements for College and Career Readiness may be enrolled in this course in Grade 12 to provide a transition opportunity prior to CCR reassessment. Priority for course enrollment will be given to 12th grade students who have not met the CCR standard in math and/or English.

Prerequisites: Successful completion of Algebra I and Geometry are recommended.

22052 S **Student Assistant (12)** Non-credit bearing

This is a non-credit earning program available for senior students only. **Students who have met the CCR standard in math and/or English will receive preference. Students who have not met the CCR standard in math and/or English must be enrolled in pathway support courses and will only be considered for enrollment as a student assistant if space is available in their schedule**. Students will be given an opportunity to explore areas of interest as they prepare for postsecondary experiences. Student Assistants are assigned to a teacher/professional staff based upon student interest and the teacher/professional staff must approve the placement. Student job duties and student objectives will be designed by the assigned teacher and approved by the principal. Student must complete an application, and have it approved by the principal and signed by the senior counselor.

Prerequisite: Student must have met High School Assessment graduation requirement

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22999 S **Work-Based Learning (12)** Non-credit bearing

This non-credit-earning course is an option for senior students who wish to participate in paid community or career exploration activities through community experience sites. **Students who have met the CCR standard in math and/or English will receive preference. Students who have not met the CCR standard in math and/or English must be enrolled in pathway support courses and will only be considered for enrollment as a student assistant if space is available in their schedule**. Additional eligibility for this opportunity will be limited based on a student's credit count and performance on state assessments. Students who have not met the college and career standard must be enrolled in appropriate support classes and may not have any unresolved credit recovery needs that would prohibit them from graduating on time. The plan must be approved by the principal prior to the beginning of the student's senior year. Students have the option to take this course one or two periods a day, with a maximum of four periods per year.

Prerequisite: Student must have met High School Assessment graduation requirement.

Music and Performing Arts

Fine Arts Graduation Requirement = 1.0 credit

Courses that meet the Fine Arts requirement can be found in the Art and Music & Performing Arts sections. The Supervisor of ELL, Fine Arts & Library Media oversees Art courses. Courses available for credit recovery via APEX are denoted with a ♣.

Please be aware that some courses may have fees attached to them. If these fees would prevent you from taking the course, please see your school counselor for assistance.

05101 Y **Band (9-12)** (1.0 credit)

This is the performing organization of instrumental music. Performance genres for this course include Marching Band, Symphonic Band, and Chamber groups.

Extracurricular activities, rehearsals, and performances are required. Students enrolled in this course have the opportunity to audition for All-Shore and All-State Band.

05005 Y **Band Front** (1.0 credit)

This is a performance-oriented course for students who wish to be part of the CSDHS or NDHS Band Front during the current school year. Students will learn marching skills, basic choreography, dance techniques, elementary and advanced maneuvers and tosses using flags and other band front equipment. Students will also perform with the band and, at times, as a standalone band front unit. Students will analyze routines and learn to choreograph new routines to specific pieces of music. Students enrolled in this course are expected to perform after school and on weekends at events with their respective high school band. This performance-oriented class offers students who are beginning the study of vocal music the opportunities to acquire and improve skills in performing choral music of many styles. This is a beginning and intermediate level course. Some extracurricular activities and performances are required. Students enrolled in this course have the opportunity to audition for All-Shore and All-State Chorus and Solo & Ensemble.

05110 Y **Choral Music (9-12)** (1.0 credit)
This performance-oriented class offers students who are beginning the study of vocal music the opportunities to acquire and improve skills in performing choral music of many styles. This is a beginning and intermediate level course. Some extracurricular activities and performances are required. Students enrolled in this course have the opportunity to audition for All-Shore and All-State Chorus and Solo & Ensemble.

05111 Y **Choral Music Ensemble Honors (10-12)** (1.0 credit)
This performance-oriented class offers students opportunities to extend skills in performing choral music of many kinds. This is an advanced level course and membership in this selective class is based on vocal audition. Students read and perform choral music in various styles, a cappella, and with accompaniment. Extracurricular activities and performances are required. Students enrolled in this course audition for All-Shore and All-State Chorus and/or Solo & Ensemble.

Prerequisite: Choral Music or consent of the instructor based on audition.

05259-S **Digital Music Production** (1.0 credit)
05259-Y This course is designed for students who already have a background in instrumental or vocal music who wish to broaden their skills into the area of digital music. Students will use digital platforms to compose, mix, edit, and produce music. Prerequisite: completion of at least one year of an instrumental or vocal performance class or permission of the instructor based on demonstrated ability to read music.

05108 S **Guitar I (9-12)** (1.0 credit)
The guitar course is designed for students with no previous guitar experience. Students will receive guidance and direction in solving problems related to playing the guitar at a beginning level and will learn many of the different styles, skills, and techniques required to become a successful guitarist. Areas of concentration include correct posture, note reading, aural skills, flat picking, singing songs, rhythmic patterns, chord study, bass playing, finger picking styles, melody construction, musical forms, tablature notation, improvisation, and performing experience.

05016 S **Introduction to Modern Danes (9-12)** (1.0 credit)
This beginning level course focuses on movement and technique, composition and choreography, creative movement, and the history of modern dance.

05106 Y **Jazz Ensemble (9-12)** (1.0 credit)
This course acquaints students with styles of jazz idioms. Performing and extensive listening improves the students' understanding of jazz, whether it is pop or established jazz styles. Students learn basic improvisation of 12-Bar blues and simple model patterns. Each student learns improvisation at an individual level. Extracurricular activities and performances are required. Students enrolled in this course have the opportunity to audition for All-Shore and All-State Band.

05139 S
05139 Y

Music (9-12) (1.0 credit)

This is a course in music which focuses on a broad, basic history of music composers and on some of their music from 1800 to present day. The study of various styles of music is included. This course also offers students musical experience through listening and other creative activities.

05114 S

Music Theory Advanced Placement (10-12) Semester Two (1.0 credit)

This course is designed for students who are seriously considering music as a career or who have a strong interest in composition. Areas of study include harmony, solfeggio, dictation, composition, and conducting as well as some form, history and the elements of music. The course prepares students to take the AP Music Theory exam. **Dorchester County public Schools will cover the fee cost for the Advanced Placement exam**. Students who do not participate in the exam will have their course credit adjusted to honors designation.

Prerequisite: Successful completion of <u>two years</u> of band or chorus.

05107 S1
05107 Y1

Piano Instruction I (9-12) (1.0 credit)

This course is for students who demonstrate an ability and interest in learning to play the piano. The course also includes music theory, music history, piano technique, and composition. Enrollment in this course may be limited to the number of available instruments.

05107 S2
05107 Y2

Piano Instruction II (10-12) (1.0 credit)

This is an elective course for students who demonstrate an accelerated ability and interest in learning to play piano. This course requires that the student has passed Piano Instruction 1 with an 80% or better and a teacher recommendation for admittance for the course. Students will be required to learn more difficult music selections, along with more advanced music theory including chord tonality, complex rhythms, and classical compositional theory.

Prerequisite: Piano I or consent of the instructor.

05051 S
05051 Y

Theater and Related Arts I (9-12) (1.0 credit)

This course is an introductory class in drama. Students learn basic acting techniques, basic stage production and history of the theatre as it relates to past and present cultures. Speaking skills are also developed and stressed.

05052 S
05052 Y

Theater and Related Arts II (9-12) (1.0 credit)

This course is designed for students who have completed previous course work in drama. It focuses on advanced acting techniques and the technical aspects of stage production. Students are required to participate in extracurricular theatre and community programs. Extracurricular activities and performances are required.

Prerequisite: Successful completion of Theater I.

Physical Education and Health

- **Physical Education Graduation Requirement = 0.5 credit**
- **Health Graduation Requirement= 1.0 credit**

The general physical education program is adapted to meet the needs of a student with a disability through modifications and accommodations. The Supervisor of Science, Environmental Literacy, Physical Education and Health oversees Physical Education and Health courses. Courses available for credit recovery via APEX are denoted with a ♣.

08051 S
08051 Y

Health I (9-12) ♣ (0.5 credit)

This health course prepares students with the knowledge and skills necessary to make responsible decisions in establishing lifelong, health-promoting behaviors. Topics include mental and emotional health; substance abuse prevention; family life and human sexuality; safety and violence prevention; healthy eating; and disease prevention and control. This course fulfills a .5 credit towards the graduation requirement and must be paired with the Physical Education (.5) course. In this course students will receive instruction in cardiopulmonary resuscitation (CPR) that includes hands-only CPR and the use of an automated external defibrillation (AED); this fulfills the state law requirement.

08051 S2
08051 Y2

Health II (10-12) (0.5 credit)

This health course prepares students with knowledge and skills necessary to make responsible decisions in establishing lifelong, health-promoting behaviors. This course supplies a more in-depth understanding of the following topics: mental and emotional health; substance abuse prevention; family life and human sexuality; safety and violence prevention; healthy eating; and disease prevention and control. This course fulfills a .5 credit towards the graduation requirement. Students enrolled in Health II will also be enrolled in the Physical Education 10-12 half credit course offering. Students will not be enrolled in Health II until they have taken Health I. Prerequisite: Health I

08039 S
08039 Y

Physical Education ♣ (0.5 credit)

The physical education course content prepares students with knowledge and skills needed to engage in a physically active, healthy lifestyle throughout life. Standards include skillfulness, biomechanical principles, motor learning principles, exercise physiology, physical activity, and social psychological principles. This course fulfills the graduation requirement, and is paired with Health I.

08016 S
08016 Y

Physical Education 10-12 (0.5 or 1.0 credit)

This elective course is designed to provide students with knowledge and skills needed to engage in a physically active, healthy lifestyle throughout life. Students will develop and implement personal fitness plans, instruction in team, individual, and fitness activities that have a carry-over for later life. Instruction helps students become more physically adept in all components of physical fitness.

Students enrolled in Health II will also enroll in Physical Education 10-12 for a .5 credit. Students may also enroll in Physical Education 10-12 as a stand-alone full credit elective.

08005 S **Strength and Conditioning I (9-12)** (1.0 credit)
08005 Y This comprehensive course helps students become more physically adept in all aspects of physical fitness. Weight training will be stressed, along with flexibility exercises, agility exercises, plyometrics, and aerobics.

08009 S **Strength and Conditioning II (9-12)** (1.0 credit)
08009 Y This elective course is designed to provide students with the knowledge and skills surrounding weight training with free weights and universal stations while emphasizing safety and proper anatomical body positioning and conditioning. Prerequisite: Strength and Conditioning I

Physical Education Course Sequence			
Grade 9	**Grade 10**	**Grade 11**	**Grade 12**
Health I	Health II	Health II (if not taken already)	Health II (if not taken already)
Physical Education I	Physical Education 10-12	Physical Education 10-12	Physical Education 10-12
Strength & Conditioning I	Strength & Conditioning II (after taking Strength and Conditioning I)	Strength & Conditioning II (after taking Strength and Conditioning I)	Strength & Conditioning II (after taking Strength and Conditioning I)

- *Students will not be enrolled in Health II until they have taken Health I.*
- *Students will not be enrolled in Strength and Conditioning II until they have taken Strength and Conditioning I.*
- *Students will take Strength and Conditioning I and Strength and Conditioning II once.*

Science

- **Physical Science Graduation Requirement = 1.0 credit (Physical Science or Chemistry)**
- **Life Science Graduation Requirement = 1.0 credit (Biology)**
- **Earth/Space Science Graduation Requirement = 1.0 credit (Environmental Science I)**

Students must take the Life Science Maryland Integrated Science Assessment (MISA) at the conclusion of Biology. The Life Science MISA will count as 20% of the student's final grade in Biology. The Supervisor of Science, Environmental Literacy , Physical Education and Health oversees Science courses. Courses available for credit recovery via APEX are denoted with a ♣.

03051 S **Biology I (9-10) ♣** (1.0 credit)
Biology is a lab science course designed to develop scientific literacy by integrating the application of the science and engineering practices; the crosscutting concepts; and laboratory experiences. Topics include: Structure, function, and growth of organisms; inheritance and variation of traits; matter and energy in organisms and ecosystems; interdependent relationships in ecosystems; and natural selection and evolution. This course is aligned to the Next Generation Science Standards. This course satisfies the Maryland Environmental Literacy graduation requirement. This course prepares students for the Life Science Maryland Integrated Science Assessment (MISA), which counts for 20% of their course grade.

03051 S H **Biology I Honors (9-10)** (1.0 credit)
Biology is a lab science course designed to develop scientific literacy by integrating the application of science and engineering practices; the crosscutting concepts; and laboratory experiences. Topics include: Structure, function, and growth of organisms; inheritance and variation of traits; matter and energy in organisms and ecosystems; interdependent relationships in ecosystems; and natural selection and evolution. In the Honors section, students must extend learning by applying the science and engineering practices and crosscutting concepts to new phenomena. This course is aligned to the Next Generation Science Standards. This course satisfies the Maryland Environmental Literacy graduation requirement. This course prepares students for the Life Science Maryland Integrated Science Assessment (MISA), which counts for 20% of their course grade.

03056 S1 AP **Biology Advanced Placement Part 1 (11-12)** Semester One (1.0 credit)
03056 S2 AP **Biology Advanced Placement Part 2 (11-12)** Semester Two (1.0 credit)
This year-long course closely follows the curriculum of a first course in biology at the college level. It is fast paced and rigorous and gives the pre-college student a strong background in the subject while developing an appreciation for college level work. Students may earn college credit if they pass the advanced placement test. **Dorchester County Public Schools will cover the fee cost for the Advanced Placement exam**. Students who do not participate in the exam will have their course credit adjusted to honors designation.

Prerequisite: Biology I and Chemistry I credits.

03101 S **Chemistry I (10-12) ♣** (1.0 credit)
This course provides the basic principles of chemistry through a program of theory, experimentation, and problem solving. Lab exercises, teacher demonstrations, and video demonstrations illustrate the various physical phenomena. This course is offered for students who wish to continue advanced programs of study. In addition, this Chemistry course is designed to develop scientific literacy by integrating the application of the science and engineering

practices; the crosscutting concepts; and laboratory experiences. Topics include: Structure and properties of matter; chemical bonding and reactions; matter, energy, and equilibrium; and oxidation and reduction reactions. This course is aligned to the Next Generation Science Standards. STEM concepts and methodology are embedded in this course. This course satisfies the Physical Science graduation requirement.

Prerequisites: Biology I and Algebra I credits.

03101 S H **Chemistry I Honors (10-12)** (1.0 credit)

This course provides the basic principles of chemistry through a program of theory, experimentation, and problem solving. Lab exercises, teacher demonstrations, and video demonstrations illustrate the various physical phenomena. This course is offered for students who wish to continue advanced programs of study. In addition, this Chemistry course is designed to develop scientific literacy by integrating the application of the science and engineering practices; the crosscutting concepts; and laboratory experiences. Topics include: Structure and properties of matter; chemical bonding and reactions; matter, energy, and equilibrium; and oxidation and reduction reactions. In the Honors section, students must extend learning by applying the science and engineering practices and crosscutting concepts to new phenomena. This course is aligned to the Next Generation Science Standards. STEM concepts and methodology are embedded in this course. This course satisfies the Physical Science graduation requirement.

Prerequisites: Biology I and Algebra I credits.

03106 S1 AP **Chemistry Advanced Placement Part I (11-12)** Semester One (1.0 credit)
03101 S2 AP **Chemistry Advanced Placement Part II (11-12)** Semester Two (1.0 credit)

This year-long course is designed to be the equivalent of the general chemistry course taken during the first year of college. This course builds upon and goes beyond the content of Chemistry I; the topics covered are more rigorous; there is greater emphasis on calculations and explanations of phenomena; and more advanced laboratory work. STEM concepts and methodology are embedded in this course. Students who earn a score of 3 (on a 5-point scale) on the AP exam may be eligible for college credit, and students are encouraged to take the AP exam. **Dorchester County Public Schools will cover the fee cost for the Advanced Placement exam**. Students who do not participate in the exam will have their course credit adjusted to honors designation.

Prerequisites: Chemistry I, Algebra I, and Algebra II credits.

03003 S **Environmental Science I (11-12) ♣** (1.0 credit)

Environmental Science I presents content in the context of our immediate environment and includes decision-making processes based on sound ecological concepts through an Earth/Space Science lens. This course is designed to develop scientific literacy by integrating the application of the science and engineering practices; the crosscutting concepts; and laboratory experiences. Topics include: resources and the environment; composition of Earth; surface processes; the atmosphere and the oceans. This course is aligned to the Next Generation Science Standards. This course satisfies the Earth/Space Science graduation requirement. STEM concepts and methodology are embedded in this course.

03003 S H **Environmental Science I Honors (11-12)** (1.0 credit)

Environmental Science I presents content in the context of our immediate environment and includes decision-making processes based on sound ecological concepts through an Earth/Space Science lens. This course is designed to develop scientific literacy by integrating the application of the science and engineering practices; the crosscutting concepts; and laboratory experiences. Topics include: resources and the environment; composition of Earth; surface processes; the atmosphere and the oceans. In the Honors section, students must extend learning by applying the science and engineering practices and crosscutting concepts to new phenomena. This course is aligned to the Next Generation Science Standards. This course satisfies the Earth/Space Science graduation requirement. STEM concepts and methodology are embedded in this course.

03003 S 2 **Environmental Science II Honors (11-12)** (1.0 credit)

Environmental Science II is a course designed for students who have met their high school science requirements and are interested in exploring further a variety of environmental fields. It expands on the concepts studied in Environmental Science I. STEM concepts and methodology are embedded in this course.

Prerequisite: Environmental Science I and Biology credit.

03207 S1 AP **Environmental Science Advanced Placement Part I (11-12)** Semester One (1.0 credit)
03207 S2 AP **Environmental Science Advanced Placement Part II (11-12)** Semester Two (1.0 credit)

This year-long course is designed to be the equivalent of an introductory college course in environmental science. This course will provide students with the scientific principles, concepts, and methodologies required to understand the interrelationships of the natural world, to identify and analyze environmental problems both natural and human-made, to evaluate the relative risks associated with these problems, and to examine alternative solutions for resolving or preventing them. Students who earn a score of 3 (on a 5-point scale) on the AP exam may be eligible for college credit, and students are encouraged to take the AP exam. **Dorchester County Public Schools will cover the fee cost for the Advanced Placement exam**. Students who do not participate in the exam will have their course credit adjusted to honors designation. STEM concepts and methodology are embedded in this course.

Prerequisites: Two high school laboratory science courses, including life science (Biology or Environmental Science) and physical science (or Chemistry) as well as the Algebra I course credits.

03053 S H **Human Anatomy and Physiology Honors (10-12)** (1.0 credit)

This course offers in depth study of the structure and function of the human body. It is designed for students who wish to major in biological sciences in their later education or those wishing to pursue careers in the allied health professions. STEM concepts and methodology are embedded in this course.

Prerequisite: Biology I credit

03159 S **Physical Science (9) ♣** (1.0 credit)

This course is designed to develop scientific literacy by integrating the application of the science and engineering practices; the crosscutting concepts; and laboratory experiences. Topics include: Structure and properties of matter and nuclear processes; chemical reactions; forces and interactions; energy transformation and conservation; and waves and electromagnetic radiation.

This course is aligned to the Next Generation Science Standards. This course satisfies the Physical Science graduation requirement. **This course is not available for students who have already earned credit for Chemistry I.** STEM concepts and methodology are embedded in this course.

03159 S H **Physical Science Honors (9)** (1.0 credit)

This course is designed to develop scientific literacy by integrating the application of the science and engineering practices; the crosscutting concepts; and laboratory experiences. Topics include: Structure and properties of matter and nuclear processes; chemical reactions; forces and interactions; energy transformation and conservation; and waves and electromagnetic radiation. In the Honors section, students must extend learning by applying the science and engineering practices and crosscutting concepts to new phenomena. This course is aligned to the Next Generation Science Standards. This course satisfies the Physical Science graduation requirement. **This course is not available for students who have already earned credit for Chemistry I.** STEM concepts and methodology are embedded in this course.

03151 S **Physics Honors (11-12)** (1.0 credit)

This course focuses on the interrelationships of matter, motion and energy in the universe. Instruction emphasizes Newtonian Physics with some application to modern topics. Lab exercises, teacher demonstrations, and video demonstrations illustrate the various physical phenomena. STEM concepts and methodology are embedded in this course.

Prerequisites: Biology I, Algebra I, Algebra II, and Geometry credits.

Science Course Sequence

Course 1	Course 2	Course 3	Course 4
• Physical Science **OR** • Physical Science Honors	• Biology **OR** • Biology Honors	• Environmental Science I **OR** • Environmental Science I Honors **OR** • Environmental Science AP	• Environmental Science II Honors **OR** • Human Anatomy and Physiology **OR** • Physics **OR** • Biology AP **OR** • Chemistry AP **OR** • Environmental Science AP
• Biology Honors	• Chemistry I **OR** • Chemistry I Honors	• Environmental Science I Honors **OR** • Environmental Science AP	• Environmental Science II Honors **OR** • Human Anatomy and Physiology **OR** • Physics **OR** • Biology AP **OR** • Chemistry AP **OR** • Environmental Science AP

Biology, Chemistry and Physics are the preferred lab sciences for Maryland Scholars (see page 20)

Social Studies

- **United States History Graduation Requirement = 1.0 credit**
- **Government Graduation Requirement = 1.0 credit**
- **World History Graduation Requirement = 1.0 credit**

Students must take the Government MCAP at the conclusion of Government. The Government MCAP will count as 20% of the student's final grade in Government. The Supervisor of Social Studies and World Languages oversees Social Studies courses. Courses available for credit recovery via APEX are denoted with a ♣.

04107 S
04107 Y **African American History (11-12)** (1.0 credit)
African American History is a course of study designed to provide essential content in African American history. The course will examine significant ideas, beliefs, and themes; organize patters and events; and analyze how African American individuals and society have changed over time in Maryland and the United States.

04112 S
04112 Y **African American Studies Advanced Placement (11-12)** (1.0 credit)
African American Studies AP is an interdisciplinary course that examines the diversity of African American experiences through direct encounters with rich and varied sources. Students explore key topics that extend from early African kingdoms to the ongoing challenges and achievements of the contemporary moment.

04064 S
04064 Y **Contemporary Issues Seminary (10-12)** (1.0 credit)
This course will enable students to examine selected contemporary historical, social political, economic, and/or moral issues facing the world. The course will focus on selected current issues that span throughout the 20th century to the present; and look at historical causes and/or possible solutions. Students will participate in seminars and conduct research related to contemporary issues.

04056 S AP
04056 Y AP **European History Advanced Placement** Semester Two (1.0 credit)
In European History AP, students investigate significant events, individuals, developments, and processes from approximately 1450 to the present. Students develop and use the same skills, practices, and methods employed by historians: analyzing primary and secondary sources; developing historical arguments; making historical connections; and utilizing reasoning about comparison, causation, and continuity and change over time. The course also provides seven themes that students explore throughout the course in order to make connections among historical developments in different times and places: interaction of Europe and the world, economic and commercial development, cultural and intellectual development, states and other institutions of power, social organization and development, national and European identity, and technological and scientific innovations. Students who enroll in this course are to take the AP test. Students who earn a score of 3 (on a 5- point scale) on the AP exam may be eligible for college credit. **Dorchester County Public Schools will cover the fee cost for the Advanced Placement exam**. Students who do not participate in the exam will have their course credit adjusted to honors designation. It is recommended that students take World History before this course.

04151 S
04151 Y

Government (10-12) ♣ (1.0 credit)

American government provides Maryland students with the opportunity to learn the Constitutional framework and democratic process that structure the State and national political system. American Government establishes a knowledge base which supports the development of skills needed for citizens in a participatory democracy. Effective citizens possess a clear understanding of government: its structure, its purposes, and its processes. They gather, communicate, and utilize information in order to evaluate the competing goals and varying points of view related to public issues. Utilizing their knowledge and skills, effective citizens purposely choose to be involved in their political system and exert influence in a participatory democracy. Financial Literacy standards are embedded in this course, along with an opportunity to complete 10 Service-Learning hours. This course prepares students for the Government MCAP, which counts for 20% of their course grade.

04254 S
04254 Y

Psychology (11-12) (1.0 credit)

This course introduces students to the study of individual human behavior. The major areas of concentration are perception, the relation between the body and behavior, child development, social interaction, personality, mental illness, and research.

04256 S AP
04256 Y AP

Psychology Advanced Placement (11-12) Semester Two (1.0 credit)

The AP Psychology course introduces students to the systematic and scientific study of human behavior and mental processes. While considering the psychologists and studies that have shaped the field, students explore and apply psychological theories, key concepts, and phenomena associated with such topics as the biological bases of behavior, sensation and perception, learning and cognition, motivation, developmental psychology, testing and individual differences, treatments of psychological disorders, and social psychology. Throughout the course, students employ psychological research methods, including ethical considerations, as they use the scientific method, evaluate claims and evidence, and effectively communicate ideas. Students who earn a score of 3 (on a 5-point scale) on the AP exam may be eligible for college credit. **Dorchester County Public Schools will cover the fee cost for the Advanced Placement exam**. Students who do not participate in the exam will have their course credit adjusted to honors designation.

04157 S AP1 **United States Government and Politics Advanced Placement Part I (10-12)** Semester One (1.0 credit)

04157 S AP2 **United States Government and Politics Advanced Placement Part II (10-12)** Semester Two (1.0 credit)

U.S. Government and Politics AP provides a college-level, nonpartisan introduction to key political concepts, ideas, institutions, policies, interactions, roles, and behaviors that characterize the constitutional system and political culture of the United States. Students will study U.S. foundational documents, Supreme Court decisions, and other texts and visuals to gain an understanding of the relationships and interactions among political institutions, processes, and behaviors. Underpinning the required content of the course are several big ideas that allow students to create meaningful connections among concepts throughout the course. Students will also engage in skill development that requires them to read and interpret data, make comparisons and applications, and develop evidence-based arguments. In addition, they will complete a political science research or applied civics project. **Dorchester County Public Schools will cover the fee cost for the Advanced Placement exam**. Students who do not participate in the exam will have their course credit adjusted to honors designation. Students

who earn a score of 3 (on a 5-point scale) on the AP exam may be eligible for college credit. It is recommended that students take Government before this course.

04103 S
04103 Y **United States History (9-11) ♣** (1.0 credit)

The high school United States History course focuses on developing students' understanding of American History from the Progressive response to industrialization through the early 21st century. It builds on the grade 8 United States History experience and is designed to ensure that all students complete their study of United States History by examining the events, personalities, and ideas that defined life in the early 21st century. The high school United States History course is designed to begin at "Unit 1: Progressivism and Imperialism". A total of 10 Service Leaning hours will be offered during this course.

04104 S **United States History Advanced Placement (9-12)** Semester Two (1.0 credit)

In AP U.S. History, students investigate significant events, individuals, developments, and processes in nine historical periods from approximately 1491 to the present. Students develop and use the same skills and methods employed by historians: analyzing primary and secondary sources; developing historical arguments; making historical connections; and utilizing reasoning about comparison causation, and continuity and change. The course also provides eight themes that students explore throughout the course in order to make connections among historical developments in different times and places: American and national identity; work, exchange, and technology; geography and the environment; migration and settlement; politics and power; America in the world; American and regional culture; and social structures. Students who enroll in this course are to take the AP test. **Dorchester County Public Schools will cover the fee cost for the Advanced Placement exam**. Students who do not participate in the exam will have their course credit adjusted to honors designation. Students who earn a score of 3 (on a 5-point scale) on the AP exam may be eligible for college credit.

04001 S
04001 Y **World Geography (11-12)** (1.0 credit)

In this one credit course, students explore the relationship between geography and national development. The course features the important links between cultures, technologies, and location in the development of societies and nations. Additional areas covered are tourism and comparative economies.

04053 S
04053 Y **Modern World History (11-12) ♣** (1.0 credit)

Modern World History focuses on developing students' understanding of world history from approximately 1300 to the present. In world history students interpret evidence and identify significant trends in order to understand major developments across the globe. Students will explore how humans have thought, behaved and interacted across the ages in order to develop an understanding of global patterns of change and continuity. Students of world history study specific people, events, and ideas by situating them in global, interregional, and regional contexts. Organizationally, world history requires students to shift between global, interregional, and regional spatial scales in order to emphasize interactions between different scales of historical study and to identify connections across time and geography. This course serves as one of the three required social studies courses to meet Maryland's graduation requirement.

04057 S AP **Modern World History Advanced Placement (11-12)** (1.0 credit)

In AP World History: Modern, students investigate significant events, individuals, developments, and processes from 1200 to the present. Students develop and use the same skills, practices, and methods employed by historians: analyzing primary and secondary sources; developing historical arguments; making historical connections; and utilizing reasoning about comparison, causation, and continuity and change over time. The course provides six themes that students explore throughout the course in order to make connections among historical developments in different times and places: humans and the environment, cultural developments and interactions, governance, economic systems, social interactions and organization, and technology and innovation. Students who enroll in this course are to take the AP test. **Dorchester County Public Schools will cover the fee cost for the Advanced Placement exam**. Students who do not participate in the exam will have their course credit adjusted to honors designation. Students who earn a score of 3 (on a 5-point scale) on the AP exam may be eligible for college credit.

Social Studies Course Sequence			
Grade 9	**Grade 10**	**Grade 11**	**Grade 12**
• U.S. History • AP U.S. History	• Government • AP U.S. Government and Politics • Contemporary Issues	• Modern World History • AP Modern World History • African American History • Contemporary Issues • Psychology • AP Psychology • AP U.S. History • World Geography • AP European History • AP African American Studies	• African American History • Contemporary Issues • Psychology • AP Psychology • AP U.S. History • World Geography • AP European History • AP African American Studies

**U.S. History, Government and World History are required for graduation.*

Technology Education

Technology Education Graduation Requirement = 1.0 credit

The Supervisor of Career & Technology Education oversees Technology Education courses. Courses available for credit recovery via APEX are denoted with a ♣.

12910 S
12910 Y **Office Systems Management I (10-12)** (1.0 credit)

Office Systems Management I is an introductory course designed to enable students to develop information management skills that they can use in their careers. Students will learn to work with documents, spreadsheets, presentation programs, and email programs in Microsoft Office. The course is based on Career Technical Education standards and is designed to help students develop technical knowledge and skills needed for success in the business information management industry and is the first course in the Office Systems Management Program.

NOTE: This course DOES NOT fulfill the Technology Education graduation requirement.

12911S
12911Y **Office Systems Management II (10-12)** (1.0 credit)

Office Systems Management II prepares students to succeed in the workplace using a project-based approach which enables students to expand their understanding of Microsoft Office Applications through hands-on experimentation and critical thinking.

Office Systems Management II is the second course in the Career and Technical Education Office Systems Management Program which is part of the Business Management and Finance Career Cluster. The technical knowledge and skills taught are applicable in business, management and administration; information technology; and other career clusters. Students who successfully complete the course can take the Industry Recognized Credential exam to obtain the Microsoft® Office Associate.

Prerequisite: Office Systems Management I.

10970 S
10970 Y **Foundations of Computer Science (9-12) ♣** (1.0 credit)

This is an introductory computer science course emphasizing problem-solving and collaborations while introducing students to the many ways computer science impacts their lives. This course empowers students to create authentic artifacts and engage in computer science as a medium for creativity, communication, and problem solving. The structure of the course enables students to explore web development, animation, gaming, data problem solving, and physical computing with hardware and software components. Through the Foundations of Computer Science course, students will gain exposure to use of JavaScript, HTML and CSS programming. This course can be used to fulfill the graduation requirement for Technology Education.

21003 S
21003 Y **Foundations of Technology (9-12)** (1.0 credit)

This course prepares students to understand and apply technological concepts and processes that are the cornerstone for the high school technology program. Group and individual activities engage students in creating ideas, developing innovations, and engineering practical solutions. Technology content, resources, and laboratory/classroom activities apply problem solving techniques as students incorporate applications of science, mathematics, and other school subjects in authentic situations. This course focuses on the three dimensions of technological literacy—knowledge, ways of thinking and acting, and capabilities—with the goal of students developing the characteristics of technologically literate citizens. It employs teaching/learning strategies that enable students to explore and deepen their understanding of "big ideas" regarding technology

and makes use of a variety of assessment instruments to reveal the extent of understanding. This course can be used to fulfill the graduation requirement for Technology Education.

World Languages

Students working towards a University System of Maryland admissions criteria must earn credit in two language courses, and they must be in the same language.

The Supervisor of Social Studies and World Languages oversees World Language courses. Courses available for credit recovery via APEX are denoted with a ♣.

Disclaimer: Based on available staffing and course access, approved Maryland State Department of Education online and/or hybrid courses may be added to the World Language department to offer additional languages or course options.

24252 S **German I (9-12)** (1.0 credit)

This course introduces students to the basic vocabulary, conversational, and grammatical skills leading to purposeful communication in the German language. Exploration of various aspects of the culture of German-speaking countries is an integral part of the course. Students will use all four skills of language learning: listening, speaking, reading, and writing. Students will learn how to talk about and discuss a variety of familiar everyday topics in German, such as family life, free time activities and school.

24253 S **German II (10-12)** (1.0 credit)

This is the second course in the sequence, following German I. Students extend conversational fluency and increase vocabulary and sentence complexity. Instruction emphasizes developmental reading and writing skills and cultural aspects of the German world. Topics of learning include weather, geography, foods, school, fashion, and holidays.

Prerequisite: German I.

24254 S H **German III Honors (11-12)** (1.0 credit)

This is the third course in the sequence, following German I and German II. Students extend conversational fluency and increase vocabulary and sentence complexity. Instruction emphasizes developmental reading and writing skills and cultural aspects of the German world.

Prerequisite: German I and II.

24052 S **Spanish I (9-12)** (1.0 credit)

This course introduces students to the sound system, the basic vocabulary, and the grammatical structure of the Spanish language. Students use the four basic patterns of language learning in their natural sequence: listening, speaking, reading, and writing. Exploration of various aspects of the culture of the Hispanic world is an integral part of the course. This course will assist students who deal with the public and encounter foreign language speakers.

24053 S **Spanish II (9-12)** (1.0 credit)

This is the second course in the sequence, following Spanish I. Students extend conversational fluency and increase vocabulary and sentence complexity. Instruction emphasizes developmental reading and writing skills and cultural aspects of the Hispanic world.

Prerequisite: Spanish I.

24054 S H **Spanish III Honors (9-12)** (1.0 credit)

This is the third course in the sequence following Spanish II. It further develops students' abilities to understand, speak, read, and write the language. Emphasis is placed on the development of fluency in spoken language and controlled Spanish composition. Students continue to examine additional cultural aspects of the Hispanic world and learn about its broad historical context.

Prerequisites: Spanish I and Spanish II.

24055 S H **Spanish IV Honors (9-12)** (1.0 credit)

This is the last course in the sequence. It continues development of oral and written communication in the Spanish language and emphasizes reading in the language.

Prerequisites: Spanish I, Spanish II, and Spanish III.

24065 S AP **Spanish Language and Culture Advanced Placement (11-12)** Semester Two (1.0 credit)

The three modes of communication—Interpretive, Interpersonal, and Presentational—defined in the World Readiness Standards for Learning Languages, are foundational to the AP Spanish Language and Culture course. The AP course provides students with opportunities to demonstrate their proficiency in each of the three modes in the Intermediate to Advanced range, as described in the ACTFL Performance Descriptors for Language Learners. As such, the course has been designed to provide high school students with a rich and rigorous opportunity to study the language and culture of the Spanish speaking world.

The AP Spanish Language and Culture course engages students in an exploration of culture in both contemporary and historical contexts. The course develops students' awareness and appreciation of cultural products (e.g., tools, books, music, laws, conventions, institutions); practices (patterns of social interactions within a culture); and perspectives (values, attitudes, and assumptions). Students who enroll in this course are to take the AP test. **Dorchester County Public Schools will cover the fee cost for the Advanced Placement exam**. Students who do not participate in the exam will have their course credit adjusted to honors designation. Students who earn a score of 3 (on a 5-point scale) on the AP exam may be eligible for college credit.

Prerequisites: Spanish I, Spanish II, Spanish III, Spanish IV

5-Year Academic and Career Plan

[ ] IEP [ ] 504	Student ID Number	Student Name	Anticipated Year of Graduation:	
			Anticipated Career:	

Program Completion Options:	[ ] USM Admissions	[ ] Career & Technical Education	[ ] C.A.S.T.
BluePrint Pathway:	[ ] Career & Technical (CTE)	[ ] Advanced Placement	[ ] Dual Enrollment

Required Courses	**Credits Required**	**YR 1/Grade ___** **___ - ___**	**YR 2/Grade ___** **___ - ___**	**YR 3/Grade ___** **___ - ___**	**YR 4/Grade ___** **___ - ___**	**Post-Secondary**
English 9-12	4					
Social Studies • U.S. History • Government • World History	3					
Mathematics • Algebra I • Geometry	4					
Science • Physical Science • Life Science • Earth/Space	3					
Physical Education	0.5					
Health I and II	1					
Fine Arts	1					
Technology	1					
Electives	1-4					
CTE, or	1-4					
C.A.S.T., or	2					
World Language	2					
Total Credits	22					
Service Learning	75					

Assessment Requirements: *Confirm participation.*	[ ] Algebra I _____ Proficiency Level	[ ] English 10 _____ Proficiency Level	[ ] Biology _____ Proficiency Level	[ ] Government _____ Proficiency Level

Additional Requirements:	[ ] Environmental Literacy	[ ] CPR/AED	**CCR Met:**	[ ] ELA	[ ] Math

Comments:	[ ] Evening High Needs	[ ] Summer Academy Needs	Other:

Post-Secondary Plan:	[ ] 4 year college	[ ] 2 year college	[ ] Tech School	[ ] Military	[ ] Employment
	Other:				

	Student's Signature	**Parent's Signature**	**Counselor's Signature**
Grade 9			
Grade 10			
Grade 11			
Grade 12			

Dual Enrollment Agreement

Students interested in participating in dual enrollment courses through Chesapeake College while enrolled in Dorchester County Public Schools must attend a dual enrollment information session and complete the dual enrollment agreement.

Please review the following statements before committing to the dual enrollment agreement:

1. I understand that I must have a cumulative high school grade point average of at least 2.5 to be eligible for dual enrollment courses to earn college credit while still in high school.

2. I understand that I must fulfill my high school assessment requirements AND meet the College and Career Readiness standards for English and Mathematics to take full advantage of dual enrollment opportunities.

3. I understand that a college level course will include a higher level of rigor and expectation. I accept responsibility and am committed to maintaining the academic standards expected of me.

4. I understand that it is my sole responsibility to attend dual enrollment classes and maintain course requirements.

5. I understand that parents/guardians and students are responsible for maintaining communication directly with DCPS staff and Chesapeake College staff to monitor their progress.

6. I understand that Chesapeake College will not report progress weekly; PowerSchool will only be updated at the conclusion of the course.

7. I understand that DCPS will only pay for credit-bearing courses, and should I withdraw or drop a dual enrollment course after the refund window, I am obligated to reimburse DCPS for all course fees not refunded to DCPS by Chesapeake College.

8. I understand that I must return all textbooks and course-related materials upon completion of a dual enrollment course.

9. I understand that I bear the sole responsibility of following up with colleges or universities to discuss the potential to transfer of credits from Chesapeake College.

10. I have met with my parent/guardian and school counselor for a dual enrollment information session to fully understand my commitment to my course work and attendance.

Dual Enrollment Agreement

Student Name: _____ Student ID Number: _____

Assessment History: Cumulative GPA: _____

MCAP Math	MCAP ELA 10	Government	Science
☐ Met	☐ Met	☐ Met	☐ Met
☐ Not Met	☐ Not Met	☐ Not Met	☐ Not Met

CCR Math		CCR ELA	
Met ☐	Not Met ☐	Met ☐	Not Met ☐

Requested Courses:			

_____ _____

Student Signature Date

_____ _____

Parent Signature Date

_____ _____

Counselor Signature Date