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SOMERSET COUNTY  
PUBLIC SCHOOL SYSTEM

2016 - 2017

# Academic Handbook



# Members of the Board of Education of Somerset County



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# Graduation Requirements



# Graduation Requirements

**Credit Requirements:** Students must earn a minimum of 24 credits to graduate. Credits can be earned in the following areas:

| CORE REQUIREMENTS |  | OTHER REQUIREMENTS   |  |
|-------------------|--|----------------------|--|
| Subject Area      | Current Specific Credit Requirements   | Subject Area         | Current Specific Credit Requirements   |
| English           | 4 credits, including: <ul style="list-style-type: none"> <li>• 1 credit in English 9</li> <li>• 1 credit in English 10</li> <li>• 1 credit in English 11</li> <li>• 1 credit in English 12</li> </ul>  | Fine Arts            | 1 credit   |
| Mathematics       | 4 credits*, including: <ul style="list-style-type: none"> <li>• 1 credit in Algebra 1</li> <li>• 1 credit in Geometry</li> </ul>   | Physical Education   | $\frac{1}{2}$ credit   |
| Science           | 4 credits, including: <ul style="list-style-type: none"> <li>• 1 credit in Biology</li> <li>• 3 additional credits including laboratory experience, in any or all of the following areas:                             <ul style="list-style-type: none"> <li>➤ Earth Science</li> <li>➤ Environmental Science</li> <li>➤ Life Science</li> <li>➤ Physical Science</li> </ul> </li> </ul> | Health               | $\frac{1}{2}$ credit   |
| Social Studies    | 4 credits, including: <ul style="list-style-type: none"> <li>• 1 credit in U.S. History</li> <li>• 1 credit in Government</li> <li>• 1 credit in World History</li> <li>• 1 credit in contemporary Issues</li> </ul>   | Technology Education | 1 credit   |
|                   |  | Program Choice       | 2 credits in Foreign Language and 3 electives<br>OR<br>2 credits in an approved Advanced Technology Program and 3 electives<br>Or<br>2 years in a Career Academy (State-approved Career and Technology Education Completer Program) and 1 elective |

\*All students must graduate with a credit with instruction in algebra and one credit with instruction in geometry. For the graduating class of 2018 and later, students must be enrolled in a mathematics course in each year of high school (for a maximum of four years unless a mathematics course is needed to meet graduation requirements in additional years).

**\*\*Courses designated as CTE cannot satisfy a core content or an elective credit.**

## Student Service Requirements

The Maryland State Board of Education stipulates that all students in Maryland public schools must complete student service requirements in order to earn a high school diploma. Contact your child's guidance counselor for more information.

# Assessment Requirements

## Maryland High School Required Assessments

The assessed courses are Algebra I, English 10, Biology, and American Government. Students must meet the assessment requirements in each course to earn a Maryland high school diploma. The assessments ensure that graduates have mastered the basic skills needed to succeed after high school. To measure student achievement of Maryland’s College and Career-Ready Standards, Maryland has implemented the Partnership for Assessment of Readiness of College and Careers (PARCC) assessment in English 10 and Algebra I. Because of the transition to the PARCC assessments, students who have taken the corresponding Algebra I and English 10 courses prior to the 2016-17 school year are not required to achieve a passing score on the PARCC assessments. Maryland-designed High School Assessments (HSA) in Government and Biology will continue to be administered during and after the transition.

The skills and knowledge necessary to demonstrate understanding of each course’s content are embedded in the Somerset County Public School System curriculum. The four courses associated with the assessment are typically taken during freshman and sophomore years.

| Course              | Tester Status   | Assessment Requirement                                 |
|---------------------|---|--|
|                     | Completed Algebra I prior to the Fall of 2015                           | Receive a score for Algebra I PARCC or Algebra I HSA   |
| Algebra I           | Enrolled in Algebra I for the first time beginning in Fall 2015         | Participate in PARCC Algebra I                         |
|                     | Enrolled in Algebra I after the 2015-2016 school year                   | Pass Algebra I PARCC                                   |
|                     | Completed English 10 prior to the Fall of 2015                          | Receive a score for English 10 PARCC or English 10 HSA |
| English 10          | Enrolled in English 10 for the first time beginning in the Fall of 2015 | Participate in PARCC English 10                        |
|                     | Enrolled in English 10 after the 2015-2016 school year                  | Pass English 10 PARCC                                  |
| Biology             | Enrolled in or previously taken Biology                                 | Pass Biology HSA                                       |
| American Government | Entered 9 <sup>th</sup> Grade prior to the 2013-2014 school year        | Receive a score for Government HAS                     |
|                     | Entered 9 <sup>th</sup> Grade in or after the 2013-2014 school year     | Pass Government HSA                                    |

## Intervention and Retaking Assessments

Students who fail one of the above tests necessary for graduation must retake the assessment before participating in the Bridge Plan for Academic Validation. Students who fail a required state assessment will receive appropriate assistance before retaking the exam.

# Assessment Requirements

## Bridge Plan for Academic Validation

- The Bridge Plan for Academic Validation provides eligible students an additional opportunity to meet the testing requirements that will lead to a Maryland High School Diploma. Students must demonstrate defined knowledge and skills to graduate, either through the traditional testing program, which includes passing the assessment or the Bridge Plan program. Somerset County students who think they qualify for this option are encouraged to explore the Bridge Plan for Academic Validation option with their school counselor.
- The Bridge Plan has been approved by the Maryland State Board of Education and is included in the Code of Maryland Regulations (COMAR).





# General Information

**Note:** Information in this section summarizes Somerset County Public School System policies. Although deemed accurate, this information does not supersede policy. See the School Board section of the Somerset County Public School website ([www.somerset.k12.md.us](http://www.somerset.k12.md.us)) for access to full copies of Board of Education policies.

## Attendance

All students are expected to attend school regularly in accordance with the Public School Laws of Maryland, Sections 7-301, 7-302, and 3-804 of the Courts and Judicial Proceedings Article, and may be excused from class or school only for reasons as specified in the Code of Maryland Regulations, 13A.08.01.02, 13A.08.01.03, 13A.08.01.06, and 13AA.10.01.04(A-B).

**It's so important to understand your good attendance ups your chances of graduating.**  
-Tyra Banks

**Note:** All absences and tardies other than those listed in section 2 A in policy 600-07, shall be considered unlawful and will not be excused. Half days will accumulate. Two half days will equal one full day. Tardies will accumulate. Students who are unlawfully tardy to school more than 20% of any marking period will be referred to Student Services for possible involvement from the State’s Attorney’s Office. High school students who are unlawfully absent for five or more class periods in a semester course will receive a failing grade in that course. High School and Academy students enrolled in a yearlong course will receive a failing grade for each semester in which they are unlawfully absent for five or more days

## Weighted Grade Point Average and Class Rank

Students receive weighted quality points if they earn a grade of “A” or “B” or “C” in Advanced Placement (AP) and in Dual Enrollment courses taught by SCPS staff in SCPS buildings. Students earn 1 additional quality point for Advanced Placement courses and dual enrollment courses.

| Grade | Weighted Quality Points                         |                  |
|-------|---|------------------|
|       | Advanced Placement and Dual Enrollment Courses* | Regular          |
| A     | 5 quality points                                | 4 quality points |
| B     | 4 quality points                                | 3 quality points |
| C     | 3 quality points                                | 2 quality points |
| D     | 1 quality point                                 | 1 quality point  |
| E     | 0 quality points                                | 0 quality points |

\*taught in SCPS buildings by SCPS staff

# General Information

## Promotion

### To be promoted to grade 9 students must have:

- Did not fail more than 1 core subject or
- Attended summer school to make up failed courses

### To be promoted to grade 10 students must have:

- Acquired 4 credits
- One year of high school attendance

### To be promoted to grade 11 students must have:

- Acquired 9 credits
- Two years of high school attendance

### To be promoted to grade 12 students must have:

- Acquired 14 credits
- Three years of high school attendance

## Academic Eligibility for Athletic and Extra –Curricular Participation

Information on Academic Eligibility for Athletic and Extra-Curricular Participation are found in Somerset County Public School Policy #500-20 and in Somerset County Public School Policy #500-21. All Somerset County Public School Policies can be found on the system website: [www.somerset.k12.md.us](http://www.somerset.k12.md.us)

Policy #500-20: Athletic Eligibility and Participation (Revised: May 18, 2010)

Purpose: *To develop guidelines and regulations for the implementation of the Athletic Eligibility requirements and the administration of the County-Wide Athletic Programs.*

Policy #500-21: Extra-Curricular Activities Eligibility (Revised: August 16, 2011)

Purpose: *Somerset County Public High Schools shall abide by the rules and regulations established by this policy, governing participation in extra-curricular activities.*

# General Information

## National Collegiate Athletic Association (NCAA) Eligibility

### NCAA ELIGIBILITY CENTER QUICK REFERENCE GUIDE Divisions I and II Initial-Eligibility Requirements

#### Core Courses: (16)

- **Initial full-time collegiate enrollment *before* August 1, 2016:**
  - **Sixteen (16) core courses** are required (see chart on next page for subject-area requirements).
- **Initial full-time collegiate enrollment *on or after* August 1, 2016:**
  - **Sixteen (16) core courses** are required (see chart on next page for subject-area requirements).
    - Ten (10) core courses completed before seventh semester; seven (7) of the 10 must be in English, math or natural/physical science.
    - These courses/grades are “locked in” at the start of the seventh semester (cannot be repeated for grade-point average [GPA] improvement to meet initial-eligibility requirements for competition).
  - *Students who do not meet core-course progression requirements may still be eligible to receive athletics aid and practice in the initial year of enrollment by meeting academic redshirt requirements.*

#### Test Scores: (ACT/SAT)

- Students must present a corresponding test score and core-course GPA on the sliding scale. Located at [http://fs.ncaa.org/Docs/eligibility\\_center/Quick\\_Reference\\_Sheet.pdf](http://fs.ncaa.org/Docs/eligibility_center/Quick_Reference_Sheet.pdf).
- **SAT:** critical reading and math sections
  - Best subscore from each section is used to determine the SAT combined score for initial eligibility.
- **ACT:** English, math, reading and science sections
  - Best subscore from each section is used to determine the ACT sum score for initial eligibility.
- All ACT and SAT attempts *before* initial full-time collegiate enrollment may be used for initial eligibility.
- **Enter 9999 during ACT or SAT registration to ensure the testing agency reports your score directly to the NCAA Eligibility Center. *Test scores on transcripts will not be used.***

# General Information

## Core Grade-Point Average

- Only core courses that appear the high school’s List of NCAA Courses on the NCAA Eligibility Center’s website ([www.eligibilitycenter.org](http://www.eligibilitycenter.org)) will be used to calculate your core-course GPA. Use this list as a guide.
- **Initial full-time collegiate enrollment *before* August 1, 2016:**
  - Students must present a corresponding test score (ACT sum or SAT combined score) and core-course GPA (minimum 2.000) on Sliding Scale Score A located at [http://fs.ncaa.org/Docs/eligibility\\_center/Quick\\_Reference\\_Sheet.pdf](http://fs.ncaa.org/Docs/eligibility_center/Quick_Reference_Sheet.pdf)
  - Core-course GPA is calculated using the **best 16 core courses** that meet subject-area requirements.
- **Initial full-time collegiate enrollment *on or after* August 1, 2016:**
  - Students must present a corresponding test score (ACT sum or SAT combined score) and core-course GPA (minimum 2.300) on Sliding Scale Score B located at [http://fs.ncaa.org/Docs/eligibility\\_center/Quick\\_Reference\\_Sheet.pdf](http://fs.ncaa.org/Docs/eligibility_center/Quick_Reference_Sheet.pdf)
  - Core-course GPA is calculated using the best **16 core courses** that meet both progression (1- before seventh semester; seven in English, math or science; “**locked in**”) and subject-area requirements.

| <b>DIVISION I</b>   |
|---|
| <p style="text-align: center;"><b>Core-Course Requirement (16)</b></p> <p>4 years of English<br/>           3 years of math (Algebra I or higher)<br/>           2 years of natural/physical science (1 year of lab if offered)<br/>           1 year of additional English, math or natural/physical science<br/>           2 years of social science<br/>           4 years of additional courses (any area above, foreign language or comparative religion/philosophy)</p> |

| <b>DIVISION I – 2016</b>   |
|--|
| <p style="text-align: center;"><b>Qualifier Requirements</b></p> <p>*Athletic aid, practice, and competition</p> <ul style="list-style-type: none"> <li>▪ 16 core courses               <ul style="list-style-type: none"> <li>▪ Ten (10) core courses completed before the start of seventh semester. Seven (7) of the 10 must be in English, math or natural/physical science.                   <ul style="list-style-type: none"> <li>▪ “Locked in” for core-course GPA calculation.</li> </ul> </li> </ul> </li> <li>▪ Corresponding test score (ACT sum score or SAT combined score) and core-course GPA (minimum 2.300) on Sliding Scale B</li> <li>▪ Graduate from high school.</li> </ul> |

| <b>DIVISION I – 2016</b>  |
|---|
| <p style="text-align: center;"><b>Academic Redshirt Requirements</b></p> <p>*Athletics aid and practice (no competition)</p> <ul style="list-style-type: none"> <li>▪ 16 core courses               <ul style="list-style-type: none"> <li>▪ No grades/credits “locked in” (repeated courses after the seventh semester begins may be used for initial eligibility).</li> </ul> </li> <li>▪ Corresponding test score (ACT sum score or SAT combined score) and core-course GPA (minimum 2.000) on Sliding Scale B.</li> <li>▪ Graduate from high school.</li> </ul> |

# General Information

## Division II Initial-Eligibility Requirements

### Core Courses:

- Division II currently requires 16 core courses. See the chart below.
- **Beginning August 1, 2018**, to become a full or partial qualifier for Division II, all college-bound student-athletes must complete the 16 core-course requirement.

### Test Scores

- Division II currently requires a minimum SAT score of 820 or an ACT sum score of 68. Beginning August 1, 2018, Division II will use a sliding scale to match test scores and core-course grade-point averages (GPA). The sliding scale for those requirements can be found at [http://fs.ncaa.org/Docs/eligibility\\_center/Quick\\_Reference\\_Sheet.pdf](http://fs.ncaa.org/Docs/eligibility_center/Quick_Reference_Sheet.pdf).
- The SAT score used for NCAA purposes includes **only** the critical reading and math section. **The writing section of the SAT is not used.**
- The ACT score used for NCAA purposes is a **sum** of the following four sections: English, mathematics, reading and science.
- **When you register for the SAT or ACT, use the NCAA Eligibility Center code of 9999 to ensure all SAT and ACT scores are reported directly to the NCAA Eligibility Center from the testing agency. *Test scores on transcripts will not be used.***

### Core Grade-Point Average

- Be sure to look at your high school's List of NCAA Courses on the NCAA Eligibility Center's website ([www.eligibilitycenter.org](http://www.eligibilitycenter.org)). Only courses that appear on your school's approved List of NCAA Courses will be used in the calculation of the core GPA. Use this list as a guide.
- **The current Division II** core GPA requirements in a minimum of 2.000. **Division II** core GPA required to be eligible for competition **on or after August 1, 2018**, is 2.2000 (corresponding test score requirements are listed on the Sliding Scale located at [http://fs.ncaa.org/Docs/eligibility\\_center/Quick\\_Reference\\_Sheet.pdf](http://fs.ncaa.org/Docs/eligibility_center/Quick_Reference_Sheet.pdf)).
- The minimum **Division II** core GPA required to receive athletic aid and practice as a partial qualifier on or after August 1, 2018, is 2.000 (corresponding test-score requirements are listed on the Sliding Scale located at [http://fs.ncaa.org/Docs/eligibility\\_center/Quick\\_Reference\\_Sheet.pdf](http://fs.ncaa.org/Docs/eligibility_center/Quick_Reference_Sheet.pdf)).
- Remember, the NCAA core GPA is calculated using NCAA core courses only.

**DIVISION II before August 1, 2018**  
**16 Core Courses**

3 years of English  
2 years of mathematics (Algebra I or higher).  
2 years of natural/physical science (1 year of lab if offered by high school.)  
3 year of additional English, mathematics or natural/physical science  
2 years of social science  
4 years of additional courses (any area above, foreign language or comparative religion/philosophy)

- Earn at least a 2.0 GPA in your core courses.
- Earn a SAT combined score of 820 or an ACT sum score of 68.

**DIVISION II after August 1, 2018**  
**16 Core Courses**

3 years of English  
2 years of mathematics (Algebra I or higher).  
2 years of natural/physical science (1 year of lab if offered by high school.)  
3 year of additional English, mathematics or natural/physical science  
2 years of social science  
4 years of additional courses (any area above, foreign language or comparative religion/philosophy)

- Earn at least a 2.2 GPA in your core courses.
- Earn an SAT combined score or ACT sum score matching your course-course GPA on the Division II sliding scale, which balances your test score and core-course GPA. If you have a low test score, you need a higher core-course GPA to be eligible. If you have a low course GPA, you need a higher test score to be eligible.

For more information, visit the NCAA Eligibility Center website at [www.eligibilitycenter.org](http://www.eligibilitycenter.org)

# General Information

## Maryland High School Certificate

The Maryland High School Certificate is awarded only to students with disabilities who have an Individualized Education Program (IEP) and who do not meet the requirements for a diploma but who meet one of the following standards:

- The student enrolled in an education program for at least four years beyond grade eight or its age equivalent, and is determined by an Individualized Education Program (IEP) team to have developed appropriate skills for entering the world of work, acting responsibly as a citizen, and enjoying a fulfilling life. Career Preparation shall include (but not be limited to) gainful employment, work activity centers, sheltered workshops, and supported employment.
- The student has been enrolled in an education program for four years beyond grade eight or its age equivalent and has reached age 21.

## Course Offerings

The Academic Handbook contains brief descriptions of all approved courses offered in Somerset County Public Schools. Students and parents should work together to review the course offerings, the graduation requirements, and other information in this catalog to make the best choices for each student.

## Course Levels

As long as students meet the course prerequisites, they may enroll in any level of a course (regular or honors) whether or not they were enrolled in that level the previous year. The exception to this are the transitional courses in the 12<sup>th</sup> grade. Students who have not reached College and Career Ready status are required to take a transitional course in English and mathematics, provided they have room within their schedule.

**Regular Courses** are designed for students who have grade level skills. The courses prepare students with the knowledge and skills required to meet state content standards and the College and Career Ready standards.

**Honors Courses** are designed for students who are capable of and interested in progressing through course material with more depth and rigor than the regular course. The courses prepare students with the knowledge and skills required to meet state content standards and the College and Career Ready standards.

**Advanced Placement (AP) Courses** are taught at a college level with curriculum determined by The College Board. Students successfully completing AP courses should plan to take the Advanced Placement Tests in May. Students who score well on these tests may attain advanced standing or be awarded credit in many colleges and universities.

# General Information

## Special Education

Special Education services are designed to meet the needs of students with disabilities who have been found eligible for services through the Individualized Educational Program (IEP) process. An IEP is developed through an IEP team and reflects special education instruction, supports, related services, and least restrictive environment guidelines in accordance with the Individuals with Disabilities Education Act (IDEA-R). NOTE: All diploma seeking students, including students with IEPs and 504 plans, must complete graduation requirements.

## 504

Students become eligible for a 504 plan due to a documented disability that limits one or more major life functions. A multidisciplinary 504 team develops the 504 plan that reflects appropriate accommodations and modifications in accordance with Section 504 for the Rehabilitation Act. NOTE: All diploma seeking students, including students with IEPs and 504 plans, must complete graduation requirements.

## English Learners

All eligible students must be notified of these courses at registration. Names of recommended students should be submitted to the English Learners supervisor. An evaluation of foreign transcripts and credits will be conducted to determine credits earned toward a Maryland High School Diploma.

## JROTC

Air Force JROTC is offered at Washington Academy/High School.

## Alternative Sources of Credit

Besides attending regular school classes, students may earn credits in a number of ways. Many require prior authorization from the school principal.

## Summer School

Somerset County summer school offers review credit classes. See your school counselor for more information.

## Dual Enrollment Courses

Somerset County Public Schools offers students two ways to participate in this program: (A) Enroll in credit-bearing college classes attended on the college campus; or (B) Enroll in credit-bearing college classes offered on site at either Washington Academy High School or Crisfield Academy High School. In order to be eligible for dual enrollment students must be a junior or senior attending one of the county high schools. They must have a cumulative 2.5 grade point average and completed a minimum of 50 service learning hours. In addition, they must have passed all state assessments in Algebra I, English 10, Government, and Biology.



# General Information

## Guidelines for Students Planning to Attend College or Technical School

This section includes general guidelines that may help students plan a high school program of studies to prepare for admission to postsecondary school. However, college admissions requirements, curriculum, and majors change from one year to the next; therefore, students are encouraged to make use of the more specific information on particular colleges available in the guidance office of their school or on the college’s website.

### Public Two-Year Colleges in Maryland

Maryland’s public community colleges, such as Wor-Wic Community College, have an open door admission policy. This means that students who are graduates of accredited Maryland high schools are admitted to at least a general program of studies. Most of these schools also require the students to take a placement test as part of the admissions process, usually in English and mathematics. Results of these placement tests may require students to enroll in developmental noncredit courses until they meet basic proficiency levels.

### The University System of Maryland

|                            |  |  |
|----------------------------|--|--|
| Bowie State University     | Towson University                        | University of Maryland, College Park       |
| Coppin State College       | University of Baltimore                  | University of Maryland, Eastern Shore      |
| Frostburg State University | University of Maryland, Baltimore        | University of Maryland, University College |
| Salisbury University       | University of Maryland, Baltimore County |  |

The above named institutions of higher learning require that incoming freshmen will have met the high school graduation requirements through satisfactory completion of the following list of courses. If you intend to attend one of these schools, you should plan your four-year (4) high school program to include the appropriate courses.

| <b>University of Maryland Required Coursework</b>  |                          |
|--|--------------------------|
| Subject  | Number of Course Credits |
| English  | 4                        |
| Lab Science  | 3                        |
| Mathematics (Algebra I, Geometry, and Algebra II. *Requirement for high school graduating class of 2015 and beyond.) | 3<br>4*                  |
| Social Studies   | 3                        |
| World Language or Advance Technology Credit (Varies by school)   | 2                        |
| Academic Electives   | 6                        |

# General Information

## College and Career Ready

The Maryland College and Career Readiness and College Completion Act of 2013 requires that all students in grade 11 complete an assessment to determine if they meet the criteria set forth by the Maryland State Department of Education for college and career readiness. College and career readiness is defined as the level of preparation a student needs to enroll and succeed, without remediation, in a credit-bearing course at a postsecondary institution that offers a degree or in a high quality certificate program that enables students to enter a career pathway with potential future advancement.

To be College and Career Ready (CCR), students in grade 11 (or near completion of English 11, Honors English 11, Advanced Placement Literature and Composition, Algebra II, or Integrated Algebra) will take PARCC English 11 and Accuplacer – College Level Math, unless the student has already earned CCR designation through an approved alternative assessment from the list below. Students can also be designated CCR when admitted to a college level, credit-bearing English or math course in 11th grade or the upcoming 12th grade based on the College’s requirements for admission and placement in such course work. Students enrolled in a Career and Technology Education completer program can meet CCR designation by passing the related industry recognized certification exam for their career completer.

Students who do not achieve the CCR passing score on the initial assessment prior to grade 12 will be enrolled in a transition course or a course that includes additional learning experiences in grade 12. Near completion of the transition course, students will re-test for CCR by taking Accuplacer – Reading, Accuplacer – College Level Math, or both.

## College and Career Ready Assessments

| Content Areas                   | Assessment  | Passing Score  |
|---------------------------------|---|--|
| English/ Language Arts          | PARCC   |  |
|                                 | Accuplacer Reading  | 79 or higher   |
|                                 | SAT Reading   | 500 or higher before Spring 2016; after 480            |
|                                 | ACT Reading   | 21 or higher   |
| Mathematics                     | AP Literature and Composition   | 3 or higher  |
|                                 | PARCC Algebra II  |  |
|                                 | Accuplacer Elementary Algebra   | 110 or higher  |
|                                 | Accuplacer College Math   | 45 or higher   |
|                                 | SAT Math  | 500 or higher before Spring 2016; after 530            |
|                                 | ACT Math  | 21 or higher   |
| Career and Technology Completer | AP Calculus AB or BC  | 3 or higher  |
|                                 | AP Statistics   | 3 or higher  |
|                                 | Completion of CTE pathway coursework and the professional license certification | Certification criteria vary based on industry standard |

## General Information

### SAT Subject Tests

Many colleges **use** the SAT Subject Tests for admission, for course placement, and to advise students about course selection. Some colleges specify the SAT Subject Tests they require for admission or placement; others allow applicants to choose which tests to take. All SAT Subject Tests are one hour, multiple-choice tests. However, some of these tests have unique formats. The tests are designed to measure students' knowledge and skills in particular subject areas, as well as their ability to apply that knowledge. Students take the SAT Subject Tests to demonstrate to colleges their mastery of specific subjects. The tests are independent of any particular textbook or method of instruction. ***Students have found that they are more successful on the SAT Subject Tests if they are taken after completion of the most closely related high school course.*** For more information about the SAT visit the College Board SAT website: <https://collegereadiness.collegeboard.org/sat>.

# Course Descriptions



## Somerset County Public Schools Course Descriptions

\*\*\*The inclusion of a course description in this handbook indicates that it has been approved by SCPS. However, it does not guarantee that it will be offered during a given semester or year. With the size of SCPS high schools, the offering of courses is dependent on the number of student requests and the availability of qualified instructors. Courses required for graduation or a popular plan of study would naturally be given precedence.

Because of the small size of our schools, some courses with small numbers of sections will be scheduled in an order that maximizes enrollment. In other words, taking desired courses needs to be done in the order that they are offered, not always in the order preferred by an individual student.

# CTE Courses

**Note: Courses designated as CTE cannot satisfy a core content or elective credit.**

## Automotive Technology

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### **Automotive Technology I**

#### **Grade 11**

Students will receive training, covering every system of the automobile, related tools, and industry equipment. Emphasis is on systems theory and operations, safe use of equipment, suspension and steering, and brake systems, and general maintenance. Course content provides students with the knowledge and skills required for entry-level employment as a repair technician in any modern shop. Curriculum is developed from the National Automotive Technology Education Foundation (NATEF) task lists. Students will take the Automotive Service Excellence (ASE) certification exams.

### **Automotive Technology II**

#### **Grade 12**

**Prerequisite:** Successful Completion of Automotive Technology I

Students will continue to study the components of the automobile technology curriculum. Topics include diagnostics, troubleshooting skills, safe use of equipment, electrical and electronic systems, and engine performance. Course content provides students with the knowledge and skills required for entry-level employment as a repair technician in any modern shop. Curriculum is developed from the National Automotive Technology Education Foundation (NATEF) task lists. Students will take the Automotive Service Excellence (ASE) certification exams.

## Business

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### **Business Administrative Services**

#### **Grades 10, 11**

The Business Administrative Services program provides students with knowledge of how to effectively utilize technology in the analysis and communication of business principals. Students are required to complete Office Systems Management I and Office Systems Management II. The second course in the sequence includes coursework in Microsoft Office Applications preparing students for Microsoft Office Specialist (MOS) Certification.

### **Accounting and Finance**

#### **Grades 11, 12**

In the Accounting and Finance program students learn decision making techniques, financial management, basic accounting principles, business communication skills, problem solving, and teamwork and networking skills. The final two courses in the program focus on advanced accounting and finance knowledge to prepare them for college level courses and entry-level positions in the work force and a capstone course project. Graduates may earn college credit through articulation agreements, dual enrollment, or by taking the Principles of Marketing CLEP exam.

## Biomedical Science

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### **Biomedical Science: Project Lead the Way Principles of Biomedical Science**

#### **Grade 9**

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

### **Biomedical Science: Project Lead the Way Human Body Systems**

#### **Grade 10**

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

# CTE Courses

## Biomedical Science Continued

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### Biomedical Science: Project Lead the Way Medical Interventions

#### Grade 11

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

### Biomedical Science: Project Lead the Way Biomedical Innovation (Capstone Course)

#### Grade 12

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

## Computer and Networking

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### Introduction to Computer and Networking Technology I

#### Grade 11

Computer & Networking Technology I is a course offered to eleventh grade students that deals with computer hardware, operating systems, cabling, and networking for students interested in a career in Information Technology. During this course student will disassemble, configure and reassemble a working PC. Students will obtain skills required to become a certified hardware and software technician.

### Introduction to Computer and Networking Technology II

#### Grade 12

**Prerequisite:** Introduction to Computer and Networking Technology I  
Computer & Networking Technology II is a course offered to twelfth grade students that continues the learning of trouble shooting, and setting up of computer networks. This course is for students that have completed and passed "Computer and Networking Technology I. During this course student will configure and assemble a working Windows based networks. Students successfully completing this program will be prepared to take the CompTia A+ certification test.

# CTE Courses

## Construction Technology

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### Construction Technology I Grade 11

**Requirements:** Safety toe shoes and uniform designated by instructor

J.M. Tawes Technology and Career Center  
Construction class is currently accredited with the National Center for Construction Education and Research (NCCER). This is a national construction education program of study that students may become nationally certified in the area of masonry construction. If a student successfully completes this class they will have a national certification and be listed in a national data bank for employers to view.

J.M. Tawes Construction is also aligned with Wor-Wic Community College. Students are expected to maintain a "B" average to receive 4 college credits in the construction field of study. Also, we offer the opportunity for students to acquire their OSHA 10 certification.

### Construction Technology II Grade 12

**Prerequisite:** Construction Technology I

**Requirements:** Safety toe shoes and uniform designated by instructor

Students will add to their Certification with the NCCER through the field of Carpentry. Students will be expected to gain knowledge and skills specific to those needed to enter the work force as brick/block masons, carpenters, building maintenance supervisors, or prepare for a postsecondary degree in construction management, architecture, or engineering. Students acquire knowledge and skills in safety, tool usage, building materials, codes and residential construction.

## Criminal Justice

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### Criminal Justice I Grade 11

This is part one of a two-year course designed to expose students to Law Enforcement, Corrections, Military, Private Security, and Court Operations. The course begins with a study of the American Legal system. With that foundation, the students study the historical background and practices of the criminal justice system.

### Criminal Justice II Grade 12

**Prerequisite:** Criminal Justice I

This is part two of a two-year course designed to expose students to Law Enforcement, Corrections, Military, Private Security, and Court Operations. The emphasis in Part II is on basic skills such as fingerprinting, crime scene investigation, accident investigation, search and seizure, speed and alcohol enforcement, and communications. Numerous laboratory experiments are conducted in such diverse areas as blood typing, blood spatter analysis, forensic knot analysis, chromatography, questioned document analysis, skid factor determination, and chemical fingerprint lifting procedures. An understanding of basic Algebra and grasp of English composition is essential.

**This program is articulated with Wor-Wic Community College; successful completers who pass an exam administered by the college receive six college credits.**



# CTE Courses

## Culinary

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### **Culinary I Grade 11**

The Food Service Course is designed to give beginning students, interested in the foods trade, knowledge of the food service industry and various career opportunities. Students will gain basic knowledge and practice in personal and kitchen sanitation, equipment use and care, safety rules and cooking terms and techniques. Students will gain basic skills in following a recipe, recipe conversion, and costing. Students will learn basic preparation techniques including dry, moist, and combination cooking methods. They will also prepare appetizers, soups, salads, sandwiches, sauces; do basic butchery with proper knife skills. The student also learns how to prepare food for banquets, including setting up and serving.

### **Culinary II Grade 12**

**Prerequisite:** Culinary I

The Food Service II Course is designed to give second-year students in depth knowledge and skills necessary for food preparation and quantity cookery. The program also includes preparing food for banquets, setting up and serving banquets. Students will gain skills in preparing various main dishes, vegetables, salads, soups, appetizers, garnishes, sauces, and various types of basic sandwiches. Students will gain knowledge in menu making and procurement. Skills will also be practiced in performing purchasing, receiving, inventory and storage duties. Second year students can also receive their Serv-safe certificate. Students will demonstrate skills necessary to write a personal resume' and complete job applications. They are exposed to all concepts of working in an entry level food service position.

**This course is articulated with Wor-Wic Community College.**

## Fire and Rescue

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### **Fire and Rescue**

The FF/EMT Training Program is offered through a cooperative agreement between Somerset County Public Schools and the Maryland Fire and Rescue Institute. The program is designed to provide training opportunities for students interested in the career paths of Firefighter and/or Emergency Medical Technician. Students are required to maintain membership in their local fire company and be 16 years of age at start of the school year. In addition, all students must have a physician's approval before enrolling in the program. At the conclusion of the course, students will have received instruction in Maryland Fire & Rescue Institute courses for Fire Fighting One (FF1), Emergency Medical Technician Beginner (EMTB), and Hazardous Materials Operations (Hazmat Ops).

# CTE Courses

## Health Occupations

### Health Occupations I/ Anatomy/Physiology I Grade 11

This course is designed to provide students with an introduction to a career in a health care institution. Students are trained to function as a part of a health care team. Skills are taught in patient care so students will be able to administer hands-on care and function as a Nursing Assistant. A course in Anatomy & Physiology is taught in conjunction with Health Occupations. Students are given training and instruction in the structure and function of the human body and its relationship to patient care.

### Health Occupations II/Anatomy/Physiology II Grade 12

#### **Prerequisite:** Health Occupations I/Anatomy/Physiology I

Students successfully completing all components of Health Occupations I will be able to enroll in Health Occupations II. Continuation of study of the human body and related diseases is presented in several mini-courses, including: Communicable Diseases, Death & Dying, Alzheimer, Maternity & Child Care, and First Aid & CPR. Clinical experiences are provided at numerous sites, including Tawes Nursing Home, McCreedy Hospital, and Aurora Senior Living of Manokin. These experiences prepare students to take the Certified Nursing Assistant and the Geriatric Nursing Assistant Exams. Upon successful completion of the exam and this program, students may pursue either related employment or continue education on a post-secondary level. **This program is articulated with Wor-Wic Community College.**

## Heating, Ventilation, and Air Condition

### Heating, Ventilation, & Air Conditioning HVAC I Grade 11

First year students in the Heating, Ventilation, and Air Conditioning Program will complete NCCER Core Curriculum: Introductory Craft Skills. This curriculum will familiarize students with the construction industry and the associated trades. Core Curriculum includes Modules on Basic Safety, Construction Math, Hand Tools, Power Tools, Blue Prints, and Material Handling. They will become certified upon successful completion of OSHA's 10-Hour Occupational Safety and Health Training Course. Students will also receive their MD HVACR Apprentice Licenses (\$10.00 fee required). The Students will also begin learning the Theory and Principles of Mechanical Refrigeration while using NCCER's HVAC Level I. They will begin working in the shop using the tools of the trade. By the end of their first year, they will have learned soldering, brazing, ductwork layout & fabrication and basic electrical. These skills are used for job placement in the field in the summer following successful completion of their first year in the program. Students must maintain academic grades, professionalism, attendance & transportation to and from work in order to be placed for employment. A valid driver's license is highly recommended.

### Heating, Ventilation, & Air Conditioning HVAC II Grade 12

#### **Prerequisite:** HVAC I

Second year students will return to the program and hone the skill learned the prior year and over the summer. They will learn how to perform preventative maintenance on various HVACR Systems, system components, troubleshooting skills, communication skills, employability skills, and proper repair procedures. Students will complete an approved EPA Certification Program and test for their CFC Certification (\$25.00 Fee required). Upon successful completion of the two year HVAC Program – Students should sit for an exam at Wor-Wic Community College and receive six credits towards their degree. Students also have the ability to receive 7 credits at Delaware Tech, or 6 credits at ONOH. It is highly encouraged for anyone in this program to continue with their studies after high school by attending one of the many colleges or trade schools which will be sure to accelerate their career path. The instructor will assist students in job placement prior to graduation.

# CTE Courses

## Interactive Media Production

### **Interactive Media Production Principles of Art, Media and Communication Grade 9**

This course provides students an understanding of all aspects of the Arts, Media and Communication industry. Students will examine the opportunities and requirements of the major career pathways in this industry including: Communication and Broadcast Technologies, Multimedia Production, Graphic Design and Print Communication. Upon successful completion of the course, students will be able to:

- Understand career options and requirements for entry into Arts, Media and Communication;
- Demonstrate corporate/business communication and technical writing required in the field;
- Demonstrate media literacy skills as well as an understanding of ethics and security related to the field;
- Illustrate art concepts and skills, including sketching and sculpting;
- Utilize interactive storytelling and storyboard development for media production;
- Apply principles of design and use of multimedia technology in basic project development;
- Utilize servers such as virtual world to store sketches and projects;
- Understand the multiple platforms for mass communication, broadcast technology, and interactive media; and
- Utilize teaming and problem solving skills in the course of project design and development.

Throughout the course, students will have opportunities for career awareness and exploration activities. All students will be required to produce artifacts for inclusion in a design portfolio, including an AMC Career Exploration Research Paper and a Media Product (concept, storyboard and product).

### **Interactive Media Productions Interactive Multimedia Production Grade 10**

**Prerequisite:** Principles of Art, Media and Communication

This course further develops student mastery of media design and the interactive media production process. Students will advance their knowledge and skills in media design and production through project planning and product development.

Students will demonstrate the use of multiple tools and modalities in the production process. Upon successful completion of this course students will be able to:

- Demonstrate a basic understanding of 2D and 3D animation in its current and projected uses in multimedia;
- Use the tools and skills needed to create drawings and graphics for a wide range of applications (Adobe CS);
- Utilize digital audio and video editing tools;
- Examine and demonstrate effective composition and compression concepts;
- Develop components of simulation and game development programming and products;
- Define typical file types such as TIFF, EPS, PICT, BMP, JPEG, GIF and perform file conversion within and between platforms;
- Incorporate film and video production concepts and products in interactive media production; and
- Test the effectiveness of interactive media products.

Emphasis will be placed on group project development and individual portfolio development. Students will update their IMP Portfolio with an Interactive Media Product Proposal, Specifications Document and Media Product.

# CTE Courses

## Interactive Media Productions Continued

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### **Interactive Media Production Advanced Interactive Multimedia Production Grade 11**

**Prerequisite:** Interactive Multimedia Production

Students will advance their knowledge and skills in multimedia design and production through project planning and product development. Students will demonstrate the use of multiple tools and modalities in the production process. Students successfully completing this course will be able to:

- Demonstrate the ability to explain the trends in copyright laws and legal issues in the use and development of media communication;
- Define the scope of work to meet project requirements and constraints, and develop a proposal outline;
- Select, implement and evaluate appropriate project management techniques and tools;
- Use the tools and skills needed to create drawings and graphics for a wide range of applications (Adobe CS);
- Identify and use traditional and non-traditional sources of information;
- Design, code, build, test and troubleshoot basic custom programs for **multimedia applications**;
- Create **web applications** with advanced interactive components (such as games and virtual world); and
- Effectively adapt visual communication strategies and styles to specific audiences. Emphasis will be placed on group project development and development of a layered portfolio. Students will update their IMP Portfolio with the following items:
- Advanced Media Product(s), including web pages;
- Application for College-level program; and
- Adobe Creative Suite Certification(s) or Web Design Certification (WOW)

### **Interactive Media Production Advanced Simulation and Gaming Grade**

**Prerequisite:** Interactive Multimedia Production

This course will focus on interactive media design, simulation and gaming. Students will advance their knowledge and skills through the design and development of simulation/gaming products. Students successfully completing this course will be able to:

- Demonstrate the ability to explain the trends in copyright laws and legal issues in the use and development of media communication;
- Define the scope of work to meet project requirements and constraints, and develop a proposal outline;
- Select, implement and evaluate appropriate project management techniques and tools;
- Use the tools and skills needed to create drawings and graphics for a wide range of applications (Adobe CS);
- Identify and use traditional and non-traditional sources of information;
- Design, code, build, test and troubleshoot basic custom programs for **simulation and gaming**;
- Create **gaming applications** with advanced interactive components; and
- Effectively adapt visual communication strategies and styles to specific audiences.

Emphasis will be placed on group project development and individual portfolio development. Students will update their IMP Portfolio with the following items:

- Advanced Gaming Specifications Document and Gaming Application
- Application for College-level program
- Adobe Creative Suite Certification(s)

# CTE Courses

## Teacher Education Program

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**Teacher Education Program  
Teaching as a Profession (Semester 1)  
Grade 11**

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.

**Teacher Education Program  
Human Growth and  
Development (Semester 2)  
Grade 11**

**Prerequisite:** Teaching as a Profession  
This course focuses on human development from birth through adolescence. Emphasis is placed on theories of physical, cognitive, and social/emotional development, the heredity and the environment, the role of caregivers and the family, health and safety concerns, and contemporary issues.

**Teacher Education Program  
Foundations of Curriculum and  
Instruction (Semester 1)  
Grade 12**

**Prerequisite:** Human Growth and Development

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.

**Teacher Education Program  
Foundations of Curriculum and  
Instruction (Semester 2)  
Grade 12**

**Prerequisite:** Foundations of Curriculum and Instruction

The internship is the culminating course of the Education Academy Program. Students will have an opportunity to integrate content and pedagogical (teacher instructional training) knowledge in an educational area of interest. They will have an opportunity to extend and apply their knowledge about instruction in a classroom setting under the supervision of a mentor teacher.

# CTE Courses

## Cooperative Work Experience

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### Cooperative Work Experience

#### Grade 12

This course provides seniors with the opportunity to work on a job unrelated to the students' vocational training at the high school. Each prospective student must make application to the Cooperative Work Experience Coordinator who then reviews academic and behavior records and work-site eligibility as criteria for job placement. Selected students must work a minimum of fifteen hours per school week to earn one to two credits toward graduation. Employees must pay the minimum wage scale or better and provide workmen's compensation. All participants are required to attend a minimum of three hours of daily classroom instruction.

### Cooperative Education

#### Grade 12

**Prerequisite:** Must be enrolled in a Career and Technology Program

This course is designed to meet the needs of seniors who are enrolled in a career and technology program. The program allows students to have an opportunity to enter the world of work while still in school and apply the vocational skills they have learned. Each student who desires to enter the program must make application to the C.V.E. Coordinator. The C.V.E. Coordinator then reviews each prospective student's academic and behavioral records and the worksite eligibility as criteria for job placement. Students selected to the program must work a minimum of fifteen hours per week to earn two to four credits toward graduation. Employees must pay minimum wage scale or better and provide workmen's compensation. All participants are required to take two classes at school either in the morning or the afternoon. Some students with financial needs, exceptional opportunities, or special circumstances will also be considered for the program.

# English Courses

## **English I Grade 9**

English I provides a foundation for English II, introducing the skills needed to pass the PARCC English I and II Assessments using a variety of forms of literature. Focuses include reading strategies for literary and informational text, making inferences, speaking and listening effectively, and writing to persuade, analyze, construct a narrative, and express personal ideas. Students will also continue their student of language, including vocabulary, language history and structure, and language conventions. There is an emphasis in the English I standards on exploring non-US literature and authors.

## **English II Grade 10**

English II continues to build on the skills needed to pass the PARCC English 10 Assessment using a variety of forms of literature. Passing the English II Assessment is graduation requirement in Maryland. Focuses include reading strategies for literary and informational text, making inferences, speaking and listening effectively, and writing to persuade, analyze, construct a narrative, and express personal ideas. Students will also continue their student of language, including vocabulary, language history and structure, and language conventions. English II also builds a foundation for the more rigorous curriculum in English III; passing the English 11 PARCC Assessment designates a student as college and career ready.

## **English I Honors Grade 9**

**Prerequisite:** “C” or better in Language Arts 8 Honors, “B” or better in a regular course. Although the same content will be covered as in the regular class, the reading level of selections will be higher as well as the complexity of the literary analysis. Students may also complete more frequent, rigorous independent projects and be expected to write at a higher level of sophistication.

## **English II Honors Grade 10**

**Prerequisite:** “C” or better in advanced English I, “B” or better in regular English I. Although the same content will be covered as in the regular class, the reading level of selections will be higher as well as the complexity of the literary analysis. Students may also complete more frequent, rigorous independent projects and be expected to write at a higher level of sophistication.

# English Courses

## **English III**

### **Grade 11**

In English III, students will continue to build their skills in reading informational and literary text, writing for a variety of purposes and audiences, controlling language, and speaking and listening. The text also includes a survey of American Literature, but is not dedicated to American literature solely. Students will read both short and extended text, write process pieces, and complete writing on demand tasks. At the end of the course, students will take the English 11 PARCC Assessment, which will be used to determine if the student is college and career ready. There may be other assessments that can be used to determine CCR. Students who do not meet the requirements for CCR at the end of English III must complete a transition course in their senior year in order to graduate.

## **English IV**

### **Grade 12**

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

## **English III Honors**

### **Grade 11**

**Prerequisite:** “C” or better in advanced English II, “B” or better in regular English II  
This course is designed for those students who plan to attend college. Although the same content will be covered as in the regular class, the reading level of selections will be higher as well as the complexity of the literary analysis. Students may also complete more frequent, rigorous independent projects and be expected to write at a higher level of sophistication.

## **English IV Transition**

### **Grade 12**

This course will contain the same content as the standard English IV course; however, it will also contain MSDE required content for the transition course. Students will be required to take an MSDE approved assessment at the end of the course to determine growth.



# English Courses

## **Advanced Placement English Literature and Composition**

**Grades 11, 12**

This course will engage students in the careful reading and critical analysis of imaginative literature. Through the close reading of selected texts, students will deepen their understanding of the ways writers use language to provide both meaning and pleasure for their readers. Writing is integral part of the course and is more than a mere adjunct to the study of literature. Since reading and writing stimulate one another, they will be taught together in order to underscore both their common and distinctive elements.

## **Eng. 151 Fundamentals of English II (3 credits) – Dual Enrollment with Wor-Wic** **Grades 11, 12**

This course continues to help students develop their college-level writing skills. Students are introduced to the study of literature (prose, poetry, fiction, and drama). Students integrate outside sources with their own ideas in written arguments. They also refine their research and documentation skills.

*Hours: 39 lecture*

**Note: This concurrent enrollment course will allow the student to earn college credit. A student enrolled in a concurrent course will be ineligible to earn high school credit, unless a student earned their English III credit in Eng. 101. Students who successfully completed Eng. 101 their junior year will receive credit for English IV.**

## **Journalism I** **Grades 11, 12**

**Prerequisites:** Approval of the newspaper instructor and basic keyboarding skills.

This course involves a step-by-step approach through the principles of writing for the school newspaper: editing copy, designing the paper and working with other outlets for school news. Units include gathering the news, covering speeches, writing features and sports stories and advertising.

## **Eng 101 Fundamentals of English 1 (3 credits) – Dual Enrollment with Wor-Wic** **Grades 11, 12**

**Prerequisites:** Acceptable reading and writing placement test scores on the Accuplacer assessment. This course is designed to help students develop their college-level writing skills with an emphasis on the writing process. This course includes and introduction to research skills. Students write summary assignments and a series of essays in various modes, culminating in an argumentative research paper. Students must earn a grade of “C” or better in this course in order to enroll in ENG 151. *Hours: 39 lecture.*

**Note: This dual enrollment course will also satisfy the English III or English IV credit required for Somerset County Public School graduation depending on the year it is taken.**

## **Reading Acceleration (English Elective)**

**Grades 8, 9**

This course will not take the place of language arts or English courses but will help toward graduation as one elective credit. Students will be using a research based program, Read 180, in which students will be reading non-fiction and fiction based on their reading level. While students may not be happy with missing another elective, students recommended for this course will learn strategies and skills which will be necessary for all of their other courses and will promote graduation on time.

## **Journalism II** **Grade 12**

**Prerequisite:** Journalism I and approval of the newspaper instructor

This course is a continuation of Journalism I.

# English Courses

## **Yearbook I** **Grades 11, 12**

**Prerequisite:** Approval of yearbook instructor is required

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

## **Yearbook II** **Grades 12**

**Prerequisite:** Yearbook I and approval of yearbook instructor is required

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

# Fine Arts (Visual)

## **Art I**

### **Grades 9, 10, 11, 12**

As the foundation course, Art I is the prerequisite course for the art program and fulfills the one-credit Fine Arts graduation requirement. This course of study focuses on enabling the student to understand how art is created as a response to images, forms and experiences; understand the relationships among works of art, individuals and societies in which they are created; develop the ability to create visual images and the skills and sensitivity to apply aesthetic criteria to works of art; and understand the health and safety rules of the art room.

## **Art III**

### **Grades 11, 12**

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

## **Advanced Placement Studio Art**

### **Grades 11, 12**

Portfolios are created by students who are seriously interested in the practical experience of art. AP Studio Art is not based on a written examination; instead, students submit portfolios for evaluation at the end of the school year. The AP Program offers three portfolios: Drawing, 2-D Design, and 3-D Design. The portfolios share a basic, three-section structure, which requires the student to show a fundamental competence and range of understanding in visual concerns (and methods). Each of the portfolios asks the student to demonstrate a depth of investigation and process of discovery through the concentration section (Section II). In the breadth section (Section III), the student is asked to demonstrate a serious grounding in visual principles and material techniques. The quality section (Section I) permits the student to select the works that best exhibit a synthesis of form, technique, and content.”

## **Art II**

### **Grades 10, 11, 12**

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

## **Art IV**

### **Grades 11, 12**

**Prerequisite:** Art I and consent of the instructor  
This course of study will include print making and directed studio assignments.

## **Photography**

### **Grades 10, 11, 12**

Students will learn the basics of conventional chemical based photography and electronic digital image development, production, and reproduction. Students will learn elements of picture composition, light exposure, focus, shutter, and aperture manipulation in both mediums.

**\*Does not meet the Fine Arts Requirement.**

# Foreign Language

## **Spanish I**

**Grades 9, 10, 11, 12**

The Spanish I class is designed to give an introduction to basic Spanish grammar and vocabulary through oral repetition and practice as well as written, listening and reading exercises. No prior study of the language presumed. Through the use of a wide variety of resources and hearing the teacher speak the language students begin to develop communication skills in the language. Intonation, diction, accent, and rhythm are stressed in oral practice and during read-alouds. Correct spelling, accent usage, and structure are practiced in written exercises. Culture, history and geography of the Spanish-speaking countries are introduced as a separate unit and reinforced through the entire course. The course emphasizes understanding and practical application rather than rote memory.

## **Spanish III**

**Grades 11, 12**

**Prerequisite:** Spanish II

The Spanish III course is intended to engage students in communication with spoken and written Spanish language. Students will also continue to familiarize themselves with different perspectives of the target language culture through experiences with its products and practices. Through the study of thematic vocabulary and more advanced grammatical structures, students will be able to imitate appropriate gestures, intonation, and common idiomatic expressions through social interaction. Oral comprehension and pronunciation are improved via the class use of the language. Grammatical structures are reinforced orally and in writing throughout the year. The course continues to build on the four aspects of communication: listening, speaking, reading, and writing.

## **Spanish II**

**Grades 10, 11, 12**

**Prerequisite:** Spanish I

The Spanish II class is designed to continue and reinforce the speaking and reading of the student on an intermediate level. Emphasis is placed on developing the vocabulary and improving fluency of the student. Role plays, rehearsed and non-rehearsed reading materials are used to meet this goal. Written Spanish will provide review of those principles presented in Spanish I as well as practice on newly acquired knowledge. By the end of the year students will be able to understand and interpret written and spoken language on a variety of topics. The course focuses on the fundamental elements of the Spanish language within a cultural context. Emphasis is on the progressive development of listening, speaking, reading, and writing skills. Upon completion, students should be able to comprehend and respond with increasing proficiency to spoken and written Spanish and should be able to demonstrate further cultural awareness.

## **Spanish IV**

**Grade 12**

**Prerequisite:** Spanish III

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

# Mathematics

## Algebra I

Grades 9, 10, 11, 12

This course focuses on the mastery of five critical areas: (1) developing understanding and investigating relationships between quantities and reasoning with equations; (2) developing understanding and applying linear and exponential relationships; (3) investigating trends and modeling with descriptive statistics; (4) performing arithmetic operations on polynomial expressions; solving equations, inequalities, and systems of equations; and (5) using properties of rational and irrational numbers to develop an understanding of quadratic functions. Passing the PARCC Algebra, I assessment, given at the end of the year, is a requirement for graduation.

## Algebra II

Grades 11, 12

**Prerequisite:** Algebra I and Geometry

This course fits into an overall program of mathematics studies with a rigorous academic core by extending what students have learned in the introductory-level mathematics courses as well as introducing more advanced topics. These advanced topics include linear equations, inequalities, and systems, quadratic, polynomial, exponential, logarithmic, and rational functions, equations and expressions.

This course introduces students to key concepts and theories that provide a foundation for further study in mathematics (College Algebra, Calculus, Statistics, and beyond). Problem solving and critical thinking skills that students learn in Algebra II are valuable tools that can be taken and applied in other disciplines. Students are required to take the PARCC Algebra II assessment at the end of the course.

## Geometry

Grades 10, 11, 12

**Prerequisite:** Algebra I

Geometry is designed 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. Important differences exist between this Geometry course and the historical approach taken in Geometry classes. For example, transformations are emphasized early in this course. Close attention should be paid to the introductory content for the Geometry conceptual category found in the high school CCSS. The Standards for Mathematical Practice apply throughout each course 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. The critical areas, organized into five units are as follows: Congruence, Proof, and Constructions, Similarity, Proof, and Trigonometry, extending to Three Dimensions, Connecting Algebra and Geometry through Coordinates, and Circles with and without Coordinates.

## Integrated Mathematics

Grades 11, 12

**Prerequisite:** Algebra I and Geometry

This course focuses on the key readiness standards from the Common Core as well as the eight Standards of Mathematical Practices needed for students to be ready to take postsecondary academic or career preparation. The course addresses standards throughout high school and even earlier, including Algebra I, statistics and geometry, course related mathematics for the Career and Technology courses, and the Algebra II standards agreed to as essential college- and career-readiness standards for non-STEM math courses. Emphasis is placed on the understanding of math concepts rather than just memorizing procedures. Students learn the context behind the procedure: why to use a certain formula or method to solve a problem, for example. This equips them with higher-order thinking to apply math skills, functions and concepts in different situations. It is not designed to prepare students for college-level math in STEM majors.

# Mathematics

## **Statistics Grades 11, 12**

**Prerequisite:** Algebra I, Geometry, Algebra II or Integrated Math

This course introduces students to the major concepts and tools for collecting, analyzing and drawing conclusions from data. Students will be introduced to the major concepts and tools for collecting, analyzing, and drawing conclusions from data. The course is built around four main topics: exploring data, planning a study, probability as it relates to distribution of data, and inferential reasoning.

## **Fundamentals of College Math (Transitional) Grades 12**

**Prerequisite:** Algebra I, Geometry, Algebra II or Integrated Math

This course is a study of the fundamental topics in advanced algebra with emphasis on applications, the understanding of the function concept and manipulative skills. Major topics include operations on algebraic expressions and complex numbers; solving polynomial equations and inequalities, absolute value equations and inequalities and rational equations and inequalities; applications; functions; exponents and logarithms; graphs of polynomial, exponential and logarithmic functions and systems of equations and inequalities. The use of graphing calculators will be incorporated throughout the course.

While college bound students would be better prepared completing the math sequence through statistics, some students are not ready for statistics and this course will help them to meet minimum math entry requirements. This course meets the state requirements of a non-trivial Algebra course. Students enrolled in this course who are not College and Career ready will be tested using Accuplacer at the end of the course.

## **Dual Enrollment Statistics with Wor-Wic Grades 10, 11, 12**

**Prerequisite:** Passing score on the Accuplacer test.

This course introduces students to the major concepts and tools for collecting, analyzing and drawing conclusions from data. Students will be introduced to the major concepts and tools for collecting, analyzing, and drawing conclusions from data. The course is built around four main topics: exploring data, planning a study, probability as it relates to distribution of data, and inferential reasoning.

## **Elementary Statistics (3 credit) – Dual Enrollment with UMES**

**Prerequisite:** Passing score on the Accuplacer test.

This course covers frequency and graphs of distributions; calculation of averages from raw data and Bayes Theorem and Bayesian inference; Regression and correlation in two variables; and Time Series Analysis and application.

**Note: This dual enrollment course will also satisfy the 4<sup>th</sup> Math Credit required for Somerset County Public School graduation.**

# Performing Arts

## **American Musical Theatre**

**Grades 9, 10, 11, 12**

An introductory course to the evolving American musical. This class focuses on the shifts in style and content over the past two hundred years. Our discussions include American theatrical influences, methods of analysis, influential artists throughout history, and the current state of the American musical. Through discussion, readings, recordings, and videotapes; students will investigate this lively art.

**\*Does not meet the Fine Arts Requirement**

## **Jazz Band**

**Grades 9, 10, 11, 12**

**Prerequisite:** must be a current member of the Symphonic Marching Band and audition  
The purpose of the Jazz Band is to meet the needs of the experienced musician, providing opportunities for both performance and basic instruction in the form of American Jazz. Members will study the rudiments of Jazz, the history of Jazz, and the style of Jazz. All performances are mandatory.

## **Introduction to Theater (Theater Production)**

**Grades 9, 10, 11, 12**

**Prerequisite:** Approval of instructor is required  
This course involves a study of the principles of speech and drama, emphasizing the organization of an oral presentation and the production of several plays. Students will learn the various types of speeches and other forms of communication as well as the technical areas involved in producing a play. The student's grades will be based on weekly assignments, quizzes, tests, and performances. Attendance is required at all performances.

## **Chorus**

**Grades 9, 10, 11, 12**

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

## **Symphonic and March Band**

**Grades 9, 10, 11, 12**

**Prerequisite:** Admission by instrumental audition

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

# Physical Education & Health

## **Physical Education/Health I**

### **Grades 9, 10**

Students alternate approximately every two weeks between health and physical activities. Physical Fitness and team sports are emphasized. Health focuses on drugs, alcohol, tobacco, and personal hygiene. Emphasis will be on physical fitness skills and team sports. Advanced and additional activities will be included.

This course is required for graduation.

## **Fitness and Conditioning**

### **Grades 9, 10, 11, 12**

**Prerequisite:** Health/Physical Education I

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

## **Physical Education II, III, IV**

### **Grades 10, 11, 12**

This course is an elective and emphasizes individual and leisure activities. Some team sports will be utilized. In some situations, students will be allowed to select from activities being offered. Physical fitness testing will be administered at the beginning and end of the course. Emphasis will be placed on immediate and long-range values of recreation and leisure as well as physical fitness.

## **Lifetime Sports**

### **Grades 9, 10, 11, 12**

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



# Science

## **Environmental Science Grade 9**

This course is designed to give the student knowledge of the Earth, appreciation of the environment, and an awareness of environmental issues. Topics include studying the Earth, ecological interactions, energy resources, land and water resources, managing human impact, the Manokin River and Chesapeake Bay.

## **Biology I Grades 10, 11, 12**

This course includes the study of cellular structure, function, and energy transfer; genetics; evolution, diversity and classification; and ecology. Students will engage in the practices of science and engineering to construct their understanding of life processes, to explain how organisms adapt to meet the challenges of living in their environment and to demonstrate the relationship between structure and function and change over time. Students will be expected to demonstrate the ways of thinking and acting that are inherent in the practice of science.

## **Physical Science Grades 9, 10, 11, 12**

This course is designed to expose students to the everyday application of Physics and Chemistry Principles. Topics dealing with matter and its interactions, motion and stability, energy, and waves and their applications in technologies for information transfer. This hands-on-lab-oriented course aids student in their reasoning skills they will need to live in the 21st century.

## **Environmental Science Honors Grade 9**

This course is designed to give the student knowledge of the Earth, appreciation of the environment, and an awareness of environmental issues. Topics include studying the Earth, ecological interactions, energy resources, land and water resources, managing human impact, the Manokin River and Chesapeake Bay. The students will be required to either participate in science fair or create a research paper.

## **Biology I Honors Grades 10, 11, 12**

This course includes the study of cellular structure, function, and energy transfer; genetics; evolution, diversity and classification; and ecology. Students will engage in the practices of science and engineering to construct their understanding of life processes, to explain how organisms adapt to meet the challenges of living in their environment and to demonstrate the relationship between structure and function and change over time. Students will be expected to demonstrate the ways of thinking and acting that are inherent in the practice of science. The students will be required to either participate in science fair or create a research paper.

## **Physical Science Honors Grades 9, 10, 11, 12**

This course is designed to expose students to the everyday application of Physics and Chemistry Principles. Topics dealing with matter and its interactions, motion and stability, energy, and waves and their applications in technologies for information transfer. This hands-on-lab-oriented course aids student in their reasoning skills they will need to live in the 21st century. The students will be required to either participate in science fair or create a research paper.

# Science

## **Chemistry Grades 11 and 12**

**Prerequisite:** “C” or better in Algebra I and Algebra II or Algebra II concurrently.  
This introductory chemistry course focuses on the structure and properties of matter. The initial concepts present some descriptive chemistry, a systematic approach to problem solving, basic vocabulary, as well as the mechanics needed to move on to more complex concepts. Topics covered will include stoichiometry, mole, chemical equations, energy, and waves. The students will be required to participate in science fair.

## **Anatomy & Physiology Grades 11, 12**

Topics include anatomy and physiology of each of the body systems, histology, and the language of anatomy and genetics. Labs will include dissections of fetal pigs, fruit fly experiments, blood typing and observations of operations. The course will require one to two hours of homework each night and will be taught on a college level.

## **Advance Placement Biology Grades 11, 12**

**Perquisite:** Biology I and Chemistry I  
This course builds on the foundations of Biology and is designed to be the equivalent of a college-level introductory biology course. Students engage in the practices of science and engineering to construct their understanding of the process of evolution and its relationship to the diversity and unity of life; the use of free energy by biological systems to grow, reproduce, and maintain homeostasis; the storage, retrieval, transmission, and response of living systems to information essential to life processes; and the interaction of biological systems. Active and extensive engagement in laboratory work including the design of experiments is fundamental to the course. It is recommended that students in this course take the AP Exam when it is offered in May.

## **Chemistry II Grade 12**

**Prerequisite:** “C” or better in Chemistry I  
This course is for college-bound students with one credit of chemistry prior to this course. Chemistry II will start where Chemistry I stopped and will have as its major emphasis the areas of organic and analytical chemistry. Emphasis will be placed on laboratory procedure and accuracy in measurement. The students will be required to participate in science fair.

## **Marine Biology Grades 11, 12**

This course is designed primarily for those students at the senior high level who do not wish to study an advanced science but wish an additional science course. Emphasis is placed on understanding the marine environment specifically the Manokin River and Chesapeake Bay.

## **Dual Enrollment Environmental Science (4 credits) – Dual Enrollment with Wor-Wic Grades 11, 12**

**Prerequisite:** MTH 092 with a grade of “C” or better or an acceptable mathematics placement test score.

This is a general education natural science course that integrates the physical and biological sciences in order for students to gain an understanding of humans in their environment. This course emphasizes critical thinking and global context, and prepares students to be able to discuss ecological concerns and rational solutions for today’s environmental problems. *Hours: 39 lecture and 26 laboratory*

**Note:** This dual enrollment course will also satisfy the 4<sup>th</sup> Science Credit required for Somerset County Public School graduation.  
**Laboratory fee: \$30**

# Social Studies

## **United States History II Grade 9**

United States History II focuses on the period of U.S. History from Reconstruction to the present. Major topics include Manifest Destiny, Immigration & Industrialization, Xenophobia & Red Scare, World Wars, the Depression, the Cold War, Korea, Vietnam, and Watergate. Students will study the factors and events which influenced the rapid growth of this nation. Economic, personal finance and geographic standards will be incorporated into units throughout the year.

## **Government Grades 10,11, 12**

The Government course focuses on the fundamentals of how American Government works and how citizens and groups influence government, which are assessed on the HSA. Major topics include: how the three branches of government function and interact with each other; the impact of U.S. government on our economy and the global economy; how state and local governments work; what impact the government has on everyday life, how do citizens influence government, how and why is the government limited; and what role does U.S. foreign policy play in global events?

## **United States History II Honors Grade 9**

United States History II focuses on the period of U.S. History from Reconstruction to the present. Major topics include Manifest Destiny, Immigration & Industrialization, Xenophobia & Red Scare, World Wars, the Depression, the Cold War, Korea, Vietnam, and Watergate. Students will study the factors and events which influenced the rapid growth of this nation. Economic, personal finance and geographic standards will be incorporated into units throughout the year. In addition, students will be required to complete one of the following additional requirements:

- Submit bi-weekly presidential outlines on all presidents from Johnson to Reagan that address major economic, foreign and domestic policies.
- Submit a formal research paper of at least 7 pages complete with APA style citations and Bibliography.
- Submit a formal multi-media presentation complete with APA style citation and Bibliography.

## **Government Honors Grades 10, 11, 12**

The Government course focuses on the fundamentals of how American Government works and how citizens and groups influence government, which are assessed on the HSA. Major topics include: how the three branches of government function and interact with each other; the impact of U.S. government on our economy and the global economy; how state and local governments work; what impact the government has on everyday life, how do citizens influence government, how and why is the government limited; and what role does U.S. foreign policy play in global events? In addition, students will be required to complete one of the following additional requirements:

- Participate in a year-long Stock Market Game simulation complete with Invest Write analysis.
- Submit a formal research paper of at least 7 pages complete with APA style citations and Bibliography.
- Submit a formal multi-media presentation complete with APA style citation and Bibliography.

# Social Studies

## **World History**

### **Grades 11, 12**

This course covers major eras and events in World History from the end of the Middle Ages through the present. Major topics covered include: African and Asian Kingdoms of the Middle Ages; Renaissance and Reformation; Absolutism & Enlightenment; World revolutions; Nationalism & Imperialism; World Wars; Cold War; Collapse of the Soviet Union; Colonial Independence Movements; Arab Spring.

## **Contemporary Issues**

### **Grade 12**

This course focuses on the impact of social, economic, international and political issues on contemporary society. It is designed to cover democratic citizenship, government participation in domestic and foreign affairs, and personal finance. Special attention is given to personal finance and geography.

## **World History Honors**

### **Grades 11, 12**

This course covers major eras and events in World History from the end of the Middle Ages through the present. Major topics covered include: African and Asian Kingdoms of the Middle Ages; Renaissance and Reformation; Absolutism & Enlightenment; World revolutions; Nationalism & Imperialism; World Wars; Cold War; Collapse of the Soviet Union; Colonial Independence Movements; Arab Spring. In addition, students will be required to complete one of the following additional requirements:

- Submit bi-weekly research presentations on countries throughout the world.
- Submit a formal research paper of at least 7 pages complete with APA style citations and Bibliography.
- Submit a formal multi-media presentation complete with APA style citation and Bibliography.

## **Contemporary Issues Honors**

### **Grade 12**

This course focuses on the impact of social, economic, international and political issues on contemporary society. It is designed to cover democratic citizenship, government participation in domestic and foreign affairs, and personal finance. Special attention is given to personal finance and geography. In addition, students will be required to complete one of the following additional requirements.

- Submit a formal research paper of at least 10 pages complete with APA style citations and Bibliography.
- Submit a formal multi-media presentation complete with APA style citation and Bibliography.

# Social Studies

## **Psychology Grades 11, 12**

This course is a study of human behavior and its effects on society. The learned material is designed to help students cope with daily problems and understand why certain behaviors occur. Extensive class/group discussion will be utilized in addition to simulations. Class projects are a requirement for the course.

## **Advanced Placement United States History Grades 11, 12**

AP United States History focuses on developing students' abilities to think conceptually about U.S. history from approximately 1491 to the present and apply historical thinking skills as they learn about the past. Seven themes of equal importance — identity; peopling; politics and power; work, exchange, and technology; America in the world; environment and geography; and ideas, beliefs, and culture — provide areas of historical inquiry for investigation throughout the course. These require students to reason historically about continuity and change over time and make comparisons among various historical developments in different times and places. It is recommended that students in this course take the AP Exam with it is offered in May.

## **Dual Enrollment Hist 102/Honors History of World Civilization II (3 credits) – Dual Enrollment with UMES Grades 11, 12**

This course is a continuation of HIST 101 from the Reformation to contemporary times. Emphasis is given to the growth of strong nation states, revolutions, liberalism, nationalism and imperialism, and current problems resulting from two global wars and the end of the cold war..  
**Note: This dual enrollment course will also satisfy the World History credit required for Somerset County Public School graduation.**

## **A.P. Psychology Grades 11, 12**

This course introduces students to the systematic and scientific study of the behavior and mental processes of human beings and other animals. Students explore the psychological facts, principals, and phenomena associated with each of the major subfields within psychology. It is recommended that students in this course take the AP Exam with it is offered in May.

## **Dual Enrollment Hist 101/Honors History of World Civilization I (3 credits) – Dual Enrollment with UMES Grades 11, 12**

This course examines human endeavors from the earliest civilizations to 1500. It examines major political and socio-economic achievements, stressing non-western and Greek, Roman, and Medieval contributions to world civilization.  
**Note: This concurrent enrollment course will allow the student to earn college credit. A student enrolled in a concurrent course will be ineligible to earn high school credit.**

# Technology

## **CAD I**

### **Grades 11, 12**

CAD I begins with dimensioning with architecture and engineers' scales, lettering and mechanical drawing. Students then move on to computer assisted design software using AutoCad, one of the industry standards. Students begin with an overall view of basic features of AutoCad including menus, toolbars, and commands; basic shapes; types of lines and fill patterns; basic edit commands; file control; using the snap command; dimensioning; using text features; and layout drawing. Students learn by completing many projects which increase in difficulty.

## **CAD III**

### **Grades 11, 12**

CAD III is an advanced course for exceptional students and entry is through instructor approval only. CAD III students will have an individual curriculum designed by the instructor based on student skill and interest. In addition to completion of multifaceted projects, students may also mentor younger students in CAD I and II.

## **Technology Education I**

### **Grades 9, 10, 11, 12**

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

## **CAD II**

### **Grades 11, 12**

CAD II is a continuation of CAD I. Students learn more complex features of AutoCad and learn how it can be used for specific tasks associated with the various schools of engineering and design. Advanced students begin to explore some of the modules available with AutoCad. Students continue with a variety of more complex projects.

## **Introduction to Engineering**

### **Grades 11, 12**

**Prerequisite:** Must have completed the initial required technology education course.

This class is designed to help prepare students who are interested in a career in engineering. The format of the course is based on team solution of projects that involve formulation, analysis, research, creativity, evaluation, and testing. Production of prototypes may also be part of the project solution.

# SCHEDULING FORMS

## College and Career

| Freshman (Grade 9)               | Scheduled | Completed |
|----------------------------------|-----------|-----------|
| <b>English 9</b>                 |           |           |
| Regular                          |           |           |
| Honors                           |           |           |
| <b>Algebra I</b>                 |           |           |
| <b>Environmental Science</b>     |           |           |
| Regular                          |           |           |
| Honors                           |           |           |
| <b>U.S. History II</b>           |           |           |
| Regular                          |           |           |
| Honors                           |           |           |
| <b>Physical Education/Health</b> |           |           |
| Electives                        |           |           |
| Art I                            |           |           |
| Spanish I                        |           |           |
| Reading Acceleration             |           |           |
| American Music Theatre           |           |           |
| Chorus                           |           |           |
| Jazz Band                        |           |           |
| Symphonic and Marching Band      |           |           |
| Introduction to Theater          |           |           |
| Technology Education             |           |           |
|                                  |           |           |
|                                  |           |           |
|                                  |           |           |
|                                  |           |           |

| Sophomore (Grade 10)             | Scheduled | Completed |
|----------------------------------|-----------|-----------|
| <b>English 10</b>                |           |           |
| Regular                          |           |           |
| Honors                           |           |           |
| <b>Geometry</b>                  |           |           |
| <b>Biology</b>                   |           |           |
| Regular                          |           |           |
| Honors                           |           |           |
| <b>Government</b>                |           |           |
| Regular                          |           |           |
| Honors                           |           |           |
| <b>Physical Education/Health</b> |           |           |
| Electives                        |           |           |
| Art I                            |           |           |
| Art II                           |           |           |
| Photography                      |           |           |
| Spanish I                        |           |           |
| Spanish II                       |           |           |
| American Music Theatre           |           |           |
| Chorus                           |           |           |
| Jazz Band                        |           |           |
| Symphonic and Marching Band      |           |           |
| Introduction to Theater          |           |           |
| Technology Education             |           |           |
|                                  |           |           |
|                                  |           |           |
|                                  |           |           |
|                                  |           |           |

**College and Career Cont'd**

| <b>Junior (Grade 11)</b>                                       | <b>Scheduled</b> | <b>Completed</b> |
|--|------------------|------------------|
| <b>English 11</b>  |                  |                  |
| Regular  |                  |                  |
| Honors   |                  |                  |
| <b>Advanced Placement English Literature and Composition</b>   |                  |                  |
| <b>English 101 Fundamentals of English I – Dual Enrollment</b> |                  |                  |
| <b>Algebra II</b>  |                  |                  |
| <b>Chemistry</b>   |                  |                  |
| <b>Physical Science</b>  |                  |                  |
| <b>Anatomy &amp; Physiology</b>                                |                  |                  |
| <b>Advanced Placement Biology</b>                              |                  |                  |
| <b>Dual Enrollment Environmental Science</b>                   |                  |                  |
| <b>World History</b>   |                  |                  |
| Regular  |                  |                  |
| Honors   |                  |                  |
| <b>Advancement Placement U.S. History</b>                      |                  |                  |
| <b>Psychology</b>  |                  |                  |
| <b>Advanced Placement Psychology</b>                           |                  |                  |
| <b>Physical Education/Health</b>                               |                  |                  |
| <b>Electives</b>   |                  |                  |
| Yearbook I   |                  |                  |
| Art I  |                  |                  |
| Art II   |                  |                  |
| Art III  |                  |                  |
| Photography  |                  |                  |
| Advanced Placement Studio Art                                  |                  |                  |
| Spanish I  |                  |                  |
| Spanish II   |                  |                  |
| Spanish III  |                  |                  |
| American Musical Theatre                                       |                  |                  |
| Chorus   |                  |                  |
| Jazz Band  |                  |                  |
| Symphonic and Marching Band                                    |                  |                  |
| Introduction to Theater  |                  |                  |
| CAD I  |                  |                  |
| CAD II   |                  |                  |
| CAD III  |                  |                  |
| Introduction to Engineering                                    |                  |                  |
| Technology Education   |                  |                  |
|  |                  |                  |
|  |                  |                  |
|  |                  |                  |

| <b>Senior (Grade 12)</b>                                     | <b>Scheduled</b> | <b>Completed</b> |
|--|------------------|------------------|
| <b>English 12</b>  |                  |                  |
| Regular  |                  |                  |
| Honors   |                  |                  |
| <b>Advanced Placement English Literature and Composition</b> |                  |                  |
| <b>Fundamentals of College Math</b>                          |                  |                  |
| <b>Statistics</b>  |                  |                  |
| <b>Dual Enrollment Statistics</b>                            |                  |                  |
| <b>Chemistry</b>   |                  |                  |
| <b>Chemistry II</b>  |                  |                  |
| <b>Physical Science</b>                                      |                  |                  |
| <b>Anatomy &amp; Physiology</b>                              |                  |                  |
| <b>Advanced Placement Biology</b>                            |                  |                  |
| <b>Dual Enrollment Environmental Science</b>                 |                  |                  |
| <b>Physics</b>   |                  |                  |
| <b>Contemporary Issues</b>                                   |                  |                  |
| Regular  |                  |                  |
| Honors   |                  |                  |
| <b>Advancement Placement U.S. History</b>                    |                  |                  |
| <b>Psychology</b>  |                  |                  |
| <b>Advanced Placement Psychology</b>                         |                  |                  |
| <b>Physical Education/Health</b>                             |                  |                  |
| <b>Electives</b>   |                  |                  |
| Yearbook I   |                  |                  |
| Yearbook II  |                  |                  |
| Art I  |                  |                  |
| Art II   |                  |                  |
| Art III  |                  |                  |
| Photography  |                  |                  |
| Advanced Placement Studio Art                                |                  |                  |
| Spanish II   |                  |                  |
| Spanish III  |                  |                  |
| American Musical Theatre                                     |                  |                  |
| Chorus   |                  |                  |
| Jazz Band  |                  |                  |
| Symphonic and Marching Band                                  |                  |                  |
| Introduction to Theater                                      |                  |                  |
| CAD I  |                  |                  |
| CAD II   |                  |                  |
| CAD III  |                  |                  |
| Introduction to Engineering                                  |                  |                  |
| Technology Education   |                  |                  |
|  |                  |                  |
|  |                  |                  |
|  |                  |                  |

\*Students must take Algebra II to meet the University System of Maryland Required Coursework requirements. (See page 14)



# CTE

| <b>Freshman (Grade 9)</b>        | <b>Scheduled</b> | <b>Completed</b> |
|----------------------------------|------------------|------------------|
| <b>English 9</b>                 |                  |                  |
| Regular                          |                  |                  |
| Honors                           |                  |                  |
| <b>Algebra I</b>                 |                  |                  |
| <b>Environmental Science</b>     |                  |                  |
| Regular                          |                  |                  |
| Honors                           |                  |                  |
| <b>U.S. History II</b>           |                  |                  |
| Regular                          |                  |                  |
| Honors                           |                  |                  |
| <b>Physical Education/Health</b> |                  |                  |
| <b>Electives</b>                 |                  |                  |
| Art I                            |                  |                  |
| Spanish I                        |                  |                  |
| Reading Acceleration             |                  |                  |
| American Music Theatre           |                  |                  |
| Chorus                           |                  |                  |
| Jazz Band                        |                  |                  |
| Symphonic and Marching Band      |                  |                  |
| Introduction to Theater          |                  |                  |
| Technology Education             |                  |                  |
|                                  |                  |                  |
|                                  |                  |                  |
|                                  |                  |                  |

| <b>Sophomore (Grade 10)</b>      | <b>Scheduled</b> | <b>Completed</b> |
|----------------------------------|------------------|------------------|
| <b>English 10</b>                |                  |                  |
| Regular                          |                  |                  |
| Honors                           |                  |                  |
| <b>Geometry</b>                  |                  |                  |
| <b>Biology</b>                   |                  |                  |
| Regular                          |                  |                  |
| Honors                           |                  |                  |
| <b>Government</b>                |                  |                  |
| Regular                          |                  |                  |
| Honors                           |                  |                  |
| <b>Physical Education/Health</b> |                  |                  |
| <b>Electives</b>                 |                  |                  |
| Art I                            |                  |                  |
| Art II                           |                  |                  |
| Photography                      |                  |                  |
| Spanish I                        |                  |                  |
| Spanish II                       |                  |                  |
| American Music Theatre           |                  |                  |
| Chorus                           |                  |                  |
| Jazz Band                        |                  |                  |
| Symphonic and Marching Band      |                  |                  |
| Introduction to Theater          |                  |                  |
| Technology Education             |                  |                  |
|                                  |                  |                  |
|                                  |                  |                  |
|                                  |                  |                  |

CTE Cont'd

| <b>Junior</b>  | Scheduled | Completed |
|--|-----------|-----------|
| <b>English 11</b>  |           |           |
| Regular  |           |           |
| Honors   |           |           |
| <b>Advanced Placement English Literature and Composition</b>   |           |           |
| <b>English 101 Fundamentals of English I – Dual Enrollment</b> |           |           |
| <b>Algebra II</b>  |           |           |
| <b>Transitional Mathematics</b>                                |           |           |
| <b>Chemistry</b>   |           |           |
| <b>Physical Science</b>  |           |           |
| <b>Anatomy &amp; Physiology</b>                                |           |           |
| <b>Advanced Placement Biology</b>                              |           |           |
| <b>Dual Enrollment Environmental Science</b>                   |           |           |
| <b>World History</b>   |           |           |
| Regular  |           |           |
| Honors   |           |           |
| <b>CTE Concentrator</b>  |           |           |
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|  |           |           |
|  |           |           |

| <b>Senior</b>  | Scheduled | Completed |
|--|-----------|-----------|
| <b>English 12</b>  |           |           |
| Regular  |           |           |
| Honors   |           |           |
| <b>Advanced Placement English Literature and Composition</b> |           |           |
| <b>English 101 Fundamentals of English I</b>                 |           |           |
| <b>English 151 – Fundamentals of English II</b>              |           |           |
| <b>Algebra II</b>  |           |           |
| <b>Fundamentals of College Math</b>                          |           |           |
| <b>Statistics</b>  |           |           |
| <b>Dual Enrollment Statistics</b>                            |           |           |
| <b>Chemistry</b>   |           |           |
| <b>Chemistry II</b>  |           |           |
| <b>Physical Science</b>                                      |           |           |
| <b>Anatomy &amp; Physiology</b>                              |           |           |
| <b>Advanced Placement Biology</b>                            |           |           |
| <b>Dual Enrollment Environmental Science</b>                 |           |           |
| <b>Physics</b>   |           |           |
| <b>Contemporary Issues</b>                                   |           |           |
| Regular  |           |           |
| Honors   |           |           |
| <b>CTE Completer</b>   |           |           |
|  |           |           |
|  |           |           |
|  |           |           |
|  |           |           |

\*Students must take Algebra II to meet the University System of Maryland Required Coursework requirements. (See page 14)