

# PROGRAMS OF STUDY DORCHESTER COUNTY HIGH SCHOOLS



## *Mission Statement*

To create an environment where every child will learn and succeed by providing equal access to quality educational programs that challenge and engage all students.

## *Vision Statement*

The Dorchester County Public Schools will provide continually improving educational programs in a safe and nurturing school environment with exceptional faculty and staff. This will be achieved through a cooperative and supportive partnership among school, home, and community. All students will acquire the self-discipline, knowledge, and skills necessary to become creative, self-sufficient lifelong learners and productive citizens.

## *System Goals*

- To establish high academic expectations for all children, particularly in the areas of reading, writing, and mathematics
- To provide a well trained, caring staff with strong visionary leadership
- To encourage parent/family involvement in the schools
- To make our schools safe, disciplined, and drug free

*The Dorchester County Board of Education does not discriminate in admission, access, treatment, or employment in its programs and activities on the basis of race, color, sex, age, national origin, religion, disability, sexual orientation, or any other basis prohibited by law.*

*This material is available in alternate formats upon request.*

## SECTION I

### INTRODUCTION

Planning individual student programs of study is an important decision-making process. This booklet has been prepared to provide information about the programs and courses offered in high school. In Dorchester County high schools, the basic curriculum required of all students gives a foundation in language arts, humanities, mathematics, science, and the arts. The elective curriculum offers students opportunities to explore areas of interest and develop special talents.

All Dorchester County high schools operate on a flex schedule based on 44 minute modules. These allow students to take courses that last one year for one credit or two modules in the same semester for one credit, or other modular arrangements with corresponding credits. This flexible learning environment provides opportunities to schedule students in time frames that maximize their opportunities to achieve proficiency in the subject area. Students can earn up to eight credits in a year.

#### High School Success – Parent Tips

During 8<sup>th</sup> grade:

- Review the Program of Study with your child
- Meet with your child’s guidance counselor to share information about how your child can make the most of his/her high school program
- Develop a four-year plan of study for completion of state and district graduation requirements with your child and his/her counselor

During high school:

- Review/revise the four-year plan as student’s interests change, using the Program of Study to assist in making course selections
- Use personal and career information to help your child develop an individual plan that will lead to program completion and enhanced post-secondary opportunities
- Meet with your child’s counselor each year to review the career-planning folder, which contains information about personal experiences and progress toward goals

Note: Staff makes every effort to honor students’ program selections; however, scheduling conflicts, insufficient enrollments, or budget constraints may require students to enroll in alternative courses.

**In order to meet the current Maryland High School Graduation Requirements, each student must meet one of the following four options:**

- 1. pass two credits in the same foreign language, or**
- 2. pass two credits in Advanced Technology, or**
- 3. pass four credits from a Career/Technology program.**
- 4. pass two credits from Community and Schools Together (CAST) Program. (For students with IEPs).**

**These options are included below the “Maryland High School Graduation Requirements” chart on page 5. Courses meeting the requirements of the Advanced Technology Programs and the Career/Technology Programs are also listed on page 5.**

## Course Offerings

All Maryland high school students must enroll in courses that prepare them for post-secondary education, gainful employment, or both. The following are Dorchester County high schools' basic course offerings. When students have special interests, staff may provide specialized offerings through independent study. Students should see their counselor for additional details.

When developing four-year high school plans, students and their parents and counselors will find certain procedures most helpful.

- First, schedule the courses required for graduation. Make sure the schedule leaves ample time to take every required course.
- Second, consider course difficulty when planning each semester or year. Balancing challenging courses with electives that are less demanding will make it easier for some students to meet high academic standards.
- Third, choose electives that give students a chance to demonstrate or develop special gifts or to explore career ideas.

Students and parents should consult guidance counselors as they develop the original four-year high school plan and every time they make changes. A good high school program should accomplish two goals for each student. First, it should prepare a student to reach the high standards of achievement that equip him or her to meet the challenges of post-secondary employment and education. Second, it should enable a student to acquire the knowledge to pass state assessments required for graduation and earn the credits necessary for a diploma.

Some courses are offered at different levels of difficulty. A few courses are designed especially for ninth graders who need to improve reading and math skills in order to succeed in high school. Guidance counselors will meet with parents to explain why some students are recommended for these courses. Parents and counselors are encouraged to work closely with students to ensure that they get the most out of these early experiences. Being able to meet the challenge of later courses depends on building a strong foundation in ninth grade. Exceptions to grade level requirements for individual courses may be approved by the principal. Counselors and parents should collaborate to support students' enrollment in challenging courses.

## GENERAL INFORMATION

### MARYLAND HIGH SCHOOL DIPLOMA

To earn a Maryland High School Diploma, a student must earn the appropriate number of credits and meet program completion requirements. These required credits are listed on page 5 of this Program of Study booklet under “Maryland High School Graduation Requirements.” **Students should verify with their counselors that courses will apply toward their Maryland High School Diploma.**

### MARYLAND HIGH SCHOOL CERTIFICATE

Students with disabilities who are unable to meet all of the requirements for a Maryland High School Diploma may earn a Maryland High School Certificate. This will be awarded to students who satisfactorily complete an individually planned special education program of study or who reach the age of 21, but are unable to meet all of the requirements for the Maryland High School Diploma. All planning, review, and decision making concerning special education programs will occur at least annually in a meeting of the school’s multi-disciplinary Individual Education Plan (IEP) Team, including the parent and student.

### STUDENT SERVICE LEARNING

Students must complete the service-learning component to meet graduation requirements. The Dorchester County Student Service Learning Plan is a part of the county’s regular Social Studies curriculum. Final projects to satisfy this requirement will be completed in the Government class.

### SPECIAL EDUCATION AND RELATED SERVICES

Specific **individualized** instruction to meet the unique needs of students with disabilities is available through the special education program. Curriculum modifications, collaboration among teachers, specialized teaching strategies, and adaptive materials support the student’s access to the general education curriculum. These supports are also provided for students who are pursuing alternate learning outcomes. **Individual Education Plans (IEPs)** are developed yearly by the school’s IEP team, including the child’s parents, and the student, as appropriate. Placement is determined based on the student’s identified needs. Students may receive special education classroom instruction, speech and language services, school psychology services, and/or audiology, occupational therapy, physical therapy, vision, and hearing services.

## MARYLAND SCHOLARS

The Maryland Scholars program offers students what they need and, apparently, what they want—credible reasons, good information, and a vision of what is possible for them. With MSDE and the Governor’s Office, the **Maryland Business Roundtable for Education** is promoting Maryland Scholars, which encourages students to complete a rigorous and specific course of study – with an emphasis on math, science, and foreign language (*see Maryland Scholars: Course of Study*).

But Maryland Scholars isn’t just a set of courses. The program mobilizes parents, teachers, school counselors, community leaders, employers, and business volunteers to inspire, motivate, and help students to achieve academic and, ultimately, professional and personal success.

Students and educators alike have told us that incentives are important motivators. And money may be the most effective incentive of all. Pell-eligible students who complete the Maryland Scholars course of study could qualify for a federal Academic Competitive Grant, worth up to \$750 for college freshmen and up to \$1,300 for college sophomores. Plus, college juniors and seniors who major in math, science, engineering, technology, or specific foreign languages and who carry at least a 3.0 GPA could qualify up to \$4,000 in federal grant money.

### Maryland Scholars: Course of Study

Courses in bold are not currently required for a Maryland High School Diploma.

- English: 4 credits
- Math: 3 credits – algebra I; geometry; **algebra II**
- Science: 3 lab science credits – biology; **chemistry; physics** [preferred]
- Social Studies: 3 credits – U.S. history; world history; government
- **Foreign Language**: 2 credits – both in the same language

Students must have a 2.5 GPA to qualify for the program. Students graduating with a GPA of 3.5 or higher receive extra recognition.

## STUDENT SERVICES

### Guidance Services

School counselors deliver a school guidance program of counseling, consulting, assessment information, and placement services for all students. These services are intended to help students demonstrate personal and academic growth, make appropriate educational and career decisions, and have productive interactions with others. School counselors help students develop effective study skills, engage in appropriate classroom behavior, apply steps of decision-making, develop and follow through with an approved high school plan of study, analyze appropriate careers, demonstrate effective interpersonal skills, and acquire the knowledge and skill for resolving interpersonal conflict. Counselors also assist students in applying for post high school education, admissions and scholarship support. For more information on the services available to all students, please contact the school’s guidance office.

## **Wellness Centers**

Wellness Centers are comprehensive school-based health centers providing medical and mental health services to students, in cooperation with their primary care providers. The centers located at North Dorchester and Cambridge-South Dorchester High Schools are available for all students. Services include: annual physical exams; sports exams; acute illness or injury evaluations and medical care; medical care for students with chronic illness; health counseling and referral services in accordance with appropriate State and Federal laws; mental health and addictions services, including assessment, referral, and individual or group counseling/therapy; and management of known and stable chronic conditions. Additional information is available by contacting the Wellness Center at each high school.

## **School Nurses**

School nurses are available to deliver a variety of health-related services. Each school has a health room to assist students every day school is in session. The school nurses review student health records and provide health appraisals, health screenings, and first aid. They also review immunizations and health screening records to identify health problems/and concerns that could affect the student's education.

## **Student Services Team**

Student Services Teams help schools meet student needs with the most effective combination of services. Teams at each school identify student needs. They use a systematic approach to programs and services, putting together the resources of home, school, and community to enhance the social and academic adjustment of the student. Members of the Student Services Team include, but are not limited to, school counselor, nurse, psychologist, administrator, pupil personnel worker, teachers, and parents. Parents are encouraged to play an active role in developing plans to address their student's academic, personal, and physical needs and to assist in carrying out those plans.

## **PSAT/NMSQT**

Dorchester County Public Schools pays for each tenth grade student to take the PSAT, a test that is given in October. The reason all tenth grade students are expected to take this test is that it provides guidance in career choices and identifies specific strengths in English, mathematics, and sciences. The tenth grade administration also predicts success in the AP courses to follow in grades 11 and 12.

Each participating student is provided with a web address to work on practice items, available from home as well as from school. So by the time the student takes the test again in grade 11, when it becomes the National Merit Scholarship Qualifying Test, he or she has had a year's worth of practice.

## HIGH SCHOOL ASSESSMENTS AND CORE LEARNING GOALS

The Maryland High School Assessments are tests of a student's knowledge of Core Learning Goals contained in English II, Government, Algebra, and Biology. The Maryland High School Assessments (HSA) are not related to students' grade levels; students take the tests after they complete the corresponding course. The High School Assessments are part of the Maryland School Performance Program.

Since school year 2001-2002, students have been required to take the assessments before they can graduate; their scores are recorded on their high school transcripts. It is important for students to take the assessments seriously, because high school transcripts are used by businesses and colleges to make decisions about hiring and admissions. **Beginning with the class entering grade nine in the fall of 2005, all students must earn a passing grade in each of the high school assessments in order to graduate.** Students who must meet this graduation requirement will be provided with remediation and appropriate assistance opportunities should they experience difficulty in passing an assessment.

### Weighted Grade Point Averages

Beginning in the fall of 2008, both weighted and unweighted grade point averages (GPA) will be available for all students. Students will earn point values for the earned grade based on the level of course (AP, Honors, and CCP). The chart below describes the assigned weights for each grade earned.

For students entering high school in the fall of 2008, the weighted GPA will be used for Honor Society qualifications, class ranking, and selection of Valedictorian. For all students, both the weighted and unweighted GPA will be available for college transcripts and other GPA requests.

Weighted Grade Point Averages					
Grade	A	B	C	D	E
AP	5.0	4.0	3.0	2.0	0.0
Honors	4.5	3.5	2.5	1.5	0.0
CCP	4.0	3.0	2.0	1.0	0.0

SECTION II

**Guidelines for Developing Individual Programs of Study**

**High School Graduation Requirements**

In order to receive a Maryland High School Diploma for Dorchester County, student must **earn 23** credits of which 17 must be in the required subjects listed below. Additionally the State of Maryland requires each student to complete one program option and complete service learning requirements. **Students entering high school in 2005 or later are also required to pass High School Assessment Tests to graduate.**

English .....	4
*Social Studies .....	3
**Mathematics .....	4
***Science .....	3
Physical Education .....	½
Health .....	½
Fine Arts.....	1
Technology Education .....	1
Total	17

AND ONE OF THE FOLLOWING OPTIONS:

PROGRAM COMPLETION OPTIONS			
College Preparation Program	Career and Technology Programs	Advanced Technology Program	Community and Schools Together (CAST)
2 credits <ul style="list-style-type: none"> <li>Foreign Language (both credits earned in same foreign language)</li> </ul>	4 credits from the following: <ul style="list-style-type: none"> <li>Dorchester School of Technology or</li> <li>Information Technologies Management                             <ul style="list-style-type: none"> <li>Accounting                                     <ul style="list-style-type: none"> <li>Computer Applications II</li> <li>Computer Accounting I</li> <li>Computer Accounting II</li> <li>Operating Systems</li> <li>SCWEP****</li> </ul> </li> </ul> </li> </ul> <p style="text-align: center;"><b>OR</b></p> <ul style="list-style-type: none"> <li>Information Technology                             <ul style="list-style-type: none"> <li>Operating Systems</li> <li>Computer Applications II</li> <li>Hardware Maintenance &amp; Repair</li> <li>Networking Administration</li> <li>Visual Basic</li> <li>Web Page Design</li> <li>SCWEP****</li> </ul> </li> </ul>	2 credits from the following: <ul style="list-style-type: none"> <li>Advanced Technology Education I</li> <li>Advanced Technology Education II</li> </ul>	<ul style="list-style-type: none"> <li>CAST – Level A</li> <li>CAST – Level B</li> </ul> (For students with an IEP.)

**PLUS:**

- |   |
|---|
| <ul style="list-style-type: none"> <li>Electives to complete 23 credits</li> <li>Student Service Learning</li> <li>High School Assessments *****</li> </ul> |
|---|

\*Social Studies credits must include U.S. History, Government, World History.  
 \*\*Mathematics credits must include Algebra I and Geometry or Geometric Concepts.  
 \*\*\*Science credits must include Biology  
 \*\*\*\*SCWEP – Supervised Cooperative Work Experience Program.  
 \*\*\*\*\*High School Assessment Requirement – see page 4.

**SAMPLE PROGRAM OF STUDY  
COLLEGE PREPARATORY**

Subject	Freshman	Sophomore	Junior	Senior
ENGLISH/LANGUAGE ARTS	English/Language Arts I	English/Language Arts II	English/Language Arts III or English Language & Composition – Advanced Placement	English/Language Arts IV or English Literature & Composition – Advanced Placement
SOCIAL STUDIES	U.S. History	Government	World History	Psychology or World Geography or Social Studies Seminar or Contemporary Issues or U. S. History AP or European History AP
SCIENCE	Environmental Science I	Biology I	Chemistry I	Physics or Environmental Science II or Human Anatomy and Physiology or Science and Ethics or Chemistry AP or Biology AP
MATHEMATICS	Algebra I or Algebra II	Algebra II and/or Geometry	Geometry, Algebra III/ Trigonometry or Pre-calculus	Algebra III/Trigonometry, Pre-calculus or Calculus/Calculus AP
FOREIGN LANGUAGE		French I and French II or Spanish I and Spanish II	French III or Spanish III	French IV or Spanish IV
HEALTH/PHYSICAL EDUCATION*	Health/Physical Education			
FINE ARTS (Art, Music, Theater)*	(1 credit required)			
CAREER/TECHNOLOGY				
TECHNOLOGY EDUCATION*	Exploring Technology Systems			
<b>RECOMMENDED ELECTIVES:</b> Courses should be related to the student’s planned college program. Appropriate courses at the Dorchester County School of Technology should be considered.				

\*Course selections should be scheduled based on individual need and specific postsecondary plans.

**SAMPLE PROGRAM OF STUDY  
ADVANCED TECHNOLOGY**


Subject	Freshman	Sophomore	Junior	Senior
ENGLISH/LANGUAGE ARTS	English/Language Arts I	English/Language Arts II	English/Language Arts III	English/Language Arts IV
SOCIAL STUDIES	U.S. History	Government	World History	Psychology or World Geography or Social Studies Seminar or Contemporary Issues
SCIENCE	Intro to Secondary Science	Environmental Science I	Biology I	Chemistry I or Physics or Environmental Science II or Human Anatomy and Physiology or Science and Ethics
MATHEMATICS	Pre-Algebra or Algebra I	Algebra I or Algebra II	Algebra II, Geometric Concepts or Geometry	Geometric Concepts Consumer Finance Algebra III/Trigonometry
FOREIGN LANGUAGE				
HEALTH/PHYSICAL EDUCATION*	Health/Physical Education			
FINE ARTS (Art, Music, Theater)*	(1 credit required)			
CAREER/TECHNOLOGY				
TECHNOLOGY EDUCATION*	Exploring Technology Systems	Advanced Technology Education I	Advanced Technology Education II	
<b>RECOMMENDED ELECTIVES:</b> *Course selections should be scheduled based on individual need and specific postsecondary plans.				

**SAMPLE PROGRAM OF STUDY  
APPLIED TECHNOLOGY PROGRAMS**

Subject	Freshman	Sophomore	Junior	Senior
ENGLISH/LANGUAGE ARTS	English/Language Arts I	English/Language Arts II	English/Language Arts III	English/Language Arts IV
SOCIAL STUDIES	U. S. History	Government	World History	Psychology or World Geography or Social Studies Seminar or Contemporary Issues
SCIENCE	Intro to Secondary Science	Environmental Science I	Biology I	Chemistry I or Physics or Environmental Science II or Human Anatomy and Physiology or Science and Ethics
MATHEMATICS	Pre- Algebra or Algebra I	Algebra I or Algebra II	Geometric Concepts or Geometry	Consumer Finance
FOREIGN LANGUAGE				
HEALTH/PHYSICAL EDUCATION*	Health/Physical Education			
FINE ARTS (Art, Music, Theater)*	(1 credit required)			
CAREER/TECHNOLOGY		Applied Technology Cluster-CORE/Introduction to Mechanics or Culinary Arts I or Horticulture I Intro to Allied Health	Level I of Specific Program or Medical Services I or Culinary Arts II or Horticulture II	Level II of specific Program or Medical Services II or Culinary Arts III or Horticulture III
TECHNOLOGY EDUCATION*	Exploring Technology Systems			
<b>RECOMMENDED ELECTIVES: Supervised Cooperative Work Experience Program (SCWEP)</b>				

\*Course selections should be scheduled based on individual need and specific postsecondary plans.

**SAMPLE PROGRAM OF STUDY  
INFORMATION AND TECHNOLOGIES MANAGEMENT**

Subject	Freshman	Sophomore	Junior	Senior
ENGLISH/LANGUAGE ARTS	English/Language Arts I	English/Language Arts II	English/Language Arts III	English/Language Arts IV
SOCIAL STUDIES	U. S. History	Government	World History	Psychology or World Geography or Social Studies Seminar or Contemporary Issues
SCIENCE	Intro to Secondary Science	Environmental Science I	Biology I	Chemistry I or Physics or Environmental Science II or Human Anatomy and Physiology or Science and Ethics
MATHEMATICS	Pre- Algebra or Algebra I	Algebra I or Algebra II	Geometric Concepts or Geometry	Consumer Finance Algebra III
FOREIGN LANGUAGE				
HEALTH/PHYSICAL EDUCATION*	Health/Physical Education			
FINE ARTS (Arts, Music, Theater)*				
CAREER/TECHNOLOGY PROGRAM COMPLETION		 <p style="text-align: center;"><b>AT LEAST ONE REQUIRED COURSE IN PROGRAM COMPLETION OPTION EACH YEAR</b></p>		
TECHNOLOGY EDUCATION*	Exploring Technology Systems		(See Program Completion Options on p.5)	
<b>RECOMMENDED ELECTIVES:</b> Career and Technology Programs.				

\*Course selections should be scheduled based on individual need and specific postsecondary plans.

## **APPLIED TECHNOLOGY CLUSTER AND THE SCHEDULE AT DORCHESTER SCHOOL OF TECHNOLOGY**

Students who sign-up for and get scheduled into the Applied Technology Cluster will go through a rotation of 8 courses during the 1<sup>st</sup> term of the school year. Those courses are: Auto Body, Auto Mechanics, Carpentry, Diesel Mechanics, Electricity, HVAC (Heat, Ventilation, and Air conditioning), Masonry, and Welding. Students will receive 1 credit for that portion.

At the end of the 1<sup>st</sup> term, students will be given the opportunity to select their choice from those 8 courses in which they will attend for the remainder of the school year. Placement will be based on a student's grades during the 1<sup>st</sup> term – meaning that some students will be placed in their 2<sup>nd</sup> and 3<sup>rd</sup> choices. Students who are placed in Auto Body, Auto Mechanics, or Diesel Mechanics will be enrolled in a course called Introduction to Mechanics. Students who are placed in Carpentry, Electricity, HVAC, Masonry, or Welding will be enrolled in a course called CORE. Students who complete Applied Technology Cluster combined with CORE/Introduction to Mechanics will receive 2 credits.

If successful in Introduction to Mechanics or CORE, students will return to Level I of the appropriate course during the 2<sup>nd</sup> semester of their junior year. If successful in Level I, students will return for Level II of the appropriate course during the 1<sup>st</sup> semester of their senior year.

Due to certification requirements, students must be successful in Introduction to Mechanics or CORE in order to return for Level I and must be successful in Level I in order to return to Level II. No student can be placed directly into Level II.

Students who pass Cluster, Introduction to Mechanics or CORE, and Level I have met the Program Completion component required to graduate from high school in the state of Maryland. However, while not required, these students are encouraged to continue into and complete Level II in order to obtain industry certification.

Please note that none of the above applies to the Medical Services, Culinary Arts, or Horticulture Programs.

## SECTION IV

### GRADE LEVEL CLASSIFICATION

Students accumulating the prescribed credits shall attain the following classifications:

Grade	Minimum Credits*	Additional Criteria
10	5	A minimum of three (3) credits must meet State credit requirements, with <b>at least 1 credit in English, 1 credit in math, and 1 credit in either social studies or science.</b>
11	11	A minimum of eight (8) credits must meet State credit requirements, with <b>at least 2 in English, 1 in social studies, 1 in math, and 1 in science required.</b>
12	17	A minimum of thirteen (13) credits must meet State credit requirements, with at least <b>3 in English, 2 in math, 2 in social studies, and 2 in science required.</b>

\*Placement is also conditional upon being able to complete all required courses in the time remaining until the proposed graduation date.

### CREDIT-EARNING OPTIONS

#### SUMMER SCHOOL

This is a program for students who have failed a course they wish to take for credit. Eligible students should contact the guidance counselor for participation information. Specific criteria for enrollment may be obtained from the principal or guidance counselor.

#### ADVANCED PLACEMENT

In addition to the AP courses listed in art, English, math, science and social studies, students may take the Advanced Placement tests in other areas for which they are uniquely prepared. Students should discuss these options with their subject area teacher and guidance counselor.

#### INDEPENDENT STUDY-Honors

This is a course for juniors and seniors who wish to pursue an area of study at a level beyond what is offered in the regular curriculum. To be eligible, students must have completed or be enrolled in the department's highest-level course and must obtain initial approval from the principal and the Assistant Superintendent for Instruction. The course should be compatible with the student's career plan, program of study, or interests. The student and instructor must develop a contractual plan to include objectives, activities, and criteria for evaluation. Prior to the beginning of the course, the plan is to be developed and submitted for approval. This is to be done at the time of course registration. A copy of this plan is to be included in the student's cumulative file.

## SENIOR AWARDS\*\*

### SELECTION CRITERIA FOR VALEDICTORIAN AND SALUTATORIAN

The valedictorian and the salutatorian of each graduating class are those students with the highest and next highest rank in class, respectively. Rank in class shall be determined by the computation of students' cumulative grade point averages (based on an unweighted 4.0 grading scale), using the final averages of the freshman through senior years.

Additionally, students must have:

1. Successfully completed the Maryland and Dorchester County graduation requirements.
2. Taken a full program of study, which will be composed of college/career prep, and/or honors high school credit courses described in Programs of Study for Dorchester County Public Schools and/or approved postsecondary courses for academic release or dual enrollment.

### HONORS PROGRAM\*\*

Each spring an HONORS AWARDS RECOGNITION is sponsored by the DORCHESTER COUNTY BOARD OF EDUCATION.

Awards for achievement are presented to seniors who meet the Honors Program criteria.

#### A. Academic Honors Program

Students must:

1. Achieve 3.5 overall GPA (based on 4.0 grading scale) in all courses in grades 9 through 12.
2. Pass required courses in the major departments. These include:
  - English** – English/Language Arts IV Honors or English Language and Composition – Advanced Placement
  - Mathematics** – Pre-calculus or Advanced Algebra or Trigonometry
  - Social Studies** – United States History AP or European History AP or Social Studies Seminar Honors or World History Honors
  - Science** – Biology and Chemistry or Physics

#### B. Departmental Honors Program

Students must:

1. Achieve 3.5 GPA (based on 4.0 grading scale) in all courses in grades 9 through 12 in the department awarding the honor.
2. Have at least three credits in the selected department:
  - a. One course or the major independent project must be in the senior year.
  - b. One course in the department must be the following:
    - English** – English/Language Arts IV Honors or English Literature and Composition – Advance Placement
    - Social Studies** – United States History AP or European History AP or Social Studies Seminar Honors or World History Honors
    - Science** – Chemistry or Physics
    - Math** – Pre-calculus
    - Foreign Language** – French III or Spanish III
    - Physical Education** – Physical Education (10-12) or Weight Training
    - Art** – Studio II or AP
    - Music** – Band 12 or Choral Music 12
    - Career and Technology Programs** – terminal course in the specific program (see page 4)
    - Advanced Technology** – successful completion of a level II Advanced Technology course
    - Performing Arts** – Independent Study

3. Demonstrate competency in the department via the quality of the product of the major independent project.
4. Complete a major independent project developed with a mentor, using the following procedure:
  - a. Student indicates desire to do an independent project.
  - b. Teacher takes the matter before the entire department.
  - c. Guidance counselor verifies GPA.
  - d. Department decides who the mentor will be, based on mentor's interest and expertise.
  - e. Student and mentor complete and submit an "Independent Project Plan" to the designated school administrator. Form for project plan will be provided by the mentor.
  - f. The "Independent Project Plan" is written using the following format:
    - (1) Description of project
    - (2) Objectives
    - (3) Plan of action (to include proposed activities, time frame, and possible resources)
    - (4) Evaluation (self-assessment criteria)
    - (5) Description of the product (documented proof)
  - g. Approved plans are channeled to the school principal for final approval.
  - h. Final evaluation of the major independent project is done jointly by the mentor and the school principal.
  - i. Student meets the following deadlines:
    - (1) The plan is approved by the school principal anytime from the student's first day of high school as a ninth grader through October 1 of the student's senior year.
    - (2) The project is completed for evaluation anytime from the end of the student's 11<sup>th</sup> grade and the first day of the 4<sup>th</sup> term of the 12<sup>th</sup> grade.
    - (3) Projects completed without prior approvals, as indicated above, do not meet the requirements for the major independent project for Departmental Honors.

### **C. General Honors Program**

Students must achieve a 3.5 overall GPA (based on 4.0 grading scale) in all courses in grades 9 through 12.

**\*\*An addendum to the 2008-2009 Program of Study will be available this spring focusing on academic achievement. Topics will include Senior Awards and Academic Achievement for students at all grades. These opportunities for recognition will be in effect beginning with all students entering high school in the fall of 2008.**