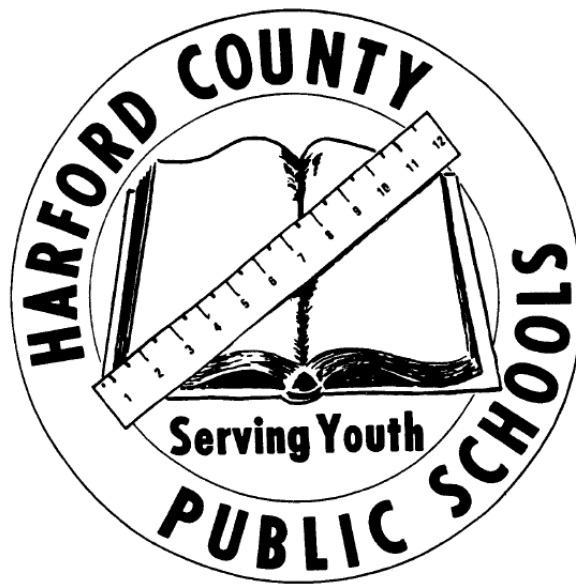


Student Education Planning Guide

2012-2013



102 S. Hickory Avenue
Bel Air, Maryland 21014

ROBERT M. TOMBACK, Ph.D.
SUPERINTENDENT OF SCHOOLS

Harford County Public Schools



MESSAGE FROM THE SUPERINTENDENT

The 2012-2013 Student Education Planning Guide is designed to assist students and families in planning an appropriate and rigorous high school program based on meeting graduation requirements and addressing student interest and career goals. This guide provides a comprehensive outline of course offerings available in our high schools. As it is not feasible for all of our high schools to offer the complete complement of courses contained in this guide, each high school tailors offerings based on factors reflecting student registration, as well as the availability and expertise of its faculty. High schools may prepare additional supplemental registration material during the registration process. Please be sure to consult any and all information provided by individual schools during the registration process.

We are proud of our comprehensive high school course offerings that include programs of rigor, special assistance, acceleration, career interest, as well as study in the fine and technical arts. We wish students success as they pursue their educational goals.

Robert M. Tomback, Ph.D.
Superintendent of Schools

MISSION STATEMENT

The mission of Harford County Public Schools is to foster a quality educational system that challenges students to develop knowledge and skills, and to inspire them to become life-long learners and good citizens.

BOARD OF EDUCATION GOALS

Goal 1: To prepare every student for success in postsecondary education and career.

Goal 2: To encourage and monitor engagement between the school system and the community to support student achievement.

Goal 3: To hire and support skilled staff who are committed to increasing student achievement.

Goal 4: To provide safe, secure, and healthy learning environments that are conducive to effective teaching and learning.



BOARD OF EDUCATION

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SUPERINTENDENT OF SCHOOLS

Dr. Robert M. Tomback

The 2012-13 Student Education Planning Guide was developed under the direction of the Offices of Curriculum, Instruction & Assessment and Secondary Education.

William A. Lawrence
*Associate Superintendent
Curriculum, Instruction and Assessment*

Joseph A. Schmitz
*Executive Director of
High School Performance*

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JALISA WYATT
Havre de Grace High School

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COMPREHENSIVE SECONDARY SCHOOL REFORM PLAN

On June 27, 2005, the Harford County Board of Education approved a Comprehensive Secondary School Reform Plan that includes the following:

- equalization of credit offerings at all high schools
- elevation of credit expectations for graduation
- organization of schools into small learning communities
- requirement of a fourth year mathematics credit experience
- development of additional off-campus educational experiences, including Internet, college, and e-learning
- creation of programmatic consistency and equitable opportunities in all high schools
- creation of dynamic and connected programs of study that engage students and inspire the personal ownership of the learner

The approval of this plan has created opportunities for Harford County Public Schools to serve all students equally well, meet the various high school assessment standards, create an environment that motivates and inspires students to elevate personal achievement, create smaller learning communities that foster positive adult-student relationships, and prepare students for the twenty-first century workplace. The 2012-13 implementation of this plan includes 32 credit opportunities, a flexible eight period schedule, 26 graduation credits to include four mathematics credits and four career cluster credits for all students.

The Career Cluster system helps to align teaching and learning with students' interests, provide a framework for organizing schools into smaller learning communities that allow for more personalized instruction and support, and align high school programs of study with college and workforce requirements. Students will work with parents, teachers and school counselors to identify their individual interests and aptitudes and develop a six-year education plan that includes a sequence of high school courses based on a chosen career cluster and career pathway.

The ultimate goal of the Comprehensive Secondary School Reform Plan is to promote student success, as measured by increased scores on high school assessments, increased attendance rate, increased graduation rate, decreased drop-out rate and decreased issues related to a safe and secure learning environment.

ORGANIZATION AND PURPOSE OF THE STUDENT EDUCATION PLANNING GUIDE

CAREER CLUSTERS AND PATHWAYS

Organization of Student Education Planning Guide:

The *Student Education Planning Guide* is divided into the following three sections:

- Career Cluster and Pathway Planning Guide
- Need-to-Know Information
- Course Descriptions

Purpose of the Student Education Planning Guide:

The *Student Education Planning Guide* will assist in the design of a long term, personalized educational plan that will prepare each student to meet the challenges of the twenty-first century. Through its use, students can see the relevance and purpose of high school coursework, service learning, and extracurricular activities, and the support they provide for individual career planning. This guide will help students, parents, teachers, and school counselors discuss career goals and develop and implement a six-year education plan. With advanced planning and sustained effort, students can graduate from high school having earned college credits and/or industry certifications.

Career Clusters and Pathways:

In an effort to prepare students for a rapidly changing workplace, Harford County Public Schools has developed career clusters and pathways. Career clusters are broad groupings of occupations and industries based on commonalities of service and function. Each career cluster has three or four career pathways. These pathways provide a recommended sequence of courses that will provide quality preparation for a career in a selected cluster. Students will choose clusters and pathways based on their interests and aptitudes.

Harford County Public Schools offers four clusters with pathways listed to the right.

CLUSTER	PATHWAY
Arts, Media, and Communication	Literary Arts
	Performing Arts
	Visual Arts
Business, Finance, and Information Technology	Accounting and Finance
	Business Administration
	Information Technology
	Marketing
Health and Human Services	Education
	Government/Public Services
	Health Services and Personal Care
	Hospitality, Tourism, and Recreation
Science, Engineering, and Technology	Engineering, Manufacturing, and Construction
	Environmental, Agricultural, and Natural Resources
	Science and Technology Studies
	Transportation Technologies

HOW TO USE THE STUDENT EDUCATION PLANNING GUIDE

Step 1

Complete the Career Cluster Interest and Aptitude Charts (pg. 4) to identify the cluster(s) in which you have the greatest interest.

Step 2

Locate the title of the cluster(s) in which you have the greatest interest. Turn to the page(s) listed below:

- Arts, Media, and Communication (pg. 5)
- Business, Finance, and Information Technology (pg. 7)
- Health and Human Services (pg. 9)
- Science, Engineering, and Technology (pg. 11)

Step 3

Focus on your preferred pathway by placing a check by the career that most interests you. The pathway with the most checks is the one that most likely matches your interests.

Step 4

Turn to the page of the pathway in which you have the greatest interest.

Arts, Media, and Communication (pg. 5)

- Literary Arts
- Performing Arts
- Visual Arts

Business, Finance, and Information Technology (pg. 7)

- Accounting and Finance
- Business Administration
- Information Technology
- Marketing

Health and Human Services (pg. 9)

- Education
- Government/Public Services
- Health Services and Personal Care
- Hospitality, Tourism, and Recreation

Science, Engineering, and Technology (pg. 11)

- Engineering, Manufacturing, and Construction
- Environmental, Agricultural, and Natural Resources
- Science and Technology Studies
- Transportation Technologies

Step 5

Complete the six-year education plan (page 132). In consultation with your parent/guardian and school counselor or teacher, use the pathway guide to complete your education plan. Use the course descriptions beginning on page 30 to decide which courses are more appropriate for your career aspirations.

**What activities interest you the most?
Complete the chart on the next page to find possible career matches!**

Career Cluster Interest and Aptitude Chart

Put a check (✓) next to each statement that is true for you.

	Arts, Media, and Communication	Business, Finance, and Information Technology	Health and Human Services	Science, Engineering, and Technology
Would you like to...?	<input type="checkbox"/> Draw, paint or work with clay <input type="checkbox"/> Play or listen to music <input type="checkbox"/> Decorate a room <input type="checkbox"/> Participate in plays <input type="checkbox"/> Read novels and stories <input type="checkbox"/> Be creative with a computer <input type="checkbox"/> Make a video	<input type="checkbox"/> Find ways to make money <input type="checkbox"/> Do detailed work <input type="checkbox"/> Be a leader in a group <input type="checkbox"/> Organize your room or locker <input type="checkbox"/> Learn new ways to use a computer <input type="checkbox"/> Start your own business <input type="checkbox"/> Make money by selling things <input type="checkbox"/> Work with numbers and data	<input type="checkbox"/> Help other people <input type="checkbox"/> Help people solve problems <input type="checkbox"/> Teach others <input type="checkbox"/> Work with a variety of people <input type="checkbox"/> Help people improve their appearance <input type="checkbox"/> Do volunteer work <input type="checkbox"/> Work with young people <input type="checkbox"/> Work with people who are sick	<input type="checkbox"/> Solve math problems <input type="checkbox"/> Take things apart and put them back together <input type="checkbox"/> Do science experiments <input type="checkbox"/> Solve a puzzle <input type="checkbox"/> Use tools <input type="checkbox"/> Play chess <input type="checkbox"/> Build models <input type="checkbox"/> Work outside
Are you able to...?	<input type="checkbox"/> Express yourself clearly <input type="checkbox"/> Perform in a group <input type="checkbox"/> Play a musical instrument <input type="checkbox"/> Draw, paint or create with clay <input type="checkbox"/> Sing or dance <input type="checkbox"/> Write interesting stories <input type="checkbox"/> Design a web page <input type="checkbox"/> Communicate well with people	<input type="checkbox"/> Follow instructions <input type="checkbox"/> Organize and manage your time <input type="checkbox"/> Manage money <input type="checkbox"/> Pay attention to details <input type="checkbox"/> Work well with numbers <input type="checkbox"/> Lead others <input type="checkbox"/> Plan an activity for a group <input type="checkbox"/> Convince others that your idea is right	<input type="checkbox"/> Make friends easily <input type="checkbox"/> Express yourself clearly <input type="checkbox"/> Make wise decisions <input type="checkbox"/> Work cooperatively with others <input type="checkbox"/> Listen to other people's concerns <input type="checkbox"/> Help others learn <input type="checkbox"/> Help others have fun <input type="checkbox"/> Help someone who is angry	<input type="checkbox"/> Use a microscope <input type="checkbox"/> Repair a bicycle <input type="checkbox"/> Do well in science <input type="checkbox"/> Use a diagram to build something <input type="checkbox"/> Accurately measure things <input type="checkbox"/> Figure out how something works <input type="checkbox"/> Do well in math <input type="checkbox"/> Fix electrical things
Total checks	<input style="width: 50px; height: 20px;" type="text"/>	<input style="width: 50px; height: 20px;" type="text"/>	<input style="width: 50px; height: 20px;" type="text"/>	<input style="width: 50px; height: 20px;" type="text"/>
Count all the checks (✓) and mark them at the bottom of the column. The cluster with the most checks is the one that seems to best match your interests and abilities. This may be the cluster you wish to explore in high school.				
Highest interest cluster = _____ Second highest interest cluster = _____				

ARTS, MEDIA, AND COMMUNICATION

LITERARY ARTS	PERFORMING ARTS	VISUAL ARTS
<input type="checkbox"/> Advertiser <input type="checkbox"/> Author <input type="checkbox"/> Booking Agent <input type="checkbox"/> Business Manager/Agent <input type="checkbox"/> Copywriter <input type="checkbox"/> Editor <input type="checkbox"/> Grant Writer <input type="checkbox"/> Journalist <input type="checkbox"/> Playwright <input type="checkbox"/> Poet <input type="checkbox"/> Publisher <input type="checkbox"/> Reporter <input type="checkbox"/> Researcher <input type="checkbox"/> Screen Writer <input type="checkbox"/> Technical Writer	<input type="checkbox"/> Actor <input type="checkbox"/> Art/Drama Teacher <input type="checkbox"/> Audio/Visual Specialist <input type="checkbox"/> Booking Agent/Choreographer <input type="checkbox"/> Composer <input type="checkbox"/> Conductor <input type="checkbox"/> Costume Designer <input type="checkbox"/> Dance Critic <input type="checkbox"/> Dancer <input type="checkbox"/> Dance Teacher/Educator <input type="checkbox"/> Dance Therapist <input type="checkbox"/> Director <input type="checkbox"/> Film Critic <input type="checkbox"/> Film Director <input type="checkbox"/> Lighting Designer <input type="checkbox"/> Musician <input type="checkbox"/> Music Teacher <input type="checkbox"/> Music Therapist <input type="checkbox"/> Public Information Officer <input type="checkbox"/> Public Relations Specialist <input type="checkbox"/> Radio/TV Announcer <input type="checkbox"/> Sound Engineer <input type="checkbox"/> Stage Manager <input type="checkbox"/> Technical Director <input type="checkbox"/> Theatre Critic	<input type="checkbox"/> Animator <input type="checkbox"/> Architectural Technician <input type="checkbox"/> Art Teacher <input type="checkbox"/> Artist/Commercial Artist <input type="checkbox"/> Arts and Crafts Recreation Director <input type="checkbox"/> Audio/Video Specialist <input type="checkbox"/> Bindery and Finishing Technician <input type="checkbox"/> Cartoonist <input type="checkbox"/> Digital Imaging Specialist <input type="checkbox"/> Event Coordinator <input type="checkbox"/> Exterior/Interior Designer <input type="checkbox"/> Fashion Designer <input type="checkbox"/> Film/Videographer <input type="checkbox"/> Grant Writer <input type="checkbox"/> Graphic Designer <input type="checkbox"/> Illustrator <input type="checkbox"/> Painter <input type="checkbox"/> Photographer <input type="checkbox"/> Photojournalist <input type="checkbox"/> Printing Press Operator <input type="checkbox"/> Sculptor

ARTS, MEDIA, AND COMMUNICATION

LITERARY ARTS	PERFORMING ARTS	VISUAL ARTS
Required Pathway Courses	Required Pathway Courses	Required Pathway Courses
<p style="text-align: center;">Literary Arts**</p> <p>Four credits in:</p> <ul style="list-style-type: none"> • Journalism I • Journalism II • Journalism III • Creative Writing I • Creative Writing II • Creative Writing III • Yearbook • Drama I • Humanities • Women in Perspective • AP English Language & Composition • AP English Literature & Composition 	<p style="text-align: center;">Music**</p> <p>Three - Four credits in ONE of the following ensembles:</p> <ul style="list-style-type: none"> • Band (Band I, Band II, General Band, Concert Band, Symphonic Band)* • Chorus (Chorus I, Chorus II, A Cappella Choir, Men's Chorus, Women's Chorus, Advanced Chorus, Madrigal Choir, Show Choir) • Orchestra (Orchestra I, II, III, IV)* • Percussion (Percussion Ensemble I, II, III, IV) • Jazz (Jazz Ensemble I, II, III, IV) • Guitar (Guitar Lab I, Guitar Ensemble I, II, III) <p>Fourth credit option: Beginning Piano, Music Theory, AP Music Theory, Music Technology I</p> <p>*One Band or Orchestra course can be substituted with Chamber Music</p> <p style="text-align: center;">or</p> <p style="text-align: center;">Drama**</p> <ol style="list-style-type: none"> 1. Drama I 2. Drama II 3. Drama III 4. Choose one elective: Humanities, Beginning Piano, Voice, Fine Art Preparation, Interior Design, Dance, Clothing and Textiles I, American Music in the Theater and Film, Survey of Twentieth-Century Popular Music, Chorus I <p style="text-align: center;">or</p> <p style="text-align: center;">Dance**</p> <p>Three – Four credits in the following:</p> <ul style="list-style-type: none"> • Dance I • Dance II • Dance III • Dance IV • Dance Company <p>Fourth credit option: Humanities, American Music in the Theater and Film, Survey of Twentieth-Century Popular Music</p>	<p style="text-align: center;">Visual Arts**</p> <p>Three - Four credits in ONE of the following content strands:</p> <ul style="list-style-type: none"> • Drawing (Fine Art Preparation, Drawing and Painting, Advanced Drawing, Advanced Studio Drawing, AP Studio Art-Drawing or 2-D Design) • Painting (Fine Art Preparation, Drawing and Painting, Advanced Painting, Advanced Studio Painting, AP Studio Art-Drawing or 2-D Design) • 3-D Design (Fine Art Preparation, 3-D Design, Crafts, Advanced 3-D Design, Advanced Studio 3D Design, AP Studio Art-3-D Design) • Visual Communications (Fine Art Preparation, Drawing and Painting, Photography, Advanced Photography, Printmaking, Visual Communication, Advanced Studio Visual Communications, AP Studio Art-Drawing or 2-D Design) <p>Fourth credit option: AP Art History, or any art course, except Art Appreciation, beyond Fine Art Preparation that is not included the chosen strand</p> <p style="text-align: center;">or</p> <p style="text-align: center;">Printing and Graphic Communication* (HTHS)</p> <ol style="list-style-type: none"> 1. Printing and Graphic Communication I 2. Printing and Graphic Communication II 3. Printing and Graphic Communication III

* Designates an approved Career and Technology Education Career Completer Program

** Must include two years of world language and other University System of Maryland requirements and/or two Advanced Technology courses

BUSINESS, FINANCE, AND INFORMATION TECHNOLOGY

ACCOUNTING AND FINANCE	BUSINESS ADMINISTRATION	INFORMATION TECHNOLOGY	MARKETING
<input type="checkbox"/> Accountant <input type="checkbox"/> Account Clerk <input type="checkbox"/> Account Payable Clerk <input type="checkbox"/> Appraiser <input type="checkbox"/> Audit Clerk <input type="checkbox"/> Auditor <input type="checkbox"/> Bank Teller <input type="checkbox"/> Budget Analyst <input type="checkbox"/> Certified Public Accountant <input type="checkbox"/> Claims Adjuster and Examiner <input type="checkbox"/> Collector <input type="checkbox"/> Comptroller <input type="checkbox"/> Cost Estimator <input type="checkbox"/> Credit Analyst <input type="checkbox"/> Purchasing <input type="checkbox"/> Junior Underwriter <input type="checkbox"/> Risk Analyst <input type="checkbox"/> Senior Underwriter <input type="checkbox"/> Systems Analyst <input type="checkbox"/> Tax Preparer	<input type="checkbox"/> Administrator <input type="checkbox"/> Accountant <input type="checkbox"/> Auditor <input type="checkbox"/> Bookkeeper <input type="checkbox"/> Business Executive <input type="checkbox"/> Business Manager <input type="checkbox"/> Certified Public Accountant <input type="checkbox"/> Collections Officer <input type="checkbox"/> Economist <input type="checkbox"/> Entrepreneur <input type="checkbox"/> Financial Counselor <input type="checkbox"/> Insurance Sales <input type="checkbox"/> Lending Officer <input type="checkbox"/> Management Analyst <input type="checkbox"/> Medical Secretary <input type="checkbox"/> Paralegal <input type="checkbox"/> Personnel Manager <input type="checkbox"/> Product Manager <input type="checkbox"/> Realtor/Real Estate Mgr. <input type="checkbox"/> Receptionist <input type="checkbox"/> Regulations Officer <input type="checkbox"/> Secretary <input type="checkbox"/> Securities Clerk <input type="checkbox"/> Stockbroker <input type="checkbox"/> Switchboard Operator <input type="checkbox"/> Teller <input type="checkbox"/> Trust Officer	<input type="checkbox"/> Business Machines Operator <input type="checkbox"/> Communications Technician <input type="checkbox"/> Computer Engineer <input type="checkbox"/> Computer Programmer <input type="checkbox"/> Computer Scientist <input type="checkbox"/> Computer Technician <input type="checkbox"/> Database Administrator <input type="checkbox"/> Data Entry <input type="checkbox"/> Electrical Technician <input type="checkbox"/> Electronics Engineer <input type="checkbox"/> Network Administrator <input type="checkbox"/> Software Architect <input type="checkbox"/> Software Engineer <input type="checkbox"/> System Analyst <input type="checkbox"/> Web Designer <input type="checkbox"/> Webmaster	<input type="checkbox"/> Advertising and Promotions Manager <input type="checkbox"/> Buyer <input type="checkbox"/> Customer Service Representative <input type="checkbox"/> Market Research Analyst <input type="checkbox"/> Marketing Manager <input type="checkbox"/> Media Coordinator <input type="checkbox"/> Public Relations Assistant <input type="checkbox"/> Public Relations Specialist <input type="checkbox"/> Publicist <input type="checkbox"/> Sales Representative

BUSINESS, FINANCE, AND INFORMATION TECHNOLOGY

ACCOUNTING AND FINANCE	BUSINESS ADMINISTRATION	INFORMATION TECHNOLOGY	MARKETING
Required Pathway Courses	Required Pathway Courses	Required Pathway Courses	Required Pathway Courses
<p align="center">Accounting*</p> <ol style="list-style-type: none"> Principles of Business Administration and Management Financial Management with Software Applications Accounting I Accounting II <p align="center">or</p> <p align="center">Academy of Finance (EHS)*</p> <ol style="list-style-type: none"> Accounting I Introduction to Finance Economics, Banking and Credit Securities, Insurance and International Finance 	<p align="center">Administrative Services*</p> <ol style="list-style-type: none"> Principles of Business Administration and Management Financial Management with Software Applications Applications of Computer Technology II Office Systems Management <p align="center">or</p> <p align="center">Business Management*</p> <ol style="list-style-type: none"> Principles of Business Administration and Management Financial Management with Software Applications Accounting I E-Business 	<p align="center">Computer Programming*+</p> <ol style="list-style-type: none"> Applications of Computer Technology I or Accounting I Computer Programming I Computer Programming II Computer Programming III 	<p align="center">Marketing*</p> <ol style="list-style-type: none"> Principles of Business Administration and Management Financial Management with Software Applications Marketing I Marketing II

* Designates an approved Career and Technology Education Career Completer Program

** Must include two years of world language and other University System of Maryland requirements and/or two Advanced Technology courses

+ Science, Technology, Engineering and Mathematics (STEM) related pathway

HEALTH AND HUMAN SERVICES

EDUCATION	GOVERNMENT/ PUBLIC SERVICE	HEALTH SERVICES/PERSONAL CARE	HOSPITALITY, TOURISM, AND RECREATION
<input type="checkbox"/> Child Care Director <input type="checkbox"/> Child Care Worker <input type="checkbox"/> Coach <input type="checkbox"/> College Administrator <input type="checkbox"/> Counselor <input type="checkbox"/> Home Day Care Provider <input type="checkbox"/> Instructional Assistant <input type="checkbox"/> Media Specialist <input type="checkbox"/> Professor <input type="checkbox"/> Psychologist <input type="checkbox"/> School Administrator <input type="checkbox"/> Teacher	<input type="checkbox"/> Bailiff <input type="checkbox"/> Court Clerk <input type="checkbox"/> Emergency Medical Technician <input type="checkbox"/> Fish/Game Warden <input type="checkbox"/> Judge <input type="checkbox"/> Law Enforcement Officer <input type="checkbox"/> Language Interpreter <input type="checkbox"/> Lawyer <input type="checkbox"/> Legal Secretary <input type="checkbox"/> Linguist <input type="checkbox"/> Lobbyist <input type="checkbox"/> Military/Armed Services Personnel <input type="checkbox"/> Paralegal <input type="checkbox"/> Politician <input type="checkbox"/> Postal Worker <input type="checkbox"/> Private Detective <input type="checkbox"/> Probation/Corrections Officer <input type="checkbox"/> Public Health Officer <input type="checkbox"/> Secret Service Agent <input type="checkbox"/> Social Worker <input type="checkbox"/> Title Examiner	<input type="checkbox"/> Anesthesiologist <input type="checkbox"/> Athletic Trainer <input type="checkbox"/> Chiropractor <input type="checkbox"/> Cosmetologist <input type="checkbox"/> Dental Hygienist <input type="checkbox"/> Dentist <input type="checkbox"/> Dietician <input type="checkbox"/> Home Health Aid <input type="checkbox"/> Hospital Administrator <input type="checkbox"/> Licensed Practical Nurse <input type="checkbox"/> Medical/Nursing Instructor <input type="checkbox"/> Medical Technician <input type="checkbox"/> Nurse <input type="checkbox"/> Nursing Home Administrator <input type="checkbox"/> Nutritionist <input type="checkbox"/> Occupational Therapist <input type="checkbox"/> Optician <input type="checkbox"/> Personal Trainer <input type="checkbox"/> Pharmacist <input type="checkbox"/> Physical Therapist <input type="checkbox"/> Physician's Assistant <input type="checkbox"/> Physician <input type="checkbox"/> Psychologist <input type="checkbox"/> Social Worker <input type="checkbox"/> Speech Pathologist	<input type="checkbox"/> Camp Counselor <input type="checkbox"/> Caterer <input type="checkbox"/> Chef <input type="checkbox"/> Conference Planner <input type="checkbox"/> Event Planner <input type="checkbox"/> Flight Attendant <input type="checkbox"/> Golf Course Manager <input type="checkbox"/> Hotel Manager <input type="checkbox"/> Hunting/Fishing Guide <input type="checkbox"/> Marketing/Advertising/ Public Relations Mgr. <input type="checkbox"/> Operations Facility Management <input type="checkbox"/> Park Ranger <input type="checkbox"/> Parks and Recreation Director <input type="checkbox"/> Reservation Manager <input type="checkbox"/> Restaurant Manager <input type="checkbox"/> Ticketing Agent <input type="checkbox"/> Tour Guide <input type="checkbox"/> Travel Agent

HEALTH AND HUMAN SERVICES

EDUCATION	GOVERNMENT/PUBLIC SERVICE	HEALTH SERVICES/ PERSONAL CARE	HOSPITALITY, TOURISM, AND RECREATION
Required Pathway Courses	Required Pathway Courses	Required Pathway Courses	Required Pathway Courses
<p>Early Childhood Education*</p> <ol style="list-style-type: none"> 1. Learning About Children 2. Working with Children I 3. Independent & Family Living 4. Working with Children II <p style="text-align: center;">or</p> <p>Teacher Academy of Maryland*</p> <ol style="list-style-type: none"> 1. Human Growth & Dev. Through Adolescence 2. Teaching as a Profession 3. Foundations of Curriculum and Instruction 4. TAM Internship <p style="text-align: center;">or</p> <p>General Education** (only for FAHS, HGHS, JOHS)</p> <p>½ - One credit in:</p> <ul style="list-style-type: none"> • Psychology <p>3 – 3 ½ credits in:</p> <ul style="list-style-type: none"> • Sociology • Learning About Children • Working With Children • Math(s) beyond Algebra II • 4th Credit Science • 3rd Credit World Language • 4th Credit World Language • AP World Language • AP Psychology • College Sociology 	<p style="text-align: center;">Fire/Rescue EMT*+</p> <ol style="list-style-type: none"> 1. Career Research & Development or Career Development, Preparation, and Transition 2. Maryland Fire and Rescue Institute Program <p style="text-align: center;">or</p> <p style="text-align: center;">Homeland Security and Emergency Preparedness (JHS)*+</p> <ol style="list-style-type: none"> 1. Foundations of Homeland Security & Emergency Prep 2. Courses 2 & 3 will be based 3. on selection of strand 4. Internship/Capstone Experience <p style="text-align: center;">or</p> <p style="text-align: center;">Social Sciences**</p> <p>Four credits* in:</p> <ul style="list-style-type: none"> • AP American Government and Politics • AP Psychology • AP Economics • AP Human Geography • AP Art History • College Sociology • Contemporary Issues • World Geography • Law in America • Sociology • Speech Communication • Psychology • Economics • African American History • 3rd Credit World Language • 4th Credit World Language • AP World Language <p>*It is recommended that one AP course be included</p> <p style="text-align: center;">or</p> <p style="text-align: center;">World Languages</p> <p>Four credits in ONE of the following World Languages:</p> <ul style="list-style-type: none"> • French • Spanish • German 	<p style="text-align: center;">Licensed Cosmetology (HTHS)*</p> <ol style="list-style-type: none"> 1. Licensed Cosmetology I 2. Licensed Cosmetology II 3. Licensed Cosmetology III <p style="text-align: center;">or</p> <p style="text-align: center;">Health Occupations (HTHS)*+</p> <ol style="list-style-type: none"> 1. Health Occupations I 2. Health Occupations II 3. Health Occupations III <p style="text-align: center;">or</p> <p style="text-align: center;">Medical Services**+</p> <p>At least Two credits in:</p> <ul style="list-style-type: none"> • Advanced Health or Public Health • 4th Credit Biological Science (AP Biology, Microbiology, Anatomy/Physiology or Biochemistry) <p>Two credits in:</p> <ul style="list-style-type: none"> • Psychology • Math(s) beyond Algebra II • 3rd Credit World Language • 4th Credit World Language • AP World Language • AP Psychology <p style="text-align: center;">or</p> <p style="text-align: center;">Biomedical Sciences (BAHS)*+</p> <ol style="list-style-type: none"> 1. Principles of the Biomedical Sciences 2. Human Body Systems 3. Medical Intervention 4. Biomedical Innovations 	<p style="text-align: center;">Food and Beverage Management*</p> <ol style="list-style-type: none"> 1. Introduction to Food Preparation & Hospitality 2. Advanced Food Preparation & Hospitality 3. Food & Hospitality Management 4. Food & Hospitality Practicum <p style="text-align: center;">or</p> <p style="text-align: center;">Food Preparation and Management (HTHS)*</p> <ol style="list-style-type: none"> 1. Food Preparation and Management I 2. Food Preparation and Management II 3. Food Preparation and Management III <p style="text-align: center;">or</p> <p style="text-align: center;">Career Research and Development*</p> <ol style="list-style-type: none"> 1. Career Research and Development 2. Career Development, Preparation, and Transition 3. Work-based Learning Experience

* Designates an approved Career and Technology Education Career Completer Program

** Must include two years of world language and other University System of Maryland requirements and/or two Advanced Technology courses

+ Science, Technology, Engineering and Mathematics (STEM) related pathway

SCIENCE, ENGINEERING, AND TECHNOLOGY

ENGINEERING, MANUFACTURING, AND CONSTRUCTION	ENVIRONMENTAL, AGRICULTURAL, AND NATURAL RESOURCES	SCIENCE AND TECHNOLOGY STUDIES	TRANSPORTATION TECHNOLOGIES
<input type="checkbox"/> Aerospace Engineer <input type="checkbox"/> Appliance Technician <input type="checkbox"/> Architect <input type="checkbox"/> Architectural Designer <input type="checkbox"/> Boilermaker <input type="checkbox"/> Building Inspector <input type="checkbox"/> Carpenter <input type="checkbox"/> Chemical Engineer <input type="checkbox"/> Civil Engineer <input type="checkbox"/> Construction Manager <input type="checkbox"/> Contractor <input type="checkbox"/> Draftsman <input type="checkbox"/> Electrical Engineer <input type="checkbox"/> Electrician <input type="checkbox"/> Electronics Technician <input type="checkbox"/> Glazer <input type="checkbox"/> Mason <input type="checkbox"/> Mechanical Engineer <input type="checkbox"/> Nuclear Engineer <input type="checkbox"/> Plumbing and HVAC Technician <input type="checkbox"/> Robotics Technician <input type="checkbox"/> Structural Engineer <input type="checkbox"/> Safety Engineer <input type="checkbox"/> Welder	<input type="checkbox"/> Agronomist <input type="checkbox"/> Aquaculturist <input type="checkbox"/> Biologist <input type="checkbox"/> Botanist <input type="checkbox"/> Butcher <input type="checkbox"/> Conservation Scientist <input type="checkbox"/> Environmental Engineer <input type="checkbox"/> Farm Manager <input type="checkbox"/> Forester <input type="checkbox"/> Groundskeeper <input type="checkbox"/> Hazardous Materials Manager <input type="checkbox"/> Landscaper Architect <input type="checkbox"/> Marine Biologist <input type="checkbox"/> Marine Technician <input type="checkbox"/> Meteorologist <input type="checkbox"/> Naturalist <input type="checkbox"/> Oceanographer <input type="checkbox"/> Safety Inspector <input type="checkbox"/> Urban Planner <input type="checkbox"/> Water/Waste Water Treatment Operator <input type="checkbox"/> Zoologist	<input type="checkbox"/> Bench Technician <input type="checkbox"/> Chemist <input type="checkbox"/> Laboratory Assistant <input type="checkbox"/> Mathematician <input type="checkbox"/> Physicist <input type="checkbox"/> Production Technician <input type="checkbox"/> Quality Control/Assurance Director <input type="checkbox"/> Research Assistant <input type="checkbox"/> Research Technician <input type="checkbox"/> Scientist <input type="checkbox"/> Senior Scientist <input type="checkbox"/> Statistician <input type="checkbox"/> Technical Writer	<input type="checkbox"/> Accident Investigation <input type="checkbox"/> Automotive Service Advisor <input type="checkbox"/> Automotive Technician <input type="checkbox"/> Collision Repair Technician <input type="checkbox"/> Design Engineer <input type="checkbox"/> Diagnostician <input type="checkbox"/> Diesel Mechanic <input type="checkbox"/> Electronic Equipment Installer and Repairer Motor Vehicles <input type="checkbox"/> Emissions Inspector <input type="checkbox"/> Fleet Maintenance Manager <input type="checkbox"/> Mechanic <input type="checkbox"/> Parts Managers <input type="checkbox"/> Structural Engineer <input type="checkbox"/> Traffic Engineer

SCIENCE, ENGINEERING, AND TECHNOLOGY

ENGINEERING, MANUFACTURING, AND CONSTRUCTION	ENVIRONMENTAL, AGRICULTURAL, AND NATURAL RESOURCES	SCIENCE AND TECHNOLOGY STUDIES	TRANSPORTATION TECHNOLOGIES
Required Pathway Courses	Required Pathway Courses	Required Pathway Courses	Required Pathway Courses
<p style="text-align: center;">General Engineering***+</p> <p>At least two credits in Advanced Technology courses:</p> <ul style="list-style-type: none"> • Technological Design • Advanced Design Applications • Advanced Technological Applications <p>Remaining one or two credits in:</p> <ul style="list-style-type: none"> • Physics • Chemistry • Algebra II • Trigonometry • Geometry-Applied or Integrated • CADD I • 3rd Credit World Language • 4th Credit World Language • AP World Language <p style="text-align: center;">or</p> <p style="text-align: center;">Certified Welding (HTHS)*+</p> <ol style="list-style-type: none"> 1. Introduction to Manufacturing 2. Certified Welding I 3. Certified Welding II <p style="text-align: center;">or</p> <p style="text-align: center;">CADD (HTHS)*+</p> <ol style="list-style-type: none"> 1. Introduction to Manufacturing 2. Computer-Aided Design and Drafting I 3. Computer-Aided Design and Drafting II <p style="text-align: center;">or</p> <p style="text-align: center;">Computer-Aided Machining/High Performance Manufacturing (HTHS)*+</p> <ol style="list-style-type: none"> 1. Introduction to Manufacturing 2. CAM/HPM I 3. CAM/HPM II <p style="text-align: center;">or</p> <p style="text-align: center;">Computer and Network Technology (HTHS)*+</p> <ol style="list-style-type: none"> 1. Introduction to Manufacturing 2. Computer and Networking Tech I 3. Computer and Networking Tech II <p style="text-align: center;">or</p> <p style="text-align: center;">(continued on next page)</p>	<p style="text-align: center;">Agriculture/Animal Science (HTHS or NHHS)*+</p> <p>Four credits in:</p> <ul style="list-style-type: none"> • Agriculture I • Agriculture II • Agriculture III • Animal Science I • Animal Science II • Animal Science III <p style="text-align: center;">or</p> <p style="text-align: center;">Horticulture/Floral Design (HTHS or NHHS)*+</p> <p>Four credits in:</p> <ul style="list-style-type: none"> • Horticulture I • Horticulture II • Horticulture III • Floral Design I • Floral Design II • Floral Design III <p style="text-align: center;">or</p> <p style="text-align: center;">Environmental Science**+</p> <p>At least two credits in:</p> <ul style="list-style-type: none"> • Environmental Science I • Environmental Science II • AP Environmental Science <p>Up to Two credits in:</p> <ul style="list-style-type: none"> • Earth Science • Chemistry • Botany • Zoology • Marine Science • Biochemistry • Advanced Health • Public Health • Microbiology • 3rd Credit World Language • 4th Credit World Language • AP World Language 	<p style="text-align: center;">Science/Math Academy (AHS)**+</p> <ol style="list-style-type: none"> 1. Science, Research and Technology I 2. Science, Research and Technology II 3. Science, Research and Technology III 4. Science, Research and Technology IV <p style="text-align: center;">or</p> <p style="text-align: center;">Science and Mathematics Advanced Studies**+</p> <p>Select four credits in addition to the HCPS graduation requirements of four maths and 3 sciences:</p> <ul style="list-style-type: none"> • Trigonometry • Foundations of College Math • Precalculus • AP Calculus AB • AP Calculus BC • AP Statistics • Anatomy & Physiology • Botany • Chemistry or AP Chemistry • Biochemistry • Environmental Science (II or AP) • Earth Science • Forensic Science • Marine Science • Physics or AP Physics • Zoology • AP Biology • Astronomy • Microbiology • AP Computer Science • Statistics • 3rd Credit World Language • 4th Credit World Language • AP World Language 	<p style="text-align: center;">Automotive Diagnostics and Systems Repair (HTHS)*+</p> <ol style="list-style-type: none"> 1. Introduction to Automotives 2. Automotive Diagnostics and Systems Repair I 3. Automotive Diagnostics and Systems Repair II <p style="text-align: center;">or</p> <p style="text-align: center;">Automotive Refinishing and Collision Repair (HTHS)*+</p> <ol style="list-style-type: none"> 1. Introduction to Automotives 2. Automotive Refinishing and Collision Repair I 3. Automotive Refinishing and Collision Repair II

SCIENCE, ENGINEERING, AND TECHNOLOGY

ENGINEERING, MANUFACTURING, AND CONSTRUCTION	ENVIRONMENTAL, AGRICULTURAL, AND NATURAL RESOURCES	SCIENCE AND TECHNOLOGY STUDIES	TRANSPORTATION TECHNOLOGIES
Required Pathway Courses	Required Pathway Courses	Required Pathway Courses	Required Pathway Courses
<p>Brick and Block Masonry (HTHS)*+</p> <ol style="list-style-type: none"> 1. Introduction to Construction 2. Brick and Block Masonry I 3. Brick and Block Masonry II <p style="text-align: center;">or</p> <p>Carpentry (HTHS)*+</p> <ol style="list-style-type: none"> 1. Introduction to Construction 2. Carpentry I 3. Carpentry II <p style="text-align: center;">or</p> <p>Electricity (HTHS)*+</p> <ol style="list-style-type: none"> 1. Introduction to Construction 2. Electricity I 3. Electricity II <p style="text-align: center;">or</p> <p>Heating, Air Conditioning, and Refrigeration Technology (HTHS)*+</p> <ol style="list-style-type: none"> 1. Introduction to Construction 2. Heat, Air Condition, & Refrig. Tech I 3. Heat, Air Condition, & Refrig. Tech II <p style="text-align: center;">or</p> <p>Residential Plumbing (HTHS)*+</p> <ol style="list-style-type: none"> 1. Introduction to Construction 2. Residential Plumbing I 3. Residential Plumbing II 	<p>Natural Resources & Agricultural Sciences (NHHS)*+</p> <ol style="list-style-type: none"> 1. Foundations of Large Animal/Equine, Plant & Natural Resources 2. { Course 2 & 3 will be based on selection of strand 3. } 4. Internship/Capstone Experience 		

* Designates an approved Career and Technology Education Career Completer Program

** Must include two years of world language and other University System of Maryland requirements and/or two Advanced Technology courses

*** This pathway includes two Advanced Technology courses

+ Science, Technology, Engineering and Mathematics (STEM) related pathway

NEED-TO-KNOW INFORMATION



CODY VELASQUEZ
C. Milton Wright High School

GRADUATION REQUIREMENTS

Requirements for graduation from a Maryland Public School are listed below. Students must earn passing scores on the High School Assessments, or earn a combined score of 1208 across all three assessments, and earn a minimum of 26 credits in Grades 9 through 12 to receive a Maryland High School Diploma.

Subject Area	Specific Credit Requirements	High School Assessments
English	4 credits	Students must complete one of the following options to meet the High School Assessment requirement: <ul style="list-style-type: none"> • Pass all three of the Maryland High School Assessments; or • Meet the total combined score option (1208); or • Successfully complete the Bridge Plan for Academic Validation for those assessments which the student has not achieved the passing score or earned scores high enough to meet the combined score of 1208.
Mathematics	4 credits, including <ul style="list-style-type: none"> ➤ 1 in Algebra I or Algebra IB ➤ 1 in Applied Geometry or Integrated Geometry 	
Science	3 credits, including <ul style="list-style-type: none"> ➤ 1 in Biology 	
Social Studies	3 credits <ul style="list-style-type: none"> ➤ 1 in American Government ➤ 1 in World History ➤ 1 in U.S. History 	

Other Requirements

Fine Arts	1 credit
Physical Education	1 credit (1/2 credit must include Foundations of Fitness and Physical Activity)
Health	.5 credit
Foundations of Technology	1 credit
Career Pathway and Completer Program Requirements	4-6 credits <ul style="list-style-type: none"> ➤ 4 credits in an approved CTE Career Completer Program or ➤ 4 credits in a Career Pathway Program + 2 World Language + USM requirements (Algebra I, Geometry and Algebra II) or ➤ 4 credits in a Career Pathway Program + 2 Advanced Technology or 4 credits in the General Engineering Pathway
Electives	May vary according to program.

ADDITIONAL GRADUATION REQUIREMENTS

Maryland High School Certificate

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

1. The student is enrolled in an education program for at least four years beyond Grade 8, or its age equivalent, and is determined by an Individualized Education Program (IEP) Committee, with the agreement of the parents of the student with a disability, to have developed appropriate skills for the individual to enter the world of work, act responsibly as a citizen, and enjoy a fulfilling life. "World of work" may include gainful employment, work activity centers, sheltered workshops, and supported employment.
2. The student has been enrolled in an education program for four years beyond Grade 8, or its age equivalent, and has reached age 21.

The Elective Program

A student should select elective credits in consultation with his or her parents, teachers, and school counselor. The selection of elective credits allows a student to plan an individual program of studies to meet his or her unique goals, needs, interests, and abilities.

1. For students interested in continuing their education beyond high school, care should be taken to assure that courses selected are of a type commonly accepted for admission to post-secondary educational institutions. The program for each student should be developed in terms of his or her particular career objectives, as well as the entrance requirements of those institutions where he or she plans to seek admission.
2. For students interested in obtaining employment immediately following high school graduation, care should be taken to assure that the courses selected are of the type and duration to enable the student to gain entry-level employment in the occupation for which training was given. The information on page 133 provides details about the Advanced Technology courses and the Career and Technology Completer Sequence.
3. For students interested in pursuing both 1 and 2 above, care should be taken to develop a program that will provide the necessary preparation for further education and will also fulfill career demands. The information on page 133 provides details about the three completer program options.

For **all** students, care should be taken to develop a program that will provide personal fulfillment in every area, including experience in the fine arts, technology education, and physical development.

High school principals have the discretion to cancel an elective course if student enrollment is too low, if staffing allotments cannot accommodate the course, or if schedule priorities cause unavoidable conflicts that prevent the course offering.

MAGNET PROGRAMS

Magnet programs in Harford County Public Schools are defined as high school programs with a specialized curriculum that are currently offered at one site and are available to eighth grade students in Harford County who qualify through an application process. Magnet programs can be total-school or school-within-a-school programs for which transportation is provided.

Magnet programs offer students an opportunity to see relevance and purpose to high school course work. They prepare students for the 21st Century workplace in smaller learning communities; provide students the opportunity to earn college credits and/or industry certifications; and provide students with positive working relationships with adult mentors.

Comprehensive information about all of the magnet programs can be found at www.hcps.org. Follow the pull-down menu under “Schools”, then “Magnet Programs.” The following are Board of Education approved Magnet Programs:

Harford Technical High School

As Harford County’s singular school for academic studies and career/technical education, Harford Technical High School serves a population of students from throughout the county. Students in grades nine through 12 are offered opportunities to prepare for college, further post-secondary technical education, and/or enter into the work force or U.S. military through participation in one of nineteen career and technical programs, beginning in grade nine.

Harford Technical High School provides state-of-the-art facilities, with a rigorous curriculum offered by staff who create a challenging learning environment for all students. Faculty and staff strive to integrate academic and technical fields so that all studies are meaningful and rewarding for all students. The programs offered at the school are described beginning on page 102 of this guide.

International Baccalaureate Program

The International Baccalaureate (IB) Diploma Programme at Edgewood High School is an accelerated academic program that allows students to be active, well-rounded individuals, as well as engaged world citizens. Through this program, students will be encouraged to ask challenging questions, learn how to learn, develop a strong sense of their own identity and culture, and develop the ability to communicate with and understand people from other countries and cultures.

All Diploma Programme students must engage in three core requirements: the extended essay, theory of knowledge (TOK), and creativity, action, service (CAS). The extended essay has a prescribed limit of 4,000 words. It offers the opportunity to investigate a topic of interest, and acquaints students with the independent research and writing skills expected at the college level. The TOK course is designed to provide coherence by exploring the nature of knowledge across disciplines, and encouraging an appreciation of other cultural perspectives. Participation in the CAS program encourages students to be involved in artistic pursuits, sports, and community service work.

MAGNET PROGRAMS

The Science and Mathematics Academy at Aberdeen

The Science and Mathematics Academy at Aberdeen High School began as a concept proposed by the Army Alliance and other science professionals associated with Aberdeen Proving Ground. Federal, state, and local funds have supported the effort to bring this unique educational opportunity to students and staff. The program provides students with the opportunity to experience challenging coursework in science, mathematics, and technology, with an emphasis on research and real-world application. Regular contact with practicing scientists and mathematicians is a cornerstone of the program, and seniors will complete a capstone project of original research under the mentorship of professionals in their chosen area of investigation.

Natural Resources and Agricultural Sciences

The Natural Resources and Agricultural Sciences (NRAS) program at North Harford High School provides students with the opportunity to experience challenging science and technology coursework with an emphasis on career development and real world application.

The program is composed of three strands focusing on Large Animal/Equine Science, Plant Science, or Natural Resources. The Harford County Agricultural Economic Advisory Board, the University of Maryland, Harford Community College and Harford County Public Schools have partnered to develop a program wherein each strand will provide students with the background knowledge and skills necessary to prepare them for the next steps toward college and careers. Students will have the opportunity to earn college credits and various industry level certifications while still in high school. In their senior year, students will take part in a capstone project, either in a work-based environment, a school-based practical learning activity, or an off-site research facility with a mentor. The capstone project is based on student interests and future goals.



BIBIANA GARCIA
Bel Air High School

SPECIAL PROGRAMS

OFFERED AT DESIGNATED SITES:

Academy of Finance (Edgewood High School)

The National Academy Foundation (NAF) Finance Program is a Career and Technology Education (CTE) instructional program that prepares students for successful careers in finance and accounting and other fields. NAF's structured curriculum provides students with a broad understanding of financial and economic concepts and provides work-based learning opportunities and career courses. The HCPS program consists of the following courses: AOF Accounting; Introduction to Finance; Economics, Banking and Credit; and Securities, Insurance, and International Finance. For more information, see page 122.

Biomedical Sciences (Bel Air High School)

The Biomedical Sciences Program is a Career and Technology Education (CTE) instructional program that is based on the National Standards for Science, Mathematics, and English Language Arts, and the Accountability Criteria for National Health Care Cluster Foundation Standards. The program consists of a sequence of four courses: Principals of the Biomedical Sciences, Human Body Systems, Medical Interventions, and Biomedical Innovations. The goal of the program is to increase the number of students pursuing careers in the biomedical sciences, including healthcare. Students who complete the program are prepared for employment and further education at two- and four-year college levels. For more information, see page 121.

Homeland Security and Emergency Preparedness (Joppatowne High School)

The Homeland Security and Emergency Preparedness Program is a Career and Technology Education (CTE) instructional program which integrates government, academia, and private sector training/educational initiatives to help students understand how the United States and its interests worldwide are protected against threats to public safety, both natural and manmade, through effective communication, preparedness, detection, prevention, response and recovery. The program offers three career strands: Homeland Security Sciences, Criminal Justice/Law Enforcement, and Information/Communications Technology. These three strands align with the six mission areas of the United States Department of Homeland Security: Intelligence and Warning, Protection of Critical infrastructure and Key Assets, Border and Transportation Security, Domestic Counterterrorism, Defense against Catastrophic Threats, and Emergency Preparedness and Response. For more information, see pages 123-126.

SPECIAL PROGRAMS

OFFERED AT DESIGNATED SITES:

Alternative Education

A program of alternative education is provided at the Center for Education Opportunity. Secondary school students who have long-term suspensions from school are eligible to enroll in the alternative education program and will receive credit for satisfactorily completed work. In addition, secondary school students whose educational, emotional, financial, physical, or other needs are such that they cannot be met in the regular school program are eligible to apply for admission to the alternative program.

ESOL Newcomer Center (Harford Technical High School)

The ESOL Newcomer Center at Harford Technical High School exists for the benefit of high school age English Language Learners (ELLs) whose primary language is one other than English and who are still in need of sheltered English language instruction. As high school English Language Learners enroll and/or matriculate to high school, they are enrolled in the ESOL Newcomer Center. The ESOL Newcomer Center offers tiered sheltered English language instruction in English, reading, social studies, mathematics, and science. For students enrolled at the ESOL Newcomer Center, it is highly likely that their high school experience could last longer than the traditional 4 year sequence of courses if they expect to earn a Maryland endorsed high school diploma. The English Language Learners are provided the opportunity to attend the ESOL Newcomer Center for 2 years, after which they are urged to re-enroll in their regular neighborhood high school or complete an application for a specific Career and Technology Education Program offered at Harford Technical High School.

John Archer School

John Archer School is the only public special education school serving students with disabilities in Harford County. The instructional program is tailored to meet individual students needs, based on individual education plan goals. Instructional areas may include communication, functional academics, behavior and social skills, personal management, decision making, community skills, recreation and leisure skills, and career vocational skills.

Summer School

The Harford County Public School System provides some summer courses for remediation, original credit, and noncredit enrichment and/or remediation. Offerings are scheduled according to student registration, the availability and expertise of staff, and funding resources.

Student brochures, which list summer courses for that year, are issued each spring. Selecting an original or remedial credit course in the summer usually provides room in the student's schedule in the next school year for a desired course. Students must provide their own transportation. A tuition fee is charged.

SPECIAL PROGRAMS

OFFERED AT ALL HIGH SCHOOLS:

Career Research and Development

Career Research and Development (CRD) is the new MSDE approved Career and Technology Education (CTE) program replacing *Cooperative Work Experience*. Students must take the two career courses and the Work-Based Learning Experience course to earn four credits in this career completer program.

The Honors Program

Students are eligible for placement in Honors courses following the review of their records by a school committee. Factors considered include: performance on standardized tests from achievement and aptitude, teacher nomination, parent nomination, peer nomination, and self-nomination. All placements are temporary and are dependent upon the individual student's achievement and performance in the class. The educational needs of the student will be considered first and foremost. The instruction in Honors courses differs from that in other classes in terms of the depth of the content studied and the pace at which course material is covered. Questions regarding high school Honors courses should be directed to middle or high school counseling offices.

Independent Study

This program provides a scheduled period each day for an eligible student to work independently on a pre-planned and approved project or course of study. The student may elect to do concentrated study in a specialized area or work on a particular project under the guidance of a teacher-advisor and the program director.

Maryland State Scholars

The Maryland State Scholars program is conducted by the Maryland Business Roundtable for Education in partnership with Governor Martin O'Malley, State Superintendent Nancy Grasmick, and local school superintendents. The program is part of a national "State Scholars" initiative supported by the U.S. Department of Education and administered by the Western Interstate Commission on Higher Education (WICHE) in 24 states. The Maryland State Scholars course plan is designed to increase the number/percentage of students who complete rigorous coursework and are well prepared to succeed in college and the workplace. The course plan is designated a Maryland "rigorous course of study" with the U.S. Department of Education, which qualifies Pell-eligible students for Academic Competiveness and SMART Grants.

The Maryland State Scholars Course of Study within all Harford County high schools includes:

- 4 credits in English
- 3 credits of Math to include: Algebra I, Geometry, *Algebra II**
- 3 credits of Lab Science to include: Biology, *Chemistry**, and *Physics** (preferred). Rigorous lab science substitutions for Physics may be selected from the following list of courses: Bio-Chemistry, Anatomy & Physiology, Microbiology, AP Physics, AP Biology, AP Chemistry, or AP Environmental Science.
- 3 credits of Social Science to include: U.S. History, World History, and Government
- 2 credits of the same *World Language**

Students must attain a 2.5 overall GPA to qualify. The designation "Maryland State Scholar" will appear on the student's final transcript.

**courses exceed State graduation requirements*

SPECIAL PROGRAMS

OFFERED AT ALL HIGH SCHOOLS:

Student Aide Program

In some schools, eligible seniors may select a one-period per day noncredit student aide assignment. Selection will be made by the sponsoring department, with permission of the principal. Student aides are not graded, and they do not receive credit.

Waiver Program

Seniors may request a waiver of the four-year attendance requirement for graduation. Harford County Public Schools offers students several waiver options for earning a high school diploma: Part-time Attendance, 2nd Semester Waiver (1st Semester Completion), Early (P/T) College Access (Dual Enrollment), Early (F/T) Admission (to Post-Secondary), and Early Graduation (Grade 11 Completion). Guidelines established by the Maryland State Department of Education must be followed and are available in each school counseling office.

SAT Preparation

SAT Prep is a course designed to help prepare students for the SAT test. In addition to reviewing the basic verbal and mathematical skills assessed on the SAT test, students have access to test-taking strategies specific to the exam, real student work samples with explanations, grading rubrics for peer and self-assessment, practice tests with complete multiple-choice assessments, essays prompts, and student resources. Instruction, followed by collaborative, guided, and independent practice, provides the foundation for the course. Upon successful completion, students will possess the tools necessary to complete the SAT to the best of their ability. Prerequisite courses of Algebra I, Geometry and English 10 are suggested.

Science, Technology, Engineering and Mathematics (STEM) Programs

The Harford County Public School System offers a variety of high school programs which integrate science, technology, engineering and mathematics content through authentic, rigorous, transdisciplinary and collaborative learning activities. The goal of these programs is to empower students to complete/be successful in a technological society and global market place. STEM related programs are identified on pages 7 and 11.



MARIEL GAVIOLA
Aberdeen High School

EARNING HIGH SCHOOL CREDIT THROUGH COLLEGE PROGRAMS

A high school student, with prior approval from the school's principal and the Superintendent of Harford County Public Schools given through the waiver program option of Early (P/T) College Access, may use credits earned at post-secondary institutions to fulfill the Maryland State high school graduation requirements. The specific procedures to be followed are available in each high school counseling office.

COLLEGE CREDIT THROUGH HIGH SCHOOL PROGRAMS

Advanced Placement Program (AP) Courses

The Advanced Placement Program provides students with the opportunity to pursue College-level studies while still in secondary school. A variety of Advanced Placement Program courses are available in each of the high schools and students may demonstrate that they have learned the equivalent of college level work by taking the appropriate AP examination(s) provided by The College Board organization. Many post-secondary institutions will award college credits or advanced standing upon successful completion of an Advanced Placement test or portfolio. A fee of approximately \$87 is required for each assessment. Not all AP courses are available at every Harford County high school.

WEIGHTED GRADES FOR ADVANCED PLACEMENT COURSES

Grades	Grade Points for AP Courses	Grade Points For Other Courses
A	5.00	4.00
B	3.75	3.00
C	2.50	2.00
D	1.25	1.00
E	0.00	0.00

Articulated Credits

Selected community colleges have agreed to grant college credit to students completing certain programs of study while in high school. Programs are offered in Career and Technology Education including Business Education, Family and Consumer Sciences, and Trades and Industry.

Information regarding a particular course or program is available in every high school counseling department or from the Business Education, Family and Consumer Sciences, and Trades and Industry teachers. If a student has taken any courses in the identified program areas and plans to attend an area community college, he or she may wish to check if his or her work qualifies for college credit.

REGULATIONS AND PROCEDURES FOR THE ORGANIZATION AND ADMINISTRATION OF ATHLETIC PROGRAMS

- The Maryland Public Secondary Schools Athletic Program, under the authorization of the Maryland State Board of Education and the State Superintendent of Schools, has established regulations governing athletic programs for students in the public secondary schools of Maryland.
- The Maryland Public Secondary Schools Athletic Association supervises the athletic programs in the public secondary schools of the state. All of the public high schools in Harford County are members of the association and are governed by its actions.
- Local school systems may supplement the state rules governing their athletic programs with more restrictive ones. Less restrictive rules may not be adopted.
- The Harford County Board of Education has established policies and guidelines regarding the program of interscholastic athletics.
- Conditional to participating in interscholastic activities in HCPS, students must meet the Harford County Board of Education residency and eligibility policies.



HIGH SCHOOL DIRECTORY

Aberdeen High School 251 Paradise Road Aberdeen, MD 21001-2399	410 273-5500
Alternative Education Program Center for Educational Opportunity 253 Paradise Road Aberdeen, MD 21001	410 273-5594
Bel Air High School 100 Heighe Street Bel Air, MD 21014-4196	410 638-4600
C. Milton Wright High School 1301 North Fountain Green Road Bel Air, MD 21015-2599	410 638-4110
Edgewood High School 2415 Willoughby Beach Road Edgewood, MD 21040-3496	410 612-1500
Fallston High School 2301 Carrs Mill Road Fallston, MD 21047-1899	410 638-4120
Harford Technical High School 200 Thomas Run Road Bel Air, MD 21015-1699	410 638-3804
Havre de Grace High School 700 Congress Avenue Havre de Grace, MD 21078-3089	410 939-6600
Joppatowne High School 555 Joppa Farm Road Joppa, MD 21085-4698	410 612-1510
North Harford High School 211 Pylesville Road Pylesville, MD 21132-1398	410 638-3650
Patterson Mill Middle/High School 85 Patterson Mill Road Bel Air, MD 21015	410 638-4640

COURSE DESCRIPTIONS



NATASHA ASH
Joppatowne High School