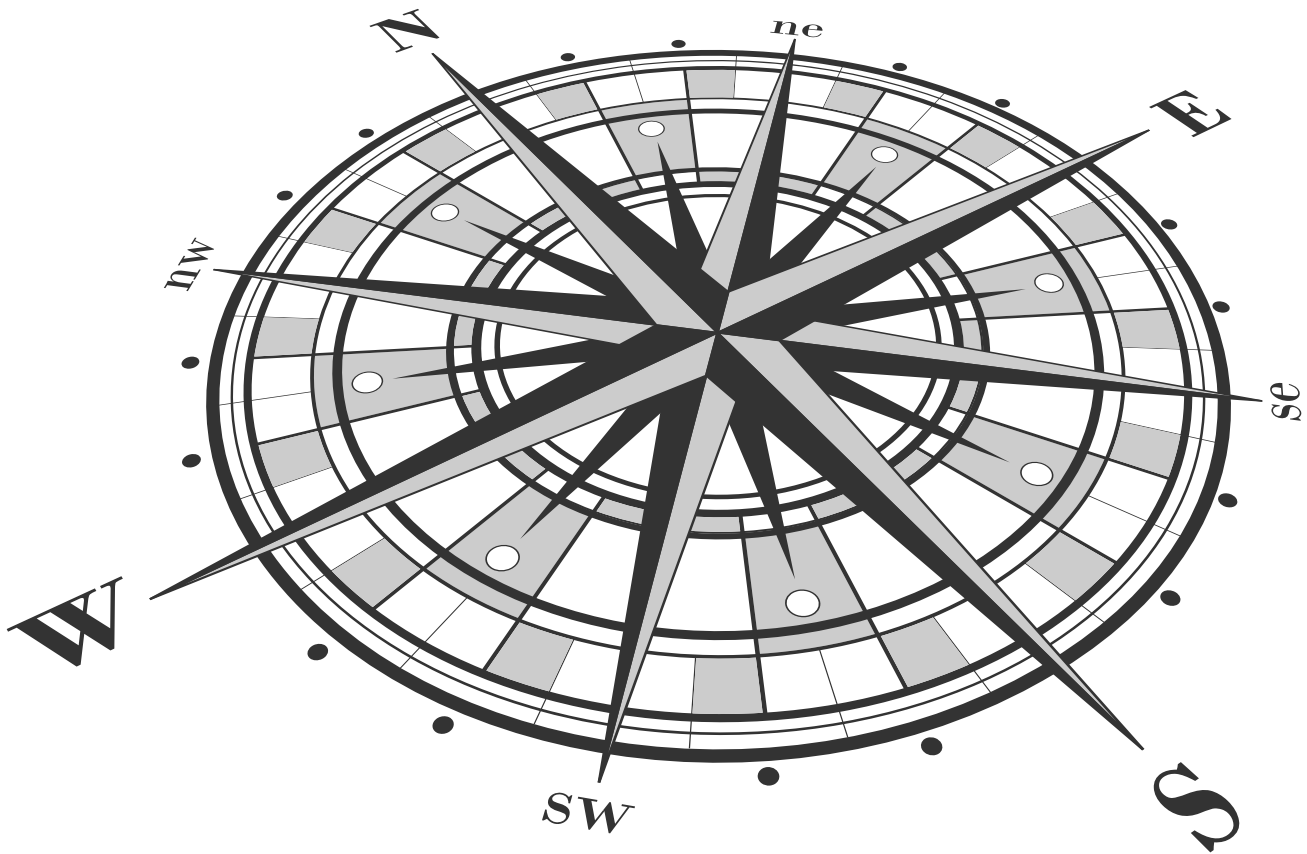


High School

PLANNING GUIDE

2018-2019



FREDERICK COUNTY PUBLIC SCHOOLS
REACH • CHALLENGE • PREPARE

HIGH SCHOOL DIRECTORY

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ABOUT THIS GUIDE

The 2018-2019 High School Planning Guide provides step-by-step recommendations for mapping out a rewarding and challenging high school experience. Parents and students are encouraged to become familiar with credit and testing requirements, use the helpful planning tools, and carefully consider the many course and program options that will lead to graduation. School counselors, teachers and administrators are excellent resources and work with students to ensure that personal goals and graduation requirements are met by all students.

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How to Use This Guide

FOLLOW THESE 7 STEPS

1.

*Become familiar with graduation requirements Frederick County Public School (FCPS) students must meet to earn a Maryland High School Diploma. **Page 3***

6.

*Explore your options for earning credits and a high school diploma. FCPS offers a variety of programs, courses, academies, work experiences and more. **Page 16***

2.

*Review and select a complete program that meets your personal goals as well as state and local credit requirements. **Page 5***

7.

*Review the planning section for information about everything from attendance and academic eligibility to report cards and calculating your GPA. **Page 20***

3.

*Decide which Career Pathway interests you most. Identify courses that you may take to earn the three Career Pathway credits required by FCPS. **Pages 6-12***

Next Steps:

Consult the Course Offerings Guide to see which courses match your interests, your program choice, Frederick County's graduation requirements and your future plans. Can't find a specific course? Check the Course Index in the back of the guide. Be sure to challenge yourself with tough classes.

4.

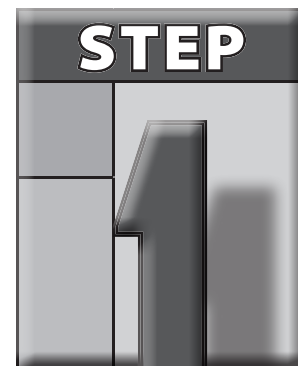
*Make sure you're on track to pass assessments required for graduation. **Page 13***

Discuss your choices with your parents or guardians and meet with your school counselor to develop an action plan.

5.

*Make sure you've met or will meet the Student Service Learning requirements. **Page 14***

GRADUATION REQUIREMENTS



To obtain a Maryland High School Diploma, FCPS students must earn **25 credits** and fulfill the state and local graduation requirements outlined on this page. Note: Course availability depends on class enrollment and staffing. Graduation requirements are subject to change. Online options are possible for most courses.

SUBJECT AREA	CREDITS	COURSES
English	4	1-English 9 1-English 10 1-English 11 or AP Language and Composition 1-English 12 or AP Language and Composition or AP Literature and Composition or Dual Enrollment (FCC) or IB
Mathematics	4	1-Algebra 1-Geometry 2-Other courses <small>For students entering 9th grade for the first time during or after the 2014-2015 school year, they must enroll in a mathematics course each year of high school.</small>
Science	3	1-Biology 2-Other lab courses (PES/ABP and Chemistry/Fundamentals of Chemistry are recommended)
Social Studies	3	1-Government 1-Modern World History 1-American Studies 2
Health	0.5	Health
Physical Education	0.5	Fitness for Life
Fine Arts	1	Courses marked with an asterisk [*] in <i>Arts: Visual & Performing</i> section of course guide
Technology Education	1	Foundations of Technology, Foundations of Computer Science or Introduction to Engineering Design (WHS, LHS)
Career Pathways	3	Complete these credits in courses that match your career interest.
SUBTOTAL	20	
FULFILL THE ADDITIONAL FIVE (5) COURSE CREDITS REQUIRED FOR GRADUATION VIA ONE OF THE FOLLOWING OPTIONS:		
Option 1	Option 2	Option 3
World Language/American Sign Language-2 credits in the same language AND Three (3) elective credits	Advanced Technology-2 credits in the same area • Architectural Engineering Design OR • Pre-Engineering (OHS, THS) AND Three (3) elective credits	Career & Technology Completer Program (state approved) - 4 credits (minimum) AND One (1) elective credit
SUBTOTAL	5	These 5 credits must include 0.5 credit for Personal Financial Literacy.
TOTAL	25	

ENVIRONMENTAL LITERACY	Meet the state requirement (infused into the FCPS curriculum).
GRADUATION ASSESSMENTS	Meet the state requirements by passing or participating in graduation assessments in Algebra 1, English 10, Government and Science. See page 13, step 4.
STUDENT SERVICE LEARNING	Meet the state requirement of 75 hours (infused into the FCPS curriculum).

PERSONAL FINANCIAL LITERACY

Students who entered high school in the Fall of 2012 and beyond must fulfill the 0.5 Personal Financial Literacy requirement through enrollment in one or more courses from the following menu:

Advanced Career Development, Preparation, and Transition	495500 (also available online)
Agricultural Science and Technology	492351
Independent Living	362020
Introduction to Business	331010
Introduction to Career Research and Development	498000 (also available online)
Management & Entrepreneurship	333090
Managing your Personal Finance	336040
Microsoft Certification I (Word, Excel)	335111
Money, Finance and Economics	164370 (also available online)
NJROTC – Naval Science 2	568820

ENVIRONMENTAL LITERACY

Students who entered high school in the Fall of 2012 and beyond must fulfill the requirement through successful completion of the following four courses (online options are possible in certain circumstances for all except Biology):

American Studies 2		163111	163211	
Biology	192410	191111	192820	192211
Government		161101		161201
Modern World History		161111	161211	169131

FCPS COMPLETER PROGRAMS

STEP

2

Completer programs are a series of courses in a specialized career area. A Dual Completer is earned when a student completes the requirements for admission to the University System of Maryland and earns the required number of credits in an approved CTE program. Choose and follow one of these three completer programs to help you prepare for further study, a career and a rewarding life after high school. See the *Course Offerings Guide* for descriptions of courses to meet the requirements.

1

USM — UNIVERSITY SYSTEM OF MARYLAND COMPLETER

Graduate with the course credits that the University System of Maryland (a consortium of Maryland colleges and universities) deems essential for entering college:

- 1 credit in Mathematics at the Algebra 2 level or beyond *and*
- A Mathematics course during senior year
- 2 credits in the same World Language

(Completion does not automatically qualify students for acceptance at the University of Maryland.)

2

CTE — CAREER AND TECHNOLOGY EDUCATION COMPLETER

Gain work-ready skills in a concentrated career or technical area by completing:

- The required number of credits in an approved CTE Completer program.

See the Career & Technology Education section in the *Course Offerings Guide* for more information. Talk with your counselor about the options outlined in the *CTE Program Completer Requirement List* or access the list online: <http://tinyurl.com/nywvguf>

3

DUAL COMPLETER (USM + CTE)

Increase your options for success after high school by successfully completing the credit requirements for both of the above programs:

- The required number of credits in an approved CTE Completer program *and*
- 1 credit in Mathematics at the Algebra 2 level or beyond
- A Mathematics course during senior year *and*
- 2 credits in the same World Language

CAREER PATHWAYS

STEP



Career Pathways serve as road maps of learning that help students plan for and pursue further education and careers. The Career Pathways direct students toward focused programs of study that make the high school experience more meaningful. Similar to choosing a subject major in college, Career Pathways give students the opportunity to select a career field of interest to explore while they are still in high school. Career Pathways provide clear educational direction young people can follow from kindergarten through grade twelve and beyond.

Aligned with the Maryland Career Clusters, FCPS offers six Career Pathways. The Career Pathways include a range of career opportunities. Because each is broadly defined, there is overlapping and common content across Pathways, allowing for flexibility.

Career Pathway Electives:

School counselors, teachers and administrators help students understand the correlation between coursework and their future. As coursework is completed, students will be able to connect courses and career pathways. Students will have multiple opportunities to meet the Career Pathway credit requirement, with the understanding that career interests may change throughout their school experiences.

FCPS Pathways

- Arts, Media and Communications
- Business and Information Technology
- Health and Biosciences
- Human and Consumer Services
- Engineering, Construction and Transportation Technologies
- Environmental, Agricultural and Natural Resources Systems

The Career Pathways, along with other career planning materials, can serve as a guide for parents and students. Courses listed within the Pathways are suggestions for students as they align their credit requirements with their career interest. Course selection and schedules will be individualized to meet each learner's educational and career goals. Additional information about high school options and Career Experiences such as Youth Apprenticeships work-study, internships, student service learning and open-campus can be found under the *High School Option* section of this guide.

ARTS, MEDIA AND COMMUNICATIONS

Expanded global communication is increasing the multicultural content of visual and performing arts and communication products and services, and providing new audiences and markets throughout the United States and the world. Fine arts and entertainment, mass communication, graphic communications and humanities are major functions of the Arts, Media and Communications industry. Arts, Media and Communications industries include public relations, print and broadcast journalism, visual arts, performing arts, multimedia production, printing and graphic design.

Sample Careers

Actor/Actress	Dancer	Journalist	Publicist
Advertising	Digital Imaging Specialist	Media Buyer	Reporter (all media)
Announcer (radio, television)	Editor	Museum Curator	Software Engineer
Art Historian	Fine Artist (painting, sculpture, ceramics)	Musician	Speech Writer
Broadcast News	Game Designer	Photographer	Stage Technician
Character Animator	Graphic Designer	Press Operator	Web Designer
Choreographer	Illustrator	Producer (i.e., film, music, radio, recording, television)	Writer
Circulation Agent	Interior Designer	Programmer	
Composer	Jeweler	Public Relations	
Conductor			

CTE Completer or Specialized Program

Students may elect to participate in focused career related programs of study through a Career and Technology Education (CTE) completer program of study or a specialized program. *There may be an application or audition process for certain programs.* See course descriptions for additional information.

Advanced Web Design and Animation (CTC)
Arts & Communication Academy (GTJHS)

Digital Design and Printing Methods (CTC)
TV Multimedia (CTC)

OR

Pathway Elective Courses:

Listed below are some suggested courses for students interested in exploring individual courses in the Arts, Media and Communications Pathway. These courses enable students to earn the required Career Pathway Elective credits. Please note that course offerings are based on enrollment and staffing. Contact school staff to inquire if a specific course is offered at your school.

Acting II	Computer Graphics	Leadership Development
Additional Relevant Higher Level Academic Electives	Concert Choir	Marching Band: Band Front
Advanced 2-D Art	Creative Writing	Media Literacy: Understanding the Information Age
Advanced 3-D Art	Dance	Microsoft Certification Training
Advanced Acting	Digital Communications Technology	Mixed Chorus
Advanced Computer Graphics	Digital Photography	Music Listening and Literature
Advanced Musical Studies	Drawing & Painting	Music Technology
Advanced Photography	Film Study	Music Theory
Advanced Theater Studies	Floriculture	National and Global Issues
Advanced Theatrical Production	Forensics & Debate	Photography
American Popular Music	Guitar	Publications
AP Music Theory	Horticulture	Sculpture
AP Studio Art	Humanities	Sociology
AP World History	Instrumental Chamber Ensemble	String Orchestra
Art	Integrated Music Technology	Technical Theatre
Art Independent Study	Introduction to Theatre	Visual Art Thesis
Band	Jazz Ensemble	Voice Ensemble
Ceramics	Jewelry & Small Sculpture	Website Development
Class Piano	Journalism	Western Art History
Commercial Art	Journeys Through Art Styles, Theories, and Applications	Work Based Learning Opportunities

BUSINESS AND INFORMATION TECHNOLOGY

Businesses will continue to expand the use of information technology. Business and information technology professionals will need strong skills to better design and manage information technology solutions. Business and Information Technology industries include financial services, business administration, finance and accounting, business management, marketing, human resources, software operations, software engineering/development, information systems, hardware operations, and hardware engineering/development.

Sample Careers

Accountant	Economist	PC Support Technician
Administrative Assistant	Entrepreneur	Project Manager
Advertising and Promotions Manager	Financial Analyst	Quality Assurance Manager
Auditor	Human Resources Manager	Recruiter
Bank Teller	Insurance Claims Agent/Investigator	Retail/ Food Service Manager
Business Manager	Investment Banker	Sales Representative
Cabling Technician	Lead Programmer	Security Analyst
Claims Adjuster	Market Research Analyst	Software Architect
Computer Engineer	Network Administrator	Statistician
Computer Programmer	Network Analyst	Training and Developing Manager
Customer Service Representative	Network Engineer	
Data Entry Specialist	Office Manager	

CTE Completer or Specialized Program

Students may elect to participate in focused career related programs of study through a Career and Technology Education (CTE) completer program of study or a specialized program. *There may be an application or audition process for certain programs.* See course descriptions for additional information.

Advanced Web Design & Animation (CTC)	Computer & Information Sciences
Business Administrative	Computer Technician (CTC)
Business Management	Finance & Accounting

OR

Pathway Elective Courses:

Listed below are some suggested courses for students interested in exploring individual courses in the Business and Information Technology Pathway. These courses enable students to earn the required Career Pathway Elective credits. Please note that course offerings are based on enrollment and staffing. Contact school staff to inquire if a specific course is offered at your school.

Accounting	Introduction to Career Research and Development
Additional Relevant Higher Level Academic Electives	Leadership Development
AP Computer Science	Management and Entrepreneurship
AP Economics	Managing your Personal Finances
Applied Business Law	Microsoft Certification Training
Commercial Art	Personal Keyboarding
Computer Graphics	Managing your Personal Finances
Creative Writing	Principles of Programming
Economics and Geography	Programming and Computer Concepts
Foundations of Computer Science	Publications
International Business and Finance	Website Development
Introduction to Business	Work Based Learning Opportunities

HEALTH AND BIOSCIENCES

Advances in medical knowledge and technology and increased public awareness of health issues are contributing factors to the growing demand for high-quality healthcare services. Advances in bioscience, information technology and biomedical technology will drive continuous innovations in patient care. Stronger relations between healthcare and bioscience industries in developing, testing, and implementing new products and services will be required. Healthcare and bioscience industries include diagnostic services, therapeutic services, basic and applied research, manufacturing, engineering and environmental services and informatics.

Sample Careers

Athletic Trainer	Forensic Scientist	Personal Trainer
Biochemist	Health Insurance Manager	Pharmacist
Bioethicist	Home/Health Aide	Phlebotomist
Bioinformatics Analyst/	Hospice Worker	Physical Therapist
Biomedical Engineer	Laboratory Technician	Physician
Biomedical Equipment Technician	Forensic Scientist	Psychologist
Certified Nursing Assistant	Massage Therapist	Public Health Educator
Chiropractor	Materials Manager	Radiographer
Clinical Trials Manager	Medical Assistant	Registered Nurse
Dental Hygienist	Medical Records/Health Information	Research Assistant
Dietician/	Technician	Research Scientist
Emergency Medical Technician	Nutritionist	Speech and Language Pathologist
Chiropractor	Occupational Therapist	Surgical Technologist
Engineer	Pediatrician	

CTE Completer or Specialized Program

Students may elect to participate in focused career related programs of study through a Career and Technology Education (CTE) completer program of study or a specialized program. *There may be an application or audition process for certain programs.* See course descriptions for additional information.

Academy of Health Professions (CTC)

Project Lead the Way: Biomedical Sciences (CTC or THS)

OR

Pathway Elective Courses:

Listed below are some suggested courses for students interested in exploring individual courses in the Health and Bioscience Pathway. These courses enable students to earn the required Career Pathway Elective credits. Please note that course offerings are based on enrollment and staffing. Contact school staff to inquire if a specific course is offered at your school.

Additional Relevant Higher Level Academic Electives
AP Biology
AP Chemistry
AP Psychology
AP Statistics
Aquatics
Introduction to Athletic Coaching
Leadership Development
Microsoft Certification Training (IT)
Personal Fitness

Personal Keyboarding
Psychology
Science Research
Sociology
Sports Medicine
Statistics
Strength Training
Team Sports
Work Based Learning Opportunities

HUMAN AND CONSUMER SERVICES

Increased diversity, advances in scientific knowledge, and increased public awareness of social problems and issues are contributing to a demand for more skilled human service workers. Global trade, travel, technological advances, and growing consumer income continue to expand consumer services. Human and Consumer Services industries include law enforcement, government and public administration, education, hospitality and tourism, sales and emergency, legal, training, human and public services.

Sample Careers

Activities Director	Curriculum Developer	Military	School Counselor
Air Marshall	Employment Counselor	Paralegal	Security Manager
Auditor	Event Planner/Manager	Paramedic	Security/Loss Prevention Specialist
Buyer	Federal Special Agent	Park Ranger	Social Worker
Chef	Forensic Scientist	Pastry Chef	Stylist
Childcare Worker	Funeral Director	Photographer	Teacher
Clergy	General Manager	Police Officer	Teacher Assistant
Community Relations Coordinator	Housekeeping Director	Policy Analyst	Testing and Assessment Specialist
Concierge	Industrial Engineer	Promotion Manager	Tourism Specialist
Cosmetologist	Interpreter	Psychiatrist	Transportation planner/Analyst
Counterterrorism Specialist	Lawyer	Real Estate Agent	Visual Display Designer
Court Reporter/Transcriber	Market Researcher	Registered Dietician	Warehouse Manager/Supervisor
Crime Technician	Marketing Director	Restaurant Owner	
Cruise Ship Director	Mental Health Counselor	School Administrator	

CTE Completer or Specialized Program

Students may elect to participate in focused career related programs of study through a Career and Technology Education (CTE) completer program of study or a specialized program. *There may be an application or audition process for certain programs.* See course descriptions for additional information.

Child Development	Homeland Security and Criminal Justice (CTC)
Commercial Foods (FHS)	Leadership Program (OHS)
Cosmetology (CTC)	NJROTC Naval Junior Reserve Officers Training Corps (GTJHS)
Culinary Arts (CTC)	Teacher Academy (CTC)

OR

Pathway Elective Courses:

Listed below are some suggested courses for students interested in exploring individual courses in the Human and Consumer Services Pathway. These courses enable students to earn the required Career Pathway Elective credits. Please note that course offerings are based on enrollment and staffing. Contact school staff to inquire if a specific course is offered at your school.

Accounting	Creative Writing	Management and Entrepreneurship
Additional Relevant Higher Level Academic Electives	Cultures and Cuisine	Microsoft Certification Training
AP Economics	Digital Communications Technology	National and Global Issues
AP Government	Digital Photography	Personal/Relationships and Effective Parenting
AP Human Geography	Economics and Geography	Photography
AP Psychology	Forensics and Debate	Psychology
Applied Business Law	Forestry and Wildlife Management	Sociology
Child Development	Horticulture/Floriculture	Strength Training
Clothing Construction	Independent Living: Reality 101	Team Sports
Commercial Foods	Introduction to Business	Work Based Learning Opportunities
	Law and Society	World Languages

ENVIRONMENTAL, AGRICULTURAL AND NATURAL RESOURCES SYSTEMS

Growing public concerns over natural resources, environmental quality and public health will continue to expand the role and scope of the natural resource management and environmental services. Advances in science, biotechnology, and information technology will continue to drive innovation and growth in agricultural production, natural resource management and environmental services. The Environmental, Agricultural and Natural Resources industries include food and fiber processing, environmental services, natural resources management and agricultural production of plant and animal systems.

Sample Careers

Agricultural Engineer	Geologist	Natural Resources Police Officer
Animal Caretaker/Groomer	Golf Course Maintenance/Designer	New Product Scientist
Biotechnology Lab Technician	Groundskeeper	Park Manager
Ecological Engineer	Hatchery Technician	Plant Pathologist
Entomologist	Hazardous Materials Specialist	Public Health Engineer
Environmental Engineer	Horse Trainer	Soil Scientist
Environmental Lawyer	Industrial Engineer	State Health Official
Environmental Technician	International Marketing and Packaging Manager	Turf Manager
Farm Manager	Land Surveyor	Veterinarian
Fisheries Manager	Landscape Architect	Veterinary Technician
Florist	Landscaper	Water Quality Manager
Geneticist	Logistics and Inventory Manager	Wildlife Biologist

CTE Completer or Specialized Program

Students may elect to participate in focused career related programs of study through a Career and Technology Education (CTE) completer program of study or a specialized program. *There may be an application or audition process for certain programs.* See course descriptions for additional information.

Agriculture-Animal Science	Horticulture
Agriculture-Mechanics	Pre-Engineering (OHS & THS)
CAD Architecture (CTC)	Project Lead the Way Engineering: (LHS & WHS)
CAD Engineering (CTC)	Welding (Agriculture and Commercial Metals Technology) (CTC)
Environmental Landscape Design and Management (CTC)	

OR

Pathway Elective Courses:

Listed below are some suggested courses for students interested in exploring individual courses in the Environmental, Agricultural and Natural Resources Systems Pathway. These courses enable students to earn the required Career Pathway Elective credits. Please note that course offerings are based on enrollment and staffing. Contact school staff to inquire if a specific course is offered at your school.

Additional Relevant Higher Level Academic Electives	Earth/Space Systems Science	Pre-Vet Large Animal Care
Agricultural Science	Engine and Power Technology	Pre-Vet Small Animal Care
AP Environmental	Environmental Science	Science Research
Architectural Engineering and Design	Forestry and Wildlife Management	Wood and Metal Structures
Commercial Foods	Horse Care and Management	Work Based Learning Opportunities
Cultures and Cuisine	Horticulture/Floriculture	
	Pre-Engineering Technology	

ENGINEERING, CONSTRUCTION AND TRANSPORTATION TECHNOLOGIES

Advances in science and technology continue to drive innovation in the design, construction and maintenance of buildings, infrastructures, modes of transportation, and materials used. Engineering, Construction and Transportation industries include planning, maintenance and operations, design and construction, production, production support and product development, customer service, distribution center operations, equipment, and safety and security management.

Sample Careers

Aerospace Engineer	Conductor	Harbor Master	Pilot
Air Traffic Controller	Construction Supervisor	HVACR Technician	Plumber
Airframe Mechanic	Contract Specialist	Import/Export Manager	Production Operator
Architect	Cost Estimator	Industrial Engineer	Project Manager
Automotive Technician	Custodian	Inventory Manager	Route Planner
Building Code Inspector	Customer Service Representative	Maintenance Technician	Safety Engineer
Bus Driver	Customs Officer	Marketing Manager	Structural Engineer
Cabinet Maker	Demographer	Mason	Systems Engineer
CAD Technician	Electrical Engineer	Material Handler	Traffic Engineer
Calibration Specialist	Electrician	Materials Engineer	Urban and Regional Planner
Carpenter	Emissions Inspector	Mechanical Engineer	Welder
Civil Engineer	Environmental Scientist	Military Flight Operations Manager	
Coast Guard Officer	Flight Attendant	Network Technician	
Collision Repair Technician	Forklift Operator	Parts Manager	

CTE Completer or Specialized Program

Students may elect to participate in focused career related programs of study through a Career and Technology Education (CTE) completer program of study or a specialized program. *There may be an application or audition process for certain programs.* See course descriptions for additional information.

Agriculture-Mechanics	Electrician (Construction Electricity) (CTC)
Auto Body/Collision Repair and Refinishing (CTC) Auto-Mechanics (BHS)	Environmental Signature Program (CHS)
Automotive Technology (CTC)	Environmental Landscape Design and Management (CTC)
Cabinet Making (TJHS)	HVACR & Plumbing (CTC)
Cabinet Making/Woodworking Carpentry (CTC)	Pre-Engineering (OHS & THS)
CAD Architecture (CTC)	Project Lead the Way Engineering (LHS & WHS)
CAD Engineering (CTC)	Welding (Agriculture and Commercial Metals Technology) (CTC)

OR

Pathway Elective Courses:

Listed below are some suggested courses for students interested in exploring individual courses in the Engineering, Construction and Transportation Technologies Pathway. These courses enable students to earn the required Career Pathway Elective credits. Please note that course offerings are based on enrollment and staffing. Contact school staff to inquire if a specific course is offered at your school.

Additional Relevant Higher Level Academic Electives	Engine and Power Technology
Architectural Engineering and Design	Introduction to Engineering and Design
Auto Mechanics	Technical Drawing
Cabinetmaking	Wood and Metal Structures
Career Research and Development	Woodworking
Drafting	Work Based Learning Opportunities

STATE REQUIREMENTS

STEP

4

Maryland Graduation Assessment Requirements:

Maryland requires students to either pass or participate in graduation assessments in Algebra I, English 10, Government, and Integrated Science. Graduation assessment requirements are currently in transition. Information on graduation assessment requirements can be found at the following link:

<http://www.fcps.org/student-services/Graduation-Requirements.cfm>

Maryland College and Career Readiness Requirements:

Apart from the Maryland State Department of Education's graduation assessment requirements, Maryland law requires all students to take an assessment by the end of 11th grade to determine if they are "College and Career Ready" in English and mathematics. There are multiple assessments that students may take to demonstrate that readiness. Current information on college and career requirements can be found at the following link:

<http://www.fcps.org/student-services/College-Career-Readiness.cfm>

STUDENT SERVICE LEARNING



Frederick County Public Schools has an infused Student Service Learning (SSL) Plan that encompasses 20 courses, ten of which occur at the middle school level and ten that occur at the high school level. Each of these courses has approximately 4.5 hours of SSL activities incorporated within the curriculum. Students must take and successfully complete a minimum of 17 of the 20 courses to meet the 75-hour SSL graduation requirement. Students who did not complete these courses will need additional hours of SSL to graduate and should contact their counselor or high school SSL coordinator to develop a plan.

Juniors and seniors interested in helping community agencies in tutoring elementary, middle, and high school students in need of academic support can earn high school credit and work toward a Meritorious Service Certificate upon graduation. See the Work Based Learning section of the *Course Offerings Guide* for details about this additional way to help your community and other students.

MIDDLE SCHOOL COURSES WITH INFUSED SERVICE LEARNING ACTIVITIES

Course Number	Course Title	Grade(s) Taken
6011	6th Grade Language Arts (Honors)	6
6012	6th Grade Language Arts	6
6331C	Math Grade 6 (Honors)	6
6332C	Math Grade 6	6
6207	Science – (Outdoor School)	6
6107	History of the Ancient World	6
1440	EL English Language I	6-8
1640	EL English I	6-8
1840	EL English 2	6-8
7011	7th Grade Language Arts (Honors)	7
7012	7th Grade Language Arts	7

Course Number	Course Title	Grade(s) Taken
7330CA	Math Grade 7 (Accelerated)	7
7331C	Math Grade 7 (Honors)	7
7332C	Math Grade 7	7
7107	History of the Medieval World	7
8011	8th Grade Language Arts (Honors)	8
8012	8th Grade Language Arts	8
8330CA	Algebra I	8
8331C	Math Grade 8 (Honors)	8
8332C	Math Grade 8 (Merit)	8
8108	American Studies I	8

HIGH SCHOOL COURSES WITH INFUSED SERVICE LEARNING ACTIVITIES

Course Number	Course Title	Grade(s) Taken
131111	English 9 – Honors	9
131211	English 9	9
131311	English 9 Year Long	9
13P111	English 10 – Honors – PARCC	10
13P211	English 10 – PARCC	10
56P810	English 10 – EL – PARCC	10
13P111	English 10 Year Long	11
133111	English 11 – Honors	11
133800	English 11	11
232211	Statistics and Probability	
23120C	Algebra 1	
23127C	Algebra 1A	
23128C	Algebra 1B	

Course Number	Course Title	Grade(s) Taken
192211	Biology	10
191111	Biology – Honors	10
163111	American Studies 2 – Honors	11
163211	American Studies 2	11
23220C	Geometry	
23111C	Geometry – Honors	
161101	Government – Honors	9
161201	Government	9
563890	Government – EL	9
161111	Modern World History – Honors	10
161211	Modern World History	10
169131	Modern World History – EL	10

HIGH SCHOOL OPTIONS

STEP



FCPS offers a wide range of options for pursuing your interests, challenging your mind and getting a jump start on the future — all while you're on the way to earning your diploma.

ACADEMIC LEVELS

Many courses in the Course Guide are described by academic level. Keep these definitions in mind as you select your courses for the next school year.

International Baccalaureate

These highly challenging courses, recognized by leading universities, are available at Urbana High School. See the Academies section of the Course Guide.

Advanced Placement

Every high school offers challenging college-level Advanced Placement courses. National AP exams administered by the College Board allow students to earn college credit for high scores.

Honors

Honors courses are designed for students who consistently exceed the objectives and expectations of the essential curriculum, both in terms of content knowledge and application. Course work includes an emphasis on abstract material and requires extensive independent work, self-discipline, and commitment to meet rigorous expectations and time lines. Successful completion of Honors course work will prepare students for post-high school education.

ACADEMIES AND SIGNATURE PROGRAMS

Academies and Signature Programs provide focused instruction together with high expectations, standards and unparalleled opportunities for academic achievement. Academy programs are available to students countywide at the high schools listed. Admission is by application, and enrollment may be limited. Students who are not geographically assigned to these schools must provide their own transportation.

Academies include:

- Academy for the Fine Arts (GTJHS)
- Navy Junior ROTC (NJROTC) Academy (GTJHS)
- Project Lead the Way-Biomedical Sciences (CTC)
*transportation provided by FCPS
- Teacher Academy of Maryland (CTC) *transportation provided by FCPS

Signature Programs include:

- Environmental and Conservation Program (CHS)

- International Baccalaureate Academy (IB) (UHS)
- Leadership Program (OHS)
- Pre-Engineering Program (OHS) (THS)
- Project Lead the Way-Pre-Engineering (LHS) (Civil)
- Project Lead the Way-Pre-Engineering (WHS) (Aeronautical)

For more information see page 4 in the *Course Offerings Guide*.

ARTICULATION AGREEMENTS

Through agreements with post-secondary institutions, this program enables students to earn college or technical school credit for designated high school classes in which they achieve a grade of “B” or better. The program allows students to graduate with a degree or certificate sooner and possibly save tuition costs. Talk with your school counselor about the enrollment process and other important information. A required form and list of eligible courses available at area colleges and technical schools can be found under the Resources section at <http://www.fcps.org/academics/files/documents/ArticulationAgreement.pdf>

CAREER & TECHNOLOGY CENTER (CTC)

The Career and Technology Center offers students a unique option to enhance their traditional academic studies with intensive career specific training in 23 career areas. Located adjacent to the Frederick Community College campus in Frederick, the CTC strives to develop the academic, professional and technical skills necessary to compete in today's careers.

- Academy of Health Professions
- Advanced Floral Design
- Advanced Web Design & Animation
- Agribusiness
- Agricultural and Commercial Metals Technology
- Automotive Body/Collision Repair and Refinishing
- Automotive Technology
- Biomedical Sciences
- CAD Architecture
- CAD Engineering
- Carpentry

- CISCO Networking Academy
- Computer Technician Analyst
- Construction Electricity
- Cosmetology
- Culinary Arts
- Digital Design & Printing Methods
- Environmental Landscape Design and Management
- Homeland Security/Criminal Justice
- HVACR and Plumbing
- Teacher Academy of Maryland
- TV\Multimedia Production

Enrollment in a CTC program is a competitive application process. Students may apply in grades 9, 10, and 11 (see the *Course Offerings Guide* for specific program pre-requisites). Acceptance is based on attendance, GPA, and a shadowing experience designed to measure aptitude and interest. The shadowing and application process begins in November. Students interested in applying must first meet with their high school counselor to discuss scheduling options. Students may shadow and apply for two programs. The shadow experience provides students the opportunity to attend class, participate in classroom activities and discuss the program with the instructor and current students. The shadow experience is a component of CTC acceptance criteria. Instructors evaluate each student's use of time, enthusiasm, attitude, aptitude and ability to follow directions.

Most CTC programs are two-years in length, and most prepare students for national and state certification and offer college credits. Bus transportation to the CTC campus is provided to and from the students' home schools. For more information, see the Career and Technology Education section of the *Course Offerings Guide*, visit the [CTC website](#), or contact the CTC counselor and talk with your school counselor.

CAREER & TECHNOLOGY EDUCATION (CTE) PROGRAMS – (SCHOOL-BASED)

Each high school offers a range of programs that meet Maryland's Approved CTE Completer graduation requirements. See the Career & Technology and Work Based Learning sections of the *Course Offerings Guide* for courses in these programs:

- Agriculture: Animal Science
- Agriculture Mechanics
- Automotive Mechanics (BHS)
- Bio Medical (THS)
- Business Management and Administrative Services
- Cabinetmaking
- Career Research and Development
- Child Development
- Computer and Information Sciences
- Engineering (PLTW)
- Finance and Accounting

- Horticulture
- Woodworking

Students who plan to enter a community college or an apprenticeship program will want to consider the CTE programs that offer college credit through agreements with Frederick Community College and other post-secondary institutions. Details can be found in the Articulation Agreements section.

DUAL ENROLLMENT

Under the College and Career Readiness and College Completion Act of 2013, Maryland's public high school students can take advantage of reduced tuition by enrolling in credit-bearing courses in public colleges and universities. Enrolling in a college course will provide students with the exposure to experiences and information necessary for making informed decisions when selecting a college or career. Frederick County Public School students are provided multiple opportunities to earn college credit through partnerships with local institutions of higher education. Dual enrollment options include Open Campus Dual Enrollment and High School Based Dual Enrollment.

Open Campus Dual Enrollment: High school students complete a college course on the college campus or through the college's on-line program. The course may be during or outside of the school day. Courses are taught by college faculty.

High School Based Dual Enrollment: Frederick County Public Schools (FCPS), in partnership with Frederick Community College (FCC), provide students the opportunity to enroll in college courses that are taught at their high school. Students gain exposure to the academic challenges of college while remaining in their supportive high school environment. The courses are taught by specially credentialed FCPS teachers under the supervision of FCC faculty.

Eligibility and Admission Requirements:

Eligible students seeking admission to courses offered through the dual enrollment program must:

- be enrolled in a Frederick County Public High School
- have a Grade Point Average of 2.0 or higher
- complete the FCPS College and Career Readiness Dual Enrollment Application;
- complete the college application for admission;
- meet the prerequisites for the course(s);
- submit a current high school transcript;
- complete diagnostic assessment or have appropriate scores on SAT, ACT or PARCC assessments that indicate readiness for college level work as determined by the Public Institution of Higher Education (PIHE); and
- provide confirmation regarding eligibility for Free and Reduced Meals

Dual enrollment is an opportunity for high school students to enroll in a college course and simultaneously earn high school and college credit. Dual Credit can only be applied when students meet eligibility requirements for Dual Enrollment. Students must enroll in a college course that meets the curriculum requirements of an approved FCPS high school course.

When a student requests Dual Credit and successfully passes the college course, the grade will count toward the student's high school credits necessary to earn a high school diploma and will be included on the high school transcript. Transcribed college credit is recorded on the transcript from the postsecondary institution and will be noted on the high school transcript. The college course taken for Dual Credit replaces the required high school course. Enrollment in a college course for Dual Credit requires approval from the high school principal and the appropriate FCPS curriculum specialist. Enrollment in a college course for college credit only requires approval from the school principal but does not require approval of the curriculum specialist.

Questions about Dual Enrollment and Dual Credit should be discussed with your school counselor or the Work Based Learning Coordinator at your school.

ACHIEVEMENT AND EQUITY

Every student deserves an education that prepares him or her for lifelong learning and success in the world today. Educational equity means every student has access to the resources and educational rigor they need at the right moment; and that personal and social identifiers [such as ability, age, ethnicity, gender, gender expression, gender identity, language, national origin, race, religion, sexual orientation, and socioeconomic status] are valued as an asset.

If we are successful in driving greater educational equity, each and every FCPS student will have access to educational opportunities that meet their needs and prepares them to become empowered learners.

(The Aspen Institute, CCSSC, www.ccsso.org/equity)

CULTURAL PROFICIENCY

Cultural proficiency is a key component of FCPS' commitment to educational excellence and to ensure an equitable work environment for all FCPS staff. A primary goal of the Accelerating Achievement and Equity (AAE) Department's Initiative is to promote student achievement and equity through culturally responsive classroom practices and resources that best meet the needs of a diverse student population. An accelerated and equitable learning environment enables students to become empowered learners and to understand and appreciate our community's diverse cultures. It prepares students to live, learn and participate productively in our increasingly diverse society. Being culturally aware is a continuous, integrated, multi-ethnic, multi-disciplinary process necessary for all students to become college and career ready. Cultural factors and equity include but are not limited to race, ethnicity, region, religion, gender/gender identity, sexual orientation, language, socioeconomic status, age, disabilities and family structures.

All FCPS staff will advocate in ways that honor the differences among cultures, value diversity, and interact knowledgeably and respectfully among a variety of cultural groups. This pursuit will require the recognition of any existing biases and the need for advancement towards cultural proficiency.

English Learner (EL) Program

EL instruction helps English Learners become proficient in English. The program also promotes successful integration into mainstream academic programs for students in pre-kindergarten through 12th grade whose first, or primary, language is not English and who have limited English proficiency. English Learners new to Frederick County are assessed for English language proficiency upon enrollment by an EL Counselor. Additionally, each spring, English language proficiency is assessed to determine whether or not this student group is making progress and ultimately achieving proficiency in English. The EL Department recognizes the importance of parental involvement and community outreach. The EL Department provides interpreters for parent conferences and translations for many documents. High school EL students attend and take EL classes at Frederick High School and Governor Thomas Johnson High School. Summer school support is offered to help ensure that student gains made during the school year are not lost.

WORK BASED LEARNING

These programs give students workplace experiences that correspond to their career pathways, community service interests and/or plans following graduation. See the Career & Technology Education and Work Based Learning sections of the *Course Offerings Guide* for course descriptions. Consult with your teacher, counselor and the Work Based Learning Coordinator at your school to explore the programs and get applications.

Career Research & Development and Work Study

This two-year program is available at all high schools and includes both an in-school component and a paid work experience in the senior year that reflects future employment plans. Most students attend their home high schools in the morning and work in the afternoon.

Apprenticeships

FCPS is one of two school systems currently piloting a Maryland Youth Apprenticeship program for 11th and 12th graders. An ideal apprenticeship candidate is a student who wants to gain experience in the workplace with plans to continue in that industry after graduation. Employers are approved through the Maryland Department of Labor, Licensing and Regulation. A listing of available apprenticeship positions and employers is included on the FCPS Apprenticeship web page.

Internships

Juniors and seniors gain valuable career-related experiences for one or two semesters in the field in which they plan to major in college. Each intern is paired with an adult mentor who helps craft the internship.

Student Service Learning

Eleventh and twelfth grade students interested in helping community agencies or in serving as tutors to elementary, middle or high school students who need academic support may earn high school credit or work toward a Community-Service Certificate.

ALTERNATIVES TO FOUR-YEAR ENROLLMENT

Four-year enrollment in a public high school may not serve the best interests of some students. Therefore, FCPS offers alternatives that may meet individual student needs. The total credits earned in the following educational programs could have an impact on the final grade point average used in the selection process for graduation honors. Contact your school counselor for additional information regarding these alternatives, and carefully review the procedures and requirements outlined in FCPS Regulation 400-34.

Early Admission to an Approved Vocational, Technical or Other Post-High School Program

A student who has completed 11th grade may have the 12th grade enrollment requirement waived through acceptance into and successful completion of an approved vocational, technical, or other post-high school program.

Early College Admission

A student who has completed 11th grade may have the 12th grade enrollment requirement waived through acceptance into and successful completion of the first year in an early college admission program.

Early Graduation

A student may receive a Maryland high school diploma after 11th grade through an approved waiver of 12th grade enrollment, providing she or he has met all graduation requirements. A student who graduates early is eligible for commencement honors, although the total credits earned could have an impact on the final grade point average used in the selection process.

Frederick County Virtual School (FCVS)

FCVS provides online learning courses as an alternative means of education. These courses are aligned to FCPS Essential Curricula and represent a variety of course options. The FCVS utilizes a Blended Learning Model where periodic face-to-face sessions are a requirement of the learning process. All instructors are highly-qualified FCPS teachers with special training in working with students in a virtual setting. A registration fee is charged based on a sliding scale for school meal status. Students interact with an online community of teachers and students as they respond to discussion board posts, complete assignments, and take exams within established timelines. Hands-on courses will involve laboratory time to conduct experiments and build projects. Your school counselor can provide more information about the FCVS. Visit the website at <https://education.fcps.org/flex/> to download an enrollment form, view the Face-to-Face Master Schedule, registration fee charges, lists of potential course offerings, and descriptions of these FCVS high school programs:

- Virtual Outside of School (VOS)
- Virtual In School (VIS)
- Flexible Evening High School (FEHS)
- Virtual After School (VAS)

- Virtual During School (VDS)
- Partially Online Summer Session (POSS)
- Site-Based Summer Session (SBSS)
- Traditional Summer Session (TRAD) see page 24

Flexible Evening High School (FEHS)

FEHS is a program within the FCVS (above). This program offers students of high school age an opportunity to earn a Maryland high school diploma by attending classes two evenings per week and accumulating credits. Students attend FEHS for a variety of reasons. Some students are dually enrolled with a high school, while others attend FEHS full-time. Attendance is required as a face-to-face component of the program. However, course materials and resources are available online and can be accessed away from FEHS. See your counselor to register online for FEHS courses.

IMPORTANT PLANNING INFORMATION

STEP

7

Stay informed to stay on track. Familiarize yourself with FCPS policies and procedures that directly impact your high school planning and success.

ACADEMIC ELIGIBILITY FOR EXTRACURRICULAR ACTIVITIES

To participate in extracurricular activities, a high school student must have a minimum 2.00 GPA and no “F” grades. Report card and interim report grades determine eligibility; ineligibility is determined by end-of-term report cards only. Eligibility for fall extracurricular activities is based on 4th-term grades from the previous school year. An ineligible student may practice but may not accompany the team or group or be excused from any class for the activity concerned. A student who believes an error has occurred in awarding a grade may appeal to the school principal.

Extracurricular activities are school-sponsored activities other than regular class activities in which the student represents the school (for example, athletic teams, student clubs or organizations, class or club officers). Juniors and seniors who are interested in being dually enrolled in high school and college courses are encouraged to discuss how dual enrollment may impact academic eligibility.

ATTENDANCE

Regular attendance is essential to taking full advantage of all that school has to offer. Obviously, there are legitimate reasons, such as illness, which will cause a student to be absent.

Students who take trips with their parents on school days will be excused no more than twice during a year for a maximum of five days.

Any student who has more than five unexcused absences for either the entire school day or for individual classes in any grading period will automatically fail affected courses for that grading period.

Attendance procedures are detailed in FCPS Regulation 400-70, as well as in BOE Policy 430.

COLLEGE ENTRANCE CRITERIA

Colleges generally use the following criteria to select their applicants:

- Algebra 2 (minimum) See *College Entrance Requirements for Mathematics* described below.

- World Language
- Rigorous course schedule
- Grade Point Average (GPA)
- Class rank
- SAT I/ACT scores
- Recommendations from counselors, teachers, administrators, and community members
- Student activities
- College interview

The above criteria may vary in importance from college to college. Many colleges are increasing their requirements, so be sure to plan ahead. See your school counselor for further information and assistance in preparing for college.

COLLEGE ENTRANCE EXAMS

FCPS offers several opportunities for high school students to take the optional SAT and ACT examinations. Successful performance on one of these two national exams is a widely accepted college entrance requirement. Schools also offer SAT preparatory courses and the PSAT, a preliminary exam. Registration and other college entrance information is available in high school counseling offices. Registration deadlines are typically a month before the test date. Please visit the following website for more information.

www.collegeboard.com/parents

COLLEGE ENTRANCE REQUIREMENTS FOR MATHEMATICS

Many selective colleges across the United States have begun to require more rigorous preparation in high school mathematics for admission. For example, students applying to colleges and universities in the University System of Maryland are required to take 4 years of mathematics including Algebra I, Geometry, Algebra II, and one additional course in rigorous mathematics beyond Algebra II. Families should always review admission requirements of the colleges and universities to which they are applying. Some colleges and universities may not accept computer science as a mathematics credit.

COUNSELING AND STUDENT SUPPORT

School Counselors

School counselors are professional educators with a mental health perspective who understand and respond to the challenges students face as they transition from adolescence into adulthood. School counselors support all students as they search for a place to belong, evaluate their personal strengths, skills and abilities and ponder the many concrete and compounded decisions they must make. To help ensure that they are prepared for life after high school, every student requires support, guidance and opportunities. High school counselors work with students, parents, school staff members and community agencies to provide personal/social, academic and career development opportunities for students.

As emphasized in the American School Counseling Association (ASCA) national standards, high school counseling services are meant to address the barriers students have to learning, both educational learning and life-long learning. High school counseling adopts techniques for addressing all students' various and many issues that affect their abilities to perform in an educational environment both academically and socially. Counselors provide services to students, parents/guardians and school staff in the following areas:

- **School guidance curriculum:** The curriculum consists of structured lessons designed to help students achieve the desired competencies and provide them with knowledge, skills and support. The curriculum may be taught to students in large and small group settings.
- **Individual Student Planning:** High school counselors meet with students individually to discuss current courses, progress, goals and planning. All students are provided with a copy of their Individual Counseling Record that includes academic grades, career pathway information and goals, test scores and high school graduation credits.
- **Responsive Services:** Counselors are constantly working with students and families to meet immediate and future needs. These needs may be necessitated by events or conditions in students' personal lives and/or the school climate. Counselors may provide individual or group counseling, consultation with parents, teachers and administrators, referrals to community resources, and crisis intervention as needed.

Another facet of high school counseling is preparation for post-secondary life. High school counselors provide information and services for helping students and parents discover post-graduation careers or provide assistance with the application process for post-secondary education. All high school counselors offer evening programs for parents to discuss various programs and opportunities available to students as they embark on post-secondary education and/or careers.

Behavioral Support Teachers

Student support services are available to high school students who are in need of additional support throughout the school day. Student support teachers may work with students to improve academic work habits and making positive choices. The student support teacher is available to students who need daily interventions and support to experience success. The student support teacher works with teachers, administrators, the student and parents/guardians to determine academic and behavioral goals and to develop a clear, consistent plan for achieving the goals.

DROPPING COURSES

Students who choose to drop a course after the first 10 days of a term need to be aware of the implications of that decision. Credit may not be granted for the course that is dropped or for the new course entered. This does not apply to students wishing to change course levels. Some course descriptions carry special information about transfer options. See your school counselor for exact guidelines regarding policy.

GRADE POINT AVERAGE (GPA) AND RANKING

Colleges and scholarship services use student GPAs to determine eligibility for admission or award. GPAs are determined by adding all quality points for all courses taken and dividing by the number of courses taken according to the following rank scales.

- **Traditional** — Students are ranked annually; all course work is included.
- **Weighted** — Students who have taken honors, advanced placement, international baccalaureate, or accelerated academic courses receive this ranking.

A comparison of the two types of ranking follows.

GRADE	TRADITIONAL	WEIGHTED
A – (100%-90%)	4 points	5.00 points
B – (89%-80%)	3 points	3.75 points
C – (79%-70%)	2 points	2.50 points
D – (69%-60%)	1 point	1.25 points
F – (59%-0%)	0 points	0.00 points

GRADES ONLINE

FCPS uses an online grade book to give parents and students access to middle and high school grades from any Internet-connected computer. After grading tests and assignments, teachers enter the grades in their electronic grade books. Missing assignments are also noted. The electronic grade book organizes the data for convenient online viewing any time, day or night. All students receive an identification and PIN number. Contact your school for more information.

GRADUATION HONORS

FCPS recognizes exemplary academic achievement upon graduation using the designations of honors, high honors, and highest honors.

- Highest Honors 4.0 or greater on a weighted scale
- High Honors 3.75-3.99 on a weighted scale
- Honors 3.5-3.74 on a weighted scale

Recognition is based on final grades earned for high school courses taken for credit in middle school (Reg. 500-10) and in the 9th, 10th, 11th and 12th grades. Final grades are computed as outlined in the grading regulation (Reg. 500-5). Cumulative grade point averages are calculated according to the FCPS system (Reg. 400-13). Students who meet the requirements for early graduation are eligible for this honor.

High school seniors who complete the required classes and earn the designated GPA are identified as Maryland Scholars. Maryland Scholars, a program administered by a statewide coalition of major Maryland employers called the Maryland Business Roundtable, is a course of study that prepares high school students to be college and career-ready.

All students will be designated as a Maryland Scholar if they meet the following requirements:

- 4 credits of English
- 4 credits of Math (Including Algebra 1, Geometry, Algebra 2)
- 3 credits of Lab Science (Biology, Chemistry, Physics [preferred])
- 3 credits of Social Science (U.S. History, World History, Government)
- 2 credits of the same World Language

Students must attain a 3.0 GPA to qualify

*Courses underlined exceed State graduation requirements.

HIGH SCHOOL ASSESSMENTS — INTERVENTIONS

A variety of support is available to aid students in achieving success on the appropriate high school assessments that are required for eligibility to graduate, including intervention courses, special tutoring, and after-school programs. Contact a counselor for specific options at each school.

HONOR ROLL – (Reference BOE Regulation #400-14)

The honor roll, a sign of excellence, recognizes students who have demonstrated outstanding academic achievements. To be included on the academic honor roll, students must:

- have a B average
- not have earned an Incomplete or below a C
- have earned no more than one C
- balance any C by an A, course for course
- be enrolled for a minimum of 4 credits in all high school grades except 12th.

All courses will be weighted equally. The principal will set up a procedure, assign staff to establish the honor roll, and validate and publish it. The honor roll has two categories:

- First Honors - 4.0 GPA
- Second Honors - 3.0-3.9 GPA

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

A student's IEP is a written description of all the special education and related services needed by that student. The goals, objectives, activities, and materials are individualized for each student.

HIGH SCHOOL CREDIT EARNED IN MIDDLE SCHOOL

The Maryland State Board of Education allows local boards of education to grant graduation credit to middle school students who take high school courses in middle school. These courses must have the same expectations, curriculum and exams as the equivalent courses taught in high school.

The following FCPS middle school courses have been identified for high school credit:

- Algebra 1
- German 1, 2
- Spanish 1, 2
- Latin 1, 2
- French 1, 2

Students who pass these courses will automatically be granted high school credit. No action is necessary by a student for high school credit to be issued.

A student whose middle school course achievement is low may wish to repeat the course in high school. This is a decision that the student and parent, along with the teacher and school counselor, should make when selecting courses for the school year.

All courses are one credit unless otherwise indicated. A number of four-year colleges and universities now require that additional study of world language (beyond those courses in middle school) take place at the high school level.

NATIONAL HONOR SOCIETY

Every Frederick County high school has a chapter of the National Honor Society. To be a member, a student must have a minimum 3.5 cumulative weighted grade point average and strong service, leadership and character, as rated by school staff. Additional information is available from school counselors or BOE Regulation 400-25 on the FCPS website.

NAVIANCE

Naviance is a college and career readiness program that provides students multiple opportunities to connect academic achievement to post-secondary goals. Now available to all FCPS middle and high school students, Naviance guides students through the discovery of their individual strengths and learning styles through career planning and assessment tools. Students learn what is needed to make good academic decisions required to pursue and attain their college and career goals. College planning tools allow parents and students to compare colleges and universities, explore scholarship opportunities, and track the status of application documents. Contact your school counselor for Naviance registration information.

NCAA ELIGIBILITY

Students planning to enroll in college as a freshman and who wish to participate in Division I or Division II athletics must be certified by the NCAA Initial-Eligibility Clearinghouse. The Clearinghouse was established by the NCAA member institutions in January 1993. The Clearinghouse ensures consistent application of NCAA initial eligibility requirements for all prospective student athletes at all member institutions.

PREREQUISITES

Some courses require the successful completion of another course prior to enrollment. The initial course required is called a prerequisite. Required course prerequisites are listed in the course descriptions in the Course Guide .

PROMOTION POLICY

The Frederick County promotion policy establishes minimum numbers of credits for promotion.

Promotion to Grade 9 – Promotion from the 8th grade

Promotion to Grade 10 – 6 credits earned

Promotion to Grade 11 – 12 credits earned

Promotion to Grade 12 – 18 credits earned

Graduation – A minimum of 25 credits earned in required areas

REPEATING COURSES

A student may repeat any course to improve a grade and gain greater mastery of the subject matter. The highest grade received in the course will be entered on his/her transcript for grade reporting purposes. A student may not receive more than one credit toward graduation for that course.

REPORT CARDS

Report cards are issued four times during the year to communicate students' term grades and other classroom achievement information. Interim reports may be issued between report cards and at any time throughout the year to notify students and parents about a significant decline or improvement in performance or to indicate a unique problem that may require attention. Parents or guardians must sign and return interim reports of unsatisfactory or declining performance within five days.

SPECIAL EDUCATION

Special Education is specialized instruction designed to meet the unique needs of a student with a disability, including instruction conducted in the classrooms, in homes, in hospitals or institutions. Special education may encompass related services needed to complete the student's individualized program, such as speech/ language pathology services, occupational therapy, physical therapy, assistive technology, special transportation and adaptive physical education.

Through the Child Find process, every child suspected of having an educational disability that requires special education and related services is entitled by law to an educational evaluation. Each area of suspected disability is assessed by a qualified examiner.

Every Frederick County public school has an Individualized Education Program (IEP) team. The team includes a school administrator, the student's parent or guardian, the special education teacher, general classroom teacher, related service provider(s), and other individuals who have knowledge or special expertise regarding the student. The student may also attend team meetings, as appropriate. A child may be referred to the team by a parent or guardian, a school administrator, an educator, or a health professional. A screening meeting determines if assessments are needed. After the parent or guardian has given consent for an initial evaluation, the school has 60 days from the date of consent to complete the evaluation and reconvene. If the team determines that a child is eligible for special education services, the team develops an IEP.

The IEP contains annual goals and short-term instructional objectives for the student's special education program. It also describes the student's continued participation in the general education curriculum. The IEP is reviewed at least annually at an IEP team meeting.

Beginning when a student is 14, or younger if appropriate, and updated annually, the IEP must include a Transition Plan that focuses on the student's post-secondary goals, transition activities, and interagency linkages.

504

A Section 504 Plan is designed to assist an eligible student with a physical or mental impairment by listing the accommodations the student will need in order to access the general education program. A 504 Plan is not the same as an Individualized Education Program (IEP). A student may not have both a 504 plan and an IEP. Section 504 provides access in the educational environment for students with disabilities.

TRADITIONAL SUMMER SESSION

Traditional Summer Session (TRAD) provides current FCPS 9th–12th grade students with daily face-to-face instruction with FCPS teachers during the summer. Online learning is part of the learning process. A course fee is charged based on a sliding scale for school meal status. A diverse number of courses required for graduation are offered to improve a previously earned grade or earn original credit when necessary. TRAD is supervised by the Frederick County Virtual School (FCVS) Staff. Please visit the FCVS website at <https://education.fcps.org/flex/> after April 15th for a list of courses and enrollment directions, or direct questions to your school counselor. An overview of the Virtual School can be found on Page 19.

TRANSCRIPTS

A transcript is a high school student's official record of courses taken, final grades, credits earned and Grade Point Average (GPA). Contact your school counselor for more information and to obtain official copies of the transcript.

