High School

PLANNING GUIDE
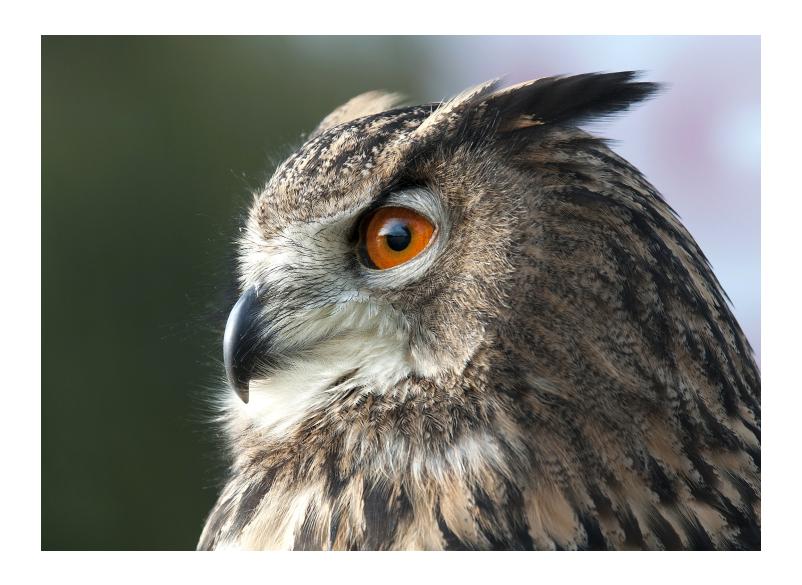## 2023-2024

FREDERICK COUNTY PUBLIC SCHOOLS
REACH • CHALLENGE • PREPARE

HIGH SCHOOL DIRECTORY

BRUNSWICK
101 Cummings Drive
Brunswick, MD 21716
Main Office Phone 240-236-8600
Main Office Fax 240-236-8601
Counselors Phone 240-236-8550
Counselors Fax 240-236-8602

MIDDLETOWN
200 Schoolhouse Drive
Middletown, MD 21769
Main Office Phone 240-236-7400
Main Office Fax 240-236-7450
Counselors Phone 240-236-7401
Counselors Fax 240-236-7580

CAREER AND TECHNOLOGY CENTER
7922 Opossumtown Pike
Frederick, MD 21702
Main Office Phone 240-236-8500
Main Office Fax 240-236-8501
Counselors Phone 240-236-8493
Counselors Fax 240-236-8502

CATOCTIN
14745 Sabillasville Road
Thurmont, MD 21788
Main Office Phone 240-236-8100
Main Office Fax 240-236-8101
Counselors Phone 240-236-8079
Counselors Fax 240-236-8177

OAKDALE
5850 Eaglehead Drive
Ijamsville, MD 21754
Main Office Phone 240-566-9400
Main Office Fax 240-566-9401
Counselors Phone 240-566-9430
Counselors Fax 240-566-9440

FREDERICK COUNTY VIRTUAL SCHOOL
Administrative Offices at
Governor Thomas Johnson Middle School
1799 Schifferstadt Blvd.
Frederick, MD 21701
Main Office Phone 240-236-8450
Main Office Fax 240-236-8451

FREDERICK
650 Carroll Parkway
Frederick, MD 21701
Main Office Phone 240-236-7000
Main Office Fax 240-236-7015
Counselors Phone 240-236-7087
Counselors Fax 240-236-7184

TUSCARORA
5312 Ballenger Creek Pike
Frederick, MD 21703
Main Office Phone 240-236-6400
Main Office Fax 240-236-6401
Counselors Phone 240-236-6415
Counselors Fax 240-236-6422

FCPS MIDDLE SCHOOL BLENDED VIRTUAL PROGRAM
Administrative Offices at
Centerville Elementary School
3601 Carriage Hill Dr.
Frederick, MD 21704
Main Office Phone: 240 236 8960
Main Office Fax: 240 236 8961
Counselor Phone: 240 236 8964
Counselor Fax: 240 236 8961

GOVERNOR THOMAS JOHNSON
1501 North Market Street
Frederick, MD 21701
Main Office Phone 240-236-8200
Main Office Fax 240-236-8201
Counselors Phone 240-236-8214
Counselors Fax 240-236-8213

URBANA
3471 Campus Drive
Ijamsville, MD 21754
Main Office Phone 240-236-7600
Main Office Fax 240-236-7601
Counselors Phone 240-236-7623
Counselors Fax 240-236-7602

HEATHER RIDGE SCHOOL
1445 Taney Avenue
Frederick, MD 21702
Main Office Phone 240-236-8000
Main Office Fax 240-236-8001

LINGANORE
12013 Old Annapolis Road
Frederick, MD 21701
Main Office Phone 240-566-9700
Main Office Fax 240-566-9901
Counselors Phone 240-566-9730
Counselors Fax 240-566-9729

WALKERSVILLE
81 Frederick Street
Walkersville, MD 21793
Main Office Phone 240-236-7200
Main Office Fax 240-236-7250
Counselors Office 240-236-7209

ABOUT THIS GUIDE

The 2023-2024 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.

CONTENTS

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**

2. *Review and select a Career and College Readiness (CCR) pathways that meets your personal goals as well as state and local credit requirements.* **Page 5**

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 6-13**

4. *Make sure you are on track to pass assessments required for graduation.* **Page 14**

5. *Make sure you have met or will meet the Student Service Learning requirements.* **Page 15**

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 17**

7. *Review the planning section for information about everything from attendance and academic eligibility to report cards and calculating your GPA.* **Page 23**
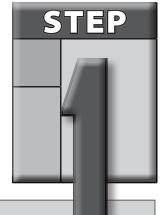
Next Steps:
Consult the Course Offerings Guide to see which courses match your interests, your program choice, Frederick County's graduation requirements and your future plans. Can't find a specific course? Check the Course Index in the back of the guide. Be sure to challenge yourself with rigorous classes.

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

GRADUATION REQUIREMENTS

STEP 1

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 some courses.

SUBJECT AREA	CREDITS	COURSES
English	4	1–English 9 1–English 10 1–English 11 AP Language and Composition or English 101 Dual Enrollment Option or IB 1–English 12 or AP Language and Composition or AP Literature and Composition or Dual Enrollment Options or IB
Mathematics	4	1–Algebra 1–Geometry Students must enroll in a mathematics course each year of high school. 2–Other courses
Science	3	1–Biology 2–Other lab courses Maryland State Science Standards aligned lab courses (PES/ABP, Biology and Chemistry/Fundamentals of Chemistry or Environmental Science are recommended).
Social Studies	3	1–American Studies 2 or AP United States History Yearlong 1–Government or AP Government & Politics 1–Modern World History or AP World History Modern or Dual Enrollment World History
Health	0.5 1.0	Health – Students who entered the 9th grade before the 2021-2022 school year are required to earn .5 credit of Health education Health – Students who entered the 9th grade during the 2021-2022 school year or after are required to earn 1 credit of Health education
Physical Education	0.5	Fitness for Life
Fine Arts	1	Courses marked with double asterisk [**] in *Arts: Visual & Performing* section of course guide
Computer Science and Engineering	1	Engineering Design Applications, Foundations of Computer Science, Pre-Engineering (OHS) or Introduction to Engineering Design (LHS, THS, WHS)
Career Pathways	3-4 minimum	Complete these credits in courses that match your career interest.
Financial Literacy	0.5	See page 4 for course options.

FULFILL THE ADDITIONAL FIVE (5) COURSE CREDITS REQUIRED FOR GRADUATION VIA ONE OF THE FOLLOWING OPTIONS:	
Option 1 World Language/American Sign Language– 2 credits in the same language AND Three (3) elective credits	**Option 2** Successful completion of a state approved Career and Technical Education (CTE) program of study AND One (1) elective credit

*Effective 2022-23, MSDE no longer recognizes Advanced Tech as a completer. Students who started the program prior to 21-22 or prior are able to finish the completer for a graduation requirement.	
ENVIRONMENTAL LITERACY	Meet the state requirement (infused into the FCPS curriculum).
GRADUATION ASSESSMENTS	During school year 23-24, state assessments are to be counted as 20% of a student's course grade in Government and Biology See page 14, step 4.
STUDENT SERVICE LEARNING	Meet the state requirement of 75 hours (infused into the FCPS curriculum).

PERSONAL FINANCIAL LITERACY

Students 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 *(2nd course in CRD 3 credit CTE Completer)*	495500
Agri-Business at CTC	530004
Career and College Prep *(1st course option for 3 credit CRD Completer)*	498110
CD3 CDA Internship and Portfolio Development 1	360012
Economics and Geography	164070
Entrepreneurship and Small Business at CTC	530005
Intro to Agricultural Science and Technology *(1st course requirement for Pre-Vet and Horticulture 3 credit CTE Completers)*	492351
Introduction to Career Research and Development *(1st course option for 3 credit CRD Completer)*	498000
Managing your Personal Finance	336040
Money, Finance and Economics	164370
NJROTC – Naval Science 2 *(2nd course in CTE Completer)*	568820
Principles of Business Management and Entrepreneurship *(1st course requirement for all four CTE Business Completers)*	331010
Principles of Finance and Accounting	332040

ENVIRONMENTAL LITERACY

Students must fulfill this requirement through successful completion of the following four courses (online options are possible in certain circumstances for all except Biology):

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

COLLEGE AND CAREER READINESS

Frederick County Public Schools offers Advanced Placement (AP), Dual Enrollment (DE), and Career and Technical Education (CTE) programming to every student in their high school, as well as several county-wide post-CCR programs, such as International Baccalaureate (IB), Career and Technology Center (CTC), Early College, and others: https://sites.google.com/fcps.org/county-widecollegecareerprogra/home.

The Blueprint for Maryland's Future stipulates that all students will be assessed for College and Career Readiness (CCR) by the end of grade 10 (Ed. Art. §7-205.1). A student shall be deemed as College and Career Ready when the student meets a standard in English language arts, mathematics, and, when practicable, science. The goal is for all students to be prepared for participation in post-CCR pathways during grades 11 and 12 and prepared for enrollment in entry-level, credit-bearing courses or postsecondary education training at a state community college.

Beginning in the 2023-2024 school year, all students who meet the CCR standard will be provided with access to post-CCR pathways. Dependent on budget and staffing, these pathways will be provided at no cost to students.

Beginning in the 2023-2024 school year, post-CCR pathways will include:

1. a competitive entry college preparatory program, such as The International Baccalaureate (IB) Diploma Program; or a comparable program consisting of Advanced Placement courses specified by the College Board and chosen by the local board;

2. a program that allows a student, through an early college program or dual enrollment at a student's high school and an institution of higher education to earn an Associate's degree or at least 60 credits; and

3. a robust set of CTE programs that are recommended by the CTE Skills Standards Advisory Committee and approved by the CTE Committee, including apprenticeships and dual enrollment in credit or eligible noncredit certificate programs.

For students who have not met the CCR standard at the end of grade 10, support pathways will be provided to enable them to achieve the standard by the end of grade 12. Additionally, FCPS students who have not met the CCR standard by the end of grade 10, or who access these programs before grade 10, will continue to have access to post-CCR pathways for which they are eligible.

CAREER PATHWAYS

STEP 3

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 53 different career development programs in fourteen career pathways. The Career Pathways include a range of career opportunities aligned to industry standards. 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 Career Pathways

Career pathway programs are offered at local high schools, the Frederick County Career and Technology Center, or the Academy for the Fine Arts.

- Agriculture
- Automotive
- Business
- Computer Science
- Construction
- Cosmetology
- Culinary/Hospitality

- Education
- Engineering/Architecture/Manufacturing
- First Responder
- Health and Medicine
- Performing Arts
- Visual Arts
- Work Based Learning

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. Dual Enrollment college courses could be included in a student's Career Pathway. 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: VISUAL AND PERFORMING

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
Advertising
Announcer (radio, television)
Arts Administration
Art or Music Education
Art or Music Therapy
Art Historian
Audio Engineer (Live or Studio)
Broadcast News
Character Animator
Choreographer
Composer
Conductor

Copyright Law
Creative Director
Dancer
Digital Imaging Specialist
Editor
Entertainment Agent
Event Planning
Fine Artist (painting, sculpture, ceramics)
Game Designer
Graphic Designer/Artist
Illustrator
Interior Designer

Jeweler
Journalist
Lighting Designer
Marketing
Media Buyer
Military Performer/Multimedia Careers
Museum Curator (Live or Studio)
Musician
Non-Profit Management
Photographer
Producer (i.e., film, music, radio, recording, television)

Programmer
Public Relations
Publicist
Reporter (all media)
Software Engineer
Speech Writer
Stage Technician/Manager
Teaching Artist
Videographer
Web Designer
Writer

Career Pathway Programs

Students may elect to participate in focused career related programs of study through a Career and Technical 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.

Performing Arts

Academy for the Fine Arts at GTJHS:
- Dance Focus
- Music Focus
- Theatre Focus
- Musical Theatre Focus

Career and Technology Center:
- TV Multimedia at CTC

Visual Arts

Academy for the Fine Arts at GTJHS:
- Advanced 2-D Art (Drawing and Painting)
- Advanced 3-D Art (Ceramics)
- Advanced Computer Graphics AFA Advanced Photography (Digital and Traditional Black & White)

Career and Technology Center:
- Print Ed
- Interactive Media and Web Design

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.

Advanced 2-D Art
Advanced 3-D Art
Advanced Computer Graphics
Advanced Dance Studies
Advanced Musical Studies
Advanced Photography
Advanced Theatre
American Popular Music
AP Music Theory
AP Studio Art
Art
Art Independent Study
Band (Concert and Marching)
Ceramics
Class Piano
Commercial Art
Computer Graphics
Concert Choir

Creative Writing
Dance (Beginner - Advanced)
Digital Animation
Digital Communications Technology
Digital Photography
Drawing & Painting
Film Study
Forensics & Debate
Guitar
Horticulture
Instrumental Chamber Ensemble
Integrated Music Technology
Introduction to Theatre
Jazz Ensemble
Jewelry & Small Sculpture
Journalism
Journeys Through Art Styles, Theories, and
   Applications

Leadership Development
Marching Band: Band Front
Mixed Chorus
Music Listening and Literature
Music Technology
Music Theory
National and Global Issues
Publications
Sculpture
Show Choir
Sociology
String Orchestra
Technical Theatre
Visual Art Thesis
Voice Ensemble
Website Development
Western Art History
Work Based Learning Opportunities

BUSINESS AND COMPUTER SCIENCE

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	

Career Pathway Programs

Students may elect to participate in focused career related programs of study through a Career and Technical 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.

Business Education
Offered at High Schools
- Business Administration
- Business Management
- Finance & Accounting
- Marketing

Career and Technology Center:
- Agri Business

Computer Science
Offered at High Schools
- Computer Science

Career and Technology Center:
- Cisco Networking Academy
- Cisco Cyber Security
- Cisco Operating Systems

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.

Additional Relevant Higher-Level Academic Electives	Economics and Geography
Advanced Business Management	Foundations of Computer Science
Advanced Computing Concepts	Introduction to Career Research and Development
Advanced Finance and Accounting	Leadership Development
AP Computer Science A	Managing your Personal Finances
AP Computer Science Principles	Principles of Finance and Accounting
AP Economics	Principles of Business Management and Entrepreneurship
Commercial Art	Principles of Marketing
Computer Graphics	Publications
Creative Writing	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	Massage Therapist	Psychologist
Certified Nursing Assistant	Materials Manager	Public Health Educator
Chiropractor	Medical Assistant	Radiographer
Clinical Trials Manager	Medical Records/Health Information	Registered Nurse
Dental Hygienist	Technician	Research Assistant
Dietician/	Nutritionist	Research Scientist
Emergency Medical Technician	Occupational Therapist	Speech and Language Pathologist
Engineer	Pediatrician	Surgical Technologist

Career Pathway Programs

Students may elect to participate in focused career related programs of study through a Career and Technical 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.

Health and Biosciences

Offered at High Schools
- Biomedical at (THS)
- Certified Nursing Assistant Dual Enrollment option at (FHS)
- Pharmacy Technician (FHS)
- Dental Dual Enrollment option (FHS)

Career and Technology Center:
- Biomedical
- Certified Nursing Assistant
- Medical Assisting
- Physical Rehabilitation
- Dental (plans for 23-24 or 24-25)

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	Personal Keyboarding
AP Biology	Psychology
AP Chemistry	Science Research
AP Psychology	Sociology
AP Statistics	Sports Medicine
Aquatics	Statistics
Introduction to Athletic Coaching	Strength Training
Leadership Development	Team Sports
Office Systems	Work Based Learning Opportunities
Personal Fitness	

COSMETOLOGY, CULINARY, EDUCATION AND GOVERNMENT/FIRST RESPONDER

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	

Career Pathway Programs

Students may elect to participate in focused career related programs of study through a Career and Technical 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.

Pathway	*Offered at the High Schools*	*Offered at the Career and Technology Center*
Cosmetology		
Culinary Arts	• Culinary/Hospitality (FHS)	• Cosmetology
Education	• Child Development Associate	• Culinary and Baking
First Responder/Government	• NJROTC (GTJHS)	• Teacher Academy of Maryland
	• Leadership (OHS)	• Homeland Security/Criminal Justice

• A half-day one year internship in Fire and Rescue is also available through the Frederick County Safety Training Center

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.

Additional Relevant Higher-Level Academic Electives	Culinary and Hospitality	Principles of Finance and Accounting
Advanced Finance and Accounting	Digital Communications Technology	Principles of Business Management and Entrepreneurship
AP Economics	Digital Photography	Principles of Marketing
AP Government	Economics and Geography	Psychology
AP Human Geography	Forensics and Debate	Sociology
AP Psychology	Forestry and Wildlife Management	Strength Training
Applied Business Law	Horticulture/Floriculture	Team Sports
Child Development	Law and Society	Work Based Learning Opportunities
Clothing Construction	National and Global Issues	World Languages
Creative Writing	Personal/Relationships and Effective Parenting	
	Photography	

AGRICULTURE

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

Career Pathway Programs

Students may elect to participate in focused career related programs of study through a Career and Technical 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.

Offered at the High Schools
- Ag Mechanics
- Animal Science PreVet
- Horticulture

Offered at the Career and Technology Center
- Agri-Business
- Agriculture and Commercial Welding
- Environmental Landscape

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-Engineering Technology
Agricultural Science	Engine and Power Technology	Pre-Vet Large Animal Care
AP Environmental	Environmental Science	Pre-Vet Small Animal Care
Architectural Engineering and Design	Forestry and Wildlife Management	Science Research
Culinary and Hospitality	Horse Care and Management	Wood and Metal Structures
	Horticulture/Floriculture	Work Based Learning Opportunities

AUTOMOTIVE, ENGINEERING, AND CONSTRUCTION

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	

Career Pathway Programs

Students may elect to participate in focused career related programs of study through a Career and Technical 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.

Pathway	*Offered at the High Schools*	*Offered at the Career and Technology Center*
Automotive	• Automotive Technology (BHS)	• Auto Body/Collision Repair and Refinishing
Construction Trades	• Wood, Design, and Applications	• Automotive Technology
Engineering/Architecture/Manufacturing	• Pre-Engineering (OHS)	• Carpentry (CTC)
	• Project Lead the Way Engineering (LHS, THS & WHS)	• CAD Architecture (CTC)
	• Wood, Design, and Applications	• CAD Engineering (CTC)
		• Electricity (CTC)
		• HVACR & Plumbing (CTC)
		• CAD Architecture (CTC)
		• 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	Introduction to Engineering and Design
Architectural Engineering and Design	Wood and Metal Structures
Auto Mechanics	Wood, Design, and Applications
Career Research and Development	Work Based Learning Opportunities
Engine and Power Technology	

STATE REQUIREMENTS

STEP 4
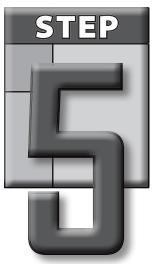
Maryland Graduation Assessment Requirements:

During school year 2023-24, state assessments may be counted as 20% of a student's course grade in Algebra 1, English 10, Government and Biology, dependent on action by the Maryland State Board of Education. Information on graduation assessment requirements can be found at the following link:

https://www.fcps.org/student-services/graduation-requirements

STUDENT SERVICE LEARNING

STEP 5

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 Foundations 1	6-8
1640	EL English Foundations 2	6-8
1840	EL English Foundations 3	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	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	10
13P211	English 10	10
56P810	English 10 – EL	10
13P111	English 10 Year Long	10
133111	English 11 – Honors	11
133800	English 11	11
134121	English 12	12
132222	Accelerated English	10/11
232211	Statistics and Probability	10-12
23120C	Algebra 1	9-12
23127C	Algebra 1A	9-12
23128C	Algebra 1B	9-12
192211	Biology	10
191111	Biology – Honors	10

Course Number	Course Title	Grade(s) Taken
163111	American Studies 2 – Honors	9
163211	American Studies 2	9
169141	EL American Studies 2	9-12
23220C	Geometry	9-12
23111C	Geometry – Honors	9-12
161101	Government – Honors	10
161201	Government	10
161111	Modern World History – Honors	11
161211	Modern World History	11
344070	Engineering Design Applications	9-12
461020	Health 1	9
461021	Health 2	11
261000	French 1	9-12
261020	Spanish 1	9-12
261030	Latin 1	9-12

HIGH SCHOOL OPTIONS

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:

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

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

ACHIEVEMENT AND EQUITY

Every student deserves an education that prepares them 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)

ADVANCED ACADEMICS

"Advanced Academics" describes the FCPS processes and programs that identify and serve advanced learners. A full spectrum of challenging and competitive talent development opportunities abound for all learners in FCPS! The Advanced Academics Office works with middle school-based advanced academics specialist, high school college and career readiness specialists, and school counseling staff to ensure that advanced students – both gifted and talented (GT), as well as highly able learners (HAL) – are aware of and have guidance in selecting those academic and career-related pathways that align with their aptitudes and interests, not to mention secondary and postsecondary goals.

FCPS Completer Programs and Career Pathways should be strongly considered as appropriate options for advanced and gifted and talented students when planning a high school course of study. Additionally, the application-based FCPS' Academies and Signature Programs are designed with focused instruction for highly motivated students, and enrollment opportunities may be limited. Further, an FCPS partnership with Frederick Community College means that high school students can engage in many dual enrollment options, including High School Based, Open Campus, Career Pathways, and Early College at FCC. The "Alternatives to Four-Year Enrollment" section below should be reviewed. Families are encouraged to consult the *High School Course Offerings Guide* and begin the conversation with their students sooner, rather than later.

The Blueprint for Maryland's Future supports the many rigorous and learning opportunities that now exist as students transition to high school. Under the House Bill 1372, 8-201, "Beginning with the 2022-2023 school year, a gifted and talented student in middle school, 9th grade, and 10th grade may meet the college and career readiness standards under § 7–205.1 of this article." This legislation means that successful, highly motivated students may begin to plan their postsecondary learning even earlier.

Note: GT and HAL learners may also have other specialized education needs that must be considered and supported, such as those students who are English Language learners, as well as students with Individualized Education Plans (IEP) or a 504 Plan.

Advanced Academics Definitions

CODE OF MARYLAND REGULATIONS FOR GIFTED & TALENTED EDUCATION (COMAR 13A.04.07; COMAR FOR GTE): Approved by the MD State Board of Education in 2019, these regulations mandate the processes and services around equitable gifted and talented education in Maryland. COMAR for GTE established gifted and talented students as an accountability group. These COMAR dictate GT identification, service delivery, professional learning, and reporting requirements. Every school district in Maryland reports on its progress towards alignment with these COMAR through its Local ESSA Consolidated Plan.

GIFTED & TALENTED (GT): A GT learner is defined by Maryland's Annotated Code § 8-201 as an elementary or secondary student who is identified by professionally qualified individuals as: (1) Having outstanding talent and performing, or showing the potential for performing, at remarkably high levels of accomplishment when compared with other students of a similar age, experience, or environment; (2) Exhibiting high performance capability in intellectual, creative, or artistic areas; (3) Possessing an unusual leadership capacity; or (4) Excelling in specific academic fields.

[An. Code 1957, art. 77, § 106F; 1978, ch. 22, § 2; 1997, ch. 109; 2003, ch. 418.]

HIGHLY ABLE LEARNER (HAL): "Highly able learner" is an umbrella term used to describe students who demonstrate above average ability and/or students who perform at advanced levels in one or more content areas. "HAL," is inclusive of gifted and talented students and advanced learners.

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 offers a fulltime remote learning option through the High School Blended Virtual Program (BVP) and an option for upper classman to enroll fulltime and take blended online courses to meet their remaining graduation requirements thought FCVS supplemental programs. FCVS has more limited course offerings than a comprehensive high school. More information is available from your school counselor or visit the FCVS website at https://edu.fcps.org/fcvs/

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 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 & TECHNICAL 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 & Technical and Work Based Learning sections of the *Course Offerings Guide* for courses in these programs:

- Academy of Health Professions (FHS) (Pharmacy Tech, Dual Enrollment in Certified Nursing Assistant and Dental Assisting)
- Agriculture: Animal Science
- Agriculture Mechanics
- Automotive Mechanics (BHS)
- Bio Medical (THS)
- Business Management and Administrative Services
- Career Research and Development and Work-based Learning
- Child Development Associate
- Culinary and Hospitality (FHS)
- Computer and Information Sciences
- Engineering (PLTW)
- Finance and Accounting
- Horticulture
- Wood, Design and Applications
- Youth Apprenticeship

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.

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.

- Agri-Business
- Agricultural and Commercial Metals Technology (Welding)
- AOHP – Dental
- AOHP – Medical Assisting
- AOHP – Nursing
- AOHP – Physical Rehabilitation
- Architecture, Engineering, and Construction Management
- Automotive Body/Collision Repair and Refinishing
- Automotive Technology
- Biomedical Sciences
- CAD Architecture
- CAD Engineering
- Carpentry
- CISCO Cyber Security
- CISCO Networking Academy
- CISCO Operating Systems
- Cosmetology
- Culinary Arts
- Digital Design & Printing Methods
- Electricity
- Environmental Landscape Design and Management
- Homeland Security/Criminal Justice
- HVACR and Plumbing
- Integrated Media and Web Technology
- 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 interest and participation. 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, participation 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 Technical Education section of the *Course Offerings Guide,* visit the CTC website, or contact the CTC counselor and talk with your school counselor.

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.

DUAL ENROLLMENT

Dual Enrollment refers to anytime a high school student is also enrolled at an institute of higher education. 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. Through a partnership with Frederick Community College (FCC), students can engage in many dual enrollment options, including High School Based, Open Campus, Career Pathways, and Early College at FCC:

High School Based: High school students in this program take FCC courses at their high school or the Career and Technology Center during the regular school day. These are college level, credit-bearing courses taught by FCPS teachers serving as adjunct professors. Available courses vary by school; talk to your counselor to see what is offered at your FCPS high school.

Open Campus: High school students complete a college course on the college campus or through the college's online program. The course may be during or outside of the school day. Courses are taught by college faculty. Students with Frederick County Public Schools may participate in Open Campus with FCC for no tuition cost or with other institutes of higher education, which may have program costs associated with participation.

Career Pathways: High school students in this program explore career options and earn industry certifications or credentials by following a specific career track and taking courses either at their high school, on the FCC campus, or at the FCC Monroe Center. The goal of Career Pathways students is to earn an industry certification or credential either before or shortly after high school graduation. Available career programs vary by school; course locations vary by chosen pathway.

Early College at FCC: High school students in the Early College program at FCC have the opportunity to earn an associate degree while completing high school by attending FCC full-time during their junior and senior years. Similar to traditional full-time undergraduate students, Early College students follow the FCC academic calendar and have the option to take day, evening, online, and weekend courses. Schedules are developed with the Early College Coordinator at FCC. Students must apply for admission to the Early College in the Spring of their 10th grade year.

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); and
- complete diagnostic assessment or an equivalent placement measure that indicates readiness for college level work as determined by the Institution of Higher Education (IHE)

Dual Credit:

Dual Credit means that students receive a high school credit for college coursework that earns college credits. If students receive Dual Credit, the grade appears on both the high school and college transcripts. Dual Credit courses are weighted in the high school GPA.

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.

A partnership between FCC and FCPS has facilitated the pre-approval of some FCC courses for Dual Credit, including:

ENGL 101: English Composition
ENGL 102: English Composition & Literature
LATN 101: Introductory Latin I
LATN 102: Introductory Latin II
BSCI 150: Principles of Biology I
CHEM 101: General Chemistry
MATH 101: Foundations of Mathematics
MATH 120: Statistics
MATH 145: College Algebra
MATH 165: Precalculus
MATH 185: Calculus I
MATH 195: Calculus II
MATH 285: Calculus III
BMGT 103: Introduction to Business
CMIS 101: Intro Computers & Information Processing
ACCE 130: Career Assessment and Planning
COMM 103: Public Speaking
HIST 122: World History 2
PSYC 101: General Psychology
SOCY 101: Introduction to Sociology
HUMN 101: Cultural Identity in America

Additional college courses are eligible for Dual Credit by approval.

Questions about Dual Enrollment and Dual Credit should be discussed with your school counselor.

For more information, see the FCPS Dual Enrollment Manual or joint FCC-FCPS website about Dual Enrollment.

https://www.frederick.edu/admissions/dual-enrollment.aspx

ENGLISH LEARNER (EL) PROGRAM

The EL program supports English Learner students through simultaneous English language and content instruction. The program promotes successful access to mainstream academic programs for students Kindergarten through 12th grade whose first, or primary, language is not English. Instruction in EL classes occurs using an accelerated model, with strategic language learning supports based on second language acquisition theory and research.

English Learner students new to Frederick County Public Schools are assessed by an EL Registrar, to determine their English language proficiency level upon enrollment. English Learner students will be reassessed annually to determine English language proficiency growth. The EL Office recognizes the importance of parental involvement and community outreach and as such, provides interpreters for parent conferences, translations for systemic documents, and multiple communication tools.

FREDERICK COUNTY VIRTUAL SCHOOL (FCVS) & HIGH SCHOOL BLENDED VIRTUAL PROGRAM

FCVS provides blended online courses for high school course credit through multiple supplemental programs and a remote learning option through the High School Blended Virtual Program. Students can take additional courses while enrolled at their home school or enroll fulltime. All instructors are highly-qualified FCPS teachers with special training in working with students in a virtual setting. More information is available from your school counselor or visit the FCVS website at https://edu.fcps.org/fcvs/ to download and view: pre-registration forms, synchronous meeting schedules, any associated registration fees, and lists of potential course offerings:

Fulltime Enrollment:

- **High School Blended Virtual Program (BVP):** The BVP is a remote learning option designed for students who desire regular live synchronous instruction and asynchronous opportunities. The program follows the same 180-day FCPS academic calendar year set forth by the Board of Education of Frederick County. Live virtual classes occur daily, Monday through Friday. Students enrolled in the virtual program will still have opportunities to participate in athletic and most extracurricular activities offered in their home school of attendance.

  High School students will be expected to complete the required courses, sequences of courses, and credits in order to graduate as outlined in COMAR and the FCPS High School Course Planning Guide. Students must earn the required number of credits in order to be promoted to the next grade. The High School Blended Virtual Program has more limited course offerings than our comprehensive high schools. More information is available from your school counselor.

- **Fulltime enrollment using FCVS supplemental programs:** An option for upper classman to enroll fulltime

and take blended online courses to meet their remaining graduation requirements thought FCVS supplemental programs with virtual support sessions 2 nights/week from trained mentors and/or teachers.

Supplemental Enrollment:

School Year:

- **Virtual Outside of School (VOS):** The VOS program is designed for independent and self-motivated learners. VOS offers honors level courses and electives. Students are enrolled in comprehensive blended online courses and are required to attend synchronous video conferencing sessions once a month. An asynchronous student and parent orientation is required to complete the registration process. VOS courses have defined start and end dates.

- **Virtual In School (VIS):** The VIS program is designed for independent and self-motivated learners. VIS offers on grade level and honors level courses, including World Languages. Students are enrolled in comprehensive blended online courses. Students work on the course during one block of the school day in the digital learning lab, with support from a trained Mentor. The teacher of record uses a combination of synchronous video conferencing sessions and face to face sessions to meet with students on set schedules to provide additional instruction and support. VIS courses have defined start and end dates.

- **Virtual After School (VAS):** The VAS program is designed for students who benefit from a structured learning environment and need to recover credits required for graduation. VAS is by invitation only and may not be available at every high school. Please contact your school counselor for scheduling options. VAS offers core courses and specific electives. Students are enrolled in comprehensive blended online courses. Students work on the course after school in the digital learning lab, with support from a trained Mentor.

- **Virtual During School (VDS):** The VDS program is designed for students who benefit from a structured learning environment and need to recover credits required for graduation. School staff identify participants. VDS offers core courses and specific electives. Students are enrolled in comprehensive blended online courses. Students work on the course during one block of the school day in the digital learning lab, with support from a trained Mentor.

Summer:

- **Virtual Summer Session (VSS):** VSS is a 5-week program designed for independent and self-motivated learners. VSS offers honors level courses and electives. Students are enrolled in comprehensive blended online courses and are required to attend synchronous video conferencing sessions once a week. An asynchronous student and parent orientation is required to complete the registration process. VSS courses have defined start and end dates.

- **Support Based Summer Session (SBSS):** SBSS is a 5-week program designed for students who need to recover credits, in core courses, required for graduation and benefit from a structured day with support of a Virtual Mentor. SBSS courses have defined start and end dates and is by invitation only. Please contact your school counselor for scheduling options. Students are enrolled in comprehensive blended online courses and are required to:

  - ♦ attend synchronous video conferencing sessions with a Virtual Mentor daily.

  - ♦ attend synchronous video conferencing sessions with the Content Teacher once a week.

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 & Technical 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 Completer Program (formerly Work Study)

This guided work based learning program is available at all high schools. It includes one course taken in 10th or 11th grade, and one course taken concurrently with 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.

Apprenticeship Completer Program

FCPS participates in the 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.

Peer and Community Engagement Experience Student

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.

IMPORTANT PLANNING INFORMATION

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 – (Reference BOE Regulation 500-24)

To participate in extracurricular activities, a high school student must earn at least a 2.00 grade point average (GPA) and no "F" or "WF" grades in the term or semester as identified in the FCPS Academic Eligibility Chart.

FCPS ACADEMIC ELIGIBILITY CHART

Note 1: Frederick County Virtual School (FCVS) grades impact eligibility in the term or semester the courses are completed as indicated on the FCPS Academic Eligibility Chart below.

Note 2: Dual enrollment/dual credit grades impact eligibility in the semester the courses are completed as indicated on the FCPS Academic Eligibility Chart below.

Note 3: A summer session grade may substitute for the lowest second semester final grade (for determining fall eligibility purposes only).

Note 4: Except for impacting final semester GPA calculation, single term 1 and 3 course grades of F or WF will not factor into academic eligibility for end of semester 1 or 2. Single term 2 and 4 course grades will factor into the Final Course Grades for the semester taken.

ACADEMIC ELIGIBILITY	Interim Report Term 1	Term 1 Report Card	Interim Report Term 2	Term 2 Report Card	Final Course Grade Semester 1	Interim Report Term 3	Term 3 Report Card	Interim Report Term 4	Term 4 Report Card	Final Course Grade Semester 2	Summer Sessions
Become ELIGIBLE Min. 2.0 GPA No "F" grades No "WF" grades	Yes	Yes	Yes	No	Yes	Yes	Yes	Yes	No	Yes	Yes
Become INELIGIBLE Below 2.0 GPA OR "F" grades "WF" grades	No	Yes	No	No	Yes	No	Yes	No	No	Yes	No

Initial eligibility for fall extracurricular activities is based on the final second semester course grades from the previous school year. The policy becomes effective for ninth grade students at the term 1 report card eligibility/ineligibility date. The student may practice during an ineligibility period, but may not accompany the team/group or be excused from any class for the extracurricular activity concerned. When a student believes that a procedural error has occurred through a miscalculation, omission or an inaccurate reporting in the awarding of a grade, an appeal may be made to the school principal.

Extracurricular Activities are school-sponsored activities beyond regular class activities in which the student represents the school, such as athletics, clubs/organizations, or class/club officers.

ATTENDANCE – (Reference BOE Regulation 400-98)

Regular school attendance leads to quality learning for all students. The responsibility for regular, daily punctual attendance is shared by the community, the home, students, and school personnel.

Students who take trips with or approved by their parent/guardian may be excused for a maximum of 5 days, per school year, with prior written notice to the principal or designee. An absence, including absence for any portion of the day, for any reason other than those cited as lawful is presumed to be unlawful unless a note stating the reason for absence or lateness is submitted within the same term of the absence.

Unlawful absences in excess of 5 days in any one 9-week grading period may result in a failing grade in the affected class(es). A student who is unlawfully absent in excess of 10 days for a semester course or in excess of 20 days for a year-long course may fail/lose credit in the affected class(es).

Students have the right to make up class work missed and to have this work reviewed and evaluated by the teacher. Students have the responsibility to request make-up work within 2 days of their return to school.

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
- Extracurricular activities
- College interview
- Personal statements and essays

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 SAT. 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 Specialists

Support services are available to high school students who need additional support throughout the day. The Behavioral Support Specialist is available to students who need daily interventions and support to improve academic work habits, make positive choices and experience success. The Behavioral Support Specialist 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 –
(Reference BOE Regulation 500-27)

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 –
(Reference BOE Regulation 500-05)

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, accelerated academic courses, or dual enrollment 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

GRADING AND REPORTING

The purpose of grades is to provide feedback to students, parents, and educators about student performance and achievement in the standards. Grades help inform teachers, students, and parents about the academic areas in which students approach, meet or exceed expectations. To support students in meeting or exceeding expectations, classroom teachers organize and structure learning activities to evaluate evidence of student learning in the standards. A variety of options are available for teachers to use to support students in mastering the standards. Administrators, teachers, other staff, and parents work as partners to ensure students receive needed support.

Grades (letters, numbers or symbols) are assigned during each term for assignments, projects, quizzes, and tests. Term grades are also assigned on report cards at the end of each nine week interval to represent achievement for the entire marking period with the end of year report card reflecting both term and final course grade averages.

FCPS uses an online grade book to give parents and students access to 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 anytime, day or night. All students receive login information. Contact your school for more information.

GRADUATION HONORS –
(Reference BOE Regulation 400-27)

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 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 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
- French 1, 2
- Geometry, 1
- Latin 1, 2
- Spanish 1, 2
- Spanish for Bilingual Speakers 1, 2
- English as a World Language 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. Math courses taken in middle school that receive high school credit are weighted.

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 may require that additional study of world language (beyond those courses in middle school) take place at the high school level.*

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.

INTERVENTIONS

A variety of support is available to aid students in becoming College and Career Readiness including intervention courses, special tutoring, and after-school programs. Contact a counselor for specific options at each school.

LEARNING MANAGEMENT SYSTEM

Schoology provides course management, mobile learning, and communication tools. It enables students, parents and teachers to engage with learning materials in a safe, secure, single sign-on environment. Teachers use Schoology to engage students in learning and to enhance connectivity and communication. *All middle schools and high schools use Schoology for day to day communication, course management and grades. For more information about Schoology, please visit* www.fcps.org/schoology

NATIONAL HONOR SOCIETY –
(Reference BOE Regulation 400-25)

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 Eligibility Center. The Eligibility Center was established by the NCAA member institutions in January 1993. The Eligibility Center 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 –
(Reference BOE Regulation 500-10)

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 –
(Reference BOE Regulation 500-05)

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.

SPECIAL EDUCATION – (Reference BOE Policy 508)

Special Education is specially designed instruction 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 – (Reference BOE Regulation 400-66)

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.

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.