

# CAPE HIGH

## COURSE CATALOG

# 2025

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# 2026



#CapePROUD



**Excellence, Equity & Responsiveness: *Every Student, Every Classroom, Every Day***

#### *SCHEDULE CHANGES*

*A course selected after careful study and discussion with teachers, counselors, parents/guardians should require NO CHANGES other than for an extraordinary reason, unforeseen at the time of selection. A student-initiated change request must be started no later than five (5) days after the beginning of the semester. All schedule changes of first semester and full-year courses must be completed by the end of the second full week of the first semester. All schedule changes of second semester courses must be completed by the end of the first week of the second semester.*

#### *GENERAL DISCLAIMER*

*The courses and descriptions contained in this Program of Studies Guide are planned for the upcoming school year but are subject to change. Cape Henlopen High School intends to offer the courses contained in this book to ensure a comprehensive 4-year education for all students. The school may need to discontinue courses based on low enrollment, curriculum changes, or funding issues related to staffing.*

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\*Signifies a CTE Pathway.

## WELCOME TO CAPE HENLOPEN HIGH SCHOOL!

Cape Henlopen High School, in partnership with District families and our local community, will provide a school environment in which students achieve success in both academics and extracurricular activities. It is an environment that will work to empower students to become productive, responsible, autonomous members of society.

We understand that:

- Education is the key to productive and responsible living in our democratic society.
- All children can learn, but the rate at which they learn and how they learn differs.
- Education builds an understanding and respect for all cultures and ethnic groups in a global society.
- Effective education requires financial support and accountability at all levels.
- Quality staff is essential for student success.
- Effective education can be measured.
- School success requires a partnership of community and school resources.
- Learning in a nurturing and academically challenging environment builds character, enhances self-esteem, and leads to success.
- Education and learning begin in the home with the family and requires their ongoing involvement throughout the school years.

The Cape Henlopen School District does not discriminate in employment, educational programs, services or activities based on race, color, national origin, sex, age, or disability in accordance with state and federal laws. The District offers additional services to students with limited English language skills or with disabilities so that they may benefit from these programs. *(Cape Henlopen School District no discriminaen base de la raza, del color, de la religión, del origen nacional, del sexo, de la orientación sexual, del estado civil, del disability o de la edad en su empleo, programas, y actividades).*

For additional information and assistance in translating this document into other languages contact the High School Office at (302) 645-7711.

<b>SCHOOL ADMINISTRATION</b>	<b>SPECIAL EDUCATION PROGRAMS</b>	<b>TITLE IX COORDINATOR</b>
Kristin DeGregory <i>Principal, CHHS</i> 1250 Kings Highway Lewes, DE 19958 (302) 645-7711	Dr. Eileen Baker <i>Supervisor of Special Programs</i> 1270 Kings Highway Lewes, DE 19958 (302) 645-6686	Ned Gladfelter <i>Supervisor of Human Resources</i> 1270 Kings Highway Lewes, DE 19958 (302) 645-6686

## GRADUATION

### GRADUATION REQUIREMENTS

Students must earn a minimum of 26 credits in order to earn a diploma from Cape Henlopen High School. In order to receive credit towards graduation, the students must receive a passing grade in the subject taken.

### MINIMUM REQUIREMENTS

- English 4 credits  
*English 9, World Literature, American Literature, and English 12*
- Mathematics 4 credits  
*Students must complete math coursework that includes no less than the equivalent of Algebra I, Geometry, and Algebra II. One math credit must be taken senior year.*
- Science 4 Credits  
*Biology, Physical Science, Chemistry, Physics or Marine Science*
- Social Studies 4 credits  
*Civics/Geography, Economics, American History and World History*
- World Language 2 credits  
*Students must complete two years in the same world language (French, Spanish, or Italian)*
- Physical Education 1 credit  
*Physical Education I, Physical Education II*
- Health 0.5 credit
- Career Pathway 3 credits  
*Three classes taken in sequence designed to develop skills and knowledge in a particular career or academic area.*
- Electives 3.5 credits

### THE PATHWAY REQUIREMENT

The state of Delaware requires all students to graduate with three credits in a career pathway/program of study. This requirement provides students with the opportunity to participate in three specialized courses designed to develop knowledge or skills in a particular career area. This opportunity will provide students with a knowledge base to foster success in their chosen career field.

Students must have their pathway selected by their 10th grade year (second year), and must complete the pathway in order to graduate. Students will have the opportunity to take elective courses in other areas of interest.

## GRADING AND PROMOTION POLICIES

### RECORDING AND REPORTING OF ASSESSMENTS AND GRADES

Students will earn between 9 and 20 grades per marking period (four marking periods total).

Students will be graded on two categories:

- Progress Checks: 40% of grade
  - Classwork*
  - Lab Activities*
  - Group Work*
  - Rubric-Based Activities*
  - Projects*
  - Presentations*
- Common/Summative Assessments: 60% of grade
  - Unit Tests*
  - Final Projects*
  - Final Versions of Writing Assignments*
  - Presentations*

Each marking period must contain at least three items in each of the above categories

Grades are updated at least every two weeks.

### GRADING SCALE

The grading scale is as follows:

A	B	C	D	F
90-100	80-89	70-79	60-69	50-59

### CLASS RANK

Grade Point Average (GPA) is based on final grades and calculated at the end of each year on the 100 point grading scale. Class rank is calculated at the end of each school year based on the student's cumulative GPA. Final GPA and class rank are determined at the end of the student's senior year.

### ATHLETIC ELIGIBILITY

Athletic eligibility is determined by DIAA eligibility guidelines. You can learn more at [doe.k12.de.us](http://doe.k12.de.us).

### GRADE LEVEL PROMOTION POLICY

Promotion from grade 9 to 10 requires 6 credits, with 1 full credit in each of the core subjects:

- Math 1 credit
- English 1 credit
- Social Studies 1 credit
- Science 1 credit

Promotion from grade 10 to grade 11 requires at least 13 credits

- Math 2 credits
- English 2 credits
- Social Studies 2 credits
- Science 2 credits
- World Language 1 credit
- Career Pathway 1 credit
- 3 additional credits

Promotion from grade 11 to grade 12 requires at least 20 credits

- Math 3 credits
- English 3 credits
- Social Studies 3 credits
- Science 3 credits
- World Language 1 credit
- Career Pathway 2 credit
- 5 additional credits

## ADDITIONAL LEARNING OPPORTUNITIES

### **EARLY CAREER EXPERIENCE PROGRAM/COOPERATIVE EDUCATION**

*Only for students interning/working in current pathway.*

The Early Career Experience Program (ECEP) provides seniors with the opportunity to gain real-life exposure related to their pathway.

Students must be enrolled in a Career Technical Education Pathway such as education, culinary arts, agri-science, healthcare, business, design & engineering, print media, video engineering, visual arts, or fashion construction to receive credit and participate in the program.

An upcoming senior can apply for this opportunity by completing an ECEP application that must be signed by the student and parent/guardian. The required paperwork must be handed to the Career Counselor.

The application must state the potential work site location and any necessary contacts. If approved, an interview between the student and Career Counselor will take place during the fourth marking period of junior year, in order to finalize placement. All finalized paperwork must be returned to the Career Counselor by the second Friday of August. Failure to submit all required paperwork with signatures could interfere with placement.

Credit toward graduation is given for satisfactory completion. The student will be evaluated and graded by the on-site supervisor at each marking period and final review will be conducted by the Career Counselor.

### **INTERSHIPS/VOLUNTEER EXPERIENCE**

*Does not have to be current pathway.*

This program is only open to seniors who would like the opportunity to explore other professions by interning/volunteering at local businesses, community service facilities, educational settings and/or healthcare settings within the community that is of an interest to the student.

Credit toward graduation is given for satisfactory completion. The student will be evaluated at each marking period by the on-site supervisor and final review will be conducted by the Career Counselor.

An application along with parental/guardian signatures must be submitted to the Career Counselor. If approved, an interview between the student and Career Counselor will take place during the fourth marking period of junior year, in order to finalize placement.

All finalized paperwork must be returned to the Career Counselor by the second Friday of August. Failure to submit all required paperwork with signatures could prohibit student from volunteering/interning.



**CAREER PATHWAYS**  
*and*  
**PROGRAMS OF STUDY**

## ANIMAL SCIENCE & MANAGEMENT PATHWAY

AGRICULTURAL SCIENCE (CTE Pathway)

### RELATED CAREERS

- Animal Caretaker
- Nature Conservation Officer
- Veterinarian or Veterinarian Technician
- Zookeeper
- Zoologist

### PATHWAY DESCRIPTION

The Animal Science pathway is designed for students who will engage in the learning process through applying mathematics, science, communication, business, technology, and the arts to solve real life problems and make sound decisions for their future, develop higher order thinking skills, and develop a knowledge base that will enable them to understand and process new information. Students will be educated about the animal sciences industry. Students completing this pathway will be prepared for a career in the animal science industry or post-secondary education.



### COURSE DESCRIPTIONS

#### FOUNDATIONS OF ANIMAL SCIENCE

Foundations of Animal Science (FAS) focuses on the fundamentals of animal science which include animal origin, domestication and uses, careers in the animal industry, animal safety and sanitation, ways animals help humans, taxonomy and breeds, basic nutrition and health, bio-security principles and environmental conditions on animals and animal rights vs. welfare. Students are introduced to the foundational leadership skills, responsibility, and cooperation needed to be a successful and productive citizen through a school-based agricultural education three-component model which includes FFA activities, Supervised Agricultural Experience programs, and career and leadership development events.

#### GROWTH AND DEVELOPMENT OF DOMESTIC ANIMALS

Growth and Development of Domestic Animals (GDDA) enables students to apply animal science principles including: bio-security principles and environmental conditions on animals, scientific principles of anatomy, physiology and reproduction, nutrition, animal health and management, animal products and processing, laws and sustainable practices, and industry standards on the animal selection process. Students develop leadership skills, increase levels of responsibility, and engage in cooperative activities through FFA activities, Supervised Agricultural Experience programs, and career and leadership development events through a school-based three-component agricultural education model.

#### DOMESTIC ANIMAL MANAGEMENT

Domestic Animal Management (DAM) enables students to demonstrate their mastery of the content covered in FSA and GDDA and apply their technical knowledge and skills in the field of animal agriculture. Students apply their mastery of bio-security principles and environmental conditions on animals, global applications of animal agriculture, reproduction and genetics, animal nutrition, animal healthcare and evaluation, selection and marketing, and legal responsibilities through hands-on activities. Students apply skills gained through Supervised Agricultural Experience programs, FFA leadership activities, and career and leadership development events to better serve the community through a school-based three-component agricultural education model.

#### ANIMAL SCIENCE IV

Animal Science 4 enables students to practice and evolve their skills specific to a career in veterinary medicine. Upon completion of the course student earn a certificate of completion in Veterinary Assisting. Students apply their skills in office management, hospital procedures, biosecurity, laws and ethics, roles in society, safety and handling, care and management, as well as nutrition, applied reproductive techniques and selection processes. Students apply skills gained through Supervised Agricultural Experience programs, FFA leadership activities and career and leadership development events to better serve through a school-based three-component agricultural education model. Students who also enter an internship program with a local veterinary office, and complete the course, are able to take a test through Texas A&M to become a certified licensed veterinary assist.

# NATURAL RESOURCES MANAGEMENT PATHWAY

AGRICULTURAL SCIENCE (CTE Pathway)

## RELATED CAREERS

- Environmentalist
- Forester
- Land Use Planner
- Wetlands Restoration Specialist
- Wildlife Ecologist

## PATHWAY DESCRIPTION

This pathway is designed to give students a deep understanding of environmental science using science and technology. Students will be prepared for 21st-century environmental and natural resource problems and solutions.



## COURSE DESCRIPTIONS

### INTRODUCTION TO NATURAL RESOURCES

Introduction to Natural Resources (INR) introduces the interactions of living and nonliving systems on earth. Topics include the nature of science, ecology, water quality, chemical interactions, weather and climate, energy, and resource management as well as exploration of career opportunities on a local, state and national level. Laboratory exercises reinforce curriculum and provide students the opportunity to apply data analysis to their observations. Students are introduced to the foundational leadership skills, responsibility, and cooperation needed to be a successful and productive citizen through a school-based agricultural education three-component model which includes FFA activities, Supervised Agricultural Experience programs, and career and leadership development events.

### PRINCIPLES OF ENVIRONMENTAL SCIENCE

Principles of Environmental Science (PES) provides students with the opportunity to apply conservation principles to preserve the environment, natural resources, and ecosystems. Students learn proper soils and land use practices, the impact of chemicals in the environment, and how to test water and air quality. Students understand societal issues relating to the environment as well as land use and waste management. Classroom and laboratory activities are supplemented through supervised agricultural experiences and leadership programs. Students develop leadership skills, increase levels of responsibility, and engage in cooperative activities through FFA activities, Supervised Agricultural Experience programs, and career and leadership development events through a school-based three-component agricultural education model.

### AP ENVIRONMENTAL SCIENCE

AP Environmental Science (ES) provides students with the scientific principles and methods required to understand the interrelationships of the natural world, identify and analyze environmental problems that are natural and human-made, evaluate risks associated with these problems, and examine alternative solutions for resolving or preventing these issues. Students apply their knowledge of the environment to current environmental issues in their own communities. Students apply skills gained through Supervised Agricultural Experience programs, FFA leadership activities, and career and leadership development events to better serve the community through a school-based three-component agricultural education model.

## PLANT SCIENCE PATHWAY

AGRICULTURAL SCIENCE (CTE Pathway)

### RELATED CAREERS

- Crop Consultant
- Entomologist
- Floral Designer
- Horticulturist
- Soil Scientist

### PATHWAY DESCRIPTION

The Plant and Horticulture pathway is designed for students with an interest in plant science. Students will develop techniques in growing and cultivating plants, as well as small business skills.



### COURSE DESCRIPTIONS

#### FOUNDATIONS OF PLANT SCIENCE

Foundations of Plant Science (FPS) explores the plant industries and food system of the United States in order to foster an understanding of the steps involved in growing crops for food, as well as plants for ornamental and aesthetic purposes. Students study the major characteristics of plant life, plant structures and functions, nutrient needs of plants, fundamentals of soil science, water management, cultural practices, pest management, and explore career options in the horticulture industry through classroom and laboratory instruction. Students are introduced to the foundational leadership skills, responsibility, and cooperation needed to be a successful and productive citizen through a school-based agricultural education three-component model which includes FFA activities, Supervised Agricultural Experience programs, and career and leadership development events.

#### PLANT & SOIL SYSTEMS

Plant and Soil Systems (PSS) enables students to build on the knowledge and experiences gained in fundamentals of plant and soil science. Students apply knowledge and concepts of plant science, soil science, water management, pest management, and various crop production characteristics through hands on laboratory and experiential learning. PSS uses a combination of classroom and laboratory instruction that includes land labs, greenhouses, landscape beds, floral production, and hydroponics. Students develop leadership skills, increase levels of responsibility, and engage in cooperative activities through FFA activities, Supervised Agricultural Experience programs, and career and leadership development events through a school-based three-component agricultural education model.

#### PLANT SYSTEMS MANAGEMENT & SUSTAINABILITY

Plant Systems Management & Sustainability (PSMS) enables students to apply principles of horticulture production and facility maintenance and design. Students learn soil conservation and land management practices, as well as concepts related to integrated pest management and how to properly use and apply pesticides, as well as principles of business management and record keeping. Students explore global economic systems, sustainability of plant life, and the multifaceted role plants play in sustaining and improving the quality of life. Students apply skills gained through Supervised Agricultural Experience programs, FFA leadership activities, and career and leadership development events to better serve the community through a school-based three-component agricultural education model.

# ALLIED HEALTH PATHWAY

(CTE Pathway)

## RELATED CAREERS

- Athletic Training
- Dental Hygienist
- Physical Therapist
- Radiographer
- Registered Nurse

## PATHWAY DESCRIPTION

The Allied Health Pathway is designed to provide students with foundational healthcare concepts, as well as knowledge and skills that will inspire them to continue their education towards entry level, and higher level, education to become a health career professional. Healthcare Pathway students are offered the opportunity to obtain an internship and take an exam that provides them with an industry-recognized Certificate of Proficiency with the National Consortium for Health Science Education.



## COURSE DESCRIPTIONS

### FUNDAMENTALS OF HEALTH SCIENCES

Fundamentals of Health Sciences introduces students to careers in healthcare and is a prerequisite to the other Allied Health pathway courses. This course will explore the National Consortium for Health Science Education (NCHSE) National Health Science Standards, entry level healthcare skills, as well as the language of medicine. This course focuses on medical terminology which includes prefixes, suffixes, roots, abbreviations, names of diseases, and surgical terms. Further, this course will be offered as an articulated course with Delaware Technical Community College. Students begin preparation for the National Consortium for Health Science Education (NCHSE) National Health Science Assessment.

### ESSENTIALS OF HEALTH CAREERS (EHC)

This course offers students the opportunity to become effective and efficient healthcare providers as they develop a working knowledge of various healthcare opportunities. As students identify the various areas of Allied Health, they will discuss the potential of education, advancement, employment opportunities, employment sites, and financial rewards. Students will focus on careers in the healthcare field by applying classroom/lab knowledge and skills to clinical settings as they participate in direct or simulated patient care. This course reinforces and builds upon medical terminology skills learned in the Fundamentals of Health Sciences course and is a prerequisite to the Anatomy and Physiology I course. Students will participate in CPR/First Aid certification through The American Heart Association. This course is offered as an articulated course with Delaware Technical Community College.

### DTCC: ESSENTIALS OF ANATOMY (BIO110)

*Delaware Technical Community College Grades 11-12*

This DTCC articulated course is the final level of the Allied Health Pathway. The class dynamic mirrors DTCC Bio110, Essentials of Anatomy. The successful completion of this capstone course (final grade 80% or above) will award future DTCC students advanced standing at all three campuses. This course is not a dual enrollment course to earn college credit for other institutions. The Essentials course focuses on the structure and function of the human body with an emphasis on gross anatomy as well as all organ systems and their relationship to homeostasis. The course highlights the integrated nature of body systems that work together to keep the human body alive. Coordinated laboratory activities, such as dissections, are an integral part of this course. Success in the course will require some out-of-class commitment from enrolled students. This course is open to ALL students that have interest in understanding the structures and functions of the human body.

## ARMY JROTC & PUBLIC SERVICE PATHWAY

### RELATED CAREERS

- Armed Forces
- Community Services
- Federal Civil Service
- Law Enforcement



### PATHWAY DESCRIPTION

Successful completion of three years of JROTC satisfies graduation requirements and enables the student to enter the National Guard and Armed Forces with a two-rank increase and higher pay. Participation in the program exposes students to career and educational opportunities offered by the Armed Forces, the Federal Civil Service, Law Enforcement, and Community Services.

### COURSE DESCRIPTIONS

#### LEADERSHIP EDUCATION & TRAINING I (LET 1)

This is the first of four levels of the JROTC that will focus on citizenship, communication skills, first aid, and leadership. It also includes career opportunity introductory classes for Law Enforcement, the Armed Forces, Community Services, Military Drill, Physical Fitness, as well as preparation for the Scholastic Aptitude Test (SAT). Career introductory classes are taught by representatives of Law Enforcement, the Armed Forces, and Community/Social Services in a structured environment with military customs, courtesies and traditions. Uniforms will be worn one day a week for the entire course. Extracurricular activities include the Drill Team, Color Guard, Rifle Marksmanship Team, the Academic Competition Team, and the Raider Physical Fitness Training Team. Selected students will attend a local weekend leadership camp and a one week summer camp where they develop leadership and teamwork skills with other high school students in a military setting.

Participation in after school voluntary community service activities is encouraged and the service hours are totaled for extra academic credit. In addition, the program enables qualified students to fully participate in the National Junior Leadership and Academic Bowl, and the Cyber-Patriot National Youth Cyber Defense Competition.

#### LEADERSHIP EDUCATION & TRAINING II (LET 2)

*Prerequisite: Completion of LET 1 with a grade of "C" or higher*

This is the second of four levels of the JROTC that focuses on citizenship, military history, communication skills, first aid, leadership, bullying, drug abuse prevention, sexual harassment/assault prevention, geography, military land navigation, and career opportunities. Orientation classes for Law Enforcement, the Armed Forces, and Community/Social Services are conducted by a representative of local organizations. The focus will be on similar subjects from LET 1 only in greater depth. Uniforms will be worn one day a week for the entire course and is required in this level of JROTC. Beginning at this level, responsibilities for selected students in the JROTC battalion will increase during the course of the LET level. Participation in extracurricular activities with selected public service agencies (Delaware State Police Explorers, Junior Firefighters, unit involved in a Community wide Service Learning, etc.) is encouraged.

Extracurricular activities include the Drill Team, Color Guard, Rifle Marksmanship Team, Academic Competition Team, and the Raider Physical Fitness Training Team.

Selected students will attend a local weekend leadership camp and a one week summer camp where they develop leadership and teamwork skills with other high school students in a military setting. Participation in after school voluntary community service activities is encouraged and the service hours are totaled for extra academic credit.

### **LEADERSHIP EDUCATION & TRAINING III (LET 3)**

*Prerequisite: Completion of LET 2 with a grade of "B" or higher*

This is the third level of JROTC. The course is focused on leadership assessment techniques, problem-solving, peer counseling, critical thinking, and preparation for CPR certification. This course also includes the National Endowment for Financial Education, career goal setting, cadet teaching of basic leadership skills, military drill, military history, rifle marksmanship, development of professional resumes & portfolios, physical fitness, and the missions and organization of the Department of Defense. Selected students, at this level, are evaluated in leadership positions as part of the Leadership Assessment Program. Participation in a Cooperative Work Program in a selected career path with Law Enforcement, the Armed Forces, Emergency Services, and Community/Social Service Agencies (Delaware State Police Explorers, Junior Firefighters, Fort Miles Historical Foundation, etc.) is encouraged of all LET 3 students. Extracurricular activities include Drill Team, Color Guard, Rifle Marksmanship Team, and the Raider Physical Fitness Training Team. Selected students will attend a local weekend leadership camp and a one week summer camp where they develop leadership and teamwork skills with other high school students in a military setting. Participation in after school voluntary community service activities is encouraged and the service hours are totaled for extra academic credit.

### **LEADERSHIP EDUCATION & TRAINING IV (LET 4)**

*Prerequisite: Completion of LET 3 with a grade of "B" or higher*

Entry into this course is the fourth and final level of JROTC, and requires authorization of the instructor. It is conducted in a direct study format under the direction of the Senior Army Instructor. The focus of the course is the practical application of leadership principles and the techniques in both classroom and leadership lab environments. Students will hold leadership positions as classroom aides in a LET 2 class or as members of the office staff. Students will conduct classes in leadership, first aid, drill, military history, cadet challenge, communication, organization of Department of Defense, and other areas of LET 2 and 3 subject content. Performance will be assessed through uniform inspections, leading subordinate cadets, and the Leadership Assessment Program.

## **JROTC ADVANCED LEADERSHIP PROGRAM**

### **JROTC ADVANCED LEADERSHIP 2A**

*Prerequisite: Completion of LET 1 with an overall "A+" grade.*

Entry into this advanced leadership level of JROTC, requires authorization of the Senior Army Instructor and the Chair of the Social Studies Department. To qualify for this level the student must have an A+ in LET 1, an overall grade of a B+ in academic courses, attend at least one leadership weekend or one JROTC summer camp. It is conducted in a direct study format under the direction of the Senior Army Instructor.

### **JROTC ADVANCED LEADERSHIP 3A**

*Prerequisite: Completion of LET 2 with an overall "A+" grade. Requires authorization of the Senior Army Instructor.*

To qualify for this level the student must have an A+ in LET 2, an overall grade of a B+ in academic courses, attend at least one leadership weekend or one JROTC summer camp. It is conducted in a direct study format under the direction of the Senior Army Instructor. The focus of the course is the practical application of leadership principals and the techniques in both classroom and leadership lab environments. Students will hold leadership positions as classroom aides in a LET 1, 2, or 3 class or as primary members of the Office Staff. Students will conduct classes in leadership, first aid, drill, military history, cadet challenge, communication, organization of Department of Defense, and other areas of LET 3 and 4 subject content. Performance will be assessed through uniform inspections, leading subordinate cadets, and the Leadership Assessment Program.

## VIDEO ENGINEERING PATHWAY

AUDIO, RADIO, & VIDEO (CTE Pathway)

### RELATED CAREERS

- Audio Engineer
- Broadcast, Sound & Video Technician
- Multimedia Specialist
- Radio/TV Personality
- Videographer

### PATHWAY DESCRIPTION

This pathway enables students to learn the basics of TV production, audio systems, and video engineering. It is an interactive area with strong emphasis on career and technical skills.



### COURSE DESCRIPTIONS

#### AUDIO/RADIO/VIDEO ENGINEERING I

This course is designed to familiarize you with the processes and tools associated with video production. Emphasis is placed on single camera techniques and non-linear editing with emphasis on professional aptitudes and attitudes. You will be introduced to a number of technical and non-technical skills throughout the school year, and this course will also examine the history of television and future trends. Class projects will reinforce techniques and produce creative assignments.

#### AUDIO/RADIO/VIDEO ENGINEERING II

This course is designed to familiarize and expand your knowledge of the processes and tools associated with video production. Special emphasis is placed on multi-camera techniques used in the field (EFP/ENG) and in-studio productions, with emphasis on professional aptitudes and attitudes. In addition to critical viewing skills, students will acquire: pre-production skills such as camera operation, audio production, and lighting techniques; and post-production editing skills such as special effects and character generation. The course will also promote the following skills: critical thinking, collaboration, problem-solving, interdisciplinary thinking, writing and oral communication and time management.

#### AUDIO/RADIO/VIDEO ENGINEERING III

This class cultivates a stronger development of studio production (or multi-camera production). Students will develop the skills necessary to work together as a complete studio crew. Each student will learn the principles and concepts pertaining to each piece of studio equipment, and how to operate it to produce and edited live content. The general principles of studio audio/video cabling are also covered, and how each piece of equipment is integrated into the studio as a whole. Students will learn directing and production methods used to construct a multi-camera production.

#### COMMUNICATION TECHNOLOGY RESEARCH & DESIGN IV

This class allows students to explore independent productions focusing on using the tools learned through the ARVE pathway. Students will experience the responsibilities of being show producers, explore opportunities for contest, and other means of showcasing their productions. Students will also be able to work in the studio assisting with other students and community productions.

# ACCOUNTING PATHWAY

BUSINESS, FINANCE, & MARKETING (CTE Pathway)

## RELATED CAREERS

- Accountant
- Auditor
- Actuarial Scientist
- Business Analyst
- Financial Advisor

## PATHWAY DESCRIPTION

The accounting pathway is designed for students who intend to pursue a business major in college or utilize learned skills to join the workforce immediately after high school. If you are looking to enhance your financial skills and expand your horizons in the business world, this pathway is for you.



## COURSE DESCRIPTIONS

### ACCOUNTING I

This is an introduction to business course, with a focus on accounting and finance. Students will learn the major concepts of business including how business influences the economy, the marketing cycle, measuring financial health, entrepreneurship, and leadership/management. Students will learn these concepts from the lens of a business owner and work on many hands-on projects while improving presentation skills.

### ACCOUNTING II

An introductory course teaching the fundamentals of accounting as you work through the “accounting cycle” for both single proprietorships and partnerships. Hands-on simulations will be used to make your study of accounting relative to the real world. Students will learn the skills needed to be an effective bookkeeper by understanding the Accounting Equation, Journalizing and Posting business transactions, Performing Bank Reconciliations, Adjusting entries, and Closing the Books for each fiscal cycle. This course requires a love of math and paying attention to lots of details. Each accounting module builds upon the last one and by the end of the year, students will be able to complete the full accounting cycle for a small business.

### ACCOUNTING III

*Prerequisite: Completion of Accounting II*

This course is a continuation of Accounting II. Students will learn all of the same accounting principles as in Accounting II; however, from the standpoint of a corporation, which requires even more detailed knowledge of how accounting impacts all aspects of a business. Students will learn how to use and manage five different transaction journals, update three different ledgers and ensure all of the fine details in between, such as depreciating assets. In addition, students will learn how to process payroll and employee/employer taxes from a payroll and accounting perspective. Students will end the year with learning how to analyze financial statements.

*All students enrolled in the Accounting Pathway will have the opportunity to participate and compete in Business Professionals of America (BPA), a state and national student organization. BPA prepares students for careers in the business world by helping them develop leadership, communication, and business skills at leadership conferences. Students will compete in competitions of their choosing and apply the skills they are learning in the business pathway against other students at the state and national level.*

# COMPUTER SCIENCE PATHWAY

BUSINESS, FINANCE, & MARKETING (CTE Pathway)

## RELATED CAREERS

- Computer Programmer
- Hardware Engineer
- Software Developer
- Systems Analyst
- Web Developer

## PATHWAY DESCRIPTION

The Computer Science pathway focuses on computational thinking, creative problem-solving, coding and software engineering in today's digital world to make you marketable in any career you choose. Students completing this pathway and passing associated exams are eligible to receive articulated credits at the University of Delaware, Delaware State University, and Delaware Technical Community College. The pathway will prepare them for high skill, high wage, and high demand jobs.

## COURSE DESCRIPTIONS

### EXPLORING COMPUTER SCIENCE

Exploring Computer Science is designed to introduce students to the field of computer science through an exploration of engaging and accessible topics. The focus is on the concepts of computing and to help students understand why certain tools or languages might be utilized to solve particular problems. The goal is to help students with the computational practices of algorithm development, problem solving and programming within the context of problems that are relevant in today's world. Students will focus on learning many different coding languages such as Python, JavaScript, and HTML while creating their own programs and games.

### AP COMPUTER SCIENCE PRINCIPLES

AP Computer Science Principles is an introductory **college-level computing course** that introduces students to the breadth of the field of computer science. Students learn to design and evaluate solutions and to apply computer science to solve problems through the development of algorithms and programs (coding). They incorporate abstraction into programs and use data to discover new knowledge. Students also explain how computing innovations and computing systems—including the internet—work, explore their potential impacts, and contribute to a computing culture that is collaborative and ethical. There is an AP exam at the end of the year which can be used for college credits if a passing score is attained.

### AP COMPUTER SCIENCE (A)

*Prerequisite: AP Computer Science Principles or teacher approval.*

The course will cover fundamentals of programming syntax and methodology using the Java programming language. Java is a modern, object-oriented programming language used to create professional software. In addition to gaining fluency in Java, students will develop general computer skills and consider the social and ethical implications of computing. Students will learn how to code using the Java language in a more complex fashion by creating programs that solve data problems. The course is based on numerous problem solving exercises, labs, and case studies, which require students to design and implement Java classes. The course requires 20-25 hours of hands-on work in a computer lab (Class and homework will be required). There is an AP exam at the end of the year which can be used for college credits if a passing score is attained.



# MARKETING MANAGEMENT PATHWAY

BUSINESS, FINANCE, & MARKETING (CTE Pathway)

## RELATED CAREERS

- Brand Manager
- Business Development Manager
- Market Research Analyst
- Marketing Director
- Public Relations Specialist

## PATHWAY DESCRIPTION

The Marketing Today! (MT) program of study is a three (3) course Career and Technical Education (CTE) program that engages students with the world of marketing services by focusing on how marketing is evolving in the digital age and how companies can be successful by implementing marketing strategies. Students gain career/industry knowledge through a series of work-based learning activities in and out of the classroom such as: internship, apprenticeship, co-op, project completion, of at least 60 hours. MT courses introduce students to a wide array of careers such as data analytics, project and content management, digital marketing, marketing campaign management, demographic analytics, communications, etc.



## COURSE DESCRIPTIONS

### MARKETING ESSENTIALS FOR A DIGITAL AND DYNAMIC WORLD

This course provides students with an understanding of how marketing is the business function that deals with customers' needs. Students will learn how basic marketing principles apply to both for-profit and non-profit organizations. This course is a prerequisite to other Marketing Today pathway courses.

### DIGITAL AND DATA DRIVEN MARKETING

This course provides students with the ability to use data to analyze the effectiveness of a marketing campaign and determine how to improve future campaigns based on the data.

### ENTREPRENEURIAL AND CORPORATE MARKETING

This course helps students to explore the unique similarities and differences between entrepreneurship-based marketing and corporate-based marketing. Students will learn and apply communication strategies, problem solving and critical thinking skills, and how systems provide efficiency in the workplace.

### MARKETING IV

Marketing 4 provides marketing pathway students the opportunity to apply knowledge and skills learned in the previous years and courses through an internship like experience. During the course of the year students may work in the school store as scheduled as well as create marketing materials for local businesses or other opportunities that arise.

*All students enrolled in this pathway will have the opportunity to participate in a Career and Technical Student Organization (CTSO). The CTSO for this pathway is Distributive Education Clubs of America (DECA).*

## CARPENTRY, CABINETS & DESIGN PATHWAY

(CTE Pathway)

### RELATED CAREERS

- Carpenter
- Computer Architectural Drafting
- Construction Manager
- Custom Cabinet Designer
- General Contractor

### PATHWAY DESCRIPTION

This pathway prepares students for a variety of careers in building trades, architecture, and interior design. Students see projects through drafting, building, renovating, and designing phases while applying a variety of academic knowledge and skills.

### COURSE DESCRIPTIONS

#### CARPENTRY

Carpentry prepares students for the pathway with the ability to plan projects, read and draft blueprints, operate shop power and hand tools, set-up and maintain equipment, and develop hands-on experience in the carpentry trade. Students explore design possibilities, construction methods, and different set-ups to achieve completion of structures. In this course, students develop skills, knowledge, and experience to qualify as a carpenter's helper/laborer as well as earn credit hours towards an apprenticeship with the United Brotherhood of Carpenters.

#### CABINETS & WOODWORKING

Cabinets and Woodworking is the second level of the CCD pathway and provides students with the knowledge, experience, and skills to produce fine woodworking, mill, and cabinets products. Students analyze blueprints, create products, and work on actual projects requested within the community. This course prepares students to work in the field of cabinets, furniture, flooring, finishing, etc. Students will have the opportunity to work towards three articulated credits through Delaware Technical Community College in Intro to CAD using Auto CAD applicable in the following areas:

- Architectural Engineering Technology: 3 articulated credits
- Civil Engineering Technology: 3 articulated credits
- Computer Aided Drafting Design Technology: 3 articulated credits
- Environmental Engineering Technology: 3 articulated credits
- Surveying & Geomatics Engineering Technology: 3 articulated credits

#### CCD APPLICATIONS

CCD Applications is a capstone course that provides every student with the opportunity to master skills and techniques in a more career-specific method. Students will design and complete an intricate and comprehensive project of choice to document all necessary skills required for the Career Connection Certificate and 1-year Apprentice Credit through the Joint Apprenticeship Training Committee. Students will practice and show mastery in project drafting, design, estimation, preparation, and construction implementation. Students may also have the option to test for International Code Council Certification and International Surface Fabrication Association Certification (counter top and solid surface fabrication).



# CULINARY & HOSPITALITY MANAGEMENT PATHWAY

(CTE Pathway)

## RELATED CAREERS

- Caterer
- Food Scientist
- Head Chef
- Hotel Management
- Restaurant Manager

## PATHWAY DESCRIPTION

The culinary and hospitality management pathway introduces students to the exciting world of restaurants, catering, and entertaining. Students learn a variety of skills to apply to a career in the culinary and/or hospitality fields.



## COURSE DESCRIPTIONS

### FUNDAMENTALS OF CULINARY ARTS & HOSPITALITY MANAGEMENT

This course provides an overview of the restaurant and hospitality industry and the importance of safety and sanitation. Students have the opportunity to prepare a variety of foods and learn the equipment and techniques for a successful operation. While students will be using the family and consumer sciences kitchen lab, they may be introduced to the commercial kitchen, including how to use commercial food equipment in a safe and sanitary manner as well as proper pre-preparation techniques including mise en place. The course acquaints the students with the scope and complexity of the hospitality industry and the importance of good management skills. This is the first course in the pathway.

### ADVANCED FOOD PRODUCTION & HOSPITALITY MANAGEMENT

This course further expands upon the culinary essentials and hospitality management skills learned through lab experiences. The course incorporates customer relations, cost control, marking, purchasing, inventory, and communication. All skills are practiced in the commercial kitchen through the classroom managed food service operation. Professional skills needed to effectively manage an organization and engage in customer service are integrated. Students must pass Fundamentals of Culinary Arts & Hospitality; preferably with an 80.

### THE CULINARY & HOSPITALITY PROFESSIONAL

This course offers students the opportunity to refine employability skills such as leadership, accountability, teamwork, and responsibility. Students learn the role of accurate menu creation and design along with the critical thinking and problem-solving skills to address real-life case studies while continuing to hone their culinary management skills. Students run the Cape Cafe' (student-run restaurant). Global cuisines and sustainability in the hospitality industry are incorporated. Diverse management styles are applied. Students must pass Fundamentals of Culinary Arts & Hospitality and Advanced Food Production & Hospitality Management; preferably with an 80. Students have the opportunity to earn the ServSafe Food Manager Certificate and Certificate of Achievement.

*Students are required to participate in all labs, which require proper clothing, hygiene, and personal care. Students must purchase/wear a chef's hat for all labs as well as a chef's coat (provided), apron (provided), closed toe shoes and long pants.*

## FASHION CONSTRUCTION & DESIGN PATHWAY

(CTE Pathway)

### RELATED CAREERS

- Fashion Designer
- Retail Buyer
- Retail Manager
- Stylist
- Visual Merchandiser

### PATHWAY DESCRIPTION

Students in this career and technical education pathway will learn the basics of sewing, explore and create fashion, and discover ways to earn income with those skills through college and career opportunities related to the Fashion and/or Textile Manufacturing Industries. All levels of students may choose to compete locally or nationally with other high school students for scholarship opportunities in FCCLA (Family, Career, Community Leaders of America) in STAR projects of Recycle and Redesign, Fashion Construction, and Fashion Design. Students may also compete in Fashion Design and Technology with TSA (Technology Student Association).



### COURSE DESCRIPTIONS

#### INTRODUCTION TO FASHION & FABRIC

This introductory course teaches the basics of sewing machines, hand-sewing, patterns, fabric design and production, and fashion merchandising. Students will also explore careers related to the fashion industry and be introduced to FCCLA – the student organization for Family and Consumer Sciences courses and TSA- Student Technology Association. Sample sewing projects have included: potholders, quilts, hair scrunchies, zipper pouches, pajamas, t-shirts, skirts.

#### FASHION DESIGN

Building on the foundation of basic skills learned in Introduction to Fashion & Fabric, students will begin designing their own fashion. Students will learn to use proportion, balance, emphasis and rhythm to analyze fashion and/ or create harmony in their own fashion design. They will learn to draft patterns for correct sizing and fit, and design and construct an outfit to be showcased on a fashion runway.

#### FASHION MANAGEMENT & DESIGN

Students will engage in a teamwork approach for the design, production, and displaying of their fashion collections. Students will work towards creating and running a fashion show for the community to see their skills.

#### FASHION INDEPENDENT STUDY

With teacher support, students will direct their own learning in the design and/or construction of more advanced fabrics and garments.

# JOBS FOR DELAWARE GRADUATES (JDG) PATHWAY JOBS for DELAWARE GRADUATES

(CTE Pathway)

## JDG FUNDAMENTALS

- Critical Thinking
- Business Etiquette
- Financial Planning
- Pay & Benefits
- Workplace Diversity



## PATHWAY DESCRIPTION

The JDG program is designed to help students reach their academic, career, personal and social goals. The curriculum includes eight core units that focus on academic achievement, employability and soft skills, and preparing students to pursue higher education, trade programs, enter the workforce or join the military. Each level builds in complexity as students progress through each level. JDG is an approved career pathway.

All JDG students are members of the Delaware Career Association (DCA), a youth organization that enhances classroom instruction through field trips, community service, and leadership. The five goals of the DCA are leadership development, civic awareness, social awareness, service learning, and career preparation.

The JDG Teacher is available to assist JDG students in finding jobs in the career of their choice during the school year, in the summer, and for 12 months following graduation.

## COURSE DESCRIPTIONS

**LEVEL I** - *Required for grade 9. Available to grade 10.*

The JDG Level 1 course outcomes are: Students will practice self-awareness and math in the workplace. Students will demonstrate problem-solving, teamwork, and conflict resolution. Students will explore career clusters, and the qualities of an entrepreneur.

**LEVEL II** - *Ideal for grade 10 students. Available to grade 11 students.*

The JDG Level 2 course outcomes are: Students will develop decision-making skills and digital literacy. Students will demonstrate customer service, budgeting, and leadership skills. Students will explore how to succeed as an entrepreneur, and apply for a job.

**LEVEL III** - *Ideal for grade 11 students. Available to grade 12 students.*

The JDG Level 3 course outcomes are: Students will demonstrate interview skills and media literacy. Students will explore workplace diversity, media literacy, social awareness, and financial investments. Students will examine how to make a business plan, how to plan for career success, and options for continuing their education.

**LEVEL IV** - *Ideal for grade 12 students.*

The JDG Level 4 course outcomes are: Students will practice giving and receiving effective feedback and self management. Students will examine investment tools, entrepreneurial success, and professional ethics. Students will design a resume and cover letter and prepare for future employment by participating in community service activities and internship opportunities.

## K-12 TEACHER ACADEMY PATHWAY

(CTE Pathway)

### RELATED CAREERS

- Teacher
- Paraeducator
- School Counselor
- School Principal
- Specialist
- Daycare Provider

### PATHWAY DESCRIPTION



The Delaware K-12 Teacher Academy pathway is a three (3) course Career and Technical Education (CTE) program along with Educators Rising Career Technical Student Organization that engages students in developing a realistic understanding of teaching and learning while exploring the importance and impact of education. Students will acquire the knowledge and skills needed to sustain their interest in the profession and cultivate the skills needed to be successful educators, thus creating a pipeline of high-quality students transitioning to the teaching profession. Students will understand the rigors of a career in education and participate in classroom and field experiences relevant to pursuing a degree in education. The program prepares students for a variety of careers in education such as elementary teacher, secondary teacher, paraprofessional, and special education teacher. As well as careers that train others in their chosen professions such as nurse educators, counselors, social workers, and psychologists. This is the pathway if you wish to work in a career with and for people.

### COURSE DESCRIPTIONS

#### HUMAN GROWTH & DEVELOPMENT

Human Growth and Development introduces students to human physical, cognitive, social, and emotional development beginning with conception and ending with early adolescence. Theories supporting current thinking and research on human development are examined, as well as the processes and influences affecting the developing person. Further, students explore challenges to normal growth and development.

#### TEACHING AS A PROFESSION

Teaching as a Profession explores the role of the teacher in the past, present, and future in order to understand the importance of teaching in American society and its historical significance and social impact. Students explore the responsibilities and opportunities of an effective teacher at various grade bands and consider the function of the teacher as a leader. Students also identify personal professional goals to establish a path to becoming a teacher.

#### FOUNDATIONS OF CURRICULUM & INSTRUCTION

Foundations of Curriculum and Instruction explores curriculum delivery models in response to the needs of the learner. Emphasis is placed on the development of a variety of instructional materials that promote learning and a supportive classroom environment. Students analyze the influence of technology and impact on learning. Students develop lesson plans and assessments while practicing appropriate classroom management techniques to maximize the learning process for every student.

# MANUFACTURING ENGINEERING TECHNOLOGY PATHWAY

(Robotics - CTE Pathway)

## RELATED CAREERS

- Design Engineer
- Mechanical Engineer
- Process Development Engineer
- Quality Assurance Engineer
- Robotics Engineer

## PATHWAY DESCRIPTION

The Engineering by Design (EbD) Manufacturing Engineering Technology program of study is a three (3) course Career & Technical Education (CTE) instructional program that engages students in open-ended problem-solving where they learn how to apply skills, knowledge, documentation, and processes with modern, industry-leading technology and software. The program provides students with a wide range of skills and concepts in design, invention, and innovation to meet project goals. Hands-on activities provide students with the knowledge and skills needed for solving real world problems and prepares students for continued education and careers in manufacturing engineering technology.



## COURSE DESCRIPTIONS

### FOUNDATIONS OF TECHNOLOGY (ROBOTICS 1)

Foundations of Technology (FOT) prepares students with the ability to innovate, improvise, and invent solutions to engineering problems. Students explore how technological innovations result when ideas, knowledge, and skills are shared within a technological cluster and amongst other fields of study. In this course, students develop foundational skills in engineering design and documentation as a formal process to transform ideas into products or systems.

### ADVANCED DESIGN APPLICATIONS (ROBOTICS 2)

*Prerequisite: Foundations of Technology (Robotics 1)*

Advanced Design Applications (ADA) prepares students with the skills needed to apply advanced applications in design with a focus on systems thinking, the impacts of technological development, and the use of industry-leading technologies in the creation of models, mock-ups, and prototypes to create engineered solutions.

### ENGINEERING DESIGN (ROBOTICS 3)

*Prerequisite: Foundations of Technology (Robotics 1), and Advanced Design Applications (Robotics 2)*

Engineering Design (ED) is the capstone course that provides students with the knowledge and skills needed to transform concepts into products with fully developed engineering design documentation to meet consumer requirements. Students will practice the engineering design process by creating, synthesizing, iterating, and presenting solutions.

### PHYSICAL TECHNOLOGY RESEARCH & DEVELOPMENT (ROBOTICS 4)

*Prerequisite: Foundations of Technology (Robotics 1), Advanced Design Applications (Robotics 2), and Engineering Design (Robotics 3)*

This course is designed as a CAPSTONE for the pathway. Students will be working on a competition, either VEX ([www.vexrobotics.com](http://www.vexrobotics.com)), MATE ([www.materovcompetition.org](http://www.materovcompetition.org)) or something suitable that demands a complex set of objectives with a regional and international competition in the spring. During the preparation of the competition, students will collaborate with others to construct a robot or complete research. Students are responsible for documenting research in an engineering notebook that follows the steps of the engineering design process. Students present products through demonstration and an engineering review.

## PERFORMING ARTS: MUSIC PATHWAY

### RELATED CAREERS

- Military Musician
- Composer/Conductor
- Performer
- Broadcast/Sound Engineer
- Educator/Arts Administrator

### PATHWAY DESCRIPTION

Students that would like to study band and choir are able to take the courses simultaneously while only using one period in their schedule. In order to register for the joint Band/Choir course, please select: Symphonic Band, Wind Ensemble, Concert Choir or Cape Chorale, and then contact one of the directors (Ms. Sunnergren [marian.sunnergren@cape.k12.de.us](mailto:marian.sunnergren@cape.k12.de.us), Mr. Burkhart [christopher.burkhart@cape.k12.de.us](mailto:christopher.burkhart@cape.k12.de.us), or Ms. Rolfes [elizabeth.rolfes@cape.k12.de.us](mailto:elizabeth.rolfes@cape.k12.de.us)) to work out the details. Freshman that want to register for treble choir or percussion ensemble as well as a corresponding band or choir should also contact one of the above directors and we will work out the logistics.



### COURSE DESCRIPTIONS

#### SYMPHONIC BAND

The Cape Henlopen Symphonic Band is the largest instrumental music ensemble at Cape and performs on stage in our theater twice per school year. Additionally, the class travels to a festival each year at a local university. There is no prerequisite for joining the ensemble and it is open to students in grades 9-12, however students that do not already play an instrument should contact Mr. Burkhart when registering for the course in order to set-up extra help or lessons. Symphonic Band members are involved in many outside extracurricular activities and conflicts with the two extracurricular performances are easily resolved for students each year. Marching Band is an extracurricular activity that most students in Symphonic Band elect to join, but is not tied to this curricular course or mandated in any way.

#### WIND ENSEMBLE

Wind Ensemble is an audition-only ensemble open to students in grades 10-12. The Wind Ensemble shares concerts and festivals with the Symphonic Band as well as other playing opportunities throughout the year. Students in the Wind Ensemble practice regularly outside of school, generally audition for county and/or all state ensembles and are encouraged to take private lessons if possible.

#### PERCUSSION ENSEMBLE

The Cape Henlopen Percussion Ensemble performs music written entirely for percussion instruments and shares concerts with the Symphonic Band. The course is a prerequisite for participation in Symphonic Band or Wind Ensemble for Cape Percussionists. The rationale for this prerequisite course is that percussion students are required to learn the widest variety of instruments and techniques in the instrumental music program, but often receive less attention in band classes because they are located in the back. A class specifically dedicated to them gives them that extra attention and an opportunity to develop those skills. Many students move on to one of the other ensembles after they take the course, but many take it again because they enjoy playing music only for percussion. There are no extracurricular conflicts aside from the two concerts and the conflicts that do arise are easily resolved in a way that allows students to meet their extracurricular responsibilities and receive full credit for the course.

## **JAZZ ENSEMBLE**

The Cape Jazz Ensemble is the most active group in the Cape Instrumental Music Program. Cape Jazz performs at local events throughout the year and participates in a variety of jazz festivals and performances throughout the Mid-Atlantic states in the spring. Students learn advanced music, improvisation and spend a significant amount of time performing in and out of class. Students must meet prerequisite requirements (either previous course completion or an audition) in order to participate. Please contact Mr. Burkhardt ([christopher.burkhardt@cape.k12.de.us](mailto:christopher.burkhardt@cape.k12.de.us)) before registering for the class in order to set up an audition.

## **PIANO**

This is a class for beginning/intermediate piano students with very little to no years experience. In this class you will learn basic music theory, and the basic fundamentals and technique of playing the piano. Each week you are expected to progress through pieces in our book, weekly assignments, and play in class recitals as assigned. The end of the semester culminates in a final recital in the auditorium.

## **GUITAR**

Students will learn the fundamentals of guitar performance. Instruments will be provided or students can bring their own guitar. Topics covered include: basic technique, music theory, harmony, chordal and solo line playing, ensemble and solo work.

## **TREBLE CHOIR**

This ensemble is for all Treble singers entering their 9th grade year. This ensemble performs a wide variety of music arranged for treble singers including gospel, classical, pop, Broadway and other standard choral repertoire. There is no formal audition required. There will be at least one ensemble adjudication each semester. There will be two formal concerts in December and May.

## **CONCERT CHOIR**

This is a choir open to all students interested in singing in a choral setting. It is also open to incoming freshman who are enrolled in band and would like to join choir. This ensemble performs a wide variety of music including gospel, classical, pop, Broadway, and standard choral repertoire. There is no formal audition required. There will be at least one ensemble adjudication each semester. There will be two formal concerts in December and May.

## **UNIFIED CHOIR**

This ensemble class is in partnership with the Sussex Consortium and CHHS Special Education department and offers an opportunity for students of all abilities. The class provides an inclusive choral experience where special needs students and high school students sing alongside each other to build a supportive and enthusiastic community of singers within the choral department. The focus is on basic vocal technique and choral technique through peer-to-peer interactions and activities. Students will participate in a formal concert at least once a year, and in several informal performances where families will be welcomed into the classroom for a participatory learning experience. All grades and abilities levels are welcome to enroll for the course. Junior/Senior choral students who are interested in a peer tutoring experience are also encouraged to enroll for the course.

## **CAPE CHORALE**

This SATB ensemble is by audition only and is open to 10-12th graders who have participated in Concert Choir or Treble Choir and successfully passed a music theory exam. This is a rigorous class that studies a variety of advanced repertoire. Students who audition successfully are expected to learn music outside of class. This group has regular outside engagements and is also expected to perform in two required school concerts in December and May.

## **VOICE**

This is a class for beginning/intermediate/advanced voice students who may or may not have previously taken voice lessons. In this class you will learn basic music theory, fundamentals, the technique of singing and the science behind it. Each week you are expected to progress through assigned group songs, individual songs (of the students' and teachers' choosing), weekly assignments, and perform in an informal setting. The class is structured in a way to help you gain confidence in your singing voice and improve performance techniques, which can transfer to other skill sets such as public speaking. The end of the year culminates in a final formal recital in the auditorium.

## **MUSIC TECHNOLOGY**

Music Technology is a course intended to introduce students to the digital world of music. Students will work with a variety of software programs including: GarageBand and Logic Pro X. Students will learn the basics of recording and production and utilize the music technology lab and recording studio to create their own music, record the music of others and score films and videos. There are no prerequisites other than an interest in making music.

## **AP MUSIC THEORY**

Students in AP Music Theory study musical analysis and compositional techniques generally taught in the first year of study in university music programs. At the conclusion of the course students should possess the written and aural skills of a first-year music major. The AP Music Theory curriculum is rigorous and prospective students should be prepared to practice and complete coursework outside of class. Students should be pre-approved for this course by the performing arts faculty.

# PERFORMING ARTS: THEATRE PATHWAY

## RELATED CAREERS

- Artistic Director
- Musical Theatre Performer
- Screenwriter
- Stage Manager
- Theatre Director

## PATHWAY DESCRIPTION

The Cape Henlopen Theatre pathway consists of four, sequential year-long courses that will provide students with training in all aspects of theatrical creation. Over their four years at Cape, students will train in voice, movement, musical theatre, theatre history, acting, style, directing, designing, ensemble-building, devising, and more. The pathway draws upon a diverse array of methods, artists, and philosophies in order to provide students with a well-rounded experience in theatre making. Students enrolled in the Theatre pathway will leave Cape Henlopen High School equipped with a firm grasp on the most important skills required in both the professional and academic spheres of drama—and will have the ability, if they so choose, to continue to pursue the art of theatre. All theatre students, both those who wish to pursue theatre and those who enjoy it as a hobby without an interest in further study, will have the benefit of growing their empathy, critical thinking, leadership, and interpersonal skills throughout their coursework.

## COURSE DESCRIPTIONS

### THEATRE FUNDAMENTALS - LEVEL 1

In year one, students will cultivate an understanding of basic theatrical knowledge—such as industry jargon, and the unique considerations necessitated by live performance. Students will engage in an acting curriculum aimed at introducing them to Stanislavski’s method, Uta Hagen’s technique, beginning voice and movement work, the rehearsal process, scene development, and performance. In addition, the Theatre Fundamentals course will introduce students to scenic, lighting, and costume design, as well as playwriting.

### THE ACTOR’S INSTRUMENT - LEVEL 2

In year two, students will delve deeper into the study of acting. The Actor’s Instrument will emphasize voice and movement work in an effort to heighten performance and believability. Students in this course will participate in pantomime, Rasaboxes, mask work, stage combat, dance, accent work, diction and projection exercises, scene study, improvisation, and character development. Additionally, students in this class will look at a multitude of plays through scene study and analysis, with a primary focus on American playwrights.

### ACTING STYLE - LEVEL 3

*Prerequisite: Must have passed Theatre Fundamentals and The Actor’s Instrument courses.*

In year three, students will study the history of live performance as they explore a multitude of different theatrical styles and genres from the morality play and Ancient Greek tragedy through to recent contemporary movements. During their coursework, students will analyze rigorous and culturally significant texts such as the plays of Euripides, Boal, Molière, Federico García Lorca, George Farquhar, Henrik Ibsen, Anton Chekhov, Shakespeare, and more. Through this course, year three students will develop the tools to better consider historical and social significance in their performance and explore acting style through monologue and scene study.



## **DIRECTING - LEVEL 4**

In year four, students will adopt the role of director. They will study numerous different directing techniques and styles in order to find what best suits their own work. Students will explore genre and style in an effort to build a well of knowledge to draw upon as a director. Each student in this course will select a ten-minute one act play for production. Students will then cast, rehearse, and stage their shows culminating in a Spring Festival performance for the public. This rigorous course will help students to develop their leadership skills and will demand that they are able to organize and facilitate rehearsals on their own.

Through this course, the student will:

- Develop and apply skills in script analysis, “How does a play work?”
- Strive to make the playwright’s text the foundation of production.
- Start to develop a system to organize a play production.
- Apply the basics of composition, blocking, actor coaching and other skills to the production of a play.
- Develop a system to document the analysis, planning and performance of a play script.
- Express their critical evaluation of plays in rehearsal and performance

## **THEATRE PERFORMANCE**

The Theatre Performance elective course will allow students an opportunity to develop devised work. It may be taken more than once, as well as simultaneously with any of the year 2-4 courses of the pathway. Students enrolled in this course will study the elements and craft of story-telling. They will investigate contemporary theatre and performance innovation. This course is a performance-driven ensemble class. Students will work on building relationships with one another in order to construct a collaborative and creative company.

# PRINT & MEDIA COMMUNICATIONS PATHWAY

## RELATED CAREERS

- Artist
- Communications Specialist
- Newspaper Editor
- Reporter
- Writer/Author

## PATHWAY DESCRIPTION



The Communications and Publications Pathway is designed for students who may be interested in journalism, art, and business. Students will enhance their writing with specific types of copy and captions. They will also study layout, photography, and advertising. After successful completion of the prerequisite Introduction to Publications course, students may choose to join the Cape Publications staff as an editor of the Valhalla Yearbook or the Viking Ventures Newspaper. Students may repeat both Advanced Journalism and Yearbook classes, each year taking on additional editorial responsibilities.

## COURSE DESCRIPTIONS

### INTRODUCTION TO PUBLICATION

Each year-long course gives students an opportunity to cooperatively produce publications that accurately and fairly portrays student life. These classes combine academic work with “hands-on” experiences connected with producing our Cape Publications. We provide a service for the school, as well as for the community. Students are involved in the process from the conception of the article topics and the theme to the distribution of the finished product. Therefore, a higher level of accountability and responsibility is required.

### YEARBOOK

*Prerequisite: Introduction to Publication*

The Valhalla staff create a quality yearbook that reflects the pictorial history of CHHS activities. Students select areas of interest for assignment and plan and prepare the pages of our Valhalla Yearbook. Students use Adobe® Photoshop in addition to the website [yearbookavenue.jostens.com](http://yearbookavenue.jostens.com) to complete the tasks.

### JOURNALISM

*Prerequisite: Introduction to Publication*

The Viking Ventures staff writes their own articles for submission to the student-run newspaper (both print and online at [CapeVikingVentures.com](http://CapeVikingVentures.com)) as well as designing the layouts. They also maintain Twitter accounts @CapePubs and @CapeSports. Students have many chances to do “beat reporting” and interview students and staff members. Students take photos and edit them in Adobe® Photoshop and use Adobe® InDesign as well.

# VISUAL ARTS PATHWAY

FINE ART &amp; COMPUTER ART/PHOTOGRAPHY

## RELATED CAREERS

- Art Director
- Artist
- Graphic Designer
- Multimedia Specialist
- Photographer

## PATHWAY DESCRIPTION

The Visual Arts program is designed to introduce students to the skills and creative process needed to formulate a career pathway. This program begins with Introduction to Art which is the foundation needed to explore advanced art courses. Students will be prepared to apply to college and universities as well as seek careers in fine arts, visual communications and computer art.



## COURSE DESCRIPTIONS

### ART 1: INTRODUCTION TO ART

This course will cover the elements and principals of art and design and create a solid foundation for studio art. Many mediums and topics will be covered throughout the year. This course is a prerequisite for all other art classes.

### ART 2: FINE ARTS

*Prerequisite: Art 1: Introduction to Art*

Students will be working with traditional mediums in order to create original 2D and 3D works of art. Students will be exposed to a variety of techniques and tools throughout the course in order to build upon their Art 1 foundation.

### ART 2: COMPUTER ART/PHOTOGRAPHY I

*Prerequisite: Art 1: Introduction to Art*

This course will introduce students to computer art technology through a visual arts perspective. Students are expected to provide their own digital camera for weekly projects. Adobe Photoshop® will be used to complete course activities. Students will also be required to draw ideas and images to scan into the computer. Drawing, painting, and typography will be emphasized, and photo manipulation will be introduced.

### ART 3: FINE ARTS

*Prerequisite: Intro to Art and Fine Arts 2*

Students will continue to build upon their Art 2: Fine Arts foundation while learning a variety of new mediums and techniques in order to create original 2D and 3D artwork. This course is intended for those students who do NOT have plans to take AP studio art their senior year, but want to continue on with an art pathway.

### ART 3: COMPUTER ART/PHOTOGRAPHY II

*Prerequisite: Art 1: Introduction to Art, and Computer Art/Photography I*

This course is a continuation of Computer Art/Photography I. Students are expected to provide their own digital camera for weekly projects. Advanced Adobe Photoshop® and Adobe Illustrator® computer manipulation techniques will be explored. DSLR and Aerial Photography will be introduced during this course.

**ART 3: GRAPHIC DESIGN**

*Prerequisite: Introduction to Art, and Computer Art/Photography I*

This class is a continuation from Computer Art/Photography I with an emphasis on computer graphics. Students will utilize Adobe Photoshop® and Illustrator® with other art mediums such as screen-printing.

**ART 3: PROJECTION MAPPING**

*Prerequisite: Introduction to Art, and Computer Art/Photography I*

This course is an introduction to projection mapping. Projection mapping utilizes computer animations and a projector to change the appearance of a three-dimensional surface. Students will also create animated backdrops for theatrical productions.

**ART 4: FINE ARTS**

*Prerequisite: Art 1: Introduction to Art, Fine Art 2, Fine Art 3*

Students will continue to build upon their foundation, skills, and techniques learned in the previous years of Art 1-3. Seniors will learn a variety of new mediums and techniques in order to create original 2D and 3D artwork. Some of the projects that will be explored are metal-smithing, Batiks, 4-color linoleum prints, ceramic screen printing, and the pottery wheel. This course is intended for those students who do not have plans to take AP studio art their senior year but want to continue on with an art pathway.

**ART 4: AP STUDIO ART**

*Prerequisite: Art 1: Introduction to Art, and any Art 2 course (Fine Arts or Computer Art/Photography I) and any Art 3 course (Fine Arts, Graphic Design, Projection Mapping, or Computer Art/Photography II.) Must also be a senior and complete the summer assignment.*

AP Studio Art is a college level course offered to students who have an exceptional desire to pursue higher levels of personal development and growth in the visual arts. Students who are successful in the AP Studio Art examination (portfolio) can potentially earn college credits and placement in college programs. All students enrolled in this course are expected to submit a portfolio at the beginning of May for the AP Studio Art examination. Students may submit either a drawing, 2D design, or 3D design portfolio.

## ADVANCED VIA INDIVIDUAL DETERMINATION (AVID) PATHWAY

### PROGRAM DESCRIPTION

Advancement Via Individual Determination (AVID) is an academic elective course that prepares students for college readiness and success. Each week, students receive instruction that utilizes a college-preparatory curriculum provided by the AVID Center, learn organizational and study skills, get academic help from peers and tutors, and participate in enrichment and motivational activities that make college attainable. In AVID, students participate in activities that incorporate strategies focused on writing, inquiry, collaboration, organization, and reading while engaging in activities centered around exploring college and career opportunities. Students enrolled in AVID are enrolled in at least one of the school's most rigorous academic classes, such as Advanced Placement®, Honors, and/or Dual Enrollment courses in addition to the AVID Elective. Students must also maintain a minimum 2.5 GPA, and complete community service.

### COURSE DESCRIPTIONS

#### AVID GRADE 9

Some students will have previous experience with AVID in the middle school grades, and some students will be experiencing AVID for the first time. Either way, the 9th grade AVID Elective course will serve as a review of the AVID philosophy and strategies. Students will work on academic and personal goals and communication, while focusing on adjusting to the high school setting. Students will work in collaborative settings, prepare for and participate in college entrance and placement exams, and research colleges and careers of interest.

#### AVID GRADE 10

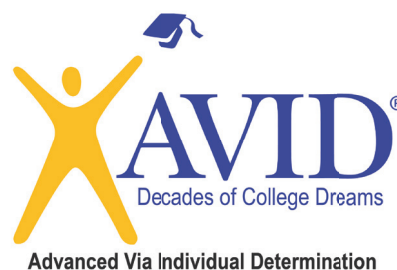
During the 10th grade AVID Elective course, students will refine AVID strategies and continue to clarify their personal academic plans and goals. As students increase their rigorous course load and school/community involvement, they will adjust their time-management and study skills accordingly. Students will expand their vocabulary use, continue to prepare for college entrance exams, and narrow down their colleges and careers based on their personal interests and goals.

#### AVID GRADE 11

The 11th grade AVID Elective course is the first part in a junior/senior seminar course. In addition to the academic focus of the AVID seminar, there are college-bound activities, methodologies, and tasks that are undertaken during the junior year to support students when they apply to four-year universities and confirm their postsecondary plans.

#### AVID GRADE 12

The 12th grade AVID Elective course is the second part in a junior/senior seminar course. Students will complete college applications, scholarships, and a final research essay project. All AVID seniors are required to develop and present a portfolio representing their years of work in the AVID program, as well as complete the requirements for the seminar course.



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# **ACADEMIC COURSE DESCRIPTIONS**

## ACADEMIC COURSES

Our core areas have been designed to challenge students of all academic abilities. Critical reading and writing is strongly emphasized in all four major core areas, and each offers varying levels. Below is a brief description of each academic level.

### ACADEMIC CHALLENGE

The Academic Challenge (AC) Program provides an atmosphere that nurtures the scholastic and creative abilities of highly motivated and academically talented students in the disciplines of Mathematics and English.

Students begin the program as eighth graders and complete the program as seniors. The five-year program offers them the standard high school curriculum in Mathematics and English at an accelerated pace, allowing for college course work during the junior and senior years. In addition to satisfying high school credit requirements, students may earn 12 college English credits and/or 15 Mathematics credits. The college courses are provided at the Owens Campus through Delaware Technical Community College. AC students are responsible for completing assignments and meeting deadlines in Cape classes that they may miss to attend AC classes. AC classes carry a grade point weighting of 1.1.

### ADVANCED PLACEMENT

Advanced Placement (AP) classes are college-level courses that are taught by high school teachers. AP provides students an opportunity for learning that goes beyond just facts and figures. The rich course material, classroom discussions and demanding assignments typical of AP courses will help students develop the content mastery and critical thinking skills expected of college students. By participating in AP, students have the opportunity to earn college credit. AP classes are the most rigorous courses offered at Cape Henlopen High School. All AP classes carry a grade point weighting of 1.1. Students who wish to be accepted into AP classes must be enrolled in the Honors program. Students must maintain a “B” average in order to remain in AP classes. Students must complete all summer work.

### HONORS

The purpose of the Honors program is to challenge highly motivated students. Honors classes cover more material than college preparatory classes and they

examine materials more extensively. Students enrolled in honors level courses will be required to complete assigned work during the summer preceding the start of the class. All honors level classes carry a weighting of 1.05. Students who wish to be accepted into the Honors program at Cape Henlopen High School must have a final grade of 90% or better, or they must have a final average of 85% and perform well on standardized testing. In order to remain in the program students must maintain a “B” average. The design of these types of classes helps prepare students for advanced placement courses.

### COLLEGE PREPARATORY

The College Preparatory (CP) program is designed to prepare students for a four-year post-secondary college or university. This traditional level will provide the students with a rigorous course of study in all content areas. Students enrolled in CP classes may be required to complete summer assignments. Many colleges and universities expect students to earn at least 18 credits or more in college preparatory classes or higher.

### DUAL ENROLLMENT COURSES

This program is designed to provide an opportunity for highly motivated students who desire to take courses through Delaware Technical Community College, University of Delaware, Wilmington University or another accredited university during their senior year. This program enables an advanced student to take college level courses while completing his/her high school courses for graduation. Grades and credit hours earned will become part of the student's official college record. The individual will have to bear all costs of tuition, books, materials, fees, and transportation.

## ENGLISH

### FRESHMAN ENGLISH

*Grade 9*

*Levels: CP, Honors*

Both college prep and honors levels of Ninth Grade English are designed to further develop reading comprehension and purposeful writing skills while studying various literary genres. Grammar, writing skills, and research are taught in conjunction with reading strategies. This course is aligned with the Common Core Standards for English Language Arts in reading, writing, speaking/listening, and language. Oral presentations and written assignments will include extensive use of research and study skills. Students enrolled in Honors courses should expect more rigorous assignments with an emphasis on independent study in preparation for Advanced Placement courses.

### 10TH GRADE ENGLISH

*Grade 10*

*Levels: CP, Honors*

The World Literature course (college preparatory and honors) exposes sophomore students to a range of non-fiction and fiction texts, from different cultures around the world. The course is aligned with the Common Core Standards for English Language Arts in reading, writing, speaking/listening, and language. It enhances different skills such as: writing (argumentative, analytical, personal narratives, speeches, etc.), and public speaking skills through extensive research-based presentations. The goal of the course is to challenge students to grow as readers, writers, thinkers, lifelong learners and to be prepared for standardized tests (PSAT 10, SAT) and Advanced Placement courses. Students will have ample opportunities to experience authentic practice of 21st century skills, as they evaluate different sources, engage in digital collaboration, and conduct web research. Students enrolled in Honors

courses should expect to adapt to more rigorous assignments, with an emphasis on independent study, in order to prepare for Advanced Placement courses.

### AMERICAN LITERATURE

*Grade 11*

*Levels: CP, Honors*

The American Literature course (College Preparatory and Honors) provides junior students the exposure to a variety of non-fiction and fiction literary texts, enhancing their ability to understand, appreciate, and apply rhetorical analysis strategies while studying the unique American experience. The course is aligned with the Common Core Standards for English Language Arts in reading, writing, speaking/listening, and language. It enhances skills in oral presentations, analytical essays, argumentative pieces, short/extended research projects, and reflective essays. Reading comprehension and writing strategies are designed for SAT preparation and college-level work. Students enrolled in Honors courses should expect to adapt to more rigorous assignments with an emphasis on independent study.

### AP LANGUAGE AND COMPOSITION

*Grade 11-12*

*Levels: Advanced Placement*

AP English Language and Composition is a rigorous college-level course designed to prepare students for academic success by developing their skills in reading, writing, and critical thinking. Through the study of diverse texts, students explore a variety of rhetorical strategies and genres, including essays, speeches, and visual media, analyzing how authors convey meaning and persuade audiences.

The course emphasizes college-preparedness writing by fostering a deep understanding of argumentation, synthesis, and analysis. Students practice crafting evidence-based arguments, honing their ability to communicate ideas clearly and persuasively. In addition to

traditional essays, the curriculum integrates creative, project-based activities that encourage students to think critically and apply their knowledge in innovative ways. These projects, paired with frequent peer collaboration and feedback, build the essential skills needed for success in higher education and beyond.

By the end of the course, students will have developed a versatile writing portfolio, gained confidence in their analytical abilities, and cultivated a critical awareness of language and its impact on society. This course not only prepares students for the AP English Language and Composition Exam but also equips them with the tools to excel in college-level writing and thoughtful engagement with the world around them.

### BRITISH LITERATURE

*Grade 12*

*Levels: CP, Honors*

The College Preparatory and Honors British Literature courses offer senior students exposure to and exploration of fiction and non-fiction literary works so that they may study the power of language and thought pertaining to the human condition, both in classic British Literature and modern works. The primary focus of this course is to explore, in depth, practical, moral, and philosophical questions related to an individual's impact on the world. Assignments will include argumentative, analytical, and narrative writing, in addition to oral presentations.

Honors students are expected to adapt to a more rigorous pace that includes a deeper analysis of texts and advancement into comparative studies. Verbal engagement in class discussions is encouraged and expected. This course requires students to read and comprehend texts written at the upper high-school level and beyond. Students are expected to be able to write at grade-level or beyond as well as have a genuine interest in literary studies. Independent reading, study, and project work is required outside of classroom time. This is a class where it is essential to be present in body and mind!

**ENGLISH** *continued***AFRICAN AMERICAN LITERATURE**

*Grade 11-12*  
*0.5 Credit Elective Course*

This course has been curated to give an introduction to and an overview of African American literature and its place as part of the broader American Literary canon. To begin, this course will examine a more recent narrative about the origin and development of African American literature and how that view challenges previous accounts of this area of study. This course will examine the themes of race, ethnicity, economics and geography in relation to the literary works produced by African Americans. The intent of this course is to give students an introductory overview of African American literature through the critical analysis of short-fiction, poetry, songs, and non-fiction essays. Students will learn to identify, examine, and process ideas about the origin and development of African American literature in order to improve their reading and writing skills, as well expand their referential frames to become more well-rounded students of literature. Expect to read – it is a literature course!

**SOCIAL JUSTICE**

*Grade 11-12*  
*0.5 Credit Elective Course*

In an effort to establish educational equity, particularly for certain demographics, it is imperative that we begin to examine areas of bias within our culture, community, and school. Scholars in the fields literary criticism, legal studies, sociology, and psychology (among others) contend that there is evidence to support the idea that those who exist at the nexus of multiple forms of exclusion suffer greatly for it. When faced with multiple forms of prejudice and exclusion, people get stuck, have fewer choices, and limited access to opportunities for success. This course will examine the themes of race,

gender, sex, sexual orientation, ethnicity, and socio-economic status in relation to those who are affected by these biases. The intent of this course is to open a dialogue about bias and prejudice, using the lens of intersectionality, while studying excerpts from novels, plays, poetry and nonfiction essays. Students will learn to identify, examine and process ideas behind exclusion, prejudice, and power in order to develop their world view and expand their referential frames to become more tolerant, equitable and solution-oriented citizens who recognize inequities and are willing to address them. This course will involve reading and writing at the 11th and 12th grade levels.

**FILM AND LITERATURE**

*Grade 11-12*  
*0.5 Credit Elective Course*

Film & Literature is an elective course designed for upperclassmen that explores the deep connections between literature and visual media, examining how novels, short stories, and plays are transformed into film and television. Through dynamic units of study, students will analyze themes, characters, settings, and storytelling techniques across both mediums to discover the unique power of each– often learning that both have equal power and standing.

This course prioritizes student voice and choice, encouraging learners to engage with texts and films that resonate with their interests. Students will develop critical thinking, analytical writing, and creative interpretation skills as they dive into curated units such as: Character Creation, The Magic of Ensemble, Colorful Creations, Dystopia, Period Pieces, & Diverse Perspectives.

Students will engage in class discussions, creative projects, and independent study, culminating in opportunities to pitch their own ideas, reimagine classic works, or even craft their own adaptations. Whether you're a bookworm, a cinephile, or a

curious storyteller, this course invites you to explore the stories that shape us across time and mediums.

**CREATIVE WRITING**

*Grades 11-12*  
*0.5 Credit Elective Course*

By taking the Creative Writing course, students will gain exposure to the collective power of breathing life into their writing through their engagement in writing workshops. Students will work through the writing process by brainstorming, drafting, revising, and editing their creative works. Throughout the semester, students will explore a variety of writing types that are not typically featured in their English classes; therefore, exposing them to the vast complexities of the written word. Together, students will collaborate and critique their individual works to foster connection as they grow as a community of writers. Additionally, students will study a variety of authors to grasp different writing styles and techniques that span across genres. At the end of the semester, students will produce a writing portfolio showcasing their work throughout the course.

**MUSIC AS LITERATURE**

*Grades 11-12*  
*0.5 Credit Elective Course*

This elective English Language Arts course explores literary devices, writing techniques, and cultural history through the lens of blues, rap music and lyrics. Students will analyze song lyrics, study the historical and cultural contexts of these genres, and draw comparisons between their themes, structures, and societal influences. The course will include critical analysis, creative writing, and research assignments.

## GLOBAL MYTHOLOGY

Grades 11-12

0.5 Credit Elective Course

Myths and legends of a society are the cornerstone of which its culture is built. In an age where it is our duty to help students have a broader worldview as the digital age widens the pool of those we come in contact with, diversifying our curriculum is of the utmost importance. In a course like Mythology, students can interact with classic literature from diverse cultures and learn how these stories connect people around the world, developing and increasing their knowledge, understanding and appreciation of world cultures. Equally important as gaining an appreciation of this literature are the goals of improving reading and writing skills, critical thinking, and developing increased self-awareness by relating to human problems and concerns. Starting with Greek and Roman mythology and building into Norse, Egyptian, Native American, Chinese, Japanese, Celtic, African, Hindu, and Mesoamerican, students will explore the cultures of the world to examine the archetypes, motifs, and recurring themes across these cultures. The course will allow for a variety of learning styles and experiences. Students will write in a variety of styles to show their knowledge as well as engage in a more project-based learning to suit the needs of a diverse student population.

## PUBLIC SPEAKING AND DEBATE

Grade 11 -12

Pre requisites- English 9 & 10

Semester Course

This high school course is designed to empower students with the art of effective verbal expression and the ability to engage in compelling debates. Throughout the semester, participants will explore various facets of public speaking, honing their skills in persuasive speech, informative presentations, and impromptu talks. The course will also delve into the intricacies of formal debate, equipping students with the tools to construct and defend

arguments with eloquence and clarity. With a focus on fostering confidence and a deep understanding of diverse perspectives, students will not only refine their public speaking abilities but also develop the essential skill of respectfully navigating and responding to differing opinions.

## AP ENGLISH LITERATURE AND COMPOSITION

Grade 12

Levels: Advanced Placement

As set forth in the College Board AP English Literature and Composition course description "The AP English Literature and Composition course aligns to an introductory college-level literary analysis course. The course engages students in the close reading and critical analysis of imaginative literature to deepen their understanding of the ways writers use language to provide both meaning and pleasure. As they read, students consider a work's structure, style, and themes, as well as its use of figurative language, imagery, symbolism, and tone. *Writing assignments include expository, analytical, and argumentative essays that require students to analyze and interpret literary works.*" A complete course overview can be viewed at <http://me-dia.collegeboard.com/digitalServices/pdf/ap/ap-course-overviews/ap-en-english-literature-course-overview.pdf>

## DUAL ENROLLMENT ENGLISH COURSES ENGLISH 101: CRITICAL THINKING AND ACADEMIC WRITING

Delaware Technical Community College

Grade 12

Prerequisites: Test Scores

In this college-level course, students will develop the critical thinking, writing, and research skills necessary to compose academic essays and to respond to, summarize, and evaluate diverse texts. Students will write for a variety of purposes and audiences to generate ideas, draft, edit, and revise. Focus will be on locating, using, and accurately referencing various sources of information to develop evaluative skills.

## ENGLISH 102: COMPOSITION AND RESEARCH

Delaware Technical Community College

Grade 12

Prerequisites: Test Scores and successful completion of Delaware Tech English 101

This college-level course builds on Delaware Tech English 101 and is designed to enhance writing, research, editing, speaking, and grammar skills as well as to provide a foundation in reasoning skills for lifelong learning.



## SOCIAL STUDIES

### GEOGRAPHY

Grade 9

Required 0.5 Credit

Levels: CP, Honors

Geography is a 1/2 credit, 9th grade course focusing on the diverse ways of life found around the world. Through the study of major geographic themes, students will recognize and evaluate the relationships between people, places, regions, and environments. Students will develop a global perspective and further explore how physical environments affect human events. The major focus is the Delaware Geography Standards: maps, environments, places, and regions with a supporting focus on related concepts found in the state's Civics, Economics, and History standards.

### CIVICS

Grade 9

Required 0.5 Credit

Levels: CP, Honors

This course will study the democratic foundations of our federal government. Emphasis will be placed on the structures of government as established in the Constitution and citizen responsibilities and involvement. Students will be expected to do research projects, work in cooperative groups, present orally, participate in simulations, and maintain a class notebook. All units are aligned to the Delaware State Social Studies Standards.

### ENHANCED ECONOMICS

Grade 10

Required 1 Credit

Levels: CP, Honors

This course will cover micro-macro economic concepts and how they apply to our free enterprise system and the world. Applications of knowledge learned to present day situations will be required. Students will be expected to do research projects, work in cooperative groups, present orally,

participate in simulations and adapt concepts to personal economics and maintain a class notebook. All units are aligned to the Delaware State Social Studies Standards.

### AMERICAN HISTORY

Grade 11

Required 1 Credit

Levels: CP, Honors

This is a survey course in American History taught to eleventh grade students who study America's past to learn about their nation's history and to appreciate their responsibilities as free individuals faced with the challenge of shaping the future of their society. Students will study the political, cultural, social, economic, and religious developments in the U.S. from 1865 to the present. This course utilizes instructional techniques and learning methods that will help students acquire an in-depth knowledge of our history. Research papers, presentations, oral and written reports, and class participation along with higher order thinking will be required. This course is aligned to the Delaware State Social Studies Standards and is required for graduation.

### AP U.S. HISTORY

Grades 11-12

Levels: Advanced Placement, May take the place of 11th grade American History.

This is a college level course offered to highly motivated high school students. The class is a one-credit social studies course designed to challenge high school students while meeting the requirements for graduation. Through critical written and oral analysis, students will examine the breadth and depth of the history of the United States from colonization to the present. The goal for this course is to prepare students for the Advanced Placement exam in the spring. Summer reading and assignments are required.

### WORLD HISTORY

Grade 12

Levels: CP, Honors

Prerequisites: Civics, World Geography, Economics, American History

World History is a course designed for those students planning to attend a four-year college/university. The course offers students the opportunity to develop historical knowledge by studying major historical world events from around 1400 CE to the present. The course will focus on major world events and movements that took place during that time period. Determining the cause and effect relationship of those events will further expand the student's understanding of the ways in which individuals and societies have changed over time. Development of chronological concepts and historical knowledge, as well as analyzing historical phenomena by gathering and interpreting historical dates, are all an integral part of this course.

### AP EUROPEAN HISTORY

Grade 12

Levels: Advanced Placement

This course covers European history from the 1400s to the present. This is an accelerated course that examines in-depth political, social, economic, and cultural history of Europe from the formation of national monarchies/nation-states to the late 20th century. The course concentrates on the events and movements that have shaped European history. In the spring, students who have completed the course will have the opportunity to take the national Advanced Placement European History exam. Passing this exam may earn the student college credit when they are admitted to college.

## SOCIAL STUDIES *continued*

### AP U.S. GOVERNMENT AND POLITICS

*Grade 9-12*

*Levels: Advanced Placement*

This AP course in United States Government and Politics will give students an analytical perspective on government and politics in the United States. This course includes both the study of general concepts used to interpret U.S. government and politics and the analysis of specific examples. It also requires familiarity with the various institutions, groups, beliefs, and ideas that constitute U.S. government and politics. Students should become acquainted with the variety of theoretical perspectives and explanations for various behaviors and outcomes.

### AP HUMAN GEOGRAPHY

*Grade 9-12*

*Levels: Advanced Placement*

This is a college level course offered to highly motivated high school students. The purpose of the course is to introduce students to the systematic study of patterns and processes that have shaped human understanding, use, and alteration of the earth's surface. Students will use special concepts and landscape analysis to examine societies and their environmental impact. They will learn about the methods and tools geographers use. Students will learn to: use maps and data, understand and interpret the impact of associations in places, recognize and interpret the relationships among patterns and processes worldwide, define regions and evaluate the regionalization, characterize and analyze changing interconnections among people and places. The goal for this course is to prepare students for the Advanced Placement exam in the spring.

### AP MACROECONOMICS

*Grade 10-12*

*Levels: Advanced Placement, May take the place of 10th grade Enhanced Economics.*

The Advanced Placement Macroeconomics course is designed to provide students with an introductory college level education in the field of Macroeconomics. By the end of the course students should be able to understand how the economy as a whole functions and the factors that affect the flow and operation of the economy. Students will be assessed using a blend of online and paper/pencil assessments both at home and in the classroom consisting of multiple choice and free response questions. Students enrolled in this course will prepare for the Advanced Placement Macroeconomics Exam. In addition, after the AP Exam students will learn about personal finance and how to plan for their financial future.

### PSYCHOLOGY

*Grade 10-12*

*0.5 Credit Elective Course*

This course will introduce students to the social science of Psychology. Throughout the semester, the students will discuss the history of the study of the mind, learning principles, memory, motivation, emotion, and the evolution of the mind through the life span. Students will be expected to complete writing activities and engage in classroom discussion. This course is aligned to the Delaware Social Studies Standards and the National Standards for high school psychology curricula.

### SOCIOLOGY

*Grade 10-12*

*0.5 Credit Elective Course*

This course is a study of the fundamental concepts and methods used in the scientific study of group behavior and processes. This is an introductory level course into essential sociological theories, research, concepts, and everyday realities. Background information into social psychology, socialization, personal development, culture, and personality will also be presented. This course is aligned to the Delaware Social Studies Standards and the National Standards for high school sociology curricula.

**SOCIAL STUDIES** *continued***THE HOLOCAUST***Grade 10-12**0.5 Credit Elective Course*

The purpose of this course is to provide the student with a background and history of the Holocaust in order to encourage a determination never to repeat the past. Students will study anti-Semitism, the rise of Nazi Germany, the annihilation of millions of Europeans, and the aftermath. In studying the Holocaust, the victims, perpetrators, bystanders, rescuers, resistance groups, the world response, and the roles of neutral nations will be covered. Various perspectives of each of these groups will be studied and interpreted. The course goal is to teach an understanding of individual differences universally and to learn tolerance for others. Students are required to do research projects, presentations, victim poster, participate in simulations, and to maintain a notebook. The course's resources include films, diaries, photographs, witness videos and other primary and secondary sources. All units are aligned to the Delaware State Social Studies Standards.

**AFRICAN AMERICAN HISTORY***Grade 10-12**0.5 Credit Elective Course*

This course explores the rich and complex history of African Americans from pre-colonial Africa to the present day. Students will examine the transatlantic slave trade, slavery in the United States, the Civil War and Reconstruction, the civil rights movement, and the ongoing struggle for equality and justice. Through primary sources, literature, art, and discussion, students will gain a deeper understanding of African American culture, contributions, and resilience. The course emphasizes critical thinking and fosters an appreciation of the diverse experiences that have shaped American history.

**DUAL ENROLLMENT SOCIAL STUDIES COURSES****CRJ 101: SURVEY OF CRIMINAL JUSTICE***Wilmington University**Grade 11-12**Prerequisites: 2.7 GPA or higher*

This course is a survey of agencies and processes involved in the administration of criminal justice. The survey reviews the functions of the legislature, police, prosecutor, courts, and the correctional system. Problems of law enforcement in a democratic society are discussed. This course ties together all components of criminal justice and includes issues of both the juvenile and adult offender.

**CRJ 205: PRINCIPLES OF CRIMINOLOGY***Wilmington University**Grade 11-12**Prerequisites: CRJ 101*

This course is an introductory course in the study of crime and criminal behavior that examines various theories of crime causation, profiles of criminal behavior systems, societal reaction to crime, and structures of criminological methods of inquiry.

**PSY 101: INTRODUCTION TO PSYCHOLOGY***Wilmington University**Grade 11-12**Prerequisites: 2.7 GPA or higher*

This course offers an overview of the principles of human behavior. Developmental theories, psychophysiology, thinking, learning, personality theories, abnormal, and deviant psychology are introduced. Methods of assessment and research principles are discussed.

**SC 101: INTRODUCTION TO SOCIOLOGY***Wilmington University**Grade 11-12**Prerequisites: 2.7 GPA or higher*

This course introduces students to the fundamental concepts and methods of the scientific study of group behavior in terms of social interactions and processes. An introduction to social psychology, socialization, personal development, culture, and personality is also offered.



## MATHEMATICS

### ALGEBRA I

*Prerequisites: None*  
*Levels: CP, Honors*

This first year mathematics course covers the idea of variables, equations, expressions, graphs and solutions. Algebra 1 serves as the foundation for high school mathematics and beyond. Students begin with extending an understanding of writing and solving equations and inequalities including multi-step equations. Students will then focus on linear equations and linear functions including modeling real world situations and methods to write, graph and transform linear functions. Students then look at systems of equations and inequalities and piecewise functions, including absolute value functions. Students also learn to identify, write, graph and transform exponential functions. Polynomials and factoring are covered in units focused on Quadratic functions and using various methods to solve quadratic functions.

### GEOMETRY

*Prerequisites: Successful completion of Algebra I*  
*Levels: CP, Honors*

The fundamental purpose of Geometry is to formalize and extend students' geometric experiences from the middle grades. This course includes standards from the conceptual categories of Geometry. Students will explore more complex geometric situations and deepen their explanations of geometric relationships by presenting and hearing formal mathematical arguments. This course will examine the fundamentals of geometry, trigonometry, coordinate geometry, circles, similarity and both 2- and 3-dimensional models.

### ALGEBRA II

*Prerequisites: Successful completion of Algebra I*  
*Levels: CP, Honors*

This course is the next level in the Algebra landscape. We pick up where the first Algebra course left off and we look to dive deeper into the fundamental concepts that make up the Algebraic world and the foundation for mathematics. We will look at linear functions and systems, quadratic functions, polynomial and rational functions while also exploring logarithmic functions, trigonometric functions and explore an introduction into matrices and their operations.

### FINANCIAL ALGEBRA

*Prerequisites: Successful completion of Algebra I, Geometry, and Algebra II*  
*Levels: CP*

The object of this is to prepare students for adulthood so that they can handle their finances with confidence and ultimately make wise financial decisions for themselves. Problems that students will work on throughout the course are application-based and use real-life scenarios in the areas of personal investing, banking, credit management, income-taxes, insurance, and household budgeting.

### PRECALCULUS

*Prerequisites: Successful completion of Algebra I, Geometry, and Algebra II*  
*Levels: CP, Honors*

This course expands upon the concepts in Algebra 2 to prepare students for Calculus or other higher level math courses. The course begins with an in-depth study of function families, with a focus on connecting multiple representations followed by an advanced investigation of Trigonometry and its applications, including polar graphs, parametric equations, and vectors. The course continues with a unit on sequences and series as well as an introduction to the big ideas of calculus.

### HONORS CALCULUS

*Prerequisites: Successful completion of Algebra I, Algebra II, Geometry and Precalculus*  
*Levels: Honors*

This course is an advanced high-school calculus course. The goals of the course are to introduce calculus early, present it in an intuitive way and integrate the applications of calculus to business, life sciences and social sciences. In this course, we will cover derivatives, applications of derivatives, logarithmic functions, the definite integral, differential equations and infinite series. This course can serve as good preparation to the level and rigor of math courses held at the college level.

### AP PRECALCULUS

*Prerequisites: Successful completion of Algebra I, Algebra II, and Geometry*  
*Levels: Advanced Placement*

Advanced Placement AP Precalculus centers on functions modeling dynamic phenomena. This advanced level course will cover rates of change, polynomial and rational functions, exponential and logarithmic functions, working with trigonometric functions and polar functions. This course will prepare students for the AP Precalculus exam, AP or college-level calculus or other mathematics and science courses and career.

### AP CALCULUS

*Prerequisites: Successful completion of Algebra I, Algebra II, Geometry and Precalculus*  
*Levels: AB and BC.,*

**\*Summer work required**

This is a college-level course for advanced students. The course will cover differential and integral calculus topics including limits, applications of the derivative, areas under curves, volumes of revolution, logarithmic and exponential functions, advanced integration methods, infinite series, parametric equations, and polar coordinates. The goal of the course is to prepare students for a successful performance on the Advanced Placement exam in the spring to earn college credit.

**MATHEMATICS** *continued***STATISTICS**

*Prerequisites: Successful completion of Algebra I, Algebra II, and Geometry*  
*Levels: CP*

This course is integrated to strengthen and broaden students understanding of key mathematical concepts to prepare them for future endeavors. Through real-life applications and data analysis, students will develop their critical thinking and problem-solving skills. Students will learn about, practice, and apply the mathematical concepts of linear equation and inequalities, functions and their graphs, polynomial and rational functions, exponential and logarithmic functions, trigonometric functions, analytic trigonometric and statistics.

**AP STATISTICS**

*Prerequisites: Successful completion of Algebra 1, Algebra 2, and Geometry*  
*Levels: Advanced Placement*  
**\*Summer Work Required**

This course is designed to emphasize statistical thinking, present practical data analysis and conceptual practice, and foster active, independent learning. The course takes advantage of the simulation and computation capabilities of the TI-83/89. Topics covered include descriptive statistics, histograms, ogives, transformations, normal and binomial distributions, probability plots, hypothesis testing, inferential statistics, type I and II errors, and tests of association/independence. These are essential elements for the AP Statistics exam. This course may be taken after Honors year 3.

**DUAL ENROLLMENT MATH COURSE****MAT 152: QUANTITATIVE REASONING**

*Delaware Technical Community College*  
*Grade 11-12*  
*Paired with MAT 162*

Quantitative Reasoning serves students who are focused on developing quantitative literacy skills that will be meaningful for their professional, civic, and personal lives. Such reasoning is a habit of mind, seeking pattern and order when faced with unfamiliar contexts. In this course, an emphasis is placed on the need for data to make good decisions and an understanding of the dangers inherent in basing decisions on anecdotal evidence rather than data. Students will focus on number, ratio, and proportional reasoning; modeling; probability; statistics.

**MAT 162: STATISTICAL REASONING**

*Delaware Technical Community College*  
*Paired with MAT 152*

Statistical Reasoning is a course grounded in conceptual understanding and the development of statistical literacy. Students will analyze and interpret data through problem solving, collecting samples, confidence intervals, and hypothesis testing. In this course, students will also use technology to analyze summary statistics and graphical displays of data. This is a first course in statistics, appropriate for any student whose college and career paths require knowledge of the fundamentals of the collection, analysis, and interpretation of data.

***Independent work before lessons is required for both MAT 152 and MAT 162***



## SCIENCE

### BIOLOGY

*Grade 9*  
*Levels: CP*

This college-preparatory course guides learners to figure out the science of life through the Next Generation Science Standards. Students will engage in activities that will promote the discovery of knowledge that will scaffold a basic understanding of the science that rules living things. Major areas of study include matter and energy, structure and function in organisms, and the diversity of life on Earth. Interactive simulations, student-led discussions and modeling, and full-class investigations are an integral part of the course.

### HONORS BIOLOGY

*Grade 9*  
*Levels: Honors*

This rigorous course guides learners to figure out the science of life through the Next Generation Science Standards. Students will engage in activities that will promote the discovery of knowledge that will scaffold a deeper understanding of the science that rules living things. Major areas of study include matter and energy, structure and function in organisms, and the diversity of life on Earth. Interactive simulations, student-led discussions and modeling, and full-class investigations are an integral part of the course.

### PHYSICAL SCIENCE

*Grade 10*  
*Levels: CP*

This college-preparatory class guides learners to figure out the science of Earth through the Next Generation Science Standards. Physical science is an integrated course that focuses on the physics and basic chemistry that define Earth. Topics include formation of Earth, geological phenomena and chemical processes, as well how the basic laws of physics govern Earth and

our solar system. Basic principles of the chemistry of Earth are also investigated. Laboratory investigations, student-led explorations and discussions are an integral part of the class experience. Computational thinking, modeling, and graphical analysis are key practices for understanding the concepts that drive the world around us.

### HONORS PHYSICAL SCIENCE

*Grade 10*  
*Levels: Honors*  
*Prerequisites: Completed Honors Biology with a grade of 85 or better.*

This rigorous class guides learners to figure out the science of Earth through the Next Generation Science Standards. Physical science is an integrated course that focuses on the physics and basic chemistry that define Earth. Topics include formation of Earth, geological phenomena and chemical processes, as well how the basic laws of physics govern Earth and our solar system. Basic principles of the chemistry of Earth are also investigated. Laboratory investigations, student-led explorations and discussions are an integral part of the class experience. Computational thinking, modeling, and graphical analysis are key practices for understanding the concepts that drive the world around us.

### CHEMISTRY

*Grade 11*  
*Levels: CP*

College Preparatory Chemistry introduces students to chemistry topics such as the structure of the atom, nuclear chemistry, the periodic table, chemical bonding, stoichiometry, thermochemistry and chemical equilibrium. In accordance with Next Generation Science Standards, students will explore these topics through laboratory investigations and other inquiry-based activities to develop scientific practices and analytical skills.

### HONORS CHEMISTRY

*Grade 11*  
*Levels: Honors*  
*Prerequisites: Completion of Honors Physical Science with at least an 80 or CP Physical Science with at least a 90.*

Honors Chemistry is a rigorous science course that covers topics such as the nature of science, the electronic structure of the atom, the organization and patterns of elements, the stoichiometric relationship of chemical reactions, enthalpy, and chemical kinetics. This course is organized around the Next Generation Science Standards (NGSS) and explores chemistry concepts within the laboratory setting. The purpose of this course is to provide students with the foundational chemistry knowledge and skills needed to be successful in an introductory level college chemistry course.

**SCIENCE** *continued***PHYSICS**

Grade 12  
Levels: CP

Physics is the study of the way the universe works. Conceptual understanding of the subject will be emphasized. Although mathematical relationships will be used, they will not be the focus of the course. The topics covered will include motion, forces, gravity, energy, and momentum. The course may also include a study of heat, fluids, waves, sound, light, optics, electricity, magnetism, and/or atomic structure. The study of physics is a valuable part of the general education of any student. Learning to examine the parts of a problem in order to find solution will be useful throughout a person's life. Classroom activities will include laboratory experiment, classroom discussions/lectures, readings, and assessment activities.

**HONORS PHYSICS**

Grade 12  
Levels: Honors

Physics is the study of the fundamental laws that determine the workings of the universe. The topics covered include: motion, force, gravity, momentum, energy, heat, fluids, waves, light, optics, electricity, magnetism, and the structure of the atom. Although fundamental concepts are emphasized, many practical applications of physics are included. Math is regularly used in physics and the needed trigonometry is taught as part of the course. The study of physics is a valuable part of the general education of any academic student. Honors Physics is taught at a level that prepares students to study science or engineering in college.

**EARTH AND SPACE SCIENCE**

Grade 11-12  
Levels: CP

This course will investigate all things "Earth" and "Space." The first semester will cover "space," topics include the Big Bang Theory and how our Solar System came to be. We will study NASA's Apollo Missions, NASA's space shuttle initiative and Elon Musk and his goal of colonizing Mars through his latest venture of SpaceX. The second semester will be a research-based approach centered around Earth. We will research Earth's spheres, weather and climate change. We hope to plan a field trip to Wallops Island, VA to visit the NASA facility as well as a trip to the Air and Space Museum in Washington, D.C.

**MARINE SCIENCE**

Grade 11-12  
Levels: CP

Taught with a partnership from the University of Delaware, this course is designed to relate all the disciplines of science into an exploration of the marine environment. It is designed as a junior/senior science course for those students interested in careers in marine science. Topics discussed will include ocean exploration, the foundation of life in the oceans, classifications of organisms, the chemical and physical properties of water, ocean currents and tides, and the health of the marine ecosystem. Laboratory investigations and discussions are an integral part of this course.

**AP SCIENCE**

*These AP courses are equivalent to a two-semester introductory college course taken by students majoring in biological science, chemistry, engineering, or physics and targets students who are genuinely interested in pursuing a career in science, biological science, medicine, or engineering. These courses use college-level textbooks, includes a greater range and depth of topics covered at a faster pace of instruction, involves more sophisticated lab work and requires more time and effort from students. The ability to succeed in AP Biology, AP Chemistry, or AP Physics gives students the confidence and a knowledge base to be successful in future science classes. These courses have been approved by the College Board. Summer work in preparation for the school year is required for these courses.*

**AP PHYSICS**

Levels: Advanced Placement

AP Physics is a college level algebra-based first year physics course. Students should have completed geometry and be concurrently taking Algebra II, or an equivalent course. Examples of topical areas discussed and experimented with are Kinematics, Dynamics, Gravity, Harmonic Motion, Impulse, Energy, Rational Motion, Waves, and Electric Charge & Circuits. Laboratory experience will account for at least 25% of the course. This course is designed to prepare a student for the AP Physics exam in May. Completion of a summer assignment is required.

## AP CHEMISTRY

*Levels: Advanced Placement*

*Prerequisites: Honors Chemistry*

AP Chemistry is equivalent to a two-semester introductory college chemistry course taken by students majoring in biological science, chemistry or engineering. This course is approved by the College Board and follows the College Board curriculum, to cover elements as the building blocks of matter, chemical, and physical properties of materials, the transfer of electrons, reaction rates, thermodynamics, intermolecular attractions and intramolecular bonds. This course also includes intensive laboratory experiments and write-ups. Students will be expected to complete summer work and demonstrate a consistent work ethic throughout the year.

## AP BIOLOGY

*Levels: Advanced Placement*

*Prerequisites: Completion of Honors*

*Biology with a B or better and have completed Chemistry with a B or better.*

AP Biology is equivalent to a two semester introductory college biology course taken by students majoring in biological sciences, Pre-Med or other health-related programs. This course is approved by the College Board and follows the College Board curriculum to cover biology through the lens of four “Big Ideas” - unifying themes organizing the study of living things, biological systems and the natural world. This course also includes intensive laboratory experiments and write-ups driven by seven science practices including; data collection, data analysis, and communicating scientific information. Students will be expected to complete summer work and demonstrate a consistent work ethic throughout the year.

## AP ENVIRONMENTAL SCIENCE

*Levels: Advanced Placement*

AP Environmental Science (ES) provides students with the scientific principles and methods required to understand the interrelationships of the natural world, identify and analyze environmental problems that are natural and human-made, evaluate risks associated with these problems, and examine alternative solutions for resolving or preventing these issues. Students apply their knowledge of the environment to current environmental issues in their own communities. Students apply skills gained through Supervised Agricultural Experience programs, FFA

## ALLIED HEALTH & SCIENCE COURSE

### BIO 101: ESSENTIALS OF ANATOMY

*Delaware Technical Community College*

*Grade 11-12*

This DTCC articulated course is the final level of the Allied Health Pathway. The class dynamic mirrors DTCC Bio110, Essentials of Anatomy. The successful completion of this capstone course (final grade 80% or above) will award future DTCC students advanced standing at all three campuses. This course is not a dual enrollment course to earn college credit for other institutions.

The Essentials course focuses on the structure and function of the human body with an emphasis on gross anatomy as well as all organ systems and their relationship to homeostasis. The course highlights the integrated nature of body systems that work together to keep the human body alive. Coordinated laboratory activities, such as dissections, are an integral part of this course. Success in the course will require some out-of-class commitment from enrolled students.

This course is open to ALL students that have interest in understanding the structures and functions of the human body.



## WORLD LANGUAGES

The World Language Program offers students the opportunity to become proficient in reading, writing, listening, and speaking in three languages: French, Italian, and Spanish. Students engage in meaningful and authentic activities while immersed in the target language. History, literature, and cultural contributions are also a part of these courses. Students not only gain proficiency, but also become global citizens who understand and appreciate diverse cultures. Two successful years of the same language are required for graduation in the state of Delaware. Some colleges and universities recommend three successful years of the same language for entry, and others require or recommend four successful years of the same language.

### LEVEL I: SPANISH, FRENCH, or ITALIAN

Level I is designed for students who have not previously studied a language. Students will begin the journey to building proficiency based on the ACTFL World Readiness Standards. Level I students will communicate on very familiar topics to increase proficiency in interpersonal, interpretive, and presentational modes of communication. As novice level students, they will learn introductory phases when reading and listening. Students will be able to write about familiar topics using words, phrases and memorized expressions. This course will prepare students for all skill areas and success in Level II.

### LEVEL II: SPANISH, FRENCH, or ITALIAN

*Prerequisites: First year completion of same language.*

Level II further develops students' proficiency based on the ACTFL World Readiness Standards. Students will be able to write about most familiar topics and to present information using a series of simple sentences. They will be introduced to short readings and understand the main idea of authentic

texts. Level II students begin to narrate in the present as well as other tenses in writing and conversations. Level II students will increase their proficiency in interpersonal, interpretive, and presentational modes of communication, based on the five goal areas of communication, cultures, connections, comparisons, and communities.

### LEVEL III: SPANISH, FRENCH, or ITALIAN

*Prerequisites: Second year completion of same language is required for Spanish III. Second year completion of same language with a "B" or better is recommended for honors.*

Level III develops students' proficiency based on the ACTFL World Readiness Standards. As intermediate level students, they begin to create with language, to access a variety of authentic texts, and to focus on narrating in present, past, and future tenses. Level III students will increase their proficiency in interpersonal, interpretive, and presentational modes of communication, based on the five goal areas as communication, cultures, connections, comparisons, and communities. Homework and vocabulary review are assigned daily. Honors students are expected to adapt to a more rigorous pace that entails significant independent study.

### LEVEL IV: SPANISH 4, FRENCH 4, or ITALIAN 4

*Level: Honors*

*Prerequisites: Third year completion of Honors course in the same language with a "B" or better is recommended.*

Honors Level IV courses further develop students' proficiency based on the ACTFL World Readiness Standards. As solid intermediate mid to high level students, they communicate effectively in order to function in a variety of situations and for multiple purposes. Level IV honors students read from variety of authentic

texts to explore social and environmental issues and literature, music and art. They communicate daily in the target language and participate in conversations about current events, experiences and topics they have researched. They make presentations using past, present and future narration and write about a variety of topics. Level IV honors students will increase their proficiency in interpersonal, interpretive, and presentational modes of communication, based on the five goal areas of communication, cultures, connections, comparisons and communities. Homework and vocabulary review are assigned daily. Honors Level IV students are expected to maintain a more rigorous pace that entails significant independent study.

### AP SPANISH LANGUAGE AND CULTURE

*Levels: Advanced Placement*

*Prerequisites: Completion of Spanish IV or of Level III with a teacher's recommendation.*

The Advanced Placement Spanish Language and Culture course is equivalent to a third-year college level course designed for students who already have strong skills in reading, writing, speaking, and listening and interested in developing a more in depth understanding of the Spanish language. Instructional materials, activities, assignments, and assessments are appropriate to this level. This course is conducted entirely in Spanish: the main objective is for students to develop a proficiency in integrating language skills and synthesizing written and audio material, the formal writing process, extensive interpersonal and presentational speaking and writing practice, and oral comprehension skills. Course content is aligned with the College Board AP Spanish Language course description. The goal of this course is to prepare students for a successful performance on the Advanced Placement exam in the Spring to earn college credit.

## WORLD LANGUAGES *continued*

### SPANISH FOR HERITAGE LEARNERS 3

Spanish for Heritage Learners 3 is designed specifically for heritage speakers of Spanish who already have some language proficiency. The purpose of this course is to enable students whose heritage language is Spanish to develop, maintain, and enhance proficiency in Spanish providing them the opportunity to listen, speak, read, and write in a variety of context and a variety of audiences including family, school, and community. Students will explore the cultures of the Hispanic world including their own and better understand the nature of their heritage language.

### SPANISH FOR HERITAGE LEARNERS 4

*Prerequisites: Successful completion of Heritage Level 3*

Spanish for Heritage Learners 4 is designed specifically for heritage speakers of Spanish. The purpose of this course is to enable students whose heritage language is Spanish to develop, maintain, and enhance proficiency in Spanish providing them the opportunity to listen, speak, read, and write in a variety of contexts and a variety of audiences including family, school, and community. Students will explore the cultures of the Hispanic world including their own and better understand the nature of their heritage language.

## MULTILINGUAL LEARNERS

### ENGLISH LANGUAGE DEVELOPMENT (ELD) AND INTERVENTION

This course provides multilingual learner students with English language instruction and intervention for math and decoding. Social and academic and social language instruction focuses on content and success in the school setting and community. It will also connect students' backgrounds and cultures and build additional background for academic knowledge. Emphasis will be placed on reading, writing, speaking, and listening.

### TARGETED ENGLISH LANGUAGE DEVELOPMENT (ELD)

These courses engage students in building English academic language for ELA, Mathematics, Science, and Social Studies courses. Students also build and activate background knowledge and experiences to prepare them for those four courses. Emphasis will be placed on students reading, writing, speaking, and listening to academic language.

## HEALTH, PHYSICAL EDUCATION & DRIVER'S EDUCATION

### HEALTH EDUCATION

*Grade 9, Co-Educational Semester*

This course provides students with a solid knowledge base about important personal and social skills which will help them to make appropriate lifestyle decisions. Topics include mental health, the misuse and abuse of alcohol, tobacco and illicit drugs; nutrition and wellness; human development, including reproduction, development of relationships; and sexually transmitted diseases, including behaviors that lead to them and how to avoid them. Active student participation in class discussion and projects is a key element for the success of this class. Students should be mature and forthcoming in their attitudes toward the subject matter. One-half credit of health is required for graduation.

### HEALTH 10: DRUG AND ALCOHOL EDUCATION

*Grade 10  
Marking Period Course, Paired with Drivers Education*

This marking period class on Substance Abuse Education is designed to provide students with comprehensive knowledge and understanding of the impact of drug and alcohol use on individuals, families, and society. The primary goal is to empower students to make informed and responsible decisions regarding substance use while fostering a supportive and non-judgmental learning environment.

### PHYSICAL EDUCATION I

*Grade 9-12, Co-Educational Semester*

This course incorporates the state Physical Education Curriculum Framework for high schools. Grade 9 Physical Education, provides activities and instruction that promote beneficial physical fitness habits, group interaction, and team building skills through a sequential program of sport,

leisure, and recreational activities.

Every Physical Education I student will also participate in CapeFit testing. CapeFit is a complete battery of health related fitness items scored using criterion-referenced standards based on how fit children need to be for good health. No student may enroll in consecutive semesters during the same school year. One full credit or two sessions of Physical Education are required for graduation. Emphasis is placed on daily participation and changing into a prescribed gym uniform is required.

### PHYSICAL EDUCATION II

*Grade 10-12, Co-Educational Semester  
Prerequisites: Physical Education I*

Students participate in activities that are best suited for the season of the year. Basic instruction includes rules and regulations as well as the skill development of a particular activity. Students are given both skill performance and written tests. Group activities include, but are not limited to floor hockey, basketball, volleyball, soccer and softball. Individual activities include tennis, pickleball, table tennis, weight training, and physical fitness testing. Every Physical Education II student will also participate in CapeFit testing. No student may enroll in consecutive semesters during the same school year. One full credit or two sessions of Physical Education are required for graduation. Emphasis is placed on daily participation and changing into a prescribed gym uniform is required.

### CROSSFIT

*Grades 11-12*

*Prerequisites (11th grade only):  
Completed 1.5 credits, pass all PE and health classes with a "B" or better, demonstrated a positive attitude in promoting physical activity.*

CrossFit is an incredibly effective strength and conditioning program. If you are bored with your everyday workout routine,

CrossFit is the program for you! CrossFit utilizes "Constantly varied, high intensity, functional movements" in a positive and welcoming environment. CrossFit is infinitely scalable making it the perfect application for all fitness levels, ages and abilities. It will provide an opportunity to increase energy, self esteem, mental clarity, and overall improved quality of health.

Students will be taught the CrossFit definition of fitness, the 10 general physical skills, foundational movements, basic nutrition and meal planning, programming and scaling of workouts, and how to peer coach and train. Students will learn proper mechanics for a variety of lifts, including olympic lifts, body weight and gymnastics movements, and monostructural movements such as running, biking and jump roping. The CrossFit program focuses on neuroendocrine response, developing power, cross-training, practice with functional movements, and the development of successful nutrition strategies.

### UNIFIED P.E.

*Grades 11-12  
Semester*

*Prerequisite: Must pass P.E. 1 and P.E. 2 with a B or higher*

This course is designed for students that want to combine with Sussex Consortium students within the school to create a unified P.E. class with adaptive activities. With the mission of Unified Activities being to join people with and without intellectual disabilities on the same team. It was inspired by a simple principle: training together and playing together is a quick path to friendship and understanding. This class would teach those skills and techniques to students to include inclusiveness within the gym and classes. With the school having 3 Unified Sports teams, this would bring the opportunity to a regular class period.

## HEALTH, PHYSICAL EDUCATION & DRIVER'S EDUCATION *continued*

### NET/STICK SPORTS

*Grades 11-12*

*Semester*

*Prerequisite: Completed 1.5 credits, pass all PE and health classes with a "B" or better; demonstrated a positive attitude in promoting physical activity.*

This course is designed to develop and improve ball skills, teamwork, muscular strength and endurance. Students will learn the basic skills, techniques and strategies of volleyball, tennis, pickleball, badminton, lacrosse, floor hockey, and softball. They will practice these skills in individual and group drill situations. When students have mastered these basic skills, regulation games will be played. Students will be tested on all pertinent theoretical aspects of each activity. Emphasis is placed on daily participation and changing into a prescribed gym uniform is required.

### WEIGHT TRAINING FOR ATHLETES

*Grades 11-12*

*Semester*

*Prerequisites: Must have completed PE 1 and PE 2*

Strength training is an important aspect to the growth and development of the athlete. This course is designed to provide an opportunity for students involved in athletic programs both in and out of school to further train in a structured lifting program designed to meet their individual needs. Students will learn the fundamentals of designing personalized fitness programs that align with their individual goals, striving to improve athletic performance, enhancing overall fitness, as well as building muscular strength and endurance. The course will also incorporate basic anatomy, muscle group identification, and the role of nutrition in fitness and recovery. The program will incorporate both health-related and skill-related physical fitness components as well as integrate the different principles of

strength training. The curriculum emphasizes proper form, technique, and safety to ensure effective and injury-free workouts. Through consistent participation, students will gain confidence, discipline, and an understanding of how physical fitness contributes to a healthy lifestyle.

### DRIVER'S EDUCATION

*Marking Period Course, Paired with Drug and Alcohol Education*

*Prerequisite: This is the ONLY course for students in a 10th grade homeroom.*

Delaware law requires that anyone under the age of 18 must successfully complete a state approved driver's education course in order to obtain a Delaware Graduated Driver License. This course shall be offered during the student's sophomore year and is taught for one nine week marking period. The course is offered free – one time only! Students who qualify for driver's education will be scheduled by marking period according to their birth date. The 44-hour driver's education course consists of a minimum of 30 required hours of in-class training and a minimum of 7 hours required of in-car training (driving and observation hours). Student attendance is mandatory in order to meet state requirements.

The purpose of driver's education and traffic safety is to provide students with the knowledge, attitudes, and competencies needed to become safe, responsible members of the highway transportation system. The in-class phase of driver's education introduces students to the Highway Transportation System and the driving task. The in-car phase of driver's education prepares students to practice basic driving skills and experience a variety of driving environments and traffic situations. To achieve these goals, the driver's education program is based on an analysis of the mental, physical, and social skills a student must perform when operating a motor vehicle. After the successful completion of

this course, students will be prepared to enter the Delaware Graduated Driver License Program. Students will automatically be enrolled in Academic Enrichment for the marking period immediately following Driver's Education.





**Excellence, Equity & Responsiveness:**  
*Every Student, Every Classroom, Every Day*

**#CapePROUD**