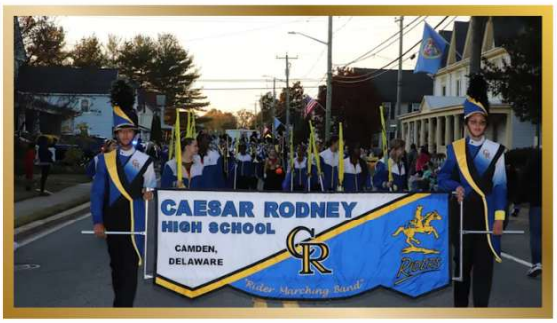
Caesar Rodney High School
2026-2027

CURRICULUM GUIDE

CAESAR RODNEY

Academics • Arts • Athletics • Atmosphere









#StackGreatDays

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Dear CRHS Family,

Caesar Rodney High School has a longstanding tradition of excellence. Each school year presents a new opportunity for us o achieve and accomplish our goals as we showcase our 4 A's of Rider Pride. Academics, Atmosphere, Arts and Athletics are the 4 A's that our students showcase every day.

We will continue to work collaboratively to create a positive, safe learning environment where our students will thrive academically, socially, and emotionally. The 3R's of CR are our behavioral expectations. Our Riders are Ready, Respectful, and Responsible. We will promote, model, teach, and reinforce these expectations each and every day.

We will continue to grow and cultivate the tradition of excellence at Caesar Rodney High School. Our school is an amazing place because of our staff, students, and families. We are looking forward to working with you this school year!

We appreciate your continued support. Thank you for helping us #StackGreatDays!

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THE ROLE OF THE COUNSELOR

The mission of the School Counseling Department is to provide guidance to all students through a program that focuses on three domains: Academic, Career and Personal/Social development. It supports and enhances the academic curriculum, teaches students needed skills, and prepares them to be successful throughout high school and beyond. Our program supports the culture, structure and goals of Caesar Rodney High School.

Counselors will meet with students each year regarding grade-level appropriate programming. Students may also schedule individual meetings with counselors, as needed. Counselors are also available to consult with families regarding students' academic or personal/ social concerns, post-high school plans and other areas of need.

ACADEMIC REQUIREMENTS	CREDITS
English Language Arts Mathematics Social Studies Science World Language (2 credits of the same language)	4 4 3 3 2
CAREER PATHWAYS	
Academic coursework *beyond* the above-mentioned requirements, Visual & Performing Arts, Jobs for Delaware Graduates (JDG), Agriscience, Business, Technology, Family & Consumer Science, or Jr. Air Force ROTC,	3
SUPPORTING COURSEWORK	
Physical Education Health	1 1/2
ADDITIONAL ACADEMIC ELECTIVES	
Academic coursework *beyond* the above-mentioned requirements, Visual and Performing Arts, Jobs for Delaware Graduates (JDG), Agriscience, Business, Technology, Family & Consumer Science and Jr. Air Force ROTC.	3 1/2
TOTAL UNITS OF CREDIT	**24**

*The numbers listed as credits in this area denote the number of full years of study required.
**Students must complete 2 credits in the same World Language

THE SCHEDULING PROCESS

School counselors provide course selection information to students and families between January and February of each school year. During the scheduling process, students make their course selections on Home Access Center. During this time, students and families are provided with a specific timeframe or window that they can enter or change their course selections electronically. Our counselors will assist by providing course selection options to each grade level and following up with students, as needed. It is strongly recommended that students confer with their families and teachers concerning course selection, in addition to their school counselor.

Any student who does not submit a course request during the designated course selection timeframe will have a schedule created by his/her school counselor. Students must be enrolled in a full schedule each year. Seniors will have the opportunity of early dismissal or late arrival if they meet the necessary requirements discussed with them by their school counselor.

Every attempt is made to ensure students receive their requested courses, but due to class conflicts in the master schedule, it is not always possible to honor every course selection request.

Drop/Add procedures for Advanced Courses:
Students who wish to change from courses such as Advanced Chemistry or Advanced Intro to Literature will have until the end of the 1st marking period to drop the course if seats are available in the equivalent graduation requirement.

Drop/Add procedures for Advanced Courses:
Students who wish to change from course such as AP or Dual Enrollment courses have until the end of the 1st marking period to drop the course if seats are available in the equivalent graduation requirement.

ENGLISH LANGUAGE ARTS

Four sequential credits in English are required for graduation. Exceptions must be approved by the student's assistant principal. All English courses described will have a required research project.

ENGLISH 9 - INTRODUCTION TO LITERATURE
Grade Level: **9**
Course Length: **Year**
Graduation Area: **English**
This program is designed to offer students the necessary foundation to study English Literature. Students will read various forms of literature (short story, novel, poetry, nonfiction and drama) while also learning to analyze the literary elements (plot structure, figurative language, etc.) of the reading. Reading, speaking/listening, writing, word study, and grammar are all components of the course. Students will use the library to learn research and academic writing skills.

English 9 – ADVANCED INTRODUCTION TO LITERATURE
Grade Level: **9**
Course Length: **Year**
Graduation Area: **English**
This course is an accelerated version of English 9. Students will read various forms of literature (short story, novel, poetry, nonfiction and drama) while also learning to analyze the literary elements (plot structure, figurative language, etc.) of the reading. Reading, speaking/listening, writing, word study, and grammar are all components of the course. Students will use the library to learn research and academic writing skills. This course is designed, through its accelerated pace, to prepare students for Advanced Placement (AP) and Advanced courses in their sophomore, junior, and senior years.

ENGLISH 10 - WRITING THROUGH LITERATURE
Grade Level: **10**
Course Length: **Year**
Graduation Area: **English**
Prerequisite: **English 9**
This course builds upon foundational English skills and prepares students for further study in a college preparatory course or the subsequent required courses. Students will read and discuss a variety of literary and informational texts, analyzing literary elements and evaluating textual evidence to support critical thinking. Writing instruction focuses on argumentative, informational, and narrative texts, while speaking, listening, and research activities enhance communication skills. Vocabulary development, grammar, and the use of language conventions are integrated throughout course activities.

ENGLISH 10 - AP ENGLISH LANGUAGE AND COMPOSITION (Offered as an alternative to English 10)
Grade Level: **10**
Course Length: **Year**
Graduation Area: **English**
Weighted: **5 points**
Prerequisite: **English 9**
Testing Requirement: **Students are required to take the Advanced Placement Test in May**
The AP English Language and Composition course focuses on the development and revision of evidence-based analytic and argumentative writing, the rhetorical analysis of nonfiction texts, and the decisions writers make as they compose and revise. Students evaluate, synthesize, and cite research to support their arguments. Additionally, they read and analyze rhetorical elements and their effects in nonfiction texts, including images as forms of text from a range of disciplines and historical periods. This course may be taken as an elective during the junior or senior year, concurrent with one of the following courses: English 11, Advanced English 11, English 12, or AP Literature and Composition. A qualifying score (a score of 3, 4, 5) on the Advanced Placement exam possibly can earn up to 6 college credits. Students should check with their potential universities for specific policies.

ENGLISH 11 - COLLEGE PREPARATORY AMERICAN LITERATURE
Grade Level: **11**
Course Length: **Year**
Graduation Area: **English**
Prerequisite: **English 10**
The emphasis of this course will be on a broad background in American literature and seminal U.S. documents, along with an ability to read, analyze, and write effectively. The course will follow a chronological approach to literature, with a focus on the influence of historical context on the writing of the time. In addition to an anthology, supplements will be included to expose the student to a wide range of American writers. Literary and rhetorical analysis writing assignments will be based on the literature studied and a research paper will be a major activity for the composition assignments. Preparation for the spring SAT is incorporated into the course.

ENGLISH 11 - ADVANCED LITERATURE
Grade Level: **11**
Course Length: **Year**
Graduation Area: **English**
Prerequisite: **English 10**
This course will prepare students for the AP English Literature and Composition or the DTCC Dual Enrollment courses in their senior year. Students will read and analyze a wide variety of American literature. In-class, timed essays will prepare students for success on the SAT and the AP Literature and Composition exams. Preparation for the spring SAT is incorporated into the course. The class is designed to provide students with the analytical and critical-thinking skills necessary for the intensive study of literature.

ENGLISH 12 ADVANCED WORLD LITERATURE AND COMMUNICATION
Grade Level: **12**
Course Length: **Year**
Graduation Area: **English**
Prerequisite: **English 11**
This course focuses on several literary genres and nonfiction selections throughout the year, including short stories, drama, poetry, nonfiction, and novel. The course will follow a chronological approach to world literature, with social implications being stressed as appropriate to the writing of the time. Emphasis also includes vocabulary study and writing short essays, in addition to sharpening reading, writing, listening, and critical-thinking skills. A research paper will be a major activity for the composition assignments.

ENGLISH 12 AP LITERATURE & COMPOSITION
Grade Level: **12**
Course Length: **Year**
Graduation Area: **English**
Weighted: **5 points**
Prerequisite: **English 11**
Testing Requirement: **Students are required to take the Advanced Placement Test in May**
The AP English Literature and Composition course focuses on reading, analyzing, and writing about imaginative literature (fiction, poetry, drama) from various periods. Students engage in 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, and symbolism. Writing assignments include expository, analytical, and argumentative essays that require students to analyze and interpret literary works. A qualifying score (a score of 3, 4, 5) on the Advanced Placement exam can possibly earn up to 6 college credits. Students should check with their potential universities for specific policies.

DUAL ENROLLMENT ENGLISH (Delaware Technical Community College Course)
Grade Level: **12**
Course Length: **Year - (Eng 101 & Eng 102) 2 semester-long courses required**
Graduation Area: **12th Grade English based on completion of both Semesters**
Weighted: **5 points**
Prerequisite: **English 11**
Requirement: **Minimum of a 475 on the EBRW SAT for English or Accuplacer score – Reading 078 /Writing 084**
Del Tech Credit: **6 Credit Hours**
ENG 101 (3 Credits in the fall) /ENG 102 (3 Credits in the spring)
Cost: **$200.00 for both courses, Books/Materials/Fees**
Payment: **Payment is due by the Frist Monday in October; no refunds will be given.**

ENG 101
In this 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 develop rhetorical strategies. The student will apply the writing process to compose 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. As this is a dual enrollment course, some literature from English 12 will be incorporated into the curriculum.

ENG 102
Students will explore techniques for conducting research across academic and occupational disciplines. Projects focus on academic research, reasoning, and communication. As this is a dual enrollment course, some literature from English 12 will be incorporated into the curriculum.

**These courses follow all of the requirements of DTCC, including adherence to a strict late policy. Students must earn a passing grade in ENG 101 to be eligible to enroll in ENG 102. There are no minimum grades awarded.

ENGLISH ELECTIVE COURSES

CREATIVE WRITING
Grade Level: **9-12**
Course Length: **Semester**
Graduation Area: **Elective**
This course is designed to guide students in creative writing through experience in three genres: short stories, poetry, and creative non -fiction. The course includes analysis of literary models (professional writings in each genre), individual and class criticism of work in a workshop mode, and discussion of literary techniques in each genre.

YEARBOOK (C.R.I.S.P. — Caesar Rodney Inter-Scholastic Press)
Grade Level: **12**
Course Length: **Year**
Graduation Area: **Elective**
Prerequisite: **Application and Instructor Approval**
Yearbook Production is an elective course that gives students marketable experience in print media publishing. This course solely works toward the completion and selling of the CRHS yearbook. The staff is responsible for choosing the theme and designing the book with the use of the Adobe Creative Suite. In class, students compose, construct, and edit all elements: layout, text, graphics, and digital photography. Students learn graphic design, traditional and digital marketing, photography, and journalism. The course covers many of the content standards and objectives in English courses, as well as those in art, business, and computer technology courses. Students may also choose to enroll in an optional second course titled Yearbook Leadership.

SOCIAL STUDIES

Three credits in social studies are required for graduation. These credits are earned by taking Civics & Geography in ninth grade, POD in tenth grade and US History in eleventh grade. These courses will meet the state social studies standards requirements. AP Microeconomics and U.S Government and Politics may be taken in lieu of or in addition to Problems of Democracy. AP US History may be taken in lieu of or in addition to U.S. History.

CIVICS & GEOGRAPHY
Grade Level: **9**
Course Length: **Year**
Graduation Area: **Social Studies**
This class engages students in the study of the state social studies standards for geography and civics. The civics/government portion of the class is a study of structures of government around the world and the American Political system. Emphasis throughout the course will be on the practical application of concepts to the lives of students. Attention will be focused on the integration of current events into daily lives. Geography studies the relationships of people, places, and environments from the perspective of where they occur, why they are there, and what meaning those locations have focus.

AP WORLD HISTORY
Grade Level: **9**
Course Length: **Year**
Graduation Area: **This course may be taken in place of Civics & Geography, but students will be required to take Civics in addition to this course to meet graduation requirements.**
Weighted: **5 points**
Testing Requirement: **Students are required to take Advanced Placement Test**
The purpose of this course is to offer students the opportunity to study the cultural, economic, political, and social developments that have shaped the world from c. 1200 CE to the present. You'll analyze texts, visual sources, and other historical evidence and write essays expressing historical arguments.

PROBLEMS OF DEMOCRACY
Grade Level: **10**
Course Length: **Year**
Graduation Area: **Social Studies**
Problems of Democracy is a Government/Economics course that students must complete before graduation. The government semester is a study of structures of government around the world and the American political system. The economics semester includes a presentation of fundamental concepts in microeconomics, macroeconomics and international trade. Emphasis throughout the course will be on the practical application of concepts to the lives of students. Attention will be focused on the integration of current events into daily lessons.

AP MICROECONOMICS AND US GOVERNMENT AND POLITICS
Grade Level: **10 - 12**
Course Length: **Year**
Graduation Area: **This course may be taken in place of Problems of Democracy**
Weighted: **5 points**
Testing Requirement: **Students are required to take both Advanced Placement Test in May**
The purpose of this course is to offer students an introductory college level course in both microeconomics and American government. Upon completion students will understand the role of the individual in the economy as a consumer and a producer, as well as the structure and nuances of the American political system. Success on the Advanced Placement test (receiving a score of 3, 4, or 5) will be used by colleges to determine the awarding of college credits. Students should check with their potential schools for specific policies.

AP US GOVERNMENT AND POLITICS WITH ECONOMICS
Grade Level: **10-12**
Course Length: **Year**
Graduation Area: **This course may be taken in place of Problems of Democracy**
Weighted: **5 points**
Testing Requirement: **Students are required to take the Advanced Placement Test in May**
This course is intended to serve as the equivalent to an introductory one semester college level survey course in American government. After completion, students will have a firm understanding of the political system in the United States. This course includes brief but intensive miniature units in economics to provide you with the content covered in the standard POD course. Success on the Advanced Placement test (receiving a score of 3, 4, or 5) will be used by colleges to determine the awarding of college credits. Students should check with their potential schools for specific policies.

US HISTORY
Grade Level: **11**
Course Length: **Year**
Graduation Area: **Social Studies**
United States History is a required course that students must complete prior to graduation. The course and its contents are a State of Delaware recommended course. Topics for the course cover the Civil War-Contemporary Issues.

AP US HISTORY
Grade Level: **10 - 12**
Course Length: **Year**
Graduation Area: **This course may be taken in place of United States History**
Weighted: **5 points**
Testing Requirement: **Students are required to take the Advanced Placement Test in May**
Advanced Placement United States History is a program designed to provide students with the analytic skills and content knowledge necessary to deal critically with the problems and issues in United States history. Students will learn to assess historical materials, their relevance to a given interpretive problem, their reliability and their importance, and to weigh the evidence and interpretations presented in historical scholarships. Success on the Advanced Placement test (receiving a score of 3, 4, or 5) will be used by colleges to determine the awarding of college credits. Students should check with their potential schools for specific policies.

SOCIAL STUDIES ELECTIVE COURSES

AP COMPARATIVE GOVERNMENT
Grade Level: **10 - 12**
Course Length: **Semester**
Graduation Area: **Elective**
Weighted: **5 points**
Testing Requirement: **Students are required to take the Advanced Placement Test in May**
The two major themes of Comparative Government are to learn the political systems of five different countries and analyze them using six analytical, or comparative, themes. Students will study the governments of Britain, France, Russia, and China. The fifth country studied will be a developing nation of their choice. The six analytical themes that will be used to compare these countries will be 1) history and culture; 2) social institutions; 3) formal structures of government; 4) forms of citizen participation; 5) leadership groups; 6) policy issues. Comparative Government offers a lively subject to students who are interested in knowing more about the world around them. Success on the Advanced Placement test (receiving a score of 3, 4, or 5) will be used by colleges to determine the awarding of college credits. Students should check with their potential schools for specific policies.

AP EUROPEAN HISTORY
Grade Level: **10 - 12**
Course Length: **Year**
Graduation Area: **Elective**
Weighted: **5 points**
Testing Requirement: **Students are required to take the Advanced Placement Test in May**
Summer Work: **None Required**
The Advanced Placement European History course is designed for students to gain knowledge of major events and trends in European History from 1450 to the present. Students will develop an understanding of some of the principal themes in modern European history, an ability to analyze historical evidence, and an ability to analyze and express historical understanding through various mediums. Success on the Advanced Placement test (receiving a score of 3, 4, or 5) will be used by colleges to determine the awarding of college credits. Students should check with their potential schools for specific policies.

AP HUMAN GEOGRAPHY

Grade Level: **9- 12**
Course Length: **Year**
Graduation Area: **Elective**
Weighted: **5 points**
Testing Requirement: **Students are required to take the Advanced Placement Test in May**
Summer Work: **None Required**

AP Human Geography introduces students to the study of patterns and processes that have shaped human understanding, interaction, use, and alteration of the Earth's surface. Students examine population, cultural patterns and processes, political organization of space, agricultural and rural land use, industrialization, economic development, and urban land use. This course offers authentic opportunities for students to use geographic knowledge and skills to identify and offer solutions to world problems. Success on the Advanced Placement test (receiving a score of 3, 4, or 5) will be used by colleges to determine the awarding of college credits. Students should check with their potential schools for specific policies.

AP MACROECONOMICS

Grade Level: **10 - 12**
Course Length: **Semester**
Graduation Area: **Elective**
Weighted: **5 points**
Testing Requirement: **Students are required to take the Advanced Placement Test in May**
Summer Work: **None Required**

The purpose of Advanced Placement Macroeconomics is to give students a thorough understanding of the principles of economics that apply to an economic system as a whole. The course will place an emphasis on the study of natural income and price determination and developing students' familiarity with economic performance, economic growth, and international economics. The role of government in achieving a strong national economy will also be examined. Success on the Advanced Placement test (receiving a score of 3, 4, or 5) will be used by colleges to determine the awarding of college credits. Students should check with their potential schools for specific policies.

AP PSYCHOLOGY

Grade Level: **9 - 12**
Course Length: **Year**
Graduation Area: **Elective**
Weighted: **5 points**
Testing Requirement: **Students are required to take the Advanced Placement Test in May**
Summer Work: **None Required**

What do schizophrenics, a split-brain patient, a preoperational child, a Freudian therapist and a rat in a Skinner Box have in common? They are all subjects of study and discussion in AP Psychology. This course will help students realize the possible outcomes of an authoritative parenting style, the effectiveness and humanity of positive reinforcement to modify behavior, and a greater capacity to resist implicit and explicit group pressure through analyzing research on conformity and obedience. In addition, students will understand that many social problems like anger, crime, smoking, racism, and child abuse are behaviorally based. Success on the Advanced Placement test (receiving a score of 3, 4, or 5) will be used by colleges to determine the awarding of college credits. Students should check with their potential schools for specific policies.

AP African American History

Grade Level: **9 - 12**
Course Length: **Year**
Graduation Area: **Elective**
Weighted: **5 points**
Testing Requirement: **Students are required to take the Advanced Placement Test in May**
Summer Work: **None Required**

AP African American Studies is an interdisciplinary course that examines the diversity of African American experiences through direct encounters with rich and varied sources. Students explore key topics that extend from early African kingdoms to the ongoing challenges and achievements of the contemporary moment. Given the interdisciplinary character of AP African American Studies, students in the course will develop skills across multiple fields, with an emphasis on developing historical, literary, visual, and data analysis skills. Students will utilize the skills and interests developed over the course of the four content units and complete an original research project grounded in their intellectual interests and passions from the class but outside of the scope of required content. AP college credit will be awarded to students who complete the project and receive a 3-5 score on the AP African American Studies Exam

DUAL ENROLLMENT GENERAL PSYCHOLOGY (Del Tech Course)
Grade Level: **12**
Course Length: **Semester**
Graduation Area: **Elective**
Weighted: **5 points**
Requirement: **Minimum of a 475 on the SAT for English or Accuplacer score – Reading 078 and Writing 084 Del**
Tech Credit: **3 Credit Hours/PSY 121 (3 Credits in the fall or Spring)**
Cost: **$100.00 Books/Materials/Fees**
Payment: **Payment is due by the Frist Monday in October. No refunds will be given.**
This dual enrollment course of study is a survey of general principles underlying human behavior and mental processes. It includes study of the nervous system, perception, learning, motivation, personality, and psychological disorders.

DUAL ENROLLMENT SOCIOLOGY (Del Tech Course)
Grade Level: **12**
Course Length: **Semester**
Graduation Area: **Elective**
Weighted: **5 points**
Requirement: **Minimum of a 475 on the SAT for English or Accuplacer score – Reading 078 and Writing 084**
Del Tech Credit: **3 Credit Hours/SOC 111 (3 Credits in the fall or Spring)**
Cost: **$100.00 Books/Materials/Fees**
Payment: **Payment is due by the Frist Monday in October. No refunds will be given.**
This dual enrollment course provides an analysis of American social organization and culture, through a cross-cultural perspective. Sociology investigates, describes and analyzes patterns of human behavior in all areas of human experiences for the purpose of understanding the human condition.

AFRICAN AMERICAN HISTORY
Grade Level: **9- 12**
Course Length: **Semester**
Graduation Area: **Elective**
This course is designed to explore and experience the pain and glory of a very rich culture. From the earliest African tribes through the U.S. civil rights movement and beyond, experience the brave journey of African American people who endured hardship, slavery and intolerable prejudice, and whose will and determination has forged a leading place in today's society. Using a "hands on approach", the course will offer students an opportunity to learn new and interesting information. Students will have a chance to share and discuss topics and issues that concern them.

CRIMINAL JUSTICE
Grade Level: **9- 12**
Course Length: **Semester**
Graduation Area: **Elective**
Criminal Justice is a course designed to provide a practical understanding of the law and the adult/juvenile criminal justice system. Criminal Justice will offer a variety of learning experiences including mock trials, job shadowing with members of the criminal justice system, guest speakers from the legal community and field trips. The course will also address controversial legal issues including but not limited to First Amendment rights, the rights of the accused, social media, and current events.

HISTORY OF MUSIC AND FILM
Grade Level: **9 - 12**
Course Length: **Semester**
Graduation Area: **Elective**
This course is designed to expose students to the history of music and film and their cultural influence in American society. Students will trace their influence from the advent of our nation to the modern-day era. In addition to in-depth studies of music and film and the artists who created them, students will examine the sociological, political, and economic conditions which influence their development.

HISTORY OF SPORTS
Grade Level: **9- 12**
Course Length: **Semester**
Graduation Area: **Elective**
History of Sports shows the connection between sports, society and culture. Emphasis is placed on the connections between the great social and cultural division in the United States and sports. These differences include gender, social class, race, ethnicity, religion, and region. The focus of the course is to consider how sports may transcend these social differences and how the experiences of sport either as a fan or an athlete may bind diverse groups together.

LIFE: KEYS TO FINANCIAL SUCCESS
Grade Level: **9- 12**
Course Length: **Semester**
Graduation Area: **Elective**
What am I going to do after high school? What should I major in? Should I join the military? What are stocks and how can I invest? How do I buy a house? These are some of the basic questions of LIFE. This course is designed to explore real life issues beyond high school and better prepare you for the "real world". Numerous topics will be covered including goals/career matching, budgeting, saving, and investing money. Activities will include career research, stock market games, retirement planning, and creating a budget. All students in grades 10-12 are eligible to apply for a scholarship at the completion of the course.

MEDIA & SOCIETY
Grade Level: **9- 12**
Course Length: **Semester**
Graduation Area: **Elective**
This course is designed to expose students to the history and influence of media in society. Students will trace this influence from the invention of the printing press, the creation of mass communication devices, and today's broad use of social media platforms. Students will also study how the media influences ethics, the law, and political and social constructs. Moreover, students will also learn to design and organize social media communication to harness its diverse uses.

MODERN CONFLICTS
Grade Level: **9- 12**
Course Length: **Semester**
Graduation Area: **Elective**
Wars are the most controversial part of American and world history. Studying modern conflicts gives students the opportunity to examine American beliefs in freedom, democracy, and patriotism as they are tested by the extremities of war. Wars will be studied from several viewpoints: political, social, military, and economic. The moral and ethical choices forced upon individuals by war will be discussed. Students will conduct research and make a presentation on some aspect of a modern conflict.

SOCIOLOGY
Grade Level: **9- 12**
Course Length: **Semester**
Graduation Area: **Elective**
This course is the study of human social relationships and institutions. This course will expand our awareness and analysis of human social relationships, cultures and institutions that profoundly shape both our lives and human history. We will learn that human behavior is shaped by surroundings social and culture structures.

WORLD RELIGIONS
Grade Level: **9- 12**
Course Length: **Semester**
Graduation Area: **Elective**
This course will enable students to discover what others believe and how they live, and to appreciate their own unique heritage. This course will take an objective approach to educate students about the teachings and traditions of Christianity, Judaism, Islam, Buddhism, Hinduism, and Taoism. They will see the connection between religion and the development of civilizations, the place and function of religion in human experience, and the influence of religion on contemporary society. Students will learn about a variety of religious beliefs, teachings, traditions, and practices.

MATHEMATICS

CRHS follows the Common Core State Standards of Mathematics curriculum. The philosophy of the secondary mathematics department is for conceptual-based learning to build procedural fluency. We strive to build student problem-solving skills using technology and real-world experiences. In a problem-based curriculum, students spend most of their time in class working on carefully crafted and sequenced problems. Teachers help students understand the problems, ask questions to push their thinking, and orchestrate discussions to be sure that the mathematical takeaways are clear. Learners gain a rich and lasting understanding of mathematical concepts, procedures and experience applying this knowledge to new situations. Students frequently collaborate with their class- mates—they talk about math, listen to each other's ideas, justify their thinking, and critique the reasoning of others. They gain experience communicating their ideas both verbally and in writing, developing skills that will serve them well throughout their lives.

There are several math programs of study available at CRHS designed to challenge every student's individual ability. Each student can work on a program of study that is most appropriate for their future plans after they graduate from CRHS. Students should choose a math path that will allow them to reach their post-secondary goals. Four years of mathematics and complete course work through Advanced Algebra II is required in order to meet state graduation requirements. A mathematics course must be taken during a student's senior year. The chart below provides students with an "at a glance" approach to course selection in order to meet graduation requirements. Individual course descriptions are listed below the chart.

Each student can work on a program of study that is most appropriate for their future plans after they graduate from CRHS. Students should choose a math path that will allow them to reach their post-secondary goals. Four years of mathematics and complete course work through Advanced Algebra II is required in order to meet state graduation requirements. A mathematics course must be taken during a student's senior year. The chart below provides students with an "at a glance" approach to course selection in order to meet graduation requirements. Individual course descriptions are listed below the chart.

Course of Study
Algebra I **(Either taken at CRHS or in Middle School)** **If Algebra I was taken in middle school, the course will appear on the student's high school transcript with a grade of PASS/FAIL (P/F)**
Geometry
Advanced Algebra II
Students Choose one of the following for their 4th math **(Other course can be taken as electives if students meet pre-requisites)** **Pre-Calculus** **Statistics** **Data Science** **Dual Enrollment MAT 152: Quantitative Reasoning** **AP Statistics** **AP Calculus AB** **AP Calculus BC**

ALGEBRA I
Grade Level: **9**
Course Length: **Year**
Graduation Area: **Math**

Algebra I is a course for students to explore their algebraic thinking. Students begin the course with one-variable statistics, building on ideas from middle school. Gathering and displaying data, measuring data distribution, and interpreting statistical results encourages students to collaborate, communicate, and explore new tools and routines. Students then move on to expand their understanding of linear equations, inequalities, and systems of linear equations and inequalities. They use these representations to model relationships and constraints but also reason with them abstractly. They then take these insights to a unit on two-variable statistics, where they extend their prior knowledge of scatter plots and lines of best fit. Next, they deepen their understanding of functions and deepen their ability to represent, interpret, and communicate about them. For each function type, students begin their investigation with real-world and mathematical contexts, look closely at the structural attributes of the function, and analyze how these attributes are expressed in different representations. The course ends with a close look at quadratic equations. Students extend their ability to use equations to model relationships and solve problems. They develop their capacity to write, transform, graph, and solve equations—by reasoning, rearranging equations into useful forms, and applying the quadratic formula.

GEOMETRY
Grade Level: **9-10**
Course Length: **Year**
Graduation Area: **Math**

Geometry is a course for students to generate conjectures and observations of geometric concepts. This begins with work on compass and straightedge constructions. They gradually build up to formal proof, engaging in a cycle of conjecture, rough draft, peer feedback, and final draft narratives. Students use transformation-based definitions of congruence and similarity, allowing them to rigorously prove the triangle congruence and similarity theorems. Students derive volume formulas and study the effect of dilation on both area and volume. They use transformations and the Pythagorean Theorem to build equations of circles, parabolas, parallel lines, and perpendicular lines from definitions. Students analyze relationships between segments and angles in circles and develop the concept of radian measure for angles. They close the year by extending what they learned about probability in grade 7 to consider probabilities of combined events, including identifying when events are independent.

ADVANCED ALGEBRA II
Grade Level: **10-11**
Course Length: **Year**
Graduation Area: **Math**
Prerequisite: **Algebra I**

Students begin the course with a study of sequences, which is also an opportunity to revisit linear and exponential functions. Students represent functions in a variety of ways while addressing some aspects of mathematical modeling. This work leads to looking at situations that are well modeled by polynomials before pivoting to a study of the structure of polynomial graphs and expressions. Students do arithmetic on polynomials and rational functions and use different forms to identify asymptotes and end behavior. Students also study polynomial identities and use some key identities to establish the formula for the sum of the first terms of a geometric sequence. Students extend exponent rules to include rational exponents and expand the number system to include complex numbers. This allows them to solve quadratic equations with non-real solutions. Building on rational exponents, students return to their study of exponential functions. They use logarithms to solve for unknown exponents and are introduced to the number *e* and its use in modeling continuous growth. Students learn to transform functions graphically and algebraically. This work is useful in the study of periodic functions that comes next. Students work with the unit circle to make sense of trigonometric functions and use those functions to model periodic relationships. The last unit, on statistical inference, focuses on analyzing data from experiments using normal distributions. Students learn to account for variability in data and estimate population mean, margin of error, and proportions using sampling and simulations.

PRE-CALCULUS
Grade Level: **11-12**
Course Length: **Year**
Graduation Area: **Math**
Prerequisite: **Advanced Algebra II**
Pre-Calculus is a course for the student who plans to take calculus, either at high school, technical school or college level. It covers the following topics: Linear Equations and Inequalities, Quadratics, Functions and Graphs, Conics, Solving 2nd, 3rd, & 4th Degree Equations, Polynomials and Polynomial Functions, Rational Expressions and Functions, Trigonometry and Circular Functions, Real and Complex Number Systems, if time permits: Polar Coordinates; Vectors, and Parametric Equations.

STATISTICS
Grade Level: **11-12**
Course Length: **Year**
Graduation Area: **Math**
Prerequisite: **Algebra II or Advanced Algebra II**
Note: **AP Statistics cannot be taken after Statistics for a math credit**
Statistics is a high school level course whose goal is to teach the basic concepts of statistical thinking and analysis. Statistics is the science of learning from data and of measuring, controlling, and communicating the probability of events. Students study topics related to four main themes: exploring data, sampling and experimentation, anticipating patterns, and statistical inference.

DATA SCIENCE
Grade Level: **12**
Course Length: **Year**
Graduation Area: **Math**
Prerequisite: **Algebra II**
Data Science is to build on students' knowledge by posing and answering statistical questions, then collecting and analyzing the data. Students will find correlations and associations in data representations. They will later use this data to make inferences about populations. Students will perform experiments to deepen their understanding of probability. Throughout this course, students will develop skills in the processes of problem-solving, communication, reasoning, and making connections.

CALCULUS
Grade Level: **11-12**
Course Length: **Year**
Graduation Area: **Math**
Prerequisite: **Pre-Calculus**
Calculus is a course for the student who is aiming towards a mathematical intensive career and who wants a math course that will provide a solid foundation for the further study of calculus at the college level. These courses will cover the following topics: Derivatives of Polynomial and Transcendental Functions, integration of Polynomial and Transcendental Functions, Limits for Polynomial and Indeterminate Expressions, Applications of the Derivatives of Functions, Solutions of Polynomial Functions, and Applications of Integration to various Scientific and Business Situations.

AP STATISTICS
Grade Level: **11-12**
Course Length: **Year**
Graduation Area: **Math**
Weighted: **5 points**
Prerequisite: **Pre-Calculus, Advanced Algebra II**
Testing Requirement: **Students are required to take the Advanced Placement Test in May**
Summer Work: **None required**
AP Statistics is the high school equivalent of an introductory college statistics course. The purpose of AP Statistics is to introduce students to the major concepts and tools for collecting, analyzing, and drawing conclusions from data. Students study topics related to four main themes: exploring data, sampling and experimentation, anticipating patterns, and statistical inference. Success on the Advanced Placement test (receiving a score of 3, 4, or 5) will be used by colleges to determine the awarding of college credits. Students should check with their potential schools for specific policies.

AP CALCULUS AB
Grade Level: **11-12**
Course Length: **Year**
Graduation Area: **Math**
Weighted: **5 points**
Prerequisite: **Pre-Calculus**
Testing Requirement: **Students are required to take the Advanced Placement Test in May**
Summer Work: **The summer work for this course includes review of all mathematical concepts: Algebra I through Pre-Calculus in the form of a problem packet. No grade is given; the assignment is simply a helpful guide into what knowledge is expected prior to entering AP Calculus.**
AP Calculus AB is a course roughly equivalent to a first semester college calculus course devoted to topics in differential and integral calculus. The AP course covers topics in these areas, including concepts and skills of limits, derivatives, definite integrals, and the Fundamental Theorem of Calculus. You'll learn how to approach calculus concepts and problems when they are represented graphically, numerically, analytically, and verbally, and how to make connections amongst these representations. You will learn how to use technology to help solve problems, experiment, interpret results, and support conclusions. Success on the Advanced Placement test (receiving a score of 3, 4, or 5) will be used by colleges to determine the awarding of college credits. Students should check with their potential schools for specific policies.

AP CALCULUS BC

Grade Level: **11-12**
Course Length: **Year**
Graduation Area: **Math**
Weighted: **5 points**
Prerequisite: **Pre-Calculus**
Testing Requirement: **Students are required to take the Advanced Placement Test in May**
Summer Work: **AP Calculus – The summer work for this course includes review of all mathematical concepts: Algebra I through Pre-Calculus in the form of a problem packet. No grade is given; the assignment is simply a helpful guide into what knowledge is expected prior to entering AP Calculus.**

AP Calculus BC is a course roughly equivalent to both first and second semester college calculus courses and extends the content learned in AB to different types of equations and introduces the topic of sequences and series. This course covers topics in differential and integral calculus, including concepts and skills of limits, derivatives, definite integrals, the Fundamental Theorem of Calculus, and series. You will learn how to approach calculus concepts and problems when they are represented graphically, numerically, analytically, and verbally, and to make connections amongst these representations. You will also learn how to use technology to help solve problems, experiment, interpret results, and support conclusions. Success on the Advanced Placement test (receiving a score of 3, 4, or 5) will be used by colleges to determine the awarding of college credits. Students should check with their potential schools for specific policies.

DUAL ENROLLMENT MATH (Del Tech): MAT 162: Statistical Reasoning

Grade Level: **12**
Course Length: **Year**
Graduation Area: **12th Grade Math base on Completion of Fall—Del Tech course and Spring CRHS Math component**
Weighted: **5 points**
Prerequisite: **Advanced Algebra II**
Requirement: **Minimum of 500 on the SAT for math or Accuplacer score/Elementary Algebra of 067**
Del Tech Credit: **MAT 162 - 3 Credits of Math**
Cost: **$100.00 for both course Books/Materials/Fees**
Payment: **Payment is due by the Frist Monday in October No refunds will be given.**

An introductory statistics course that focuses on broad statistical concepts. Students will learn how to analyze data, construct and test hypothesis, solve problems, and reflect. Students will also use technology to analyze and understand data.

MAT 162: Statistical Reasoning has been adopted as the math requirement for the following programs at Del Tech:

- Bachelor of Science in Nursing
- Business Administration Transfer
- Cardiovascular Sonography
- Dental Hygiene
- Diagnostic Medical Sonography
- Exercise Science
- Health Information Mgt
- Histotechnician
- Medical Laboratory Technician
- Nuclear Medicine and Molecular Imaging
- Occupational Therapy Assistant
- Physical Therapist Assistant
- Radiologic Technology
- Respiratory Care

DUAL ENROLLMENT MATH (Del Tech): MAT 152: Quantitative Reasoning

Grade Level: **12**
Course Length: **Year**
Graduation Area: **12th Grade Math base on Completion of Fall—Del Tech course and Spring CRHS Math component**
Weighted: **5 points**
Prerequisite: **Advanced Algebra II**
Requirement: **Minimum of a 500 on the SAT for math or Accuplacer score/Elementary Algebra of 067**
Del Tech Credit: **MAT 152 - 3 Credits of Math**
Cost: **$100.00 for both course Books/Materials/Fees**
Payment: **Payment is due by the Frist Monday in October No refunds will be given.**

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 152: Quantitative Reasoning, has been adopted as the math requirement for the following programs at Del Tech:

Agriculture	Refrigeration	Communications	Emergency Medical Technician
Business	Automotive	Advertising Design, Multimedia, and Photo Imaging	Surgical Technology
Accounting	Aviation	Criminal Justice	Medical Assistant
Marketing	Diesel	Homeland Security	Nursing
Legal Studies	Early Childhood	Law Enforcement Option	
Hospitality Management	Food Science	Human Services	
Culinary	Information Technology and Networking	Drug Alcohol Counseling	

SCIENCE

9th	10th	11th	12th
Life Science	**Physical Science**	**Open**	**Open**
Environmental Science Biology	Biology Chemistry or Advanced Chemistry Physical Science Physics or AP Physics 1	Physical Science Chemistry or Advanced Chemistry Physics or AP Physics 1 Adv. Anatomy & Physiology Environmental Science Earth and Space Science Forensic Science Marine Biology AP Environmental AP Physics C: Mechanics AP Biology AP Chemistry Dual Enrollment Anatomy & Physiology	Physical Science Chemistry or Advanced Chemistry Physics or AP Physics 1 Adv. Anatomy & Physiology Environmental Science Earth and Space Science Forensic Science Marine Biology AP Environmental AP Physics C: Mechanics AP Biology AP Chemistry Dual Enrollment Anatomy & Physiology

Three credits in science are required for graduation. These credits must include Biology. All science classes are lab-based courses.

ENVIRONMENTAL SCIENCE
Grade Level: **9-12**
Course Length: **Year**
Graduation Area: **Science or Science Elective**
Prerequisite: **None**

In this course, students will apply concepts to better understand the environment they live in. Topics covered will include ecosystems, biodiversity of wildlife and plants, biomes, human population, water resources, water pollution, air pollution, land use, climate change, renewable and nonrenewable energy, energy cycles, hazardous waste, and human health effects. Hands on lab activities and outdoor observations of the school's campus will be implemented. Students who elect to take this course should have an interest in how humans impact our planet from a global perspective.

BIOLOGY
Grade Level: **9 - 12**
Course Length: **Year**
Graduation Area: **Science**
Prerequisite: **None**
The scientific method is stressed, and considerable lab work is included. Course content will present material on the chemical aspects of life, the structure of cells, unity among living forms, relationships among organisms, DNA, reproduction and heredity, the environment and the human role in nature. Individual projects will also supplement the course throughout the year.

PHYSICAL SCIENCE
Grade Level: **9- 12**
Course Length: **Year**
Graduation Area: **Science**
Prerequisite: **Algebra I**
The course of study will integrate subject matter in physics, chemistry and earth science. Topics will include lab methods, data interpretation, metric measurement, energy forms, energy transformations, forces and motion, waves, sound, atomic theory, elements and their combinations, states of matter, chemical reactions of matter, plate tectonics, seismology, volcanism, mineral formation, rock formation, universe creation, and star cycles.

CHEMISTRY
Grade Level: **10-12**
Course Length: **Year**
Graduation Area: **Science**
Prerequisite: **Geometry or higher math level**
Note: **Advanced Chemistry cannot be taken after Chemistry.**
This course is designed for college-bound students. Most of the topics covered will involve extensive mathematical treatment. There will be many assignments that require problem-solving skills. Topics include atomic structure, periodic table, chemical short- hand, mole concepts, a c i d s and bases, chemical equilibrium, and matter-energy relationships. Topics will also include hands-on laboratory work. Standard and inquiry-based labs will reinforce understanding of chemical principles and concepts through the collection of observations and data from natural phenomena.

ADVANCED CHEMISTRY
Grade Level: **10-12**
Course Length: **Year**
Graduation Area: **Science**
Prerequisite: **Geometry or higher math level**
Note: **Chemistry cannot be taken after Advanced Chemistry.**
This course is designed for college-bound students interested in majoring in science, technology, engineering, mathematics, or medical degrees. Students who desire to take AP Chemistry should take this course rather than Chemistry. This course will cover material that ensures comprehension in areas of quantitative analysis, atomic structure, stoichiometry (including the mole concept, dimensional analysis, conversions, and problem-solving strategies), equilibrium, oxidation-reduction, thermochemical concepts, and acid and base chemistry. Laboratory experiments will provide extensive practice of the principles studied.

PHYSICS
Grade Level: **10-12**
Course Length: **Year**
Graduation Area: **Science**
Prerequisite: **Algebra II**
This course will emphasize the scientific method and laboratory situations to promote an understanding of classical physics. Higher level math processing skills are essential in this course. Topics include kinematics, dynamics, energy systems, momentum, electricity, magnetism, waves, light, and sound. Current applications of physics to modern technology will also be stressed.

AP PHYSICS B
Grade Level: **11-12**
Course Length: **Year**
Graduation Area: **Elective**
Weighted: **5 points**
Prerequisite: **Algebra 2 and concurrently enrolled in Precalculus or Calculus, Biology plus one other science**
Testing Requirement: **Students are required to take the Advanced Placement Test in May**
This course is the equivalent to the first semester of an introductory, algebra-based college physics course. Students will be required to use mathematical representations and models to communicate physical phenomena and solve problems. Topics include Newtonian mechanics, work, energy, power, mechanical waves, and fluids. Success on the Advanced Placement test (receiving a score of 3, 4, or 5) will be used by colleges to determine the awarding of college credits. Students should check with their potential schools for specific policies.

AP PHYSICS C MECHANICS
Grade Level: **11-12**
Course Length: **Year**
Graduation Area: **Elective**
Weighted: **5 points**
Prerequisite: **Physics or AP Physics 1 and concurrently enrolled in Calculus or AP Calculus**
Testing Requirement: **Students are required to take the Advanced Placement Test in May**
This course serves as the foundation in physics for students majoring in the physical sciences or engineering. Calculus will be used whenever appropriate. Implementation of Calculus when solving challenging problems will increase throughout the year. The course is devoted to mechanics topics including kinematics, dynamics, energy systems, momentum, and rotational motion. Success on the Advanced Placement test (receiving a score of 3, 4, or 5) will be used by colleges to determine the awarding of college credits. Students should check with their potential schools for specific policies.

SCIENCE ELECTIVES

ADVANCED ANATOMY AND PHYSIOLOGY
Grade Level: **10-12**
Course Length: **Year**
Graduation Area: **Elective**
Prerequisite: **Biology**

This course is designed for college-bound students interested in careers in the public health and medical fields. Students will investigate the anatomical and physiological aspects of the human body. The body systems to be covered are nervous, endocrine, integumentary, skeletal, muscular, cardiovascular, respiratory, and lymphatic. Students will have an opportunity to dissect a fetal pig, a sheep brain, a cow eye, and a sheep heart. **Dissections are mandatory and are an integral part of the overall course grade.**

MARINE BIOLOGY
Grade Level: **10-12**
Course Length: **Year**
Graduation Area: **Elective**
Prerequisite: **Biology**

Marine Biology is the study of the ocean and life processes within and around it and includes the study of plants and animals in the ocean, ecology, and the impact of humans on the ocean. This course will also include dissections of various preserved ocean animals. **Dissections are mandatory and are an integral part of the overall course grade.**

FORENSIC SCIENCE
Grade Level: **10-12**
Course Length: **Year**
Graduation Area: **Elective**
Prerequisite: **Biology**

Forensic Science is the application of scientific principles and techniques to matters of criminal justice especially as relating to the collection, and analysis of physical evidence. In this course students will develop the relationship between critical thinking and communication as they grow in their understanding of forensics. Students will problem solve as they apply knowledge to laboratory activities, case studies and careers as well as using an interdisciplinary approach as they relate concepts to the various branches of forensic science. A review of historical and current case studies will be embedded in each unit.

AP BIOLOGY/AP BIOLOGY LAB
Grade Level: **11-12**
Course Length: **Year**
Graduation Area: **Elective**
Weighted: **5 points**
Prerequisite: **Biology and Chemistry (Adv. Chemistry preferred)**
Testing Requirement: **Students are required to take the Advanced Placement Test in May**

In this introductory college-level course, students will gain an understanding of biological concepts through inquiry-based investigations and science practices in the topics of evolution, cellular processes, energy and communication, genetics, information transfer, ecology, and interactions. A minimum of 25 % of the course will encompass hands-on and class laboratory activities. It is designed to prepare students for the Biology College Advanced Placement Exam which provides students the opportunity to earn AP credit on their high school transcript as well as placement credit for an introductory college level Biology course.

AP CHEMISTRY
Grade Level: **11-12**
Course Length: **Year**
Graduation Area: **Elective**
Weighted: **5 points**
Prerequisite: **Advanced Chemistry or Chemistry and completion of Algebra II Testing Requirement: Students are Required to take the Advanced Placement Test in May.**

Students in this course will attain a depth of understanding of fundamentals and a reasonable competence in dealing with chemical problems. The goal is for students to demonstrate a basic understanding of, and the ability to apply, mathematical solutions to problems involving atomic theory and structures, chemical bonding, nuclear chemistry, kinetic theory, solutions, reaction types, stoichiometry, equilibrium, kinetic, thermodynamics, and descriptive chemistry. Evaluation is based on homework, lab reports and tests. Success on the Advanced Placement test (receiving a score of 3, 4, or 5) will be used by colleges to determine the awarding of college credits. Students should check with their potential schools for specific policies.

AP ENVIRONMENTAL SCIENCE
Grade Level: **11-12**
Course Length: **Year**
Graduation Area: **Elective**
Weighted: **5 points**
Prerequisite: **Biology and Physical Science/Chemistry/Adv. Chemistry**
Testing Requirement: **Students are required to take the Advanced Placement Test in May**
This course is designed to be the equivalent of a one-semester introductory college course in environmental science that includes a laboratory and field investigation component. Emphasis is placed on the scientific principles, concepts, and methodologies required understand the interrelationships of the natural world, to identify and analyze environmental problems both natural and manmade, to evaluate the relative risks associated with these problems, and to examine alternate solutions for resolving and/or preventing them. Success on the Advanced Placement test (receiving a score of 3, 4, or 5) will be used by colleges to determine the awarding of college credits. Students should check with their potential schools for specific policies.

DUAL ENROLLMENT ANATOMY AND PHYSIOLOGY (Del Tech Course)
Grade Level: **12**
Course Length: **Year**
Graduation Area: **Elective**
Weighted: **5 points**
Prerequisite: **Biology and Chemistry or Adv. Chemistry**
Requirement: **Minimum of a 475 on the SAT for English or Accuplacer score -Reading 078 and Writing 084 Del Tech Credit:** **3 Credit Hours/Bio 120 (3 Credits in the spring)**
Cost: **$100.00 Books/Lab Fees/Materials/Fees**
Payment: **Payment is due by the Frist Monday in October. No refunds will be given.**
This course studies the anatomy and physiology of humans. Included are the structure and functions of cells, tissues, integumentary, skeletal, muscular, nervous, and endocrine systems. Coordinated laboratory experiments are an integral part of this course.

WORLD LANGUAGES

Two credits in the same world language are required for graduation. Most colleges/ universities require 2 or 3 credits in the same world language. Students should check with their potential schools for specific policies. Language and communication are the heart of the human experience. At CRHS it is our goal to educate students to become linguistically and culturally equipped to communicate in a global society. Language instruction focuses on the 5C's: communication, cultures, connections, comparisons, and communities. Students have the opportunity to earn Delaware's Certificate of Multiliteracy.

ARABIC

ARABIC I
Grade Level: **9-12**
Course Length: **Year**
Graduation Area: **World Language**
Arabic I is designed for students who would like to explore the language of Modern Standard Arabic. Students will learn to read and write Arabic script. They will learn items and places around town, the school and the house. They will be able to communicate where they are from, where they are located, and where they are going. They will learn entry-level grammar, geography of the Arab world and some of the culture, customs and traditions. They are expected to continually enhance speaking, listening, reading and writing in Modern Standard Arabic throughout the year. Students will be assessed through projects, tests and conversation, listening exercises, and presentations.

ARABIC II
Grade Level: **9-12**
Course Length: **Year**
Graduation Area: **World Language**
Prerequisite: **Arabic I**
Arabic II continues building the students' knowledge of Modern Standard Arabic. This course allows students to solidify and augment the vocabulary and grammatical principles obtained in Arabic I, as well as the culture. Students will continually enhance their speaking, listening, reading and writing skills. Students will learn to express wishes and desires, goals after graduation, and learn to learn to talk about specific events such as obtaining a driver's license, first day of school etc. Students will be assessed through projects, tests, conversation, listening exercises, and presentations.

ARABIC III
Grade Level: **9-12**
Course Length: **Year**
Graduation Area: **Elective**
Prerequisite: **Arabic II**
Arabic III continues advancing the students through Modern Standard Arabic. Students will continually enhance their speaking, listening, reading and writing skills throughout the year. Arabic III will teach students the basics of the Arabic Verb system, how to use a dictionary, and introduce them to topics found in Arab media. Students will learn the basic words and phrases in the Levantine, Egyptian and Gulf dialects. Students will be assessed through projects, tests, conversation, listening exercises and presentations.

ARABIC IV
Grade Level: **9-12**
Course Length: **Year**
Graduation Area: **Elective**
Prerequisite: **Arabic III**
Arabic IV explores the history of the Arab lands and Arabic through numerous online forums and books of their choosing. Students will report their findings to each other and to the teacher. Students are expected to converse only in Arabic during Arabic IV. Students will be assessed through projects, tests, conversation, listening exercises and presentations.

CHINESE

CHINESE I
Grade Level: **9-12**
Course Length: **Year**
Graduation Area: **World Language**
Chinese I is designed for students who would like to explore the language of Mandarin Chinese, the official language of mainland China. Students will develop oral and written skills in Mandarin Chinese for common situations in school and at home. Students will be expected to communicate ideas in Chinese involving numbers, dates, time, hobbies, traveling, shopping, and other real-life needs.
The Chinese 1 course will emphasize Mandarin pronunciation (PINYIN system), listening and speaking skills, and fundamental skills of recognizing and writing Chinese characters. Chinese culture, history and customs are also introduced in the course. Students will be assessed through projects, tests, conversation, listening exercises and presentations.

CHINESE II
Grade Level: **9-12**
Course Length: **Year**
Graduation Area: **World Language**
Prerequisite: **Chinese I**
Chinese II is designed to help learners build solid communicative skills after completion of Chinese 1. In this year, the emphasis will be placed on more conversational skills, Chinese pronunciation, and fundamental skills of writing Chinese characters. Students will be expected to understand and have common conversations as they discuss everyday topics such as food, sports, travel, going to a party, renting an apartment and aspects of the Chinese culture. A focus on important linguistic structures will help to expand learners' understanding of Chinese grammar. Students will be assessed through projects, tests, conversation, listening exercises and presentations.

CHINESE III
Grade Level: **9-12**
Course Length: **Year**
Graduation Area: **Elective**
Prerequisite: **Chinese II**
Chinese III is designed for students continue to expand upon their Chinese skills. The third year of study introduces 600 additional characters over two semesters. In this year, students will encounter topics appealing to their interests, including school and family life, social issues, and aspects of Chinese culture. A focus on important linguistic structures will help to expand learners' understanding of Chinese grammar. Chinese III also gradually introduces the more formal written-style expressions, often used in news broadcasts and formal speeches. Students will be assessed through projects, tests, conversation, listening exercises and presentations.

AP CHINESE LANGUAGE AND CULTURE
Grade Level: **9-12**
Course Length: **Year**
Graduation Area: **Elective**
Weighted: **5 points**
Prerequisite: **Chinese III**
Testing Requirement: **Students are required to take the Advanced Placement Test in May**
Summer Work: **None**
The AP Chinese Language and Culture course is designed to be comparable to a fourth semester (or the equivalent) college course in Mandarin Chinese. The AP course's main goal is to develop the students' integrated language skills (listening, reading, and writing) within an enriched cultural framework. Course work reflects proficiencies exhibited throughout the intermediate range, as described by the American Council on the Teaching of Foreign Languages (ACTFL). Success on the Advanced Placement test (receiving a score of 3, 4, or 5) will be used by colleges to determine the awarding of college credits. Students should check with their potential schools for specific policies.

ADVANCED CHINESE CONVERSATION AND LANGUAGE USE (DLI Course)

Grade Level: **9-12**
Course Length: **Year**
Graduation Area: **World Language**
Weighted: **5 points**
Prerequisite: **AP CHINESE LANGUAGE AND CULTURE**
Requirements: **Score of 4 or 5 on the AP World Language and Culture Exam in the dual language immersion l Language**
If a student scores a 3 on the AP World Language and Culture Exam, the student may be considered for entry upon demonstrating evidence of an intermediate high proficiency level on a nationally recognized assessment of proficiency and/or have maintained a B average in the AP World Language course with recommendation from the AP instructor.

DLI: **3 college credits these are transferable between UD and DSU**
CHIN – 334 - Advanced Chinese Conversation and Language Use

This is an advanced Chinese course that provides students with a functional understanding of the spoken language structure for oral communication and aural comprehension. Students analyze authentic language use and then apply principles of oral grammar to produce more natural speech. This course emphasizes higher thinking and production in the target language, with emphasis placed on the comprehension and production of metaphors.

CHINESE CIVILIATION (DLI Course)

Grade Level: **9-12**
Course Length: **Year**
Graduation Area: **World Language**
Weighted: **5 points**
Prerequisite: **ADVANCED CHINESE CONVERSATION AND LANGUAGE USE (DLI Course) or C*HIN 202 or Satisfied Proficiency Assessment.***
Requirements: **Score of 4 or 5 on the AP World Language and Culture Exam in the dual language immersion l Language**
If a student scores a 3 on the AP World Language and Culture Exam, the student may be considered for entry upon demonstrating evidence of an intermediate high proficiency level on a nationally recognized assessment of proficiency and/or have maintained a B average in the AP World Language course with recommendation from the AP instructor.
DLI: **3 college credits are transferable between UD and DSU**

CHIN 305- Chinese Civilization

This is an advanced Chinese course that provides students with *a systematic study of the origin and development of China and Sinosphere regions and their role in human history from the points of view of geography, history, social and political institutions, and culture. Class conducted in Chinese.*

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FRENCH

FRENCH I

Grade Level: **9-12**
Course Length: **Year**
Graduation Area: **World Language**

French is a language used by more than 200 million people on 5 continents. It is also one of the most commonly learned second or third languages in the world. French I is designed to help students work on the interpretive, interpersonal, and presentational modes of proficiency by working on their reading, listening, writing and speaking skills. Students learn functional vocabulary to help them succeed in their communication skills. The student will be introduced to the cultures and geography of the major French speaking areas of the world. Students will be assessed through projects, tests, conversation, listening exercises, and presentations.

FRENCH II

Grade Level: **9-12**
Course Length: **Year**
Graduation Area: **World Language**
Prerequisite: **French I**

French II is designed to help students widen their abilities in the interpretive, interpersonal, and presentational modes of proficiency by continuing work on their reading, listening, writing and speaking skills. Cultural study continues with emphasis placed on Francophone countries. Students will be assessed through projects, tests, conversation, listening exercises and presentations.

FRENCH III
Grade Level: **9-12**
Course Length: **Year**
Graduation Area: **Elective**
Prerequisite: **French II**
French III is designed to encourage students to increase their abilities in the interpretive, interpersonal, and presentational modes of proficiency by continuing work on their reading, listening, writing and speaking skills. There is discussion, reading and writing on passages which are centered on culture and current topics. Students will be assessed through projects, tests, conversation, writing samples, and presentations.

FRENCH IV
Grade Level: 9-12
Course Length: Year
Graduation area: Elective
Prerequisite: French III
French IV is designed to help students increase their abilities in the interpretive, interpersonal, and presentational modes of proficiency by continuing work on their reading, listening, writing, and speaking skills. There is discussion, reading, and writing on passages which are centered on Francophone cultures and current topics. Students will be assessed through projects, tests, conversation, writing samples, and presentations.

AP FRENCH
Grade Level: **9-12**
Course Length: **Year**
Graduation Area: **Elective**
Prerequisite: **French III**
Weighted: **5 points**
Testing Requirement: **Students are required to take the Advanced Placement Test in May**
The AP French Language and Culture course is designed to be comparable to a fourth semester (or the equivalent) college course in French. The AP course's main goal is to develop the students' integrated language skills (listening, reading, and writing) within an enriched cultural framework. Course work reflects proficiencies exhibited throughout the intermediate range, as described by the American Council on the Teaching of Foreign Languages (ACTFL). Success on the Advanced Placement test (receiving a score of 3, 4, or 5) will be used by colleges to determine the awarding of college credits. Students should check with their potential schools for specific policies.

GERMAN

GERMAN I
Grade Level: **9-12**
Course Length: **Year**
Graduation Area: **World Language**
German I is designed for students to learn to speak, read, write and comprehend the German language in a fun and interesting atmosphere. Students will speak the language every day, learning vocabulary through the use of it. In order to reinforce language skills students will also learn the grammar by using the language in its spoken and written forms and enhance their listening skills through listening to German conversations. German is spoken by over 100 million people worldwide and was the language of the first printed book. Students will be assessed through projects, tests, conversation, listening exercises and presentations.

GERMAN II
Grade Level: **9-12**
Course Length: **Year**
Graduation Area: **World Language**
Prerequisite: **German I**
German II is designed to help students widen their abilities in the interpretive, presentational, and interpersonal modes of proficiency by continuing to work on their reading, listening, writing, and speaking skills. Students will be assessed through tests, projects, conversation, listening, exercises, and presentations.

GERMAN III
Grade Level: **9-12**
Course Length: **Year**
Graduation Area: **Elective**
Prerequisite: **German II**
German III is designed so that through the use of taped recordings, readings, class discussions and projects, students will continue to master their language skills in listening, reading, writing, and speaking of the German language. Students will be assessed through projects, tests, conversation, listening exercises and presentations.

GERMAN IV
Grade Level: **9-12**
Course Length: **Year**
Graduation Area: **Elective**
Prerequisite: **German III**
German IV is designed to continue to build students oral proficiencies while also improving listening, reading, writing and speaking skills. Students will be assessed through tests, conversation listening activities and presentations.

AP GERMAN
Grade Level: **9-12**
Course Length: **Year**
Graduation Area: **Elective**
Prerequisite: **German III**
Weighted: **5 points**
Testing Requirement: **Students are required to take the Advanced Placement Test in May**
The AP German Language and Culture course is designed to be comparable to a fourth semester (or the equivalent) college course in German. This course will develop the students' integrated language skills (listening, reading, and writing) within an enriched cultural framework. Course work reflects proficiencies exhibited throughout the intermediate range, as described by the American Council on the Teaching of Foreign Languages (ACTFL). Success on the Advanced Placement test (receiving a score of 3, 4, or 5) will possibly be used by colleges to determine the awarding of college credits. Students should check with their potential schools for specific policies.

ITALIAN

ITALIAN I
Grade Level: **9-12**
Course Length: **Year**
Graduation Area: **World Language**
Italian I is designed to help students acquire beginning level speaking, listening, reading, and writing skills of Italian. Students learn useful vocabulary terms and functional grammatical points to help them succeed in their communication skills. Learning Italian is beneficial because Italy is one of the top five economies in the world, the Roman period and the Italian Renaissance are two of the most influential periods in history. Students learning Italian will be assessed through projects, tests, conversation, listening exercises and presentations.

ITALIAN II
Grade Level: **9-12**
Course Length: **Year**
Graduation Area: **World Language**
Prerequisite: **Italian I**
Italian II is designed to allow students the opportunity to improve speaking, listening, reading, and writing skills with a continued emphasis on oral proficiency. Students will expand upon their vocabularies and learn more advanced grammatical aspects of the language, while continuing to study cultural aspects of Italy. Students will be assessed through projects, tests, conversation, listening exercises and presentations.

ITALIAN III
Grade Level: **9-12**
Course Length: **Year**
Graduation Area: **Elective**
Prerequisite: **Italian II**
Italian III is designed to continue to build students' oral proficiencies while also improving listening, reading, and writing skills. Students will further develop previously learned skills in levels 1 and 2 to build capacity and confidence in speaking and using the Italian language. Students will expand upon their vocabularies and learn more advanced grammatical aspects of the language, while continuing to study cultural aspects of Italy. Students will be assessed through projects, tests, conversation, listening exercises and presentations.

Italian IV
Grade Level: **9-12**
Course Length: **Year**
Graduation Area: **Elective**
Prerequisite: **Italian III**
Italian IV is designed to continue to build students' oral proficiencies while also improving listening, reading and writing skills. Students will further develop previously learned skills in level 1, 2, and 3 to build capacity and confidence when using Italina language. Students will expand upon their vocabularies and master advanced grammatical aspects of the language, while continuing to study cultural and historical aspects of Italy. Students will be assessed through projects, tests, conversation, listening exercises and presentations.

AP ITALIAN
Grade Level: **9-12**
Course Length: **Year**
Graduation Area: **Elective**
Prerequisite: **Italian III or IV**
Weighted: **5 points**
Testing Requirement: **Students are required to take the Advanced Placement Test in May**
The AP Italian Language and Culture course is designed to be comparable to a fourth semester (or the equivalent) college course in Italian. The AP course's main goal is to develop the students' integrated language skills (listening, reading, and writing) within an enriched cultural framework. Course work reflects proficiencies exhibited throughout the intermediate range, as described by the American Council on the Teaching of Foreign Languages (ACTFL). Success on the Advanced Placement test (receiving a score of 3, 4, or 5) will be used by colleges to determine the awarding of college credits. Students should check with their potential schools for specific policies.

LATIN (course offering depends on enrollment numbers)

LATIN I
Grade Level: 9-12
Course Length: Year
Graduation Area: World Language

Latin I is designed to introduce students to a highly inflected language, yet one whose vocabulary has contributed to modern Romance languages as well as English. Half of our English vocabulary is made up of Latin words and roots, and Latin provides the root words for all of the modern sciences. Through many activities and readings, the student develops knowledge of Latin sentence structure and increases vocabulary skills. Emphasis is on reading and translating Latin. Some supplemental English readings about Roman culture, history, and Greek/Roman mythology are included. Students will be assessed through projects, tests, conversation, listening exercises and presentations.

LATIN II
Grade Level: 9-12
Course Length: Year
Graduation Area: World Language
Prerequisite: Latin I

Latin II is designed to continue the study of Latin grammar and vocabulary. Further emphasis is placed on reading comprehension, translation, and analysis. Readings focus on more advanced prose and an introduction to other Latin literary genres. Some supplemental English readings are included on cultural and historical topics of the Roman Republic, as well as more Greek/ Roman mythology and an introduction to Latin medical/scientific/ legal terminology. Students will be assessed through projects, tests, conversation, listening exercises and presentations.

LATIN III
Grade Level: 9-12
Course Length: Year
Graduation Area: World Language
Prerequisite: Latin II

Latin III is designed to continue the student's study of advanced Latin grammar and vocabulary. This course introduces the student to the writing of various Latin authors in authentic form, including prose, poetry and drama. The course will emphasize an understanding of Roman culture of the first century B.C. and the first two centuries A.D. from the fall of the Roman republic to the rise of the Roman Empire, as well as relate cultural heritage of the Romans to modern cultures. Students will be assessed through projects, tests, conversation, listening exercises and presentations.

AP LATIN LITERATURE: VERGIL'S *AENEID* AND CAESAR'S *GALLIC WAR*
Grade Level: 12
Course Length: Year
Graduation Area: Elective
Weighted: 5 points
Prerequisite: Latin III
Testing Requirement: Students are required to take the Advanced Placement Test in May

In the first semester, students read selected portions of the English translation of Caesar's Gallic War and translate other selections from this Latin text, as well as discuss the historical context of these writings. In the second semester, students read the entire English translation of the epic poem, the Aeneid, and translate selections from Books I – VI of the Latin epic into English. Students will read and practice writing critical essays on Latin passages, learn to scan and recite lines of the *Aeneid* in dactylic hexameter, and focus on identifying and analyzing grammatical structures and literary devices. Frequent vocabulary quizzes and translation tests are the norm as are in-class sight translation and scansion exercises. Success on the Advanced Placement test (receiving a score of 3, 4, or 5) will possibly be used by colleges to determine the awarding of college credits. Students should check with their potential schools for specific policies.

SPANISH

SPANISH I
Grade Level: 9-12
Course Length: Year
Graduation Area: World Language

Spanish I is designed for students to comprehend, speak, read, and write the Spanish language. Instruction occurs within a limited vocabulary and structural framework. Emphasis is on speaking and vocabulary building. The student will be introduced to the cultures and geography of the major Spanish speaking regions of the world. Spanish is the official language of more than 20 countries across multiple continents and is the second mostly widely spoken language in the United States. Students will be assessed through projects, tests, conversation, listening exercises and presentations.

SPANISH II
Grade Level: 9-12
Course Length: Year
Graduation Area: World Language
Prerequisite: Spanish I

Spanish II is designed to support reading, writing, speaking and listening skills with an emphasis on oral proficiency being promoted. Cultural study continues with a focus on Spanish speaking countries. Students will be assessed by formative and summative assessments, which include projects, presentational writing and speaking tasks, as well as interpretational reading and listening assessments.

SPANISH III
Grade Level: **9-12**
Course Length: **Year**
Graduation Area: **Elective**
Prerequisite: **Spanish II**
Spanish III is designed to allow students the opportunity to improve listening, reading, writing and speaking skills; there is a continued emphasis on mastery of language skills and oral proficiency. The study of Spanish and Latin American culture is integrated into class instruction. Students will be assessed through projects, tests, conversation, listening exercises and presentations.

AP SPANISH LANGUAGE AND CULTURE
Grade Level: **12**
Course Length: **Year**
Graduation Area: **Elective**
Weighted: **5 points**
Prerequisite: **Spanish III**
Testing Requirement: **Students are required to take the Advanced Placement Test in May**
Summer Work: **The summer work for AP Spanish includes a review and introduction to new grammar concepts and vocabulary. The grammar and vocabulary portion is due the first day of class with the listening and communication portion due throughout the summer. Points for this work can be used as extra credit throughout the year.**
This course is designed to perfect aural/oral skills, grammar, reading comprehension, and composition as the basic components to effective communication in Spanish. Success on the Advanced Placement test (receiving a score of 3, 4, or 5) will be used by colleges to determine the awarding of college credits. Students should check with their potential schools for specific policies.

AP SPANISH LITERATURE
Grade Level: **12**
Course Length: **Year**
Graduation Area: **Elective**
Weighted: **5 points**
Prerequisite: **This course should be taken after the AP Spanish Language Course**
Testing Requirement: **Students are required to take the Advanced Placement Test in May**
Summer Work: **The summer work for AP Spanish includes a review and introduction to new grammar concepts and vocabulary. The grammar and vocabulary portion is due the first day of class with the listening and communication portion due throughout the summer. Points for work can be used as extra credit throughout the year.**
The AP Spanish Literature and Culture course uses a thematic approach to introduce students to representative texts (short stories, novels, poetry, and essays) from Peninsular Spanish, Latin American, and United States Hispanic literature. Students continue to develop proficiencies across the full range of the modes of communication (interpersonal, presentational, and interpretive), honing their critical reading and analytical writing skills. Literature is examined within the context of its time and place, as students reflect on the many voices and cultures present in the required readings. The course also includes a strong focus on cultural connections and comparisons, including exploration of various media (e.g., art, film, articles, and literary criticism)

SPANISH LANGUAGE AND CULTURE I
Grade Level: **9-12**
Course Length: **Year**
Graduation Area: **World Language**
Placement into this course is with administrative approval only
Spanish Language and Culture I is designed to help students fulfill the language requirement for graduation. It is designed to deliver the curriculum at a pace that will allow additional guided practice and support. Although this course will fulfill the state requirement for graduation it may not meet the entrance requirements for some colleges or universities. Students should check with their potential schools for specific policies. Students who wish to enroll in this class must obtain permission from their school counselor and an administrator.

SPANISH LANGUAGE AND CULTURE II
Grade Level: **9-12**
Course Length: **Year**
Graduation Area: **World Language**
Prerequisite: **Spanish Language and Culture I**
Placement into this course is with administrative approval only
Spanish Language and Culture II is designed to help students fulfill the language requirement for graduation. It is designed to deliver the curriculum at a pace that will allow additional guided practice and support. Although this course will fulfill the state requirement for graduation it may not meet the entrance requirements for some colleges or universities. Students should check with their potential schools for specific policies. Students who wish to enroll in this class must obtain permission from their school counselor and an administrator.

BUSINESS

The Business Education program prepares students to meet the technological challenges that they will face when they graduate. Students will problem solve by applying business concepts to real-life situations. Students will receive training on a wide variety of computer programs that will enable them to increase their earning power in the job market and/or to be more successful in college. Students that study business are academically prepared, community oriented, and professionally responsible.

Community service and leadership training are Incorporated into the courses through BPA (Business Professionals of America) and DECA (Distributive Education Clubs of America). BPA and DECA provide opportunities for students to compete with students across the State and the Nation in a variety of business and marketing competitions. Computer Science Club and Girls Who Code are also available options for students to participate in at various competitions and attend conferences. In addition, business students may earn a Business Certificate. To receive the certificate, students need to successfully complete (minimum grade of 80) three business courses. The Business Certificate will serve as verification of student competencies when they secure full-time employment in the business field and/or when they enter a business program on the college level.

BUSINESS PATHWAYS

Academy of Business Information & Management (AOBIM)	**Academy of Finance (AOF)**	**Marketing**	**Computer Science**
Business Information Technology (BIT)	**Fundamentals of Finance (FOF)**	**Marketing Essentials**	**Exploring Computer Science**
Global Business Economics (GBE)	**Principles of Accounting (POA)**	**Digital Data Driven Marketing**	**AP Computer Science Principles**
Entrepreneurship (ENT)	**Financial Services (FS)**	**Entrepreneurial and Corporate Marketing**	**AP Computer Science A**
Work Based Learning or Del-One Bank In CRHS	**Work Based Learning or Del-One Bank In CRHS**	**Work Based Learning or School Store or Del-One Bank In CRHS**	**Work Based Learning or CR Tech Squad**
Career Opportunities **HS Diploma:** Computer User Support Specialist, Administrative Services Manager **College Degree:** Computer and Information Systems Manager, Database Administrator, General & Operations Manager Management, Analyst, Chief Executive Officer, Business Operations Manager	**Career Opportunities** **HS Diploma**: Insurance Sales Agent, Claims Adjusters, Examiners, and Investigator, Insurance Claims and Policy Processing Clerk, Loan Interviewers and Clerk Bill and Account, Collector, Teller, Bookkeeping, Accounting, and Auditing Clerk **College Degree**: Personal Financial Advisor, Financial Analyst, Credit Analyst, Accountants and Auditor, Budget Analyst, Loan Officer, Insurance Underwriter	**Career Opportunities:** **HS Diploma**: Retail Salesperson, Retail Customer Service, Real Estates, Social Media Marketer and Retail Department Manager. **College Degree:** Advertising Manager, Public Relations Manag-er, Marketing Manager, Promotions Manager, Brand Manager, Sales Manager, Market Research Analyst, Media Buyer, Marketing Specialist, and Marketing Strategist	**Career Opportunities:** **HS Diploma:** IT Customer Service, Retail Sales/Computer/Video/Mobile, and Retail Manager/Computer/ Video/ Mobile **College Degree:** Computer Systems Analyst, Computer Systems Engineer, Software Applications Develop- er, Computer Programmer, Web Developer, Network Systems Administrator, Business Systems Analyst, and Database Administrator

The **NAF Academy of Business Information & Management (AOBIM)** program is a three (3) credit program of study that introduces students to the skills needed to plan, organize, direct, and evaluate business functions essential to efficient and productive business operations through courses focusing on entrepreneurship, global and domestic economics, information technology, customer service and ethics. Students gain critical career knowledge through a series of work-based learning activities that are conducted in school, and as well as outside the classroom. Completion of the program is validated with a NAFTrack Certification, NAF's student certification assessment system. AOBIM courses introduce students to a wide array of careers such as general and operations managers, purchasing managers, business operations specialists, and computer information system managers.

BUSINESS INFORMATION TECHNOLOGY (BIT)
ETHICS/PRINCIPALS OF IT
Grade Level: **09-10**
Course Length: **Year**
Graduation Area: **Business Pathway**
CIP: **4.0260211**
Students are provided with a solid understanding of the role ethics holds across professions and an overview of information technology (IT) today. Students will consider contemporary IT issues such as security and privacy, the effects of IT on society and the individual and technological inequality. This course is a prerequisite to the other Academy of Business Information Management program courses.

GLOBAL BUSINESS ECONOMICS (GBE)
BUSINESS ECONOMICS/BUSINESS IN GLOBAL ECONOMY
Grade Level: **10-11**
Course Length: **Year**
Graduation Area: **Business Pathway**
Prerequisite: **Business Information Technology (BIT)**
CIP: **4.0260222**
Students are provided with an introduction to the key concepts of economics as it pertains to business and an understanding of how and why businesses choose to expand their operations into other countries.

ENTREPRENEURSHIP (ENT)
CUSTOMER SERVICE
Grade Level: **11-12**
Course Length: **Year**
Graduation Area: **Business Pathway**
Prerequisite: **Global Business Economics (GBE)**
CIP: **4.0260233**
Students are provided with an introduction to the concept of service as a critical component of business and an understanding of the critical role played by entrepreneurs in the national and global economy.

WORK BASED LEARNING
Grade Level: **12**
Course Length: **Year**
Graduation Area: **Business Pathway**
Prerequisite: **Entrepreneurship (ENT)**
CIP: **04.02000005**
Students who are in their senior year may be scheduled for the career experience program. This program provides release time for on The job training, Del One or the Rider Zone School Store.

National Academy Foundation's (NAF) Academy of Finance (AOF): The Academy of Finance introduces students to the broad career opportunities in the financial services industry and, in the process, equips them to make sound choices for the future. Through the changing economy of the last 20 years, the Academy of Finance has helped meet these needs by preparing high school students for successful careers in financial services and in other fields. Through their Academy experience, students gain an understanding of the connections that exist between their education and the workplace. Through teachers and industry mentors, the Academy provides students with the curriculum and guidance necessary for rewarding careers.

FUNDAMENTALS OF FINANCE (FOF)
Grade Level: **09-10**
Course Length: **Year**
Graduation Area: **Business Pathway**
CIP: **6.0260111**
This course introduces key concepts in finance, including financial literacy, personal finance, investments, ethical decision-making, and the role of financial institutions. Students will also explore how technology impacts banking and gain insights into career opportunities in the finance industry. It provides a solid foundation for academic and professional success in finance.

PRINCIPLES OF ACCOUNTING (POA)
Grade Level: **10-11**
Course Length: **Year**
Graduation Area: **Business Pathway**
Prerequisite: **Fundamentals of Finance (FOF)**
CIP: **6.0260122**
This course introduces students to key concepts in accounting, including business forms, the role of regulatory agencies, and the accounting cycle. Students will learn to analyze and journalize financial transactions, prepare and interpret financial statements, and understand internal and external controls. The course also explores various accounting careers.

FINANCIAL SERVICES (FS)
Grade Level: **11-12**
Course Length: **Year**
Graduation Area: **Business Pathway**
Prerequisite: **Principles of Accounting (POA)**
CIP: **6.0260133**
Students are provided with the history of money and banking and the origins of banking in the United States. Students will learn to research and discriminate between investment options through an in-depth study of the financial services industry and are also introduced to the insurance industry and the critical role of insurance in the financial services sector.

WORK BASED LEARNING
Grade Level: **12**
Course Length: **Year**
Graduation Area: **Business Pathway**
Prerequisite: **Financial Services (FS)**
CIP: **06.03000005**
Students who are in their senior year may be scheduled for the career experience program. This program provides release time for on-the-job training, Del One or the Rider Zone School Store.

The Computer Science program of study is a three (3) course Career & Technical Education (CTE) instructional program that engages students in open-ended problem solving where students study computational practices such as algorithm development, problem solving and programming within the context of problems relevant to their everyday lives. They are also introduced to topics such as interface design, limits of computers, and societal and ethical issues. The program prepares students for further education and careers in information technology and computer science. The CTE program consists of three courses, Exploring Computer Science (ECS), AP Computer Science Principles (CSP), and AP Computer Science A (CSA).

EXPLORING COMPUTER SCIENCE (ECS) I
Grade Level: **9-10**
Course Length: **Year**
Graduation Area: **Business Pathway**
CIP: **11.0460111**
This course allows students to focus on the conceptual ideas of computing to understand why certain tools or languages might be utilized to solve particular problems. The goal of the course is to develop computational practices of algorithm development, problem solving and programming within the context of relevant and authentic problems. Topics such as interface design, limits of computers, as well as societal and ethical issues are explored.

AP COMPUTER SCIENCE PRINCIPLES (CSP) II
Grade Level: **10-11**
Course Length: **Year**
Graduation Area: **Business Pathway**
Weighted: **5 points**
Prerequisite: **Exploring Computer Science I**
Testing Requirement: **Students are required to take the Advanced Placement Test in May**
Summer Work: **None**
CIP: **11.0460122**
This course allows students to understand the real-world impact of computing applications and programming literacy using a multi-disciplinary approach. Students are introduced to creative aspects of programming, using abstractions and algorithms, working with large data sets, an understanding of the internet and issues of cybersecurity, as well as impacts of computing that affect different populations. CSP gives students the opportunity to use current technologies to solve problems and create meaningful computational artifacts.

AP COMPUTER SCIENCE A (CSA) III
Grade Level: **11-12**
Course Length: **Year**
Graduation Area: **Business Pathway**
Weighted: **5 points**
Prerequisite: **AP Computer Science Principles (CSP) II**
Testing Requirement: **Students are required to take the Advanced Placement Test in May**
Summer Work: **None**
CIP: **11.0460133**
This course allows students to solve problems, work with design strategies and methodologies, organize data through data structures, apply data processing techniques, analyze potential solutions, and investigate ethical and social implications of computing. The course emphasizes both object-oriented and imperative problem solving and design using Java language. The CSA course curriculum is compatible with many CS1 courses at the college and university level. This is an online course held in a classroom setting, facilitated by a teacher.

Work Based Learning
Grade Level: **12**
Course Length: **Year**
Graduation Area: **Business Pathway**
Prerequisite: **AP Computer Science A (CSA) III**
CIP: **11.04000005**
Students who are in their senior year may be scheduled for the career experience program. This program provides release time for on-the-job training. Students could elect to take part in the on-campus experience through the Tech Squad program.

MARKETING

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. MT courses introduce students to a wide array of entrepreneurships such as data analytics, project and content management, digital marketing, marketing campaign management, demographic analytics, communications, etc.

Marketing Essentials
Grade Level: **9-10**
Course Length: **Year**
Graduation Area: **Business Pathway**
CIP: **14.01602011**
Marketing Essentials provides students with an understanding of how marketing is the business function that deals with customers' needs and wants. Students will learn how basic marketing principles apply to both for-profit and non-profit organizations. Marketing is the business function that deals with customers' needs and wants. The role of marketing is to facilitate understanding of customer preferences, link that knowledge to designing appropriate products and services for selected groups of customers, and determine appropriate methods to communicate, to deliver, and to capture value. Successful firms are those that strategically pursue objectives, deploy resources, and invest in the future of an organization, to consistently satisfy the needs of customers better than competitors. 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
Grade Level: **10-11**
Course Length: **Year**
Graduation Area: **Business Pathway**
CIP: **14.01602022**
Digital and Data Driven Marketing 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. As more and more human behavior takes place in digital environments and big data moves into the mainstream, marketers are pursuing the opportunity to make the profession more scientific and number driven. Every Digital Channel has its own metrics; every demographic group's behavior can be mined for insights that will improve future performance. Digital Data Driven Marketing analyzes these channels and what roles they play in the consumer process. This course explores the growing role of data in marketing.

Entrepreneurial and Corporate Marketing (Offered 2022-23)
Grade Level: **11-12**
Course Length: **Year**
Graduation Area: **Business Pathway**
CIP: **14.01602033**
Entrepreneurial and Corporate Marketing 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. The Entrepreneurial and Corporate Marketing course will have students explore the unique set of 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 learn how systems provide efficiency in the workplace. Students will explore and exhibit leadership and teamwork throughout work-based learning activities as it pertains to marketing employment in both: the entrepreneurial setting (working within a startup) and corporate marketing careers. Marketing Essentials for a Digital and Dynamic World and Digital & Data Driven Marketing are prerequisites for this course.

Work Based Learning
Grade Level: **12**
Course Length: **Year**
Graduation Area: **Business Pathway**
Prerequisite: **Financial Services (FS)**
CIP: **06.03000005**
Students who are in their senior year may be scheduled for the career experience program. This program provides release time for on-the-job training or Del One onsite at CRHS or the Rider Zone School Store.

Patient Care Technical Pathway

PATIENT CARE TECHNICAL (Del Tech)
Grade Level: **11 (Students enter into the program in 11th grade in a cohort limited to 16 students,) Course Length: Year**
Graduation Area: **Patient Care Pathway**
Prerequisite: **Must read on the 10th grade level.**
Requirement: **Good Academic standing, outstanding attendance, no major discipline issues**
Application Process: **Upon request of this course candidates are interviewed and their academic and discipline standing is reviewed.**
Program requirements: **Criminal background check, Drug test, and up to date immunizations**
Del Tech Credit: **6 Credit Hours over the course of two years**

The Caesar Rodney Patient Care Technical Pathway Program will prepare high school students for one of the fastest growing professions in the health care industry today, while also preparing them for post-secondary options following graduation.
Earn three state and nationally recognized certifications in the health care industry while in high school in the following:

- **Certified Nursing Assistant**
- **Phlebotomy Technician**
- **Patient Care Technician**

This two-year program will provide three state/national certifications and students will be job ready as a Patient Care Technician upon graduation earning $17-20 per hour. Activities will take place at the Delaware Tech Campus in Patient Care Technician Labs. Transportation to Delaware Tech will be provided by the school district.

AGRISCIENCE

Animal Science	Plant and Horticulture
Foundations of Animal Science (FAS)	Fundamentals of Plant Science (FPS)
Growth and Development of Domestic Animals (GDDA)	Plant & Soil Systems (PSS)
Domestic Animal Management (DAM)	Plants Systems Management & Sustainability (PSMS)
Agriscience Leadership Skills or Work Based Learning	Agriscience Leadership Skills or Work Based Learning — Greenhouse
Career Opportunities: Additional training, college, or post-secondary work required for further careers: Animal Behaviorist, Veterinarian, Veterinary Assistant, Animal Nutritionist, Lab Animal Technician, Animal Control Officer, Pet Groomer, Equine Rehabilitator, Zoologist, and Animal Health Inspector.	**Career Opportunities: Additional training, college, or post-secondary work required for further careers:** Wildlife Biologist, Land Use Planner, Marine Biologist, Forester, Environmental Educator, Game Warden, Fisheries Technician, Wildlife Animal Control Technician, Environmental Lawyer, and Forestry Technician

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Animal Science

The Animal Science & Management program is a sequential, three (3) course hands-on career and technical program of study that explores: animal production and management, physical restraint and handling, conducting health exams, evaluation of behavior, principles of genetics and reproduction, animal selection through evaluation, anatomy and physiology, animal nutrition, basic veterinary practices, global food systems, ethics of food animal production, and current agricultural issues in order to foster an understanding of the steps involved in producing and marketing products for consumers.

Students practice decision-making and research skills through classroom instruction, laboratory activities, and practical experiences. The program prepares students for a variety of careers and college experiences in **agribusiness, agriscience education, animal genetics, animal nutrition, animal reproduction, extension education, research, veterinary medicine, zoology, applied animal care, and other related fields**. Students have the opportunity to maximize their instructional experiences, further prepare for career success, and develop their leadership potential by becoming a member of the Caesar Rodney FFA Chapter, a co-curricular career and technical student organization

Upon completion of the Animal Science pathway, students will understand the science behind animal production and management and the valuable role that animals play in our lives.

FOUNDATIONS OF ANIMAL SCIENCE (FAS)-LEVEL I
Grade Level: **9-10**
Course Length: **Year**
Graduation Area: **Agriscience Pathway**
CIP: **01.02607011**

Foundations of Animal Science (FAS) focuses on the fundamentals of animal science through a focus on livestock production which includes 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, biosecurity principles, the effect of environmental conditions on animals, and the economic impact of livestock production and care. 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 (GDDA)-LEVEL 2
Grade Level: **10-11**
Course Length: **Year**
Graduation Area: **Agriscience Pathway**
Prerequisite: **Foundations of Animal Science (FAS)**
CIP: **01.03602022**

Growth and Development of Domestic Animals (GDDA) enable students to apply animal science principles including: biosecurity 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 (DAM)-LEVEL 3
Grade Level: **11-12**
Course Length: **Year**
Graduation Area: **Agriscience Pathway**
Prerequisite: **Growth and Development of Domestic Animals (GDDA)**
CIP: **01.0360233**

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 biosecurity principles and environmental conditions on animals, global applications of animal agriculture, reproduction and genetics, animal nutrition, animal health care 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.

WORK BASED LEARNING
Grade Level: **12**
Course Length: **Year**
Graduation Area: **Agriscience Pathway**
Prerequisite: **Enrolled in a minimum of two Agriscience courses and prior approval from the department chairman is required.**
CIP: **01.091014**

Students who are in their senior year may be scheduled for the work experience program. This program provides release time for on-the-job training and may begin as early as June, before the senior year. Students can work off-site or may apply to work on-site at school. Opportunities for on-site experiences include maintaining the animal science facilities and serving as a classroom assistant in agriscience classes.

PLANT SCIENCE

The **Plant Science Program of Study** is a sequential three-course Agriscience Career & Technical Education (CTE) pathway that introduces students to the science, skills, and careers connected to the world of plants. Throughout this pathway, students explore how plants grow, reproduce, and adapt, as well as how people use plants for food, fiber, medicine, and decorative purposes.

Students learn through a combination of classroom instruction, hands-on labs, greenhouse experiences, and real-world applications. Topics include plant biology, soil science, plant propagation, pest management, biotechnology, and sustainable growing practices. Students also develop problem-solving and critical-thinking skills as they work with plants in settings such as greenhouses, land labs, gardens, and hydroponic systems.

This program prepares students for a wide range of plant-related careers and college pathways, including **agronomy, horticulture, ornamental plant production, plant biotechnology, forestry, soil science, turf and grounds management, environmental science, and other related fields**. Students also strengthen leadership and career readiness skills through participation in **FFA**, **Supervised Agricultural Experience (SAE)** programs, and other agricultural activities.

By the end of the pathway, students will understand both the science behind plant systems and the important role plants play in sustaining ecosystems, supporting agriculture, and improving quality of life

FUNDAMENTALS OF PLANT SCIENCE (FPS)-LEVEL 1
Grade Level: **9-10**
Course Length: **Year**
Graduation Area: **Agriscience Pathway**
CIP: **01.02607011**

This course introduces students to the essential concepts of plant science and natural resources management. It explores the interdependence of organisms within ecosystems, the fundamentals of plant growth and development, and the sustainable use of natural resources. Students will gain hands-on experience in evaluating environmental and plant systems, explore career opportunities, and develop leadership and teamwork skills through classroom, laboratory, and supervised agricultural experiences.

PLANT & SOIL SYSTEMS (PSS)-LEVEL 2
Grade Level: **10-11**
Course Length: **Year**
Graduation Area: **Agriscience Pathway**
Prerequisite: **Fundamentals of Plant Science**
CIP: **01.02607022**

Plant & Soil Systems (PSS) builds on students' foundational knowledge of plant and soil science, allowing students to deepen their understanding through hands-on, applied learning. Students explore plant science, soil science, water and pest management, and crop production practices, applying these concepts through laboratory and experiential activities. The course blends classroom instruction with work in land labs, greenhouses, and landscape beds. Through these experiences, students strengthen technical skills while developing leadership, responsibility, and teamwork. Participation in FFA activities, Supervised Agricultural Experience (SAE) programs, and Career and Leadership Development Events (CDEs) further supports growth within the comprehensive, three-component agricultural education model.

PLANT SYSTEMS MANAGEMENT & SUSTANABLITY (PSMS)-LEVEL 3
Grade Level: **11-12**
Course Length: **Year**
Graduation Area: **Agriscience Pathway**
Prerequisite: **Plant & Soil Systems**
CIP: **01.02607022**

Plant Systems Management & Sustainability (PSMS) equips students with practical knowledge and hands-on experience in horticulture production, facility design, and maintenance. Students learn essential soil conservation and land management practices, explore integrated pest management (IPM) strategies, and develop the skills needed to safely and effectively use pesticides. The course also introduces key principles of business management, including record keeping and operational planning.

In addition, students examine the sustainability of plant resources and the vital role plants play in supporting and enhancing the quality of life. Skills learned in PSMS are reinforced through Supervised Agricultural Experience (SAE) programs, FFA leadership activities, and Career and Leadership Development Events (CDEs), allowing students to apply their knowledge within the comprehensive, three-component agricultural education model and positively impact their school and community.

WORK BASED LEARNING
Grade Level: **12**
Course Length: **Year**
Graduation Area: **Agriscience Pathway**
Prerequisite: **Enrolled in a minimum of two Agriscience courses and prior approval from the department chairman is required.**
CIP: **01.091014**

Students in their senior year may be eligible to participate in the Plant Science Work-Based Learning Experience Program, which provides release time for supervised, on-the-job training. It may begin as early as June, before the start of a student's senior year. Students may complete their work experience off-site or apply for on-site placements at school. On-site opportunities include assisting in the management of the program's greenhouses and other on-campus plant science-related activities or serving as a classroom assistant in a plant science agriscience course.

AGRISCIENCE ELECTIVE

AGRISCIENCE LEADERSHIP SKILLS
Grade Level: **10-12**
Course Length: **Year**
Graduation Area: **Agriscience Pathway**
CIP: **01.010214**

Leadership is the energetic process of getting people fully and willingly committed to a new and sustainable course of action, one that meets commonly agreed objectives while maintaining widely held values. This course is designed to help the Agriscience students develop the basic leadership skills needed to be that one step ahead of the competition in securing their chosen occupation. This activity-based course includes units on Interpersonal Skills, Effective Teamwork, Communication Skills, Public Speaking, Understanding Self-Esteem, Work Ethics, and applying for a Job. The course will also take advantage of the FFA, an inter-curricular part of the agriscience program.

TECHNOLOGY EDUCATION

The Caesar Rodney Technology Education program uses real world experiences that give students opportunities to solve problems using invention, innovation, science, technology, engineering, and math (STEM). During classroom activities students will learn professional skills to help students succeed in post-secondary education and technical careers.

Technology Student Association (TSA): The TSA organization provides students an opportunity to develop leadership, technical, social, and personal skills necessary for effective interactions with business, education, and industry leaders and for workplace success. Since TSA was chartered in 1978 over 2 million members have participated in challenging competitions, leadership opportunities, and community service nationally. The CRHS chapter of TSA perpetually wins awards at national and state competitions.

TECHNOLOGY PATHWAYS

Manufacturing Engineering Technology (MET)	**Architectural Engineering Technology (AET)**	**Digital Communication Technology**	**Audio, Radio, and Video Design**
Foundations of Technology (FOT)	Foundations of Technology (FOT)/(CAD)	Foundations of Digital Design (FDD)	Audio, Radio, and Video Design I
Advanced Design Applications (ADA)	Processes of Architecture and Construction (PAC)	Processes of Digital Production (PDP)	Audio, Radio, and Video Design II
Engineering Design (ED)	Architectural CAD Applications (ACA)	Applications of Digital Design (ADD)	Audio, Radio, and Video Design III
Work Based Learning	Work Based Learning	Work Based Learning	Work Based Learning CR News Studio
Career Opportunities: Additional training/college or post-secondary course work required for further careers. Computer-Repair Technician, Computer Hardware Engineer, Mechanical Engineer, Electrical Engineer, Civil Engineer, Electronics Technician, Home Appliance Repair Technician, Automobile, Technician, HVAC Technician, Robotics Technician, Electrician, Biomedical Technician, and Controls Technician/Engineer	**Career Opportunities: Additional training/college or post-secondary course work required for further careers.** Architecture, Construction Management, Interior Design, Architectural Engineering, Construction Engineering, Industrial Design-, Landscape Architecture, Mechanical Engineering, Industrial Engineering, Civil Engineering, urban/Regional Planning, Construction/Building Inspector, and Drafter	**Career Opportunities: Additional training/college or post-secondary course work required for further careers.** Graphic Artist/ Designer/Illustrator (degree or certificate), Web Designer/ Developer (degree), Event/ Wedding/Portrait Photographer (degree or certificate), Product Photographer (degree or certificate or workforce), Press/Pre- Press Operator (certificate or workforce), Animator (degree), Character Animator (3-D) (degree), Art Director (degree), Editor/Director (degree), Story-board Artist (degree), Motion Graphics Illustrator (degree), and 3-D Graphics Illustrator (degree)	**Career Opportunities: Additional training/college or post-secondary course work required for further careers.** Directors-Stage, Motion Pictures, Tele- vision, and Radio, Broadcast Engineer, Master Control Operator (MCO), Film Editor, News Video Editor, Camera Operators, Television, Video, and Motion Picture, Audio and Video Equipment Technicians, Videographer, and Stagehand

Manufacturing Engineering Technology (MET)

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 prepare students for continued education and careers in manufacturing engineering technology.

FOUNDATIONS OF TECHNOLOGY (FOT) Level I
Grade Level: **9-10**
Course Length: **Year**
Graduation Area: **Technology Pathway**
Prerequisite: **Process of Design & Engineering I**
CIP: **13.0260311**
This course 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 (ADA) Level II
Grade Level: **10-11**
Course Length: **Year**
Graduation Area: **Technology Pathway**
Prerequisite: **Foundations of Technology (FOT) I**
CIP: **13.0260322**
This course 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 (ED) Level III
Grade Level: **11-12**
Course Length: **Year**
Graduation Area: **Technology Pathway**
Prerequisite: **Advanced Design Applications (ADA) II**
CIP: **13.0260333**
This course 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.

WORK BASED LEARNING
Grade Level: **12**
Course Length: **Year**
Graduation Area: **Technology Pathway**
Prerequisite: **Engineering Design**
CIP: **17.00000005**
Students who are in their senior year may be scheduled for the career experience program. This program provides release time for on-the-job training, or in-school simulated training providing in-depth projects for district and local partners.

Architectural Engineering Technology (AET)

The Architectural Engineering Technology (AET) program of study is a three (3) course Career & Technical Education (CTE) instructional program of study that engages students in the world of construction and architecture through coursework focusing on drafting, architectural, and engineering planning, budgeting, production, permits, contracting, and project management. Students utilize strategies to solve open-ended problems while they learn how to apply technical skills, knowledge, documentation techniques, and processes using modern, industry-leading technology and software. Work-based learning experiences and industry-mentored projects will introduce students to a wide array of careers such as architects, civil engineers, construction management, cost estimators, and drafters. The AET program of study has an articulation agreement for up to 10 credits from Delaware Technical and Community College (DTCC), advanced skills in product data management (PDM) and building information modeling (BIM) and prepares students for AutoCAD and Revit certification.

FOUNDATIONS OF TECHNOLOGY (FOT)
Grade Level: **9 - 10**
Course Length: **Year**
Graduation Area: **Technology Pathway**
CIP: **2.01605011**

This course 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.

PROCESSES OF ARCHITECTURE AND CONSTRUCTION (PAC)
Grade Level: **10 - 11**
Course Length: **Year**
Graduation Area: **Technology Pathway**
Prerequisite: **Foundations of Technology (FOT)**
CIP: **2.01605022**
This course is an articulated course (AET123 – Architectural Drafting/Design 1 and EDD171 – Introduction to CAD using AutoCAD) that prepares students with the skills and experience in the skills and techniques of drafting, freehand orthographic and pictorial sketching, geometric construction, multi-view projections, sectional views, auxiliary views, line types, lettering, dimensioning, notation, and use of drafting equipment that will lead to students applying AutoCAD tools and features to create designs, manipulate and modify elements, assemble project data, and create printed output.

ARCHITECURAL CAD APPLICATIONS(ACA)
Grade Level: **11-12**
Course Length: **Year**
Graduation Area: **Technology Pathway**
Prerequisite: **Processes of Architecture and Construction (PAC**
CIP: 2.01605033
This course is a capstone articulated course (AET164 – Architectural CAD Applications) that introduces three-dimensional (3D) parametric architectural computer-aided design (CAD) software to develop building models used to produce drawing documents, including site plans, floor plans, elevations, sections, and schedules. Topics include creation of 3D pictorial representations of interiors and exteriors, including materials, lighting, rendering, and animation. Students will transform concepts into architectural products with fully developed design documentation to meet requirements. Students will practice the design process by creating, synthesizing, iterating, and presenting solutions.

WORK BASED LEARNING
Grade Level: **12**
Course Length: **Year**
Graduation Area: **Technology Pathway**
Prerequisite: **CAD III**
CIP: **17.00000005**
Students who are in their senior year may be scheduled for the career experience program. This program provides release time for on-the-job training, or in-school simulated training providing in-depth projects for district and local partners.

DIGITAL COMMUNICATION TECHNOLOGY PATHWAY

The Digital Communication Technology (DCT) program of study is a three (3) course Career & Technical Education (CTE) instructional program of study that requires students to apply the skills and tools of digital designers used in graphic design, pixel-based imagery manipulation, HTML coding, digital video production, vector image manipulation, digital illustration, and digital publishing. Students utilize strategies to solve open-ended problems while learning how to apply technical skills, creative skills, industry knowledge, documentation techniques, and processes using modern, industry-leading technology and software. Client-based learning experiences and industry-mentored projects introduce students to a wide array of related careers in public relations, marketing, web and digital communications and printing.

FOUNDATIONS OF DIGITAL DESIGN (FDD)
Grade Level: **10 - 11**
Course Length: **Year**
Graduation Area: **Digital Communication Technology Pathway**
CIP: **3.03604011**
Foundations of Digital Design (FDD) introduces students to the foundational principles, techniques, and skills of visual communications. Students learn the elements and principles of design, color theory, typography, packaging/promotional design, copyright/fair use, and image manipulation techniques along with the communication skills required to work within the media industry and client- b a s e d realm. Students begin to develop the capstone cumulative professional portfolio.

PROCESS OF DIGITAL PRODUCTION (PDP)
Grade Level: **10 - 11**
Course Length: **Year**
Graduation Area: **Digital Communication Technology Pathway**
Prerequisite: **Foundation of Digital Design**
CIP: **3.03604022**
Processes of Digital Production (PDP) engage students to produce media and design content using the computer as an artistic medium. Students are prepared with the skills to develop digital files in Adobe Photoshop. Students learn raster image manipulation, editing, software application, publishing, digital media literacy, and the delivery of digital products. Using the software, students will see their original design concepts and brainstorming come to actualization in the digital world. Students continue to develop the capstone cumulative portfolio through production of their media and design concepts.

APPLICATION OF DIGITAL DESIGN (ADD)
Grade Level: **11-12**
Course Length: **Year**
Graduation Area: **Digital Communication Technology Pathway**
Prerequisite: **Process of Digital Production (PDP)**
CIP: **3.03604033**
Applications of Digital Design (ADD) engages students in the use of the computer as an illustrative and influential medium. Students prepare Adobe Illustrator with a focus on vector image manipulation, editing, illustration, publishing, and the delivery of digital products. Capstone skills learned from prior coursework are applied for students to develop client-based design work through district and community partnerships to with the completion of the capstone cumulative portfolio professional portfolio.

WORK BASED LEARNING
Grade Level: **12**
Course Length: **Year**
Graduation Area: **Digital Communication Technology Pathway**
Prerequisite: **Application of Digital Design**
CIP: **17.00000005**
Students who are in their senior year may be scheduled for the career experience program. This program provides release time for on-the-job training, and time for further independent projects using all adobe creative suite applications.

AUDIO/RADIO/VIDEO DESIGN PATHWAY

The Audio, Radio, Video Engineering Design (ARVED) program of study is a three (3) course Career & Technical Education (CTE) instructional program that engages students through hands on and collaborative learning in the theories, concepts, technical skills, creative skills, equipment operation and software application techniques of media production. The program focuses on the application of skills and concepts in audio and video design that encompasses a range of practices in the professional world along with the development of CRN Rider News in the level 3 course. Through a diverse range of projects and assignments students develop the ability to produce audio and video pieces that provide them with portfolio work and media reels that can be utilized for future college or entry-level work opportunities.

AUDIO/RADIO/VIDEO ENGINEERING AND DESIGN I
Grade Level: **9 - 10**
Course Length: **Year**
Graduation Area: **Audio/Radio/Video Pathway**
CIP: **21.030711**
Students will learn the history of film, video production, and broadcasting related work. Fundamentals and basic principles of script-writing, storyboarding, videography and editing will be taught. Business and legal issues of film, video production, and broadcasting will also be covered. Students will use digital video cameras and non-linear editing software. Students gain an understanding of pre-production, production, and post-production work. Students will evaluate professional and student productions.

AUDIO/RADIO/VIDEO ENGINEERING AND DESIGN II
Grade Level: **10- 11**
Course Length: **Year**
Graduation Area: **Audio/Radio/Video Pathway**
Prerequisite: **Audio/Radio/Video Engineering and Design I**
CIP: **21.030712**
This class covers the area of Field Production (or Single-Camera Production). Students will use advanced techniques to create videos and programs that entertain, persuade, inform, analyze and educate. Students will develop perspective and explore advanced techniques employed in cinematography. Students will employ advanced techniques to capture, manipulate, and edit audio. The class will be introduced to the concept of shooting for the edit, recording a scene in multiple takes from multiple angles. Students will utilize advanced features of non-linear editing software to create composite videos. There will be a focus on advanced titling, transitions, editing audio, insert editing, and special effects.

AUDIO/RADIO/VIDEO ENGINEERING AND DESIGN III
Grade Level: **11- 12**
Course Length: **Year**
Graduation Area: **Audio/Radio/Video Pathway**
Prerequisite: **Audio/Radio/Video Engineering and Design II**
CIP: **21.030713**
This class covers the area 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 edited and 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 the methods used to construct a script and rundown for multi-camera productions. Students are also responsible for producing The CR Morning Show which airs live each school morning.

WORK BASED LEARNING
Grade Level: 12
Course Length: Year
Graduation Area: Audio/Radio/Video Pathway
Prerequisite: Audio/Radio/Video Engineering and Design II
CIP: 17.00000005
Students who are in their senior year may be scheduled for the career experience program. This program provides release time for on-the-job training or CR News Studio.

FAMILY AND CONSUMER SCIENCES

Family and Consumer Sciences (FCS) is the body of knowledge that enables families to achieve the highest quality of living and satisfaction in their home and community. Family and Consumer Science education focuses on the challenges of living and working in a diverse global society while strengthening the well-being of individuals and families across the life span. There are three pathways available to students in the CRHS Family and Consumer Sciences Program: Early Childhood Teacher Academy Teacher Academy K-12 and Culinary Arts and Hospitality Management.

The CRHS FCCLA organization is an integral co-curricular component of the Family and Consumer Science department. Students are encouraged to take part in the Family Career and Community Leaders of America (FCCLA) student organization leadership opportunities. The CRHS FCCLA chapter is involved in over twenty-five (25) competitive events and related activities at the state and national level. Members receive various types of recognition and publicity for their achievements, as well as the opportunity to travel throughout various areas of the United States.

FAMILY AND CONSUMER SCIENCE PATHWAYS

Early Childhood Teacher Academy	Teacher Academy (K - 12)	Culinary & Hospitality Management
Teacher Academy I: Introduction to Education & Human Growth & Development	Teacher Academy I: Introduction to Education & Human Growth & Development	Fundamentals of Culinary Arts & Hospitality
Teacher Academy II: ECE Education as a Profession	Teacher Academy II: K12 Education as a Profession	Advanced Food Production & Hospitality Management
Teacher Academy III: ECE - Foundations of Curriculum & Instruction	Teacher Academy III: K12 - Foundations of Curriculum & Instruction	Culinary & Hospitality Professional
Teacher Academy VI: Peer Teaching/Work-Based Learning Practicum	Teacher Academy VI: Peer Teaching/Work-Based Learning Practicum	Early Career Experience
Career Opportunities: Requires additional training/ post-secondary education: HS Diploma: Family childcare provider, Early Childhood assistant teacher **Requires additional training/post-secondary education:** Early childhood lead teacher, Director of early childhood programs, Early childhood curriculum specialist, Licensing specialist, Early childhood educator (high school, technical school, college), Children's librarian, Designer of Children's products, Children's art, dance, or music instructor, social services: family or children's therapist, counselor, or social worker	**Career Opportunities: Requires additional training/ education: HS Diploma:** Paraprofessional (with a passing score of the Para-Pro exam), substitute teacher **Requires additional training/post-secondary education:** Elementary, middle school, or high school teacher; assistant principal, principal, school counselor, college professor, curriculum coordinator, educational program director for museums, cultural centers, zoos, etc.	Career Opportunities: **HS Diploma:** Food Production/Food Processing, Front of House Food Service (host, hostess, waiter, waitress, busser), Line Cook, Prep Cook, Dishwasher, Quick-Service Counter Server, and Culinary Internship. **Requires additional training/ post-secondary education**: Recipe Testing and Development, Food Writing, Food Styling, Culinary Sales, Corporate Dining, Event Planning, Test Kitchen, Nutrition, and Culinary Demonstration (food and food equipment sales)

TEACHER ACADEMY: EARLY CHILDHOOD PATHWAY

The Early Childhood Teacher Academy program of study is a three (3) course Career and Technical Education (CTE) program that engages students in developing a realistic understanding of early childhood while exploring the importance and impact of teachers. Students will acquire the knowledge and skills needed to sustain their interest in the early childhood profession and cultivate the skills needed to be successful, thus creating a pipeline of high-quality students transitioning to the early childhood field. Students will understand the importance and uniqueness of early childhood and participate in classroom and field experiences. The program prepares students for a variety of careers in early childhood such as a teacher, curriculum director, and administrator.

TEACHER ACADEMY I: INTRODUCTION TO EDUCATION & HUMAN GROWTH & DEVELOPMENT
Grade Level: **9 - 10**
Course Length: **Year**
Graduation Area: **Early Childhood Education Pathway**
CIP: **19.070611**
Introduction to Education and Human Growth & Development provides students with an overview of the skills and knowledge necessary for a career in education. Students will explore aspects of the profession, including identity, bias, equity, inclusive learning environments, and skills of a culturally competent educator. Additionally, students will begin to develop an understanding of physical, cognitive (intellectual), social, and emotional development from birth through adolescence. Further, students will begin creating their educator portfolios, demonstrating their competency throughout the program.

TEACHER ACADEMY II: ECE EDUCATION AS A PROFESSION
Grade Level: **10-11**
Course Length: **Year**
Graduation Area: **Early Childhood Education Pathway**
Prerequisite: **Teacher Academy I**
CIP: **5.03604022**
Early Childhood as a Profession (ECP) explores the role of the teacher in the early childhood setting and how societal changes have impacted early childhood education. Students explore the responsibilities and opportunities of an effective teacher and consider the function of the teacher as a leader, while understanding the importance of the family. Students also identify personal attributes and professional goals to establish a path to becoming an early childhood professional. Additionally, students engage in a study of the effect of materials and space on learning.

TEACHER ACADEMY III: ECE - FOUNDATIONS OF CURRICULUM & INSTRUCTION
Grade Level: **11-12**
Course Length: **Year**
Graduation Area: **Early Childhood Education Pathway**
Prerequisite: **Teacher Academy II**
CIP: **5.03604033**
Students enrolled in this class will explore the components of quality childcare programs and incorporate knowledge and practices for engagement in facilitating an early childhood classroom. Students will explore professionalism in the industry and establish professional practices for implementing the curriculum.

TEACHER ACADEMY VI: PEER TEACHING/WORK-BASED LEARNING PRACTICUM
Grade Level: **12**
Course Length: **Year or Semester**
Prerequisite: **Level I and II required; Must be enrolled or completed Level III**
Graduation Area: **Elective**
This practicum offers students the opportunity to apply instructional strategies, classroom management techniques, and child development theories in authentic educational settings. Under the mentorship of certified educators, students will plan and deliver lessons, observe best practices, and reflect on their growth as future educators. Emphasis is placed on professional ethics, culturally responsive teaching, and collaboration, preparing students for postsecondary studies and careers in education. This immersive experience fosters a deeper understanding of the teaching profession and equips students with practical skills for success.

TEACHER ACADEMY: K-12 PATHWAY

The Delaware K-12 Teacher Academy program of study is a three (3) course Career and Technical Education (CTE) program that engages students in developing a realistic understanding of teaching while exploring the importance and impact of teachers. 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.

TEACHER ACADEMY I: INTRODUCTION TO EDUCATION & HUMAN GROWTH & DEVELOPMENT
Grade Level: **9 - 10**
Course Length: **Year**
Graduation Area: **Teacher Academy Pathway**
CIP: **05.0360211**
Introduction to Education and Human Growth & Development provides students with an overview of the skills and knowledge necessary for a career in education. Students will explore aspects of the profession, including identity, bias, equity, inclusive learning environments, and skills of a culturally competent educator. Additionally, students will begin to develop an understanding of physical, cognitive (intellectual), social, and emotional development from birth through adolescence. Further, students will begin creating their educator portfolios, demonstrating their competency throughout the program.

TEACHER ACADEMY II: K12 EDUCATION AS A PROFESSION
Grade Level: **10-11**
Course Length: **Year**
Graduation Area: **Teacher Academy Pathway**
Prerequisite: **Teacher Academy I**
CIP: **05.0360222**
K-12 Education as a Profession explores the role of the educator in the past, present, and future in order to understand the importance of education professionals in our changing and diverse American society and their historical significance and social impact. Students explore the responsibilities and opportunities of an effective educator at various grade bands and consider the function of the educator as a leader to meet the needs of diverse learners. Students also identify personal and professional goals to establish a path to becoming an educator.

TEACHER ACADEMY III: K12 - FOUNDATIONS OF CURRICULUM & INSTRUCTION
Grade Level: **11-12**
Course Length: **Year**
Graduation Area: **Teacher Academy Pathway**
Prerequisite: **Teacher Academy II K12**
CIP: **05.0360233**
Foundations of Curriculum and Instruction explores curriculum delivery models in response to the learner's needs. Emphasis is placed on the development and implementation of a variety of instructional materials that promote learning, a supportive classroom environment, and high-quality instruction. Students develop lesson plans and assessments while practicing appropriate classroom management techniques to maximize the learning process for every student. Students will also engage in lesson internalization protocols that support understanding of instructional components using high quality standards aligned instructional materials.

TEACHER ACADEMY VI: PEER TEACHING/WORK-BASED LEARNING PRACTICUM
Grade Level: **12**
Course Length: **Year or Semester**
Graduation Area: **Elective**
Prerequisite: **Level I and II required; Must be enrolled or completed Level III**
CIP: **17.00601015**
This practicum offers students the opportunity to apply instructional strategies, classroom management techniques, and child development theories in authentic educational settings. Under the mentorship of certified educators, students will plan and deliver lessons, observe best practices, and reflect on their growth as future educators. Emphasis is placed on professional ethics, culturally responsive teaching, and collaboration, preparing students for postsecondary studies and careers in education. This immersive experience fosters a deeper understanding of the teaching profession and equips students with practical skills for success.

THE CULINARY ARTS & HOSPITALITY MANAGEMENT PATHWAY

The Culinary Arts & Hospitality Management program of study is a three (3) course Career and Technical Education (CTE) program that is supported by the National Restaurant Association Education Foundation. Students explore management and culinary skills needed for success in the restaurant/hospitality industry. ProStart® trains students on industry-specific skills that can be used in all aspects of the restaurant and hospitality industry along with employability skills like leadership, accountability, teamwork, and responsibility. The program prepares students for careers such as Executive Chef and Sous Chef, Food Service Manager, Kitchen Manager, and Line Cook. This CTE program consists of three (3) courses: Fundamentals of Culinary Arts & Hospitality, Advanced Food Production & Hospitality Management, and The Culinary & Hospitality Professional.

FUNDAMENTALS OF CULINARY ARTS & HOSPITALITY
Grade Level: **9 - 10**
Course Length: **Year**
Graduation Area: **CULINARY ARTS & HOSPITALITY MANAGEMENT PATHWAY**
CIP: **09.016031**
This course is designed to introduce, prepare and train students for a career in Culinary and Hospitality Management. Students will study nutrition and the basic skills and knowledge used to prepare foods for a healthy lifestyle. Students will identify commercial food equipment and terminology used to perform entry-level tasks in the kitchen. Students will practice the proper procedures for working in a professional kitchen and adopt skills that are transferable into the hospitality workplace. Students will work independently and in groups in a laboratory setting to prepare nutritious foods while demonstrating acceptable work ethics such as following instructions, teamwork for supervisory and in co-worker relationships. Continuous emphasis will be placed on professional culinary practices, safety, and sanitation throughout classroom and laboratory experiences. Through the application of food laboratory projects and the incorporation of academics, students will be able to see the relevance and relationship of reading, writing, math and science to a successful career in hospitality services.

ADVANCED FOOD PRODUCTION & HOSPITALITY MANAGEMENT
Grade Level: **10 - 11**
Course Length: **Year**
Graduation Area: **CULINARY ARTS & HOSPITALITY MANAGEMENT PATHWAY**
Prerequisite: **Fundamentals of Culinary Arts and Hospitality**
CIP: **09.016032**

This is the mid-level course for students in the Culinary Arts & Hospitality Management Pathway**.** Students will demonstrate safety and sanitation using the Hazard Analysis Critical Control Point Program (HACCP) the system used by the food service industry to ensure food safety. Students will incorporate standards from the hospitality industry through the identification and use of small and large utensils, appliances, and equipment during the preparation of foods. Reading, planning, designing and preparing meals and menus are emphasized throughout laboratory experiences. Investigation of food industry careers and qualifications will be explored through the use of technology and guest speakers. Students will be able to plan and prepare a variety of foods, manage kitchen supplies and equipment, and be familiar with a wide variety of cuisines and culinary techniques as well as aesthetic food presentation. Safe food handling practices will be reinforced.

CULINARY AND HOSPITALITY PROFESSIONAL
Grade Level: **11 - 12**
Course Length: **Year**
Graduation Area: **CULINARY ARTS & HOSPITALITY MANAGEMENT PATHWAY**
Prerequisite: **Fundamentals of Culinary Arts and Hospitality and Advanced Food Productions & Hospitality Management**
CIP: **09.016033**

This course will build upon previous skills learned from Fundamentals of Culinary Arts & Hospitality (level 1) and Advanced Food Production & Hospitality Management (level 2) and will prepare students for entry-level positions in Culinary and Hospitality Management. Students will develop a solid foundation of proven culinary theory of which they can build a repertoire of professional skills. Professional industry techniques and safety procedures will be interwoven in instruction. Students will practice skills for successful employment, including critical thinking skills and problem-solving to address real-life case studies while continuing to perfect their culinary and management skills. This course seeks to prepare students to become professionals in the Culinary and Hospitality Management Industry. Students will be able to explain hospitality industry standards and the importance of good customer service. Students will study the establishment and enforcement of safe food handling practices and procedures mandated by The National Restaurant Association. At the conclusion of these studies, they will have the opportunity to take the nationally accredited ServSafe Food Protection Manager Certification Exam. Passing the exam results in nationally accredited certification valid for five (5) years. This certification is required by most restaurants as a basic credential for their management staff. It is also a required course during the first year of most accredited post-secondary culinary arts programs.

WORK BASED LEARNING
Grade Level: **12**
Course Length: **Year**
Graduation Area: **CULINARY ARTS & HOSPITALITY MANAGEMENT PATHWAY**
Prerequisite: **CULINARY AND HOSPITALITY PROFESSIONAL**
CIP: **10.01000005**

Students who are in their senior year may be scheduled for the career experience program. This program provides release time for on-the-job training or working the on-site Brew & Gold Café.

THE ARTS

The Arts - visual arts, theater, music, and dance - challenge and extend the human experience. They provide means of expression that goes beyond ordinary speaking and writing. They can express intimate thoughts and feelings. They are a unique record of diverse cultures and how these cultures have developed over time. They provide distinctive ways of understanding human beings and nature. The arts are creative modes by which all people can enrich their lives both by self-expression and response to the expressions of others.

Works of art often involve subtle meanings and complex systems of expression. Fully appreciating such works requires careful reasoning and sustained study that led to informed insight. Moreover, just as thorough understanding of science requires laboratory or field work, so fully understanding the arts involves firsthand work in them.

Preparation in the Arts will be valuable to college entrants whatever their intended field of study. The actual practice of the arts can engage the imagination, foster flexible ways of thinking, develop disciplined effort, and build self-confidence. Appreciation of the arts is integral to the understanding of other cultures sought in the study of history, foreign language, and social sciences. Preparation in the arts will also enable college students to engage in and profit from advanced study, performance, and studio work in the arts. For some, such college-level work will lead to careers in the arts. For many others, it will permanently enhance the quality of their lives, whether they continue artistic activity as an avocation or appreciation of the arts as observers and members of audiences.

Significant work in the Arts can be certified with the Caesar Rodney Fine Arts Certificate. An indicator of the individual's competency and commitment to the Arts, the certificate will be awarded by the Fine Arts Department to students who have earned at least four credits in the fine art classes listed in the course guide.

ART I (Foundations of Art)
Grade Level: **9 - 12**
Course Length: **Year**
Graduation Area: **Art Pathway or Elective**
Students are taught how to draw what they see; solve problems using the Principles of Design; explore color through painting; and explore basic "Maker" principles through sculpture. They will work with a variety of media, including pencil, charcoal, pastel, watercolor, tempera, and three-dimensional materials. The course will focus on aesthetics, criticism, art history, and production, with an emphasis on drawing, painting, and sculpting.

ART II (Intermediate Art)
Grade Level: 10- 12
Course Length: **Year**
Graduation Area: **Art Pathway or Elective**
Prerequisite: **Art I**
Concepts introduced in Art I are refined and extended – specifically observational drawing techniques and media; acrylic and watercolor paints are introduced; ceramics and sculpture are thoroughly explored through pottery, bust sculpting, and recycled material work. Production techniques will be extended beyond Art I to include acrylics and block printing.

ART III (Advanced Art)
Grade Level: **11- 12**
Course Length: **Year**
Graduation Area: **Art Pathway or Elective**
Prerequisite: **Art II**
This course is designed for the serious art student with college and career goals in mind. A personal art journal and sketchbook will be developed as a resource for creative class work. Considerable time will be devoted to the preparation of a portfolio (required for Advanced Placement) and the variety of work that it entails. The relationship of the contemporary art scene to art history will be investigated.

AP STUDIO ART
Grade Level: **12**
Course Length: **Year**
Graduation Area: **Art Pathway or Elective**
Prerequisite: **Art III; portfolios will be used as part of the AP assessment.**
This is an Advanced Placement course intended for the serious art student. Through studio practice, application of design concepts, and informed decision making, students will assemble a portfolio of artwork that demonstrates a high level of quality and growth of content, technique, and process. Students will develop mastery in concept, composition and execution of Drawing, 2-D Design, or 3 -D Design through the creation of their portfolio. Students will submit this portfolio to the College Board for potential college credit based on the grading of three categories: Range of Approaches, Sustained Investigation, and Quality.

AP ART HISTORY
Grade Level: **12**
Course Length: **Year**
Graduation Area: **Art Pathway or Elective**
Prerequisite: **Art III**
The AP Art History course welcomes students into the global art world to engage with its forms and content as they research, discuss, read, and write about art, artists, art making, and responses to and interpretations of art. By investigating specific course content of 250 works of art characterized by diverse artistic traditions from prehistory to the present, the students develop in-depth, holistic understanding of the history of art from a global perspective. Students learn and apply skills of visual, contextual, and comparative analysis to engage with a variety of art forms, developing understanding of individual works and interconnections across history.

DRAMA I: Introduction to Theatre and Public Speaking
Grade Level: **9 - 12**
Course Length: **Year**
Graduation Area: **Art Pathway or Elective**
This course introduces basic stage performance and production procedures. Students electing this course will be studying improvisation, pantomime, voice/diction, and acting, the structure of the drama and the history of the drama. This course is recommended for students who are interested in discovering the theatre, pursuing a career in theatrical arts, or improving communication skills. Homework and commitments to projects and activities that extend beyond the school day may exceed those required of most electives.

DRAMA II: Acting I & Production Elements
Grade Level: **10 - 12**
Course Length: **Year**
Graduation Area: **Art Pathway or Elective**
Prerequisite: **Drama I**
This is an intermediate course for students with a serious interest in the performance aspect of theatre. Course work includes the study of the varieties of drama and evaluation of drama. The majority of the coursework is preparation for various performances. Homework and commitments to projects and activities that extend beyond the school day will greatly exceed those required of most electives. Students may be required to participate in Rider Pride Day, as well as other competitions, festivals and performances that may come up throughout the year. Many of these activities take place in the evenings or on weekends.

DRAMA III: Acting II & Introduction to Directing
Grade Level: **11-12**
Course Length: **Year**
Graduation Area: **Art Pathway or Elective**
Prerequisite: **Drama II**
This is an advanced course for students with a serious interest in the production aspect of theatre. Course work includes producing two full-length performances (one per semester). The majority of the coursework is practical theatrical experiences. Homework and commitments to projects and activities that extend beyond the school day will greatly exceed those required of most electives.

TECHNICAL THEATER
Grade Level: **11 - 12**
Course Length: **Semester I and II**
Graduation Area: **Art Pathway or Elective**
Prerequisite: **Drama II and or permission of Instructor**
This is a practical course focusing on the resources needed to present a dramatic production. Students will develop skills and knowledge in stage setting, stage lighting, costuming, and makeup. Assignments will include work associated with our main stage productions. Commitments to projects and activities that extend beyond the school day will exceed those required of most electives. Some work on weekends at school will be required.

DRAMA IV
Grade Level: **12**
Course Length: **Year**
Graduation Area: **Art Pathway or Elective**
Prerequisite: **Drama III, Technical Theatre and Permission of Instructor**
This is an advanced course for students with a serious interest in the directing aspect of theatre. Course work includes directing two full-length performances (one per semester). The majority of the coursework is practical theatrical experiences. Homework and commitments to projects and activities that extend beyond the school day will greatly exceed those required of most electives.

Drama IV: First State Heritage Park Cooperative Work Experience
Grade Level: **12**
Course Length: **Year**
Graduation Area: **Art Pathway or Elective**
Prerequisites: **Drama I, Drama II, Technical Theatre, Drama III, Recommendation of Director of Theatre**
This is a full year course. Space is limited to 2 students working together on the same project.
The class will focus on creating an historical theatre program. It is intended for seniors only that have gone through our theatre program, have an interest in historical theatre and would like to gain experience in the field. This course is a Cooperative Work Experience between Caesar Rodney High School and First State Heritage Park. First State Heritage Park connects historical and cultural sites in the capital city by presenting dynamic historical theater programs to audiences of all ages. Students enrolled will complete the steps to program development in the Parks & Recreation field. The course will cover development of an historical theatre program, preproduction, production, and post-production. Students will learn the skills necessary for the creation of a successful historical theatre program. Students enrolled in this course will have an extreme amount of work outside the school building and day. Students will have early dismissal every day during 6th and 7th period to report to the First State Heritage Park site. Attendance at events in the evening and weekends are mandatory to successfully complete this course.

MUSIC

Criteria for admission into performing ensembles vary and are determined by the respective director. For those ensembles requiring a live audition, students will be provided with the audition requirements, as well as the skills assessment rubrics, in advance. All admission, placement and seating decisions made by the respective directors are final.

MUSIC THEORY
Grade Level: **11-12**
Course Length: **Semester**
Graduation Area: **Art Pathway or Elective**
Prerequisite: **Prior experience in Band/Choir or Permission from the instructor.**
This Music Theory course expands upon the skills learned in band and choir. This course is designed for students with a desire to continue the study of music. Music Theory is designed to develop musical skills that will lead to a thorough understanding of music theory and composition

MARCHING BAND
Grade Level: **9- 12**
Course Length: **6-9pm in the months of August - November.**
Graduation Area: **Art Pathway or Elective**
Prerequisite: **Prior experience and/or audition**
Band Techniques (Marching Band) concentrates on the collaboration of music and marching techniques through practice and performance. Performances and summer band camp are required for successful completion of the class.

SYMPHONIC BAND
Grade Level: **9- 12**
Course Length: **Year**
Graduation Area: **Art Pathway or Elective**
Prerequisite: **Prior experience and/or audition**
Band Techniques (Symphonic Band) concentrates on the combination of music fundamentals, techniques, and the exploration of music literature through practice and performance. Performances are required for successful completion of the class.

JAZZ ENSEMBLE
Grade Level: **9- 12**
Course Length: **Year**
Graduation Area: **Art Pathway or Elective**
Prerequisite: **Prior experience and/or audition. All wind instrumentalists must be concurrently enrolled in Band Techniques (Symphonic Band).**
Jazz Ensemble concentrates on developing background for performance in the jazz idiom. Music styles addressed are early jazz through jazz fusion. This is a performance-based offering. Performances are required for successful completion of the class.

BEGINNERS JAZZ
Grade Level: **9- 12**
Course Length: **Year— Meets During "C Lunch"**
Graduation Area: **Art Pathway or Elective**
Prerequisite: **Prior experience and/or audition. All wind instrumentalists must be concurrently enrolled in Band Techniques (Symphonic Band).**
Jazz Ensemble concentrates on developing background for performance in the jazz idiom. Music styles addressed are early jazz through jazz fusion. This is a performance-based offering. Performances are required for successful completion of the class.

CHORALE
Grade Level: **9- 12**
Course Length: **Year— Monday, Wednesday, and Friday each week from 7:00-7:25 a.m.**
Graduation Area: **Art Pathway or Elective**
Prerequisite: **Prior experience and/or audition**
Students will study choral literature from all musical periods. Issues to be addressed during the class include music history, vocal singing techniques, and some theory and vocal improvisation. Participation in all evening concerts is required. Students are expected to attend all class sessions on Monday, Wednesday, and Friday each week from 7:00-7:25 a.m.

CONCERT CHOIR
Grade Level: **9- 12**
Course Length: **Year—Tuesday and Thursday from 7:00-7:25a.m**
Graduation Area: **Art Pathway or Elective**
Prerequisite: **Audition/permission of the instructor and concurrent enrollment in Chorale**
Students will study choral literature from all musical periods. Musical issues to be addressed during this course include advanced ensemble vocal techniques, applying appropriate stylistic characteristics to the music of various cultures and historical periods, and the ensemble application of music theory. Participation in all evening concerts is required. Students are expected to attend all class sessions on Tuesday and Thursday from 7:00-7:25 a.m.

VOCAL JAZZ VOX
Grade Level: **9- 12**
Course Length: **Year**
Graduation Area: **Art Pathway or Elective**
Prerequisite: **Audition/permission of the instructor and concurrent enrollment in Chorale.**
Requirements: **Evening, weekend, and outside performances**
Vocal Jazz Ensemble concentrates on developing background in the performance of the vocal jazz idiom. This performance-based offering addresses appropriate vocal jazz style, microphone technique, and vocal jazz history through the study of various pop/jazz genres. Evening, weekend, and outside performances are required for successful completion of this class.

VOCAL JAZZ WOMEN
Grade Level: **9- 12**
Course Length: **Year**
Graduation Area: **Art Pathway or Elective**
Prerequisite: **Audition/permission of the instructor and concurrent enrollment in Chorale.**
Vocal Jazz Techniques concentrates on building a foundation for understanding the vocal jazz idiom. This course addresses appropriate vocal jazz styling, microphone technique, vocal jazz history, and other fundamental techniques of singing jazz. The intent of this course is to develop the skills for singing vocal jazz in a classroom setting.

VOCAL JAZZ MEN
Grade Level: **9- 12**
Course Length: **Year**
Graduation Area: **Art Pathway or Elective**
Prerequisite: **Audition/permission of the instructor and concurrent enrollment in Chorale.**
Vocal Jazz Techniques concentrates on building a foundation for understanding the vocal jazz idiom. This course addresses appropriate vocal jazz styling, microphone technique, vocal jazz history, and other fundamental techniques of singing jazz. The intent of this course is to develop the skills for singing vocal jazz in a classroom setting.

PHYSICAL EDUCATION/HEALTH

Two semesters of physical education and one semester of health are required for graduation. These credits are earned by taking any combination of Physical Education (FALL, SPRING OR SUMMER) and Health. A student may be excused by the State Board of Education from objectionable areas of physical education or health education because of religious beliefs; however, the student will be placed in an adaptive program and given alternative assignments.

PHYSICAL EDUCATION (FALL)
Grade Level: **9- 12**
Course Length: **Semester**
Graduation Area: **PE**
Physical Education I emphasizes developing physically educated individuals who have the knowledge, skills, and confidence to enjoy a lifetime of healthy physical activity. Activities are designed and conducted in a manner to measure the progression of knowledge of health-related fitness components and fitness principles. All students participate in the state mandated Fitnessgram program, which determines a student's individual physical ability through a variety of tasks.

PHYSICAL EDUCATION (SPRING)
Grade Level: **9 - 12**
Course Length: **Semester**
Graduation Area: **PE**
Physical Education II continues to emphasize developing physically educated individuals who have the knowledge, skills, and confidence to enjoy a lifetime of healthy physical activity. Students will apply physiological concepts of exercise by designing and participating in personalized health enhancing physical activities. All students participate in the state mandated Fitnessgram program, which determines a student's individual physical ability through a variety of tasks.

HEALTH
Grade Level: **9 - 12**
Course Length: **Semester**
Graduation Area: **Health**
The health education course is designed to enhance awareness and knowledge of healthy lifestyle choices. The course of study includes units on environmental health, tobacco/alcohol/other drugs, human development/sexual abstinence, CPR/first aid, tissue/organ donation, fitness/nutrition and mental health. Lessons within each unit focus on the importance of making healthy lifestyle decisions physically, mentally and socially.

PHYSICAL EDUCATION/HEALTH ELECTIVES

STRENGTH AND CONDITIONING I
Grade Level: **10 - 12**
Course Length: **Semester**
Graduation Area: **PE Pathway or Elective**
Prerequisite: **Physical Education I and II**
Strength and Conditioning I provides a program by which students may achieve high levels of physical fitness and associated benefits. Various means of both aerobic and anaerobic conditioning will be examined, and several fitness programs will be individually developed, implemented and maintained by the student. Weight training is emphasized on a daily basis with additional aerobic activities outside the weight room. This course is designed for students seeking a challenging physical fitness program.

STRENGTH AND CONDITIONING II
Grade Level: **10 - 12**
Course Length: **Semester**
Graduation Area: **PE Pathway or Elective**
Prerequisite: **Strength & Conditioning I**
Strength and Conditioning II is a continuation of the individual physical fitness program developed by students in Strength and Conditioning I. Various means of both aerobic and anaerobic conditioning will be examined and an individual fitness program will be maintained and modified throughout the semester. Weight training is emphasized on a daily basis with additional aerobic activities outside the weight room. This course is designed for students who wish to take their personal physical fitness to new levels.

LIFETIME STRENGTH AND SPORTS I
Grade Level: **10 - 12**
Course Length: **Semester**
Graduation Area: **PE Pathway or Elective**
Prerequisite: **Physical Education I and II**
This curriculum will highlight the significance of lifetime physical fitness, leisure time activities, and sportsmanship. Lifetime fitness and sports activities will focus on personal fitness goals, court games, league play, strength and conditioning, smart goal setting, and field games. Examples of these activities include but are not limited to strength and conditioning, pickleball, ultimate sports, yoga, volleyball, and kickball. This class will also stress the importance of performance, sportsmanship, and sanctioned rules and regulations

LIFETIME STRENGTH AND SPORTS II
Grade Level: **10 - 12**
Course Length: **Semester**
Graduation Area: **PE Pathway or Elective**
Prerequisite: **Physical Education I and II**
Lifetime fitness and sports II is a continuation of lifetime fitness & sports I. This curriculum will build on the significance of lifetime physical fitness, leisure time activities, and sportsmanship. Lifetime fitness and sports activities will focus on personal fitness goals, court games, league play, strength and conditioning, smart goal setting, and field games. Examples of these activities include but are not limited to strength and conditioning, pickleball, ultimate sports, yoga, volleyball, and kickball. This class will also stress the importance of performance, sportsmanship, and sanctioned rules and regulations

PERSONAL FITNESS I
Grade Level: **10 - 12**
Course Length: **Semester**
Graduation Area: **PE Pathway or Elective**
Prerequisite: **Physical Education I and II**
The basic purpose of Personal Fitness is to motivate students to strive for lifetime personal fitness with an emphasis on the health-related components of physical fitness. The knowledge and skills taught in this course include teaching students about the process of becoming fit and striving to reach optimal levels of health by designing their own personal fitness program. Some activities will include yoga, cardio-kickboxing, and step aerobics.

PERSONAL FITNESS II
Grade Level: **10 - 12**
Course Length: **Semester**
Graduation Area: **PE Pathway or Elective**
Prerequisite: **Physical Education I and II**
The basic purpose of Personal Fitness II is to continue to motivate students to strive for lifetime personal fitness with an emphasis on the health-related components of physical fitness. The knowledge and skills taught in this course include teaching students about the process of becoming fit and striving to reach optimal levels of health by designing their own personal fitness program. Some activities will include yoga, cardio-kickboxing, and step aerobics.

SPECIALIZED FITNESS I
Grade Level: **11 - 12**
Course Length: **Semester**
Graduation Area: **PE Pathway or Elective**
Prerequisite: **Strength and Conditioning I and II**
Specialized Fitness covers fundamental and current topics in physical fitness. The class has four major objectives: 1) improve physical fitness level; 2) understand the components of physical fitness; 3) assess student needs; 4) design a fitness program that meets individual needs and interests.

SPECIALIZED FITNESS II
Grade Level: **11 - 12**
Course Length: **Semester**
Graduation Area: **PE Pathway or Elective**
Prerequisite: **Strength and Conditioning I and II**
Specialized Fitness II is a continuation of the individual physical fitness program developed in Specialized Fitness I. This course is designed for students who wish to take their personal fitness to a new level.

SAFETY, FIRST AID, AND CPR / INTRODUCTION TO SPORTS MEDICINE
Grade Level: **10 - 12**
Course Length: **Year**
Graduation Area: **PE Pathway or Elective**
Prerequisite: **Health**
Requirement: **Upon successful completion of the course students may opt to purchase certification cards from American Red Cross.**

This course is designed to give the student hands on experiences emphasizing safety in all aspects of life. It is recommended for students who have a career interest in physical education, physical therapy, occupational therapy, athletic training, or other related fields. Students will learn critical skills needed to respond to and manage first aid, choking, or sudden cardiac arrest emergency in the first few minutes until emergency medical services (EMS) arrive. Students learn skills such as how to treat bleeding, sprains, broken bones, shock, and other first aid emergencies. The First Aid and CPR components of the course will come directly from the American Red Cross. Students who successfully complete the program will receive certification in First Aid, CPR and AED. Topics will include general anatomy and physiology, medical terminology, development of exercise and rehabilitation programs, an introduction to career related fields, and assessment and care of athletic injuries. The focus is on the basic information and skills important in the recognition of, care, prevention, and preliminary rehabilitation of athletic injuries.

DRIVER'S EDUCATION

DRIVER'S EDUCATION
Grade Level: **10**
Course Length: **Semester**
Graduation Area: **Elective**
Prerequisite: **Must be in the 10th grade and meet age requirements**
Delaware Motor Vehicle Law states that anyone 16 years of age wishing to obtain their Delaware driver's license before the age of 18 must have successfully passed a State certified driver education course.

A Minimum of 36 hours of classroom instruction plus seven class hours of in-car observation and seven class hours of actual behind the wheel driving experience is required for each student.

The course shall be offered to all 10th grade students who are or will be 16 years of age within six months of the date of the completion of the course. Underage 10th grade students will be scheduled for driver education during their 11th grade year. 11th and 12th grade students who have not yet attained their 18th birthday, or will become 18 prior to completion of the course, may be scheduled for driver education provided such scheduling is not done at the expense of an eligible 10th grade student. Students who are unable to schedule driver education due to a full academic schedule may elect to take driver education in the summer.

<u>To receive a "Blue Driver Education Certificate" students must be passing five credits with 2 credits in separate areas of English, mathematics, science or social studies.</u>

Eligibility for the certificate is also dependent upon successful completion of the Driving Education course. The credit received for driver education shall be included as part of the credits required for graduation.

AIR FORCE JUNIOR RESERVE OFFICER TRAINING CORPS (AFJROTC)

AFJROTC is a three-year program for high school students, with an optional fourth year for select cadets. Each year is divided into two categories, Aerospace Science (AS) and Leadership Education (LE). Participation in Corps assigned jobs, Community Service, Physical Training and Uniform Wear comprises 60% of grades; the remaining 40 % is comprised of homework, quizzes and tests. Competitive activities open to all students include Drill team, Color Guard, Exhibition Drill, Model Rocket and Airplane Clubs. Community Service activities like Delaware Special Olympics, Dover Heart Walk, Salvation Army Kettle Drive, presenting our Nation's colors at community events and some mentoring duties with local middle schools are available to all Cadets. SPECIAL NOTE: This course requires the wear of the AFJROTC uniform once a week and also requires all students to comply with Air Force grooming and uniform standards.

Per CRHS Administration and Air Force JROTC Regulations: Cadets sign a contract acknowledging acceptance of the rules, regulations and responsibilities associated with the Caesar Rodney AFJROTC Program. Cadets not meeting the standards of conduct and participation as determined by the CR AFJROTC Instructors will be referred to the school's administrators who may remove the cadet from the program or may not allow the student to continue with subsequent years of the program.

Aerospace Science and Leadership Education I
Grade Level: **9 – 12**
Course Length: **Year**
Graduation Area: **ROTC Pathway or Elective**
The Aerospace Science portion of this course is designed to acquaint the student with the historical development of flight and the role of aerospace within the military environment. The Leadership Education portion of this course is designed to acquaint each student (cadet) with the AFJROTC mission, organization, customs and courtesies, uniform wear, time management and basic military drill and ceremony. In addition, First Year cadets are acquainted with goal planning and self-leadership techniques.

Aerospace Science and Leadership Education II
Grade Level: **10 – 12**
Course Length: **Year**
Graduation Area: **ROTC Pathway or Elective**
Prerequisite: **Aerospace Science and Leadership Education I**
The Aerospace Science portion of this course is designed to acquaint the student with the aerospace environment, principles of flight and navigation, and human limitations of flight. The Leadership Education portion of this course focuses on basic leadership concepts such as communication, situational awareness, professionalism and personal responsibility. Second year cadets earn the opportunity to hold junior positions of leadership within the Corps of Cadets.

Aerospace Science and Leadership Education III
Grade Level: **11 – 12**
Course Length: **Year**
Graduation Area: **ROTC Pathway or Elective**
Prerequisite: **Aerospace Science and Leadership Education II**
The Aerospace Science portion of this course is designed to acquaint the student with the space environment, space programs, space technology and manned space flight. The Leadership Education portion of this course focuses on leadership development introducing advanced leadership strategies, theories and techniques. Third Year cadets fill mid-level and higher leadership positions in the Corps of Cadets. This allows them to improve their leadership skills by putting them to use leading other cadets in the development, planning and execution of corps activities.

Aerospace Science and Leadership Education IV
Grade Level: **12**
Course Length: **Year**
Graduation Area: **ROTC Pathway or Elective**
Prerequisite: **Aerospace Science and Leadership Education III and Selection by the Instructors**
Under the supervision of the Aerospace Science Instructors, Fourth Year cadets are charged to lead and manage the day-to-day operations of the entire Corps of Cadets. Cadets receive extensive hands-on experience in the development, planning and coordination of all cadet activities to include fund raising, community service, military drill, AF Ball and banquet. By leading these Corps activities, cadets hone their problem solving and decision-making skills. Additionally, each cadet is introduced to skills required for planning their future to include career planning, resume writing and job interviews. Career opportunities in the aerospace industry and the US Military are also explored.

CADET LEADERSHIP COURSE (CLC)
Grade Level: **Open to all returning 1st, 2nd, and 3rd year cadets**
Course Length: **Summer Program – 7 Days**
Graduation Area: **ROTC Pathway or Elective**
An optional seven-day program held during summer vacation. The school is a mini-basic training held at Bethany Beach Army National Guard Training Center. The primary purpose is for the cadets to practice the Leadership techniques they have learned during the school year. Students who successfully graduate may be invited back to be Cadet Instructors the following year.

JOBS FOR DELAWARE GRADUATES

The JDG program is designed to help students reach academic and career goals. The curriculum includes seventeen school-to-work transition competencies per year. JDG is an approved career pathway. All JDG students are eligible for membership in the Delaware Career Association (DCA), a youth organization that enhances the classroom instruction with field trips, group activities, and state conferences. The four goals of the DCA are leadership development, citizenship, social awareness, and career preparation. The JDG Specialist 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.

JOBS FOR DELAWARE GRADUATES
Grade Level: **9**
Course Length: **Year**
Graduation Area: **JDG Pathway or Elective**
CIP: **97.010011**
The JDG Grade 9 course includes: Study skills, goal planning, personal grooming, decision making, career path, positive attitude, coping with change, values clarification, image assessment, workplace success, life skills math, conflict resolution, and group dynamics.

JOBS FOR DELAWARE GRADUATES
Grade Level: **10**
Course Length: **Year**
Graduation Area: **JDG Pathway or Elective**
CIP: **97.010012**
The 10th grade JDG course includes Problem solving, goal setting, career interests, workplace math, teamwork, courtesy and respect, leadership skills, money management, completing job applications, customer service, workplace diversity, entrepreneurship, and learning insurances.

JOBS FOR DELAWARE GRADUATES
Grade Level: **11**
Course Length: **Year**
Graduation Area: **JDG Pathway or Elective**
CIP: **97.010013**
The 11th grade JDG course includes Career vocabulary, resume writing, sources of jobs, telephone skills, critical thinking and listening skills, personal budgeting, occupational preferences, career manual, verbal presentations, constructive criticism, stress management, and professional ethics.

JOBS FOR DELAWARE GRADUATES
Grade Level: **12**
Course Length: **Year**
Graduation Area: **JDG Pathway or Elective**
CIP: **97.010014**
The 12th grade JDG course includes Organization and time management, choosing career attire, cover letters, resumes, and references, employment interviews, job survival, performance evaluations, business etiquette, employee rights, pay and benefits, financial planning, writing a letter of resignation, and career portfolio. Each senior will develop a Career Portfolio that includes a resume, references, a sample job application, and commendations.

JOBS FOR DELAWARE GRADUATES Co-op
Grade Level: **12**
Course Length: **Year**
Graduation Area: **JDG Pathway**
Requirement: **If approved by the school counselor, JDG may be the student's co-op class ONLY if JDG is the student's pathway.**
CIP: **97.010015**

ALTERNATIVE EDUCATION PROGRAMS

The applications for Peer Teaching, Career Internship, independent Study, Coop's and Part-time College programs must be completed and submitted to the principal for approval and placement in the program.

VOCATIONAL STUDIES
Grade Level: **9-12**
Course Length: **Year**
Graduation Area: **Based on Individual Educational Plan**
This program is designed to prepare students with special needs to become self-sufficient, active members of the community. A "Certificate of Performance" is awarded to the student after a minimum of four years of attendance at the high school and successful completion of the student's Individual Educational Plan. Vocational English, math, writing, and job/ life skills are included in the curriculum.

INDEPENDENT STUDY
Grade Level: **9-12**
Course Length: **Year**
Graduation Area: **Elective**
Students may pursue a course through Independent Study that may or may not be in the current curriculum. Planning must be a cooperative effort between the student and a respective discipline teacher and must have approval of the principal. Progress reports and grading will follow existing procedures and policies established by the district for other courses. It is expected that the student will accomplish a minimum of 180 hours of study, including the evaluation by the supervising teacher or staff.

CAREER INTERNSHIP PROGRAM (outside of CTE Pathways)
Grade Level: **12**
Course Length: **Year or Semester**
Graduation Area: **Elective**
This program helps seniors explore career opportunities by working in various career fields in the community. Plans to participate must be finalized before the end of the junior year. A maximum of 2.0 credit may be earned. The grade received will not count toward a student's grade point average. To be eligible a student must be in good academic, good attendance, and good behavioral standing.

EDGENUITY PROGRAM:
Grade Level: **9-12**
Course Length: **Year or Semester**
Graduation Area: **Credit Recovery**
Prerequisite: **Approval from counselor and administrator.**
This on-line program is designed to support intervention, credit recovery, as well as mainstream study. All classes offered through EDGENUITY are computer based with support from a classroom teacher. See your counselor for more information.

EARLY GRADUATION
Some students may wish to graduate in less than the normal four-year period. The principal may approve such a course of study for students who qualify. Students should apply for approval prior to the start of the year in which they wish to graduate.

DUAL ENROLLMENT

Dual enrollment allows seniors to complete a high school requirement while also earning college credit. The dual enrollment courses take place at Caesar Rodney High School and are typically taught by CRHS faculty that also serve as adjunct faculty at Dela- ware Technical and Community College. Currently seniors are able to take a variety of dual enrollment courses at Del Tech that also satisfy graduation requirements. Dual Enrollment offerings are subject to change and require sufficient student enrollment. Additionally, there is a per credit fee for dual enrollment that is paid by the family. Specific dual enrollment offerings can be found under the academic department descriptions.

Students must meet the minimum SAT scores or ACCUPLACER scores to enroll in these courses. Specific score requirements are listed in the course guide under the appropriate department. ACCUPLACER is series of tests that determines a student's knowledge in math, reading, and writing. The results are used as one means of determining college readiness.

The following dual enrollment classes will be offered at CRHS pending sufficient enrollment:

English 101	Biology 120
English 102	Psychology 121
Math 153	Sociology 111

NATIONAL HONOR SOCIETY

Membership in the National Honor Society can be awarded during the junior or senior year to students who demonstrate the four key characteristics of Scholarship, Leadership, Service, and Character. Beginning in the freshman year, students should develop and maintain a profile that demonstrates these qualities. In order to be considered for membership as a junior or as a senior, students must have a cumulative average of at least 92% unweighted and not rounded; all students who meet this academic standard will be invited to apply for membership. The student's comprehensive application (including an essay and a letter of recommendation from an individual who is NOT on the faculty of Caesar Rodney High School) and voluntary commentary from the faculty will be considered by an independent Faculty Council comprised of five teachers; a majority vote of the Faculty Council is required to earn membership. The club advisors do not vote on any membership decisions. Membership decisions are made in the fall, with a formal Induction Ceremony in October. Students who are selected for membership are required to maintain the necessary cumulative average, complete ten hours of community service each semester, attend monthly meetings before or after school, and continue to demonstrate exemplary character and leadership both in and out of school. Students who complete all of the requirements of the organization are awarded an Honor Cord to wear at Commencement. If you desire more information about the National Honor Society, please contact your school counselor or the NHS advisers.

ADVANCED PLACEMENT (AP) PROGRAM

Advanced Placement is a program of college level courses and exams for secondary school students. Some colleges that AP candidates give credit to students whose AP examination scores are considered acceptable.

Students may take advanced placement exams in any academic area. If students wish to take an AP exam when there is no AP course offered, they should consult with the testing coordinator. Most of the AP exams are three hours long. They are given every year during two weeks in May. Students are required to take the AP exam for each course in which they are enrolled. The current fee for each AP exam is $99.00, and students may set up a payment plan with the school's testing coordinator. Financial constraints should not prevent a student from enrolling in an AP course. Please contact your school counselor if you have concerns about the cost of the exam.

Every examination receives an overall grade on a five-point scale: 5 (extremely well qualified), 4 (well qualified), 3 (qualified), 2 (possibly qualified) and 1 (no recommendation). AP Grade Reports are sent in July to each student's home address, school and, if the student has requested it, to his or her college.

The benefits that go with advanced placement and credit are numerous. Advanced placement in college allows you to avoid repeating work you've already done. You can also take advanced courses in your AP subject, explore other subjects that interest you, and join honors and other special programs. If you earn the required grade on an AP Exam, you possibly could receive college credit. Students should check with their potential schools for specific policies.

The following AP courses will be offered at CRHS pending sufficient enrollment:

AP English Language and Composition	AP World History	AP Art History
AP Literature	AP European History	AP Chinese
AP US History	AP Calculus AB and AP Calculus BC	AP French
AP Microeconomics & U. S. Gov't & Politics	AP Statistics	AP German
AP Comparative Government	AP Physics C Mechanics	AP Italian
AP Human Geography	AP Physics 1	AP Latin
AP US Government with Economics	AP Environmental Science	AP Spanish Language and Culture
AP Macroeconomics	AP Chemistry	AP Spanish Literature and Culture
AP Psychology	AP Biology	AP Computer Science Principles
AP African American Studies	AP Art (Portfolio Required)	AP Computer Science A

AP TestingEligibility: Advanced Placement (AP) testing opportunities at Caesar Rodney High School are available exclusively to students currently enrolled at CRHS. Students who are not enrolled at CRHS must make testing arrangements at another authorized AP testing location.

GRADING SYSTEM

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

CREDITS FOR PROMOTION

**To 10th Grade	5 Credits
To 11th Grade	11 Credits
To 12th Grade	17 Credits
For Graduation	24 Credits

****In order to be promoted to the 10th grade, students must successfully earn a 60 or higher in the following courses as part of the 5 credits:**

- **Introduction to Literature**
- **Algebra I or the equivalent**

RANK IN CLASS

Rank in class is calculated at the end of each year based upon final grades. Cumulative weighted and unweighted rank appears on the student's transcript. Five points are added to the quality points when calculating the cumulative weighted GPA for AP and Dual Enrollment classes only. Final determination for valedictorian and salutatorian is based on the unweighted rank, per school board policy.

SCHOLARSHIPS

Information concerning scholarships is available in the school counseling office and on the school counseling website. The Scholarship Compendium, published by Delaware Higher Education, is available online at http://scholarships.delawaregoestocollege.org to seniors at the start of the school year. A scholarship bulletin is published periodically and made available to seniors and posted to the school counseling website. Scholarships available to underclassmen will be published on the Daily Bulletin. All students are encouraged to visit scholarship and college websites in search of funding for college.

COLLEGE INFORMATION

Students should begin their college search as early as freshman year but no later than the start of junior year. Many college representatives will visit Caesar Rodney High School during the fall and students may sign up in the school counseling office to meet with the representatives. Students are encouraged to research entrance requirements prior to scheduling courses for senior year to ensure that they will meet all necessary academic college entrance requirements.

HELPFUL WEBSITES

Websites that can assist you in planning for your future:

FAFSA.ed.gov - The Free Application for Federal Student Aid (known as the FAFSA) is a form that can be prepared annually by current and prospective college students (undergraduate and graduate) in the United States to determine their eligibility for student financial aid.

COLLEGEBOARD.org - The College Board is a national nonprofit membership association whose mission is to prepare, inspire, and connect students to college success and opportunity. Get the latest news from the Board, including reports on College Bound Seniors, College Bound Juniors, and college costs. SAT, PSAT, and AP information is available on this Website

ACT.org - Provides educational and Career Planning for students, teachers, and parents.

DELAWWAREGOESTO COLLEGE.ORG - Website sponsored by Delaware Higher Ed that has college and scholarship information for Delaware students

TESTING PROGRAMS

SAT

This is a college entrance examination. The SAT Reasoning Test tests critical reading, mathematics, and writing. The tests are administered on specified Saturdays in centers throughout the country by the Educational Testing Service. Caesar Rodney High School is a fall and spring test center. Full details on dates and fees are available in the Guidance Office or at www.collegeboard.com. Students eligible for Free and Reduced Lunch are eligible for (1) ACT fee waiver; (2) SAT fee waivers; and (4) college application fee waivers. Students should see their school counselor for further information

THE AMERICAN COLLEGE TESTING PROGRAM (ACT)

Seniors should check the entrance requirements of the colleges of their choice to determine whether or not the ACT is required. Caesar Rodney High School is a December and June test center. Information is available in the Guidance Office or at www.act.org.

PSAT/NMSQT

The PSAT is administered once per year in October. It is currently administered to students in grades 10 -11 as practice for the SAT's. It may also qualify juniors for participation in the National Merit Scholarship competitions. Scores are typically returned to students in December. The PSAT is offered once per year in February for 9th graders. It is intended to help students prepare for college and see progress in college readiness over time.

ASVAB

This test is a vocational and aptitude battery suggested for career exploration. It is administered once a year, and it is also used by the military for career placement.

TRANSCRIPTS AND LETTERS OF RECOMMENDATIONS

Students may need transcripts when applying to colleges, scholarships, job and other opportunities. Transcripts are available to order online via Parchment. Transcripts are free for current students, but there is a $5.00 charge for graduates. Please use the following link for instructions. https://crhs.crk12.org/guidance/school-counseling/guidance/school-counseling/transcript-requests Students should submit senior activity sheets in order for their letters of recommendations to be completed and any additional forms requested by the college or university.

Once all forms have been submitted, please allow a minimum of ten school days to process a transcript request or to allow counselors, teachers and staff to write letters of recommendation.

District Central Administrative Office
7 Front Street
Wyoming, Delaware 19934
Telephone: 698-4800

Administrators
Superintendent: Dr. Corey Miklus
Assistant Superintendent: Dr. Jessilene Corbett
Director of Instruction: Mrs. Tara Faircloth
Director of Student Services: Dr. Tina Sander-Loftus
Supervisors of Instruction: Ms. Kimberly Corbeil, Mrs. Barbara Miklus, and Mr. Keith Wisher
Supervisor of Student Services: Manette Dupras

Board of Education
President: Ms. Jessica Marelli
Vice President: Mr. Dave Failing
Mr. Mike Marasco
Dr. Joyce Denman
Mrs. Nicole Hill

DISTRICT NONDISCRIMINATION POLICY

Caesar Rodney School District does not discriminate in employment or educational programs, services or activities based on race, color, religion, national origin, sex, age or disability in accordance with state and federal laws. Inquiries should be directed to Caesar Rodney District Superintendent, Administrative Office 7 Front Street, Wyoming, DE 19934. Phone: (302) 698-4800.

It is also the policy of this District to ensure that curriculum content and instructional materials used by our schools reflect the cultural and racial diversity found in our country, and to create an awareness of the rights, duties, and responsibilities of each individual as a member of the multicultural, nonsexist society. Inquiries about compliance with Title IX, Title VI, or VII may be directed to the compliance coordinators appointed in the district.

Note: The district appoints compliance coordinators for Title IX, Title VII and for Section 504 of the Rehabilitation Act of 1973, as required by law. These compliance coordinators serve as grievance officers and are responsible for the district's efforts to comply with nondiscrimination requirements under Title IX, Title VII, and Section 504.

NONDISCRIMINATION ON THE BASIS OF SEX

(Compliance Violation Grievance Procedure)

Any student or employee of the Caesar Rodney School District shall have the right to file a formal complaint alleging noncompliance with regulations outlined in Title IX of the Education Amendments of 1972 or in Title VII of the Civil Rights Act of 1974.

Level One - Principal or Immediate Supervisor (informal)

A student with a complaint of sex discrimination shall discuss it with the teacher, counselor, or principal.

Level Two - Title IX Compliance Officer

If the grievance is not resolved at level one and the student wishes to pursue the grievance, the student may formalize the grievance by filing a complaint in writing on a Compliance Violation Form, which can be obtained from the Title IX compliance officer. The complaint shall state the nature of the grievance and the remedy requested. The filing of the formal written complaint at Level Two must be within 21 days from the date of the event, giving rise to the grievance, or from the date the grievant could reasonably become aware of such occurrence. The grievant may request that a meeting about the complaint be held with the Title IX compliance officer. A minor student may be accompanied at that meeting by a parent or guardian. The Title IX compliance officer shall investigate the complaint and attempt to resolve it. A written report from the compliance officer about action taken will be sent to the grievant within 21 days after receipt of the complaint.

Level Three - Superintendent

If the complaint is not resolved at Level Two, the grievant may proceed to Level Three by presenting a written appeal to the Superintendent within 15 days after the grievant receives the report from the compliance officer. A decision will be rendered and conveyed to the grievant by the Superintendent or his designee within 15 days after receipt of the written appeal.

Level Four - Other Agencies

The grievant may file formal complaints with the Delaware Civil Rights Commission or other agencies available for mediation or rectification of affirmative action grievances or may seek private counsel for complaints alleging discrimination.

COMPLIANCE COORDINATORS AND GRIEVANCE OFFICERS

The following have been appointed to serve as the district's compliance coordinators and grievance officers. These coordinators can be contacted at the Paul L. Dunbar Administration Building at 7 Front Street, Wyoming, DE 19934 or at (302) 698-4800.

TITLE IX: CIVIL RIGHTS ACT OF 1972
(Nondiscrimination on the basis of sex, educational programs)
Compliance Coordinator: Administrative Assistant to the Superintendent
Grievance Officer: Supervisor of Human Resources

TITLE VII: CIVIL RIGHTS ACT OF 1974
(Nondiscrimination in employment practices)
Compliance Coordinator: Administrative Assistant to the Superintendent
Grievance Officer: Director of Instruction

SECTION 504 OF THE REHABILITATION ACT OF 1973
District Coordinator: Director of Student Services
Compliance Officers: Building Principals
Building Access Issue Officer: Supervisor of Facilities Management
Hearing Officer: Director of Instruction

AMERICANS WITH DISABILITIES ACT (ADA) OF 1992
District Coordinator: Director of Student Services

GENDER-EQUITY COORDINATOR
District Coordinator: Director of Instruction