

Cape Henlopen High School



2019 - 2020

Introduction

Welcome to

Cape Henlopen High School

Cape Henlopen High School, in partnership with family and community, will provide an environment in which students achieve success in academics and extracurricular activities and will empower students to become productive, responsible, autonomous members of society.

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

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

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Disclaimer

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

Cape Henlopen High School

Graduation Requirements

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

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

Promotion Policy

Sophomore

Must earn at least 6 credits

must have 1 full credit in each of the core subjects (Math, English, Social Studies, and Science)

Junior

Must earn at least 13 credits

2 in each core subject

1 credit in foreign language, and

1 credit in a career pathway

Senior

Must earn at least 20 credits

3 in each core subject, at least

1 credit in foreign language, and

2 credits in a career pathway

WITHDRAWING FROM A CLASS AFTER THE SCHOOL YEAR STARTS

With mutual agreement between the student, parent, counselor, and administrator, a course may be dropped from a student's schedule once the school year begins. Any such drop that occurs after the 1st marking period mid-term reporting date, or the third marking period mid-term reporting date, will result in a withdrawal grade being permanently recorded on a student's transcript. If a student's grade in the class from which they are withdrawing is failing at the time of the withdrawal, the student will receive a WF from the course. Students who are passing at the time of the withdrawal will receive a WP for the course. The student's report card and official transcript will show Withdrawn/Passing (WP) or Withdrawn/Failing (WF).

Accreditations and Partnerships

Dual Enrollment

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

Career Pathways/Program of Studies

The State of Delaware requires all students to graduate with three credits in a career pathway/program of study. This graduation requirement provides the students with an opportunity to concentrate their study in courses that will add to their success in their chosen career field. A career pathway/program of study is a planned program of 3 specialized courses designed to develop knowledge or specialized skills in a particular career area.

Early Career Experience Program/Cooperative Education

Only for students interning/working in current pathway

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

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

An upcoming senior can apply for this opportunity by completing an ECEP application that must be signed by the student and parent. The application also requires two teacher recommendations, one of which must be from a teacher in the student's career pathway area. The required paperwork must be handed to the Career Counselor.

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

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

Internships/Volunteer Experience

Does not have to be current pathway

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

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

An application as well as a letter of intent must be completed and submitted to the Career Counselor. If approved, an interview between the student and Career Counselor will take place during the fourth marking period of junior year, in order to finalize placement.

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

**For both the ECEP and Internship/Volunteer Program, the student must provide their own transportation to and from their workplace site, have good attendance at school and abide by the contractual agreements of the program. It is also the expectation that students participating in either program represent Cape Henlopen High School in a professional manner.*

Career Pathways

The State of Delaware requires all students to graduate with three credits in a career pathway. The Career Pathways Program provides the students with an opportunity to concentrate their study in courses that will add to their success in their chosen career field. A career pathway is a planned program of 3 specialized courses designed to develop knowledge or specialized skills in a particular career area.

Agricultural Science

Environmental Science

Environ. Sci & Nat Resources I
Environ. Sci & Nat Resources II
AP Environmental Science

Plant & Horticulture Science

Plant & Horticulture Sci I
Greenhouse & Horticulture Sci II
Greenhouse & Horticulture Sci III

Animal Science

Animal Science I
Animal Science II
Animal Science III
Animal Science IV

Business, Finance, and Marketing

Computer Science

Business Essentials
Exploring Computer Science
AP Computer Science Principles
AP Computer Science A

Accounting

Business Essentials
Accounting II
Accounting III
Accounting IV

Marketing Management

Business Essentials
Marketing Management II
Marketing Management III
Marketing Management IV

Army JROTC

LET (JROTC) I
LET (JROTC) II
LET (JROTC) III
LET (JROTC) IV

Jobs for Delaware Graduates

JDG 9
JDG 10
JDG 11
JDG 12

Print & Media Communication

Intro to Publication
Journalism 2
Honors Journalism 3,4
Yearbook 2,3,4

Audio, Radio, & Video

Audio/Radio/Video Engineering I
Audio/Radio/Video Engineering II
Audio/Radio/Video Engineering III

Performing Arts

Theatre Fundamentals
The Actor's Instrument
Theatre History
Directing
Select Ensemble

Music

Percussion Ensemble
Jazz Band
Choir
Chorale
Piano
Concert Band
AP Music Theory
Symphonic Band
Voice
Music Tech
Music Theory

Manufacturing Engineering Technology (Robotics)

Foundations of Technology
Advanced Design Applications
Engineer Design

Visual Arts

Intro to Art
3D Design/Ceramics
Graphic Design
AP Studio Art
Computer Art/Photography I
Computer Art/Photography II
Advanced Painting/Drawing
Projection Mapping
Portfolio Prep

Processes of Design & Engineering

PODE I
PODE II
PODE III

Culinary & Hospitality

Fundamentals of Culinary Arts &
Hospitality Management
Advanced Food Production &
Hospitality Management
The Culinary & Hospitality
Professional

K-12 Teacher Academy

Human Growth and Development
Teaching as a Profession
Foundations of Curriculum and
Instruction

Fashion Construction and Design

Textiles & Clothing 1
Textiles & Clothing II
Textiles & Clothing III
Textiles & Clothing IV
Costume Design and Construction

Medical Assistant Healthcare

Human Growth & Development
Medical/Clinical Assistant I
Medical/Clinical Assistant II
Medical/Clinical Assistant III

ACCOUNTING PATHWAY

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

Business Essentials

A foundation course providing students with an introductory study of the forms and types of businesses. Basic business terminology and principles will be emphasized. An introduction to each of the business pathways will be an integral part of this course. This is the introductory course for marketing, accounting, and computer science.

Accounting II

An introductory course teaching the fundamentals of accounting as you work through the “accounting cycle” for both single proprietor-ships and partnerships. Hands-on simulations will be used to make your study of accounting real world. In order to own and operate a successful business, it is crucial to know “Where is my money and how do I make the most of it?”

Accounting III

Give yourself the edge in future accounting courses in high school or college by completing a second year of accounting. It is a well-known fact that the first semester of college accounting equals one year of high school accounting. Strengthen your accounting skills by studying a merchandising corporation. Manual and computerized simulations will be used to enhance your knowledge. Upon completion of this course, you will have the fundamentals needed to succeed in future accounting courses at the university or technical college level.

Accounting IV

This course will strengthen your accounting knowledge base as well as integrating areas of business finance, including banking and the stock market.

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

MARKETING MANAGEMENT PATHWAY

Gain a better understanding of what it takes to prepare for and be successful in the business world of today. This pathway will allow students to gain information and knowledge of business operations with emphasis on marketing concepts and functions and how they impact the economy. Further study is given to the retail and hospitality industries, as well as entrepreneurship as it applies to business ownership with emphasis on managing people and engaging in effective decision-making.

Business Essentials

A foundation course providing students with an introductory study of the forms and types of businesses. Basic business terminology and principles will be emphasized. An introduction to each of the business pathways will be an integral part of this course. This is the introductory course for marketing, accounting, and computer science.

Marketing Management II—Marketing Functions and Foundations

Everyone participates in Marketing! Did you ever wonder why companies target certain groups? Why are advertisements and displays set up in a certain way? If you are creative and enjoy thinking outside the box---this is the class for you. Come and investigate how the economy, free enterprise, legal and ethical issues shape the way we do business.

Marketing Management III — Retail, Hospitality, and Tourism

Retail — This course is designed to give students a basic understanding of the role retailing plays in providing goods and services to the consumer. Students will learn to perform marketing tasks specifically related to retail operations in a wide variety of settings. The following concepts will be highlighted: merchandise selection, buying and pricing, customer service, the sales cycle, advertising and promotion, and how technology is an integral part of retail operations.

Hospitality and Tourism — Empower yourselves with the tools needed to succeed in the lodging, food-service, travel and tourism industries. This course is designed to prepare students to perform marketing tasks applicable to a wide variety of hospitality and leisure industry settings.

Marketing Management IV— Entrepreneurship

This course prepares students to enter into the world of entrepreneurship. Students will explore business ideas and opportunities, develop a business plan, start and operate their own business, or participate in the operation of an existing business. Students will further develop an understanding of the role of support operations that are necessary to operate a business such as marketing, purchasing, distribution, finance, accounting, etc. Management organizations and ideas will also be explored in this course.

All students enrolled in the Marketing Management Pathway will have the opportunity to participate in DECA, a state/national student organization to prepare for careers in the business world.

COMPUTER SCIENCE PATHWAY

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

Business Essentials

A foundation course providing students with an introductory study of the forms and types of businesses. Basic business terminology and principles will be emphasized. An introduction to each of the business pathways will be an integral part of this course. This is the introductory course for marketing, accounting, and computer science.

Exploring Computer Science

Exploring Computer Science is designed to introduce students to the field of computer science through an exploration of engaging and accessible topics. The focus is on the concepts of computing and to help students understand why certain tools or languages might be utilized to solve particular problems. The goal is to help students with the computational practices of algorithm development, problem solving and programming within the context of problems that are relevant for today's world.

AP Computer Science Principles

This course will introduce students to the essential ideas of computer science and help them to understand how computing and technology can influence the world around them. Students will be exposed to a broad range of computing tools and skills utilizing some of the same processes that writers, programmers, engineers, designers, and other creators use to bring ideas to life. An emphasis will be placed on students creating digital projects from simple games and apps to programs that can analyze large data sets or inspire the creation of visual art and music.

AP Computer Science (A)

Pre-requisite: AP Computer Science Principles or Teacher Approval

The course will cover fundamentals of programming syntax and methodology using the Java programming language. Java is a modern, object-oriented programming language used to create professional software. In addition to gaining fluency in Java, students will develop general computer skills and consider the social and ethical implications of computing. It is not expected that all students in AP Computer Science will continue study or major in computer science at the university level. The course is intended to serve both as an introductory course for computer science majors and as a course for people who will major in other disciplines that require significant involvement with technology.

PROCESSES OF DESIGN & ENGINEERING PATHWAY

This pathway combines strong math and science skills with hands-on skills. This exciting career and technical program will develop students' love of a variety of types of engineering. Students are expected to use math throughout these courses for solving engineering and technical design problems.

Processes of Design & Engineering I – CAD I

This project-based course provides an opportunity to explore, identify, and understand the foundations of design and engineering through the introduction of technologies related to architecture, construction, manufacturing, and transportation, STEM (science, technology, engineering, and math) will be an integral part of the course. Group and individual activities will engage students in creating ideas, developing innovations, and implementing design solutions as they relate to various technological systems. Students will use problem-solving techniques and hands-on activities while completing laboratory activities. They will study the fundamentals of drafting and design and computer-aided drafting (CAD) as a tool to design useful products and structures. Basic use of hand and power tools will be taught throughout the course and safety instruction is integrated into all activities. Students will be introduced to The Technology Student Association (TSA).

Processes of Design & Engineering II – CAD II

This project-based course allows students to expand their understanding of design and. they will demonstrate and apply skills in the use of tools, materials, and engineering processes to produce products and structures as they continue into the advanced levels of the Processes of Design and Engineering pathway. They will generate engineering solutions and fabricate prototypes and or models to meet the challenge presented. STEM (science, technology, engineering, and math) will be an integral part of the course. Students will further their understanding of drafting and design and computer-aided drafting (CAD). They will be introduced to computer-aided manufacturing (CAM). Students will participate in The Technology Student Association (TSA).

Processes of Design & Engineering III – CAD III

This project-based course provides an opportunity to apply and transfer the processes of design and engineering. Students will apply engineering, scientific and mathematical principles in the design, production, and operation of products, structures, and systems. This is a hands-on course designed to give students an exploration of experiences related to civil, mechanical, electrical, architectural, and materials engineering, etc. They will gain additional skills in computer-aided drafting (CAD) and computer-aided Manufacturing (CAM). Students will work in teams and use modern technological processes in developing and presenting solutions to engineering problems. Students will be expected to assume a leadership role in the Technology Student Association (TSA).

VIDEO ENGINEERING PATHWAY

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

Audio/Radio/Video Engineering I

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

Audio/Radio/Video Engineering & Design II

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

Audio/Radio/Video Engineering & Design III

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

CULINARY & HOSPITALITY MANAGEMENT

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

Fundamentals of Culinary Arts & Hospitality Management

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

Advanced Food Production & Hospitality Management

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

The Culinary & Hospitality Professional

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

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

K-12 TEACHING ACADEMY

The Delaware K-12 Teacher Academy program of study is a four (4) course Career and Technical Education (CTE) program along with Educators Rising Career Technical Student Organization that engages students in developing a realistic understanding of teaching and learning while exploring the importance and impact of education. Students will acquire the knowledge and skills needed to sustain their interest in the profession and cultivate the skills needed to be successful educators, thus creating a pipeline of high-quality students transitioning to the teaching profession. Students will understand the rigors of a career in education and participate in classroom and field experiences relevant to pursuing a degree in education. The program prepares students for a variety of careers in education such as elementary teacher, secondary teacher, paraprofessional, and special education teacher. As well as careers that train others in their chosen professions such as nurse educators, counselors, social workers, and psychologists. This is the Pathway if you wish to work in a career with and for people.

Human Growth and Development

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

Teaching as a Profession

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

Foundations of Curriculum and Instruction

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

Intro to Mentoring

This course will include both a classroom component and practicum. The classroom component will include information relative to confidentiality, words with dignity, ability awareness, and an overview of autism. The practicum experience will include both classroom observation and hands on involvement with students. During the course of the practicum, students have classroom time built into the schedule to offer them the opportunity to share experiences, ask questions, and suggest strategies for activities. This course is offered to students in Grades 11-12.

Exceptional Children

This course includes both a classroom and practicum. Exceptional Children examines the diverse needs and characteristics of exceptional learners and explores the complexities of special education law. Students develop an IEP and use assessment and performance data to make decisions that support individuals with exceptional learning needs. Students use instructional methods grounded in theory and research and learn about student motivation and classroom management in the content of exceptional learners.

Fashion Construction and Design Pathway

Students in this Family and Consumer Sciences pathway will learn the basics of sewing, explore and create fashion, and discover ways to earn income with those skills.

Textiles and Clothing 1

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

Textiles and Clothing 2, 3 and 4

Building on the foundation of basic skills learned in Textiles and Clothing 1, students will choose projects that interest them. They will be required to complete one FCCLA STAR project and may choose to compete locally or nationally with other high school students for scholarship opportunities. The STAR projects are: Interior Design, Recycle and Redesign, Fashion Construction, and Fashion Design. Students will also explore college and career opportunities related to the Fashion and/or Textile Manufacturing Industries.

Costume Design and Construction

This elective explores theatrical and cosplay costume design, and does NOT require a prerequisite if the student is open to learning sewing skills along the way. Students will learn character analysis to design and create costumes. This course also works in partnership with local community and various CHSD theater programs. Students will be engaged in a fun, team-work environment to complete costumes. The reward is seeing their handiwork come to life on stage. Previous student designs were featured in *A Christmas Carol* and *Shrek*.

MEDICAL ASSISTANT PATHWAY

The Medical Assistant Pathway is designed to provide students with foundational healthcare concepts, knowledge and skills that will equip them with the opportunity to take the certification exam to become a certified Medical Assistant.

The components to the pathway are

- 1) Human Development
- 2) Medical Assistant I
- 3) Medical Assistant II
- 4) Medical Assistant III.

A separate Anatomy & Physiology is complimentary to the Medical Assistant healthcare course work.

Fundamentals of Health Sciences

Fundamentals of Health Sciences introduces students to careers in healthcare and is a prerequisite to the other Allied Health program of study courses. This course will explore the National Consortium for Health Science Education (NCHSE) National Health Science Standards and entry level healthcare skills as well as the language of medicine. Further, this course will be offered as an articulated course with Delaware Technical Community College (BIO100 – Medical Terminology). Students begin preparation for the National Consortium for Health Science Education

Medical Assistant II

Students will be exposed to the skills and knowledge needed to understand and comprehend the use of medical terminology in the health care field. Medical terms will be related to the structure and function of the human body. This course will focus on assessment, diagnosis and treatment of common diseases.

Medical Assistant III

This is the most exciting course level for students. Students will practice learned skills and be prepared with the knowledge base to perform as Medical Assistant Internship students in the practicum setting. Students will apply the decision-making process, the ability to prioritize needs, access available resources, and adapt to change.

PLANT SCIENCE PATHWAY

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

Foundations of Plant Science

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

Plant and Soil Systems

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

Plant Systems Management & Sustainability

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

NATURAL RESOURCES MANAGEMENT PATHWAY

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

Introduction to Natural Resources

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

Principles of Environmental Science

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

AP Environmental Science

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

ANIMAL SCIENCE & MANAGEMENT PATHWAY

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

Foundations of Animal Science

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

Growth and Development of Domestic Animals

Growth and Development of Domestic Animals (GDDA) enables students to apply animal science principles including: 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

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.

MANUFACTURING ENGINEERING TECHNOLOGY

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

Foundations of Technology (Robotics 1)

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

Advanced Design Applications (Robotics 2)

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

Engineering Design (Robotics 3)

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

COMMUNICATIONS PATHWAY

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

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

Yearbook

Prerequisite: Intro to Publications

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

Journalism

Prerequisite: Intro to Publications

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

ARMY JROTC AND PUBLIC SERVICE PATHWAY

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

Leadership Education and Training 1 (LET 1) (JROTC)

This is the 1st of 4 levels of the JROTC that will focus on citizenship, communication skills, first aid, leadership, and career opportunity introductory classes for Law Enforcement, the Armed Forces, Community Services, Military Drill, Physical Fitness and Scholastic Aptitude Test (SAT) preparation. Career introductory classes are taught by representatives of Law Enforcement, the Armed Forces, and Community/Social Services in a structured environment with military customs, courtesies and traditions. Uniforms will be worn one day a week for the entire course. Extracurricular activities include the Drill Team, Color Guard, Rifle Marksmanship Team, the Academic Competition Team, and the Raider Physical Fitness Training Team. Selected students will attend a local weekend Leadership Camp and a one week Summer Camp where they develop leadership and teamwork skills with other high school students in a military setting.

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

Leadership Education and Training 2 (LET 2) (JROTC)

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

This is the 2nd of four levels of the JROTC that focuses on citizenship, military history, communication skills, first aid, leadership, bullying, drug abuse prevention, Sexual Harassment / Assault Prevention, Geography, Military Land Navigation, and career opportunities. Orientation classes for Law Enforcement, the Armed Forces, and Community/Social Services are conducted by representative of local organizations. The focus will be on similar subjects from LET 1 only in greater depth. Uniforms will be worn one day a week for the entire course and is required in this level of JROTC. Beginning at this level, responsibilities for selected students in the JROTC battalion will increase during the course of the LET level. Participation in extracurricular activities with selected public service agencies (Delaware State Police Explorers, Junior Firefighters, unit involved in a Community-wide Service Learning, etc.) is encouraged.

Extracurricular activities include the Drill Team, Color Guard, Rifle Marksmanship Team, Academic Competition Team, and the Raider Physical Fitness Training Team. Selected students will attend a local weekend Leadership Camp and a one week Summer Camp where they develop leadership and teamwork skills with other high school students in a military setting. Participation in after school voluntary community service activities is encouraged and the service hours are totaled for extra academic credit.

Leadership Education and Training 3 (LET 3) (JROTC)

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

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

Leadership Education and Training 4 (LET 4) (JROTC)

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

Entry into this is the 4th and final level of JROTC, requires authorization of the instructor. It is conducted in a direct study format under the direction of the Senior Army Instructor. The focus of the course is the practical application of leadership principals and techniques in both a classroom and leadership lab environments. Instructor. The focus of the course is the practical application of leadership principles and the techniques in both a classroom and leadership lab environments. Students will hold leadership positions as classroom aides in a LET 2 class or as members of the office staff. Students will conduct classes in leadership, first aid, drill, military history, cadet challenge, communication, organization of Department of Defense, and other areas of LET 2 & 3 subject content. Performance will be assessed through uniform inspections, leading subordinate cadets, and the Leadership Assessment Program.

JROTC ADVANCE LEADERSHIP PROGRAM

JROTC Advance Leadership 2A (JROTC)

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

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

JROTC Advance Leadership 3A (JROTC)

Prerequisite: Completion of LET 2 with an overall "A+" grade.

Entry into this advanced leadership level of JROTC, requires authorization of the Senior Army Instructor.

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

VISUAL ARTS PATHWAY

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

Introduction to Art

This class is the foundation for art as a career pathway and prerequisite for all art courses. Students will explore various media, perspective, drawing techniques, color theory, and design. The elements and principles of art will be the main focus of this explorative course.

3D Design/Ceramics

Prerequisite: Introduction to Art

Students will be primarily working with clay to create 3D works of art. Students will design their work while being instructed in various methods of construction, from hand-building to wheel throwing. Other sculptural materials, such as wood, glass and wire may also be used throughout this course.

Computer Art/Photography I

Prerequisite: Introduction to Art or any Junior interested in computer art and photography

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

Computer Art/Photography II

Prerequisite: Computer Art/Photography I

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

Graphic Design

Prerequisite: Computer Art/Photography I

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

Advanced Painting and Drawing

Prerequisite: Intro to Art

This course builds on drawing and painting skills with a more in-depth approach to the study of color theory, composition and wet medium techniques. In this course students will assemble a portfolio based on technical quality and personal style. This class will be of particular interest to the advanced student who wishes to enhance their skills in preparation for Advanced Placement Studio Art.

AP Studio Art

Prerequisite: Must be a senior and have completed the summer assignment. Must have taken Intro to Art.

AP Studio Art is a college level course offered to students who have an exceptional desire to pursue higher levels of personal development and growth in the visual arts. Students who are successful in the AP Studio Art examination (portfolio) can potentially earn college credits and placement in college programs.

All students enrolled in this course are expected to submit a portfolio at the beginning of May for the AP Studio Art examination. Students may submit either a Drawing, 2D Design, or 3D Design portfolio.

Portfolio Prep (Pre-AP)

Prerequisite: Intro to Art. Must be 11th grade.

This course is intended for any student who plans to take AP studio art. Students will experiment with new techniques and mediums in order to begin the development of a college-ready portfolio in either 2D or 3D design.

Projection Mapping

Prerequisite: Computer Art I

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

PERFORMING ARTS THEATER PATHWAY

Theater Arts curriculum is designed to develop skills and foundations necessary for successful entrance into higher levels of training for the professional theater. Students will begin with basic acting tools designed to eliminate inhibitions while increasing focus and concentration. From there, a more detailed course of study will follow with the introduction of voice and diction, dialect, movement, dance and singing. By the third year of our program, students will be completing scene study, character analysis, and characterization revolving around the works of William Shakespeare. Year four will culminate with a focused study and performance of contemporary theater, playwriting, and student directed productions. Throughout their training, students will develop professional work habits, both as individuals and as part of a group, in a nurturing, creative community within the school.

Theater Fundamentals—Level 1

Students will explore the basic elements of the theater through a series of performance activities designed to focus on the theme of collaboration. A successful theater company operates as an ensemble; a group who learn from one another and a group that gets stronger as they get to know and trust one another. The activities in the course will demonstrate student understanding of the following: basic stage terms, concentration and improvisation, movement, mimes and mask, character and motivation, the actor's voice, oral interpretation and storytelling, children's theater, performance, playwriting (adaptation of a piece of literature into a script), scene design, and make-up (basic and special effects).

The Actor's Instrument—Level 2

In the first semester of this course, students will be introduced to a variety of movement techniques, beginning with breathing, yoga and other relaxation exercises, to realize their full potential in physical performance. Students will engage in the practice and performance of dance styles that range from Celtic clogging to modern Jazz. Dances will be presented in a workshop performance. Focusing on the movement aspect of Musical Theater. In the second semester, students will choose two musical numbers of different genres and styles to rehearse and perform in a Musical Theater review at the end of the school year. Students in this course will also present several Children's theater productions throughout the school year, as well as a traveling Musical Review as part of our Community Outreach.

Discovering Shakespeare—Level 3

In exploring the world of Shakespeare, we come to discover the impact of theater in both cultural awareness and social healing. Students will examine this first hand through discussion, readings, text analysis, movement, and intensive exploration of archetypes and social status. Mastery of course objectives will be determined and graded throughout the year by the performance of a variety of Shakespeare's works in an intensive Master Class setting with proportionate expectations of acting experience and academic rigor.

Theatre History—Level 4

This course is a study of the evolution of formal social theatre beginning with ritual origins of the ancient world, continuing with the morality plays of the Middle Ages, and culminating with Shakespeare and the Renaissance. Students will examine cultures, their beliefs and value systems, religion and political practices and how such vital aspects of civilization were reflected through the Theatre. This course is a social history of dramatic theory, plays and playwrights, production practices and performance styles, emphasizing their roles as both product of and mirror to changing values, tastes, attitudes and customs. We will explore the plays from this time period through discussion and the performance of these works in a Master Class setting with proportionate expectations of acting experience and rigor.

Children's Theatre

We will explore the basic elements of Children's Theatre through a series of both creative and performance-based activities designed to focus on the theme of collaboration. A successful Children's Theatre company operates as an ensemble; a group who learns from one another and a group that gets stronger as they get to know and trust one another. The activities in the course will generate a range of evidence demonstrating student understanding of the major elements of theatre. Actors will work individually and in groups to experience the world of the theatre "on their feet". They will read the words of the text actively and articulate their discoveries, sometimes by speaking and listening to one another and sometimes writing about them. Many of the activities in this course require an intuitive, spontaneous response, which is then consolidated through reflective inquiry and questioning. Throughout the course, students will incorporate all elements of theatre mastered in the Theatre Fundamentals class to both develop and rehearse their scripts, which will culminate in the production of several children's theatre productions, which will be entirely student written, directed, designed and performed.

Directing

Students will analyze a variety of scripts to demonstrate an understanding of the responsibilities of a director. There will be a strong focus on text analysis, character analysis, staging, blocking and scene study to help students prepare for their role as director. Each student in the class will direct one scene, which will be showcased during an evening of student directed scenes at the end of the school year.

Through this course, the student will...

...develop and apply skills in script analysis, "How does a play work?"

...strive to make the playwright's text the foundation of production.

...start to develop a system to organize a play production.

...apply the basics of composition, blocking, actor coaching and other skills to the production of a play.

...develop a system to document the analysis, planning and performance of a play script.

...express his or her critical evaluation of plays in rehearsal and performance

[*You must have passed the Theatre Fundamentals class before signing up for Children's Theatre and Directing.](#)

PERFORMING ARTS MUSIC PATHWAY: INSTRUMENTAL MUSIC

The Cape Henlopen High School instrumental music program is an integral part of Cape High and its surrounding communities. The ensembles in this program can also be found performing at university festivals throughout the Mid-Atlantic and on biennial band trips to more far-reaching destinations. In addition, members in good standing are recommended for the American Music Abroad tour of Europe each summer. The band pathway is designed for students that would like to pursue a career in the arts AND for students that simply enjoy participating in music. All students are welcome to participate in any of the ensembles, regardless of their pathway.

Concert/Symphonic Band

The concert band is the largest instrumental ensemble at Cape and performs on stage in our performing arts center twice a year (Winter and Spring). The group also travels to a concert band festival each year at a local university and supports school ceremonies like graduation and Veteran's Day. There is no prerequisite for concert band, however students without prior band experience will be expected to attend extra help sessions. Percussionists should not sign up for this course without written permission from Mr. Burkhart (see "Percussion Ensemble" below). Marching Band participation is not mandatory but it is highly encouraged. Students that sign up for concert band will be contacted and invited to participate in marching band at the end of the school year.

Percussion Ensemble

The Cape Henlopen Percussion Ensemble is a new group entering its third year of existence. This ensemble performs with the concert band at all concerts and festivals while also performing music written entirely for percussion. Members of this ensemble will perform on a variety of drums, keyboard percussion instruments and auxiliary percussion instruments throughout the year. Marching Band participation is not mandatory but it is highly encouraged. Students that sign up for percussion ensemble will be contacted and invited to participate in marching band at the end of the school year.

Jazz Ensemble

The Cape Henlopen Jazz Ensemble is the most active group in the Cape band program. The Jazz Ensemble performs at local events throughout the year and participates in a variety of jazz festivals and performances throughout the Mid-Atlantic States in the spring. Students are expected to read music, improvise, take regular playing tests and attend extra sectional rehearsals called by the director or lead players of their sections. This group is open to all instruments, however non-standard jazz instrumentalists (flute, clarinet, French horn etc.) will be taught to transpose their parts and then expected to do so throughout the year. Concert band participation is not a pre-requisite for participation in the Jazz Ensemble but it is highly encouraged and may be mandated by the instructor based on playing experience or individual skills.

Students that want to study band and choir are able to take the courses simultaneously while only using one period in their schedule. In order to register for this joint class, please register for Band/Choir.

PERFORMING ARTS MUSIC PATHWAY

Piano (Beginning and Advanced)

Cape has a piano lab where students learn to play keyboard in a group and individual setting. Each student has their own keyboard/headphones to work independently, which gives the opportunity for students to move through the lesson books at their own pace. In this class you will learn the fundamentals of music and basic music theory and notation. This class is for you if you are truly a beginner, or may have played before you would like to spruce up your skills! A great opportunity to learn and play music! With at least one year of piano study, students may take Advanced Piano. In this class you students will learn advanced music theory, skills and technique of playing the piano. We will focus on sight reading, accompaniment skills, chord progressions, transposition, figured bass realization, and composition. You are expected to complete weekly pieces through your assigned book, daily assignments, and weekly mini-recitals.

Concert Choir

This is open to all singers grade 9-12 interested in singing in a choral setting. We perform a wide variety of music including gospel, classical, pop, Broadway, standard choral repertoire. There is no formal audition required. Students are divided into classes by grade level and voice part. There will be at least one adjudication each semester. There will be two formal concerts in **December** and **May**.

Cape Chorale

The group is by **audition only** and is only open to 10-12th graders who have participated in concert choir and **successfully passed a music theory exam**. This is a rigorous class that studies a variety of advanced repertoire. Students who audition successfully will be placed in the “Cape Chorale” homeroom, which meets everyday. Students are expected to learn music outside of class. This group has regular outside engagements and is also expected to perform in two required school concerts in **December** and **May**.

Voice

Anyone who has ever wanted to sing but was afraid they would sound bad, or worse, they were told they “couldn’t sing” is welcomed into this class. This is a group voice class! Voice is offered at the beginning and advanced levels. Students will learn about the fundamentals of singing: creating good resonance, breath support and phonation. We explore voice science and vocal production in all it’s phases. Students will learn how to harness their nerves and turn it into good energy, and will leave the class as a more confident singer. Repertoire includes a variety of songs chosen by both students and teacher. You must take Beginning Voice before Advanced Voice, unless otherwise approved by the music department.

Music Technology

Music Technology is a course intended to introduce students to the digital world of music. Students will work with a variety of software programs including: Garage Band, Logic Pro and Sibelius. They will learn the basics of recording and production and utilize the music technology lab and recording studio to create their own music, record the music of others and score films. This course can be taken before or after understanding music.

AP Music Theory

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

Music Theory

This is an introductory to music analysis and music writing. By the end of the course students will be able to visually and aurally analyze musical works and write about those works. Students will also be able to compose their own short musical pieces, Prospective students that do not already read music should be prepared to complete online course work in music literacy in preparation for the class.

JOBS FOR DELAWARE GRADUATES

The JDG program is designed to help students reach academic and career goals. The curriculum includes 16 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 students each day of the school year, as well as the summer and 12 months after graduation, to help them find jobs in the career of their choice.

JDG GRADE 9

The JDG Grade 9 course includes: Study skills, personal grooming, goal planning, positive attitude, image assessment, autobiography, group dynamics, conflict resolution, life skills math, career path, values clarification, decision-making, and coping with change.

JDG GRADE 10

The 10th grade JDG course includes: Teamwork, courtesy and respect, goal setting, money management, problem solving, customer service, workplace diversity, workplace math, entrepreneurship, leadership, career interests, insurance, and job application.

JDG GRADE 11

The 11th grade JDG course includes: Career vocabulary, listening skills, résumé, sources of jobs, telephone skills, stress management, personal budgeting, occupational preferences, career manual, verbal presentations, critical thinking, constructive criticism, and professional ethics.

JDG GRADE 12

The 12th grade JDG course includes: Time management, letter of application, career attire, employment interview, job survival, business etiquette, employee rights, performance evaluations, pay and benefits, financial planning, career travel, letter of resignation, and career portfolio. Each senior will develop a Career Portfolio that includes a resume and references, sample job application, and commendations.

JDG CO-OP

May be approved by the student's school counselor and JDG advisor with completion of the JDG pathway. Should be taken concurrently with JDG 12.

ADVANCEMENT VIA INDIVIDUAL DETERMINATION

AVID prepares students in the academic middle for four-year college eligibility. It has a proven track record in bringing out the best in students, and in closing the achievement gap. AVID targets students who have the desire to go to college and the willingness to work hard. These are students who are capable of completing rigorous curriculum but are falling short of their potential. AVID pulls these students out of their unchallenging courses and puts them on the college track; acceleration instead of remediation. In the AVID elective, they learn organizational and study skills, work on critical thinking and asking probing questions, get academic help from peers and college tutors, and participate in enrichment and motivational activities that make college seem attainable. Students visit college campuses to experience first-hand what it feels like to be on a college campus. Students are required to maintain a 2.5 GPA or better, participate in extra-curricular activities and complete 180 hours of community service prior to graduation.

AVID 9

In this course students will learn essential strategies to be successful in high school and prepare for college. Students will be introduced to writing, inquire, collaboration, organization, and reading (WICOR) strategies that are the core of the AVID curriculum. Students will participate in lessons focused on organization, goal setting, time management, and social interaction. Students are required to take the most rigorous courses for their optimal academic achievement (i.e. College Prep, Honors). Students are required to take the PSAT.

AVID 10

Students will expand their writing skills to prepare for the college application process. Students will narrow down career choices, and research their career. They will identify post-secondary institutions that will assist them in reaching their career goal. Students will debate and discuss current events through Socratic Seminars and Philosophical chairs. Students are required to take the most rigorous courses for their optimal academic achievement (i.e. College Prep, Honors). Students are required to take the PSAT.

AVID 11

Students will enhance the WICOR strategies and continue with Socratic Seminars. Students will begin to complete mock college and scholarship applications. They will narrow down their post-secondary choices and participate in college visits to campuses. Students are required to take the most rigorous courses for their optimal academic achievement (i.e. College Prep, Honors, AP). Students are required to take the PSAT and SAT test.

AVID 12

Students will visit college campuses and complete their college and scholarship applications. They will develop a resume, and write college application essays. The students will learn the procedure for acquiring teacher recommendations. Students are required to apply to 5 colleges and complete 6 scholarship applications. They are required to complete the FASFA form and are required to take the SAT and ACT. Students are required to take the most rigorous courses for their optimal academic growth (i.e. College Prep, Honors, AP).

Academic Courses

Our core areas have been designed to challenge students of all academic ability. Critical reading and writing is strongly emphasized in all 4 major core areas. Each core area offers varying levels. Below is a brief description of each academic level.

Academic Challenge

Students who are enrolled in Academic Challenge during middle school with Delaware Tech and the University of Delaware may continue these courses while attending Cape Henlopen High School. Students must continue to meet the specific Academic Challenge requirements to maintain placement in the program. Academic Challenge students are responsible for completing assignments and meeting deadlines in Cape classes regardless of their college schedule. Junior and senior students are required to provide their own transportation. Ninth and tenth grade Academic Challenge classes carry a grade point weighting of 1.05. Eleventh and twelfth grade Academic Challenge classes carry a grade point weighting of 1.1.

Advanced Placement

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

Honors

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

College Preparatory

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

English

Freshman English (Grade 9)

Levels: CP, Honors

The English 9 course (college-preparatory and honors) is designed to further develop reading comprehension and purposeful writing skills, while studying various literary genres. Grammar, research, and writing skills are taught in conjunction with reading strategies. This course is aligned with the Common Core Standards for English Language Arts in reading, writing, speaking/listening, and language. Class oral presentations and written assignments will include extensive use of research, study skills. The curriculum focuses on lifelong learning skills, as well as extensive preparation for PSAT 9, state tests, as well as college-level evaluations. Students enrolled in Honors courses should expect to adapt to more rigorous assignments, with an emphasis on independent study, in order to prepare for Advanced Placement courses.

World Literature (Grade 10)

Levels: CP, Honors

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

Literacy Enrichment (Grades 9-10)

The Literacy Enrichment classes were designed to help students improve basic literacy skills, which enable them to achieve reading proficiency on state and school assessments. The ultimate goal of this course is for students to reach and maintain grade level literacy skills. Students will be challenged, daily, in the areas of Comprehension, Fluency, Test-Taking Strategies, Vocabulary and Writing.

American Literature (Grade 11)

Levels: CP, Honors

The American Literature course (college preparatory and honors) provides junior students the exposure to a variety of non-fiction and fiction literary texts, enhancing their ability to understand, appreciate, and apply rhetorical analysis strategies, while studying the unique American experience. The course is aligned with the Common Core Standards for English Language Arts in reading, writing, speaking/listening, and language it enhances skills translating in oral presentations, analytical essays, argumentative pieces, short/extended research projects, personal position statements and reflective essays. Students will be given a plethora of opportunities to work with a variety of technology applications, while exploring the curriculum. Reading comprehension and writing strategies, as well as verbal skills are designed for SAT preparation and college-level evaluations. Students enrolled in Honors courses should expect to adapt to more rigorous assignments, with an emphasis on independent study, in order to prepare for Advanced Placement courses.

Advanced Placement Language and Composition (Grade 11)

Level: AP

The purpose of this introductory college-level course is to help junior students “write effectively and confidently in their college courses across the curriculum and in their professional and personal lives” (College Board, AP English Course Description, 2010, p. 7). The course is organized according to the requirements and guidelines of the current AP English Course Description. Therefore, students are expected to read critically, think analytically, and communicate clearly, both in writing and speech. Summer reading is required and a strong work ethic is necessary. The goal of the course is to prepare students for a successful performance in the College Board Advanced Placement Language and Composition Exam.

British Literature (Grade 12)

Levels: CP, Honors

The British Literature courses offers senior students the exposure to fiction and non-fiction literary works, to study the power of language and thought, pertaining to social issues, both in classic British Literature and modern works. The primary focus is to explore practical, moral, and philosophical questions related to an individual’s impact on the world. Assignments will include informative, argumentative, and narrative writing, in addition to oral presentations. Reading and writing instruction are designed for college and career readiness. Honors students are expected to adapt to a more rigorous pace. Independent study is required.

Delaware Tech English 101

This college-level course is designed to teach the concepts of critical thinking and reading skills in the context of written responses of shorter and longer length as well as public speaking. This course introduces and reinforces the skills necessary to complete college-level academic tasks and to respond to diverse texts in meaningful ways. Prerequisites: Test scores.

Delaware Tech English 102

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

Advanced Placement English Literature & Composition (Grade 12)

Levels: AP

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

Film and Literature (Grades 11— 12)

Film and Literature is designed for upperclassmen interested in the connection between literature and visual media. Students will analyze and discuss literary themes by comparing and contrasting them with works of film. Writing emphasis will entail both formal and informal critical responses. A final project is required.

Creative Writing (Grades 11— 12)

Creative Writing allows students to explore the process of writing in a workshop setting. Students will write, share, critique, and publish a wide variety of genres. One goal of the course is to expose students to types of writing that are not typically taught in the English or Journalism classroom. As participants in writing workshop, students will explore the craft of writing through several stages, including prewriting, drafting, revision, and editing. As a group, students will collaborate to critique and mentor each other, as they grow as a community of writers. Through study of authors, students will examine models of good writing and discuss techniques they can use themselves.

Social Studies

Geography — (Grade 9) required 1/2 credit

Levels: CP, Honors

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

Civics — (Grade 9) required 1/2 credit

Levels: CP, Honors

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

Enhanced Economics — (Grade 10) required 1 credit

Levels: CP, Honors

This course will cover micro-macro economic concepts and how they apply to our free enterprise system and the world. Applications of knowledge learned to present day situations will be required. Students will be expected to do research projects, work in cooperative groups, present orally, participate in simulations and adapt concepts to personal economics and maintain a class notebook. All units are aligned to the Delaware State Social Studies Standards.

American History — (Grade 11) required 1 credit

Levels: CP, Honors

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

Advanced Placement U.S. History — (Grade 11)

Levels: AP- May take the place of 11th grade American History

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

Advanced Placement European History — (Grade 12)

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

Advanced Placement Human Geography — (Grades 11-12)

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

Psychology — (Grades 10-12) 1/2 credit

This course will introduce students to the social science of Psychology. Throughout the semester, the students will discuss the history of the study of the mind, learning principles, memory, motivation, emotion, and the evolution of the mind through the life span. Students will be expected to complete writing activities and engage in classroom discussion.

This course is aligned to the Delaware Social Studies Standards and the National Standards for high school psychology curricula.

PSY 101 Introduction to Psychology - 3 credits dual course

This course offers an overview of the principles of human behavior. Developmental theories, psychophysiology, thinking, learning, personality theories, abnormal, and deviant psychology are introduced. Methods of assessment and research principles are discussed. This course is currently offered at Cape Henlopen High School in Academic Social Studies.

The Holocaust — (Grades 10-12) 1/2 credit

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

The 60's — (Grades 10-12) 1/2 credit

This course is designed to appeal to the students who seek a more in-depth look at people, events, and movements that shaped this very turbulent period in American History. Students will be expected to conduct research and write papers on teacher-approved topics. It incorporates music and film analysis to develop a richer understanding of this era. Important events, people and movements from the 1950s and 1970s will also be discussed. The political, historical, economic, and geographic themes of the course will reflect the Delaware Social Studies Standards. This is an academic college-prep-level elective class.

World History — (12th grade)

Levels: Honors, CP

Prerequisites: Civics, World Geography, Economics, American History

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

AP U.S. Government and Politics — (Grades 9-12)

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

Students should become acquainted with the variety of theoretical perspectives and explanations for various behaviors and outcomes.

Wilmington University CRJ 101 Survey of Criminal Justice

Prerequisite: 2.7 GPA or higher

This course is a survey of agencies and processes involved in the administration of criminal justice. The survey reviews the functions of the legislature, police, prosecutor, courts, and the correctional system. Problems of law enforcement in a democratic society are discussed. This course ties together all components of criminal justice and includes issues of both the juvenile and adult offender. Prerequisite: 2.7 GPA or higher

Wilmington University CRJ 205 Principles of Criminology

Prerequisite(s): CRJ 101

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

Wilmington University PSY 101 Introduction to Psychology

Pre-requisite: 2.7 GPA or higher

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

Wilmington University SOC 101 Introduction to Sociology

Prerequisite: 2.7 GPA or higher

This course introduces students to the fundamental concepts and methods of the scientific study of group behavior in terms of social interactions and processes. An introduction to social psychology, socialization, personal development, culture, and personality is also offered. Prerequisite: 2.7 GPA or higher

Mathematics

Algebra — (Grade 9)

This first year of mathematics course covers the ideas of variables, equations, expressions, graphs, and solutions. Students use analysis and experiment to find the best strategies for games of chance as they develop concepts of theoretical and observed probability. There is a unit on data and statistics, including standard deviation, the normal distribution and curve fitting. Similarity and right triangle trigonometry are covered in a unit that revolves around the geometry of light and shadows. This class explores a variety of topics, including number systems, discrete mathematics, logic and proof through extended investigations, reports, and presentations.

Geometry — (Grade 10)

Levels: CP, Honors

This course begins with a unit focusing on the solution of linear and non-linear by various techniques and in a variety of contexts. Students deepen their understanding of data and inference, using the chi-squared statistic to uncover a potential hoax and to evaluate the results of a soft-drink taste test in the unit. Is there really a difference? In “Do Bees Build It Best?”, the structure of a honeycomb provides the central problem for a geometry unit integrating properties of polygons and solids, trigonometry, area, volume, proof and Pythagorean Theorem. In the “Cookies” unit, graphical and algebraic reasoning are used to solve a variety of optimization problems, including a bakery that wants to maximize its profit. In the year’s final unit, Lewis Carroll’s, “Alice in Wonderland”, provides a model for understanding rules of positive, negative, and fractional exponents, as well as logarithms, logic and proof.

Algebra II — (Grade 11)

Levels: CP, Honors

This course begins with a brief unit on quadratic functions, focusing on the flight of a Fireworks rocket then returns to geometry, applying new and previously developed concepts in a coordinate framework by helping create an Orchard Hideout. Meadows or Malls takes lessons from the year two Cookies unit into higher dimensions. Students use matrices and technology to help decide the best mix of development and preservation for the community of River City. The problem of the world (over) population is explored, along with exponential and logarithmic functions and the concept of a derivative in Small World Isn’t It?

Precalculus — (Grade 12)

Levels: CP, Honors

This course has a more varied subject matter than a traditional Calculus-focused course, and includes topics such as circular functions, computer graphics, statistical sampling, and the Fundamental Theorem of Calculus. Units build on the strong knowledge base of students who have completed three years in the program. The student integrates concepts in linear projectile and circular motion, investigates families of functions, develops and utilizes science of conducting polls, and extends as well as explores mathematical ideas.

Financial Algebra — (Grade 12)

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

AP Calculus — (Grade 12)

This is a college-level course for advanced students. The course will cover differential and integral calculus topics including limits, applications of the derivative, areas under curves, volumes of revolution, logarithmic and exponential functions, advanced integration methods, infinite series, parametric equations, and polar coordinates. Spring and summer work required, as well as, qualifying grades.

Statistics — (Grade 12)

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

AP Statistics — (Grade 12)

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

Delaware Tech Math 180 College Algebra — (Grade 12)

Prerequisite: Test score or MAT 020

This course includes the algebra of functions, graphs and applications, absolute value equations and inequalities, polynomial, rational, radical, quadratic and piecewise functions, and the application of basic right triangle trigonometry.

Delaware Tech Math 190 Precalculus — (Grade 12)

Prerequisite: Test score or MAT 180

This course includes a study of exponential, logarithmic and trigonometric functions, vector applications, complex numbers, simple curve sketching of algebraic and trigonometric functions, nonlinear systems, matrix methods, polar coordinates, and properties of conic sections.

Science

Biology — (Grade 9)

CP Biology

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

Honors Biology

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

Physical Science — (Grade 10)

CP Physical Science

Physical science is an integrated class that covers the laws of conservation of energy and matter, properties of matter, structure of matter, earth science, geological phenomena and space science. Laboratory investigations, student-led explorations and discussions are an integral part of the course.

Honors Physical Science

Physical science is a rigorous integrated class that covers the laws of conservation of energy and matter, properties of matter, structure of matter, earth science, geological phenomena and space science. Laboratory investigations, student-led explorations and discussions are an integral part of the course. This accelerated course involves a primarily math-based approach and includes an additional unit on robotics. Honors science classes are math intensive. Research projects and written reports are required. To enroll in this class, students should be enrolled in Honors IMP 3. Students should have also completed Honors Biology with a grade of 85 or better.

Chemistry — (Grade 11)

CP Chemistry

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

Honors Chemistry

Prerequisites: Successful completion of Honors Physical Science with at least an 85. Concurrent enrollment in Honors IMP 4.

Honors chemistry is a rigorous course that covers topics such as the nature of science, structure of the atom, periodic table, chemical bonding and equations and the behaviors of solids, liquids and gases. This course is organized around the Next Generation Science Standards which promotes student-led investigations and discussions emphasizing the eight NGSS science practices. This course emphasizes mathematical and computational thinking. Students “discover” chemistry through whole-class discussions, laboratory investigations, small group work, and independent work.

For those students who wish to progress to Honors Physics, it is important to note that Honors Physics relies heavily on math skills; therefore, a student should have completed Honors IMP 4 with a 90% final average or IMP 3 with a 93% average demonstrating their readiness to apply their math skills to scientific analysis.

Earth & Space Science — (Grades 11-12)

This course will investigate the evidence to support the Big Bang and Solar Nebula Theories. We will study the formation of earth as well as its spheres. The first semester will be a review and extension of 10th grade physical science in relationship to the before mentioned theories. The second semester will be a research based approach. We will research Earth's spheres, NASA's Apollo Missions, NASA's space shuttle initiative, Elon Musk and his goal of colonizing Mars through his latest venture of SpaceX. We will plan a field trip to Wallops Island, VA to visit the NASA facility as well as a trip to the Air and Space Museum in Washington DC.

Marine Science (Grade 11-12)

Levels: CP and Honors

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

Honors Anatomy and Physiology — (Grades 11-12)

Humans are complex organisms composed of trillions of cells working in unison. This accelerated course focuses on how integrated body systems work together to keep the human body alive. The structure of body systems (anatomy) are studied as well as how the systems function (physiology). The class will cover a wealth of subject matter and will require some out-of-class commitment from enrolled students. Dissections and student explorations are an integral part of the class. In addition to interactive explorations and discussion, students will be exposed to anatomical lingo that will be beneficial to students interested in the medical field of physical therapy. This rigorous course is designed to prepare students for entry-level college courses focusing on anatomy and physiology.

Honors Robotics — (Grades 11-12)

Prerequisites: Honors level courses of Biology, Chemistry, and Geometry

It is suggested that students will have also completed or be in at least Honors Pre-Calculus and Honors Physics while taking the course.

This one-year course introduces students to the technology and the construction of primarily underwater vehicles. It encourages bright young minds to consider careers in the world of underwater robotics. Students will learn the interactions of ocean science, physics, math, electronics, and engineering through the design and fabrication of underwater vehicles. The first half of the course consists of learning about working under water, structure and materials of robotics, pressure constraints, buoyancy, stability, ballast, power systems and operations. After mastering the concepts of robotics the students will design and construct their own underwater vehicles for entrance into robotics competitions during the second half of the course.

Honors Physics — (Grade 12)

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

College Prep Physics — (Grade 12)

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

AP Science Classes

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

AP Physics

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

AP Chemistry

Prerequisites: Honors Chemistry, IMP 3 or equivalent. Should be enrolled in Honors IMP 4 or higher.

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

AP Biology

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

World Languages

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

Level I : Spanish, French, Italian

Level I is designed for students who have not previously studied a language. Students will begin the journey to building proficiency based on the ACTFL World Readiness Standards. Level 1 students will communicate on very familiar topics to increase proficiency in Interpersonal, Interpretive, and Presentational modes of communication. As Novice level students, they will learn introductory phases when reading and listening. Students will be able to write about familiar topics using words, phrases and memorized expressions. This course will prepare students for all skill areas and success in Level II.

Level II : Spanish, French, and Italian

Prerequisite: completion of the 1st year of the same language. A grade of “C” or better is highly recommended.

Level II further develops student’s proficiency based on the ACTFL World Readiness standards. Students will be able to write about most familiar topics and to present information using a series of simple sentences. They will be introduced to short readings and understand the main idea of authentic texts. Level II students begin to narrate in the present as well as other tenses in writing and conversations. Level II students will increase their proficiency in Interpersonal, Interpretive, and Presentational modes of communication, based on the five goal areas of Communication, Cultures, Connections, Comparisons, and Communities.

Level III : Spanish, French, Italian

Prerequisite: completion of the 2nd year of the same language with a grade “B” or better is required for honors. Completion of level II is required for CP Spanish 3.

Level III develops students’ proficiency based on the ACTFL World Readiness Standards. As Intermediate level students, they begin to create with language, to access a variety of authentic texts, and to focus on narrating in present, past, and future tenses. Level III students will increase their proficiency in Interpersonal, Interpretive, and Presentational modes of communication, based on the five goal areas as Communication, Cultures, Connections, Comparisons, and Communities. Homework and vocabulary review are assigned daily. Honors students are expected to adapt to a more rigorous pace that entails significant independent study.

Level IV

Honors: Spanish 4, French 4, Italian 4

Prerequisite: completion of the 3rd year of the Honors course of the same language with a grade of “B” or better is required.

Honors Level IV courses further develop students’ proficiency based on the ACTFL World Readiness Standards. As solid Intermediate Mid to High Level students, they communicate effectively in order to function in a variety of situations and for multiple purposes. Level IV Honors students read from variety of authentic texts to explore social and environmental issues and literature, music and art. They communicate daily in the target language and participate in conversations about current events, experiences and topics they have researched. They make presentations using past, present and future narration and write about a variety of topics. Level IV Honors students will increase their proficiency in Interpersonal, Interpretive, and Presentational modes of communication, based on the five goal areas of Communication, Cultures, Connections, Comparisons and Communities. Homework and vocabulary review are assigned daily. Honors Level IV students are expected to maintain a more rigorous pace that entails significant independent study.

English Language Learner I

Beginning students who are non-English speakers or limited-English speakers (limit 15).

English Language Learner II

Intermediate English speaking students (limit 15).

English Language Learner Resource

This resource is for students who are serious about getting the extra help they need (limit 15).

PHYSICAL EDUCATION, HEALTH, DRIVER'S EDUCATION & STUDENT SUCCESS ACADEMIC PERIOD (SSAP)

Physical Education I (Co-educational) — (Grades 9-12)

This course incorporates the state Physical Education Curriculum Framework for high schools. Grade 9 Physical Education provides activities and instruction that promote beneficial physical fitness habits, group interaction, and team building skills through a sequential program of sport, leisure, and recreational activities. Every Physical Education I student will also participate in CapeFit testing. CapeFit is a complete battery of health-related fitness items scored using criterion-referenced standards based on how fit children need to be for good health. No student may enroll in consecutive semesters during the same school year. One full credit or two sessions of Physical Education are required for graduation. Emphasis is placed on daily participation and changing into a prescribed gym uniform is required.

Physical Education II (Co-educational) — (Grades 10-12)

Pre-requisite: Physical Education I

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

Health Education (Co-educational) — (Grade 9)

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

Advanced Fitness — (Grades 11-12)

Pre-requisite: 11th Grade only. The student must have completed 1.5 credits, pass all PE classes and health class with a B or better, and demonstrated a positive attitude in promoting physical activity.

This course focuses on increasing students' present fitness levels. Participation in this course will lead to increased energy, mental clarity, and health as a part of one's lifestyle. It will also teach students to recognize proper form and technique. This course may also provide opportunities for students to increase their cardiovascular conditioning, flexibility and/or develop strength and muscular endurance. Students will develop a basic understanding of the components of group exercise and will acquire the skills to recognize a safe and effective exercise class. Students will have an opportunity to observe and critique a certified instructor to gain a greater understanding of the role of that individual in successful group exercise. Emphasis is placed on daily participation and changing into a prescribed gym uniform is required.

Driver's Education — (Grade 10)

Pre-requisite: The course is ONLY for students in a 10 grade homeroom.

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

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

Students will automatically be enrolled in Academic Enrichment for the marking period immediately following Driver Education.

Student Success Academic Period — (Grades 9-12)

The Student Success Academic Period gives students an opportunity to develop skills that they will need during and after high school. All students are enrolled in SSAP. Students are awarded .25 credit each year for the successful completion of these courses. Students participate in a different grade-level specific course of study each year that provides them with time investigate topics essential to their overall academic success at Cape Henlopen High School and begin to prepare them for college, career or military after high school. During freshman year students work on developing and strengthening skills necessary for success during high school, sophomores focus on developing their academic vocabulary and begin preparation for the SAT. Juniors participate in a full year of Khan Academy SAT academic preparation in critical reading, writing and mathematics. Seniors participate in a career and college focused program to assist with college and tech/trade school applications, financial aid and scholarships. Selected freshman and sophomore students needing academic assistance may be enrolled in a Response to Intervention (RTI) class to meet during grade-level SSAP. Throughout the school year, students will be developing and updating their Student Success Plans (SSP) through Career Cruising during their SSAP class.

PLEASE NOTE: The annual completion of a student's SSP is a mandatory graduation requirement.

This SSP helps students identify their post-secondary options through academic advising, goal setting and college and career exploration. The Career Cruising SSP is also an opportunity for students to partake in assessments that gauge their skills and interests and evaluating which careers align closely with them. Students can research colleges, universities and technical schools and explore scholarship opportunities. Career Cruising and SSPs can be accessed anywhere there is an internet connection.