



Smyrna High School

Course Catalog 2024-2025

Making Connections & Building Dreams

Smyrna School District

Foreword to Parents & Guardians

Your student will soon be selecting a program of study for the upcoming school year. This is an especially important task, which will involve some very thoughtful decisions and choices. We want you to be involved in this planning so that the course selection will be consistent with future educational and career goals. You and your student should become familiar with all academic policies and procedures, the educational requirements necessary to pursue his or her post high school goals, and the Programs of Study offered at Smyrna High School. Our school counselors are available to assist with every aspect of course selection and to answer any questions you may have. We look forward to assisting you and your student in developing a course plan.

Smyrna High School provides a strong academic curriculum, which prepares our students for the future. We offer a College Preparatory and Honors curriculum, as well as 17 Advanced Placement (AP) and 20 Dual Enrollment courses. Students can also choose between over 20 different Career Pathway options. Our Career Pathways are divided into 7 Schools of Study.

TITLE VI, TITLE IX, ADA, 504 COMPLIANCE NOTIFICATIONS Supplemental Services for Students with Disabilities

The Smyrna School District does not discriminate in employment, educational programs, services or activities based on race, color, marital status, creed, religion, national origin, gender, age, genetic information, sexual orientation, gender identity, disability or any other protected category or status in accordance with state and federal laws, as required by Title VI and VII of the 1964 Civil Rights Act, Title IX of the 1972 Educational Amendments, and the Federal Occupational Rehabilitation Act of 1973. Inquiries should be directed to the Smyrna School District Superintendent, Administrative Office, 82 Monrovia Avenue, Smyrna, DE 19977. Phone: (302) 653-8585.

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Academic Policies and Procedures

Graduation Requirements

The Smyrna School District Board of Education requires that students accumulate a minimum number of credits in grades 9 through 12 in order to receive a diploma. Requirements are as follows:

Subject Areas	Credits
English	4
Math (one must be taken senior year)	4
Social Studies	3 (must include US History)
Science	3 (must include Biology)
Physical Education	1
Health	.5
World Language	2
Career Pathway	3
Electives	5.5
Total:	26

Promotion Requirements

The following requirements were established by the Smyrna School District Policy #6115: Promotion/Retention/Acceleration/Graduation.

- 9th to 10th** Six total credits, including one English credit, one math credit and four additional credits
- 10th to 11th** Thirteen total credits, including two English credits, two math credits and nine additional credits
- 11th to 12th** Eighteen total credits, including three English credits, three math credits and twelve additional credits

Course Selections & Scheduling

Smyrna High School operates on a rotating block schedule, offering eight 90-minute classes (four courses per day). Students have the opportunity to earn up to 32 credits during the regular school day during their four years of high school. This allows students to not only take the required courses to earn a State of Delaware diploma but also to select additional course offerings to enhance their high school experience and prepare them for post-secondary opportunities.

SCHEDULE CHANGES:

The scheduling process allows students and parents, in cooperation with the school counselor, to choose the appropriate classes and alternates that will prepare students for graduation, college, and career. Once schedules are completed based on students' requests, the school staff begins the process of assigning teachers to classes, ordering books, and preparing classrooms. Therefore, there will be no schedule changes once a schedule is in place, other than for the following exceptions:

- Balancing classes to prevent overcrowding at the request of administration
- Result of a disciplinary action by the administration
- Level changes with parental consent (see below for more details)
- Adding Career Work Experience, student aide, or early release/late arrival. This option is for students in a senior homeroom ONLY.
- Student does not meet the prerequisite for a course
- Lack of required courses needed for graduation
- If a student is assigned to a teacher with whom they took a class and failed, every effort will be made to re-assign the student to a different teacher.

Course Selections & Scheduling (continued from previous page)

Schedule changes are **ONLY** made for **academic purposes**. The following list represents examples of reasons that are **not** considered acceptable for schedule changes:

- Student/parent does not like the teacher
- Student/parent does not like the teaching style
- Teacher is “too hard” or “too strict”
- Teacher gives too much work
- Student is failing the class
- GPA is being affected
- Student wants a different lunch

Since class changes will not be made for the reasons listed above, students and parents should assess their abilities and goals and carefully request courses for each school year. Students should make special note of course level (College Preparatory, Honors, Advanced Placement, Dual Enrollment), career pathways, graduation requirements, any requirements set forth by the NCAA Eligibility Center, as well as which elective and alternate courses they choose.

LEVEL CHANGES:

Level changes may be made up to six school days after issuance of the first report card. These changes will only be considered at the written request of the parent and if there is room available in the requested course. Level changes after that period will be limited to cases with extenuating circumstances at the discretion of the administration. Grades earned in the initial course “follow” the student to the new course. If there is any question about the difficulty level of a particular course, teachers and counselors can be consulted prior to requesting the course.

Transcripts

A transcript is the official record of a student’s high school program of study. It is available free of charge to current and former students. A transcript will include the following information:

- All courses taken, as well as the grades and credits earned;
- The student’s exact Grade Point Average (GPA);
- The student’s exact rank in class.

Please Note: SAT and ACT scores are NOT recorded on a student transcript due to the choice reporting option for both agencies.

Students should complete transcript requests through Parchment (parchment.com) for participating schools. Please refer to the instructions on the Smyrna High School website. Allow at least 5-7 business days to process transcript requests.

GPA & Course Weighting

GPA is computed at the end of the 9th, 10th, 11th, and 12th grades. The GPA will be calculated through the following methods:

Unweighted GPA: No weighting will be applied.

SY 2023/2024 & Prior - Weighted GPA: GPA is weighted using a multiplier. College Preparatory courses are assigned a weight of 1.03 quality points; Honors courses are assigned a weight of 1.05; Advanced Placement and Dual Enrollment courses are assigned a weight of 1.07.

SY 2024/2025 and Beyond - Weighted GPA: Honors courses are assigned +0.5 quality points. Advanced Placement and Dual Enrollment courses are assigned +1.0 quality points.

Summer Learning Academy

Summer Learning Academy (SLA) may be available for SHS students who have failed English, Math, Science, Social Studies, or World Language with a grade of F during the previous school year. Other major subjects may be offered at the discretion of the administration. Students may take a maximum of two courses during the Summer Learning Academy. The highest grade received for an SLA course is a B.

Students wishing to attend a summer school program at another high school for a failed course must request permission from the Smyrna High School principal before enrolling in the session.

Home Access Center

Home Access Center (HAC) is a web-based tool that provides students and parents with access to important student information. HAC allows parents and students to view student registration, schedules, attendance, assignment, and grade information. Interim Progress Reports and Report Cards are available on Home Access Center. In addition, the course scheduling process is completed through Home Access Center with assistance from the school counselors. Parents and students are assigned unique usernames and passwords. If you have lost or forgotten the username or password, you may use the “Forgot Username/Password” function or contact the School Counseling Office for assistance. We encourage you to use this valuable resource, in addition to communication with teachers and school counselors to monitor student academic progress.



Smyrna High School

Schools of Study and Pathways



The School of Agricultural and Natural Resources

Animal Science & Management Pathway
Natural Resource Management Pathway
Plant Science Pathway
Agricultural Power & Engineering Pathway
Agricultural Structures & Engineering Pathway



The School of Business, Finance, and Marketing

Academy of Business Information Management Pathway
Academy of Finance Pathway
Accounting Pathway
Computer Science Pathway
Digital Communication Technology
Marketing Today Pathway



The School of Education

Early Childhood Teacher Academy Pathway
K-12 Teacher Academy Pathway



The School of Leadership Studies

Aerospace Science & Leadership Pathway
Jobs for Delaware Graduates Pathway
Legal Studies Pathway



The School of Performing and Visual Arts

Instrumental Music Pathway
Theatre Arts Pathway
Visual Arts Pathway
Vocal Music Pathway



The School of STEM & Professional Studies

Allied Health Pathway
Culinary & Hospitality Management
Professional Academic Pathway
Engineering - Project Lead the Way Pathway



The School of Life-centered Career Studies

Vocational Studies Pathway



Animal Science & Management Pathway

UNITS OF STUDY

Required:

- Foundations of Animal Science-1
- Growth & Development of Domestic Animals-2
- Domestic Animal Management-3

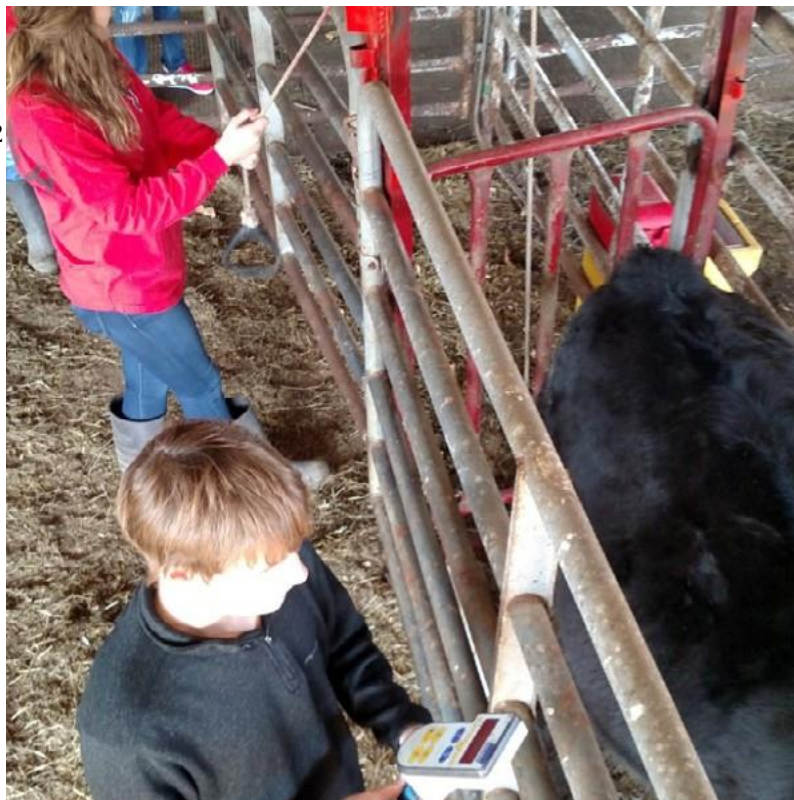
Additional Course Offerings:

- Advanced Animal Science-4
- Agriscience Summer SAE Work Experience
1/3 credit (Grades 9-11)
- Early Career Experience

College Articulation Agreements:

Students who successfully complete the Animal Science & Management pathway will receive articulated credit and be granted advanced standing at *Delaware State University* for the following course:
DSU AGRI 206 Intro to Animal Science (3 credits)

Students who successfully complete the Animal Science & Management pathway will receive articulated credit and be granted advanced standing at *Delaware Technical Community College* for the following course:
DTCC AGS 204 Animal Science (3 credits)



SUMMARY OF PATHWAY

The Animal Science & Management Pathway consists of four levels of hands-on instruction dealing with the animal science industry as it relates to agricultural animals. It is designed to explore the animal science industry and the food system of the United States in order to foster an understanding of the steps involved in producing livestock products for consumers, as well as cover food safety issues. Using classroom instruction and laboratory activities, this pathway will involve studying anatomy & physiology, behavior, genetics, reproduction, feeding, nutrition, production methods, and management practices, veterinary practices, selection, and marketing of economically important food animals and horses. The ethics of food animal production and current agricultural issues are also covered in each course. Students have the opportunity for hands-on instruction using large domestic animals housed on the school campus, and may also extend their involvement with these animals through participating in livestock shows throughout the Mid-Atlantic region. Students are expected to maintain a year-long, Supervised Agriscience Experience (SAE) Program in each of the classes within the pathway. This hands-on project will be maintained by students outside of regular class time, and students apply classroom concepts in maintaining the project.

Students enrolled in this pathway will have the opportunity to participate in a Career and Technical Student Organization (CTSO). The CTSO for this pathway is FFA.

POTENTIAL CAREERS:

- Veterinarian
- Veterinary Assistant or Technician
- Marine Biologist
- Farm Manager
- Livestock Producer
- Herdsman
- Horse Trainer
- Game Warden
- Animal Scientist
- Geneticist
- Agriscience Teacher
- Extension Agent
- Artificial Insemination Technician
- Livestock Marketing Consultant
- Zoologist



Natural Resource Management Pathway

UNITS OF STUDY

Required:

- Introduction to Natural Resources -1
- Principles of Environmental Science- 2

After completing Level 1 & Level 2, students must take one of the following courses to complete the pathway:

- Environmental & Natural Resource Stewardship-3
AND/OR
- AP Environmental Science

Additional Course Offerings:

- Agriscience Summer SAE Work Experience
1/3 credit (Grades 9-11)
- Early Career Experience

College Articulation Agreements:

Students who successfully complete the Pathway will receive articulated credit and be granted advanced standing at *Delaware State University* for the following course:

DSU NTRS 103: Intro. to Environmental Science (3 credits)

Students who successfully complete the pathway and a Supervised Ag. Experience will receive articulated credit and be granted advanced standing at *Delaware Technical Community College* for the following course:

DTCC SCI 223: Applied Ecology (3 credits)

Students who successfully complete the pathway (and take both Env. & Natural Resource Stewardship and AP Env. Science can receive Advanced standing at *Delaware Valley University*.

POTENTIAL CAREERS:

- Botanist
- Forestry Management
- Small Grain Management
- Plant Geneticist
- Agriscience/Plant Research
- Agribusiness & Financial Management
- Environmental Engineer
- Ecologist
- Wildlife Management
- Environmental Specialist
- Ecological Restoration Management



SUMMARY OF PATHWAY

The Environmental Science Career and Technical Education (CTE) pathway is structured to introduce students to a wide range of renewable natural resources (soils, water, vegetation, wildlife, recreation), while maintaining substantial flexibility for student-centered learning in understanding and managing natural systems. It is based on a vision that combines professional competency in management skills with a strong foundation in the social and biophysical sciences. Students interested in Natural Resources are typically drawn to natural settings and environments, enjoy nature, and want to develop the professional knowledge and skills needed to conserve, steward, and manage natural resources and the environment. The continuation of the pathway provides a wide variety of opportunities to meet student needs while utilizing hands-on learning experiences. Experiential opportunities such as internships, externships, and job shadowing with natural resource-based organizations in the business, public, and non-profit sectors provide additional hands-on experiences in the final year of study.

Students enrolled in this pathway will have the opportunity to participate in a Career and Technical Student Organization (CTSO). The CTSO for this pathway is FFA.



Plant Science Pathway

UNITS OF STUDY

Required:

- Foundations of Plant Science-1
- Plant & Soil Systems-2
- Plant Systems Management & Sustainability-3

Additional Course Offerings:

- Greenhouse and Horticulture Science-4
- Agriscience Summer SAE Work Experience 1/3 credit (Grades 9-11)
- Early Career Experience

College Articulation Agreements:

Students who successfully complete the Plant Science pathway will receive articulated credit and be granted advanced standing at *Delaware State University* for the following course:

DSU AGRI 219 General Horticulture (3 credits)

Students who successfully complete the Plant Science pathway will receive articulated credit and be granted advanced standing at *Delaware Technical Community College* for the following course:

DTCC AGS 105 Principles of Plant Growth (3 credits)



SUMMARY OF PATHWAY

The Plant Systems Career and Technical Education (CTE) pathway encourages students to study the production of plants while developing an understanding of one of the largest employment sectors. Areas of study include: soils, hydroponics, plant anatomy and physiology, taxonomy, growing environments, sexual reproduction, asexual reproduction, insects and diseases, and production & marketing. The major focus of the pathway is to expose students to the world of agriculture, plant science, and career options.

Students enrolled in this pathway will have the opportunity to participate in a Career and Technical Student Organization (CTSO). The CTSO for this pathway is FFA.

POTENTIAL CAREERS:

- Agronomist
- Botanist
- Turfgrass Management
- Landscape Architecture, Design, Construction & Service
- Forestry Management
- Small Grain Management
- Plant Geneticist
- Agriscience/Plant Research
- Agribusiness & Financial Management
- Fruit & Vegetable Production/Broker
- Agricultural Sales and Service



Agricultural Power & Engineering Pathway

UNITS OF STUDY

Required:

- Fund. of Agricultural Power & Engineering-1
- Agricultural Welding & Fabrication-2
- Power & Mechanical Systems-3

Additional Course Offerings:

- Advanced Power & Mechanical Systems-4
- Agriscience Summer SAE Work Experience
1/3 credit (Grades 9-11)
- Early Career Experience

Articulation Agreements:

Polytech Adult Education

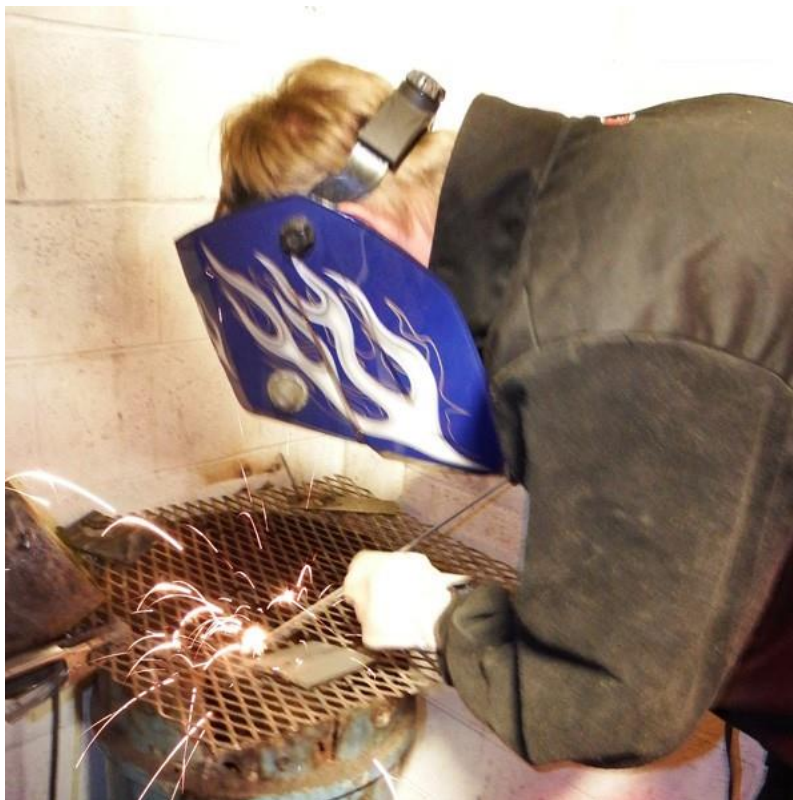
Students who complete the Power & Engineering Pathway (with a B in each course & a cumulative GPA of 2.5 or better) will receive advanced Standing in Polytech Adult Education Program's Electrical, HVAC-R, and Plumbing programs.

Sussex Tech Adult Education

Students who complete the Power & Engineering Pathway (with a B in each course & a cumulative GPA of 2.5 or better) and the NCCER Welding Level I credential will be granted advanced standing at Sussex Tech Adult Education Program for Welding Technology Year One.

POTENTIAL CAREERS:

- Welding
- Machinist
- Small, Diesel, or Multi-Cylinder Engine Mechanic
- Engineering
- Equipment Operator
- Salesman
- Tractor Mechanic
- Precision Agriculture



SUMMARY OF PATHWAY

The Agricultural Power and Engineering is a program of study that provides students with the mathematical, scientific, and engineering principles and methods required to understand dynamic power systems and metal fabrication. Students practice real world applications, communication skills, and problem solving skills associated with dynamic power systems and metal fabrication. Students are prepared for a variety of careers including engineering, welding technicians, mechanical and industrial technicians, maintenance technicians, mechanical engineering, metal fabrication, CNC operators, power technology repair and troubleshooting, and green energy technologies.

Students completing the program of study will receive credentials for the NCCER Core Curriculum coursework (72 hours) and will be granted advanced placement in Delaware registered apprenticeship programs through Polytech Adult Education. Qualifying trades include: maintenance mechanic, iron worker, machinist, pipe welding, sheet metal, welding, mechanic, and metal fabrication. Students also complete the OSHA 10 Training and the Briggs & Stratton Service Technician Certification.

Students enrolled in this pathway will have the opportunity to participate in a Career and Technical Student Organization (CTSO). The CTSO for this pathway is FFA.



Agricultural Structures & Engineering Pathway

UNITS OF STUDY

Required:

- Fund. of Agricultural Structures & Engineering-1
- Structural Systems in Agriculture -2
- Essential Skills in Agricultural Structures & Engineering-3

Additional Course Offerings:

- Agriscience Summer SAE Work Experience 1/3 credit (Grades 9-11)
- Early Career Experience

Articulation Agreements:

Polytech Adult Education

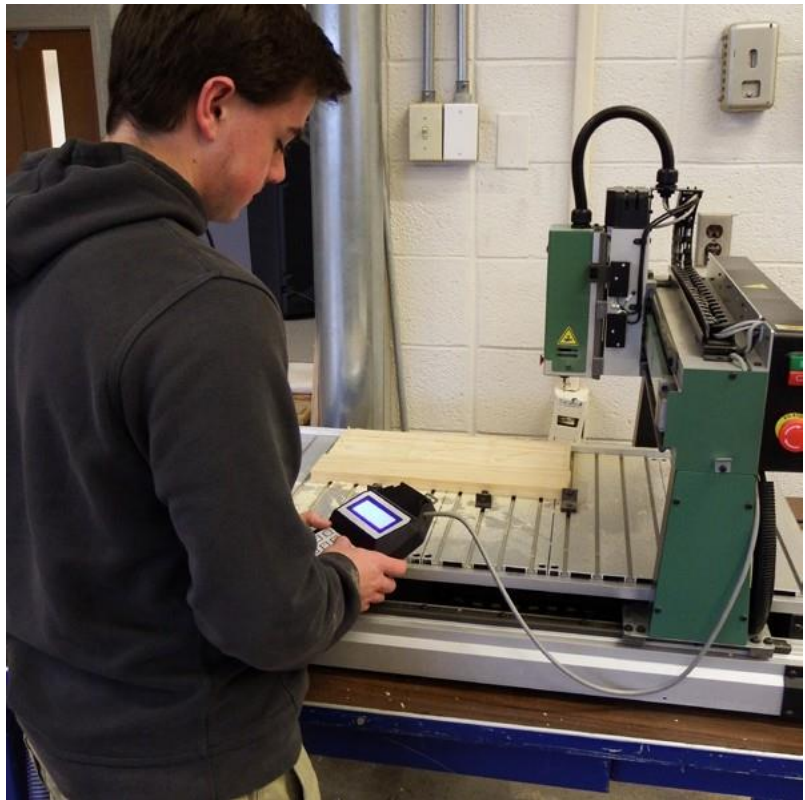
Students who complete the Structures & Engineering Pathway (with a B in each course & a cumulative GPA of 2.5 or better) will receive advanced Standing in Polytech Adult Education Program's Carpentry Technology Program.

Sussex Tech Adult Education

Students who complete the Structures & Engineering Pathway (with a B in each course & a cumulative GPA of 2.5 or better) will be granted advanced standing at Sussex Tech Adult Education Program for Carpentry Technology Year One.

POTENTIAL CAREERS:

- Architect
- Building Contractor
- Carpenter
- Civil Engineer
- Electrician
- Entrepreneur
- HVAC Installer
- Mason
- Mechanical Engineer
- Plumber



SUMMARY OF PATHWAY

The Agricultural Structures & Engineering program of study is a three course Career & Technical Education (CTE) program designed to provide students with the scientific principles and methods required to understand the interrelationships of construction. Students practice real world applications and problem solving skills associated with agricultural designs and engineering principles. Students utilize problem solving, as well as communication skills to develop engineering concepts and building practices that are sound and reliable. The program prepares students for a variety of careers including carpentry, engineering, architectural design, electrical, plumbing, masonry, construction framing, business management, sales, building maintenance, home improvement, and green energy technologies.

Students completing the Agricultural Structures and Engineering program of study will receive credentials for the NCCER Core Curriculum coursework (72 hours) and will be granted advanced placement in Delaware registered apprenticeship programs through the adult education divisions of the New Castle County, Polytech, and Sussex Technical systems. Qualifying trades include: carpentry, construction laborer, electrician, masonry, plumbing, and pipe fitting. In addition, students also complete the OSHA 10 Training.

Students enrolled in this pathway will have the opportunity to participate in a Career and Technical Student Organization (CTSO). The CTSO for this pathway is FFA.



Academy of Business Information Management Pathway

UNITS OF STUDY

Required:

- BIM I: Business Information Technology (BIT)
- BIM II: Global Business Economics (GBE)
- BIM III: Entrepreneurship (ENT)

Additional Course Offerings:

- Dual Enrollment – Wilmington University
 - BBM 201 Principles of Management
 - BMK 305 Marketing
- NAF Internship
- Early Career Experience

College Articulation Agreements:

Delaware Technical Community College

Students who complete the Academy of Business Information Management Pathway will be granted advanced standing in DTCC Business Programs.

DTCC BUS 101 Introduction to Business (3 credits)

Goldey-Beacom College

Students must earn a minimum of a B in the SHS course below to obtain the following articulated credits at Goldey-Beacom College.

Business Information Technology – ITG 325 Database Applications with MS Access (3 credits)

Global Business Economics – GEE 880 General Elective (3 credits)

Entrepreneurship – MGT 303 Management & Organizational Behavior (3 credits)

Wilmington University

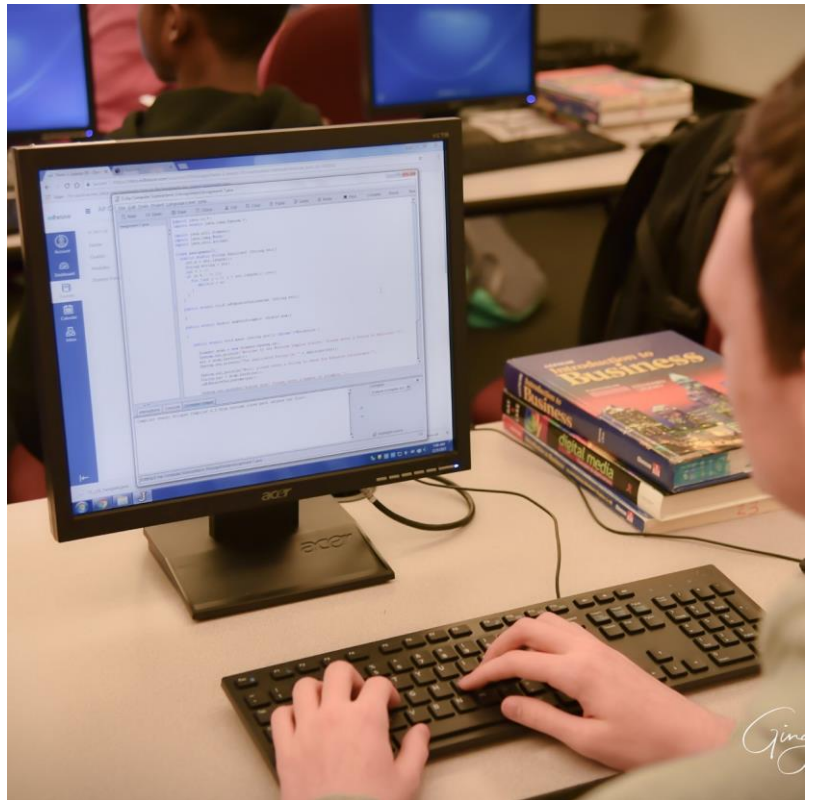
Students must earn a minimum of a B in the SHS course below to obtain the following articulated credits at WU.

Business Information Technology – MIS 320 Management Information Systems (3 credits)

Global Business Economics – ECO 105 Fundamentals of Economics (3 credits)

Entrepreneurship – BMK 366 Entrepreneurship (3 credits)

NAF Approved Internship – ELE 100 Free Elective



SUMMARY OF PATHWAY

The NAF Academy of Business Information Management (AOBIM) program is a three-course program of study that introduces students to the skills needed to plan, organize, direct, and evaluate business functions essential to efficient and productive business operations through courses focusing on entrepreneurship, global and domestic economics, information technology, customer service and ethics. Students gain critical career knowledge through a series of work-based learning activities that are conducted in school, as well as outside the classroom, and a 120-hour paid summer internship. Completion of the program is validated with a NAFTrack Certification, NAF's student certification assessment system.

POTENTIAL CAREERS:

- General Managers
- Operations Managers
- Purchasing Managers
- Business Operations Specialists
- Computer Information Systems Managers



Academy of Finance Pathway

UNITS OF STUDY

Required:

- AOF I: Fundamentals of Finance
- AOF II: Principles of Accounting
- AOF III: Financial Services

Additional Course Offerings:

- Dual Enrollment – Wilmington University
 - BBM 201 Principles of Management
 - BMK 305 Marketing
- NAF Internship
- Early Career Experience

College Articulation Agreements:

Delaware Technical Community College

Students who complete the Academy of Finance pathway will receive articulated credit at DTCC for the following courses:

BUS 101 Introduction to Business (3 credits)

SSC 130 Where's My Money? (1 credit)

SSC 131 Are You Credit Worthy? (1 credit)

SSC 132 Planning for the Beach? (1 credit)

Goldey-Beacom College

Students must earn a minimum of a B in the SHS course below to obtain the following articulated credits at GBC.

Fundamentals of Finance –

MGT 308 Personal Finance Management (3 credits)

Principles of Accounting –

GEE 880 General Elective (3 credits)

Financial Services –

ECO 344 Money & Banking (3 credits)

Wilmington University

Students must earn a minimum of a B in the SHS course below to obtain the following articulated credits at WU.

Fundamentals of Finance – FIN 301 Personal Finance

Principles of Accounting – ELE 100 Free Elective

Financial Services – ECO 321 Economics of Money & Banking

NAF Approved Internship – ELE 100 Free Elective



SUMMARY OF PATHWAY

The National Academy Foundation (NAF) Academy of Finance (AOF) program of study is a three course Career and Technical Education (CTE) program that engages students with the world of financial services by focusing on banking and credit, financial planning, accounting, and insurance. Students gain career knowledge through a series of work-based learning activities that are conducted in school and outside of the classroom, and a 120-hour paid summer internship. Completion of the program is validated with a NAFTrack Certification, NAF's student certification assessment system.

Students enrolled in this pathway will have the opportunity to participate in a Career and Technical Student Organization (CTSO). The CTSO for this pathway is Business Professionals of America (BPA).

POTENTIAL CAREERS:

- Accountant
- Bank Teller
- Budget Analyst
- Financial Analyst
- Insurance Agent
- Loan Officer
- Personal Finance Advisor



Accounting Pathway

UNITS OF STUDY

Required:

- Foundations of Accounting
- Analysis of Accounting
- Accounting Practicum

Additional Course Offerings:

- Dual Enrollment – Wilmington University
 - BBM 201 Principles of Management
 - BMK 305 Marketing
- Early Career Experience

POTENTIAL CAREERS:

- Accountant
- Budget Analyst
- Certified Public Accountant
- Financial Analyst
- Loan Officer
- Personal Finance Advisor

Students enrolled in this pathway will have the opportunity to participate in a Career and Technical Student Organization (CTSO). The CTSO for this pathway is Business Professionals of America (BPA).



SUMMARY OF PATHWAY

The Accounting pathway is a three credit program of study that provides a foundation in necessary skills to keep proper books and records under Generally Accepted Principles of Accounting. Courses focus on accounting concepts, including the double-entry accounting system, accounting equation, and the accounting cycle. This includes using source documents, analyzing business transactions using T-accounts, journalizing business transactions posting transaction to ledgers, preparing end-of-period data, completing adjusting entries, preparing and analyzing financial statements, preparing closing entries, and cash control systems. Students extend learning by performing accounting functions common to retail merchandising organizations including Accounts Payable and Accounts Receivable account management purchasing and sales accounts, payroll records management, taxation, inventory management, depreciation, and key ratios interpretation. Students will also learn how to use accounting software, Intuit QuickBooks Online, and how to navigate and prepare basic individual tax returns. Project-based learning activities provide students with opportunities to record monthly transactions for a mock company and completing the accounting cycle in its entirety. Students are provided with source documents and are required to complete the General Journal, General Ledger, Financial Statements, Closing Entries, and a Post-Closing Trial Balance for the period. This gives the students an opportunity to view accounting from a real world perspective.



Computer Science Pathway

UNITS OF STUDY

Required:

- Exploring Computer Science
- AP Computer Science Principles

Students can select between the following courses for the 3rd level of the pathway:

- AP Computer Science A
- IT Essentials CS

Additional Course Offerings:

- Dual Enrollment – Wilmington University
 - BBM 201 Principles of Management
 - BMK 305 Marketing
- Early Career Experience

College Articulation Agreements:

Delaware State University

AP Computer Science Principles with an exam score of 4 or 5:

CSC I110 Computational Thinking I (2 credits)

AP Computer Science A with an exam Score of 4 or 5:

CSCI 120 Elements of Computer Programming I (4 credits)

Wilmington University

Exploring Computer Science (B or better) – **CSC 100 Basic Web Design/Development (3 credits)**

AP Computer Science Principles (3 or better) – **Computer Science Fundamentals (3 credits)**

AP Computer Science A (3 or better) – **Fundamentals of O-O Programming (3 credits)**



SUMMARY OF PATHWAY

The Computer Science pathway introduces students to key ideas of computer science and invites students to understand how computing changes the world. Students use computational practices such as algorithm development and problem solving to create programs that can solve problems relevant to their lives. They engage in topics such as interface design, limits of computers, and societal and ethical issues related to innovation. Students learn to write, run, test and debug solutions in the Java programming language and describe ways in which computing enables innovation.

Students explore a range of careers in information technology and computer science as they learn to connect their informal knowledge of math, science and technology skills to hands-on projects. This pathway prepares students for further education and careers in information technology and computer science while they develop effective communication and collaboration skills. Students have the opportunity to prepare for two different College Board exams: AP Computer Science Principles, and AP Computer Science A.

POTENTIAL CAREERS:

- Computer Game Designer
- Computer Support Specialist
- Computing & Information Technology Solutions Designer
- Data Analyst
- Help Desk Operator
- Software Developer
- Support Technician
- Web and Server-Side Programmer
- Website Designer



Digital Communication Technology Pathway

UNITS OF STUDY

Required:

- Foundations of Digital Design-1
- Processes of Digital Production-2
- Applications of Digital Design-3

Additional Course Offerings:

- Early Career Experience
- Dual Enrollment – Wilmington University
 - BBM 201 Principles of Management
 - BMK 305 Marketing
- Early Career Experience

College Articulation Agreements:

Delaware Technical Community College

Students who successfully complete the Digital Communication Technology (DCT) program of study will receive the following articulated credit (must complete each course with a B or better & maintain an overall GPA of 2.5 or better):

VSC115 – Intro to Design (3 credits)

Wilmington University

See the [Delaware Department of Education Articulation Agreement Matrix](#) for information.

POTENTIAL CAREERS:

- Art Director
- Information Technology
- Computer Programmer
- Craft & Fine Artist
- Film & Video Editor
- Camera Operator
- Producer
- Director
- Web Developer



SUMMARY OF PATHWAY

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



Marketing Today! Pathway

UNITS OF STUDY

Required:

- Marketing Essentials-1
- Digital & Data Driven Marketing-2
- Entrepreneurial Marketing-3

Additional Course Offerings:

- Dual Enrollment – Wilmington University
 - BBM 201 Principles of Management
 - BMK 305 Marketing
- Early Career Experience

College Articulation Agreements:

Wilmington University

Students who earn a B or better in Marketing Essentials will receive articulated credit at WU for the following course: **BMK 305-Marketing (3 credits)**

Students who earn a B or better in Digital & Data Driven Marketing will receive articulated credit at WU for the following course: **BMK 306-Principles of Advertising (3 credits)**

Students who earn a B or better in Entrepreneurial Marketing will receive articulated credit at WU for the following course: **BMK 307-Public Relations (3 credits)**

POTENTIAL CAREERS:

- Data Analytics
- Social Media Specialist
- Advertising
- Public Relations Specialist
- Marketing Management
- Marketing Research Analyst
- Promotion
- Fashion Merchandising
- Advertising Sales Agent
- Graphic Designers
- Sales Managers
- Fundraising Managers
- Event Planners
- Multimedia Specialist
- Sales Representative
- Hospitality Marketing



SUMMARY OF PATHWAY

The Marketing Today! program of study is a three (3) course Career and Technical Education (CTE) program that engages students with the world of marketing services by focusing on how marketing is evolving in the digital age and how companies can be successful by implementing marketing strategies. Students gain career/industry knowledge through a series of work-based learning activities in and out of the classroom such as: internship, apprenticeship, career experience opportunities, and project completion, of at least 60 hours. Students in the third level course, Entrepreneurial Marketing, will participate in the Junior Achievement Company Program.

Marketing Today! courses introduce students to a wide array of careers such as data analytics, project and content management, digital marketing, marketing campaign management, demographic analytics and communications.



Early Childhood Teacher Academy Pathway

UNITS OF STUDY

Required:

- ECE I: Human Growth & Development
- ECE II: Early Childhood as a Profession
- ECE III: Curriculum & Instruction in Early Childhood

Additional Course Offerings:

- Early Career Experience
- ECE Teacher Academy Internship
- Leadership in Education

Students enrolled in the Internship will also complete the following Wilmington University Dual Enrollment Courses:

- ECE 201 Nutrition, Health & Safety for Young Children
- ECE 217 Families as Partners in Education

College Articulation Agreements:

Delaware State University

Students who complete the 3 pathway courses with a B or better will receive the following articulated credits at DSU:

EDUC 205 Child Growth & Development (3 credits)

EDUC 204 Philosophical Foundations of Education (3 credits)

Delaware Technical Community College

Students who successfully complete the 3 pathway courses will receive the following articulated credits at DTCC:

PSY 125 Child Development (3 credits)

Wilmington University

Students who complete the 3 pathway courses with a B or better will receive the following articulated credits at WU:

PSY336 Child Development (3 credits)

ECE 202 Prof. Issues in EC (3 credits)

POTENTIAL CAREERS:

- Childcare Administrator
- Director of Educational Programs
- Early Childcare Worker
- Early Childhood Research/Analysis
- Early Childhood Teacher
- Early Intervention Specialist
- Teacher's Assistant



SUMMARY OF PATHWAY

Students enrolled in the Early Childhood Teacher Academy Pathway will learn essential skills related to childcare and early childhood development. Students will be prepared for further study or employment related to these topics following graduation.

This pathway is designed for students who are looking to pursue a career in a field related to Early Childhood Education.

The pathway will introduce the foundations of child development, explore early childhood curriculum, as well as provide practical childcare field experiences.

Students enrolled in this pathway will have the opportunity to participate in a Career and Technical Student Organization (CTSO). The CTSO for this pathway is Educators Rising.

Upon successful completion of the pathway, students may receive Delaware First: Training for Early Care and Education (TECE 1) certification. Students also have the opportunity to earn an Early Childhood and School-age Intern Certificate, CPR certification, as well as college credit through the dual enrollment course.



K-12 Teacher Academy Pathway

UNITS OF STUDY

Required:

- K-12 I: Human Growth & Development
- K-12 II: Teaching as a Profession
- K-12 III: Foundations of Curriculum & Instruction

Additional Course Offerings:

- K-12 IV: Exceptional Children
- Early Career Experience
- Career Experience: Reading Buddies
- K-12 Teacher Academy Internship
- Leadership in Education

Students enrolled in the K-12 Internship will also take the following Wilmington University Dual Enrollment Courses:

- ECE214 Creating Environments for Learning
- RDG203 Learner Development & Early Literacy

College Articulation Agreements:

Delaware State University

Students who complete the 3 pathway courses with a B or better will receive the following articulated credits at DSU:

EDUC 205 Child Growth & Dev. (3 credits)

EDUC 204 Philosophical Foundations of Education (3 credits)

Delaware Technical Community College

Students who successfully complete the 3 pathway courses will receive the following articulated credits at DTCC:

PSY 125 Child Development (3 credits)

Wilmington University

Students who complete the 3 pathway courses with a B or better will receive the following articulated credits at WU:

PSY 336 Child Development (3 credits)

ECE 214 Creating Env. for Learning (3 credits)

POTENTIAL CAREERS:

- Education Administration
- Educational Tutoring
- Elementary Education Teacher
- Librarian
- Occupational Therapist
- Paraprofessional
- School Counselor
- School Psychologist
- Secondary Teacher
- Special Education Teacher
- Speech & Language Pathologist



SUMMARY OF PATHWAY

The K-12 Teacher Academy program of study is a three course Career and Technical Education (CTE) program that prepares students for careers in elementary and secondary education. Observation opportunities in a variety of age and discipline settings, as well as special needs and non-classroom settings, provide practical experiences while enriching the learning. Students participate in a long-term placement during their senior year, which allows for in-depth experiences in a classroom setting. Students will also have the opportunity to earn professional development certifications as part of their coursework.

Students enrolled in the K-12 Teacher Academy Internship course will have the opportunity to enroll in dual enrollment courses through Wilmington University, allowing students to earn both high school and college credits: ECE214 Creating Environments for Learning & RDG203 Learner Development and Early Literacy. Those students who successfully complete the Delaware Teacher Academy (all four levels of the pathway & the two dual enrollment courses) will be granted advanced standing in the Education program at Wilmington University.

Students enrolled in this pathway will have the opportunity to participate in a Career and Technical Student Organization (CTSO). The CTSO for this pathway is Educators Rising.



Aerospace Science & Leadership Pathway

UNITS OF STUDY

Required:

- Aerospace Science & Leadership 1
- Aerospace Science & Leadership 2
- Aerospace Science & Leadership 3

Additional Course Offerings:

- Aerospace Science & Leadership 4
- Cadet Leadership Course - Summer Elective

POTENTIAL CAREERS:

- Aerospace
- Law Enforcement
- Military
- Public Service
- Supervisory Roles



SUMMARY OF PATHWAY

The mission of Air Force Junior ROTC is to “develop citizens of character dedicated to serving their nation and community.” AFJROTC encompasses the study of ethics, life skills, and citizenship as a way of preparing youth to take their place within society.

Beyond our core focus on citizenship and character development, we emphasize Aerospace Studies and Leadership Application. Our cadets study aviation history and aerodynamics. Classroom learning is enhanced through field trips and hands-on extra-curricular activities (building and launching model rockets, flying remote control aircraft and drones, and opportunities for orientation flights).

We also recognize the importance of leadership in shaping our cadets’ success for the future. By instilling appropriate attitudes and behaviors now, it is possible to improve cadets’ lives, and make their futures brighter. Classroom learning is enhanced by offering leadership opportunities in a variety of jobs within the Cadet Corps. Experiences gained in these areas can be directly applied to success in college and careers for years to come. An additional leadership opportunity is available to AFJROTC cadets through our Cadet Leadership Course (CLC); a 1-week summer elective. During CLC, cadets use the leadership lessons learned during the school year and apply them to real life, day-to-day situations at a local military installation.

Join JROTC for citizenship & leadership training with a focus on flight! There’s no military obligation.



Jobs for Delaware Graduates Pathway

UNITS OF STUDY

Required:

- JDG 9
 - JDG 10
 - JDG 11
- OR
- JDG 10
 - JDG 11
 - JDG 12

Additional Course Offerings:

- Early Career Experience

POTENTIAL CAREERS:

- More than 50,000 young people have participated in JDG programs since their inception, and more than 250 employers rely on Jobs for Delaware Graduates for producing enthusiastic, well-prepared, and effective employees.



SUMMARY OF PATHWAY

The JDG program is designed to help students reach their academic, career, personal and social goals. The curriculum includes units that focus on academic achievement, employability, and soft skills, preparing students to pursue higher education, trade programs, to enter the workforce or join the military. Each level challenges students with content that builds in complexity as they progress through each level. The JDG program assists students in finding jobs in the career of their choice during the school year, in the summer, and for 12 months after graduation.

Students in the pathway will have the opportunity to participate in a Career and Technical Student Organization (CTSO). The CTSO for this pathway is Delaware Career Association.



Legal Studies Pathway

UNITS OF STUDY

Required:

- Introduction to Legal Studies
- WU CRJ 101: Survey of Criminal Justice (Dual Enrollment)
- WU CRJ 205 Principles of Criminology (Dual Enrollment)

Additional Course Offerings:

- Early Career Experience



POTENTIAL CAREERS:

- Attorney
- Correctional Officer
- Federal Law Enforcement
- Military Law Enforcement
- Police Officer
- Private Security
- Probation & Parole Enforcement

SUMMARY OF PATHWAY

The Legal Studies program of study is a three course Career & Technical Education (CTE) instructional program designed to engage students in the study of legal and criminal relates issues and careers. The pathway is designed to provide an enriched academic experience to the students interested in this field, supported by members of the legal community, to help provide a groundwork of understanding in researching and potentially pursuing a career in this field. Using a combination of classroom instruction and professional support pieces, the pathway will involve the study of the legal process, careers in the legal process, policing at all levels, criminal justice management, ethics, responsibilities of the field, new technologies and an in-depth understanding of the United States Constitution. Students will receive opportunities to develop an understanding of these concepts in the classroom, through college-level support systems, professional in-services and field experiences by current and retired professionals committed to helping develop our students. Additional opportunities outside of the classroom range from our Mock Trial team, experiences with local and state law enforcement and a series of legal studies internships available to advanced students.



Instrumental & Vocal Music Pathway

UNITS OF STUDY

Required:

- Marching Band
- Symphonic Band
- Jazz Band
- Chorus
- Chorus-Select Ensemble
- Show Choir

Additional Course Offerings:

- Music Theory

Students must complete three of the required courses for this pathway. This may include taking the same course multiple



POTENTIAL CAREERS:

- Accompanist
- Audio Engineer
- Chamber Musician
- Composer/ Arranger
- Music Teacher
- Instrumentalist
- Conductor

SUMMARY OF PATHWAY

The Music pathway is a comprehensive course of study which prepares students with the skills necessary to be successful when advancing to study music at the collegiate level. Throughout their course of study, students will learn advanced skills specific to their instrument and voice by participating in our award-winning Instrumental and Vocal ensembles, which include: Symphonic Band, “Regiment of Red” Marching Band, Concert Choir and Jazz Band. Students will also have opportunities to apply the skills they have learned by participating in festivals, competitions, and by working with clinicians, professors, and professionals in the field of music.



Theatre Arts Pathway

UNITS OF STUDY

Required:

- Introduction to Theatre
- Advanced Theatre
- Advanced Performance and Production

POTENTIAL CAREERS:

- Stage Actor
- Film Actor
- Voice Actor
- Playwright
- Screenwriter
- Director



SUMMARY OF PATHWAY

This pathway is focused on theater and the development of acting and playwriting. The first course, Introduction to Theatre, reviews the history of theater and its development over time. The end of the course focuses on individual acting skills and monologue performances. Advanced Theatre, the second course in this pathway, enhances the student's acting abilities and playwriting abilities, focusing on writing and performing plays of a variety of types and styles. The third course in this pathway, Advanced Performance and Production, develops the actor's talents even further and focuses on memorizing shows and putting together a dramatic production. All three courses use improvisation, text of existing plays, as well as student-written works to enhance the skills of the student actor and playwright to develop these skills over the course of the pathway.



Visual Arts Pathway

UNITS OF STUDY

Studio Arts Pathway

Required:

- Fundamentals of Art
- Studio Art Specialization
- Art Majors
-

Additional Course Offerings:

- Advanced Placement 2-D
- Advanced Placement 3-D
- Advanced Placement Drawing

Digital Art & Photography Pathway

Required:

- Digital Art & Photography 1
- Digital Photography 2
- Digital Photography 3

Beginning with the 2024-2025 school year, students will take Digital Art & Photography 1 to explore both digital art & digital photography. They will then have the option of selecting either a Digital Art or a Digital Photography pathway for their subsequent classes. Digital Art 2 will be added for the 2025-2026 school year, and Digital Art 3 will be added for the 2026-2027 school year.



SUMMARY OF PATHWAY

The Visual Arts pathway is designed to help students develop an aesthetic understanding and appreciation for the visual arts. This pathway exposes students to various art media that includes two- and three-dimensional design. Students in the art pathway will build the necessary skills to create and critique successful works of art.

POTENTIAL CAREERS:

- Art Teacher
- Art Preservationist
- Curator
- Artist
- Exhibition Designer
- Photographer
- Graphic Designer
- Product Designer
- Sculptor



Allied Health Pathway

UNITS OF STUDY

Required:

- Allied Health I: Fundamentals of Health Science
- Allied Health II: Essentials of Health Careers
- DTCC BIO 120: Anatomy & Physiology I (Dual Enrollment)

Additional Course Offerings:

- Allied Health IV: Senior Seminar
- Early Career Experience

College Articulation Agreements:

Students who complete the Allied Health Pathway and meet all eligibility requirements may enter DTCC with advanced standing in the following courses:

Fundamentals of Health Sciences –
BIO100 Medical Terminology (3 credits)

Anatomy & Physiology Dual Enrollment – students will receive dual enrollment credit at Delaware Technical Community College for the following course:

BIO120 - Anatomy and Physiology I (5 credits)

*For other colleges/universities, please consult with the institution to determine if/how these credits transfer.



SUMMARY OF PATHWAY

The Allied Health program of study is a three (3) course (with a possible fourth level) Career & Technical Education (CTE) instructional program that engages students in open-ended problem solving where they study topics such as medical terminology and human anatomy and physiology. Through exploration of the National Health Science Standards, students will acquire important skills necessary for healthcare professionals such as medical mathematics, communication, safety practices, legal responsibilities, and teamwork. In addition, students will develop technical skills such as performing a wound culture, measuring vital signs, collecting a throat culture and performing a strep test.

Students enrolled in this pathway will have the opportunity to participate in a Career and Technical Student Organization (CTSO). The CTSO for this pathway is HOSA Future Health Professionals.

POTENTIAL CAREERS:

- Athletic Trainer
- Physical Therapist
- Respiratory Therapist
- Nurse
- Dental Hygienist
- Medical and Nursing Assistant
- Radiologist
- Medical Lab Technician



Culinary & Hospitality Management Pathway

UNITS OF STUDY

Required:

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

Additional Course Offerings:

- Early Career Experience

College Articulation Agreements:

Delaware Technical Community College

Students who successfully complete all three courses in the pathway, demonstrate Math & English Language Arts Readiness, and earn the ServSafe Food Production Manager Certification will receive advanced credit at Delaware Technical Community College (DTCC) for the following programs:

Culinary and/or Hospitality Mgt. Program:

CUL119 – Food Safety & Sanitation (2 credits)

Food Science Program:

FSY110 Food Safety & Sanitation (3 credits)

Hospitality Management Program:

HRI211 Food Principles/Menu Planning (3 credits)



SUMMARY OF PATHWAY

The Culinary & Hospitality Management program of study is a three course Career and Technical Education (CTE) program that is supported by the National Restaurant Association Education Foundation. Students explore management and culinary skills needed for success in the restaurant/hospitality industry. ProStart® trains students on industry-specific skills that can be used in all aspects of the restaurant and hospitality industry along with the employability skills like leadership, accountability, teamwork, and responsibility.

Students have the opportunity to earn the ProStart® National Certificate of Achievement, ServSafe Manager Certification, and Heartsaver First Aid/CPR/AED certification.

POTENTIAL CAREERS:

- Executive Chef
- Sous Chef
- Pastry & Specialty Chef
- Food Service Manager
- Nutritionist
- Dietitian
- Events Manager
- Food Scientist
- Research & Development Chef
- Restaurant Owner
- Caterer



Professional Academic Pathway

UNITS OF STUDY

Required:

- Students must complete any combination of three College Preparatory, Honors, Dual Enrollment, or Advanced Placement courses to complete the pathway.

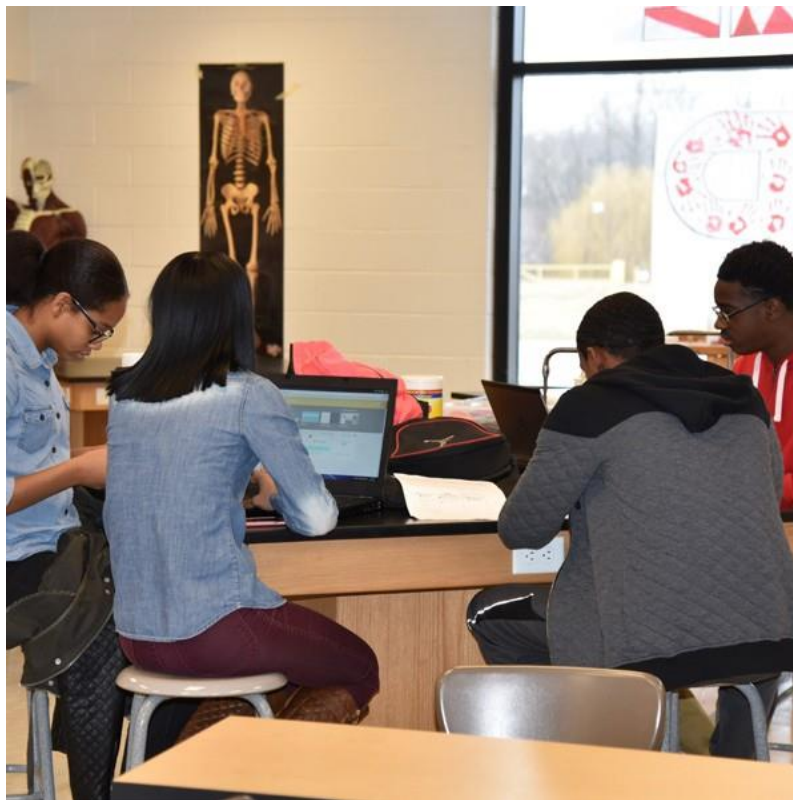
These courses are in addition to the English (4), Math (4), Social Studies (3), Science (3), & World Language (2) graduation requirements.

Example Pathway Course of Study:

- Advanced Placement Biology
- Anatomy & Physiology CP
- Chemistry 2 CP

POTENTIAL CAREERS:

- Chemist
- Educator
- Engineer
- Historian
- Medical Professional
- Museum Curator
- Physicist
- Research Scientist



SUMMARY OF PATHWAY

This pathway allows students to design their own course of study based on their interests in advanced level courses. Students are encouraged to choose another pathway in addition to Professional Academic to provide a broad academic experience. This pathway is appropriate for students who are interested in enrolling in college, but may have interests in addition to those addressed by other pathways.



Engineering - Project Lead the Way Pathway

UNITS OF STUDY

Required:

- PLTW 1: Introduction to Engineering
- PLTW 2: Principles of Engineering
- PLTW 3: Engineering Design & Development

Additional Course Offerings:

- Early Career Experience
-

College Articulation Agreements:

Delaware Technical Community College

Students who complete the Engineering – Project Lead the Way Pathway & take Pre-Calculus will receive articulated credit for **EDD171 – Introduction to Computer Aided Drafting using AutoCad**



POTENTIAL CAREERS:

- Aeronautical Engineer
- Building Construction Engineer
- Civil Engineer
- Electrical Engineer
- Mechanical Engineer
- Robotics Engineer

SUMMARY OF PATHWAY

From launching space explorations to delivering safe, clean water to communities, engineers find solutions to pressing problems and turn their ideas into reality. PLTW Engineering is a nationally recognized curriculum which empowers students to step into the role of an engineer, adopt a problem-solving mindset, and make the leap from dreamers to doers. The program's courses engage students in compelling, real-world challenges that help them become better collaborators and thinkers. Students take from the courses in-demand knowledge and skills they will use in high school and for the rest of their lives on any career path they choose.

Students enrolled in this pathway will have the opportunity to participate in a Career and Technical Student Organization (CTSO). The CTSO for this pathway is Technology Student Association (TSA).



Vocational Studies Pathway

UNITS OF STUDY

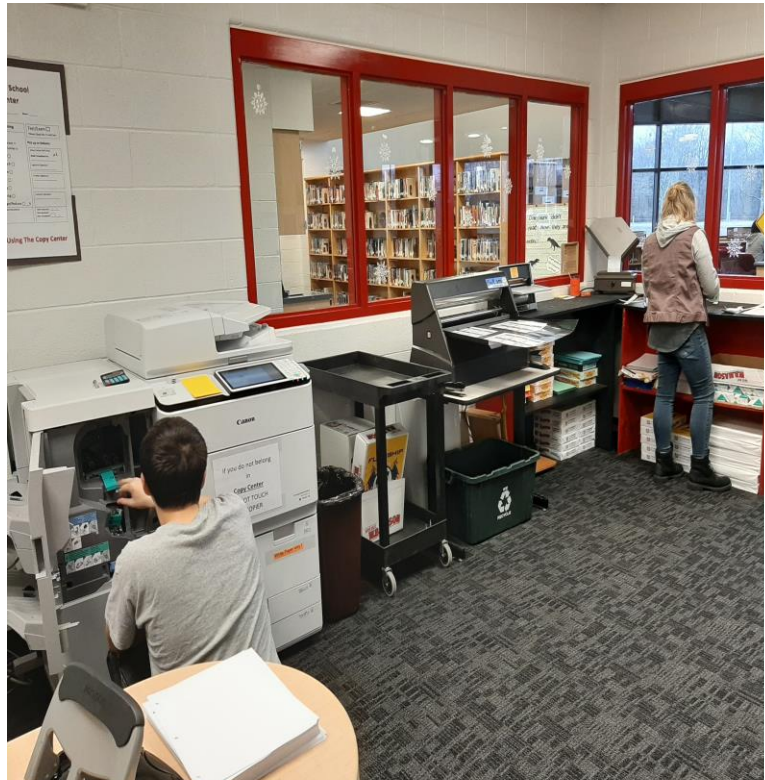
Required:

- Diversified Occupations
- Life Skills
- Transition Skills
- Specialized Technical Career Experience

Students must complete any combination of three courses to complete the pathway.

POTENTIAL CAREERS:

- Students in the Vocational Pathway will be prepared for a variety of employment opportunities.
- Office Assistant
- Retail
- Customer Service
- Custodial Services



SUMMARY OF PATHWAY

This pathway will prepare students for competitive employment, independent living, and other post-secondary educational options.

Enrollment in any Life-centered Career Studies Pathway requires special permission from the Office of Student Support Services.

Advanced Placement & Dual Enrollment Courses

Advanced Placement

Advanced Placement (AP) programs are designed to give students an opportunity to challenge themselves academically, to set themselves apart from other college applicants, and to earn college credit with a successful score on the AP exam. AP classes at Smyrna High School provide an opportunity to do advanced course work with the safety and security of a high school setting. To achieve this, all AP courses are aligned to the standards, assessments, and pace set by the College Board. Students who are successful on the AP exam, may have the opportunity to skip introductory level college requirements and take more classes directly related to their major of choice. Whether or not students are successful on the AP exam, the paramount goal, is that *all* students who take an AP class feel well prepared for college level material and possess the necessary skills to be successful in the next level of their education. AP courses are taught by highly qualified College Board approved high school teachers who expect their students to think critically, analyze and synthesize facts and data, weigh competing perspectives, and write clearly and persuasively.

Dual Enrollment & Early College Enrollment

Dual Enrollment-Smyrna High School has partnered with Delaware Technical Community College, University of Delaware, and Wilmington University to offer college level courses taught by our instructional staff. Students take these courses during the regular school day and can earn both high school and college credits.

Early College Enrollment-In addition to the Dual Enrollment opportunities offered at Smyrna High School, with prior approval of all required staff, students may attend courses at the University of Delaware, Delaware State University, Wilmington University and/or Delaware Technical Community College during the school day or after school hours. Students should see their counselor for more information.

2024-2025 Advanced Placement Courses (Grade Level)	2024-2025 Dual Enrollment Courses Smyrna High School
Biology AP (11-12) Calculus AP (11-12) Chemistry AP (12) Computer Science A AP (11-12) Computer Science Principles (10-12) English Lang. & Composition AP (11-12) English Lit. & Composition AP (11-12) Environmental Science AP (11-12) Psychology AP (11-12) Spanish AP (12) Statistics AP (11-12) Studio Art AP - 2D, 3D, Drawing (12) US Government & Politics AP (10-12) US History AP (11-12) World History AP (11-12)	Delaware Tech. Community College – Anatomy & Physiology I University of Delaware – Changing the World & Public Policy University of Delaware – Food for Thought University of Delaware – Geological Hazards & Their Human Impact University of Delaware – Introduction to Women’s Studies University of Delaware – Media/Design/Culture University of Delaware – Media & Society University of Delaware – Studies in Popular Fiction: Horror/Sci-fi/Crime University of Delaware – The History of Now University of Delaware – Visual Culture Wilmington University – English Composition I & English Composition II Wilmington University - Creating Environments for Learning Wilmington University – Families as Partners in Education Wilmington University – Finite Math Wilmington University – Introductory Survey of Mathematics Wilmington University – Learner Development & Early Literacy Wilmington University - Marketing Wilmington University – Nutrition, Health, and Safety for Young Children Wilmington University – Principles of Management

2024-2025 Course Descriptions

ENGLISH

115 ENGLISH 1 CP

(Grade 9)

1 Credit

This 9th grade course is a survey course of literary genres, with an in-depth look at non-fiction, short stories, poetry, epics, novels, and drama. The curriculum is aligned with the Common Core State Standards in an effort to provide the students with the highest level of education. The students will learn numerous skills and active-reading strategies that they can utilize in for the variety of texts that they may confront in their future academic careers.

116 ENGLISH 1 HONORS

(Grade 9)

1 Credit

Prerequisite: 8th grade English Honors or A- in 8th grade English

This 9th grade course is a survey course of literary genres, with an in-depth look at non-fiction, short stories, epics, novels, and drama. The curriculum is aligned with the Common Core State Standards in an effort to provide the students with the highest level of education. The students will learn numerous skills and active-reading strategies that they can utilize in for the variety of texts that they may confront in their future academic careers.

125 ENGLISH 2 CP

(Grade 10)

1 Credit

Prerequisite: English 1

This course is an analysis of World literature, spanning various cultures and the common themes presented in literature. Aligned with the Common Core State Standards, students will further develop literary analysis skills as they examine quality texts chosen for their literary, cultural, and historical significance. Emphasis is placed on developing skills for effective written and oral communication as well. Students will write a variety of single-paragraph and multi-paragraph forms including literary analysis and creative compositions. The course will also help to prepare students for their future as they focus on PSAT and SAT skills and college-level reading and writing tasks. The course requires students to conduct research and write a research paper as well.

126 ENGLISH 2 HONORS

(Grade 10)

1 Credit

Prerequisite: English 1 Honors or A- in English 1 CP

This course is an analysis of World literature that spans various cultures and the common themes presented in literature at a faster pace in order to prepare students to confront the rigorous demands of an advanced education. While aligned with the Common Core Standards in an effort to promote student success on the PSAT and SAT, the thrust of the course hinges on increasingly complex texts, and demanding assignments, as well as research-based advanced placement strategies. Students will be appropriately challenged in order to effectively prepare them to thrive in impending college-level classes.

135 ENGLISH 3 CP

(Grade 11)

1 Credit

Prerequisite: English 1 and 2

This course is an analysis of American literature from the Puritans to the present. Aligned with the Common Core State Standards, students will develop literary analysis skills as they examine both fiction and non-fiction texts for their literary, cultural, and historical significance. The course prepares students for their future as they focus on SAT skills and college-level reading and writing tasks. This course requires students to conduct research and write a research paper.

145 ENGLISH 4 CP

(Grade 12)

1 Credit

Prerequisite: English 1, 2 & 3

This course is an analysis of British literature from the Anglo-Saxons to the present. Students will develop literary analysis skills as they examine both fiction and non-fiction texts for their literary, cultural, and historical significance. The course is also geared toward career and college readiness, as they focus on applications (college and job), admission essays, and college-level reading and writing tasks. The course also requires students to conduct research and write an extensive research paper.

141 ENGLISH 4 APPLIED

(Grade 12)

1 Credit

Prerequisite: English 1, 2 and 3

English 4 Applied is designed to help students to refine reading and writing skills for career success. Students will develop literary analysis skills as they examine both fiction and non-fiction texts for their literary, cultural, and historical significance. Students will also complete a variety of career-oriented writing assignments, including a personal statement. A review of writing mechanics and punctuation will also be offered to help students to be prepared to enter their next phase after high school.

197 AP ENGLISH LITERATURE & COMPOSITION

(Grades 11-12)

1 Credit

This Advanced Placement course engages students in the careful reading and critical analysis of imaginative literature. Through close reading of selected texts, students deepen their understanding of the ways writers use language to provide both meaning and pleasure for their readers. As they read, students consider a work's structure, style and themes as well as such smaller-scale elements as the use of figurative language, imagery, symbolism and tone. Extensive reading and writing will be associated with this class. Through this course, students will be given the opportunity to earn college credit. The Advanced Placement Examination for this course will be offered in May.

198 AP ENGLISH LANGUAGE & COMPOSITION

(Grades 11-12)

1 Credit

In the Advanced Placement English Language and Composition course—the rhetoric course—students learn how to analyze, synthesize, and evaluate nonfiction texts: essays, biographies and autobiographies, speeches, sermons, and passages from writings in the arts, history, social science, politics, science, and other areas of study. Students learn to evaluate and construct arguments drawn from primarily nonfiction texts. Students construct arguments drawn from their own observation, experience, and reading; they learn to synthesize as a result of their own research opportunities; and they learn to analyze arguments both for their appeals—ethos, logos, pathos—and for the contexts in which these arguments appear.

190 WU ENG 121 COMPOSITION I 191 WU ENG 122 COMPOSITION II (Grade 12)

1 Credit Each Semester

SAT Evidence-Based Reading & Writing score 480+

This two-semester, dual enrollment course is designed to give eligible students the opportunity to earn college-level English credit (3 college credits per semester) from Wilmington University.

English Composition I (ENG 121):

Students will learn the basic skills needed for college-level academic writing. This includes the development and use of strategies for academic success, writing strategies, and critical reading skills. Students will learn to plan, draft, revise, summarize, and combine their own ideas with information from sources to craft summary-response papers and argumentative essays. They will also learn strategies for self-regulation such as goal setting, task management, progress monitoring, and reflection.

English Composition II (ENG 122):

This course will help students further develop their composition skills and become proficient in college-level research writing. Students will continue to use the writing strategies they learned in ENG 121 and apply them to four essays, including an 8-10 page researched, argumentative paper. Students will develop information literacy skills, including how to search for, evaluate, and utilize scholarly sources. Students will further develop their knowledge of APA formatting and apply it to each writing assignment. Students will learn about academic integrity and submit each essay draft through Turnitin.

155 FILM AS LITERATURE (Grades 11-12) 1 Credit

This course is designed to look analytically at films. Students will discuss the literary merit and aesthetic value of various films. The class will discuss and respond (through essays) to the thematic aspects of these films and analyze them with a focus on literary techniques. The class will study film, much like an English class studies novels and short stories. Analysis of films will include characterizations, comparison of themes, creation of mood, use of symbolism, analyzing adapted and updated versions, and many other topics. This course may NOT be used as an English credit for graduation.

156 AFRICAN AMERICAN LITERATURE (Grades 11-12)

1 Credit

Prerequisite: English 1 and 2

This course will provide students with an historical and thematic perspective on outstanding literary works by African Americans. In this course, students become aware of a writer's style and rationale for given work. Genres include: the novel, short story, poetry, non-fiction essays, and drama. Texts are explored from the perspectives of not only race, but also in the larger context of American literary, artistic, and cultural themes and movements. Students will explore texts from a variety of perspectives including literary, historical, race, gender and sexuality. This course may NOT be used as an English credit for graduation.

161 CREATIVE WRITING (Grades 11-12) 1 Credit

Prerequisite: English 1 and 2

This course combines elements of creative writing through literature, film, poetry, short-short stories, fantasy, nonfiction, and drama. Students will develop the necessary skills to write in these various genres through analyzing, exploring, and mimicking models of these genres. Additional emphasis will be placed on writing to improve their ability as writers. This course may NOT be used as an English credit for graduation.

MATHEMATICS

315 ALGEBRA 1 CP

(Grade 9)

1 Credit

Prerequisite: Math 8

Algebra 1 is the first course in the Illustrative Mathematics series where students learn by doing math, solving problems in mathematical and real-world contexts, and constructing arguments using precise language. Topics covered within this curriculum include: one and two variable statistics, linear equations, inequalities, and systems of equations, as well as different function representations, specifically quadratic and exponential functions.

317 ALGEBRA 1 HONORS

(Grade 9)

1 Credit

Prerequisite: B- or above in 8th grade Math course

Algebra 1 Honors is the first course in the Illustrative Mathematics problem-based series where students learn by doing math, solving problems in mathematical and real-world contexts, and constructing arguments using precise language. Students will engage in modeling prompts, which is a process of choosing and using appropriate mathematics and statistics to analyze empirical situations to understand them better and to improve decisions. Topics covered within this curriculum include: one and two variable statistics, linear equations, inequalities, and systems of equations, as well as different function representations, specifically quadratic and exponential functions.

325 GEOMETRY CP

(Grade 10)

1 Credit

Prerequisite: Algebra 1 CP

This is the second course in the Illustrative Mathematics series focused on problem-based learning. Students will practice making conjectures and observations while analyzing relationships to model mathematics. Students will connect ideas from algebra and geometry. Topics covered within this curriculum include: constructions and rigid transformations, congruency and similarity, right triangle trigonometry, solid geometry, coordinate geometry, circles, and conditional probability.

327 GEOMETRY HONORS

(Grades 9-10)

1 Credit

Prerequisite: Algebra 1 Honors

This is the second course in the Illustrative Mathematics series focused on problem-based learning. Students will practice making conjectures and observations while analyzing relationships to model mathematics. Students will connect ideas from algebra and geometry and engage in modeling prompts, which is a process of choosing and using appropriate mathematics and statistics to analyze empirical situations, to understand them better, and to improve decisions. Topics covered within this curriculum include: constructions and rigid transformations, congruency and similarity, right triangle trigonometry, solid geometry, coordinate geometry, circles, and conditional probability.

335 ALGEBRA 2 CP

(Grade 11)

1 Credit

Prerequisite: Geometry CP

Extending the studies from previous courses in the Illustrative Mathematics series, Algebra 2 CP will continue to emphasize applications, problem solving, and mathematical communication. Topics will include polynomial, rational, exponential and trigonometric functions, transformations of functions, sequences, complex numbers, rational exponents, and statistical inference.

337 ALGEBRA 2 HONORS

(Grades 10-11)

1 Credit

Prerequisite: Geometry Honors

Extending the studies from previous courses in the Illustrative Mathematics series, Algebra II Honors will continue to emphasize applications, problem solving, and mathematical communication. Topics will include polynomial, rational, exponential and trigonometric functions, transformations of functions, sequences, complex numbers, rational exponents, and statistical inference. Students will utilize mathematical modeling to analyze situations, to improve their decision-making skills, and to better understand how mathematics relates to the real world. This course is designed to prepare students for

MATHEMATICS

340 TRIGONOMETRY CP

(Grades 11-12)

1 Credit

Prerequisite: Algebra 2 CP or Algebra 2 Honors

Trigonometry is the study of trigonometric and circular functions and their inverses. During the second semester, students will study elementary functions, emphasizing the properties of algebraic functions. This course may be taken as a math credit or an elective.

357 AP STATISTICS

(Grades 11-12)

1 Credit

Prerequisite: Algebra 2 CP or Algebra 2 Honors

This Advanced Placement course is designed for students with a strong background in Algebra. Topics will include, but not be limited to, an introduction to statistics, the frequency distribution, the measures of central tendency, the measures of dispersion, an introduction to probability, the normal and binomial distributions, an introduction to sampling and statistical inference, the technical problems of sampling, statistical inference and the testing of hypotheses, additional methods of testing hypotheses, time series and trend fitting, and correlation and regression. Students are expected to take the AP Exam in May.

346 PRE-CALCULUS HONORS

(Grades 11-12)

1 Credit

Prerequisite: Algebra 2 Honors

Pre-Calculus blends and builds upon previous Spring-Board studies in algebra and geometry, to prepare college bound students for entry-level college calculus. Topics include, but are not limited to: sequences and series, functions and their graphs, exponential and logarithmic functions, circular and trigonometric functions, and complex numbers.

358 STATISTICS CP

(Grades 11-12)

1 Credit

Prerequisite: Algebra 2 CP or Algebra 2 Honors

Statistics CP is a one-year course designed to introduce students to statistical procedures as they apply to real life situations. Students will study data analysis and production, probability, and statistical inference.

356 CALCULUS AP

(Grades 11-12)

1 Credit

Prerequisite: Precalculus Honors

Advanced Placement Calculus is designed to help students understand the concepts of calculus, and to provide experience with its methods and applications. Topics of study include functions, modeling data, limits and continuity, differentiation, integration, and their applications. AP Calculus is an in-depth study, with an emphasis on multiple representations and on problem solving. The pacing and course content are designed to prepare students to take the AP Calculus, AB exam.

MATHEMATICS

342 FINANCIAL ALGEBRA

(Grade 12)

1 Credit

Prerequisite: Algebra 2 CP or Algebra 2 Honors

The Financial Algebra Course engages students with real-world financial applications while maintaining deep mathematical rigor. Each of the course's 10 units blends a core personal finance topic with a relevant math concept. Topics covered are: taxes and fundamentals of algebra, checking and linear equations, savings and systems of equations, budgeting and systems of inequalities, investing and exponential functions, types of credit and modeling functions, managing credit and fundamentals of statistics, paying for college and statistical analysis, and insurance and probability.

**This class should not be taken as a math credit by students who are planning to enroll in college.

**This is not an NCAA approved math course for students who plan to participate in NCAA college athletics.

320 WU MAT320 FINITE MATH

(Grade 12)

1 Credit

Prerequisite: Algebra 2 Honors with a B or better final grade, SAT Math score 530+ OR Teacher Recommendation

This is a dual-enrollment course offered in collaboration with Wilmington University. The course provides a survey of selected topics in mathematics, with emphasis on problem solving and applications. Algebra and functions will be reviewed. Core topics include exponential and logarithmic functions, interest, annuities, systems of linear equations, matrix operations, linear programming, the simplex method, set theory, probability, and counting theory.

319 WU MAT205 INTRODUCTORY SURVEY OF MATHEMATICS

(Grade 12)

1 Credit

Prerequisite: Algebra 2 CP with a B or better final grade, SAT Math score 500+ OR Teacher Recommendation

This is a dual-enrollment course offered in collaboration with Wilmington University. This course introduces a broad range of topics in mathematics, including algebra, probability, and statistics. After reviewing linear functions, algebraic topics include solving and graphing quadratic and exponential functions. Topics in probability include counting principles, combinations, permutations, compound events, mutually exclusive events, and independent events. Topics in statistics include measures of central tendency, measures of dispersion, and the normal curve.

450 PHYSICAL SCIENCE CP**(Grade 9)****1 Credit**

Physical Science College Prep is a full year course that covers the following topics: motion, force and mechanical energy; properties and structure of matter; and the interaction of matter and energy in Earth's systems. The standards-based instruction of this course is designed to improve student achievement by defining what students should know and be able to do in terms that are specific and translatable to daily classroom practice.

452 PHYSICAL SCIENCE HONORS**(Grade 9)****1 Credit**

Physical Science Honors is designed for the college-bound student with a strong math and science background. Topics in this course include: motion, force and mechanical energy; properties and structure of matter; and the interaction of matter and energy in Earth's systems. The standards-based instruction of this course is designed to improve student achievement by defining what students should know and be able to do in terms that are specific and translatable to daily classroom

460 BIOLOGY CP**(Grade 10)****1 Credit**

Biology College Prep is designed to fulfill the State of Delaware graduation requirements for life science while preparing them for post-secondary science course work. Science 2 is a full-year course that explores the big ideas of Life Science (Ecology, Cell Biology, Genetics, and Evolution). The course content is developed from the Next Generation Science Standards.

462 BIOLOGY HONORS**(Grade 10)****1 Credit**

Biology Honors is designed to fulfill the State of Delaware graduation requirements for life science while challenging students to develop a sophisticated understanding of the natural world. Students are expected to develop a deeper understanding of Ecology, Cell Biology, Genetics, and Evolution by connecting those topics to real world phenomena. The course content is developed from the Next Generation Science Standards.

427 AP BIOLOGY**(Grades 11-12)****2 Credits**

Prerequisite: Biology CP/Honors & taking or passed Chemistry CP/Honors

This Advanced Placement course is designed to cover in-depth subject material to allow a college-bound student a chance to experience a first-year college-level class and possibly earn college credits while still in high school. The course meets every day and is fast-paced, yet provides a rigorous comprehensive biology curriculum. Laboratory work will be used to allow the student to develop an understanding of the processes from which facts and theories are derived. Students are expected to take the AP exam in May; the fee for the test is the responsibility of the student.

432 SCIENCE 3 APPLIED**(Grade 11)****1 Credit**

Science 3 Applied is a full year course designed to be a hands-on look into important science topics that influence our everyday lives. The course will cover a broad section of topics that have been selected to be areas of potential interest to students. These topics have been drawn from the fields of Chemistry, Physics, Environmental Science, and the natural sciences. There is "hands-on" focus to the course producing a learning environment that allows for a full interaction with the topics being covered. The Next Generation Science Standards will be used to guide the course instruction.

435 CHEMISTRY 1 CP**(Grade 11)****1 Credit**

Chemistry 1 College Prep is a full-year course that covers the following topics: measurement, matter and its changes, atomic structure, electron arrangement, Periodic Law, chemical bonds, chemical composition, equations and mass relationships, gas laws, liquids, solids, and water. In this course there is a strong emphasis on mathematical relationships. The course is based on Next Generation Science Standards and is designed to improve student achievement by defining what students should know and be able to do in terms that are specific and translatable to daily classroom practice.

436 CHEMISTRY 1 HONORS**(Grade 11)****1 Credit**

Chemistry 1 Honors is a full-year course that requires students to think at a more critical level. The course covers the following topics: measurement, matter and its changes, atomic structure, electron arrangement, Periodic Law, chemical bonds, chemical composition, equations and mass relationships, gas laws, liquids, solids, water, reaction rates, acid/base chemistry, and thermochemistry. In this course there is a strong emphasis on mathematical relationships. The course is based on Next Generation Science Standards and is designed to improve student achievement by defining what students should know and be able to do in terms that are specific and translatable to daily classroom practice.

445 CHEMISTRY 2 CP**(Grade 12)****1 Credit**

Chemistry 2 is a college preparatory course designed to provide an advanced chemistry option for students who do not want to pursue Advanced Placement Chemistry. This course is designed to take a hands-on approach to learning chemistry. There is an emphasis on laboratory skills, complex mathematical analysis, and problem solving. The course takes real world applications such as cooking and food analysis and applies chemistry principles to them. An introduction to organic chemistry is also included in this course.

446 AP CHEMISTRY**(Grade 12)****2 Credits**

Prerequisite: Previous or concurrent enrollment in Precalculus

This Advanced Placement course is designed to cover in-depth subject material to allow a college-bound student a chance to experience a first-year college-level class and possibly earn college credits while still in high school. AP Chemistry is a full year course that meets every day and covers the following topics: Structure of Matter, States of Matter, Reactions, Descriptive Chemistry and a Laboratory portion. In this course, there is a strong emphasis on the mathematical relationships. Students are expected to take the AP exam in May; the fee for the test is the responsibility of the student.

455 PHYSICS CP**(Grades 11-12)****1 Credit**

This is a Conceptual Physics course that expands upon the concepts introduced in 9th grade Physical Science to help students understand the physical world around them.

Conceptual Physics provides a conceptually-based exposure to the fundamental principles and process of the physical world. Topics include basic concepts of motion, forces, energy, heat, electricity, magnetism, and the structure of matter and the universe. Students will also develop critical thinking and problem-solving skills, which will be practiced during laboratory activities. Conceptual Physics is a physics class that will study the concepts of physics with less emphasis on math than honors physics. A lot of math is used in this class daily at the basic algebra level and it is the same type of math used day in and day out.

456 PHYSICS HONORS**(Grade 12)****1 Credit****Prerequisite: Algebra 2 Honors**

Honors Physics expands upon the concepts introduced in 9th grade Physical Science to help students understand the physical world around them. The course opens with a review of the mathematical skills needed in high school physics. Then, it quickly proceeds into classical physics, starting with mechanics, a mathematical interpretation of how the world works developed by Isaac Newton. Students then continue on to learn about waves, optics, and electromagnetism. The course concludes with a survey of more modern work in physics, including an introduction to nuclear physics. Throughout the course, students learn to apply the concepts from the reading and lessons to the world around them through homework problems and laboratories. Honors Physics requires a strong foundation of mathematical skills up to and including Algebra 2.

367 EPIDEMIOLOGY & BIostatISTICS CP**(Grades 9-12)****1 Credit**

Epidemiology is the science of public health and focuses on the distribution, pattern, and cause of disease in populations. During the course of this full-year elective, we will explore the basic concepts of and build a common vocabulary for epidemiological analysis, using case studies and current events as the core of our study. Students will be expected to approach the course with curiosity and an eagerness to develop critical reading/thinking skills, as we analyze issues in Biology, medicine, health, and social/environmental sciences.

**471 GEOLOGY CP:
EARTH & SPACE****(Grades 9-12)****1 Credit**

The study of Geology covers information on the structure, chemistry, physics, and evolution of the Earth; life on Earth and in the solar system; and the interaction between physical, chemical, and biological processes that shape the Earth. Broadly speaking the course covers Astronomy, Earth Structure including Natural Disasters, Earth's History, and Paleontology.

481 FORENSIC SCIENCE CP

(Grades 11-12)

1 Credit

Prerequisite: Physical Science & Biology

This course is designed to allow students the opportunity to apply principles and techniques from the physical and natural sciences to the analysis of crime-scene evidence. Topics to be covered include, forensic toxicology, body fluids, fingerprints, trace evidence, and firearms evidence.

725 INTRO. ANATOMY & PHYSIOLOGY CP

(Grades 11-12)

1 Credit

This course is designed for students who are interested in going into the health-related programs such as medicine, health services, sports medicine, or physical therapy. Topics include a basic study of the human body's systems, movement analysis, and understanding of homeostasis.

593 AP ENVIRONMENTAL SCIENCE

(Grades 11-12)

1 Credit

The Advanced Placement Environmental Science course is designed to be the equivalent of a one-semester introductory college course in environmental science. Unlike most other college introductory-level science courses, environmental science is offered from a wide variety of departments, including biology, geology, environmental science, chemistry and geography. Depending on the department offering the course, different emphases are placed on various topics. Some courses are rigorous science courses that emphasize scientific principles and analysis that often includes a laboratory component. Other courses emphasize the study of environmental issues from a political and sociological perspective rather than a scientific one. The AP Environmental course has been developed to be most like the former; as such it is intended to enable students to undertake, as first year college students, a more advanced study of topics in environmental science or to fulfill a basic requirement for a laboratory science course. FFA participation is a component of this course, and students are required to complete an environmentally related Supervised Agricultural Experience (SAE).

1052 ENVIRONMENTAL SUSTAINABILITY

(Grades 11-12)

1 Credit

In Environmental Sustainability, students investigate and design solutions in response to real-world challenges related to clean and abundant drinking water, food supply issues, and renewable energy. Applying their knowledge through hands on activities and simulations, students research and design potential solutions to these true-to-life challenges. The goal of the course is for students to understand what it will take to move our planet, and lifestyles, in a direction that would be more sustainable and less damaging to the Earth.

SOCIAL STUDIES

215 GEOGRAPHY & CIVICS CP

(Grade 9)
1 Credit

This class engages students in the study of the state social studies standards for geography and civics. Geography studies the relationships of people, places, and environments from the perspective of where they occur, why they are there, and what meaning those locations have for us. Civics directly addresses citizenship education within the context of political systems. Students study the assumptions, upon which governments are founded, and the organizations and strategies that governments employ to achieve their goals. With specific respect to the United States, students learn the underlying principles of representative democracy, the constitutional separation of powers, and the rule of law.

233 ECONOMICS & PERSONAL FINANCE HONORS

(Grade 10)
1 Credit

The honors social studies curriculum at Smyrna High School is designed to challenge advanced students and prepare them for AP social studies courses. Classroom lessons will have an emphasis on critical thinking and twenty-first century skills, while teaching the current state standards for economics and personal finance. In addition, honors students will be held to a higher standard of academic achievement in all learning experiences. Honors students are expected to complete research-based assessments (one per marking period), outside readings and document analysis. All of this is intended to maintain the integrity of the honors distinction.

216 GEOGRAPHY & CIVICS HONORS

(Grade 9)
1 Credit

The honors social studies curriculum at Smyrna High School is designed to challenge advanced students and to prepare them for AP social studies courses. Classroom lessons will have an emphasis on critical thinking and twenty-first century skills, while teaching the current state standards for geography and civics. In addition, honors students will be held to a higher standard of academic achievement in all learning experiences. Honors students are expected to complete research-based assessments (one per marking period), outside readings and document analysis. All of this is intended to maintain the integrity of the honors distinction.

224 US HISTORY CP

(Grade 11)
1 Credit

This one-year course is designed for the college-bound student. It provides a chronological study of the history of the United States from the Civil War to the present. Critical analysis of historical material is stressed, in addition to the synthesis of historical data. Verbal and literary skill development is emphasized through the use of assignments and class work.

232 ECONOMICS & PERSONAL FINANCE CP

(Grade 10)
1 Credit

This class engages students in the study of the economy, its impact on their lives, and the effects that choices and decisions have on the economy as a whole. To understand how a market economy creates interdependence, students will receive grounding in economic systems, microeconomics, macroeconomics, and international trade. Using case studies, current events, supply and demand analysis, and cost benefit analysis, they will examine public policy choices at the societal level as well as applying these skills to individual decisions and problem solving.

227 AP US HISTORY

(Grades 11-12)
1 Credit

This one-year Advanced Placement course is designed for the college-bound student who has exhibited exemplary ability and achievement in Social Studies. It provides a chronological study of the history of the United States from the Civil War to the present, using the textbook in addition to enrichment readings and projects. Students will utilize higher-order analytical skills, including the synthesis of historical data and the development of writing skills. The Advanced Placement Examination for this course will be offered in May.

235 WORLD HISTORY CP

(Grade 11-12)

1 Credit

This course is recommended for the college-bound student. Many colleges require it for admission. World History explores many of the world's greatest civilizations from Stone-Age Man to the present. Emphasis is placed on written analysis of historical data and critical discussion of material. Tolerance and understanding of the cultures of the world is stressed.

236 AP WORLD HISTORY

(Grades 12)

1 Credit

This Advanced Placement course offers qualified students the opportunity to earn credit for an introductory college course in world history. The course will develop greater understanding of the evolution of global processes and contacts in different types of human societies. The 5 major themes will be: interaction between humans and their environment, development and interaction of cultures, state-building, expansion and conflict, creation, expansion and interaction of economic systems and development and transformation of social structures.

257 AP US GOVERNMENT & POLITICS

(Grades 10-12)

1 Credit

This Advanced Placement course is designed to enable students to develop a critical perspective of government and politics in the US. The nature of the American political system, its development over the past two centuries and how it works today are examined. Emphasis will be placed on increasing the techniques of evaluating, refuting, comparing, contrasting, analyzing, documenting and supporting ideas. It is a highly-structured, demanding college level courses; therefore, students are required not only to thoroughly read the college text but also to augment this material through research and reading of supplemental articles. It is imperative that the student is dedicated to learning, highly motivated and willing to put forth both in and outside the classroom the time and effort necessary for a course of this intensity.

258 AP PSYCHOLOGY

(Grades 11-12)

1 Credit

This Advanced Placement course introduces students to the systematic and scientific study of human behavior and mental processes. While considering the psychologists and studies that have shaped the field, students explore and apply psychological theories, key concepts, and phenomena associated with such topics as the biological bases of behavior, sensation and perception, learning and cognition, motivation, developmental psychology, testing and individual differences, treatment of abnormal behavior, and social psychology. Throughout the course, students employ psychological research methods, including ethical considerations, as they use the scientific method, analyze bias, evaluate claims and evidence, and effectively communicate ideas.

261 CRIMINAL LAW & PROCEDURE

(Grades 11-12)

1 Credit

Criminal Law and Procedure is a course to educate students about laws that will be of practical use to them in their environment. This course will provide students with an understanding of their legal rights and responsibilities, knowledge of everyday legal problems, and the ability to analyze, evaluate, and in some situations, resolve legal disputes through mock trial and moot court simulations. The goal of the Criminal Law and Procedure course is to introduce concepts to students who are interested in pursuing a career in the field of Criminal Justice.

262 PSYCHOLOGY

(Grades 11-12)

1 Credit

This course is an elective offered to highly motivated students interested in Social Studies. Psychology will explore thought processes from birth through childhood to adulthood. Emphasis will be placed on the analysis of psychological theories and historical study of psychologists and their doctrines.

265 AFRICAN AMERICAN HISTORY

(Grades 11-12)

1 Credit

This is a year-long social studies elective course. This course is designed to reflect and analyze African American history from the 17th through 21st centuries. Students will explore the African American struggle for freedom and equality through analysis of primary and secondary sources from a variety of historical perspectives. Students will use these sources to study, understand, and analyze African American societies through colonization of North America, enslavement, the Civil War & Reconstruction, and current African American issues.

274 HISTORY OF CONFLICT

(Grades 9-12)

1 Credit

This course is designed to reflect the history of both domestic and international warfare. Students will reflect and analyze primary and secondary sources from times of warfare to gain an appreciation of military history. Students will analyze the tactics and politics serving as the driving force behind the wars. This course will use a variety of media, including novels to help them gain a better understanding.

Enrollment in any Fundamental Education course requires special permission from the Office of Student Support Services.

912 FUNDAMENTAL ENGLISH 9

(Grade 9)

1 Credit

In this course, students will acquire skills that promote life-long readers, along with enhancing students' level of written competence. Students will use the Read 180 Program, a comprehensive and interactive curriculum that addresses

fluency, language skills, reading comprehension, vocabulary, spelling and writing. The small class size and individualized curriculum enables instructors to differentiate instruction based on student's need and abilities. Special attention will be devoted to the Delaware State Standards and preparing students for the PSAT & SAT tests.

This course content is delivered in a classroom setting with a low student to teacher ratio.

913 FUNDAMENTAL ENGLISH 10

(Grade 10)

1 Credit

In this course, students will acquire skills that promote life-long readers, along with enhancing students' level of written competence. Students will be engaged in various works of literature and non-fiction, using interactive lessons and comparative culture works of literature. Using a supplemental writing curriculum, students will develop their written communication skills. Special attention will be devoted to the Common Core Standards and preparing students for college and career readiness.

This course content is delivered in a classroom setting with a low student to teacher ratio.

945 FUNDAMENTAL ENGLISH 12

(Grade 12)

1 Credit

In this course, students will acquire skills that promote life-long readers, along with enhancing students' level of written competence. Students will be engaged in reading a core novel and a well-known play as a group, using interactive lessons and comparative culture works of literature. The class will consist of literary circles, independent reading, and one-on-one teacher assistance. Students will develop their written communication skills by writing about literature being studied, college/job related essays, and various short writings/journals. Students will prepare for entry into the workforce, college, military, or technical school.

This course content is delivered in a classroom setting with a low student to teacher ratio.

944 FUNDAMENTAL ENGLISH 11

(Grades 11)

1 Credit

In this course, students will acquire skills that promote life-long readers, along with enhancing students' level of written competence. Students will be engaged in reading two core novels a year as a group, using interactive lessons and comparative culture works of literature. The class will consist of literary circles, independent reading, and one-on-one teacher assistance. Students will develop their written communication skills, including the creation of a research paper, various short writings/journals, and writing related to the literature being studied. Students will begin to prepare for entry into the workforce, college, military, or technical school.

This course content is delivered in a classroom setting with a low student to teacher ratio.

318 FUNDAMENTAL ALGEBRA 1

(Grade 9)
1 Credit

Algebra 1 is the first course in the Illustrative Mathematics series where students learn by doing math, solving problems in mathematical and real-world contexts, and constructing arguments using precise language. Topics covered within this curriculum include: one and two variable statistics, linear equations, inequalities, and systems of equations, as well as different function representations, specifically quadratic and exponential functions. This course content is delivered in a classroom setting with a low student to teacher ratio.

328 FUNDAMENTAL GEOMETRY

(Grade 10)
1 Credit

Geometry is the second course in the Illustrative Mathematics series focused on problem-based learning. Students will practice making conjectures and observations while analyzing relationships to model mathematics. Students will connect ideas from algebra and geometry. Topics covered within this curriculum include: constructions and rigid transformations, congruency and similarity, right triangle trigonometry, solid geometry, coordinate geometry, circles, and conditional probability. This course content is delivered in a classroom setting with a low student to teacher ratio.

338 FUNDAMENTAL ALGEBRA 2

(Grades 11)
1 Credit

Extending the studies from previous courses in the Illustrative Mathematics series, Algebra 2 CP will continue to emphasize applications, problem solving, and mathematical communication. Topics will include polynomial, rational, exponential and trigonometric functions, transformations of functions, sequences, complex numbers, rational exponents, and statistical inference. This course content is delivered in a classroom setting with a low student to teacher ratio.

343 FUNDAMENTAL FINANCIAL ALGEBRA

(Grade 12)
1 Credit

The Financial Algebra Course engages students with real-world financial applications while maintaining deep mathematical rigor. Each of the course's 10 units blends a core personal finance topic with a relevant math concept. Topics covered are: taxes and fundamentals of algebra, checking and linear equations, savings and systems of equations, budgeting and systems of inequalities, investing and exponential functions, types of credit and modeling functions, managing credit and fundamentals of statistics, paying for college and statistical analysis, and insurance and probability. This course content is delivered in a classroom setting with a low student to teacher ratio.

921 FUNDAMENTAL GEOGRAPHY & CIVICS

(Grade 9)

1 Credit

This class engages students in the study of the state social studies standards for geography and civics. Geography studies the relationships of people, places, and environments from the perspective of where they occur, why they are there, and what meaning those locations have for us. Civics directly addresses citizenship education within the context of political systems. Students study the assumptions, upon which governments are founded, and the organizations and strategies that governments employ to achieve their goals. With specific respect to the United States, students learn the underlying principles of representative democracy, the constitutional separation of powers, and the rule of law.

This course content is delivered in a classroom setting with a low student to teacher ratio.

929 FUNDAMENTAL ECON. & PERSONAL FINANCE

(Grade 10)

1 Credit

This class engages students in the study of the economy, its impact on their lives, and the effects that choices and decisions have on the economy as a whole in a small group setting. To understand how a market economy creates interdependence, students will receive grounding in economic systems, microeconomics, macroeconomics, and international trade. Using case studies, current events, supply and demand analysis, and cost benefit analysis, they will examine public policy choices at the societal level as well as applying these skills to individual decisions and problem solving.

This course content is delivered in a classroom setting with a low student to teacher ratio.

922 FUNDAMENTAL UNITED STATES HISTORY

(Grade 11)

1 Credit

This is a one-year course required for graduation. It provides a chronological study of the history of the United States from the Civil War to the present. Critical analysis of historical material is stressed, in addition to the synthesis of historical data. Verbal and literary skill development is emphasized through the use of assignments and class work.

This course content is delivered in a classroom setting with a low student to teacher ratio.

938 FUNDAMENTAL PHYSICAL SCIENCE

(Grades 9)

1 Credit

Fundamental Physical Science students study motion; forces; forces in fluids; work and machines; energy and power; and thermal energy and heat. This course lays the foundation in order for students to further build on their scientific knowledge. The skills covered in this course will include observing, inferring, predicting, classifying, communicating, measuring, calculating, creating data tables, and graphing. The student will also be introduced to basic concepts in chemistry and earth science. This course is delivered in a classroom setting with a low student to teacher ratio.

This course content is delivered in a classroom setting with a low student to teacher ratio.

939 FUNDAMENTAL BIOLOGY

(Grade 10)

1 Credit

Fundamental Biology covers the following topics: general chemical reactions; chemical reactions and energy transfer in the life process; cell structures and function; biochemistry; evolution and transmission of genetic information from cell to cell and from generation to generation. The hands-on instructional approach of this course is designed to improve student achievement by allowing multiple ways/methods to gather information. Students will review and continue to develop the skills of observing, inferring, predicting, classifying, communicating, measuring, calculating, creating data tables and graphing that was taught in Fundamental Physical Science.

This course content is delivered in a classroom setting with a low student to teacher ratio.

942 FUNDAMENTAL SCIENCE 3

(Grade 11)

1 Credit

Fundamental Science 3 is for non-college bound students. Topics to be covered include the basic properties structures and reactions of matter, solutions, environmental and industrial chemistry and chemistry in the home. Emphasis will be placed on creative problem solving and the chemistry in everyday life. This course content is delivered in a classroom setting with a low student to teacher ratio.

641 FRENCH 1 CP

(Grades 9-12)

1 Credit

Year one concentrates attention on introductory phrases of language learning. An important task for all beginners centers on sound-discrimination and imitation of native sounds for which the English language has no equivalent, and using the target language within a limited vocabulary. Cultural and background information concerning the language being studied, as well as the countries in which the language is being spoken as a first language, is supplied by the text, by the teacher, and by supplementary materials. Students should expect to be assigned regular study tasks which will include both oral and written work. Vocabulary must be memorized and grammatical exercises practiced and studied.

642 FRENCH 2 CP

(Grades 10-12)

1 Credit

Prerequisite: French 1 CP

Year two of the language continues to stress understanding of the spoken language as well as speaking within the limitations of the vocabulary and grammar presented. Reading and writing of familiar materials are stressed. Students are expected to respond freely and to be involved in spontaneous language exchanges. Assignments are regular and will be made from the textbook and supplementary materials. By the end of year two, the major grammar of the language is completed.

643 FRENCH 3 CP

(Grades 11-12)

1 Credit

Prerequisite: French 1 and 2 CP

Recommended:

French 2 B- or better and/or teacher recommendation

In year three the students continue to build vocabulary, listening, speaking, reading and writing skills. Additional points of grammar, including some structures used mainly in writing, are developed. Writing moves in the direction of controlled composition with focus on stylistic matters. Cultural material is integrated into the program and may form the basis of students' free conversation or spontaneous student reaction. Assignments are from supplementary readings. The course is conducted in the target language as much as possible.

644 FRENCH 4 CP

(Grade 12)

1 Credit

Prerequisite: French 1, 2 and 3 CP

Recommended:

French 3 B- or better and/or teacher recommendation

During year four, the emphasis shifts to increased reading comprehension, discussion, and personal opinions. Current cultural material is integrated into the course. Assignments will be made regularly from the textbook, the exercise book or from supplementary assignments based on specific topics studied. The text may be used or may be replaced by other materials. The course is conducted in the target language as much as possible.

661 SPANISH 1 CP

(Grades 9-12)

1 Credit

Year one concentrates attention on introductory phrases of language learning. An important task for all beginners centers on sound-discrimination and imitation of native sounds for which the English language has no equivalent, and using the target language within a limited vocabulary. Cultural and background information concerning the language being studied, as well as the countries in which the language is being spoken as a first language, is supplied by the text, by the teacher, and by supplementary materials. Students should expect to be assigned regular study tasks which will include both oral and written work. Vocabulary must be memorized and grammatical exercises practiced and studied.

663 SPANISH 3 CP

(Grades 10-12)

1 Credit

Prerequisite: Spanish 1 & 2

In year three the students continue to build vocabulary, listening, speaking, reading and writing skills. Additional points of grammar, including some structures used mainly in writing, are developed. Writing moves in the direction of controlled composition with focus on stylistic matters. Cultural material is integrated into the program and may form the basis of students' free conversation or spontaneous student reaction. Assignments are from supplementary readings, which may also be used during semester 5 and 6. The course is conducted in the target language as much as possible.

662 SPANISH 2 CP

(Grades 9-12)

1 Credit

Prerequisite: Spanish 1 CP or SMS Spanish 1 & 2

Year two of the language continues to stress understanding of the spoken language as well as speaking within the limitations of the vocabulary and grammar presented. Reading and writing of familiar materials are stressed. Students are expected to respond freely and to participate in spoken language exchanges. Students will also learn about cultural heritage. Assignments and Assessments vary but will include reading, writing, speaking and listening. By the end of year two, the major grammar structures of the language are completed. Students will apply these to demonstrate proficiency in the language.

669 SPANISH 2 HONORS

(Grades 9-12)

1 Credit

Recommended: Spanish 1 CP A- or better

This accelerated version of Spanish 2 CP moves at a much faster pace. There will be less time spent on reviewing previous material as students are expected to have mastered all vocabulary and grammar concepts from Spanish 1. Year two continues to stress understanding of the spoken language and practice speaking with the vocabulary and grammar tenses presented. Reading and writing are also key points of focus. Students are expected to respond to spoken language and be involved in spontaneous conversations.

668 SPANISH 3 HONORS

(Grades 10-12)

1 Credit

Recommended:

Spanish 2 CP A- or better

OR Spanish 2 Honors B- or better

An Accelerated version of the College Preparatory level of Spanish 3, Spanish 3 Honors moves at a faster pace. There will be less time spent on reviewing previous material as students are expected to have mastered all vocabulary and grammar concepts from Spanish 1 & 2. Year three continues to stress understanding of the spoken language and practice speaking with the vocabulary and grammar tenses presented. Reading and writing are also key points of focus. Students are expected to respond to spoken language and be involved in spontaneous conversations. Students will log listening and speaking experiences outside of the classroom to practice these real-world skills. It is strongly recommended that a student earn a minimum grade of 90% in Spanish 2 Honors in order to continue at the Honors level for Spanish 3. If a student who took Spanish 2 CP should wish to move to the Honors level Spanish 3, it is possible that additional work outside of class may be required at times to remain at the advanced level.

672 SPANISH 4 HONORS

(Grades 11-12)

1 Credit

Recommended:

Spanish 3 CP A- or better

OR Spanish 3 Honors B- or better

During year four, the emphasis shifts to increased reading comprehension, discussion, and personal opinions. Current cultural material is integrated into the course. Assignments will be made regularly from online learning platforms or from supplementary assignments based on specific topics studied. The course is conducted in the target language as much as possible.

665 AP SPANISH LANGUAGE

(Grade 12)

1 Credit

Prerequisite: Spanish 1, 2, 3, 4

AP Spanish Language is intended for students who wish to develop their proficiency in all four language areas: listening, reading, speaking, and writing. The course is designed to be comparable to an advanced-level college/university Spanish class. It encompasses aural/oral skills, reading comprehension, grammar, and composition. Course objectives include: the ability to comprehend formal and informal spoken Spanish, the acquisition of vocabulary and a grasp of structure to allow the easy, accurate reading of authentic Spanish materials, the ability to compose expository passages in Spanish, and the ability to express ideas orally with accuracy and fluency.

670 CONVERSATIONAL SPANISH 1

(Grades 9-12)

1 Credit

This is a predominantly project-based course. Students will learn many everyday phrases on a variety of topics and situations. There will be a focus on culture and comparing cultures of Spanish speaking countries to their own. Some topics of focus will include geography, numbers, introductions, holidays, colors, and time.

*Enrollment in this course requires permission from the Office of Student Support Services.

671 CONVERSATIONAL SPANISH 2

(Grades 10-12)

1 Credit

Prerequisite: Conversational Spanish 1

A continuation of Conversational Spanish 1, this is a predominantly project-based course. Students will review the basics and add to their repertoire of everyday phrases on a variety of topics and situations. There will be a focus on culture and comparing cultures of Spanish speaking countries to their own. Some topics of focus will include school supplies and subjects, travel and transportation, shopping, and food.

*Enrollment in this course requires permission from the Office of Student Support Services.

711 PHYSICAL EDUCATION 1

(Grades 9-12)

.5 Credit

Physical Education 1 is a one semester course required for graduation.

Students will be fully engaged in a fitness based physical education curriculum. Content will be taught with an emphasis on anatomy/physiology, health-related fitness, and nutrition concepts and activities including focuses on fitness training, cardiovascular training,

721 PHYSICAL EDUCATION 2

(Grades 9-12)

.5 Credit

Prerequisite: Physical Education 1

Physical Education 2 is a one semester course required for graduation. Students will be involved in a variety of team sports with an emphasis on basic skills, participation, and team strategy. Two or more individual and team sports will be covered throughout all activities.

712 HEALTH

(Grades 9-12)

.5 Credit

Health is a one semester course required for graduation. Students will be engaged in the health program which includes the study of wellness, emergency first aid, cardiovascular systems, addictions, diseases and human sexuality.

714 HEALTH ADVOCACY

(Grades 11-12)

1 Credit

Prerequisite: PE 1, PE 2 & Health

This course is a higher level health class. Health Advocacy is a comprehensive Health/Phys. Ed. class with an emphasis on collecting data and informing others on current health issues. Students will assess, plan, implement, and evaluate various projects, newsletters and events. This class includes participation with organized school events. Exercising through new and different ways will be incorporated on a regular basis. This course is appropriate for students who are interested in careers in health related fields, as well as involving the school/community with ideas of healthy lifestyles.

730 BIGGER, FASTER, STRONGER (BFS)

(Grades 11-12)

1 Credit

Prerequisite: PE 1 & PE 2, & Health

The course is designed to expose the students to fitness concepts that can be utilized regardless of individual goals and athletic aspirations. Fundamental concepts of fitness, resistance training, conditioning, and flexibility will be emphasized. Basic nutrition guidelines will be provided as well. The course focuses on athletic development, emphasizing resistance training. It affords the student an opportunity to learn and participate in the specific concepts and exercises associated with improved athletic performance. Students will develop strength, power, flexibility, endurance, and explosiveness through rigorous athletics-oriented training. ***This course requires high levels of physical activity, motivation, and compliance.**

733 ADVANCED BIGGER, FASTER, STRONGER

(Grade 12)

1 Credit

Prerequisite: BFS

The course is designed to build upon the concepts and habits of lifetime fitness learned in BFS 1. Intermediate concepts of fitness, resistance training, conditioning, and flexibility will be emphasized. Basic nutrition guidelines will be put into application by the students and intermediate nutritional concepts will be learned as well. The course focuses on athletic development, emphasizing resistance training. It affords the student an opportunity to participate in the specific concepts and exercises associated with improved athletic performance. Students will develop strength, power, flexibility, endurance, and explosiveness through rigorous athletics-oriented training.

***This course requires high levels of physical activity, motivation, and compliance.**

745/746 DRIVER'S EDUCATION

(Grade 10)

.25 Credit

- **The course is ONLY for students in a 10th grade homeroom.**
- Students will receive a Pass/Fail grade for this course.
- Students MUST be academically eligible and pass the classroom portion of the course with a C- or better in order to attempt the in-car portion of the course.

This course is offered during a student's sophomore year and is taught for the state required 30 hours. 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. To achieve this goal, 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 successful completion of the classwork and final exam, students must successfully complete the driving sessions in order to enter the Delaware Graduated Driver License Program.

Students will automatically be enrolled in SAT Prep (.25 credit) for the marking period immediately following Driver's Education.

567 FOUNDATIONS OF ANIMAL SCIENCE-1

(Grades 9-11)

1 Credit

This class is the entry-level course for the Animal Science and Management Pathway and is designed to explore the animal science industry through the study of economically important farm animals, their products, and careers involved with their care and management. FFA participation is required through classroom activities and career development events, and will be required to maintain a year-long Supervised Agriscience Experience project as an extension of the curriculum. All students will participate in hands-on laboratory exercises in the livestock lab and in the classroom.

568 GROWTH AND DEVELOPMENT OF DOMESTIC ANIMALS-2

(Grades 10-12)

1 Credit

Prerequisite: 567

This second-level course in the Animal Science and Management Pathway and will explore specialized areas of the animal science industry. Emphasis will be given to career exploration, veterinary care, feed and nutrition, genetics, anatomy and physiology, processing, marketing and biotechnology. All students will participate in hands-on lab exercises in the classroom and livestock lab. FFA participation is required through classroom activities and career development events. Students will be required to maintain a yearlong Supervised Agriscience Experience project as an extension of the curriculum.

571 DOMESTIC ANIMAL MANAGEMENT-3

(Grades 11-12)

1 Credit

Prerequisite: 567 & 568

This class is the final course in the Animal Science and Management Pathway and is designed to provide students with final preparation for pursuing a career in an animal science-related area. Special emphasis will be given to the veterinary field and related careers. Students will also research college options within their desired field of study, as well as understand the business implications associated with animal production. All students will participate in hands-on laboratory exercises in the classroom and livestock lab. FFA participation is required through classroom activities and career development events. They will also be required to maintain a year-long Supervised Agriscience Experience project as an extension of the curriculum.

581 ADVANCED ANIMAL SCIENCE-4

(Grades 11-12)

1 Credit

Prerequisite: 567, 568, 571

This course is for those students who have completed the Animal Science and Management Pathway and wish to further explore options within the animal science industry. Students will work in a self-directed setting, as well as conduct research projects throughout the year. All students will participate in hands-on laboratory exercises in the classroom and livestock lab. FFA participation is required through classroom activities and career development events. They will also be required to maintain a year-long Supervised Agriscience Experience project as an extension of the curriculum.

Each student enrolled in an Animal Science & Management course is required to participate in FFA activities, as well as design and maintain a Supervised Agricultural Experience (SAE) Program.

NATURAL RESOURCE MANAGEMENT

590 INTRODUCTION TO NATURAL RESOURCES-1

(Grades 9-11)

1 Credit

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. Additionally, students begin the foundational experiences of Career & Technical Student Organization involvement with the National FFA Organization. The development of leadership skills, responsibility, and cooperation needed to be a successful and productive citizen will be achieved through FFA Activities, Supervised Agricultural Experience Programs, and Career Development Events.

591 PRINCIPLES OF ENVIRONMENTAL SCIENCE-2

(Grades 10-12)

1 Credit

Prerequisite: 590

Principles of Environmental Science (PES) provides students with the opportunity to apply conservation principles to preserve the environment, natural resources, and ecosystems while building on knowledge gained in the first course. 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.

592 ENVIRONMENTAL & NATURAL RESOURCE STEWARDSHIP-3

(Grades 11-12)

1 Credit

Prerequisite: 590 & 591

Environmental and Natural Resource Stewardship (ENRS) immerses students in the concepts of sustainability related to agriculture production, land ownership and civic green space as the final course in the Environmental Science and Natural Resources Pathway. Students investigate earth systems and resources, the living world, population dynamics, land and water use, energy resources and consumption, pollution, and global changes through discussion and debate. Students learn how to implement production and marketing practices that are profitable and environmentally sound while meeting the needs of both the present and future generations. Students practice ownership and community involvement. Students completing a program of study in this pathway will demonstrate competence in the application of principles and techniques for the development, application and management of environmental service systems as well as business enterprises. The development of leadership skills, responsibility, and cooperation needed to be a successful and productive citizen will be achieved through FFA Activities, Supervised Agricultural Experience Programs, and Career Development Events.

593 AP ENVIRONMENTAL SCIENCE

(Grades 11-12)

1 Credit

The AP Environmental Science course is designed to be the equivalent of a one-semester introductory college course in environmental science. Unlike most other college introductory-level science courses, environmental science is offered from a wide variety of departments, including biology, geology, environmental science, chemistry and geography. Depending on the department offering the course, different emphases are placed on various topics. Some courses are rigorous science courses that emphasize scientific principles and analysis that often includes a laboratory component. Other courses emphasize the study of environmental issues from a political and sociological perspective rather than a scientific one. The AP Environmental course has been developed to be most like the former; as such it is intended to enable students to undertake, as first year college students, a more advanced study of topics in environmental science or to fulfill a basic requirement for a laboratory science course. FFA participation is a component of this course, and students are required to complete an environmentally related Supervised Agricultural Experience (SAE).

Each student enrolled in a Natural Resource Management course is required to participate in FFA activities, as well as design and maintain a Supervised Agricultural Experience (SAE) Program.

PLANT SCIENCE

958 FOUNDATIONS OF PLANT SCIENCE-1

(Grades 9-11)

1 Credit

This course will examine the relationship of plants and soil for the production of agricultural crops, products and related industries. An in-depth study of the environmental conditions that affect all aspects of plant production will include: agronomic crops, horticulture crops, botany and forestry. Soil conditions and properties will be examined to determine adequate management plans for various plants. The use of school FFA greenhouse and land laboratories will serve as a major component of this course. FFA opportunities will be provided for each student to develop leadership skills and maintain a supervised agriscience experience project.

959 PLANT & SOIL SYSTEMS-2

(Grades 10-12)

1 Credit

Prerequisite: 958

This class is a continuation of the skills and activities experienced in Foundations of Plant Science. Students will utilize the school greenhouse and landscaped areas to further develop entry-level employment skills in areas such as floriculture, landscape design, greenhouse operation, turf management and crop production. The development of a student project or SAE will help students focus on a particular learning area with the plant science pathway. Involvement in the FFA will be included in this class.

960 PLANT SYSTEMS MANAGEMENT & SUSTAINABILITY-3

(Grades 11-12)

1 Credit

Prerequisite: 958 & 959

Plant Systems Management & Sustainability-3 will examine the emerging technologies of hydroponics, alternative crops, tissue culture and biotechnology, and scientific applications of plant science. Students will utilize the school greenhouse and labs to plan and carry out experiments on plants and present their findings in class. This class will also be responsible for production of several greenhouse crops throughout the year. The development of student projects and SAE's will help students focus on a particular learning area within the plant science field. Involvement in the FFA will be included in this class.

977 GREENHOUSE & HORTICULTURAL SCIENCE-4

(Grades 12)

1 Credit

Prerequisite: 958, 959, 960

Greenhouse and Horticultural Science-4 will examine the emerging technologies of hydroponics, alternative crops, tissue culture and biotechnology, and scientific applications of plant science. Students will utilize the school greenhouse and labs to plan and carry out experiments on plants and present their findings in class. This class will also be responsible for production of several greenhouse crops throughout the year. The development of student projects and SAE's will help students focus on a particular learning area within the plant science field. Involvement in the FFA will be included in this class.

Each student enrolled in a Plant Science course is required to participate in FFA activities, as well as design and maintain a Supervised Agricultural Experience (SAE) Program.

AGRICULTURAL POWER & ENGINEERING

564 FUNDAMENTALS OF AGRICULTURAL POWER & ENGINEERING-1

(Grades 9-11)

1 Credit

Fundamentals of Agricultural Power and Engineering (FAPE) introduces students to the skills needed in the occupational area of agricultural power and engineering. This course offers hands-on opportunities in workplace safety, communication skills, application of construction math, reading and developing construction plans, tool usage and safety practices, and cutting and gouging processes of metals using oxyfuels and plasma. Students are required to maintain a year-long supervised agriscience experience project and participate in FFA activities.

963 ADV. POWER & MECHANICAL SYSTEMS-4

(Grades 11-12)

1 Credit

Prerequisite: 564, 565, 957

This full year course will be offered to students who have strong mechanical abilities and are knowledgeable of mechanical theory. Students will complete independent and assigned projects that utilize skills attained in the previous coursework and will be eligible for the Agriscience Career Work Experience. Students are required to maintain a year-long supervised agriscience experience project and participate in FFA activities.

565 AGRICULTURAL WELDING AND FABRICATION-2

(Grades 10-12)

1 Credit

Prerequisite: 564

Agricultural Welding and Fabrication (AWF) enables students to build on the knowledge and experiences gained in FAPE. Students learn shielded metal arc welding, gas metal arc welding, and gas tungsten arc welding agricultural welding, and metal fabrication. AWF includes hands-on experiences for students to learn metallurgy as well as how to read welding drawings and identify welding symbols. Students are required to maintain a year-long supervised agriscience experience project and participate in FFA activities.

957 POWER AND MECHANICAL SYSTEMS-3

(Grades 11-12)

1 Credit

Prerequisite: 564 & 565

Power and Mechanical Systems (PMS) enables students to apply principles of dynamic power and mechanical systems while incorporating the scientific and engineering principles to be employed in power mechanical and related agricultural industries. Students learn about energy principles, engine theory, engine systems troubleshooting, electrical motor principles, hydraulic systems, and electronics. Students will complete independent and assigned projects that utilize skills attained in the previous coursework and will be eligible for the Agriscience Career Work Experience. Students are required to maintain a year-long supervised agriscience experience project and participate in FFA activities.

Each student enrolled in an Agricultural Power & Engineering course is required to participate in FFA activities, as well as design and maintain a Supervised Agricultural Experience (SAE) Program.

AGRICULTURAL STRUCTURES & ENGINEERING

560 FUNDAMENTALS OF AGRICULTURAL STRUCTURES AND ENGINEERING-1

(Grades 9-11)

1 Credit

Fundamentals of Agricultural Structures & Engineering (FASE) provides students a variety of experiences in the fields of agricultural structures and engineering. Students engage in hands-on projects reading and developing construction plans and drawings, evaluating site preparation techniques, selecting wood types, constructing buildings, and tool identification, use and safety. Students participate in project based instruction and apply principles of agricultural structures and engineering. Students will have the opportunity to begin earning NCCER Credentials through classroom/lab instruction and testing modules.

Each student will participate in FFA activities & design and maintain an individual Supervised Agriscience Experience (SAE) program.

561 STRUCTURAL SYSTEMS IN AGRICULTURE-2

(Grades 10-12)

1 Credit

Prerequisite: 560

Structural Systems in Agriculture (SSA) enables students to build on the knowledge and experiences gained in FASE. Students design, plan and construct small structures that directly relate to large scale construction projects. SSA includes hands-on experiences for students to expand their skills in advanced equipment and engineering applications, electrical wiring, and plumbing.

Each student will participate in FFA activities & design and maintain an individual Supervised Agriscience Experience (SAE) program.

580 ESSENTIAL SKILLS IN AGRICULTURAL STRUCTURES AND ENGINEERING-3

(Grades 11-12)

1 Credit

Prerequisite: 560 & 561

Essential Skills in Agricultural Structures & Engineering (ESASE) provides students with the scientific principles and methods required to incorporate the skills and knowledge needed to be employed in agricultural structures and related agricultural industries. Students will learn HVAC principles, concrete and masonry skills, advanced woodworking skills, and various interior building finishing techniques needed to complete an agricultural structure. Students will have the opportunity to earn OSHA 10 Industry Certification.

Each student will participate in FFA activities & design and maintain an individual Supervised Agriscience Experience (SAE) program.

Each student enrolled in an Agricultural Structures & Engineering course is required to participate in FFA activities, as well as design and maintain a Supervised Agricultural Experience (SAE) Program.

AGRISCIENCE SUMMER/CAREER WORK EXPERIENCES & ELECTIVES

AGRISCIENCE SUMMER WORK EXPERIENCE

(Grades 9-11)

.33 Credit

This course is only open to Agriscience Pathway students.

Any agriscience pathway student who is maintaining a year-long SAE (Supervised Agricultural Experience program), or has an agricultural job throughout the summer, may enroll in this course. To receive work experience credit, students must maintain an approved Smyrna High School Agriscience Department SAE record book that details their work experience and project finances during the summer. These records will be kept electronically on the AET - completed record books will be due by the end of the first week of the new school year. During the summer, students will be supervised and visited by their respective agriscience teacher on a regular basis, where reviews of student progress, meetings with employers, and recommendations will occur. A written summary by the student and a summary evaluation by the teacher, employer, and parents will also be due by the end of the first week of school. Credit: 1/3 credit based on minimum 100 hours of work experience; students may earn no more than 1/3 credit per summer, for a maximum of 1 full credit at graduation. Credit will not be awarded until the 1st marking period of the new school year.

EARLY CAREER EXPERIENCE

(Grade 12)

1 Credit

Any senior agriscience student who meets the following criteria may elect to participate in an agriscience career experience. If at any time during the school year, a student fails to meet these criteria, he/she will be withdrawn from the program and reassigned to classes at Smyrna High School. For further information and clarification, contact any agriscience instructor or the Work-Based Learning Coordinator.

- Student must have completed or be in the final course of an Agriscience Pathway.
- Student must be enrolled in all classes required for graduation.
- Student must be employed in an Ag-related job in order to be eligible.
- Student must be enrolled in a minimum of 4 classes (credits) and a qualified job for the entire school year.
- A career experience work agreement must be in place and signed by the student, his/her parents, the instructor and the employer before the student may be dismissed from school. Prior to that time, the student will be assigned to and must attend the assigned classes on their schedule.
- In order to receive credit, the student must maintain records of employment, complete job reports and demonstrate satisfactory performance on the job and in the classroom.
- Career experiences can be done through an early release, after school or evening situation.

595 AGRICULTURAL BIOTECHNOLOGY

(Grades 9-12)

1 Credit

Agricultural Biotechnology encompasses the study of using data and scientific techniques to solve problems concerning living organisms with an emphasis on applications to agriculture, food, and natural resource systems. Students will assess factors that have influenced the evolution of biotechnology in agriculture, and they will demonstrate the application of biotechnology to solve problems in agriculture, our food supply, and natural resources. Students will also study the moral, ethical, and legal issues related to biotechnology research. Some examples of topics include genetic engineering, stem cells, genetically modified organisms (GMOs), cloning, as well as biomanufacturing. Students enrolled in this course will have the opportunity to participate in a Career and Technical Student Organization (CTSO). The CTSO for this course is The National FFA Organization.

547 BIM I: BUSINESS INFORMATION TECHNOLOGY

(Grades 9-10)

1 Credit

This course provides students with a solid understanding of the role ethics holds across professions and an overview of information technology (IT) today. Students will consider contemporary IT issues such as security and privacy, the effects of IT on society and the individual and technological inequality. This course is a prerequisite to the other Academy of Business Information Management program courses.

541 NAF INTERNSHIP

(Grade 12)

1 Credit

Prerequisites: Must have completed the BIM or AOF Pathway & be selected by the BIM or AOF Level 3 teacher.

Open to seniors only. This year-long work-based learning opportunity allows students to operate the Eagle Outlet (school store) during 5th or 6th period as their assigned course for the full school year. Consideration for acceptance into the course includes: grades, attendance, behavior record and teacher recommendation. The students will be responsible for running the school store every day of the week during either 5th or 6th period, ordering supplies, completing transactions, working at various different sporting events each season, and other duties as necessary to run a successful school store. To receive NAF Certification, students must accumulate 180 hours of service related to the school store. The course is worth one credit toward graduation.

548 BIM II: GLOBAL BUSINESS ECONOMICS

(Grades 10-11)

1 Credit

Prerequisite: Business Information Technology

This course provides students with an introduction to the key concepts of economics as it pertains to business and an understanding of how and why businesses choose to expand their operations into other countries.

549 BIM III: ENTREPRENEURSHIP

(Grades 11-12)

1 Credit

Prerequisite: Global Business Economics

This course provides students with an introduction to the concept of customer service as a critical component of business and an understanding of the critical role played by entrepreneurs in the national and global economy.

See page 67 for Dual Enrollment opportunities for students completing a Business Pathway.

**524 AOF I:
FUNDAMENTALS OF
FINANCE**

(Grades 9-10)

Fundamentals of Finance (FOF) explores the foundation of financial literacy, the function of finance in society, and the role of a financial planner. FOF is a prerequisite to other Academy of Finance pathway courses. This course focuses on income and wealth, financial institutions, and the role of finance in organizations. Students research the impact of technology on the financial services field, explore the role of a financial planner and examine the importance of sound financial planning. An integrated culminating project provides an opportunity for students to demonstrate expertise on issues critical to financial independence.

**525 AOF II:
PRINCIPLES OF
ACCOUNTING**

(Grades 10-11)

1 Credit

Prerequisite: Fundamentals of Finance

Principles of Accounting (POA) provides students with an understanding of the critical accounting process and how it facilitates decision making by providing data and information to internal and external stakeholders. Students learn how to apply technology to accounting by creating formulas and inputting data into spreadsheets and/or accounting software such as QuickBooks, Peachtree, etc. Students are introduced to the fundamentals of management accounting, manufacturing and cost accounting, budgeting, accounting for managerial decision making, and financial analysis. Technology will be used for internal decision making, planning, and control. A culminating project incorporates costing and pricing, sales mix analysis, performance report preparation, financial ratio comparisons, and profitability.

**526 AOF III: FINANCIAL
SERVICES**

(Grades 11-12)

1 Credit

**Prerequisite requirement:
Principles of Accounting**

Financial Services (FS) investigates the origins of money and banking and the early history of banking in the United States. Students learn to research and discriminate between investment options through an in-depth study of the financial services industry and are also introduced to the insurance industry and the critical role it plays in the financial services sector. A culminating project combines research of potential risks, regulations, and ethical issues related to insurance in order to create a comprehensive needs assessment.

541 NAF INTERNSHIP

(Grade 12)

1 Credit

Prerequisites: Must have completed the BIM or AOF Pathway & be selected by the BIM or AOF Level 3 teacher.

Open to seniors only. This year-long work-based learning opportunity allows students to operate the Eagle Outlet (school store) during 5th or 6th period as their assigned course for the full school year. Consideration for acceptance into the course includes: grades, attendance, behavior record and teacher recommendation. The students will be responsible for running the school store every day of the week during either 5th or 6th period, ordering supplies, completing transactions, working at various different sporting events each season, and other duties as necessary to run a successful school store. To receive NAF Certification, students must accumulate 180 hours of service related to the school store. The course is worth one credit toward graduation.

See page 67 for Dual Enrollment opportunities for students completing a Business Pathway.

586 FOUNDATIONS OF ACCOUNTING-1

(Grades 9-12)

1 Credit

Foundations of Accounting (Level 1) establishes foundational understanding of basic accounting concepts such as the double-entry accounting system, the accounting equation, and completing the accounting cycle. This includes using source documents, analyzing business transactions using Taccounts, journalizing business transactions posting transaction to ledgers, preparing end-of-period data, preparing and analyzing financial statements, and preparing closing entries. Students also explore the accounting industry, including educational and career opportunities in the field of study. This course serves as the prerequisite for Analysis of Accounting (Level 2).

587 ANALYSIS OF ACCOUNTING-2

(Grades 10-12)

1 Credit

Prerequisite: 586

Analysis of Accounting (Level 2) forms and extends accounting skills by taking a deeper dive in the Balance Sheet, Income Statement, and Statement of Owner Equity. This includes completing adjusting entries and performing accounting functions common to retail merchandising organizations including Accounts Payable and Accounts Receivable account management purchasing and sales accounts, payroll records management, inventory management, depreciation, and key ratios interpretation. Students gain basic proficiency in the use of spreadsheet tools.

588 ACCOUNTING PRACTICUM-3

(Grades 11-12)

1 Credit

Prerequisite: 586 & 587

Accounting Practicum (Level 3) introduces the students to real world accounting software and individual taxation. For the first half of the course, students will learn to navigate and utilize QuickBooks Online on software provided to each student by Intuit. Students will pilot their way through the different modules of QuickBooks Online, including creating a chart of accounts, recording journal entries, entering and paying accounts payable, creating invoices and receiving payments, reconciling cash, tracking and adjusting inventory, and using credits cards. At the end of the unit, the students will complete a case study which incorporates real life scenarios in which the students will act as the bookkeepers for a company. They will complete all transactions for a fictitious company for a month in QuickBooks Online. Students will have the opportunity to complete certification testing for the nationally recognized industry credentials Intuit QuickBooks. This will be integrated into the Accounting curriculum via the Certiport secure testing browser platform using Certiport's secure testing facility requirements and fully aligned with DCAS procedures. The second half of the course will consist of preparing and understanding the individual tax return. Students will learn the different types of income, deductions, and credits and their associated tax forms.

See page 67 for Dual Enrollment opportunities for students completing a Business Pathway.

COMPUTER SCIENCE

397 EXPLORING COMPUTER SCIENCE

(Grades 9-10)

1 Credit

Exploring Computer Science is a full-year, entry level course in which students will develop an understanding for the many ways in which computing innovation impacts society, as well as for the many different fields in which computing is used. Students design algorithms and create programming solutions to a variety of computational problems using Scratch. Students have the opportunity to experiment with robotics and internet search techniques, explore a variety of websites and web applications and discuss issues of online privacy and security. Topics of study include: human computer interaction, problem solving, web design, programming, computing and data analysis, and robotics.

398 AP COMPUTER SCIENCE PRINCIPLES (CSP)

(Grades 10-12)

1 Credit

This is a full-year course introducing students to modern computing. Students will learn the JavaScript language with turtle programming in Code.org's App Lab in addition to general principles of algorithms and program design. Topics of study include: programming, algorithms, the Internet, data analysis, digital privacy and security, and the societal impacts of computing. College Board recommends that students have taken at least Algebra 1. The course requires a significant amount of expository writing (as well as writing computer code). It is recommended that students take Exploring Computer Science before taking this AP course.

400 AP COMPUTER SCIENCE A (CSA)

(Grades 10-12)

1 Credit

This is a full-year course designed to prepare students for the Advanced Placement Computer Science exam, level A. CSA focuses on the details of writing computer software using the Java programming language and is designed for students who are serious about programming. JAVA requires a good mathematical background and strong problem solving skills. Topics of study include: algorithm development, decisions and loops, arrays, recursion, searches and sorts, data abstraction, and classes.

401 IT ESSENTIALS CS

(Grade 11-12)

1 Credit

IT Essentials is designed for students who are interested in Information Technology and want to develop knowledge of computing systems. This course will utilize TestOut IT Fundamentals Pro virtual labs as students gain skills and knowledge of computer hardware and software, programming, databases, cybersecurity, networking basics and IT Career Preparation. The course covers all objectives to pass the TestOut IT Fundamentals Pro and CompTIA IT Fundamentals(ITF+) pre-career certification exams. Essential skills and knowledge covered include: managing the safety and preventative maintenance of computers, setting up a workstation(including software installations), establishing network connectivity, identifying compatibility issues and preventing security risks.

See page 67 for Dual Enrollment opportunities for students completing a Business Pathway.

582 FOUNDATIONS OF DIGITAL DESIGN-1

(Grades 9-12)

1 Credit

This course introduces students to the foundational principles, techniques, and skills of visual communications. Students learn the elements and principles of design, color theory, typography, packaging/promotional design, copyright/fair use, and image manipulation techniques along with the communication skills required to work within the media industry and client based realm. Students begin to develop the capstone cumulative professional portfolio.

583 PROCESSES OF DIGITAL PRODUCTION-2

(Grades 10-12)

1 Credit

Prerequisite: 582

This course engages students to produce media and design content using the computer as an artistic medium. Students are prepared with the skills to develop digital files. Students learn raster image manipulation, editing, software application, publishing, digital media literacy, HTML coding, web development, and the delivery of digital products. Using the software, students will see their original design concepts and brainstorming come to actualization in the digital world. Students continue to develop the capstone cumulative portfolio through production of their media and design concepts.

584 APPLICATIONS OF DIGITAL DESIGN-3

(Grades 11-12)

1 Credit

Prerequisite: 582 & 583

This course engages students in the use of the computer as an illustrative medium and film as an influential medium. Through the use of video production software, students prepare work in digital video production, video editing, and broadcasting of digital videos. Students are prepared in various tools with a focus on vector image manipulation, editing, illustration, publishing, and the delivery of digital products. Capstone skills learned from prior coursework are applied for students to develop client-based design work through district and community partnerships to with the completion of the capstone cumulative portfolio professional portfolio.

See page 67 for Dual Enrollment opportunities for students completing a Business Pathway.

MARKETING TODAY!

550 MARKETING ESSENTIALS-1

(Grades 9-10)

1 Credit

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

551 DIGITAL MARKETING-2

(Grades 10-11)

1 Credit

Prerequisite: 550

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

552 ENTREPRENEURIAL MARKETING-3

(Grades 11-12)

1 Credit

Prerequisite: 550 & 551

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

See page 67 for Dual Enrollment opportunities for students completing a Business Pathway.

BUSINESS CAREER EXPERIENCE & DUAL ENROLLMENT

EARLY CAREER EXPERIENCE

(Grade 12)

1 Credit

Any senior business student who meets the following criteria may elect to participate in a business career experience. If at any time during the school year, a student fails to meet these criteria, he/she will be withdrawn from the program and reassigned to classes at Smyrna High School. For further information and clarification, contact any business instructor.

- Student must have completed or be in the final course of a business pathway.
- Student must be enrolled in all classes required for graduation.
- Student must be employed in a business-related job in order to be eligible.
- Student must be enrolled in a minimum of 4 classes (credits) and a qualified job for the entire school year.
- A career experience work agreement must be in place and signed by the student, his/her parents, the instructor and the employer before the student may be dismissed from school. Prior to that time, the student will be assigned to and must attend the assigned classes on their schedule. In order to receive credit, the student must maintain records of employment, complete job reports and demonstrate satisfactory performance on the job and in the classroom.
- Career experiences can be done through an early release, after school or evening situation.

201 WU BBM201 PRINCIPLES OF MANAGEMENT

(Grade 12)

1 Credit

Prerequisite: Students must have completed Level III of a business course or are concurrently enrolled in Level III of a business course.

This is a semester-long dual enrollment course in partnership with Wilmington University. Effective managers are essential to any organization's success. Managers must pay attention to internal and external factors related to their organization. Managers need to develop specific competencies relating to the functions of management, which are planning, organizing, leading, and controlling. Competencies include communication skills, planning and administration, promoting teamwork, strategic initiatives, global awareness, and self- management.

*Students will take this course during the first semester.

202 WU BMK 305 MARKETING

(Grade 12)

1 Credit

Prerequisite: Students must have completed Level III of a business course or are concurrently enrolled in Level III of a business course.

This is a semester-long dual enrollment course in partnership with Wilmington University. This course is an introduction to marketing, emphasizing the problems of policy determination by management. The nature and operation of marketing functions, consumer preferences, product planning, promotion, distribution, and pricing are studied. Environmental factors affecting marketing processes are also examined.

*Students will take this course during the second semester.

689 HUMAN GROWTH & DEVELOPMENT**(Grades 9-11)****1 Credit**

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.

690 ECE II: EARLY CHILDHOOD AS A PROFESSION**(Grades 10-12)****1 Credit****Prerequisite: 689**

Early Childhood as a Profession explores the historical role of the teacher in the early childhood setting and how societal changes have impacted early childhood education. Students explore the responsibilities and opportunities of an effective teacher and consider the function of the teacher as a leader, while understanding the importance of the family. Students also identify personal attributes and professional goals to establish a path to becoming an early

691 ECE III: CURRICULUM & INSTRUCTION IN EARLY CHILDHOOD**(Grades 11-12)****1 Credit****Prerequisite: 689 & 690**

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

Students also have the opportunity to earn an Early Childhood and School-age Intern Certificate.

1069 LEADERSHIP IN EDUCATION**(Grades 11-12)****1 Credit****Prerequisite: Students must have completed the 2nd level of the ECE or K12 pathway**

Education is not just teaching in the classroom. Education is made up of a multitude of departments, processes, and functions. This class will highlight the responsibilities of leadership in education. A combination of in-class instruction and real-world experiences will provide a thorough understanding of the function of education.

697 EARLY CHILDHOOD EDUCATION TEACHER ACADEMY INTERNSHIP**(Grade 12)****1 Credit****Prerequisite: 689, 690, 691****Application Required**

This course is designed to prepare students entry into post-secondary education and/or the world of an early childhood educator. In this course students will be responsible for traveling to childcare centers during class time and observe in the field. Throughout the year, students will also have to complete hours on their own time. Besides observations, students will have class time to create, present, and discuss their knowledge in early childhood education. In this class, students will be doing various projects and portfolios that will enhance their knowledge of children and specific educational needs. Taking this class will be a great introduction to see what it is like to work independently in college. It is highly recommended students have their own transportation. Application process required.

Students enrolled in the Internship will also complete the following Wilmington University Dual Enrollment Courses:

- ECE 201 Nutrition, Health & Safety for Young Children
- ECE 217 Family, Community, and School Partnerships

EARLY CAREER EXPERIENCE

(Grade 12)

1 Credit

The ECE Career Experience is a paid part time work experience in jobs related to the field of early childhood. Any senior ECE student who meets the following criteria may elect to participate in an ECE career experience. If at any time during the school year, a student fails to meet these criteria, he/she will be withdrawn from the program and reassigned to classes at Smyrna High School. For further information and clarification, contact any ECE instructor.

- Student must have completed or be in the final course of an ECE Pathway.
- Student must be enrolled in all classes required for graduation.
- Student must be employed in an ECE related job in order to be eligible.
- Student must be enrolled in a minimum of 4 classes (credits) and a qualified job for the entire school year.
- A career experience work agreement must be in place and signed by the student, his/her parents, the instructor and the employer before the student may be dismissed from school. Prior to that time, the student will be assigned to and must attend the assigned classes on their schedule.
- In order to receive credit, the student must maintain records of employment, complete job reports and demonstrate satisfactory performance on the job and in the classroom.
- Career experiences can be done through an early release, after school or evening situation.

1060 HUMAN GROWTH & DEVELOPMENT

(Grade 9-11)

1 Credit

Human Growth and Development (HGD) 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.

1063 K-12 IV: EXCEPTIONAL CHILDREN

(Grades 11-12)

1 Credit

Prerequisite: 1060, 1061, 1062

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.

1061 K-12 II: TEACHING AS A PROFESSION

(Grades 10-12)

1 Credit

Prerequisite: 1060

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, as well as 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.

1069 LEADERSHIP IN EDUCATION

(Grades 11-12)

1 Credit

Prerequisite: Students must have completed the 2nd level of the ECE or K12 pathway

Education is not just teaching in the classroom. Education is made up of a multitude of departments, processes, and functions. This class will highlight the responsibilities of leadership in education. A combination of in-class instruction and real-world experiences will provide a thorough understanding of the function of education.

1062 K-12 III: FOUNDATIONS OF CURRICULUM & INSTRUCTION

(Grades 11-12)

1 Credit

Prerequisite: 1060 & 1061

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.

998 K-12 TEACHER ACADEMY INTERNSHIP

(Grade 12)

1 Credit

Seniors (students must be in a 12th grade homeroom) who have completed an application and interview process prior to the first day of their senior year, can be accepted into the Internship Program. The internship will address the 11 standards that prepare students to teach in a classroom for a minimum of one period. Each marking period will serve as scaffolding for the next, which will focus on different areas of educational professional development. Topics include: Planning and Preparation; Acceleration; Small Group Instruction and Inclusive Teaching.

Students enrolled in the Internship will also complete the following Wilmington University Dual Enrollment Courses:

- RDG203 Learner Development & Early Literacy
- ECE 214 Creating Environments for Learning

1068 CAREER EXPERIENCE: READING BUDDIES

(Grades 11-12)

1 Credit

This program is for juniors and seniors in the Teacher Academy who have finished at least the first two levels of the pathway and are interested in hands-on opportunities in the education field. Students will buddy up with younger students at elementary and intermediate schools in the Smyrna School District and work on reading intervention activities: reading aloud, skill development, reading games, etc. in order to help younger students who are struggling with reading comprehension and early literacy. Transportation is required.

964 AEROSPACE SCIENCE & LEADERSHIP 1

(Grades 9-12)

1 Credit

The introductory level of AFJROTC includes concepts in the heritage of flight, development of air power, and military aerospace. Leadership concepts include elements of military drill, good followership, personal development skills, and health awareness. The Wellness Program allows for the development of individual training programs based upon national standards by age and gender for each cadet.

965 AEROSPACE SCIENCE & LEADERSHIP 2

(Grades 10-12)

1 Credit

Prerequisite: 964

The second level of AFJROTC explores the aerospace environment, human requirements of flight, and principles of flight and navigation. Leadership concepts studied include communication skills, understanding individual behavior and group behavior, and an introduction to leadership theory. The Wellness Program will continue in this course.

966 AEROSPACE SCIENCE & LEADERSHIP 3

(Grades 11-12)

1 Credit

Prerequisite: 964 & 965

The third level of the AFJROTC curriculum completes the mandatory requirements for training credit in the US Armed Services. Cadets enrolled in the course will master aerospace science and leadership education concepts and apply lessons learned to leadership of the unit programs through a variety of positions of responsibility in the Corps. Leadership Education concepts studied include: management theory, stress and financial management, introduction to ethics, and citizenship. Aerospace Science lessons will develop student knowledge and understanding of world affairs, regional studies, and cultural awareness by applying a unique airmanship perspective to issues like connectivity, travel and trade. The Wellness Program will continue in this course.

967Y AEROSPACE SCIENCE & LEADERSHIP 4

(Grade 12)

Prerequisite: 964, 965, 966

The final level of the AFJROTC curriculum assesses the cadet's ability to manage AFJROTC activities. Independent research projects and extracurricular activities are mandatory in this course. The Wellness Program will continue in this course.

1010 BASIC CADET LEADERSHIP COURSE

(Rising 10th & 11th Graders)

1 Credit

Prerequisite: Aerospace Science 1 & Instructor Permission

The objective of this program is to better prepare young men and women to meet the challenges and demands of leadership in the AFJROTC program. This demanding live-in school is normally held at a military installation in Delaware during the month of June. Students will learn responsibility, improve self-discipline, build self-confidence and strengthen character while using a strict Air Force training format. These mental and physical challenges help prepare students for future encounters as JROTC cadets and as American citizens. Students **MUST** pass a fitness test in order to participate.

1011 ADVANCED CADET LEADERSHIP COURSE

(Rising 11th & 12th Graders)

1 Credit

Prerequisite: Aerospace Science 2, Basic Cadet Leadership Course & Instructor Permission

The Advanced Cadet Leadership Course objective is to better prepare young men and women to lead and train other cadets in the AFJROTC program. This demanding day live-in school is a follow-up to the Basic Cadet Leadership Course. Students will be members of the school's Cadet Staff, helping to manage and teach the Basic Summer Cadet Leadership Course cadets. To qualify, students must receive a specific invitation from the Senior Aerospace Science Instructor.

601 JDG GRADE 9

(Grade 9)

1 Credit

In the JDG Grade 9 course, students will practice self-awareness & math in the workplace. Students will demonstrate problem-solving, teamwork, and presentation skills. They will also explore career clusters, qualities of an entrepreneur, and laying the foundation of career and personal

602 JDG GRADE 10

(Grade 10)

1 Credit

In the JDG Grade 10 course, students will develop leadership and decision-making skills, as well as customer service, budgeting, and research skills. Students will explore how to succeed as an entrepreneur, research a career and apply for a job.

603 JDG GRADE 11

(Grade 11)

1 Credit

In the JDG Grade 11 course, student will demonstrate interview skills. They will explore workplace diversity, digital citizenship, social awareness, and introduction to investment. Students will examine how to make a business plan, practice business etiquette and continue their education.

604 JDG GRADE 12

(Grade 12)

1 Credit

In the JDG Grade 12 course, students will explore using feedback to improve performance and how to demonstrate professional ethics and self-management. Students will examine investment tools and how to achieve entrepreneurial success. They will design a resume, cover letter, and learn how to prepare for their journey after high school. Students will be presented with community service and internship opportunities in their career field of choice.

JDG EARLY CAREER EXPERIENCE

(Grade 12)

1 Credit

Any senior JDG student who meets the following criteria may elect to participate in a JDG career experience. If at any time during the school year, a student fails to meet these criteria, he/she will be withdrawn from the program and reassigned to classes at Smyrna High School. For further information and clarification, contact the JDG instructor.

- Student must have completed or be in the final course of a JDG Pathway.
- Student must be enrolled in all classes required for graduation.
- Student must be employed in an a JDG-related related job in order to be eligible.
- Student must be enrolled in a minimum of 4 classes (credits) and a qualified job for the entire school year.
- A career experience work agreement must be in place and signed by the student, his/her parents, the instructor and the employer before the student may be dismissed from school. Prior to that time, the student will be assigned to and must attend the assigned classes on their schedule.
- In order to receive credit, the student must maintain records of employment, complete job reports and demonstrate satisfactory performance on the job and in the classroom.
- Career experiences can be done through an early release, after school or evening situation.

1090 INTRODUCTION TO LEGAL STUDIES

(Grades 9-10)

1 Credit

This course is dedicated to the study of the legal system and the United States Constitution. Students will analyze the function of the legal system, the roles of individuals in that system, and the career possibilities in the legal field. Students will apply a focus on the criminal justice system through a series of exercises and activities using comparative and analytical research methods. Through the study of situations and anecdotes related to the legal system and criminal justice, students further build their understanding of this discipline. The second half of the course will focus on the career opportunities in this field. This perspectives course will also touch on the main disciplines of social studies (geography, history, civics and economics) by applying the content topics in a relevant manner.

The second and third levels of the new Legal Studies Pathway will be added in subsequent years. The courses are dual enrollment courses in partnership with Wilmington University. The courses are taught at Smyrna High School by our staff, and students receive both high school and college credit upon successful completion of the course.

2025-2026 School Year:

Wilmington University CRJ 101 Survey of Criminal Justice

2026-2027 School Year:

Wilmington University CRJ 205 Principles of Criminology.

INSTRUMENTAL MUSIC

620 MARCHING BAND

(Grades 9-12)

1 Credit

Prerequisite: Audition & must be able to read music

Band is offered during the school day as a full credit course. Students earn their grade by fulfilling various requirements. Band is a co-curricular subject, which means that many required activities take place beyond the normal school day. These include football games, concerts, parades and more. This is a performance-oriented class, which means that the previously mentioned activities are a major part of a student's grade. In order to prepare for the marching season, each student is expected to attend band camp, which is held in August.

622 SYMPHONIC BAND

(Grades 9-12)

1 Credit

Prerequisite: Audition & must be able to read music

Symphonic Band concentrates on the combination of music fundamentals, techniques and the exploration of music literature through practice and performance. It is a co-curricular subject, which means that some required activities (performances) take place beyond the normal school day. This is a performance-oriented class; performances are required for successful completion of the class.

625 JAZZ ENSEMBLE

(Grades 9-12)

1 Credit

Prerequisite: Audition

This course concentrates on developing background for performance in the jazz idiom. Music styles addressed are early jazz through jazz fusion. Jazz ensemble is a co-curricular subject, which means that some required activities (performances) take place beyond the normal school day. This is a performance-oriented class; performances are required for successful completion of the class.

626 MUSIC THEORY

(Grades 10-12)

1 Credit

Prerequisite: Students must have taken one of the following courses – Marching Band, Symphonic Band, Jazz Ensemble, or a Choir course.

This instrumental music elective course is for 10th -12th grade students who wish to gain a deeper understanding of music and how music works. Students must have completed at least one music class as a prerequisite. Students will explore the fundamentals of music theory such as musical notation, scale patterns, chords, melody, harmony, ear training, composition, and much more. This class will incorporate music examples from various periods in history, as well as music in today's society. Although a "theory" course, students will have several opportunities to engage themselves creatively throughout the year through composition, group performance, etc.

THEATRE ARTS

181 INTRODUCTION TO THEATRE

(Grades 9-12)

1 Credit

This course is designed for beginning drama students as an introduction to the elements and principles of the legitimate theatre. The word drama comes from a Greek word meaning “to do or to act.” The drama student will be both actor and audience. Students will become acquainted with a variety of dramatic expressions, including pantomime, mime, and improvisation. The acting segment will emphasize voice, diction, technique, characterization, delivery, and movement. The production segment will acquaint the student with stage terminology and the elements of setting, lighting, costuming, and makeup. The theatre student will learn the importance of etiquette, criticism and evaluation, and will experience the opportunity to perform both inside and outside the classroom.

183 ADVANCED THEATRE PRODUCTION AND PERFORMANCE

(Grades 11-12)

1 Credit

Prerequisite: 181 & 182

The major focus of this class will be building a portfolio that includes memorized monologues, cover letter/resume, headshots, and plays. Students will explore various careers in theatre beyond acting to help better build their portfolio and be ready to audition for any theatre institutions. Students will also spend time studying Shakespeare and his influence on the world of theatre. Each marking period, the focus will be on preparing new performances for the major assessments. Students will also focus on other aspects of play performance including memorizing monologues and memorizing student-written, full-length plays.

182 ADVANCED THEATRE (Grades 10-12)

1 Credit

Prerequisite: 181

Advanced Theatre will continue and further deepen the student's knowledge in the elements of theatre. It will also further explore how to use the body's anatomy in acting, the basics of characterization, and elements of dance.

605 FUNDAMENTALS OF ART

(Grades 9-12)

1 Credit

A beginning visual arts studio course that introduces the student to the conceptualization of two and three-dimensional art forms and prepares students for future advanced studio classes. Students will learn fundamental art-making techniques by experimenting with a range of media that will include drawing, painting, sculpture, printmaking, fibers, mixed-media, and pottery.

AP STUDIO ART

(Grade 12)

1 Credit

Teacher Permission Required

This course is intended for the highly motivated individual committed to serious study in art. Students will be able to do college level work in studio art and receive college credit for it. This course is not intended for the casually interested art student.

*Students can choose from Drawing & Painting (613), 2D Art (614), and 3D Art (615).

619 STUDIO ART SPECIALIZATION

(Grades 10-12)

1 Credit

Prerequisite: 605

In Studio Art Specialization, students can work in a variety of traditional and non-traditional 2 & 3-dimensional visual arts media including painting, drawing, ceramics, sculpture, collage, book arts, ceramics, and mixed media. Students have the opportunity to explore and develop their Art-making with independent material and concept choices. In this class, students can explore those interests as they become independent and autonomous. This class focuses on Design Thinking which teaches students how to creatively problem solve. Students who complete Studio Art Specialization can then explore Art Majors or AP Studio Art.

608 ART MAJORS

(Grades 11-12)

1 Credit

Prerequisite: 605 & 619 OR 616 & 617

Working closely with the Fine Arts faculty and art peers, students will create an independent, cohesive body of work to be displayed in the end of year Advanced Art Exhibition. A significant component to the Art Majors program is participation in the end of year exhibition. Students will develop a portfolio of artwork to supplement their college applications. Art Majors allows students to develop and refine their art as well as to develop skills that will prepare them to be successful in AP Studio Art and/or a college art program.

186 YEARBOOK

(Grades 9-12)

1 Credit

Visual Arts Elective Course

All phases of producing a yearbook (layout design, copy writing, meeting deadlines, sales, theme and cover development, photography, editing, proof reading, page organization, research and interviewing) will be assumed by each staff member at some time during the course. The course emphasizes teamwork, individual initiative, neatness and accuracy. Skills in recordkeeping, keyboarding, art, photography, journalism or mathematics are highly recommended. Procedures for grading are available from the faculty advisors. An application is required for students who are interested in taking Yearbook.

616 DIGITAL ART & PHOTOGRAPHY 1

(Grades 9-10)

1 Credit

This class focuses on the basics of composition in phone photography and digital drawing. Students will learn the basics of how to use Adobe photoshop and Adobe Illustrator to enhance photos and create drawings.

617 DIGITAL PHOTOGRAPHY 2

(Grades 10-12)

1 Credit

Prerequisite: 616

This course focuses on learning how to successfully use digital cameras and the more technical side of photography. Students will develop a portfolio and their own personal style as well as learn more techniques using photoshop and editing.

635 DIGITAL PHOTOGRAPHY 3

(Grades 11-12)

1 Credit

Prerequisite: 616 & 617

This course uses digital cameras and photoshop to practice real-world applications of photography. Students will work to research a specific genre of photography and begin developing a website and portfolio to showcase their work in that genre.

Beginning with the 2024-2025 school year, students will take Digital Art & Photography 1 to explore both digital art & digital photography. They will then have the option of selecting either a Digital Art or a Digital Photography pathway for their subsequent classes. Digital Art 2 will be added for the 2025-2026 school year, and Digital Art 3 will be added for the 2026-2027 school year.

186 YEARBOOK

(Grades 9-12)

1 Credit

Visual Arts Elective Course

All phases of producing a yearbook (layout design, copy writing, meeting deadlines, sales, theme and cover development, photography, editing, proof reading, page organization, research and interviewing) will be assumed by each staff member at some time during the course. The course emphasizes teamwork, individual initiative, neatness and accuracy. Skills in recordkeeping, keyboarding, art, photography, journalism or mathematics are highly recommended. Procedures for grading are available from the faculty advisors. An application is required for students who are interested in taking Yearbook.

VOCAL MUSIC

624 CHORUS

(Grades 9-12)

1 Credit

Chorus is offered during the school day as a full credit course. Chorus members perform a wide variety of musical works. The chorus has in previous years performed works in Spanish, Latin, Swahili, and, of course, English. Styles include pop, jazz, swing, ballads, “classical” and many more. During rehearsals, members learn and practice vocal techniques to improve their singing ability. This is a performance-oriented class, meaning that major parts of a student’s grade are from the performances that may or may not be scheduled during the school day.

628 CHORUS-SELECT ENSEMBLE

(Grades 10-12)

1 Credit

Prerequisite: Audition with Instructor AND one-year prior high school choral experience

Students will be selected through an audition process with the instructor. The Select Ensemble is an advanced choral performance group. Students will sing and perform challenging musical piece while building upon their knowledge from full chorus. This is a performance-oriented course, meaning major parts of a student’s grade are from the performances that will be scheduled during the school day and after school hours.

630 SHOW CHOIR

(Grades 10-12)

1 Credit

Prerequisite: Audition with Instructor AND one-year prior high school choral experience

This course is designed for those students who are looking for a “whole” performance experience with vocal music and movement. This is an auditioned group for students who are eager and enthusiastic about singing more “popular” styles of music, including A Capella arrangements. This group will also prepare for community and school district performances as needed. There is no expectation that the student is also enrolled in Chorus; however, prior choral experience is necessary. Students will sing complex arrangements of more popular pieces and include movement/dance to create the “Show Choir” experience.

ALLIED HEALTH

1040 ALLIED HEALTH I: FUNDAMENTALS OF HEALTH SCIENCE

(Grades 9-10)
1 Credit

Fundamentals of Health Science introduces students to careers in healthcare and is a prerequisite to the other Allied Health program of study courses. This course focuses on medical terminology which includes Greek and Latin prefixes, suffixes, roots, abbreviations, names of diseases and surgeries related to hospital services and allied health specialties. Students explore the National Consortium Health for Science Education (NCHSE) Health Science Standards and entry level healthcare skills.

1043 ALLIED HEALTH II: ESSENTIALS OF HEALTH CAREERS

(Grades 10-11)
1 Credit
Prerequisite: 1040

Essentials of Health Careers offer students the opportunity to become effective and efficient healthcare providers as they develop a working knowledge of various healthcare opportunities. As students identify the various areas of Allied Health, they will discuss the potential of education, advancement, employment opportunities, employment sites, and financial rewards. Students will focus on careers in the healthcare field by applying classroom/lab knowledge and skills to clinical settings as they participate in direct or simulated patient care. This course reinforces and builds upon medical terminology skills learned in the Fundamentals of Health Sciences course and is a prerequisite to the Human Structure and Function (HSF) course. Students participate in the CPR/First Aid certification program through the American Heart Association.

1047 DTCC BIO120: ANATOMY & PHYSIOLOGY I

(Grades 11-12)
1 Credit
Prerequisites: 1040 & 1043

Human Structure and Function (DTCC BIO120) introduces students to human anatomy and physiology; including the structure and function of cells, tissues, integumentary, skeletal, muscular, nervous, and endocrine systems. Students will learn physiology of each body system, as well as how to investigate common diseases, disorders, and emerging diseases. The prevention of disease and the diagnosis and treatment are addressed. This course reinforces and builds upon the knowledge and skills developed in the Fundamentals of Health Sciences and the Essentials of Health Careers courses. Students will take the National Consortium for Health Science Education (NCHSE) National Health Science Assessment at the completion of this course.

Human Structure and Function is a dual-enrollment course (BIO120-Anatomy & Physiology I: 5 credits will be earned with a 70% or better at the end of the course). Graduates will have the option to take BIO121-Anatomy & Physiology II at Delaware Technical Community College in the summer semester following graduation.

1046 ALLIED HEALTH IV: SENIOR SEMINAR

(Grade 12)

1 Credit

Prerequisites: 1040, 1043, 1047

Open to seniors only. This course places pathway students in local health care settings during a class period of the school day or the student's schedule for a full year. Consideration for acceptance into the course includes: grades, attendance, behavior record and future goals of working in the health care field cover letter, application, and three reference letters. The students will be responsible for completing 150-180 hours of volunteer service to the community health care provider. The course is worth one credit toward graduation. Students will also have to complete a Senior Project and present the findings. Current areas of affiliation include: Physician's Office, Internal Medicine, Physical Therapy, School Nurse's Office, Chiropractics, Radiology, Pediatrician's Office, Sports Medicine, Ophthalmology, Dental Office, Pharmacology, and Veterinary Medicine. Prerequisites: Interview and acceptance by the Allied Health teaching committee and successful completion of Allied Health Pathway.

EARLY CAREER EXPERIENCE

(Grade 12)

1 Credit

Any senior Allied Health student who meets the following criteria may elect to participate in an Allied Health career experience. If at any time during the school year, a student fails to meet these criteria, he/she will be withdrawn from the program and reassigned to classes at Smyrna High School. For further information and clarification, contact any Allied Health instructor or the Work-Based Learning Coordinator.

- Student must have completed or be in the final course of an Allied Health Pathway.
- Student must be enrolled in all classes required for graduation.
- Student must be employed in an Allied Health related job in order to be eligible.
- Student must be enrolled in a minimum of 4 classes (credits) and a qualified job for the entire school year.
- A career experience work agreement must be in place and signed by the student, his/her parents, the instructor and the employer before the student may be dismissed from school. Prior to that time, the student will be assigned to and must attend the assigned classes on their schedule.
- In order to receive credit, the student must maintain records of employment, complete job reports and demonstrate satisfactory performance on the job and in the classroom.
- Career experiences can be done through an early release, after school or evening situation.

CULINARY & HOSPITALITY MANAGEMENT

554 FUNDAMENTALS OF CULINARY ARTS & HOSPITALITY

(Grades 9-10)

1 Credit

This course provides an overview of the restaurant and hospitality industry and the importance of food safety and sanitation. Students have the opportunity to prepare a variety of foods and learn the equipment and techniques for a successful operation. Students are 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 students with the scope and complexity of the hospitality industry and the importance of good management skills.

555 ADVANCED FOOD PRODUCTION & HOSPITALITY MANAGEMENT

(Grades 10-11)

1 Credit

This course further expands upon the culinary essentials and hospitality management skills learned through lab experiences. This course incorporates customer relations, cost controls, marketing, purchasing, inventory, and communications. All skills are practiced through classroom-managed food service operations. Professional skills needed to effectively manage an organization and engage in customer service are integrated.

556 THE CULINARY & HOSPITALITY PROFESSIONAL

(Grades 11-12)

1 Credit

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 and management skills. Global cuisines and sustainability in the hospitality industry are incorporated. Diverse management styles are applied.

EARLY CAREER EXPERIENCE

(Grade 12)

1 Credit

Any senior Culinary student who meets the following criteria may elect to participate in Culinary career experience. If at any time during the school year, a student fails to meet these criteria, he/she will be withdrawn from the program and reassigned to classes at Smyrna High School. For further information and clarification, contact any Culinary instructor or the Work-Based Learning Coordinator.

- Student must have completed or be in the final course of a Culinary Pathway.
- Student must be enrolled in all classes required for graduation.
- Student must be employed in a Culinary related job in order to be eligible.
- Student must be enrolled in a minimum of 4 classes (credits) and a qualified job for the entire school year.
- A career experience work agreement must be in place and signed by the student, his/her parents, the instructor and the employer before the student may be dismissed from school. Prior to that time, the student will be assigned to and must attend the assigned classes on their schedule.
- In order to receive credit, the student must maintain records of employment, complete job reports and demonstrate satisfactory performance on the job and in the classroom.
- Career experiences can be done through an early release, after school or evening situation.

ENGINEERING: PROJECT LEAD THE WAY

Students interested in the *Engineering: Project Lead the Way Pathway* should have a strong math foundation. The recommended guideline for students entering the pathway is that they have earned a B- or better in their math course the prior year.

1050 PROJECT LEAD THE WAY 1: INTRODUCTION TO ENGINEERING DESIGN

(Grades 9-10)

1 Credit

Introduction to Engineering Design focuses heavily on Computer Aided Design (CAD) using 3D online software to create and analyze designs created by the students. The class focuses on the Design Process and applying math, science, and engineering principles to complex problems.

EARLY CAREER EXPERIENCE

(Grade 12)

1 Credit

Any senior PLTW-Engineering student who meets the following criteria may elect to participate in a PLTW career experience. If at any time during the school year, a student fails to meet these criteria, he/she will be withdrawn from the program and reassigned to classes at Smyrna High School. For further information and clarification, contact any PLTW-Engineering instructor or the Work-Based Learning Coordinator.

- Student must have completed or be in the final course of a PLTW-Engineering Pathway.
- Student must be enrolled in all classes required for graduation.
- Student must be employed in a PLTW-Engineering related job in order to be eligible.
- Student must be enrolled in a minimum of 4 classes (credits) and a qualified job for the entire school year.
- A career experience work agreement must be in place and signed by the student, his/her parents, the instructor and the employer before the student may be dismissed from school. Prior to that time, the student will be assigned to and must attend the assigned classes on their schedule.
- In order to receive credit, the student must maintain records of employment, complete job reports and demonstrate satisfactory performance on the job and in the classroom.
- Career experiences can be done through an early release, after school or evening situation.

1051 PROJECT LEAD THE WAY 2: PRINCIPLES OF ENGINEERING

(Grades 10-11)

1 Credit

Prerequisite: 1050

Through problems that engage and challenge, students explore a broad range of engineering topics, including mechanisms, the strength of structures and materials, and automation. Students develop skills in problem solving, research, and design while learning strategies for design process documentation, collaboration, and presentation.

1053 PROJECT LEAD THE WAY 3: ENGINEERING DESIGN & DEVELOPMENT

(Grades 11-12)

1 Credit

Prerequisite: 1050 & 1051

Engineering Design and Development (EDD) is the capstone course in the PLTW high school engineering program. It is an open-ended engineering research course in which students work in teams to design and develop an original solution to a well-defined and justified open-ended problem by applying an engineering design process. The knowledge and skills students acquire throughout PLTW Engineering come together in EDD as they identify an issue and then research, design, and test a solution, ultimately presenting their solution to a panel of engineers. Students apply the professional skills they have developed to document a design process to standards, ready to take on any post-secondary program or career.

VOCATIONAL STUDIES

956 DIVERSIFIED OCCUPATIONS

(Grades 11-12)

1 Credit

Diversified Occupations will prepare the students to get and keep a job, to set goals, explore careers and plan for full time work. They will study the issues of living on their own, including money management. In cooperation with our local transition team, students will become aware of public services available to help those with serious personal and/or serious family problems. They will also realize the importance of on-the-job safety. Included in the course will be practical activities such as filling out application forms, preparing budgets, and balancing bank statements. Students will work in the school store and in the copy center to learn many hands on skills that they can use in their future careers.

***Enrollment in Vocational Studies courses requires special permission from the Office of Student Support Services.**

003 DIVERSIFIED OCCUPATIONS INTERNSHIP

(Grades 9-12)

1 Credit

Students are assigned to work at the SHS Copy Center, which completes copying, binding, and lamination projects for the Smyrna High School staff and for other Smyrna School District schools. Students are involved in every aspect of the Copy Center, including waiting on staff "customers", collecting orders from order boxes, organizing jobs by priority and date, organizing and completing copying, binding, and lamination projects, delivering orders, and other requests by staff or administration (hanging & trimming posters, folding/stuffing/address labeling bulk mailings, making booklets, etc.).

947 TRANSITION SKILLS

(Grades 11-12)

1 Credit

The Transition Skills course is designed to assist students in planning for their future and becoming more independent. Students will learn about the laws that guarantee rights for people with disabilities as well as their responsibilities as a person with a disability/learning differences. Students will research and understand their learning differences/disability, will identify the supports and accommodations they will need for success in adult life and post-secondary education, and will set goals for employment, independent living, and post-secondary education and training. Students will also work on other practical adult life skills such as interviewing, resume preparation, and gathering employment references and creating cover and thank you letters for potential employers.

3008 SPECIALIZED TECHNICAL CAREER EXPERIENCE

(Grade 12)

1 Credit

Special arrangements must be made with the SHS Office of Student Support Services prior to September 30th of student's senior year.

SPECIAL PROGRAMS

The following courses require special permission. Please see your school counselor for more information.

CREDIT ADVANCEMENT PROGRAM - CAP

This program offers a multimedia-rich virtual classroom, which engages and supports students in the learning process through animations, simulations, video-based presentations, online content, vocabulary development, and exploration activities that support each lesson presented by the virtual classroom teacher. Online embedded homework, evaluations, and other activities reinforce student understanding with content mastery that is measured and ensured through formative and summative assessments delivered for each class segment. A classroom teacher is also present to support student learning. Spanish speaking students may utilize the program in their native language. A variety of course offerings are provided for maximum student success and graduation potential. Students should see their counselor for more information.

DELAWARE VOLUNTEER CREDIT

The Delaware Volunteer Credit is a statewide program offered through the State Office of Volunteerism and the Department of Education. Students are permitted to earn one elective credit upon completion of 45 hours of community service over two semesters (90 total hours). Hours must be performed outside the student's regularly scheduled school day. Volunteer hours must be performed at a non-profit organization, and activities may not be religious, political or advocacy in nature. Students interested in the Delaware Volunteer Credit should speak with their school counselor. Click [HERE](#) for more information.

789 ESOL BEGINNER 889 ESOL INTERMEDIATE 989 ESOL ADVANCED (Grades 9-12) 1 credit per course

These courses are geared towards students who have grown up with a language in the home other than US English. Courses are offered at three different levels. Listening, speaking, reading and writing skills will be developed around the vocabulary needed for the student to thrive in a North American school setting. As the student progresses through the program, emphasis will shift from learning basic conversational English to academic reading and writing. ESOL can be taken each year for credit as long as the student qualifies for services.

*Students do not receive an English credit for the ESOL courses.

1041/1042 SAT PREP (Grade 10)

.25 Credit

Prerequisite: Students are automatically enrolled during the marking period following the Driver Education course.

This 12-week course is designed to allow students to improve their skills needed to be successful on the SAT. Students will have the opportunity to complete a pre-test to assess the areas in which they need individual help. The course is then customized to provide help in those areas.



Smyrna High School

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Smyrna, DE 19977