

LAKE FOREST HIGH SCHOOL

Home of the SPARTANS!



2024-25 COURSE SELECTION GUIDE



**Welcome to
SPARTAN COUNTRY**



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ABOUT

Lake Forest High School

Lake Forest High School has a rich tradition in academics, athletics, and visual and performing arts. Located in central Delaware, the Lake Forest School District extends from the Delaware Bay to the Maryland boundary, serving three major towns, plus several smaller communities.



ORGANIZATIONS

The following organizations are recognized as official student activities at Lake Forest High School:

- Band Front
- Black Student Union
- Business Professional of America (BPA)
- Drama Club
- Family, Community, Career Leaders of America (FCCLA)
- Fellowship of Christian Athletes (FCA)
- FFA
- Jazz Band
- French Club
- Health Occupations Students of America (HOSA)
- Indoor Drumline
- Jobs for DE Graduates (JDG)
- Math League
- Marching Band
- National Honor Society (NHS)
- Odyssey of the Mind (OM)
- PBS Student Committee
- Spanish Club
- Gender Sexuality Alliance (GSA)
- Student Government (STUGO)
- Technology Student Association (TSA)



ATHLETICS

Lake Forest High School offers the following interscholastic athletics under the Delaware Interscholastic Athletic Association:

FALL	WINTER	SPRING
Cheerleading	Basketball, Boys & Girls, JV & V	Baseball, Boys, JV & V
Cross Country, Boys & Girls	Cheerleading	Golf (Coed)
Field Hockey, JV & V	Indoor Track & Field, Boys & Girls	Girls Lacrosse
Football, FR, JV & V	Swimming, Boys & Girls	Soccer, Girls JV & V
Soccer, Boys JV & V	Wrestling	Softball Girls JV & V
Girls Volleyball, JV & V		Tennis, Boys & Girls
		Track & Field, Boys & Girls

NATIONAL HONOR SOCIETY (NHS)

Membership in the National Honor Society, Lake Forest Chapter, is open to students who demonstrate scholarship, leadership, service, and character. Standards for selection are established by the national office of NHS and adapted to meet our local needs.



Students first become eligible upon completion of their tenth-grade year. Candidates must have an unrounded grade point average of at least 90%. Students who meet the academic and disciplinary criteria will be informed and asked to submit evidence of Service, Leadership, and Character that the Faculty Council then considers. A majority vote to approve the application by the Faculty Council earns a student an invitation to join NHS.

GRADUATION REQUIREMENTS

Students planning to attend a 4-year college should take at least three years of a world language and challenging courses in core areas.

<u>Courses</u>	<u>Credits</u>
English Language Arts	4
Mathematics*	4*
Science	3
Social Studies	3
Career Pathway	3
World Languages**	2**
Physical Education	1
Health	0.5
Academic Coursework	<u>6.5</u>
Total Credits for Graduation	27

*(Will include the equivalent of Algebra I, Algebra II, and Geometry. One credit must be taken during the senior year.

**** A minimum of two (2) credits of the same world language is required under Delaware Code.** This requirement may also be fulfilled by demonstrating novice-high or higher proficiency on a national test of language proficiency in a language other than English in the skill areas of speaking, reading and writing.

LFHS PROMOTION GUIDELINES

For promotion to a higher grade, the minimum number of credits shall be:

- To grade 10:** A minimum of 6 total credits that must include four or more credits in at least four of the following subjects: **English, Math, Science, Social Studies, and/or a World Language.**
- To grade 11:** A minimum of 12 credits that must include **1 English, 1 Mathematics, 1 Science, 1 Social Studies, and 8 additional credits from any other content area.**
- To grade 12:** A minimum of 19 credits that must include **2 English, 2 Science, 2 Mathematics, 1 Social Studies, and 12 additional credits (or otherwise able to graduate the following year).**

GRADE REPORTING

Report cards will be issued during the school year at the end of each nine-week period. Interim notices will be distributed during the fifth week of each marking period.

GRADING SYSTEM*

90 – 100 Excellent.....	A	70 – 79 Good.....	C
80 – 89 Very Good	B	60 – 69 Satisfactory	D
		Below 60..... Failure	F

**Refer to the Eligibility Policy on page 9 for information about how grades affect school activities.*



GPA AND RANK CALCULATION

Honors courses have a +7 weight, and A.P. (Advanced Placement) courses have a +10 weight. In order to receive the full weighting for an AP class, students must take the AP exam. **Students who choose not to take the exam will not receive any additional weighting.** All final GPA calculations and ranks will include earned weighting. Rank in class and GPA is computed at the end of each year.

HONOR ROLL

Please refer to the [LFSD Board of Education Policy IKD](#)

ACADEMIC POLICIES

Eligibility affects a student's ability to participate in sports, have driving privileges, and participate in extra or co-curricular activities. Refer to Board Policy [JJJ: Academic Eligibility for Extra-Curricular Activities](#).

ACADEMIC ELIGIBILITY FOR EXTRA-CURRICULAR ACTIVITIES

The Lake Forest Board of Education considers extracurricular activities an integral component of educational programs. Extracurricular activities include all athletic teams, cheerleading, clubs, and organizations that are not defined as cocurricular activities. High School Eligibility in order to be eligible for participation in extracurricular activities, students must:

- Follow the DIAA eligibility requirements. [DIAA Eligibility Requirements](#)
- Pass six (6) of eight (8) courses each marking period, one of which must be a core subject (ELA, Math, Science, Social Studies, or World Language. Any student with fewer than eight (8) courses, refer to DIAA. In a 4x4 block schedule, students must pass three (3) of four (4) courses, with one being a core subject.
- Follow the LFHS and LFSD Code of Conduct and be in good disciplinary standing.

LFHS SCHOOL COUNSELING DEPARTMENT

The purpose of the School Counseling Department is to assist students in academic, career, and personal/social domains in preparation for planning their post-secondary goals. The school counseling staff works with students on various issues such as educational and personal goal setting, selection of course work, appropriate decision making, and assistance with personal issues. To schedule an appointment with a school counselor, students are asked to obtain a request form from the school counseling office or any classroom, describe the specific reason for the visit, and return the form to the school. Students are advised to let the school counseling secretary know if there is an emergency. Students will be seen as soon as possible by the first available counselor.

INSTRUCTIONS FOR SCHEDULING

This course guide is provided to all students and their families to assist in the selection of coursework that best meets the need of each individual. Students should familiarize themselves with vocational and post-secondary education requirements prior to scheduling.

GUIDELINES FOR STUDENT SCHEDULING

All students in grades 9-11 must schedule 8 classes per year. Seniors in good credit standing must take the courses required for graduation to be considered for a senior option. Seniors scheduled for Early



Dismissal are not authorized to remain on campus. Students remaining for the entire school day will be scheduled in a study hall(s).

DELAWARE VOLUNTEER CREDIT (OPTIONAL)

Students have an option to earn a Delaware Volunteer Credit by completing 90 hours of community service at an approved location. More information is available at www.VolunteerDelaware.org.

STUDENT-INITIATED COURSE & REQUEST CHANGES

Any changes in course requests must be made during the time the scheduling process is open. The only course changes that will be made in the fall will be those necessitated by schedule conflicts, failure of a course, necessary graduation requirements, or data entry errors. A Course Change Request Form is required and will begin this process. **There will be no course change requests allowed past the fifth day of the semester.** Level changes will be evaluated by the LFHS administration on a case-by-case basis. It may be necessary for some administrative schedule changes to occur due to low enrollments.

DROPPED COURSES

After the fifth day, students who drop a course will receive a grade of WP (Withdrawal/Pass) or WF (Withdrawal/Fail) depending on their current academic performance. A WP will count as a 60% towards a student's GPA and the WF will count as a 50%. This grade may cause students to be rendered ineligible for extracurricular activities for the marking period following the withdrawal date.

PARTIAL CREDIT

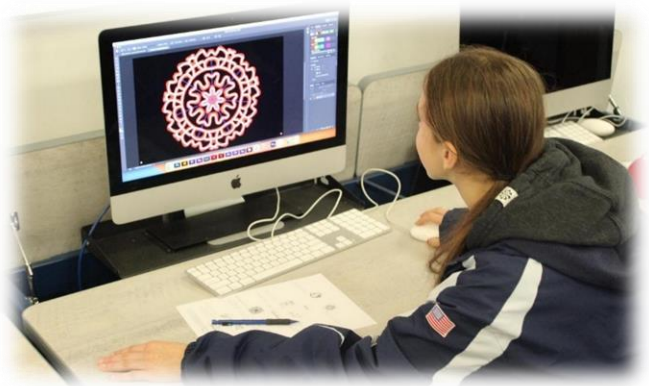
Partial credit will be awarded only to students who transfer to or from a school with courses not compatible with our course offerings and/or schedule.

APPEAL PROCESS

Any appeal to the drop-add policy must be made in writing by the parent or guardian to the building principal. The principal will schedule a conference with the student (teacher, counselor, and parent, if necessary) to hear the appeal and determine whether a waiver will be granted.

CREDIT RECOVERY

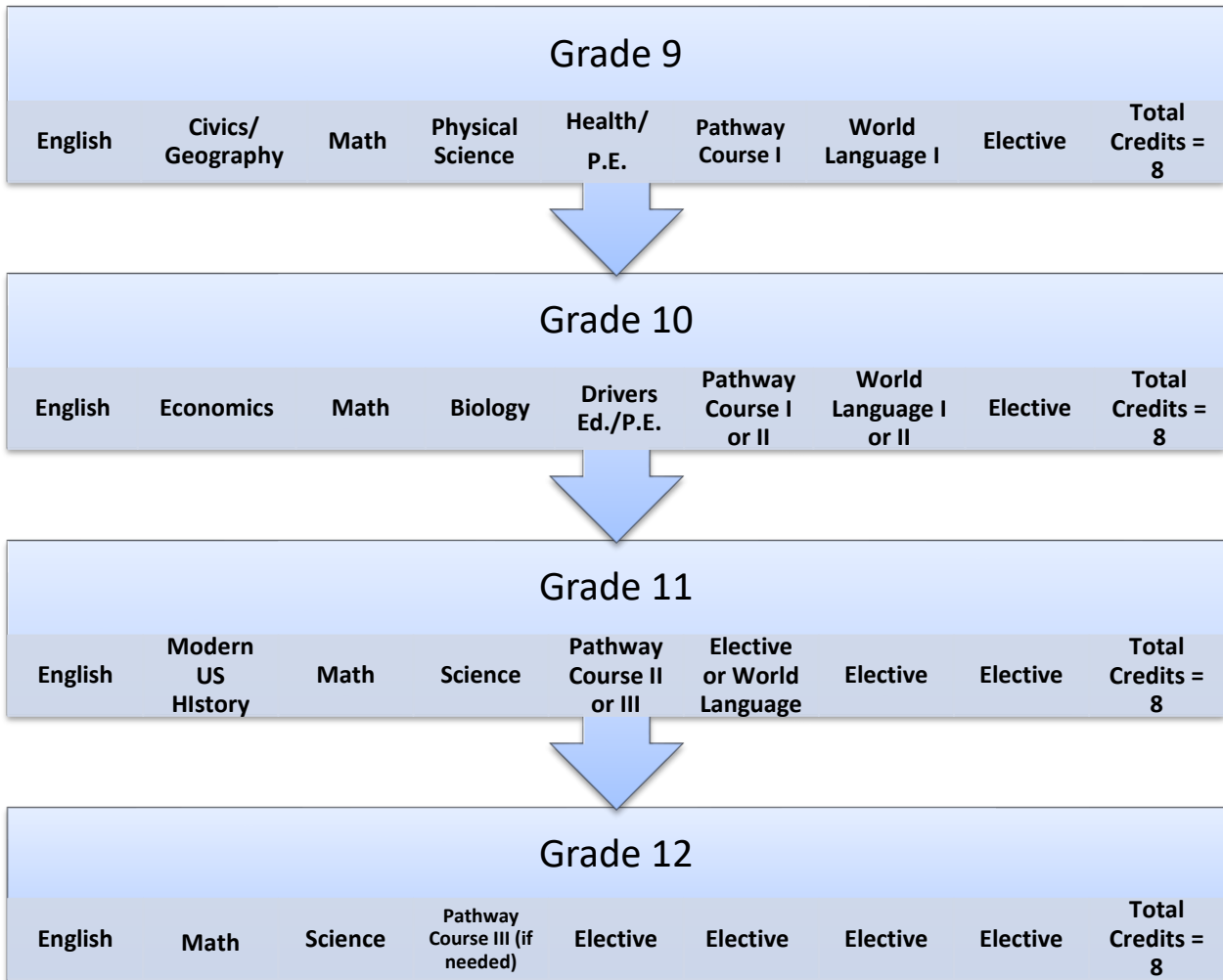
The Credit Recovery Program offers opportunities for students to continue their education within the school year and earn credits toward graduation. The assigned counselor will complete a graduation audit to determine what courses are necessary.





SAMPLE SCHEDULE

Below is a SAMPLE schedule of a Lake Forest High School student.



Pathway of Study: _____

Career Goals: _____

If parents or students need assistance, please call your child's school counselor at 302-284-5834.



CAREER PATHWAYS

The Career Pathway graduation requirement can be fulfilled by completing either a State-Model Program of Study, an Academically-Focused Career (AFC) Pathway or a combination of the two (Integrated Career Pathway). A Delaware career pathway is defined as the three credits of planned and sequential courses designed to develop knowledge and skills in a particular career or academic area. It is a pre-planned, sequential, and approved program of study. Career pathways should provide students effective technical and academic preparation for entry into high-skill, high-wage, and high-demand occupations while preparing for postsecondary learning. A planned and sequential career pathway is a set of three or more courses that: (1) must incorporate secondary education and postsecondary elements; (2) not otherwise be taken to fulfill graduation requirements; (3) include academic and career and technical content in a coordinated, non-duplicative progression of courses; (4) lead to an industry-recognized credential or certificate at the postsecondary level, or an associate or bachelor's degree; and (5) fall under one of the 16 Career Cluster designations:

1. Agriculture, Food and Natural Resources
2. Hospitality & Tourism
3. Architecture & Construction
4. Human Services
5. Arts, A/V Technology and Communication
6. Information Services
7. Business, Management & Admin.
8. Law, Public Safety & Security
9. Education and Training
10. Manufacturing
11. Finance
12. Marketing, Sales & Service
13. Government & Public Admin.
14. Science, Engineering, Technology and Math (STEM)
15. Health Science
16. Transportation, Distribution and Logistics



See <http://www.careerclusters.org/16clusters.cfm> for more information on career clusters.

STUDENTS MUST COMPLETE A 3 CREDIT CAREER PATHWAY TO BE ELIGIBLE FOR A LAKE FOREST HIGH SCHOOL DIPLOMA.

LFHS PATHWAYS OF STUDY

- 🌀 ACADEMICALLY FOCUSED PATHWAY
- 🌀 ACADEMY OF BUSINESS INFORMATION MANAGEMENT (CTE)
- 🌀 ACADEMY OF FINANCE (CTE)
- 🌀 AGRICULTURAL POWER & ENGINEERING (CTE)
- 🌀 ANIMAL SCIENCE & MANAGEMENT (CTE)
- 🌀 CULINARY & HOSPITALITY MANAGEMENT (CTE)
- 🌀 DIGITAL COMMUNICATION TECHNOLOGY (CTE)
- 🌀 JOBS FOR DELAWARE GRADUATES (CTE)
- 🌀 K-12 TEACHER ACADEMY (CTE)
- 🌀 MANUFACTURING ENGINEERING TECHNOLOGY (CTE)
- 🌀 PERFORMING ARTS
- 🌀 PLANT SCIENCE (CTE)
- 🌀 PUBLIC & COMMUNITY HEALTH (CTE)
- 🌀 VISUAL ARTS



CTE PATHWAYS

Our career/technical education (CTE) pathway descriptions can be found further in this guide.

DISTRICT-DEFINED PATHWAYS

Our district-defined pathways have been locally approved to meet the State of Delaware pathway regulations and are listed below:

ACADEMICALLY-FOCUSED PATHWAY

The Academically-Focused Pathway is designed to help students build background knowledge for a post-secondary career. This pathway will enable students to successfully complete all credits required for graduation along with **an additional three (3) credits** of any academic subject (English, Math, Science, Social Studies, World Language)

PERFORMING ARTS

To complete a Performing Arts pathway, students have to successfully complete a combination of three (3) courses in either Concert Band, Jazz Band, Chorus, Adv. Chorus, Theatre, Adv. Theatre and AP Music Theory.

VISUAL ARTS

Students who successfully complete all three (3) visual arts courses (Art I, Art II, and Art III) will complete a visual arts pathway.

Delaware Pathways





SENIOR OPTIONS

Lake Forest High School offers a formal program of educational senior options for academic credit. The purpose of this program is to further a student's education in a career area, to demonstrate and extend career pathway competencies, and/or to provide a service to the community. The school counseling team will provide a set of criteria and also provide assistances in the formal application process to the building principal. After reviewing the application and looking at the academic achievement of each applicant, the principal will approve or deny the application based on program criteria. The building principal will inform the student if he/she has been accepted into the program.

Program Criteria Include:

- The program is designed to enhance the career education of each student enrolled.
- The program may or may not be during the school day and may or may not be off campus. Each application will be treated individually.
- Programs must be set up to meet the standards for academic credit if they are during the school day.
- Seniors will need to complete the appropriate senior documentation including the parent approval form.

Upon approval, the guidance team and the student will complete a written contract which must be signed by the student, parent, principal, and any agency involved where the student will study or perform activities. Administrative regulations governing the program will be contained in a set of criteria that each senior option student must follow. Failure to do so will cause the senior option to be revoked. Students will then resume a full schedule at Lake Forest High School.

1504 Work-Based Learning

1 elective credit (graded P/F)

Lake Forest High School offers a Work-Based Learning Program for 12th graders that will complete a CTE pathway. The Work-Based Learning instructor ensures that students are placed in vetted work-based learning opportunities that support the student's pathway of choice. Students will also gain meaningful experience in completing applications, writing resumes and obtaining employable skills.

506 Internships (Non-CTE)

1 elective credit (graded P/F)

The purpose of this option is for non-CTE pathway students to experience the workplace. While the student may provide some benefit to the agency, the purpose of this option is the career experience for the student, enabling him/her to practice and extend skills learned in the career pathway of choice. Academic credit will be granted based on acceptable reporting by the student and a minimum of 90 hours per credit. Students may be released from one class per credit of internship.

1500 Early College Options

This option allows students to be released from high school early in order to begin their college coursework. Students can attend any local institution but will not receive high school credit, only post-secondary credit. The School Counseling Department has more information if needed. Students must provide a copy of their completed registration form before taking advantage of this option. Also, students must provide the school counselor with progress reports.



EARNING COLLEGE CREDIT

There are several ways in which students may earn college credit. Advanced Placement, Dual-Enrollment, and College Option courses are the primary methods of earning college credit. At LFHS, all three methods are available for students to have the opportunity to qualify.

ADVANCED PLACEMENT

Lake Forest offers multiple Advanced Placement (AP) courses. AP courses are college level courses where interested students are highly challenged in their chosen area. Typically, summer work is required and students are encouraged to take the national AP exam. Students who do not take the AP exam will not receive any additional weighting for the specified course(s) towards their GPA. In addition, students are responsible for all fees associated with AP exams, and a signed AP Contract is required from each student acknowledging agreement of the above terms.

Selection for entrance into an AP course is based on the criteria below:

As stated by the CollegeBoard...

“AP Potential™ is a free, web-based tool that helps you increase access to AP® by using the SAT® Suite of Assessments score data to identify students with the potential to succeed in AP. AP Potential is rooted in a long line of research showing PSAT/NMSQT® scores, and by extension SAT scores, predict performance on specific AP Exams — often with more accuracy than other traditionally used methods.”

IN ORDER TO BE ELIGIBLE TO TAKE AN ADVANCED PLACEMENT (AP) COURSE AT LAKE FOREST HIGH SCHOOL, STUDENTS ARE REQUIRED TO HAVE AN AP POTENTIAL SCORE OF 40 AS DETERMINED BY THE AP POTENTIAL TOOL. Therefore, it is critical for each student to be present and perform to the best of their abilities on each level of the PSAT (PSAT 8/9, PSAT 10, & PSAT/NMSQT) and SAT.

If a student does not meet the AP Potential benchmark, they must meet each of the criteria below:

Grade in a previous departmental course

- If the student took an AP course as their previous level course, he/she will be required to have at least an **80%** to continue to another course in the same departmental area. If the student took an Honors course, he/she will be required to have at least an **87%** or higher to qualify to take an AP course. If the student took a General Education course, he/she will be required to have at least a **96%** average to qualify to take an AP course.

Teacher recommendation from previous departmental course

- A teacher recommendation to take an AP course is required if a student does not meet the 40% benchmark on AP Potential. This is to ensure that the student has exhibited the academic characteristics and work ethic required for success in an AP course.





DUAL ENROLLMENT

Dual Enrollment opportunities are found through Delaware Technical & Community College and Delaware State University. The course offerings and entrance criteria are listed below.

DELAWARE TECHNICAL & COMMUNITY COLLEGE

DTCC Early Enrollment Options

In an effort to afford more Lake Forest seniors the opportunity to obtain college credits, which are also recognized and accepted by Delaware State University and the University of Delaware (elective only for ENG), the following dual enrollment courses will be offered at Lake Forest High School:

DTCC ENG 101 (English Composition I)
DTCC ENG 102 (English Composition II)

DTCC PSY 121 (General Psychology)
DTCC SOC 111 (Sociology)

DTCC MAT 152 (Quantitative Reasoning)



- Course offering is based on a minimum enrollment for the course to be offered at Lake Forest High School. Instruction will be provided by a DTCC instructor.
- For credit at the high school, students must receive a grade of 70 percent or better; for DTCC, students must receive a grade of 75 percent or better.
- Each course is awarded three college credit hours.
- Certain prerequisites apply for entry into each course. Students must have attained one of the following measures of college readiness: **3.0 Standard GPA or... 83 percent Numeric GPA or... SAT EBRW score 480+ for ENG101/102 or PSY121/SOC111 or... A or B in AP English course or SAT Math score of 490+ for MAT152 or... Qualifying Accuplacer score.**
- **The Lake Forest School District will pay for one dual-enrollment course. Each additional course will cost \$150. Therefore, 6 college credits (2 courses) will cost \$150, 9 (3 courses) will cost \$300, 12 (4 courses) will cost \$450, and 15 (5 courses) will cost \$600. Students who can provide evidence of financial need will be evaluated for approval. If approved, the LFSD will fund at least one additional course.**



UNIVERSITY OF DELAWARE

Early College Credit Program: Through the Early College Credit Program, juniors and seniors can experience the variety of academic subjects UD has to offer by taking introductory courses in the arts, social sciences, and science free of charge. Students receive a genuine college experience in UD classes that include both UD undergraduates and high school students. This is a great opportunity for students to get a head start on college, enrolling in University of Delaware courses that fulfill high school and college requirements. If admitted to UD, coursework can be applied toward degree requirements and decrease time of completion and cost of a UD undergraduate degree. University of Delaware credit can also be applied toward degrees at other universities and colleges, subject to approval by the receiving institutions.



Who May Participate: Students are required to have a 3.5 GPA (95%) and a 500 Verbal and 500 Math on the PSAT or SAT.

Cost: There is no cost to high school students. Courses are designed with open educational resources to eliminate the cost of textbooks and other class materials.

Courses: The courses fulfill general education requirements and may be utilized toward completion of a University of Delaware undergraduate degree.

Course Format: All of the courses are online and asynchronous. Asynchronous online courses allow students to log in and complete coursework at a time that is convenient for them each week, without required “live” or “real-time” video components. Even though students have flexibility when they access the courses, there are required assignments and assessments with deadlines which the professors will list on the course syllabi.

Course Credit: If the course is taken for a grade, it counts as college level credit, and the earned credits and the grade will be reflected on the student’s University of Delaware transcript. Final grades are part of the student’s University of Delaware record and count toward the University grade point average (GPA). If admitted to UD, the student’s GPA as an incoming student will reflect these grades.

Course Expectations and Grading: Students should expect to spend 2-3 hours per credit every week on work for each course. Since most University courses are 3 credit hours, this translates to at least 6 hours of study time, in addition to time viewing lectures, each week. Professors will provide students with a course syllabus that details course expectations, due dates for assignments and assessments, and the grading scale for the course.

Registration Information: Students register through their school counselor or administrator. They will be provided with a link to the University’s Dual Enrollment Application and the registration form.

Important Academic Dates: *Dates are subject to change. Please refer to the University’s Academic Calendar at <http://www1.udel.edu/registrar/cal/> for the most up-to-date information.*

- **Fall 2024 Semester: August 29 - December 11 (final exams: December 13-17)**
- **Spring 2025 Semester: February 5 – May 16 (final exams: May 18-22)**



What classes are offered?

The following classes are available for the fall 2023 semester. Students may take a maximum of two courses per semester, provided they maintain good academic standing.

COMM245172, Media and Society – 3 credit hours

- The relationship between media and culture; how media affect culture (i.e., socialization and role modeling); and exploration of new forms of mass communication.
- *Fulfills the Social and Behavioral Sciences University Breadth Requirement and/or a Social and Behavioral Science College Breadth Requirement with a grade of C- or higher.*

WOMS201172, Introduction to Women's Studies – 3 credit hours

- Study of causes and conditions determining women's status in society, as evidenced in institutional structures and personal relations between men and women. Taught from multidisciplinary perspectives.
- *Fulfills the Social and Behavioral Sciences University Breadth Requirement and/or a Social and Behavioral Science College Breadth Requirement with a grade of C- or higher. Fulfills the University's Multicultural Requirement.*

ENGL151172, Studies in Popular Fiction: GOTH LIT: HORROR/SCIFI/CRIME – 3 credit hours

- Study of popular fiction (literary, cinematic and/or multimedia); may focus on period, theme, single author, etc.
- *Fulfills the Creative Arts and Humanities University Breadth Requirement and/or a Creative Arts and Humanities College Breadth Requirement with a grade of C- or higher.*

UAPP110172, Changing the World and Public Policy – 3 credit hours

- "Going Green," the haves and have nots, relevant politics - all huge contemporary issues. Can you get a job AND make a difference? Public policy addresses such issues and begins with you. Examines basic policy concepts/strategies used by citizens, government and other societal institutions.
- *Fulfills the Social and Behavioral Science University Breadth Requirement and/or a Social and Behavioral Science College Breadth Requirement with a grade of C- or higher.*

GEOL105172, Geological Hazards and Their Human Impact – 3 credit hours

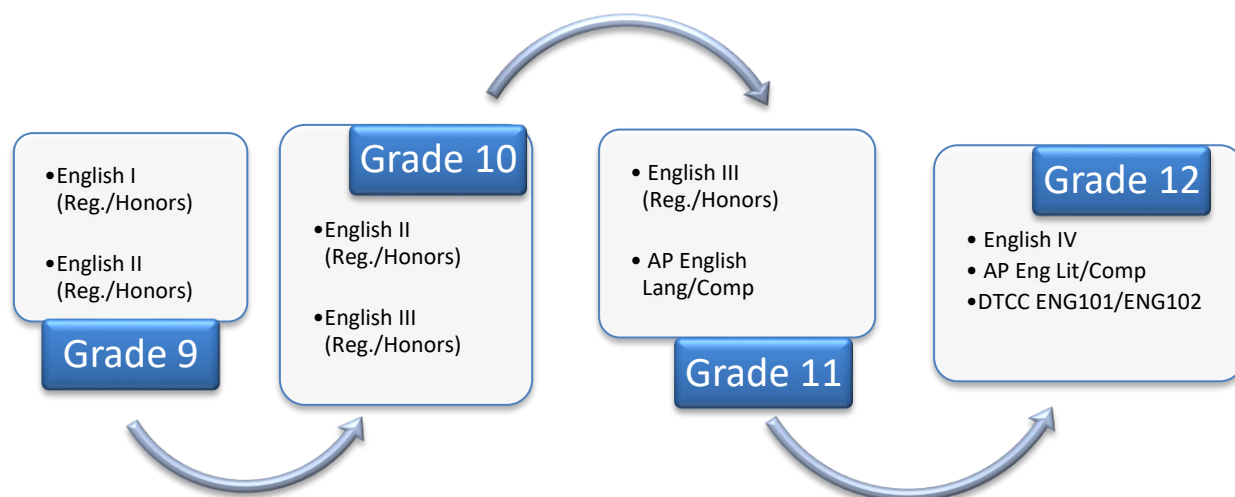
- Geological processes and events that adversely affect humans and civilization. Methods for predicting and dealing with geological hazards.
- *Fulfills the Math, Natural Sciences and Technology University Breadth Requirement and/or a Math, Natural Sciences and Technology College Breadth Requirement with a grade of C- or higher.*

ANFS102172, Food for Thought – 3 credit hours

- Overview of our foods today including how the composition, safety, processing and chemistry influence our choices and overall production. The effects of social influences and marketing of foods will be discussed as these are important considerations for individuals and food companies.
- *Fulfills the Math, Natural Sciences and Technology University Breadth Requirement and/or a Math, Natural Sciences and Technology College Breadth Requirement with a grade of C- or higher. Fulfills the University's Multicultural Requirement.*

ART204172, Media/Design/Culture – 3 credit hours

- Current and historical media processes and their impact on art, design and culture. Image making and manipulation, video, audio, interactivity and connectivity. Viewing fine art and design projects, the historical aspects of design and digital media, basic media theory, and universal principles of software and digital media. Projects include writing, creating visual media and making presentations. Unfamiliar media experienced firsthand through exhibitions, screenings, lectures, online exploration and consumer media devices.
- *Fulfills the Creative Arts and Humanities University Breadth Requirement and/or a Creative Arts and Humanities College Breadth Requirement with a grade of C- or higher. Fulfills the University's Multicultural Requirement.*



CONTENT AREAS

ENGLISH/LANGUAGE ARTS

124 English I 1 English credit

This course is designed to develop reading comprehension, speaking and listening, vocabulary, and purposeful writing skills while studying various literary genres. Literature to be studied includes the short story, drama and poetry. Classic to contemporary pieces of work will be used. In addition, students will read, analyze, and respond in writing to selections of non-fiction texts. Grammar and mechanics will be taught in conjunction with literary, informational and technical writing. Work will begin on the research process, including the understanding of plagiarism.

126 Honors English I 1 English credit

Prerequisite: Students are required to earn a 3 or 4 on the 8th Grade ELA SBAC

This course is designed to further develop reading comprehension, speaking and listening, vocabulary, and purposeful writing skills while studying various literary genres. Literature to be studied includes the short story, drama and poetry. Classic to contemporary pieces of work will be used. In addition, students will read, analyze, and respond in writing to selections of non-fiction texts. Grammar and mechanics will

106 English II 1 English credit

Prerequisite: Successful completion of English I

This course is designed to emphasize written and oral communication skills while increasing reading comprehension and vocabulary with more complex texts in preparation for college and career pursuits. Students will study and interpret text from contemporary and historical periods and genres, including novels, poems, and drama (including Shakespeare). In addition, students will read and respond to non-fiction texts that include informational and technical pieces. The emphasis of this course is on improving and mastering effective writing for a purpose with correct grammar, sentences, and paragraphs for a complete, cohesive essay. Students will also work to improve their listening and speaking skills. Students will work on enhancing/improving research skills and will complete at least one research-based project.

112 Honors English II 1 English credit

Prerequisite: Successful completion of English I with a 90% or Honors English I with an 80% or better

This course involves an in-depth study of various forms of literature such as essay, biography, and autobiography, poetry and plays, with application of the acquired skills in literary analysis. Many compositions include an



introduction to literary analysis necessary for success in Honors English II. Formal grammar is integrated into the course; however, most is covered in practical application. Major projects include a biography, vocabulary study for PSATs, a 5-minute persuasive speech, and an 800-1000-word research paper. Students practice writing techniques and grammar in paragraphs, letter writing, and compositions.

120 English III **1 English credit**

Prerequisite: Successful completion of English II

This course is designed to enhance students' ability to read for a variety of purposes using a range of American literary texts, which may include novels, short stories, plays, essays and poems. Students will also engage in reading informational and technical texts to prepare for the world of college and/or work. In addition, they will be able to plan and write for a wide range of purposes and audiences, including literary, information and technical forms with continued attention to grammar, vocabulary, and usage as they relate to advanced skills in preparing literary analyses and extended responses. Research skills will be deepened to prepare and complete an in-depth research project

114 Honors English III **1 English credit**

Prerequisite: Successful completion of English II with a 90% or Honors English 10 with an 80% or better

This is a preparatory course leading to Advanced Placement English Literature. It is based on the study of American literature. Grammar and vocabulary are continually integrated through practical application of writing skills. One critical research paper, as well as an in-depth research project, will be required.

122 English IV **1 English credit**

Prerequisite: Successful completion of English III

This course is designed to further develop communication skills and writing through an integrated study of language, literature, and writing. The literature program is devoted to careful reading and analysis of contemporary

and historical pieces. Reading will include informational, literary fiction, and non-fiction in preparation for students' future with an emphasis on contemporary issues. Various and multiple readings, both inside and outside of class, are a course requirement. Grammar and vocabulary are continually integrated through practical writing assignments that will include reader response and creative writing. A capstone project will be completed at the end of the course.



142 Advanced Placement (AP) **Language and Composition (11th)** **1 English credit**

Prerequisite: See page 20 for Advanced Placement entrance criteria

This course is a college-level course designed for those students who want to become skilled writers who compose for a variety of purposes. Students enrolled in this course will learn the intricacies of college writing by becoming aware of a writer's purpose, audience expectations, subjects and the manner in which generic conventions and the resources of language contribute to the overall effectiveness of writing. This course will emphasize the expository, analytical, and argumentative writing that forms the basis of academic and professional communication, as well as the personal and



reflective writing that encourages the development of writing in any context. Note: Students must take AP Language and Composition examination in order to receive AP course weighting and the AP label on their transcript.

102 Advanced Placement (AP) Literature & Composition (12th) 1 English credit

Prerequisite: See page 20 for Advanced Placement entrance criteria

This course is a college-level course designed for those students who plan to take the Advanced Placement Examination in Literature and Composition. The exam is a skills-driven test, which asks students to analyze literature using terminology and differing perspectives. The course consists of nine units and follows the model suggested by College Board. These units follow the pattern of short fiction, poetry, and longer fiction. Students will be expected to practice critical thinking on a daily basis. Reading will be done in the classroom and for homework. Students will read short stories, poetry, novels, and plays from a diverse group of authors in varying time periods. Along with extensive reading, students should expect to complete written compositions including reflections, journals, timed writings, and creative stories each marking period. Note: Students must take the AP English Literature examination in order to receive AP course weighting and the AP label on their transcript.

149 DTCC ENG101 English Composition II 1 LFHS credit - 3 DTCC credits

Prerequisite: Score of 480 on the SAT EBRW section OR 83% GPA (3.0) AND successful completion of English III and/or AP English Language

This college-level course is designed to teach the concepts of critical thinking and reading skills in the context of written response and essay writing. This course introduces and reinforces the skills necessary to complete academic essays and to respond to diverse texts in meaningful ways. **THIS COURSE IS SUBJECT TO CHANGE BASED ON DTCC POLICY.**

149 DTCC ENG102 English Composition II 1 LFHS credit - 3 DTCC credits

Prerequisite: Score of 480 on the SAT EBRW section OR 83% GPA (3.0) AND successful completion of English III and/or AP English Language

This college-level course is designed to enhance writing, research, and speaking skills and to provide academic writing and reasoning skills to foster lifelong learning. **THIS COURSE IS SUBJECT TO CHANGE BASED ON DTCC POLICY.**

ENGLISH/LANGUAGE ARTS ELECTIVES

924 Yearbook 1 elective credit

Prerequisite: None.

This course provides an in-depth experience in the production of a yearbook. Students will study and apply aspects of headline, copy, and caption writing, page layout and design, as well as photography, and composition. Yearbook and advertising sales are required. This course is designed to provide students the opportunity to work with advanced technologies, strengthen analytical and problem-solving skills, improve communication skills, and manage personal time to meet deadlines.

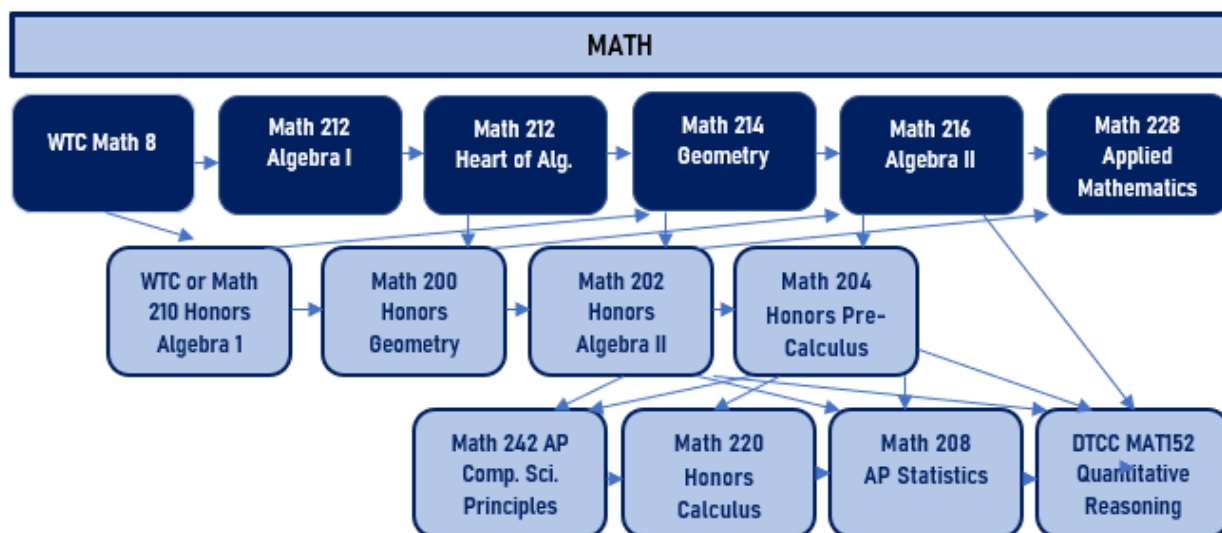
There is no friend as loyal as a book.

— Ernest Hemingway - American author and journalist





MATHEMATICS



212 Algebra I 1 Math credit

Prerequisites: None

Students will discover, recognize, and make sense of problems including, but not limited to: statistics, linear functions, and exponential functions. This standards-based course will enhance learning through discovery, collaboration, and the use of technology to find algebraic solutions. This course will utilize curriculum materials emphasizing an investigative problem-based approach and requires students to persevere through mathematics.

210 Honors Algebra I 1 Math credit

Prerequisites: Score of 3 or 4 on the 8th Grade Math SBAC

Students will discover, recognize, and make sense of problems including, but not limited to: statistics, linear functions, and exponential functions. This standards-based course will enhance learning through discovery, collaboration, and the use of technology to find algebraic solutions. This course will utilize curriculum materials that emphasize an investigative problem-based approach and require students to persevere through mathematics. This Honors course will include additional assignments, projects, and extended lessons. To help with the retention and refinement of concepts over the summer break,

there will be a summer work requirement to be completed before the first day of the school year.

213 Heart of Algebra 1 Math credit

Prerequisites: Successful completion of Math 210 OR Math 212

Students will discover, recognize, and make sense of problems including, but not limited to: quadratic equations, functions, and statistics. This standards-based course will enhance learning through discovery, collaboration, and the use of technology to find algebraic solutions. This course will utilize curriculum materials emphasizing an investigative problem-based approach and requires students to persevere through mathematics.

214 Geometry 1 Math credit

Prerequisites: Successful completion of Math 210 OR Math 212

Students will discover, recognize, and make sense of problems including, but not limited to: congruence, similarity, trigonometry, and conics. This standards-based course will enhance learning through discovery, collaboration, and the use of technology to find both algebraic and geometric solutions. This course will utilize curriculum materials emphasizing an investigative problem-based approach and requires students to think creatively about mathematics.



216 Algebra II 1 Math credit

Prerequisites: Successful completion of Math 214 OR Math 200
Building on their skills acquired in Algebra 1 and Geometry, students will extend their knowledge base to include polynomial, rational, radical, and logarithmic functions. Students will work closely with the expressions that define the functions and will continue to expand and hone their abilities to model situations. Students will solve quadratic equations that generate complex solutions and exponential equations using the properties of logarithms. This course will utilize curriculum materials emphasizing an investigative problem-based approach and requires students to persevere while working on the mathematics.

228 Applied Math 1 Math credit

Prerequisites: Successful completion of Math 216 OR Math 202
The course prepares you for your financial life after high school. Students will use real world data analysis to explore life after high school. This course is designed to combine algebraic, geometric and graphical concepts with practical business and personal finance applications. It will connect math to real world applications.
NOTE: This course was formally titled Financial Math.

200 Honors Geometry 1 Math credit

Prerequisite: Successful completion of Algebra I with a 90% or Honors Algebra I with an 80%.
Students will discover, recognize, and make sense of problems including, but not limited to: congruence, similarity, trigonometry, and conics. This standards-based course will enhance learning through discovery, collaboration, and the use of technology to find both algebraic and geometric solutions. This course will utilize curriculum materials emphasizing an investigative problem-based approach and requires students to think creatively about mathematics. Additional assignments, projects, and extended lessons will be required of Honors students. To help with the retention and refinement of concepts over the summer break, there will be a summer work requirement to be completed before the first day of the school year.

202 Honors Algebra II 1 Math credit

Prerequisite: Successful completion of Geometry with a 90% or Honors Geometry with an 80%.
Building on their skills acquired in Algebra 1 and Geometry, students will extend their knowledge base to include polynomial, rational, radical, and logarithmic functions. Students will work closely with the expressions that define the functions and will continue to expand and hone their abilities to model situations. Students will solve quadratic equations that generate complex solutions and exponential equations using the properties of logarithms. This course will utilize curriculum materials emphasizing an investigative problem-based approach and requires students to persevere while working on the mathematics. Additional assignments, projects, and extended lessons will be required of Honors students. To help with the retention and refinement of concepts over the summer break, there will be a summer work requirement to be completed before the first day of school.

204 Honors Pre-Calculus 1 Math credit

Prerequisite: Successful completion of Honors Algebra II with an 80%.
This course is an intense extension of algebra and geometry topics including trigonometry, analytic geometry, and advanced graphing. Families of Functions studied in this course include polynomials, rational, exponential, trigonometric, and polar along with right triangle trigonometry, and conic sections. Students must have a strong foundation in algebra and geometry. To help with the retention and refinement of concepts over the summer break, there will be a summer work requirement to be completed before the first day of the school year.



220 Honors Calculus 1 Math credit

Prerequisite: Successful completion of Honors Pre-Calculus with an 80% or better

This course is a college-level course centered on differential calculus. Topics in this course include elementary and transcendental functions, limits, derivatives, related rates, optimization, graphical and numerical analysis, and the fundamental theorem of calculus. Students must have a strong foundation in algebra and trigonometry. To help with the retention and refinement of concepts over the summer break, there will be a summer work requirement to be completed before the first day of the school year.

240 DTCC MAT152 Quantitative Reasoning 1 Math credit

Prerequisites: Successfully completed an AP or Honors Course OR 3.0 GPA OR 490 or more on the math portion of the SAT

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

208 Advanced Placement (AP) Statistics 1 Math credit

Prerequisites: See page 20 for Advanced Placement entrance criteria

The students will be introduced to collecting, analyzing and drawing conclusions from data. Students will explore and analyze patterns in data through various graphical and numerical summaries generated from observations and experimentations. Students will explore random phenomena using probability and simulation.

242 AP Computer Science Principles 1 Math credit

Prerequisites: See page 20 for Advanced Placement entrance criteria

This college-level course introduces students to the field of computer science. Students will develop algorithms and programs in order to evaluate solutions and problem solve. They will learn how data can help uncover new knowledge, and how various computing advances contribute to a computing culture that is collaborative and ethical. This course does not include designated programming language. The course is designed to prepare students for the Advanced Placement Examination. Note: Students must take the AP Computer Science Principles examination in order to receive the AP course weighting and the AP label on their transcript.





	<u>GRADE 9</u>	<u>GRADE 10</u>	<u>GRADE 11</u>	<u>GRADE 12</u>
SCIENCE	INTGD/PHYSICAL SCIENCE I HONORS PHYSICAL SCIENCE	BIOLOGY HONORS BIOLOGY	INTGD/PHYSICAL SCIENCE II CHEMISTRY HONORS CHEMISTRY AP ENVIRONMENTAL SCI. (In conjunction with Honors Chemistry)	ANATOMY/PHYSIOLOGY HONORS PHYSICS AP ENVIRONMENTAL SCI.

SCIENCE

318 Intgd/Physical Science I (9th Grade) 1 Science credit

Physical Science is a laboratory-oriented introduction to the physical sciences stressing practical applications of the fundamentals of Chemistry, Physics, Earth Science and the processes and practices of science with emphasis on mechanical energy, wave structure and function, atomic structure, periodicity, and the interaction of energy and matter in the Earth System. Students will learn to use the metric system of measurement with a wide variety of instruments. Students will learn through the use of reading and writing assignments, lecture, demonstrations, laboratory exercises, library research, and student-developed experiments.



328 Honors Physical Science (9th Grade) 1 Science credit

This course will focus on presentation of the concepts outlined in the content standards and

performance indicators for ninth grade physical science. Emphasis on scientific writing and quantitative presentation with laboratory activities will occur. This course will have more in depth mathematical content and therefore

students should have a strong understanding of algebraic equations and graphing. The following subject areas will be covered to a greater depth: mechanical energy, properties and structure of matter, interactions of matter and energy in the earth's systems, biochemistry, atoms and the periodic table.

312 Biology (10th Grade) 1 Science credit

Requirement: None

The course will focus on the study of life; particularly the history of life, cellular basis of life, genetics, and biotechnology. Specific course topics will include the cell, cellular reproduction, energy flow through ecosystems, photosynthesis, cellular respiration, evolution, and modern and molecular genetics. The topics will be taught in connection with global issues, such as world health and sustainability. Major

emphasis will be placed on science practices and scientific processing skills.

330 Honors Biology (10th Grade) **1 Science credit**

Prerequisite: Successful completion of Physical Science with a 90% or Honors Physical Science with an 80%.

The course will focus on the study of life; particularly the history of life, cellular basis of life, genetics, and biotechnology. Specific course topics will include the cell, cellular reproduction, energy flow through ecosystems, photosynthesis, cellular respiration, evolution, and modern and molecular genetics. The topics will be taught in connection with global issues such as world health and sustainability.

Concepts will be presented in greater depth at an accelerated pace. Major emphasis will be placed on science practices and scientific processing skills. Students should possess strong research and problem-solving skills to successfully complete the independent study course component.

303 Chemistry (11th Grade) **1 Science credit**

Prerequisite: Successful completion of Physical Science, Biology, Algebra and Geometry I

This course is an upper-level science course designed to prepare students for college science. Concepts will be supported through lectures, reading assignments, demonstrations, laboratory experiments, and homework assignments.

Topics and concepts taught during the course will include: lab safety and procedures, the science of chemistry, matter and atoms, energy and heat, physical and chemical change, atomic structure, elements and the periodic table, molar calculations, and chemical bonding. This course requires math skills, especially algebraic problem solving. Strong organization skills will be needed in the laboratory and lecture components of this course. Strong study skills are also required to excel in this course.

304 Honors Chemistry (11th Grade) **1 Science credit**

Prerequisite: Successful completion of Biology with a 90% or Honors Biology with an 80%.

This course is an accelerated (in pacing and depth of knowledge) upper-level science course

designed to prepare students for college science. Concepts will be supported through lectures, reading assignments, demonstrations, laboratory experiments, and homework assignments.

Topics and concepts taught during the course will include: lab safety and procedures, the science of chemistry, matter and atoms, energy and heat, physical and chemical change, atomic structure, elements and the periodic table, bonding, compounds and molecules, water and solutions, chemical reactions, stoichiometry, acids and bases, and gases. This course requires proficient math skills, especially algebraic problem solving. Strong organizational skills will be needed in the laboratory and lecture components of this course. Strong study skills are also required to excel in this course.

320 Intgd/Physical Science II (11th Grade) **1 Science credit**

Prerequisite: Successful completion of Biology.

Integrated Science is a third-year course that investigates the basics of Physics, Chemistry, and Biology through Astronomy and Earth Science. Topics that will be studied include: matter, the periodic table, chemical reactions, energy, light, motion, and heat. This class will include lectures, lab activities, demonstrations, and research to acquire knowledge.





322 Anatomy and Physiology (12th Grade) 1 Science credit

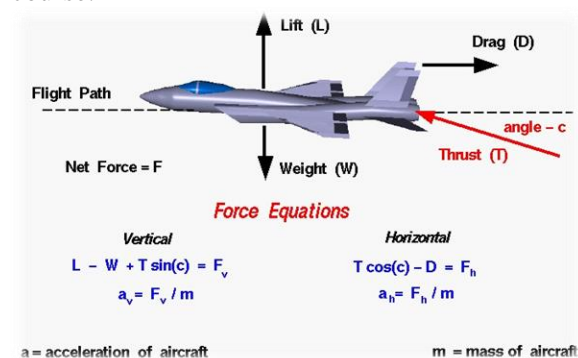
Prerequisite: Successful completion of Biology

This course is designed for students planning to major in life sciences in college. It is recommended that students planning to take AP Biology schedule this course. Through lectures, readings, labs and dissections, students will explore and learn the major structures of the body's organ systems along with their functions. Students should be aware that this course requires memorization of material.

308 Honors Physics (12th Grade) 1 Science credit

Prerequisite: It is recommended that students successfully complete Physical Science and Biology.

This is a college-style course in introductory physics for anyone interested in pursuing the science, technology, engineering, and math fields. This course will cover the content standards and performance indicators for grade 12 as well as a more in-depth analysis of physics topics. The class will use lecture, lab activities, inquiry activities, demonstrations, and research to acquire knowledge. Emphasis will be placed on lab skills and proper scientific research where the use of technology and other scientific equipment will be emphasized during lab exercises. Topics covered include Newtonian mechanics, wave mechanics (sound and light), electricity and magnetism, relativity, the universe and cosmology, and theoretical physics (modern physics). This course requires proficient math skills, especially algebraic and trigonometric problem solving. Strong organizational skills will be needed in the laboratory and lecture components of this course.

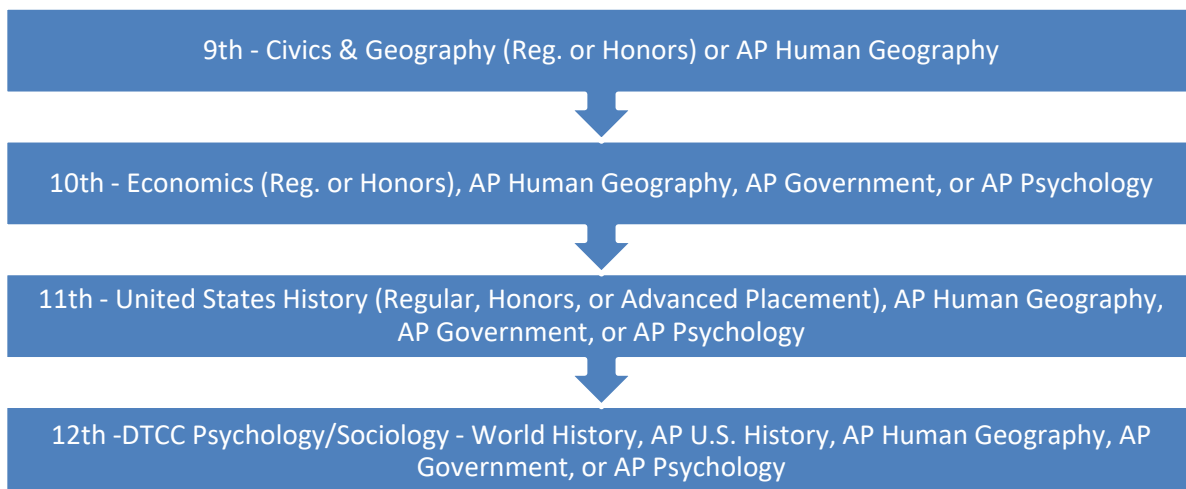


350 AP Environmental Science (12th Grade) 1 Science credit

Prerequisites: See page 20 for Advanced Placement entrance criteria

AP Environmental Science provides students with the scientific principles and methods required to understand the interrelationships of the natural world, identify and analyze environmental problems that are natural and human-made, evaluate risks associated with these problems, and examine alternative solutions for resolving or preventing these issues. Students apply their knowledge of the environment to current environmental issues in their own communities. The course is designed to prepare students for the Advanced Placement Examination. Note: Students must take the AP Computer Science Principles examination in order to receive the AP course weighting and the AP label on their transcript.





SOCIAL STUDIES

450 Civics & Geography 1 Social Studies credit

This course will guide students through the role of the citizen in American democracy. The second phase of the course will introduce students to basic geography-human, physical and regional. This will enable students to learn their place in the world around them.

452 Honors Civics & Geography 1 Social Studies credit

This course will guide students through the role of the citizen in American democracy. The second phase of the course will introduce the student to basic geography-human, physical, and regional. This will enable students to learn their place in the world around them. In addition, Honors Civics & Geography may include extended assignments, projects, research papers, and in-depth analysis of the subject matter.



412 AP Human Geography 1 Social Studies credit

Prerequisite: See page 20 for Advanced Placement entrance criteria

In **AP Human Geography**, students examine people, places, and environments at local regional, national, and international scales from the spatial and ecological perspectives of geography. A portion of the course centers on the physical processes that shape patterns in the environment and the characteristics of major land forms, climates and ecosystems.

Course Expectations:

AP Human Geography students will be held to higher standards and a greater workload. Extensive reading and self-preparation. Therefore, students should be highly motivated and willing to do more outside reading and research as part of the learning process. Note:

Students must take the AP Human Geography examination in order to receive AP course weighting and the AP transcript label.



454 Economics 1 Social Studies credit

Prerequisite: Successful completion of Civics & Geography
This course includes the study of microeconomics, macroeconomics, and financial economics. Topics include scarcity, supply and demand, credit, monetary policy, fiscal policy, the role of government in domestic and international economic situations, financial planning, money management, savings and investing, and risk protection.

456 Honors Economics 1 Social Studies credit

Prerequisite: Successful completion of Civics & Geography with a 90% or Honors Civics & Geography with an 80%.

This course includes the study of microeconomics, macroeconomics, and financial economics. Topics include scarcity, supply and demand, credit, monetary policy, fiscal policy, the role of government in domestic and international economic situations, financial planning, money management, savings and investing, and risk protection. In addition, Honors Economics may include extended assignments, projects, research papers, and in-depth analysis of the subject matter.

432 AP Government (10th -12th Grade) 1 Social Studies credit

Prerequisite: See Advanced Placement entrance criteria
NOTE: Juniors may take this course if it is in addition to their scheduled U.S. History course. Seniors may also take this course if they have already completed the 3 credits of Social Studies coursework required for graduation.

This course is a college-level course dealing with the institutions and policies of the American Government. The class will prepare the student to take the AP Exam as administered by the College Board. Students will be expected to do outside reading and do various research papers. Students will be required to participate in the "We the People" program. Note: Students must take the AP Government examination in order to receive AP course weighting and the AP label on their transcript.

458 Modern United States History 1 Social Studies credit

Prerequisite: Successful completion of Civics & Geography and Economics

This course will cover a broad chronological scope, with an emphasis on research, analysis, and interpretation of the historical events of that time. There will be a focus on analyzing primary sources, oral presentations, map and research skills, and writing and critical thinking skills which will help balance content with skill development. Finally, there will be an emphasis on current events, as we attempt to connect the past, present and future.

460 Honors Modern United States History 1 Social Studies credit

Prerequisite: Successful completion of Economics with a 90% or Honors Economics with an 80%.

This course will cover a broad chronological scope, with an emphasis on research, analysis, and interpretation of the historical events of that time. There will be a focus on analyzing primary sources, oral presentations, map and research skills, and writing and critical thinking skills which will help balance content with skill development. There is also an emphasis on current events, as we attempt to connect the past, present and future. In addition, Honors Modern US History may include extended assignments, projects, research papers, and in-depth analysis of the subject matter.





400 AP U.S. History (11th or 12th Grade) 1 Social Studies credit

Prerequisite See page 20 for Advanced Placement entrance criteria

This course is a college-level survey course, a detailed and inclusive study of United States history from the founding of the first colonies to the present. The course is designed to prepare students to take the Advanced Placement Examination as prepared by the College Board. Students enrolled in AP are assumed to be self-motivated and to be willing to do outside reading, in addition to the text and documents reader. Students are expected not only to understand historical content, but to analyze and interpret primary sources, and to analyze and synthesize significant historical controversies in United States history. Note: Students must take the AP US History examination in order to receive AP course weighting and the AP label on their transcript.



427 World History (12th Grade) 1 elective credit

Prerequisite: Successful completion of the three required Social Studies classes and senior status. It is recommended that students have taken previous Social Studies classes with a grade of 80% or higher.

This course will cover the time frame of World History from the beginnings of civilization through the modern era with a concentration on Western European History. There will be an emphasis on research, analysis and interpretation of historical events of that time. There will be a focus on analyzing primary sources, oral presentations, map and research skills, and writing and critical thinking skills which will help balance content with skill development. There may be extended assignments, projects, research papers and in-depth analysis of the subject matter. Additional outside readings may be required

NOTE: WORLD HISTORY IS A REQUIRED COURSE TO BE ELIGIBLE FOR ADMISSION TO THE UNIVERSITY OF DELAWARE.

472 DTCC PSY121 Psychology (12th) 1 elective credit

Prerequisite: Successful completion of junior Social Studies courses

This course is a survey of general principles underlying human behavior and mental processes. It investigates the biological, behavioral, cognitive, social, and historical perspectives of psychology and includes topics such as the study of the functions of the body, perception, learning, motivation, personality, and psychological disorders. Methods of assessment and research principles are also discussed.

474 DTCC SOC111 Sociology (12th) 1 elective credit

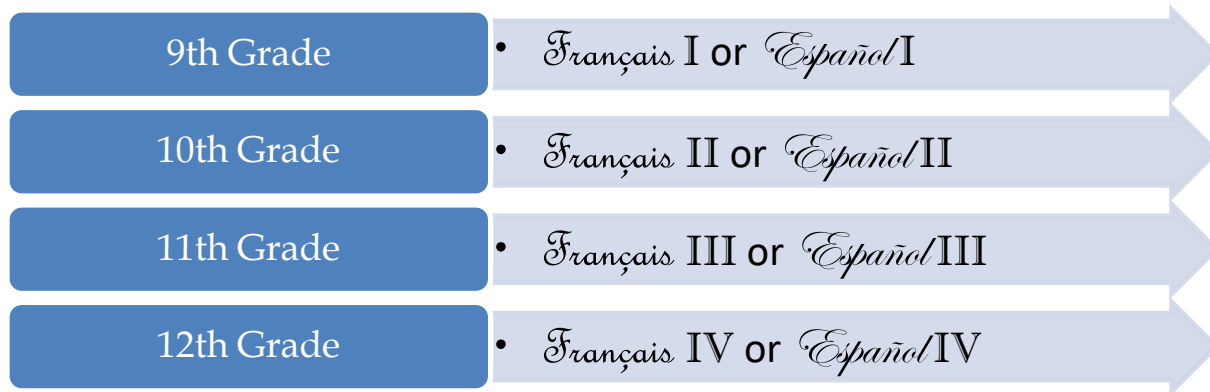
Prerequisite: Successful completion of junior Social Studies courses

This course will cover an analysis of American social organization and cultures through a cross-cultural perspective. The focal point of sociology is human interaction. Sociology investigates, describes, and analyzes patterns of human behavior in all areas of human experience for the purpose of understanding the human condition.



WORLD LANGUAGES

World Language Course Sequence Flowchart



In an ever-changing global society, world languages have never been more crucial to communicate in the workplace. In an effort to allow our students to experience world cultures and languages first-hand, the World Language department periodically offers educationally-based trips to Spanish and French speaking countries.

REQUIRED LEVELS FOR COLLEGE ADMISSIONS:
Minimum of 2 consecutive levels of a language,
with a recommendation of 3 to 4.

FRENCH



1100 French I 1 World Language credit

This course is the beginning course of a four-year program and includes responding to simple questions or commands, using culturally-correct courtesy behaviors, and recognizing French and English words that are used in both languages. At the completion of this course, students will be able to read, write, speak, listen, and comprehend French at a primary level with a focus on students' practical ability to use the language. Grammar and vocabulary will be presented in thematic units based on life and French culture. Emphasis is on simple conversations in the present tense, an appreciation for French-speaking cultures, and a love of the language. This course will use audio/video aids and allows access to online materials, along with supplementary and authentic materials.

1102 French II 1 World Language credit

Prerequisite: French I

This course is the second course of a four-year program and includes communication in present, past, and future tenses--often by using group activities such as skits, or self-made videos. Students will advance their ability to read, write, speak, listen, and comprehend French with a focus on students' practical ability to use the language. Emphasis is on functioning in the target language while engaged in most daily activities. This course will use audio/video aids and allows access to online materials, along with supplementary and authentic materials.





1104 French III **1 World Language credit**

Prerequisite: A grade of 70% in French II is recommended to enter French III

This course is the third course of a four-year program. It includes the completion of study of most basic French grammar and the study of various short stories. Students will continue to advance their ability to read, write, speak, listen, and comprehend French with a focus on the practical ability to use the language. Frequent personal written journal entries (in French) are highly encouraged. This course will use audio/video aids and allows access to online materials, along with supplementary and authentic materials.



1106 French IV **1 World Language credit**

Prerequisite: A grade of 70% in French III is recommended to enter French IV.

This course is the culmination of a four-year program and includes advanced grammatical concepts and the study of classical and modern novels, plays, essays, and poems. Students will continue to advance their ability to read, write, speak, listen, and comprehend French with a focus on students' practical ability to use the language. Progressive communication via the Internet will be utilized to help promote fluency. Teaching a lesson in French to elementary students is also a

part of this course. In addition, this course will use audio/video aids and allows access to online materials, along with supplementary and authentic materials. Emphasis is on college preparation for a world language.

SPANISH



1112 Spanish I **1 World Language credit**

This course is the first year of a four-year program. At the completion of this course students will be able to read, write, speak, and listen and comprehend Spanish at a novice level with a focus on students' practical ability to use the language. Grammar and vocabulary will be presented in thematic units based on life and Hispanic culture. Students will engage in simple conversations, role-playing, and performance-based assessments. This course will be teacher-directed with a heavy emphasis on student participation. This course will use audio/video aids and allows access to online materials, along with supplementary and authentic materials.

1114 Spanish II **1 World Language credit**

Prerequisite : Spanish I

This course is the second year of a four-year program. Students will advance their ability to read, write, speak, and listen and comprehend Spanish with a focus on students' practical ability to use the language. Grammar and vocabulary will be presented in thematic units based on life and Hispanic culture. Students will engage in conversations, role-playing, and performance-based assessments. This course will be teacher-directed with a heavy emphasis on student participation. This course will use audio/video aids and allows access to online materials, along with supplementary and authentic materials.

1116 Spanish III **1 World Language credit**

Prerequisite : A grade of 70% in Spanish II is recommended to enter Spanish III

This course is the third year in a four-year program. Students will continue to advance their ability to read, write, speak, and listen and



comprehend Spanish with a focus on students' practical ability to use the language. Grammar and vocabulary will be presented in thematic units based on life and Hispanic culture. Students will engage in conversations, role-playing, and performance-based assessments. This course will be teacher-directed with a heavy emphasis on student participation. This course will use audio/video aids and allows access to online materials, along with supplementary and authentic materials.

1118 Spanish IV
1 World Language credit

Prerequisite: A grade of 70% in Spanish III is recommended to enter Spanish IV.

This course is the culmination of a four-year program. Students will advance their ability to read, write, speak, and listen and comprehend Spanish with a focus on students' practical ability to use the language. Grammar and vocabulary will be presented in thematic units based on life and Hispanic culture. Students will engage in conversations, role-playing, and performance-based assessments. This course will be teacher-directed with a heavy emphasis on student participation. This course will use audio/video aids

and allows access to online materials, along with supplementary and authentic materials.

1119 AP Spanish - Independent Study
1 World Language credit

Prerequisite: See page 20 for Advanced Placement entrance criteria.

NOTE: A grade of 80% in Spanish IV is recommended to enter AP Spanish.

AP Spanish is the culmination of a rigorous program of study in the Spanish language at the high school level. Students will advance their ability to read, write, speak, and listen and comprehend Spanish with a focus on students' practical ability to use the language. Grammar and vocabulary will be presented in thematic units. Students will engage in conversations, role-playing, and performance-based assessments. This course will be teacher-directed with a heavy emphasis on student participation. This course will also use audio/video aids and allows access to online materials, along with supplementary and authentic materials. **Notice: Student must take AP Spanish Language examination in order to receive AP course weighting and the AP transcript label.**



“Free the child's potential, and you will transform him into the world. ”

— Maria Montessori - Italian physician, educator, and noted humanitarian

Health Physical Education & Driver's Ed.



HEALTH & PHYSICAL EDUCATION

1202 Health 0.5 Health credit

This course is designed to provide the student with the necessary knowledge to live a healthy life and learn how to make healthy decisions. All activities and instruction are geared so that students will be able to enhance their own physical health, mental/emotional health, social health and health literacy. Topics include: alcohol, tobacco, and other drugs, community and environmental health, injury prevention, mental health, nutrition, personal and consumer health, physical activity, family health and sexuality.

1208 Physical Education I 0.5 Physical Education credit

The students will be introduced to physical and skill-related fitness components. Students will begin to explore through a variety of activities they may use to improve personal physical fitness levels. All activities are geared so the student will be able to use them to enhance their future physical well-being. In a broad view of education, physical education activities serve the student throughout life and give them the unique opportunities of developing character and social traits as well as recognize their responsibilities for physical development. The overall aim of physical education is to optimize development of the physical, mental and social aspect of the individual. This is accomplished through guided instruction and participation in selected physical activities and classroom instruction. Dressing for class daily is mandatory. A doctor's note is needed to be excused from participation.

1210 Physical Education II 0.5 Physical Education credit

This course provides students with an opportunity to develop their own fitness program. All activities are geared so students will be able to use them to enhance their future physical well-being. In a broad view of education, physical education activities serve students throughout life and give them unique opportunities to develop character and social

traits as well as recognize their responsibilities for physical development. The overall aim of physical education is to optimize development through guided instruction and participation in selected physical activities and classroom instruction. Dressing for class daily is mandatory. A doctor's note is needed to be excused from participation.



PHYSICAL EDUCATION ELECTIVES

1212 Swimming & Lifesaving 1 elective credit

Prerequisite : Successful completion of P.E. I; students will need to be 15 years of age at the completion of the course. Students will need to successfully complete a pre-swim test to enroll in the course.

This course is designed to develop swimming skills so students will be able to successfully complete the American Red Cross lifesaving course work. The American Red Cross Lifeguarding certification will be issued to those students who meet the certification criteria.

Health Physical Education & Driver's Ed.



1216 Lifetime Fitness (10th – 12th Grade) **1 elective credit**

This course is designed to introduce students to the benefits of a sound strength and conditioning program. Students will participate in a baseline of testing to include strength, endurance, and flexibility. Each student will be oriented to each piece of equipment, and safety measures and proper technique will be emphasized with the particular movement. In addition, proper nutritional concepts to maximize individual goals will be covered. Students will be responsible for detailed recordkeeping in both exercise and nutritional logs. Students will primarily be assessed on exercise and spotting techniques, adherence to safety rules and procedures, overload principles, progression, and sport-specific training.



DRIVER'S EDUCATION

902 Driver's Education **0.25 elective credit**

DRIVER'S EDUCATION ELIGIBILITY:

IN ORDER TO BE ELIGIBLE TO SCHEDULE DRIVER'S EDUCATION AT LAKE FOREST HIGH SCHOOL, STUDENTS MUST HAVE EARNED A TOTAL OF SIX (6) CREDITS, INCLUDING 1 EACH IN ENGLISH, MATH, AND SCIENCE, PLUS THREE (3) ADDITIONAL CREDITS, AND BE CONSIDERED 10TH GRADE STUDENTS. In addition, Driver's Education students will be scheduled chronologically, oldest to youngest, meaning that the oldest students will receive it in the first marking period, and so forth through the year.

Lake Forest High School offers Driver Education courses each marking period of the academic school year. Students must be in at least 10th grade to receive Driver's Education in their schedule. Students will be required to pass the 30-hour classroom phase and in-car training (both driving and observation sessions) to receive a final passing grade.

In addition, the State of Delaware requires that all students are ACADEMICALLY ELIGIBLE in order to receive a Driver's Education certificate. Therefore, every student is required to successfully complete 2.5 credits at the end of the marking period in which the student has Driver's Education scheduled. Students who are not academically eligible will not be scheduled for the in-car training phase. If a student is academically ineligible for 2 consecutive quarters, they are no longer eligible to receive a certificate from Lake Forest High School.

The objective of the course is to train students in safe, efficient methods of motor vehicle operation.



AGRICULTURAL POWER & ENGINEERING

Summary of Pathway:

The **Agricultural Power and Engineering** program is a three (3) course 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 technician, mechanical and industrial technician, maintenance technician, mechanical engineer, metal fabrication, CNC operator, power technology repair and troubleshooting, and green energy technologies.

Industry Recognized

Certifications/Licenses:

- **National Center for Construction & Engineering Research**
Credentialed Craft Professional's Training
- **Occupational Safety & Health Administration**
- 10 Hour Training for Construction

Early College Opportunities:

Students completing the Agricultural Power 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 apprentice trades include: maintenance mechanic, iron worker, machinist, pipe welding, sheet metal, welding, mechanic, and metal fabrication.

Related College Studies:

The opportunities in this field of study are immense and wide spreading. **Agricultural Power and Engineering** students will pursue either a certificate program or a degree ranging from associates (2 years) to a doctorate (8 years) in their desired program of study. Degree areas related to Agricultural Power and Engineering consist of Agribusiness, Agricultural Sciences, Agricultural Electrification, Agricultural Power and Controls, Agricultural Power and Machinery, Soil and Water Management, Agricultural Mechanics, Construction, and Maintenance Skills, Agricultural Structures, Equipment, and Facilities, Metal Fabrication, welding, and alternative energy sources.

Future Careers:

- Assemblers and Fabricators
- Construction and Building Inspectors
- Industrial Machinery Mechanics
- Machinists
- Mobile Heavy Equipment Mechanics
- Welding, Soldering, and Brazing Machine Setters, Operators, and Tenders
- Engineering Technicians, except Drafters, all other
- Commercial and Industrial Equipment
- Agricultural Engineers
- Agricultural Inspectors
- Agriscience Education Teacher
- Construction Managers
- Industrial Engineers
- Occupational Health and Safety Specialists
- Farm and Home Management Advisors
- Agricultural Sciences Teachers, Postsecondary

College/University Articulations:

The Department of Education is currently negotiating articulation agreements with DTCC.





Student Organization:

National FFA Organization (FFA)

AGRICULTURAL POWER AND ENGINEERING COURSE DESCRIPTIONS

860 Fundamentals of Agricultural Power and Engineering 1 elective 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.

862 Agricultural Welding and Fabrication 1 elective credit

Prerequisite: Fundamentals of Agricultural Power and Engineering

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.

864 Power and Mechanical Systems 1 elective credit

Prerequisites: Fundamentals of Ag Power & Engineering and Agricultural Welding and Fabrication

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.

1504 Work-Based Learning: APE 1 elective credit

Prerequisite: Completion of the three-course Agricultural Power & Engineering Pathway

Students will participate in a Work-Based Learning (WBL) program to apply classroom knowledge to the working world in a local business/industry setting. This class does not meet during the day. Students are required to submit specific assignments electronically in order to receive credit for this course. **Note:** Students must meet the requirements set forth in the senior options.



Animal Science & Management



ANIMAL SCIENCE & MANAGEMENT

Summary of Pathway:

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



- Agriculture Science Teacher
- Biologist
- Animal Nutritionist
- Meat Inspector/Processor
- Biological Technician
- Veterinarian

College/University Articulations:

The Department of Education is currently negotiating articulation agreements with Delaware Technical Community College (DTCC), Delaware State University (DSU), and University of Delaware (UD).

Student Organization:

National FFA Organization

Related College Studies:

Following graduation, students can pursue a two- or four-year degree program in Animal Science, Food Science, Biological Studies, Pre-Veterinary Studies, or another related field.

Future Careers:

- Farm Worker
- Pet Groomer
- Animal Trainer
- Ag & Food Science Tech Vet Technician
- Ag Production Specialist
- AI Technician
- Agriscience Education Teacher
- Veterinary Technician
- Animal Scientist
- Food Scientist and Technologist
- Zoologist & Wildlife Biologist

ANIMAL SCIENCE & MANAGEMENT COURSE DESCRIPTIONS

870 Foundations of Animal Science 1 elective credit

Prerequisite: None

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

Animal Science & Management



872 Growth & Development of Domestic Animals

1 elective credit

Prerequisite: Successful completion of Foundations of Animal Science.

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



874 Domestic Animal Management

1 elective credit

Prerequisite: Successful completion of Foundations of Animal Science and Growth & Development of Domestic Animals

Domestic Animal Management (DAM) enables students to demonstrate their mastery of the content covered in FAS and GDDA and apply their technical knowledge and skills in the field of animal agriculture. Students apply their mastery of biosecurity principles and environmental conditions on animals, global applications of animal agriculture, reproduction and genetics, animal nutrition, animal health care and evaluation, selection and marketing, and legal responsibilities through hands-on

activities. Students apply skills gained through Supervised Agricultural Experience programs, FFA leadership activities, and career and leadership development events to better serve the community through a school-based three-component agricultural education model.



1504 Work-Based Learning: ASM

1 elective credit

Prerequisite: Successful completion of the three-course Animal Science & Management Pathway

Students will participate in a Work-Based Learning (WBL) program to apply classroom knowledge to the working world in a local business/industry setting. This class does not meet during the day. Students are required to submit specific assignments electronically in order to receive credit for this course. **Note:** Students must meet the requirements set forth in the senior options.





PLANT SCIENCE

Summary of Pathway:

The **Plant Science** program of study is a three (3) course Career & Technical Education (CTE) instructional program designed to provide students with knowledge of plant growth and reproduction, as well as the use of plants for food, fiber, and ornamental purposes. The program prepares students for a variety of careers in: agronomy, ornamental horticulture, biotechnology, forestry, soil science, and turf management.



Industry Recognized Certifications/Licenses:

- 🌿 Pesticide Applicator Certification – Private Applicators

Related College Studies:

There are opportunities for Environmental Technology students to pursue degrees in areas such as Agribusiness, Agricultural Science, Agronomy, Entomology, Environmental Science, Horticulture, Plant Science, and Wildlife Conservation. Internships and trade schools are also available for students in this career pathway.

Future Careers:

- 🌿 Pesticide Handlers, Sprayers, & Applicators
- 🌿 Ag Equipment Operators
- 🌿 General & Operational Managers
- 🌿 Landscaping & Grounds Workers
- 🌿 First Line Supervisors of Landscape
- 🌿 Floral Designers
- 🌿 Agriscience Education Teacher
- 🌿 Soil & Plant Scientist
- 🌿 Precision Ag Technician
- 🌿 Precision Instrument and Equipment Repairers, All Other
- 🌿 Life, Physical, and Social Science Technicians

- 🌿 Farmland & Home Management Advisors
- 🌿 Biological Technicians
- 🌿 Microbiologist

College Articulations:

The Department of Education is currently negotiating articulation agreements with Delaware Technical Community College (DTCC), Delaware State University (DSU), and University of Delaware (UD).

Student Organization:

National FFA Organization

PLANT SCIENCE COURSE DESCRIPTIONS

880 Fundamentals of Plant Science 1 elective credit

Prerequisite: None

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



882 Plant & Soil Systems **1 elective credit**

Prerequisite: Successful completion of Fundamentals of Plant Science

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

884 Plants Systems Management & Sustainability **1 elective credit**

Prerequisite: Successful completion of Fundamentals of Plant Science and Plant & Soil Systems

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

1504 Work-Based Learning: Plant Systems **1 elective credit**

Prerequisite: Successful completion of the three-course Plant Science Pathway

Students will participate in a Work-Based Learning (WBL) program to apply classroom knowledge to the working world in a local business/industry setting. This class does not meet during the day. Students are required to submit specific assignments electronically in order to receive credit for this course. **Note:** Students must meet the requirements set forth in the senior options.





ACADEMY OF FINANCE

Summary of Pathway:

The NAF Academy of Finance (AOF) program of study is a three (3) course Career & 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 an 80-hour internship. Completion of the program is validated with a NAFTrack Certification, NAF's student certification assessment system. AOF courses introduce students to a wide array of careers such as personal financial advisor, tax preparation specialist, accountant, financial analyst, loan officer, account representative, insurance agent, and claims representative.



Industry Recognized Certifications/Licenses:

- NAFTrack Certification

Early College Opportunities:

- Dual Enrollment
- Articulated Credit

Related College Studies:

Students interested in pursuing a career in Accounting or Finance may further their education and enhance their employment opportunities by earning a two- or four-year degree.

Delaware colleges and universities offering majors in accounting include Delaware Technical & Community College, Delaware State University, Goldey-Beacom College, University of Delaware, and Wilmington University.

Future Careers:

- Insurance Sales Agent
- Insurance Claims and Policy Clerk
- Loan Interviewers and Clerk
- Bill and Account Collector
- Bank Teller
- Budget Analyst
- Payroll Technician
- Staff Accountant
- Tax Preparer
- Personal Financial Advisor
- Credit Analyst
- Accountants and Auditor
- Budget Analyst
- Loan Officer
- Insurance Underwriter
- Certified Public Accountant
- Certified Management Accountant
- Certified Fraud Examiner

College Articulations:

Delaware Technical & Community College

BUS101 – Intro to Business (3 credits)
SSC130 – Where's My Money (1 credit)
SSC131 – Are You Credit Worthy (1 credit)
SSC132 – Planning for the Beach (1 credit)

Student Organization:

Business Professionals of America (BPA)



ACADEMY OF FINANCE COURSE DESCRIPTIONS

560 Fundamentals of Finance 1 elective credit

Prerequisite: None

Fundamentals of Finance (FOF) explores the foundation of financial literacy, the function of finance in society, and the role of a financial planner. 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.

562 Principles of Accounting 1 elective 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.

564 Financial Services 1 elective credit

Prerequisite: Fundamentals of Finance and 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.

1504 Work-Based Learning – Academy of Finance 1 elective credit

Prerequisite: Successful completion of the Academy of Finance 3 course pathway.

Students will participate in a Work-Based Learning (WBL) program to apply classroom knowledge to the working world in a local business/industry setting. This class does not meet during the day. Students are required to submit specific assignments electronically in order to receive credit for this course. **Note:** Students must meet the requirements set forth in the senior options.



Academy of Business Information Management



BUSINESS INFORMATION MANAGEMENT

Summary of Pathway:

The NAF Academy of Business Information & Management (AOBIM) program is a three (3) credit program of study that introduces students to the skills needed to plan, organize, direct, and evaluate business functions essential to efficient and productive business operations through courses focusing on entrepreneurship, global and domestic economics, information technology, customer service and ethics. Students gain critical career knowledge through a series of work-based learning activities that are conducted in school, as well as outside the classroom, plus an 80-hour internship. Completion of the program is validated with a NAFTrack Certification, NAF's student certification assessment system. AOBIM courses will also improve student communication and presentation skills.

Industry Recognized Certifications/Licenses:

- NAFTrack Certification
- Career Safe Employability Skills

Early College Opportunities:

- Dual Enrollment
- Articulated Credit

Related College Studies:

There are opportunities for **Business Information Management** students to pursue degrees in areas such as: Business Administration, Business Management, Communications, Economics, Entrepreneurship, Hospitality Management, International Business, Marketing, Operations, Technology, and Sports Management. Internships and trade schools are also available for students in this career pathway.

Future Careers:

- Computer User Support Specialist
- Administrative Services Manager
- Computer Network Support Specialist

- Business Operations Manager
- Computer and Information Systems Manager
- Database Administrator
- General & Operations Manager
- Management Analyst
- Chief Executive Officer
- Business Teachers, Postsecondary
- Computer & Information Research Scientist

College Articulations:

Wilmington University

ECO105 – Economics

BBM490 – Topics in Business Management

MIS – Management Info. Systems

Delaware State University

MBMT300 – Principles of Management

Further articulation agreements are in progress with:

Delaware Technical & Community College

Goldey-Beacom College

University of Delaware

Student Organization:

Business Professionals of America (BPA)



Academy of Business Information Management



BUSINESS INFORMATION MANAGEMENT



COURSE DESCRIPTIONS

570 Business Information Technology 1 elective credit

Prerequisite: None

Business Information Technology (BIT) provides students with an understanding of the role of ethics across professions and provides 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. One culminating project will enable students to demonstrate the knowledge and skills they have developed in consideration of a serious ethical issue that the IT industry faces today, while a second project allows a student to design their dream technology system.

572 Global Business Economics 1 elective credit

Prerequisite: Business Information Technology

Global Business Economics (GBE) 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. Students will also learn about the cultures of other countries and their impact on business.

574 Entrepreneurship 1 elective credit

Prerequisite: Global Business Economics

Entrepreneurship (ENT) provides students with an introduction to the concept of service as a critical component of business and an understanding of the critical role played by entrepreneurs in the national and global economy.

1504 Work-Based Learning - AOBIM 1 elective credit

Prerequisite: Successful completion of the Business Information Management three-course pathway.

Students will participate in a Work-Based Learning (WBL) program to apply classroom knowledge to the working world in a local business/industry setting. This class does not meet during the day. Students are required to submit specific assignments electronically in order to receive credit for this course. **Note:** Students must meet the requirements set forth in the senior options.





PUBLIC & COMMUNITY HEALTH

Summary of Pathway

The Public & Community Health pathway is for students interested in a career in healthcare. Are you passionate about helping people & making a difference in their lives, working in health care can be one of the most rewarding career choices there is? If you answered yes, Lake Forest High School has a program that focuses on Future Healthcare Professionals. Please make sure you do your due diligence and research ahead of time to determine if working in healthcare is right for you, and if so, which medical career is best suited to your skills, interests, needs, and financial situation.

The **Public & Community Health** program of study is a three (3) course Career & Technical Education (CTE) instruction program that engages students in a comprehensive approach to health while learning about social determinants such as poverty, discrimination, and inadequate access to resources. Students will learn to view health from medical, behavioral, social, and environmental perspectives. Additionally, students will discover methods for eliminating health inequities and bringing awareness to public policy to determine the distribution of resources needed for healthy communities. Students will explore the fields of health and human services while investigating client needs, services, and the skills and attitudes required of the effective human services worker. Through exploration of the National Health Science Standards, students will acquire important skills necessary for healthcare professionals such as medical terminology, medical mathematics, communication, safety practices, legal responsibilities, and teamwork.

Industry Recognized

Certifications/Licenses:

- **American Heart Association**
CPR/First Aid
- **National Council for Behavioral Health**
Mental Health, First Aid

Early College Opportunities:

- Articulated Credit

Future Careers:

- Nursing Assistant
- Medical Assistant
- Cardiovascular Technician
- Medical Coder/Biller
- Diagnostic Medical Sonographer
- Nuclear Medical Technician
- Radiation Therapist
- Radiologic Technician
- Physical Therapy Assistant
- Occupational Therapy Assistant
- Respiratory Therapist
- EMT and Paramedic
- Surgical Technician
- Registered Nurse/Public Health Nurse
- Athletic Trainer
- Dietician and Nutritionist
- Occupational Therapist
- Behavioral Health Consultant
- Social Worker
- Nurse Practitioner
- Physician
- Physician Assistant
- Surgeon
- Speech Language Pathologist
- Audiologist
- Dentist
- Pharmacist
- Physical Therapist

College Articulations:

Delaware Technical Community College:

BIO100-Medical Terminology

Wilmington University:

HLT 321-Personal Wellness

Student Organization:

HOSA-Future Health Professionals (formerly Health Occupations Students of America)

PUBLIC & COMMUNITY HEALTH COURSE DESCRIPTIONS

1060 Fundamentals of Health Sciences 1 elective credit

Prerequisite: None

Fundamentals of Health Sciences (FHS) introduces students to careers in healthcare and is a prerequisite to the other Health Science pathway 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. In addition, students explore the National Consortium Health for Science Education (NCHSE) Health Science Standards and entry level healthcare skills. Students begin preparation for the NCHSE National Health Science Assessment and develop skills focusing on the language of medicine.

1062 Essentials of Public & Community Health 1 elective credit

Prerequisite: Successful completion of Foundations of Public Health

Essentials of Public & Community Health (EPCH) introduces students to population health and examines the interdisciplinary approach to social and behavioral influences. Students learn the history of public and community health and the multi-disciplinary approach to health, which includes examining various organizations and healthcare delivery systems. Students examine complex public health problems and are exposed to major theories of disease etiology and intervention. Additionally, students explore public health issues related to epidemiology, mental health, disabilities, and substance abuse. Students participate in Mental Health First Aid Certification through the National Council for Behavioral Health (NCBH) and continue preparation for the National Consortium for Health Science Education (NCHSE) National Health Science Assessment.

1064 Personal Wellness 1 elective credit

Prerequisite: Successful completion of Foundations of Public Health & Essentials of Public & Community Health

Personal Wellness (PW) introduces students to the importance of wellness in relation to the Six Dimension of Wellness, which include physical, social, intellectual, spiritual, emotional, and occupational wellness. Additionally, students learn basic nutritional requirements for healthy individuals, how exercise affects health, and methods of disease prevention. Students explore factors that predispose individuals to unhealthy behaviors as well as key components of health behavior change. Further, this course is offered as an articulated course through Wilmington University (HLT 321- Personal Wellness). At the completion of the program of study, students complete the National Consortium for Health Science Education (NCHSE) National Health Science Assessment.

1504 Work-Based Learning – PCH 1 elective credit

Prerequisite: Successful completion of the Public & Community Health three-course pathway.

Students will participate in a Work-Based Learning (WBL) program to apply classroom knowledge to the working world in a local business/industry setting. This class does not meet during the day. Students are required to submit specific assignments electronically in order to receive credit for this course. **Note:** Students must meet the requirements set forth in the senior options.



CULINARY & HOSPITALITY MANAGEMENT

Summary of Pathway

The Culinary and Hospitality Management pathway is designed to prepare students for entry-level jobs in the foodservice and hospitality industries, or first-year college courses in a variety of majors, including Hotel, Restaurant, and Institutional Management, Culinary Arts, Nutrition and Dietetics, and Food Science. Courses include food and workplace safety, career research, professional behaviors, and basic food preparation skills. Students enrolled in this pathway will have the opportunity to showcase their skills by competing in course content-related competitions offered by the Delaware Association of the Family, Career, and Community Leaders of America and Delaware ProStart. Most students compete during their second and third years in the program, but preparation begins as early as the first year.

Industry Recognized Certifications/Licenses:

- ServSafe Manager Certification

Early College Opportunities:

- Articulated Credit

Future Careers:

- Cook
- Host
- Kitchen Manager
- Kitchen Steward
- Restaurant Server
- Baker
- Caterer
- Catering & Banquet Manager
- Chef
- Food & Beverage Manager
- Food Inspector
- Pastry & Specialty Chef
- Personal Chef
- Dietician
- Event Planner
- Events Manager

- Executive Chef
- Food Scientist
- Research & Development Chef
- Restaurant Owner
- Nutritionist

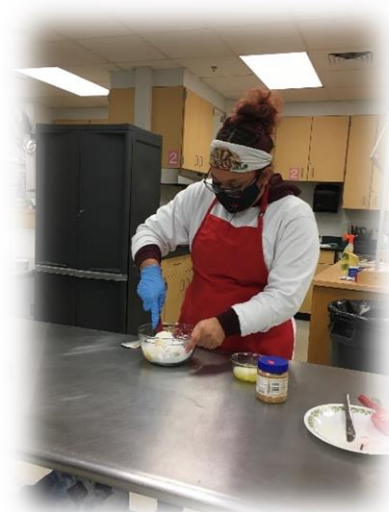
College Articulations:

Delaware Technical Community College

- CUL119 –Food Safety & Sanitation – 2 credits
- FSY100 – Food Safety & Sanitation – 4 credits
- HRI211 –Food Principles/Menu Plan –3 credits

Student Organization

Family, Career, & Community Leaders of America (FCCLA)





CULINARY & HOSPITALITY MANAGEMENT COURSE DESCRIPTIONS

1070 Fundamentals of Culinary Arts & Hospitality **1 elective credit**

Prerequisite: None

Fundamentals of Culinary Arts & Hospitality 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 the student with the scope and complexity of the hospitality industry and the importance of good management skills.

1072 Advanced Food Production & Hospitality Management **1 elective credit**

Prerequisite: Successful completion of Fundamentals of Culinary Arts & Hospitality

Advanced Food Production & Hospitality Management 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.

1074 The Culinary & Hospitality Professional **1 elective credit**

Prerequisite: Successful completion of Fundamentals of Culinary Arts & Hospitality and Adv. Food Production & Hospitality Management

The Culinary & Hospitality Professional 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.

1504 Work-Based Learning – Culinary & Hospitality Management **1 elective credit**

Prerequisite: Successful completion of the Culinary & Hospitality Management three-course pathway.

Students will participate in a Work-Based Learning (WBL) program to apply classroom knowledge to the working world in a local business/industry setting. This class does not meet during the day. Students are required to submit specific assignments electronically in order to receive credit for this course. **Note:** Students must meet the requirements set forth in the senior options.





JOBS FOR DELAWARE GRADUATES

The JDG program is designed to help students reach academic and career goals. The curriculum includes **seventeen** school-to-work transition competencies per year. JDG is an approved career pathway.

All JDG students are eligible for membership in the Delaware Career Association (DCA), a youth organization that enhances the classroom instruction with field trips, group activities, and state conferences. The four goals of the DCA are leadership development, citizenship, social awareness, and career preparation.

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

916 JDG - Level I 1 elective credit

The level I JDG course includes: Study skills, goal plan, personal grooming, decision making, career path, positive attitude, coping with change, values clarification, image assessment, workplace success, life skills math, conflict resolution, and group dynamics.

910 JDG - Level II 1 elective credit

The Level II JDG course includes: Problem solving, goal setting, career interests, workplace math, teamwork, courtesy and respect, leadership skills, money management, completing job applications, customer service, workplace diversity, entrepreneurship, and learning insurances.

912 JDG - Level III 1 elective credit

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

914 JDG – Level IV 1 elective credit

The Level IV JDG course includes: Organization and time management, choosing career attire, cover letters, resumes, and

references, employment interviews, job survival, performance evaluations, business etiquette, employee rights, pay and benefits, financial planning, writing a letter of resignation, and career portfolio. Each senior will develop a Career Portfolio that includes a resume, references, a sample job application, and commendations.

917 JDG Cooperative Internship 1 elective credit

If approved by the school counselor, JDG may be the student's co-op class ONLY if JDG is the student's pathway.

NOTE: In order to schedule the JDG class, students must meet enrollment criteria approved by the JDG Specialist and school counselor.





DIGITAL COMMUNICATION TECHNOLOGY



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 graphic designers used in pixel-based imagery manipulation, website design, 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, and processes using modern, industry-leading technology (Macintosh Computers) and software (Adobe Photoshop, Illustrator and Premiere). Client-based learning experiences and industry-mentored projects introduce students to a wide array of related careers in graphic design, public relations, marketing, web and digital communications, and printing.

Industry Recognized

Certifications/Licenses:

- 🌐 Adobe Photoshop Certification

Early College Opportunities:

- 🌐 Articulated Credit

Future Careers:

- 🌐 Graphic Designer
- 🌐 Art Director
- 🌐 Creative Director
- 🌐 Independent, Self-Employed Designer

- 🌐 Web Designer/Developer
- 🌐 Webmaster
- 🌐 Photographer
- 🌐 Videographer
- 🌐 Film and Video Editor
- 🌐 Press/Prepress Operator
- 🌐 Production Artist/Designer
- 🌐 Graphic Artist/Illustrator
- 🌐 Animator
- 🌐 Motion Graphics Illustrator
- 🌐 2D/3D Artist
- 🌐 Social Media Content Producer
- 🌐 Social Media Manager
- 🌐 Visual Merchandising
- 🌐 Exhibit Designer
- 🌐 Electronic Publications Specialist
- 🌐 Streaming Media Specialist
- 🌐 Public Information Officer
- 🌐 Marketing Director
- 🌐 Director of Communications
- 🌐 Branded Content Specialist
- 🌐 Publication Designer
- 🌐 Editor
- 🌐 Product Designer

College Articulations:

Delaware Technical Community College:

- 🌐 VSC115 – Intro to Design: 3 credits

Student Organization(s):

- 🌐 Technology Student Association
- 🌐 Business Professionals of America

DIGITAL COMMUNICATION TECHNOLOGY COURSE DESCRIPTIONS

1660 Foundations of Digital Design 1 elective credit

Foundations of Digital Design (FDD) introduces students to the foundational principles, techniques, and skills of visual communications. Students learn the creative process, 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 are introduced to the Macintosh computer and Adobe Photoshop. Students begin to develop the capstone cumulative professional portfolio.

1662 Processes of Digital Production 1 elective credit

Prerequisite : Successful completion of Foundations of Digital Design

Processes of Digital Production (PDP) 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 in Adobe Photoshop. 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 creative 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.

1664 Applications of Digital Design 1 elective credit

Prerequisite : Successful completion of Foundations of Digital Design & Processes of Digital Design

Applications of Digital Design (ADD)

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

1504 Work-Based Learning – DCT 1 elective credit

Prerequisite: Successful completion of the Digital Communication Technology three-course pathway.

Students will participate in a Work-Based Learning (WBL) program to apply classroom knowledge to the working world in a local business/industry setting. This class does not meet during the day. Students are required to submit specific assignments electronically in order to receive credit for this course. **Note:** Students must meet the requirements set forth in the senior options.



MANUFACTURING ENGINEERING TECHNOLOGY

Summary of Pathway

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



Industry Recognized Certification/Licenses

- Course Level Assessments in each course

Early College Opportunities:

- Articulated Credit

Future Careers:

- Architectural and Engineering Managers
- Engineers, All Other
- Mechanical Engineers

- Industrial Engineers
- First-Line Supervisors of Mechanics, Installers, and Repairers
- Electrical and Electronics Repairers, Commercial and Industrial Equipment
- Mechanical Engineering Technicians
- First-Line Supervisors of Production and Operating Workers
- Chemical Technicians
- Mechanical Drafters
- Industrial Engineering Technicians
- Electrical and Electronics Drafters
- Electrical and Electronics Engineering Technicians
- Machinists
- Industrial Machinery Mechanics

College Articulations

Delaware Technical Community College:

- MET115-Introduction to Mechanical Engineering Technology

University of Maryland Eastern Shore:

- EDTE121- Principles of Technology and Engineering Education

Student Organization(s):

- Technology Student Association

MANUFACTURING ENGINEERING TECHNOLOGY COURSE DESCRIPTIONS

1670 Foundations of Technology (FOT) 1 elective credit

Prerequisite: None

The Foundations of Technology course is an introductory high school level learning experience that is designed to develop student awareness and interest in the world of technology. This course prepares students to understand technological concepts and analyze issues regarding the application of technology. The course focuses on the development of knowledge and skills regarding the aspects of technology: (1) impacts of technology, (2) the engineering design process, (3) the designed world, and (4) systems. The engineering design process will be introduced through group and individual activities that engage students in



creating ideas, developing innovations, and engineering practical solutions. The course will prepare students for more specialized technology courses at the high school level.

1672 Advanced Design Applications (ADA) 1 elective credit

Prerequisite: Foundations of Technology

Advanced Design Applications contributes to the development of each high school student's capacity to make responsible judgments about technology's development, control and use. Students in engineering teams will apply technology, science, and mathematics concepts and skills to solve engineering design problems. Areas of study include Construction, Energy & Power, Manufacturing, Transportation, and Robotics. This course prepares students to better understand the role of systems in meeting specific purposes through active engagement in making and developing, as well as, using and managing technological systems. Students are able to extend their knowledge of systems to new and emerging applications by the time they graduate from high school.

1674 Engineering Design (ED) 1 elective credit

Prerequisite: Advanced Design Applications

Engineering Design has been developed as an advanced study for students engaged in general technology studies that lead to the capacity to

understand how technology's development, control, and use is based on design constraints and human wants and needs. Areas of study include Design Principles, Engineering Resources, Design Processes, and Project Management; these targets aim to teach students how to make judgements in real time based upon real information, help students become fully aware of technology that is available to use when problem-solving, and how to see a solution through from inception to production. The structure of the course challenges students to use design processes so that they can think, plan, design, and create solutions to engineering and technological problems. Students are actively involved in the organized and integrated application of technological resources, engineering concepts, and scientific procedures.

1504 Work-Based Learning – MET 1 elective credit

Prerequisite: Successful completion of the Manufacturing Engineering Technology three-course pathway.

Students will participate in a Work-Based Learning (WBL) program to apply classroom knowledge to the working world in a local business/industry setting. This class does not meet during the day. Students are required to submit specific assignments electronically in order to receive credit for this course. **Note:** Students must meet the requirements set forth in the senior options.

The Delaware K-12 Teacher Academy



DELAWARE K-12 TEACHER ACADEMY

Summary of Pathway

The Delaware K-12 Teacher Academy program of study is a 3 course Career and Technical Education program that engages students in developing a realistic understanding of teaching while exploring the importance and impact of teachers. Students will acquire the knowledge and skills needed to sustain their interest in the profession and cultivate the skills needed to be successful educators, thus creating a pipeline of high-quality students transitioning to the teaching profession. Students will understand the rigors of a career in education and participate in classroom and field experiences relevant to pursuing a degree in education.



Related College Studies:

To become a certified teacher, students will need to complete a four-year Bachelor's Degree program in their desired field of instruction. Careers in the field of School Counseling and Administration require a Master's Degree. Students who desire to be a Paraprofessional need to either have an

Associate's Degree or pass the ParaPro Exam.

Future Careers

- Elementary Education Teacher
- Secondary Education Teacher (Content Specific)
- Special Education Teacher
- School Administrator
- Coach
- Paraprofessional

Associated Colleges and Universities:

- University of Delaware
- Delaware State University
- Delaware Technical & Community College
- University of Maryland
- Penn State University
- West Chester University
- Millersville University
- Salisbury University

Career and Salary Information:

Careers in the field of teaching are increasing annually at a strong rate. Specific salary information varies depending on the state, level of education earned, and years of experience, but expect to start your career as a certified teacher making over \$50,000 per year.

1360 Human Growth & Development 1 elective credit

Prerequisite: None

This course introduces students to human physical, cognitive, social, and emotional development beginning with conception and ending with adulthood. 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.



1362 Teaching as a Profession **1 elective credit**

Prerequisite: Successful completion of Human Growth & Development

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

1364 Foundations of Curriculum & Instruction **1 elective credit**

Prerequisite: Successful completion of Human Growth & Development and Teaching as a Profession

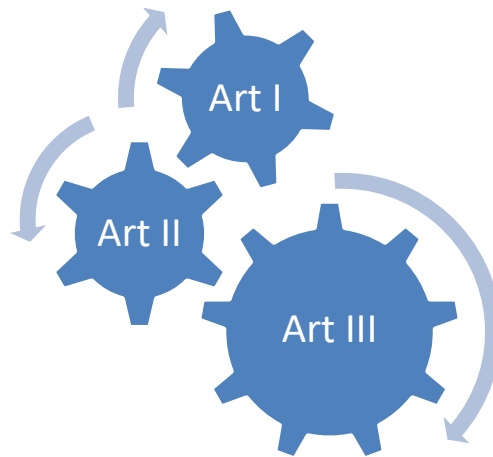
This course explores curriculum delivery models in response to the needs of the learner. Emphasis is placed on the development of a variety of instructional materials that promote learning and a supportive classroom environment. Students analyze the influence of technology and impact on learning. Students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

1506 In-District Educational **1 elective credit**

Prerequisite: Successful completion of the 3-course K-12 Teacher Academy

In the fourth year of the Teacher Academy program, students will have the opportunity to spend an extend-ed period of time in a classroom placement in a focus area of their choice. This will allow them to practice the pedagogy they have developed in their previous courses and give them hands-on experience. Industry-recognized certifications and/or licenses, as appropriate (include the partner organization and credential): Praxis Core Praxis® Core Academic Skills for Educators (Core) Test measures academic skills in reading, writing and mathematics. This test was designed to provide comprehensive assessments that measure the skills and content knowledge of candidates entering teacher preparation programs. Delaware's institutions of higher education use the Praxis Core tests to evaluate individuals for entry into teacher education programs. Many states, including Delaware, also require Praxis Core scores as part of their teacher licensing process. ParaPro Assessment: Paraprofessionals must have the appropriate knowledge and ability to assist in instructing students and be competent in required instructional techniques and academic content areas.





VISUAL ARTS

Related College Studies:

To become competitive and employable in the field of Visual, Commercial, or Graphic Arts, students must enroll in and successfully complete an art program from an accredited college or university with a focus on their desired field of study. Most four year college degrees require a credit in some type of visual or performing art, making it very beneficial to choose an art class in high school.

- 🎨 Pennsylvania College of Art & Design
- 🎨 The Art Institutes
- 🎨 Ringling
- 🎨 Moore College of Art & Design
- 🎨 Antonelli Institute of Art & Design
- 🎨 University of Delaware
- 🎨 Delaware State University

Future Careers

- 🎨 Architect
- 🎨 Engineer
- 🎨 Game Designer
- 🎨 Animator
- 🎨 Fashion Designer
- 🎨 Advertising
- 🎨 Teacher
- 🎨 Illustrator
- 🎨 Interior Designer
- 🎨 Photographer
- 🎨 Industrial Designer
- 🎨 Product and Package Designer
- 🎨 Film and Television Production

Career and Salary Information:

Careers in the field of art can be very lucrative. Specific salary information varies depending on the job, state, and level. Everything around us has been designed by someone with a background in the field of art. Our clothing, furniture, buildings, jewelry, packaging, video games, magazine layouts, movies, and television shows are some examples.



Associated Colleges and Universities:

- 🎨 Delaware College of Art & Design
- 🎨 Savannah College of Art & Design

**702 Art I**
1 elective credit

Prerequisite: None

This is the first course in a three-year program. It is also the first class in the visual arts pathway. This course is based on the National Arts Standards. You will learn the fundamentals of art based on the Elements of Art and the Principles of Design. A beginner's portfolio will be prepared in this course. Emphasis is on the elements, principles, drawing, abstraction and other two-dimensional media and works of art.

704 Art II (10 – 12)
1 elective credit

Prerequisite: Successful completion of Art I

This is the second course in a three-year program. It is also the second class in the visual arts pathway. Art II will enable students to explore visual expression through more challenging art projects and an expanded inventory of media. Students will utilize the knowledge learned about the Elements of Art and Principles of Design in Art I but express them through a more rigorous sequence of activities. In addition to art history, art criticism

and visual culture this class will expose students to concepts relevant to Postmodern Art Practices.

706 Art III (11 – 12)
1 elective credit

Prerequisite: Successful completion of Art I & II

This is the third course in a three-year program. It is also the third class in the visual arts pathway. Art III will focus on students developing their own voice through artistic expression. The class will explore media and techniques that will enhance students' growing body of artwork. Experimentation with media and ideas will be utilized to expand ways of thinking about how to create art that is personally relevant. This class will also explore Art History, art criticism, and visual culture to relate the students' work to the continuum of art production throughout cultures and history.





CHORUS

614 Chorus 1 elective credit

This is a year-long chorus designed for those students in grades 9-12 with an interest in singing choral music, regardless of previous singing experience. Students will be expected to learn the elements needed to analyze and understand many styles, periods and genres of choral repertoire, learn to use and evaluate their voice as an instrument, and learn the skills needed to be a responsible and valued participant of an ensemble. Concert Choir provides students the opportunity to audition for All-State Chorus.

Grades: Mandatory concerts (I Love Lake Forest Day & Winter Concert,) are also part of each student's grade for the first and second marking periods. An exam is included in the grade for each marking period. Students are also expected to complete sight-reading quizzes and assignments.

Related College Studies:

- Applied Music - performance
- Music Education
- Music Theory
- Composition
- Music History

Recommended Colleges or Universities with Music Degrees:

- University of Delaware
- Delaware State University
- Lycoming College
- Salisbury University
- Penn State University
- West Chester University
- Rowan University

Types of Jobs:

- Teaching
- Performers & Writers
- Recording Industry
- Music Business
- Music Industry Touring

- Public Relations & Advertising
- Radio & Television
- Symphony & Orchestra
- Church Music
- Music Therapy
- Music Industry Merchandising
- Instrument Work & Development





THEATRE

606 Theatre I 1 elective credit

This class introduces students to beginning acting techniques and theatre appreciation. It assists with public speaking as well. This course is organized into the following units:

- What is Theatre?
- Stage Movement
- Pantomime
- Vocal Skills
- Ancient Greek Theatre
- Improvisation
- Commedia dell'Arte
- Script Analysis
- Elizabethan Theatre
- Playwriting
- Japanese Theatre
- Scenic Design
- Front of The House
- Final Acting Project

Grades: Students are graded using class rubrics and participation. Students have process and product grades in this class. For additional theatre experience, students can join Drama Club Mondays after school from 3-4 pm in the auditorium.

608 Advanced Theatre 1 elective credit

Prerequisite: Successful completion of Theatre I and teacher recommendation.

Theatre II is a continuation of the work covered in Theatre I in an advanced context. Students will engage in more intensive preparation of their crafts. The creative physical, emotional, and mental aspects of performance are studied through scene work, monologues, and improvisations, writing a play, research, etc. Auditioning techniques will be examined as well. This course also includes an introduction to directing theatre. The director's concept and responsibilities are studied through scene work. Guest speakers will be featured.



Grades: Students will be **REQUIRED** to participate in the schools fall play or spring musical. This can be in the form of stage crew (2 week after school commitment) or acting on stage (3 months after school commitment). Students will also compose a play as a requirement for the course; one will be chosen to be put on as a "student-run" performance.



BAND



600 Introduction to Band 1 elective credit

This course is open to any 9-12 grade student who is not currently enrolled in Concert Band or Wind Ensemble. Did you miss your chance to play an instrument when you were younger? Did you play an instrument but stopped in middle school? Then this course is for you! Introduction to Band is open to anyone who wants to learn to play an instrument. Our current instrument offerings are Flute, Clarinet, Alto Saxophone, Trumpet, and Baritone. Throughout the course you will learn the fundamentals of playing an instrument to include: putting the instrument together, proper playing technique, correct embouchure, and practical practice techniques. In a class period you will play as a whole group, work in small sectionals, and get individual assistance based on your instrument and needs. The instruments will remain at the school, which means you do not have to worry about bringing an instrument on a bus or practicing at home. It all happens in the band room! Sign up today, because every day is a great day for band!

602 Concert Band 1 elective credit

Concert Band is open to any student that has taken band in middle school or high school. Students will improve upon their playing technique and musical repertoire. Students will be expected to learn certain scales each marking period. Participation in Concert Band provides opportunities for students to participate in All-State Band and Kent County Honor Band. Students will be expected to attend all scheduled performances and have appropriate concert

attire. In preparation for the Prism Concert, students will have the opportunity to rehearse and perform with a small ensemble.

Content: Major and minor scales, intonation, dynamics, articulation and rhythmic accuracy are taught. The development of independent practice habits is encouraged and expected. Students will also play musical repertoire for their appropriate level.

Instrument: Students must have an instrument: All students are expected to have a good, working musical instrument. Some instruments such as the Tuba, French horn, etc. are provided by the school.

Performances: Mandatory attendance for Winter, Spring, and Prism Concerts, as well as any competitions, and Graduation.

636 Wind Ensemble 1 elective credit

Wind Ensemble expands on the traditional concert band experience. This group is by audition only or Director recommendation. Students must have been enrolled in Concert Band at the high school for at least one year prior to auditioning for Wind Ensemble. Students in Wind Ensemble will be expected to audition for Delaware All-State Band, learn scales each week, and perform in all required concerts. Wind Ensemble performs higher-level repertoire at an advanced pace. Students will be expected to practice on their own and come to each class with prepared music.

630 Jazz Band 1 elective credit

Jazz band is a year-long course designed to introduce and expand students' interest in jazz music. This course is open to all students. No prior jazz experience is necessary. One year of concert band (either in 8th grade or high school) is highly recommended for students taking this course.

Content: Major, minor and blues scales, intonation, dynamics, articulation and rhythmic accuracy are taught. Students will also learn how to begin to improvise and expand upon their



improvisation skills. The development of independent practice habits is encouraged and expected. Students will also play jazz musical repertoire for their appropriate level.

Instrument: Students must have an instrument: All students are expected to have a good, working musical instrument. Some instruments such as the Tuba, French horn, etc. are provided by the school.

Performances: Mandatory attendance for Winter, Spring, and Prism Concerts.

616 AP Music Theory **1 elective credit**

Note: Students must take the AP Music Theory examination in order to receive the AP course weighting and the AP label on their transcript. This college-level course is similar to an introductory college music theory course. Students will learn about musicianship, theory, and musical materials and procedures, as well as acquire knowledge of tonal music and listening skills. The course includes basic concepts and terminology, the practice of sight-singing, and performing a variety of music. The course is designed to prepare students for the Advanced Placement Examination.

Marching Band/Pep Band **Extracurricular Activity**

Marching Band and Pep Band are extra-curricular ensembles that meet after school. The Marching Band season runs from July-November and Pep Band runs December-February. There is no audition or requirements to be in these ensembles. Marching Band offers opportunities for wind players, drum line (must audition), and color guard (must audition). The Marching Band performs at all football games and fall pep rallies, in addition to Tournament of Bands Competitions throughout the area. Pep Band offers opportunities for wind players and drum line (no audition). The Pep Band performs at all home boys' varsity basketball games.

Students in Marching Band are expected to practice and memorize their music before the end of September. Playing tests will be given as necessary in order to determine a student's ability to be on the field at the next performance.

All Marching Band Performances and Practices, as well as Band Camp, are mandatory in order to participate.

Related College Studies:

Applied Music - performance
Music Education
Music Theory
Composition

Music History or Industry

Recommended Colleges or Universities with Music Degrees:

University of Delaware
West Chester University
Rowan University
Lycoming College

Types of Jobs:

Teaching
Performers & Writers
Music Business
Recording Industry
Music Industry Touring
Public Relations & Advertising
Radio & Television
Symphony & Orchestra
Church Music
Music Therapy
Music Industry Merchandising
Instrument Work & Development





PREPARING FOR COLLEGE

Admission to college requires one of the following: graduating from high school or passing the General Educational Development (GED) Exam, and being at least 18 years of age. At the community college, students can complete the first two years of college and transfer as juniors to 4-year universities, provided they have successfully completed appropriate coursework. Students can also earn AA degrees and certificates in specific vocational areas that will assist them in entering an occupation.

UNIVERSITIES & COLLEGES

There are hundreds of public & private (independent) universities and colleges across the country. Students will find great variety among these schools as each offer a unique educational environment. A student's individual needs and career plans will determine which university he or she would be best suited.

How Do Colleges & Universities Make Admissions Decisions?

Colleges and universities vary in terms of selectivity with some having highly selective admission standards and others having a relatively open admissions program. Listed below are key factors involved in admissions decisions:

- **High School Courses** – A strong program of college preparatory courses is recommended beginning as a freshman and continuing through the senior year.
- **Grades and Class Rank** – Colleges and universities look carefully at the grades in academic subjects as well as the number of Honors and AP (Advanced Placement) courses the student took throughout high school. Class Rank and GPA's are also heavy admission measures.
- **College Entrance Exams** – The SAT and/or ACT are used by most universities as a measure of admission. Some of the more competitive institutions also require the SAT II. We recommend students take these tests during the junior and/or senior year. Information regarding test dates and registration may be found on campus in the LFHS Guidance Office and on the web (www.collegeboard.org, www.act.org/aap)
- **Letters of Recommendation** – Universities usually require letters of recommendation from teachers, counselors, administrators, or community members.
- **Extracurricular Activities** – Activities in and out of school — clubs, athletics, music, art, drama, journalism, band, cheerleading, yearbook, alumni ties, and community service — may also be used in making admissions decisions.
- **Essays or Personal Statements** – Short essays are required.
- **Special Talents and Achievements** – Excelling in subject areas or activities and possessing leadership skills are also determining factors in private university admissions.
- **Cultural or Ethnic Diversity** – Most universities prefer a sampling of students from across the nation and abroad. Cultural and ethnic diversity are still considered factors in admissions.
- **Interview** – Some universities require or recommend an interview.





RECOMMENDATIONS FOR ADMISSIONS

Your academic roadmap to a university education

The goal of Lake Forest High School is to prepare our students for college admissions. We remain true to this goal by providing all students in our school with an “academic roadmap,” a requirements chart that shows the courses a student should complete and the level of performance a student must achieve to be reasonably confident of gaining admission to the college of his/her choice. While we cannot guarantee admission, we can lay out what a student needs to do in grades 9 through 12 to be prepared for strong consideration.

Course	Years	Academic Level (as recommended by the University of Delaware)
English	4	At least college preparatory
Mathematics	4	At least college preparatory drawn only from algebra I, algebra II, geometry, trigonometry, statistics, probability, pre-calculus, and calculus or an equivalent integrated math sequence that incorporates the above
Science	4	At least college preparatory; at least 3 of the 4 years must be drawn only from chemistry, biology, and physics and all 3 must include a laboratory; alternatively, students may complete 3 years of an approved integrated science curriculum
History	2	At least college preparatory, including one course in world history
Foreign Languages	3 of same	At least college preparatory and all 3 years must be completed during 9-12 grades
Social Studies	2	At least college preparatory and drawn from psychology, political science, government, geography, economics, or sociology; a year of college preparatory science may be substituted for one of the social studies courses
Electives	1	At least college preparatory



ADDITIONAL ACADEMIC REQUIREMENTS

To be reasonably confident of being admitted, below is a plan to follow that may lead to a place in the freshman class at many universities.

1.	You should complete at least 20 full year academic courses between grades 9 through 12, and at least 5 of those units should be completed during your senior year.
2.	The level of these courses should be at least college preparatory or higher.
3.	At least 2 of these 20 academic courses should be at a level that is higher than college preparatory — for example, "honors", "Advanced Placement", or "Dual Enrollment".
4.	Among these 20 full year academic courses, no grade should be below a B- (or the equivalent of a B- according to your school's grading scale) and your overall cumulative GPA in these academic courses should be at least a B+ or higher.
5.	You should have a record of good conduct in your school and in your community. Students who have been expelled from school, have received suspensions for serious infractions, or have been convicted or adjudicated by the courts of crimes are not eligible.
6.	You should apply to a college/university. Your application should be complete by the application deadline, and you should enter as a freshman for the fall or spring semester immediately following your high school graduation.
7.	You'll graduate from LAKE FOREST with <i>Spartan Pride!</i>
8.	Finally, your 20 academic courses should include those specified in the Course Requirements outlined on the previous page.





ASSESSMENTS

COLLEGE ADMISSIONS TESTING

The ACT and the SAT Reasoning Tests are college entrance tests. Most colleges and universities accept both. The comparison chart may be used to determine which test best fits the student's testing preference. It is not necessary to take both tests, although students may choose to do so. Information listed below is for the purpose of giving a general overview. For the most current information regarding testing, please check the websites listed.



ACT - website: <http://www.actstudent.org/>

The ACT is a multiple choice test designed to measure classroom achievement in four broad content areas, as well as the ability to reason, and the application of problem-solving skills. The test takes approximately three hours and covers **English, Mathematics, Reading** and **Science Reasoning**. The Writing Test, which is optional, measures skill in planning and writing a short essay. The score is based on the number of correct answers given with no penalty for wrong guesses. Subscores for English, Mathematics, Reading, and Science Reasoning, as well as a composite score, may be returned to the high school for distribution to the student or sent directly to the student's home. Most colleges and universities nationwide accept this test.



SAT - website: www.collegeboard.com

The SAT Reasoning Test contains both multiple-choice and essay portions. It is a test designed to measure academic aptitude in Evidenced-Based Reading & Writing along with Math skills. Colleges use SAT scores as a major indicator for selection. Students in Delaware take a school day SAT in the spring of their junior year, and 7 other test dates and locations can be found on the CollegeBoard's testing schedule at www.collegeboard.com.

SAT II: SUBJECT TESTS - website: www.collegeboard.com

The SAT II consists of one-hour multiple-choice tests in specific subject areas. Some colleges, usually those that are more selective in their requirements, require these tests for admission. Unlike the SAT, which measures more general abilities, Subject Tests measure students' knowledge of a particular subject and their ability to apply that knowledge. Because of this, students should try to take an SAT II subject test as soon as possible after completing the last course in a specific subject.

**Tests offered include:**English

Literature

History

United States History

World History

Mathematics

Mathematics Level 1

Mathematics Level 2

Science

Biology E/M

Chemistry

Physics

Languages

Chinese with Listening

French

French with Listening

German

German with Listening

Spanish

Spanish with Listening

Modern Hebrew

Italian

Latin

Japanese with Listening

Korean with Listening

Some colleges require a specific combination of SAT II: Subject Tests; some colleges/universities allow students to choose their own. Students are encouraged to check individual college admission requirements before deciding which tests to take.

PSAT: PRELIMINARY SAT - website: www.collegeboard.com

The Preliminary SAT is given multiple times in a year. The State of Delaware requires all sophomores to take the PSAT, and will cover the cost of the exam. In addition, LFHS requires freshmen to take the PSAT as well. Juniors planning to attend a 4-year university are highly encouraged to re-take the PSAT, as it is used to determine National Merit Scholarships and is an excellent practice experience for the SAT. Juniors are required to pay the PSAT fee.

ADVANCED PLACEMENT EXAMS - website: www.collegeboard.com

The Advanced Placement (AP) Program is a program of college-level courses and exams for secondary school students. Over 90 percent of colleges give credit and/or advanced placement to students who score in the upper range of the test (3 or better). The examination is scored on a five-point scale: 5 (extremely well qualified) to 1 (no recommendation). An AP Grade Report is sent in early July to each student's home address, school and, if the student requested, to the college.

TOEFL: TEST OF ENGLISH AS A FOREIGN LANGUAGE - website: www.toefl.org

The TOEFL is used to evaluate English proficiency of students whose native language is not English. This test does not replace the ACT or SAT or SAT II.

ASVAB TESTING (Armed Services Vocational Aptitude Battery) - www.official-asvab.com/

This test is administered in November for any Junior or Senior interested in joining the military.



COLLEGIATE ATHLETICS

COLLEGE ELIGIBILITY FOR STUDENT ATHLETES

Students who plan to compete in collegiate athletics must go through a separate eligibility process in addition to the college application process. There are two main bodies for collegiate athletics, the NCAA and the NAIA; these are two separate organizations with different eligibility criteria and processes. Student athletes are highly encouraged to contact the college's athletics department for information and guidance specific to their sport and program. Students begin the process of applying for athletic eligibility during their junior year.

NATIONAL COLLEGIATE ATHLETIC ASSOCIATION (NCAA)

Eligibility is based on completion of certain course requirements, grade point average, and the score on the ACT or SAT. Only core courses are used to calculate grade point average. Students must certify their amateurism as part of the eligibility process. For more information about NCAA eligibility, including a list of courses approved for your high school, visit the NCAA eligibility website http://web1.ncaa.org/ECWR2/NCAA_EMS/NCAA_EMS.html#.

CORE COURSES

NCAA Divisions I and II require 16 core courses. See the charts below.

NCAA Division I require 10 core courses to be completed **prior to the seventh semester** (seven of the 10 must be a combination of English, math or natural or physical science that meet the distribution requirements below). These 10 courses become "locked in" at the start of the seventh semester and cannot be retaken for grade improvement.

**It will be possible for a Division I college-bound student-athlete to still receive athletics aid and the ability to practice with the team if he or she fails to meet the 10 course requirement, but he/she would not be able to compete.*

TEST SCORES

- **Division I** uses a sliding scale to match test scores and core grade-point averages (GPA). The sliding scale for those requirements is shown on Page No. 2 of this sheet.
- **Division II** requires a minimum SAT score of 820 or an ACT sum score of 68.
- The SAT score used for NCAA purposes includes both the EBRW and math sections. The ACT score used for NCAA purposes is a **sum** of the following four sections: English, mathematics, reading and science.
- **When you register for the SAT or ACT, use the NCAA Eligibility Center code of 9999 to ensure all SAT and ACT scores are reported directly to the NCAA Eligibility Center from the testing agency. Test scores that appear on transcripts will not be used.**

GRADE-POINT AVERAGE

- **Be sure** to look at your high school's List of NCAA Courses on the NCAA Eligibility Center's website (www.eligibilitycenter.org). Only courses that appear on your school's List of NCAA Courses will be used in the calculation of the core GPA.
- **Division I** GPA required to receive athletics aid and practice is 2.000-2.299
- **Division I** GPA required to be eligible for competition is 2.300.
- **The Division II** core GPA requirement is a minimum of 2.000.
- Remember, the NCAA GPA is calculated using NCAA core courses only.



DIVISION I

16 Core-Course Rule

16 Core Courses:

- 4 years of English
- 3 years of mathematics (Algebra I or higher)
- 2 years of natural/physical science (1 year of lab if offered by high school)
- 1 year of additional English, mathematics, or natural/physical science
- 2 years of social science
- 4 years of additional courses (from any area above, foreign language or non doctrinal religion/philosophy)

DIVISION II

16 Core-Course Rule

16 Core Courses:

- 3 years of English
- 2 years of mathematics (Algebra I or higher)
- 2 years of natural/physical science (1 year of lab if offered by high school)
- 3 years of additional English, mathematics, or natural/physical science
- 2 years of social science
- 4 years of additional courses (from any area above, foreign language or non doctrinal religion/philosophy)



"Isn't It Great to Be a Spartan!"

The late Coach Jim Blades

Sexual Harassment Contacts: Mr. Travis Moorman and Mr. Dustin Weller

Title IX Contact: Mr. Travis Moorman

Section 504 Contact: Ms. Michelle Allman and associated School Counselors

Lake Forest Non-Discrimination Policy

Lake Forest School District does not discriminate in employment or in educational programs, services or activities based on race, color, national origin, sex, age, or disability in accordance with state and federal laws. Inquiries should be directed to the Assistant for Administrative Services or the Supervisor of Federal Programs at the Lake Forest Central Business Office, 5423 Killens Pond Road, Felton, DE 19943. Phone 302-284-3020. Persons with disabilities or other special needs are encouraged to make contact as soon as possible, in order that reasonable accommodations can be made.