

## Table of Contents

Administration .....	3
District Mission Statement.....	5
Conard Mission Statement .....	6
Principal's Message.....	7
Academic Honors and Grade Point Average .....	12
Additional Programming and Course Options.....	18
Business & Finance.....	27
Capstone Courses.....	79
Career Pathways .....	14
College and Career Planning .....	13
College Credit Programs.....	16
College Entrance Requirements .....	13
Course Name Changes for 2014-2015 .....	24
Course Offerings.....	25
Course Related Information .....	20
Course Selection Guidelines .....	24
District Performance Standards .....	10
Early Graduation and or Early Admission to College .....	14
English.....	31
ESOL .....	35
Family and Consumer Sciences .....	36
Four Year Planning and Credit Check.....	23
Grading System.....	12
Graduation Requirements .....	9
Health and Physical Education .....	40
Interscholastic Athletics/CIAC Eligibility .....	80
Library Media Center .....	9
Mathematics .....	42
Meeting District Performance Standards .....	10
Minimum Credit Requirements .....	11
Music .....	46
NCAA Eligibility Requirements .....	82
New Course Offerings .....	24
Off-Campus Programs .....	18
Policy on Non-Discrimination .....	8
PowerSchool Parent Portal.....	12
Program Planning .....	13
Science .....	50
Social Studies.....	56
Special Education .....	60
Summer School Information and Registration .....	84
Technology & Engineering.....	61
Testing Programs .....	19
Theatre .....	65
Visual Arts .....	67
World Languages.....	70
Ancient Greek .....	70
Chinese .....	72
French .....	73
Latin.....	71
Spanish .....	76

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# WEST HARTFORD PUBLIC SCHOOLS

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## ADMINISTRATION

### CONARD HIGH SCHOOL

110 Beechwood Road  
West Hartford, CT 06107  
(860) 231-5000

### CONARD HIGH SCHOOL ADMINISTRATION

Julio Duarte – Principal  
Jamahl Hines - Assistant Principal  
Keats B. Jarmon - Assistant Principal  
V. Matthew Pace - Assistant Principal

### ADMINISTRATION

Dr. Karen List – Superintendent  
Mr. Thomas Moore – Assistant Superintendent for Administration  
Dr. Nancy DePalma – Assistant Superintendent for Curriculum, Instruction and Assessment

### BOARD OF EDUCATION

Elin Katz  
Naogan Ma  
Bruce Putterman (Chairperson)  
Jay Sarzen  
Terry Schmitt  
Mark Overmyer-Velazquez  
Mark Zydanowicz

### DEPARTMENT SUPERVISORS

Jessica Blitzer – Social Studies  
Rosemarie Bonner – Physical Education  
Brian Cohen – Career & Technical Education  
Rich Fritz - Science  
Michelle Graveline - Math  
Andrew Mayo – Music & Theater Arts  
Pam Murphy – Visual Art  
Bert Neumaier – World Language  
Tom Paleologopoulos – English  
Tor Fiske – School Counseling

### COUNSELORS

Kate DeJulius  
Kate Ford  
Courtney Heuitson  
Dawn Hoblet  
Adam Linker  
Kristen Mangini  
Karen Mortensen  
Robert Segee

## FREDERICK U. CONARD HIGH



**FREDERICK UNDERWOOD CONARD**  
**1892-1954**

Conard High School opened in 1957 and was named after Frederick Underwood Conard, President of Niles-Bement-Pond Company and Chairman of the local Board of Education when plans for the school were approved.

Frederick U. Conard, was a strong leader whose community service was not limited to his service on the School Board. During World War I her served in the United States Army in France and left active service as a Captain. He continued service to his country in the Army reserves, retiring as a Lieutenant Colonel.

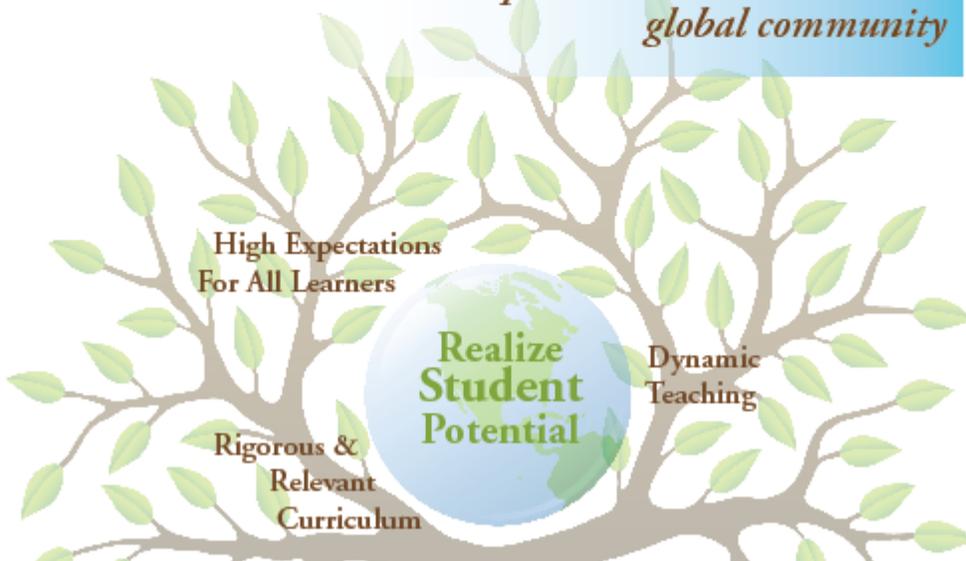
Frederick Underwood Conard's legacy is an inspiring one. He was a man of the highest personal standards and integrity and it is entirely fitting that his life of service to youth and community should be remembered in this high school that bears his name.

# DISTRICT MISSION STATEMENT



## Mission

*To inspire and prepare all students to realize their potential and enhance our global community*



**Realize Student Potential**

- Intellectually, physically & emotionally healthy
- Globally competitive
- Engaged, responsible, informed citizens
- Persistence & effort
- College & career ready

**Rigorous & Relevant Curriculum**

- Comprehensive – academic, arts, personal wellness
- Inquiry-based
- 21st century skills
  - Problem solving
  - Communication
  - Critical thinking
  - Adaptability

**High Expectations For All Learners**

- Cultivate interests, strengths, & abilities
- Apply varied styles & approaches
- Understand preferred strategies
- Meet individual needs

**Dynamic Teaching**

- Student centered
- Skillful
- Data-driven
- Engaging
- Reflective & Collaborative
- Personalized

### Our Core Values

- Set high standards • Provide a safe environment • Promote collaboration
- Embrace diversity • Encourage intellectual risk taking • Integrate technology effectively
- Demand integrity • Support partnerships between home & school • Foster personal wellness
- Inspire creativity & innovation • Make all decisions in the best interests of students

### District Goals

- Goal One:** Advance achievement for all students and reduce disparity between and among groups.
- Goal Two:** Nurture the intellectual, physical and emotional well-being of students and create a safe and respectful learning community where all students are held to high expectations.
- Goal Three:** Attract, retain and develop high quality staff by providing professional development, resources and appropriate learning environments.

# CONARD MISSION STATEMENT

**CONARD**  
HIGH SCHOOL

## Core Values & Beliefs

*We challenge and guide our students to be active learners and productive citizens.*



### *21st Century Learning Expectations:*

**COMMUNICATION**

READING: Students read various media for comprehension, interpretation, analysis, evaluation and pleasure.  
 WRITING: Students write in a variety of modes to communicate their ideas to an identified audience.  
 DEMONSTRATING: Students communicate effectively using a variety of methods and media to engage an identified audience through speaking, listening and presenting.

**PROBLEM-SOLVING**

Students work independently and collaboratively to analyze, evaluate and synthesize information to create solutions and products.  
 Students exhibit effort, innovation, flexibility and adaptability in work habits and strategies.

**TECHNOLOGY**

Students demonstrate technological literacy using relevant digital tools to access, collect, evaluate and share information.

**CIVIC & SOCIAL**

Students contribute positively to a diverse culture that respects others, fosters responsibility, reflects ethical standards, promotes personal wellness and embraces community and global awareness.

Conard’s student learning expectations are derived from national and state standards in the various disciplines addressed and from Connecticut’s Common Core of Learning.

## PRINCIPAL'S MESSAGE

Dear Students:

Welcome to the 2014-2015 Conard High School Program of Studies. This document has been designed to guide you in planning your academic program. We encourage you to use this program of studies to understand the various opportunities available to you. Inside you will find pertinent information such as graduation requirements, course descriptions, NCAA eligibility requirements, and additional items with which you will want to be familiar.

It is never too early to begin thinking about your future career. Our program of studies will guide you in making educated decisions regarding possible career pathways. Challenge yourself by enrolling in rigorous courses and setting your goals high. Although the courses you select, while at Conard, are important in determining your direction after high school, it is also imperative to enjoy a well-rounded experience participating in the various co-curricular activities. Whatever your interests are, Conard offers students a wide variety of opportunities that will allow you to become an involved member of the Conard community.

As you go through the course selection process, please talk to your teachers, school counselor, department supervisors, and administrators. In addition, spend time exploring and discussing the various options with your parents/guardians. We also encourage you to visit our website for additional information.

Remember to set your goals high and work hard to achieve these goals. During your four years at Conard, take advantage of the vast opportunities and endless resources that are available to students. Plan a demanding course load and immerse yourself in the Conard community through participation in our co-curricular activities. Know that when you walk across the stage to receive your Conard diploma, you have gained the 21<sup>st</sup> century skills needed to face all of the challenges and changes that the future holds.

Sincerely,



Julio Duarte  
Principal

## WEST HARTFORD PUBLIC SCHOOLS MISSION AND GOALS

### **The District Mission and Goals**

Providing All students with high expectations, a rigorous and relevant curriculum, and dynamic teaching in order for them to realize their potential is the central goal of the West Hartford Public Schools' commitment to continuous improvement. The mission, core values that inform the mission, and the four-year goals all serve to drive the purpose, focus and work of the organization. The District Model of Continuous Improvement is driven by goals and community expectations of the schools.

*To inspire and prepare all students to realize their potential  
And enhance our global community.*

## POLICY ON NON-DISCRIMINATION

The West Hartford Public Schools Program does not condone discrimination on the basis of race, color, national origin, age, sex or handicap in employment or assignments, in programs or services provided or operated by the West Hartford Board of Education. Mr. Thomas Moore and Mr. Rick Ledwith are designated as the employees who will coordinate compliance with Title IX, Title VI, & Sec. 504 of the Rehabilitation Act of 1973 respectively.

In its enacting of the *No Child Left Behind Act of 2001*, Congress requires public schools to provide "on request by military recruiters, or an institution of higher education, access to secondary school students' names, addresses and telephone listings." In keeping with this mandate, the WHPS district will provide this information upon receipt of each request. This act also requires that parents be notified of such requests and be provided with the option to refuse the release of this information. If you prefer that this data not be released without your specific written consent, you must notify the School Counseling Office in writing prior to the beginning of the school year.

## ACCREDITATION STATEMENT

Conard High School is accredited by the New England Association of Schools and Colleges, Inc., a non-governmental, nationally recognized organization whose affiliated institutions include elementary schools through collegiate institutions offering post-graduate instruction.

Accreditation of an institution by the New England Association (NEASC) indicates that it meets or exceeds criteria for the assessment of institutional quality periodically applied through a peer group review process. An accredited school or college is one which has available the necessary resources to achieve its stated purposes through appropriate educational programs, is substantially doing so, and gives reasonable evidence that it will continue to do so in the foreseeable future. Institutional integrity is also addressed through accreditation.

## LIBRARY MEDIA CENTER

The library media center is a flexible access, resource-based environment available to all students and staff before, during, and after school. Electronic resources include 51 desktop computers, 20 laptops, and 34 Chromebooks in the library and adjacent classroom. The library also houses a loaner cart of 28 laptops that teachers can take to their classrooms. Online access to subscription databases, eBooks, and other research and information can be accessed through the library's website. Other resources in the collection include DVDs, audiobooks, primary documents, fiction, nonfiction, newspapers, magazines, and journals.

The library media program builds on the information and technology literacy skills taught at the middle school level and supports reading for lifelong learning. Library media specialists collaborate with classroom teachers to integrate 21st century skills aligned with Common Core State Standards across the disciplines. Students are engaged in inquiry-based projects that focus on information problem-solving process and critical thinking skills.

## GRADUATION REQUIREMENTS

### WEST HARTFORD PUBLIC SCHOOLS GRADUATION REQUIREMENTS

#### I. Introduction

To graduate from West Hartford Public Schools a student must satisfactorily earn a minimum of 21.75 units of credit and must have met the credit distribution requirements. Students must also meet four performance standards: reading/writing, mathematics, science and technology.

#### II. Credit Distribution

A. English	4.0 credits
B. Mathematics	3.0 credits
C. Science	2.0 credits
○ 1 credit in Physical Science	
○ 1 credit in Life Science	
D. Arts and/or Career & Technical Education	1.0 credit
E. Social Studies	3.0 credits
○ 1 credit in Modern World History	
○ 1 credit in U.S. History	
○ .5credit in American government	
○ .5 credit elective	
F. Physical Education & Health	1.75 credits
G. Electives*	7.0 credits
<b>TOTAL</b>	<b>21.75 credits</b>

\*any subjects chosen outside of the basic requirements for graduation

Upon recommendation of the high school principal and approval of the Superintendent of Schools, a requirement for graduation may be met, in part, on an equivalency basis as indicated in the administrative regulations. It is possible with special approval for a student to complete the graduation requirements at the end of their junior year of high school, or in the middle of their senior year. Students interested in this option should discuss their plans as early as possible with their school counselor and submit the required paperwork for approval.

### III. District's Performance Standards

- A. **Reading/ Writing:** Students shall, prior to the completion of their senior year, produce an essay based upon an assigned reading that is focused, organized, elaborated and edited for Standard English conventions.
- B. **Math:** Students shall, prior to the completion of their senior year, demonstrate an ability to perform mathematical operations, to include working with fractions and decimals, in order to solve multi-step problems in algebraic and applied settings. Certain tasks will either require students to explain their procedures or justify answers in writing.
- C. **Science:** Students shall, prior to the completion of their senior year, demonstrate an ability to perform science investigational skills and competencies.
- D. **Technology Performance Standard:** Students shall, prior to completion of their senior year, demonstrate technology competency through discipline-specific learning. Students will create a variety of products, which demonstrate the ability to use word processing and/or desktop publishing software, spreadsheet and database software and multimedia authoring tools.

### IV. Meeting the District Performance Standards

- A. A primary means for students to meet the District Performance Standards in reading, writing, mathematics and science will be through participation and performance on state assessments that feature rigorous performance measures aligned to the district standards. Students who have taken the Connecticut Academic Performance Test (CAPT) and earned a score at level 3 or higher will be considered to have met the relevant standard. Commencing with the graduating class of 2016, the state will replace the CAPT with new assessments for reading, writing, and mathematics. These new assessments will continue to serve as a primary means to meet the district performance standards for graduation; however, the specific performance levels on these new assessments necessary to meet the district standards are pending additional information from the state. In the interim, students who participated in the CAPT but did not earn a score at level 3 or higher may meet the district standard through alternatives described below. In order to meet the district performance standard for technology, students must complete all items on the technology competency checklist, as certified by professional staff.
- B. If a student does not meet the district performance standards on the relevant state assessment (e.g., CAPT, etc.) or does not complete all items on the technology competency checklist, the district will provide other options in either the junior or senior year. Such options may include reassessment on state measures, assessment on district measures, and/or intensive remediation and support. Specific alternatives vary based on the subject area and individual student circumstances.
- C. District Performance Standard for Technology: Students are required to demonstrate proficiency in all three technology competencies.
  - 1. Technology Competency A - Produce a written document(s) that uses word processing or desktop publishing, which includes a variety of elements such as tabs, fonts, columns, tables, outlines, clipart, scanned images, headers/footers, page numbering, properly cited sources, etc. as appropriate.
  - 2. Technology Competency B - Complete a product(s) that uses spreadsheet, database, or other appropriate technology to gather, organize and analyze data to solve a problem.
  - 3. Technology Competency C - Create a multimedia product(s) that could include one or more of the following: presentation software (i.e. PowerPoint), computer-edited video, web site design or animation designed to communicate a message, point of view or information with properly cited sources.

The courses in the table below provide each student with at least two opportunities to complete the technology competencies.

Grade 9		Grade 10	
Course	Competency	Course	Competency
English 9	C	English 10	C
Modern World History	A	US History	A
Earth Science	B	Biology	B
Algebra I	B	Geometry	B

### EARNING CREDIT

Credit is granted on a semester basis. For each semester of successful work in a subject meeting five times per week .5 credits is granted. For subjects meeting less than five times a week, such as PE and Health courses, .25 credits is granted.

No credit will be given when a student repeats a subject for which he/she has already received credit except in the performing music courses, in special work experience programs and in other individual cases with prior approval.

*Note: Attendance policy violations may result in the loss of credit. Attendance violations involving the potential loss of credit are subject to administrative review. See the student handbook for details of the attendance policy.*

### MINIMUM CREDIT REQUIREMENTS

- Grade 10                      4.0 credits
- Grade 11                      9.0 credits
- Grade 12                      15.0 credits

If a senior is not eligible for graduation with the class due to failure to meet the graduation requirements and/or performance standards then the student must:

- A. Return in September as a fifth year student (see policy 5420/ 5430) or
- B. Enroll in summer school and meet the requirement or
- C. Enroll in courses to be designated through the West Hartford Adult Education Program and meet the requirement or
- D. Make arrangements for re-testing to meet the performance standard.

Students at risk of not meeting graduation requirement and their parent(s)/guardian(s) will be notified by the school. Parents and students are encouraged to maintain regular communication with classroom teachers and monitor progress utilizing the PowerSchool Parent Portal.

## GRADING SYSTEM

The following grading system is in use. Please note plus and minus is not computed into GPA.

LETTER GRADE	NUMERICAL EQUIVALENT
A+	97-100
A	93-96
A-	90-92
B+	87-89
B	83-86
B-	80-82
C+	77-79
C	73-76
C-	70-72
D+	67-69
D	63-66
D-	60-62
F	0-59

*Note: Grades for PE will not be included in G.P.A.*

## ACADEMIC HONORS AND GRADE POINT AVERAGE (GPA)

At the end of each quarter, students who achieve an average of 3.60 or higher in all credit subjects with no grade below a “C” receive maximum honors (at least five such subjects must be on a letter-grade basis). Those who earn an average of 3.0 to 3.59 on a similar basis receive general honors.

In arriving at averages:

- A = 4
- B = 3
- C = 2
- D = 1
- F = 0

An extra .5 is added to the GPA value for each honors or advanced placement course. If an honors and AP course are offered in the same subject, the honors course is then weighted by adding a .25 (i.e. Honors Biology).

A grade of ‘P’ (Pass) does not impact the calculation of GPA, but could impact honor roll eligibility. A grade of ‘D’ or ‘F’ or ‘Z’ or ‘Inc’ (Incomplete) in any subject including physical education, will exclude a student from honors. Students must carry a minimum of 5.0 credits plus PE per year to be eligible for Honor Roll status. Students with an outstanding scholastic record are recognized at commencement by graduating with “Highest Honors,” “High Honors,” or “Honors.” They wear special Honor Cords and are given special recognition on the program.

## POWERSCHOOL PARENT PORTAL

The Parent Portal is an integrated tool that allows parents to use any computer with Internet access to view specific information about their child/children, including items such as attendance, assignments, and grades. We believe that this tool will further enhance the communication between parents and teachers, and aid in our partnership as we work to provide the best education possible. If you do not have Internet access at home, please visit any branch of the West Harford Public Library or other community resource centers where computers are available, such as the Elmwood Community Center.

Instructions for setting up parent accounts and using the system are posted on the West Harford Public Schools web page at [www.whps.org](http://www.whps.org) under the “For Parents” heading.

# COLLEGE AND CAREER PLANNING

## SCHOOL COUNSELING DEPARTMENT

The West Hartford School Counseling Program is based on the belief that every student is important and unique. Our mission is to guide all students toward the best possible educational opportunities in a supportive environment, while promoting an understanding of self and others. School counselors strive to provide students with the skills necessary to become productive and healthy citizens. The School Counseling program is developmental by design focusing on needs, interests and issues related to the various stages of student growth in three domains: personal/social, academic and career/post-secondary planning.

The School Counseling Department provides a program that is comprehensive and developmental in nature and is sequential and designed for all students. Students may meet with their counselor individually, in small groups or in a classroom setting. School counselors provide educational counseling, career planning, and post-high school planning and personal counseling.

Each incoming student is assigned to a school counselor. Although school counselors may often initiate an appointment, parents and students are encouraged to make an appointment with their school counselor when necessary.

The School Counseling Department also maintains a Career Center, which provides information about occupations, careers, colleges, vocational schools and scholarships. Resources are updated regularly. A trained coordinator who assists students in locating and researching the desired information staffs the Career Center. There are numerous books and computer programs designed to facilitate the search. Internet access further enhances a student's ability to utilize a broader range of timely resources.

In an effort to help *ALL* students make sound, informed decisions as they explore the many pathways from school to career, a wide variety of courses and experiences are available throughout the four years in West Hartford's high schools. Students are encouraged to participate on as many levels as they can, and to talk to school counselors, teachers, family and friends in order to get accurate up-to-date career information. Course selection is an integral part of this process.

## PROGRAM PLANNING

Careful program planning by parents and students is of critical importance. The course of studies followed while in high school is the foundation upon which future success will be based. The broad program of studies will enable students to prepare for college or employment upon completion of their senior year. The complete listing of subjects offered can be found in the course description section. Since courses are not limited to specific grades, students may select any course which is offered except for those courses with prerequisites or where exceptions are noted. While selection of a program of studies is the primary responsibility of the student and his or her parents, they are well advised to consult with and make use of the broad experience and professional background of our faculty and school counseling staff. Also available for student and parent use are a wide variety of materials such as college and career websites and the school counseling website including the Naviance program. Students and parents are encouraged to make use of the school's Career Center.

## COLLEGE ENTRANCE REQUIREMENTS

Students planning to attend college should realize that requirements for college admission vary greatly and depend on the selectivity of the school and the specific program to which the student is applying. In general, most colleges indicate that the most important factors in their admission decision are the quality and rigor of the student's high school program and the student's performance in that program. Therefore every student is encouraged to take an appropriately rigorous program of study.

Other factors considered by the colleges, but not necessarily in the order listed, are results of scholastic assessment tests, SAT Reasoning Test, SAT Subject Tests, ACTs, leadership, participation in co-curricular activities, character, impressions made in personal interviews, and letters of recommendation from your school counselor, teachers and others.

College admissions directors typically look for the following pattern of high school preparation:

**English 4 years**

- Should stress writing as well as literature

**Mathematics 4 years**

- Algebra I, Geometry, and Algebra II - plus one more year of math for those planning to major in Business Administration, mathematics or sciences

**Science 3 years**

- Including two years of lab science (1 year in a physical science and 1 year in life science)

**Social Studies 3-4 years**

- Including U.S. History and American Government

**World Language 2-3 years recommended, 3-4 years preferred**

- Must be consecutive years of the same language at the high school level

**STEM 1 year**

- Elective in Science, Technology, Engineering or Mathematics

**Humanities 1 year**

- Elective

**Reminder:** Some schools and colleges will have additional requirements beyond those general university-wide classes listed above. This is only an example of the requirements.

**EARLY GRADUATION AND/OR EARLY ADMISSION TO COLLEGE**

It is expected that most students will graduate from high school after having attended for four years (Grades 9-12) and having earned the required number of credits.

A student contemplating graduating in 3 years should inform their counselor by the end of his/her sophomore year. A formal written request to graduate early must be submitted in writing to the principal. Specific details outlining the reasons for this request must be clearly indicated. Upon approval, the student is moved into the senior class and their GPA will be computed with the senior class. The student must meet all graduation requirements.

**CAREER PATHWAYS**

In collaboration with School Counseling and Advisory Homeroom, students will work to establish a four-year Student Success Plan (SSP) based around their career aspirations and interests. The SSP guides students toward instruction and skills development that align with college and career preparation. The following are career clusters and their associated pathways identified by West Hartford Public Schools:

**Science, Technology, Engineering & Math**

- STEM
- Agriculture
- Architecture & Construction

**Business and Financial Literacy**

- Business Management
- Finance
- Marketing
- Hospitality

**Government, Education and the Humanities**

- Government & Public Administration
- Education & Training
- Law

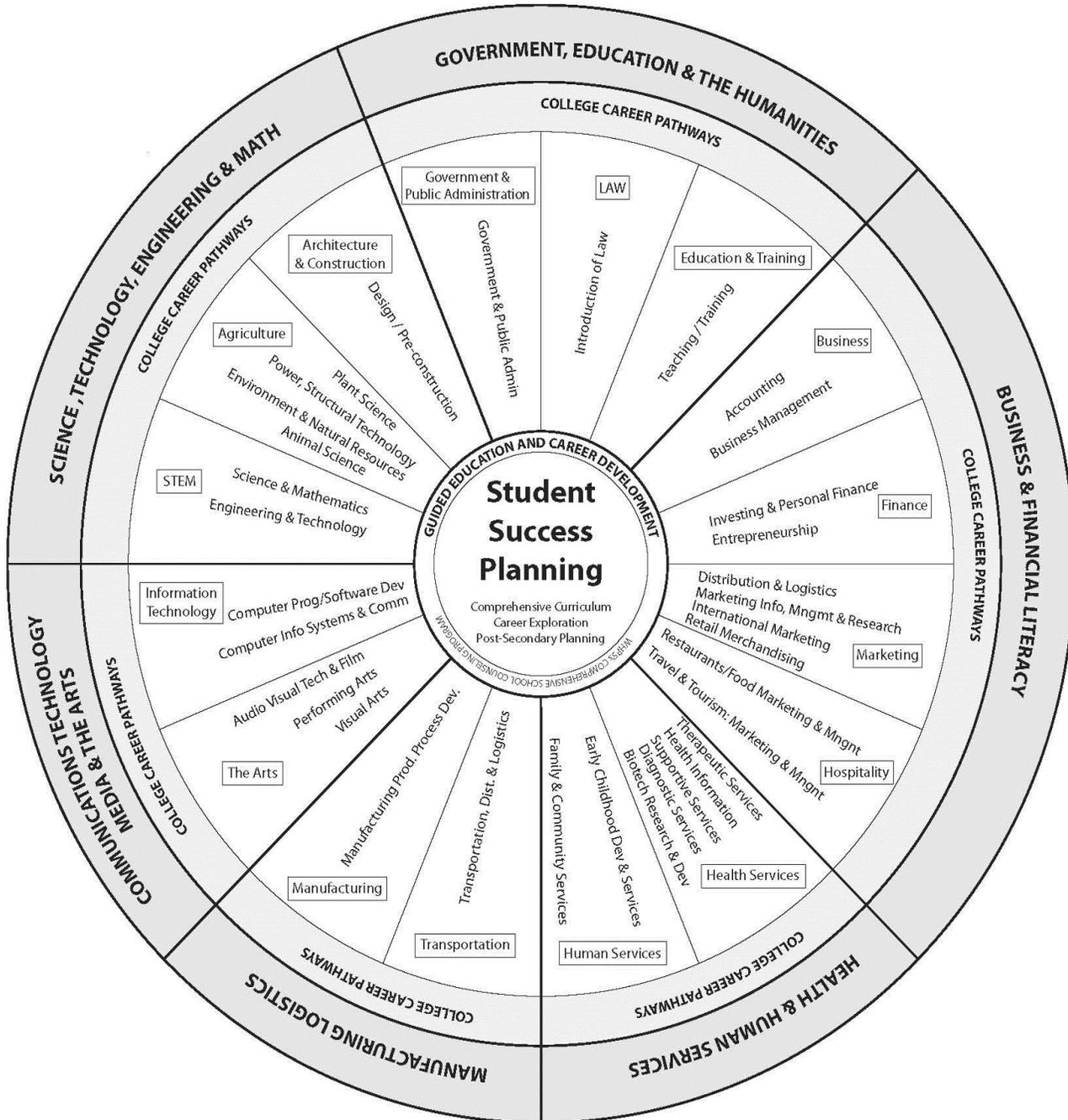
**Health & Human Services**

- Health Sciences
- Human Services

**Manufacturing Logistics**

- Manufacturing

# West Hartford Public Schools Career Pathways



## COLLEGE CREDIT PROGRAMS

### ADVANCED PLACEMENT (AP) COURSES

AP courses are rigorous academic programs available to students who demonstrate interest in the opportunity to pursue challenging college-level classes. The **College Board's AP courses** are offered in a wide variety of subjects that students can take while still in high school. They offer demanding course work and a taste of what college classes are like. Through AP's college-level courses and exams, students can earn college credit and/or advanced placement while standing out in the admission process. AP courses can help students acquire the skills and habits necessary to be successful in post-secondary education. Conard High School AP course offerings are as follows:

AP Studio Art	AP English Language	AP English Literature	AP Environmental Science
AP French Language And Culture	AP Spanish Language and Culture	AP US History	AP Calculus AB
AP Calculus BC	AP Computer Science	AP Statistics	AP Biology
AP Chemistry	AP Physics 1 and AP Physics 2	AP Psychology	AP Economics
AP European History	AP US Gov. and Politics	AP Chinese Language and Culture	AP Spanish Literature and Culture
AP Seminar			

Be sure to check each course description as some may have prerequisites. AP courses are listed in this booklet and on the student transcript with the AP designation. AP exams will be given during the second and third weeks in May. There is a fee for each examination taken, payable to the Advanced Placement Program. Student participation in the Advanced Placement exam is a course expectation.

### THE UNIVERSITY OF CONNECTICUT - Early College Experience Program (ECE)

Conard High School participates in the Early College Experience (ECE) program offered by the University of Connecticut. This program, which is offered in high schools around the state, allows students to receive both high school credit and college credit from the University of Connecticut.

- Students may take the Early College Experience program courses if they meet all the prerequisites of the department and the university.
- Student must register in advance. Registration is facilitated through the classroom and School Counseling Office.
- Courses are taught by Conard staff members who are also adjunct professors for UConn.
- Students must maintain a grade of C or better to be awarded the university's credits.
- Upon successful completion of a UConn/ECE course, students may request a transcript from the University of Connecticut.
- UCONN credits are accepted at many colleges and universities across the country.
- Students must register in the University of Connecticut: Early College Experience (ECE) prior to the start of the course and are financially responsible for all fees associated with the course. A \$25.00 per credit fee is charged for changes made during the add/drop period in late summer.
- All fees for courses dropped after the UCONN add/drop period deadline are non-refundable.

Below is the chart that indicates each of the courses at Conard that qualifies for the UConn ECE program:

Conard Course	Semester	UConn Course	Credit
AP Biology	Fall	BIO 1107 – Principles of Biology I	4
	Spring	BIO 1108 – Principles of Biology II	4
AP Calculus BC	Fall	MATH 1131Q – Calculus I	4
	Spring	MATH 1132Q – Calculus II	4
Discrete Math	Fall or Spring	MATH 1030Q – Elementary Discrete Math	3
AP English Literature	Full year	ENG 1011 – Seminar in Writing Through Literature	4
Advanced Literature	Full year	ENGL 1010 – Seminar in Academic Writing	4
AP Environmental Science	Full year	NRME 1000 – Environmental Science	3
AP Physics 1 and AP Physics 2	Fall	PHYS 1201Q – General Physics	4
	Spring	PHYS 1202Q – General Physics II	4
AP Statistics	Full year	STAT 1100Q – Elementary Concepts of Statistics	4
Individual & Family Development	Full year	HDFS 1070 – Individual & Family Development	3

*Note: ECE course offerings and fees are subject to change. For additional information, contact the Conard School Counseling Office or visit [www.ece.uconn.edu](http://www.ece.uconn.edu).*

### COLLEGE AND CAREER PATHWAYS PROGRAM (CCP)

The **CCP Program** is a nationally recognized option that enables students to receive community college credit while completing high school courses. The CCP Program is offered in various career cluster areas for **sophomores, and juniors** who wish to pursue course work directly related to a specific career field. This program provides the benefit of earning up to 14 community college credits in many career and technical education courses through a partnership with the community college system. West Hartford Public Schools is aligned with Capital Community College (CCC), but because the CCP Program is a national program, many out-of-state universities and private colleges may also accept CCP Program credit. The purpose of this program is to encourage students to continue their post-secondary education while concentrating on a specific pathway interest. There is no fee required for participation, and students do not have to attend CCC during their enrollment in the CCP Program. Upon completion of a CCP course or courses, students may request an official transcript directly from Capital Community College.

Students enrolled in this program are required to specialize in a technical area and take at least one course in that technical area. The following courses are also eligible for College Career Pathways credit: Speech/Visual Communication English, Chemistry, Conceptual Physics/Chemistry or Physics and Algebra II (L3) or Algebra II (L2).

**In order to register for the College Career Pathways Program students should:**

- Meet with their school counselor to plan their CCP Program
- Enroll in one of the technical courses listed below during their **sophomore or junior year**

**Technical Course Areas:** choose one option from the 4 pathway areas:

1. **Allied Health Careers course option** (*refer to the Family & Consumer Sciences section of this booklet*)
  - Introduction to Allied Health Careers + Allied Health Field Experience
2. **Business & Finance course options** (*refer to the Business & Finance section of this booklet*)
  - Accounting I
  - Computer Applications Office + Computer Applications Media
  - Financial Literacy
3. **Early Childhood Education course option** (*refer to the Family & Consumer Sciences section of this booklet*)
  - Introduction to Early Childhood + Early Childhood Careers & Education
4. **Technology course options** (*refer to the Technology & Engineering section of this booklet*)
  - Computer Technology + Intro to Computer Science
  - Graphic Design II, & III
  - Web Design & Development
  - Power Mechanics I + II

#### **OFF CAMPUS COLLEGE CREDIT PROGRAMS**

College credit programs are available at the high school level for the student who has the skill and motivation to do college level work. The University of Hartford College Now, University of Saint Joseph Project Challenge Program and other similar programs at Trinity College and Goodwin College permit a qualified student to take one freshman level college course per semester through their college/university. College credit plus credit toward graduation from West Hartford Public Schools are granted for successful completion of the work. These courses are intended as enrichment courses for advanced students who are looking for additional challenge and background for later college work. *Courses taken “off-campus” may not be substituted for courses presently offered within the high schools. Tuition in most cases is free. However, students will be required to pay a registration fee plus the cost of the books and any lab fee and must arrange their own transportation. See your school counselor for details regarding these and other college programs.*

## **ADDITIONAL PROGRAMMING AND COURSE OPTIONS**

#### **PUBLIC SCHOOL CHOICE IN CONNECTICUT**

High school students have the option to participate in the State of Connecticut Open Choice program, which allows for the two-way movement of urban and suburban students by attending the school of their choice following successful completion of an application process. For more information regarding all of the programs available, please refer to the Connecticut State Department of Education’s publication, *Public School Choice in Connecticut: A Guide for Students and Their Families*, visit their website at [www.state.ct.us/sde/equity/index.htm](http://www.state.ct.us/sde/equity/index.htm) or contact your school counselor.

## **BLOOMFIELD/HARTFORD/WEST HARTFORD COLLABORATIVE SUMMER SCHOOL**

Summer School is a part of the total West Hartford School System. The school offers a variety of credit and non-credit courses. The credit courses are designed to allow a student to earn a passing grade for course work previously failed, improve a passing grade, earn credit for a course not previously taken or preview a course without seeking credit. See additional program, registration, and course offering information listed under Summer School in this program of study.

## **R.E.A.C.H. PROGRAM**

The REACH Program (Responsible Educational Alternative for Conard and Hall) is an alternative designed for students who are not experiencing success in the larger high school environment. With an emphasis on dropout prevention, the REACH Program has been highly successful in graduating those students who have become disinterested with school. Students who struggle with attendance, academic or social issues are able to apply for admission after completing their 9th grade year. The program is limited to 40 students. Smaller class size, differentiated instruction, social work support and increased collaboration between parents and staff contribute to a positive relational learning environment, which helps to foster student success. In addition, the sequenced career exploration curriculum encourages both academic and professional skill development while providing students with an internship experience in their senior year. See your school counselor if interested.

## **REQUEST FOR HIGH SCHOOL CREDIT FOR COURSES TAKEN OFF-CAMPUS**

Awarding credit for courses taken outside of the West Hartford Public School system is at the discretion of the district and generally applies to courses not otherwise offered at the school. A student must complete the *High School Credit Request* form including all the required signatures at least five days prior to the start of the course. The student will be responsible for obtaining a course description, syllabus, documentation of the hours of instruction, and a final grade. The hours of instruction must meet the state requirements of 60 hours per 1/2 credit. Credit for a course otherwise offered or required for graduation will be granted only under special circumstances.

# **TESTING PROGRAMS**

## **American College Testing Program (ACT)**

Grades 11, 12 (optional)

The ACT is a widely accepted college entrance exam. It assesses high school students' general educational development and their ability to complete college-level work. The multiple-choice tests cover four skill areas: English, Mathematics, Reading, and Science. The Writing Test which is optional, measures skill in planning and writing a short essay. The ACT is administered six times per-year at various test centers throughout the country including Hall and Conard High School during the fall and spring semesters.

## **Advanced Placement Examinations**

Grades 10, 11, 12

These are three-hour examinations in specific subject areas taken in May for the purpose of securing college credit or obtaining advanced placement. They are based on subject matter covered in the first year of college, and are usually taken only by students who are in advanced placement courses.

## **CT State Department of Education Testing Program**

Grades 10, 11

The CT State Department of Education (CSDE) regulates mandatory testing program for mathematics, reading, writing and science in specified grade levels in accordance legislative requirements.

Sophomores are required to take the Science CAPT in March. This is a criterion referenced test designed to measure how well a student performs against established standards in a variety of science content standards and process skills. It is not a test of high school science content, but rather a

cumulative assessment covering science content and skills that students should have acquired in grades K-10. In order to meet the District Performance Standards for science, students must score at level 3 or higher on the Science CAPT.

Juniors are required to take the newly developed Smarter Balanced assessment for reading, writing, and mathematics. This computer based test is a criterion referenced test designed to measure college and career readiness within literacy and mathematics. A major feature of the test is the performance task components that assess a student's writing and problem solving skills. Like the CAPT, this assessment is not a test of high school content, but rather a cumulative assessment covering literacy and mathematics content and skills that students should have acquired in grades K-11. The specific score level necessary to meet District Performance Standards for reading, writing and mathematics will be determined pending further information from the CSDE.

### **Preliminary Scholastic Assessment Test (PSAT)/ National Merit Scholarship Qualifying Test (NMSQT)**

Grades 10, 11 (Optional)

This is a two-hour and 10 min version of the Scholastic Assessment Test and is given for planning purposes in October to sophomores and juniors who are planning to attend college. Junior test results are also used in the selection of Merit Scholars, Finalists and Commended students in the NMSQT program.

### **SAT Reasoning Test**

Grades 11, 12

The SAT Reasoning Test is a widely accepted college entrance exam. This is a 3 ½ hour exam consisting of critical reading, mathematics and writing sections given on the morning of all test dates. See your counselor for further details.

### **SAT Subject Tests**

Grades 10 (optional), 11, 12

The SAT Subject Tests may be required by certain colleges. These are one-hour subject specific tests. A maximum of three may be taken on any one date. These tests may be taken over three years. See your counselor for further details.

## **COURSE RELATED INFORMATION**

### **AUDITING A COURSE**

It is possible for any student to “audit” a course if space permits and proper approval is secured. Students are expected to actively participate and regularly attend the class. Reasonable student expectations will be defined by the content area teacher and department supervisor. The title of the course followed by “audit” will be recorded on the student's high school transcript.

Prior to the beginning of the year, students must have the permission of the school counselor, department supervisor and administration to audit. Once the school year commences, permission of both teacher and school counselor are required. When registering for the class, students must make note of their audit status on the prescribed registration form.

### **DIRECTED INDIVIDUAL STUDY (DIS)**

Credit: Per arrangement

1. D.I.S. is to be used as an option ONLY for students with plans for study not available in any course offering. There is a limit of one D.I.S. per student per semester. **No D.I.S. will be used to meet graduation requirements during spring semester or senior year.**
2. D.I.S. contract forms may be obtained from the School Counseling Office. All D.I.S. contract forms must be submitted and approved BEFORE the end of the drop period. A D.I.S. cannot be initiated after this 10-day period.
3. No D.I.S. will be approved unless all portions of the form are completed and all necessary signatures secured.

4. The D.I.S. contract form is to be signed by the student, supervising teacher, school counselor, parent, department supervisor, school counseling department supervisor and principal/assistant principal.
5. Teacher participation in D.I.S. is voluntary. A teacher can only supervise one D.I.S. a semester. To supervise more than one D.I.S. in a semester would require administrative approval.
6. Specific, mutually agreed upon criteria for evaluation of the student's achievement must be a part of the D.I.S. contract. **No Honors weight will be awarded.**
7. Upon completion of the D.I.S., per timelines, the teacher will award a grade and citizenship rating.

### **CLASS ATTENDANCE POLICY**

West Hartford's attendance policy requires students to attend all classes in all subjects. If a student has 4 unexcused absences in any course, per semester, the student will lose credit. Students who accumulate twelve (12) or more excused and/or 4 unexcused absences in a course per semester will be subject to an appeal process to determine whether they will receive credit for that course.

A copy of the complete attendance policy is distributed to every family and student each year through the parent and student handbooks. Students and parents are advised to read the entire attendance policy carefully.

### **LEVEL CHANGES**

All level changes are subject to administrative approval in collaboration with the classroom teacher, department supervisor, school counselor and parent. Space availability may also be a factor. When students make level changes, grades will follow to the new class. Students must continue to attend all classes currently on their schedule while any change is being reviewed.

### **DROP POLICY**

Students may drop a course without penalty (i.e., receiving a "WF") during the first 10 school days of each semester as long as they maintain 5 classes plus P.E. in their schedule. The teacher, department supervisor, school counselor and parent will be involved in the process prior to the final decision being made by an administrator. Students must continue to attend all classes currently on their schedule while the request for a schedule change is being reviewed.

### **MID-YEAR AND FINAL EXAMINATIONS**

All students are required to take an examination for each course at the end of both semesters, in January and in June. Seniors with a "B" or better average, at the discretion of the teacher and departmental practice, may be excused from taking the **final** examination. Such exemptions will not be announced until the last regular meeting of the course. Seniors involved in town-wide exams will not be exempted.

### **PASS - FAIL**

The purpose of allowing students to request a PASS/FAIL option in Visual Arts, Theater Arts and Music is to encourage them to explore an area of the curriculum for which they have high interest, but unknown ability. This is not an option for advanced courses in these areas.

Students who enter the school from a foreign country and experience difficulty with the English language or who have been identified as English Language Learners (ELL), may, with appropriate approval from the subject area department supervisor, ESOL teacher and school counselor, elect to use the PASS/FAIL option instead of letter grades.

Requests for PASS/FAIL grading must be made through the counselor prior to the start or within the first 10 days of the course. This request must be approved by the school counselor, classroom teacher and subject area department supervisor. Each request will be considered on its merits, although students will not receive approval for more than one PASS/FAIL request for a given course. PASS/FAIL grades do not count in determining GPA or in determining academic honors unless the course is failed.

## REPEAT CREDIT

Although courses which are taken more than once (*with the exception of music and technical theater*) will be included on the student's permanent record and transcript and also figured in the student's grade point average, credit toward graduation will not be granted more than once. In addition, both grades will appear on the student's transcript.

## SCHEDULE CHANGES

All schedule changes must be completed by the end of the previous school year, unless a student's participation in summer school mandates a valid schedule change. Changes are subject to teacher recommendation, department supervisor and administrative approval.

**Please note: Students must always carry a minimum of 5 classes plus P.E. per year.**

Changes will not be made based on period, lunch or teacher preferences. Any academic change requires written consent from parent/guardian (and college admissions representatives if applicable).

Reasons for schedule changes after the start of a semester must meet one of these qualifications:

1. Level change - recommended/ approved by classroom teacher, school counselor, department supervisor, administration and parent
2. PPT mandated changes
3. Administrative request
4. Completed summer school classes

*Note: All above changes would require use of the Course Change Request Form (see counselor).*

## TRANSCRIPTS

A transcript is a written record of your academic accomplishments in grades 9-12, composed of courses taken, credit and grades earned, and grade point average. It is routinely sent, upon written request to colleges, employers, or scholarship agencies. A transcript release form signed by a parent/guardian is required prior to release of a transcript. A fee is charged for each transcript requested.

## LEVELS OF INSTRUCTION

1. Standard level courses are for those students planning to continue their education beyond high school (four year two year, or technical colleges/universities). The pace and level of instruction are advanced and require students to be organized and motivated. These classes will prepare students well for the rigor of college level programming. They have no special designation and are available to all students. The majority of the student population will select courses at this level. Some (non-honors) courses qualify for college credit through Early College Experience (ECE) or other college partnerships.
2. Early College Experience (ECE) courses are college level for which content is prescribed by the University of Connecticut. ECE courses are offered at both the standard and Advanced Placement (AP) levels, depending on course content. Semester exams have specific content prescribed by the University of Connecticut.
3. Honors and Advanced Placement (AP): The pace and level of instruction are more advanced, requiring higher levels of organization and motivation. Advanced Placement classes are college level courses. Course content is prescribed by the current College Board's Advanced Placement syllabus. The College Board Advanced Placement Examination is an expectation for students enrolled in AP Level courses.
4. Other Courses: Certain subjects offer courses (by recommendation only) that have been grouped according to achievement levels to provide for students who have demonstrated special abilities or needs.

## PREREQUISITES AND PLACEMENT IN SEQUENTIAL COURSES

Students who receive lower than a grade of "C" in sequential subjects such as math or language should consider attending summer school to improve their grades and their chances of success in the more advanced levels of the subjects.

Due to the sequential nature of certain courses and the necessity for establishing a firm foundation prior to moving onto advanced work, many courses have prerequisites listed (e.g., Algebra I is a prerequisite for Algebra II). For the majority of students these recommended prerequisites should be followed. Students who feel they have sufficient preparation in a specific area should discuss this with the teacher, counselor and department supervisor prior to the selection of a course for which they have not met the stated recommended prerequisite.

For placement other than the normal sequence in sequential courses, examination may be necessary but credit will not be granted. Refer to Graduation Requirements for further details.

<b>FOUR YEAR PLANNING AND CREDIT CHECK</b>											
	<b>Grade 9</b>	<b>Credit</b>	<b>Grade 10</b>	<b>Credit</b>	<b>Grade 11</b>	<b>Credit</b>	<b>Grade 12</b>	<b>Credit</b>	<b>Total Credit</b>	<b>Minimum Req. for H.S. Grad.</b>	<b>Rec. for College</b>
English	English 9	1	English 10	1						4	4
Math										3	4
History/ Social Studies	Modern World History	1								3	3-4
Science	Earth Science	1	Biology	1						2	3-4
World Language										0	3-4
Business & Finance									}		
Tech. & Engineering											
Family & Consumer Sciences										1	
Fine Arts											
Music											
Theater											
PE/ Health	PE	.5	PE Health	.5	PE	.5	PE	.25		1 <sup>3/4</sup>	
Summer School											
Total Credits										21 <sup>3/4</sup>	

## NEW COURSE NAMES

DEPT	OLD COURSE NAME	NEW COURSE NAME
Tech. & Engineering	Graphic Design/Photography IV	Digital Media and Video Production
Music	Gospel Choir	Voices of the World
Science	Science Research Internship	Science Research and Applications
English	Pre-AP English 11	Pre-AP American Literature

## NEW COURSES

PAGE	COURSE NAME	DEPARTMENT
66	Specialized Performance Study	Theatre
55	AP Physics 1	Science
56	AP Physics 1 and 2	Science
42	Creating Lifelong Learners and Consumers of Fitness and Nutrition	Physical Education
44	Advanced Computer Science Principles	Math
73	AP Chinese Language and Culture	World Language

## COURSE SELECTION GUIDELINES

1. Read the course descriptions of subjects you are eligible to take.
2. Fill in the tentative “**4 Year Planning and Credit Check**” sheet. This is not a permanent plan, but a means for projecting your plans into the future. Bring this sheet with you when you consult with your school counselor.
3. 21.75 credits are required for graduation (see graduation requirements).
4. In a four year program, **a minimum of 5.5 credits is mandatory; however, we encourage students to take six courses each semester plus physical education and lunch.** For college-bound students, four of the five subjects should be college preparatory subjects.
5. Consultation with teacher and school counselors is necessary prior to finalizing course selections.
6. Students will not be permitted to forego lunch to take an additional class without administrative approval. Parents must make this request in writing and provide a clear rationale.
7. **Classes may be cancelled by administration. Reasons include low enrollment, as well as staffing and space constraints.**

# COURSE OFFERINGS

## Grade 9, 10, 11 and 12

Offerings of courses will be dependent upon sufficient enrollment

### BUSINESS & FINANCE

HSBU2400	Accounting I
HSBU4400	Accounting II
HSBU4480	Business Math A
HSBU4481	Business Math B
HSBU2453	Financial Literacy
HSBU2452	Entrepreneurship: Intro to Business Marketing
HSBU4450	Sports & Entertainment Marketing
HSBU2473	Intro to Computer Systems/Word Processing
HSBU2470	Computer Applications/Microsoft Office
HSBU2471	Computer Applications/Microsoft Media
HSBU2474	Introduction to Computer Science
HSBU4410	Speech & Visual Communication
HSBU6490	Career Exploration
HSBU6491	Career Internship: Cooperative Work Experience

### ENGLISH

HSEN2200	Transitional English - ESOL
HSEN2400	English 9
HSEN2600	Honors English 9
HSEN4400	English 10
HSEN4500	Pre-AP English 10
HSEN4600	Honors English 10
HSEN6201	Modern World Literature
HSEN6502	Pre-AP American Literature
HSEN6700	AP English: Language & Composition
HSEN7200	Issue-Centered English
HSEN7402	Humanities
HSEN7403	Modern American Literature
HSEN7408	Advanced Literature
HSEN7451	Film Study
HSEN7452	Journalism
HSEN7455	Screenwriting
HSEN8450	Write for College
HSEN8700	AP English: Literature & Composition

### ESOL

HSEL2200	ESOL 1,2
HSEL2201	ESOL 3,4
HSEL2202	ESOL 5,6
HSEL2203	ESOL 7,8
HSEL2204	ESOL Reading

### FAMILY & CONSUMER SCIENCES

HSFC2400	Fashion & Textiles I
HSFC4400	Fashion & Textiles II
HSFC6400	Fashion & Textiles III
HSFC4451	Interior Design
HSFC2470	Introductory Foods
HSFC4472	Regional and International Cuisines
HSFC4470	Culinary Arts
HSFC6420	Careers in Foods
HSFC2491	Introduction to Early Childhood
HSFC4491	Early Childhood Careers and Education
HSFC6430	Introduction Allied Health Careers
HSFC6480	Allied Health Careers Field Experience
HSFC2460	Human Relations
HSFC6460	Independent Living
HSFC6610	Introduction Individual & Family Development

### MATHEMATICS

HSMA1100	Pre-Algebra
HSMA2202	Algebra I (L3)
HSMA2402	Algebra I (L2)
HSMA4202	Geometry (L3)
HSMA4402	Geometry (L2)
HSMA4601	Honors Geometry-(L1)
HSMA6202	Algebra II (L3)
HSMA6402	Algebra II-(L2)
HSMA6601	Honors Algebra II (L1)
HSMA7710	Advanced Computer Science Principles
HSMA7700	Advanced Placement: Computer Science A
HSMA8400	Pre-Calculus
HSMA8450	Discrete Math
HSMA8451	Probability & Statistics
HSMA8452	Trigonometry
HSMA8600	Honors Pre-Calculus
HSMA8700	AP Statistics
HSMA8701	AP Calculus AB
HSMA8702	AP Calculus BC

### MUSIC

HSMU2400	Treble Choir
HSMU2401	Treble Choir 1/2 2x/week
HSMU2406	Voices of The World
HSMU2407	Voices of The World 1/2 2x/week
HSMU2404	Freshman Men's Choir
HSMU2420	Freshman Band
HSMU2445	Guitar I
HSMU3400	Men's Choir
HSMU3420	Jazz Ensemble
HSMU3440	Concert Orchestra
HSMU3441	Concert Orchestra 1/2 2x/week
HSMU4445	Guitar II
HSMU5400	Lux Voce
HSMU5401	Lux Voce 1/2 2x/week
HSMU5420	Symphonic Band
HSMU5600	Honors Lux Voce
HSMU7421	Wind Ensemble
HSMU7422	Wind Ensemble 1/2 2x/week
HSMU7440	Philharmonia
HSMU7600	Honors Chorale Cantare
HSMU7601	Honors Solo Choir
HSMU7620	Honors Concert Band
HSMU7621	Honors Wind Ensemble
HSMU7622	Honors Concert Jazz Ensemble
HSMU7640	Honors Concert Orchestra
HSMU7641	Honors I Giovani Solisti

### PHYSICAL EDUCATION

HSPE2400	Physical Education Grade 9
HSPE4450	Physical Education Grade 10
HSPE4451	Health Education Grade 10
HSPE6400	Physical Education Grade 11/12
HSPE7450	Physical Education Grade 11/12
HSPE7451	Physical Education Strategies
HSPE6401	Empowering Students through Leadership in Physical Education
HSPE8450	Creating Lifelong Learners and Consumers of Fitness and Nutrition

**SCIENCE**

HSSC2200	Earth Science ESOL - w/ Lab
HSSC2400	Earth Science - w/ Lab
HSSC2600	Honors Earth Science - w/ Lab
HSSC4100	Biology Applied - w/ Lab
HSSC4200	Biology ESOL - w/Lab
HSSC4400	Biology - w/ Lab
HSSC4600	Honors Biology - w/ Lab
HSSC4700	AP Biology - w/ Lab
HSSC6400	Chemistry - w/ Lab
HSSC6700	AP Chemistry - w/ Lab
HSSC7150	Science Investigational Skills - w/ Lab
HSSC7250	Conceptual Chemistry - w/ Lab
HSSC7251	Conceptual Physics - w/ Lab
HSSC7450	Environmental Science - w/ Lab
HSSC7451	Marine Science - w/ Lab
HSSC7700	AP Environmental Science - w/ Lab
HSSC8400	Physics - w/ Lab
HSSC8701	AP Physics 1 -w/Lab
HSSC8702	AP Physics 1 and AP Physics 2 -w/Lab
HSSC7400	Science Research and Applications

**SOCIAL STUDIES**

HSSS2400	Modern World History
HSSS4200	US History - ESOL
HSSS4400	US History
HSSS4402	US History & African American Experience
HSSS6200	American Government - ESOL
HSSS6451	Classical Studies
HSSS6452	Hispanic Studies
HSSS6453	History of Modern Warfare
HSSS6455	Introduction to Psychology
HSSS6457	Sociology of the Family
HSSS6458	Local History
HSSS6700	AP US History
HSSS7450	American Government
HSSS7452	Human Rights
HSSS8400	Global Problem Solving
HSSS8700	AP Economics
HSSS8701	AP Modern European History
HSSS6750	AP US Government and Politics
HSSS8702	AP Psychology

**TECHNOLOGY & ENGINEERING**

HSTE2400	Computer Technology
HSTE2402	Web Design and Development
HSTE2411	Graphic Design/Photography I
HSTE4411	Graphic Design/Photography II
HSTE6411	Graphic Design/Photography III
HSTE8412	Digital Media and Video Production
HSTE2420	Engineering & Architectural Design
HSTE4420	Engineering Applications
HSTE2430	Robotics & Electronics Concepts
HSTE4430	Digital Electronics & Robotics
HSTE6430	Advanced Electronics Engineering
HSTE2445	Energy, Power & Green Alternatives
HSTE2441	Transportation Technology
HSTE2422	Manufacturing Technology I
HSTE4422	Manufacturing Technology II
HSTE2490	Automotive Technology
HSTE2440	Power Mechanics I
HSTE4440	Power Mechanics II

**THEATRE**

HSTA2400	Acting I
HSTA2410	Stagecraft
HSTA4400	Acting II
HSTA6400	Specialized Performance Study

**VISUAL ARTS**

HSAR2401	Ceramics I
HSAR2411	Drawing I
HSAR2421	Painting I
HSAR2431	Sculpture I
HSAR2454	Survey of Visual Arts Processes, Media and Techniques I
HSAR2455	Survey of Visual Arts Processes, Median and Techniques II
HSAR2456	Design in Everyday Life: A Personal Perspective
HSAR2457	Design in Everyday Life: A Global Perspective
HSAR4401	Ceramics II
HSAR4411	Drawing II
HSAR4421	Painting II
HSAR4431	Sculpture II
HSAR6540	Portfolio Preparation
HSAR6740	AP Studio Art

**WORLD LANGUAGE**

HSLC2400	Chinese I
HSLC4400	Chinese II
HSLC4600	Chinese II Honors
HSLC6400	Chinese III
HSLC6600	Chinese III Honors
HSLC8400	Chinese IV
HSLC8600	Chinese IV Honors
HSLC8700	AP Chinese Language and Culture
HSLF1400	French I
HSLF2400	French II
HSLF2600	French II Honors
HSLF3400	French III
HSLF3600	French III Honors
HSLF4400	French IV
HSLF4600	French IV Honors
HSLF6400	French V
HSLF6600	French V Honors
HSLF8400	French VI
HSLF8601	Advanced Contemporary French Studies
HSLF8700	AP French Language and Culture
HSLG2400	Ancient Greek I
HSLG4400	Ancient Greek II
HSLG4600	Ancient Greek II Honors
HSLG6400	Ancient Greek III
HSLG6600	Ancient Greek III Honors
HSLG8400	Ancient Greek IV
HSLG8600	Ancient Greek IV Honors
HSLL2400	Latin I
HSLL4400	Latin II
HSLL4600	Latin II Honors
HSLL6400	Latin III
HSLL6600	Latin III Honors
HSLL8400	Latin IV
HSLL8600	Latin IV Honors
HSLS1400	Spanish I
HSLS1550	Summer Exchange Program
HSLS2400	Spanish II
HSLS3400	Spanish III
HSLS3600	Spanish III Honors
HSLS4400	Spanish IV
HSLS4600	Spanish IV Honors
HSLS6400	Spanish V
HSLS6600	Spanish V Honors
HSLS8400	Spanish VI
HSLS8702	AP Spanish Language & Culture
HSLS8703	AP Spanish Literature & Culture

**CAPSTONE COURSES**

HSCC5700	AP Seminar
HSSS8400	Global Problem Solving
HSSC7400	Science Research and Applications

## BUSINESS & FINANCE

The mission of the Business & Finance department is to develop the use of technology, business and economic concepts, and ethical principles that are essential to all citizens in a global economy. Business & Finance courses promote the application of acquired skills to numerous disciplines and tasks. The Business & Finance curriculum prepares students with the knowledge and skills necessary for advanced study in post-secondary education and career preparation. Through a rigorous and comprehensive course of study, students are exposed to business pathways in accounting, finance, marketing and information technology.

\*Business & Finance offers college credit for select courses as noted through the College Career Pathways program partnership with Connecticut community colleges.

**Accounting I** **HSBU2400** **1 Credit**  
GR 9-12 Pathway: Business & Financial Literacy  
Prerequisite: None

The fundamentals of accounting are presented in this course. Students learn the accounting cycle, including journals, posting trial balance, income statement and balance sheet, and will be introduced to computerized accounting. Simulation of a realistic business situation is presented with an automated practice set. Accounting is strongly recommended for students who will major in business. *Note: Students may receive one math credit for Accounting, but not if they have taken Business Math A and B for math credit.*

PLEASE REFER TO PAGE 16 REGARDING COLLEGE AND CAREER  
PATHWAYS REGISTRATION DETAILS

**Accounting II** **HSBU4400** **1 Credit**  
GR 10-12 Pathway: Business & Financial Literacy  
Prerequisite: Accounting I

This course is intended for the student who wishes to study advanced accounting methods and to experience computerized accounting procedures. Special journals, payrolls, control systems and automated accounting are covered in this course. Business simulations are provided to give students similar activities as experienced in the accounting world.

**Business Mathematics A** **HSBU4480** **.5 Credit**  
GR 10-12 Pathway: Business & Financial Literacy

This course is for students who wish to study the fundamentals of math used in the business world and in personal affairs. Topics will include: personal money records; salary calculation; fringe benefits; commission; costs involved in home ownership; purchasing and leasing; taxes and insurance. Students may take this course alone or in combination with Business Math B. Students electing Business Math for math credit, may also elect accounting, but will not receive math credit for both Business Math and accounting.

**Business Mathematics B** **HSBU4481** **.5 Credit**  
GR 10-12 Pathway: Business & Financial Literacy

This course is for students who wish to study the fundamentals of math used in the business world and in personal affairs. Topics will include: saving and borrowing money; investments; business analysis and statistics; business profit and loss; and doing business in a global economy. *Students may take Business Mathematics A and B alone or in combination. Students may receive up to one math credit for business math if both courses are taken. Students electing business math for math credit, may also elect accounting, but will not receive math credit for both business math and accounting.*

**Financial Literacy****HSBU2453****.5 Credit**

GR 9-12

Pathway: Business &amp; Financial Literacy

At a time when credit card debt among eighteen to twenty-four year olds is dramatically increasing, and both unemployment and mortgage delinquencies are climbing, financial literacy has become a skill that must be acquired. After all, “four out of ten Americans are currently living beyond their means”, a statistic that directly affects our entire economy (Jumpstart.org). Within the finance curriculum students explore the concepts surrounding budgeting, goal setting, banking, consumer credit, savings, consumer protections, housing, taxes, retirement and investment. Through projects, activities, case studies and computer simulations students apply course concepts to authentic, real-world situations. The highlight of this course includes a real-time online Stock Market Simulation allowing students to research, assess and monitor investments in multiple domains.

PLEASE REFER TO PAGE 16 REGARDING COLLEGE AND CAREER  
PATHWAYS REGISTRATION DETAILS

**Entrepreneurship:****HSBU2452****.5 Credit****Intro to Business Marketing**

Pathway: Business &amp; Financial Literacy

GR 9-12

Prerequisite: None

Entrepreneurship focuses on recognizing a business opportunity, starting a business based on that recognized opportunity and operating and maintaining the business. Students will develop an appreciation for and understanding of entrepreneurship in our economy, especially since most of the jobs created in the early 1990’s have been in the small business sector. Forecasters have indicated that this trend will continue into the twenty-first century. Topics will include: the American free enterprise system, competition and the profit motive and the interrelationships of various facets of business ownership. This course will provide students with a realistic framework for starting their own business.

PLEASE REFER TO PAGE 16 REGARDING COLLEGE AND CAREER  
PATHWAYS REGISTRATION DETAILS

**Sports and Entertainment Marketing****HSBU4450****.5 Credit**

GR 10-12

Pathway: Business &amp; Financial Literacy

Prerequisite: None

This course will introduce students to fundamental marketing principles through exploration of the concepts and theories behind the lucrative sports and entertainment industry. Students will develop an understanding of the billions of dollars spent each year involving marketing, finance, economics, sponsorship, public relations, sales, advertising, licensing and other industry-related topics. Students will gain valuable knowledge on the impact that sports and entertainment have on consumer spending. Students will work individually and within teams through authentic applications and creative writing. This exploration will be reinforced with market strategies and real world applications.

**Computer Applications: Microsoft Office****HSBU2470.****5 Credit**

GR 9-12

Pathway: Communication Technology, Media and the Arts

Prerequisite: None

Colleges and workplaces of today require students to be proficient in the essential components of Microsoft Office. Knowledge of these applications will assist students with projects, reports, data analysis and presentations in both academic and professional career environments. This comprehensive course encompasses Microsoft Office Suite including Word, Excel, Access and PowerPoint. Students will create MLA style reports, letters, memos, flyers, worksheets, charts, databases and presentations. Additionally, students will become proficient at integrating

Microsoft Office Suite software to produce projects, complete simulations and develop advanced computer and Internet research skills. Using SAM (Microsoft Office Online Training), students will prepare to take the certification exam to become a designated Microsoft Office Specialist.

*Note: This course will provide students with the opportunity to complete the technology competency requirements for graduation.*

PLEASE REFER TO PAGE 16 REGARDING COLLEGE AND CAREER  
PATHWAYS REGISTRATION DETAILS

**Computer Applications: Microsoft Media**                      **HSBU2471**                      **.5 Credit**  
GR 9-1                      Pathway: Communication Technology, Media and the Arts

Prerequisite: None

Technology provides a means to enhance academic achievement, promote student learning and prepare for career success. In Computer Applications Media, students will be introduced to the world of personal publishing by using Word, Publisher, PowerPoint and Front Page. During this course, students will become acquainted with the proper procedures to design and create professional quality publications suitable for course work, professional purposes and personal use. Students will learn to create complex tables, mail merges, sales proposals, flyers/signs, tri-fold brochures, newsletters, presentations, and personal Web pages and sites. Students will be encouraged to use their creativity in designing and creating original publications.

*Note: this course will provide students with the opportunity to complete the technology competency requirements for graduation.*

PLEASE REFER TO PAGE 16 REGARDING COLLEGE AND CAREER  
PATHWAYS REGISTRATION DETAILS

**Introduction to Computer Science**                      **HSBU2474**                      **.5 Credit**  
GR 9-12                      Pathway: Communication Technology, Media and the Arts

Prerequisite: None

This course is for students who wish to explore the fundamentals of computer programming using the Visual Basic Language. The focus of this introductory level course is to provide students with the basic thought process in programming through a series of true applications written and tested by the student. Topics will include flowcharting, program design, object properties, and writing code. This hands-on course will provide an opportunity to explore interest in the computer science field and other computer related careers.

PLEASE REFER TO PAGE 16 COLLEGE AND CAREER PATHWAYS  
REGISTRATION DETAILS

**Introduction to Computer**                      **HSBU2473**                      **.5 Credit**  
**Systems: Word Processing**                      Pathway: Communication Technology, Media and the Arts  
GR 9-12

Prerequisite: None

The ability for students to master the skill of keyboarding along with knowledge of computer systems, hardware and applications are essential for every student. Students will master the "touch system" of keying and develop proficiency with Microsoft Word. Topics will include: formatting research papers with proper citations, the Modern Language Association academic reports and business correspondence such as letters and memos. An introduction to computer systems and the Internet, with current hardware & software technology products, rounds out this essential business course.

**Speech and Visual  
Communication**

**HSBU4410**

**1 Credit**

Pathway: Communication Technology, Media and the Arts

GR 11-12

Prerequisite: None

Effective communication is vital for success in today's economic and career marketplace as well as for all aspects of everyday life. Students will apply reading, writing, listening, speaking and problem solving to real world situations in an active multimedia environment. Through individual and group

work, students will review and evaluate video and literature based communication studies; develop concepts and strategies; and deliver written, oral, and computer based presentations. Students will be required to engage in challenging reading and writing assignments. Note: \*Students not in College Career Pathways may also elect this course. Non College Career Pathways students may receive English credit with approval of the English Department Supervisor upon recommendation of their school counselor. \*AP English waives this requirement.

**Career Exploration**

**HSBU6490**

**.5 Credit**

GR 11-12

The profound Business and Economic changes currently under way in our global economy are radically altering the world of work and greatly increasing the need to incorporate career exploration in the education of today's high school students. The Career Exploration is a classroom-based experience with the possible added component of a non-paid internship experience that provides individualized career placement for juniors and seniors. Students may earn 1 full credit when this course is coupled with the Internship component, during their junior or senior years. This program provides students with the opportunity to gain valuable, individual insight in occupations based around 16-identified career clusters, all while matching their talents, interests, aptitudes and skills to real-world opportunities. Students will be exposed to various guest speakers, potential job shadows and internship opportunities in order to be better prepared for choices after high school. Students are encouraged, but not required to elect the internship component of this course to augment their coursework and personal career exploration.

**Career Internship:**

**HSBU6491**

**.5 Credit**

**Cooperative Work Experience**

**Co-Requisite HSBU5033**

GR 11-12

The Career Internship /CWE Program is a career-oriented workplace learning experience that provides individualized career interest placements for juniors and seniors above the age of 16. The Internship Coordinator will assist students in finding placement in a related career interest area and in determining whether it will be a non-paid internship or paid work experience placement. Students are required to participate with a minimum of 4-hours per week on-site and 1-hour with the classroom instructor. Students can earn .5 credit for the Internship / CWE portion of the Career Exploration and Internship Program.

**Career Exploration and Internship Program (CEIP) Program Information:**

During the sophomore or junior year, students must apply and meet the criteria to be accepted into the program for the following year. These criteria include excellent attendance, good academic standing, positive teacher evaluations, reliable transportation and a recent physical. If they plan to elect the Internship / CWE course as well, their daily schedule must also allow time, either through late arrival, early release, or out-of-school hours to complete any job related portion of the internship / work experience. Each week the students meet with their mentors for approximately 4 hours while also attending a seminar class with the Coordinator.



written English. The course emphasizes American literature and new contemporary titles have been added to the curriculum. Preparation for the Connecticut Academic Performance Test is a major component of this course. As with any English course, students prepare and submit portfolios. English 10 is offered at the Standard and Honors level.

**Pre-AP English 10** **HSEN4500** **1 Credit**  
GR 10

Prerequisite: Permission of Department Supervisor

This course is intended for students in grade ten who have demonstrated potential for succeeding in Advanced Placement English courses in the upper grades but need to develop skills, motivation and strategies to prepare them to do so. This course will utilize the Enduring Understandings and Essential Questions of the Standard English ten curriculum but will emphasize study skills, habits of mind, and awareness of the college preparation process as additional goals. One goal of this course is to increase the participation of traditionally underrepresented groups in Advanced Placement courses. This is the first course in a two-year sequence meant to prepare students for the challenge of Advanced Placement English in their senior year.

**Modern World Literature** **HSEN6201** **1 Credit**  
GR 12

Modern World Literature focuses primarily on the works of world literature at the end of the 20th century up to the present. Issues and concerns of the world that surrounds us provide the cultural background for the study of current authors from around the world. The student will continue to develop reading skills in order to comprehend, interpret, and evaluate a variety of popular print and non-print texts including novels, short stories, poetry, graphic novels and other visual media. Genres covered are fiction (fantasy, science fiction, drama) and non-fiction (memoirs, journalism, essays.) Thematic focuses are diversity, identity, ethics and society.

**Pre-AP American Literature** **HSEN6502** **1 Credit**  
GR 11

Prerequisite: Successful completion of grade 9 and 10 English course requirements

This course, which is open to students in grade eleven, is designed to provide extensive preparation for students preparing to take a college level English course their senior year. The course is designed for students who need additional preparation in areas including close reading, critical thinking, literary analysis and the writing process. The course will also prepare students for the Smarter Balanced Assessment given in the spring of their junior year. The course will include American fiction and non-fiction titles including but not limited to *Dead Fathers Club*, *A Streetcar Named Desire*, *The Great Gatsby*, *Escape from Camp 14*, *Walden on Wheels*, *One Flew Over the Cuckoo's Nest* and a selection of short stories. While American Literature is featured in this course, students in all grade 11 courses will study Shakespeare's *Hamlet*.

**Advanced Placement English:** **HSEN6700** **1 Credit**  
**Language & Composition**

GR 11

This college-level course is intended for highly motivated, skilled juniors with an interest in becoming more proficient writers and critical thinkers. By studying various genres, styles and authors, students develop and refine their skills in textual analysis, written and oral composition, and building arguments through research and synthesis, all of which are essential for success on the AP Exam and in college writing. Although the course is predicated on



**Advanced Literature:****HSEN7408****1 Credit****21<sup>st</sup> Century Studies, Media and the Critical Eye**

GR 12

Everywhere students look today, they are bombarded by visual images that inform, entertain, and exploit. 21<sup>st</sup> Century Literature is concerned with helping students develop an informed and critical understanding of the nature of visual imagery, the techniques used to create these images, and the impact of these techniques. More specifically, the aim of this course is to increase students' understanding of the power of visual images in our everyday life. In this course, the students will demonstrate the ability to deconstruct visual images and will apply literacy and critical thinking skills to a variety of visual messages. Students will study both print and non-print images such as radio, magazines, film, television, video games, computers, the performing arts, and virtual reality. Course activities will include presentations, critical analysis and interpretation, small and large group discussions, research projects, and a summative presentation.

PLEASE REFER TO PAGE 15 REGARDING EARLY COLLEGE  
EXPERIENCE REGISTRATION AND FEE DETAILS

**Film Study****HSEN7451****.5 Credit**

GR 11-12

Film Study is designed for students who would like to explore film as a means of communication. Students will study the essential elements of film including structure, lighting and sound. They will learn the special techniques used by screenwriters and directors. As active viewers, students will compare and contrast ways in which different directors interpret the same material as well as how print and film versions of the same text differ. They will engage in extensive oral and written analysis of the social significance of films as reflection of their times and culture. Students will produce a film as the culminating project in this course.

**Journalism****HSEN7452****.5 Credit**

GR 11/12

Journalism is an elective designed for juniors and seniors with strong writing skills and an interest in working on the school newspaper. In this course, students learn various newsgathering techniques; write types of copy and study local, state, and national papers. Students are expected to submit articles for publication.

**Screenwriting****HSEN7455****.5 Credit**

GR 11-12

This course is open to juniors and seniors interested in developing the skills of writing for the stage and screen. In this course, students will master the creative and technical elements needed to prepare stories to be made into film. Students will gain a working knowledge of the creative demands and terminology of the discipline along with an increased knowledge of visual literacy in order to continue developing their skills at the college level. This course will serve as an introduction to college course work in this field. Students taking this course may consider but are not required to take its companion course, Film Studies.

**Write for College****HSEN8450****.5 Credit**

GR 11-12

This course will give students experience in producing the types of assignments expected in college. The class will begin with preparation for the college application essay. Other writing assignments will include the kinds of essays typically designed in college classes. The course

encourages writing by providing regular occasions to write, by helping students to generate ideas, by focusing on important grammar, usage and mechanics issues, and by offering opportunities for frequent peer and student teacher conferences. Students will use computers and computer software and will prepare portfolios of their work.

## ESOL

The English to Speakers of Other Languages (ESOL) course of study is designed for students whose first language is other than English. ESOL students new to the high school or students who are identified by the ESOL Department as needing support in English language skills are encouraged to follow this course of study.

**ESOL 1, 2** **HSEL2200** **1 English Credit**  
GR 9-12

Prerequisite: Teacher Recommendation

This course is designed for students with very limited proficiency in English. Using a variety of materials, students will practice listening, speaking, reading and writing. They will be aided in understanding American culture and in particular in understanding and coping with their “new life” at the high school.

**ESOL 3, 4** **HSEL2201** **1 English Credit**  
GR 9-12

Prerequisite: ESOL 1, 2 or Teacher Recommendation

This course is designed for students with basic proficiency in English. They will continue to practice skills in listening, speaking, reading and writing. Vocabulary development and strategies for understanding content from other academic classes will be included.

**ESOL 5, 6** **HSEL2202** **1 English Credit**  
GR 9-12

Prerequisite: ESOL 3, 4 or Teacher Recommendation

This course is designed for students with intermediate proficiency in English. They will continue to practice skills in listening, speaking, reading, writing and develop strategies for understanding content from other academic sources. A thorough review of grammar and a presentation of advanced grammatical concepts also will be included.

**ESOL 7, 8** **HSEL2203** **1 English Credit**  
GR 9-12

Prerequisite: ESOL 5, 6 or Teacher Recommendation

This course is designed for students with advanced proficiency in English to give them the opportunity to concentrate on improving language arts skills. Emphasis will be on reading and writing development including spelling, grammar, punctuation and vocabulary.

**ESOL Reading** **HSEL2204** **1 English Credit**  
GR 9-12

Prerequisite: Teacher Recommendation

This course is designed to assist ESOL students to transfer reading skills in their first language to English. It is also designed to provide instruction and guided practice in those areas that are unique to reading English, particularly vocabulary, idiomatic expressions and sentence structure. This course is part of a planned program for students in ESOL 3, 4. Students may also be enrolled upon recommendation of the ESOL teacher.

# FAMILY AND CONSUMER SCIENCES

Family & Consumer Sciences courses focus on skills needed to successfully manage resources, not only as individuals, but as group members in the family, workplace, and community. The variety of courses offered help students develop skills in the areas of self-confidence, setting goals, developing values and making educated decisions. Living independently is going to be a reality for students at some point in the near future. Family & Consumer Sciences courses will prepare students for daily life challenges as well as give them the opportunity to express their creativity.

Family & Consumer Sciences offers college credit for select courses as noted through the College Career Pathways program partnership with the community colleges. In addition, Introduction to Individual & Family Development offers college credit through the UCONN Early College Experience program.

**Interior Design** **HSFC4451** **.5 Credit**  
GR 10-12 Pathway: Health & Human Services

Prerequisite: None

Housing and Interior Design addresses the selection and planning of living environments to meet the needs and wants of individuals throughout the family life cycle. A broad range of economic, social, cultural, technological, environmental and maintenance factors are considered. Topics include evaluation of housing styles, locations, restrictions and ownership options. Housing to meet special needs and the impacts of technology on housing are also explored. The elements and principles of design related to interiors, housing and architecture are investigated. Students will develop skills in floor planning; creating functional, safe and aesthetic spaces; and using the color wheel and color harmonies to create pleasing interior environments. Historical aspects and contemporary trends in housing, interiors and furniture are evaluated. This course includes the exploration of housing related careers and aspects of the interior design industry. Analysis, evaluation and application of the above topics are required through a series of projects related to interior design.

**Fashion and Textiles I** **HSFC2400** **1 Credit**  
GR 10-12 Pathway: Manufacturing Logistics

Prerequisite: None

Fashion and Textiles I is an introductory course for the student who is interested in learning about fashion, textiles and clothing construction. Textiles, their care and the concept of weaving are introduced and applied to pattern and garment selection. Students will learn techniques in the areas of hand and machine sewing through the creation of projects for themselves or others. Craft skills in the areas of patchwork and needlepoint will be taught.

*Note: All clothing supplies are furnished by the student at his/her expense.*

**Fashion and Textiles II** **HSFC4400** **1 Credit**  
GR 10-12 Pathway: Manufacturing Logistics

Prerequisite: Fashion I or permission of the instructor

Fashion and Textiles II is an advanced course of study for students who are interested in broadening their fashion and clothing construction knowledge. Students will study the basics of wardrobe planning, maintenance and budgeting. The information will then be applied to create a unique student wardrobe profile. Elements and principles of design and their relationship to one's figure are applied to each student on an individual basis. Students will implement advanced machine sewing techniques on the garments they construct. Students will have the opportunity to use a serger sewing machine to create a garment. Craft skills will be covered in the areas of counted cross stitch and quilting. Careers in the fashion industry and fashion designers will be explored.

*Note: All clothing supplies are furnished by the student at his/her expense.*

**Fashion and Textiles III** **HSFC6400** **1 Credit**  
GR 10-12 Pathway: Manufacturing Logistics  
Prerequisite: Fashion II or permission of the instructor  
Fashion and Textiles III is designed for the student who is interested in exploring current trends in the world of fashion. Creativity can be expressed through a variety of advanced projects that feature unusual fabrics, innovative construction techniques, wearable art, serging and computer embroidery. Craft skills will be covered in the areas of knitting and crochet. Historical clothing will be researched.  
*Note: All clothing supplies are furnished by the student at his/her expense.*

**Introductory Foods** **HSFC2470** **.5 Credit**  
GR 9-12 Pathway: Business & Financial Literacy  
Prerequisite: None  
This course will provide instruction in the area of nutrition, food preparation and meal planning. Laboratory work will provide the opportunity for students to become familiar with kitchen tools, equipment, terminology, recipes and safety and sanitation procedures. Each student will work cooperatively in organized laboratory activities. Time management skills will be emphasized. Throughout this course, information will be presented to help students make wise consumer choices.

**Regional and International Cuisines** **HSFC4472** **.5 Credit**  
GR 9-12 Pathway: Business & Financial Literacy  
Prerequisite: Any Foods Course  
This course allows more time for individual work by students in the development and preparation of regional and foreign recipes. Through the medium of food preparation students will develop an understanding of relationships between people of various regions of the world. Students will study the interaction that culture, climate and geography have on food choices of various countries of the world and regions of the United States. Current and future issues regarding global nutrition and health will be examined. Complex food preparation and other laboratory experiences are an integral part of the course.

**Culinary Arts** **HSFC4470** **.5 Credit**  
GR 9-12 Pathway: Business & Financial Literacy  
Prerequisite: Introductory Foods  
This course is designed to build upon knowledge gained in Introductory Foods. The focus, however, will be shifted from preparation of individual items to the planning and preparation of complete meals that require advanced preparation techniques. Weekly, students will prepare meals that fall within dietary restriction and budgetary factors of the class. Through self-evaluation and research they will cite scientific reasons for successes or failures of the recipes. Career skills such as cake decorating and garnishing techniques are taught at this level. Students will be able to demonstrate their acquired knowledge through such projects as creating a personal cookbook, researching family dietary concerns and exploring personal nutritional habits.

**Careers in Foods** **HSFC6420** **1 Credit**  
GR 10-12 Pathway: Business & Financial Literacy  
Prerequisite: Introductory Foods and either Culinary Arts or Ethnic and Regional Cuisines  
This course is designed to offer the student opportunities to develop food service and restaurant management skills, as well as self-confidence and leadership skills. Quantity food production methods and quality control measures are an essential part of this course and are practiced weekly in laboratory classes. Students make the major decisions on all aspects of planning activities such as a lunch restaurant operation and take-out catering business. In

addition there are many required opportunities to participate in catering and serving for school and community events such as dances, awards ceremonies and senior citizen functions which often take place after regular school hours.

**Introduction to Early Childhood**

**HSFC2491**

**.5 Credit**

GR 9-12

Pathway: Health & Human Services

Prerequisite: None

Through this course, students will learn the basic principles and sequences of human development from the time of conception until the time of elementary school. Topics such as conception, pregnancy, patterns of child development, influences of environment, the exceptional child, pre-school education and parenting skills will be explored. It is hoped that this course will develop greater self-understandings as well as provide insight into childrens' behavior. This course is appropriate for all students; especially for those who have an interest in the following careers: medicine, nursing, law, social services, childcare and education. Students will operate a student planned and directed laboratory nursery school, which will provide opportunities to interact with children, as well as teach groups of children between the ages of two and a half and five years.

PLEASE REFER TO PAGE 16 REGARDING COLLEGE AND CAREER  
PATHWAYS REGISTRATION DETAILS

**Early Childhood Careers and Education**

**HSFC4491**

**.5 Credit**

GR 9-12

Pathway: Health & Human Services

Prerequisite: Child Development I

Students in this course will build upon the concepts of Child Development I. This semester allows students to follow the development of the child through the older preschool years, observing conceptual learning as well as foundations of social interaction. Students will be exposed to a variety of teaching approaches used to stimulate the young child. The second component of the course will be the student organized and operated nursery school. Students will focus on parent communication, the entrepreneurship aspects of nursery school, early childhood education and community involvement. *Note: College Career Pathways college credit is available to qualified junior and senior students when both Child Development I and II are successfully completed.*

PLEASE REFER TO PAGE 16 REGARDING COLLEGE AND CAREER  
PATHWAYS REGISTRATION DETAILS

**Introduction to Allied Health Careers**

**HSFC6430**

**1 Credit**

GR 11-12

Pathway: Health & Human Services

Co-Requisite HSFC6480

This course will give students knowledge and skills needed for careers in the rapidly growing Allied Health field. This program will benefit students interested in such careers as: Nursing; Medical Assisting; Dietetics; Physical, Radiation, Respiratory, Speech or Occupational Therapy; Physician; and other related medical technology fields. The class is taught during the school day and students will benefit from the combination of in-class instruction by a teacher and a consulting nurse/health professional. Students will have the opportunity to become certified in American Red Cross First Aid and CPR. Students taking Introduction to Allied Health Careers are **required** to be enrolled in Allied Health Careers Field Experience during the same academic calendar year.

PLEASE REFER TO PAGE 16 REGARDING COLLEGE AND CAREER  
PATHWAYS REGISTRATION DETAILS

**Allied Health Careers****HSFC6480****.5 Credit**

GR 11-12

Pathway: Health &amp; Human Services

Co-Requisite HSFC6430

This is the required semester-long field experience portion of the Introduction to Allied Health Careers class. Students will participate in experiences at local healthcare facilities. Guest speakers from various healthcare professions will help to broaden student's career awareness. Research into a health career of the student's choice will be required.

PLEASE REFER TO PAGE 16 REGARDING COLLEGE AND CAREER  
PATHWAYS REGISTRATION DETAILS

**Human Relations****HSFC2460****.5 Credit**

GR 10-12

Pathway: Health &amp; Human Services

Prerequisite: None

Human Relations is a course that will help students develop skills that will guide them to make informed choices in the areas of relationships and human sexuality. Role playing and discussion will allow students to become comfortable when communicating with others, making decisions, resisting pressure and taking risks. Relationships with members of the opposite sex, parents, siblings, extended family members, employers and coworkers are explored and discussed. Male/female issues such as sexual harassment, rape, abusive relationships, premarital sexual activity and contraception are covered. An in-depth study of human reproductive anatomy, physiology and health concerns is undertaken and related to their impact on personal relationships throughout the life cycle. Parenting skills are reinforced when students take "Baby Think It Over" home for a night.

**Independent Living****HSFC6460****.5 Credit**

GR 11-12

Pathway: Health &amp; Human Services

Prerequisite: None

The focus of this course encompasses the following six core topics: personal financial literacy, living environments, family life, nutrition and health, consumer education and work/career awareness. Based on their personal needs, values and goals, students will learn how to make decisions related to routine spending for food, clothing, personal needs, housing, transportation and home furnishings. They will also learn where to find consumer information about products, services and laws.

**Introduction to Individual  
and Family Development****HSFC6610****1 Credit**

GR 11-12

Pathway: Health &amp; Human Services

The course is an introduction to the field of Human Development and Family Relations and is part of the Early College Experience program at the University of Connecticut. The course will provide students with an understanding of individual and family development within the context of the family system and the changes that occur in family systems over time. The course will also include an internship component. Students will have the opportunity to apply for college credit. This course (HDFS1070) is required for students majoring in Human Development and Family Studies, Health Sciences, and Education at UCONN, and it satisfies a general education requirement in social sciences for all UCONN students.

PLEASE REFER TO PAGE 15 REGARDING EARLY COLLEGE  
EXPERIENCE REGISTRATION AND FEE DETAILS

## HEALTH AND PHYSICAL EDUCATION

The physical education program is based on helping students develop healthy, active lifestyles by experiencing a balance of activities in a positive, responsible, and cooperative environment. These activities include the movement areas of dance, fitness, adventure/cooperative education, and sports/games. It is through these experiences that we address the diverse needs of our students in the physical, social, emotional, and cognitive domains. The health education program offers a foundation of functional health information and skills so that students become health literate. Content areas are multidimensional, encompassing the areas of emotional wellness, intellectual wellness, spiritual wellness, social wellness, physical wellness, and occupational wellness. The dynamic nature of wellness requires that our curriculum focus on critical health skills, such as communication, decision-making, goal-setting, advocacy, self-management, analyzing influences, and accessing information.

**Freshman physical education** classes meet three times a week during the school year. A wide range of physical activities is present with a focus on health and physical wellness. Students will participate in dance activities, lifetime sports, adventure/outdoor education, and fitness related activities. Students will develop physical skills, learn how to assess and improve their present level of fitness, and gain an appreciation for a physically active lifestyle.

**Sophomore physical education** classes meet three times a week for one semester and build upon the activities presented in the freshman year. Tenth grade students participate in the CT Physical Fitness Assessment and this instruction will guide the students in their goal setting for an improved personal level of physical fitness. Sophomores enroll in health for the other semester.

**Junior and senior physical education classes** allow students to apply the information and skills from their physical education experience and design and implement their own fitness program. Instruction is geared towards helping students meet their individual needs. Students can elect to participate in a variety of activities to meet their needs and challenge themselves. Activities may be from the following areas: personal fitness design, adventure based activity, tennis, golf, archery, fencing, badminton, dancing, and a variety of team sports. Junior physical education classes meet twice a week for the entire school year. Senior physical education classes meet twice a week for one semester.

### **Substance Abuse Prevention**

A component of physical education classes in grades 9, 11, and 12 will focus on substance abuse prevention. These classes will include basic information about chemicals and their effects on the human body and society. Students will examine their own attitudes as they practice communication skills, decision-making skills, and refusal skills.

### **Medical Excuses**

All students are expected to attend and participate in physical education class. We recognize that during the course of the year, a student may become sick or injured. A student with an acute illness or injury (upper respiratory infection, sprained ankle, etc.) should present a note from his/her physician to the nurse. Excuses from physical education class are valid from the time the doctor's note is received by the school nurse and only for the time period stipulated by the doctor. Retroactive excuses are not acceptable unless immediately following a school absence covered by the doctor's note.

## Medical Exemptions

There may be a time in a student's career when, because of chronic illness or injury, a medical exemption from physical education class is requested. The parent/guardian should follow the process outlined below to request an exemption.

1. The student will contact the school nurse, inform her of the need for exemption, and obtain the required medical form.
2. The parent/guardian will mail the medical form to the student's physician. The doctor must clearly indicate on the form the types of physical activities in which the child can participate (mild, moderate, vigorous, or full exemption).
3. The physician will specify the length of the exemption or modification in the student's physical education program.
4. The school nurse will inform the physical education teacher and the counselor of record of the desired exemption.
5. In the event that adjustments must be made in a student's schedule and program, the adjustments will be made through the school counselor who will notify the physical education teacher.

## Health Education

HSPE4451

.25 Credit

A one-semester course in Health Education is required for graduation. Students are scheduled for Health Education during their sophomore year. The course will place emphasis on how to stay well and will focus on developing a positive approach to living through skills. Skills will include accessing valid information, products and services; goal setting; decision making; using effective interpersonal communication skills; analyzing internal and external influences; and advocating a healthy position. Topics will include human sexuality, sexually transmitted diseases, substance use/misuse/abuse, sexual harassment, stress and suicide prevention, and nutrition.

## Empowering Students through Leadership in Physical Education

HSPE6401

.5 Credit

GR 11

Juniors, who have successfully passed their freshmen and sophomore health and physical education courses and who have been recommended by their teachers, can enroll in this physical education class. This full year course meets the junior year physical education requirement.

This activity-based course will give students the opportunity to continue to develop their own fitness and physical education skills while developing their leadership potential. Course experiences include:

- ✓ Designing and leading effective dynamic warm-ups
- ✓ Practicing methods and techniques for teaching and coaching various activities
- ✓ Officiating various sports and activities
- ✓ Learning ways to support peers, including special needs students
- ✓ Learning the basics of first aid and CPR/AED

Successful completion of this course will make students eligible to be a peer assistant in PE Strategies or serve as physical education leader in a freshman or sophomore course during their senior year.

**Creating Lifelong Learners and  
Consumers of Fitness and Nutrition**  
GR 12

**HSPE8450**

**.25 Credit**

This course is open to seniors, who have successfully completed their freshman, sophomore, and junior physical education/health education requirements and who have been recommended by their physical education teachers.

This activity-based course will give students the opportunity to continue to develop their own health and fitness levels through a personalized plan tapping into community and technology resources. Course experiences include:

- Designing and implementing a personal fitness and nutrition plan
- Exploring local community fitness and activity-based facilities and services
- Using technology to improve fitness and nutrition
- Researching how to select and purchase products and services.

Creating Lifelong Learners and Consumers of Fitness and Nutrition is a half year course.

**Physical Education Strategies**

**HSPE7451**

**.25 Credit**

GR 12

This course is open to seniors who would like to take their physical education knowledge and skills to a new level by working to help other students develop their recreational, social, and physical education skills. Class participation involves working one-on-one or in small groups with fellow students. Skill practice will include tracking objects, catching, and throwing. Games, sports, and cooperative activities will be used to help students develop relationships and an appreciation for student differences. Students must be recommended by a physical education teacher. Students must have successfully completed previous physical education and health requirements. Class is limited to 10 students. Physical Education Strategies is a half year course.

## MATHEMATICS

The West Hartford Public High Schools' Mathematics Program embraces a standards based approach that reflects a balance between the development of conceptual understandings and procedural skills. Our program is grounded within four key areas: high expectations for all learners, promotion of inquiry and conjecture, reasoning and sense making, and habits of mind. The program facilitates inquiry and exploration of real world phenomenon utilizing technology. Instruction for all students includes a common core of topics aligned with the Connecticut's Standards for Mathematics. The courses focus on exploring mathematical content through multiple representations including algebraic, numerical, graphical, and tabular.

A Level 3 (L3) sequence of Algebra I, Geometry, and Algebra II will result in college and career readiness. Additional courses are recommended for students considering college majors in mathematics, engineering, other science related fields or business. Level 1 (L1) and Level 2 (L2) courses provide students with content and/or rigor beyond what is expected in a college preparatory course which may benefit students who are considering mathematics or science related careers. Level 1 (L1) courses will benefit students who demonstrate exceptional understanding and skill in mathematics.

Experience has shown that a final mark of C or above is needed to assure success in the subsequent mathematics course. You should plan to repeat the course if you earned a D, preferably in summer school. If you do not have a full credit in a prerequisite you may not enroll in the next course. Department permission is required to change courses during the school year. Graphing calculators are used extensively in most courses and required for Advanced Placement exams.

This table shows some typical pathways. There are others which can be followed. Please consult with your school counselor and mathematics teacher.

College Preparatory	Competitive College Preparatory	Accelerated/Advanced (Honors and AP)
Algebra I (L3)	Algebra I (L2)	Honors Geometry (L1)
Geometry (L3)	Geometry (L2)	Honors Algebra II (L1)
Algebra II (L3)	Algebra II (L2)	Honors Precalculus (L1)
Options include: AP Computer Science, Discrete Mathematics (UCONN ECE), Probability & Statistics, Trigonometry, Precalculus, Advanced Computer Science Principles	Options include: Precalculus, AP Computer Science, Discrete Mathematics (UCONN ECE), AP Statistics, Probability & Statistics, Trigonometry, AP Calculus AB (prerequisite-Precalculus), Advanced Computer Science Principles	Options include: AP Calculus AB, AP Calculus BC, AP Computer Science, AP Statistics, Advanced Computer Science Principles

**Pre-Algebra** **HSMA1100** **1 Credit**

Prerequisite: Permission of Department Supervisor  
 Success in algebra requires certain prerequisite skills and understandings. Pre-Algebra is designed to prepare students for a successful study of algebra. Students will learn to operate with integers, solve simple equations and graph in a rectangular coordinate system. They will learn to apply problem solving strategies to real life problems.

**Algebra I (L3)** **HSMA2202** **1 Credit**  
**Algebra I (L2)** **HSMA2402** **1 Credit**

Prerequisite: Department Recommendation  
 First year algebra courses are designed to prepare students to generalize and extend the Laws of Arithmetic. Students will acquire facility in applying algebraic concepts and skills to real world problems utilizing graphing technology. The principle topics included are: simplifying expressions, writing and solving linear equations and inequalities (including systems), operating on polynomials, interpreting slope as a rate of change, graphing in and translating from coordinate system, working with elementary probability theory, and understanding functional representation.

**Geometry (L3)** **HSMA4202** **1 Credit**  
**Geometry (L2)** **HSMA4402** **1 Credit**  
**Honors Geometry (L1)** **HSMA4601** **1 Credit**

Prerequisite: Algebra I & Department Recommendation  
 These courses are designed to integrate previously encountered mathematics with the study of geometric relationships, transformations and proof. The principle topics included are: working with segments, lines, angles, polygons and circles, finding lateral/surface areas and volume, and constructing proofs.

<b>Algebra II (L3)</b>	<b>HSMA6202</b>	<b>1 Credit</b>
<b>Algebra II (L2)</b>	<b>HSMA6402</b>	<b>1 Credit</b>
<b>Honors Algebra II (L1)</b>	<b>HSMA6601</b>	<b>1 Credit</b>

Prerequisite: Algebra I & Geometry (or equivalent) & Department Recommendation

Second year algebra significantly extends the conceptual and procedural understandings of first year algebra. The principle topics included are: distinguishing functions from relations, identifying, writing and graphing functions and relations, writing and using direct and inverse variation equations, solving absolute value, quadratic and radical equations, graphing polynomial functions, simplifying and operating on rational expressions.

<b>Advanced Computer Science Principles</b>	<b>HSMA7710</b>	<b>1 Credit</b>
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Prerequisite: Algebra II (any level)

Advanced Computer Science Principles is a rigorous course intended to increase students' understanding of the central ideas of computer science (the study of computers and computation). CS Principles is designed to provide a solid introduction to the thinking skills and practices that make up the study of computer science and an appreciation of the role that computers and computation play in the 21<sup>st</sup> century. There are seven basic principles that are the basis for this course: (1) creativity, (2) abstraction, (3) data, (4) algorithms, (5) programming, (6) the Internet, and (7) societal impact. The course is project-based, and it is designed to help students learn to access mobile services and applications as creators, not just consumers. Students will use multiple tools and devices such as Android phones and/or Android Emulators, and App Inventor to design and create Android apps.

<b>Advanced Placement: Computer Science A</b>	<b>HSMA7700</b>	<b>1 Credit</b>
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Gr 11/12

Prerequisites: Algebra I, Geometry, Algebra II

(Students with advanced computer experience may be granted permission to enroll concurrently with Algebra II with department supervisor and instructor permission)

This introductory course in computer science is based on requirements that are comparable to an introductory course for computer science majors at a university or college. It is also recommended for students who plan to major in other areas that require significant technology expertise. A large part of the course is built around the writing, running, and debugging of computer programs in Java to correctly design and implement solutions to problems. The design and implementation of computer programs is used as a context for introducing other important aspects of computer science such as the development and analysis of algorithms and the development and use of fundamental data structures. Object-oriented design and the ethical and social implications of computer use are recurring themes. Participation in the Advanced Placement exam is an expectation of this course.

(Students with limited computer experience may consider taking Introduction to Computer Programming, a one semester course using Visual Basic, as a preceding course to establish a strong sequence of computer programming experience)

<b>Pre-Calculus</b>	<b>HSMA8400</b>	<b>1 Credit</b>
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Prerequisite: Algebra II & Geometry (or equivalent) & Department Recommendation

This course is designed for students planning to continue their study of mathematics or Science. Course work includes advanced algebra, analytic geometry, the transcendentals (trigonometric, circular, logarithmic and exponential functions), polar coordinates, sequences, series and limits. Other topics include theory of equations, theory of limits and an introduction to the calculus. Although Pre-Calculus is not always required for college entrance, it is recommended for those students who intend to study in the area of mathematics, engineering, or other science related fields. Students who have previously

completed the one semester Trigonometry will not earn credit for Pre-Calculus I. Experience has shown that students who have earned grades of “B” or better in Algebra II and Geometry are most likely to be successful. A graphing calculator is required.

**Discrete Mathematics** **HSMA8450** **.5 Credit**

Prerequisite: Algebra II (any level) & Department Recommendation

Discrete Math is a course designed for students whose career interests lie in fields not dependent on calculus. Students will develop their abilities to model realistic problems and to use technology. Discrete mathematical tools such as matrices, graph theory or linear programming are used to investigate topics such as logic, combinatorics, iteration, game theory and financial literacy. A graphing calculator is required.

PLEASE REFER TO PAGE 15 REGARDING EARLY COLLEGE  
EXPERIENCE REGISTRATION AND FEE DETAILS

**Probability and Statistics** **HSMA8451** **.5 Credit**

Prerequisite: Algebra II (any level) & Department Recommendation

This course is designed to foster an appreciation for the role of statistics in society and an understanding of statistical procedures. It explores the role of probability in making statistical inferences and provides experiences with problems from a variety of fields including business, government, medicine, science, engineering and law. A graphing calculator is required.

**Trigonometry** **HSMA8452** **.5 Credit**

Prerequisite: Geometry & Algebra II (any level) & Department Recommendation

This one semester course provides students with a complete study of Trigonometry and is designed for students considering technical careers. The trigonometric topics from Pre-Calculus will be covered but in a more concrete and intuitive fashion with a greater emphasis on their application. A graphing calculator is required.

*Note: A student who has credit in Pre-Calculus Honors or Pre Calculus cannot earn credit with Trigonometry. This course may not be used as a prerequisite for Pre-Calculus.*

**Honors Pre-Calculus** **HSMA8600** **1 Credit**

Prerequisite: Algebra II Honors (or equivalent) & Department Recommendation

This course is a more rigorous approach to elementary mathematical analysis than Pre-Calculus I. Coursework includes transcendental functions, number systems, analytic geometry (including parametric and vector representation), sequences, series, limits, permutations, combinations and probability. This course provides an excellent foundation for work in calculus. A graphing calculator is required.

**Advanced Placement Statistics** **HSMA8700** **1 Credit**

Prerequisite: Pre-Calculus & Department Recommendation

The purpose of this course is to introduce students to the major concepts and tools for collecting, analyzing, and drawing conclusions from data. Students are exposed to four broad conceptual themes: exploring data, planning a study, anticipating patterns in advance, and statistical inference. Students with credit in Probability and Statistics must complete the full year of AP Statistics in order to receive .5 credit. Participation in the Advanced Placement exam is an expectation of this course. A graphing calculator is required.

PLEASE REFER TO PAGE 15 REGARDING EARLY COLLEGE  
EXPERIENCE REGISTRATION AND FEE DETAILS

**Advanced Placement:  
Calculus AB**

**HSMA8701**

**1 Credit**

Prerequisite: Pre-Calculus Honors (or equivalent) & Department Recommendation  
Calculus AB introduces students to the theories of differential and integral calculus and provides a thorough review of elementary functions. For course description see booklet in Guidance Office, Advanced Placement Program: Course Descriptions. A graphing calculator is required. Participation in the Advanced Placement exam is an expectation of this course.

**Advanced Placement:  
Calculus BC**

**HSMA8702**

**1 Credit**

Prerequisite: Pre-Calculus Honors (or equivalent) and Department Recommendation  
Calculus BC is intended for students who have a thorough knowledge of analytic geometry and elementary functions in addition to college preparatory algebra, geometry and trigonometry. It is an intensive full year course in calculus. Additional topics include infinite series, elementary differential equations, and calculus of polar and parametric equations. The content of Calculus BC is designed to qualify a student for placement one semester beyond that granted for Calculus AB. Participation in the Advanced Placement exam is an expectation of this course. A graphing calculator is required

PLEASE REFER TO PAGE 15 REGARDING EARLY COLLEGE  
EXPERIENCE REGISTRATION AND FEE DETAILS

**MUSIC**

The West Hartford Public Schools' Music Department will provide all students with a comprehensive, standards-based music education. The study of music fosters artistic development, critical thinking, intellectual curiosity, and the pursuit of life-long learning. Through performing and responding to music, all students develop individual skills, realize a sense of belonging, and establish connections to the community.

The Music department offers courses that provide a variety of experiences for students of all abilities and musical backgrounds. These courses are designed for students who wish to pursue music as an avocation as well as those planning a career in music. Some of the courses listed below are open to all students; others require a special audition for membership. Most music classes meet daily.

Students enrolling in performance groups accept the obligation to participate in all scheduled concerts and rehearsals. Students may only be excused with the instructor's approval.

In addition to the courses listed below as Honors Level, Contract Credit is available for a limited number of juniors and seniors in conjunction with one music class. Acceptance to this Contract Honors Program is based on a student audition and portfolio, both of which will be reviewed by the music faculty.

**CHORAL MUSIC**

**Treble Choir  
GR 9**

**HSMU2400**

**1 Credit**

The treble choir is open to 9<sup>th</sup> grade girls. The focus of the ensemble is to develop proper vocal production, basic musicianship and music reading skills. This choir performs a wide variety of musical styles. Performances are scheduled throughout the year. The Treble Choir will combine with other ensembles for certain performances.

<b>Voices of the World (VoW)</b> GR 9-12	<b>HSMU2406</b>	<b>1 Credit</b>
Voices of the World is open to all students in grades 9-12. Participants need not have been in a school choir previously to participate. VoW covers music from all around the world with strong emphases on Gospel/African American music and Hispanic music and their history. Performances are scheduled throughout the year, including department choir concerts and the Martin Luther King Day performance at the Town Hall. VoW will combine with other ensembles for certain performances. Students in this choir are eligible to participate in the Conard Musical.		
<b>Freshman Men's Choir</b> GR 9	<b>HSMU2404</b>	<b>1 Credit</b>
The Freshman Men's Choir is open to 9 <sup>th</sup> graders. The focus of the ensemble is to develop proper vocal production to help facilitate the changing voice, basic musicianship and music reading skills. This choir performs a wide variety of musical styles. Performances are scheduled throughout the year. The Freshman Men's Choir will combine with other ensembles for certain performances.		
<b>Men's Choir</b> GR 10-12	<b>HSMU3400</b>	<b>1 Credit</b>
Prerequisite: Teacher recommendation Men's Choir is open to sophomores, junior and senior boys. The focus of the ensemble is placed on the continued development of individual and ensemble skills presented in the freshman year. This choir performs a wide variety of men's literature. Men's Choir will combine with other ensembles for certain concerts. Performances are scheduled throughout the year and students may participate in the Spring Musical. The goal of this choir is to prepare singers for participation in Solo Choir.		
<b>Lux Voce</b> GR 10-12	<b>HSMU5400</b>	<b>1 Credit</b>
Prerequisite: Teacher recommendation Lux Voce is open to sophomores, junior and senior women. The focus of the ensemble is placed on the continual development of individual and ensemble skills presented in the freshman year. This choir performs a wide of variety women's literature. Lux Voce will combine with other ensembles for certain concerts. Performances are scheduled throughout the year and students may participate in the Spring Musical. The goal of this choir is to prepare singers for participation in Solo Choir.		
<b>Solo Choir (Honors)</b> GR 11/12	<b>HSMU7601</b>	<b>1 Credit</b>
Prerequisite: Audition Solo Choir is open to juniors and seniors. This small ensemble represents Conard's most advanced singers. Solo Choir performs music of every genre. Music preparation requires an extensive, advanced knowledge of vocal production, musicianship, musical literacy and performance practice. This ensemble meets daily with additional evening rehearsals. Students in Solo Choir are expected to commit extra time to performances and concert tours. Performances are scheduled throughout the year and may include required performances and concerts for the music department as well as community appearances. Students may also participate in the Spring Musical.		

**Instrumental Music****Freshman Band****HSMU2420****1 Credit**

GR 9-10

Prerequisite: Teacher recommendation

The Freshman Band is a performance ensemble consisting of woodwinds, brass and percussion instrumentalists who have reached the intermediate level in technique and musicianship. Students develop knowledge and skill in ensemble balance, tone production, sight reading, musical terms and historical information as they pertain to the music that is prepared and performed. Repertoire includes major works for band that serve to prepare the student for admission to the advanced level band. This group rehearses five times per week and performs regularly throughout the school year at concerts, school and community events, home football games and in the Memorial Day Parade.

**Guitar I****HSMU2445****1 Credit**

GR 9-12

Guitar instruction is offered for beginners and students with prior experience on the instrument. The class is taught in a lab setting with instruction tailored to the specific needs of each student and an emphasis on the practical knowledge needed to become competent guitarists. Students are introduced to many styles of guitar playing including folk, classical, rhythm and blues, rock, lead, finger picking, and jazz guitar in both tablature and standard notation.

**Jazz Ensemble****HSMU3420****1 Credit**

GR 9-12

Prerequisite: Audition

The Jazz Ensemble is an intermediate level performance ensemble consisting of flute, saxophone, trumpet, trombone, piano, guitar, string bass, drum set and auxiliary percussion. This group rehearses daily, with some additional evening rehearsals. Students develop knowledge and skill in ensemble balance, tone production, improvisation, sight-reading, jazz theory and jazz history as it pertains to the music being prepared and performed. A wide variety of styles are studied and emphasis is placed on improvisation and a repertoire that serves to prepare the student for admission to the Concert Jazz Ensemble. This group performs regularly throughout the school year in school and community events and in jazz festivals.

**Concert Orchestra****HSMU3440****1 Credit**

GR 9-12

Prerequisite: Teacher recommendation

Concert Orchestra is an ensemble for all students who play violin, viola, cello or bass. Concert Orchestra is open to all string players who have developed proficiency on their instrument that enables them to play the repertoire of the ensemble. Students develop knowledge and skill in ensemble balance, tone production, sight reading, instrumental technique, and historical information in relation to the music they perform. Repertoire is drawn from the Baroque, Classical, Romantic, and Contemporary eras and occasionally includes other genres such as bluegrass, pop, movie music, and jazz. Wind players are selected from band to form a full orchestra on occasion. Concert Orchestra rehearses daily, and performs regularly throughout the year. Small group instruction and chamber ensembles are offered as adjunct activities. All freshmen continuing their study of string instrument should register for Concert Orchestra.

<b>Guitar II</b> GR 9-12	<b>HSMU4445</b>	<b>1 Credit</b>
Prerequisite: Teacher recommendation		
Guitar instruction is offered for intermediate students with prior experience on the instrument. The class is taught in a lab setting with instruction tailored to the specific needs of each student and an emphasis on more advanced guitar skill development and improvisation techniques. Through direct instruction and independent learning opportunities, students will be exposed to many styles, including folk, classical, rhythm and blues, rock, lead, finger picking, and jazz guitar in both tablature and standard notation.		
<b>Symphonic Band</b> GR 10-12	<b>HSMU5420</b>	<b>1 Credit</b>
Prerequisite: Teacher recommendation		
The Symphonic Band is a semi-advanced performance ensemble consisting of woodwinds, brass and percussion instrumentalists that rehearse daily. Students develop knowledge and skill in ensemble balance, tone production, sight reading, musical terms and historical information to promote a high level of musicianship through performance. The Symphonic Band performs advanced band and wind ensemble literature throughout the school year at concerts, school and community events, home football games and in the Memorial Day Parade. Small ensembles are offered occasionally as an adjunct to the Symphonic Band.		
<b>Wind Ensemble</b> GR 10-12	<b>HSMU7421</b>	<b>1 Credit</b>
Prerequisite: Audition		
The Wind Ensemble is an advanced performance ensemble consisting of woodwinds, brass, and percussion instrumentalists that rehearse five times per week. Students develop knowledge and skill in ensemble balance, tone production, sight-reading, musical terms and historical information to promote a high level of musicianship through performance. The Wind Ensemble performs advanced band and wind ensemble literature throughout the school year at concerts, school and community events, home football games, and in the Memorial Day Parade. Small ensembles are offered occasionally as an adjunct to the Wind Ensemble. Open to seniors who have attained an advanced level of performance and to sophomores and juniors by audition only.		
<b>Philharmonia</b> GR 10-12	<b>HSMU7440</b>	<b>1 Credit</b>
Prerequisite: Teacher Recommendation		
Philharmonia is an advanced level string ensemble for students who play violin, viola, cello or bass. Membership in Philharmonia is only for sophomores, juniors, and seniors. Students enhance their knowledge and skill in ensemble balance, tone production, sight reading and instrumental technique. Philharmonia performs music for string orchestra, and combines with members of the Wind Ensemble to create a full orchestra. Repertoire is drawn from the Baroque, Classical, Romantic and Contemporary eras and occasionally includes other genres such as bluegrass, pop, movie music and jazz. Philharmonia rehearses daily, and performs regularly throughout the year at events such as the Music Department Extravaganza, Stringest and Pops Concert. Small group instruction and chamber ensembles are offered as adjunct activities.		

**Concert Jazz Ensemble (Honors)****HSMU7622****1 Credit**

GR 10-12

Prerequisite: Audition

The Concert Jazz Band is an advanced level performance ensemble consisting of flute, saxophone, trumpet, trombone, piano, guitar, string bass, drum set, and auxiliary percussion. This group rehearses daily, with some additional evening rehearsals, and a weekly sectional rehearsal. Students develop knowledge and skill in ensemble balance, tone production, improvisation, sight-reading, jazz theory, and jazz history to promote a high level of musicianship through performance. A wide variety of styles are studied and the group performs at the annual jazz shows, school and community events, competitions and a biennial European concert tour.

**I Giovani Solisti (Honors)****HSMU7641****1 Credit**

GR 9-12

Prerequisite: Audition

Solisti is a chamber orchestra for advanced string players from Conard and Hall High Schools. This performance group meets at each high school independently during the school day, and once per week in the evening with students from both schools by arrangement with the instructor. The group performs some of the hallmarks of the string orchestra repertoire, along with contemporary and rarely heard works. Typically, much of the repertoire is NYSSMA level 5, 6, or collegiate level. I GIOVANI SOLISTI (The Young Soloists) often performs locally and at regional festivals, and periodically travels abroad.

<b>SCIENCE</b>
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The mission of the secondary science program is to educate all students to be scientifically literate and responsible citizens.

The goal of science education is to develop scientifically literate citizens who understand and apply the knowledge and processes of science. It encourages a positive attitude toward solving problems and a curiosity to understand and appreciate the impact of science and technology on the natural world and on society.

Science is more than a body of facts, a set of principles, or a collection of sophisticated tools. It is a structured, creative, and active method of asking and answering questions. An effective framework for teaching science must be based on knowledge of scientific principles and on an understanding of logical thought processes. Effective science education requires a developmentally appropriate and sequential program that stresses problem solving and inquiry through laboratory experiences and a variety of learning activities. Effective science education will help students become informed adults capable of responsible decisions, independent action and teamwork. It will enable all students to develop an understanding of the interconnections between science and technology and the shared human responsibility to preserve and improve life on Earth.





**Advanced Placement: Biology**                      **HSSC4700**                      **1 Credit; 7 periods per week**  
GR 10-12

Prerequisite: Teacher Recommendation

This course is an introductory college biology course that examines, in an accelerated and in-depth manner, topics in biochemistry, cellular biology, organismal biology, population biology, evolution, genetics and ecology. Advanced Placement Biology will prepare students for the SAT Biology E/M Subject Test and annual Advanced Placement Examination. This national College Board program enables superior students to complete college level studies in high school. Participating colleges grant credit or advanced placement to students who have done well on the qualifying examination. Participation in the Advanced Placement exam is an expectation of this course. Eight transferable UCONN credits are available for eligible students who earn a grade of C or better as part of the UCONN Early College Experience (ECE) Program.

PLEASE REFER TO PAGE 15 REGARDING EARLY COLLEGE  
EXPERIENCE REGISTRATION AND FEE DETAILS

**Science Investigational Skills**                      **HSSC7150**                      **.5 Credit; 5 periods per week**  
GR 12

Prerequisite: Earth Science and Biology (any level)

Enrollment preference will be given to seniors who need to meet the district's graduation performance standard in science investigational skills. This is a one semester, five periods per week, laboratory-based course that will focus on the scientific process as opposed to science content and knowledge. Students will have the opportunity to develop their proficiency in science investigational skills and competencies while they conduct hands-on laboratory investigations.

**Chemistry**    **HSSC6400**                      **1 Credit; 7 periods per week**  
GR 11/12

Prerequisite: One credit Algebra I

It is strongly recommended that only students who have earned a C or above in Algebra I (L2) or an A or above in Algebra I (L3) and co-enroll in Algebra II (L2), Pre-Calculus or Calculus enroll in this course. This course presents to students an explanation of the structure, composition, physical and chemical properties and behavior of the materials that make up the world in which we live. Emphasis is placed on problem solving and the ability to make predictions about the behavior of matter. Inquiry is emphasized in class discussions and in many of the lab activities. Students will learn the skills necessary for the communication of chemical ideas within technical and scientific occupations.

**Advanced Placement Chemistry**                      **HSSC6700**                      **1 Credit; 7 periods per week**  
GR 11/12

Prerequisite: Algebra II (L2) which may be taken concurrently with the consent of the Department Supervisor

This course is the equivalent of an introductory university level chemistry course. It is a challenging, accelerated and in-depth presentation of the topics discussed in chemistry. There is a strong emphasis on theory and descriptive chemistry. The analytical portion of the course requires that students have strong mathematical skills especially in Algebra II (L2). The Advanced Placement program prepares students to take the Advanced Placement Chemistry exam administered by the College Board and the SAT Chemistry Subject Test. Success on this exam may lead to college credit. Participation in the Advanced Placement exam is an expectation of this course.



**Advanced Placement  
Environmental Science**  
GR 12

HSSC7700

1 Credit; 7 periods per week

Prerequisite: Earth Science, Biology and Algebra II (which may be taken concurrently)

The goal of the AP Environmental Science course is to provide students with the scientific principles, concepts and methodologies required to understand the interrelationships of the natural world, to identify and analyze environmental problems both natural and human-made, to evaluate the relative risks associated with these problems and to examine alternative solutions for resolving or preventing them. The following themes provide a foundation for the structure of the AP Environmental Science course:

1. Science is a process.
2. Energy conversions underlie all ecological processes.
3. The earth itself is one interconnected system.
4. Humans alter natural systems.
5. Environmental problems have a cultural and social context.
6. Human survival depends on developing practices that will achieve sustainable systems.

Three transferable UCONN credits are available for eligible students who earn a grade of C or better as part of the UCONN Early College Experience (ECE) Program.

PLEASE REFER TO PAGE 15 REGARDING EARLY COLLEGE  
EXPERIENCE REGISTRATION AND FEE DETAILS

**Physics**  
GR 11/12

HSSC8400

1 Credit; 7 periods per week

Prerequisite: One credit Algebra II

It is strongly recommended that only students who have earned a C or above in Algebra II (L2) or an A or above in Algebra II (L3) enroll in this course. Students who wish to take Honors Algebra II (L1) or Algebra II (L2) concurrently may do so with permission of the Department Supervisor. Physics is the study of energy and matter and their relationships. During the first semester, students study energy related to the position or movement of solid objects including motion, forces, gravity, vectors, momentum, potential and kinetic energy, work and power. During the second semester, students study fluids, waves — including mechanical, sound, and light waves — static electricity, electrical current, electrical circuits, magnetism and electromagnetic induction. Physics stresses the use of mathematics to solve problems. Students spend time in the laboratory applying science skills to real data to develop the concept upon which the course is based.

**AP Physics 1**  
GR. 11/12

HSSC8701

1 Credit; 7 periods per week

Prerequisite: Pre-Calculus which may be taken concurrently with permission of the Department Supervisor

AP Physics 1 is equivalent to the first semester of a college introductory, algebra-based physics course. AP Physics 1 addresses the topics of kinematics, Newton's laws of motion; torque; rotational motion and angular momentum; gravitation and circular motion; work, energy, and power; linear momentum; oscillations, mechanical waves and sound; and an introduction to electric circuits. Participation in the Physics I Advanced Placement Exam is an expectation for this full year, two lab period per week course. Four transferable UCONN credits may be available for eligible students who earn a grade of C or higher as part of the UCONN Early College Experience (ECE) Program.

PLEASE REFER TO PAGE 15 REGARDING EARLY COLLEGE  
EXPERIENCE REGISTRATION AND FEE DETAILS

**AP Physics 1 and AP Physics 2**  
Gr. 11/12  
Prerequisite: Pre-Calculus

**HSSC702**

**1 Credit; 8 periods per week**

**Concurrent registration in Calculus is recommended**

AP Physics 1 and 2 is the equivalent of a two-semester (full-year) college introductory, algebra-based physics course. AP Physics 1 and 2 address all topics in AP Physics 1 as well as the following: fluid statics and dynamics; thermodynamics with kinetic theory and PV diagrams and probability; electrostatics; electrical circuits; magnetic fields; electromagnetism; physical and geometric optics; and topics in modern physics. Participation in the Advanced Placement Physics 1 Exam and the Advanced Placement Physics 2 Exam are part of the expectations for this full year, three lab period per week course. Eight transferable UCONN credits may be available for eligible students who earn a grade of C or higher as part of the UCONN Early College Experience (ECE) Program. The 3<sup>rd</sup> lab period is slated for Wednesdays.

**PLEASE REFER TO PAGE 15 REGARDING EARLY COLLEGE  
EXPERIENCE REGISTRATION AND FEE DETAILS**

**Science Research and  
Applications**

**HSSC7400**

**1 Credit: 5 Periods per Week**

Grade 12 (Grade 11 with Permission of the Science Department Supervisor)

Prerequisites: Earth Science, Biology, and Chemistry

“Research is formalized curiosity. It is poking and prying with a purpose.” Zora Neale Hurston

This course provides a unique opportunity for students to develop and employ the skills of a practicing scientist. The overall goal of the Science Research and Applications course is to help students plan, design, conduct, and present original science research. Students enrolled in this course will develop learning, innovation, career, and informational technology skills that relate to an area of strong personal interest. In addition to their science teacher the student may work with an internship host (i.e., a practicing scientist) to complete their project. This course meets the new State of Connecticut graduation requirement for an exhibition portfolio (i.e., a Capstone Project).

## **SOCIAL STUDIES**

The mission of the Social Studies Department is to prepare students to be informed participants in an ever-changing global community and to act responsibly to improve its condition. Through acquiring knowledge, developing analytical skills, and examining multiple perspectives, students will understand themselves as individuals and as contributing members of a democratic society.

**Modern World History**

**HSSS2400**

**1 Credit**

Students in this course will analyze major people, events and themes of Modern World History from the time of the French Revolution up to the present day. Students will study the histories of Europe, Africa, Asia and Latin America in this course. A major component of the course is the connecting of historical events of the past to the present day. During the year students will develop research and other 21<sup>st</sup> century skills, and will produce a comprehensive research paper as a requirement for the course.

<b>United States History – ESOL</b> GR 9-12 (even start years)	<b>HSSS4200</b>	<b>1 Credit</b>
This full-year course for ESOL students fulfills their U.S. History requirement. It is a survey of the foundations of our country through the 20th century. Reading, writing, and vocabulary skills are emphasized along with an understanding of the important events and people that have contributed to the making of our country.		
<b>United States History</b>	<b>HSSS4400</b>	<b>1 Credit</b>
This course will focus on important people, places, events and themes in American history from the 1880s to the present. Historical topics such as industrialization, progressivism, imperialism, the struggle for equality and American exceptionalism are introduced to illustrate how vital issues impact events across time. Students will gain experience in interpreting primary sources and in exploring and evaluating divergent viewpoints of events and individuals in American history. Students will continue to develop their research skills, and a comprehensive research paper is required to earn credit for this course.		
<b>United States History &amp; the African American Experience</b> GR 10	<b>HSSS4402</b>	<b>1 Credit</b>
Students may elect to take this course to meet the U.S. History requirement. This course will examine the people, places, and events of U.S. History from 1870- Present. Historic topics such as Reconstruction, Industrialization, the Progressive Era, the Harlem Renaissance, the World Wars, the Civil Rights Movement, Vietnam and Iraq Wars will be studied and analyzed from the experience of African Americans and society at large. Students will gain experience in analyzing primary sources and in exploring and evaluating divergent viewpoints. A research paper is required.		
<b>American Government – ESOL</b> <i>Open only to ESOL students GR 9-12 (odd start years)</i>	<b>HSSS6200</b>	<b>1 Credit</b>
Basic reading and writing skills are emphasized in the context of the study of American Government. Special emphasis will be placed on the study of the Constitution, Bill of Rights, and the American political and judicial systems. This course may be offered in alternate years depending upon enrollment.		
<b>American Government</b> GR 11/12	<b>HSSS7450</b>	<b>.5 Credit</b>
Prerequisite: Grade 10 students require Department Supervisor permission Students will investigate the organization of government in the United States, the division of power between state and national government and the separation of powers in various branches of government. Formal and informal rules which regulate the political process will be examined. The procedure open to the individual citizen to influence the political decision-making process will be emphasized. Election procedures, political party activities, pressure of special interest groups, conditions influencing voter choices, limitations placed on decision makers and rights and responsibilities of citizens will be studied. Students in the course will engage in the development of a Democracy Activities Portfolio.		
<b>Classical Studies</b> GR 10-12	<b>HSSS6451</b>	<b>.5 Credit</b>
This course will serve as a survey of Greek and Roman history. Lessons on Greece will cover the development of Greek civilization from the Bronze Age to the death of Alexander the Great. The section on Rome will focus on the rise and fall of the Rome Republic, Rome's overseas expansion, and its transformation into the Roman Empire. Special attention will also		

be given to Christianity and the collapse of the Roman Empire in the west. The course will encourage students to analyze the social and political structures in Greece and Rome through the examination of art, literature, film and theater. The class will explore the reasons for the success of both civilizations and their contributions to Western civilization and the world today.

**Hispanic Studies** **HSSS6452** **.5 Credit**  
GR 10-12

Hispanic Culture: Celebración!

Diversity is the strength of America, and our deep Hispanic roots are the focus of this one-semester course. Students will explore both the cultural richness of Latino life here and the Hispanic world beyond, using a wide array of primary sources and textual materials. Issues and problems will also be addressed, ranging from Hispanic ethnicity, class dynamics, government and economic structure, to artistic and literary trends and human rights struggles. In all of these topics, their historical sources, interface over time with mainstream American culture, and vital impacts today will be evaluated. As globalization becomes a reality, all students will better appreciate the key Hispanic aspects of our national and world mosaic.

**History of Modern Warfare** **HSSS6453** **.5 Credit**  
GR 10-12

This one semester course will be an in-depth study of the political, economic and social causes, events, and results of major wars of the past 100 years. Special attention will be given to the impact war has on civilization and populations. Topical segments from literature and films of major wars will be analyzed. Special focus will be given to World War I, World War II, the Vietnam War, and the war in Iraq. Students in this class will spend time engaged in activities designed to improve their reading and writing skills.

**Introduction to Psychology** **HSSS6455** **.5 Credit**  
GR 11-12

This course is designed to provide students with a foundation in the basic theories and principles of psychology. Students will examine the major theories of human behavior, personality and developmental growth. By the end of the course, students will have a greater understanding of themselves and their capacity for growth by exploring such topics as conflict resolution and interpersonal relationships. Open to juniors and seniors; others by permission of department supervisor.

**Sociology of the Family** **HSSS6457** **.5 Credit**  
GR 10-12

This course is a social history/sociology course that explores the role of the family in shaping American society as portrayed in film. Using classic and contemporary film, the class will study film analysis, family structure, the role of the father, the role of the mother, and the role of the children.

**Local History** **HSSS6458** **.5 Credit**  
GR 10-12

This one semester course is designed as an elective to focus on West Hartford using the tools and skills of historians. Students will focus on West Hartford, Hartford, and Connecticut history using the tools and skills of historians. Students will read primary sources, conduct oral interviews, interpret cultural artifacts and learn to present their information in written, video and display formats. Students will gain experience working with local documents through use of The Noah Webster House and other local historical societies.

**Advanced Placement  
United States History**

**HSSS6700**

**1 Credit**

GR 11-12

Students electing this course will pursue the study of historical growth and development of the United States from 1600 to the present. They will examine historical interpretation in greater detail and use primary source materials. By taking the AP examination students may be awarded either college credit or advanced placement depending on the individual college involved. Summer reading is a requirement. Participation in the Advanced Placement exam is an expectation of this course.

**Advanced Placement  
United States Government and Politics**

**HSSS6750**

**.5 Credit**

GR. 10-12

The course provides students with an analytical perspective on government and politics in the United States. This college-level course includes both the study of general concepts used to interpret U.S. government and politics and the analysis of specific examples. It also requires familiarity with the various institutions, groups, beliefs, and ideas that constitute U.S. government and politics. Topics covered in this course include: constitutional underpinnings of government; political beliefs and behaviors; political parties; interest groups and mass media; institutions of national government; public policy; and civil rights and civil liberties. By taking the AP examination students may be awarded either college credit or advanced placement depending on the individual college involved. Participation in the Advanced Placement exam is an expectation of this course.

**Human Rights**

**HSSS7452**

**.5 Credit**

GR 10-12

This course on Human Rights will examine the history of Human Rights culture leading to the establishment of the Universal Declaration of Human Rights and its adoption by the United Nations. It will survey the various Articles and examine its application in relation to the Constitution of the United States of America. In this critical and analytical exercise the course will study the fundamental questions raised by organizations like Amnesty International and Human Rights Watch and will interrogate some of the more serious violations of the protocols of the Universal Declarations not only in America but also in the international society. Case studies and appropriate media will be examined and analyzed. Text Readings: Schultz, William F. (2001-2002) In Our Own Best - How Defending Human Rights Benefits Us All. Beacon Press, Boston.

**Global Problem Solving**

**HSSS8400**

**1 Credit**

GR 12 (Grade 11 with Permission of the Social Studies Department Supervisor)

Prerequisite: None

This senior level course offers students an opportunity to leave their mark at their High School by demonstrating their abilities and effort to improve the school community and the world. Students will follow the models of individuals who have identified a problem in the world and dedicated themselves to solving it. Global Problem Solving will invite guest speakers, include a number of faculty as expert instructors, and introduce case studies of successful problem solving as part of a year-long comprehensive curriculum. Working in collaborative teams, students will learn and apply research methods in order to design and implement a problem-solving project as a part of a portfolio of work. This course offers an opportunity for each student to find his or her area of interest and study it in depth for the purpose of exploring a problem, presenting a solution and collaborating with others in the school and community to take action. The presentation of the completed problem-solving



education curriculum and West Hartford Public School's graduation requirements. In addition to specialized instruction, related services are offered through PPT recommendations or on an as needed basis. These services may include:

- Individual or group counseling
- Behavioral supports
- Vocational counseling and work experience
- Speech and language therapy
- Services for the hearing or visually impaired
- Occupational and physical therapy

## TECHNOLOGY & ENGINEERING

Technology & Engineering's primary goal is investigation into the world of technology as it affects our daily lives. Courses provide all students with the knowledge and skills needed to understand and use technology; and to participate in our global, technical society as informed citizens, productive workers and wise consumers of products and services. Students can explore an area completely new to them; gain greater depth in an area of interest; and continue their career awareness and planning pathway. Students will develop valuable skills for life through the use of a variety of basic tools, equipment, and machines as well as advanced technology such as computer graphics, computer aided design and manufacturing, information technology hardware & software, and robotics essential to the engineering and design fields. Technology & Engineering courses provide an excellent foundation for students who intend to pursue education for careers in technical design or engineering.

Technology & Engineering offers college credit for select courses as noted through the College Career Pathways program partnership with the community colleges.

### **Computer Technology**

**HSTE2400**

**1 Credit**

GR 9-12

Pathway: Communication Technology, Media and the Arts

Prerequisite: None

This course is designed to present the most up-to-date information in the rapidly changing world of computers, hardware and peripherals, operating system software and networking. Students will learn how to build, upgrade and troubleshoot personal computers in addition to learning the skill set required to pursue computer information systems careers in fields such as computer technical support, network administration, network design and troubleshooting. The knowledge and skills learned in this class will allow students to apply concepts and strategies to real world hardware and network issues. The course will teach the principles needed to prepare students for computer industry certification exams, continue their computer information systems education in college or obtain an entry level computer service/support job.

PLEASE REFER TO PAGE 16 REGARDING COLLEGE AND CAREER  
PATHWAYS REGISTRATION DETAILS

**Web Design and Development****HSTE2402****1 Credit**

GR 9-12

Pathway: Communication Technology, Media and the Arts

Prerequisite: None

This course will introduce students to the world of Web Design, creating exciting web sites through the use of both HTML programming and industry standard web authoring software such as Dreamweaver and Flash. Students will learn to format text, add graphics and multimedia pages, animation elements, create online forms, work with tables and control web page layouts and links.

PLEASE REFER TO PAGE 16 REGARDING COLLEGE AND CAREER  
PATHWAYS REGISTRATION DETAILS

**Graphic Design/Photography I****HSTE2411****1 Credit**

GR 9-12

Pathway: Communication Technology, Media and the Arts

Prerequisite: None

Graphic Communications I is the first full-year graphics course offered at the high school level. Students successfully completing this course will have a good understanding of the occupational as well as the mechanical and artistic aspects of the graphics industry. Areas of study will include an introduction to Desktop Publishing using a computer lab. Software well known to the "real world" such as Adobe Creative Suite which includes Illustrator, In Design and Photoshop will be an integral part of the curriculum along with digital video editing. Other areas of study will include design, artwork, production, 35mm and digital camera use, black and white and digital photography, and photo screen-printing.

**Graphic Design/Photography II****HSTE4411****1 Credit**

GR 9-12

Pathway: Communication Technology, Media and the Arts

Prerequisite: Graphic Communications I

For the student who has successfully completed Graphic Communications I and wishes to continue the study of graphics. Areas of concentration will include artwork, design, advanced camera work such as 3 and 4 color printing, halftones, duotones, and posterization. Related graphic processes such as photoscreen printing and continuous tone photography will also be covered. Class activities will include advanced work with Desktop Publishing and video editing. Work can be individualized according to the student's talents and strengths in order that he/she may specialize and concentrate in specific areas.

PLEASE REFER TO PAGE 16 REGARDING COLLEGE AND CAREER  
PATHWAYS REGISTRATION DETAILS

**Graphic Design/Photography III****HSTE6411****1 Credit**

GR 11-12

Pathway: Communication Technology, Media and the Arts

Prerequisite: Graphic Design II

For the student who wishes to continue the study of graphics, this course will concentrate on advanced work in all forms of digital media. The student will specialize in specific areas of interest.

PLEASE REFER TO PAGE 16 REGARDING COLLEGE AND CAREER  
PATHWAYS REGISTRATION DETAILS

<b>Digital Media and Video Production</b> GR 11-12	<b>HSTE8412</b> Pathway: Communication Technology, Media and the Arts	<b>1 Credit</b>
Prerequisite: Graphic Design/Photography I		
This upper level high school learning experience enhances student understanding of the design and development process of digital media development. With Graphic Design/Photography I as a pre-requisite, students will expand upon their understanding of media creation as they capture, create, and edit video files for media production and various delivery formats.		
<b>Engineering &amp; Architectural Design</b> GR 9-12	<b>HSTE2420</b> Pathway: STEM	<b>1 Credit</b>
Prerequisite: None		
In this course students will utilize professional, modern technology to develop an understanding of the vast world of design as it is applied in the engineering and architecture career fields. Students will use industry-standard computer aided drafting/design (CAD) and 3-D modeling software, and experience hands on activities using basic machines and advanced computer aided manufacturing equipment in the design and fabrication of products, structures and buildings.		
<b>Engineering Applications</b> GR 10-12	<b>HSTE4420</b> Pathway: STEM	<b>1 Credit</b>
Prerequisite: any Technology & Engineering course or teacher/counselor recommendation.		
This dynamic course allows students to identify real world problems and implement technological solutions in an engineering environment. Working together, students of varied backgrounds will research problems and develop functional solutions using the computers, tools, equipment, materials, processes and strategies of modern engineering, science and technology.		
<b>Robotics &amp; Electronics Concepts</b> GR 9-12	<b>HSTE2430</b> Pathway: STEM	<b>1 Credit</b>
Prerequisite: None		
This course introduces students to many of the electronic devices used in the world in which they live and will work; and includes the study of robotics using the VEX robotics platform. Students will gain an overview of the principles of electronics, components, test equipment, circuit design and construction; and the fundamentals of robotics programming, design, construction and application.		
<b>Digital Electronics &amp; Robotics</b> GR 10-12	<b>HSTE4430</b> Pathway: STEM	<b>1 Credit</b>
Prerequisite: Robotics & Electronics Concepts		
This course adds the study of robotics and is designed for students who successfully complete the first year, who wish to pursue electronics engineering in greater depth. Topics include power supplies, digital communications, computer applications, logic design, oscillators, integrated circuits, FET's, robotics theory, design and application. Individual areas of study will be available throughout the year with experimentation and construction of electronic circuits and laboratory experimentation		
<b>Advanced Electronics Engineering</b> GR 11-12	<b>HSTE6430</b> Pathway: STEM	<b>1 Credit</b>
Prerequisite: Digital Electronics and Robotics		
Continued study in electronics engineering is offered at a higher level of study in the areas of: photonics, development of holograms, lasers, fiber optics, wave analysis, light devices, RF communications, solid state devices and their operation in circuits. Individual areas of study		



**Automotive Technology**

GR 10-12

Prerequisite: None

Automotive Technology is designed for the average car owner with little or no background in automotives. Students will become conversant in the technical language of the modern car and learn how to do simple checks of car's systems, preventive maintenance, and minor repairs that they can safely perform on their own. Topics include: technology and the automobile, keeping the automobile running like new, knowing when a professional mechanic's help is needed, and becoming a knowledgeable buyer of new and used automobiles, as well as hybrid, alternative fuel and electric vehicles.

**HSTE2490****1 Credit**

Pathway: Manufacturing Logistics

**Power Mechanics I**

GR 10-12

Double Period

Prerequisite: None

This course is the first of a 2-year program concentrating on automotive technology. Emphasis is on the development of knowledge and skills necessary for students considering careers in the field of automotives. Units of study include: engines, cooling, lubrication, emission systems, brakes, front-end alignment and computerized diagnostic systems.

**HSTE2440****2 Credits**

Pathway: Manufacturing Logistics

PLEASE REFER TO PAGE 16 REGARDING COLLEGE AND CAREER  
PATHWAYS REGISTRATION DETAILS

**Power Mechanics II**

GR 11-12

Double Period

Prerequisite: Power Mechanics I

This course is the second in the Power Mechanics sequence. Units of study are expanded to include: air-conditioning systems, manual and automatic transmissions, steering systems, fuel injection systems and computerized engine controls.

**HSTE4440****2 Credits**

Pathway: Manufacturing Logistics

PLEASE REFER TO PAGE 16 REGARDING COLLEGE AND CAREER  
PATHWAYS REGISTRATION DETAILS

## THEATRE

Theatre Arts studies offer students the opportunity to work in a collaborative environment where they can enhance artistic and creative talents, develop problem-solving strategies, foster communication skills, and overcome personal limitations. The exploration of theatre enables students to understand and express life experiences while developing an awareness and appreciation of cultural and historical diversity. The creation of theatre helps them learn to make informed personal and aesthetic choices throughout their lives. Theatre Arts studies provide a variety of experiences for students of all abilities and backgrounds, and are equally suited for students who choose to pursue the theatre as a career or an avocation. Introduction to Acting is open to all students, but other courses have prerequisites for enrollment. Most students enrolled in Theatre Arts classes will participate to some degree outside of regularly scheduled class time on productions.



## VISUAL ARTS

The visual arts curriculum encompasses the four components of Comprehensive Art Education (Discipline Based Art Education), art production, art history, aesthetics, and art criticism which encourage students to see and think about the world from different perspectives. Every student is entitled to a quality education in the visual arts. Such an education will provide students with the means to:

- Value art as an important realm of human activity, and a lifelong source of insight and understanding
- Offer self-reflective opportunities focusing on expression and development of personal style
- Provide opportunities to develop interpersonal skills through collaborative work
- Improve perceptual skills and strengthen their knowledge base
- Enhance their critical and creative thinking abilities as well as problem solving skills
- Develop visual literacy skills
- Broaden their career opportunities and possible application
- Foster development of 21<sup>st</sup> century skills

Course offerings provide guided learning experiences with two-dimensional and three-dimensional art forms and concepts. A variety of subject matter, materials, tools and production techniques are explored. The courses encourage students to make connections with other disciplines through class discussions, assignments, research, readings, lectures, guest speakers and field trips.

### **Ceramics I**

**HSAR2400**

**1 Credit**

GR 9-12

Prerequisite: None

This course will introduce students to clay as an artistic medium. Clay will be used both for sculptural and functional purposes. Specific projects will allow creative problem-solving while students explore various hand building and wheel throwing skills and both traditional and experimental finishing techniques. Throughout the course, criticism and relevant art history information will be addressed.

### **Drawing I**

**HSAR2410**

**1 Credit**

GR 9-12

Prerequisite: None

Drawing is a basic process for creating visual images. It is a fundamental form of visual communication. In this course, students will develop their approaches to drawing from life and from their imagination. A full range of drawing activities, such as quick sketching to in-depth studies, will be covered. Various media and drawing techniques will be used to create a wide range of visual qualities and expressive content. Throughout the course, criticism and relevant art history information will be addressed.

### **Painting I**

**HSAR2420**

**1 Credit**

GR 9-12

Prerequisite: None

This course is designed to acquaint students with the knowledge and understanding of how to express visual ideas through the various painting media such as oil paint, watercolor and acrylic. Students will be provided many opportunities to solve visual problems related to composition, subject matter and technique. Throughout the course, criticism and relevant art history information will be addressed.

<b>Sculpture I</b> GR 9-12 Prerequisite: None	<b>HSAR2430</b>	<b>1 Credit</b>
<p>In this course traditional and contemporary approaches and materials for creating sculpture will be explored. The techniques of carving, construction, modeling and assemblage are experienced through a wide variety of media including wood, metal, clay, wire, paper, plaster and synthetic materials. Surface treatment will be explored through pattern, texture and color. Along with using the basic sculptural processes of carving and modeling, students will learn about other processes, technologies and materials used by contemporary sculptors. Throughout the course, criticism and relevant art history will be addressed.</p>		
<b>Survey of Visual Arts Processes, Media and Techniques I</b>	<b>HSAR2454 Semester 1</b>	<b>.5 Credit</b>
<b>Survey of Visual Arts Processes, Media and Techniques II</b> GR 9-12 Prerequisite: None	<b>HSAR2455 Semester 2</b>	<b>.5 Credit</b>
<p>This introductory course provides students with a basic foundation in the Visual Arts. This course will focus on two-dimensional work such as drawing and painting and three dimensional work such as ceramics and sculpture. The course combines art production with the processes and content of visual thinking, visual problem solving, and the study of artists. Students will develop their artistic abilities for both personal growth and communication while being exposed to the basic elements of design. Media will be explored that may later be investigated in greater depth in other art department courses. Throughout the course, criticism and relevant art history information will be addressed.</p>		
<b>Design in Everyday Life: A Personal Perspective</b>	<b>HSAR2456 Semester 1</b>	<b>.5 Credit</b>
<b>Design in Everyday Life: A Global Perspective</b> GR 9-12 Prerequisite: None	<b>HSAR2457 Semester 2</b>	<b>.5 Credit</b>
<p>These courses will engage students in examining the world around them to make connections between everyday life and the design of objects used on a daily basis. The principles and elements of design will provide a foundation for the course. In semester one, students will explore everyday objects and art through a personal lens with possible topics to include fashion/accessory design, logos, jewelry, textile and product/package design. In the second semester, students will explore everyday objects and art through a global lens with possible topics to include architecture, landscape design, product/package design and interior design. Students may enroll in one or both semesters of the course.</p>		
<b>Ceramics II</b> GR 10-12 Prerequisite: Ceramics or permission of instructor	<b>HSAR4400</b>	<b>1 Credit</b>
<p>This course continues the development of skills, concepts and techniques learned in Ceramics. A greater emphasis is placed on craftsmanship and wheel throwing as well as individual expression, while creating sculptural and functional ceramics. Throughout the course, criticism and relevant art history information will be addressed.</p>		

<b>Drawing II</b> GR 10-12	<b>HSAR4410</b>	<b>1 Credit</b>
Prerequisite: Drawing or permission of instructor		
This course continues the development of skills, concepts and techniques learned in Drawing. Concentrated work with specific media, techniques and experimental approaches will be the focus of instruction. Throughout the course, criticism and relevant art history information will be addressed. In addition, students will work toward the development and enhancement of a personal drawing style.		
<b>Painting II</b> GR 10-12	<b>HSAR4420</b>	<b>1 Credit</b>
Prerequisite: Painting or permission of instructor		
This course continues the development of skills, concepts and techniques developed in PAINTING I. Concentrated work with advanced approaches to composition, subject matter and techniques will be the focus of instruction. In addition, students will work toward the development and enhancement of personal painting style. Throughout the course, criticism and relevant art history information will be addressed.		
<b>Sculpture II</b> GR 10-12	<b>HSAR4430</b>	<b>1 Credit</b>
Prerequisite: Sculpture or permission of instructor		
This course continues the development of skills, concepts and techniques learned in Sculpture. Students will use a greater degree of planning and craftsmanship to address and work with more challenging sculptural ideas and problems. For example, emphasis will be placed on advanced skills and ideas associated with carving, construction, modeling and assemblage in a wide variety of materials. Art criticism and art history will be emphasized at this level of study.		
<b>Portfolio Preparation</b> GR 11-12	<b>HSAR6540</b>	<b>1 Credit</b>
Prerequisite: 2 Credits in Art; must include Drawing		
This advanced course provides an opportunity for the serious art student to develop a portfolio of original art work for college admission and/or employment. Specific class assignments are included with directed individual study. Drawing is emphasized, but instruction in various media is provided to each student. Learning will occur in the context of history/culture and art criticism.		
<b>Advanced Placement in Studio Art</b> GR 11-12	<b>HSAR6740</b>	<b>1 Credit</b>
Prerequisite: A minimum B average in 2 credits of Art and teacher recommendation.		
This is a college level experience emphasizing an area of studio art in depth. This advanced course provides an extended opportunity for advanced art students to develop a portfolio of original artwork for college admission, and to pursue possible work in a chosen area of concentration. Specific class assignments are individualized for maximum effectiveness. Throughout the course, criticism and relevant art history will be addressed. The Advanced Placement Program is a cooperative education endeavor of the College Board. The Educational Testing Service provides its operational services. Participation in the Advanced Placement exam is an expectation of this course.		



<b>Ancient Greek IV</b>	<b>HSLG8400</b>	<b>1 Credit</b>
<b>Ancient Greek IV Honors</b>	<b>HSLG8600</b>	<b>1 Credit</b>

GR 11-12

Prerequisite: Greek III or Greek III Honors

Ancient Greek IV introduces the student to the richness and diversity of classical Greek literature. Readings will be from a variety of genres and include the works of Thucydides, Aristophanes and Plato. Attention is given to all aspects of the writer's technique in order to fully appreciate the texts studied.

<b>Latin I</b>	<b>HSSL2400</b>	<b>1 Credit</b>
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GR 9-12

Prerequisite: None

This is an introductory course in which the students will learn to read and comprehend passages of basic Latin prose. Instruction will focus on the grammatical fundamentals of the Latin language. Students will receive a foundation in Roman mythology, civilization and history as well as build a rich English vocabulary through the study of word etymologies and Latin phrases and mottoes commonly used in English. This course is especially recommended for the student who may consider specialization in areas such as English literature, law, modern languages, or similar fields.

<b>Latin II</b>	<b>HSSL4400</b>	<b>1 Credit</b>
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**Latin II Honors**

**HSSL4600**

**1 Credit**

GR 9-12

Prerequisite: Latin I

This course further develops the reading skills of the student within the context of a continuing story set in the Roman Empire. Students will continue to read and comprehend passages of basic Latin poetry and prose. This course will continue to focus on the study of Latin grammar and vocabulary, English derivatives, Roman culture and mythology, and ancient history with a focus on the Imperial period. Through our readings as well as passages in translation, students will examine the social institutions, customs, and advances that made Rome an ancient world power, with further emphasis on Roman influences in Britain, North Africa, the Near East, and Gaul.

<b>Latin III</b>	<b>HSSL6400</b>	<b>1 Credit</b>
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**Latin III Honors**

**HSSL6600**

**1 Credit**

**Latin IV**

**HSSL8400**

**1 Credit**

**Latin IV Honors**

**HSSL8600**

**1 Credit**

GR 10-12

Odd start years

Prerequisite: Latin II/Latin II Honors

This is an advanced course in which students will learn to read and comprehend passages of authentic Latin prose and poetry. Incorporating an ongoing and complete grammar review of the material covered in Latin I and II, we shall study major works from such authors as Cicero, Livy, Catullus, Vergil, Martial etc. With continuing focus on vocabulary building and derivative study, students will not only study the poetics of Latin literature but also the role of culture, politics, law, and philosophy in these author's lives and works. In this year, we will explore Roman history and culture as a whole with a particular emphasis on the founding myth of Rome and the early legendary heroes of the early Republic.

<b>Latin III</b>	<b>HSLL6400</b>	<b>1 Credit</b>
<b>Latin III Honors</b>	<b>HSLL6600</b>	<b>1 Credit</b>
<b>Latin IV</b>	<b>HSLL8400</b>	<b>1 Credit</b>
<b>Latin IV Honors</b>	<b>HSLL8600</b>	<b>1 Credit</b>

GR 10-12

Even start years

Prerequisite: Latin II/Latin II Honors

This is an advanced course in which students will learn to read and comprehend passages of authentic Latin poetry. Incorporating an ongoing and complete grammar review of the material covered in Latin I and II, we shall study major works from such authors as Catullus in the age of Julius Caesar and Ovid in the age of Augustus. With continued focus on vocabulary building and derivative study, students will not only study the poetics of Latin literature but also the role of culture, politics, law and philosophy in these author's lives and works. We will take an especially close look at Roman views of love and friendship. In Catullus' poetry, we will explore various themes of love, loss, friendship, witty playfulness, and even crude invectives. In Ovid, we will focus on transformation in mythology (*Metamorphoses*) and love (*Amores*). We will also read parts of the *Metamorphoses* in translation. Students are encouraged to take the SAT II subject test at the end of the year.

### MODERN LANGUAGES

<b>Chinese I</b>	<b>HSLC2400</b>	<b>1 Credit</b>
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GR 9-12

This course is designed to introduce students to the Chinese language and Chinese culture. Students learn the pronunciation patterns and tones of the Mandarin dialect, the official dialect of the People's Republic of China. Students study lessons such as greetings, family, friends and hobbies for oral practice and conversation. Students learn to read and write approximately 350 characters. Lessons on Chinese culture and history complement the language portion of this course. Chinese I Honors credit is offered upon approval of the Department Supervisor to students who have successfully completed a middle school Chinese program.

<b>Chinese II</b>	<b>HSLC4400</b>	<b>1 Credit</b>
<b>Chinese II Honors</b>	<b>HSLC4600</b>	<b>1 Credit</b>

GR 10-12

Prerequisite: Chinese I

In this intermediate course, students continue their study of the spoken and written Mandarin language. The curriculum builds on the foundations learned in Chinese I. Students learn to read and write an additional 350 characters and build communicative skills by discussing topics such as travel, food and sports. Lessons on Chinese culture and history complement the language portion of this course. Students who elect this course for honors credit will be required to memorize more characters for reading and writing, write longer and more in-depth essays utilizing those characters and speak more consistently and fluently in Chinese.

*Note: Students with a language background in Mandarin but who have not taken Chinese I may be able to enroll with teacher and department supervisor permission.*

<b>Chinese III</b>	<b>HSLC6400</b>	<b>1 Credit</b>
<b>Chinese III Honors</b>	<b>HSLC6600</b>	<b>1 Credit</b>

GR 10-12

Prerequisite: Chinese II or Chinese II Honors

Students who complete Chinese II will be eligible to continue with their Mandarin Chinese language study in Chinese III. Students will continue to read and write approximately 400 new characters, bringing the total character recognition to over 1,000 characters. Students will continue to use their speaking skills to communicate almost exclusively in Chinese and

continue to learn about the culture of China, Taiwan and other Chinese-speaking countries. Students will have the option of taking this class for honors credit and will be required to memorize more characters for reading and writing, write longer and more in-depth essays utilizing those characters and speak more consistently and fluently in Chinese.

*Note: Native speakers may be approved by the Chinese language teacher and Department Supervisor for either class.*

<b>Chinese IV</b>	<b>HSLC8400</b>	<b>1 Credit</b>
<b>Chinese IV Honors</b>	<b>HSLC8600</b>	<b>1 Credit</b>

Prerequisite: Chinese III or Chinese III Honors  
GR 11-12

This advanced course is designed to reinforce a high level of proficiency in Chinese. Students will master an additional 300-400 new characters, increase total character recognition to over 1300 characters and be able to understand and put to use grammatical patterns both in oral and written communication. Students will increase their ability to read and understand authentic materials such as newspaper articles and book excerpts. This course contains Pre-SAT II and AP Chinese content designed to prepare students for Chinese standardized testing.

<b>AP Chinese Language and Culture</b>	<b>HSLC8700</b>	<b>1 Credit</b>
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GR 11-12

Prerequisite: Chinese IV or Chinese IV Honors

This college level course emphasizes continued development and reinforcement of a high level of proficiency in Chinese, and preparation to take the Advanced Placement Chinese Language and Culture test. Students will master an additional 300-400 new characters, bringing their total character recognition to 1600-1700 characters. Students will be able to understand and put new grammatical patterns to use in oral and written communication. Students will continue to increase their ability to read and understand authentic materials.

Note: Currently offered in conjunction w/ Honors Chinese IV; see Department Supervisor for additional details.

<b>French I</b>	<b>HSLF1400</b>	<b>1 Credit</b>
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GR 9-12

This introductory course is designed for the development of language skills in French, with early emphasis on listening and speaking and to introduce students to the rich and varied cultures of the French speaking world. Classroom activities include: use of audio material and visual aids for comprehension, pronunciation, and conversation stimuli; dialogues, oral and written exercises; explanation of basic grammatical patterns in French; reading of short passages with discussion; vocabulary building; and use of video for reinforcement. Practical communication in various areas, including home and school life, enhances student language skills.

<b>French II</b>	<b>HSLF2400</b>	<b>1 Credit</b>
<b>French II Honors</b>	<b>HSLF2600</b>	<b>1 Credit</b>
GR 9-12		

This course is a continuation of French I for those who begin French in high school. The course is also designed for some students coming from the middle school program. Students will continue to build proficiency in the four basic skills:

1. LISTENING for imitation and comprehension of simple conversations;
2. SPEAKING in basic sentence patterns and in a manner acceptable to native speakers;
3. READING simple dialogues, paragraphs, and culturally oriented selections for purposes of answering questions about the material and building vocabulary; and
4. WRITING using vocabulary and structures which have already been learned orally. Practical communication in various areas, including food, transportation, shopping and clothing, enhances student language skills.

<b>French III</b>	<b>HSLF3400</b>	<b>1 Credit</b>
GR 9-12		

This course is for students who demonstrated solid achievement in French in the middle school or have completed French II in high school. The broad aims of this course are:

1. To understand the target language without frequent references to English;
2. To ask questions and give information on basic survival topics;
3. To read both dialogues and short stories and connected prose on cultural topics; and
4. To write using intermediate-level syntax and create short paragraphs on topics which have been discussed orally.

Listening skills are enhanced by authentic media in the language lab. Practical communication topics include daily living, housing, health and transportation.

<b>French III Honors</b>	<b>HSLF3600</b>	<b>1 Credit</b>
GR 9-12		

Prerequisite: French II Honors

This course is for students who demonstrate excellent achievement in French at the middle school program or from French II, and are considering the Advanced Placement Program. While the basic goals of the course are similar to those of French III, the materials used and expectations are more demanding in all skill areas. Listening skills are enhanced by audio tapes and CDs as well as authentic media in the language lab. Students are expected to be able to discuss a range of topics and readings in the target language. Practical communication topics include daily living, housing, health and transportation.

<b>French IV</b>	<b>HSLF4400</b>	<b>1 Credit</b>
GR 10-12		

Prerequisite: French III

This course combines conversation, grammar review, and reading of selected prose as the students continue to build their proficiency in the four skills. Units on the francophone world and on current events provide many opportunities to practice skills as well as to expand ability and learn new material. Listening skills are enhanced by audio tapes/CDs as well as authentic media in the language lab. Higher-level grammatical concepts are introduced through a variety of themes emphasizing the practical use of the language.

<b>French IV Honors</b>	<b>HSLF4600</b>	<b>1 Credit</b>
GR 10-12		

Prerequisite: French III Honors

The emphasis in this course is on a high level of oral and written communication while continuing to work toward mastery of French grammar. Students read short stories, poetry,

newspaper and magazine articles and a French novel. Students write compositions in French with an increased level of accuracy of expression on an increasing variety of topics. Different authentic print materials will be used in the classroom. Situational activities, authentic media, interviews, classroom discussions and email activities with other language students provide opportunities to improve and develop language ability.

**French V** **HSLF6400** **1 Credit**  
GR 11-12

Prerequisite: French IV

This course emphasizes the application of the student's ability to use the spoken and written language in a wide variety of situations, especially in the areas of business and travel. Readings consist of contemporary prose, short stories and drama as well as magazines and newspapers. Cultural and current events of the French speaking world provide opportunities for students to use their language to improve skill development in all skill areas. Authentic media will be included to reinforce, challenge and extend student learning.

**French V Honors** **HSLF6600** **1 Credit**  
GR 11-12

This course is designed to prepare students for the Advanced Placement Language class and expands students' ability to express themselves in spoken and written forms in French. Along with a general review of French grammar, students will read appropriate and representative works of literature. They will read about life in the francophone world, and will be expected to discuss readings and contemporary issues in French. Authentic media will be included to reinforce, challenge and extend student learning. Activities and assessments incorporated in the curriculum provide practice with content and format for the AP Exam.

**French VI** **HSLF8400** **1 Credit**  
GR 11-12

Prerequisite: French V

This course relies heavily on authentic print materials and contemporary literature representative of the francophone world. Composition and speaking assignments reflect advanced grammatical concepts. Current global issues discussed reflect and acknowledge differences in cultural perspectives. Authentic media will be included to reinforce, challenge and extend student learning.

**Advanced Contemporary** **HSLF8601** **1 Credit**  
**French Studies**

Prerequisite: French V Honors

GR 11/12

The course objective is to maintain a high level of skill in understanding, speaking, reading and writing in French while deepening student's understanding of francophone cultures. Through cinema, the arts, current events and literature, students will explore French culture and its place in history and in today's world. Through the use of media and technology, students will create journals and portfolios to explore their skills and interests, and showcase their talents through a capstone project.

**Advanced Placement** **HSLF8700** **1 Credit**  
**French Language and Culture**

Prerequisite: French V Honors

GR 11/12

This college level course emphasizes continued development of the four language skills with a high level of proficiency in both spoken and written language in format and conversational



intermediate course are:

1. To understand the target language without frequent references to English,
2. To ask questions and give information on a variety of basic survival topics,
3. To read both dialogues as well as short stories and connected prose on cultural topics, and
4. To write using intermediate levels of sentence structure and create short paragraphs on topics which have been discussed orally. Listening skills are enhanced by authentic media in the language lab. Practical communication topics include daily living, housing, health and transportation.

**Spanish III Honors** **HSL3600** **1 Credit**

GR 9-12

Prerequisite: Spanish II

This course is designed for students who have demonstrated excellent performance in Spanish at the middle school program or from Spanish II, and are considering the Advanced Placement Program. While the basic goals of the course are similar to those of Spanish III, the materials used and expectations are more demanding in all skill areas. Listening skills are enhanced by audio tapes/CDs as well as authentic media in the language lab. Students are expected to be able to discuss a range of topics and readings in the target language. Practical communication topics include daily living, housing, health and transportation.

**Spanish IV** **HSL4400** **1 Credit**

GR 10-12

Prerequisite: Spanish III

This course combines conversation, grammar review, and reading of selected prose as the students continue to build their proficiency in the four skills. Units on the Spanish speaking world and on current events provide many opportunities to practice skills as well as to expand ability and learn new material. Listening skills are enhanced by audio tapes/CDs as well as authentic media in the language lab. Higher-level grammatical concepts are introduced through a variety of themes emphasizing the practical use of the language.

**Spanish IV Honors** **HSL4600** **1 Credit**

GR 10-12

Prerequisite: Spanish III Honors

The emphasis in this course is on a high level of oral and written communication while continuing to work toward mastery of Spanish grammar. Students read short stories, poetry, newspaper and magazine articles and a Spanish novel. Students write compositions in Spanish with an increased level of accuracy of expression on an increasing variety of topics. Different authentic print materials will be used in the classroom. Situational activities, authentic media, interviews, classroom discussions and email activities with other language students provide opportunities to improve and develop language ability.

**Spanish V** **HSL6400** **1 Credit**

GR 11-12

Prerequisite: Spanish IV

The objective of this course is the understanding of one's identity as a member of a larger community through collaboration, literacy, critical thinking skills and global awareness. By listening, speaking, reading, and writing the student will apply their Spanish skills in a wide variety of contexts, including authentic documents and community resources. The courses content supports 21<sup>st</sup> century skill development, by engaging students to compare and contrast cultural practices, perspectives and products, by making interdisciplinary connections, and by extending learning beyond the walls of the classroom.

<b>Spanish V Honors</b> GR 11-12 Prerequisite: Spanish IV Honors This course is designed to prepare students for the Advanced Placement Language class and expands students' ability to express themselves in spoken and written forms in Spanish. Along with a general review of Spanish grammar, students will read appropriate and representative works of literature. They will read about life in the Spanish speaking world, and will be expected to discuss readings and contemporary issues in Spanish cultures. Authentic media will be included to reinforce, challenge and extend student learning. Activities and assessments incorporated in the curriculum provide practice with content and format for the AP Exam.	<b>HSL56600</b>	<b>1 Credit</b>
<b>Spanish VI</b> GR 11-12 Prerequisite: Spanish V This course relies heavily on real print materials and contemporary literature representative of the Spanish speaking world. Composition assignments will reflect advanced grammatical concepts and writing for different purposes. Current authentic media and Spanish for use in the business world will be incorporated into class activities. Current global issues that are discussed reflect and acknowledge differences in cultural perspectives.	<b>HSL58400</b>	<b>1 Credit</b>
<b>Advanced Placement Spanish Language and Culture</b> GR 11-12 Prerequisite: Spanish V Honors This college level course emphasizes continued development of the four language skills with a high level of proficiency in both spoken and written language in formal and conversational situations. Students will refine their understanding of grammatical structures, build their vocabulary, read material ranging from the contemporary press to modern classics and continue to develop their ability to speak on topics of general interest. Substantial preparation for the AP exam includes practice with writing prompts, authentic media, in addition to taking sample AP tests. Participation in the Advanced Placement exam is an expectation of this course.	<b>HSL58702</b>	<b>1 Credit</b>
<b>Advanced Placement Spanish Literature and Culture</b> GR 11-12 Prerequisite: Spanish V Honors; AP Spanish Language This college level course is a survey course of identified works of Spanish Literature. The curriculum focuses on representative works of Peninsular and Latin American authors from the Middle Ages through the Spanish Golden Age ( <i>Siglo de Oro</i> ), and it also includes works of the 19th and 20th centuries. Student will read and analyze poems, plays, short stories and chapters of classical novels. Participation in the Advanced Placement exam is an expectation of this course. <i>Note: Heritage language speakers of Spanish require department supervisor approval.</i>	<b>HSL58703</b>	<b>1 Credit</b>
<b>Summer Exchange Program</b> GR 10-11 Prerequisites: sophomore or junior Spanish students The West Hartford Public School District has an on-going exchange program with a sister school in Madrid, Spain. During odd-numbered summers (2015, 2017 etc.) a group from West Hartford travels to Spain, and even-numbered summers (2014, 2016, etc.) a group of students from Madrid comes to West Hartford. Each travel experience includes a short excursion to see	<b>HSL51550</b>	<b>1 Credit</b>

some of the country followed by a three week home stay with a Spanish family. Over the years, hundreds of West Hartford students have participated in this program and have found it to be a rewarding experience. This program involves a two-year commitment: one summer that involves hosting and one summer of travel. Students interested in participating should ask a Spanish teacher or the World Language Department Supervisor for more information.

## CAPSTONE COURSES

Capstone courses are those that provide for authentic learning experiences focused on the unique interests of learners. The purpose of a capstone experience is to provide an integrative experience for seniors that ties together the key learning objectives identified by the school that are consistent with the 21<sup>st</sup> century learning described in the district mission. Capstone experiences are expected to demonstrate reflection, critical thinking, and effective communication (including presentation, research and technological skills as defined by the nature of the project). The following courses offered across various departments meet this definition of a capstone course.

### **AP Seminar**

**HSCC5700**

**1 Credit**

GR 10

Prerequisite: None

This foundational course provides students with opportunities to think critically and creatively, research, explore, pose solutions, develop arguments, collaborate, and communicate using various media. Students explore real-world issues through a cross curricular lens, consider multiple points of view to develop deep understanding of complex issues, and connect these issues to their own lives. The goal of AP Seminar is to offer rigorous college-level skill-based (rather than content-based) instruction across interdisciplinary concepts in service to development of students' research and argumentation skills. This new Advanced Placement offering from College Board fits within a sequence of two courses. Within the second course, AP Research (to be offered in subsequent years), students further their skills acquired in the AP Seminar Course by understanding research methodology, employing ethical research practices, accessing, analyzing, and synthesizing information as they address a research question. Both courses fit within the AP Capstone Certificate and Diploma Programs. Visit <http://www.collegeboard.org/apcapstone> for more information.

### **Global Problem Solving**

**HSSS8400**

**1 Credit**

GR 12 (Grade 11 with Permission of the Social Studies Department Supervisor)

Prerequisite: None

This senior level course offers students an opportunity to leave their mark at their High School by demonstrating their abilities and effort to improve the school community and the world. Students will follow the models of individuals who have identified a problem in the world and dedicated themselves to solving it. Global Problem Solving will invite guest speakers, include a number of faculty as expert instructors, and introduce case studies of successful problem solving as part of a year-long comprehensive curriculum. Working in collaborative teams, students will learn and apply research methods in order to design and implement a problem-solving project as a part of a portfolio of work. This course offers an opportunity for each student to find his or her area of interest and study it in depth for the purpose of exploring a problem, presenting a solution and collaborating with others in the school and community to take action. The presentation of the completed problem solving project will mark the culmination of a student's high school career. Students may receive one elective credit for Global Problem Solving.

## Science Research and Applications

HSSC7400

1 Credit

Grade 12 (Grade 11 with Permission of the Science Department Supervisor)

Prerequisites: Earth Science, Biology, and Chemistry

“Research is formalized curiosity. It is poking and prying with a purpose.” Zora Neale Hurston

This course provides a unique opportunity for students to develop and employ the skills of a practicing scientist. The overall goal of the Science Research Internship is to help students plan, design, conduct, and present original scientific research. Students enrolled in this course will develop learning, innovation, career, and informational technology skills that relate to an area of strong personal interest. In addition to their science teacher the student may work with a mentor (a practicing scientist) to complete their project. This course meets the new State of Connecticut graduation requirement for an exhibition portfolio (i.e., capstone project).

### INTERSCHOLASTIC ATHLETICS/CIAC ELIGIBILITY

All students are encouraged to participate in the interscholastic program. Twenty nine varsity sports are offered with numerous opportunities for sub varsity experiences. Both boys' and girls' teams compete in the Western Division of the Central Connecticut Conference. Students should note that participation in sports is not to be considered as a replacement for the regularly scheduled physical education program.

#### Athletic Team Eligibility

Student eligibility on High School athletic teams is controlled by the rules of eligibility adopted by the Connecticut Interscholastic Athletic Conference.

You are NOT eligible:

1. If you are not taking at least four units of work.
2. If you have not passed at least four units at the end of the last marking period.
3. If you have reached your 20th birthday. A student-athlete will not be allowed to start a season or compete during a season in which his/her twentieth birthday falls.
4. If you have changed schools without a change of residence (for a period of 365 days in a sport).
  - If you transfer from one member school to another in grades 10-12 without a corresponding change of legal address you may be subject to a 50% sit out in your first varsity sport you played at your previous school that you may wish to play at your new school. Check with your athletic director to see if this rule will apply to your transfer.
5. If you play or practice with an outside team in the same sport while a member of the school team.
6. If you play under an assumed name on an outside team.
7. If you receive payment for participation in any athletic activity.

Eight Semester Rule: A student has eight (8) consecutive semesters or four (4) consecutive years of eligibility from the date of initial entry into the ninth grade to be eligible for interscholastic competition. Students who are not eligible or elect to not participate do not preserve additional semesters for use at a later time. There is no fifth year of eligibility per se.

### BOYS SPORTS

<i>FALL</i>	<i>WINTER</i>	<i>SPRING</i>
FOOTBALL Varsity J.V. Freshman	BASKETBALL Varsity J.V. Freshman	BASEBALL Varsity J.V. Freshman
CROSS COUNTRY	SWIMMING & DIVING	TENNIS Varsity J.V.
SOCCER Varsity J.V. Freshman	ICE HOCKEY  INDOOR TRACK	GOLF Varsity J.V.
	WRESTLING Varsity J.V.	LACROSSE Varsity J.V. Freshman
		TRACK VOLLEYBALL

### GIRLS SPORTS

<i>FALL</i>	<i>WINTER</i>	<i>SPRING</i>
FIELD HOCKEY Varsity J.V. Freshman	BASKETBALL Varsity J.V. Freshman	TENNIS Varsity J.V.
SWIMMING & DIVING	GYMNASTICS Varsity J.V.	SOFTBALL Varsity J.V. Freshman
CROSS COUNTRY	INDOOR TRACK	GOLF Varsity J.V.
	CHEERLEADING (Fall-Winter)	
VOLLEYBALL Varsity J.V. Freshman	ICE HOCKEY	LACROSSE Varsity J.V. Freshman
SOCCER Varsity J.V. Freshman		TRACK