

# HARTFORD HIGH SCHOOL PROGRAM OF STUDIES



2018 - 2019

*(The most recent version of the 2018-2019 course catalog can be found on-line at the [www.hhsvt.com](http://www.hhsvt.com) website. We are printing a limited number of catalogs for our March 2018 presentations, but updates will occur throughout the spring)*



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## Our Community

The Town of Hartford is the heart of the beautiful and prosperous “Upper Valley”, a region that is home to several renowned educational and medical facilities including the US Veterans Administration Hospital, Dartmouth-Hitchcock Medical Center, and Dartmouth College and Medical School. The Upper Valley is comprised of numerous small towns and villages whose residents hold to community-centered, family values, enjoy freedom from crime and violence, and have ready access to excellent schools. They benefit from living in a clean environment with a multitude of outdoor recreational opportunities including boating, fishing, hunting, hiking, and some of the best skiing in New England only a short drive away. In keeping with Vermont tradition, Hartford is composed of five distinct, historic villages, with a combined population totaling 10,200. Each village has its own history and unique character.

## Our School System



Hartford School District is comprised of three elementary schools (k-5), a middle school (grades 6-8) and a high school (9-12): the total of which is nearly 1500 students. Attached to our high school is the Hartford Area Career and Technical Center which enrolls nearly 350 juniors and seniors from sixteen districts and surrounding communities' members. Our district also hosts 3 unique programs in our region: the Regional Resource Center (RRC), the Regional Alternative Program (RAP), and HARP, an autistic program. Each regional collaborative program accepts students from public and private schools around our region.

## MESSAGE FROM THE PRINCIPAL

In our ongoing effort to communicate as much information as possible to students and parents, this catalog has been prepared to assist you in planning a rewarding, meaningful, and challenging course of study. Toward this end, Hartford High School offers a comprehensive curriculum that includes multiple pathways to graduation. The programs in this catalog are designed to meet the particular educational needs of every student, thereby assisting each individual to best prepare for his / her future. As students create their Personalized Learning Plan (PLP) it is incumbent upon us to support these diverse and unique needs through ever-more flexible course offerings.

We hope that both parents and students read the contents of this catalog carefully and use the information contained within to guide their conversation about the student's program. There are a number of staff prepared to help students in their course choices; School Counselors, advisers, teachers, support personnel, and administrators all can play a role in discussing courses, and answering questions. The timing of course registration is vital; students and their parents should take the process seriously as Hartford High School builds the schedule based on student choices.

While examining the array of course selections available at HHS, it is important to consider both short-term needs as well as long-term goals. I urge students to think about your PLP and the varied ways we can partner with you to actualize your goals. Please also pay special attention to specific graduation requirements and the recommended sequence of courses as you plan your personalized academic program.

I know that this procedure can seem daunting especially when one is asked to consider a four-year plan. I encourage you to seek out your counselor, advisor, and teachers for support in this endeavor. As always, we are ready to help in any way we can. We are as close as a phone call or email. Please do not hesitate to let us be of assistance.

Nelson Fogg  
Principal



## Hartford High School Faculty Reflections on What Our Institution Has to Offer...

There exists a knowledgeable, well-trained, and caring faculty, one vitally committed to supporting students in not only achieving classroom successes but also in extracurricular activities, independent studies, and planning their futures.



Hartford is at the forefront of educational technology, with the latest in electronic hardware available to teachers who are offered ongoing opportunities to increase their personal knowledge and expertise in its use to provide interesting and exciting classroom experiences for their students. On-line courses offer both an expanded curriculum and a chance to learn in a new and exciting format.

Our block schedule which includes Advisory and H-Block permits students flexibility in maximizing their educational experience with the opportunity to take thirty-two courses during a 4-year high school career, which includes subjects at the advanced and AP level as well as online selections, the accessibility of an on-campus tech center, and an open door to

enrolling in Dartmouth courses. In accordance with Vermont's Act 77, Hartford is working with juniors and seniors toward dual enrollment.

At Hartford, students have the opportunity to interact with a diverse population of friendly, open, and tolerant students—supported by the school's decision not to track pupils but rather instead letting them personalize their curricula by making decisions about accepting the challenge offered by courses of differing levels from foundational to advanced placement levels of study.

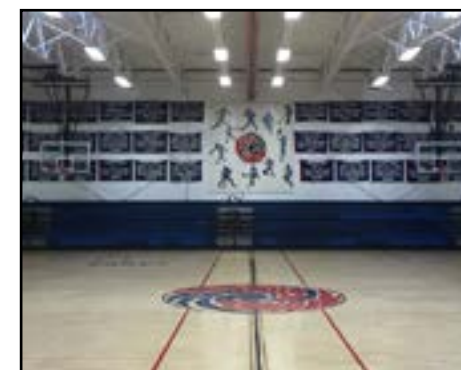
The student body has in recent years been led by a strong and involved student government, one that has had both the attention and support of the administration and resulted in significant student-centered or driven enhancements and/or changes such as: an electronic events sign, new lockers, refinished lockers, pep rallies, a fireworks display, two murals, a manageable cell phone policy, and a school-based improvement committee.

The school offers a safe environment that has a variety of confidential support systems in place to meet challenges and difficulties that can unexpectedly confront students. Among these would be: the Academic Resource Center (ARC), an on-site alternative education program (QUEST), an experienced guidance staff, a behavior interventionist, student assistance program personnel (SAP), and an HCRS school-based clinician.



For the student who seeks to be well-rounded, Hartford High supports a variety of extracurricular activities that include a boys' team and a girls' team in three varsity level sports per season as well as opportunities to perform in music and drama. In addition, there are many smaller clubs and organizations for those seeking a more unique experience.

Hartford places an emphasis on traditional values, trying to instill in its students that honoring and respecting the past has merit, while at the same time being mindful that the students of the 21st Century need knowledge, beliefs, and skill-sets that are commensurate with the rapidly changing world in which they live.



### Athletics

#### Fall

Football Div. I  
Soccer (M) Div. II  
Soccer (W) Div. II  
Field Hockey Div. I  
X-Country (M, W) Div. II  
Golf (M, W) Div. II

#### Winter

Basketball (M) Div. II  
Basketball (W) Div. II  
Bowling (M, W) Div. I  
Ice Hockey (M) Div. II  
Ice Hockey (W) Div. II  
Winter Track (M, W) Div. II

#### Spring

Baseball Div. II  
Softball Div. II  
Tennis (M, W) Div. I  
Lacrosse (M, W) Div. II  
Track & Field (M, W) Div. II

#### Other Athletic Activities

Rock Climbing Club  
Ultimate Frisbee Club



### Students share Hartford Highlights in their own words...

- \* *Safe school and sense of unity*
- \* *Great variety of classes and interesting subjects from advanced to AP*
- \* *Lots of really good school spirit*
- \* *Great after-school activities*
- \* *Teachers are interactive and involved with the kids*



- \* *The sports program is awesome!*
- \* *There are all kinds of social groups (its easy to make new friends)*
- \* *Can find help and assistance whenever you need it*
- \* *Many program offerings from HACTC to Dartmouth Classes*



### Musical Activities

Concert Band  
Concert Choir  
Dance Ensemble  
Jazz Band  
Jazz Choir  
Musical  
Pizzazz-Variety Show

### Non-Athletic Activities

Anime Club  
Book Club  
Debate Team  
Math Team  
National Honor Society  
One-Act Play  
Prom Committee  
Snake Club  
STEM Club  
Student Council  
Yearbook



## MISSION STATEMENT

Hartford High School challenges students to take primary responsibility for achieving personal, academic, and career goals and supports them in that process.

At Hartford High School,

We value:

1. A safe environment for learning
2. Opportunities for academic enrichment
3. Continuous personal development

We believe that:

1. Students learn best when their physical, emotional, and social needs are met.
2. Multiple instructional environments are needed to address a diverse population of learners.
3. Individual growth results from high expectations and continuous self-improvement.

We expect students will meet the following 21st century learning expectations:

1. Communicate effectively across all disciplines and circumstances
2. Utilize traditional and technological applications to solve problems.
3. Demonstrate the ability to work toward a common goal.

## PROMOTION REQUIREMENTS

A student's class standing is determined by the number of credits a student has earned. The number of credits required for promotion to the following grade is:

Grade 12	19 credits *
Grade 11	12 credits
Grade 10	6 credits

\* to be considered a senior, a student also must have already earned at least 2 English credits and must be able to schedule the remaining graduation requirements during the senior year.



## FULL-TIME STATUS

Hartford High School students are required to take a minimum of the following credits:

Grade 9	8 credits (9 credits if enrolled in band/choir)
Grade 10	8 credits (9 credits if enrolled in band/choir)
Grade 11	8 credits (9 credits if enrolled in band/choir or HACTC)
Grade 12	8 credits <i>** (HACTC students require 7 minimum credits)</i>

**Failure to comply with any of the above credit requirements will result in a reduced or modified schedule and may affect eligibility for extracurricular activities.**

## PREREQUISITE AND SEQUENTIAL COURSES

All course prerequisites must be satisfied before a student can enroll in a course. Students should pay careful attention to prerequisites as they select courses; typically a student must pass the previous course to be eligible to take the next course in a sequential subject. Certain courses specify a minimum grade requirement needed to move on to the next course, specifically math and foreign language. Please refer to those sections for further clarification.

## GRADUATION REQUIREMENTS

To graduate from Hartford High School, a student must earn a total of 26 credits and must meet all local and state graduation requirements. The following distribution of credits is required:

English	4 credits
Mathematics	3 credits
Science *	3 credits
Social Studies **	3 credits
The Fine Arts ***	1 credit
Wellness / Fitness	1 credit
Physical Education ****	1 credit
Required Courses	16 credits
Elective Courses	10 credits
Total *****	26 credits

In addition to the credit criteria, students in the class of 2020 must also demonstrate proficiency in certain, identified standards-based graduation requirements. Hartford High School has worked extensively to ensure the incoming class has many opportunities to engage in this state-mandated process.

Every student in grade 9 will be supported in the creation of a **Personalized Learning Plan (PLP)**. This four-year plan will support student exploration of academic and social strengths, interests, aspirations, and challenges. Students will be supported in the development of individualized goals that will drive the student's education during the time they are enrolled at Hartford High School. In addition, students will explore the full range of opportunities available to a Hartford student in the 21st century, including preparation for post-secondary life. Any 11th and 12th grader interested in enrolling in a dual enrollment college course must have a PLP in place prior to their enrollment.

Students may satisfy one of the required credits in either English, Mathematics, Science, Social Studies or Art by successfully completing certain two-year career/technical programs. Please refer to the courses in our Career & Technology Center section for more information.

The Hartford School District has determined that...

- \* A semester of a physical science is required. Our recommended science sequence includes Earth and Space Science, biology, chemistry and physics.
- \*\* One Social Studies credit must also be a US History.
- \*\*\* The Fine Arts graduation requirement may be satisfied by completing one credit from the Art or the Music course offerings.
- \*\*\*\* The exception is those students who take Physical Education concurrently in the same block with Driver Education, thereby earning .75 credit in Phys. Ed. and .25 credit in Driver Education. (Driver Education meets both Vermont and New Hampshire requirements.)
- \*\*\*\*\* While Hartford High School does not require a World Language for graduation, the minimum college requirement at most colleges is generally 2 to 4 years of the same world language.
- \*\*\*\*\* It is recommended all students have an algebraic experience during their high school career.
- \*\*\*\*\* This is the minimum number of credits required for graduation. All students are encouraged to earn more.

## COMMUNITY SERVICE GRADUATION REQUIREMENTS

In the summer of 2010, the Hartford Board of Education produced a series of outcomes that a Hartford High School graduate was expected to attain in some way through the course of his/her career in the school system. Collectively this body of expectations is known as the board's "Ends Policies." Among them is the concept of introducing students to community service, with the intent that students become familiar with what it means and the various ways in which they could become involved in the community.

**Specified number of hours for community service = 40 hours**

## DAILY SCHEDULE

The daily schedule is made up of four blocks of time, each consisting of 75 minutes. All students will be scheduled into an Advisory 25 minutes per day, four days per week. Hartford High School students will also be scheduled into a 75 minute "H" block during which they will eat lunch and access academic supports. Band and choir will also take place during this "H" block.

### Master Schedule

	Monday	Tuesday	Wednesday	Thursday	Friday
Advisory	7:45 – 8:10	7:45 – 8:10	Staff time	7:45 – 8:10	7:45 – 8:10
Block 1	8:15 – 9:30	8:15 – 9:30	8:15 – 9:30	8:15 – 9:30	8:15 – 9:30
Block 2	9:35 – 10:50	9:35 – 10:50	9:35 – 10:50	9:35 – 10:50	9:35 – 10:50
“H” Block	10:50 – 12:05	10:50 – 12:05	10:50 – 12:05	10:50 – 12:05	10:50 – 12:05
	“H” Block A	10:50 – 11:15			
	“H” Block B	11:15 – 11:40			
	“H” Block C	11:40 – 12:05			
Block 3	12:10 – 1:25	12:10 – 1:25	12:10 – 1:25	12:10 – 1:25	12:10 – 1:25
Block 4	1:30 – 2:45	1:30 – 2:45	1:30 – 2:45	1:30 – 2:45	1:30 – 2:45

## HHS ADVISORY

The purpose of the HHS Advisory is to forge connections among students and staff within the Hartford High School community, creating conditions that facilitate academic success and personal growth. At its very core, the HHS Advisory will provide students with a consistent and small peer community of approximately 12 students across all grades who grow and learn from one another throughout the high school experience. Advisories meet three days per week for 25 minutes as indicated above. Friday morning meetings are held in the gymnasium each Friday throughout the school year, during the advisory period. All students are expected to attend.

Each advisor is prepared to serve as an advocate and liaison for every member of the group, helping students navigate school-related choices. In advisory students will also:

- Receive important information from the main office, guidance, and other teachers
- Attend all-school and grade specific assemblies
- Develop a peer-based supportive environment

Advisors are expected to:

- Maintain contact with all advisees in their meeting groups
- Follow up with grades, attendance and discipline issues
- Schedule and facilitate school-wide activities during select Advisory meetings.
- Attend meetings on behalf of students and refer students to support services as needed.
- Support students through their Personal Learning Plans (PLPs)

## SCHOOL COUNSELING SERVICES

The Hartford High School Counseling Office provides counseling programs in three domains: academic, career, and personal/social. Our services and programs help students resolve emotional, social, or behavioral problems and help them develop a clear focus or sense of direction. The HHS counseling program includes a number of offerings to support students throughout their high school experiences as follows:

- Work with 9th graders to develop and maintain a Personalized Learning Plan (PLP) that outlines each student's strengths, areas for growth and long-term college and career goals.
- Conduct annual meetings with each student to provide academic and career guidance related to the student's PLP and future plans.
- Make timely referrals and engage in problem solving with students, parents / family members, teachers, and administrators to support individual academic success.
- Provide short-term individual counseling to address immediate concerns of students.
- Collaborate with other school-based specialists and community organizations and agencies.
- Respond and intervene in crisis situations.

Counselors are a supportive advocate for students. The counseling staff teams together to meet the needs of students through the utilization of a comprehensive school counseling model.

## SUMMER SCHOOLS

For enrichment purposes or repeating a course for a better grade, summer school options vary greatly in our community. Please visit your child's school counselor for details or options in this area. Any course, whether taken at a school setting or online, must have prior approval if taken to meet a graduation requirement at our school. Opportunities include a computer-based program at Hartford High School.

## GUIDELINES FOR OBTAINING CREDIT FOR ALTERNATIVE COURSEWORK

1. Alternative coursework is defined as classes taken through any of the following venues:
  - Other on-line providers not directly associated with Hartford High School
  - College courses taken at Dartmouth
  - College courses taken through Vermont's Dual Enrollment program (Act 77)
  - College offerings in New Hampshire (RVCC for example)
  - In addition, alternative coursework can include extended learning opportunities (ELOs) including, but not limited to, community-based learning opportunities such as: independent study or internships through The EYE Program.
2. All courses must be approved in advance through the student's School Counselor and the appropriately identified application process.
3. Participation in these alternative courses counts towards a student's total credit requirement of eight (8) per year.
4. For purposes of rewarding credit, a full-term three-credit (3) college course or online course constitutes the equivalent of a one-credit, semester-long high school course.
5. Participation in these alternative courses counts towards a student's extra-curricular eligibility, both in terms of attaining the requisite credit total as well as maintaining the appropriate grade(s).
6. Students are responsible for any tuition costs incurred for courses taken outside the Dual Enrollment and Dartmouth programs.
7. The following alternative credit choices are eligible for credits indicated at Hartford High School:
  - Up to 4 Dartmouth courses may be taken between the spring of the student's Junior year and their graduation
  - Two courses may be taken, and paid for by the state of Vermont, under the Act 77 Dual Enrollment program (assuming the student has identified their desire to do so through their Personalized Learning Plan – PLP) (see page 14)

Hartford students are encouraged to consider all educational venues as they create their Personalized Learning Plan (PLP). Students will be supported in the learning goals they express in their PLP. Hartford High School is committed to supporting our students' exploration of the elements outlined in Vermont's ACT 77, including: Community-based learning opportunities, Dual Enrollment opportunities and the development of a Personalized Learning Plan.

## HARTFORD HIGH SCHOOL COLLEGE ACCEPTANCES FOR THE CLASS OF 2017 (A SAMPLE)

**ADELPHI UNIVERSITY**  
**ALBANY COLLEGE OF PHARMACY**  
**AMERICAN UNIVERSITY**  
**APPALACHIAN STATE UNIVERSITY**  
**ARIZONA STATE UNIVERSITY**  
**AUBURN UNIVERSITY**  
**BARNARD COLLEGE**  
**BECKER COLLEGE**  
**BELMONT UNIVERSITY**  
**BOSTON UNIVERSITY**  
**BRANDEIS UNIVERSITY**  
**BRIDGTON ACADEMY**  
**BRIGHAM YOUNG UNIVERSITY IDAHO**  
**BRYANT UNIVERSITY**  
**CABRINI UNIVERSITY**  
**CALIFORNIA UNIVERSITY OF PA**  
**CASTLETON UNIVERSITY**  
**COM. COLLEGE OF DENVER**  
**COM. COLLEGE OF VERMONT**  
**CENTRAL MAINE COMMUNITY COLLEGE**  
**CHAMPLAIN COLLEGE**  
**CHICAGO STATE UNIVERSITY**  
**CLARK UNIVERSITY**  
**CLARKSON UNIVERSITY**  
**CLEMSON UNIVERSITY**  
**COASTAL CAROLINA UNIVERSITY**  
**COLBY-SAWYER COLLEGE**  
**COLLEGE OF CHARLESTON**  
**COLUMBIA COLLEGE HOLLYWOOD**  
**CURRY COLLEGE**  
**DREXEL UNIVERSITY**  
**EAST CAROLINA UNIVERSITY**  
**EAST STROUDSBURG UNIVERSITY OF PA**  
**ECKERD COLLEGE**  
**ELMIRA COLLEGE**  
**ELON UNIVERSITY**  
**EMERSON COLLEGE**  
**EMMANUEL COLLEGE**  
**ENDICOTT COLLEGE**  
**EVERGREEN STATE COLLEGE**  
**FISHER COLLEGE**  
**FITCHBURG STATE UNIVERSITY**  
**FRANKLIN PIERCE UNIVERSITY**  
**FRONT RANGE COM. COLLEGE**  
**GEORGE WASHINGTON UNIVERSITY**  
**GOUCHER COLLEGE**  
**GREEN MOUNTAIN COLLEGE**  
**GUILFORD COLLEGE**  
**HARTWICK COLLEGE**  
**HIGH POINT UNIVERSITY**  
**HILBERT COLLEGE**  
**HOFSTRA UNIVERSITY**

**HUSSON UNIVERSITY**  
**IOWA STATE UNIVERSITY**  
**ITHACA COLLEGE**  
**JOHNSON & WALES UNIVERSITY (PROVIDENCE)**  
**KEENE STATE COLLEGE**  
**LAKES REGION COM. COLLEGE (NHCTC-LACONIA)**  
**LASELL COLLEGE**  
**LEHIGH UNIVERSITY**  
**LINCOLN TECH INSTITUTE**  
**LYNCHBURG COLLEGE**  
**MCGILL UNIVERSITY**  
**MERCY COLLEGE**  
**MERRIMACK COLLEGE**  
**MONTANA STATE UNIVERSITY (BOZEMAN)**  
**NASHUA COMMUNITY COLLEGE (NHCTC-NASHUA)**  
**NEW ENGLAND COLLEGE**  
**NEW ENGLAND SCHOOL OF HAIR DESIGN**  
**NHTI - CONCORD'S COMMUNITY COLLEGE**  
**NICHOLS COLLEGE**  
**NORTHERN VERMONT UNIV (JOHNSON)**  
**NORTHERN VERMONT UNIV (LYNDON)**  
**NORWICH UNIVERSITY**  
**PACE UNIVERSITY NYC**  
**PAUL MITCHELL SCHOOL**  
**PAUL SMITH'S COLLEGE**  
**PLYMOUTH STATE UNIVERSITY**  
**PURDUE UNIVERSITY**  
**QUEENS UNIVERSITY OF CHARLOTTE**  
**QUINNIPIAC UNIVERSITY**  
**REED COLLEGE**  
**REGIS COLLEGE**  
**RENSSELAER POLYTECH INSTITUTE**  
**RIVIER UNIVERSITY**  
**ROCHESTER INSTITUTE OF TECH**  
**ROGER WILLIAMS UNIVERSITY**  
**ROLLINS COLLEGE**  
**SAINT MICHAEL'S COLLEGE**  
**SALVE REGINA UNIVERSITY**  
**SAN DIEGO MESA COLLEGE**  
**SANTA CLARA UNIVERSITY**  
**SAVANNAH COLLEGE OF ART & DESIGN**  
**SIMMONS COLLEGE**  
**SOUTHERN MAINE COMMUNITY COLLEGE**  
**SOUTHERN METHODIST UNIVERSITY**  
**SOUTHERN NEW HAMPSHIRE UNIVERSITY**  
**SOUTHERN UTAH UNIVERSITY**  
**ST ANSELM COLLEGE**  
**ST LAWRENCE UNIVERSITY**  
**ST. MARY'S COLLEGE OF MARYLAND**  
**SUNY ALBANY**  
**SUNY DELHI**  
**SUNY MORRISVILLE STATE COLLEGE**

**SUNY PLATTSBURGH**  
**SUNY STONY BROOK**  
**SUSQUEHANNA UNIVERSITY**  
**TEMPLE UNIVERSITY**  
**THE UNIVERSITY OF NORTHWESTERN OHIO**  
**THOMAS COLLEGE**  
**TIFFIN UNIVERSITY**  
**UNIV OF AL BIRMINGHAM (UAB)**  
**UNIV OF CO BOULDER**  
**UNIV OF DAYTON**  
**UNIV OF DELAWARE**  
**UNIV OF HARTFORD**  
**UNIV OF KANSAS**  
**UNIV OF LA VERNE**  
**UNIV OF MA AMHERST**  
**UNIV OF MAINE**  
**UNIV OF NEW ENGLAND**  
**UNH AT DURHAM**  
**UNIV OF NEW HAVEN**  
**UNIV OF NEW MEXICO**  
**UNIV OF NORTH CAROLINA GREENSBORO**  
**UNIV OF REDLANDS**  
**UNIV OF RHODE ISLAND**  
**UNIV OF RICHMOND**  
**UNIV OF ROCHESTER**  
**UNIV OF SAN FRANCISCO**  
**UNIV OF SOUTHERN CALIFORNIA**  
**UNIV OF SOUTHERN ME**  
**UNIV OF TAMPA**  
**UNIV OF THE PACIFIC**  
**UVM**  
**UC BERKELEY**  
**UC SANTA BARBARA**  
**UNIV OF CONN**  
**UNION COLLEGE (NEW YORK)**  
**UNITY COLLEGE**  
**UNIVERSITY OF CINCINNATI**  
**UNIVERSITY OF MOUNT UNION**  
**UNIVERSITY OF ST ANDREWS**  
**UTAH STATE UNIVERSITY**  
**UTICA COLLEGE**  
**VASSAR COLLEGE**  
**VERMONT TECH COLLEGE**  
**VIRGINIA TECH**  
**WENTWORTH INST OF TECH**  
**WEST VIRGINIA UNIVERSITY**  
**WESTERN NEW ENGLAND UNIVERSITY**  
**WHEATON COLLEGE MA**  
**WHELLOCK COLLEGE**  
**WHITTIER COLLEGE**  
**WOODBURY UNIVERSITY**

## GUIDELINES FOR AWARDING OF CREDIT(S) IN INTERNATIONAL EXCHANGE PROGRAMS

Foreign study is supported as an excellent means to broaden a student's horizons. To facilitate a student's academic planning with respect to spending part or all of a year abroad, the following guidelines have been established:

1. A student must discuss plans for international study with his/her counselor in advance of going abroad in order to establish what credit(s) will potentially be awarded upon the student's return.
2. In order to validate coursework taken abroad, a report card or transcript from the foreign school attended must be presented and reviewed before any credit will be awarded.
3. It is expected that the length of class time spent taking a course for which credit is being sought will approximate the time parameters of courses in general taken at HHS. Normally, this amounts to 120 hours per credit. Exceptions that could alter this rule would be: (1) college courses taken in the host country (See below - Item 8); and (2) credit for "travel experience." (See below - Item 9.)
4. High school courses, taken in the host country, will be considered for HHS credit if they fit into the following categories: the Arts, Industrial Arts, Computer Technology, Physical Education, Foreign Language, Science, World History, host country's history, Social Sciences, and Mathematics. These courses may be applied toward elective credit as well as to meet specific requirements, pending a review of suitable materials to explain the course's content provided by the host school.
5. English and United States History will not be considered for credit when taken in the school of another country. Exceptions that would be considered are "American schools" based in another country or schools maintained on a U.S. military installation.
6. Courses taken abroad and submitted for HHS credit will be recorded on a student's transcript as either "P" for "Pass" or "F" for "Fail."
7. The maximum number of credits accruable from a school year of study abroad would be eight.
8. Since college-level courses generally meet for less class time per semester than a high school course, it is recognized that the college offering's content is usually at a higher degree of difficulty. This therefore justifies awarding credit equal to a full-semester high school course.
9. An elective credit for "International Travel" may be awarded by HHS upon the exchange student's presentation and faculty review of a travel log, submission of a paper discussing a salient aspect of the experience, and a brief interview of the returning student by the school's administration.

## COURSE CHANGES

The process of building a master schedule for Hartford High School is a difficult and complicated task. In part, it involves matching student requests for specific courses with the availability of teachers and classrooms in the school. The specific number of sections of each course is determined by the number of students who select that course.

Students are urged to consider all the options available to them as they plan their programs and select their courses for next year. Every effort should be made to select courses which will be realistic, meaningful, and challenging.

Once a schedule is finalized, any changes are discouraged. Our school's procedure for schedule changes is clear; it is not recommended that any student begin a new course after the second week of the semester.

- \* A semester course dropped after the first three weeks or a full year course dropped after the last day of the first marking period will be recorded as a "WF" (withdrew failing) or as a "WP" (withdrew passing) as determined by the student's overall average at the time of withdrawal from this course. No credit will be awarded for work completed in this course and the withdrawn grade will be assigned a value of zero for the purpose of computing the student's cumulative grade point average and class rank.

## COMMUNICATIONS & STUDENT/PARENT PORTAL ACCESS

Communication between the home and school is encouraged throughout the student's high school career. This includes communications regarding student progress, performance, achievement, and attendance. Parents are encouraged to play an active role in their child's education and to contact teachers, school counselors, and administrators as questions or concerns arise. Each teacher has a private voice mailbox and an email account at school; please verify which method of communicating is most effective. For communicating via phone, please call the Main Office at any time and ask for that teacher's voicemail extension to leave a message.

Also, both parents and students can view student attendance, homework completion, and grades through the portal access of our school's database system, "Infinite Campus". Each student and each parent is provided an online account that is valid all four years of high school. The URL for the parent portal is:

<https://vtcloud.infinitecampus.org/campusE/portal/hartford.jsp>

If you have any questions regarding your access information with Infinite Campus please email Mrs. Burnett at [burnettl@hartfordschools.net](mailto:burnettl@hartfordschools.net).

## STUDENT RECORDS

A student's record may be reviewed by the student and his or her parents or guardians. Arrangements for reviewing student records should be made by contacting your school counselor. No records shall be shared with non-school personnel without student or parental written permission.

## NONDISCRIMINATION POLICY

Applicants for admission and employment, students, parents, employees, sources of referral of applicants for admission and employment, and all unions or professional organizations holding collective bargaining or professional agreements with the Hartford School District are hereby notified that this District does not discriminate on the basis of race, color, national origin, sex, age, or handicap in admission or access to, or treatment or employment in, its programs and activities. Any person having inquiries concerning the Hartford School District's compliance with the regulations implementing Title VI, Title IX, or Section 504 is directed to contact the Superintendent of Schools, Office of Superintendent, White River Jct., VT 05001, phone number 295-8600, who has been designated by the Hartford School District to coordinate the District's efforts to comply with the regulations implementing Title VI, Title IX, and Section 504. Inquiries concerning the application of nondiscrimination policies may also be referred to the Regional Director, Office of Civil Rights, J.W. McCormack Post Office, Room 222, Boston, MA 02109-4557.

## EARLY COMPLETION OF STUDIES

A student may request to complete all coursework and graduation requirements before their scheduled graduation date. These students are encouraged to meet with their counselor prior to their senior year to discuss options and begin the application process. It is required that a written request from the student and written parental support be submitted to the counselor who will then submit to the principal's office for approval. Once the administrative team approves the request, the student will meet with the principal to complete the process and secure final approval. Course availability may affect approval. This could mean graduation as much as a year early, at what would nominally be the end of the junior year, or in January of the student's senior year. Historically students have done this in order to start college early as well as secure both full and part-time employment.





## ENROLLMENT FOR NON-HARTFORD RESIDENTS

Hartford High School is open to students whose legal guardian resides in the Town of Hartford. All students who are **not** residents of the Town of Hartford and plan to enroll at HHS must do so by **May 1, 2018** of their eighth grade year. Failure to do so may result in their name being placed on a waiting list and may jeopardize the opportunity for enrollment. The number of non-resident students who are accepted at Hartford High School is based on our total enrollment.

Procedures for accepting Tuition Students are as follows:

### I. Freshmen

- A. Hartland, Cornish and Sharon 8<sup>th</sup> graders must register and enroll by submitting a course selection sheet (and other required forms) to the Hartford High School guidance department no later than May 1, 2018. Students who double enroll at Hartford High School and at any other school will be kept at the bottom of the waiting list if such discovery is made.
- B. A waiting list of 8<sup>th</sup> graders will be established for all students not covered in I. A. This will include any Hartland, Sharon or Cornish 8<sup>th</sup> grader who submits an application after May 1st. Students will be accepted from the waiting list on a space available, first-come basis; Vermont residents will be chosen from the waiting list first. In the event that multiple applications have been received on the same date and the enrollment cap would be exceeded if all students who applied on that date were accepted, preference will be given in the following order:
  1. Students from North Hartland and Sharon
  2. Students with a sibling already enrolled at Hartford High School
  3. Children of employees of Hartford School District
  4. Students with a sibling who had previously attended Hartford High School
  5. Students in all other categories.

### II. Sophomores, Juniors, Seniors, and Post Graduates

- A. Students wishing to enroll in grades 10, 11, 12 or for a postgraduate year will be placed on a waiting list in the event that a decision is made at some later date to open enrollment in these grades. These students will be accepted from the waiting list on a space-available, first-come basis. In the event that multiple applications have been received on the same date, preference will be given to:
  1. Residents of Sharon, Hartland, and Cornish who are new to those towns and have not had an opportunity to enroll at Hartford High School in the past, including an opportunity to enroll while previously residing in any of these three towns.
  2. Other Vermont residents.
  3. Students with a sibling already enrolled at Hartford High School.
  4. Children of employees of Hartford School District.
  5. Students with a sibling who had previously graduated from Hartford High School.
  6. Other students.
- B. Tuition students who leave Hartford High School will follow the waiting list procedure outlined above should they seek re-admission.

### III. Enrollment Cap

Unless space becomes available, no students (except those who are bona fide residents of the Town of Hartford) will be accepted to Hartford High School until the new registration procedure is opened for 2018-2019, and then, according to the provisions in I, A., B.; II, A., B.

### IV. Tuition Voucher

Prior to enrollment all non-Hartford resident students must have a Tuition Voucher signed by the authority in their municipality ensuring that said municipality will be responsible for paying the Hartford High School tuition rate and all other educational expenses as legally required. Where appropriate, once students complete this form and residency is verified, they are accepted conditionally until a meeting, whether 504, IEP, or EST, can be held to determine Hartford's ability to meet the educational needs of the student.

## SCHOOL CHOICE

Students who reside in a community that has a designated high school have, by Vermont Law, an opportunity to participate in a school-choice program. This program requires all Vermont school districts operating a public high school to participate in this program of school choice. For more information regarding regional school-choice, students should contact their designated high school or the Hartford High School Guidance Office. Hartford High School's capacity to accept school-choice students is dependent on the school's anticipated total enrollment for the subsequent school year. Please refer to the following due dates for submitting applications:

### Due Dates

1. Applications for transfer are due to current school district through February 14.
2. Applications to receiving school by March 1.
3. Notification of acceptance takes place by April 1.
4. Student must accept transfer by April 15.

## WITHDRAWAL FROM HARTFORD HIGH SCHOOL

Though we encourage all students to remain at Hartford High School, we understand there are times when obstacles or life decisions result in the need to withdraw from our school. At that point when a family decides to withdraw a student, we recommend a meeting with the school counselor, his/her assistant principal, case manager, and teachers. This meeting could provide discussions of alternatives and future options as well as a meaningful exit interview and signatures from all parties. Once a student withdraws from our school, and eventually decides to return, he/she must begin our re-enrollment process with his/her counselor. Any tuition student who withdraws jeopardizes his/her admission status thereafter, depending on the school's total enrollment at the time the student wishes to re-enroll. At the time the student wishes to re-enroll at Hartford High School, his/her name is placed on a waiting list and admission is not guaranteed.

## HONORS PROGRAM

This program is tailored to meet the needs of academically talented and highly motivated students who seek to challenge themselves at the maximum level.

### Students are required to:

- Elect a minimum of fifteen Advanced, Advanced Placement or Dartmouth courses (two of the fifteen courses must be on the Advanced Placement level)
- Take two Advanced Placement Exams or two SAT II subject exams or two Dartmouth College courses.
- Maintain a 3.25 grade point average with no final grade below a C-
  - Elect 3 credits of foreign language
  - Complete 100 hours of pre-approved community service over four years
  - Participate in a school-sanctioned sport or major school activity each year
  - Follow all timelines for meeting the requirements of the Honors Program
  - Document and maintain a portfolio of all Honors Program requirements
  - Complete an Honors Program Capstone project over the course of Junior and Senior year, which includes a substantial written component
  - Attend two Dartmouth lectures yearly and submit two written summaries
  - Attend all Honors Program workshops yearly
  - Meet regularly with Honors Program Director and attend monthly meetings
  - Attend a two-day retreat during the Sophomore year



Special recognition will be given at graduation. Students may indicate interest in the Honors Program by completing an application that can be obtained in the Counseling Office or online at the Hartford High School website (click on Academics).

## COLLEGE AND ON-LINE LEARNING OPPORTUNITIES

### DUAL ENROLLMENT

Students in the summer of their sophomore year, their junior year, and senior year up to graduation, may enroll in a total of two college courses, assuming the student has identified their desire to do so through their Personalized Learning Plan – PLP. These courses are currently at the expense of the State of Vermont and eventually as a shared expense between the state and local district. There are a few requirements that must be met and parameters within which the courses may be taken, such as the course must be at a participating Vermont college. The courses could be online, but again they must be supported by a Vermont-based college. This represents an excellent opportunity to get a head start on accruing college credits, as well as a chance to experience the type of rigor expected in a college-level course while at the same time obtaining credit applicable to high school graduation. In order to participate in a dual enrollment course students need to complete the dual enrollment form with the appropriate signatures. Please see your school counselor for further information.

### DARTMOUTH COLLEGE & OTHER COLLEGE COURSES

Hartford High School second semester juniors and all seniors who meet the eligibility requirements may take as many as 4 courses at Dartmouth College. This is a special opportunity for advanced students to take one or more classes at Dartmouth College and earn college credit while in high school. Students interested in learning more about this program should contact their high school counselor.

We also encourage other college programs such as Community College of Vermont. These options are done with administrative approval only. Please see the Student/Parent Handbook for more information.



## ART COURSES

### 2-D AND 3-D DESIGN

1 credit

Course number: 1174  
Open to: Grades 9-12  
Prerequisite: None  
Scheduled: 1 Block Fall / Spring

Students in this course are introduced to, and gain experience, working in a variety of two and three dimensional media as well as developing an understanding of the elements and principles of design. Emphasis will be placed on quality, craftsmanship, creativity, as well as practice and skill techniques with new materials. This class will stress creative expression, problem-solving skills, historical and cultural information, aesthetic valuing, and connections to careers. Projects will be created in a variety of both two and three dimensions. A partial list of materials may include pencil, pen and ink, charcoal, watercolor, cray-pas, acrylic paint, ceramics, papier-mâché, plaster, and wire. This course may be repeated with permission from the instructor.

### DRAWING

1 credit

Course number: 1170  
Open to: Grades 9-12  
Prerequisite: None  
Scheduled: 1 Block Fall / Spring

This studio course to introduce students to a wide variety of drawing and 2D design techniques including: graphite, charcoal, and ink. Students learn vocabulary of the elements of art and principles of design so they can discuss and critique works of art. Students are encouraged to think creatively and make connections between art and other areas of study. Art work will be put on display accompanied by an artist statement. This course may be repeated with permission from the instructor.

While this course is taught at the "standard" level, students will have the opportunity to earn an "advanced" credit by applying to do so through the teacher and department chair. Upon teacher and guidance counselor recommendation, a student can be placed in a foundational skills section within this class.

### METALS/CERAMICS

1 credit

Course number: 1165  
Open to: Grades 9-12  
Prerequisite: None  
Scheduled: 1 Block Fall / Spring

This is a multimedia fine arts and crafts course. Metals and Ceramics provides students the opportunities to participate in group and independent projects. Students will learn to develop fine craftsmanship, creative problem-solving skills and learn historical developments of technology within the visual arts and crafts. During the metals section, students explore traditional and new methods in the metal arts and jewelry. Techniques include sawing, forming, soldering, surface treatments and stone setting. A wide variety of precision tools and equipment are used. The ceramics portion of this course consists of studio projects in sculpture and functional pottery. Students learn techniques in hand-building, glazing, painting and a variety of clay bodies. Lessons are supplemented and supported with drawing, reading and writing assignments. This course may be repeated with permission from the instructor.



## **METALS/CERAMICS (ADVANCED)**

1 credit

Course number: 1166  
Open to: Grades 10-12  
Prerequisite: Metals/Ceramics and permission from instructor  
Scheduled: 1 Block Fall / Spring

This course builds upon past art projects and the elements and principles of design. The new techniques taught in Metals are cold connections, riveting and bezel making. Ceramics new techniques will be throwing on the pottery wheel, mold making and slip casting. Students will learn new technical expertise needed to pursue their personal artistic inquiries. Lessons are supplemented and supported with drawing, reading and writing assignments. This course requires permission from the instructor to enroll.

## **PAINTING 1**

1 credit

Course number: 1172  
Open to: Grades 9-12  
Prerequisite: None  
Scheduled: 1 Block Fall / Spring

This course will teach various methods and techniques for painting through the exploration of color. This will give an increased understanding of the many ways paint is used to express visually. Various composition elements will be taught and used to increase sophistication of images. Students will develop their personal style and imagination in the paint medium. This course may be repeated with permission from the instructor.



## **PAINTING 2**

1 credit

Course number: 1171  
Open to: Grades 10-12  
Prerequisite: Painting 1 OR consent of the teacher.  
Scheduled: 1 Block Fall / Spring

This course will teach various methods and techniques for painting through the exploration of color. This will give an increased understanding of the many ways paint is used to express visually. Various composition elements will be taught and used to increase sophistication of images. Students will develop their personal style and imagination in the paint medium. This course may be repeated with permission from the instructor.

## **STUDIO PAINTING**

1 credit

Course number: 1173  
Open to: Grades 10-12  
Prerequisite: Painting 2 OR consent of the teacher.  
Scheduled: 1 Block Fall / Spring

This course is for the student who has already completed Painting 1, and wants to pursue further exploration in paint. Students will decide on a "Series" they will work with for the semester, resulting in the creation of a unified portfolio of images. All studio painters will present their body of work in solo show in the "H" Lobby, present their series of paintings to a group of faculty, and write an Artist Statement explaining their study. Sketching and journal writing is a required part of the curriculum. This course may be repeated with permission from the instructor.

## **SCULPTURE**

1 credit

Course number: 1175  
Open to: Grades 9-12  
Prerequisite: None  
Scheduled: 1 Block Fall / Spring

This course will offer a unique opportunity to experiment with visual expression in a variety of materials and techniques. Emphasis will be on developing authentic personal expression in sculpture. Students will create sculptures "in the round" and "in relief." Fantasy and imagination will be stressed using line, shape, color, and texture. Art history will be used to introduce students to various artists as influence to their own visual pieces. Sketching and journal writing is a required part of the curriculum. This course may be repeated with permission from the instructor.



## **INDEPENDENT STUDIO ART**

1 credit

Course number: 1198  
Open to: Grades 10-12  
Prerequisite: Previous Art courses AND consent of the Instructor  
Scheduled: 1 Block Fall / Spring

A studio course designed to build on the artistic skills acquired in previous classes. This course provides an opportunity to do concentrated work on unique projects of interest for advanced students who have demonstrated in previous art courses the individual motivation and seriousness necessary to sustain an independent curriculum. A partial list of offerings may include drawing, printmaking, painting, 2D and 3D design, ceramics, metals and non-traditional materials. Students are encouraged to exhibit their projects and write an artist statement explaining and accompanying their exhibit. Sketching and journaling are encouraged throughout the semester. Content should be determined by the student in close consultation with the instructor prior to and throughout the semester.

## **THE EYE: ART**

1 credit

Course number: 0996 - Art  
Open to: Grades 10-12  
Prerequisite: Must have previously taken a regular Art elective.  
Scheduled: 1 Block Fall / Spring

Please refer to the Independent Study course description on page 51.

## DRIVER EDUCATION COURSES

### DRIVER EDUCATION

¼ credit

Course number: 0665 (Fall) / 0675 (Spring)

Open to: Grades 10-12

Prerequisite: 15 years old and have a valid learner's permit before August 1st for Semester 1 & before January 1st for Semester 2.

Scheduled: 1 Block Fall / Spring

By State Law in order to get a driver's license before age eighteen, a person must have satisfactorily completed a driver education course. In order to receive credit for this course, a student must successfully complete both the classroom and the behind-the-wheel phases of Driver Education. All students will receive a minimum of 30 classroom hours of instruction, six hours behind the wheel, and six hours of observation time. Enrollment is determined by grade level then date of birth and if student has obtained a learner's permit.

**This course must be taken in conjunction with Personal & Life Fitness. Students who sign-up for Driver Educ. Fall (0665) must also sign-up for Personal & Life Fitness DE Fall (0565). Students who sign-up for Driver Educ. Spring (0675) must also sign up for Personal & Life Fitness DE Spring (0575). Students who do this will earn ¾ credit for Personal & Life Fitness and ¼ credit for Driver Education.**

### DRIVER EDUCATION (SUMMER)

¼ credit

Open to: Grades 10-12

Prerequisite: 15 years old and have a valid learner's permit before June 1st

Scheduled: Summer

The opportunity exists to take Driver Education during the summer. The classroom meets 5 days per week, for five weeks, typically from 7:30-9:00 a.m. In addition to the classroom, students participate in daily driving sessions. Students must attend all classes and complete 6 hours of behind-the-wheel instruction. A separate registration will take place during second semester for the following summer. Enrollment is determined by grade level then date of birth and if the student has obtained a learner's permit.

## ENGLISH COURSES

All students need four non-elective credits in English—one of which must be Patterns of Literature & Learning—in order to graduate. Perspectives in Literature, American Literature and Professional Communication & Composition are the subsequent courses that most students will elect to take to fulfill the required four credits. There are “Advanced” equivalents to these courses that students may take for a greater challenge. Those students wishing to progress beyond these offerings will have the opportunity to take English Literature & Composition (Advanced Placement).

The following English classes are elective classes and **do not** grant a credit toward the four credit high school English graduation requirement:

- 0091 Public Speaking & Debate 1
- 0092 Public Speaking & Debate 2

The following English classes **do** grant a credit toward the four credit graduation requirement:

- 0015 Patterns of Literature & Learning (There is an optional “Advanced” component)
- 0025 Perspectives in Literature
- 0021 Perspectives in Literature (Advanced)
- 0035 American Literature
- 0031 American Literature (Advanced)
- 0045 Professional Communication & Composition
- 0041 English & Composition (Advanced)
- 0042 English Literature & Composition (Advanced Placement)

### PATTERNS OF LITERATURE AND LEARNING

1 English credit & 1 elective credit

Course number: 0015

Open to: Grades 9-12

Prerequisite: None

Scheduled: 1 Block Yearlong

All students must enroll in and pass Patterns of Literature & Learning. All freshmen students, unless otherwise recommended by staff, must enroll in this course. This is a yearlong, heterogeneously grouped survey course that will expose students to the power of story: from ancient mythology to modern day literature, students will explore the art of storytelling through the lens of Focus, Form, Voice, Depth, and Audience. Students will build vocabulary attack skills and acquisition, practice identifying and using parts of speech, and apply these to developing the skills and organization needed to plan and execute a written essay, as well as improve overall reading comprehension. Students will also work concurrently with guidance on personalized learning plans. All teachers will support the development of executive functioning skills such as organization and time management. During the second semester, students may elect to attempt an advanced studies path. Successful completion of this path includes completing reading, writing, speaking, and listening assignments above and beyond the standard classroom work.

**PERSPECTIVES IN LITERATURE**

1 credit

Course number: 0025

Open to: Grades 10-12

Prerequisite: Patterns of Literature &amp; Learning

Scheduled: 1 Block Fall / Spring

Perspectives in Literature will emphasize the reading and analysis of complex texts spanning a range of time periods and geographic locations to explore the perspectives of others. This course will utilize excerpts and larger works, as well as independently chosen material, to explore a range of cultures. As consistent with the departmental philosophy, these literary and informational texts will be explored through the use of Focus, Form, Voice, Depth and Audience.

**PERSPECTIVES IN LITERATURE (ADVANCED)**

1 credit

Course number: 0021

Open to: Grades 10-12

Prerequisite: Patterns of Literature &amp; Learning and teacher recommendation

Scheduled: 1 Block Fall / Spring

This course will extend beyond the standard curriculum for Perspectives in Literature and go into greater depth of key concepts and understanding. Aside from a level of rigor, Advanced Perspectives in Literature will maintain the same curriculum as Perspectives in Literature: reading and analysis of complex texts spanning a range of time periods and geographic locations to explore the perspectives of others; exploring historic culture; implementing Focus, Form, Voice, Depth and Audience; and analytical writing.

**AMERICAN LITERATURE**

1 credit

Course number: 0035

Open to: Grades 10-12

Prerequisite: Perspectives in Literature or Perspectives in Literature (Advanced)

Scheduled: 1 Block Fall / Spring

This course explores themes central to American culture and identity through both modern and classic texts. Students will use novels, poetry, film, historical documents, and nonfiction writing to enhance their critical thinking and analysis skills. Themes and concepts such as freedom, the realities of the American Dream, society's influence on the individual, and others will be explored. The course is designed to be responsive to student need and interest. Through creative and personal writing, analytical responses, presentations, and projects, students will strive towards goals in reading, writing, speaking, and listening through the lenses of Focus, Form, Voice, Depth and Audience.

**AMERICAN LITERATURE (ADVANCED)**

1 credit

Course number: 0031

Open to: Grades 10-12

Prerequisite: Perspectives in Literature or Perspectives in Literature (Advanced) &amp; teacher recommendation

Scheduled: 1 Block Fall / Spring

This is an accelerated, rigorous course that involves critically reading and responding to American Literature, films and art. Themes and concepts such as freedom, the realities of the American Dream, and inequalities of the past and present will be explored through close reading, critical analysis, and structured discussion. There will be a focus on how writers use language and structure to convey meaning. This prepares students for literary analysis in Advanced Senior English and Composition and AP English Literature. In this course, students will be given the opportunity to develop their critical thinking, collaborative, and communicative skills.

**PROFESSIONAL COMMUNICATION & COMPOSITION**

1 credit

Course number: 0045

Open to: Grades 11-12

Prerequisite: American Literature or equivalent

Scheduled: 1 Block Fall / Spring

This course focuses on the necessary skills and tools needed to be successful and to adapt to the college and business worlds. Students will develop communication and composition skills and will work collaboratively to develop their ability to analyze and interpret information, write professional documents, and speak effectively. Students will pursue independent research on a question or problem of their choice and produce a paper that reflects a deep understanding of a topic. This course is meant for those students who want to work on the skills that college professors look for in their classrooms and business leaders seek in their employees, and is intended to bridge the gap between high school and college or career entry.

**ENGLISH & COMPOSITION (ADVANCED)**

1 credit

Course number: 0041

Open to: Grades 11-12

Prerequisite: American Literature (A) and teacher recommendation

Scheduled: 1 Block Fall / Spring

Advanced English & Composition emphasizes the power of clear and articulate language. Here students will implement their knowledge of literary conventions and how they serve to create communicative art forms. There is a heavy emphasis in writing conventions (grammar, usage and mechanics) and their application toward the critical writing of both texts and film: poetic, dramatic, fictional, informational and persuasive. Students will also be required to deliver several oral presentations both of academic and personal content. The instructor assumes that all students enrolled will exhibit the motivation and interest of those who are seeking post-secondary education. *\*There is a pre-reading and writing component to this course that MUST be completed before the course begins--NO EXCEPTIONS.*

**ENGLISH LITERATURE & COMPOSITION (ADVANCED PLACEMENT)**

1 credit

Course number: 0042  
 Open to: Grades 11-12  
 Prerequisite: Advanced English & Composition and teacher recommendation  
 Scheduled: 1 Block Spring

Advanced Placement English Literature and Composition is for students who wish to take the AP Literature Exam through The College Board. Poetry, drama and fictional works are the core topics of study and serve as the tools for literary criticism through precise analyses of literature. In order to best prepare students for the AP exam, they will read extensively, become familiar with literary terminology and classifications, and write numerous critical essays. This course is for students who exhibit college level motivation and interest in literature. Please see course syllabus for more detailed information and requirements.

\*Exam expectation: A student enrolling in this course will take the AP exam in May. The exam fee is approximately \$89--funding this exam should not be a deterrent for enrollment. See the English Department Coordinator for financial assistance.

*Students enrolled in an AP course are expected to take the AP exam in the spring as part of the course requirements.*

**PUBLIC SPEAKING & DEBATE 1**

1 credit

Course number: 0091  
 Open to: Grades 9-12  
 Prerequisite: None  
 Scheduled: 1 Block Fall / Spring

Public speaking and debate are highly valued skills at the collegiate level and in the workplace. This course gives students an opportunity to practice and develop communication skills that can be used in a variety of speaking situations. Students will become more effective speakers by working on voice, organization and posture. We will practice various debate formats including Public Forum, World's, and Model UN with a focus on research, argumentation, logic, analysis, and teamwork. Public forum has pairs of debaters arguing pro or con on a current social or political issue. World's Debate introduces students to logical argumentation without the use of evidence. Model UN introduces students to issues like world hunger, human rights, climate change and how different countries come together to resolve these issues. The basic purpose in this class is to empower students to become more comfortable with public speaking and present themselves with confidence.

**PUBLIC SPEAKING & DEBATE 2**

1 credit

Course number: 0092  
 Open to: Grades 9-12  
 Prerequisite: Public Speaking & Debate 1  
 Scheduled: 1 Block Fall / Spring

This course is designed for students who want continued growth in public speaking and debate. Whereas, level 1 students are introduced to public speaking, research, organization and argumentation, level 2 students are expected to improve on these foundational skills and work toward greater proficiency. Level 2 students are also expected to be mentors to level 1 students and assist in debate instruction and rounds.

**ENGLISH FOR SPEAKERS OF OTHER LANGUAGES COURSES****ENGLISH FOR SPEAKERS OF OTHER LANGUAGES I**

1 credit

Course number: 0053  
 Open to: Grades 9-12  
 Prerequisite: For students whose native language is not English and who are at a beginning stage of learning English  
 Scheduled: 1 Block Fall / Spring

This introductory course is offered to newcomers to the United States and to academic English. ESOL I offers individualized support to help students develop the language necessary to succeed in the mainstream high school classroom. In addition to receiving assistance with academic coursework, students will develop a personal vocabulary acquisition plan; acquire the basic social and academic English needed for competence in speaking, listening, reading, and writing through a variety of media; practice reading strategies using graded readers and adapted works of literature; and practice basic grammatical structures and writing conventions. Credit earned in this course will fulfill the English graduation requirement.

**ENGLISH FOR SPEAKERS OF OTHER LANGUAGES II**

1 credit

Course number: 0054  
 Open to: Grades 9-12  
 Prerequisite: For students whose native language is not English and who are at an intermediate stage of learning English  
 Scheduled: 1 Block Fall / Spring

ESOL II is designed to help students further develop the communicative and academic language skills necessary to succeed in the mainstream high school classroom. Learners will develop an individualized vocabulary acquisition plan; continue to acquire the social and academic English needed for speaking, listening, reading, and writing through a variety of media; reinforce reading strategies using graded readers, adapted works of literature, and authentic texts in a variety of genres; and practice more complex grammatical structures and writing conventions. Credit earned in this course will fulfill the English graduation requirement.

**ENGLISH FOR SPEAKERS OF OTHER LANGUAGES III**

1 credit

Course number: 0055  
 Open to: Grades 9-12  
 Prerequisite: For students whose native language is not English and who are at an advanced stage of learning English  
 Scheduled: 1 Block Fall / Spring

This course is offered to English Language Learners whose native language is not English but whose academic competence in English approaches native-like mastery. Students will develop a personal program for the acquisition of academic vocabulary; further develop and reinforce the English language skills needed to interact in an academic environment through a variety of media; reinforce reading strategies using authentic texts; and practice using complex grammatical structures and idiomatic language in a variety of registers. Credit earned in this course will fulfill the English graduation requirement.

**TOEFL PREPARATION**

1 credit

Course number: 0052  
 Open to: Grades 9-12  
 Prerequisite: For students enrolled in the ESOL program  
 Scheduled: 1 Block Fall / Spring

This course is designed to help prepare ESOL students to take the Test of English as a Foreign Language for admission to US colleges and universities. Students will further their proficiency in the four skills and develop their vocabulary while learning test-taking strategies in the context of practice TOEFL exams. Credit earned in this course does *not* fulfill the English graduation requirement.

**ESOL TUTORIAL**

1 credit

Course number: 0051  
 Open to: Grades 9-12  
 Prerequisite: For students enrolled in the ESOL program  
 Scheduled: 1 Block Fall / Spring

This class focuses on providing ESOL students with the support needed to succeed in their mainstream academic courses. In addition students will work on individual or group projects, keep a vocabulary notebook, and pursue a personal program of reading and journaling. Credit earned in this course does *not* fulfill the English graduation requirement.

## MATHEMATICS COURSES

All students need three non-elective credits in Mathematics in order to graduate. The Mathematics Department aims to increase student understand of mathematical skills, concepts and problem solving in Number and Quantity, Algebra, Geometry, Mathematical Modeling, Functions and Probability and Statistics to prepare for college or career readiness. Through the language of mathematics, students will develop logical reasoning and critical thinking to be able to access and analyze information and effectively communicate solutions.

It is also the recommendation of the department that those students enrolled in Algebra 2 or higher have a graphing calculator (TI-83 or TI-84 series). Calculators are available during the day in the classroom.

Mathematics Course Sequence	Alternate Mathematics Course Sequence
Algebra 1 - Two Options: 1 Semester or Full Year (Advanced only offered in Grade 8)	Pre-Algebra (Full Year)
Geometry (Regular or Advanced)	Algebra 1 (Full Year)
Algebra 2 (Regular or Advanced)	Principles of Algebra & Geometry (If Algebra 1 Exit Test not passed)
Pre-Calculus (Regular or Advanced)	Geometry
Calculus (Introduction and/or AP)	Algebra 2
Dartmouth Math Courses	Pre-Calculus

### PRE-ALGEBRA (FULL YEAR)

2 credits

Course number: 0222  
Open to: Grade 9-12  
Prerequisite: Assigned by teacher  
Scheduled: 1 Block Full Year

This course is designed to prepare students for a high school algebra course. The focus of this course is to create a foundation of algebraic thinking. To accomplish this task, students will work with operations on algebraic expressions and equations. Students will learn to use algebra to represent patterns and relationships. The students will be introduced to both algebraic and geometric concepts

### ALGEBRA 1

1 credit or 2 credits

Course number: 0213 (Semester) / 0212 (Full Year)  
Open to: Grade 9-12  
Prerequisite: None  
Scheduled: 1 Block 1 Semester or Full Year

This course is designed to build a solid foundation for future success. It is taught as a Standards-Based Course where students MUST pass the Exit Test to continue to Geometry. There will be periodic Standards Based Tests for students to judge their progress. This course will provide opportunities to apply algebraic concepts to real world applications, to geometric, statistical and probability models, and to make connections between concrete models and abstract concepts. This course will develop an understanding of the Language of Algebra, Monomial Operations, Simplifying Radicals and the Pythagorean Theorem, Solving Linear Equations, Graphing Inequalities, Graphing Linear Functions, Writing Equations of Lines, Systems of Linear Equations, Polynomial Operations, Factoring of Polynomials, Quadratic Functions, and Exponential Functions.

Since this course is Standards Based, any student who shows proficiency by successfully passing all periodic Standards Based Tests AND the Exit Test in January of the yearlong course will be allowed to test out.

### PRINCIPLES OF ALGEBRA AND GEOMETRY

1 credit

Course number: 0216  
Open to: Grades 10-12  
Prerequisite: Algebra 1 (Full Year)  
Scheduled: 1 Block Fall / Spring

This class is designed for the student who has some algebra background but continues to struggle mathematically. This course will combine the study of algebra topics with introductory geometry topics. The course will focus on the common core problem solving standards with an additional emphasis on algebraic reasoning. Students will be asked to engage in a wide variety of problem solving tasks that emphasize:

- \* making meaning of a problem and looking for entry points to its solution
- \* analyzing givens, constraints, relationships and goals of a problem
- \* developing a plan to solve a problem
- \* verbalizing strategies and thought processes during the problem solving activity
- \* monitoring and evaluating progress in problem solving, and changing course if necessary.
- \* checking solutions to problems, and determining if the solution makes sense
- \* making conjectures about the meaning of a solution to a problem

### GEOMETRY

1 credit

Course number: 0225  
Open to: Grades 9-12  
Prerequisite: Algebra 1 with a passing grade on the Exit Test or Algebra 1 and Principles of Algebra & Geometry  
Scheduled: 1 Block Fall / Spring

This course is designed to provide opportunities to apply geometric and measurement concepts to real world applications, to algebraic, statistical and probability models, and to make connections between concrete models and abstract concepts. This course provides opportunities to:

- \* develop and apply properties of lines and angles
- \* develop and apply relationships between and among figures with emphasis on triangles, quadrilaterals and circles
- \* develop and apply the concepts of parallelism and perpendicularity
- \* develop and apply the concepts of congruency and similarity
- \* develop and apply the concepts of transformations
- \* develop and apply the concept of right triangle and trigonometry

This course will emphasize informal proofs and problem solving as well as integrating the review of Algebra 1 concepts.

### GEOMETRY (ADVANCED)

1 credit

Course number: 0221  
Open to: Grades 9-12  
Prerequisite: Algebra 1 with a passing grade on the Exit Test and a final grade of 80% or better OR consent of the teacher.  
Scheduled: 1 Block Fall / Spring

Advanced Geometry is a vital course of mathematical study for those interested in a strong math and science future. This is the first high school mathematics course that offers students the opportunity to formally act as mathematicians. Within this course, students will have the opportunity to make conjectures about geometric situations and prove in a variety of ways, both formal and informal, that their conclusion follows logically from their hypothesis. This course is meant to employ an integrated approach to the study of geometric relationships. Integrating synthetic, transformational, and coordinate approaches to geometry, students will justify geometric relationships and properties of geometric figures. Congruence and similarity of triangles will be established using appropriate theorems. Transformations including rotations, reflections, and translations, as well as coordinate geometry will be used to establish and verify geometric relationships. Geometry is meant to lead students to an understanding that reasoning and proof are fundamental aspects of mathematics and something that sets it apart from the other sciences.

**ALGEBRA 2**

1 credit

Course number: 0235  
 Open to: Grades 10-12  
 Prerequisite: 70% or better in Geometry OR consent of the teacher  
 Scheduled: 1 Block Fall / Spring

This course is an extension of Algebra 1, providing a more detailed analysis of operations with real numbers and polynomials. Topics of study include: functions and relations, matrices, right triangle trigonometry, linear functions, systems of linear functions, radicals in other bases and inequalities, quadratic functions, complex numbers, exponential and logarithmic functions. Additional topics of study may include: rational and irrational algebraic functions, higher degree functions, probability, sequences and series. A scientific or graphing calculator is required.

**ALGEBRA 2 (ADVANCED)**

1 credit

Course number: 0231  
 Open to: Grades 10-12  
 Prerequisite: 80% or better in Geometry (Advanced) OR consent of the teacher  
 Scheduled: 1 Block Fall / Spring

This course is an extension of Algebra 1 (Advanced), providing a more detailed analysis of operations with real numbers and polynomials, and will follow the same curriculum as Algebra 2. However, it will go into more depth and detail on each of the topics of study. A scientific or graphing calculator is required.

**PRECALCULUS**

Course number: 0245  
 Open to: Grades 10-12  
 Prerequisite: Algebra 2 with 70% or better OR consent of the teacher  
 Scheduled: 1 Block Fall / Spring

Topics covered in this course include trigonometry, analytic geometry, exponential and logarithmic functions, polynomial functions and their graphs. This course is a preparation for the successful completion of Introduction to Calculus.

**PRECALCULUS (ADVANCED)**

1 credit

Course number: 0244  
 Open to: Grades 10-12  
 Prerequisite: Algebra 2 Advanced with 80% or better OR consent of the teacher  
 Scheduled: 1 Block Fall / Spring

This course is designed for above average math students. Students will be expected to do longer and more difficult assignments and tests than in regular Precalculus. Topics covered include: trigonometry, analytic geometry, exponential and logarithmic functions, polynomial functions and their graphs, and sequences and series. Students will have regular practice in preparing for standardized tests (SAT and SAT II). This course is a preparation for the successful completion of high school AP calculus.

**INTRODUCTION TO CALCULUS**

1 credit

Course number: 0240  
 Open to: Grades 11-12  
 Prerequisite: PreCalculus with 70% or better OR consent of the teacher.  
 Scheduled: 1 Block Fall / Spring

This course is designed for students who plan to take Calculus or beyond in college. Topics in Calculus include limits, continuity, derivatives, antiderivatives, integrals, trigonometric functions, exponential, and logarithmic functions. A graphing calculator is required. (Recommended models are TI-83, 83+ or 84)

**CALCULUS 1 (ADVANCED PLACEMENT)**

1 credit

Course number: 0241  
 Open to: Grade 11-12  
 Prerequisite: PreCalculus (Advanced) with 80% or better OR consent of the teacher.  
 Scheduled: 1 Block Fall

This course is designed for advanced math students. Students will be expected to do longer and more difficult assignments and tests than in the regular Calculus course. This course covers all the topics of Calculus and in addition the following topics will be included: Inverse Trigonometric and Hyperbolic Functions, Applications of Integration, Integration Techniques and L'Hopital's Rule. Students in this course will participate in math competitions and have regular practice in preparing for standardized tests (SAT and SAT II).

*Exam expectation: A student enrolling in this course will take the "AB" calculus AP exam in May. There will be an exam fee due at the beginning of the semester. Failure to take the exam will change the identification of the course on the transcript to read "Advanced" rather than "AP" and the grade value will be reduced from weighted to unweighted.*

**CALCULUS 2 (ADVANCED PLACEMENT)**

1 credit

Course number: 0242  
 Open to: Grade 11-12  
 Prerequisite: Calculus 1 (Advanced Placement)  
 Scheduled: 1 Block Spring

This course covers the topics necessary for taking the Calculus AB Exam. Students will take an AP Calculus exam in May and then spend the remainder of the course working on advanced math projects.

*Exam expectation: A student enrolling in this course will take the AP exam in May. There will be an exam fee associated with this course. Failure to take the exam will change the identification of the course on the transcript to read "Advanced" rather than "AP" and the grade value will be reduced from weighted to unweighted.*



## COMPUTER PROGRAMMING

1 credit

Course number: 0285

Open to: Grades 10-12

Prerequisite: Algebra 1 with 70% or better OR consent of the teacher.

Scheduled: 1 Block Fall / Spring

Computer Programming is an introduction to programming using the Visual Basic (Beginners All-purpose Symbolic Instruction Code) programming language. After gaining an understanding of the history of computing, programming concepts covered include input, processing, output, loops, conditional statements, functions, subroutines and arrays. The focus of the course will be to code everyday programs like payroll, cash registers, ATM's and simple games. Students can advance at their own pace. Students who can work independently, can apply their understanding of the basic concepts to other languages such as C++ or RPG game engines.

While this class is taught at the "standard" level, students will have the opportunity to earn an "advanced" credit by applying to do so through the teacher and department chair. Advanced students will learn a higher level language such as C++ or JAVA and may prepare for the AP exam.

## STATISTICS

1 credit

Course number: 0284

Open to: Grades 11-12

Prerequisite: Algebra 2 with 70% or better OR consent of the teacher.

Scheduled: 1 Block Fall / Spring

This course is a study of descriptive statistics, probability, and inferential statistics. Students will discover how to collect, measure, display and summarize all types of data. Through the use of probability and inferential concepts, students will find how to describe relationships and make predictions about their data. Applying statistics to real life applications will be the major focus of this course. Data analysis will utilize the graphing calculator (TI-83) and computer. Data analysis will utilize the graphing calculator (TI-83) and computer software. This course can be taken for college credit through dual enrollment with the Community College of Vermont.

## THE EYE: MATH

1 credit

Course number: 0996 - Math

Open to: Grades 10-12

Prerequisite: None

Scheduled: 1 Block Fall / Spring

Please refer to the Independent Study course description on page 50.

## MUSIC COURSES

### CONCERT CHOIR

1 credit

Course number: 1015

Open to: Grades 9-12

Prerequisite: Open to any student who enjoys singing

Scheduled: During H Block **Full Year**

The Hartford High Concert Choir presents and encourages music performance at Hartford High School. Concert Choir is open to all qualified students in Grades 9-12. Vocal screening assessment will take place each year for all students in chorus. The Concert Choir studies music from many different historical periods, presenting diverse musical styles and genres. Dedication to improvement of individual and group skills and musical knowledge is essential to participate in concert choir, and individual practice outside of rehearsal is expected. Students will be expected to perform assignments regularly with emphasis on sight reading. Students are eligible to represent Hartford High School through music festivals at the district, state, and regional levels. All students are welcome. While this course is taught at the "standard" level, students will have the opportunity to earn an "advanced" credit by applying to do so through the teacher.

### CONCERT BAND

1 credit

Course number: 1020

Open to: Grades 9-12

Prerequisite: Open to any student who can demonstrate, or is willing to work towards, an intermediate level of playing ability.

Scheduled: During H Block **Full Year**

The Hartford High School Concert Band presents and encourages music performance at Hartford High School. Concert Band is open to all qualified students in grades 9-12 who play woodwind, brass, or percussion instruments. The Concert Band performs music from many different historical periods, presenting diverse musical styles and genres. Dedication to improvement of individual and group skills and musical knowledge is essential to participate in Concert Band, and individual practice outside of rehearsal is expected. Students will be expected to perform assignments regularly with emphasis on rhythm reading and producing an appropriate tone. Members of the band attend weekly small-group chamber music instruction through a pull-out lesson program. All band members are encouraged to participate in pep band. Students are eligible to represent Hartford High School through music festivals at the district, state, and regional levels. All students are welcome. While this course is taught at the "standard" level, students will have the opportunity to earn an "advanced" credit by applying to do so through the teacher.



### CONCERT CHOIR / BAND

1 credit

Course number: 1025

Open to: Grades 9-12

Prerequisite: See 1015 and 1020

Scheduled: During H Block **Full Year**

Concert Choir/Band allows students to participate in both Band and Choir. Students, who elect to do so, take on the work and responsibility of both groups. Class time is divided between Band and Choir. While this course is taught at the "standard" level, students will have the opportunity to earn an "advanced" credit by applying to do so through the teacher.

**BROADWAY PERFORMANCE 1**

1 credit

Course number: 1073  
 Open to: Grades 9-12  
 Prerequisite: None  
 Scheduled: 1 Block Fall / Spring

“Start spreading the news because this is one singular sensation of a course.” This course will explore all aspects of Broadway Performance. Students will explore the history of musical theater and address the unique challenges of the Broadway performer through work with scenes, ensemble, small group, and solo songs, characterizations, and choreography. Students who have never sung and/or acted before are more than welcome to join the class. While this course is taught at the “standard” level, students will have the opportunity to earn an “advanced” credit by applying to do so through the teacher.

**BROADWAY PERFORMANCE 2**

1 credit

Course number: 1069  
 Open to: Grades 9-12  
 Prerequisite: Broadway Performance 1  
 Scheduled: 1 Block Fall / Spring

This course will be a continuation of Broadway Performance 1. Students will direct and block their own scenes and choreograph and teach their own dances. Students will perform scenes, solos, duets, small ensemble numbers, and large group dances. During this class we will continue exploring various musicals throughout the decades and discuss various changes that have occurred over the years to make the Broadway musical what it is today. While this course is taught at the “standard” level, students will have the opportunity to earn an “advanced” credit by applying to do so through the teacher.

**EXPLORATION OF AMERICA'S POPULAR MUSIC**

1 credit

Course number: 1071  
 Open to: Grades 9-12  
 Prerequisite: None  
 Scheduled: 1 Block Fall / Spring

What does it take to survive in America's cut throat music industry? This course studies the trends of American popular music. We will begin with the Motown Record Company in the 1950s, and continue analyzing music from each decade up to present day and the future. Through our exploration we will connect our country's historical, political, and cultural events to the musical happenings of the time and discover ways in which music has affected society.

**GUITAR 1**

Course number: 1065  
 Open to: Grades 9-12  
 Prerequisite: None  
 Scheduled: 1 Block Fall / Spring Every other year

Have you ever wanted to learn how to play your favorite song on the guitar? This course is designed for students who have little no experience playing the guitar. Throughout the semester, students will read and play all types of chords from major/minor to barre/power chords, practice different strumming patterns, and explore techniques of improvising solo licks.. Students will also be exposed to musical notation and basic music theory. As a class, we will work on a variety of solo and ensemble pieces in an assortment of musical genres. Guitars will be provided.

**GUITAR 2**

Course number: 1066  
 Open to: Grades 9-12  
 Prerequisite: Guitar 1 with a C or better OR consent of the teacher.  
 Scheduled: 1 Block Fall / Spring Every other year

This course is an extension of Guitar 1. Throughout this course students will expand upon their knowledge of the fretboard and guitar techniques. We will read and play more advanced chords and be exposed to upper level music theory and rhythmic notation. Students will have the opportunity to improvise and compose their own melodies/pieces.

**MUSIC THEORY**

1 credit

Course number: 1076  
 Open to: Grades 9-12  
 Prerequisite: Prior music reading experience highly recommended  
 Scheduled: 1 Block Fall / Spring Every other year (next offered 2019-2020)

Music not only provides a way for students to express themselves artistically, but also enhances intelligence and creativity. This course is designed to help the more serious music student learn the elements of musicianship necessary for becoming a mature advanced level musician. Students will study the language and symbols of music beginning with the construction of major and minor scales, the circle of fifths, interval training, chord construction and analysis, chord recognition, musical notation, four-part writing, and aural skills. Due to the amount of material that is covered, previous music reading experience is highly recommended.

**MUSIC IN FILM AND TV**

1 credit

Course number: 1070  
 Open to: Grades 9-12  
 Prerequisite: None  
 Scheduled: 1 Block Fall / Spring

This course is an exploration of American film and TV through the study of music. This course will be broken up into two units. During the first unit, students will study the use of music in films from the early days of Hollywood through today's blockbuster hits. Students will also examine the use of original music and the re-purposing of popular music in films. During the second unit, we will study what role music plays in your favorite TV shows. This course will focus on both the motion pictures and the famous film composers who have brought to life some of our most endearing music. This course will look at the famous film/TV composers who have brought some of our most endearing music to life.

**WORLD DRUMMING**

1 credit

Course number: 1078  
 Open to: Grades 9-12  
 Prerequisite: None  
 Scheduled: 1 Block Fall / Spring

This course is all about drumming! Every culture on the planet has some form of drumming, and this course will offer a hands-on exploration of various drumming and rhythm traditions. In this class we will play various percussive instruments such as: djembes, tubano, talking drums, buffalo drums, and other assortments of hand percussion. Throughout this course students will experience music of African, Caribbean, and Latin American cultures. No previous music experience is needed to take this class. All skills will be taught in the class through traditional call and response and aural learning. All instruments will be provided for use. Nothing “beats” this!

**THE EYE: MUSIC**

1 credit

Course number: 0996 - Music  
 Open to: Grades 10-12  
 Prerequisite: Must have previously taken a regular Music elective  
 Scheduled: 1 Block Fall / Spring

Please refer to the Independent Study course description on page 50.

## PHYSICAL EDUCATION COURSES

### 9TH GRADE PHYSICAL EDUCATION

½ credit

Course number: 0500

Open to: Grade 9

Prerequisite: None (This is a required course for all entering 9th graders at Hartford High School.)

Scheduled: 1 Block / 1 Term      Fall / Spring

This course is provided in order to meet Vermont State Standards and Hartford High School graduation requirements. This course is designed to meet the exercise needs of the adolescent, develop an appreciation for and habit of lifetime sport activity, and understand the qualities of becoming an intelligent sports spectator. Activities will include individual and team sports held both outdoors and in the gymnasium; students must participate on a regular basis and have appropriate seasonal clothing (e.g. coats/sweatshirts for outdoor activities and sneakers for indoor activities). This course will be based on participation and understanding in a variety of sports (Volleyball, Nitro-Ball, Kin-Ball, and Badminton) and overall wellness (written tests and projects). Note: Any credit awarded and grade earned during a "medical release" period must follow the procedures outlined within the Phys. Ed. Department and school nurse protocol.

### WELLNESS

½ credit

Course number: 0501

Open to: Grade 9

Prerequisite: None (This is a required course for all entering 9th graders at Hartford High School and must be repeated if a passing grade is not earned.)

Scheduled: 1 Block / 1 Term      Fall / Spring



The focus of the Wellness portion of this course is on the physical, social and emotional aspects of health. Students will research their family's health history in regard to disease prevention. Students will set personal wellness goals in areas of nutrition and fitness. The following topics will also be covered: human sexuality, relationships, substance abuse prevention, and communication skills. As part of the human sexuality unit students will have the opportunity to take care of a "Real Care Baby", a computerized baby simulator. In addition, students will learn how the media influences our choices and behaviors in each of these topics. Guest speakers and videos are used to enhance the curriculum when possible. **Students are graded on class participation, projects, tests, and homework.**

### 10TH GRADE PHYSICAL EDUCATION

1 credit

Course number: 0510 / 0565 / 0575

Open to: Grades 10

Prerequisite: ½ credit in 9th Grade Phys Ed

Scheduled: 1 Block      Fall / Spring

This course is designed to provide an opportunity for students to develop individualized fitness plans. Students will learn the fundamentals of strength, aerobic, and overall fitness training. An emphasis will be placed on an array of lifelong fitness activities. A true lifelong, personal comprehensive fitness plan will be developed as a result of this course.

**All sophomores who take Driver Education during the regular school day must sign-up for Grade 10 Physical Education during the same semester that they take Driver Education. Students who do this will earn 3/4 credit for Grade 10 Physical Education and 1/4 credit for Driver Education.**



### PERSONAL FITNESS & TOTAL BODY STRENGTH TRAINING

1 credit

Course number: 0599

Open to: Grades 11 and 12

Prerequisite: 1 ½ credit in Physical Education

Scheduled: 1 Block      Fall / Spring

This course is designed to give students the opportunity to learn fitness concepts and conditioning techniques used for obtaining optimal physical fitness. Students will benefit from comprehensive weight training and cardiorespiratory endurance activities. They will learn the basic fundamentals of strength training, aerobic training, speed and agility training, explosive plyometric and total body fitness training and conditioning. This course includes both demonstration and activity sessions. Students will have the opportunity to explore a variety of body weight resistance programs, various cardiovascular elements as well as other total body strength training programs. Combining these activities will provide a comprehensive overall fitness program.



## SCIENCE COURSES

The Science Department offers a variety of courses preparing students for Vermont's High School Grade Expectations which reflect the standards of the Vermont Framework of Standards and Learning Objectives. Science courses also offer numerous inquiry-based activities and concepts that reflect both Vermont state and national (NGSS) standards. The department highly recommends that the required 3.0 graduation credits include biology, chemistry, and a physical science and are completed by the end of their junior year without having a year in which no science course is taken.

### PRINCIPLES OF BIOLOGY

1 credit

Course number: 0319  
Open to: Grades 10-12  
Prerequisite: None. Placement will be based on the recommendation of the 8th grade teacher and special educator with consent of the high school math and science dept. coordinators.  
Scheduled: 1 Block Fall / Spring

This course is designed for eligible students who will receive an individualized, content-rich course tailored to meet their specific needs. The course will build the skills necessary for each student to experience academic growth and success. The course is designed to enroll students their sophomore year.

### PRINCIPLES OF EARTH & SPACE SCIENCE

1 credit

Course number: 0316  
Open to: Grade 9-12  
Prerequisite: None. Placement will be based on the recommendation of the 8th grade teacher and special educator with consent of the high school math and science dept. coordinators.

Scheduled: 1 Block Fall / Spring

This course covers the same content as Earth & Space Science but is designed for students who will receive an individualized, content-rich course tailored to meet their specific needs. It will also build the academic skills necessary for each student to experience academic growth and success. This course will fulfill the physical science graduation requirement.

### EARTH & SPACE SCIENCE

1 credit

Course number: 0315  
Open to: Required for Grade 9 but open to Grades 10-12  
Prerequisite: None  
Scheduled: 1 Block Fall / Spring

Earth & Space Science (ESS) is a laboratory-based, hands-on course which develops understanding of a wide range of topics that build upon science concepts from middle school through more advanced content and skill. There are five (5) topics in ESS: Space Systems, History of Earth, Earth's Systems, Weather and Climate, and Human Sustainability. The laboratory component of this course involves analyzing and interpreting data as it pertains to relevant aspect of ESS (resources, hazards, environmental impacts, etc.) with emphasis on using engineering and technology to design solutions to challenges facing human society.

Advanced credit may be earned in ESS for students who are highly motivated and have excellent time management skills to do work on research projects and investigate further the (5) ESS topics. The opportunities for students pursuing an advanced credit will be rigorous and challenging.

### BIOLOGY: EXPLORING LIFE SCIENCE

1 credit

Course number: 0325  
Open to: Grade 10  
Prerequisite: Earth & Space Science  
Scheduled: 1 Block Fall / Spring

Biology takes a molecular approach to align with the Vermont State Standards, and NECAP targets. Major units of study include Inquiry Based Science, Characteristics of Living Organisms, Cell Structure and Function, Energy Transfer in Living Systems, Heredity, and Descent with Modification. Course delivery includes differentiated opportunities through lecture, reading, multimedia presentations, interactive simulations, and inquiry based activities and labs. Laboratory analysis provides opportunities for application of concepts and is a focus of this class. Emphasis will be placed on the correct use of biological tools such as microscopes, graphical analysis, and technical writing. Biology builds on the chemical content in Physical Science.

### BIOLOGY (ADVANCED)

1 credit

Course number: 0321  
Open to: Grades 9-10  
Prerequisite: 8th or 9th grade teacher recommendation and/or parent approval and **Algebra 1 with a grade of C or higher or concurrent enrollment is recommended.**  
Scheduled: 1 Block Fall / Spring

Advanced biology is a rigorous course that freshmen are recommended to participate in. It is designed for the highly motivated student who has good time management skills and produces clean, accurate and prompt homework. Students who show a desire to take this class must be recommended by their 8th or 9th grade science teacher. They should also have their parent's approval. This one-semester course utilizes an intensive comparative lab approach. This course will focus on four major areas of biology; structures and processes of molecules and organisms, the interactions of chemicals and energy within ecosystems, the inheritance and variation of traits and biological evolution. This course will be taught with the Next Generation Science Standards, with many cross-cutting concepts to other domains and the scientific practices of argumentation with evidence and communicating obtained information highlighted.

Students enrolling in this course must complete one semester of Physics to comply with the state graduation requirements. This requirement is waived for students who have completed Physical Science.

### AP BIOLOGY 1 (ADVANCED PLACEMENT)

1 credit

Course number: 0351  
Open to: Grades 10-12  
Prerequisite: Biology and Algebra 2 or its equivalent (may be taken concurrently)  
Scheduled: 1 Block Fall

AP Biology is an advanced placement course. AP Biology is designed to challenge highly motivated students wishing to prepare themselves for the academic rigors of college. This intensive program is particularly well suited, although not limited to, those students who wish to pursue professional careers in biology, chemistry, bioengineering, medicine, nursing and other allied health fields. Upon the successful completion of both semesters, the student is eligible to take the AP exam in biology for college credit. The topics studied: biochemistry, cell metabolism, photosynthesis, muscle physiology, immunology, genetics, gene engineering, water relations, bioinformatics, cancer, population biology, and evolution are those topics which are in the forefront of modern molecular and cell biology. Exam expectation: A student enrolling in this course will take the AP exam in May. There will be an exam fee associated with this course.

*Students enrolled in an AP course are expected to take the AP exam in the spring as part of the course requirements. Failure to take the exam will change the identification of the course on the transcript to read "Advanced" rather than "AP" and the grade value will be reduced from weighted to unweighted.*

### AP BIOLOGY 2 (ADVANCED PLACEMENT)

1 credit

Course number: 0352  
Open to: Grades 10-12  
Prerequisite: AP Biology 1 with a C- or better  
Scheduled: 1 Block Spring

AP Biology 2 is a continuation of AP Biology 1. Topics not covered in semester I will be completed in this semester. Upon the successful completion of this entire course, the student will take the AP biology exam for college credit where accepted.

*Students enrolled in an AP course are expected to take the AP exam in the spring as part of the course requirements. Failure to take the exam will change the identification of the course on the transcript to read "Advanced" rather than "AP" and the grade value will be reduced from weighted to unweighted.*

**INTRODUCTION TO PHYSICS & CHEMISTRY**

1 credit

Course number: 0323

Open to: Grades 10-12

Prerequisite: Understanding of the fundamentals of algebra.

Scheduled: 1 Block Fall / Spring

This course is designed to allow students to explore the basic concepts of physical science. In the Physics portion of this class, students will be introduced to the major topics of kinematics, forces, energy, momentum, heat, waves, electricity, and magnetism. In the Chemistry portion of this class, students will be introduced to the major topics of composition of matter, physical versus chemical properties, the laws of conservation of mass and energy, types of chemical bonds, and chemical reactions. In the laboratory, students will learn careful observation and evaluation of data. Lectures are limited in this class with students learning primarily by performing laboratory activities, observing demonstrations, and participating in problem solving activities. Students may use this course to fulfill the physical science graduation requirement.

**CHEMISTRY**

1 credit

Course number: 0333

Open to: Grades 10-12

Prerequisite: Earth &amp; Space Science or Advanced Biology or Biology, and Algebra 1

Scheduled: 1 Block Fall / Spring

This course provides a general foundation for the technical or college bound student. Considerable reliance is placed on laboratory work so that chemical principles are drawn directly from student observation. This course will enable students to better understand: history of chemistry, measurement and data analysis, atomic structure and theory, electrons in atoms, periodic table and periodic law, elements, states of matter and their properties and changes, ionic and covalent bonding and compounds, chemical reactions, the mole, acids and bases, reaction rates, and the chemistry of life. Chemistry requires strong math manipulation skills, particularly algebra. Students may use this course to fulfill the physical science graduation requirement.

**CHEMISTRY (ADVANCED)**

1 credit

Course number: 0336

Open to: Grades 10-11

Prerequisite: Adv. Biology &amp; Algebra 1 with a grade of 83 (B) or higher in all previous sci. &amp; math courses

Scheduled: 1 Block Fall

Chemistry (Advanced) is designed to challenge highly motivated students wishing to prepare themselves for the academic rigors of college. This course is particularly well suited for students interested in pursuing science careers (chemical engineering, biochemistry, water resources, environmental science, allied health, etc.) and/or related technologies. Chemistry (Advanced) is designed to begin developing the chemistry background necessary for students wishing to continue their chemistry studies by enrolling in AP Chemistry. Chemistry (Advanced) will examine topics at the foundational level in preparation for the more detailed and challenging work to follow in AP Chemistry. Chemistry (Advanced) will be taught at a rapid pace. Considerable reliance is placed on laboratory work so that chemical principles are drawn directly from student observation. This course will enable students to understand: atomic structure, electronic structures, periodic table, chemical nomenclature, chemical properties and bonding, chemical reactions and stoichiometry, gases, solutions, kinetics and equilibria, acids and bases, and nuclear chemistry. Note: A student who fails Chemistry (Advanced) or drops the course before the end of the first quarter may take Chemistry. Students may use this course to fulfill the physical science graduation requirement.

**AP CHEMISTRY (ADVANCED PLACEMENT)**

1 credit

Course number: 0330

Open to: Grades 11-12

Prerequisite: Chemistry (Advanced), one Biology credit, and Algebra 2 or its equivalent (may be taken concurrently) with grades of B (83) or higher in all science and math courses.

Scheduled: 1 Block Fall

AP Chemistry is designed to further challenge highly motivated students wishing to prepare themselves for the academic rigors of college. This course is particularly well suited for students interested in pursuing science careers (medicine, nursing, chemical engineering, biochemistry, water resources, environmental science, allied health, etc.) and/or related technologies. This course is only to be taken by students who have successfully completed both Chemistry 1 and 2 (Advanced) and will be rigorous, detailed, and presented at a fast pace. AP Chemistry will examine in greater detail topics covered in Chemistry 1 and 2 (Advanced) as well as topics not covered in the Chemistry (Advanced) series. Laboratory exercises and experiments will not only direct the progression of topics to be covered in AP Chemistry but will be rigorous and similar to that of a typical college course. Topics covered in AP Chemistry are necessary to further prepare students for the rigors of college science courses beyond the general level. Exam expectation: A student enrolling in this course will take the AP Chemistry Exam in May. There will be an exam fee associated with this course. Because AP Chemistry is only offered in the fall semester and the AP Chemistry exam is given in May, students enrolling in this course will be expected to maintain their chemistry skills and knowledge throughout the spring semester on their own. Study sessions, review sessions, testing practice, and on-going support from the teacher will be provided to AP Chemistry students based on a schedule determined by the teacher and students.

*Students enrolled in an AP course are expected to take the AP exam in the spring as part of the course requirements. Failure to take the exam will change the identification of the course on the transcript to read "Advanced Topics in Chemistry" rather than "AP" and the grade value will be reduced from weighted to unweighted.*

**PHYSICS 1**

1 credit

Course number: 0341

Open to: Grades 10-12

Prerequisite: C+ or better or concurrent enrollment in Algebra 2

Scheduled: 1 Block Fall / Spring

This course is designed for the technical or college-bound student with an interest in science. In Physics 1 students will explore the following major topics: Kinematics, Forces, Energy, Momentum, Heat, Electricity, Magnetism, and Waves. Lectures are limited in this course with students learning primarily by performing experiments, observing demonstrations, and participating in problem-solving activities. Lab work and quantitative analysis are emphasized throughout the course. While this course is taught at the "standard" level, students will have the opportunity to earn an "advanced" credit by applying to do so through the teacher and department chair. Students may use this course to fulfill the physical science graduation requirement.

**PHYSICS 2 (ADVANCED)**

1 credit

Course number: 0342

Open to: Grades 10-12

Prerequisite: Successful completion of Physics 1 (with a B or better)

Scheduled: 1 Block Spring

This course is designed for the technical or college-bound student with an interest in science. In Physics 2 (Advanced) students will return to portions of the major topics from Physics 1 including Kinematics, Forces, Energy, Momentum, Heat, Electricity, Magnetism, and Waves for greater in-depth study. In addition, students will explore Rotational Motion, Torque, Fluids, Pressure, and Nuclear Physics. Lectures are limited in this course with students learning primarily by performing experiments, observing demonstrations, and participating in problem-solving activities and engineering design challenges. Lab work and quantitative analysis are emphasized throughout the course.

**FORENSIC SCIENCE**

1 credit

Course Number: 0339  
 Open to: Grade 11-12  
 Prerequisite: 3 Science credits (Must include a physical science and a biology)  
 Scheduled: 1 Block Fall / Spring

Forensic Science will explore the role of science in solving crimes. A survey of fingerprinting, serology, bloodstain analysis, DNA fingerprinting, trace evidence, firearms identification, toxicology, arson and explosives, forensic anthropology and entomology is conducted. Mock crime scenes will be investigated and real cases will be analyzed. Laboratory work includes latent fingerprint collection, analysis of fibers, hairs and stain patterns, and chemical testing of unknown substances. This course is offered subject to enrollment.

**HUMAN BIOLOGY**

1 credit

Course number: 0334  
 Open to: Grades 11- 12  
 Prerequisite: 3 Science credits  
 Scheduled: 1 Block Fall / Spring

This course will introduce students to the basic principles of human anatomy and physiology. Students will use creative, hands-on instruction to further their knowledge of their bodies and health. Students will explore the major systems of the body using models, investigations, multimedia presentations, and interactive simulations. Regular dissection and analysis of human health is a part of the delivery of this course. This course is not intended for those students who have completed or are taking AP Biology 1 & 2 or Allied Medical Services (HACTC). This course is offered subject to enrollment.

**THE EYE: SCIENCE**

1 credit

Course number: 0996 - Science  
 Open to: Grades 10-12  
 Prerequisite: None  
 Scheduled: 1 Block Fall / Spring

Please refer to the Independent Study course description on page 50.

**SOCIAL STUDIES COURSES**

To graduate from Hartford High School, a student must have 3 credits of Social Studies.

\*\*\*\* **Freshmen: Students in Grade 9 have the option to take Topics in the Social Sciences (Foundational) or Global Issues.**

**TOPICS IN THE SOCIAL SCIENCES (FOUNDATIONAL)**

1 credit

Course number: 0165  
 Open to: Grades 9-12  
 Prerequisite: None  
 Scheduled: 1 Block Fall / Spring

This course is designed to present students with information that they will use in their lives during and after school. Topics of study are:

- \* Economics (Personal Finance)
- \* Justice in America
- \* World Geography and Cultures
- \* Government / Civics

Each of these 4-week units is designed to meet the needs of the individual student; instruction will be highly differentiated, students will move through the topics at their own pace. Each topic will culminate with a project. This course is offered to address the student who struggles to see the relevance in their social studies classes and wonders; "Why do I need to know this?" *This course is taught at the foundational level.*

**GLOBAL ISSUES**

1 credit

Course Number: 0115  
 Open to: Grades 9-12  
 Prerequisite: None  
 Scheduled: 1 Block Fall / Spring

This course is meant to serve as a broad overview of the modern world and the challenges it faces. Global Issues begins with an introduction to the different people, religions, governments, regions, and economies found around the globe today. It then takes an in-depth look at the global economy, conflicts around the world, and quality of life experienced by people in various countries. This class emphasizes the development of fundamental academic and personal skills required for success throughout high school and beyond. Specifically, this course will emphasize research, writing, presenting and collaboration with peers. The course culminates in a semester-long project in which students investigate a global issue of their choosing and seek to make an impact in the world they live in.

While this course is taught at the standard level, students will have the opportunity to earn an advanced credit by applying to do so through the teacher and department chair. Upon teacher and guidance counselor recommendation, a student can be placed in a foundational skills section within this class.

\*\*\*\* **Sophomores or Juniors: All students in Grade 10 or Grade 11 are required to take either U. S. History or Scholars of U. S. History (Advanced).**

**US HISTORY**

1 credit

Course Number: 0125  
 Open to: Grades 10-12  
 Prerequisite: None  
 Scheduled: 1 Block Fall / Spring

This course provides a general survey of U.S. History. The primary focus is upon the social, economic, and political developments which took place after the 1900's. Citizenship skills are incorporated into the basic objectives of this course. At the option of the teacher, mini-units of concentration may also be included.

While this course is taught at the standard level, students will have the opportunity to earn an advanced credit by applying to do so through the teacher and department chair. This option would entail a meeting with the teacher or Department Chair once a week during an H-block segment and most likely writing document based papers. Upon teacher and guidance counselor recommendation, a student can be placed in a foundational skills section within this class.

**SCHOLARS OF US HISTORY (ADVANCED)**

2 credits

Course number: Scholars of US History 1 (A) 0122 / Scholars of US History 2 (A) 0123

Open to: Grades 10-12

Prerequisite: None

Scheduled: 1 Block **Full Year**

Designed for the advanced student, this course will survey the entire history of the United States in great depth. Students must have above average skills in reading and writing as the pace will be accelerated. This challenging full year course will prepare students to take the SAT II Achievement Test.

**DEVELOPMENT OF WESTERN CIVILIZATION (ADVANCED)**

1 credit

Course number: 0161

Open to: Grades 11-12

Prerequisite: 1 credit in US History

Scheduled: 1 Block Fall / Spring

This course involves a survey of the history and culture of the Western World from the Mediterranean civilizations to the Renaissance. This course will provide the student with information that will be needed in many college level social science courses. This is a higher level course, requiring average to above average skills in reading comprehension and writing. This course is a must for students considering any of the Social Sciences in college (i.e. Anthropology, Sociology, History, Political Science, Archeology). This course will emphasize research, writing, presenting and collaboration with peers.

**MODERN EUROPEAN HISTORY (ADVANCED)**

1 credit

Course number: 0171

Open to: Grades 11-12

Prerequisite: 1 credit in US History

Scheduled: 1 Block Spring

This course concentrates on Western Europe's modern political, social, and economic development. This course will span from the Protestant Reformation to present day Europe. This is a higher-level course, requiring average to above average skills in reading comprehension and writing. This course is a must for students considering any of the Social Sciences in college (i.e. Anthropology, Sociology, History, Political Science, Archeology). This course will emphasize research, writing, presenting and collaboration with peers.

**CONTEMPORARY SOCIAL PROBLEMS**

1 credit

Course number: 0188

Open to: Grades 11-12

Prerequisite: 1 Social Studies credit

Scheduled: 1 Block Fall / Spring

This course will study and analyze a variety of topics related to social issues in America. Some of the topics covered will be: the legal system in America, American teen culture, American high school culture, substance abuse, VT laws, violence, delinquency, race and gender issues, the American Dream and social classes, relationships, abortion, gun control, and more, based upon the students' interests. Students will be required to research various issues, work independently and in groups, and participate in class discussions.

While this course is taught at the standard level, students will have the opportunity to earn an advanced credit by applying to do so through the teacher and department chair. Upon teacher and guidance counselor recommendation, a student can be placed in a foundational skills section within this class.

**GENDER STUDIES**

1 credit

Course number: 0145

Open to: Grades 11-12

Prerequisite: 1 credit in US History or Scholars of US History (A)

Scheduled: 1 Block Fall / Spring

How has gender impacted society, and subsequently history? Gender Studies is designed to find the answer to this question. The course will be a combination of studying historical events and persons, as well as an examination of what being "male" or "female" means in different societies, past and present. We will also celebrate the accomplishments of influential women and examine contemporary issues related to gender. Students will be asked to complete independent research assignments, participate in class discussions, articulate their opinions, complete independent and group projects, and read short stories/articles for analysis.

While this course is taught at the standard level, students will have the opportunity to earn an advanced credit by applying to do so through the teacher and department chair.

**GENOCIDAL STUDIES**

1 credit

Course number: 0174

Open to: Grades 11-12

Prerequisite: 1 Social Studies credit

Scheduled: 1 Block Fall / Spring

This course will study the history of genocide from the early 1930's to present day. It will include an extensive study of the Holocaust and its causes as well as post WWII genocides including: Cambodia, Bosnia, Rwanda and Sudan. This course will look at discrimination and intolerance and how it fuels hatred and the destruction of groups of people. This course emphasizes critical thinking, analytical reading, writing, group discussion and self reflection.

While this course is taught at the standard level, students will have the opportunity to earn an advanced credit by applying to do so through the teacher and department chair.

**VERMONT STUDIES**

1 credit

Course number: 0173

Open to: Grades 11-12

Prerequisite: 1 credit in US History

Scheduled: 1 Block Fall / Spring

Vermont has a colorful and interesting past that has, and continues to define Vermonters: from Ethan Allen and the Green Mountain boys to the "mountain rule"; Vermont is a unique place to live. This course will look at how the history and geography of Vermont have shaped the way Vermonters have viewed themselves and how others have viewed them. We will look at the politics, culture, and social characteristics that make up Vermont. This class will include a variety of trips to local sites and have guest speakers in order to fully immerse students in what Vermont is and help develop a clear understanding of the past. In addition to reading literary works, students will be required to actively engage in Vermont history through involvement in local historical societies.

While this course is taught at the standard level, students will have the opportunity to earn an advanced credit by applying to do so through the teacher and department chair. Upon teacher and guidance counselor recommendation, a student can be placed in a foundational skills section within this class.

## JUSTICE

1 credit

Course number: 0143  
Open to: Grade 11-12  
Prerequisite: 1 credits in US History  
Scheduled: 1 Block Fall / Spring

Virtues, ethics, values, fairness, right, and wrong. What exactly is justice? This class aims to explore that question by combining elements of civics, law, criminal justice, and philosophy in the pursuit of an understanding of justice in America. We will consider many questions including: what rights do people have? How should criminals be punished? What makes a law just? Is everyone treated fairly in the United States? Students should be prepared for a lot of reading, writing, and class discussion, as well as interactive activities such as a mock trial and a citizenship project.

## PSYCHOLOGY (ADVANCED)

1 credit

Course number: 0148  
Open to: Grade 12  
Prerequisite: 2 Social Studies credits (*One of which must be taken at the advanced level*)  
Scheduled: 1 Block Fall / Spring

This course is divided into two sections. The first half of the semester is spent studying the history of Psychology, Psychologists of the 18th-21st centuries, human development, “normal” behaviors, and mental functioning. The second half of the semester is spent studying “abnormal” human behavior, and psychological disorders, and Psychology in the 21st century.

Throughout the semester we will be examining many aspects in the field of Psychology. We will be looking at the definition of Psychology, the brain and how it functions (or does not function), human and animal behavior, some very influential people who have contributed to the field of Psychology, motivation and emotions, intelligence and different states of consciousness. We will also study specific mental disorders, medications used to treat disorders, how psychological illnesses affect individuals and their relationships, and what YOU can do with or for someone who is suffering from a psychological disorder.

This course is designed to be college like in rigor, independence, and responsibility. Students must complete their work thoroughly and timely. There is an expectation that students will be completing work outside of the classroom, and/or preparing papers and projects for completion.

## THE EYE: SOCIAL STUDIES

1 credit

Course number: 0996 - Science  
Open to: Grades 10-12  
Prerequisite: None  
Scheduled: 1 Block Fall / Spring

Please refer to the Independent Study course description on page 50.

## TECHNOLOGY COURSES

### 3D TECHNOLOGIES

1 credit

Course number: 1216  
Open to: Grades 9-12  
Prerequisite: None  
Scheduled: 1 Block Fall / Spring

Turn your ideas into reality. By using the 3D modeling CAD (computer aided design) software SketchUp, learn to create both assigned and original designs. Once your design is complete, learn how to take that design and convert into a 3D printed model using plugins and a Makerbot 3D printer. Following your design from model to print will allow you to go through real-world problem solving and optimization applications in order to see your vision become a reality.

### 3D TECHNOLOGIES (ADVANCED)

1 credit

Course number: 1219  
Open to: Grades 10-12  
Prerequisite: Teacher recommendation  
Scheduled: 1 Block Fall / Spring

Taking the skills mastered in 3D Modeling to Print 1, using SketchUp and Makerbot Desktop learn to take your 3D designs to the next level. Learn how to reverse engineer items and take them from finished products to 3D designs then redesign them to make something new or better. Through this course you will also help train other students in modeling and printing. Learning how to teach the software further improves your skills with the software. The primary focus of this course will be to complete high quality 3D prints for use or for prototyping and create tutorials for future use.



### DIGITAL RESEARCH AND DESIGN

1 credit

Course number: 1217  
Open to: Grades 9-12  
Prerequisite: None  
Scheduled: 1 Block Fall / Spring

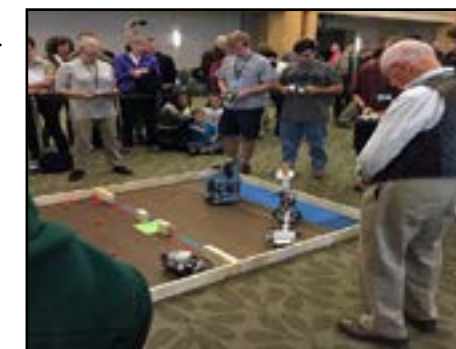
Using computer software and apps such as iMovie, YouTube, Docs, Sites, SketchUp, Prezi, etc., learn to research a topic and create an original digital presentation to showcase your ideas. Some of your exciting research and design projects will include website design, video creation, video game review/walkthrough, write, direct, proper use of social media, and edit your own movie. Students will also have the chance to build robots, build a bicycle and 3D print. This course will give you the basics you need to be able to convey your research, ideas and information in a way that can reach the online digital world. Students enrolled in this course can choose to earn either a Social Studies or Technology credit.

### THE EYE TECHNOLOGY

1 credit

Course number: 1218  
Open to: Grades 10-12  
Prerequisite: Teacher recommendation  
Scheduled: 1 Block Fall / Spring

The Eye Technology supports high level student-generated, collaborative responses to real world problems through the use of available technology to plan, design, and implement solutions using a Design Thinking model. For example students may be challenged to understand the concept of “green living” through the exploration and creation of alternative energy sources. Students will be introduced to the concepts of “invention” (a process of turning ideas and imagination into devices and systems) and “innovation” (the process of modifying an existing product or system to improve it). The use of Video, digital design, robotics and 3D modeling and printing will be used to show student designs. Students in this course will develop their learning plan and help to dictate the route in which they learn.





## WORLD LANGUAGE & CULTURE COURSES

### WORLD LANGUAGE & CULTURE CONCENTRATION:

Students have the opportunity to earn a Concentration in World Language & Culture and will be awarded the **Global Citizenship Prize** upon completion of the following requirements:

- A minimum of four credits of a single language.
- Demonstration of proficiency at each level.
- 1 elective credit:
  - either an elective offered within the World Language & Culture Department such as Lost in Translation or WLC Seminar, or 1 credit of a third language
- 1 global issues course from the Social Studies department, such as credit from either Modern European History, Genocidal Studies or Cultural Anthropology
- Successful completion of a World Language & Culture portfolio
- Capstone Project and Presentation

Contact a guidance counselor or language teacher for more information.

### FRENCH 1

1 credit

Course number: 0411  
Open to: Grades 9-12  
Prerequisite: None  
Scheduled: 1 Block Fall / Spring

Introduction to French language and culture begins with an emphasis on listening and speaking skills. Students will learn to talk about themselves, food, family, travel, daily life, customs and habits here and in the French-speaking world. Reading and writing skills will be introduced as well as geography and history.

### FRENCH 2

1 credit

Course number: 0421  
Open to: Grades 9-12  
Prerequisite: French 1 or Intermediate French credit and student demonstrates proficiency at that level by passing the World Language & Culture Proficiency Assessment.  
Scheduled: 1 Block Fall / Spring

Building on skills learned in French 1, students study additional verb tenses (e.g., present, past, and future) and more extensive vocabulary. Student understanding and knowledge of Francophone cultures, including Quebec and Belgium, will grow deeper as we read authentic texts and watch films in French.

### FRENCH 3

1 credit

Course number: 0431  
Open to: Grades 9-12  
Prerequisite: French 2 credit and student demonstrates proficiency at that level by passing the World Language & Culture Proficiency Assessment.  
Scheduled: 1 Block Fall / Spring

Students in French 3 will experience a significant jump in their understanding and use of the language as activities become more creative and sophisticated. The course expands upon work begun in previous levels and gives students additional tools to communicate (spoken and written) and express themselves in a variety of situations in French.

### FRENCH 4 (ADVANCED)

1 credit

Course number: 0441  
Open to: Grades 10-12  
Prerequisite: French 3 credit and student demonstrates proficiency at that level by passing the World Language & Culture Proficiency Assessment.  
Scheduled: 1 Block Fall / Spring

Lessons based on authentic sources including newspaper, magazines, literature, music and film create learning opportunities for students to explore Francophone histories and cultures. Students will be given opportunities to review and master basics as well as study advanced grammar notions. When combined with the AP-level class, students pledge to speak exclusively in French during class.

### AP FRENCH LANGUAGE & CULTURE (ADVANCED PLACEMENT)

1 credit

Course number: 0471  
Open to: Grade 10-12  
Prerequisite: French 4 (Advanced) credit and student demonstrates proficiency at that level by passing the World Language & Culture Proficiency Assessment.  
Scheduled: 1 Block Fall / Spring

The class will explore six themes: identities, esthetics, contemporary life, global conflicts, families and communities, and science and technologies. Students will be given opportunities to debate hot topics, write emails, prepare persuasive essays, and speak with and/or write to native in connection with a topic related to the six themes. In accordance with AP Standards, instruction will be given entirely in French and students pledge to speak exclusively in French during class.

**Exam expectation:** Students will take the AP exam in May for a fee of approximately \$90. (The exam fee should not deter any student from taking this course. The College Board offers fee reductions, and the school will cover the fee for students with additional financial need.)

*Students enrolled in an AP course are expected to take the AP exam in the spring as part of the course requirements. Failure to take the exam will change the identification of the course on the transcript to read "Advanced" rather than "AP" and the grade value will be reduced from weighted to unweighted.*

### SPANISH 1

1 credit

Course number: 0412  
Open to: Grades 9-12  
Prerequisite: None  
Scheduled: 1 Block Fall / Spring

In Spanish 1, students will learn the tools for basic conversation about daily life, including greetings, question words, numbers, preferences, and activities. The course will introduce basic reading and writing skills and will allow students to explore a variety of topics related to the Spanish-speaking world.

### SPANISH 2

1 credit

Course number: 0422  
Open to: Grades 9-12  
Prerequisite: Spanish 1 or Intermediate Spanish credit and student demonstrates proficiency at that level by passing the World Language & Culture Proficiency Assessment.  
Scheduled: 1 Block Fall / Spring

Spanish 2 is an expansion of Spanish 1. Students will listen, speak, read, and write in Spanish, using the language to explore a variety of topics from the Spanish-speaking world, including sports, poetry, music, art, geography, and current events.

**SPANISH 3**

1 credit

Course number: 0432

Open to: Grades 9-12

Prerequisite: Spanish 2 credit and student demonstrates proficiency at that level by passing the World Language &amp; Culture Proficiency Assessment.

Scheduled: 1 Block Fall / Spring

This course expands the skills practiced in Spanish I and II and introduces additional language structures to talk about the past and the future. Students will practice the tools they need to navigate daily life and travel situations. Students can expect articles, essays, and presentations in Spanish about Spanish-speaking communities around the world in order to improve written and verbal communication skills.

**ADVANCED LEVEL SPANISH CLASSES**

*Advanced Topics in Spanish covers complex grammar points and helps students to build vocabulary through the lens of a new topic each year. The course runs each fall and leads to an advanced credit. The course can stand alone or serve as a bridge to the AP Spanish course offered in the Spring.*

**ADVANCED TOPICS IN SPANISH: LA ACTUALIDAD EN LATINOAMÉRICA**

1 credit

Course number: 0451

Open to: Grades 10-12

Prerequisite: Spanish 3 credit and student demonstrates proficiency at that level by passing the World Language &amp; Culture Proficiency Assessment.

Scheduled: 1 Block, Fall Semester, every other year. **This course will be offered in 2018-19.**

In this advanced-level class, students will use the Spanish language to look at current social, environmental, and political issues in Latin America, as well as related cultural topics. Students may take the course after Spanish 3 or Topics in Spanish. Learning experiences focus on authentic sources, including newspapers, magazines, literature, poetry, music, film, and guest speakers.

**ADVANCED TOPICS IN SPANISH: !VAMOS A ESPAÑA!**

1 credit

Course number: 0453

Open to: Grades 10-12

Prerequisite: Spanish 3 credit and student demonstrates proficiency at that level by passing the World Language &amp; Culture Proficiency Assessment.

Scheduled: 1 Block, Fall Semester, every other year. **This course will be offered in 2019-20.**

In this advanced-level class, students will use the Spanish language to look at popular culture, sports, the arts, cuisine, and current issues in Spain. It may be taken after Spanish 3 or Topics in Spanish. Learning experiences focus on authentic sources, including newspapers, magazines, literature, poetry, music, film, and guest speakers.

**AP SPANISH LANGUAGE & CULTURE (ADVANCED PLACEMENT)**

1 credit

Course number: 0452

Open to: Grades 10-12

Prerequisite: A credit of one or both Advance Topics in Spanish courses. Students **MUST** take one of the courses the semester immediately prior to taking AP Spanish, and demonstrates proficiency at that level by passing the World Language Culture Proficiency Assessment.

Scheduled: 1 Block Spring

AP Spanish Language and Culture continues the work students begin in Advanced Topics in Spanish. As students prepare to take the AP exam, they will learn about a variety of Spanish-speaking cultures and demonstrate proficiency in interpersonal, interpretive, and presentational communication. The course is comparable to a third-year college course. Learning experiences require students to integrate reading, writing, listening, and speaking in order to analyze and synthesize information from authentic Spanish-language sources.

**Exam expectation:** Students will take the AP exam in May for a fee of approximately \$90. (The fee should not deter any student from taking this course. The College Board offers fee reductions, and the school will cover the fee for students with additional financial need.)

*Students enrolled in an AP course are expected to take the AP exam in the spring as part of the course requirements. Failure to take the exam will change the identification of the course on the transcript to read "Advanced" rather than "AP" and the grade value will be reduced from weighted to unweighted.*

**GERMAN 1**

1 credit

Course number: 0414

Open to: Grades 9-12

Prerequisite: None

Scheduled: 1 Block Fall / Spring

This course introduces the student to German language and culture. Students will learn to communicate in German about their families, friends, various sports and activities, travel and food.

**GERMAN 2**

1 credit

Course number: 0415

Open to: Grades 9-12

Prerequisite: German 1 credit and student demonstrates proficiency at that level by passing the World Language &amp; Culture Proficiency Assessment.

Scheduled: 1 Block Fall / Spring

This course will review and build on the work begun in German 1. Students will gain a greater understanding of how the language works and will express themselves in increasingly complex statements.

**GERMAN 3**

1 credit

Course number: 0416

Open to: Grades 10-12

Prerequisite: German 2 credit and student demonstrates proficiency at that level by passing the World Language &amp; Culture Proficiency Assessment.

Scheduled: 1 Block Fall / Spring

This course is designed to strengthen students' knowledge of the German language and German culture, balancing cooperative group work and structured independent learning to achieve these goals. The course will focus on 4 major themes: 1) German music, film, authors and art; 2) German internet and contemporary media; 3) German history and politics; and 4) German geography. This class will balance both independent learning and group learning. It will also be a chance to review and strengthen language skills, as well as work on several advanced research and writing projects.

**ADVANCED TOPICS IN GERMAN**

*Advanced Topics in German courses run every year, however the topics covered alternate from year to year. Students may take one or both of these classes in any order and an advanced credit will be given for each.*

**ADVANCED TOPICS IN GERMAN: WIR GEHEN NACH DEUTSCHLAND!**

1 credit

Course number: 0417

Open to: Grades 10-12

Prerequisite: German 3 credit and student demonstrates proficiency at that level by passing the World Language &amp; Culture Proficiency Assessment.

Scheduled: 1 Block, every other year. **This course will be offered in 2019-20.**

In this advanced-level class, we will focus on themes and speaking relevant to our exchange trip to Germany--including, but not limited to: Daily Life in Germany, Work, Social Issues in Germany, Food, School, Emigration, and Community Service.

**ADVANCED TOPICS IN GERMAN: UNSERE SCHÖNE, NEUE WELT**

1 credit

Course number: 0418

Open to: Grades 10-12

Prerequisite: German 3 credit and student demonstrates proficiency at that level by passing the World Language &amp; Culture Proficiency Assessment.

Scheduled: 1 Block, every other year. **This course will be offered in 2018-19.**

In this advanced-level class, we will focus on global themes to learn German--including, but not limited to: Science and Technology, the Planet Earth, Art, Outdoor Adventure, Jobs, and Food.

**WORLD LANGUAGE LAB**

1 credit

Course number: 0497

Open to: Grades 9-12

Prerequisite: None

Scheduled: 1 Block Fall / Spring

This course is designed for students wishing to explore the language of their choice. The course will consist primarily of an independent language program. The instructor will facilitate cultural and linguistic work throughout the semester to support the student's progress in the language. The grading is pass/fail. This course is not intended to replace any language course that is already offered at Hartford High School. Students should know that this is an elective credit and that colleges and other schools may not consider it to be "Language Department credit" similar to French, Spanish and German courses offered at HHS.

**OTHER PROGRAMS****STRATEGIC SKILLS**

1 credit

Course number: 0888 (Fall) / 0889 (Spring)

Open to: Grades 9-12

Prerequisite: IEP team recommendation

Scheduled: Full Block Fall / Spring

This course is designed for students who have significant weaknesses in one or more academic skill areas and who need help in developing more effective skills/strategies for addressing them. Skill instruction is based on students' IEP goals and targets such areas as reading, writing, spelling, math and communication. Students are placed in this course at the recommendation of an IEP team.

**FOUNDATIONAL ENGLISH AND MATH**

1 credit

Course number: 0895

Open to: Grades 9-12

Prerequisite: IEP team/teacher recommendation

Scheduled: 1 Block Full Year

This yearlong course is designed to provide struggling students with additional skills and supports in the area of Language Arts and math. Students will receive direct instruction in math, reading, writing, grammar, usage and mechanics. Content and instructional methods will be tailored to serve individual and group needs while building a solid base of skills to support students enrolled in the Patterns of Literature and Learning.

**FUNDAMENTALS OF MATH**

1 credit

Course number: 0896

Open to: Grades 9-12

Prerequisite: IEP team/teacher recommendation

Scheduled: 1 Block Spring

This course will provide structure, support, and direct instruction for students who have significant struggles in Math. Students will be assessed, and areas of weakness will be specifically targeted to foster skill growth. Benefiting from a more hands-on instructional approach, students in this program will learn foundational math skills preparing them to perform every-day functional math. Instruction and support will be provided in building organization and study skills.

## THE EYE PROGRAM EXTENDED LEARNING OPPORTUNITIES (ELO'S)

The following represent The Eye as Hartford High School's program through which all Extended Learning Opportunities (ELO's) / Multiple Pathways experiences are supported:

Student-Created Projects  
Community-based Learning  
Independent Studies  
College and On-line Learning Opportunities (*See page 14*)  
PLATO-based Online Courses

### STUDENT-CREATED PROJECTS

1 credit

Course number: 0996  
Open to: Grades 9-12  
Prerequisite: Interview with instructors  
Scheduled: 1 Block Fall / Spring

This course embraces student-driven opportunities to expand learning experiences geared towards personal interests and goals. Student are encouraged to identify their passions and create their own authentic learning opportunities. Students will guide their own learning through connecting to and accessing resources to aid their endeavors. Teachers in this program serve as guides and resources for students to access experts in the community as much as possible; therefore, the experiences available are not limited to the walls or traditional schedule of Hartford High School. Students wishing to pursue this type of education must be able to work independently, collaborate with others and be willing to document and demonstrate their learning in several different forms, including but not limited to: daily reflections and presentation. These students will be required to present their learning during the semi-annual Hartford Exhibition Night(s). Students enrolled in this course will receive an elective credit. This course may be repeated for multiple elective credits with the prerequisite of the instructor's permission.

Some students may choose to participate in **Community-based Learning**. These learning opportunities may include: Internships, Job Shadows, or Work Experience. Students engaged in *The Eye Program's Student Created Projects* with a focus on **Community-based Learning** will be required to reflect on their learning through the Transferable Skills Standards in an individual portfolio and present at the semi-annual Hartford Exhibition Night(s). These students will receive an elective credit.

### INDEPENDENT STUDY

Hartford High School recognizes that there can be occasions when a student's educational interests are best served by engaging in an independent study with a teacher in the appropriate content area. The student will identify appropriate proficiency-based standards, including the transferable skills, which they will work toward achieving through their Eye experience. Students will work closely with a sponsoring professional/teacher in the content area appropriate for their project. The individually developed project will be supported through regular contact with a high school teacher and will result in a presentation, or display of learning as a culminating presentation, at the semi-annual Hartford Exhibition Night(s).

To support this need Hartford High School will offer "The Eye" in the following content areas in addition to the general Student Created Projects: Art, Math, Music, Science and Social Studies.

### INTRODUCTION TO COLLEGE STUDIES AT CCV

½ credit

Course number: 5000  
Open to: Grades 10-12  
Prerequisite: None  
Scheduled: After school hours Fall / Spring

Introduction to College Studies is a free course available each semester through the Community College of Vermont and is given off-campus. This course provides high school students with an introduction to the college experience and the opportunity to explore the skills and expectations required at the college level. Students work on goal setting, time management, stress management, study skills, communication skills, and learning to seek and use informational resources. This course is also an opportunity to gain valuable information about the college application process, financial aid and personal financial management. This course is generally offered in a 13-week session with classes meeting one afternoon a week for two hours. For more information go to [www.gotocollegevt.org](http://www.gotocollegevt.org) and see your school counselor.

### PLATO-BASED ONLINE COURSES

PLATO is an online learning platform that provides opportunity for students to learn anywhere they have access to wifi and a computer. Students can enroll in PLATO-based online courses (formerly referred to as Quest classes) if (1) the course does not exist in name or content in the Hartford High School Program of Studies or (2) the student has failed the equivalent course and in doing so exhausted teachers who teach the course or (3) the student is unable to schedule a course that exists as a link in a sequence of courses that will prohibit the student from attaining the highest level possible in the sequence or (4) the student's counselor and/or case manager identifies that the online version of the course better serves the student's individual learning needs.



## HARTFORD AREA CAREER & TECHNOLOGY CENTER COURSES

Incoming juniors or seniors are eligible to register for the following courses offered at the Hartford Area Career & Technology Center (HACTC). In most cases these courses will occupy (1 ½) blocks of time daily for both first and second semesters. Certain programs allow for a (1) block option for both the first and second semesters. Introductory courses for (1) block and (1) semester are designated below. In addition, sophomores may register for the Science Technology, Engineering, and Math (STEM) course. For all HACTC courses, students must visit programs of interest and complete a separate HACTC Application in order to be considered for admission.

With the exception of the STEM and Computer Science courses, most courses are offered in a two-year sequence. The second year is a continuation of the first year but offers advanced work and some specialization. Most first-year students are enrolled in the afternoon session (11:15am - 1:30pm), while second year students are scheduled for the morning session (8:30am - 10:45am). In order to enroll in the second level of a program, a first-year student must earn a final grade of “C” or obtain the permission of the instructor. Upon successful completion of the first and second levels, a student will receive 5 credits in the career program and 1 embedded credit in either math, science, social studies, English or art as indicated in the following program descriptions.

Embedded Credits are issued in a cooperative agreement through the HACTC, Hartford High School and the State Department of Education and are based on curriculum review to award credits in specific academic areas based on the HACTC curriculum. Embedded credits to be awarded appear at the end of each program description. The National Technical Honor Society (NTHS) is available for eligible students.

### Course Numbers and Titles

1608	Health Sciences 1 (2C)
1609	Health Sciences 1 (3C)
1611	Health Sciences 2 (3C)
1612	Auto Tech 1 (2C)
1613	Auto Tech 1 (3C)
1614	Auto Tech 2 (3C)
1615	Building Trades 1 (3C)
1616	Building Trades 2 (3C)
1600	Business Administration 1 (2C)
1602	Business Administration 1 (3C)
1603	Business Administration 2 (2C)
1604	Business Administration 2 (3C)
1605	Pre-Business Administration (1C)
1601	Fundamentals of Accounting (1C)
1617-19	Career & Tech. Exploration (3C)
1622	Collision Repair & Refinishing 1 (2C)
1623	Collision Repair & Refinishing 1 (3C)
1624	Collision Repair & Refinishing 2 (3C)
1804	Computer Science Essentials (1.5C)
1805	Cyber Security (1.5C)
1806	Computer Science Principles Tech English (1C)
1807	Computer Science Principles Comp Science (1C)
1808	Computer Science Principles Elective (1C)
1631	Cosmetology 1 (3C)
1632	Cosmetology 2 (3C)
1639	Pre-Cosmetology (1C)

### Course Numbers and Titles

1699	Coop Education
1635	Culinary Arts 1 (3C)
1636	Culinary Arts 2 (3C)
1661	Design & Illustration/Media Arts 1 (2C)
1662	Design & Illustration/Media Arts 1 (3C)
1663	Design & Illustration/Media Arts 2 (2C)
1664	Design & Illustration/Media Arts 2 (3C)
1659	Pre-Design/Media Art (1C)
1666	Human Services 1 (2C)
1667	Human Services 1 (3C)
1668	Human Services 2 (2C)
1669	Human Services 2 (3C)
1671	Industrial Mechanics & Welding 1 (2C)
1672	Industrial Mechanics & Welding 1 (3C)
1673	Industrial Mechanics & Welding 2 (2C)
1674	Industrial Mechanics & Welding 2 (3C)
1681	Natural Resources 1 (3C)
1682	Natural Resources 2 (3C)
1684	Intro to Engin Design (STEM)(1.5C)
1685	Intro to Engin Design (STEM)(2C)
1686	Intro to Engin Design (STEM)(3C)
1687	Principles of Engin (STEM)(1.5C)
1688	Principles of Engin (STEM)(2C)

## HARTFORD AREA CAREER & TECHNOLOGY CENTER PROGRAMS

### Health Sciences

*Embedded Credit: Science*

*Leadership Club: Health Occupations Students of America (HOSA)*

*College Course Options: Community College of Vermont, River Valley Community College and Vermont Technical College*

Students in this program build a strong foundation of academic and practical knowledge in general health care. Health Sciences (HS) offers students a fabulous springboard into nursing programs, EMT training, sports medicine, physical therapy, imaging sciences, veterinary programs, elderly care, and dentistry. Program completers may earn up to nine college credits and five industry certifications to help them on their career path. Those wishing to distinguish themselves often do so through the National Technical Honor Society and HOSA, a student leadership program for future health-care professionals. HS students are actively engaged in the field through volunteer work and Cooperative work placements.

### Auto Technology

*Embedded Credit: Science*

*Leadership Club: SkillsUSA*

*College Course Options: Lakes Region Community College and Vermont Technical College*

This program trains students to jump in and get their hands dirty. With different shop vehicles to practice on, students learn by completing projects for themselves. Once lessons are mastered, students may begin working on “live jobs” where community members bring vehicles to the school for maintenance and repair. For even more real-time exposure, students in the Automotive Technology program participate in the AYES Program (Automotive Youth Educational Systems) and cooperative education placements, which prepares them for certified internships and potential job placement with a local dealership. The Automotive Technology program is also NATEF (National Automotive Technicians Education Foundation) certified.

### Building Trades

*Embedded Credit: Math*

Students get hands-on access in the professional trades while they work to build a house from the ground up. This program is certified by the Association of General Contractors of Vermont and guides students through building a brand new energy-efficient house from beginning to end, on a two year cycle. During this process, students will learn everything from beginning tool safety and blueprint reading through residential plumbing and electrical. Upon program completion, students are qualified to walk into most entry-level positions within the building trades field. Students may also choose to use the program’s articulation agreement and begin studies at Vermont Technical College or even pursue an apprenticeship through the Vermont Department of Labor.

### Business Administration

*Embedded Credit: English*

*Leadership Club: Future Business Leaders of America (FBLA)*

*College Course Options: River Valley Community College*

Business Administration students are people who want to develop the business professionals within them. This program leads students through all aspects of the business world, from accounting and personal finance to marketing and professional communications. Students develop their own sharp business skills through individual and group projects, cooperative job placements, and guest lectures from industry professionals. Business Administration students stay active by participating in FBLA (Future Business Leaders of America), earning up to nine college credits, building a professional business and communications portfolio, and earning two different industry recognized certifications.



### Pre-Business Administration

This one semester course is open to students who are interested in the world of business. Topics covered in this course include computer literacy and applications, professional document formatting, communications and leadership. Students will complete simulations, research projects and an independent capstone project. Students have the opportunity to enroll in a college level course in Information Processing offered through Vermont Technical College.

## Fundamentals of Accounting

Demand for accounting professionals currently exceeds supply. If you're interested in increasing your financial awareness while also gaining a marketable skill, this course is for you. FOA introduces the student to basic accounting principles—the accounting cycle, financial statements, subsidiary ledgers, banking procedures, payroll procedures, the combined journal, and online accounting.

### Career & Technology Exploration Program *(Sophomore Students Only)*

*Embedded Credits: Math, English, Art*



This classroom model is meant to offer a unique and holistic learning experience in a non-traditional classroom. Small group and one on one instruction are the key to helping Career Technology Exploration (CTE) students reconnect to their own educational experience. The more individualized and supported instruction is vital in helping students find success in school and improving their overall educational experience. The CTE program helps students earn traditional high school credits while providing early exposure to Career and Technical Education. Students cycle back and forth between time in the classroom and placements in the HACTC technical programs, giving students an up close and hands-on introduction to the HACTC. While in their own classroom, CTE students focus on high school math, English, and art credits. Upon successful completion of the CTE program, students will have the opportunity to apply to an HACTC program for his or her junior year.

### Collision Repair & Refinishing Program

*Embedded Credit: 1 Math credit or 1 Science credit*

*Leadership Club: SkillsUSA*

*College Course Option: Nashua Community College - Nashua*

Students in Collision Repair and Refinishing get to use top-of-the-line equipment like the new DeVilbiss semi-downdraft paint booth, new PPG paint mixing system, and new commercial quality vinyl cutting machine. The curriculum focuses on mechanical body repair and replacement, sanding, masking, painting, and use and care of high tech spray equipment. With permission from the instructor, students may work on “live jobs” brought in by the local community. This program is also NATEF (National Automotive Technicians Education Foundation) certified.



### Computer Science Essentials - NEW!

*Leadership Club: Future Business Leaders of America (FBLA)*

*College Course Option: River Valley Community College*

Computer Science Essentials is a one-semester course that deals with the nuts and bolts of the Information Technology (IT) world. First, students will use MIT Apps Creator to learn visual, block-based programming. Then they will transition to text-based programming using Python. They will create applications, design web sites, and explore career paths in the IT arena. Finally, they will learn how to make computers network together to put their design into practice. Students will learn to work together, just as computing professionals do, to create products that address topics and problems important to them. This class will create a strong foundation to advance to Computer Science Principles and Cybersecurity.

### Computer Science Principles - NEW!

*HACTC Recommended Content-aligned Credit: 1 English credit and 1 Science credit*

*Leadership Club: Future Business Leaders of America (FBLA)*

*College Course Option: River Valley Community College*

In Computer Science Principles, students will utilize multiple platforms and programming languages as they develop programming skills, generate excitement about career paths that utilize computing, explore the workings of the Internet, and experiment with professional tools that foster creativity and collaboration. Class projects and problems include application development, visualization of data, cybersecurity and simulation. This full-year course can be a student's first in Computer Science, but we encourage students without prior experience to start with Computer Science Essentials.

### Computer Science Cybersecurity - NEW!

*HACTC Recommended Content-aligned Credit: 1.5 Science credit*

*Leadership Club: Future Business Leaders of America (FBLA)*

*College Course Option: pending*

Cybersecurity is a one-semester course that introduces the tools and concepts of cybersecurity, and encourages students to create solutions that allow people to share computing resources while protecting privacy. Students will solve problems by understanding and closing computational resources' vulnerabilities. This course raises students' knowledge of, and commitment to, ethical computing behavior. It also aims to develop students' skills as consumers, citizens and employees who can effectively contribute to communities with a dependable cyber-infrastructure that moves and processes information safely.

### Cooperative Education & Business Cooperative Education (Seniors Only)

Cooperative Education is an extension of the applied technical training given at the Career and Technology Center. This flexible, individualized program enables students to develop technical and general employability skills through supervised, planned work experiences with area employers. Three primary types of experiences are available to students: Job shadows; short term, unpaid Career Work Experiences; and long term salaried experience, certified by the VT Department of Education. Eligibility for participation in Cooperative Education is based upon instructor recommendation; placements are made and students are supported and supervised by the Co-op Coordinator. Credit is awarded as part of the student's program enrollment, or in addition to it, depending on the number of additional hours that the student works.

### Cosmetology

*Embedded Credit: Science*

*Leadership Club: Future Business Leaders of America (FBLA)*

*College Course Option: Community College of Vermont*

Cosmetology is for creative thinkers who enjoy working with people and want a career in the beauty industry. Students in this program learn the basics of hair, nails, and skin in a hands-on learning lab environment. Working in a real-life environment helps students learn important business skills such as professional image and leadership, state laws and regulations, receptionist skills, client handling, employee retention and salon management. Students from this program may earn several industry certifications by the end of their junior year which will give them a competitive edge in both career and educational pursuits. Hours spent in program can be applied towards state licensure and even towards training hours at most post-secondary cosmetology programs.

### Pre-Cosmetology

Pre-Cosmetology is an introductory course that students may take for one semester to explore the Cosmetology Industry. Students may explore areas such as bacteriology, sterilization and sanitation, shampooing, and the principles of hair styling. The students will also observe other areas in the industry. To prepare for success, students must learn daily salon operation skills relative to the industry as well as academic knowledge and basic practical skills. Students may begin to earn clock hours toward State licensing requirements during this time frame.

### Culinary Arts

*Embedded Credit: Science*

*Leadership Club: Hospitality Club*

*College Course Option: Lakes Region Community College, New England Culinary Institute*

The Culinary Arts program is a fast-paced learning environment grounded in food science, safety, sanitation, customer service and the basic principles of cooking. With our cafe-style restaurant named “The Getaway”, Chef Patrick Gobeille exposes students to a practical application of skills in a dynamic, rigorous curriculum.

### Design, Illustration, and Media Arts

*Embedded Credit: Art*

*Leadership Club: SkillsUSA & Future Business Leaders of America (FBLA)*

*College Course Option: Lakes Region Community College*

The Design and Illustration and Media Arts (DIMA) program at the HACTC is full of creative thinkers. Students in this program have the best of both worlds: working hard and playing hard. While students have many self-directed projects through both years of this program, the DIMA curriculum is keenly focused. In this program, students can earn up to six college credits as well as seven different professional certificates, including Adobe certifications, while learning how to use state of the art software and hardware. Students also accept “live jobs” from the public sector and must learn how to create professional quality work products and follow real-world timelines.

**HARTFORD HIGH SCHOOL CREDIT REVIEW SHEET**

**Pre-Design, Illustration, and Media Arts**

Through a series of hands-on projects, students will explore various digital arts. This semester long course will expose students to career pathways in the Digital Illustration and Media Arts industry. Students will study topics through the Adobe CS6 suite, learn about digital media and devices, try out digital SLR and HD cameras and technology, and acquire knowledge of terms and vocabulary used in the digital media and arts industry. Students will conduct research on careers in the digital arts. **Prerequisite: 1 credit art and HHS Art Teacher Recommendation.**

**Human Services**

*Embedded Credit: Social Studies*  
*Leadership Club: Future Business Leaders of America (FBLA)*  
*College Course Option: Community College of Vermont*

Students in this program study the full span of human development. Their focus begins with birth and early education and moves through to elder care and end-of-life issues. Field trips, speakers, and job placements highlight local programs and careers that address the human service needs for different segments of the population. These usually include developmentally disabled, families in poverty, homeless, children, and the elderly. Students have full access to helping professions of their choosing. Human Services offers students a springboard into professions such as education, social work, mental health, and many other related career pathways.

**Industrial Mechanics & Welding**

*Embedded Credit: Science*  
*College Course Option: River Valley Community College*

This program is for creative thinkers who enjoy designing and fabricating. In the state-of-the-art Industrial Mechanics and Welding (IMW) facility, students work on projects ranging from metal art to redesigning a wood chip boiler to building electric vehicles. Students have over 28 pieces of major shop equipment at their disposal including a 48”X 96” CNC plasma cutting table with plasma cutter. The IMW program enjoys a unique friendship with Hypertherm, a local company that has not only donated equipment, but also established scholarships for two IMW seniors each year.

**Natural Resources**

*Embedded Credit: Science*  
*Leadership Club: FFA Agricultural Club*  
*College Course Option: Vermont Technical College*

This program speaks to students who love the outdoors. This program introduces main concepts in forestry, natural history, diversified agriculture, horticulture, water, and soils. From there, students can springboard off into careers in Land Management, Water Management, Forestry, Game and Wildlife, Travel and Ecotourism, Surveying, Horticulture, or a hundred other exciting directions all leading back to nature. While in the Natural Resources program, students develop and practice chainsaw safety and skills. Juniors will complete a log cabin building project and at the discretion of the instructor, the class may even accept “live-jobs” from the public to help fund class projects.



**Introduction to Engineering Design (STEM)**

*Semester-Long Credit: Option of (1.5 Engineering credit) or (1 Pre-Calculus credit and 1 Engineering credit)*  
*Year-Long Credits: 1 Algebra 2 credit, 1 Engineering credit, and 1 Technology credit.*  
*College Course Option: St. Cloud State University*

Using the Project Lead the Way curriculum, Introduction to Engineering Design (IED) students dig deep into the engineering process. This program focuses on applying math, science, and engineering theory to hands-on-projects. Students will work both individually and in teams using 3D modelling software and real-life project assembly. Project progression will be charted and documented both in an engineering journal and Digital Assessment Tool. IED may be taken as a semester-long course or as a year-long course.

**Principles of Engineering (STEM)**

*Preferred Prerequisite: Introduction to Engineering Design*  
*Semester-Long Credit: Option of (1.5 Engineering credit) or (1 Physics credit and 1 Engineering credit)*  
*College Course Option: St. Cloud State University*

While using the Project Lead the Way curriculum, Principles of Engineering (POE) students work through problems that engage and challenge, while exploring a broad range of engineering topics, including mechanisms, the strength of structures and materials, and automation. Students develop skills in problem solving, research, and design while learning strategies for design process documentation, collaboration, and presentation.

**Student Name:** \_\_\_\_\_ **Year of Graduation:** \_\_\_\_\_

REQUIRED COURSES	Grade 9	Grade 10	Grade 11	Grade 12	Total Credits per Area
English (4)					
Social Studies (3) * US History					
Math (3)					
Science (3) * a physical science * Biology					
Fine Arts (1)					
P.E. (1.5) * Fitness (.5) * Phys Ed (1)					
Wellness (.5)					
Electives (10)					
Total Earned Credits					

**For School Year 2018-19:**

Personal Goals: \_\_\_\_\_

Academic Goals: \_\_\_\_\_

Career Goals: \_\_\_\_\_

Post Secondary Plans: \_\_\_\_\_

(for example, 2-year or 4-year College or Military or Work or Other)

Community Service Hours: \_\_\_\_\_ *Go to HHS website to get Community Service Forms*

# **Hartford School District Ends Policies**

The mission of the Hartford School District is to provide and ensure a caring and dynamic learning community where the intellectual development of students is our highest priority.

## **E 0.0 Universal End**

Students will graduate from the Hartford School District equipped with a diverse set of knowledge and skills—achieved through a combination of classroom-based, hands-on and peer-to-peer learning—that will provide them the foundation to excel in future endeavors.

## **E 1.0 Academic Excellence**

Students will perform at a high level in these crucial areas of academic expertise: reading skills for information and interpretation; written and verbal communication skills; problem-solving skills based on mathematical, scientific and social-scientific knowledge demonstrated through application; and skills developed through broad knowledge of the arts and humanities. Students will participate in and understand the benefits of collaborative learning.

### **E 1.1 Technology/Information Skills**

Students will be proficient in a variety of technologies in ways that are responsible, are respectful, and enhance both academic and life skills. Students will be able to critically assess and interpret information, and to communicate that information to others using appropriate technologies.

## **E 2.0 Life Skills**

Students will demonstrate the ability to develop long-term life goals, to plan for their future, to cooperate with others, and to live independently within and adapt to an ever-changing world. They will be able to identify problems and determine the resources and people necessary to help solve them. Students will demonstrate the qualities essential for succeeding within and outside of the school setting, including integrity, tolerance, self-motivation and work ethic, intellectual curiosity, and respect for themselves and others.

### **E 2.1 Health & Well Being**

Students will develop personal and social skills and behaviors that will support their physical, emotional and mental well-being. Students will demonstrate an understanding of how nutrition, exercise and athletics, creative outlets, self-reflection, and personal relationships contribute to a healthy, well-adjusted and productive person.

## **E 3.0 Citizenship**

Students will demonstrate an understanding and appreciation of how their actions integrate with broader society, and will participate actively and positively within their school and community. Students will demonstrate an understanding of citizenship and its essential qualities, including leadership, critical thinking, self awareness, and respect for multiple viewpoints.

### **E 3.1 Global Awareness**

Students will demonstrate an understanding and appreciation of the economic, political, environmental and cultural changes occurring at the global scale, and how these changes impact their communities.