Hartford Public High School
Program of Studies
2024 - 2025

Board of Education

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The Hartford Board of Education complies with all applicable federal, state and local laws prohibiting the exclusion of any person from any of its educational programs or activities or the denial to any person of the benefits of any of its educational programs or activities because of race, creed, color national origin, ancestry sex, sexual orientation, gender identify or expression, marital status, age or disability subject to the conditions and limitation established by law.

The preamble to Title IX of the Education Amendments of 1972 states that:

No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving Federal financial assistance.

Message from the Chief Academic Officer

Dear Students and Families,

Welcome to the 2021-2022 Hartford Public Schools Program of Studies. The Program of Studies is designed to provide students and their families important information that will assist them in the course selection process and planning for college and career.

The Program of Studies includes information on graduation requirements, the necessary skills for students' post-secondary success, and instructional programs and courses offered at Hartford Public Schools. School course offerings are determined by specific school's theme(s) and/or career pathways. It is important that students consider the course descriptions and prerequisites, keeping in mind their personal abilities and interests. Students should choose courses that contribute to the attainment of their educational, personal, and career hopes and aspirations.

The course selection process should be a collaboration between teachers, school counselors, students, and their families. A student's high school experience and planning for post-secondary success should be one of the most positive and memorable stages in a student's life; an informed course selection process plays a strong role in achieving that end.

Please assist school personnel as they work to help your student realize that the educational choices made today greatly affect the opportunities available in the future.

Sincerely,

Dr. Madeline Negrón
Chief Academic Officer

HPS Vision, Mission and Beliefs

The Essence and Heart of Hartford Public Schools

The Whole Student:

Every student is treated with dignity in a physically, emotionally and intellectually healthy and safe environment.

Every student is supported by culturally responsive teaching and learning, and positive and supportive relationships.

Every student has a voice and agency and is prepared for college, career and civic life.

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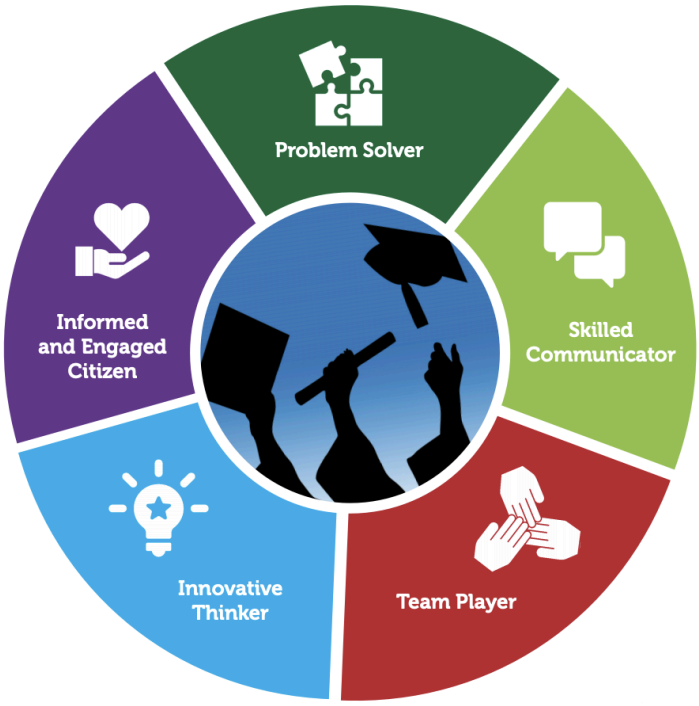
Portrait of a Graduate

The Hartford Public Schools' Portrait of a Graduate reflects our collective vision, informed by research and the input of multiple stakeholders, of the skills incumbent to our students' post-secondary success. Our Portrait of a Graduate will guide our instructional vision and our curriculum implementation efforts to ensure that all students have adequate and equitable access to instructional experiences that will help them graduate ready to transform our world.



Problem Solver
A problem solver draws on prior knowledge, collects multiple sources of evidence, plans purposeful solutions, implements an action plan, and uses constructive feedback to promote self-reflection.

Skilled Communicator
A skilled communicator plans and expresses ideas in ways appropriately tailored to their intended audience, actively listens to their peers, and fosters collegial discussion.

Team Player
A team player cooperates, demonstrates an awareness of others', takes initiative, is resourceful, and resolves conflicts productively and respectfully.

Innovative Thinker
An innovative thinker is a curious learner who generates ideas, persists through failure, and refines and develops better ideas to improve outcomes.

Informed and Engaged Citizen
An informed and engaged citizen accepts different communities and cultures, rejects inequitable practices, positively contributes to the community, and exercises productive work habits and a responsible digital presence.

Introduction

Students will thrive when teaching and learning is responsive to their individual interests, strengths, needs, learning styles, cultures, backgrounds, and aspirations. By understanding each student as an individual, we can provide the skills, knowledge, confidence, voice, and social emotional support that each individual student needs for self-agency and to achieve, contribute, and ultimately succeed as an adult in transforming her or his world.

Credit Requirements for Promotion

Hartford Public Schools requires high school students to successfully complete a minimum number of distributed credits before they can graduate. To ensure a logical progression toward graduation, schools shall determine grade level promotion and/or grade level identification using the following criteria. **This applies to students in the class of 2020 and later.**

1. **In order to be considered a Sophomore/10th grader:**

    - Students must have successfully completed 6 credits.
    - Credits must include: 1 in Mathematics, 1 in English.

2. **In order to be considered a Junior/11th grader:**

    - Students must have successfully completed 12 credits.
    - Credits must include 2 in Mathematics, 2 in English, 1 in Science, and 1 in Social Studies/History.

3. **In order to be considered a senior/12th grader:**

    - Students must successfully have completed 18 credits.
    - These credits must include 3 in Mathematics, 3 in English, 2 in Science, 2 in Social Studies/History, 1 in World Language, 1 in Physical Education, and 1 in Health, 1 STEM, 1 Art, and 2 Electives.

Credit Requirements for Graduation

Minimum Graduation Requirements for Classes 2015-2020

Required Courses		* (Students will be required to take four years of Mathematics)
Area	Credits	Requirements
English	4 Credits	English I & II; Literature & Composition I & II
Math*	3 Credits	Including Algebra I, Geometry, Algebra II
Science	3 Credits	Including Biology, Chemistry Lab
History	3 Credits	Including 1.0 U.S. History, 1.0 International Studies 0.5 Civics, 0.5 Geography
Visual and Performing Arts	2 Credits	
World Language	2 Credits	
Physical Education	1.5 Credit	
Health, Nutrition, & Wellness	0.5 Credit	
School Thematic Courses	4.0 Credits	
Capstone Experience	1 Credit	
Total Credits Required		**24 Credits**

Minimum Graduation Requirements for Classes 2021 and 2022

Humanities (11.0 Credits)		
Area	Credits	Requirements
English	4 Credits	2.0 English I & II; 2.0 Literature & Composition I & II
Social Studies	3 Credits	1.0 American History; 0.5 Civics and American Government; 1.0 World History **or** International Studies; 0.5 Social Studies Elective
World Language	2 Credits	2.0 World Language
Fine Arts	1 Credit	1.0 Fine Arts Elective
Humanities	1 Credit	1.0 Humanities Elective
STEM Courses (8 Credits)		
Area	Credits	Requirements
Math	4 Credits	1.0 Algebra I; 1.0 Geometry; 1.0 Algebra II **or** Probability & Statistics; and 1.0 Math Elective
Science	3 Credits	1.0 Biology with Lab; 1.0 Chemistry with Lab; 1.0 Science Elective
STEM	1 Credit	1.0 STEM Elective
Career and Life Skills (3.5 Credits)		
Area	Credits	Requirements
Physical Education	1 Credit	1.0 Physical Education
Health/Safety	0.5 Credit	0.5 Health and Safety Education
Career & Life Skills	2 Credits	2.0 Career & Life Skills Elective
Additional Requirements (2.5 Credits)		
	Credits	Requirements
Course Electives	1.5 Credits	1.5 School Thematic Courses **or** Open Electives
Capstone	1 Credit	1.0 Capstone Senior Demonstration or Equivalent
Total Credits Required		**25 Credits**

Minimum Graduation Requirements for Class of 2023 and Beyond

Content Area	Required Credits	Required courses
Humanities (Total credits in content area: 9.0 credits)		
English	4.0	Must include English I, English II, Lit & Comp I, Lit & Comp II
Social Studies	3.0	Must include Civics and US History
Visual and Performing Arts	1.0	
Humanities Elective	1.0	Includes courses in English (beyond the required 4.0), Social Studies (beyond the required 3.0), Fine Arts, Visual & Performing Arts, Music, or Theater (beyond the required)
Science, Technology, Engineering, and Math (Total credits in content area: 9.0 credits)		
Math*	4.0	Must include Algebra I, Algebra II, Geometry & Data
Science	3.0	Including a life science and a physical science
STEM Electives	2.0	Includes courses in Computer Science, Engineering, IT, Media, Applied Arts, Technology, etc… (beyond the required courses listed above)
World Languages* (total credits in content area: 1.0 credit)		
World Language *(1.0 credit required, however 2.0 credits or more are strongly encouraged*)	1.0	
Wellness (Total credits in content area: 2.0 credits)		
Physical Education & Wellness	1.0	
Health & Safety Education	1.0	
Additional Requirements (Total credits in content area: 4.0 credit)		
Mastery Based Project/Capstone	1.0	
Electives	3.0	
Total Credits Required to graduate:		**25.0**
		*exemptions/exceptions require district approval

Minimum Minutes of Instruction

In order to receive a 1.0 credit in a traditional classroom setting, per Connecticut General Statutes 10-221a (High school graduation requirements) a class period must be no ***less than a 40-minute class period for each school day.***

Exceptions of Minimum Minutes of Instruction

Credits earned at accredited institutes of higher education; credits earned through on-line coursework, and credits earned through demonstration of mastery

Capstone Experience

The purpose of the Capstone Experience is to provide all high school seniors the opportunity to apply the cumulative knowledge and skills they have developed to complete a project, portfolio, internship, service learning or other demonstration project in an area of particular interest to the student. (See HPS BOE Policy 6140)Service Learning

Credit or part of a credit toward high school graduation will be granted for the following for classes 2021 and beyond:

- Through the completion of not less than fifty hours of actual service performed outside of the regular school day in connection with a planned community service learning project supervised by a certified school administrator or teacher and supplemented by *not less than ten hours of related classroom instruction, for which 0.5 elective credit may be awarded*. In Hartford Public Schools, a student may *only participate in this option once*.

State Mandated Assessments

Students will meet any participation and proficiency requirements specified by the State Department of Education for mandated assessments.

Grading

The district and school provide a consistent, fair, objective and meaningful system to communicate the academic profile of student(s) to families and other approved institutions. Report cards combined with scheduled parent-teacher conferences, and other forms of communication promote a process of continuous evaluation of student performance and communication regarding student achievement. Achievement is defined as performance measured against Connecticut Core Standards (adopted by CT State Dept. of Ed July 2010) and other national and state standards and student learning outcomes. This will provide students, teachers and parents with a clear understanding of what students are expected to learn. Achievement of the standards will be the measure in the process of evaluating student performance. (See HPS BOE Policy 6146)

Student academic achievement will be evaluated, recorded and reported each marking period. Students, parents/guardians and appropriate school personnel will be informed of the student's progress.

The 4-point model is the approved configuration for grading.

4-point numeric system

A+	A	A-	B+	B	B-	C+	C	C-	D+	D	D-	F	I
4.0	4.0	3.7	3.3	3.0	2.7	2.3	2.0	1.7	1.3	1.0	0.7	0	0
100-97	96-93	92-90	89-87	86-83	82-80	79-77	76-73	72-70	69-67	66-63	62-60	59-50*	I

**The use of the minimum 50 as an F grade is for all marking periods except the final marking period. The mid-term exam and final exam are the earned grades. The final marking period shall use the earned grade (e.g. 35%) in calculation of the final course grade. This includes semester or other length courses; the final marking period shall be the earned grade. All individual assignments shall be the earned grade.*

Weighting

Courses are available for students at three levels of academic challenge. Students are encouraged to strive for academic excellence. A system of grade weighting recognizes the differences in student achievement. Grade weighting encourages and rewards students for selecting courses at more challenging levels of difficulty. A grade weighting system shall be implemented for the high schools in accordance with the guidelines set forth and published annually in the parent/student handbook. Each marking period a student will receive a letter grade (A-F). The letter grade communicates the level of achievement of current content standards. This grade along with the course “weight” is used to

determine the student's Grade Point Average (GPA). At the end of the school year, a final GPA is computed from the final grade point average of each course.

	A+	A	A-	B+	B	B-	C+	C	C-	D+	D	D-	F	I
*AP/ECE/DE (1.0)	5.00	5.00	4.70	4.30	4.00	3.70	3.30	3.00	2.70	2.30	2.00	1.70	0.00	I
Honors (.5)	4.50	4.50	4.20	3.80	3.50	3.20	2.80	2.50	2.20	1.80	1.50	1.20	0.00	I
College Prep (no weight)	4.0	4.0	3.7	3.3	3.0	2.7	2.3	2.0	1.7	1.3	1.0	0.7	0	I

*Advanced Placement/Early College Experience/Dual Enrollment

Un-weighted Scale

	A+	A	A-	B+	B	B-	C+	C	C-	D+	D	D-	F	I
Un-weighted	4.0	4.0	3.7	3.3	3.0	2.7	2.3	2.0	1.7	1.3	1.0	0.7	0.0	I

Note: The weighted scale is calculated by applying the following "Added Values" to the unweighted grade depending on the rigor of the course:

Course Rigor	**Added Value**
AP/ECE/Dual Enrollment	1.00
Honors	0.50

Incomplete (I)

A grade of incomplete is a record of work that was interrupted by unavoidable absence or other causes beyond a student's control, which work was passing at the time it was interrupted and the completion of which does not require the student to repeat the course in order to obtain credit.

The incomplete may be used to delay the awarding of a grade in courses (e.g., mastery courses and independent study) the completion of which was interrupted.

For any incomplete given, a course completion plan must be developed and agreed upon by the student and the principal.

Class Change Procedure (Withdrawal)

Changes after the third week of a course are not permitted (transfer students – three weeks after enrollment date). Unique or extenuating circumstances that require a change in program will be considered on an individual basis and must have the written approval of the Principal (e.g. changing a student from a college prep course to the honors level of the course). Any withdrawals after the designated time period will result the following coding on the transcript:

- If the student was passing the course at the time of withdrawal, the transcript shall include the code of W.

If the student was not passing the course at the time of withdrawal, the transcript shall include the code of WF. Additionally, a WF disqualifies a student from crediting through mastery and credit recovery. If the course is a graduation requirement course, the course must be repeated.

Guidelines for Honor Roll

High Honors: 4.0 and above of the weighted GPA
Honors: 3.0-3.99 of the weighted GPA
(See HPS BOE Policy 6140f)

GPA Calculation

A system of calculating grade point average (GPA) is in place for the high schools and shall be included with all student transcripts sent to higher education institutions.

The GPA calculation is performed through PowerSchool. Refer to HPS BOE R-6146 for additional information.

Class Rank

- The selection of valedictorian and salutatorian will be the responsibility of each individual high school.
- GPA will be reviewed at the end of the first marking period, second marking period, and the third marking period.
- The valedictorian designation shall be the student who has the highest cumulative, weighted grade point average in grades 9 – 12.
- The salutatorian shall be the student with the next highest cumulative, weighted grade point average in grades 9 – 12.
- Any disciplinary issue dealing with academic honesty will disqualify a student (Including but not limited to cheating and/or plagiarism).
- No one may be valedictorian or salutatorian if they receive any major disciplinary consequence in junior or senior year that results in two or more days of Out of School Suspension
- To qualify, a student must have earned their final sixteen (16) credits in the Hartford Public Schools at time of graduation and a minimum of two (2) years at the high school from which s/he is graduating. All grades earned in all subjects, both required and elective, shall count in determining the final average.
- In the instance of a tie, students will be awarded a designation as co-valedictorian or co-salutatorian.
- Some form of recognition should be granted to both individuals during the Honors Night and the graduation ceremony beyond the designation in the printed program. Such recognition may take the form of being a student speaker, sitting on the dais, leading the pledge to the flag, standing and being introduced by the principal during their remarks to the audience, noting the student's achievements during their high school career, etc.

**Some school governance councils may have elected to forgo the Valedictorian or Salutatorian process. Please contact your student's school for additional information.*

Initial Course Crediting

Initial course crediting must follow Board of Education policy and regulations for crediting of courses. Products or programs designed for credit recovery cannot be used for granting of initial course credit. This stipulation does not prohibit use of online learning, per board policy, to earn initial credit. No more than four (4) initial credits earned in courses required for graduation can be earned through online learning.

Credit Recovery

Credit recovery is available to students who have failed a class with a final grade of F (0% - 59%). Credit recovery is designed to assist students who have not successfully completed a previously attempted course. Credit recovery will not be permitted for initial credit. The final grade earned in a credit recovery course will be calculated in the student's GPA but will not replace the previously failed grade. Credit recovery courses are designated in the transcript course code with a Q as "Course Type" code.

All credit recovery course content must align with HPS approved curriculum. The method of instruction will be determined by the student's high school, based on available resources and may include, but is not limited to, use of an online, computer-based program, the CT Virtual School, blended learning models, direct instruction by a highly-qualified teacher or other instructional delivery systems. Consideration of extenuating circumstances for student participation on credit recovery will be at the discretion of the district. No more than four (4) credits earned in courses required for graduation can be earned through online learning.

Consideration of extenuating circumstances for student participation on credit recovery will be at the discretion of the district. [Hartford Board of Education Policy 6140 (Graduation Requirements Regulations R-6140]

School Year Credit Recovery-*Algebra I, Algebra II or Geometry & Data*

Students recovering credit during the school year utilizing an individualized, mastery-based approach can be enrolled in Algebra I Lab, Algebra II Lab, or Geometry & Data Lab daily. Once proficiency is achieved, the student can be unenrolled in Algebra I Lab, Algebra II Lab, or Geometry & Data Lab and the student can achieve a 1.0 credit via mastery-based learning.

Summer Credit Recovery*

During the summer, Hartford Public Schools provides a summer credit recovery program to support students in grades 9 to 12 in recovering course credit they might have lost during the regular academic year; and as such, remain on track (as much as possible) with their graduation class cohort.

Summer Credit Recovery- Algebra I, Algebra II, and Geometry & Data

Summer School credit recovery for high school mathematics is different than other courses. All students who are at risk of failing a high school math course will engage in a process of mastery exams coupled with personalized learning plans for remediation, and a portfolio option for multiple means to demonstrate mastery.

Repeating Courses

Students who have failed a graduation requirement course with a final grade of F (0% - 59%) and credit recovery is not an option, shall repeat the course. With successful completion (at least a 60%), the student will receive credit for repeating the course. All the requirements of the course must be met and a grade will be recorded. The final grade earned in a repeated course shall be calculated in the student's GPA but shall not replace the previous course grade.

Students who repeat a course for which credit has already been earned may do so but will not receive credit for taking the same course. All the requirements of the course must be met and a grade will be

recorded. The final grade earned in a repeated course shall be calculated in the student's GPA but shall not replace the previously credited course grade.

Mastery-based Learning

Credit or part of a credit toward high school graduation will be granted for the following for classes 2020 and beyond:

- Through the demonstration of course mastery based on competency and performance standards,
- Through the successful completion of any course in grades seven or eight that corresponds directly to the subject matter of a specified course requirement in grades nine to twelve and the student has demonstrated mastery on the corresponding high school level end-of-course assessment,
- Through successful completion of a world language course in grades six, seven, or eight through online coursework or coursework completed privately through a nonprofit provider, and the student has demonstrated a passing grade on an examination prescribed by the Commissioner of Education for which up to four credits may be awarded, and/or
- Through achievement of a passing grade on a subject proficiency examination identified and approved by the Commissioner of Education.

Student Success Plans

State mandated Student Success Plans will be developed in Grade 6 and continued through Grade 12 to provide in-depth support in the process of assisting students in goals for academic growth, career exploration and planning, and personal/social/emotional growth.

Honors Courses (H)

We believe acceleration occurs when students receive access to advanced level course work. If high schools choose to offer honors high school courses (i.e. Algebra I Honors or Literature and Composition II Honors), the honors courses must be more demanding and have additional content requirements than the district curriculum. Without the additional content requirements, students are essentially grouped by ability, which is unacceptable.

Inclusion of honors courses in high school is a school-based decision. Teachers are encouraged to independently accelerate learning for high school honors courses. The table below includes suggested curricular differences of honors courses.

Example	Possible Additional Content
Algebra I Honors	In addition to standard course requirements, students will complete four long-term projects to directly apply new learning at a more complex level.

Biology Honors	In addition to standard course requirements, students will fulfill extended application of biology content.
World History Honors	In addition to standard course requirements, students will complete additional content readings, examination of primary sources, analytical papers and/or short or sustained research projects.

Access to College and Career Readiness Opportunities

All high schools will offer opportunities for students to earn college credits through Advanced Placement courses, Dual Enrollment (high school and college credit) courses, ECE (Early College Experience), and/or through articulation agreements that allow students to take courses at a college campus.

Credit or part of a credit earned at an institution accredited by the Board of Regents for Higher Education or State Board of Education or regionally accredited college/university that defines a three-credit semester course, or its equivalent, at such institution is equal to 1.0 credit toward high school graduation.

An official transcript from the college or university must be provided to the school in order for the credit to be added to the high school transcript.

Advanced Placement (AP)

Advanced Placement (AP) is a program created by the College Board which offers college-level curricula and examinations to high school students. American colleges and universities may grant placement and course credit to students who obtain high scores on the examinations. Hartford Public Schools offers open access to AP courses. Open access allows students, parents/guardians, and HPS staff to collaboratively determine readiness for AP coursework.

Dual Enrollment (DE)

Dual enrollment (DE) and Concurrent Enrollment (CE) programs allow students to be enrolled in two separate, academically related institutions. DE refers to high school students taking college or university courses on the campus of the college/university. Courses are often offered after high school hours and classes are often comprised of college freshmen. This enables students to pursue an advanced curriculum relevant to their individual postsecondary interests.

Concurrent Enrollment (CE)/Early College Experience (ECE)

Concurrent Enrollment (CE)/Early College Experience (ECE) is defined as credit hours earned when a high school student is taking a college course for college credit, during the high school day, on the high school campus, taught by a qualified high school instructor. This enables students to pursue an advanced curriculum relevant to their individual postsecondary interests. For example, Early College Experience (ECE) is a concurrent enrollment opportunity through the University of Connecticut.

Internships

An internship is an extension of the classroom and curriculum that challenges students with an enriching educational experience within a professional worksite environment. Our program is designed to expose students to career pathways based on personal interest. Internships are also designed to provide opportunities for students to develop and hone career skills relevant across many professions. An internship is not a “volunteer” or community service activity but rather a student centered, compensated, career oriented and personalized learning experience.

Seal of Biliteracy

All students, including those with an exceptionality or disability, should have the opportunity to demonstrate their biliteracy. Accommodations should be provided to students per their Individualized Education Plan (IEP) or Section 504 Plan for all assessments. To attain the Seal of Biliteracy, students' use of the language must be demonstrated, rather than their knowledge about the language, therefore, a student must demonstrate proficiency in English and another language.

To be eligible to receive the Seal of Biliteracy, the two academic requirements below must be met:

1. Student must complete all English language arts requirements for graduation.
2. Student must demonstrate proficiency in a language other than English in grades 10, 11, or 12 at a level comparable to "Intermediate Mid" on the ACTFL Proficiency Guidelines as demonstrated through one of the following methods listed in the Assessment of Evidence Table in the link below:

https://portal.ct.gov/-/media/SDE/Board/BoardMaterials090617/Seal_of_Biliteracy_Guidelines.pdf

NCAA Guidelines for the College-Bound Athlete

NCAA guidelines for the college-bound student athlete are available in the School Counseling Office or the office of the Athletic Director.

Alternative Pathways

A number of personalized pathways are available to students who are not succeeding in a traditional high school.

Hope Academy at the Asylum Hill Boys & Girls Club

Students can earn academic credit in core content classes taught by HPHS staff, while participating in internships and programming that helps students lead healthy lifestyles, develop good character and citizenship, and achieve academic success.

OPPortunity Academy

OPPortunity Academy supports students in achieving their goals by offering youth development and postsecondary prep opportunities alongside an academic program rich in technology and project-based learning.

Hartford Adult Education Center

The Adult Education Center assists adult learners in their pursuit of English language proficiency, secondary education completion, and the acquisition of skills needed for postsecondary opportunities and/or the workforce.

Link to Alternate Pathways Course Offerings

Curricular Support for Diverse Populations

All graduation requirement (or equivalent) courses will include clearly defined learning objectives aligned with Common Core and/or State Standards (when applicable). Adequate student supports and remedial services will be targeted to the individual needs of students. Such student support and remedial services provide alternate means for a student to complete any of the high school graduation requirements or end of year course examinations.

Special Education students may meet these requirements through modifications and accommodations as prescribed in the student Individualized Education Plan.

English Learners who enter a Hartford high school and will have enrolled in U.S. school(s) totaling 10 months or more by their intended date of graduation will be expected to achieve HPS graduation requirements.

English Learners in their senior year and who will have enrolled in U.S. school(s) totaling fewer than 10 months by their intended date of graduation will be referred to an EL Review Team in order to determine individual expectations for demonstrating performance standards for graduation.

HPHS Course Offerings

HUMANITIES

English Core Course Sequence

Overview
The Department of English Language Arts embraces a standards-based curriculum that reflects a balance between literacy skills and analysis of literary works. Our program is grounded in the concept of learning progressions in order to build mastery in reading, writing, speaking and listening. HPS English Language Arts courses utilize technology to facilitate inquiry and exploration of real world issues in literary and informational texts.

ENGLISH CORE COURSES			
Grade 9	**Grade 10**	**Grade 11**	**Grade 12**
English I or Pre AP English I	English II or Pre AP English II	English III or American Literature Honors or AP Language & Composition	English IV or World Literature Honors or AP Literature & Composition
ENGLISH ELECTIVE COURSES			
Grade 9	**Grade 10**	**Grade 11**	**Grade 12**
Reading Foundations I (Y)	Reading Foundations II (Y)	Journalism & Media(S)	Journalism & Media(S)

Core Course Descriptions-English

Course Code	Credit	Course Title	9	10	11	12
EN001CRDX	**1.0**	**English I**	**x**			
Optional Concurrent Enrollment: *Reading Foundations I*						
Students will explore various topics including pivotal words and phrases, telling details and powerful openings through the study of novels, plays, short stories and informational texts. Key goals for this course include the ability to read grade level texts and analyze their meaning and the author's craft, monitoring comprehension while reading and using strategies to make adjustments when needed, and writing, revising and editing various pieces to demonstrate learning.						

Course Code	Credit	Course Title	9	10	11	12
EN001HRDX	**1.0**	**Pre AP English I**	**x**			
Students will explore various topics including pivotal words and phrases, telling details and powerful openings through the study of novels, plays, short stories and informational texts. Students will focus on five big ideas through the PreAP program: Engaging with texts, Constructing texts, Focusing on language, Investigating						

through research and Entering the conversation. Key goals for this course include the ability to read grade level texts and analyze their meanings, to monitor comprehension while reading and use strategies to make adjustments when needed, and to write, revise and edit various pieces to demonstrate learning.

Course Code	Credit	Course Title	9	10	11	12
HU019CRBX **HU019CRDX**	**0.5** **1.0**	**Reading Foundations I SX** **Reading Foundations I YR**	**x**			
Concurrent Enrollment: *English I.*						
Reading Foundations I is taken concurrently with English I and is designed to extend time and learning opportunities through interventional support to help students successfully master the content in their English I course. Note: Students successfully completing this course will earn Humanities elective credit.						

Course Code	Credit	Course Title	9	10	11	12
EN002CRDX	**1.0**	**English II**		**x**		
Prerequisite(s): *English I or an equivalent course.*						
Optional Concurrent Enrollment: *Reading Foundations II*						
Students will explore various topics including the power of argument, persuasion in literature and voice in synthesis. Key goals for this course include the ability to analyze the characteristics and structural elements of text, to read and analyze world literature across literary periods, to analyze the purpose and effect of language and rhetorical devices on audience and meaning and to write,revise and edit various pieces to demonstrate learning.						

Course Code	Credit	Course Title	9	10	11	12
EN002HRDX	**1.0**	**Pre AP English II**		**x**		
Prerequisite: *English I or Pre AP English I.*						
Students will explore various topics including the power of argument, persuasion in literature and voice in synthesis. Students will focus on five big ideas through the PreAP program: Engaging with texts, Constructing texts, Focusing on language, Investigating through research and Entering the conversation. Key goals for this course include the ability to analyze the characteristics and structural elements of text, reading and analyzing world literature across literary periods, analyzing the purpose and effect of language and rhetorical devices on audience and meaning and writing, revising and editing various pieces to demonstrate learning.						

Course Code	Credit	Course Title	9	10	11	12
HU020CRBX **HU020CRDX**	**0.5** **1.0**	**Reading Foundations II SX** **Reading Foundations II YR**		**x**		
Concurrent Enrollment: *English II.*						
Reading Foundations II is taken concurrently with English II and is designed to extend time and learning opportunities through interventional support to help students successfully master the content in their English I course. Note: Students successfully completing this course will earn Humanities elective credit.						

Course Code	Credit	Course Title	9	10	11	12
EN003CRDX	**1.0**	**English III**			**x**	
Prerequisite(s): *English II or an equivalent course.*						
Students will explore various topics including the American dream, the power of persuasion and the marketplace of ideas. Key goals for this course include the ability to analyze how writers in various genres use language and structure to convey meaning and influence readers, to interpret texts in consideration of their historical and rhetorical context, to evaluate how writers use literary devices such as satire and parody to critique aspects of society and to write, revise and edit various pieces to demonstrate learning.						

Course Code	Credit	Course Title	9	10	11	12
EN007HRDX	**1.0**	**American Literature Honors**			**x**	
Prerequisite(s): *English II or an equivalent course.*						
This course focuses on American Literature. You will read a variety of texts and be asked to think about ideas and concepts that are "American." You will examine and practice the use of social commentary to speak out against perceived injustices. You will learn more about how to identify bias in media and how language is sometimes used as a substitute for logic. You explore the concept of journey and its place within American literary movements. You will respond in a variety of ways, including presentations, to showcase college-level writing and reading.						

Course Code	Credit	Course Title	9	10	11	12
EN005ARDX	**1.0**	**AP Language & Composition**			**x**	
AP English Language and Composition is an introductory college-level composition course. Students cultivate their understanding of writing and rhetorical arguments through reading, analyzing, and writing texts as they explore topics like rhetorical situation, claims and evidence, reasoning and organization, and style. Students may be eligible for college credit depending on their earned AP Exam score.						

Course Code	Credit	Course Title	9	10	11	12
EN004CRDX	**1.0**	**English IV**				**x**
Prerequisite(s): *English III or an equivalent course.*						
Students will explore various topics centering around different perspectives. Units will study creating perspectives, collective perspectives and evolving perspectives through various pieces of literature and informational texts. Key goals for this course include the ability to apply Reader-Response and Cultural Criticism in determining an author's purpose, audience, and message, to apply critical perspectives to drama, nonfiction, and multimodal texts, to work collaboratively with a team, offering ideas, judgments and insightful questions, while working toward common research goals and to write, revise and edit various pieces to demonstrate learning.						

Course Code	Credit	Course Title	9	10	11	12
EN042HRDX	**1.0**	**World Literature Honors**				**x**
Prerequisite(s): *English III or an equivalent course.*						
Students will analyze a variety of contemporary and classic literary works to extend critical reading and writing skills, and will be encouraged to use more sophisticated literary and rhetorical devices in their writing. Using foundational literature, students will focus on broadening and honing their own writing styles, in preparation for post-secondary education. In addition, this course is designed to maximize vocabulary acquisition, reading						

comprehension and proofreading skills in preparation for the SAT and other standardized tests. Presentations will be utilized to showcase a variety of creative methods for self-expression.

Course Code	Credit	Course Title	9	10	11	12
EN006ARDX	**1.0**	**AP Literature & Composition**				**x**
AP Literature & Composition is designed for students who desire to take a course at a college-level rigor. The course involves intensive critical analysis of college-level works of literature for mature readers. Timed writings, essay writing, critiques, and critical analysis papers will form the writing component of this course.						

Elective Courses- Humanities

Course Code	Credit	Course Title	9	10	11	12
HU017CRBX	**0.5**	**Journalism and Media**		**x**	**x**	**x**
Prerequisite(s): *English II or an equivalent course.*						
This class is designed to give students a deeper understanding of the writing acumen required in journalism and broadcast media. The purpose of this course is to give students a strong understanding of the process behind a finished piece of journalism. Note: Students successfully completing this course will earn Humanities elective credit.						

ESOL Core Course Sequence

K-12 Program & Service Delivery Models	
Elementary K-5	**Secondary 6-12**
Emergent Bilingual Classes	**New Arrivals Program**
• Taught by Bilingual certified teacher in self-contained classroom • Instruction in Spanish and English • 15 or more students dominant in same grade level • Students eligible up to 30 months (extensions up to 60 months granted on a case by case basis by CSDE) • General education curriculum and content same as in monolingual classrooms • Content-based ESOL and cultural proficiency • Language allocation by grade	• Taught by certified Bilingual teacher in self-contained classroom • Instruction in Spanish and English • 15 or more students dominant in Spanish • Content-based ESOL and cultural proficiency • Length of time in program varies per students' linguistic and academic needs and levels; typically lasts 1-2 years • Students transition to sheltered/co-taught classes when an intermediate, oral level 3 is achieved • General education curriculum and content instruction adapted for students' beginning levels of English proficiency
Dual Language Programming	**Dual Language Programming**
• Taught by Bilingual Certified teacher (Spanish component) • Taught by Elementary Certified teacher (English component) • Content and literacy taught in two languages with the goal of bilingualism and biliteracy • Two groups of students and strict separation of languages • Long-term commitment	• Taught by Bilingual content certified teacher • Minimum of one content area taught in Spanish • Spanish for native speakers and AP course offerings • Content and literacy taught in two languages with the goal of bilingualism and biliteracy • Long-term commitment
Sheltered/Co-taught Content Classes	**Sheltered Instruction/Co-taught Content Classes**
• Taught by Elem Ed & Bilingual or TESOL-certified teachers • Native language support provided • Students at LAS levels 1 or 2 scheduled in clusters • Both teachers trained in Sheltered Instruction • Common planning time and professional development required	• Taught by content area & Bilingual or TESOL-certified teachers • Native language support provided • Students at levels 1 and 2 scheduled in clusters • Both teachers trained in Sheltered Instruction • Common planning time and professional development required
ESOL Classes	**ESOL Classes**
• Taught by TESOL-certified teacher • Pull-out Instruction conducted in English for grades 4 and 5 • Not to be scheduled during tier 1 instruction • Scheduled according to students' English language proficiency levels of 1 or 2 • Curriculum focused on language acquisition and CELP standards using a workshop model	• Taught by TESOL-certified teacher • Instruction in English • Course levels for I, II, and III • Scheduled course according to students' English language proficiency levels • Curriculum focused on language acquisition and CELP standards using a workshop model
Push-in Support	**Push-in Support**
• Bilingual/ESOL-certified teacher or tutor • Students scheduled in clusters for linguistic and academic content support • Students at levels 3, 4 and recently exited • Strategic scheduling to maximize support time	• Bilingual /ESOL-certified teacher or tutor • Students scheduled in clusters for linguistic and academic content support • Students scheduled at levels 3, 4 and recently exited • Strategic scheduling to maximize support time

Recommended Guidelines for Language Support				
LAS LEVEL	**Grades K-1**	**Grades 2-3**	**Grades 4-5**	**Grades 6-12**
Newcomer	120-150 mins/wk	225-300 mins/wk	400-600 mins/wk	600-800 mins/wk
Level 1	90-120 mins/wk	150-225 mins/wk	300-450 mins/wk	500-600 mins/wk
Level 2	90-120 mins/wk	150-225 mins/wk	300-450 mins/wk	300-450 mins/wk
Level 3	45-60 mins/wk	60-90 mins/wk	90-120 mins/wk	225-300 mins/wk
Level 4		60-90 (grade 3)	60-90 mins/wk	90-120 mins/wk

Core Course Descriptions-ESOL

Course Code	Credit	Course Title	9	10	11	12
EL001CRDX	**1.0**	**ESOL I**	**x**	**x**	**x**	**x**
Beginner level of English as a Second or Other Language (ESOL) that introduces students to the basic structures to support English language acquisition through the skills of reading, writing, speaking and listening. The course focuses on students developing their academic English, critical thinking, as well as reading to build vocabulary and developing communication skills through listening, speaking and writing. The curriculum utilizes a blended learning approach with both online and classroom settings to meet the diverse needs of ELs. The curriculum aligns with the CSDE CT English Language Proficiency (CELP) and Common Core Standards. Students participate in engaging learning experiences and projects that favor multicultural perspectives.						

Course Code	Credit	Course Title	9	10	11	12
EL002CRDX	**1.0**	**ESOL II**	**x**	**x**	**x**	**x**
Intermediate level of English as a Second or Other Language (ESOL) that builds on the skills and concepts learned in ESOL I. Students follow the progress of ESOL I to ESOL II unless entry assessments results indicate a higher proficiency of English. ELs in ESOL II continue their English language acquisition through the skills of reading, writing, speaking and listening. The course focuses on continuing the development of a student's academic English, critical thinking. Instruction in reading builds vocabulary and communication skills through listening, speaking and writing to prepare students for other language arts classes and college readiness. The curriculum utilizes a blended learning approach with both online and classroom settings to meet the diverse needs of ELs. The curriculum aligns with the CSDE CT English Language Proficiency (CELP) and Common Core Standards. Students participate in engaging learning experiences and projects that favor multicultural perspectives.						

Social Studies Core Course Sequence

Overview
The Department of Social Studies embraces a standards-based curriculum that teaches the literacy skills, attitudes, and content knowledge that promote responsible citizenship. Social Studies is an interdisciplinary field which includes history, geography, economics, political science, and more. Students are expected to use these disciplines to develop a variety of perspectives to enhance their ability to think critically about the events and issues that shape their community, their nation, and their world.

CORE COURSES			
Grade 9	**Grade 10**	**Grade 11**	**Grade 12**
Economics I: Personal Finance & Microeconomics (0.5) & Civics (0.5)	20th Century World History or 20th Century World History Honors	U.S. History or Diverse Voices in U.S. History or ECE US History / AP U.S. History	International Studies or ECE Intro. to International Relations
ELECTIVE COURSES			
Grade 9	**Grade 10**	**Grade 11**	**Grade 12**
		Psychology (S) & Developmental Psychology (S) AP Psychology (Y) Law & Justice (Y) Historical Film Study I (S) Current Events (S)	Black & Latino Studies (Y) Psychology (S) & Developmental Psychology (S) AP Psychology (Y) Law & Justice (Y) Historical Film Study I (S) Historical Film Study II (S) Current Events (S)

Core Course Descriptions-Social Studies

Course Code	Credit	Course Title	9	10	11	12
SS002CRBX	**0.5**	**Foundations of Government**	**x**			
Foundations of Government provides the study of the government structures and philosophies that influenced the Founding Fathers during the creation of the U.S. Constitution. This course will highlight the governmental structures of Ancient Greece, Rome, and the Magna Carta; in						

addition to surveying the Enlightenment philosophers whose ideas were consulted. Students are expected to use critical thinking skills to analyze which ideas were valued by the Founders of the U.S., which were discarded and why. This course focuses on reading and writing strategies and speaking and listening skills.

Course Code	Credit	Course Title	9	10	11	12
SS001CRBX	**0.5**	**Civics**	**x**			

Civics is founded on the belief that to become an informed and active citizen, an understanding of government is essential. This course will feature both the structure of government and the function of politics. It will include both theory and practical application of the following: (1) foundations of United States government, (2) institutions and policy making, (3) principles of the United States Constitution, (4) roles and responsibilities of the citizen, and (5) political culture.

Civics Honors Course Code: SS001HRBX

Course Code	Credit	Course Title	9	10	11	12
SS003CRDX	**1.0**	**20th Century World History**		**x**		

20th century World History offers students the opportunity to explore major world history events of the 20th Century such as: World War I, Russian Revolution, Einstein: General Theory of Relativity, Stock Market Crash, World War II, European Economic Community, Cold War: Africa, Asia, Latin America, Caribbean, and Post-Cold War Issues. This course is designed to provide a global perspective of the effects of historical events while establishing a context for future studies of U.S. History and International Studies. Students will continue to develop reading, writing, speaking and listening skills.

20th Century World History Honors Course Code: SS003HRDX

Course Code	Credit	Course Title	9	10	11	12
SS004CRDX	**1.0**	**U.S. History**			**x**	

U.S. History provides the study of United States history with some integration of world history. Historiography, geography, economics, government, humanities, sociology, religions, philosophy, science, and technology are some of the themes/perspectives by which U.S. history will be examined. The first semester will investigate/explore the American experience from the Turn of the 20th Century through the Great Depression and New Deal. The second semester will investigate/explore the American experience from World War II through contemporary America.

U.S. History Honors Course Code: SS004HRDX

Course Code	Credit	Course Title	9	10	11	12
SS035CRDX	**1.0**	**Diverse Voices in U.S. History**			**x**	

The course will be animated by one fundamental question: How have the experiences of people of color—particularly those black and brown peoples of African, Spanish, and Indigenous descent--shaped the historical development of the United States of America? The

history that students will learn in this course is the history behind, underlying, and contesting the standard narratives of U.S. history, most of which, however unintentionally, focus on the progressive growth of democracy, freedom, equality, economic growth, immigrant assimilation, human rights, and responsible world power.

Course Code	Credit	Course Title	9	10	11	12
SS004ARDX	**1.0**	**AP U.S. History /ECE US History**			**X**	**X**

The AP U.S. History course focuses on developing students' understanding of American history from approximately 1491 to the present. The course has students investigate the content of U.S. history for significant events, individuals, developments, and processes in nine historical periods, and develop and use the same thinking skills and methods (analyzing primary and secondary sources, making historical comparisons, chronological reasoning, and argumentation) employed by historians when they study the past. The course also provides seven themes (American and national identity; migration and settlement; politics and power; work, exchange, and technology; America in the world; geography and the environment; and culture and society) that students explore throughout the course in order to make connections among historical developments in different times and places.

Course Code	Credit	Course Title	9	10	11	12
SS005CRDX	**1.0**	**International Studies**			**x**	**x**

The purpose of this yearlong course is to broaden student knowledge of the world through the study of eight unique units including: Globalization, Immigration/Migration, Global Trade, Cultural Clashes & Conflict, Human Rights & Social Justice, Global Terrorism, Global Crime, and the Globalization of Disease. The goal is to improve student writing and critical thinking skills and to ensure that students leave high school as responsible and concerned citizens with a deep knowledge of the world and its people. It also aims to provide students the ability to make ethical and rational decisions that will positively affect our country and our world.

International Studies Honors Course Code: SS005HRDX

Course Code	Credit	Course Title	9	10	11	12
SS040ERDX	**1.0**	**ECE Introduction to International Relations**			**x**	**x**

The nature and problems of international politics.

Elective Courses-Social Studies

Course Code	Credit	Course Title	9	10	11	12
SS008CRBX	**0.5**	**Psychology SX**			**x**	**x**

This introductory course in Psychology introduces students to the scientific study of the behavior and mental processes of human beings. Students study the knowledge and theory associated with the study of human behavior, learning, and the human mind, as well as the methods psychologists use in their science and practice.

SS016CRBX	**0.5**	**Developmental Psychology**			**x**	**x**
This course will provide an overview and introduction to the study of development through the lifespan. Students will gain an understanding and appreciation for the development of humans by investigating prominent theories, research, and issues of diversity. Most importantly students will be able to better understand the complexities of each stage of the lifespan to help prepare them for a future in the nursing/medical field.						

Course Code	**Credit**	**Course Title**	**9**	**10**	**11**	**12**
SS008ARDX	**1.0**	**AP Psychology**			**x**	**x**
This course explores the concepts, theories, perspectives, phenomena, and behaviors associated with the subfields and research areas of psychology. Analyze the methods psychologists use to study various types of behavior and mental processes and evaluate the validity and significance of their contributions.						

Course Code	**Credit**	**Course Title**	**9**	**10**	**11**	**12**
SS038CRDX	**1.0**	**Black and Latino Studies**				**x**
Prerequisites: 21st Century World History and U.S. History The course is an opportunity for students to explore accomplishments, struggles, intersections, perspectives, and collaborations of African American/Black and Puerto Rican/Latino people in the U.S. Students will examine how historical movements, legislation, and wars affected the citizenship rights of these groups and how they, both separately and together, worked to build U.S. cultural and economic wealth and create more just societies in local, national, and international contexts. Coursework will provide students with tools to identify historic and contemporary tensions around race and difference; map economic and racial disparities over time; strengthen their own identity development; and address bias in their communities.						

Course Code	**Credit**	**Course Title**	**9**	**10**	**11**	**12**
SS030CRDX	**1.0**	**Law & Justice**			**x**	**x**
This course provides practical information and problem-solving opportunities regarding the law. Students develop both knowledge of the law and skills necessary for survival in our law-based society. Students engage in active learning experiences such as mock trials, role- play, case studies, simulations, and small group exercises. Students explore the definition of law, citizen rights and responsibilities under the law, learn methods of dispute resolution, as well as identify and analyze public issues.						

Course Code	**Credit**	**Course Title**	**9**	**10**	**11**	**12**
SS041CRBX	**0.5**	**Historical Film Study**			**x**	**x**
Movies can provide some factual information about a historical figure, event, or time; they can also distort the past. This course will examine the ways in which the American movie industry has depicted major events and themes in American history and society and considers both the accuracy of these depictions and their influence on popular understandings of the American past. Throughout this course we will examine historical events by researching, discussing, and critiquing historical films. The focus will be centered on 20th Century American history. The course offers a unique approach to a traditional						

course. It requires students to be self-motivated learners that will enable them to conduct research around personalized lines of inquiry, close readings of the assigned texts, thoughtful individual critiques of the films and readings, and weekly discussions. The course will be arranged around several themes: The U.S. in Global Conflict, Suppressed Voices, Contemporary Issues, and Personal Choice

Course Code	Credit	Course Title	9	10	11	12
SS042CRBX	**0.5**	**Historical Film Study II**				**x**
Movies can provide some factual information about a historical figure, event, or time; they can also distort the past. This course will examine the ways in which the American movie industry has depicted major events and themes in American history and society and considers both the accuracy of these depictions and their influence on popular understandings of the American past. Throughout this course we will examine historical events by researching, discussing, and critiquing historical films. The focus will be centered on 20th Century American history. The course offers a unique approach to a traditional course. It requires students to be self-motivated learners that will enable them to conduct research around personalized lines of inquiry, close readings of the assigned texts, thoughtful individual critiques of the films and readings, and weekly discussions. The course will be arranged around several themes: The U.S. in Global Conflict, Suppressed Voices, Contemporary Issues, and Personal Choice						

Visual and Performing Arts Core Course Sequence

Overview

The Arts Department believes that arts are academic subjects promoting joy and engagement through rigorous and meaningful learning experiences. With a curriculum that is based on the National Core Arts Standards, students are creating, responding, performing/presenting, and making connections in and through the arts disciplines. With regular practice, students develop self-discipline as well as expertise in key concepts, knowledge, and skills intrinsic to the art form and relevant across disciplines. Because the arts provide opportunities for creativity and self-expression, students find their voice, gain self-esteem, and discover self-efficacy. The collaboration required by arts disciplines promotes respect, positive relationships and understanding of various perspectives. In essence, the arts both build community and fosters cultural understanding

	Visual Arts Courses	Music: Classroom based Courses	Music: Performing Ensembles and Courses	Dance and Theater Arts Courses

Level I	Foundations of Art (0.5)	Music Technology (0.5)	Guitar (0.5)	Intro to Theater (0.5)
Level II	Drawing (0.5) Painting (0.5) 3D Art (0.5)		Band (1.0) Wind Ensemble (0.5) Percussion Ensemble (0.5) Advanced Guitar (0.5)	Fundamentals of Acting (1.0) Technical Theater (0.5) Advanced Theater Production (1.0)

Elective Course Descriptions- Visual Art

Course Code	Credit	Course Title	9	10	11	12
VA024CRBX	**0.5**	**Foundations of Art**	**varies**			
Step into the colorful world of visual art and awaken your inner creative spirit. This Level I course offers a dynamic exploration of the basic elements and principles that form the foundation of visual design. Learn to harness line, shape, color, texture, and more as you experiment with a variety of artistic media from drawing and painting to sculpture and digital art. Gain practical techniques and creative confidence as you design eye-catching compositions and express yourself through imaginative art projects. Whether you're an aspiring artist or simply looking to unlock your creative potential, Foundations of Art will equip you with artistic skills and ignites inspiration. Foundations of Art is the prerequisite semester-long course for all other visual art courses.						

Course Code	Credit	Course Title	9	10	11	12
VA033CRBX	**0.5**	**Painting**	**x**	**x**	**x**	**x**
Prerequisite(s): *Foundations of Art.*						
This Level II semester-long course is designed to acquaint students with the knowledge of how to express visual ideas with various painting media such as Acrylic, watercolor, and other water-soluble media. Students will be asked to create visual works of art using the aforementioned media as it relates to specific visual problems concerning composition, subject matter, and style. Throughout the course, criticism and culturally relevant art history information will be discussed.						

Course Code	Credit	Course Title	9	10	11	12
VA045CRBX	**0.5**	**3D Art**	**x**	**x**	**x**	**x**
Prerequisite(s): *Foundations of Art.*						

This Level II semester-long course provides students with a foundation in the history of ceramics, with an emphasis on critique, aesthetic inquiry, and creative production. This course provides knowledge of ceramic techniques (e.g., kiln firing and glazing) and processes, with a focus on creative design and craftsmanship. Course may include clay modeling, hand building, coil building, casting, and throwing on the potter's wheel, as well as other 3D sculpture experiences.

Course Code	Credit	Course Title	9	10	11	12
VA004CRBX	0.5	**Advanced Drawing**	varies			
Prerequisites: Drawing I or Teacher Recommendation Advanced drawing instruction in Grades 9-12 promotes the development of creativity, artistic literacy, critical thinking skills, and lifelong learning. In art classes students develop critical 21st Century Skills of creativity and innovation, critical thinking and problem solving, and communication and collaboration. This course prepares students for additional art opportunities in the intermediate courses as students work toward building a portfolio. The curriculum and instruction address the National Art Standards and the National Visual Arts Standards.						

Course Code	Credit	Course Title	9	10	11	12
VA008ARDX	1.0	**AP Studio Art - 2D Design**		x	x	x
This course helps students apply artistic and computer techniques to the interpretation of technical and commercial concepts. Topics covered may include computer assisted art and design, printmaking, concept sketching, technical drawing, color theory, imaging, studio techniques, and digital imaging.						

Elective Course Descriptions- Music

Course Code	Credit	Course Title	9	10	11	12
PA090CRBX	0.5	**Music Technology**	x	x	x	x
Prerequisite(s): *None.*						
This Level I semester-long course emphasizes current technology as a means to create, record, mix, and otherwise interact with music and music media. This course focuses on experimenting with electronic music technology as part of the process for creating music.						

Course Code	Credit	Course Title	9	10	11	12
PA079CRBX	0.5	**Guitar**	x	x	x	x
Prerequisite(s): *None.*						

This Level I semester-long course provides students an introduction to and refine the fundamentals of music and guitar-playing techniques, such as strumming and chords, and then offers instruction in more advanced techniques. All levels are encouraged. Formal and informal performances occur throughout.

Course Code	Credit	Course Title	9	10	11	12
PA161CRBX	**0.5**	**Advanced Guitar**	**x**	**x**	**x**	**x**
Prerequisite(s): *Guitar.*						
This Level II semester-long course provides students an introduction to and refine the fundamentals of music and guitar-playing techniques, such as strumming and chords, and then offers instruction in more advanced techniques. Formal and informal performances are typically included.						

Course Code	Credit	Course Title	9	10	11	12
PA075CRDX	**1.0**	**Band**	**x**	**x**	**x**	**x**
Prerequisite(s): *Prior experience in band or instrumentals.*						
This Level II yearlong course provides a unique opportunity for students to participate actively and experience instrumental music as a member of an ensemble. Students will practice and perform a variety of musical genres and be able to refine music, both individually and as a group, in preparation for classroom and public performance. Students will be given multiple opportunities to reflect on their instrumental practice while identifying areas of personal strength and growth. Band students will demonstrate, through performance, an awareness of technical and expressive qualities as appropriate to their experience level.						

Course Code	Credit	Course Title	9	10	11	12
PA107CRBX	**0.5**	**Wind Ensemble**	**x**	**x**	**x**	**x**
Prerequisite(s): *Prior winds experience.*						
Need description						

Course Code	Credit	Course Title	9	10	11	12
PA094CRBX	**0.5**	**Percussion Ensemble**	**x**	**x**	**x**	**x**
Prerequisite(s): *Prior percussion experience.*						
This Level II semester-long course addresses percussion fundamentals such as drum technique, cadence, drumline performance, being part of an ensemble, reading music, improvising, and composing. Repertoire that the drumline performs to change each semester. Performance attendance is required.						

Elective Course Descriptions-Theater

Course Code	Credit	Course Title	9	10	11	12
PA165CRBX	**0.5**	**Introduction to Theater**	**x**	**x**	**x**	**x**
Prerequisite(s): *None.*						
This Level I semester-long course provides an overview of the art, conventions, and history of the theater. The course emphasizes learning about theater rather than performance. Course topics include one or more of the following: basic techniques in acting, major developments in dramatic literature, major playwrights, the evolution of theater as a cultural tradition, and critical appreciation of the art.						

Course Code	Credit	Course Title	9	10	11	12
PA151CRBX	**0.5**	**Technical Theater**	**x**	**x**	**x**	**x**
Prerequisite(s): *Intro to Theater.*						
This Level II semester-long course aims to address the essential question, "What makes one artistic choice stronger than another?" through the lens of theatrical set design, costuming, stage makeup, prop and sound design. We look at the practical needs of stage management and running a production backstage. Students read scripts, design and defend choices, and evaluate alternatives through cooperative, hands-on work. Students also work on the fall or spring productions as crew.						

Course Code	Credit	Course Title	9	10	11	12
PA175CRDX	**1.0**	**Advanced Theater Production**	**x**	**x**	**x**	**x**
Prerequisite(s): *Intro to Theater. Teacher recommendation only*						
This Level II yearlong course need description. (Participation in school plays is mandatory- rehearsal based class.)						

Mathematics Core Course Sequence

Overview

The Hartford Public Schools mathematics program provides all students access to high-quality, Common Core-aligned mathematics curriculum, effective teaching and learning, high expectations, and the support and resources needed to maximize their learning potential. The progressions of mathematical skills, knowledge, and understanding are articulated in our curriculum documents. The Hartford Public Schools mathematics program supports all students in graduating as unbound, confident, and empowered citizens with the collaboration and leadership skills necessary to successfully navigate a rapidly changing world. Our vision for effective teaching and learning of mathematics is articulated in the *Hartford Mathematics "Look Fors."*

High School Suggested Mathematics Course Pathways

Pathway	Grade 9	Grade 10	Grade 11	Grade 12
Standard Course Pathway	Algebra I	Geometry	Algebra II	ECE Statistics or Pre-Calculus Honors *or* College Ready Math

Accelerated Course Pathway 1 (1.0 Algebra I credit attained in Grade 8)	Geometry	Algebra II	AP Pre-Calculus or Pre-Calculus Honors	AP Calculus AB
Accelerated Course Pathway 2	Algebra I	Geometry & Algebra II	AP Pre-Calculus or Pre-Calculus Honors	AP Calculus AB
Supportive Course Pathway 1	Algebra I & Transition to Algebra	Geometry	Algebra II	College Ready Math
Supportive Course Pathway 2	Algebra I & Algebra I Lab	Geometry & Geometry Lab	Algebra II & Algebra II Lab	College Ready Math

Core Course Descriptions-Mathematics (9-12)

Course Code	Credit	Course Title	9	10	11	12
MA020CRDX	**1.0**	**Transition to Algebra**	**x**			
*Prerequisite: None** **This course is recommended for students scoring below the Achievement Level (Level 3 or 4) on the Grade 8 Smarter Balanced assessment*						
Transition to Algebra is a full-year curriculum designed by EDC to run concurrently with Algebra I to raise the competence and confidence of students who may benefit from supports for algebra success. As a credit bearing course, time allocated for TTA should be comparable to other credit-bearing courses. Transition to Algebra builds students' algebraic habits of mind, which are several key mathematical ways of thinking aligned with the Common Core Standards for Mathematical Practice. Through mental mathematics activities, logic puzzles, spoken dialogues, and mathematical explorations, TTA supports students' mathematical development while fostering a sense of enjoyment and engagement in mathematics. Transition to Algebra topics include: Language of Algebra; Geography of the Coordinate Plane; Logic of Fractions; Points, Slops, and Lines; Area Model Factoring; Exponents; and, Algebraic Habits of Mind.						

Course Code	Credit	Course Title	9	10	11	12
MA001CRDX	**1.0**	**Algebra I**	**x**			
Prerequisite: None						
Students explore key characteristics of function families and many examples of functions, including sequences. Students solve systems of linear equations and inequalities and explore functions derived from linear relationships (i.e. Absolute Value Function, Linear Piecewise Functions, and Step Functions). Students explore Exponential Functions and solve exponential equations using properties of exponents to include rational exponents. Students explore Quadratic Functions and solve quadratic						

equations by factoring. Students use one-variable statistics and two-variable categorical data to graph and describe distributions.
Algebra I Honors Course Code: MA001HRDX *Algebra I Lab Course Code: MA002CRXX*

Course Code	Credit	Course Title	9	10	11	12
MA004CRDX	**1.0**	**Algebra II**	**x**	**x**		
Prerequisite: 1.0 Algebra I Credit						
Students use their understanding and analysis of the structures of linear, exponential, and quadratic functions to analyze the graphs of more complex functions, such as polynomials, and determine their key characteristics. Students extend their understanding of quadratic functions to transform quadratic functions and learn various strategies to solve quadratic equations. They employ methods learned with quadratic functions to factor polynomials, and where necessary, students use division to identify factors. Students solve real-world problems using polynomial functions. Students use their knowledge of degree-1 and degree-2 polynomials to represent and solve rational equations. Students explore what results when functions are inverted. Students explore the inverses of various functions graphically and then create inverse functions algebraically.						
Algebra II Honors Course Code: MA004HRDX *Algebra II Lab Course Code: MA016CRXX*						

Course Code	Credit	Course Title	9	10	11	12
MA016CRXX	**0.0**	**Algebra II Lab (non-credit)**	**x**	**x**		
Prerequisite: None						
Algebra II Lab is a math course taken concurrently with Algebra II and is designed to extend time and learning opportunities through interventional support to help students successfully master the content in their Algebra II course. Algebra II Lab is non-credit bearing, and therefore, this course code can be used regardless of seat time. Algebra II Lab is graded as a Pass/Fail course.						

Course Code	Credit	Course Title	9	10	11	12
MA003CRDX	**1.0**	**Geometry**	**x**	**x**		
Prerequisite(s): *Algebra I.*						
This course is the second in a series of core high school mathematics courses. It requires students to be critical thinkers and problem solvers. Students will build and apply the concepts of triangle congruence and similarity through the lens of geometric constructions, transformations, and coordinate geometry. Right triangle trigonometry concepts will then be developed and applied to prior knowledge of surface area and volume. Additionally, students will investigate, discover, and prove quadrilateral and circle theorems using inductive and deductive reasoning.						
Geometry Honors Course Code: MA003HRDX *Geometry Lab Course Code: MA028CRXX*						

Course Code	Credit	Course Title	9	10	11	12
MA028CRXX	**0.0**	**Geometry Lab (non-credited)**	**x**	**x**		
Concurrent Enrollment: *Geometry.*						
Geometry Lab is a math course taken concurrently with Geometry and is designed to extend time and learning opportunities through interventional support to help students successfully master the content in their Geometry course. Geometry Lab is non-credit bearing, and therefore, this course code can be used regardless of seat time.						

Course Code	Credit	Course Title	9	10	11	12
MA005HRDX	**1.0**	**Pre-Calculus Honors**			**x**	**x**
*Prerequisites: 1.0 Algebra II & 1.0 Geometry and Data Credits** **This course is highly recommended for college-bound students pursuing a STEM-focused major of study.*						
Students build upon their understanding of the different representations of polynomial, exponential, logarithmic, and power functions. Students develop the understanding of functions from a calculus perspective by focusing on end behavior and critical points. Other topics include trigonometry, matrices, vectors, and an introduction to limits and differential calculus. This course completes the foundations for the study of calculus. *Pre-Calculus Non-Honors Course Code: MA018CRDX*						

Course Code	Credit	Course Title	9	10	11	12
MA024CRDX	**1.0**	**College Ready Math**				**x**
*Prerequisite: 1.0 Algebra I Credit** *This course is recommended for students scoring below the College & Career Readiness Benchmark (530) on the SAT.*						
The College Ready Math curriculum is aligned to Central Connecticut State University's *Math 099 Elementary Algebra* curriculum. Students revisit foundational skills in mathematics, such as Algebraic Expressions, Equations, and Inequalities, through a concrete, pictorial, abstract method. These specific skills are aligned to the requirements developed by Central Connecticut State University, for students entering a credit bearing Mathematics course at the undergraduate level. Students explore relevant and necessary *Mathematics for Citizenship* topics such as "Fairness in Districts and Voting" and "Analysis of Climate Change and Vaccination" to graduate as active and prepared participants in the democratic practice of our communities.						

Course Code	Credit	Course Title	9	10	11	12
need code	**1.0**	**ECE Elementary Concepts of Statistics STAT 1100Q**			**x**	**x**
Prerequisite: *Algebra II (required).*						
Standard and nonparametric approaches to statistical analysis; exploratory data analysis, elementary probability, sampling distributions, estimation and hypothesis testing, one- and two-sample procedures, regression and correlation. Learning to do statistical analysis on a personal computer is an integral part of the course. ECE Elementary Concepts of Statistics is an Early College Experience with University of Connecticut (UConn). Students who pass the course are also eligible for four college credits awarded by UConn.						

Course Code	Credit	Course Title	9	10	11	12
MA007ARDX	**1.0**	**AP Calculus AB**				**x**
*Prerequisite: Pre-Calculus Honors** **This course is highly recommended for college-bound students pursuing a STEM-focused major of study.*						
AP Calculus AB is an introductory college-level calculus course. Students cultivate their understanding of differential and integral calculus through engaging with real-world problems represented graphically, numerically, analytically, and verbally and using definitions and theorems to build arguments and justify conclusions as they explore concepts like change, limits, and the analysis of functions. Students may be eligible for college credit depending on their earned AP Exam score.						

Science and Technology Core Course Sequence

Overview
The STEM department's mission is to provide students a rigorous, interdisciplinary learning environment focused on science, technology, engineering and mathematics. HPS's science curriculum is currently under revision to align to both the cognitive demands of the Common Core State Standards and the newly adopted NGSS (Next Generation Science Standards). NGSS demands that students engage in science via a 3-dimensional approach, with the integration of: Disciplinary Core Ideas; Cross-Cutting Concepts, and Science and Engineering Practices.

We seek to foster the joy of discovery and promote a collaborative culture of multi-disciplinary practices to creatively problem solve, innovate, and collaborate. We support and encourage students' inquisitiveness and their participation in authentic lab experiences - grounded in inquiry about the world in which they live. By necessity, our focus is on students' deeper understanding of content and its application, and is designed to prepare students for college, career and productive global citizenship.

CORE COURSES			
Grade 9	**Grade 10**	**Grade 11**	**Grade 12**
Integrated Science	Biology or Biology Honors	AP Biology or Physics (Regular or Honors) or Anatomy & Physiology (Regular or Honors) or Environmental Science	Physics or ECE Physics or Anatomy & Physiology (Regular or Honors) or Environmental Science

Core Course Descriptions-Science

Course Code	Credit	Course Title	9	10	11	12

SC002CRDX	1.0	Integrated Science	x			
Integrated Science also involves components of Physical Science, as outlined above, as well as Earth Science and Space Science. This additional course encompasses NGSS adoption and includes: the history of the Earth, Earth's Systems, Weather and Climate, and Human Sustainability.						
Integrated Science Honors Course Code: SC002HRDX						

Course Code	Credit	Course Title	9	10	11	12
SC003CRDX	1.0	Biology		x		
Biology is explored through information and lab inquiries, regarding the fundamental concepts of life and life processes. This course includes (but is not restricted to) such topics as chemistry of life; ecology and populations; cell structure and function; Mendelian genetics; molecular genetics; viruses and bacteria; and evolution.						
Biology Honors Course Code: SC003HRDX						

Course Code	Credit	Course Title	9	10	11	12
SC003ARDX	1.0	AP Biology		x	x	x
This course will examine the core scientific principles, theories, and processes governing living organisms, biological systems, and natural phenomena. Students will understand key science practices useful to develop explanations and predictions of natural phenomena, testing and refining through laboratory investigations. Students will develop advanced reasoning and inquiry skills by designing experiments, collecting, and analyzing data using mathematics and other methods, and interpret that data to draw conclusions.						

Course Code	Credit	Course Title	9	10	11	12
SC004CRDX	1.0	Chemistry			x	
Chemistry involves studying and investigating the composition, properties, and reactions of substances. This course explores such concepts as periodicity; bonding; formulas and shapes of compounds; organic chemistry; reactions and equations; moles and stoichiometry; and gases and solutions.						
Chemistry Honors Course Code: SC004HRDX						

Course Code	Credit	Course Title	9	10	11	12
SC005CRDX	1.0	Physics				x
Physics involves the study of forces and the laws of nature affecting matter, such as equilibrium, motion, momentum, and the relationships between matter and energy. The study of physics includes exploration of kinematics; forces; gravitation; circular and rotational motion; momentum; work and energy; thermal energy; electricity and magnetism; vibrations, waves, and the electromagnetic spectrum.						

Course Code	Credit	Course Title	9	10	11	12
need code	1.0	ECE General Physics I PHYS 1201Q			x	x
Prerequisite: *Chemistry (recommended).*						

A non-calculus based course introducing the laws of force and motion applied to mechanical phenomena. Concepts such as work, mechanical energy, linear and angular momentum, and energy conservation are explained. The laboratory offers fundamental training in precise measurements. **ECE General Physics I** is an early college experience with University of Connecticut (UConn). Students who pass the course are also eligible for four college credits awarded by UConn.

Course Code	Credit	Course Title	9	10	11	12
SC007CRDX	**1.0**	**Anatomy & Physiology**			**x**	**x**
This course is an in-depth study of the body systems responsible for maintaining homeostasis. The structures and functions of each body system is examined and their relationships to one another in maintaining a healthy body. Animal dissection and a variety of laboratory activities are integral components of this course.						
Anatomy & Physiology Honors Course Code: SC007HRDX						

Course Code	Credit	Course Title	9	10	11	12
SC006CRDX	**1.0**	**Environmental Science**	**x**	**x**	**x**	**x**
A comprehensive course covering the basic principles of ecology. Emphasis is placed on the impact of human activities on our environment. Topics include Biomes, Matter and Energy Interactions in the Ecosystems, Resources in the Biosphere, and Managing Human Impact on our Environment						
Environmental Science Honors Course Code: SC006HRDX						

Core Course Descriptions-Technology

CORE COURSES			
Grade 9	**Grade 10**	**Grade 11**	**Grade 12**
Technology Fundamentals: Computer Science and Technology	Gaming Concepts Fundamentals	Gaming Concepts Fundamentals	Gaming Concepts Fundamentals

Course Code	Credit	Course Title	9	10	11	12
CS016CRDX	**1.0**	**Technology Fundamentals: Computer Science and Technology**	**x**			
Technology Fundamentals: Computer Science and Technology is an entry course designed to explore the fundamental skills essential for success across all HPS technology pathways. This course serves as an entry point, providing a comprehensive introduction and practical knowledge base in key technological principles applicable to diverse fields. Students will engage with a broad range of technological concepts, covering areas such as computer science and programming, engineering fundamentals, digital literacy, problem-solving strategies, and ethical considerations in technology. The primary goal is to nurture critical thinking, analytical reasoning, and hands-on proficiencies crucial for students pursuing HPS technology pathways.						

Course Code	Credit	Course Title	9	10	11	12
SC038CRDX	**1.0**	**Gaming Concepts Fundamentals**		**x**	**x**	**x**

Gaming Concepts Fundamentals helps provide students a digital framework through an esports lens. Students will explore the history of esports, learn genres of games, practice good gamer health, learn basic technology information and hands-on troubleshooting, explore college and career readiness with a technology focus, engage in digital citizenship, preventative mental health, teamwork, journaling and reflection.

World Language Core Course Sequence

Overview

The World Language Department offers courses in Ancient Greek, Latin, Mandarin, and Spanish. A proficiency-oriented approach to instruction promotes speaking, listening, reading, and writing skills across interpersonal, interpretive, and presentational modes of communication. Through a long sequence of instruction and the attainment of high levels of proficiency and the Connecticut Seal of Biliteracy, students will be able to participate with cultural competence in a global economy and pluralistic society.

Why Study World Languages?

Career opportunities in many emerging fields, including business, law, medicine, education, and engineering are enhanced by knowledge of a world language. Spanish and French are the most common non-English languages spoken around the world and used in international commerce.

Students will benefit greatly from learning a world language for as many years as possible. Research suggests learning a second language can take 5-7 years (Thomas & Collier, 1995). Students are required to take one year to meet graduation requirements, however, are strongly encouraged to take a minimum two-year sequence of one world language. Students planning on attending a 4-year college are strongly encouraged to complete a three-year sequence in a world language. Beginning with the class of 2023, world language study in grades 6, 7 or 8 that equates to a high school world language level I fulfills high school graduation requirements.

WORLD LANGUAGE COURSES			
Grade 9	**Grade 10**	**Grade 11**	**Grade 12**
Spanish I Spanish for Native Speakers I	Spanish I Spanish II Spanish III Spanish for Native Speakers I Spanish for Native Speakers II AP Spanish Language & Culture	Spanish I Spanish II Spanish III Spanish for Native Speakers I Spanish for Native Speakers II AP Spanish Language & Culture	Spanish I Spanish II Spanish III Spanish for Native Speakers I Spanish for Native Speakers II AP Spanish Language & Culture

Course Offerings: Spanish

Course Code	Credit	Course Title	9	10	11	12
		Level I	**x**	**x**	**x**	**x**
WL001CRDX	**1.0**	**Spanish I**	**x**	**x**	**x**	
Level I modern language study introduces students to a variety of themes in the target language, and within appropriate cultural contexts. Students in level I language classes will learn to communicate on everyday topics of personal interest using isolated words and phrases that have been memorized and practiced. Level I students are expected to reach ACTFL Novice Mid proficiency by the end of the year.						

Spanish I Honors Course Code: WL001HRDX

Course Code	Credit	Course Title	9	10	11	12
		Level II	**x**	**x**	**x**	**x**
WL002CRDX	**1.0**	**Spanish II**	**x**	**x**	**x**	**x**
Level II modern language study continues to introduce students to a variety of themes in the target language, and within appropriate cultural contexts. Students in level II language classes will be able to engage in simple conversations on familiar topics, asking and answering questions that are direct and formulaic. Level II students are expected to reach ACTFL Novice High proficiency by the end of the year.						
Spanish II Honors Course Code: WL002HRDX						

Course Code	Credit	Course Title	9	10	11	12
		Level III		**x**	**x**	**x**
WL003CRDX	**1.0**	**Spanish III**		**x**	**x**	**x**
Level III students will be able to communicate on familiar topics related to daily life and topics necessary for survival in the target-language culture. Level III students will be able to create with the target language using complete sentences and strings of sentences. Level III students are expected to reach ACTFL Intermediate Low proficiency by the end of the year.						
Spanish III Honors Course Code: WL003HRDX						

Course Code	Credit	Course Title	9	10	11	12
		Level V or AP			**x**	**x**
WL006ARDX	**1.0**	**AP Spanish Language & Culture**			**x**	**x**
AP students continue to advance through ACTFL Intermediate proficiency and become more confident in creating with target language. Students in level V or AP will be able to present information on a variety of topics, as well as present their own point of view and provide reasons to support it. Some students may remain in ACTFL Intermediate Mid proficiency, while others may reach Intermediate High. AP students take the appropriate AP exam each spring.						
Spanish V Honors Course Code: WL005HRDX						

Course Code	Credit	Course Title	9	10	11	12
WL016CRDX	**1.0**	**Spanish for Native Speakers I**	**varies**			
This course is designed for native and heritage speakers of Spanish whose speaking and listening skills are already highly developed, but whose reading and writing skills may not be equally developed. The course will be taught entirely in Spanish and use authentic materials (Spanish language resources created by and for native speakers). Academic content may be taught, e.g. geography, history, in addition to literature in Spanish. Enrollment is open to native and heritage speakers of Spanish through external proficiency assessment.						

Course Code	Credit	Course Title	9	10	11	12
WL017CRDX	**1.0**	**Spanish for Native Speaker II**	**varies**			
This course is designed for native and heritage speakers of Spanish who already have developed speaking and listening skills, but whose reading and writing skills are still emerging. The course will be taught entirely in Spanish and use authentic materials (Spanish language resources created by and for native speakers). Academic content may be taught, e.g. geography, history, in addition to literature in Spanish. Enrollment is open to native and heritage speakers of Spanish upon successful completion of Spanish for Spanish Speakers, or through external proficiency assessment.						

Wellness Core Course Sequence

Overview

The Department of Wellness believes that all students should have the opportunity to be fit, healthy, balanced, and ready to learn. The high school wellness curriculum focuses on the planning and implementation of lifetime physical activity and personal health goals. Students extend and apply skills from previous years, demonstrate competency in lifetime activities, and develop a personal fitness plan. Students are encouraged to participate in Physical Education and Health courses to maintain and enhance their personal health and fitness levels while enjoying activities that foster collaboration and connection to core subject areas. Ultimately, HPS students will become health literate people who value the importance of personal health and fitness and pursue a lifestyle of optimal wellness.

WELLNESS COURSES (2024-2025 School Year)			
Grade 9	**Grade 10**	**Grade 11**	**Grade 12**
Personal & Social Wellness (S) & Physical Health & Safety (S)	Personal & Social Wellness (S) & Lifetime Activities (S)	Personal & Social Wellness (S) & Lifetime Activities (S)	Personal Fitness (S)

Core Course Descriptions-Health

Course Code	Credit	Course Title	9	10	11	12
HE001CRBX	**0.5**	**Physical Health & Safety (Health)**	X			
The Physical Health and Safety course provides the basis for continued methods of developing knowledge, concepts, skills, behaviors, and attitudes related to students' physical health and wellness. This course covers major content areas such as nutrition, sexual education, human growth and development, CPR, disease prevention, and substance abuse prevention.						

Course Code	Credit	Course Title	9	10	11	12
HE004CRBX	**0.5**	**Personal and Social Wellness (Health)**		X		
Personal and Social Wellness provides students opportunities to examine their own personal wellness triangle and create sensible health-related goals specific to their own needs. This course focuses primarily on building students' skills in creating and maintaining healthy relationships, effective conflict resolution, and avoiding negative health consequences due to media and social influences.						

Core Course Descriptions-Physical Education

Course Code	Credit	Course Title	9	10	11	12
PE015CRBX	**0.5**	**Individual and Team Sports (Physical Education)**	X			
Individual and Team Sports provides students opportunities to demonstrate knowledge and understanding of skills for a variety of physical activities, including rules, strategies, health, and social benefits of different individual and team sports.						

Course Code	Credit	Course Title	9	10	11	12
PE016CRBX	**0.5**	**Lifetime Activities (Physical Education)**		X		
Lifetime Activities provides students opportunities to recognize and analyze the value of lifetime physical activities through self-reflective practices for personal and social growth and wellness. Introduction or expansion of knowledge and skills in some individual and cooperative games and sports, backyard games, and fitness activities will be provided throughout the course.						

Course Code	Credit	Course Title	9	10	11	12
PE017CRBX	**0.5**	**Personal Fitness (Physical Education)**			X	X
Personal Fitness provides students opportunities to develop, implement, and adjust personal fitness plans using the SMART goal approach. Real life personal fitness and health goals will be created by the students and put into practice utilizing strength training, circuit training						

exercises, and other personal fitness experiences and equipment available by the individual high school.

Career Pathways

Hartford Public High School: Engineering and Green Technology Pathway

Overview
The NAF-Certified in Engineering and Green Technology pathway is designed for students who plan to continue their education beyond high school with a special focus on:

- Pre-engineering
- Engineering technologies
- Green technologies

Students explore concepts of Earth-friendly technologies and the role they can take in preserving natural resources. Also, as part of the pathway, students receive year-round instruction in work readiness that helps them develop employability skills (e.g., time management, teamwork, work ethic, and communication skills). The curriculum also offers practical instruction in Microsoft Office, Google Workspace, financial literacy, and business writing. Successful students will be eligible for paid or non-paid internships with an engineering company.

Core Course Sequence and Course Descriptions

Grade 9	Grade 10	Grade 11	Grade 12
	PLTW Intro to Engineering and Design	Chemistry & PLTW Principles of Engineering Robotics & Automated Systems I Robotics & Automated Systems II	Physics or ECE Physics & PLTW Engineering Design & Development Capstone or Computer Aided Manufacturing Technology Dual Enrollment with Goodwin: 21 College Credit ECAMP: Early College Advanced Manufacturing Pathway

Course Code	Credit	Course Title	9	10	11	12
CS016CRDX	**1.0**	**Technology Fundamentals: Computer Science and Technology**	**x**			
Technology Fundamentals: Computer Science and Technology is an entry course designed to explore the fundamental skills essential for success across all HPS technology pathways. This course serves as an entry point, providing a comprehensive introduction and practical knowledge base in key technological principles applicable to diverse fields. Students will engage with a broad range of technological concepts, covering areas such as computer science and programming, engineering fundamentals, digital literacy, problem-solving strategies, and ethical considerations in technology. The primary goal is to nurture critical thinking, analytical reasoning, and hands-on proficiencies crucial for students pursuing HPS technology pathways.						

Course Code	Credit	Course Title	9	10 X	11	12
SC015CRDX	**1**	**PLTW- Introduction to Engineering Design**				
Students dig deep into the engineering design process, applying math, science, and engineering standards to hands-on projects. They work both individually and in teams to design solutions to a variety of problems using 3-D modeling software, and use an engineering notebook to document their work.						

Course Code	Credit	Course Title	9	10	11 X	12
SC016CRDX	**1**	**PLTW- Principles of Engineering**				
Through problems that engage and challenge, students explore a broad range of engineering topics, including mechanisms, the strength of structures and materials, and automation. Students develop skills in problem solving, research, and design while learning strategies for design process documentation, collaboration, and presentation.						

Course Code	Credit	Course Title	9	10	11	12 X
SC031CRDX	**1**	**PLTW- Engineering Design & Development Capstone**				
EGT Capstone Class: The knowledge and skills students acquire throughout PLTW Engineering come together in Engineering Design and Development as they identify an issue and then research, design, and test a solution, ultimately presenting their solution to a panel of engineers. Students apply the professional skills they have developed to document a design process to standards, completing Engineering Design and Development ready to take on any post-secondary program or career.						

Course Code	Credit	Course Title	9	10	11	12
CA116CRDX	**1.0**	**Computer-Aided Manufacturing Technology**				**x**
Prerequisite(s): *3D Modeling.*						

Computer-Aided Manufacturing Technology is a hands-on creative survey of the highly specialized industries of engineering design and manufacturing. This will be the terminal course in the high school technology pathway, following three years of coursework in Exploring Computer Science, Robotics, and Computer-Aided Design (3D Modeling). Students completing the pathway will develop a broad background in basic machines and how they work, preparing for higher education programs in engineering or entry level occupations in the machining industry and related fields. In CI Manufacturing, students utilize knowledge and skills from Science, Technology, Engineering, Art, and Math (STEAM) to create real-life parts. Students will be trained in industry-standard safety protocols, workshop procedures, and transferable machining skills, while exploring potential career fields and opportunities. Students will apply geometric math concepts and CAD software to create two- and three-dimensional models. Students will utilize safety skills and multiple manufacturing tools to make models into real parts. The course will give students a broad look into what it takes to develop a product from conceptual idea to finished product. In keeping with the vast and highly specialized nature of the manufacturing industry, this course is designed to be adaptable to student interests, school specializations, and available equipment. Suggestions are made for equipment and subject matter, but schools should develop their own specializations within the transferable themes of the established units.

ELECTIVE Course Descriptions

Course Code	Credit	Course Title	9	10	11	12
CS018CRBX	**0.5**	**Robotics & Automated Systems I**		**x**		

To an outside observer, this may appear to be a niche industry. However, robotics is interwoven to the fabric of every single engineering and scientific industry from aerospace and automotive to medicine and nuclear physics. RAS features state-of-the-art technologies that rapidly propel students from foundational topics into articulation, feedback loops, and automation programming while defining the cutting edge of STEM education at each step. Developed in partnership with our European partner STEMI, this course is fundamentally project-based with increasing levels of complexity. RAS students' critical thinking, collaboration, and communication skills will be tested at various stages throughout. Staying true to Milestone C's mission to shape well-rounded future STEM leaders, RAS is a must for casual tinkerers and serious career-planners alike.

Course Code	Credit	Course Title	9	10	11	12
CS019CRBX	**0.5**	**Robotics & Automated Systems II**		**x**		

Prerequisite(s): *Robotics & Automated Systems I.*

This course builds upon RAS 1 fundamentals, diving deeper into 3D modeling & printing topics as well as Arduino programming fundamentals. RAS 2 simulates a career in engineering with a space exploration scenario spanning the semester. Students combine the skills they learn to design, manufacture, program, and integrate custom robot arms to STEMI Hexapods, creating a lunar rover per engineering requirements. At the end of this overarching hands-on project, student-built lunar rovers compete to automatically deploy, collect samples, and transport them to "home base" on a simulated lunar terrain.

Course Code	Credit	Course Title	9	10	11	12 X

		ECAMP: Early College Advanced Manufacturing Pathway at Goodwin College	**Varies**
Students in this program will earn 21 college credits and 3.5 high school credits upon completion. This course applies engineering and robotics skills learned in Automation & Robotics I to a series of challenges. The students will be presented with a problem or goal that they will then have to construct a robot to complete. This course will incorporate the use of CAD to design robots and build new custom parts. These parts will be 3D printed and used to augment their robots. Ultimately the students will be studying, designing and problem solving using STEM skills.			

Hartford Public High School: Allied Health Pathway

Overview

The NAF-Certified Allied Health pathway prepares students to successfully pursue a degree in allied health sciences or in a related health care/science-based course of study. Students who complete the full pathway will graduate high school with industry-recognized credentials earned in sequence:

- First Aid/CPR/AED
- Stop The Bleed
- OSHA-10 – Healthcare
- Certified Nursing Assistant (CNA)
- Mental Health First Aid
- Patient Care Technician (PCT)
- Phlebotomy
- Electrocardiogram (EKG): Eligible to Take National Certification Test

Also, as part of the pathway, students receive year-round instruction in work readiness that helps them develop employability skills (e.g., time management, teamwork, work ethic, and communication skills). The curriculum also offers practical instruction in Microsoft Office, Google Workspace, financial literacy, and business writing. Successful students will be eligible for paid or non-paid internships with a healthcare company.

Core Course Sequence and Course Descriptions

Grade 9	Grade 10	Grade 11	Grade 12
	Biology & ECE Intro to Allied Health & NAF Professional Ethics	ECE Biology or Anatomy and Physiology or Chemistry & Dual Enrollment: Certified Nurse Aide with BLS (CNA) with Capital State Community College	Anatomy and Physiology or Chemistry & Patient Care Technician (PCT) with Capital State Community College Psychology

		NAF Global Health	

Course Code	Credit	Course Title	9	10	11	12
CS001CRDX	**1**	**Exploring Computer Science I**	**x**			
CTE Cluster: Information Technology Exploring Computer Science is designed for students who are curious about how computing affects their lives, want to use computers more effectively and may consider becoming technology producers. The course teaches the fundamental concepts and big ideas of computing along with coding, to inspire students about computer science's creative potential to transform society. In addition to these skills and knowledge, this class will teach students safe, legal and ethical behavior to be a good digital citizen.						

			9	10 x	11	12
CA110CRBX	**.5**	**NAF Professional Ethics**				
This course gives students a solid understanding of the role ethics holds across the professions. It develops students' ability to evaluate ethical issues with reason and logic, and it gives them the tools they need to resolve ethical dilemmas that they will encounter during their careers. Employers today are actively looking for employees with these skills.						

Course Code	Credit	Course Title	9	10	11 X	12
SC033CRDX	**1**	**CCC Nursing Assistant CNA**				
Students in this course will participate in academic and skill mastery, roles and responsibilities of the nurse assistant, patient care skills, geriatric care, safety and comfort, infection control, vital signs, and patient assessments. **Nursing Assistant CNA** is a concurrent enrollment course with Capital Community College (CCC). Students who pass the course are also eligible for three college credits awarded by CCC.						

Course Code	Credit	Course Title	9	10	11	12 x
SC033CRDX		**Patient Care Technician**				
INSERT COURSE DESCRIPTION **Patient Care Technician** is a certification course taught by Capital Community College (CCC). Students who pass the course will receive their PCT certification and will be eligible to take the EKG national certification test.						

Other Course Descriptions

Course Code	Credit	Course Title	9	10	11	12
CP001CRDX	**1.0**	**Capstone YR (Not for EGT Students)**				**x**

The purpose of the Capstone Experience is to provide all high school seniors the opportunity to apply the accumulated knowledge and skills they have developed to complete a project, portfolio, internship, service learning or other demonstration project in an area of particular interest to the student.
Capstone Honors Course Code: CP001HRBX

Course Code	Credit	Course Title	9	10	11	12
AD003CRDX	**1.0**	**Freshman Seminar**	**x**			
AD034CRBX	**0.5**	**Sophomore Seminar**		**x**		
AD035CRBX	**0.5**	**Junior Seminar**			**x**	
These courses provide students opportunities to develop the academic, social-emotional, and college/career readiness skills critical to high school and post-secondary success. Through explicit instruction and ongoing reflection, this course will cultivate academic behaviors, learning strategies, social skills, mindsets, perseverance, and develop students as learners who feel a sense of belonging, purpose, and self-efficacy. These instructional experiences are aligned to the Portrait of a Graduate and the CSDE School Counselor Framework, building the knowledge, skills, and dispositions incumbent to student growth as a problem solver, team player, skilled communicator, visionary innovator, and responsible citizen. Additionally, through college and career readiness experiences and embedded pathway exploratory opportunities, such as pathway-specific projects and guest speakers, students will discover areas of interest to make informed choices about career pathway enrollment and post-secondary planning.						

Course Code	Credit	Course Title	9	10	11	12
AD014CRBX	**0.5**	**Senior Seminar**				**x**
The primary purpose of this course is to encourage students to be citizens who are capable of critically thinking about the issues facing themselves and their fellow members of society, who can formulate reasoned responses to those issues, and who are willing and able to advocate in support of said responses, when necessary, for themselves and others. As part of this process, one of the goals of seminar will be to help students gain insight into the specific challenges faced by urban environments and the most current thinking on how to ameliorate these issues so that students are prepared to fully engage in their Capstone project, which will be designed to facilitate students being direct participants in the process of urban renewal. A second goal of the class will be to transition students to the next phase of their life after high school. By the end of the year, students will have a reasonable action plan prepared. As part of this process, students will write a well-crafted college essay; apply to at least 4 colleges/trade schools/military/other institutions; apply for FAFSA; apply for at least three scholarships; and designate an intended post-graduate course of action.						

Course Code	Credit	Course Title	9	10	11	12
AD012CRDX	**1.0**	**Resource YR**	**x**	**x**	**x**	**x**
This class is designed for students who require supportive assistance in academics in order to maintain success. Opportunity for remediation of academic skill deficits in the areas of reading, writing, math, study skills, and self-advocacy skills is provided, along with direct teaching of learning strategies that will benefit students throughout their academic program. Transition planning is also a focus of resource instruction.						

Course Code	Credit	Course Title	9	10	11	12
AD028CRXX	0.0	Student Success Center- Edgenuity (non-credit)	x	x	x	x
The focus of this course is for students to complete on-line course work previously taken without success.						

Course Code	Credit	Course Title	9	10	11	12
AD017CRXX	0.0	Transition Skills (non-credit)				x
This course provides for individual instruction to meet social, behavioral, and transitioning needs. This class will focus on the social and behavioral skills our students need to be successful at school and beyond. They will learn strategies needed to be more productive and successful in high school and as they transition into a job or college.						

Alternative Pathways Courses: HOPE

Overview
Courses in the alternative pathways are designed to support the teaching of 6-week, project-based modules that offer students real-world, experiential, and place-based learning. Through interdisciplinary experiences in social studies and English, as well as standards-aligned projects in all disciplines, students develop the knowledge and skills to move toward mastery of the Portrait of a Graduate competencies.

Core Course Descriptions-English

Course Code	Credit	Course Title	9	10	11	12
EN001CPA1 EN001CPA2 EN001CPA3 EN001CPA4	0.25 0.25 0.25 0.25	English I - PBL I of IV English I - PBL II of IV English I - PBL III of IV English I - PBL IV of IV	x	x	x	x
English I is designed to develop skills in reading, writing, speaking, listening, and language. It builds upon prior knowledge of grammar, vocabulary, word usage, and the mechanics of writing. Through project-based learning, sustained inquiry, and collaboration, students study various genres of literature and informational texts and create authentic informational, argumentative and narrative works.						

Course Code	Credit	Course Title	9	10	11	12
EN002CPA1 EN002CPA2 EN002CPA3	0.25 0.25 0.25 0.25	English II - PBL I of IV English II - PBL II of IV English II - PBL III of IV English II - PBL IV of IV	x	x	x	x

EN002CPA4						
English II is designed to continue to develop and refine skills in reading, writing, speaking, listening and language. Through project-based learning, sustained inquiry, and collaboration, students develop critical thinking, reading and writing skills and create authentic argumentative, informational, and narrative works. Speaking and listening skills continue to be developed.						

Course Code	Credit	Course Title	9	10	11	12
EN003CPA1 **EN003CPA2** **EN003CPA3** **EN003CPA4**	**0.25** **0.25** **0.25** **0.25**	**Literature & Composition I - PBL I of IV** **Literature & Composition I - PBL II of IV** **Literature & Composition I - PBL III of IV** **Literature & Composition I - PBL IV of IV**	**x**	**x**	**x**	**x**
Literature & Composition I is designed to help students explore and analyze literary works of various genres and informational text. Though project-based learning, sustained inquiry and collaboration, students develop critical reading and writing skills and engage in authentic opportunities to create and present argumentative, informational and narrative works. Literary conventions and stylistic devices receive greater emphasis than in previous courses.						

Course Code	Credit	Course Title	9	10	11	12
EN004CPA1 **EN004CPA2** **EN004CPA3** **EN004CPA4**	**0.25** **0.25** **0.25** **0.25**	**Literature & Composition II - PBL I of IV** **Literature & Composition II - PBL II of IV** **Literature & Composition II - PBL III of IV** **Literature & Composition II - PBL IV of IV**	**x**	**x**	**x**	**x**
Literature & Composition II is designed to help students further develop and strengthen communication and analysis skills necessary to perform well in college or career. Though project-based learning, sustained inquiry and collaboration, students develop critical reading and writing skills and engage in authentic opportunities to create and present argumentative, informational and narrative works. Literary conventions and stylistic devices receive greater emphasis than in previous courses. Speaking and listening skills continue to be refined.						

Core Course Descriptions-Mathematics

Course Code	Credit	Course Title	9	10	11	12
MA001CPA1	**0.25** **0.25** **0.25**	**Algebra I - PBL I of IV** **Algebra I - PBL II of IV** **Algebra I - PBL III of IV**	**x**	**x**	**x**	**x**

MA001CP A2 **MA001CP A3** **MA001CP A4**	**0.25**	**Algebra I - PBL IV of IV**				
Students explore key characteristics of function families and many examples of functions, including sequences through various authentic contextual problems. Students solve systems of linear equations and inequalities and explore functions derived from linear relationships (i.e. Absolute Value Function, Linear Piecewise Functions, and Step Functions). Students explore Exponential Functions and solve exponential equations using properties of exponents to include rational exponents. Students use one variable statistics and two-variable categorical data to graph and describe distributions. Most topics will provide students the opportunity to demonstrate understanding through project-based learning, with a focus on student choice, authentic context, and a collaborative process.						

Course Code	Credit	Course Title	9	10	11	12
MA002CP A1 **MA002CP A2** **MA002CP A3** **MA002CP A4**	**0.25** **0.25** **0.25** **0.25**	**Algebra II - PBL I of IV** **Algebra II - PBL II of IV** **Algebra II - PBL III of IV** **Algebra II - PBL IV of IV**	**x**	**x**	**x**	**x**
Students begin this course by applying their knowledge of systems of linear equations and inequalities to the concept of linear programming. Through this study students investigate the idea of optimization, learning how to problem solve with various constraints placed on variables in order to answer questions surrounding real world phenomena. Students continue on to use their understanding and analysis of the structures of linear and exponential functions to analyze the graphs of more complex functions, such as polynomial functions (degree two and higher), and determine their key characteristics through various authentic contextual problems. Students explore connections between various representations of these functions in order to graph, manipulate, and solve for key values associated with the functions. Students then extend their work with function families to explore rational functions, additionally leading to students becoming fluent with simplifying and solving rational equations. Most topics will provide students the opportunity to demonstrate understanding through project-based learning, with a focus on student choice, authentic context, and a collaborative process.						

Course Code	Credit	Course Title	9	10	11	12
MA018CP A1 **MA018CP A2**	**0.25** **0.25** **0.25** **0.25**	**Geometry & Data - PBL I of IV** **Geometry & Data - PBL II of IV** **Geometry & Data - PBL III of IV** **Geometry & Data - PBL IV of IV**	**x**	**x**	**x**	**x**

MA018CPA3 **MA018CPA4**						
Students apply their understanding of linear, exponential and quadratic functions to solve problems in the context of data through various authentic contextual problems. Students utilize sample statistics, interpret margin of error, and determine whether there is evidence for a causal relationship in order to evaluate statistical claims. The study of statistics culminates with an exploration of probability where students examine further concepts such as theoretical and experimental probability and conditional probability. Students use concepts and theorems in relation to congruence and similarity of triangles to solve problems. Students solve problems in a variety of contexts using the Pythagorean theorem, right triangle trigonometry, and the properties of special right triangles. Students use definitions, properties, and theorems relating to circles and parts of circles, such as radii, diameters, tangents, angles, arcs, arc lengths, and sector areas, to solve problems. Most topics will provide students the opportunity to demonstrate understanding through project-based learning, with a focus on student choice, authentic context, and a collaborative process.						

Core Course Descriptions-Social Studies

Course Code	Credit	Course Title	9	10	11	12
SS002CPA1 **SS002CPA2**	**0.25** **0.25**	**Foundations of Government - PBL I of II** **Foundations of Government - PBL II of II**	**x**	**x**	**x**	**x**
Foundations of Government explores the study of governmental structures and philosophies that influenced the Founding Fathers during the creation of the U.S. Constitution. In this course, students will become agents of their own learning through project-based learning. Learners will utilize the curriculum that highlights the governmental structures of Ancient Greece, Rome, and the Magna Carta, and Enlightenment Philosophers to be the vessel that guides our learners towards new understandings surrounding the formation of the United States Government. Through the Alternative Pathways course, students will take part in a hands-on approach in engaging the current state of the nation, through historical analysis of how it arrived there. Through project-based Learning, students will focus on 21st century skills that are in line with Hartford Public Schools vision of an Ideal Graduate. These are skills that promote college and career readiness including, but not limited to: collaboration, public speaking, citizenship, critical thinking, and use of technology; all while keeping core literacy standards at the forefront.						

Course Code	Credit	Course Title	9	10	11	12
SS001CPA1 **SS001CPA2**	**0.25** **0.25**	**Civics - PBL I of II** **Civics - PBL II of II**	**x**	**x**	**x**	**x**
Through project-based learning, students will take an inquiry approach in support of the belief that to become an informed and engaged citizen, an understanding of government is essential.						

A recurring theme within this course is the student's identity as a valued member of society. Students will have the opportunity to choose ways in which they engage both theory and practical application of the following: (1) foundations of United States government, (2) institutions and policy making, (3) principles of the United States Constitution, (4) roles and responsibilities of the citizen, and (5) political culture. The projects designed within this course highlight 21st century skills that are in line with the Hartford Public Schools Portrait of a Graduate. These are skills that promote college and career readiness including, but not limited to: collaboration, public speaking, citizenship, critical thinking, and use of technology; all while keeping core literacy standards at the forefront.

Course Code	Credit	Course Title	9	10	11	12
SS004CPA1 **SS004CPA2** **SS004CPA3** **SS004CPA4**	**0.25** **0.25** **0.25** **0.25**	**U.S. History - PBL I of IV** **U.S. History - PBL II of IV** **U.S. History - PBL III of IV** **U.S. History - PBL IV of IV**	**x**	**x**	**x**	**x**

This course will introduce students to some of the most important themes and turning points of U.S. History. In the first half of the course, students will investigate the American experience from the turn of the 20th Century through the Great Depression and New Deal. The second half of the course will center around exploring the American experience from World War II through contemporary America. Through project-based learning, students will have the opportunity to choose ways they engage in inquiry-based projects designed for each module. The goal is to incorporate 21st century skills that are in line with Hartford Public Schools Portrait of a Graduate. These are skills that promote college and career readiness including, but not limited to: collaboration, public speaking, citizenship, critical thinking, and use of technology; all while keeping core literacy standards at the forefront.

Course Code	Credit	Course Title	9	10	11	12
SS005CPA1 **SS005CPA2** **SS005CPA3** **SS005CPA4**	**0.25** **0.25** **0.25** **0.25**	**International Studies - PBL I of IV** **International Studies - PBL II of IV** **International Studies - PBL III of IV** **International Studies - PBL IV of IV**	**x**	**x**	**x**	**x**

This course engages students in project-based learning to broaden student knowledge of the world. Through the course, students will study: (1) Globalization and Immigration/Migration; (2) Cultural Clashes/conflict and Human Rights/Social Justice; (3) Global Terrorism and Global Crime; and, (4) Global Trade and the Globalization of Disease. The goal is to incorporate 21st century skills that are in line with Hartford Public Schools Portrait of a Graduate. These are skills that promote college and career readiness including, but not limited to: collaboration, public speaking, citizenship, critical thinking, and use of technology; all

while keeping core literacy standards at the forefront. Through project-based learning, there are ample opportunities to provide students the ability to make ethical and rational decisions that will positively affect our country and our world.

Core Course Descriptions-Science

Course Code	Credit	Course Title	9	10	11	12
SC002CPA1 **SC002CPA2** **SC002CPA3** **SC002CPA4**	**0.25** **0.25** **0.25** **0.25**	**Integrated Science - PBL I of IV** **Integrated Science - PBL II of IV** **Integrated Science - PBL III of IV** **Integrated Science - PBL IV of IV**	**x**	**x**	**x**	**x**
Integrated Science involves components of Physical Science, Earth Science and Astronomy in order to best encompass the NGSS standards. This course is centered around phenomena based teaching around the topics: history of the Earth, Earth's Systems, Weather and Climate, and Human Sustainability. Through project-based learning, students will drive this work in order to explain the phenomena and allow for deep, long lasting, transformative learning experience.						

Course Code	Credit	Course Title	9	10	11	12
SC003CPA1 **SC003CPA2** **SC003CPA3** **SC003CPA4**	**0.25** **0.25** **0.25** **0.25**	**Biology - PBL I of IV** **Biology - PBL II of IV** **Biology - PBL III of IV** **Biology - PBL IV of IV**	**x**	**x**	**x**	**x**
Biology is the study of life and it's processes. We explore biology through lived experiences, researching information and lab inquiries. This project-based course breaks down the classroom walls and encourages authentic learning experiences for students through the lens of various STEM professions. This course is both student and community centered, putting real world issues at the forefront of our students' learning. Students will undergo a transformative learning progression that will focus on the individual student, the community, and then to our global context while gaining perspective of our world centered in equity and ethics. This course includes (but is not restricted to) such topics as chemistry of life; ecology and populations; cell structure and function; Mendelian genetics; molecular genetics; viruses and bacteria; and evolution.						

Course Coding Schema

	A	A	B	B	B	C	D	E	F	

A = Group		**B = Course Sequence Code**
AD – Administrative CA – Career & Technical CP – Capstone CS – Computer Sciences EN – English EL – English Learners HE – Health HU – Humanities	MA – Mathematics PA – Performing Arts PE – Physical Education SC – Science SS – Social Studies VA – Visual Arts WL – World Languages	This is the sequence code for the course. All courses in a specific area, such as Algebra I will have the same Department and Course Sequence Code

C = Level / GPA Weight	**D = Course Type**	
A – Advanced Placement (AP) / Honors IB E – Early College Experience (ECE) D – Dual Enrollment C – College Prep / Regular H – Honors	B – Blended / Virtual C – College D – Dual Enrollment G – iGOAL I – Internship M - Modified N – Independent Study	P – Pathway Q – Credit Recovery R – Regular S – Summer School T – Transfer U – University Campus

E = Credit Hours	**F = School Specific**
A – 0.25 B – 0.50 C – 0.75 D – 1.00 E – 0.125 F – 0.40 X – 0.00	This position is used to indicate school specific courses that deviate from the standard code. Normally this will be an ”X”

Example Course Codes	
Algebra 1 MA001CRDX – Standard Alg I (1.00 Credit) MA001TRDX – Transfer Alg I (1.00 Credit) MA001TRBX – Transfer Alg I (0.50 Credit) MA001ARDX – AP Alg I (1.00) Credit	