

# EAST HARTFORD HIGH SCHOOL



## PROGRAM OF STUDIES

2024-2025

Begin. Build. Become.



# High School Planner/ Schedule of Courses



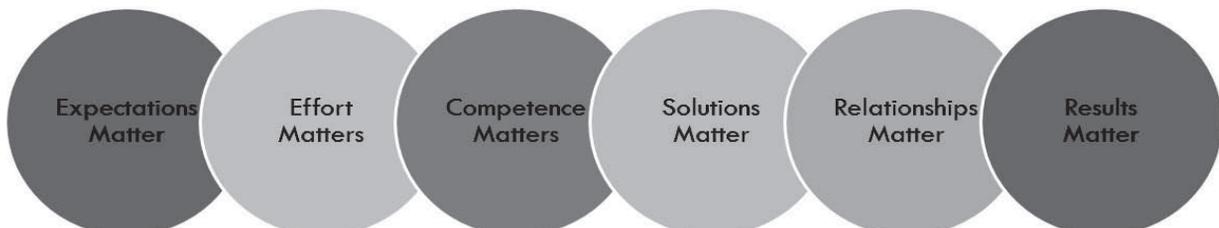
Student Name: \_\_\_\_\_

## Prospective Course 2024-2025

English	
Mathematics	
Social Studies	
Science	
World Language	
Electives	
PE/Health	

## Credit Check Grid

English	__ Credit(s) Earned	__ Credit(s) Needed
Mathematics	__ Credit(s) Earned	__ Credit(s) Needed
Social Studies	__ Credit(s) Earned	__ Credit(s) Needed
Science	__ Credit(s) Earned	__ Credit(s) Needed
World Language	__ Credit(s) Earned	__ Credit(s) Needed
Arts/CTE/Music	__ Credit(s) Earned	__ Credit(s) Needed
PE/Health	__ Credit(s) Earned	__ Credit(s) Needed
Electives	__ Credit(s) Earned	__ Credit(s) Needed
Next Generation Science Standards	Achieved Score	Circle One: Yes No
SAT	Achieved Score	Circle One: Yes No
Community Service	__ Hours Completed	__ Hour(s) Needed
Social Studies Performance Assessment	.50 Credit Earned?	Circle One: Yes No



## GRADUATION REQUIREMENTS

In order to satisfy the high school requirements with East Hartford Public School, a student must have satisfactorily completed his or her prescribed courses of study, demonstrated proficiency in basic skills identified by the East Hartford Board of Education and satisfied the legally mandated number and distribution of credits required to graduate from high school.

### Required Coursework and Credits for Graduation

The East Hartford Board of Education conforms with state law regarding credits for graduation from high school.

All students will need to earn 25 credits and meet the following distribution requirements:

CT State Department of Education Requirements		East Hartford High School Requirements	
Humanities	9.0 credits	English	4.0 credits
		Social Studies (includes 1.0 in US History and 1.0 in Civics)	3.0 credits
		Fine and Performing Arts	1.0 credit
STEM	9.0 credits	Math	3.0 credits
		Science	3.0 credits
Physical Education and Wellness	1.0 credit	Physical Education and Wellness	1.0 credit
Health and Safety Education	1.0 credit	Health and Safety Education	1.0 credit
World Language	1.0 credit	World Language	1.0 credit
Mastery Based Assessment	1.0 credit	Community Service (50 Hours)-	.50 credit
		Social Studies Performance Assessment-	.50 credit
		Additional Electives	3.0 credits
Meet State Benchmark or Equivalent		State Assessment (SAT, NGSS Science)	
FASFA Completion			

**Total Credits = 25.0**

**\*\*\* Classes graduating in 2027 and after will need .50 credits in Financial Literacy as part of the 3.0 credits of additional electives.**

# COURSE INDEX

<b>ART</b>		<b>PGS 1-2</b>
ART 847	Intro to Art 1	.50
ART 855	Crafts	.50
ART 857	Drawing 1	.50
ART 859	Drawing 2I	.50
ART 863	Painting 1	.50
ART 871	Sculpture 1	.50
ART 851	Ceramics 1	.50
ART 853	Ceramics 2	.50
ART 849	Advanced Art Honors	.50
ART 880	Studio Art 2-D Design (AP)	1.00
ART 881	Studio Art 2-D Design (Honors)	.50
ART 865	Advanced 3D Art Honors	.50
ART 883	AP Art and Design 3D	1.00

<b>BUSINESS</b>		<b>PGS 3-4</b>
BUS 221	Accounting 1	1.00
BUS 223	Accounting 2 (CCP) Honors	1.00
BUS 219	Personal Finance 1	.50
BUS 217	Personal Finance 2 (CCP)	.50
BUS 255	Academy of Finance 1	1.00
BUS 257	Academy of Finance 2 Honors	1.00
BUS 251	Excel	.50
BUS 211	Computer Applications	.50
Bus 212		
BUS 215	Computer Applications 2 (CCP)	.50
BUS 216	Honors	
CWE 769	Sports & Entertainment	.50
BUS 205	Entrepreneurship	.50
Bus 206		

<b>EDUCATION &amp; TEACHING</b>		<b>PG 7</b>
EDU 201	Introduction to Teaching (ECE)	.50
EDU 101	Introduction to Special Education (ECE)	.50

<b>ENGLISH</b>		<b>PG 12-14</b>
ENG 102	English I	1.00
ENG 101 (H)		
ENG 202	English II	1.00
ENG 201 (H)		
ENG 302	English III	1.00
ENG 303		
ENG 501	Advanced Placement Language & Composition	1.00
ENG 402	English IV Introduction	1.00
ENG	ECE English	1.00
ENG 401	English IV Honors	1.00
ENG 419	English IV Human Rights	1.00
ENG 421	ECE Human Rights	1.00
ENG 502	Advanced Placement Lit & Comp	1.00
ENG 092	Reading Poetry if Pop Culture	.50
ENG 030	Creative Writing	.50
ENG 031	Intro to Communications	.50
ENG 057	Women's Literature	.50
ENG 049	American Sports Lit & Issues	.50

<b>ENGLISH AS A SECOND LANGUAGE/BI-LINGUAL EDUCATION</b>			<b>PG 15</b>
ESL 101	ESL 1 Grammar		1.00
ESL 098	ESL 1 Reading		1.00
ESL 111	ESL 1 Writing		1.00
ESL 102	ESL 2 Grammar		1.00
ESL 099	ESL 2 Reading		1.00
ESL 112	ESL 2 Writing		1.00
ESL 103	ESL 3 Grammar		1.00
ESL 123	ESL 3 Reading		1.00
ESL 113	ESL 3 Writing		1.00
ESL 104	ESL 4 Intermediate		1.00
ESL 021	ESL Study Skills		.50
ESL 022			.50
Seminar ELL	ELL Seminar		.50

<b>FAMILY &amp; CONSUMER SCIENCES</b>			<b>PG 5</b>
HOM 821	Introduction to Foods		.50
HOM 816	Advanced Baking Honors CCP		.50
HOM 824	Advanced Food Preparation CCP		.50

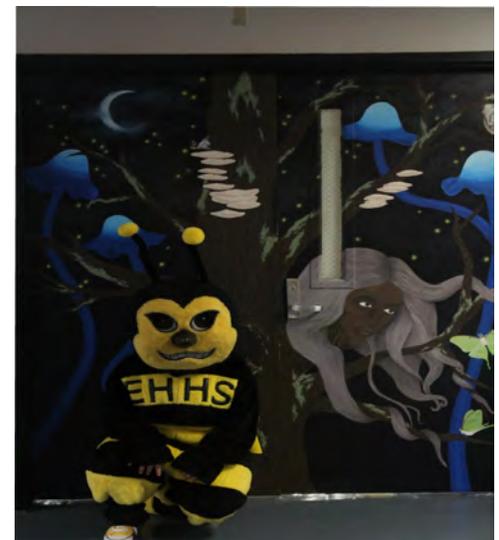
<b>HEALTH OCCUPATIONS</b>			<b>PG 6</b>
HTH 767	Introduction to Public Health		.50
HTH 771	Patient Care Assistant		2.00
HTH 769	Health Science and Technology		1.00
HTH 779	ECE Medical Terminology		1.00
HTH 755	Clinical Medical Assisting		3.00
HTH 781	Emergency Medial Responder		1.00

<b>HEALTH/PHYSICAL EDUCATION</b>			<b>PG 16</b>
PED 109			
PED 209	Health/Physical Education 9		.50
PED 110			
PED 210	Health/Physical Education 10		.50
PED 111			
PED 211	Health/Physical Education 11		.50
PED 112			
PED 212	Health/Physical Education 12		.50

<b>HUMANITIES</b>			<b>PGS 13 &amp; 27</b>
ENG 419	Human Rights (English)		1.00
HIS 419	Human Rights (Social Studies)		1.00
ENG 421	Human Rights (English)		1.00
HIS 421	Human Rights (Social Studies)		1.00
	ECE Honors		

<b>MATHEMATICS</b>			<b>PGS 17-19</b>
MAT 142	Algebra 1 Part A		1.00
MAT 123	Algebra 1		1.00
MAT 169	Geometry and Statistics		1.00
MAT 143	Algebra 1 Part B		1.00
MAT 125	Geometry and Statistics 1 -Level 1		1.00
MAT 153	Geometry and Statistics 1- Level 2		1.00
MAT 129	Algebra 2 Honors		1.00
MAT 161	Algebra 2- Level 2		1.00
MAT 127	Algebra 2- Level 1		1.00
MAT 147	Pre-Calculus Honors		1.00
MAT 135	Pre-Calculus- Level1		1.00
MAT 139	AP Calculus (AB)		1.00
MAT 141	AP Calculus (BC)		1.00
MAT 121	Topics in College Algebra- Level 2		1.00
MAT 120	Topics in College Algebra- Level 1		1.00
MAT 159	Financial Algebra- Level 1		1.00
MAT 150	Elementary Discrete Mathematics		1.00
MAT 140	AP Statistics		1.00
MATX 01	Algebra 1 Lab		.50
MATX 03	Geometry and Statistics 1 Lab		.50
MATX 02	Algebra 2 Lab		.50

<b>MUSIC</b>			<b>PGS 20-21</b>
MUS 601	Band		1.00
MUS 621	Concert Choir		1.00
Mus 605	Guitar 1		.50
MUS 607	Guitar 2		.50
MUS 651	Music Production & Technology		.50
MUS 613	Orchestra		1.00
MUS 617	Piano 1		.50
MUS 619	Piano 2		.50
MUS 623	Treble Choir		1.00
MUS 653	DJ and Live Sound		.50
MUS 654	Video Production		.50
MUS 637	Voice Ensemble		1.00
MUC 637	AP Music Theory		1.00
MUS 655	World Drumming		.50



## COURSE INDEX CONTINUED

### SCIENCE PGS 22-25

SCI 401	General Science	1.00
SCI 410	Biology Freshman Honors	1.00
SCI 411	Biology Level 1	1.00
SCI 412	Biology Level 2	1.00
SCI 421	Anatomy & Physiology- Level 1	1.00
SCI 423	Anatomy & Physiology Honors	1.00
SCI 435	Biology AP	2.00
SCI 443	Chemistry- Level 1	1.00
SCI 441	Conceptual Chemistry- Level 2	1.00
SCI 442	Chemistry Honors	1.00
SCI 463	Chemistry AP	2.00
SCI 447	Environmental Science- Level 2	.50-1.00
SCI 446	Environmental Science AP	2.00
CAPS32	AP Research	1.00
SCI 431	Marine Biology	1.00
SCI 461	Marine Biology Honors	1.00
SCI 449	Physics Level 1	1.00
SCI 451	AP Physics	1.00
SCI 400	General Science 2	1.00
SCI 425	Botany	.50
SCI 426	Zoology	.50

### SOCIAL STUDIES PGS 26-27

HIS 509	Civilization Honors	1.00
HIS 503	World History	1.00
HIS 511	Civics Honors	1.00
HIS 507	Civics	1.00
HIS 550	U. S. Government & Politics AP	1.00
HIS 538	United States History AP	1.00
HIS 540	United States History Honors	1.00
HIS 533	United States History Level 1	1.00
HIS 529	United States History Level 2	1.00
HIS 521	Contemporary Issues 1 and 2	.50
HIS 522		
HIS 549	Psychology AP	1.00
HIS 575	African/Black and Puerto Rican/Latino Studies	1.00
HIS 419	Human Rights Seminar	1.00
HIS 421	Early College Experience (ECE)	

### SPECIAL EDUCATION PGS 28-29

Seminar 1	Freshman Seminar	.50
Seminar 2	Sophomore Seminar	.50
Seminar 3	Junior Seminar	.50
Seminar 4	Senior Seminar	.50
SPE 751	In-School Work Experience	1.00
SPE 753	In-School Work Experience	1.00
SPE 755	Community Work Experience	1.00
SPE 757	Community Work Experience	1.00
SPE 785	Transitional Planning Seminar	1.00

### TECHNOLOGY EDUCATION PGS 8-11

IND 704	Robotics 1 /STEM	.50
IND 724	Robotics 2 /STEM	.50
IND 701	Engineering Design 1	1.00
IND 702	Engineering Design 2	1.00
IND 703	Aerospace Engineering	1.00
IND 741		
IND 742	Woodworking I	.50
IND 743		
IND 744	Woodworking 2	.50
IND 757	Automotive Systems- Engines CCP	.50
IND 756	Automotive Systems Two A- Brakes	.50
IND 760	Automotive Systems Two B- Steering & Suspension	.50
IND 751	Automotive Systems Three- Engine Performance & Advanced Electrical	.50
IND 721	Computer Graphics 1	.50
IND 723	Computer Graphics 2	.50
IND 727	Image Graphics (Photo 1)	.50
IND 729	Publication Graphics (Photo 2)	.50
IND 725	Into to Computer Science	.50
IND 765	AP Computer Science Principals	1.00
IND 766	AP Computer Science A	1.00

### WORLD LANGUAGES PGS 30-32

FOR 325	Spanish 1	1.00
FOR 327	Spanish 2	1.00
FOR 329	Spanish 2 Honors	1.00
FOR 331	Spanish 3	1.00
FOR 333	Spanish 3 Honors	1.00
FOR 335	Spanish 4 ECE	1.00
FOR 337	Spanish 4 Honors ECE	1.00
FOR 339	Advanced Placement Spanish 5	1.00
FOR 402	Spanish 2; Heritage Speaker	1.00
FOR 403	Spanish 3: Heritage Speaker	1.00
FOR 404	Spanish for Heritage Speakers UCONN ECE	1.00
FOR 203	Introduction to Language and Cultures	1.00
FOR 388	Chinese 1	1.00
FOR 389	Chinese 2	1.00
FOR 355	Chinese 3	1.00
FOR 390	Chinese 4	1.00



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## Art Courses

The Visual Arts program at East Hartford High School offers a variety of courses allowing students to pursue individual interests and explore a variety of media and concepts. Students develop an appreciation for the role of art in society as well as visual, creative and critical thinking skills. For students interested in pursuing deeper study, the department offers a sequential curriculum that prepares students for college level and art-related careers.

**Introduction to Art 1** 1 Semester .50 credit

**Code: ART 847**

Introduction to Art is the pre-requisite for all other art courses except for Crafts. The course provides an introduction to working with various media including drawing, painting and creating three-dimensional forms.

**Crafts** 1 Semester .50 credit

**Code: ART 855**

The course is an introduction to a variety of techniques used in the production of decorative and functional art forms. A variety of materials are incorporated in the creation of American and multi-cultural crafts.

**Drawing 1** 1 Semester .50 credit

**Code: ART 857**

**Prerequisite: Introduction to Art 1**

This course involves the development of basic drawing skills and includes the use of various drawing media. This course will explore the basic fundamentals of drawing and the progression to drawing three-dimensional subject matter.

**Drawing 2** 1 Semester .50 credit

**Code: ART 859**

**Prerequisite: Credit in Drawing I. Grades 10-12**

Drawing 2 develops more advanced drawing skills with assignments that increase in difficulty, length, and complexity while encouraging greater independence and the development of personal style and self-expression.

**Painting 1** 1 Semester .50 credit

**Code: ART 863**

**Prerequisite: Introduction to Art 1**

Students will develop painting skills using water-based techniques. Elements of art and principals of designs are explored in a variety of subject matter.

**Sculpture 1** 1 Semester .50 credit

**Code: ART 871**

**Prerequisite: Introduction to Art 1**

This course in three-dimensional art is an introduction to the basic materials and process of sculpture. Hands on work with tools includes modeling, carving, building, and casting.

**Ceramics I** 1 Semester .50 credit

**Code: ART 851**

**Prerequisite: Introduction to Art 1**

This course is an introduction to the basic materials and techniques of hand-forming clay, which include coil, slab and pinch methods. Various surface decoration and glazing techniques are explored.

**Ceramics 2** 1 Semester .50 credit

**Code: Art 853**

**Prerequisite: Ceramics I**

This course is a continuation of techniques and forms developed in Ceramics I. Progression from hand-built forms to the use of the potter's wheel will be emphasized. Advanced glazing techniques will be implemented.



## ART CONTINUED

**Advanced Art Honors 1 Semester .50 credit**

**Code: ART 849**

**Prerequisite: Teacher recommendation and a "B" average in Intro to Art 1 & Drawing 1 . Grades 10-12.**

This course is for students interested in exploring a future as creative professionals. Advanced level work in drawing and painting will be the focus of the class. This course is often a precursor to AP Studio Art Design.

**AP Studio Art: 2D Design Full Year 1 credit**

**Code: ART 880 (AP)**

**Code: ART 881 (Honors)**

This advanced course is for students who are ready to create an extensive body of artwork. They will be required to create a portfolio that will be submitted to the College Board. As students create artwork for their portfolios, they further develop their creative art techniques and self-expression. The process prepares them for post-secondary school and arts-related careers. Previous experience in advanced courses in visual arts and/or CTE required.

**Advanced 3D Art Honors 1 Semester .50 credit**

**Code: ART 865**

**Prerequisite: Teacher recommendation and a "B" average in previous art and/or CTE courses.**

This course is for students interested in exploring a future as creative professionals. Students will become familiar with the process and techniques associated with 3-dimensional design and will work with a variety of materials. Previous experience in advanced courses in visual arts and/or CTE required. Advanced Art Honors will prepare students for 3D AP Art Design and other advanced course work.

**AP 3D Art and Design Full Year 1 credit**

**Code: ART 883**

**Prerequisite: Teacher recommendation and a B" average in previous art courses including one of the following: Sculpture 1, Ceramics II and/or CTE course(s). Grades 10-12**

This advanced course is for students who are ready to create an extensive body of three-dimensional artwork. They will be required to create a portfolio that can be submitted to the College Board. As students create work for their portfolios, they further develop their creativity, technique and self-expression. The process prepares them for post-secondary school focusing on design and arts-related careers.



## CAREER AND TECHNICAL EDUCATION

The Business Education Program has been designed to provide skills to those students planning to enter college or the job market directly after high school in a career in business, to provide students with life skills and to prepare students for further study in business. **Four areas of concentration include the following: Accounting Technology, Administrative Technology, Office Technology and Information Processing Technology.** Sequences of courses in each area of concentration have been planned to give the student a major focus for a career cluster. All courses include mastering the use of technology. See your school counselor or business education teacher to recommend a personal-use course, a sequence of courses for a major in post-secondary schools and Manchester Community College credits in the CCP Program. **Career Direction:** Courses in business education provide a background for numerous positions both within the business world and in other areas. Examples of business occupations include: accountant, banker, financial planner, salesperson, administrative assistant, business consultant, insurance broker and loan officer; amongst many others.

**Accounting 1 Full Year 1 credit**

**Code: BUS 221**

**Prerequisite: Grades 10-12**

This introductory course emphasizes the principles, concepts and procedures in keeping financial records for business and personal use. The purpose and use of journals, ledgers and accounting forms are emphasized. The student will interpret records and use the computer for selected applications. The course is particularly recommended for students interested in a career in accounting or computers and also for those planning to continue their education in business administration, marketing and management. Students completing Accounting I and II can earn college credits. It may also count as a third mathematics credit for those students who have earned ten (10) or more credits.

**Accounting 2 (CCP) Honors Full Year 1 credit**

**Code: BUS 223 (4 College Credits)**

**Prerequisite: Accounting I, C- or better and Excel**

This advanced course will provide and develop further understanding and skills in accounting practices and procedures. Course coverage includes cash basis accounting, departmental and payroll accounting, accounting for adjustments, partnership accounting and corporate accounting. Selected applications are made with the computer. This course is recommended for those wishing to gain an entry-level position in the accounting areas and for those planning to continue their education in business administration, marketing and related fields. Students completing Accounting I and II can earn college credits. It may also count as a third mathematics credit for those have earned ten (10) or more credits.

**Note:** Students enrolled in this course are dual enrolled at Manchester Community College. Successful completion of this course will grant MCC credit for Financial Accounting (ACC \*113).

**Personal Finance 1 1 Semester .50 credit**

**Code: BUS 219**

This course covers personal financial issues that individuals face in today's society. Students will learn how to save for the future and the importance of creating a budget. Course topics will include managing savings and checking accounts, debit cards, bank reconciliations, budgeting, payroll checks, introduction to taxes, credit management, the importance of the risk of insurance and identity theft. This class will involve the processing of daily math necessary to succeed on a day to day basis. Various class projects using technology will support curriculum objectives in each area studied. Students must be equipped with a calculator.

**Note:** Students enrolled in this course and then enrolled in Personal Finance II are dual enrolled at Manchester Community College. Successful completion of this course as well as Personal Finance II (BUS 217 or BUS 218) will be granted MCC credit for Financial Literacy (BFN \*111)

**Personal Finance 2 CCP 1 Semester .50 credit**

**Code: Bus 217**

**Prerequisite: Personal Finance**

Students who seek to earn 3 college credits for Personal Finance must pass both Personal Finance I and Personal Finance II. This advanced course provides and understanding of complex skills needed to succeed financially in today's world. Students will learn how to calculate car loans, mortgages and student loans. They will also be introduced to the college process, purchasing a home, creating a budget for a young family ,completing tax forms, and maintaining and reconciling a checking account, using electronic funds transfers and debit card purchases. In addition, students will also learn how to access their credit scores, the importance of maintaining good credit, and who may view their history. Guest speakers support the curriculum objectives, along with the use of the latest technology. Students must be equipped with a calculator.

# CAREER AND TECHNICAL EDUCATION

## Academy of Finance

AOF is part of a national program called National Academy Foundation (NAF). NAF is a leader in the movement to prepare young people for college and career success. For 30 years NAF has refined a proven educational model which includes industry-focused curricula, work-based learning experiences and business partner expertise from our community. Employees from surrounding companies volunteer in the classroom and act as mentors, engage NAF students in paid internships and serve on our Advisory Board.

### Recommended

### Recommended

#### Freshman Year

#### Sophomore Year

Computer Applications I & II

Accounting 1

Excel

#### Sophomore or Junior Year

Academy of Finance I

1 credit

Personal Finance (recommended)

½ credit

Excel (required)

½ credit

#### Junior or Senior Year

Academy of Finance II

1 credit

Accounting II

1 credit

Excel (required)

½ credit

Personal Finance II (recommended)

½ credit

## Academy of Finance 1 Full Year 1 credit

**Code: BUS 255 College Prep / BUS 356 Honors**

**Prerequisite: Grades 10-12**

Economics and the world of finance are combined with a study of securities for students interested in a career in finance or insurance. Students will learn basic economic principles, business organization, government, economic systems, insurance products, and coverages, etc. The AOF provides students hands on experiences in the financial services of insurance industries.

## Academy of Finance 2 Honors

**Code BUS 257 Full Year 1 credit**

**Prerequisite: Successful completion of AOF I**

Upon completing AOF I and the opportunity for a paid internship, students will continue their studies in the financial services and insurance fields. Students will study the concepts of banking and credit, international finance and financial planning/operations.

## Excel

1 Semester .50 credit

**Code: BUS 251**

**Prerequisite: Successful completion of Computer Applications, Enrollment in AOF or Accounting.**

This course gives the student an introduction to the uses and capability of spreadsheet software necessary in the business world today.

Hands-on computer experiences are provided in creating, maintaining, expanding and manipulating spreadsheets.

## Computer Applications

1 Semester .50 credit

**Code: BUS 211, BUS 212**

Computer Applications is a half-year course designed to familiarize students with the use of computers in today's academic and business environments. Coursework will begin with the development and review the "touch" method of keyboarding. Students will learn to format academic and business documents using Microsoft Word and Excel. Students have the opportunity to continue the study of Microsoft Powerpoint in Computer Applications II and Excel.

## Computer Applications II (CCP) Honors

**Code: BUS 215, BUS 216 1 Semester .50 credit**

**Prerequisite grade of C or better in Computer Applications I**

Using Microsoft Word software, students will learn more complex computer techniques which involves topics such as formatting documents with themes and styles, to creating and merging mailing labels. Students will continue to develop proficiency in speed, accuracy and proofreading skills through the completion of the class projects.

**Note:** Students enrolled in this course are dual enrolled at Manchester Community College. Successful completion of this course will grant MCC credit for Keyboarding for Information Professionals (BOT \*111)

## Sports & Entertainment Marketing

**Code: CWE 769**

**Grades 10-12**

**Full Year**

**1 credit**

This course is an introduction to the world of marketing as it relates to sports and entertainment. It is designed for students interested in sports, entertainment, and event marketing. Course topics include the study of sports and entertainment management, college/amateur sports, professional sports, products marketing and services, marketing entertainment and public relations.

## Entrepreneurship

1 Semester

.50 credit

**Prerequisite: Grades 10-12**

This course provides students with an understanding of the critical role played by entrepreneurs in the national and global economy.

Students learn not only the skills necessary to become entrepreneurs, but also the attitudes, characteristics, and techniques found in successful entrepreneurship that they will need to succeed. The curriculum approaches student learning experientially by encouraging students to evaluate, develop, and work with the business ideas they already have or those they develop during the course.

# CAREER AND TECHNICAL EDUCATION CONTINUED

## Family & Consumer Science Courses

Family and Consumer Science is a field of study focused on the science and the art of living and working well in our complex world. Through the Family and Consumer Science courses, students will lead better lives, be work and career ready, build strong families and make meaningful contributions to our communities.

**Courses in this department are linked to the following career pathways: Hospitality, Education and Human Services.**

**Career Direction:** Courses in Family and Consumer Science at EHHS can lead to career options that include occupations in the hospitality industry, such as Food and Beverage Managers, Chefs, Dietitians, Wellness Coaches, and Food Stylists.

**Intro to Foods**                      **1 Semester**                      **.50 credit**

**Code: HOM 821**

**Open to grades 10, 11 and 12.**

This course introduces students to the basic techniques and procedures required to prepare basic foods. Emphasis is placed on safely, sanitation, recipe reading, measuring, equipment identification and basic mixing and cooking methods. This class is the prerequisite for both the Advanced Baking and the Food Preparation classes.

**Advanced Baking Honors CCP**

**Code: HOM 816**                      **1 Semester**                      **.50 credit**

**Prerequisite: C or better in Intro to Foods**

This course introduces students to preparing baked goods with emphasis on baking as a profession. Students will learn about ingredient identification and function, operation and function of a bakeshop. Note: Students enrolled in this course are dual enrolled at Manchester Community College. Successful completion of this course will grant MCC credit for Principles of Baking I (HSP \*103).

**Advanced Food Preparation CCP**

**Code:824**

**1 Semester**                      **.50 credit**

**Prerequisite C or better in Intro to Foods**

This course introduces students to preparing basic foods. Emphasis is placed on identification of standard quality product, knife skills, fabrication of chicken and seafood as well as plate presentation.

Note: Students enrolled in this course are dual enrolled at Manchester Community College. Successful completion of this course will grant MCC credit for Principles of Food Preparation 1 (HSP \*101).





# CAREER AND TECHNICAL EDUCATION CONTINUED

## Career Exploration in Education and Training

Introduction to Teaching (ECE) and Introduction to Special Education (ECE) are courses that will provide students with an understanding of the academic, communication and technical skills in several aspects of the Education and Training industry.

### Introduction to Teaching

**ECE Code: EDU 201 1 Semester .50 credit**

This is an educational foundations survey course for those who are interested in learning more about the landscape of K-12 education and how to connect their passions to it. This course engages students interested in working in K-12 settings in studies about teaching, learning, and schooling in the United States. It explores teaching and learning as processes that can relate to personal passions as well as how those passions are shaped, cultivated, or denied in different educational contexts. Course topics will include introductions to historical, philosophical, and social foundations of education, as well as

how those foundations and personal passions relate to teaching as a profession, school organization, educational reform, and the reimagining of educational futures.

Upon successful completion, students will earn 3 UConn college credits

in AEDUC 1100: If You Love It, Teach It.

### Introduction to Special Education ECE

**Code: EDU 101 1 Semester .50 credit**

This is a course for those who are interested in learning about working with exceptional students in American Schools. Students will gain an understanding of characteristics associated to certain exceptionalities and how these characteristics might impact student learning. Course topics will explore the history, laws, regulations and concepts related to exceptional students and special education in American schools. In addition, this course will

review the Council for Exceptional Children Common Core of Knowledge and Skills Essential for All Beginning Special Education Teachers.

Upon successful completion, students will earn 3 UConn college credits in EPSY 1100: Introduction to Special Education.



# CAREER AND TECHNICAL EDUCATION CONTINUED

## Technology Education Courses

**Technology Education Courses:** Courses in this department are linked to the following Career Clusters: Information Technologies, Manufacturing, Architecture and Construction, STEM (Science, Technology, Engineering, Math), and Transportation. Technology will influence every student's daily life and contribute to his/her role as a positive, successful citizen. The Technology Education Curriculum is designed to promote technological literacy at all levels of instruction in the areas of energy, power, transportation, manufacturing, communication, and construction. Students learn to control and manage technology systems and apply various strategies related to technological problems. Learning activities will focus on developing technological awareness; solving "real world" technical, human and environmental problems; the safe and efficient use of tools, materials, and processes; and the history and impact of technological systems.

**Career Direction:** A working knowledge of computer skills, technology, and communication skills are necessary in many occupations today. Technology education provides a strong background for a wide range of careers, such as Architect, Engineer, Automotive Technician, Graphic Designer, Machinist, Construction Manager, Computer Systems Manager, and many others.

**The Engineering Program:** is a curriculum that is made up of a demanding sequence of courses that meets national standards for engineering and technology. Students are required to have successfully completed college preparatory math courses or be enrolled in them concurrently. Successful completion of this program equips a student to enter a two or four year college or technical school or enter in the world of work in an entry level position. This program introduces students to the Engineering Design Process, research, analysis, teamwork, communication methods, global and human impacts, engineering standards, and technical documentation. Students use 3D modeling design software to design solutions to solve engineering problems. Students will learn how to document their work and to communicate solutions to members of the professional community.

**Robotics/STEM 1**                      **1 Semester**                      **.50 credit**

**Code: IND 704**

**Prerequisite: Grades 9-12**

This course provides an introduction to the basics of robotics structure and control. Students will learn about how electricity works and how electronic components go together on a circuit board or robotic device. Students will construct several circuit boards and complete one autonomous robot. Students who have success in Robotics are encouraged to continue with Intro to Engineering and/or Computer Programming the following year.

**Engineering Design 1**                      **Full Year**                      **1 credit**

**Code: IND 701**

**Prerequisite: Successful completion of or enrollment in Geometry is strongly suggested**

Students use a problem-solving model to improve existing products and invent new ones. They learn how to apply this model to solve problems in and out of the classroom. Using sophisticated 3D models and systems engineering which includes the studying software, students communicate the details of the product. Emphasis is placed on analyzing potential solutions and communicating ideas to others.

**Robotics 2/ STEM**                      **1 Semester**                      **.50 credit**

**Code: IND 724**

**Prerequisite: Robotics 1**

**Recommended for students interested in robotics, engineering, or other technical careers.**

This course provides an introduction to the basics of robotics structure and control. Students will construct several different robots for different scenarios. Students will experience hands-on building, personal driving, and software programming and coding of the robot. Students will also learn about how electricity works and how electronic components go together on a circuit board or robotic device. Students who have success in Robotics are encouraged to continue with Engineering design 1 and/or AP Computer Science the following year.

**Engineering Design 2**                      **Full Year**                      **1 credit**

**Code:IND 702**

**Prerequisite: Successful completion of Engineering Design I or permission of the teacher and completion of College Prep Algebra.**

Students explore a wide variety of careers in engineering technology, with a focus on Mechanical and Electrical Engineering. They investigate various technology systems and processes. Using activities, projects, and problems, students learn firsthand how engineers and technicians use math, science, and technology in an engineering problem-solving process to benefit people.

**Aerospace Engineering**                      **Full Year**                      **1 credit**

**Code: IND 703**

**Prerequisite: Successful completion of Engineering Design I or permission of the Instructor.**

Through hands-on engineering projects developed with NASA, students learn about aerodynamics, space-life sciences, and systems engineering. Topics include Forces of Flight, Aerodynamic forces, Flight navigation, and Rocketry.

## CAREER AND TECHNICAL EDUCATION CONTINUED

**Woodworking**                      1 Semester                      .50 credit  
**Code: IND 741, IND 742**  
**Grades 9-12**

The course will be an introduction to woodworking through the use of hand tools with selected use of power equipment.

**Woodworking 2**                      1 Semester                      . 50 credit  
**Code: IND 743, IND 744**  
**Grades 9-12**

Woodworking II is designed to teach advanced woodworking techniques. Students will use and maintain all woodworking power equipment and receive instruction on advanced projects.



# CAREER AND TECHNICAL EDUCATION CONTINUED

## Transportation/Power Engines Operations Career Pathway

Courses in Transportation, Distribution and Logistics will allow students opportunities to develop and manage repair plans by identifying and describing mobile equipment reliability and performance problems that are associated with electrical/electronic, fluid power, mechanical, and computer control systems.

**Year 1: Automotive Systems-Engines CCP (Spring Semester) Year 2: Automotive Systems- Steering and Suspension (Fall Semester)**

### Auto One- Engines CCP

**Code: IND 757                      1 Semester    ½ credit**

**Prerequisite: Grade 10-12**

This is the FIRST of a series of automotive classes that align with Automotive Service Excellence (ASE) standards. Students will learn theory in both of the Engine Repair and Performance ASE certification areas with the intent on entering the workforce ready for a career. Students will practice common hands-on job tasks with fasteners, gaskets and sealants, engine inspection and diagnosis, and complete an engine rebuild, cylinder honing and valve lapping using industry standard tools and equipment. There is a strong emphasis on attention to detail and measuring to the one-thousandth of an inch using a variety of measuring tools. Students who enroll and successfully complete the Engines class will earn college credit from Gateway Community College.

### Auto Two A- Brakes

**Code: IND 756                      1 Semester                      ½ credit**

**Prerequisite: Open to grade 10-12.**

**Students MUST have PASSED Auto ONE- Engines prior to enrolling in this course.**

This class aligns with Automotive Service Excellence (ASE) standards on Brakes. Students will learn theory in this ASE certification area with the intent on entering the workforce ready for a career. Students will apply theory learned in class through completion of hands-on job tasks such as brake component changes, diagnosis and drum and rotor machining using industry standard tools and equipment. Students can take Auto Two A or B in any order. Students will have the opportunity to earn the Certified Automotive Information Specialist certification through Alldata.

### Auto Two B- Steering and Suspension

**Code: IND 760                      1 Semester    ½ credit**

**Prerequisite: Open to grade 10-12.**

**Students MUST have PASSED Auto ONE- Engines prior to enrolling in this course.**

This class aligns with Automotive Service Excellence (ASE) standards on Steering and Suspension. Students will learn theory in this ASE certification area with the intent on entering the workforce ready for a career. Students will learn steering and suspension theory. Students will apply theory learned in class through hands-on job tasks such as suspension component changes, tire and wheel changes, problem diagnosis, pre-alignment inspections and four-wheel wheel alignments using industry standard tools and equipment. Students will have the opportunity to earn the Certified Automotive Information Specialist certification through Alldata. Students can take Auto Two A or B in any order.

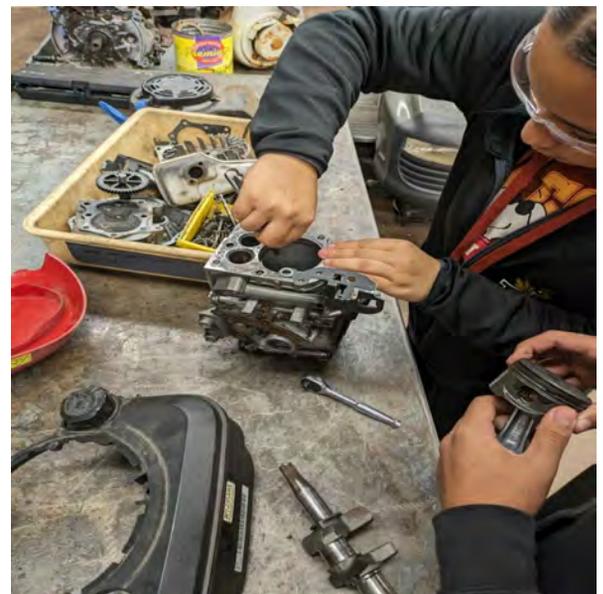
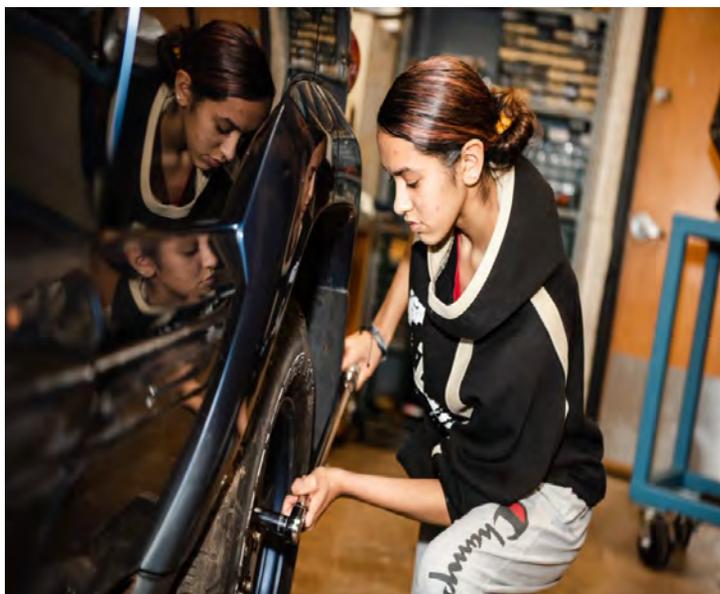
### Auto Three- Engine Performance And Advanced Electrical

**Code: IND 751/750                      1 Semester    ½ credit**

**Prerequisite: Open to grade 11-12.**

**Students MUST have PASSED both Auto ONE- Engines and either Auto TWO A or B classes prior to enrolling in this course. \*Auto TWO can also be substituted for Robotics One.**

This class aligns with ASE standards on automotive electrical systems and environmental systems. Students will learn theory of automotive electrical systems and automotive HVAC ASE certification areas. Students will practice common hands-on job tasks such as electrical system diagnosis on electrical trainers, parts inspection and testing, and environmental system servicing such as checking/draining/filling air conditioning systems. Students will have the opportunity to earn their 609 certification to handle refrigerants and the Certified Automotive Information Specialist certification through Alldata.



## CAREER AND TECHNICAL EDUCATION CONTINUED

**Computer Graphic 1**                      1 Semester    .50 credit  
**Code: IND 721, IND 722**  
**Prerequisite: Grades 10, 11 and 12**

This course is an introduction to Photoshop, Illustrator, and Adobe Animate. Students will develop skills for digital communication, multi-media, and publishing as well as projects that use the laser engraver/cutter, vinyl cutter, heat press, and mug press.

**Computer Graphics 2**                      1 Semester    .50 credit  
**Code: IND 723, IND 724**

This course is a perfect opportunity to advance skills introduced in Graphics I. Graphic Design in the 21st century involves interactive media, print media, and production on CNC devices for signs and more. This course prepares students for further studies in Graphic Design, Interactive Media, and Digital Art

**Image Graphics (Photo 1)**    1 Semester    .50 credit  
**Code: IND 727, IND 728**  
**Prerequisite: Grades 10, 11 and 12**

This course teaches students to take excellent pictures, compose a digital camera, and process images in Photoshop. This course is a first step in preparation for careers as a photographer, digital artist or imaging technician.

**Publication Graphics (Photo 2)** 1 Semester .50 credit  
**Code: IND 729, IND 730**  
**ECE Code: DMD1002**  
**Prerequisite: Passing grade in Image Graphics**

This is a project-based course that offers students an opportunity to advance their Photoshop and digital photography skills. Students will complete advanced photo-graphics assignments and continue their study of digital processing in Photoshop. In addition, students will complete advanced digital photo art projects, support school publication and projects with digital photography and imaging.

**Intro to Computer Science**  
**Code: IND 725**                              1 Semester    .50 credit  
**Prerequisite: Algebra II and Grades 10-12**

This is an exploration of issues in computer science and technology literacy. Students will also develop basic computer programming skills as well as an understanding of computer hardware. In programming, emphasis will be on computer science principles using HTML, CSS, and Python. This course is an ideal preparation for AP Computer Science or further study in programming.

**AP Computer Science Principles**    Full Year    1 credit  
**Code: IND 765**  
**ECE Code: CSE 1010**  
**Prerequisite: Intro to Computer Science, Engineering or Advanced Math**

AP Computer Science Principles introduces students to the central ideas of computer science, helping students to think like Computer Scientists and programmers. Students will use Python, HTML, CSS and other systems to solve problems, program devices and explore Computer Science concepts. The course will focus on applying the creative processes when developing computational artifacts including programming. Students will design and code solutions to problems using processes similar to those artists, writers, programmers, and engineers in games, interactive media and the Internet.

**AP Computer Science A**                      Full Year        1 credit  
**Code: IND 766**  
**Prerequisite: Intro to Comp Science, Engineering or Advanced Math**

AP Computer Science A is equivalent to a 100-level college introductory programming course. Students will learn the principle of object-oriented programming in the Java programming language. In this class, you will complete projects that require you to reduce abstract problems to concrete algorithms in Java code.



## ENGLISH

The English Department provides a comprehensive four year program designed to meet the rigorous demands of the Common Core State Standards. Courses are sequential, and skills build upon one another over the course of the four year program. Success in the early years of the English program is crucial to student success in the upperclassmen courses.

### COURSE DESCRIPTIONS

#### 9th Grade

**English 1**                      **Full Year**                      **1 credit**

**Code: ENG 102**

**Honors Code: ENG 101**

**Required for all grade 9 students**

In English I, students will closely read fiction and literary nonfiction to determine the themes/central ideas of the texts and how those themes/central ideas are shaped by details included by the author. Heavy emphasis is placed on students' ability to summarize texts and to cite textual evidence to support claims. Students continue to develop their vocabularies and analyze text for the figurative and connotative meaning of words. Writing is emphasized in English I; students practice writing for a variety of purposes including argument, informational, narrative, and research-based writing styles. Students continue to refine their writing skills with an emphasis on developing more sophisticated writing with appropriate conventions. Students begin preparations for the SAT in this course.

#### 10th Grade

**English II**                      **Full Year**                      **1 credit**

**Code: ENG 202**

**Honors Code: ENG 201**

**Required for all grade 10 students**

In English II, students continue to read fiction and literary non-fiction with a focus on determining themes/central ideas. Students continue to practice summarizing a text and citing textual evidence to support claims. Vocabulary development remains a focus, and students begin analysis of how an author's word and structure choices affect the meaning of a passage and/or text. Writing instruction emphasizes argument and research-based writing styles, and students develop writing and speaking skills using more sophisticated language and accurate conventions. Students continue to extend their SAT knowledge and skills during this course.

#### 11th Grade

**English III**                      **Full Year**                      **1 credit**

**Codes: ENG 302, ENG 303**

**Honors Code: ENG 301**

**Prerequisite: Successful completion of English I & II**

In this course, students continue to read texts closely and practice citing textual evidence to support inferences drawn from the text. Students begin to analyze texts for multiple themes/central ideas. Vocabulary continues to be a focus with more emphasis on multiple words and how those words affect the meaning of a text. Students continue to write for a variety of purposes with an emphasis on combining research with argument and informative writing. Students hone and refine their SAT knowledge and skills in final preparation for this assessment.

#### **Advanced Placement Language & Composition**

**Full Year**                      **1 credit**

**Code: ENG 501**

**Prerequisites: Successful completion of English II with a minimum grade of B, teacher recommendation, and department supervisor approval.**

The course will follow the College Board Advanced Placement Language and Composition curriculum, and is equivalent to a first year-year college English course. The course is designed to help students become skilled readers of prose written in a variety of rhetorical contexts and to become skilled writers who compose for a variety of purposes. Both their writing and their reading should make students aware of the interactions among a writer's purposes, audience expectations, and subjects as well as the way generic conventions and the resources of language contribute to effectiveness in writing. **Successful completion of a summer project is expected by the first day of class. Students enrolled in this course are expected to take the Advanced Placement Language and Composition exam in May.**

## ENGLISH CONTINUED

### Grade 12

#### **English IV: Foundations for College Reading & Writing**

**Code: ENG 403**                      **Full Year**                      **1 credit**

#### **Prerequisite: Successful completion of English III**

In English IV students read selected poetry, drama, short fiction, novels, and nonfiction from around the world. Selections will be studied as literary works and as reflections of their age and culture.

Writing instruction will concentrate on critical analysis, the essay, and research. In addition, a focus will be placed on writing the college entrance essay. **Students may have the opportunity to earn three (3) transferrable CCSU credits in WRT 100 - Fundamentals of Composition.**

#### **English IV: Honors**                      **Full Year**                      **1 credit**

**Code: ENG 401**

#### **Prerequisite: Successful completion of English III**

**Honors with a B or better and teacher recommendation or successful completion of English III with a B+ or better and teacher recommendation.**

This course provides advanced study of classic and contemporary literature from the British Isles, Asia, Africa and Europe. Writing instruction will concentrate on critical analysis, the essay, research, and cross-cultural study. **Students may be required to complete a summer reading assignment and project prior to the first day of class. Students may have the opportunity to earn three (3) transferrable CCSU credits in WRT 100 - Fundamentals of Composition**

### **Grade 12 ECE English**

**Code: ENG 405**                      **1 Semester**                      **1 credit**

**Prerequisites: Successful completion of English III Honors or Advanced Placement Language and Composition with a minimum grade of B+ and teacher recommendation. Non-Honors and Non-AP Language English III students are ineligible for this course due to UConn requirements.**

UConn's First-Year Writing courses introduce students to the work of college composition. UConn 1007 is a rigorous, college level course and students will be expected to use strong reading, writing, and analytical skills to pursue topics of academic inquiry throughout the year. Students are introduced to different modes and approaches to composition. Because this course is designed to approximate a college English course, the reading is challenging, and the expectations are high. Students must register for the course in accordance with UConn's deadlines and requirements. Passing the course means students will earn UConn credit as well as a UConn transcript, which is transferable to most universities around the world.

### **English IV Human Rights**

**Code: ENG 419**                      **Full Year**                      **1 credit**

An English teacher and a social studies teacher will share instruction of this course, which will meet for two class periods each day. The course will be an interdisciplinary, in depth study of the field of human rights, with emphasis on student activism. Unit topics/themes include Universal Declaration of Human Rights, human trafficking, the American Indian experience, Apartheid, and genocide. Students will examine the causes and results of prejudice and study the roles of propaganda and censorship. Literary and historical works will complement each other, with particular focus on critical thinking skills, and global citizenship. Students will be required to complete a research paper, several presentations, and several shorter papers.

#### **Early College Experience: Human Rights**                      **1 credit**

**Code: ENG 421**                      **Full Year**

**Prerequisite: Successful completion of English III, Honors or Advanced Placement Language and Composition with a minimum grade of B+ and teacher recommendation. Non-Honors and Non-AP Language English III students are ineligible for this course due to UConn requirements**

An English teacher and a social studies teacher will share instruction of this course, which will meet for two class periods each day. The course will be an interdisciplinary, in depth study of the field of human rights, with emphasis on student activism. Unit topics/themes include Universal Declaration of Human Rights, human trafficking, the American Indian experience, apartheid, and genocide. Students will examine the causes and results of prejudice and study the roles of propaganda and censorship. Literary and historical works will complement each other, with particular focuses on critical thinking skills and global citizenship. Students will be required to complete a research paper, several presentations and several shorter papers. The ECE section of Human Rights provides students with an opportunity to earn up to 6 transferable UCONN college credits; 3 credits in HRTS 1007: Introduction to Human Rights and 3 credits in HRTS 2200: Introduction to Genocide Studies. Students enrolled in this course are required to complete 1) a summer project prior to the first day of class and 2) a student-centered humanitarian project.

### **Advanced Placement: Literature and Composition**

**Code:ENG 502**                      **Full Year**                      **1credit**

This course will follow the College Board Advanced Placement Literature and Composition curriculum and is equivalent to a first-year college English course. In AP Literature and Composition, students engage in rigorous instruction that strives to answer the questions that great literature poses. Using discussion and reflection, analytical and critical writing, exploration and research, students will analyze the ways writers use language to provide both meaning and pleasure. Attention will be paid to the style, themes, use of figurative language, imagery, symbolism, and tone within the literature. Writing assignments include expository, analytical and argumentative essays that require students to analyze and interpret literary works.

**Successful completion of a summer project is expected by the first day of class. Students enrolled in this course are expected to take the Advanced Placement Literature and Composition exam in May.**

## ENGLISH CONTINUED

Students must enroll in four full years of English. The following elective, half-credit courses are offered to students in their junior and/or senior years and contribute to the required 3.0 elective credits per EHHS graduation requirement.

### **Reading the Poetry of Pop Culture Code: ENG 092 1 Semester .50 credit**

Prerequisite: May be taken in addition to required courses.  
This class focuses on listening to those song-poems critically, in an effort to fully understand what the authors, musicians and poets are trying to convey. We will explore the dialectical relationship between the artists of today and social influence. In addition to working with songs and poems that are selected by the teacher, students will be required to choose thematically appropriate songs, analyze and write commentary on them, bring in recordings of the songs, and then share both the songs and their commentaries with the class. Student grades will be based upon oral presentations, writing, and formal class discussions.

### **Creative Writing Code: ENG 030 1 Semester .50 credit**

Students will focus on the creative writing process, working on a series of short stories, personal essays, poetry, lyrics or dramatic pieces.

### **Into to Communications Code:ENG 031 1 Semester .50 credit**

In this class, students will learn about a variety of approaches to the study and practice of communication, a fundamentally cultural practice that shapes meaning in peoples' beliefs, attitudes, values, and practices across contexts. The course will enhance communications skills necessary to enter the technical work force or higher education in technical fields. Speaking, writing, and listening skills will be emphasized.

### **Women's Literature Code: ENG 057 1 Semester .50 credit**

This class focuses on the literature of women throughout literacy history. This course will require the reading of novels, plays, short stories, and essays. Students will focus on critical thinking and writing about literature. Active discussions will require students to be well prepared to voice their views.

### **American Sports Literature & Issues Code: ENG 049 1 Semester .50 credit**

This course will focus on major issues in the sports world in addition to studying biographical material on a number of athletes. Reading, writing, speaking, listening skills, and viewing will be emphasized.



## ENGLISH AS A SECOND LANGUAGE

The English as a Second Language/Bilingual Department offers a comprehensive program for students who have recently arrived to the United States and who are fluent in a language other than English. Based on the results on the LAS Links English Language Placement Exam, students are placed in the corresponding ESL level. The course levels are sequential and cover topics that are critical in increasing English language proficiency in order to be successful in school. Vocabulary, grammar, pronunciation and literacy are taught across the four modes of communication (speaking, listening, reading and writing.) All course enrollments are based on the placement test and teacher recommendation.

**ESL 1 Full Year 1 credit**

**Codes:**

**ESL 101 Grammar**

**ENG 098 Reading**

**ENG 111 Writing**

These courses cover basic elements of the English language for students who are fluent in a language other than English. The students will learn basic communications skills. There will be an emphasis on vocabulary development, grammar and literacy.

**ESL 2 Full Year 1 credit**

**Codes:**

**ESL 102 Grammar**

**ENG 099 Reading**

**ESL 112 Writing**

Students will increase English fluency by developing beginning communication skills in reading, writing, speaking, and listening skills. Writing skills will be developed following the writer's workshop model of mini-lessons, conferencing and extensive writing.

**ESL 3 Full Year 1 credit**

**Codes:**

**ESL 103 Grammar**

**ESL 123 Reading**

**ESL 113 Writing**

Students will master increased English fluency by developing low intermediate communication skills in speaking, listening, reading and writing.

**ESL 4 Full Year 1 credit**

**Code: ESL 104**

**Intermediate ESL**

Students will master increased English fluency by developing high intermediate communication skills in speaking, listening, reading and writing.

**ESL Study Skills 1 Semester .50 credit**

**Codes: ESL021, ESL 022**

Students in this course meet with a teacher or tutor to receive academic support and additional English language acquisition practice. **Frequency of class meetings will depend upon individual students' workload and teacher recommendations.**

**ELL Seminar**

**Semester 1 or 2**

**.50 credit**

**Code: Seminar ELL**

The ELL Seminar class is designed to meet the unique needs of long-term English Language Learners by supporting the students with reading, writing, and language acquisition in a small class setting. Instruction is aligned to the CELP Standards and is determined based on individual student needs identified from the annual LAS Links assessment results, PSAT/SAT data, and/or district assessments. In this class, students also work on study skills and receive support to complete work from their content area classes.



# HEALTH/PHYSICAL EDUCATION

## Healthy Minds. Health Bodies. Health Learners.

The East Hartford Public Schools Health Education Curriculum is designed to develop a student's health literacy, which is defined as the degree to which individuals have the capacity to obtain, process and understand basic health information needed to adopt healthy behaviors. We use a skills-based health education approach, where students have opportunities to practice and develop skills such as managing and analyzing influences on personal behaviors, accessing valid and reliable health information, setting achievable health goals, making healthy decisions, using products effectively and advocating for self and others. Health education helps adolescents acquire functional health knowledge, strengthen attitudes and beliefs, and practice skills needed to adopt and maintain healthy behaviors throughout their lives. Skills are a vital part of effective health education. And, in addition to acquiring knowledge, a focus on practicing skills is becoming more accepted as the best way to help young people establish healthy behaviors. This, in turn, helps them reduce their health risks.

The East Hartford Public Schools Physical Education Curriculum is aligned with both State and National Standards and our Department's Vision: Healthy Minds. Healthy Bodies. Healthy Learners. East Hartford graduates will be motivated and prepared with the skills and knowledge to develop and maintain overall wellness through lifelong activities and healthy practices. Our program is designed to inspire students to be active for life. The High School Physical Education Curriculum will provide students the steps necessary to improve motor learning and skill development to better enjoy physical activity. Students will learn what lifetime activities are and how to pursue them. Fitness concepts are heavily emphasized throughout the high school PE experience.

The school recognizes that students enrolled in physical education often vary considerably in their physical abilities and development, just as they vary in their academic abilities. Thus, assessment in physical education is based upon the individual's progress and achievement towards meaningful and research-based national and state standards.

## 9th Grade Health & Physical Education

**1 Semester .50 credit**

**Code: PED109, PED 209**

Student's participation in the 9th and 10th grade physical education program leads to the development of their physical, social and emotional well-being. Units and activities fall into one of three categories:

Skill Improvement, Fitness Basics and Strategies & Team Dynamics.

Along with providing quality movement experiences, students will begin to learn the skills and concepts necessary to be active for life.

The health education program seeks to provide a comprehensive and developmentally appropriate instructional experience for 9th-grade students.

To equip students with the tools they need to make healthy choices and navigate the complex world of health and well-being in the 21st century, we implement the following units of instruction: Self-Management and Social Media Usage, Analyzing Influences on the Use of Alcohol, Nicotine and other Drugs, and Decision Making and the Impacts on Sexual Health.

## 10th Grade Health & Physical Education

**1 Semester .50 credit**

**Code: PED110, PED 210**

Student's participation in the 9th and 10th grade physical education program leads to the development of their physical, social and emotional well-being. Units and activities fall into one of three categories: Skill Improvement, Fitness Basics and Strategies & Team Dynamics. Along with providing quality movement experiences, students will begin to learn the skills and concepts necessary to be active for life.

The CPFA (Connecticut Physical Fitness Assessment) is administered to all 10th grade students to assess students' fitness levels and individual fitness data results are submitted to the state.

The 10th grade health education program aims to equip students with the knowledge, skills, and confidence to make informed decisions about their health, advocate for their well-being, and accessing reliable and valid health information, products and services. This program will empower students to lead healthier lives and become responsible citizens in their communities.

## 11th Grade Health & Physical Education

**1 Semester .50 credit**

**Code: PED111, RED 211**

The 11th and 12th grade physical education program builds upon the skills, concepts and knowledge developed during the 9th and 10th grade Physical Education curriculum. The main focus of this course is to teach students how to live an active lifestyle, both now and in the future. A heavy emphasis is placed on lifetime activities and overall fitness. Students will also gain the confidence necessary to be active for life.

The 11th grade health education program is designed to equip students with essential knowledge and skills to make informed decisions about their physical, emotional, and social well-being. The program adheres to the National Health Education Standards and focuses on skill and content development in the areas of goal setting, communication and decision-making skills. Content covers healthy relationships, domestic violence awareness, active consent and planning for the future.

## 12th Grade Health & Physical Education

**1 Semester .50 credit**

**Code: PED112, RED 212**

The 11th and 12th grade physical education program builds upon the skills, concepts and knowledge developed during the 9th and 10th grade Physical Education curriculum. The main focus of this course is to teach students how to live an active lifestyle, both now and in the future. A heavy emphasis is placed on lifetime activities and overall fitness. Students will also gain the confidence necessary to be active for life.

The 12th grade health education is designed to prepare students with the necessary knowledge and skills to make informed decisions about their health, while also addressing a wide range of critical topics. Content covered will include but not be limited to CPR & First Aid, food insecurity and access, and drug use, addiction and prevention.

# MATHEMATICS

## Core Mathematics Courses:

Below are three pathways through the core mathematics courses East Hartford High School offers. Most students will take one course per year, and most students will follow the core pathway: Algebra I, Geometry & Statistics I, and Algebra II. Students can accelerate their coursework by taking two classes in the same row concurrently. Students may also take two courses concurrently if they fail a core mathematics course but wish to stay on track. The two possible pairings are Algebra I with Geometry & Statistics I or Geometry & Statistics I with Algebra II.

	Post Secondary (Level 2)	College Prep (Level 1)	Honors
Entrance Criteria	8th Grade Math Foundations IEP with Instructional Site 2	8th Grade Pre-Algebra	C or Better in 8th Grade Honors** Passing Entrance Exam** Teacher Recommendation**
9th Grade	Algebra I, Part A	Algebra I	Geometry & Statistics I
10th Grade	Algebra I, Part B	Geometry & Statistics I*	Algebra II
11th Grade	Geometry & Statistics I	Algebra II* Optional Math Elective	Pre Calculus Optional Math Elective
12th Grade	Math Elective	Math Elective	Math Elective

\* These courses may also offered as Level 2 courses based on enrollment

\*\* Two of the three requirements listed must be met to enroll in Geometry & Statistics I in ninth grade

## Elective Mathematics Courses:

During 11th and 12th grade students have the opportunity to take mathematics electives. Although graduation requirements stipulate three mathematics credits, we strongly encourage students to take a mathematics elective course senior year. Students should choose these courses based on their current and future college and career aspirations. These courses are roughly broken down into the following three groups:

- Pure Mathematics: Preparation for mathematics, engineering, physical science, life science, and other STEM careers.
- Applied Mathematics: Preparation for social science, arts, business, and technical careers.
- Integrated Mathematics: Preparation for any college level entrance math course.

Pure Mathematics	Applied Mathematics	Integrated Mathematics
Pre Calculus (1 Credit, Level 1)	Financial Algebra (1 Credit, Level 1)	Topics in College Algebra (1 Credit, Level 2)
AP Calculus AB (1 Credit, AP or ECE)	Elementary Discrete Mathematics (1 Credit, ECE)	Topics in College Algebra (1 Credit, Level 1)
AP Calculus BC (1 Credit, AP or ECE)	AP Statistics (1 Credit, AP or ECE)	

## Mathematics Support Courses:

Throughout their high school career, some students may need additional support to meet the rigor of the courses offered at East Hartford High School. Based on assessment results, student interest, and teacher recommendation, a student may be advised to take a Math Lab course. Math Labs are supplemental math courses that run concurrently with a student's regular math course to provide time for the math teacher to address essential prerequisite skills. For example, a student might take Algebra I and a Math Lab at the same time to support success in Algebra I.

Math Lab courses have the prefix "MATX" and count as an elective credit, but do not count as a math credit. They are typically offered in conjunction with Algebra I (MATX01) and Geometry and Statistics I (MATX03).

# MATHEMATICS CONTINUED

## Grade 9

**Algebra I, Part A**                      **Level 2**  
**Code: MAT 142**                      **Full Year**                      **1 credit**

**Prerequisite: Grade 8 Transition Mathematics**

Students in Algebra I, Part A formalize algebraic concepts first learned in middle school. Topics include patterns, linear functions, equations, and inequalities, and function notation.

**Algebra 1**                                      **Level 1**  
**Code: MAT 123**                      **Full Year**                      **1 credit**

**Prerequisite: Grade 8 Mathematics**

Students in Algebra I formalize algebraic concepts first learned in middle school. Topics include patterns, linear functions, equations, and inequalities, function notation, systems of linear equations, scatter plots and trend lines, quadratic equations, and an introduction to exponential functions.

**Geometry and Statistics**                      **Honors**  
**Code: MAT 169**                      **Full Year**                      **1 credit**

**Prerequisite: Grade 8 Algebra I (see below)**

This course gives students a strong foundation in both Geometry and Statistics. Geometry topics include coordinate geometry, transformations, congruence, similarity, trigonometry, circles, area, and volume. Statistics topics include data displays, one variable statistics, probability, and data collection.

Students taking this course in ninth grade should have a strong background in Algebra I as demonstrated by at least two of the following criteria: a C or better in honors eighth grade mathematics, a passing score on the Algebra I final exam, and teacher recommendation.

## Grade 10

**Algebra 1, Part B**                      **Level 2**  
**Code: MAT 143**                      **Full Year**                      **1 credit**

**Prerequisite: Algebra I, Part A or teacher rec.**

Students in Algebra I, Part B continue algebraic concepts from Algebra I, Part A. Topics include systems of linear equations, scatter plots and trend lines, quadratic equations, and exponential functions.

**Geometry and Statistics 1**                      **Level 1**  
**Code: MAT 125**                      **Full Year**                      **1 credit**

**Prerequisite: Prerequisite: Algebra I (may take concurrently)**

This course gives students a strong foundation in both Geometry and Statistics. Geometry topics include coordinate geometry, transformations, congruence, similarity, trigonometry, circles, area, and volume. Statistics topics include data displays, one variable statistics, probability, and data collection.

**Geometry and Statistics 1**                      **Level 2**  
**Code: MAT 153**                      **Full Year**                      **1 credit**

**Prerequisite: Prerequisite: Algebra I (may take concurrently)**

This course gives students a strong foundation in both Geometry and Statistics. Geometry topics include coordinate geometry, transformations, congruence, similarity, trigonometry, circles, area, and volume. Statistics topics include data displays, one variable statistics, probability, and data collection.

## Grade 10 Continued

**Algebra II**                                      **Honors**  
**Code: MAT 129**                      **Full Year**                      **1 credit**

**Prerequisite: Algebra I and teacher recommendation.**

Students further develop the skills mastered in Algebra I. Topics include function operations and inverse functions; quadratic functions; polynomial functions; rational expressions and equations; radical expressions and equations; exponential functions; and logarithmic functions.

## Grade 11

**Geometry and Statistics**                      **Level 2**  
**Code: MAT 153**                      **Full Year**                      **1 credit**

**Prerequisite: Algebra I (may take concurrently)**

This course gives students a strong foundation in both Geometry and Statistics. Geometry topics include coordinate geometry, transformations, congruence, similarity, trigonometry, circles, area, and volume. Statistics topics include data displays, one variable statistics, probability, and data collection.

**Algebra 2**                                      **Level 2**  
**Code: MAT 161**                      **Full Year**                      **1 credit**

**Prerequisite: Algebra I**

Students further develop the skills mastered in Algebra I. Topics include function operations and inverse functions, quadratic functions, polynomial functions, rational expressions and equations, radical expressions and equations, exponential functions, and logarithmic functions.

**Algebra 2**                                      **Level 1**  
**Code: MAT 127**                      **Full Year**                      **1 credit**

**Prerequisite: Algebra I**

Students further develop the skills mastered in Algebra I. Topics include function operations and inverse functions, quadratic functions, polynomial functions, rational expressions and equations, radical expressions and equations, exponential functions, and logarithmic functions.

**Pre-Calculus**                                      **Honors**  
**Code: MAT 147**                      **Full Year**                      **1 credit**

**Prerequisite: Algebra II and teacher recommendation.**

During the first half of the year, students study functions and their graphs.

This includes linear, polynomial, rational, exponential, and logarithmic functions. In the second half of the year, students focus on trigonometry. Additional topics include matrices, sequences and series, conic sections, polar coordinates, and polar equations.

# MATHEMATICS CONTINUED

## Pure Mathematics Electives

### Pre-Calculus - Level 1

**Code: MAT 135**                      **Full Year**              **1 credit**

**Prerequisite: Algebra II and teacher recommendation**

During the first half of the year, students study functions and their graphs. This includes linear, polynomial, rational, exponential, and logarithmic functions. In the second half of the year, students focus on trigonometry. Additional topics include matrices, sequences and series, conic sections, polar coordinates, and polar equations.

### AP Calculus (AB)

**Code: MAT 139**                      **Full Year**              **1 credit**

**Prerequisite: Pre-Calculus and teacher recommendation**

Students will study the topics of calculus including: determining and applying limits, determining and applying derivatives and anti-derivatives, definite integrals, 3D modeling, and differential equations with applications.

### AP Calculus (BC)

**Code: MAT 141**                      **Full Year**              **1 credit**

**Prerequisite: Pre-Calculus and teacher recommendation**

Students will study the topics of calculus including: determining and applying limits, determining and applying derivatives and anti-derivatives, definite integrals, 3D modeling, and differential equations with applications.

## Integrated Mathematics Electives

### Topics in College Algebra - Level 2

**Code: MAT 121**                      **Full Year**              **1 credit**

**Prerequisite: Algebra I and Geometry & Statistics I**

In this course, students combine algebra and problem solving strategies to explore a range of mathematical concepts. This course utilizes a blended instruction model. This means that some lessons are taught by a teacher, while other lessons are supported by computer adapted instruction to meet the needs of each student.

### Topics in College Algebra -Level 1

**Code: MAT 120**                      **Full Year**              **1 credit**

**Prerequisite: A Grade of C or Higher in Algebra II**

In this course, students combine algebra and problem solving strategies to explore a range of mathematical concepts. This course utilizes a blended instruction model. This means that some lessons are taught by a teacher, while other lessons are supported by computer adapted instruction to meet the needs of each student.

## Applied Mathematics Electives

### Financial Algebra - Level 1

**Code: MAT 159**                      **Full Year**              **1 credit**

**Prerequisite: Algebra II**

Financial Algebra is a mathematical modeling course that is algebra-based, applications-oriented, and technology-dependent. The course addresses college preparatory mathematics topics from Algebra 2, statistics, probability, and Precalculus under eight financial umbrellas: discretionary expenses, banking, investing, credit, employment and income taxes, automobile ownership, independent living, retirement planning, and household budgeting.

### Elementary Discrete Mathematics

**Level 1**

**Code: MAT 150**                      **Full Year**              **1 credit**

**Prerequisite: Algebra II**

This course is intended for students interested in exploring the connections between discrete mathematics and careers in political science, health occupations, fine arts, and design. Topics may include voting methods, apportionment methods, statistics, probability, graph theory, deductive reasoning, the axiomatic method, and finite geometries.

### AP Statistics

**Code: MAT 140**                      **Full Year**              **1 credit**

**Prerequisite: Geo Stats I and teacher recommendation**

Students in AP Statistics will explore the ways in which we collect, summarize and draw conclusions from data. Students will apply statistics to a variety of "real world" contexts. This course differs from most math courses, in that it places equal emphasis on writing as it does on calculation. Students will study these concepts using four broad conceptual themes, the exploration of data, sampling and experimenting with data, anticipating patterns using probability and simulations, and statistical inference.

## Mathematics Support Courses

### Algebra I Lab

**Code: MATX 01**                      **Half Year**              **.50 credit**

**Prerequisite: Diagnostic Assessment Results**

A support course taken concurrently with Algebra I. Topics include integer operations, solving equations, manipulating algebraic expressions, and graphing linear equations.

### Geometry and Statistics I Lab

**Code: MATX 03**                      **Half Year**              **.50 credit**

**Prerequisite: Diagnostic Assessment Results**

A support course taken concurrently with Geometry and Statistics I. Topics include integer operations, solving equations, manipulating algebraic expressions, and graphing linear equations.

### Algebra II Lab

**Code: MATX 02**                      **Half Year**              **.50 credit**

**Prerequisite: Diagnostic Assessment Results**

A support course taken concurrently with Algebra II. Topics are selected based on student need.



## MUSIC CONTINUED

**Treble Choir**                      **Full Year**                      **1 credit**

**Code: MUS 623**

**Prerequisite: Open to grades 10-12 by audition and approval of the director.**

This is an ensemble that performs choral literature from a variety of genres at concerts throughout the school year. As an upper-level ensemble, there is greater emphasis on enhancing individual vocal development as well as overall ensemble sound. Students will also grow in their sight-reading skills, music literacy, and knowledge of choral literature from different historical periods and styles.

**DJ and Live Sound**            **1 Semester**                      **.50 credit**

**Code: 653**

**Prerequisite: Open as an entry level class for any students grades 9-12**

Students will learn to work with studio equipment that DJs use today and will create their own playlists that seamlessly loop together. By the end of the course, students will be able to program their own event and have performance opportunities.

**Video Production**            **1 Semester**                      **.50 credit**

**Code:654**

**Prerequisite: Open as an entry level class for any student in grades 9-12.**

Video Production will introduce students to storyboarding techniques, filming and editing video, and the various roles in the business and engineering world. Students will work on standard studio equipment and programs that are currently used in movies. By the end of the class, they will create and run their own video sessions.



**Voice Ensemble**                      **Full Year**                      **1 credit**

**Code: MUS 627**

**Prerequisite: Open to grades 10-12 by audition and approval of the director.**

This choir performs advanced choral literature from a variety of genres. Students build on the fundamentals of singing and music literacy learned in Concert Choir and Treble Choir.

**Performing in concerts is a requirement of the course.**

**AP Music Theory**                      **Full Year**                      **1 credit**

**Code: MUS 637 Prerequisite: See instructor prior to enrollment. Grades 10-12**

Provides specialized training to students to include the study of elementary theory, with attention to chord structure, the writing and harmonizing of melodies, ear training and analysis. This course is recommended for those who plan to major in music, as well as those who wish to improve their music literacy.

**World Drumming**                      **1 Semester**                      **.50 credit**

**Code: 655**

**Prerequisite: Open as an entry level class for any student in grades 9-12.**

World Drumming will introduce students to: West African, Latin and Caribbean, Brazilian samba drumming, dance, and culture. By the end of the class, students will be able to perform, create and respond to a variety of cultures and music through drumming.



# SCIENCE

Science courses at East Hartford High School reflect the state's adoption of the Next Generation Science Standards (NGSS). The NGSS enables teachers to offer all students interactive science instruction that promotes analysis and interpretation of data, critical thinking, problem solving, and connections across science disciplines- with a high set of expectations for achievement in grades 9-12. The science standards complement English/language arts and mathematics standards, enabling classroom instruction to reflect a clearer picture of the real world, where solving problems often requires skills and knowledge from multiple disciplines.

## Common Sequences of Study in Science

Grade Level	Academic Sequence	Honors Sequence
9	General Science	Honors Biology
10	Biology	Honors Chemistry
11	Chemistry	Physics, AP Chemistry, AP Biology, AP Environmental Science, or Science Elective
12	Physics or Science Elective	AP Physics or other Science Elective

### Grade 9

**General Science**                      **Full Year**                      **1 credit**  
**Code: SCI 401**

This course offers freshmen the opportunity to use science and engineering practices, crosscutting concepts and disciplinary core ideas to learn how physical science and earth science concepts can be used to explain Earth's place in the universe, Earth's systems, Earth and human activity, forces and interactions, energy and waves and their applications. Students will also study engineering, technology and application of science in relation to the above concepts.

**Biology, Freshman Honors**                      **Full Year**                      **1 credit**  
**Code: SCI 410**

**Prerequisite: Completion of Algebra I in grade 8 and teacher recommendation.**

This course offers freshmen the opportunity to use science and engineering practices, crosscutting concepts and disciplinary core ideas to learn how the natural world works. Focus areas of study include structures and processes of organisms, ecosystems, hereditary and inheritance, biological evolution as well as related Earth science standards addressing Earth systems and the Earth and human activity. Laboratory investigations are an integral part of this course. Students in this course are expected to take sophomore Chemistry in grade 10.

### Grade 10

**Biology Level 1**                                      **Full Year**                                      **1 credit**  
**Code: SCI 411**

**Prerequisite: Teacher recommendation**

This course focuses on the Next Generation Science Standards (NGSS) related to biology. Students will explore concepts of structure and process of organisms, ecosystems and energy dynamics, heredity and inheritance as well as biological evolution. Students will engage in a 3D learning model where they are asked to use science and engineering practices and crosscutting concepts to explain science concepts. This course includes extended laboratory periods where students will be asked to work collaboratively to further develop their understanding of foundational concepts in Biology.

### Grade 10 Continued

**Biology Level 2**                                      **Full Year**                                      **1 credit**  
**Code: SCI 412**

**Prerequisite: Grade 9 General Science**

This course focuses on the Next Generation Science Standards (NGSS) related to biology. Students will explore concepts of structure and processes of organisms, ecosystems and energy dynamics, heredity and inheritance as well as biological evolution. Students will engage in a 3D learning model where they are asked to use science and engineering practices and crosscutting concepts to explain science concepts. Laboratory investigations are embedded into regular class periods.



## SCIENCE CONTINUED

Grades 11 and 12

### Anatomy & Physiology Level 1

Code: SCI 421 Full Year 1 credit

#### Prerequisite: Credit in Chemistry

This course concentrates on the structure and function of the human organism. It includes a comprehensive overview of each organ system and how these systems work together. Students will study the organ systems through demonstrations, audiovisual presentations, laboratory exercises, dissections and discussion. This course is designed for the student who is interested in increasing his or her understanding of the human body. Students will also receive topical information and background on human-related fields and careers.

### Anatomy & Physiology Honors

Code: SCI 423 Full Year 1 credit

**Prerequisite: Credit in Chemistry (Recommended "B" average in all previous science courses) or teacher recommendation.**

The course is structured to present the student with a thorough understanding of the human systems and their individual components. Care is taken to ensure the proper usage of terminology which is also unique in medicine. The course involves independent study, classroom lectures, laboratory practice, dissections and rational applications of good techniques in analyzing problems. The course is open to all qualified juniors and seniors.

### Biology AP/ ECE Full Year 2 credits

Code: SCI 435 (course may run every other year depending on enrollment)

**Prerequisite: Prior credit in Chemistry is highly recommended or students may take Chemistry concurrently.** This course follows the College Board Advanced Placement Biology curriculum. This course is the equivalent to a first year college introductory Biology course. Students will develop advanced inquiry and reasoning skills, such as designing a plan for collecting data, analyzing data, applying mathematical routines and connecting biology concepts that govern living organisms and biological systems. The result will be readiness for the study of advanced topics in future college courses. Students who take this course will be expected to take the Biology Advanced Placement examination in the spring.

**UConn credits are available for eligible students as part of the UConn Early College Experience (ECE) Program.**

### Chemistry Level 1 Full Year 1 credit

Code: SCI 443

**Prerequisite: Algebra II (may take concurrently)** This introductory college preparatory course is designed to provide a challenging background in basic principles of Chemistry. This course is aligned with the NGSS and allows students to engage in classwork and laboratories designed to help students understand concepts such as structure and properties of matter, chemical reactions, nuclear processes and energy. Students will use science and engineering practices, crosscutting concepts and disciplinary core ideas in Chemistry to develop a deep understanding of chemistry standards. Appropriate demonstrations and regular quantitative and qualitative laboratory investigations are an integral part of this course.

Grades 11 and 12 continued

### Conceptual Chemistry Level 2

Code: SCI 441 Full Year 1 credit

This course is intended for the student interested in the study of basic concepts of Chemistry in a real world context. The 3-dimensional Next Generation Science standards related to Chemistry are studied through practical application of Chemistry concepts in relation to real world phenomena. Students study Chemistry connected to science and engineering practices, crosscutting concepts and disciplinary core ideas related to structure and properties of matter, chemical reactions, nuclear processes and energy. The goal of this course is to prepare students to make informed decisions and to think critically about the world around them.

### Chemistry Honors Full Year 1 credit

Code: SCI 442

#### Prerequisite: Algebra II (may take concurrently)

This course gives students a challenging college preparatory experience in chemistry through the 3 D NGSS lens. This course encompasses all the concepts in our regular college preparatory class and in addition, students use science and engineering practices, crosscutting concepts and disciplinary core ideas related to structure and properties of matter, chemical reactions, nuclear process and energy with a focus on laboratory application of skills. This course also prepares students for more advance courses in Chemistry, Physics and Biology.

### Chemistry AP Full Year 2 credits

Code: SCI 463 (course may run every other year depending on enrollment)

#### Prerequisite: Prior credit in Chemistry

This course follows the College Board Advanced Placement Chemistry curriculum. This course is equivalent to a first year college introductory chemistry course including laboratory. Students in this course will increase their understanding of chemistry fundamentals and be able to solve chemical problems. They will need to express their ideas orally and in writing around such topics as: structure of matter, states of matter, reactions and descriptive chemistry. Students who take this course will be expected to take the Chemistry Advanced Placement Examination in the spring.

### Environmental Science - Level 2

Half or Full Year .50 - 1 credit

Code: SCI 447, SCI 448 (for full year use both codes)

This course is designed to examine the interrelationship of humans and the environment. The first semester focuses on the economic and political impact on how environmental issues are handled and how populations of living things function in and undisturbed state and under present conditions. The second semester focuses on how Earth would function without human interference and how pollution has impacted our lives and the lives of other living things on Earth. The full year is recommended, but either semester may be taken on its own as well.

## SCIENCE CONTINUED

### **Environmental Science AP/ECE**

**Code: SCI 446      Full Year      2 credits**

**Prerequisite: A or B in previous Science course or permission from instructor.**

This course follows the College Board Advanced Placement Environmental Science curriculum. It is designed to be the equivalent of an introductory one semester college course in Environmental Science. The goal of the AP Environmental Science course is to help students understand the interrelationships of the natural world, to identify and analyze environmental problems both natural and human-made, to evaluate the relative risks associated with these problems and to examine alternative solutions for resolving and/or preventing them. Students who take this course will be expected to take the Environmental Science Advanced Placement Examination in the spring.

**UConn credits are available for eligible students as part of the UConn Early College Experience (ECE) Program.**

**AP Research      Full Year      1 credit**

**Code: CAPS2**

**Prerequisite: AP Seminar**

AP Research is the second course in the AP Capstone program. In this course, students will work with an expert to explore a topic, problem, or issue of their own choosing to produce an academic research paper. Part of the final assignment in this course is an oral defense of the project to a panel of evaluators. Qualifying scores (2 or better) in this course, AP Seminar, and four additional AP exams of the student's choosing, will qualify students for the AP Capstone Diploma TM.

**Marine Biology      Full Year      1 credit**

**Code: SCI 431**

This course is an introductory course in the biological, physical and ecological characteristics of the marine environment. Organisms that inhabit ocean ecosystems will be studied, including their structure, function and adaptations for survival. Different marine ecosystems will be explored with an emphasis on local marine environments supported by field trips to beaches, estuaries and rocky shores. Human impact on these areas will also be examined. In addition trips to Mystic Aquarium and/or the New England Aquarium are included as part of the curriculum.

**Marine Biology Honors      Full Year      1 credit**

**Code: Honors SCI 461**

**Prerequisite: A or B in previous Science class or permission from instructor.**

This course will incorporate a more detailed study of concepts and skills from Marine Biology SCI 431 with additional laboratory time to investigate certain topics in depth.

**Physics Level 1      Full year      1 credit**

**Code: SCI 449**

**Prerequisite: Algebra II (may take concurrently)**

This course along with Biology and Chemistry is recommended for any student planning to attend college. The basic laws of classical and modern Physics are presented in a practical manner through the use of textbook, laboratory experiments, demonstrations, computer programs, and other media presentations. The course emphasizes the practical applications of Physics providing the background that colleges assume high school students to have mastered. Some of the topics included are motion, Newton's Law, heat, wave motion, light, sound and energy.

**AP Physics      Full year      2 credits**

**Code: SCI 451**

**Prerequisite: Credit in Algebra II or higher.**

This course follows the College Board Advanced Placement Physics 1 curriculum. The goal of AP Physics 1 is to provide students with an experience equivalent to one semester of an introductory college level Physics course. The course will utilize guided inquiry and student-centered learning to help students develop critical thinking skills. Physics 1 asks students to explore the following content areas: Newtonian mechanics, electricity and magnetism, waves and optics, and an understanding of algebra is critical. Trigonometry concepts needed for the course are taught as needed within the course. Students who take this course are expected to take the Advanced Placement Physics 1 examination in the spring.

**General Science II      Full Year      1 credit**

**Code: SCI 400**

**Prerequisite: General Science and Biology**

This course combines elements of life, Earth and physical science and applies them to the themes of local and global sustainability. The topics in this course around sustainable development the use of environmental resources in a responsible way to ensure they will continue to be available for use by future generations. Students learn to analyze risks, assess trade-offs, make decisions using scientific data and apply scientific concepts to real world situations. Hands-on experiments are an integral part of this course. Learning is cumulative and encourages student independence.

## SCIENCE CONTINUED

**Botany:** 1 Semester .50 Credit

**Code:SCI 425**

**Prerequisite: Grade 11 or 12**

Botany is the scientific study of plants and their relationship to the environment. In this course, students investigate the growth, reproduction, anatomy, morphology, physiology, taxonomy, genetics, and ecology of plants. Laboratory and outdoor experiences complement classroom activities.

**Zoology** 1 Semester .50 Credit

**Code:SCI 426**

**Prerequisite: Grade 11 or 12**

Zoology is the scientific study of the behavior, structure, physiology, classification, and distribution of animals. In this course, students investigate the growth, reproduction, anatomy, morphology, physiology, taxonomy, genetics, and ecology of plants. Laboratory and outdoor experiences complement classroom activities.



## SOCIAL STUDIES

The program is designed to help students acquire logical, critical and creative thinking skills in order to face a future of rapidly increasing change. Social studies education focuses most directly on the learning which young people themselves need for participating in society and which the public welfare requires. All social studies courses include instructional objectives that meet the Connecticut State Standard for Social Studies. Objectives include the use of graphs and organizers, distinguishing fact from opinion, weighing opposing viewpoints, distinguishing bias, reading comprehension, and writing well defined essays. Three credits of social studies are required for graduation. The social studies department offers a number of electives in addition to required courses. All students must pass Civics and United States History to graduate.

### Grade 9

#### **Civilization Honors**

**Code: HIS 509                      Full Year                      1 credit**

**Prerequisite: Department approval or teacher recommendation.**

This course satisfies the requirement for 9th grade social studies. Topics in World History will be explored and discussed through research projects and the examination of Primary Sciences.

**World History                      Full Year                      1 credit**

**Code: HIS 503**

**Required of all grade 9 students.**

World History, first semester will focus on the contributions of early civilizations to human history and how the geographic environment influenced the growth of economic, governmental and religious systems. World History second semester continues the study of the development of civilizations, the medieval world and the emergence of modern nations in Asia, Africa and Europe will be focal points.

### Grade 10

**Civics Honors                      Full Year                      1 credit**

**Code: HIS 511**

**Prerequisite: Department approval or teacher recommendation.**

This course examines the local, state and national governments of the United States. Particular emphasis is placed on the skills necessary to become a productive participatory United States citizen in the 21st century.

**Civics                                      Full Year                      1 credit**

**Code: HIS 507**

**Required of all grade 10 students.**

This course is designed to examine major areas of federal, state and local government. It will focus on the responsibilities of citizens in American democracy and the individual rights guaranteed by the United States Constitution.

### Grade 10 continued

#### **U.S. Government & Politics AP**

**Code: HIS 550                      Full Year                      1 credit**

This course will provide students an intellectual foundation for observing, analyzing, and understanding national and international politics in the United States. Using primary and secondary source documents, as well as analysis of specific examples. Students will examine and evaluate the institutions of American government, political parties and elections, mass media, political behavior, public policies, and the development of individual rights and liberties, and their impact on citizens.

### Grade 11

**United States History AP                      Full Year                      1 credit**

**Code: HIS 538**

**Prerequisite: recommendation of grade 10 Social studies teacher and/or department head. Students will be required to complete a summer project due on the first day of class.**

The course is designed for a rigorous academic challenge. This gives students an opportunity to engage in college level study. The curriculum followed is approved by the College Board and prepares students to take the Advanced Placement Exam in the spring. Passing grade on the AP exam gives students 3 college credits. Students need to demonstrate superior aptitude and achievement and a willingness to commit to considerable independent study.

**United States History Honors                      Full Year                      1 credit**

**Code: HIS 540**

**Prerequisite: Completion of grade 10 social studies requirements (B+ average or higher) and recommendation of grade 10 social studies teacher and/or department head.**

The course is designed to challenge students who have demonstrated a high level of academic aptitude and achievement. The pace of instruction is rapid and topics are explored in greater depth than in college prep. Students are expected to complete independent research, group work and long term assignments. Assessments emphasize the development of critical thinking skills, originality and creativity and the ability to make connections within the subject as well as other academic disciplines.

## SOCIAL STUDIES CONTINUED

### Grade 11 continued

#### United States History Level 1

**Code: HIS 533 Full Year 1 credit**

**Prerequisite: Completion of grade 10 social studies requirements (C average or higher) and recommendation of grade 10 social studies teacher and/or supervisor.**

This course is designed for academically talented students intending to pursue further education in a four year college or university. Students are challenged to higher level thinking in the application of course materials. Students are expected to do both independent and group projects along with long-term assignments.

#### United States History Level 2

**Code: HIS 529 Full Year 1 credit**

This course is designed for students intending to attend non-selective colleges after high school. Special emphasis is placed on topics necessary to understand present problems and the meaning of good citizenship. Teachers use a variety of instructional practices to engage students with different learning styles. Daily homework is assigned to provide students with practice in working with new concepts and review of previously learned material. Long term assignments are frequently broken down into several components. Student progress is assessed frequently.

### Grade 11 & 12 Electives

**Students in grades 11 and 12 may elect any of the courses below in addition to their required U.S. History course.**

#### Contemporary Issues 1 and 2

**Code: HIS 521, HIS 522 1 Semester 1 credit**

**This course will examine such current domestic issues as crime, housing, taxation, the environment and other current topics.**



### Grade 11 12 Electives continued

**Psychology AP Full Year 1 credit**

**Code: HIS 549**

**Prerequisite: Completion of grade 9/10 requirements. Students will be expected to complete a summer project due on the first day of class. Completion of U.S. History (AP, H, CP), B+ or higher and teacher recommendation.**

The purpose of the Advanced Placement course in Psychology is to introduce students to the systematic and scientific study of the behavior and mental process of human beings and other animals. Students will be exposed to psychological facts and principles of each of the sub-fields within Psychology. They will also learn about the methods psychologists use in this science. The aim of the AP course is to provide the student with a college learning experience equivalent to that obtained in most college introductory Psychology courses. Admission to the course is for highly motivated students. All students will be expected to take the AP Psychology Exam in the spring.

#### African-American/Black and Puerto Rican/Latino Studies Full Year 1 credit

**Code: HIS 575**

#### Grades 11 and 12 only

In this one-year, integrated course, the history of Africa and the Diasporas are explored with intentional linkages to the accomplishments, struggles, and beauty of Black and Latino people in the U.S., Americas (North and South), the Caribbean, and around the world. Through the lens of these very unique histories, students, with the guided support of their educators, will have opportunities to make connections to their own cultural and racial backgrounds and strengthen their understanding of what positive identity can look and sound like, the importance of inclusivity of diverse perspectives, and value for social justice to inform actions in their own community.

**Human Rights Seminar Full Year 1 credit**

**Code: HIS 419, HIS 421 Early College Experience (ECE)**

**Prerequisite: Completion of grade 11 English requirements.**

The course will be an interdisciplinary in depth study of human rights. Some of the units covered will include: the Universal Declaration of Human Rights, Africa genocide, plight of American Indians, civil rights and women's rights. Students will look at the cause and results of prejudice, as well as the role of propaganda and censorship. Literature and historical works will complement each other. Students will be required to do a research project and several short papers. Emphasis will be placed on public speaking skills. The ECE (HIS 421) section of Human Rights provides students with an opportunity to earn up to 6 transferable UCONN college credits; 3 credits in **HRTS 1007: Introduction to Human Rights** and 3 credits in **HRTS 2200: Introduction to Genocide Studies**. Students enrolled in this course are required to complete 1) a summer project prior to the first day of class and 2) a student-centered humanitarian project.

## SPECIAL EDUCATION

The courses are taught by special education teachers for students who are eligible for special education services and who need significantly modified instruction. These courses meet all school and state academic requirements for graduation, fulfill the IEP goals and objectives and are based upon academic requirements.

**Freshman Seminar Semester .50 credit**

### **Code: Seminar 1**

Students will be provided an extensive, research-based Social-Emotional Learning curriculum and have the opportunity to develop strategies and skills that will assist them in a successful transition to high school. Students will also have the opportunity to complete general education assignments in a structured and supported setting each day. Students will be encouraged to monitor their own academic, social-emotional and behavioral progress in order to foster increased independence and self-advocacy skills.

**Sophomore Seminar Semester .50 credit**

### **Code: Seminar 2**

The Sophomore Seminar class is a smaller, structured, supported classroom setting where students will have the opportunity to review and complete work from their general education classes and to prepare and organize assignments for upcoming class activities and projects. In addition to work completion, students are encouraged to practice self-reflection, self-advocacy and general mindfulness through consistent interaction with a case manager.

**Junior Seminar Semester .50 credit**

### **Code: Seminar 3**

In the Junior Seminar class, students will continue to receive structured instructional support in a smaller, supported classroom setting. Through the lens of each student's Individualized Education Program's goals and objectives, participants will have the opportunity to complete general education assignments and prepare for future classroom work. In this seminar class, students will also engage in structured planning and preparation designed for successful performance on the SAT.

**Senior Seminar Semester .50 credit**

### **Code: Seminar 4**

The focus of the Senior Seminar class is to prepare students for the next phase of their educational careers, working toward their graduation and beyond. Students will identify personal, academic and career/post-secondary goals and they will create and implement an action plan throughout the semester in order to achieve these goals.



# SPECIAL EDUCATION CONTINUED

## Transitions Courses

The courses are taught by special education teachers for students who are eligible for special education services and who are likely to require additional transition services until age 21. These courses are for students who have completed all graduation requirements or who are receiving a Certification of Attendance. These students will then transition to an Adult Service Agency upon graduation. The courses fulfill the IEP goals and objectives and are based upon states standards.

### Realistic Employment Academics Leisure & Independence Training In Educational Settings

#### R.E.A.L.I.T.I.E.S. Transition Planning

This course focuses on skills necessary for a successful transition from school to work or school to post-graduation agency. Skills will include communication skills, time management, money skills, social skills, goal setting and post secondary planning.

#### R.E.A.L.I.T.I.E.S. Community Transition Seminar

This course focuses on skills necessary for a successful transition from school to work or school to a post-graduate agency. Skills include social responsibility, behavior expectations, agency coordination and leisure skills.

#### R.E.A.L.I.T.I.E.S.

#### Community Exploration & Work Experience

This course focuses on skills necessary for a successful transition from school to work or post-graduation agency. Students visit various community locations and are placed at job sites in the school and community. Skills include vocational skills, workplace etiquette, volunteer work, travel and transportation training.

**In-School Work Experience I Full Year 1 credit**

**Code: SPE 751**

**Prerequisite: Approval of instructor**

Students are placed at job sites within the school setting.

**In-School Work Experience Full Year 1 credit**

**Code: SPE 753**

**Prerequisite: Approval of instructor**

Students are placed at job sites within the school setting.

**Community Work Experience Full Year 1 credit**

**Code: SPE 755**

**Prerequisite: Approval of instructor**

Students are placed at job sites in the community.

**Community Work Experience Full Year 1 credit**

**Code: SPE 757**

**Prerequisite: Approval of instructor**

Students are placed at job sites in the community.

**Transitional Planning Seminar Full Year 1 credit**

**Code: SPE 785**

This course focuses on skills necessary for a successful school to work transition, including goal setting, work experience, and post secondary planning.



# WORLD LANGUAGES

The World Languages Department offers Chinese and Spanish. These courses provide opportunities for the learner to not only be able to communicate in a different language but also to understand and appreciate different cultures and people as well as provide greater opportunities in their career choices. Each course has an expected proficiency level in the different modes of communication:

- Interpersonal Communication - between two or more people including a conversation or text exchange
- Presentational Communication - one way communication including a speech or a piece of writing
- Interpretive Communication - one way communication for understanding including reading and listening

The courses in this Program of Study are sequenced by year of study of a language rather than by grade since some students begin to study a world language at East Hartford Middle School and Sunset Ridge. World Language courses are defined as College Preparatory, Honors or AP/UCONN Early College Experience (ECE).

- 1st Year Language:** Chinese 1  
Spanish 1/ Spanish 2 Heritage
- 2nd Year Language:** Chinese 2  
Spanish 2/ Spanish 2H/ Spanish 3 Heritage
- 3rd Year Language:** Chinese 3  
Spanish 3/ Spanish 3H/ ECE Heritage

- 4th Year Language:** Chinese 4/ ECE UConn CHIN1114  
Spanish 4/ ECE UConn SPAN 3178  
Spanish 4H/ ECE UConn SPAN 3179  
AP Spanish

**\* The Honors course will follow a more accelerated curriculum and will utilize additional supplementary material, projects and oral presentations.**

**Career Direction:** Mastery of one or more languages provides students with numerous opportunities in business, health care, law, education, communications, art, music, media, travel and tourism. Some occupations that utilize language skills include international sales and marketing, art curator, archeologist, historian, travel agent, interpreter, hotel manager, human resource director, pilot, flight attendant, actor, singer, musician, news anchor, journalist, doctor, nurse, physician's assistant, paramedic, emergency medical technician, pharmacist, lawyer, paralegal, law enforcement officer and many others. Please schedule an appointment to see your school counselor for further information regarding careers related to world languages.

**Spanish 1**                      **Full Year**                      **1 credit**  
**Code: FOR 325**

The student will receive a basic introduction to speaking, writing, listening, and reading in Spanish. The emphasis will be on vocabulary building, pronunciation and elementary sentence structure. By the end of the course, students are expected to reach a novice mid level in interpersonal and presentational communication and a novice high level in interpretive communication. The study of Spanish culture, literature and civilization will be introduced.

**Spanish 2**                      **Full Year**                      **1 credit**  
**Code: FOR 327 Honors FOR 329**

The student will expand upon the four language skills of reading, writing, speaking, and listening comprehension. The student will expand his/ her knowledge of Spanish cultures and civilization. By the end of Spanish 2, students are expected to reach a novice high level in interpersonal and presentational communication and an intermediate low level in interpretive communication. By the end of the Spanish 2 Honors, students are expected to reach an intermediate low level in interpersonal and presentational communication and an intermediate mid level in interpretive communication.

**Spanish 3**                      **Full Year**                      **1 credit**  
**Code: FOR 331 Honors FOR 333 Honors FOR 337/ECE UConn3179**

**Prerequisite: "C" in Spanish 2 or "B" in Spanish 2 Honors level and recommendation of the instructor.**

The student will master advanced grammatical concepts and language skills of Spanish. Through a mastery of these skills, the student will acquire the ability to read stories, to carry on basic conversations, and to carry out instructions given in Spanish by the instructor. The student will improve his/ her listening, speaking, reading, and writing skills through literature, and stories.

By the end of Spanish 3, students are expected to reach an intermediate low level in interpersonal and presentational communication and an intermediate mid level in interpretive communication. By the end of Spanish 3 Honors, students are expected to reach an intermediate mid level in interpersonal and presentational communication and an intermediate high level in interpretive communication.



## WORLD LANGUAGES CONTINUED

### **Spanish 4 Full Year 1 credit**

**Code: FOR 335/ECE UConn 3178**

**Honors FOR 337/ECE UConn3179**

**Prerequisite: "C" in Spanish 3 or "B" in Spanish 3 Honors level and recommendation of the instructor.**

The student will apply prior language skills to read narratives, essays, short stories, novels and plays. The student will be assigned compositions on special topics as well as oral and written reports. The student will acquire an insight into the culture and civilization of the Spanish-speaking world. At this level, the student begins advanced work in the language. This course is taught in Spanish. The student will practice listening skills in order to comprehend popular music, radio and television reports in addition to everyday conversation. Emphasis will be placed on ability of the student to analyze critically, both oral and written materials as well as compositions and conversation with correct pronunciation. Individual attention is given to improving student communication skills. Speaking and listening skills are improved through class discussions, oral presentations, Spanish films and other authentic material from Spanish-speaking countries. By the end of the course, students are expected to reach an intermediate mid-level in interpersonal and presentational and intermediate high-level in interpretive communication.

### **Advanced Placement Spanish 5**

**Code: FOR 339 Full Year 1 credit**

**Prerequisite: "B" in Spanish 4 and recommendation of the instructor.**

The course will cover grammar, practical idioms and vocabulary through a study of Spanish authors and modern readings via extensive texts and authentic materials. Emphasis will be placed on free compositions and conversation with correct pronunciation. Individual attention is given to improving student communication skills. Speaking and listening skills are improved class discussions, oral presentations, Spanish films and other authentic material from Spanish-speaking countries. Students are prepared for the Spanish Language Advanced Placement Examination and are expected to take the AP exam in May.

### **Spanish 2: Heritage Speaker**

**Code: FOR 402 Full Year 1 credit**

**Prerequisite: Functionally bilingual in Spanish and English and recommendation of the instructor**

This course is designed specifically for students who were raised in a Spanish-speaking household and are functionally bilingual in Spanish and English. Instruction aims to meet the unique language acquisition needs of heritage speakers and focuses on polishing existing speaking and listening skills in Spanish while advancing reading and writing skills. Curriculum units include Latino identity, health and wellness, and the economy, culture, and traditions of the Spanish-speaking world.

### **Spanish 3: Heritage Speaker**

**Code: FOR 403 Full Year 1 credit**

**Prerequisite: "C" in Spanish 2: Heritage Speakers and recommendation of the instructor**

This course is sequentially the second course for Spanish Heritage Speakers. After a year of improving speaking, listening, reading and writing skills, students will continue to explore topics such as the history of Latin in the United States. This course includes the reading of short novels that cover various moments in history such as the Cuban revolution.

### **ECE Spanish for Heritage Speakers**

#### **Composición y Lectura para Hablantes de Español**

**Code: FOR 404 Full Year 1 credit**

**Prerequisite: "C" in Spanish 3: Heritage Speakers and recommendation of the instructor**

This course is sequentially the third course for Spanish Heritage Speakers and provides students with an opportunity to earn up to 3 UConn college credits. The purpose of the course is to give students the necessary grammatical tools to write clearly and without spelling mistakes. By encouraging students to share vocabulary used in their communities and studying words in different texts throughout the course, students will increase their knowledge of both academic and daily vocabulary. Students will write a variety of texts including poetry, compositions, an act of a play, and a movie review.

### **Introduction to Language and Cultures**

**Full Year 1 credit**

**Code: FOR 203**

**Prerequisite: Only Available for students in grades 10,11, and 12 with School Counselor recommendation.**

Throughout this course, students will learn to recognize and appreciate languages other than English and various cultures throughout the world. Students will learn basic communication skills in other languages in meaningful and useful ways that will be helpful to them as members of a diverse community. Students will gain an appreciation for the rich variety of cultures in East Hartford and understand the value of these cultures. Topics of study include the importance of language, celebrations and food in other cultures, family structures, and traveling.

## WORLD LANGUAGES CONTINUED

### Chinese 1 (Beginners– Grades 9, 10 & 11)

Full Year 1 credit

Code: FOR 388

This course offers students an opportunity to learn Chinese for the first time through exposure of the four language skills: listening, speaking, reading and writing. Emphasis will be on vocabulary building, pronunciation, tone, character lettering and fundamental sentence structure. Students will begin to understand the similarities and differences between their own cultures and that of the language they are learning.

### Chinese 2 Full Year 1 credit

Code: FOR 389

**Prerequisite: “C” in Chinese I or better and recommendation of the instructor.**

This is the second year of the study of Mandarin Chinese at EHHS. The focus continues to be on communication and most classroom activities will take place in the target language. The four basic language skills of reading, writing, speaking and listening comprehension will be integrated into all learning activities and assessment tasks. Students also have more opportunities to learn about the richness and variety of culture and civilization through class materials, field trips and visiting lecturers.

### Chinese 3

Full Year

1 credit

Code: FOR 355

**Prerequisite: “C” in Chinese 2 or better and recommendation of the instructor.**

The student will master advanced grammatical concepts, language skills, and character lettering. By mastering these skills, students will acquire the ability to read passages and stories, to carry on basic conversations and to carry out instructions given in Chinese by the instructor. The students will improve their listening, speaking, reading, and writing skills through literature and short stories. They will advance in skills needed to express ideas using relationships of time, cause and condition, and individual practice in speaking and listening. Emphasis will be placed in a variety of oral and written activities throughout the year that will help both students and the teacher monitor progress.

### Chinese 4 ECE

Full Year

1 credit

Code: FOR 390/UConn CHIN 1114

**Prerequisite: “C” in Chinese 3 or better and recommendation of the instructor.**

The students will apply prior language skills to read narratives, essays, short stories, novels and plays. Students will be assigned compositions on special topics as well as oral and written projects. Students will acquire an insight into the culture and civilization of the Chinese-speaking world. This course is taught in Chinese and authentic materials are integrated into all lessons. Emphasis is placed on students’ performance in critically analyzing and responding to authentic material in spoken and written forms.



## ACADEMIC HONORS

### Honors Program

Students enter this program based on middle school academic performance, teacher recommendation, and test results. This program will provide students with a rigorous preparation for the world of higher education. In addition, independent research in topics of student interest will be encouraged.

#### Grades 9 and 10

The grade 9 and 10 program is composed of students who have achieved at an advanced level and who meet the criteria of the program. The core honors academic subjects are: English, Geometry, Algebra II, Biology and Chemistry.

A major objective of this unique program is to prepare able students for Honors and Advanced Placement courses during their junior and senior years. This program will maximize the students' learning experiences and their opportunities for admission to competitive colleges and universities. These students will be closely monitored by the team teachers and Gifted Program staff.

#### Selection Criteria

The following criteria are considered for participation in the Grade 9 and 10 Program:

1. High academic achievement in middle school, specifically grade 8.
2. Scores above the 90th percentile for the district on any nationally normed standardized test.
3. Written recommendation from the grade 8 academic team and the world language teacher.
4. A grade point average at or above 3.5 in grade eight.

#### Grades 11 and 12

Students may choose accelerated course content in their area(s) of interest and aptitude by enrolling in Advanced Placement, UConn Early College Experience, and other Honors courses. Gifted program staff will continue to monitor and advise students as upperclassmen.



## PROHIBITION OF DISCRIMINATION ON BASIS OF RACE, COLOR, NATIONAL ORIGIN, SEX, AND HANDICAP IN EDUCATIONAL PROGRAMS AND ACTIVITIES

IT IS THE POLICY OF THE EAST HARTFORD BOARD OF EDUCATION THAT NO PERSON SHALL BE EXCLUDED FROM PARTICIPATION IN, DENIED THE BENEFITS OF, OR OTHERWISE DISCRIMINATED AGAINST UNDER ANY PROGRAM, INCLUDING EMPLOYMENT, ON THE BASIS OF RACE, COLOR, RELIGIOUS CREED, SEX, AGE, NATIONAL ORIGIN, ANCESTRY, MARITAL STATUS, SEXUAL ORIENTATION, PAST OR PRESENT HISTORY OF MENTAL DISORDER, LEARNING DISABILITY AND/OR PHYSICAL DISABILITY.

Grievance Procedure for Complaints Concerning Alleged Discrimination on the Basis of Sex, Race, Color, National Origin, and Handicap:

1. If after application of established rules or procedures and within thirty days of documentable occurrence, any student or employee who perceives that discrimination on the basis of sex, color, national origin, race or handicap has occurred, such student or employee shall initiate a complaint or question with the appropriate designated compliance officer.
2. Any student or employee who alleges that he/she is the victim of discrimination based on sex, color, national origin, race or handicap and has not received satisfaction from the appropriate compliance officer shall present the complaint in writing to the Superintendent of Schools. The Superintendent shall appoint a hearing panel which shall meet within fifteen school days from the receipt of the appeal by the Superintendent with the grievant who may be represented by counsel of choice. The panel shall within ten school days of such hearing transmit a recommendation to the Superintendent who will act upon the appeal and so notify the grievant within five days of the receipt of the panel's recommendation.
3. In the event that the grievant is not satisfied with the disposition rendered by the Superintendent, the grievant may, within five school days of receipt of the decision by the Superintendent, file an appeal with the Chairman of the Board of Education. The Chairman will within thirty school days of the receipt of such appeal schedule a hearing before the Board of Education wherein the grievant may be represented by counsel of choice. Within fifteen school days of such hearing, the Board will render a decision on the appeal and notify the grievant.
4. The East Hartford Public Schools will assume no responsibility for cost incurred by any grievant with regard to the pursuit of any claim.
5. All complaints and decisions and appeals must be presented or rendered in writing. A file on all such complaints at any level will be maintained by the Central Office.
6. The basis for all decisions rendered with regard to discrimination on the basis of sex shall be the "Final Title IX Regulations implementing Education Amendment of 1972 Prohibiting Sex Discrimination in Education" as effective July 21, 1975.
7. Complainants wishing to file a complaint may do so by contacting the OCR office for Connecticut at:

Office for Civil Rights, Boston Office  
U.S Department of Education  
8th Floor  
5 Post Office Square  
Boston, MA 02109  
(617) 289-0150

8. Compliance Officers for East Hartford Public Schools:

**Title IX - Sex Equity**

Nicole Damiata  
Director of Human Resources  
1110 Main Street  
East Hartford, CT 06108  
(860) 622-5129

**Section 504 - Handicapped**

Dr. Craig Outhouse  
Director of Pupil Personnel  
1110 Main Street  
East Hartford, CT 06108  
(860) 622-5112

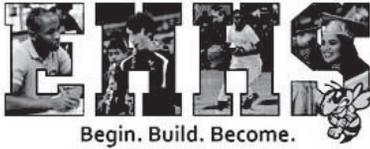
**Title VII- Race, Color, National Origin**

Nicole Damiata  
Director of Human Resources  
1110 Main Street  
East Hartford, CT 06108 (860) 622-5129

**Section 504 - Handicapped**

James Rovezzi  
Assistant Director of Facilities  
734 Tolland Street  
East Hartford, CT 06108 (860) 622-5952

Relationships & Opportunities



# VISION OF THE GRADUATE



**PURPOSE:**

East Hartford High School's **Vision of the Graduate** emphasizes a holistic view of expectations for students – including the transferable skills, content, understandings, and dispositions that they should possess by the time they graduate – as well as a method of assessing their progress toward that vision. This vision includes six attributes which encompass what it means to “Be a Hornet” and aligns with our school’s Student Learning Expectations: **Communicate, Reflect, Serve, Think, Engage** and **Achieve**.

**EHHS Core Beliefs**

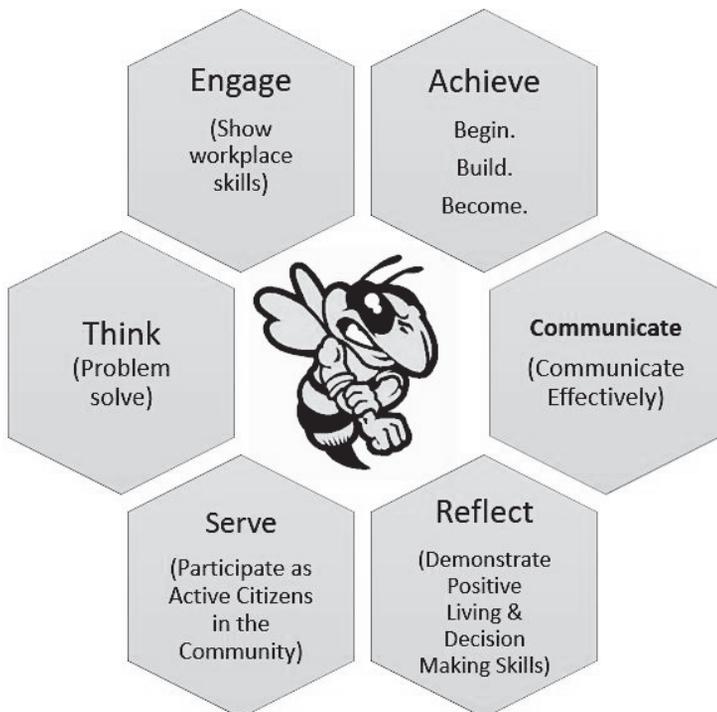


**EHHS Mission Statement**

East Hartford High School brings together a diverse community in a safe, respectful environment where students *begin* the path to success in college and careers, *build* on their skills and talents, and *become* informed, responsible citizens.

**EHHS Vision of the Graduate**

*Upon leaving EHHS, students will be able to:*



**EHHS Student Learning Expectations**

*EHHS students will be able to:*

- 1) **Communicate by:**
  - 1.1 writing properly for a variety of purposes
  - 1.2 presenting information to an audience effectively through speech
  - 1.3 reading effectively from a variety of sources
- 2) **Solve problems by:**
  - 2.1 researching a topic independently
  - 2.2 thinking critically
  - 2.3 using appropriate mathematical calculations to support conclusions
  - 2.4 effectively applying inquiry skills to solve a problem
- 3) **Demonstrate workplace skills by developing personal work habits to enhance career opportunities**
- 4) **Demonstrate positive living and decision-making skills**
- 5) **Participate as active citizens in the community**

## EXPECTATION #1

EHHS Students will be able to communicate effectively.

### Standard 1.1

EHHS Students will be able to write properly for a variety of purposes.

#### Learning Expectation Rubric for Writing

The student displays all or most of the following:

- The writers' composition is thorough and answers stated purpose well (expository, narrative, persuasive, argumentative, real world).
- Writing is well-organized, fully developed, coherent and in the proper format without grammatical, syntactical, word error, or spelling errors.
- Sentence structure is complex and varied.
- Uses proper proofreading/editing technique both for content and format.
- Persuasive/opinion papers thoroughly defend the student's position with evidence.
- Appropriate terminology is used for the subject and audience.
- Sources of information are cited correctly and consistently.
- Indicators are carried out independently.

## EXPECTATION #1

EHHS Students will be able to communicate effectively.

### Standard 1.2

EHHS Students will be able to present information to an audience effectively through speech.

#### Learning Expectation Rubric for Speaking

The student displays all or most of the following:

- Engages the target audience appropriately and without prompting.
- Sophisticated language and advanced vocabulary are evident.
- Proper posture during presentation is maintained.
- Clarity, volume, and pacing of speech are excellent.
- Questions are responded to appropriately with support.
- Supporting materials (illustrations or visual aids) exceed expectations.

## EXPECTATION #1

EHHS Students will be able to communicate effectively.

### Standard 1.3

EHHS Students will be able to read effectively from a variety of sources.

#### Learning Expectation Rubric for Reading

The student displays all or most of the following:

- Can read independently, as well as comprehend, summarize and synthesize the reading thoroughly in writing.
- Demonstrates the ability to extrapolate meaning from reading a variety of sources including fiction and non-fiction and is able to support interpretations with ample evidence.
- Reads for pleasure beyond the assigned materials.
- Able to connect reading to previous experiences.
- Demonstrates a significant vocabulary and is able to explain these terms in own words.
- Can independently use appropriate reading strategies.



**EXPECTATION #2**

EHHS Students will be able to solve problems effectively.

**Standard 2.1**

EHHS Students will be able to effectively research a topic independently.

**Learning Expectation Rubric for Research**

The student displays all or most of the following:

- Researcher is able to research a topic that is independently chosen and properly constructs a strong thesis statement.
- Highly effective strategies of organization (note cards, outline, graphic organizer, etc.) are habitually used.
- Multiple sources (5 minimum) of information are identified, cited, and properly evaluated as high quality and relevant.
- All steps of a research paper are included and writing is insightful and well organized.
- Presentation form (paper, power point, etc.) is of the highest quality.
- Editing is done thoroughly by student and at least one other person.
- Strong conclusion is provided.

**EXPECTATION #2**

EHHS Students will be able to solve problems effectively.

**Standard 2.2**

EHHS Students will be able to think critically.

**Learning Expectation Rubric for Critical Thinking**

The student displays all or most of the following:

- The thinker correctly identifies and clarifies the problem to be solved.
- Multiple solutions are formulated and evaluated by the student.
- Necessary information is gathered and organized appropriately.
- Data are used to support evaluation of possible solutions.
- Conclusion is properly made and defended logically.
- Alternate solutions are also provided with rationale for their consideration or elimination.
- Steps to solve the problem are seamlessly used.

**EXPECTATION #2**

EHHS Students will be able to solve problems effectively.

**Standard 2.3**

EHHS Students will be able to use appropriate mathematical calculations to support their conclusions.

**Learning Expectation Rubric for****Mathematical Calculations**

The student displays all or most of the following:

- The problem solver consistently and independently demonstrates the ability to identify the mathematical concepts needed to solve multi-step real-world problems and can implement the appropriate problem-solving strategies that are required to solve those problems.
- Consistently and independently demonstrates the ability to provide correct final answers that are supported with precise and clear explanations along with accurate calculations based on appropriate problem-solving strategies.
- Consistently and independently selects the appropriate technology application (graphing utility, excel worksheet, computer model, CAD, software) to represent, analyze and evaluate data.
- Consistently uses appropriate math vocabulary.

**EXPECTATION #2**

EHHS Students will be able to solve problems effectively.

**Standard 2.4**

EHHS Students will be able to effectively apply inquiry skills to solve a problem.

**Learning Expectation Rubric for Scientific Inquiry**

The student displays all or most of the following:

- The scientist always follows safety guidelines and encourages it in others.
- Applies the ideas of scientific inquiry to solve a problem with minimal teacher direction.
- Experiments/explorations are both planned and carried out by the student with a predicted outcome based on research.
- Data are analyzed using appropriate technology.
- Data are visually represented and explained.
- Conclusions are clearly written and strongly supported using data.
- Validity is thoroughly discussed.

### EXPECTATION #3

EHHS Students will be able to demonstrate appropriate workplace skills.

#### Standard 3.1

EHHS Students will be able to use appropriate computer programs to enhance their products.

#### Learning Expectation Rubric for Computer Skills

The student displays all or most of the following:

- Demonstrates mastery using multiple software systems (power point, word, excel, etc.).
- Can independently select the appropriate technology to use in a given situation and integrate when appropriate.
- Demonstrates the ability to independently trouble shoot problems that arise through the use of technology.
- Uses technology to communicate with the instructor or other sources.
- Assignments using technology are completed with enough time and planning as to avoid problems with technology malfunctions and/or work is backed up in multiple locations (hard drive, external drive, network or cloud).

### EXPECTATION #3

EHHS Students will be able to demonstrate appropriate work place skills

#### Standard 3.2

EHHS Students will develop personal work habits that will enhance their career opportunities.

#### Learning Expectation Rubric for Personal Work Habits

The student displays all or most of the following:

- Student sets long and short-term goals and has strategies to achieve them.
- Student works collaboratively with groups in multiple settings.
- Student prioritizes responsibilities and demonstrates the skill necessary to be successful in school.
- Student identifies a clear career path and understands requirements to pursue that career.

### EXPECTATION #4

EHHS Students will demonstrate positive living and decision-making skills through a variety of activities.

- Data from multiple departments and programs will be compiled, analyzed and utilized to improve student and campus well-being at EHHS.

### EXPECTATION #5

EHHS Students will play an active role in their community through a variety of activities.

#### Civic Learning Expectation Rubric

The student displays all or most of the following:

- Completes the Civics course requirement with at least a "B" average.
- Participated in a school sponsored team or club for a minimum of three years.
- Has led a community service project of at least 20 hours to assist others in the community.
- Has participated in the governmental process (.e.g., registered to vote, participated in an election campaign, voter registration volunteer, or independent research project).



# New England Association of Schools and Colleges, Inc. (NEASC) Accreditation

East Hartford High School is accredited by the New England Association of Schools and Colleges, Inc. (NEASC), a non-governmental, nationally recognized organization whose affiliated institutions include elementary schools through collegiate institutions offering postgraduate instruction. Accreditation of an institution by the NEASC indicates that it meets or exceeds criteria for the assessment of institutional quality periodically applied through a peer group review process. An accredited school or college is one which has available the necessary resources to achieve its stated purpose through appropriate educational programs, is substantially doing so, and gives reasonable evidence that it will continue to do so in the foreseeable future. Institutional integrity is also addressed through accreditation.

This fall, EHHS will continue to address NEASC recommendations through a comprehensive assessment and monitoring system as well as communicative process. As a component of student graduation, students will be assessed through the school-wide learning expectations through departmental rubrics in alignment with Common Core and the aforementioned expectations. These expectations are outlined in the grid below:

<b>Student Learning Expectation</b> 1) Communicate by: 1.1 writing for a variety of purposes 1.2 presenting information to an audience effectively through speech 1.3 reading effectively from a variety of sources	<b>Department Assessment</b> English, World Languages, English
2) Solve problems by: 2.1 researching a topic independently 2.2 thinking critically 2.3 using appropriate mathematical calculations to support conclusions 2.4 effectively applying inquiry skills to solve a problem	Social Studies, Fine Arts, Mathematics, Science
3) Demonstrate workplace skills by developing personal work habits to enhance career opportunities	Career and Technical Education
4) Demonstrate problem solving and decision making skills	Health and Physical Education
5) Participate as active citizens in the community	Guidance

Student progress information will be disseminated through parent and school events in addition to bi-annual report cards.

Inquires regarding the status of an institution’s accreditation by the NEASC should be directed to the administrative staff of the school. Individuals may also contact the Association:

**New England Association of Schools and Colleges, Inc. Commission on Public Secondary Schools 209 Burlington Road Bedford, MA 01730-1433 New England Association of Schools and Colleges, Inc. (NEASC) Accreditation - English**



**New England Association of Schools and Colleges, Inc.****(NEASC) Accreditation - English****English Department:**

The English Department continues to monitor student communication through writing and reading for a variety of purposes. Within this mission, the department assesses students each quarter through essays and writing tasks to evaluate writing and uses district-based assessments for reading (administered three times per year). The department continues to infuse school-wide writing and reading strategies into curriculum content, skills, and assessments as all learning activities demonstrate a streamlined approach towards meeting common core standards and school-wide learning expectations.

**New England Association of Schools and Colleges, Inc.****(NEASC) Accreditation - World Languages****World Language Department:**

The world languages department has implemented the department standardized speaking rubrics that support students' ability to communicate information to an audience through speech. Students are assessed one-time each semester using a department presentation system to allow the team to evaluate student progress using a various language samples and within the data process to identify key areas of learning and next steps.

**New England Association of Schools and Colleges, Inc.****(NEASC) Accreditation - Social Studies****Social Studies Department:**

The social studies department has embedded Student Learning Expectations in the Argumentative Writing and Reading Rubrics aligned with national standards and common core standards for writing. Students in each grade are responsible for a cumulative research project at the end of the school year with assessment checkpoints used (quarterly) to evaluate progress and students' ability to meet the school-wide student learning.

**New England Association of Schools and Colleges, Inc.****(NEASC) Accreditation - Fine Arts****Fine Arts Department:**

The fine arts department has designed assignments that include various opportunities within curriculum based assessments (which are administered quarterly) in art and music. Within this expectation, student progress is monitored through an individual's ability to identify, evaluate, and create performance task examples that have identifiable errors and needs for modification. Student work in this area is reinforced through the general curriculum as well as performance-based experiences as appropriate.

**New England Association of Schools and Colleges, Inc.****(NEASC) Accreditation - Math****Math Department:**

The math department continues to monitor students' ability to use appropriate mathematical calculations to support conclusions. Within this task, the department assesses students each quarter through quarterly assessments that present multi-step problem-solving exercises with enough depth to demonstrate various levels of understanding. The department varies the complexity of these assignments to be aligned with grade level expectations. Furthermore, the math department uses district-based assessments (administered three times per year).

## **New England Association of Schools and Colleges, Inc. (NEASC)** **Accreditation - Science**

### **Science Department:**

The science department has taken responsibility for content level writing and scientific inquiry in relation to challenging students to effectively apply skills to solve a problem. This is assessed through universal screens curriculum based assessments in the form of inquiry labs. Students are assessed one time each semester on 'universal' labs and as well as three times per year using the CBAs to support effective evaluation of student progress. These assessments align with recently adopted Next Generation Science Standards as well as appropriate common core standards.

## **New England Association of Schools and Colleges, Inc. (NEASC)** **Accreditation - Career and Technical Education**

### **Career and Technical Education:**

The career and technical education department addresses a students' ability to demonstrate workplace skills by developing personal work habits. Within this task, the department uses an ongoing compilation of common based assessment using technological requirements depending on the course as well as an ongoing student to teacher reflective analysis of a students' ability to meet appropriate workplace skills during their time in a particular course. All learning activities align with career and technical education as well as common core standards.

## **New England Association of Schools and Colleges, Inc. (NEASC)** **Accreditation - Health and Physical Education**

### **Health and Physical Education:**

The health education curriculum is aligned with school-wide expectation for demonstrating positive living and decision making skills. This aligns with the CT Healthy Lifestyle Curriculum Framework, State Standard for Decision-Making and common core standards related to informative writing for students to analyze core concepts in health education. Program instruction and assessment is aimed to provide core concepts and real world applicable experiences and scenarios to provide a sequential and student-centered health education using a quarterly common based assessment to evaluate progress.

## **New England Association of Schools and Colleges, Inc. (NEASC)** **Accreditation - School Counseling**

### **School Counseling:**

The guidance department continues to use student behavior as well as participation in activities in and out of the school building as a means of assessing student progress within the school wide expectation of citizenship. This process entails school counselors using student profiles and relevant information to support the rubric within the expectation to assess each student.



# I. GENERAL INFORMATION

## INTRODUCTION

The curriculum at East Hartford High School provides varied programs for students to enable them to secure the type of education best suited to meet their particular needs, interests, and abilities. It is designed to prepare the student for further higher education or for entry into the world of work. The selection of sound courses to meet individual needs is of foremost importance. Wise planning will take into account the setting of realistic goals in terms of interests and abilities. Acquisition of knowledge, however, is but one element of a good education. Proper work habits, honesty, dependability, the ability to get along with others, and the development of positive citizenship traits are also essential components.

### PLEASE NOTE - Dropping Courses

**\*The listing of a course in this catalog does not constitute a guarantee that the course will actually be taught during 2023 -2024 or in any following year.** Students who drop first semester or full year courses two weeks after the start of the semester will receive an F in the course. Two weeks (Ten school days) after the start of the second semester is the deadline for dropping.

## PERFORMANCE STANDARDS

Every Grade 11 student must take the Next Generation Science Standards State Assessment and achieve a proficient score.

Every Grade 11 student must take the SAT on the SAT School Day Administration in March. Students must achieve proficient scores on the English 480 and Mathematics 530 sections.

**Acceptable Performance Standards:** Achieve a minimum score of **19** or higher on the English, Writing or Math Sections on the ACT. Meet the standards on the **District Performance Assessments** in Science in Grade 12



## ELIGIBILITY RULE

In order for a student to participate as a member of an athletic team, club or a school committee, a 1.7 GPA must be maintained as evidenced by the report card of the previous marking period. Students must, also, carry 6 credits per school year and the equivalent of 5 credits per semester unless specifically exempted by the principal. Students must also be free of accountabilities. The following scale will be used to calculate eligibility. The letter grade as reported on the student's report card is the official grade for the term.

**"C" Rule Eligibility = 1.70 or above**

## Course Levels at East Hartford High School

### Course Levels: Advanced Placement, Honors, Level 1, Level 2 Rationale:

As recommended by the Cambridge Report this targeted change will create consistency in all departments and offer equitable opportunities to all students.

<p><b>Advanced Placement</b></p>	<p>Advanced students are offered the opportunity to engage in college level study in several disciplines as part of the College Entrance Examination Board's Advanced Placement Program. In order to participate, students must demonstrate superior aptitude and achievement and a willingness to commit to considerable independent study. Admission to these courses is selective; criteria are listed in the departmental course descriptions.</p>
<p><b>Honors</b></p>	<p>Honors level courses are designed to challenge students who have demonstrated a high level of academic aptitude and achievement. The pace of instruction is rapid and topics are explored in greater depth in the honors level. Students are expected to complete independent research, group work, and long term assignments. Assessments emphasize the development of critical thinking skills, originality and creativity, and the ability to make connections within the subject area as well as other academic disciplines.</p>
<p><b>Level 1</b></p>	<p>In courses at this level, academically talented students are challenged to make the transition from recall of information to higher levels of thinking and application of course material. Although course content is often very similar to the honors level, more time is devoted to guiding students in the development of critical thinking skills and the capacity for more independent work. Students are expected to do both independent and group projects along with long term assignments. Assessments reflect the transitional nature of this level.</p>
<p><b>Level 2</b></p>	<p>Students at this level receive more personal attention in their academic preparation for college and careers. Teachers use a variety of instructional practices to engage students with different learning styles. Emphasis is placed on developing a strong understanding of course fundamentals, capacity for independent and critical thinking, and learning skills necessary for more advanced study. Daily homework is assigned to provide students with practice in working with new concepts, reviews of previously learned material, and structure in their learning process. Long-term assignments are frequently broken down into several components. Student progress is assessed frequently using a variety of tools.</p>



## Seal of Biliteracy at EHPS

What is the Seal of Biliteracy?

The Connecticut State Seal of Biliteracy was established to recognize high school graduates who have attained a level of proficiency in English and one or more languages. It is a testament to a student's dedication to building literacy skills in both English and a second language. Appearing on the graduation diploma and student transcript, the Seal certifies the attainment of biliteracy for students, employers, and institutions of higher education.

How is the Seal of Biliteracy beneficial to our students?

The Seal of Biliteracy honors the diverse languages and cultures of our community. It can help to ensure proper placement in language courses at the college/university level and may result in college credit for work completed in high school (Consultation with individual colleges/universities is required.) In addition, the ability to communicate in both English and at least one other language provides increased career opportunities and can equate to a higher pay rate when students join the workforce.

How is the Seal of Biliteracy earned at EHPS?

### **East Hartford High School:**

In order to receive the Seal, a student must demonstrate proficiency in both English and another language. The language performance needs to be demonstrated in both academic and social use of the language in all four modes of communication (speaking, listening, reading and writing.) This applies for both native & non-native English speakers. To demonstrate proficiency, a student must:

- complete all English Language Arts requirements
- and
- for high incidence languages, demonstrate proficiency in a language other than English by scoring a minimum of Intermediate Mid (1-3) on the speaking, listening, reading, and writing components of the AAPPL (ACTFL Assessment of Performance toward Proficiency of Languages) exam
- or
- for low incidence languages, score a level comparable to Intermediate Mid on a customized

test modeling the format and test question structure of the AAPPL test using interpreters and Language Line as needed

or

- score a 3 or higher on the Advanced Placement (AP) World Language Exam.

### Connecticut IB Academy:

In order to receive the Seal, a student in Grade 12 must demonstrate proficiency in both English and another language. This applies for both native & non-native English speakers. To demonstrate proficiency, a student must:

- complete all English Language Arts requirements for graduation
- and
- score a 4 or higher on the Language Acquisition IB exam.

When are the AAPPL exam and test for low incidence languages administered?

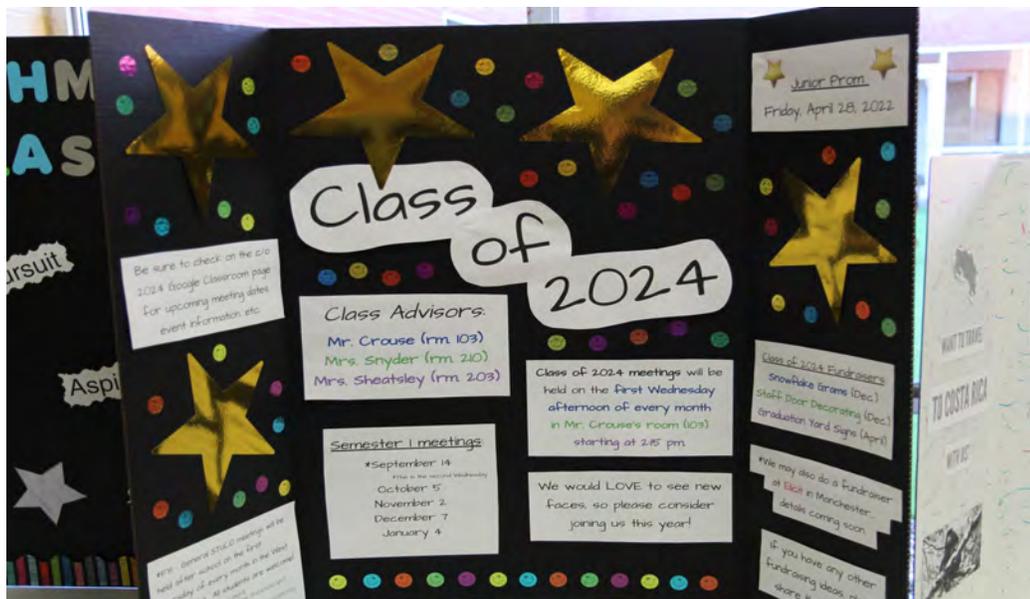
Students in grades 10, 11 or 12 who are enrolled in:

- Spanish 3 for Heritage Speakers, Spanish 4, Spanish 4H, or Chinese 4 will take the AAPPL exam.
- ESL 3 or 4 will take the AAPPL exam or the customized test (depending on their native language) in April.

Grade 11 and 12 students who are not enrolled in a World Language class or on the EL team will be invited to a Seal of Biliteracy meeting to learn more about the testing and test administration in March/April.

Where does the Seal of Biliteracy appear?

The Seal of Biliteracy appears on the high school diploma and the student transcript. If the scores are received after graduation, the Seal is mailed to the student's home to be affixed to the diploma.



## DIFFERENTIATED DIPLOMAS

### Diploma with Academic Distinction

The basis for receiving the Diploma with Academic Distinction in the East Hartford Public Schools is the attainment of “Top Twenty” standing in the graduating class. Determination of class rank will be based on the total quality points accumulated at the end of the seventh semester. Students must also earn the required units of credit in a prescribed course of study.

### Academic Diploma

The basis for receiving an Academic Diploma in the East Hartford Public Schools is the earning of the required units of credit in a prescribed course of study.

### Certificate of Completion

The basis for receiving a Certificate of Completion for certain Special Education students in the East Hartford Public Schools is the completion of a prescribed course of study involving fundamental skills, social skills, and pre-vocational skills. Students in these special programs are not required to complete the prescribed unit of credit.

## PROMOTION

Students are promoted by the number of credits which they earn. Promotion is based on the following minimum requirements:

**to Grade 9: Promotion from 8th grade or special decision by Planning and Placement Team.**

**to Grade 10: 6.50 credits**

**to Grade 11: 13.00 credits**

**to Grade 12: 19.00 credits**

## AP Capstone

**AP Capstone** is an innovative diploma program from the College Board that equips students with the independent research, collaborative teamwork, and communication skills. AP Capstone is built on the foundation of two AP® courses — **AP Seminar** and **AP Research** — and is designed to complement and enhance the in-depth, discipline-specific study experienced in other AP courses.

### AP Seminar

In AP Seminar, students investigate real-world issues from multiple perspectives, gathering and analyzing information from various sources in order to develop credible and valid evidence-based arguments. AP Seminar is a yearlong course.

### AP Research

In AP Research, students cultivate the skills and discipline necessary to conduct independent research in order to produce and defend a scholarly academic thesis. AP Seminar is a prerequisite for AP Research. AP Research is a yearlong course.



## CLASS RANK

Class rank is a consideration in the admission policies of some colleges. Class rank is determined by the average total of quality points earned by the student. Quality points are earned whenever a student passes and earns credit for courses taken in grades 9 - 12 with the exception of courses graded on a Pass/Fail basis. Courses which carry quality points are those marked on an "A through "F" basis including Wellness Education. **Classes taken at another high school campus are not factored into class rank.**

The following scale is used to determine rank:

Letter	Grade Range	Level 2	Level 1	Honors	Advanced
A+	97-100	4.0	4.0	4.2	4.3
A	93-96	4.0	4.0	4.2	4.3
A-	90-92	3.7	3.7	3.9	4.0
B+	87-89	3.3	3.3	3.5	3.6
B	83-86	3.0	3.0	3.2	3.3
B-	80-82	2.7	2.7	2.9	3.0
C+	77-79	2.3	2.3	2.5	2.6
C	73-76	2.0	2.0	2.2	2.3
C-	70-72	1.7	1.7	1.9	2.0
D+	67-69	1.3	1.3	1.5	1.6
D	63-66	1.0	1.0	1.2	1.3
D-	60-62	0.7	0.7	1.0	1.0
F	0-59	0.0	0.0	0.0	0.0
	<b>Grade Range</b>	<b>Level 2</b>	<b>Level 1</b>	<b>Honors</b>	<b>Placement</b>

## HONOR ROLL

High and General Honors will be calculated based on a Grade Point Average. The scale will be as follows:

- **General Honors 3.00 -3.59**
- **High Honors 3.60 - 4.00 +**

The Grade Point Average is determined by the same scale that is used for grades and "C" - (1.7) GPA eligibility rule for participating in extra curricular activities.



## SPECIAL PROGRAMS

In a continuing effort to meet the diverse needs of all students, East Hartford High School offers the following special programs:

### DUAL ENROLLMENT

Students benefit greatly from having postsecondary experiences before they graduate from high school. In fact, providing access to college-level coursework is an evidence-based strategy that has had a positive impact on academic outcomes including high school graduation, high school achievement, and college access. Research also indicates that students who have had these early college experiences are more likely to stay enrolled and earn their degree. East Hartford High School has built several of these opportunities into its Program of Studies by offering concurrent and dual enrollment classes so that students can earn college-level credit at the high school or a nearby college campus.

### **ADVANCE PLACEMENT (AP)**

East Hartford High School offers AP courses for students in grades 10-12. Academically motivated students can take these college level courses at EHHS and have an opportunity to take the course's AP Exam in the spring. Many colleges offer credit and/or advanced placement for high scores on AP exams.

Biology	Physics	AP Biology
Calculus AB	Spanish	Psychology
Chemistry	Seminar	Statistics
Computer Science	Research	Portfolio/ Studio Art
Environmental Science	Literature & Composition	United State History
Government & Politics	UConn ECE	Calculus BC
Music Theory	AP Environmental Science	

### **EARLY COLLEGE EXPERIENCE (ECE)/UNIVERSITY OF CONNECTICUT**

UConn Early College Experience provides academically motivated students the opportunity to take university courses while still in high school. These challenging courses allow students to pre-view college work, build confidence in their readiness for college, and earn college credits that provide both academic and a financial head-start on a college degree. ECE instructors, who are certified as adjunct professors by UConn faculty, create a classroom environment fostering independent learning, creativity and critical thinking – all pivotal for success in college. To support rigorous learning, University of Connecticut library resources are also available to students. ECE students must complete the course with a grade C or better in order to receive university credit. University credits are highly transferable to other universities. Students are charged a \$ 50 per credit fee in the fall. For additional information visit: [www.ece.uconn.edu](http://www.ece.uconn.edu).

Calculus I	Introduction to Education	Computer Science Principals
Calculus II	Introduction to Special Education	Publication Graphics (Photography 2)
Elementary Concepts of Statistics	ECE Environmental Science	Spanish 4
Elementary Discrete Mathematics	ECE Biology	Spanish 4 Honors
Grade 12 ECE English	ECE Medical Careers	Chinese 4

## SPECIAL PROGRAMS CONTINUED

### CONCURRENT ENROLLMENT (CE)/ CENTRAL CONNECTICUT STATE UNIVERSITY

Concurrent enrollment classes at East Hartford High School offer academically motivated students the opportunity to earn dual credit in coursework while taking university courses from CCSU while attending high school. Dual credit coursework has research based positive impacts on high school students' ability to achieve in rigorous coursework, accumulate credit, and complete high school ready to enroll in college.

English IV- Composition Connection  
Developmental Math  
Introduction to Criminal Justice  
Diversity, Equity, and Inclusion through (dis) Ability Perspectives

Introduction to Childhood Studies  
Education in a Multicultural Society  
Electrical Applications for STEM

### COLLEGE CAREER PATHWAYS

The College Career Pathways program at EHHS is a partnership between EHHS and Manchester Community College (MCC) where students in high school can earn free college credit for classes taken at EHHS. Students register for CCP classes and complete an online application. Students do not need to attend MCC to take advantage of this program as the credits may transfer to other colleges (check with your school counselor). A student can earn up to 18 college credits while still in high school.

Allied Health  
Education  
Public Safety  
Engineering

Computer Science  
Academy of Finance  
Health Science Academy



# East Hartford High School Career Pathways

## ACADEMY OF FINANCE

### What is the ACADEMY of FINANCE EHHS PATHWAY?

The Academy of Finance pathway is part of NAF (National Academy Foundation) and is designed to give students access to career-focused curricula and participate in work-based learning. As alumni, they have worked for global Fortune 500 companies, nonprofits, and public service organizations. More than 33,000 students benefit from the NAF Approach at 175 Academies of Finance nationwide.

Career Direction: Courses in the Academy of Finance pathway provide a background for numerous positions within the finance and insurance fields including actuaries, data analysts, accountants, certified financial planners, entrepreneurs, and event management.

### College Credit for Academy of Finance?

As a part of the Academy of Finance Pathway, students who successfully complete the CT State College CCP courses can earn up to 9 college credits through classes including Entrepreneurship, Personal Finance II, and Computer Applications II. Students may also earn college credit by earning a 3 or better on their AP exams for AP Biology, AP Chemistry, and AP Physics.

### How Does It Work?

#### YEAR ONE

Personal Finance I  
Computer Applications I

#### YEAR TWO

Personal Finance II  
Accounting I  
Excel  
Computer Applications II

#### YEAR THREE

**Academy of Finance I**  
Accounting II

#### YEAR FOUR

**Academy of Finance II**  
**Entrepreneurship**

### The Benefits of ACADEMY of FINANCE

Students participating in the Academy of Finance gain critical career knowledge through a series of work-based learning activities both inside and outside of the classroom. These activities include job shadowing, mock interviews, résumé writing workshops, culminating with paid internship opportunities. Local business partners work with students as mentors to help them understand the connection between their education and future success.

### Skills

Principles of accounting and managerial accounting  
Financial planning and financial services  
Reviewing and interpreting insurance policies  
Budget analysis  
Loans: Borrowing and Lending

# East Hartford High School Career Pathways

## ALLIED HEALTH

### What is the ALLIED HEALTH EHHS PATHWAY?

The Allied Health pathway is designed to give students a current accurate picture of the career and educational opportunities available in the health field and to guide students in the proper high school preparation for postsecondary entry into the health field. Students have opportunities to work in the clinical setting to gain the skills and knowledge required of a Certified Nursing Assistant. Medical ethics, workplace, and communication skills are an integral part of the program.

Career Direction: Courses in the Allied Health pathway provide a background for numerous positions within the health and human service fields as well as a starting point for post-secondary education in the physical health and mental health fields. Examples include Certified Nursing Assistants, Clinical Medical Assistants, Registered Nurses, Medical Technician, Physician, Physician Assistant, Physical Therapist and many more.

### College Credit for Allied Health?

As a part of the Allied Health Pathway, students who successfully complete UCONN's ECE Medical Terminology course can earn two college credits. Students may also earn college credit by earning a 3 or better on their AP exams for AP Biology, AP Chemistry, and AP Physics.

### How Does It Work?

#### YEAR ONE

Intro to Public Health  
Biology; Chemistry

#### YEAR TWO

**Health Science & Technology**  
Physics; Anatomy & Physiology; Chemistry;  
AP Biology; AP Chemistry

#### YEAR THREE

**Certified Nursing Assistant**  
Physics; AP Physics; Anatomy &  
Physiology; AP Biology; AP Chemistry;  
Medical Terminology

**Clinical Medical Assistant**  
Physics; AP Physics; Anatomy & Physiology;  
AP Biology; AP Chemistry

**Emergency Medical Technician**  
Physics; AP Physics; Anatomy & Physiology;  
AP Biology; AP Chemistry

### The Benefits of ALLIED HEALTH

Opportunity: Every Allied Health student has the opportunity to graduate from high school with a suite of industry-recognized credentials, college credits, and work-based learning experiences that include job shadowing, worksite tours, volunteering, and paid/unpaid internships.

### Certifications

#### Certified Nursing Assistant

Certified Nursing Assistant; First Aid/CPR/AED; Stop The Bleed; OSHA-10 Healthcare; Suicide Prevention; Human Trafficking, etc.

#### Clinical Medical Assistant

Clinical Medical Assistant; Phlebotomy & EKG; Medical Terminology, etc.

#### Emergency Medical Technician

EMT License; NIMS 100, 200, 700; Narcan Overdose Prevention, etc.

# East Hartford High School Career Pathways

## PUBLIC SERVICE

### What is the PUBLIC SERVICE EHHS PATHWAY?

The Public Service Pathway offers career-readiness instruction themed on education, law and government, and public safety. The curriculum is informed by an industry advisory board, a local municipality, and several community partners that serve as an essential bridge between the school and the workplace.

The education courses are intended to provide students with an understanding of the academic, communication, and technical skills in several aspects of the Education and Training industry. The courses identified for students pursuing careers in the field of public safety are designed to help students acquire logical, critical, and creative thinking skills in order to face a future of rapidly increasing change. They focus most directly on the learning which young people themselves need to participate in society and which the public welfare requires.

### College Credit for Public Service?

Students participating in the Public Service pathway will participate in an array of courses that can lead to earning college credit. Students can participate in AP courses (AP Government, Research and Seminar), UCONN's Early College Experience program (Intro to Teaching and Special Education, Introduction to Human Rights), and CCSU's Dual Enrollment program (Social Issues in Education).

### How It Works:

#### YEAR ONE

Global Studies

#### YEAR TWO

##### Education

AP Seminar

##### Public Safety

AP Government; AP Seminar

#### YEAR THREE

##### Education

Social Issues in Education (CCSU); SAT Prep; Health; AP Research

##### Public Safety

U.S. History, Criminal Justice

#### YEAR FOUR

##### Education

Intro to Teaching; Intro to Special Ed; African American/Black & Puerto Rican/Latino Studies; AP Psychology

##### Public Safety

Criminal Justice; Human Rights; Contemp Issues/Civics; Human Rights (UCONN)

### The Benefits of PUBLIC SERVICE

Opportunity: Every Public Safety Pathway student has the opportunity to graduate from high school with a suite of industry-recognized credentials, college credits, and work-based learning experiences that include job shadowing, worksite tours, volunteering, and paid/unpaid internships.

### Certifications

#### Education

First Aid/CPR/AED; DCF Mandated Reporter; Suicide Prevention; Stop The Bleed, etc.

#### Public Safety

First Aid/CPR/AED; Suicide Prevention; Stop The Bleeding; Human Trafficking; Narcan Overdose Prevention; Youth Mental Health First Aid, etc.

# East Hartford High School Career Pathways

## TECHNOLOGY: ENGINEERING

### What is the T.E.C. EHHS PATHWAY?

The Engineering pathway has adopted a curriculum that is made of a demanding sequence of courses that meets national standards for engineering and technologies. Successful completion of this program equips a student to enter a two or four-year college or technical school or enter into the world of work in an entry-level position. This program introduces students to the Engineering Design Process, research, analysis, teamwork, communication methods, global and human impacts, engineering standards, and technical documentation. Students use 3D modeling design software to design solutions to solve engineering problems. Students will learn how to document their work and to communicate solutions to members of the professional community.

### College Credit

Students participating in the Engineering track of the Technology pathway have the opportunity to participate in rigorous courses where they may get a head start on earning their college credits. Students will be able to do so by earning a 3 or better on the AP Computer Science Principles, AP Physics, and AP Calculus exams.

### How It Works:

#### YEAR ONE

Engineering Design I; Intro to Computer Science; Robotics

#### YEAR TWO

Engineering Design I; Robotics II

#### YEAR THREE

Engineering Design II; Aerospace Engineering; Physics; Robotics II  
AP Computer Science Principles

#### YEAR FOUR

Engineering Design II; Aerospace Engineering; AP Calculus

### The Benefits of T.E.C.

Opportunity: Every student enrolled in the T.E.C. pathway has the opportunity to graduate from high school with a suite of industry-recognized credentials, college credits, and work-based learning experiences that include job shadowing, worksite tours, volunteering, and paid/unpaid internships.

### Skills

Solidworks Parametric Modeling and Additive Manufacturing  
Experience and exposure with Civil, Mechanical, and Aerospace Engineering  
Hands-on experience in Basic Soldering, Welding, and Plasma Cutting

# East Hartford High School Career Pathways

## TECHNOLOGY: COMPUTER SCIENCE

### What is the T.E.C. EHHS PATHWAY?

The Computer Science (CS) pathway introduces students to the central ideas of computer science, helping students to think like Computer Scientists and programmers. Students will use Python, HTML, CSS, and other systems to solve problems, program devices, and explore Computer Science concepts. The pathway will focus on applying the creative processes when developing computational artifacts including programming. Students will design and code solutions to problems using processes similar to those of artists, writers, programmers, and engineers in games, interactive media, and the internet.

The CS pathway also introduces Computer Graphics where students are exposed to Photoshop, Illustrator, and Adobe Animate. Students will develop skills for digital communication, multimedia, and publishing as well as projects that use the laser engraver/cutter, vinyl cutter, heat press, and mug press.

### College Credit

Students participating in the Computer Science track of the Technology pathway have the opportunity to participate in rigorous courses where they may get a headstart on earning their college credits. Students will be able to do so by earning a 3 or better on the AP Computer Science Principles, AP Computer Science A, AP Physics, and AP Calculus exams.

### How It Works:

#### YEAR ONE

Intro to Computer Science  
Computer Graphics

#### YEAR TWO

Computer Graphics II  
AP Computer Science Principles  
Robotics/STEM  
Digital Image Graphics

#### YEAR THREE

Intro to Computer Science  
Computer Graphics  
AP Physics

#### YEAR FOUR

AP Computer Science A  
Digital Image Graphics II  
AP Calculus

### The Benefits of T.E.C.

Opportunity: Every student enrolled in the T.E.C. pathway has the opportunity to graduate from high school with a suite of industry-recognized credentials, college credits, and work-based learning experiences that include job shadowing, worksite tours, volunteering, and paid/unpaid internships.

### Skills

Computer programming in Python, Java, HTML code, and various visual utilities  
Opportunity to participate in robotic programming  
Preparing for Python and Java certification exams.

## I. GENERAL INFORMATION CONTINUED

**ADAPTIVE PHYSICAL EDUCATION** provides alternative activities for students with physical restrictions, limitations, or disabilities. Teachers will be guided by the students' Individual Education Plan (IEP) to provide instruction to students.

**THE COLLEGE CAREER CENTER** gives students the opportunity to get involved and participate in post-secondary planning development through awareness, exploration, and research including college visits, military lunch and learns, FAFSA assistance, and workforce connections

**THE CONNECTICUT INTERNATIONAL BACCALAUREATE** is an Inter-district Magnet School that offers a rigorous pre-university course of studies. Students enrolled at E.H.H.S. may register for one or more IB courses on a space available basis. The magnet school's coordinator must approve such cross registration.

**SOCIAL WORK SERVICES** support students with personal, family or school-related problems. Four full-time social workers and a school psychologist provide individual as well as group counseling to all students. Crisis Intervention is available as needed.

**SPEECH AND LANGUAGE SERVICES** are available to students with moderate to severe communication difficulties that adversely impact education performance. After an evaluation, direct service, consultation or collaboration is provided to support the student in the education setting and/or to assist with post secondary employment. An individual plan of care (IEP) is developed and is reviewed annually at planning and placement team meetings.

**EARLY GRADUATION** allows for the special case wherein a student may complete his or her secondary education in less than 4 years. Questions about this very limited program should be addressed directly to the school counselor a year in advance of the desired graduation date.

**ENGLISH LEARNERS PROGRAM** provides support to English learners at varying points on the continuum of acquiring the English language for listening, reading, speaking and writing. The goal is for students to be confident and successful in English as a Second Language and in academics as well as in social settings.

**HOME-BOUND INSTRUCTION** provides in-home tutoring for students unable to attend school due to illness or disability, as documented by a physician.

**SCHOOL SERVICES** credit is earned by students who work in the school as media center, office and teacher assistants.

**THE SPECIAL EDUCATION RESOURCE PROGRAM** is a program of courses taught by special education teachers for students who are eligible for special education services and who need significantly modified instruction. These courses meet all school and state academic requirements for graduation, fulfill the IEP goals and objectives, and are based upon academic curriculum standards.

**SUMMER SCHOOL** is structured on the high school level for students who must make up courses or credits to meet graduation requirements; details about summer and offerings are available in the guidance office.





## ACADEMIC REQUIREMENTS FOR NCAA ELIGIBILITY

### Division I

#### Full Qualifier

- Complete 16 core courses.
- Ten of the 16 core courses must be completed before the seventh semester (senior year) of high school.
- Seven of the 10 core courses must be in English, math or natural/physical science.
- Earn a core-course GPA of at least 2.300.
- Earn the ACT/SAT score matching your core-course GPA on the Division I sliding scale.
- Graduate high school.

#### Academic Redshirt

- Complete 16 core courses.
- Earn a core-course GPA of at least 2.000.
- Earn the ACT/SAT score matching your core-course GPA on the Division I sliding scale (see back page).
- Graduate high school.

### Division II

#### Full Qualifier

- Complete 16 core courses.
- Earn a core-course GPA of at least 2.200.
- Earn the ACT/SAT score matching your core-course GPA on the Division II full qualifier sliding scale (see back page).
- Graduate high school.

#### Partial Qualifier

- Complete 16 core courses.
- Earn a core-course GPA of at least 2.000.
- Earn the ACT/SAT score matching your core-course GPA on the Division II partial qualifier sliding scale.

### DIVISION I

#### 16 Core-Course Requirements

#### 16 Core Courses:

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

### DIVISION II

#### 16 Core-Course Requirements

#### 16 Core Courses:

- 4 Years of English.
- 3 Years of Mathematics (Algebra I or higher).
- 2 Years of Natural/Physical Science (1 year of lab if offered by high school).
- 1 Year of additional English, Mathematics or Natural/Physical Science.
- 2 Years of Social Science
- 4 Years of additional courses (from any area above, foreign language or nondoctrinal religion/philosophy).

For more information, go to <https://web3.ncaa.org/ecwr3/>. Scroll down to the bottom and click on "Academics," or call the NCAA Eligibility Center at **877-622-2321**

## SUGGESTIONS FOR GOOD PROGRAM PLANNING

**1.** Plan to include courses from several different subject areas.

You may discover new interests and new aptitudes.

Plan for a well-rounded high school experience.

**2.** Desirable personality characteristics and good work habits are part of the learning process. Some time for extracurricular activities is desirable, although credit toward a diploma is not earned in this manner.

**3.** Consult others concerning your course selections. Your parents, teachers, and school counselors can offer helpful advice. Information gained from aptitude and achievement tests is also helpful.

- Courses are listed by department starting in section IV. Information provided includes the title, credit, and number of meeting days, prerequisites, and a brief description.
- Prerequisites must be carefully observed.
- **Courses may be taken only once for credit**, except in special cases such as music, reading, and English-as-a-Second Language offerings.
- Courses designed as advanced placement, gifted and honors require the prior approval of the appropriate department supervisor, program coordinator, or school administrator.

**4.** Consider your abilities, interests, and goals as important factors in determining what subjects you should select.

**5.** Select courses in keeping with your scholastic abilities and then strive for optimum achievement. Quality is more important than quantity in the final analysis.

**6.** Make the most of each day. This is your education. You receive the benefits which are numerous and of permanent value.

## SCHOOL COUNSELING SERVICES

School counselors help the school staff to identify special student needs and problems and keep teachers advised of non-confidential information concerning students. The counselor coordinates efforts with other specialists such as the school nurse and the school social worker when it is in the best interest of the individual.

The counselor explains how interests, aptitudes, abilities work together. Through a diversity of activities the counselor provides information about careers and about the various opportunities for post-high school education. The counselor includes facts about available technical schools, vocational programs, and military service opportunities.

The counselor assists students in selecting the subjects they want to study and in post-secondary school planning: selection of school, application for admission, and application for financial aid.

Throughout the year, arrangements are made for students to meet with representatives from colleges and post-secondary schools. Bulletins listing college representatives planning to visit the high school are distributed to juniors and seniors each month and students interested in a particular school confer in a small group with the representative.

Catalogues of various schools and colleges are on file in the College Career Readiness Center and in the counselors' offices. The Career Services Center is located in Room 122. This center provides parents and students with the opportunity to receive information on any form of post-secondary education in which they are interested. Scholarship information from various colleges and organizations can be located in Naviance under Scholarships.



## USING THE PROGRAM OF STUDIES CONTINUED

### The PSAT (Preliminary Scholastic Aptitude Test)

A test that measures verbal and mathematical reasoning abilities and writing skills important for success. The PSAT enables you to compare your ability to do college level work with the ability of other college-bound students. Students receive a report and a test booklet so they can review their performance. The PSAT gives you practice for taking the SAT because both tests have the same kinds of questions and similar scoring. Taking the PSAT helps you plan for college. You can get an idea of how you will do on a college admissions test and can find colleges that seek students like you. The Student Search Service enables colleges to send you information if you want to receive it. The PSAT is also the instrument that enables students to qualify for the National Merit Scholarship Program. Juniors who take the PSAT qualify for this program if they score high enough. This scholarship program is highly competitive.

### • The SAT I (Scholastic Aptitude Test)

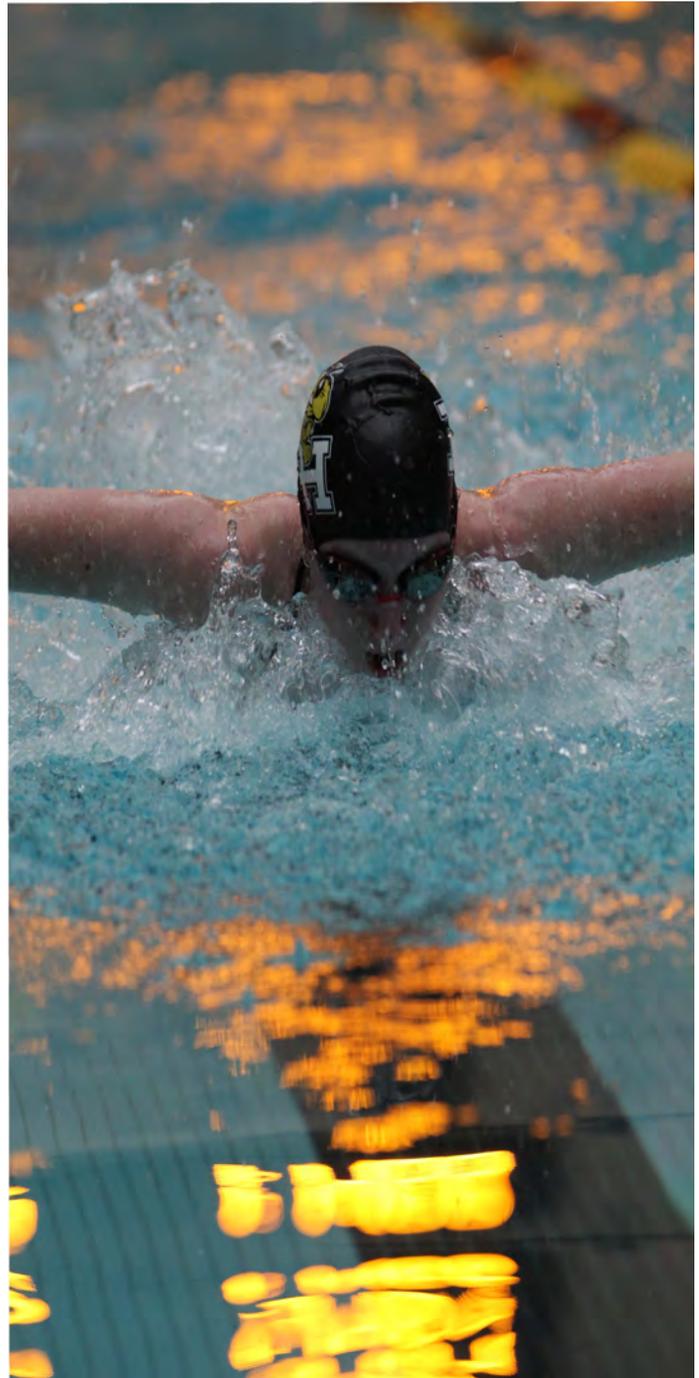
A test made up of verbal, math and writing sections. The verbal questions test your vocabulary, verbal reasoning, and understanding of what you read. The math questions test your ability to solve problems involving arithmetic, algebra and geometry. The writing section measures your ability to develop and support a position on a topic and your ability to recognize errors, improve sentences and improve paragraphs within a writing context. These verbal, writing and mathematical abilities are related to how well you will do academically in college. The SAT does not measure other factors and abilities such as creativity and motivation. SAT scores are used by colleges in comparing the preparation and ability of applicants from different high schools. Colleges also consider your high school record and other information about you in making admissions decisions. Your high school record is probably the best single indicator of how you will do in college. Students preparing for entry into four-year colleges should follow the program of studies which indicates the proper sequence of courses to take. These courses along with hard work and study should help prepare you for taking the SAT. Students who plan to attend a community college or a junior college will not have to take the SAT. Careful planning and consulting with a school counselor should be done to make certain that proper courses are being taken to reach goals that are being set.

**Where** The SAT is given at East Hartford High School. Students and parents should consult the SAT Registration Booklet for specific dates and other test center locations and online at [www.collegeboard.org](http://www.collegeboard.org).

**How** Students and parents must complete the registration form and mail or online directly to College Board.

### • The ACT (American College Testing) Assessment

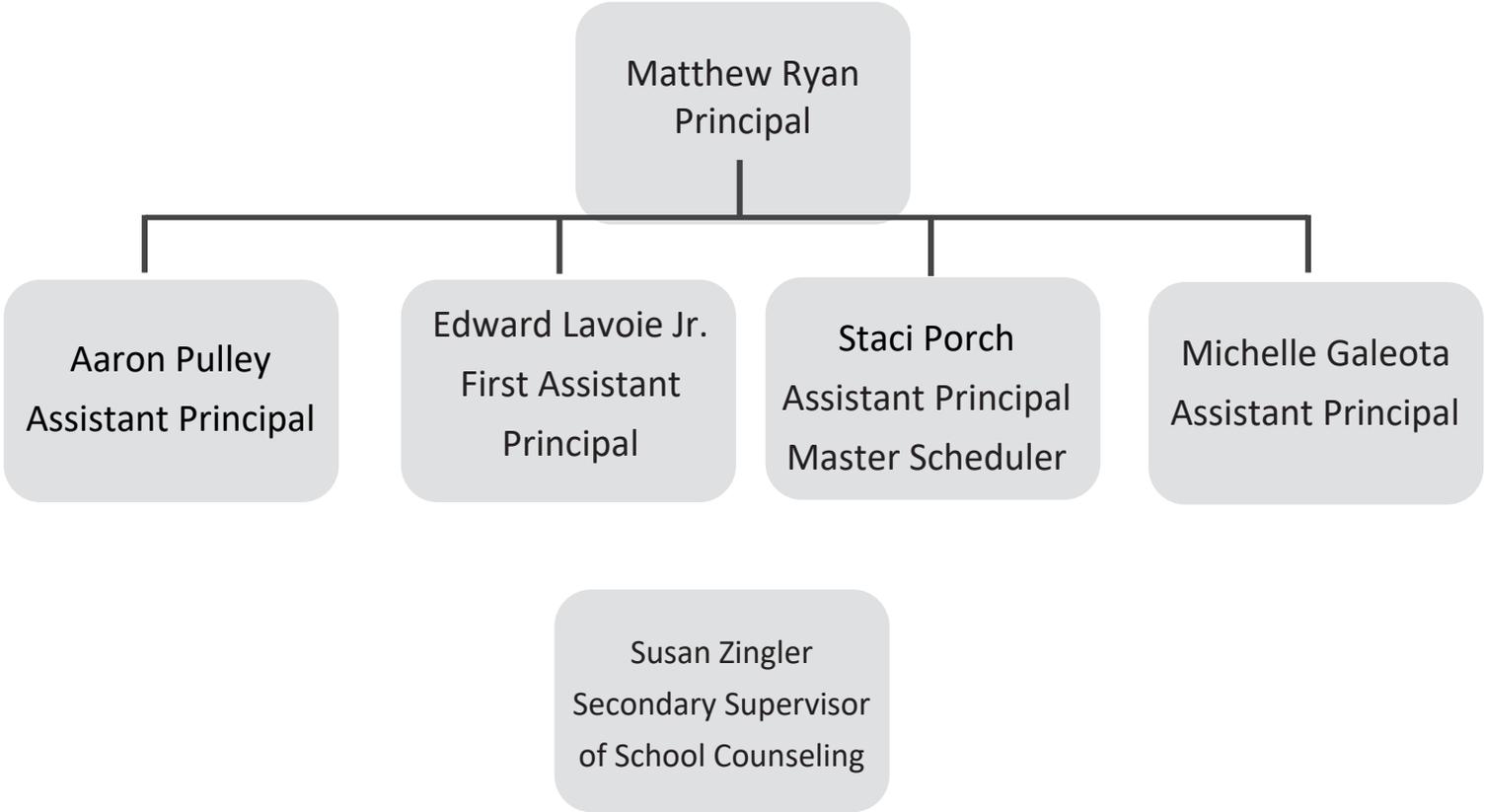
Measures skills in English, mathematics, reading, writing and science reasoning. These areas are tested because they include the major areas of instruction in most high school and college programs. The ACT is accepted by many colleges and universities.



**NOTES:**

NOTES:

# East Hartford High School





**ART**

**BUSINESS EDUCATION**

**ENGLISH**

**FAMILY & CONSUMER SCIENCES**

**HEALTH/PHISICAL EDUCATION**

**HEALTH OCCUPATIONS**

**MATHEMATICS**

**MUSIC**

**SCIENCE**

**SOCIAL STUDIES**

**TECHNOLOGY EDUCATION**

**WORLD LANGUAGES**

**EAST HARTFORD HIGH SCHOOL**

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