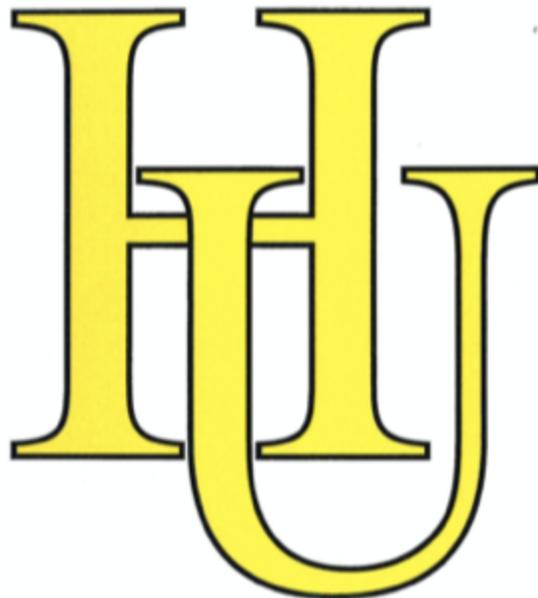


Harwood Union High School
Home of the Highlanders



2023-2024 Program of Studies

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Harwood Union High School Mission Statement

Harwood Union High School will provide an educational and creative environment in which every person is valued as an individual, challenged as a learner, and inspired to contribute to a democratic society.

Personalized Learning at Harwood Union High School

Harwood Union High School provides a collaborative, equitable, and personalized learning community designed to meet the needs of our students in grades 9-12. We provide a rigorous proficiency-based system of teaching and learning with clearly defined graduation expectations that lead to success in college, career, and democratic citizenry. The term 'personalized learning' refers to a system of learning that is proficiency-based, addressing the learning needs, interests, aspirations and cultural backgrounds of students. This system includes opportunities for students to access flexible pathways, and to contribute to the design of their high school plan.

Program of Study

The purpose of the Harwood Union High School Program of Study is to assist students and families in the planning of a high school course of study tailored to individual student needs, interests, and aspirations. After an introductory section on graduation requirements, the program of study provides information on proficiency based teaching and learning, assessment and scoring, and other important information.

The Program of Study provides a description of courses, prerequisites, and other course information offered to students in grades 9-12. These course offerings should be reviewed prior to selecting courses for next year. However, descriptions cannot replace the value of discussing course offerings and personalized learning plans with teachers, your school counselor, and your teacher advisor. Students and parents with questions regarding courses and the implications of selecting them are encouraged to consult with members of the faculty and school counselors.

Graduation Requirements & The Process of Verification

Proficiency-Based Graduation Requirements

Harwood Union has a proficiency-based teaching and learning system. This system of instruction, assessment, and academic reporting is based on students' demonstration of what they know, understand and are able to do in relation to the identified Harwood Union proficiency-based Learning Expectations and course requirements. It is the policy of the Harwood Unified Union School District that all students will need to demonstrate that they have achieved proficiency through course and Learning Expectation requirements to receive a high school diploma. These graduation requirements are assessed through the use of rubrics and aligned with content area graduation standards. Below is a further explanation of the two components needed to reach the end of this journey: meeting the variety of course requirements and demonstrating proficiency over time in the six Learning Expectations.

Assessment and Scoring System

All courses have specific performance indicators identified that detail what students are expected to know, understand, and do as an outcome of their learning. Throughout a course, assignments and assessments are provided to collect evidence of student learning in relation to these performance indicators. Student learning is measured through common procedures and scoring guides known as rubrics. Students' level of performance is recorded across a scale that includes beginning (1), emerging (2), proficient (3), and advanced (4). The scores are aggregated within each class to report a course score and across courses to report a Learning Expectation summary score.

Score Key for Courses and Learning Expectations

- 4.0 - 3.4 Advanced
- 3.3 - 2.6 Proficient
- 2.5 - 1.8 Emerging
- 1.7 - 0.0 Beginning

Course Requirements

Students meet course requirements by achieving an overall course score that is in the proficient range or above (2.6 or greater). Students can meet course requirements through course offerings, as well as for a variety of different types of experiences that are aligned with one or more course requirements (for more, see Flexible Pathways on page 8). Regardless of the pathway, students must demonstrate proficiency in the following:

English	4 years
Social Studies	3 years
Mathematics	3 years
Science	3 years
Visual or Performing Arts	2 semesters or 1 year
Physical Education	3 semesters
Health	1 semester
Electives	4 learning opportunities
*Two years of the same World Language is recommended	

At the end of a course, if the final score is in the proficient range or above (2.6 or greater), the course is considered successfully completed and the score will appear on the transcript. If the final score is below a 2.6, the following may apply:

Not Yet Complete (NYC)

A “NYC” for a course will be entered in JumpRope at the end of a course (semester or year) if the course criteria is not met, but a reasonable additional support could enable the student to meet the course criteria with additional time. The student has one semester (inclusive of a Summer Session) to complete the course. If the student successfully meets the course criteria during this time, the course will be changed to reflect the new score and the transcript will be updated. If, with these supports in place, the student still does not meet the criteria for the course, the course will be changed to Incomplete, which will be reflected on the transcript.

Incomplete (INC)

An “Incomplete” for a course will be entered in JumpRope at the end of a course (semester or year) if the course criteria is not met, and it is not reasonable for the student to still complete the course. If the course was fulfilling a graduation requirement, it will need to be retaken or replaced with an equivalent learning opportunity.

Learning Expectation Requirement

Students meet the Learning Expectation requirement by achieving an overall score in each of the six Learning Expectations that is in the proficient range or above (2.6 or greater) over the course of their time at Harwood.

Learning Expectations

1. **Communication and Creative Expression** - Express ideas and information clearly and creatively to reach a variety of audiences.
2. **Integrative Thinking** - Create new meaning from evidence, multiple views, perspectives, opposing models, or seemingly unrelated ideas.
3. **Literacy** - Read and write to develop the fundamental skills of critical thinking and an understanding of oneself and the world.
4. **Personal and Global Engagement** - Contribute positively to a diverse culture that respects others, fosters responsibility, promotes personal wellness and embraces community and global awareness.
5. **Problem Solving** - Interpret or define a problem and apply logic, rules, creativity and/or abstract thinking to find a solution.
6. **Self Direction** - Independently manage, organize, and create challenge in learning; taking responsibility for one’s actions and choices.

Proficiency Monitoring

Through a coordinated approach, progress of student proficiency will be monitored by the student, classroom teacher, the assigned teacher advisor, school counselor and the teaching and learning coordinator. Monitoring will occur throughout the year so that students at risk will receive timely, appropriate support and interventions in addition to opportunities to meet requirements.

Procedures and Practices

Full-Time Students

In order to be considered a full-time student at Harwood Unified Union High School, a student needs to be enrolled in a minimum of six classes. Only full-time students may represent Harwood on athletic teams.

Part-Time Students

Before a student can be enrolled in fewer than six classes, they must submit a written academic plan to their counselor for approval. Upon approval of an academic plan, the student will meet with their counselor to review the expectations associated with part-time student status.

Adding and Dropping Courses

Students will have 10 days from the first day of each semester to make changes to their schedule. After the first 10 days of a semester, students may not add new courses.

Students may drop classes up to 10 school days after Quarter 1 ends (or Quarter 3 for a semester 2 class) with no impact on their transcript (the course will not be transcribed). After the add/drop period, a student who drops a course will be assigned a W (withdraw) for the course. Withdrawal will be reflected on a student's transcript but will not impact the Cumulative Course Score Average (CCSA) or Learning Expectation Scores. Dropping a course is a serious decision which may require written parent/guardian permission.

Student Supports to Reach Graduation

Teacher Advisory (TA)

All students in grades 9-12 are assigned to a teacher advisor. The Harwood Teacher Advisory program ensures that each student is well known by a teacher. The Teacher Advisory, in partnership with other members of the professional faculty and staff, assists in monitoring students' Personal Learning Plans and progress toward meeting personal goals and graduation requirements. A cornerstone of the Personal Learning Plan process is ongoing reflection, and this is supported through Teacher Advisory. Teacher Advisors support the development of annual academic and personal goals that are shared with parents in a student-led conference in the fall and spring.

ELO

ELO stands for *Extended Learning Opportunities* and is in all students' schedules throughout the week. Attendance in ELO is mandatory. Booking for each ELO block can change from day to day, with teachers having the ability to pre-book while students can also book themselves. The main purpose of ELO is to provide students the time for both support and enrichment within their current courses. In addition to this, different ELO sessions offer quiet and group study spaces, outdoor and indoor activities, club meetings, and ELO series. An ELO series is a predetermined number of ELO sessions with the same group of students engaging in learning/work/activities around the same topic over time.

Depending on the needs of individual students and courses, each student's ELO schedule throughout the week could be a combination of

- small group instruction for support or extension initiated by teachers
- individual work time
- activities or club meetings
- ELO series sessions

Guided Instruction

Some students may find *guided instruction* courses within their schedules, with titles like *guided strategies*, *guided literacy*, or *guided problem solving*. These courses run for a full semester, and are designed to provide additional support and practice in specific skill areas based on Harwood's Learning Expectations. Students who would benefit from this additional level of support were identified through last year's learning expectations, course scores, and teacher recommendations.

Summer Session

In addition to the school-year supports above, multiple weeks of "summer session" are offered each year. Students are invited to attend one or multiple weeks, and each week is designed to provide support and practice in specific skill areas, and/or complete a course that was NYC (*not yet complete*) from the previous semester or school year.

Support Block

Students who have Individualized Education Plans (IEP) may have support blocks scheduled in order to provide them with services outlined in their IEP.

<h2>Flexible Pathways</h2>

Harwood Union offers a variety of courses, programs, and learning opportunities on site and outside of the school that allow students to demonstrate achievement toward the Harwood graduation requirements. Students may also design their own learning opportunities toward graduation as long as they meet the criteria for graduation.

- **Career and Technical Centers** - offers an Exploratory Tech program for sophomores and a range of career and technical training programs for juniors and seniors. Central Vermont Career Center is our sending career and technical center; students who are interested in programs not offered at CVCC are eligible to apply to other career and technical centers.
- **Dual Enrollment** - 2 Vermont college courses are available to students completing their sophomore year. Students apply for a voucher issued by the Agency of Education to cover the cost of the course (s). See your school counselor for more information.
- **Early College** - Eligible juniors can apply to Early College and spend their senior year at a Vermont College. See your school counselor for more information.
- **Harwood Community Learning Center (HCLC)** - HCLC provides a personalized learning opportunity designed for juniors and seniors that combines a variety of pathway options to meet students' needs. Students participate in STEM and Humanities experiences and design personalized projects to demonstrate their learning. In addition, a student's plan of learning can include Harwood classes, online learning, internships, dual enrollment, apprenticeship,

and independent study. HCLC offers an off-campus setting that provides a smaller learning environment.

- **Harwood Internship** - Students interested in an internship have the opportunity to gain practical career experience while demonstrating progress toward Harwood graduation requirements with the support of the Internship Coordinator. If students are working toward a content based learning experience, a plan is developed with a teacher in the specified content area.
- **Independent Study** - Students interested in an independent study have the opportunity to design proficiency-based graduation learning experiences with the support of the content teacher in their area of study. Additionally, students can incorporate work with a community-based mentor as a part of the study.
- **Next Step** -Students can receive support in exploration activities to discover possible career interests and conduct job shadows, apprenticeships, and employment opportunities.
- **Online Learning** - Vermont Virtual Learning Cooperative offers online courses taught by Vermont certified educators. Harwood has an assigned number of free seats for these courses. Other online opportunities are available and may have associated costs.
- **Travel Studies** - A pathway for study travel through independent study and/or designated Harwood or community exchange programs.

College Admissions Requirements

When planning your journey, consider that some colleges are more selective than others. Many schools have specific entrance criteria and require a minimum of the following courses to determine eligibility for admission:

English	4 years
Math	3-4 years
Science	3-4 years
Social Studies	3-4 years
World Languages	2-4 years of the same language

Even within a given college, these requirements may vary based upon the anticipated major. In general, students are holistically evaluated for college admissions using: high school achievement, rigor of course selection, standardized examinations, patterns of performance, enrichment experiences, letters of recommendation, personal essay, portfolio, individual talents, community service, and extenuating circumstances.

Course Offerings

ENGLISH / LANGUAGE ARTS

9th	10th	11th	12th
<p><i>REQUIRED course</i> - Global Studies - English</p>	<p><i>REQUIRED course</i> - American Literature</p> <p><i>ELECTIVES courses</i> - Harkness Leadership (S) - Journalism (Y)</p> <p><i>Requires TEACHER RECOMMENDATION</i> - Writers Workshop: Poetry (S) - Writers Workshop: Narrative (S)</p> <p>(S) Semester (Y) Year-long</p>	<p><i>ELECTIVES Semester Only</i> - Harkness Leadership - Race and Power - War Stories - Writers Workshop: Poetry - Writers Workshop: Narrative - Page to Screen - Business Literature & Writing - Fantastic Visions: Sci-fi & Fantasy</p> <p><i>ELECTIVE courses Year-long</i> - Journalism - Advanced Placement Language & Composition</p>	<p><i>ELECTIVES Semester Only</i> - Race and Power - War Stories - Writers Workshop: Poetry - Writers Workshop: Narrative - Page to Screen - Business Literature & Writing - Fantastic Visions: Sci-fi & Fantasy</p> <p><i>ELECTIVE courses Year-long</i> - Advanced Placement Language & Composition - Advanced Placement Literature & Composition</p>

GLOBAL STUDIES: ENGLISH
Grade: 9
Duration: Year-long
Prerequisites: None
<p>Course Description The Global Studies experience begins with you, the student. What makes you unique, and how do you fit into your local and global communities? We will investigate our identities, our historical moment and how we got here, and how to use communication skills to create the change we want to see in the world. In this course, students will learn to closely read and analyze texts, participate in student-led discussions, write effectively, listen actively, conduct research, and use evidence and reasoning to support their own thinking.</p>

AMERICAN LITERATURE
Grade: 10
Duration: Year-long
Prerequisites: Successful completion of 9th grade English
<p>Course Description What does it mean to be American? What are the values that we share versus the enduring tensions in our society? In this discussion-based course, students will study American fiction, non-fiction, poetry, and plays to better understand our nation and its heritage. We will examine the historical context of each piece that we read, and will often consider how the ideas of the authors speak to or contrast with current events.</p>

HARKNESS LEADERSHIP
Grade: 10, 11
Duration: Semester
Prerequisites: Successful completion of 9th grade English
<p>Course Description The primary goal of this semester-long English course is to become leaders in the design and practice of Harkness pedagogy and bring student-driven inquiry to the greater Harwood community. Just as important are the life skills you take away from this class, including honing your critical thinking (in reading, writing and reflection), public speaking, and ability to work as a team to innovate and problem solve.</p>

JOURNALISM
Grade: 10, 11, 12
Duration: Year-long
Prerequisites: Successful completion of 9th grade English
<p>Course Description Why does news matter? In this course we explore its importance to democracy, its relationship to the First Amendment, and media ethics. This is a hands-on course; we will read and evaluate news in many forms, but we will also put out our own products in digital editions of “Common Ground,” photo essays, and podcasting. These pieces will reflect the interests of you, your classmates, and our greater Harwood community. The philosophy for our journalistic efforts can be summed up in one simple phrase: for students, by students, about things that students care about.</p>

WRITER'S WORKSHOP: POETRY
Grade: 10, 11, 12
Duration: Semester
Prerequisites: Successful completion of 10th grade English OR a recommendation from a 9th grade English teacher
<p>Course Description This semester-long course is designed to build your creative writing skills with a focus on poetry. You will be asked to read exemplar poetry as well as create and respond to your own work and classmates' work. We will explore a variety of ways to create meaningful pieces of writing. You will also have the opportunity to extend your audience beyond the classroom.</p>

WRITER'S WORKSHOP: NARRATIVE
Grade: 10, 11, 12
Duration: Semester
Prerequisites: Successful completion of 10th grade English OR a recommendation from a 9th grade English teacher
<p>Course Description This semester-long course is designed to build your creative writing skills with a focus on both fiction and creative nonfiction in narrative writing. You will be asked to read exemplar narratives as well as create and respond to your own work and classmates' work. We will explore a variety of ways to create meaningful pieces of writing. You will also have the opportunity to extend your audience beyond the classroom.</p>

RACE AND POWER IN AMERICA
Grade: 11, 12
Duration: Semester
Prerequisites: Successful completion of 10th grade English
<p>Course Description This course is designed to use literature to examine the under-told stories of our country's past and present, focusing on the history of Black and Indigenous people in America. Topics of study include slavery, mass incarceration, housing, education, the war on drugs, settler colonialism, and more. Students can expect to read poetry, short stories, and three longer works, learning through close-reading and Harkness discussions.</p>

WAR STORIES
Grade: 11, 12
Duration: Semester
Prerequisites: Successful completion of 10th grade English
<p>Course Description As long as civilizations have existed, there has been war. Some of humanity’s earliest texts chronicle conflict, a tradition that continues today. Can literature lead to peace-building, helping us learn lessons from our complex past to guide the future? In this course we study the roots of war, the tension between glory and tragedy on the battlefield, post-traumatic memory, and historical reckoning in memoir, poetry, short stories, novels and film.</p>

PAGE TO SCREEN
Grade: 11, 12
Duration: Semester
Prerequisites: Successful completion of 10th grade English
<p>Course Description This course considers literature and its adaptation to film. Students study the role of the text and the reader in literature, the camera and the viewer in film, and how the distinctive qualities of each genre require certain approaches to narrative. As students study short stories and novels that have been adapted into compelling films, they question how plot, themes and characters change between mediums. Students will write both analytically and creatively, demonstrating their understanding of both media.</p>

BUSINESS LITERATURE AND WRITING
Grade: 11, 12
Duration: Semester
Prerequisites: Successful completion of 10th grade English
<p>Course Description In this hands-on class, students will be actively learning how to write for business. They will analyze and write about business transactions as well as reading literature about famous businessmen and women and historical booms and collapses. We will look at socially responsible companies such as Ben & Jerry's and Darn Tough Socks Vermont and analyze their advertising and marketing communication through media literacy messaging.</p>

FANTASTIC VISIONS: SCI-FI & FANTASY
Grade: 11, 12
Duration: Semester
Prerequisites: Successful completion of 10th grade English
<p>Course Description</p> <p>This course is designed for students who love world-building and prophetic visions of possible futures. From classics like Orwell’s <i>1984</i> to the award-winning speculative fiction of Afro-futurists like NK Jemison, all great sci-fi and fantasy texts have one thing in common: they shine a light on the world we live in today. Students will explore themes like social justice and environmental disaster while honing skills in close reading, writing (both creative and critical), projects, and presentations.</p>

ADVANCED PLACEMENT LANGUAGE AND COMPOSITION
Grade: 11, 12
Duration: Year-long
<p>Prerequisites</p> <ul style="list-style-type: none"> • A 3.3 or higher in your current English class OR a recommendation from an English teacher with a sample of literary analysis • Students are expected to successfully complete the summer homework
<p>Course Description</p> <p>The AP English Language and Composition course aligns to an introductory college-level rhetoric and writing curriculum, which requires students to develop evidence-based analytic and argumentative essays. Students evaluate, synthesize and cite research to support their arguments. Throughout the course, students develop a personal style by making appropriate grammatical choices.</p> <p>Students also discover and analyze rhetorical elements in non-fiction texts from many disciplines including: speeches, biographies, contemporary non-fiction, business, sports, graphic images and historical periods. Students who take the AP English Language and Composition course are strongly encouraged to take the national exam.</p>

ADVANCED PLACEMENT LITERATURE AND COMPOSITION
Grade: 12
Duration: Year-long
<p>Prerequisites</p> <ul style="list-style-type: none"> • A 3.3 or higher in your current English class OR a recommendation from an English teacher with a sample of literary analysis • Students are expected to successfully complete the summer homework
<p>Course Description</p> <p>This course is designed to replicate an introductory college-level literary analysis course. Its goal is to engage students in the close reading and critical analysis of imaginative literature, thereby deepening their understanding of the ways writers use language to provide both meaning and pleasure. The class is inquiry based and encourages students to delve deeply into the material, take ownership of their learning and drive our classroom discussions.</p> <p>In this course, students can expect to read novels, plays, short stories, and poetry, and discuss those works through student driven inquiry such as Harkness. Writing assignments include expository, analytical, and argumentative essays that require students to analyze and interpret literary works. Students who take the AP English Literature and Composition course are strongly encouraged to take the national exam.</p>

PERFORMING ARTS

9th	10th	11th	12th
<p>All music classes are available to students of all grades. <i>Final course selections are subject to change based on staffing changes.</i></p>			

GUITAR / KEYBOARD
Grade: 9, 10, 11, 12
Duration: Semester
Prerequisites: None
<p>Course Description</p> <p>Students learn basic chords and note reading, use of tablature, improvisation, group rehearsal/performance and beginning level digital recording techniques.</p>

THE SOCIAL INFLUENCE OF ROCK AND ROLL
Grade: 9, 10, 11, 12
Duration: Semester
Prerequisites: None
<p>Course Description This course explores both musical and social movements that capture a unique time in American history. Students engage in reading, discussion, listening, and writing based on reflection and research.</p>

MUSIC THEORY
Grade: 9, 10, 11, 12
Duration: Semester
Prerequisites: None
<p>Course Description Open to all students motivated to study music and are interested in music language, composition, technology, history and performing. This class can be individually structured to meet the needs and experience level of all students. Advanced Placement is an option for Seniors and those interested in continuing music study in college.</p>

HIGH SCHOOL CHORUS
Grade: 9, 10, 11, 12
Duration: Year-long
Prerequisites: None
<p>Course Description This performance-based class will study a variety of genres of music and participate in various concerts throughout the year. Together we will learn the fundamentals of music literacy, meaningful & expressive singing, and composition! All grades and experience levels are welcome. Students will also have the opportunity to audition for local, state, and regional music festivals, as well as after-school honors choir.</p>

ASSEMBLY BAND AND CREW
Grade: 9, 10, 11, 12
Duration: Year-long
Prerequisites: None
<p>Course Description</p> <p>This course is designed to create opportunities for students to explore several aspects of public performance and presentation. The class will prepare and facilitate two assemblies per month. Students will have access to three primary focuses within the class. Students will have the opportunity to explore more than one track throughout the year.</p> <ol style="list-style-type: none"> 1. Performing in the Assembly Band (guitar, bass, drums, keyboard, vocals) by teacher recommendation; 2. Learning technical theater and music production skills (sound, lights, stage management, recording & editing, videography, and video editing); 3. Planning and facilitating assemblies, which will include creating detailed plans for each assembly, writing scripts for each assembly, connecting with school and community members to create engaging presentations, managing the Assembly Crew social media pages, and MCing the assemblies.

HIGH SCHOOL BAND
Grade: 9, 10, 11, 12
Duration: Year-long
Prerequisites: None
<p>Course Description</p> <p>This course offers music students a large instrumental ensemble experience in the band idiom. Performance skills, techniques, theory and varied music literature are explored. Students can expect to play concerts throughout the year and should have at least two years of reading music to enroll in this class. Students will also have the opportunity to audition for local, state, and regional music festivals.</p>

VISUAL ARTS

9th	10th	11th	12th
Art 1 Graphic Design Introduction to Crafts STEAM <i>*No Prerequisites for the courses listed above</i>			
	Art 2 Advanced Digital Art Art For Harwood Ceramics 1 Individualized Art Jewelry Design Pottery 1 Pottery 2 Digital Photography 1 Digital Photography 2 <i>*See Prerequisites for ALL of these courses in course descriptions</i>		

ART 1
Grade: 9, 10, 11, 12
Duration: Semester
Prerequisites: None
<p>Course Description This is a foundational art course with a focus on two-dimensional visual art (drawing, painting, and printmaking). Students will experiment with different art concepts and techniques, as well as many different materials. Each project allows students to personalize their work while engaging in the structure of new techniques/concepts/materials. <i>*This is a prerequisite class for Art 2, Art for Harwood, and Individualized Art.</i></p>

GRAPHIC DESIGN
Grade: 9, 10, 11, 12
Duration: Semester
Prerequisites: None
<p>Course Description</p> <p>This class is a comprehensive introduction to software-based graphic design using Adobe Creative Suite. Successful advertising and design are instrumental in today's multimedia based economy. Learn the tools that professionals use in their day-to-day lives. Students dive into the elements of design, color theory, layout, text based design and image manipulation. Throughout the course students will complete a diverse range of projects from logo designs, posters & magazine covers, to original low-poly portraits. The goal of this course is to become proficient in the elements and principles of design and Adobe Photoshop. <i>*This is a prerequisite class for Digital Photography 1</i></p>

INTRODUCTION TO CRAFTS
Grade: 9, 10, 11, 12
Duration: Semester
Prerequisites: None
<p>Course Description</p> <p>This studio-based course introduces students to a variety of professional quality, functional artwork through experiencing a variety of traditional and nontraditional materials and methods. Students are encouraged to develop their own personal creativity and craftsmanship with hands-on projects. Projects are created with a variety of materials like clay, leather, and paper. <i>*This is a prerequisite class for Pottery 1, Jewelry, and Ceramics</i></p>

STEAM
Grade: 9, 10, 11, 12
Duration: Semester
Prerequisites: None
<p>Course Description</p> <p>In this semester-long course that integrates function (science, technology, engineering, math) and design (art) the possibilities for creation are endless. Many careers after high school integrate all of these disciplines and it's important to work with all of these together and see how they complement each other. From designing shoes, phones, cars, go-karts, even the app on your device, they all use STEAM. This is a hands-on course where students will create a series of projects that explore and integrate different science and technology concepts with art concepts and techniques.</p>

ART 2
Grade: 10, 11, 12
Duration: Semester
Prerequisites: Proficient in Art 1
<p>Course Description Art 2 builds upon knowledge learned in Art I with an emphasis placed on: technical aspects of art creation and expressing ideas through a variety of styles and methods. This course is for students who want an opportunity to extend their understanding and skill development in the two-dimensional and even three-dimensional areas. <i>*This is a prerequisite class for Art for Harwood, and Individualized Art.</i></p>

ADVANCED DIGITAL ART
Grade: 10, 11, 12
Duration: Semester
Prerequisites: Proficient in Graphic Design and Digital Photography 1
<p>Course Description: This class is for students who want to advance their personal development in the Digital Arts. Students who have successfully taken Graphic Design and Photo I (with a proficient score) are invited to dive deeper into the Digital Art world through a project based environment that will enable greater freedom to explore, create and find their own artistic voice. Using an individualized approach, students will work on projects based around Rebranding, Photo Restoration, Photojournalism, Commercial Photography, Marketing & Typography and fully exploring the interaction of text and image. This is a challenging and exciting class, which requires creative brainstorming, conceptualizing, critical thinking, collaboration, and presentation. The goal of this course is to gain confidence in your digital art skills as you advance your techniques while working with industry standard equipment and programs.</p>

ART FOR HARWOOD
Grade: 10, 11, 12
Duration: Semester
Prerequisites: Proficient in Art 1 + Art 2 OR Art 1 and permission from the teacher
<p>Course Description This course will help update the art around the Harwood building and create new work to display in the halls and on the walls of Harwood. Students will collaborate and work together to enhance the Harwood environment that they share. Students will continue to experiment with various art concepts and art media while also exploring the history and impact art can have on the communities it's displayed in.</p>

CERAMICS 1
Grade: 10, 11, 12
Duration: Semester
Prerequisites: Proficient in Intro to Crafts
<p>Course Description This course is an in depth exploration into clay, using various handbuilding techniques- pinch, slab and coil. Time is devoted to terminology, techniques, tools, and surface treatments, such as glazes and underglazes. All students cooperate in clay recycling as well as loading and unloading the kiln. Students are encouraged to develop their creativity and incorporate their own vision into each of their projects.</p>

INDIVIDUALIZED ART
Grade: 10, 11, 12
Duration: Semester
Prerequisites: Proficient in Art 1 and Art 2 OR Art 1 and permission from teacher
<p>Course Description Individualized Art is a course for independent students who want to strengthen their skills and experience in art. This offering is for students who (but not limited to): students who want to focus on a specific idea and/or medium, and/or students who want to develop a portfolio of their artwork for applying to college. This is a personalized course, therefore, students will work with the teacher on developing projects, setting goals, documenting work, taking part in class critiques and setting up the art show.</p>

JEWELRY DESIGN
Grade: 10, 11, 12
Duration: Semester
Prerequisites: Proficient in Intro to Crafts
<p>Course Description This course introduces students to various processes of jewelry making. Students will be exploring materials such as wire, glass, clay and metal to create their designs. Students will create earrings, pendants, bracelets and rings from a variety of techniques and materials. Historical and contemporary processes will be explored with an emphasis on design and craftsmanship.</p>

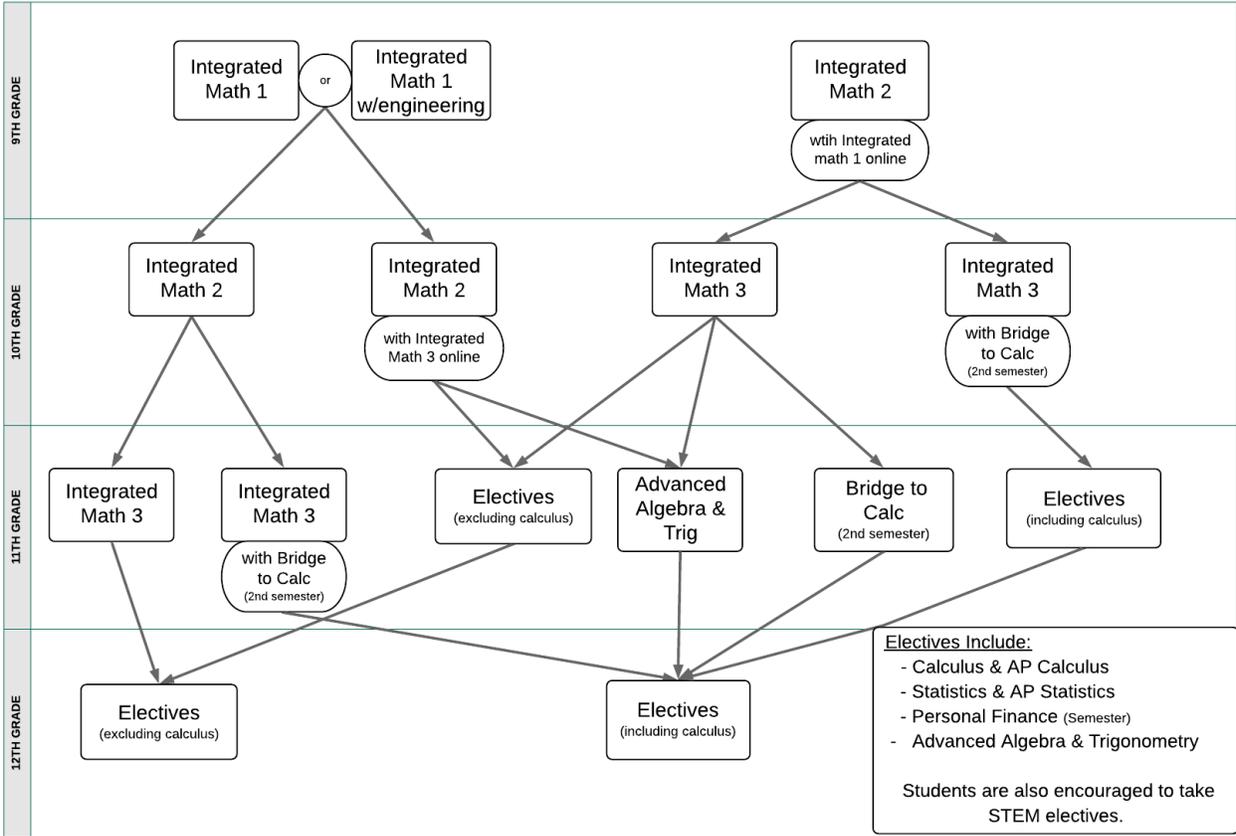
POTTERY 1
Grade: 10, 11, 12
Duration: Semester
Prerequisites: Proficient in Intro to Crafts
<p>Course Description Learn the basics of the potter's wheel, such as centering, opening, pulling, shaping and trimming vessels such as bowls, mugs and covered jars. Students assist in loading and unloading the kiln and complete all of their projects with glaze. Learn through step by step instructions and demonstrations. Individual creativity and development are encouraged through the creation of functional and decorative projects. <i>*This is a prerequisite class for Pottery 2</i></p>

POTTERY 2
Grade: 10, 11, 12
Duration: Semester
Prerequisites: Proficient in Pottery 1
<p>Course Description This is an intensive course for students who are serious about their continued growth and experiences on the potter's wheel. This class is a continuation of Pottery I and reviews basic information about clay, wheel throwing, glazes and kiln technology and expands on these skills and techniques. This course will focus on the student's aesthetic and technical development in the creation of larger and more complex wheel-thrown functional pieces.</p>

DIGITAL PHOTOGRAPHY 1
Grade: 10, 11, 12
Duration: Semester
Prerequisites: Graphic Design
<p>Course Description This comprehensive introduction to the photographic medium includes both the building of technical skills, as well as finding one's creative voice in visual art. Students will learn how to manually photograph with school provided DSLR cameras, discover the Elements & Principles of photography, learn how to edit with top of the line editing software and print their finished work. Class projects will exhibit the unique and relevant vision that every student has as observers of the human experience. Students are also continually introduced to past and present artists as they begin to develop their own personal style and vision as a photographer. The goal of this course is to become proficient in digital photography through the understanding of: manual camera settings and functions, the elements and principles of design and how they contribute to successful photographs, editing, printing and critiquing your own work. <i>*This is a prerequisite class for Digital Photography 2 & Advanced Digital Art</i></p>

DIGITAL PHOTOGRAPHY 2
Grade: 10, 11, 12
Duration: Semester
Prerequisites: Proficient in Graphic Design & Digital Photography 1
<p>Course Description: This continuation of Photography I enables students to further develop their personal vision in photography within a project based learning environment. Having mastered the importance of the foundational processes in Photo I, this class enables students greater freedom to explore and create their own voice through advanced technical skills, collage, mixed media, and alternative processes. Students will also learn the critical skills needed to build a portfolio of multiple visual art pieces within personalized project design.</p>

MATHEMATICS



INTEGRATED MATH 1
Grade: 9
Duration: Year-long
Prerequisites: None
<p>Course Description</p> <p>This course addresses fundamental math concepts in the areas of algebra and functions, statistics, geometry and trigonometry, and probability. Measure tall objects using shadows. Explore problems about pendulums. Solve complex cookies problems using constraints. Students will develop math habits of mind and interaction through a problem-based curriculum. Students can expect to learn about:</p> <ul style="list-style-type: none"> ● Using properties of similarity and trigonometry to solve problems ● Methods to collect, represent, and analyze data ● Methods for writing and graphing linear equations ● Probability & expected value <p>The goal of this course is to give students a foundational understanding of algebra, geometry and statistics.</p>

INTEGRATED MATH 1 ONLINE
Grade: 9
Duration: Year-long
<p>Prerequisites</p> <ul style="list-style-type: none"> ● Must take this course concurrently with Integrated Math 2 ● Must have an overall course score of 3.3 or above in 8th grade math ● Must have a self direction score of 3.0 or above in 8th grade ● Must have MAP score in the 70th percentile or higher in most recent testing period
<p>Course Description</p> <p>This course is designed for students who want to double up on math courses to provide additional challenges or to provide more opportunity for electives later in their high school career. This course addresses fundamental math concepts in the areas of algebra and functions, statistics, geometry and trigonometry, and probability. These strands are unified in themed units and students will develop math habits of mind through a problem-based curriculum. Students can expect to learn about:</p> <ul style="list-style-type: none"> ● Using properties of similarity and trigonometry to solve problems ● Methods to collect, represent, and analyze data ● Algebraic fluency skills ● Probability & expected value <p>The goal of this course is to give students a foundational understanding of algebra, geometry and statistics.</p>

INTEGRATED MATH 1 with ENGINEERING
Grade: 9
Duration: Year-long, double block
Prerequisites: None
<p>Course Description</p> <p>This course is for 9th graders who are interested in engineering and wish to learn how mathematics is used as a tool to solve engineering tasks. It will cover the same mathematical content as Integrated Math 1, but with a focus on design projects. Students will learn about the engineering design process by solving open-ended problems with multiple solutions. Integrated Mathematics 1 with Engineering will be offered as a dual experience course, which meets daily and counts as two learning opportunities (2 credits), one in Math and one STEM. Students can expect to learn about:</p> <ul style="list-style-type: none"> ● Engineering applications of linear relationships ● Methods to collect, represent, and analyze data in order to solve engineering problems ● Using properties of similarity and trigonometry to solve engineering problems ● Engineering applications of probability and expected value <p>The goal of this course is to give students a foundational understanding of algebra, geometry and statistics and engineering design strategies.</p>

INTEGRATED MATH 2
Grade: 10, 11
Duration: Year-long
<p>Prerequisites: Students must have successfully completed course score in Integrated Math 1 OR Integrated Math 1 w/Engineering (or be concurrently enrolled in IM 1 online)</p>
<p>Course Description</p> <p>This course addresses intermediate math concepts in the areas of algebra and functions and geometry. Explore exponents with Alice in Wonderland. Blast off some quadratic equations with fireworks. Students will develop math habits of mind and interaction through a problem-based curriculum. Students can expect to learn about:</p> <ul style="list-style-type: none"> ● Three forms of linear functions ● Methods for solving systems of equations ● Exponential relationships, properties of exponents, and logarithms ● Creation and transformation of quadratic functions to solve problems ● Surface area, volume, and trigonometry ● Elements of Euclidean geometry <p>The goal of this course is to give students an intermediate understanding of algebra and geometry.</p>

INTEGRATED MATH 3
Grade: 10, 11
Duration: Year-long
Prerequisites: Students must have a Proficient course score in Integrated Math 2
<p>Course Description This course addresses math concepts including functions, trigonometry, and the real number system. These strands are unified by common themes and students will develop math habits of mind and interaction through a problem-based curriculum. Students can expect to learn about:</p> <ul style="list-style-type: none"> ● Function definition, notation, families, operations, transformations, and problem applications ● Use of circle and coordinate geometry to solve problems ● Trigonometric functions ● The real and complex number systems <p>The goal of this course is to improve upon students' understanding of algebra and trigonometry with a special emphasis on families of functions and their transformations.</p>

INTEGRATED MATH 3 ONLINE
Grade: 10, 11
Duration: Year-long
<p>Prerequisites</p> <ul style="list-style-type: none"> ● Must take this course concurrently with Integrated Math 2 ● Must have an overall course score of 3.3 or above in Integrated Math 1 ● Must have a self direction of 3.0 or above ● Must have MAP score in the 70th percentile or higher in most recent testing period
<p>Course Description This course addresses math concepts including functions, trigonometry, and the real number system. These strands are unified by common themes and students will develop math habits of mind and interaction through a problem-based curriculum. Students can expect to learn about:</p> <ul style="list-style-type: none"> ● Function definition, notation, families, operations, transformations, and problem applications ● Use of circle and coordinate geometry to solve problems ● Trigonometric functions ● The real and complex number systems <p>The goal of this course is to improve upon students' understanding of algebra and trigonometry with a special emphasis on families of functions and their transformations.</p>

BRIDGE TO CALCULUS
Grade: 10, 11, 12
Duration: Semester 2 Only
<p>Prerequisites</p> <ul style="list-style-type: none"> • Students are currently enrolled in Integrated Math 3 OR have completed Integrated Math 3 with a proficient course score • Students must maintain proficient scores throughout their first semester in IM3
<p>Course Description</p> <p>This course is a continuation of algebra and geometry topics required for the study of Calculus. Particular emphasis is given to topics that are fundamental to a first course in calculus including trigonometry, logarithms, function notation and transformation, and graphing calculator techniques. Students can expect to:</p> <ul style="list-style-type: none"> • Increase fluency in interpreting math representations including tables, graphs, equations, and situations • Increase fluency in algebraic manipulation of equations • Learn about applications and properties of logarithms, inverse functions, rational functions, trigonometric functions <p>The goal of this course is to prepare students for Calculus or AP Calculus. Graphing calculators are required and used extensively. We encourage students to have their own calculators but there are some available for loan from the math department if needed.</p>

BRIDGE TO CALCULUS ONLINE
Grade: 10, 11, 12
Duration: Semester 2 Only
<p>Prerequisites</p> <ul style="list-style-type: none"> • Students are currently enrolled in Integrated Math 3 OR have completed Integrated Math 3 with a proficient course score • Students must maintain proficient scores throughout their first semester in IM3 • This option is designed specifically for students who cannot fit the in-person Bridge to Calculus in their schedule
<p>Course Description</p> <p>This course is a continuation of algebra and geometry topics required for the study of Calculus. Particular emphasis is given to topics that are fundamental to a first course in calculus including trigonometry, logarithms, function notation and transformation, and graphing calculator techniques. Students can expect to:</p> <ul style="list-style-type: none"> • Increase fluency in interpreting math representations including tables, graphs, equations, and situations • Increase fluency in algebraic manipulation of equations • Learn about applications and properties of logarithms, inverse functions, rational functions, trigonometric functions <p>The goal of this course is to prepare students for Calculus or AP Calculus. Graphing calculators are required and used extensively. We encourage students to have their own calculators but there are some available for loan from the math department if needed.</p>

PERSONAL FINANCE
Grade: 10, 11, 12
Duration: Semester
<p>Prerequisites</p> <ul style="list-style-type: none"> ● Successful completion of Personal & Future Explorations (PFE) ● Successful completion of Integrated Math 1 OR Integrated Math 1 Online OR Integrated Math 1 w/Engineering
<p>Course Description</p> <p>Do you dream of being an independent, financially stable adult? This will be one of the most important courses you will ever take. This course introduces the fundamentals and skills of personal finance including budgeting, types of credit, managing credit, insurance, investments and savings. Use of the calculator and computer technology is emphasized. Students can expect to learn about:</p> <ul style="list-style-type: none"> ● Behavioral Finance ● Income & Taxes ● Banking: Checking & Savings ● Paying for College ● Types of Credit ● Managing Credit ● Investing ● Risk Management & Insurance ● Budgeting <p>The goal of this course is to introduce students to financial topics and to give students the skills to make thoughtful financial decisions now and in the future.</p>

STATISTICS
Grade: 10, 11, 12
Duration: Year-long
Prerequisites: Students must have a Proficient course score in Integrated Math 3 OR Advanced score in Integrated Math 2
<p>Course Description</p> <p>Do you want to be able to watch the news or read an article and understand what’s really going on? This course will teach you to develop critical thinking and analytic skills in order to act as an informed consumer. This course will introduce students to four broad conceptual themes of statistics: exploring data, sampling and experimentation, anticipating patterns, and making statistical inferences. Students can expect to learn about:</p> <ul style="list-style-type: none"> ● Exploring and understanding data by describing patterns and departures from patterns ● Exploring relationships between variables ● Planning a study and gathering data ● Exploring randomness and probability ● Making inferences about situations by estimating population parameters and testing hypotheses <p>The goal of this course is to introduce students to the major concepts and tools for collecting, analyzing and drawing conclusions from data.</p>

ADVANCED ALGEBRA & TRIGONOMETRY
Grade: 11, 12
Duration: Year-long
Prerequisites: Proficient course score in Integrated Math 3
<p>Course Description This course is designed for students who have completed three experiences of Integrated Mathematics and are seriously interested in further exploration of mathematics topics. Throughout this course, students will continue to engage in mathematical habits of mind while gaining a deeper understanding of function behavior, algebraic modeling and manipulation. Students can expect to learn about:</p> <ul style="list-style-type: none"> ● Transformations and manipulations of functions as related to the four mathematical representations of functions (graphical, tabular, algebraic, verbal) ● In depth analysis of trigonometric functions, polynomials, rational functions, exponential functions, logarithmic functions, inverse functions <p>The goal of this course is to prepare students for further studies of mathematics, such as Calculus, as well as other college level math. Graphing calculators are required and used extensively. We encourage students to have their own calculators but there are some available for loan from the math department if needed.</p>

CALCULUS
Grade: 11, 12
Duration: Year-long
<p>Prerequisites</p> <ul style="list-style-type: none"> ● Proficient course score in Integrated Math 3 AND Bridge to Calculus OR Advanced Algebra & Trigonometry ● Students are expected to successfully complete the summer homework
<p>Course Description This is a course in one-variable Calculus for college-bound students. While not strictly following the AP curriculum, students could take the AP Calculus A/B exam. The course includes graphical, numerical, and algebraic techniques of both derivation and integration. Generally, concepts are presented informally and intuitively as well as proven more formally. Students can expect to learn about:</p> <ul style="list-style-type: none"> ● The concept of a derivative and its applications ● How to find the derivative of most two variable functions ● The concept of an integral and its applications ● How to find the integral of most two variable functions ● The connection between Integral and Derivative Calculus (The Fundamental Theorem of Calculus Part I and Part II) <p>The goal of this course is to prepare students for college level math classes.</p>

ADVANCED PLACEMENT STATISTICS

Grade: 10, 11, 12

Duration: Year-long

Prerequisites

- Proficient course score in Integrated Math 3 OR Advanced score in Integrated Math 2.
- Students are expected to successfully complete the summer homework.
- If students are Proficient in AP Statistics by the end of the first Quarter, they will switch to regular Statistics.

Course Description

The AP course in statistics will introduce students to four broad conceptual themes of statistics: exploring data, sampling and experimentation, anticipating patterns, and making statistical inferences. Topics are covered at a faster pace than the other Statistics course to prepare students to take the Statistics Advanced Placement Exam in May. Students enrolling in AP Statistics are encouraged to take the exam. Students can expect to learn about:

- Exploring and understanding data by describing patterns and departures from patterns
- Exploring relationships between variables
- Planning a study and gathering data
- Exploring randomness and probability
- Making inferences about situations by estimating population parameters and testing hypotheses
- Using inferences to determine when variables are related

The goal of this course is to prepare students for the AP Statistics exam and provide a general understanding of statistical analysis.

Graphing calculators are required and used extensively. We encourage students to have their own calculators but there are some available for loan from the math department if needed. Students who take the AP Statistics course are strongly encouraged to take the national exam.

ADVANCED PLACEMENT CALCULUS
Grade: 11, 12
Duration: Year-long
<p>Prerequisites</p> <ul style="list-style-type: none"> • Proficient course score in Integrated Math 3 AND either Bridge to Calculus OR Advanced Algebra & Trigonometry • Students are expected to successfully complete the summer homework • If students are not Proficient in AP Calculus by the end of the first Quarter, they will switch to regular Calculus
<p>Course Description</p> <p>This is a course in one-variable Calculus for college-bound students. The course includes graphical, numerical, and algebraic techniques of both derivation and integration. Topics are covered at a faster pace than the other Calculus course to prepare students to take the Calculus AB Advanced Placement Exam in May. Students enrolling in AP Calculus are encouraged to take the exam. Students can expect to learn about:</p> <ul style="list-style-type: none"> • The concept of a derivative and its applications • How to find the derivative of most two variable functions • The concept of an integral and its applications • How to find the integral of most two variable functions • The connection between Integral and Derivative Calculus (The Fundamental Theorem of Calculus Part I and Part II) • Preparation for the AP Calculus Examination <p>The goal of this course is to prepare students for the AP Calculus exam and other college math. Graphing calculators are required and used extensively. We encourage students to have their own calculators but there are some available for loan from the math department if needed. Students who take the AP Calculus course are strongly encouraged to take the national exam.</p>

WELLNESS

9th	10th	11th	12th
			Combination Activities Individual/Dual Activities Move & Groove! Outdoor Adventure Harwood Athletics: Physical Education (PE) Independent Study(IS): Physical Education (PE)
			Personal Wellness Cardio/Weight Training
			Methods of Coaching

COMBINATION ACTIVITIES
Grade: 9, 10, 11, 12
Duration: Semester
Prerequisites: None
<p>Course Description</p> <p>Students will participate in single, partner activities and team activities. Activities may include:</p> <ul style="list-style-type: none"> ● Badminton, archery, a variety of tennis options ● Disc golf and/or golf, ultimate frisbee ● Circus skills, dance, snowshoeing, orienteering ● Volleyball, bocci, team handball, speedball, wiffle ball ● Flag football, floor hockey, rugby, lacrosse <p>Activities offered will depend on weather, class enrollment and availability of facilities. Students will develop independent learning skills, team skills, and an understanding of lifetime activities.</p>

INDIVIDUAL / DUAL ACTIVITIES
Grade: 9, 10, 11, 12
Duration: Semester
Prerequisites: None
<p>Course Description</p> <p>Students will participate in single or partner activities such as archery (semester 1 only), badminton, tennis, paddle tennis, table tennis, golf (semester 2 only), circus skills, dance, disc golf, bowling, orienteering, snowshoeing, yoga, and bocci. Activities offered will depend on weather, class enrollment and availability of facilities. Students will develop independent learning skills, cooperation with partners, and an understanding of lifetime activities.</p>

MOVE & GROOVE!
Grade: 9, 10, 11, 12
Duration: Semester
Prerequisites: None
<p>Course Description</p> <p>This course allows students to demonstrate forms of mindfulness, yoga, and dance. Course content might involve learning and participating in yoga sequences, meditations, and styles of ballroom dancing. Students will learn choreography and perform for others. Students will also choreograph their own pieces. Students will learn and exhibit motor skills and movement patterns, movement knowledge, movement concepts and principles, fitness knowledge, rules and etiquette, working with others, and safety.</p>

OUTDOOR ADVENTURE
Grade: 9, 10, 11, 12
Duration: Semester
Prerequisites: None
<p>Course Description Students get to experience the great outdoors here on campus. Students will participate in outdoor activities and will learn about outdoor pursuits such as camping and survival skills, hiking skills, walking, snowshoeing, orienteering, and possibly more! Activities offered will depend on weather, class enrollment and availability of facilities. Students will develop independent learning skills, and an understanding of lifetime activities.</p>

PERSONAL WELLNESS
Grade: 10, 11, 12
Duration: Semester
Prerequisite: None
<p>Course Description Students will evaluate personal, family, community and global issues related to the concepts of wellness. Specific topics include: Substance Use, Nutrition, Stress and Mental Health, Violence Prevention, Relationships, Human Sexuality, Disease Prevention. Students will also be required to learn CPR.</p>

CARDIO / WEIGHT TRAINING
Grade: 10, 11, 12
Duration: Semester
Prerequisite: None
<p>Course Description Students will create a personal fitness goal with an emphasis on living an active and healthy lifestyle. The course content revolves around the students self designed personal fitness goal, involving heart rate monitoring, and weight training and cardiovascular fitness exercises. Students will develop independent learning skills, and an understanding of lifetime fitness. Students will need to be intrinsically motivated.</p>

METHODS OF COACHING

Grade: 11, 12

Duration: Semester 2 only

Prerequisite: None

Course Description

Students will be introduced to fundamental skills, methods, and concepts relating to the field of coaching. Topics include adolescent development, group organization and management, coaching philosophies, and teaching of skills. Students are expected to apply their learning in school to a community setting, such as observing coaches at sports or other community events and reflecting on those experiences.

INDEPENDENT STUDY (IS): PHYSICAL EDUCATION (PE)

Course Description

A limited number of Independent Studies are available to students. There are specific steps required to ensure students meet the requirements of the IS .

- The PE department posts all information about IS by sending emails to each class by grade level
- The PE department posts all information about IS in the TA announcements
- Spots for this study are based on a first come first served basis with **seniors given priority (fall only) & juniors, then sophomores and freshmen**

HARWOOD ATHLETICS: PHYSICAL EDUCATION (PE)

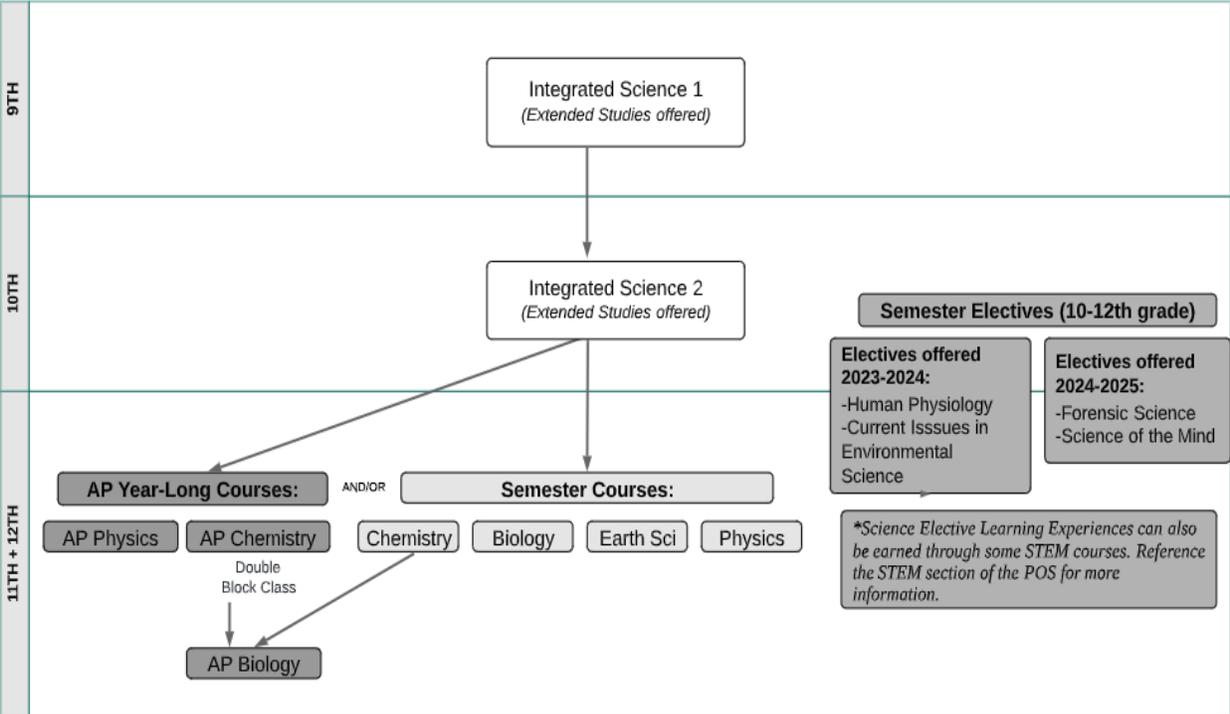
Course Description

This course allows students to earn a PE semester learning opportunity by participating in athletics at Harwood Union High School

Students choosing this path will need to:

- Participate in two seasons of athletics to receive 1 semester P.E. opportunity
- The seasons can be different and the sports can be different
- Athletes are notified at the beginning of each season with registration information
- Athletes are notified at the pre-season and via email on the registration steps
- It is the student's responsibility to register following the steps provided
- Limit of 1 semester PE learning opportunity can be earned through this option

SCIENCE



INTEGRATED SCIENCE 1

Grade: 9

Duration: Year-long

Prerequisites: None

Course Description

This laboratory science course will engage students in learning about the formation of the universe and the earth. Students will start by learning about the universe including the atoms that make it up, the Big Bang theory, as well as stellar evolution and nuclear fusion. Students will then learn about the history of the earth starting with how the solar system was made, to how it is constantly changing, and how we are able to know the ages of things on earth. Lastly, students will learn about the history of life on earth and scientific innovations that have shaped our lives so far. The goal of this course is to provide students with a foundation of science skills and science knowledge by covering Next Generation Science Standards in earth science, life science, and physical sciences.

INTEGRATED SCIENCE 2
Grade: 10
Duration: Year-long
Prerequisites: Successful completion of Integrated Science 1
<p>Course Description</p> <p>This laboratory science course will engage students in learning about the different systems that play a part in our dynamic biosphere and atmosphere. Students will start with learning about chemical reactions, cycles of matter, the atmosphere, and global climate change. Then students will learn about power generation of electricity with current sources of energy and help design future sources of energy. Next students will learn about genetics, including genetic disorders and genetic engineering and its potential future uses. The goal of this course is to provide students with a foundation of science skills and science knowledge by covering Next Generation Science Standards in earth science, life science, and physical science.</p>

HUMAN PHYSIOLOGY
Grade: 10, 11, 12
Duration: Semester
Prerequisites: None
<p>Course Description</p> <p>Want to learn more about your body and what is going on inside of it? This laboratory course is designed to acquaint students with the chemical and physical processes that control their bodies. The course is structured for students who want more detailed analysis of the functions of the human body beyond those already discussed in previous science or health courses. Laboratory activities and dissections are used to emphasize the physiological and interconnected relationships of the body.</p>

CURRENT ISSUES IN ENVIRONMENTAL SCIENCE
Grade: 10, 11, 12
Duration: Semester
Prerequisites: None
<p>Course Description</p> <p>In this course, students will focus on causes and effects of current issues in environmental science. Potential topics include a deeper exploration of climate change building on the work in Integrated Science II, water contamination, and renewable energy. We will focus on both the problems themselves and potential short and long term solutions. Students can expect to follow current events in the news through videos and readings and complete labs and other activities focused on these issues.</p>

BIOLOGY
Grade: 11, 12
Duration: Semester
Prerequisites: Successful completion of Integrated Science 1 & 2
<p>Course Description Come learn about how living things work! Investigate the inner workings of cells that make up all living things. Zoom in on DNA, the molecule of inheritance, to discover its role in determining our genetic traits. Then look at the world's ecosystems to see how these cellular and molecular systems interact on a global scale. This laboratory course is designed to build upon the Biology concepts that are introduced in the Integrated Science courses. Completing this course as well as integrated science 1 + 2 is equivalent to 1 year of Biology.</p>

CHEMISTRY
Grade: 11, 12
Duration: Semester
Prerequisites: Successful Completion of Integrated Science 1 & 2
<p>Course Description Ready for some reactions? Come learn about the matter that makes up our world and how it relates to various phenomena such as oil spills and the Flint water crisis. This science laboratory course engages students in learning about what our world is made up of on the atomic and molecular level and how those particles change through chemical reactions. Students will model, discuss, explain, and analyze concepts relating to atoms, molecules and chemical reactions. This laboratory course is designed to build upon the Chemistry concepts that are introduced in the Integrated Science courses. Completing this course as well as integrated science 1 + 2 is equivalent to 1 year of chemistry.</p>

PHYSICS
Grade: 11, 12
Duration: Semester
Prerequisites: Successful completion of Integrated Science 1 & 2
<p>Course Description Welcome to Physics! This course is designed as an algebra-based, introductory physics course where students look into the fundamental patterns of motion and forces. Students will learn about how the universe is governed by simple laws, which can be discovered through experimentation and graphical analysis. We will begin with the basics of motion and Newton's Laws, and dive into springs, waves, and energy. This laboratory course is designed to build upon the Physics concepts that are introduced in the Integrated Science courses. Completing this course as well as integrated science 1 + 2 is equivalent to 1 year of Physics.</p>

EARTH SCIENCE
Grade: 11, 12
Duration: Semester
Prerequisites: Successful completion of Integrated Science 1 & 2
<p>Course Description Want to know more about our Earth that we all call home? Come learn about how earth's materials and changing surface affects our world and how we live. Students will learn about natural disasters, natural resources, properties of water, and changes in climate. This laboratory course is designed to build upon the Earth Science concepts that are introduced in the Integrated Science courses. Completing this course as well as integrated science 1 + 2 is equivalent to 1 year of Earth Science.</p>

ADVANCED PLACEMENT BIOLOGY
Grade: 11,12
Duration: Year-long
<p>Prerequisites</p> <ul style="list-style-type: none"> ● Successful completion of Integrated Science 1 & I2 ● Successful completion of or co-registration in Chemistry ● Self-Assessment of AP Science Course Readiness ● Students are expected to successfully complete the summer homework
<p>Course Description Advanced Placement Biology is a college level Biology course. Students will learn how to apply biological knowledge, problem-solving skills, and scientific thinking that can be utilized to take the AP Biology test. During this course students will delve deeper into intricate biological details, move at an accelerated rate, while demonstrating independence and self-direction. Students who take the AP Biology course are strongly encouraged to take the national exam.</p>

ADVANCED PLACEMENT CHEMISTRY

Grade: 11, 12

Duration: Year-long, double block

Prerequisites:

- Completion of Integrated Science 1 and 2
- Completion of Integrated Math 2
- Successful completion of OR Co-enrollment in Integrated Math 3
- Self-Assessment of AP Science Course Readiness
- Students are expected to successfully complete the summer homework

Course Description

Are you ready for an intellectually challenging and rigorous college level course?

Students will be completing the equivalent curriculum to a general chemistry class at a college or university, therefore it is a very fast paced course. Strong math and reasoning skills are needed for success in this course. This course will also require a good work ethic with independent motivation for students to study and learn material outside of class. It is estimated that students will be expected to complete 1 hour of studying/work per night for this course. The course will run for two blocks, which will include laboratory time, lecture time, and group problem solving time. Students who take the AP Chemistry course are strongly encouraged to take the national exam.

ADVANCED PLACEMENT PHYSICS 1

Grade: 11, 12

Duration: Year-long

Prerequisites

- Successful completion of Integrated Science 1 & 2
- Successful completion of Integrated Math 2
- Successful completion of *or* co-enrollment in Integrated Math 3
- Self-Assessment of AP Science Course Readiness
- Students are expected to successfully complete the summer homework

Course Description

AP Physics 1 is an algebra based, college level Physics course.

Students will cultivate their understanding of physics through inquiry based experimentation, in class Harkness discussions, textbook readings and online homework. The course covers topics of projectile motion, forces, energy, momentum, simple harmonic motion, and torque and rotation. Students who take the AP Physics 1 course are strongly encouraged to take the national exam.

HISTORY / SOCIAL STUDIES

9th	10th	11th	12th
<p><i>REQUIRED course</i> - Global Studies</p>	<p><i>REQUIRED course</i> - U.S. History</p> <p><i>ELECTIVE course</i> - Intro. to Psychology</p>	<p><i>REQUIRED course</i> - Three Democracies (3Ds)</p> <p style="text-align: center;">Or</p> <p>- Creating Sustainable Communities (CSC)</p> <p><i>ELECTIVE courses:</i> - Intro. to Psychology - Economics - Street Law - AP U.S. Government - AP European History</p>	<p><i>ELECTIVE courses</i> - Intro. to Psychology - Economics - Street Law - AP U.S. Government - AP European History</p>

GLOBAL STUDIES: HISTORY
Grade: 9
Duration: Year-long
Prerequisites: None
<p>Course Description</p> <p>The Global Studies experience begins with you, the student. What makes you unique, and how do you fit into your local and global communities? We will investigate our identities, our historical moment and how we got here, and how to use communication skills to create the change we want to see in the world. In this course, students will learn to closely read and analyze texts, participate in student-led discussions, write effectively, listen actively, conduct research, and use evidence and reasoning to support their own thinking.</p> <p>The goal of this course is to help students build communication, research, and critical thinking skills while developing their own sense of what it means to be a Global Citizen.</p>

U.S. HISTORY
Grade: 10
Duration: Year-long
Prerequisites: None
<p>Course Description</p> <p>U.S. History helps students learn about the past events, peoples and ideas that make up the United States of America, from the Native American civilizations to the founding documents drafted in Pennsylvania to the Civil and the World Wars, always taking into account the rich and vibrant tapestry of people whose roots and culture hail from all over the world and thus contribute to the unique American story. Students will learn to research and evaluate evidence, including primary sources; they will learn how to put information and ideas into context and how to compare sources and various accounts of the past.</p> <p>Students work alone and together as they deepen their ability to read closely and annotate texts, engage in civil discourse, write short texts and longer essays, and create and teach each other with multimedia presentations. Finally, students will not only learn about the past; they will reflect on the issues facing the country in the present, always inspired by the question: “How does learning about the past help us better understand the present and make more informed choices about the future?”</p> <p>The course makes extensive use of primary and secondary readings, textbooks, and videos. Successful completion of U.S. History is a graduation requirement.</p>

INTRODUCTION TO PSYCHOLOGY
Grade: 10, 11, 12
Duration: Semester
Prerequisites: None
<p>Course Description</p> <p>Who are you? Why is your behavior similar to or different from other humans? Psychology is a social science that seeks to answer questions about human behavior and this course explores the latest, peer-reviewed research in an attempt to shed light on the mysterious world inside your head. In particular, we will explore what science has discovered about learning, memory, emotions, creativity, sensory perception, and much more. In the end, you’ll understand how your brain really works—and how to get the most out of it.</p> <p>Class activities, readings, and assignments are designed so students can reflect upon personal experiences and how psychology applies to all aspects of human life. Harkness dialogue and presentations are common summative assessments in this course.</p> <p>Psychology is a vastly broad topic encompassing a wide range of areas of study. Behavior, learning and memory, childhood development, language, and internal mental processes are just a few examples. Students should leave this course with an understanding of the brain and its processes, human behavior, the scientific method and ethics of experimentation, and the history and differing perspectives within the study of psychology.</p>

THREE DEMOCRACIES (3D's)
Grade: 11
Duration: Year-long
Prerequisites: U.S. History or equivalent
<p>Course Description</p> <p>Three Democracies is a course that explores the question of what it means to be a citizen in a republic. We examine the stories revealed in the histories of two democracies of the past: Fifth Century BCE Athens, the Roman Republic, 509-44 BCE. We seek to understand why the Athenian and Roman Republican experiments failed, and as we do so, we also examine the third democracy: our American Republic today. Readings are taken from ancient sources such as Herodotus, Aeschylus, Euripides, Thucydides, Plutarch and Xenophon on Athens, Livy, Polybius, Caesar, Cicero and Plutarch on Rome, and, in the case of contemporary America, essays, political speeches, and current events stories.</p> <p>Through reading, reflection, discussion and written responses, we consider the role of the individual in a democracy and what is required of each of us if the American Republic is to prosper and extend its original promise to all.</p>

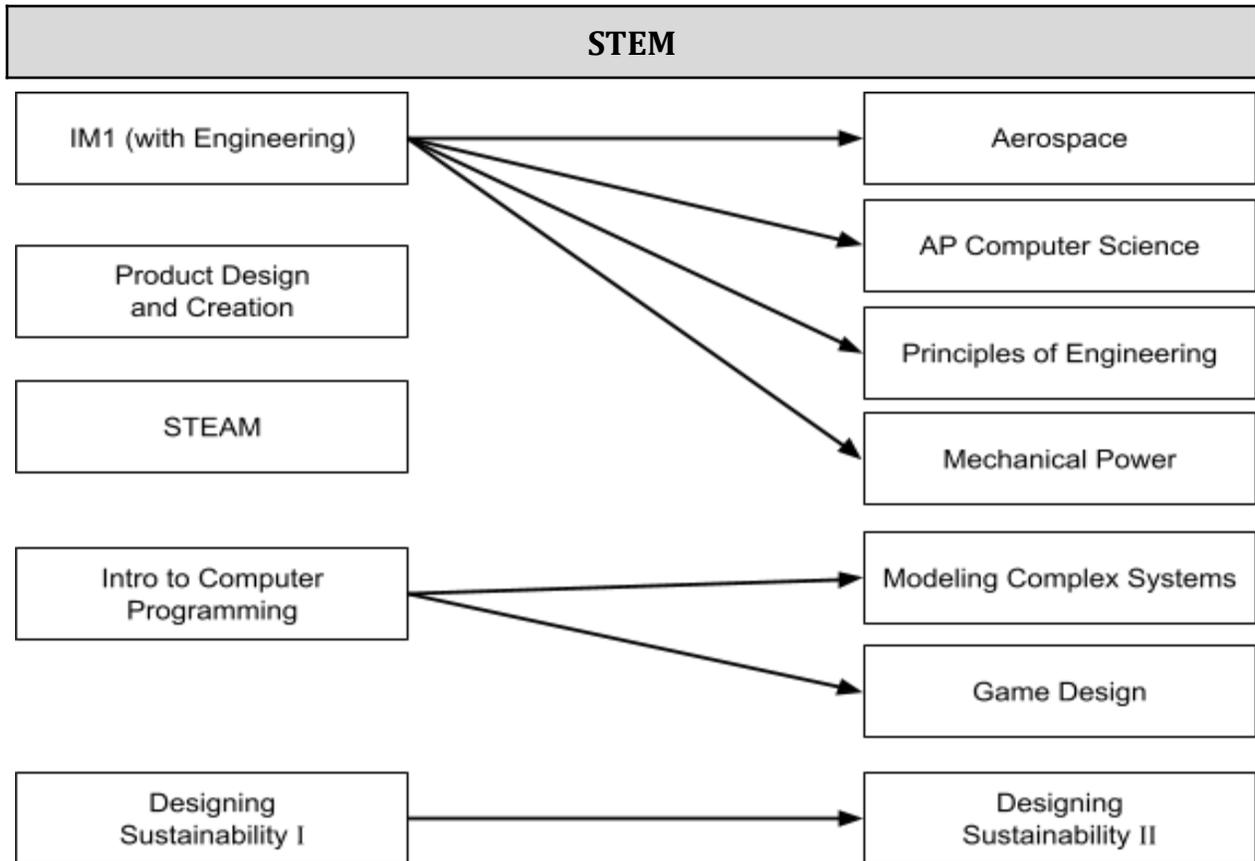
CREATING SUSTAINABLE COMMUNITIES (CSC)
Grade: 11
Duration: Semester
Prerequisites: US History or Equivalent
<p>Course Description</p> <p>CSC is designed to help students understand how the U.S. political system really works (political literacy), how the media influences the political system (media literacy), how to develop and communicate an educated opinion on important public policies (critical literacy, argumentative writing, and civil discourse), and how to use the tools they have available to them to make change in their local and/or state-wide communities (action civics).</p> <p>Students should expect to do the following in this course:</p> <ul style="list-style-type: none"> ● Analyze, mark-up, and annotate a variety of written and recorded texts and media sources ● Define core social science concepts through formative quizzes ● Thoughtfully consider multiple perspectives through civil discourse, active listening, note taking, and deliberative dialogue ● Communicate an educated opinion on a variety of current events and political issues ● Develop a plan for taking action on an issue they care deeply about and/or addressing a need in the community through active citizenship or social entrepreneurship <p>This course is unique to Harwood Union High School. It is designed to be deeply relevant and responsive to both current events and student interest. The goal of this course is to help students become the type of citizens who are able to create more resilient, more equitable, more joyful, more just, and more sustainable communities, now and in the future.</p>

ECONOMICS
Grades: 11, 12
Duration: Semester
Prerequisites: None
<p>Course Description</p> <p>Economic decisions impact our everyday lives. Understanding economics means thinking about how limited resources require us to make choices and evaluate one option against another. In this course, you will come to recognize that there are examples of economics all around you. You will see how these economic choices, from larger groups such as state and federal governments, to individual consumers, impact us everyday. This semester course will examine the basic concepts of economics, the pros and cons of capitalism, communism, and socialism, the federal and state budget making process, our growing national deficit, income inequality, the role of the government during a recession as well as economics-related current events stories.</p>

STREET LAW
Grades: 11, 12
Duration: Semester
Prerequisites: None
<p>Course Description</p> <p>Street Law explores the laws in our streets, cities, and states. This course provides a general overview of law and the role that it plays in our society. Areas of focus include constitutional law, criminal law, civil rights, contract law, civil law, and family law. Students are given practical information, helpful in our law-saturated society. The textbook and the U.S. Constitution provide the basic framework for our understanding of laws. Current events provide realistic examples of how the law applies to human actions. Discussions and note-taking are expected and student presentations on law-related topics are required. Students will also be expected to participate in a series of mock trials.</p>

ADVANCED PLACEMENT GOVERNMENT & POLITICS
Grades: 11, 12
Duration: Year-long
Prerequisites: Students are expected to successfully complete the summer homework
<p>Course Description</p> <p>AP U.S. Government and Politics is designed to provide students with the skills and knowledge to be active citizens in our American Republic as well as to prepare them for success in taking the AP Gov Exam. Students can expect to discuss current events, analyze graphs, write argumentative essays, complete projects, read Supreme Court cases, participate in Harkness discussions, and take practice AP Gov tests. One major goal in AP Gov is for students to learn about how our government is designed to operate in theory and to develop a clearer understanding of how it operates in practice. Students who take the AP Government & Politics course are strongly encouraged to take the national exam.</p>

ADVANCED PLACEMENT EUROPEAN HISTORY
Grade: 11, 12
Duration: Year-long
Prerequisites: Students are expected to successfully complete the summer homework
<p>Course Description</p> <p>AP European History is a survey overview of the development of modern Europe. The time period covered by the course is 1450 - the present day. The following is taken from the College Board's Course Description:</p> <p>AP European History is designed to be the equivalent of a two-semester introductory college or university European history course. In AP European History students investigate significant events, individuals, developments, and processes in four historical periods from approximately 1450 to the present. Students develop and use the same skills, practices, and methods employed by historians: analyzing primary and secondary sources; developing historical arguments; making historical comparisons; and utilizing reasoning about contextualization, causation, and continuity and change over time. The course also provides six themes that students explore throughout the course in order to make connections among historical developments in different times and places: interaction of Europe and the world; poverty and prosperity; objective knowledge and subjective visions; states and other institutions of power; individual and society; and national and European identity. Students who take the AP European History course are strongly encouraged to take the national exam.</p>



Some STEM courses will be offered every year while others will be offered on alternating years in a two year rotation. Courses for the 2023-2024 school year are listed below.

Even Year Courses: 2023 - 2024

9th	10th	11th	12th
IM1 or IM1 with Engineering	Modeling Complex Systems Principles of Engineering AP Computer Science A AP Computer Science Principles		
STEAM Designing Sustainability I & II Introduction to Computer Programming Game Design Product Design and Creation			

Odd Year Courses: 2024 - 2025

9th	10th	11th	12th
IM1 or IM1 with Engineering	Principles of Engineering AP Computer Science Principles Mechanical Power Aerospace		
STEAM Designing Sustainability I & II			

STEAM
Grade: 9, 10, 11, 12
Duration: Semester
Prerequisites: None
<p>Course Description</p> <p>In this semester-long course that integrates function (science, engineering, math, technology) and design (art) the possibilities for creation are endless. Many careers after high school integrate all of these disciplines and it's important to work with all of these together and see how they complement each other. From designing shoes, phones, cars, go-karts, even the app on your device, they all use STEAM. This is a hands-on course where students will create a series of projects that explore and integrate different science and technology concepts with art concepts and techniques.</p>

DESIGNING SUSTAINABILITY 1
Grade: 9, 10, 11, 12
Duration: Semester
Prerequisites: None
<p>Course Description</p> <p>The purpose of this course is to help students develop an engineering mindset, which can be used to design and promote sustainable solutions to some of the world's largest problems. Students will learn how to combine the knowledge and skills of multiple academic disciplines into a holistic approach that can be used to effectively meet the needs of the 21st century. This method of transdisciplinary learning attempts to reconnect the academic subjects of science, technology, engineering, arts, math, and social studies, which have been artificially separated for far too long. Through the study of systems dynamics, change theory, and public policy, students will begin to better understand the complex interactions between our environment, economy, and society, and develop critical skill sets they can use to create a more just, joyful, and sustainable community. Completion of this course can count as a semester science experience.</p>

DESIGNING SUSTAINABILITY 2
Grade: 9, 10, 11, 12
Duration: Semester
Prerequisites: Designing Sustainability 1
<p>Course Description</p> <p>Part II of Designing Sustainability builds on the foundations of the theory and short project applications from the first semester. During this semester, students will have the opportunity to conduct research, design, and implement a solution to several sustainability problems. Completion of this course can count as a semester science experience.</p>

INTRODUCTION TO COMPUTER PROGRAMMING
Grade: 9, 10, 11, 12
Duration: Semester
Prerequisites: None
<p>Course Description This course will serve as an introduction to algorithmic problem solving and computer programming. Students will utilize the Python programming language to develop an understanding of concepts such as variables, functions, and control structures as they analyze, write, and test code. This class is for beginners; no programming experience is required.</p>

GAME DESIGN
Grade: 9, 10, 11, 12
Duration: Semester
Prerequisites: Intro to Computer Programming or AP Computer Science
<p>Course Description Game Design is a project based course to explore the world of computer game development. The course begins with guided tutorials in the Unity Game engine to learn the process of game design. After acquiring the needed skills, students will build a unique game using the iterative design process. Throughout the course, we will explore the qualities of successful games along with the many facets of design and engineering used in video game development.</p>

PRODUCT DESIGN AND CREATION
Grade: 9, 10, 11, 12
Duration: Semester
Prerequisites: None
<p>Course Description This course explores the design process which is permeating through industry, academia, and government as a means of ideation and problem solving. We'll work through the design process as it relates to the circular economy, biomimicry, and adaptive devices before working through your own independent design project. The course will also introduce software that is used in the design process and technology such as 3D printers and Laser Cutters/Engravers. Completion of this course can count as a semester science experience.</p>

MODELING COMPLEX SYSTEMS
Grade: 10, 11, 12
Duration: Semester
Prerequisites: Intro to Computer Programming or AP Computer Principles
<p>Course Description</p> <p>The world is becoming increasingly complex and interconnected and the types of problems we face often have no simple reductive answer (understanding and projecting the effects of climate change stands out as a familiar example). The study of complex systems is by definition challenging. With an increase in computing power and the introduction of modeling software over the past 20 years or so, scientists, economists, sociologists and more are able to simulate phenomena more efficiently than ever before. This computer modeling course will explore characteristics and behaviors of complex systems and introduce students to Agent Based Modeling using NetLogo modeling software. Throughout the course we'll look at characteristics and properties of complex systems. We'll use that knowledge to explore examples of agent based models and break down the components before you decide on a phenomenon you want to study, describe, and write code to simulate the inputs and outputs. Completion of this course can count as a semester science experience.</p>

PRINCIPLES OF ENGINEERING
Grade: 10, 11, 12
Duration: Year-long
Prerequisites: IM1 or IM1 w/Engineering
<p>Course Description</p> <p>Principles of Engineering (POE) is a foundation course of Project Lead The Way (PLTW) engineering pathway for high schoolers. This course explores a variety of engineering concepts to help students find a potential pathway in engineering following high school. Through problems that engage and challenge, students explore a broad range of engineering topics, including mechanisms, the strength of materials and structures, automation, and kinematics. The course applies and concurrently develops secondary level knowledge and skills in mathematics, science, and technology culminating in a year-long robotics project.</p>

AP COMPUTER SCIENCE A
Grade: 10, 11, 12
Duration: Year-long
Prerequisites: IM1 or IM1 w/Engineering
<p>Course Description</p> <p>AP Computer Science A introduces students to computer science through programming. Fundamental topics in this course include the design of solutions to problems, the use of data structures to organize large sets of data, the development and implementation of algorithms to process data and discover new information, the analysis of potential solutions, and the ethical and social implications of computing systems. The course emphasizes object-oriented programming and design using the Java programming language. AP Computer Science A is equivalent to a first-semester, college-level course in computer science. Students who take the AP Computer Science A course are strongly encouraged to take the national exam.</p>

AP COMPUTER SCIENCE PRINCIPLES
Grade: 10, 11, 12
Duration: Year-long
Prerequisites: IM1 or IM1 w/Engineering
<p>Course Description AP Computer Science Principles introduces students to the world of computer programming which has many applications in a variety of career fields. Working with your classmates to address real world problems, you will use your creativity to design and develop a computer program that collects and manages data using efficient algorithms. AP Computer Science Principles is equivalent to a first-semester college computing course. Students who take the AP Computer Science Principles course are strongly encouraged to take the national exam.</p>

WORLD LANGUAGE

9th	10th	11th	12th
Latin I → (if completed French 1 in 7th/8th grades)	Latin II → Latin I →	Latin III → Latin II → Latin I →	Latin IV Latin III Latin II Latin I
French 2 → (if not)	French 3 →	French 4 →	French 5 / AP / Seal of Biliteracy
French 1 → (if completed Spanish 1 in 7th/8th grades)	French 2 → French 1 →	French 3 → French 2 → French 1 →	French 4 French 3 French 2 French 1
Spanish 2 → (if not)	Spanish 3 →	Spanish 4 →	Spanish 5 / AP / Seal of Biliteracy
Spanish 1 →	Spanish 2 → Spanish 1 →	Spanish 3 → Spanish 2 → Spanish 1 →	Spanish 4 Spanish 3 Spanish 2 Spanish 1
Europe and Eurovision (semester)			

LATIN I
Grade: 9, 10, 11, 12
Duration: Year-long
Prerequisites: None
<p>Course Description</p> <p>In Latin I, students study the language, culture, history, geography and mythology of ancient Rome. An introduction to the language through stories emphasizes comprehension of the Latin language through listening, reading, speaking, and even a little writing. Along the way, students learn</p> <ul style="list-style-type: none"> ● The meaning of hundreds of English words that are derived from Latin ● The nature of the English language ● The fascinating history of the Roman empire ● What life was like in Rome ● Some of the most important myths of the Greco-Roman tradition ● What these myths might teach us about ourselves today. <p>The result of the student’s study of Latin is improved knowledge of both English vocabulary and grammar, an expanded understanding of the relationship of the ancient world to his or her own, and appreciation of other foreign languages and culture.</p> <p><i>*This course offers an "Extended Studies" option. Students who choose to participate in this enrichment opportunity should anticipate additional assignments and assessments on a variety of linguistic and cultural topics. Upon successful completion, students will receive an Extended Studies designation on their transcript.</i></p>

LATIN II
Grade: 9, 10, 11, 12
Duration: Year-long
Prerequisites: Latin I
<p>Course Description</p> <p>In this course, we will continue our exploration of the language, culture, and legacy of ancient Rome. In the first part of the course, we will engage with shorter stories designed to build our confidence in the four major modalities of language learning: reading, writing, speaking and listening. Throughout the course, we will continue our study of mythology, derivatives and trajectory of the Latin language, along with relevant cultural topics with an emphasis around life in the Roman provinces.</p> <p><i>*This course offers an "Extended Studies" option. Students who choose to participate in this enrichment opportunity should anticipate additional assignments and assessments on a variety of linguistic and cultural topics. Upon successful completion, students will receive an Extended Studies designation on their transcript.</i></p>

LATIN III / IV
Grade: 9, 10, 11, 12
Duration: Year-long
Prerequisites: Latin II or department approval
<p>Course Description</p> <p>The fundamental goal of this course is to enhance your understanding of Latin. But rather than <i>learning about</i> the language through intensive grammar instruction, our approach will emphasize language <i>acquisition</i>. If done properly, you will not “feel” like you are learning at all; the process of acquiring Latin will happen unconsciously.</p> <p>The text that we will read follows the life of a Roman family living in Pompeii in the year leading up to the eruption of Mount Vesuvius. All activities in which we will engage have one goal in mind: making Latin comprehensible.</p> <p>This course is not only a language course. A portion of each class meeting will be devoted to aspects of Roman culture, history, geography, and mythology. Students should expect to learn lots about English derivatives from Latin roots, and other topics relating to history, culture, and mythology.</p> <p><i>*This course offers an "Extended Studies" option. Students who choose to participate in this enrichment opportunity should anticipate additional assignments and assessments on a variety of linguistic and cultural topics. Upon successful completion, students will receive an Extended Studies designation on their transcript.</i></p>

FRENCH 1
Grades: Grade: 9, 10, 11, 12
Duration: Year-long
Prerequisites: None
<p>The main goal of this course is to learn the basics of the French language. Listening and speaking skills are a prime concern, thus the emphasis is on meaningful communication in everyday situations. Students practice grammar, vocabulary, and idioms orally and then have these skills reinforced in reading and writing. Students enjoy an introduction to the French-speaking world through slides, videos, storytelling, and discussion.</p>

FRENCH 2
Grade: 9, 10, 11, 12
Duration: Year-long
Prerequisites: Completion of French 1 or department approval
<p>This is the second level of French offered at Harwood. It is a critical level, designed to increase the student’s fluency and confidence in the language through continued reading, vocabulary enrichment, listening, oral practice and cultural awareness. Students improve their speaking in French through role-playing everyday situations in both guided and open conversation as well as through direct dialogue. Both reading and listening comprehension are reinforced and expanded using different types of resources. Students also increase their cultural awareness through readings, song, and cooking.</p>

FRENCH 3
Grade: 9, 10, 11, 12
Duration: Year-long
Prerequisites: Completion of French 2 or department approval
<p>In French 3, the emphasis continues to be on understandable communication (what we call “comprehensible input”) from students, teacher(s), and course materials. At the same time, students are also encouraged to grapple more with language patterns and grammatical structures, and apply them to their speech and writing.</p>

FRENCH 4
Grades: Grade: 9, 10, 11, 12
Duration: Year-long
Prerequisites: Completion of French 3 or department approval
<p>At the fourth level of French offered at Harwood, all areas of language competency are refined to make the students more comfortable communicating in French at an intermediate level. Methods of instruction are extremely diverse. Students improve their speaking skills through daily conversation, both thematic and open. Their listening competency is addressed using various recordings and videos. Students improve their reading in French using authentic short stories. Writing abilities improve through the acquisition of more complex grammatical structures and tenses. Students also increase their cultural awareness through readings, presentations and song.</p>

FRENCH 5 / AP / SEAL of BILITERACY*
Grades: Grade: 9, 10, 11, 12
Duration: Year-long
Prerequisites: Completion of French 4 or department approval
<p>At the fifth level of French, all areas of language competency are refined to make the students more comfortable communicating in French at an upper-intermediate level. Methods of instruction are extremely diverse. Students improve their speaking skills through daily conversation, both thematic and open, as well as through student-led Harkness discussions. Emphasis is placed on discovering and analyzing current events. Students improve their reading in French using authentic sources and materials. Writing abilities improve through the acquisition of more complex grammatical structures and tenses. Students also increase their cultural awareness through readings, presentations, song and cooking. Students who take the AP French course are strongly encouraged to take the national exam.</p> <p><i>*In addition, and NEW FOR 2024, seniors will be eligible for the Seal of Biliteracy. The Seal of Biliteracy is an award given by the Vermont Foreign Language Association under the authorization of the Agency of Education in recognition of students who have studied and attained proficiency in two or more languages [including English] by high school graduation. The Seal of Biliteracy takes the form of a seal that appears on the transcript or diploma of the graduating senior and is a statement of accomplishment for future employers and for college admissions. More information will be provided by World Language teachers.</i></p>

SPANISH 1
Grade: Grade: 9, 10, 11, 12
Duration: Year-long
Prerequisites: None
<p>Course Description</p> <p>The main goal of this course is to learn the basics of the Spanish language. Listening and speaking skills are a prime concern, thus the emphasis is on meaningful communication in everyday situations. Students practice grammar, vocabulary, and idioms orally and then have these skills reinforced in reading and writing. Students enjoy an introduction to the Spanish-speaking world through slides, videos, storytelling, and discussion.</p>

SPANISH 2
Grade: 9, 10, 11, 12
Duration: Year-long
Prerequisites: Spanish 1
<p>Course Description Spanish II is a critical level, designed to increase the student’s fluency and confidence in the language through continued reading, vocabulary enrichment, listening and oral practice as well as continued awareness of Hispanic cultures. Storytelling remains an important aspect of the learning process. Students improve their speaking fluency by retelling stories, participating in role-playing activities, and giving oral presentations in Spanish. Both reading and listening comprehension are reinforced and expanded using different types of resources ranging from authentic reading materials, cultural movies in the target language, guest speakers and group discussions.</p>

SPANISH 3
Grade: 9, 10, 11, 12
Duration: Year-long
Prerequisites: Spanish 2
<p>Course Description In Spanish 3, the emphasis continues to be on understandable communication (what we call “comprehensible input”) from students, teacher(s), and course materials. At the same time, students are also encouraged to grapple more with the language patterns and apply them to their speech and writing.</p>

SPANISH 4
Grade: 9, 10, 11, 12
Duration: Year-long
Prerequisites: Spanish 3
<p>Course Description At the fourth level of Spanish, all areas of language competency are refined to make the students more comfortable communicating in Spanish at an intermediate level. Methods of instruction are extremely diverse. Students improve their speaking skills through daily conversation, both thematic and open. Their listening competency is addressed using recordings and videos of all types. Students improve their reading in Spanish using authentic short stories. Writing abilities improve through the acquisition of more complex grammatical structures and tenses. Students also increase their cultural awareness through readings, presentations, song and cooking.</p>

SPANISH 5 / AP / SEAL of BILITERACY*
Grade: 9, 10, 11, 12
Duration: Year-long
Prerequisites: Spanish 4
<p>Course description: At the fifth level of Spanish, all areas of language competency are refined to make the students more comfortable communicating in Spanish at an upper-intermediate level. Methods of instruction are extremely diverse. Students improve their speaking skills through daily conversation, both thematic and open, as well as through student-led Harkness discussions. Emphasis is placed on discovering and analyzing current events. Students improve their reading in Spanish using authentic sources and materials. Writing abilities improve through the acquisition of more complex grammatical structures and tenses. Students also increase their cultural awareness through readings, presentations, song and cooking. Students who take the AP Spanish course are strongly encouraged to take the national exam. <i>*In addition, and NEW FOR 2024, seniors will be eligible for the Seal of Biliteracy. The Seal of Biliteracy is an award given by the Vermont Foreign Language Association under the authorization of the Agency of Education in recognition of students who have studied and attained proficiency in two or more languages [including English] by high school graduation. The Seal of Biliteracy takes the form of a seal that appears on the transcript or diploma of the graduating senior and is a statement of accomplishment for future employers and for college admissions. More information will be provided by World Language teachers.</i></p>

EUROPE AND EUROVISION
Grade: 10, 11, 12
Duration: Semester
Prerequisites: None
<p>Course Description This is the only course of its kind in the United States. Using the Eurovision Song Contest as a jumping-off point, students will be introduced to key historical and cultural concepts in modern European history such as World War I and II, the formation of the European Union, and Brexit. We will also examine some rarely-taught subjects, such as the complex and continuing Russia/Ukraine conflict, the siege of Sarajevo, and the weird and wonderful world of microstates. The course is multi-disciplinary and encompasses the following areas: world-language, film and music, history and current affairs, art, literature, geography and geopolitics, war, LGBTQ+ history, and current cultural trends. Students will have multiple ways to demonstrate their learning, including presentations, essay writing, slideshows and graphic design.</p>

CONNECTED LEARNING

9th	10th	11th	12th
REQUIRED Course - Personal & Future Exploration			
<i>ADDITIONAL PATHWAYS</i> - Internship - Work Experience - Developing Sustainable Habits - Independent Study			
		<i>ADDITIONAL PATHWAYS</i> - Career & Personal Planning (CPP) - Harwood Community Learning Center	

PERSONAL AND FUTURE EXPLORATION

Grade: 9

Duration: Semester

Prerequisites: None, Required Course

Course Description
 This one-semester class provides a foundation for 9th graders to do self-exploration about who they are as individuals. Emphasis is placed on discovering their interests, skills, and strengths and connecting them to personal, educational, and professional goals and/or pathways. Students will learn how to communicate professionally by creating a résumé, participate in a mock interview, and write a professional thank you letter; research careers of interest and connect their personal interests to career fields; and begin to plan a roadmap through high school that allows them to pursue flexible pathways and classes that are connected to their interests.

INTERNSHIP
Grade: 9, 10, 11, 12
Duration: Semester
Prerequisites: None
<p>Course Description</p> <p>Internship provides a unique opportunity for students to experience career areas of interest. This is typically a semester or year long commitment. Students work with Next Step staff to explore their areas of interest to develop prospective internship placements. Students are supported in writing a resume, preparing for an interview and developing their learning goals. Once a placement is developed, the student works with the Internship Coordinator and the site mentor to align learning objectives to the proficiencies and performance indicators. In addition, if appropriate, a content-area teacher will serve as the academic advisor, assessing students' final projects and learning.</p> <ul style="list-style-type: none"> ● Students will track the amount of hours spent doing internship related tasks ● Students will write a weekly reflection based on their learning goals, self-direction and other learning proficiencies, if appropriate ● Students will demonstrate employability skills while at their internship site ● Students will complete projects/products to demonstrate their attainment of the performance indicators ● Students are expected to meet all deadlines

WORK EXPERIENCE
Grade: 9, 10, 11, 12
Duration: Semester
Prerequisites: None
<p>Course Description</p> <p>Work Experience provides students the opportunity to explore their interests in specific career areas through short-term paid work experiences, while at the same time, addressing learning expectations. Students must submit a training agreement, learning goals, employer evaluations and student reflections to complete the course.</p>

INDEPENDENT STUDY
Grade: 9, 10, 11, 12
Duration: Semester
Prerequisites: None
<p>Course Description</p> <p>Independent Study provides an opportunity for students to explore a topic of interest. It is available for students who are unable to schedule an existing class or to create a course offering that is unique based on student interest. Students can receive support in creating a proposal for consideration through Connected Learning. A teacher in the designated content area is required to review authentic assessments aligned with the performance indicators that are addressed in the study.</p>

DEVELOPING SUSTAINABLE HABITS (DSH)
Grade: 9, 10, 11, 12
Duration: Semester
Prerequisites: None
<p>Course Description</p> <p>This course is designed for students to explore who they are as individuals, and as citizens of the local, state, national, and global community. Emphasis is placed on discovering and pursuing interests connected to the Global Goals for Sustainable Development (SDG). The main purpose of the SDG's is to eliminate extreme poverty, reduce inequalities, and to combat the threat of climate change by 2030. Students can expect to practice healthy and effective habits for success in school and in life. The semester-long course will incorporate mindful practices as a means of stress reduction and empowerment. Students will participate in Harvest of the Month demonstrations, preparations, and school-wide food tastings, offered through Harwood's Farm to School program. The goal of this course is for students to connect with local farmers and businesses and become more engaged citizens of our seasonally-varied, nutritious, fresh foodshed.</p>

CAREER AND PERSONAL PLANNING (CPP)
Grade: 11, 12
Duration: Semester
Prerequisites: None
<p>Course Description</p> <p>Career and Personal Planning is a new course designed to reinforce and refine the habits-of-being necessary for success in the world beyond high school. In CPP, students will be given space to explore potential ways to take that "next step" after graduation and set post-secondary goals that are personally significant to their educational and/or career aspirations. In addition to educating students about these potential pathways- and how to navigate them - the course will also highlight the importance of communication, metacognition, organization, and reflective skills through personalized, community-based projects. CPP will focus on concrete outcomes: you will walk away from the course with a plan for your immediate future and the ability to navigate the complexities of a rapidly-changing society.</p>

HARWOOD COMMUNITY LEARNING CENTER
Grade: 11, 12
Duration: Year-long (can be a part of the program for junior & senior year)
Prerequisites: Site visit and completed application
<p>Course Description</p> <p>The Harwood Community Learning Center is a personalized, community-based program open to all juniors and seniors at Harwood. Students enrolled in this daily, double-block experience receive English, history, science, math and elective (career exploration) credits. HCLC attempts to approach education holistically. Classes balance experiential and traditional learning models while also providing both individualized and group-oriented academic instruction. The program is built around long-term, interest-based projects. As students move through the interdisciplinary project structure, they conduct research, access community experts, and gather resources best suited to the development of a final product that showcases new learning in an authentic way. At its core, HCLC provides students with the following:</p> <ol style="list-style-type: none"> 1. A small, tight-knit learning community where you are valued as an individual 2. A flexible educational environment that incorporates student interest into core academics and provides ample one-on-one support 3. A focus on future planning to help students get organized for their life after high school

<p>CENTRAL VERMONT CAREER CENTER https://www.destinationcvcc.org/</p>
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CVCC offerings for the 2023-2024 school year show a range of programming for sophomores, juniors and seniors. It is our goal to prepare our students for high-growth careers and access to postsecondary options that encourage lifelong learning.

Students are selected for admission through an application and interview process. Set up a meeting with your school counselor to learn more about the admission process.

Below is the list of programs offered at CVCC:

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|--------------------------|------------------------------------|
| Automotive Technology | Electrical Technology |
| Baking and Culinary Arts | Emergency Services |
| Building Trades | Exploratory Tech (Grade 10 only) |
| Co-op Education | Medical Professions |
| Cosmetology I and II | Natural Resources & Sustainability |
| Digital Media Arts | Plumbing and Heating |

GRADUATION PLAN

Category (Requirements)	Grade 9	Grade 10	Grade 11	Grade 12	On track to Graduation?
English (4 year-long)					
Math (3 year-long)					
Science (3 year-long)					
History (3 year-long)					
Fine Arts (1 year long / 2 semesters)					
Physical Education (3 Experiences)					
Personal & Future Exploration (.5)					
Personal Wellness (1 Semester/.5)					
Additional Learning Opportunities (4)					

Learning Expectations	Grade 9	Grade 10	Grade 11	Grade 12	On track to Graduation?
Literacy					
Integrative Thinking					
Problem Solving					
Personal & Global Engagement					
Communication & Creative Expression					
Self-Direction					

