

**TOLLAND HIGH SCHOOL  
TOLLAND, CT 06084**

**MISSION AND EXPECTATIONS FOR STUDENT LEARNING**

**MISSION STATEMENT**

*Tolland High School, a partnership of students, parents, staff, and community, is committed to providing a safe and accepting environment where students are actively involved in the learning process. Through a variety of teaching and learning strategies and a broad, evolving range of studies and activities, each student is challenged to grow, both personally and academically, ready to engage a rapidly-changing world.*

**EXPECTATIONS FOR STUDENT LEARNING &  
GRADUATION PERFORMANCE STANDARDS**

**ACADEMIC**

- *The Tolland High student demonstrates the ability to read, comprehend, write and speak proficiently when accessing, processing and communicating knowledge.*
- *The Tolland High student is literate in mathematics. He/She can utilize differing sources of information and apply multiple strategies in solving a variety of types of mathematical problems*
- *The Tolland High student is a problem solver. He/She can utilize differing sources of information and apply multiple strategies in solving a variety of types of science problems.*
- *The Tolland High student shows the ability to integrate and use technology to receive, access, organize, process, and transmit information.*
- *The Tolland High student shows an understanding of the basic tenets of good health.*
- *The Tolland High student demonstrates an understanding and application of the Arts.*

**SOCIAL**

- *The Tolland High student demonstrates social responsibility and respect for others in a diverse world.*
- *The Tolland High student demonstrates skills necessary to identify and pursue post-high school goals.*

**CIVIC**

- *The Tolland High student demonstrates an understanding of rights, duties, and responsibilities in a democracy, practices ethical decision making and understands the impact of individual actions on a larger society.*

**Dear Parents and Students:**

***This program of studies guide is an important tool to help you to plan and meet your future goals. Please read it over carefully and use it to prepare for the courses and activities that you feel most meet your needs and interests. To assist you in your planning, we have included a list of the academic expectations and graduation performance standards in each curricular area.***

***We try to offer each of our students a diverse and challenging program of studies. We are proud of our school and our programs and we will constantly strive to make the four years you spend at Tolland High School meaningful and rewarding. Please feel free to call us if you need more specific information about any of our courses or curriculum areas.***

***Sincerely,***

***Ms. Dominique Fox  
Principal***

**Administration**

Ms. Dominique Fox	860-870-6818 Principal
Dr. Linda Yankowski	Assistant Principal
Mrs. Margot Martello	Assistant Principal

**Counseling Department**

	860-870-6836
Ms. Corinne Lorenzet	Director
Mrs. Michelle Grady	Counselor
Mrs. Patricia Micari	Counselor
Mr. James Shea	Counselor

*"The Tolland Public School System does not discriminate in any of its programs or activities on the basis of race, color, nationality, origin, sex, or handicap."*

This policy requires that students be notified of their rights and that grievance procedures be provided for handling student complaints. The Tolland School System believes strongly in the idea of equal opportunity for all students. If a student feels he/she has been discriminated against, the student should contact the compliance coordinator who will review and explain the grievance procedures with the student and answer any questions. In addition, a copy of the grievance procedure is located in the school library, principal's office, and the guidance office. The compliance coordinators are:

Mr. William Guzman  
Superintendent  
Title IX Coordinator  
Tolland Board of Education  
(860-870-6850)

Ms. Kathleen Raymond  
Coordinator of Pupil  
Personnel Services  
Sec. 504 Coordinator  
(860-870-6850)

Ms. Dominique Fox  
Principal  
Tolland High School  
Tolland, CT 06084  
(860-870-6860)

## THE SCHOOL COUNSELING PROGRAM

The mission of the Tolland School Counseling program is to offer all students a comprehensive school counseling program that provides each student with a planned program of experiences to assist with their academic, personal/social and career needs.

The delivery system for this program includes *curriculum, individual planning, responsive services and collaboration within and outside the school community.*

- The *curriculum* component consists of structured activities that are provided to all students through group or individual activities.
- Through *individual planning* activities, all students work with their counselors to establish, monitor and manage their academic, career and personal goals.
- Counselors provide *responsive services* to students and families including individual and group counseling, consultation, information dissemination, crisis intervention, and referrals to other professionals.
- The *collaboration* component involves tasks that support the comprehensive school counseling program including consultation with administration and staff, serving as members of the PPT and 504 processes, providing information on standardized testing and providing information to parents and the community through programs and communications.

## THE COUNSELORS

You will be assigned a counselor alphabetically when you enter high school. Counselors are available to assist you in meeting many of your educational and personal goals.

Counselors are accessible during the school day. You may make an appointment and get a pass by contacting the Counseling Office secretary or your counselor. In addition, your classroom teacher may issue a pass if your counselor is available. A few of the many issues you may wish to consult your counselor about are: investigating career and college options, understanding your academic profile, and dealing with stress and other emotional issues. Of course, in an emergency, you may go directly to the Counseling Office without an appointment.

The counseling staff encourages a student/parent/teacher team approach to your education. To this end, a number of special programs are provided for both you and your parents regarding your future planning. Notification regarding these programs is made primarily through our website and Family Connection and direct mailings as appropriate.

It can be most advantageous for you to get to know and work with your counselor as soon as possible. All communications with your counselor are confidential, except in cases where there may be immediate danger to you or another person.

# GENERAL ACADEMIC INFORMATION

## GRADUATION REQUIREMENTS

### CREDIT REQUIREMENTS

You must meet the following minimum credit requirements in order to earn a Tolland High School diploma and participate in the graduation exercises. Please note that there is a total credit minimum requirement, as well as specific credit requirements in some subject areas.

<u>Subject</u>	<u>Min. # of Credits</u>
English	4
Mathematics	3
Social Studies	3
• Must include:	1 credit in Modern World History (Gr.9) 1 credit in Modern US History (Gr.11) 1 credit in Civics (Gr.12)
Science	3
• Must include:	1 credit in Integrated Science (Gr.9) 1 credit in Biology (Gr.10) 1 science elective
Physical Education/Health	2
• Must include PE 9 & PE 10	
Fine Arts	1
• Includes any course in Art or Music	
Vocational Arts	1
• Includes any course in Business, Family/Consumer • Sciences, Computer Science, Technology	
Electives	12
TOTAL CREDITS	29

**Please note:** Although World Language is not a requirement for graduation from Tolland High School, it is a requirement for admission to most colleges and universities. Students who anticipate attending college are encouraged to take three years of one language at the high school level.

### EXPECTATIONS FOR STUDENT LEARNING & GRADUATION PERFORMANCE REQUIREMENTS

Each Tolland High School student must meet the school's expectations for student learning and graduation performance standards, as measured by the rubrics which are found at the end of the course descriptions for each academic area. Each course has been linked to a specific expectation, which can be found below the course title. Teachers will be scoring each student in each class at the end of the course. Each student must achieve a rating of 3 or better in each area at least once in order to graduate.

The expectations for student learning and graduation performance standards are as follows:

#### ACADEMIC

- The Tolland High student demonstrates the ability to read, comprehend, write and speak proficiently when accessing, processing and communicating knowledge.
- The Tolland High student is literate in mathematics. He/She can utilize differing sources of information and apply multiple strategies in solving a variety of types of mathematical problems.

- The Tolland High student is a problem solver. He/She can utilize differing sources of information and apply multiple strategies in solving a variety of types of science problems.
- The Tolland High student is capable of researching, evaluating, synthesizing and presenting material using information technologies.
- The Tolland High student can apply technology resources and tools to complete tasks and solve problems relevant to the curriculum.
- The Tolland High student shows an understanding of the basic tenets of good health and physical fitness.
- The Tolland High student demonstrates an understanding and application of the Arts.

### **SOCIAL**

- The Tolland High student demonstrates social responsibility and respect for others in a diverse world.
- The Tolland High student demonstrates skills necessary to identify and pursue post-high school goals.

### **CIVIC**

- The Tolland High student demonstrates an understanding of rights, duties, and responsibilities in a democracy, and understands the impact of individual actions on a larger society.

***In addition to these expectations for student learning, the Tolland High School student must demonstrate proficiency on the Connecticut Academic Performance Test.***

- By achieving in band three, four, or five on the CAPT reading as well as in band three, four, or five on the CAPT writing assessment or by satisfactorily completing an alternative assessment that involves a reading/writing project.
- By achieving in band three, four, or five on the CAPT math assessment or by satisfactorily completing an alternative assessment that requires demonstration of basic math operations and procedures, and their applications.
- By achieving in band three, four, or five on the CAPT science assessment or by satisfactorily completing an alternative assessment involving data collection and analysis.

### **CLASS STANDING**

In addition to graduation requirements, you must achieve a minimum number of credits to progress to the next grade.

<u>FOR GRADE</u>	<u>10</u>	<u>11</u>	<u>12</u>	<u>GRADUATION</u>
NO. OF CREDITS	6	13	21	29

### **ACADEMIC LOAD**

All students are required to carry 8 credits per year, or 4 courses per semester. Seniors must carry a minimum of 4 courses per semester, or 3 courses and one of the Senior Options.

## AUDITS

In extraordinary circumstances, an audit may be granted to a student a) who is a senior and is in enrolled in an advanced course and cannot successfully complete the course or b) is a transfer student for which an appropriate course is not available.

A student and parent must request a change to audit status through the counselor. The teacher must also be involved in the decision. Students auditing a course shall be responsible for the completion of all assigned work as well as tests, quizzes and projects. No grade or credit will be given for an audit. Once an audit has been approved, students may not request a change back to regular grading status.

## PREREQUISITES

Because of the sequential nature of some courses and the necessity of establishing a firm foundation prior to moving on to advanced work, many courses have prerequisites (courses which must be passed, some with a certain grade). Prerequisites must be met before you will be allowed to continue to the next course in a program. Consult the course descriptions for prerequisites.

## CLASS RANK DETERMINATION

Students in each grade will be ranked in order of academic achievement using a weighted class rank system. The student's final course grades will be assigned weights and averaged to determine class rank. Ranks are calculated at the end of each semester. Students must be enrolled at Tolland High School for one semester before they are ranked.

Weight factors:

Honors	1.30
College Prep	1.20
All other courses	1.00

## SUMMER SCHOOL

Students who fail courses, but receive a grade of 55 or higher may attend summer school to earn the credit for that class. Information regarding area summer schools is received in the counseling office beginning in late spring. Summer school may only be used to remediate credits lost due to failure. Students may not take courses in summer school that were not part of their program at THS. We will accept summer school credits only if you receive a passing grade based on the grading system used at the summer school attended. The cost of summer school attendance is the responsibility of you and your family. Summer tutorials are also an option. Please see your counselor for details.

## HIGH SCHOOL/COLLEGE PARTNERSHIPS

Tolland High School is a participant in several high school/college partnerships. Students participating in these programs can earn college credit by taking courses at local colleges or by taking college-level courses here at THS.

### ***University of Connecticut Early College Experience***

The UCONN Early College Experience (ECE, formerly known as the High School Partnership program) provides academically motivated students the opportunity to take university courses while still in high school. These challenging courses allow student to preview college work, build confidence in their readiness for college and earn college credits that provide both an academic and financial head-start on a college degree.

Tolland High School offers ECE courses in Chemistry, Physics and French. Students who successfully complete the course with a grade of C or better will receive credit from UCONN. These credits are highly transferable to other universities. Students are charged \$25 per credit, and will be billed directly by UCONN in the fall. For additional information, see your counselor or visit [www.ece.uconn.edu](http://www.ece.uconn.edu).

### ***Manchester Community College High School Partnership***

The Manchester Community College High School Partnership program is open to juniors and seniors who rank in the top half of their class and maintain a "B" average. Students can take appropriate classes at MCC for no tuition costs (books not included). Applications are available in the counseling office.

Courses and arrangements with other colleges in the area (University of Hartford, for example) are also acceptable.

## **COURSE CHALLENGE LEVELS**

Students at Tolland High School may select three levels of challenge in their preparation for completion of a high school diploma and subsequent attendance at a post-secondary program. The nature and design of this preparation may be influenced by student motivation, academic ability, course availability and the like. However, students and parents are invited to review the following descriptions of course challenge levels which supplement the course curriculum descriptions in the current catalog. That information, coupled with teacher recommendations should enable students to obtain a strong academic background.

### **STANDARD/NON-LEVELLED**

Students at the standard level (abbreviated STD or NL), which includes all high school courses not designated College Preparatory, Honors/AP or Basic, are expected to be of average tested ability as determined by group testing and the Connecticut Mastery Tests.

Reading skills should be on grade level, with the ability to read independently with little guidance and structure, except as required for assignments.

Writing skills should encompass abilities including organizational skills, knowledge of basic lab report and essay formats, introductory skill levels in guided research and some ability to write a comparison and contrast paper in designated assignments.

Emphasis in class will be at the average tested level, with analytical abstract thinking skills introduced and guided by the instructor. The amount of abstract performance required will vary depending upon course content and objectives, but will be carefully guided.

### **COLLEGE PREPARATORY LEVEL**

Students at the college preparatory level are expected to be of above average tested ability, or demonstrate a high level of motivation. While Mastery Test Scores may be an indicator of potential, students should be at the upper end of the score ranges to be successful in this level.

Reading skills should be above grade level, with the ability to read extensive assignments, with exposure to challenging material. While structure and guidance will be available from the instructor, it is assumed that reading will be independent. Analytical, critical reading skills necessary to pursue high levels of abstraction will be developed.

Writing skills will expand upon the concrete skills developed at the standard level and will emphasize independent research and analytical, persuasive papers and/or projects. The ability to use factual information to support hypotheses will be developed. Regular completion of writing assignments will exhibit clear thought and organization, good development through detail, and use good grammar.

In all cases, preparation for college level work in a bachelor's degree program will be emphasized. Originality of thought with the emphasis on analysis and synthesis will be the focus of many assignments and projects. A wide variety of material will provide opportunities for students to test their interpretations of factual data in the cooperative classroom community.

## **HONORS/ADVANCED PLACEMENT LEVEL**

All courses at this level present an accelerated curriculum pace designed only for students with exceptional content area skills and the ability to process challenging material at a high level of complex, abstract thought. Consistent intellectual engagement is expected while moving rapidly through the course curriculum.

Reading skills must support the student in the quest for such academic rigor. Classroom activities will address the intellectual, emotional and aesthetic experiences of students as generated by interaction with course content and projects.

It is expected that coursework will prepare students for the experiences available at competitive colleges and universities. To that end, most of these courses meet or exceed the College Board's Advanced Placement curriculum criteria, along with emphasis on major works and projects which require originality of thought and presentation. Much reading and research will be required, along with individual presentations, critical analyses, performances and portfolios.

Many of these courses require completion of prerequisites that are outlined in the course catalog as well as extensive work and interest in the area. Some courses may even include a minimum performance requirement as a condition of entrance.

## **ADVANCED PLACEMENT OPTIONS**

The College Board, in cooperation with thousands of colleges and universities has established a program through which high school students may enroll in challenging, high-level academic programs which will prepare them for the Advanced Placement (AP) Examinations. The courses with the AP designation are nationally recognized as providing the most challenging academic preparation.

Each May tests are administered to students here in the high school. Students earning a satisfactory grade, usually a minimum of 3 on a 5-point scale, may be granted college credit at the schools they attend. Some students have earned an entire semester's worth of college credit through this program. Thus, tuition can be reduced and time in college abbreviated. At minimum, many freshman year college courses may be waived, allowing students to take more advanced coursework during their bachelor degree program.

Students who elect one of the following courses and plan to participate in the AP testing program should contact their AP teacher for details about the testing program. Information regarding individual college and university policies regarding AP can be found at the institution's web site or catalog.

AP English Literature (gr. 12)  
AP English Language A & B (gr. 11)  
AP Calculus I & II  
AP Biology I & II  
AP European History  
Honors United States History  
AP Studio Art

*Several of our AP courses are taught over two semesters. It is highly recommended that students who plan on taking the AP exams in May take both semesters of the course in order to be adequately prepared for the exam.*



# COURSE SELECTION

## THE BASIS FOR COURSE SELECTIONS

Consider yourself! What kind of person are you? What are your plans and hopes for the future? In which subjects do you have the most ability and interest? In which subjects do you experience the most difficulty?

Select subjects that will make some positive contribution to the development of your strengths or the overcoming of your difficulties. You should also consider subjects that will be required for admission to college or that will be of use to you in a career. Remember, *no single program will meet the needs of all students*. You should individualize your course selections according to your abilities, interests, and motivation.

In addition to considering college or other educational plans when making course selection, thought should be given to:

- Career Exploration – courses that will allow you to explore potential career fields (accounting, science, criminology, etc.) or to prepare for the world of work (word processing, drafting, etc.)
- Future Skills – knowledge that may be useful beyond their academic value (art, creative writing, world language, etc.)
- “Real World” Skills – those courses that will help you gain skills useful in everyday life (keyboarding, computer skills, foods, etc.)

The course selection process has three stages. These stages give students and their parents the opportunity to review the student’s progress and select appropriate courses. The registration process begins in late winter, and continues through June.

The first stage involves counselors meeting with groups of students. Credit requirements and Graduation Requirements will be reviewed and you will receive this catalog, listing all of the courses we offer. You should carefully review your preliminary selections with your parents. You will be asked to return your preliminary selections to your counselor.

Beginning in February, you will meet with your counselor individually to review and adjust your preliminary selections. Teacher recommendations will be made to you at this time

Once you have made your choices, you will have several opportunities to change your selections before the start of the school year. Changes may be made at your request throughout the spring.

## CHANGES TO COURSE SELECTIONS

Counselors will be available during the early part of the summer to make any course adjustments. During the fall, changes will be considered for the following reasons only:

- Incomplete schedules – missing a requested course
- Computer errors
- Schedule conflicts
- Attendance at summer school

During the first five (5) days of a semester, changes to schedules will be made following these guidelines:

- You must have permission from a teacher or counselor to add/drop class
- You must complete the parent permission form
- You must turn the form in to your counselor before the change will be made.

No changes to schedules will be made after the fifth day of a semester.

## COURSE PLANNING GUIDE

This four-year plan has been designed for your use in making choices about course offerings. It is important that you review your plan and selections prior to completing registration, and again when you have your final registration appointment with your counselor. If you have any questions regarding any aspect of this process or any material in the catalog, please see your counselor.

### Grade 9

English 1	1 credit
World History	1
Mathematics	1
Integrated Science	1
Physical Education/Health	1
Choice Elective*	1
Choice Elective	1
Choice Elective	1
(for many World Language)	

### Grade 10

English II	1
Mathematics	1
Biology	1
Physical Education/Health	1
Choice Elective**	1
Choice Elective`	1
Choice Elective	1
Choice Elective	1

### Grade 11

English III	1
U.S. History	1
Science (or gr. 12)	1
Mathematics	1
Choice Elective	1
Choice Elective	1
Choice Elective	1
Choice Elective	1

### Grade 12

English IV	1
Civics	1
Choice Elective	1
Choice Elective	1
Choice Elective	1
Choice Elective	1
Choice Elective	1
Choice Elective	1

\* All students must earn at least one credit in the Fine Arts (art or music) AND one credit in Vocational Arts (Business, Family/Consumer Sciences, Technology, or Computer Science). Students are encouraged to fulfill these requirements early in their high school careers, as many courses are prerequisites for other courses.

\*\* Although there is no social studies requirement for grade 10, college-bound students are strongly encouraged to consider a social studies elective as part of their tenth grade program.

## SENIOR OPTIONS

The Senior Options program consists of four components: Internships, Community Service, Work Experience and College Course work. These options will be considered in lieu of a regularly scheduled class, and will be scheduled only for the last block of the day.

Internships will provide students with the opportunity to explore an area related to their career interests. Community Service will allow students to volunteer their time in service to the community. Students can also earn credit by enrolling in a degree-granting institution.

Specific guidelines and program requirements will be available from your counselor.

## **MAGNET PROGRAMS AND ENRICHMENT OPPORTUNITIES**

Tolland High School students have the opportunity to attend a variety of magnet and enrichment programs that can serve to individualize their high school experience. Below are short descriptions of some available programs. Please be aware that there may be tuition and/or transportation costs associated with some of these programs. For further details on magnet programs, please contact your counselor.

### **GREAT PATH ACADEMY**

Great Path Academy (GPA) is a magnet school located at Manchester Community College. GPA follows the "middle college" model, which allows students to complete their high school requirements and have the opportunity to earn college credits. This is a full-time program for students who are looking for small classes, more individualized instruction and a more diverse high school experience.

### **GREATER HARTFORD ACADEMY OF MATH AND SCIENCE**

The Greater Hartford Academy of Math and Science is located at the Learning Corridor in Hartford. The academy offers a part-time (afternoon) magnet program that specializes in the sciences and mathematics. Tolland High School students may attend either full-day or half-day programs. Selection is by a lottery system.

### **GREATER HARTFORD ACADEMY FOR THE PERFORMING ARTS**

The Learning Corridor is also home to the Greater Hartford Academy for the Performing Arts. It is an integrated magnet high school for the arts that is open through audition to THS students. Options for attendance include full-day and half-day programs.

### **ARTS AT THE CAPITOL THEATER**

Arts at the Capitol Theater (ACT) is a performing arts magnet high school for students from eastern Connecticut. Its areas of focus are performance, theater production, movement/dance, creative writing and audio/video production. An interview and audition or portfolio are required.

## SCHOOL-TO-CAREER INITIATIVES

The School-To-Career Initiatives are intended to form links and partnerships between Tolland High School and employers, state agencies, colleges and community agencies. The components of the school-to-career initiative are as follows:

- School-based learning - incorporates much of the traditional academic preparation, based on high academic standards in all subject areas.
- Work-based Learning - includes the Senior Options program.
- Connecting Activities - includes the College Career Pathways program, the High School Partnership program with Manchester Community College and other college credit programs available to our students.

### COLLEGE CAREER PATHWAYS COURSEWORK

College Career Pathways is a collaborative program between Manchester Community College and Tolland High School. The program is designed to allow students to take career-related courses that are linked to courses at MCC, and to receive college credit upon successful completion of these courses. The program provides a foundation of applied academics and the skills needed for current and future careers. The courses all incorporate hands-on experiences and real life applications.

Students will earn one high school credit and three MCC credits for successfully completing a College Career Pathways course and the electives within the program of study. **To receive college credit for the electives, a student must be in grade 11 or 12, and be enrolled in and pass a core College Career Pathways course.** Participating students are registered at MCC while in these courses, with complete use of all that the college has to offer. At the end of high school, they will receive a college transcript with the courses and grades that they have earned. There is no cost to participate in this program.

#### MCC

Accounting 101  
Education 111  
HFSM 101  
HFSM 115  
OAC 107  
Speech 213  
Chemistry 110  
Math 101

#### TOLLAND

Accounting II  
Early Childhood Education  
Culinary Arts and Nutrition II  
Baking  
Keyboarding/Word Processing  
College Career Pathways English IV  
CP Chemistry  
Algebra 1B

To be eligible for the program, students must be entering their junior or senior year at the high school, must have completed the pre-requisites for the course they wish to take and complete an application.

A grade of C or better is necessary in the College Career Pathways course to get MCC credit. However, students who intend to go to a four-year college after graduation should receive an A or B in order to transfer the credit. Additional requirements may apply to specific courses. If you have any questions, contact the College Career Pathways Coordinator at the high school.

# **BUSINESS EDUCATION**

*Offering students the unique opportunity to prepare for college and life while becoming employable*

## **Business Education prepares you for:**

The Job Market  
College  
Life as an adult

## **By teaching you a number of essential skills:**

Computer skills  
Banking skills  
Job applications, resumes, portfolios, and interviewing skills  
Study skills  
Entrepreneurial skills  
Critical thinking and communication skills

## **You will also learn about:**

Investments  
Taxes  
Credit  
Marketing and Advertising  
Legal problems  
Portfolios

**\*ALL Business Education courses fulfill the Vocational graduation requirement**

## **Recommended Courses:**

### **Preparing for College:**

Keyboarding/Word Processing  
Introduction to Business  
Accounting I & II  
Economics  
Marketing  
Advanced Marketing  
Business Law  
Entrepreneurship  
Personal Finance

### **Lifetime Business Skills:**

Keyboarding/Word Processing  
Introduction to Business  
Entrepreneurship  
Economics  
Personal Finance  
Personal and Business Record Keeping

### **College Career Pathways Opportunities in Business:**

Keyboarding/Word Processing  
Accounting

### **Preparing for the Job Market:**

Keyboarding/Word Processing  
Introduction to Business  
Accounting I & II  
Personal Finance  
Personal and Business Record Keeping

### **Career Opportunities in Business:**

Accounting  
Administrative Support  
Business Education  
Criminal Justice  
Economics  
Entrepreneurship  
Management  
Marketing and Sales

## **BUSINESS**

Students who complete the business program will master key vocational skills necessary to gain entry level positions in the business environment and will gain a solid foundation on which to continue their education in a variety of business related fields. Students will gain the best possible orientation to the latest in business technology.

### **KEYBOARDING/WORD PROCESSING**

**107**

*Meets Academic Expectation: The Tolland High student is capable of researching, evaluating, synthesizing, and presenting material using information technologies.*

Level: NL  
Open to Grades: 9-12  
Prerequisite: None  
*College Career Pathways Credit Available*

This course is designed to provide instruction in the correct operation of a personal computer, as well as the operation of a keyboard by touch. The development of proper keyboarding technique, as well as acceptable levels of speed and accuracy, will be emphasized. The course will also include instruction in word processing and desktop publishing which will be mastered through practical applications such as memos, letters, reports, tables, resumes, and newsletters. Each student will be required to develop a personal portfolio containing documents and projects completed. Additionally, there will be a unit on study skills and SAT/PSAT preparation. Each student will have the opportunity to prepare for the exam by using the Kaplan Platinum edition PSAT/SAT/ACT interactive software. This edition provides students with assessments, detailed evaluation of assessments, and individualized review materials based on performance results.

### **INTRODUCTION TO BUSINESS**

**120**

*Meets Academic Expectation: The Tolland High student is capable of researching, evaluating, synthesizing, and presenting material using information technologies.*

Level: NL  
Open to Grades: 9-10  
Prerequisite: None

This course is designed to introduce students to the role of business in the lives of individuals, consumers, workers, and citizens and to act as a stepping-stone to more in-depth studies in the business area. Students will study a variety of business topics including business fundamentals, business management, marketing, basic economics, accounting, investing, and career planning.

### **PERSONAL & BUSINESS RECORD KEEPING**

**138**

*Meets Academic Expectation: The Tolland High student is capable of researching, evaluating, synthesizing, and presenting material using information technologies.*

Level: NL  
Open to Grades: 9-12  
Prerequisite: None

***\*Not open to students who have received credit for Accounting I, Accounting II, or Personal Finance\****

This course is designed to offer students a thorough background in both personal and business record keeping skills. Students will learn to work with budgets, credit records, checking accounts, petty cash, accounts receivables and payables, payroll, retail charge sales, financial statements, etc. Accounting and spreadsheet software are integrated into the curriculum offering students the opportunity to gain experience using MS Excel to record, organize, and manipulate financial information. Students will complete a number of in class simulations and projects to demonstrate their ability to apply the concepts and skills they have acquired.

## **ACCOUNTING I**

**132**

*Meets Academic Expectation: The Tolland High student is capable of researching, evaluating, synthesizing, and presenting material using information technologies.*

Level: CP  
Open to Grades: 10-12  
Prerequisite: None

This course introduces students to the entire accounting cycle in its simplest form. Students will learn how to analyze and record various types of financial transactions, as well as create financial statements for both a sole proprietorship and a corporation. Students will be exposed to the accounting procedures used by service businesses as well as merchandising firms. Banking procedures, such as the reconciliation of a checking account, will be covered. Students will be using accounting software and Excel on a regular basis, allowing them to complete the accounting cycle both manually and through computerized accounting procedures. Accounting simulations will be used to offer students the opportunity to apply the accounting concepts that have been mastered. This course is designed to provide the skills and knowledge necessary for employment as well as further study in the field of accounting. This course fulfills one mathematics graduation requirement.

## **ACCOUNTING II**

**136**

*Meets Academic Expectation: The Tolland High student is capable of researching, evaluating, synthesizing, and presenting material using information technologies.*

Level: CP  
Open to Grades: 10-12  
Prerequisite: Must have completed Accounting I with a minimum grade of 80 or instructor's approval

*College Career Pathways Credit Available*

This course offers an in-depth study of the accounting cycle, as well as advanced accounting procedures including uncollectible accounts, depreciation, notes receivable and payable, inventory systems, deferrals and accruals, accounting for stocks and bonds, the voucher system, manufacturing and cost accounting, analyzing and interpreting financial statements, etc. Accounting procedures for all three types of business ownership - sole proprietorship, partnership, and corporation - will be studied. Accounting software and Excel are integrated into the curriculum on a regular basis. Students will complete a number of accounting simulations for various types of businesses in order to demonstrate their ability to apply the knowledge they have acquired. This course is designed to offer students a solid foundation for further study in the area of accounting, as well as provide the skills and knowledge necessary for employment. This course fulfills one mathematics graduation requirement.

## **ACCOUNTING SEMINAR**

**137**

*Meets Academic Expectation: The Tolland High student is capable of researching, evaluating, synthesizing, and presenting material using information technologies.*

Level: CP  
Open to Grades: 11-12  
Prerequisite: Completion of Accounting II with a final average of 85 or better and departmental approval. Students interested in a seminar must complete a written contract with the teacher and submit it to their counselor before being enrolled in the seminar.

This course is designed for the student who has successfully completed the Accounting sequence and is interested in pursuing a career in the field of Accounting. The student will be given the opportunity to broaden his/her knowledge of the subject area, as well as gain experience using Excel to complete and prepare accounting documents and financial statements. This course fulfills one mathematics graduation requirement.

## **PERSONAL FINANCE**

**139**

*Meets Academic Expectation: The Tolland High student is capable of researching, evaluating, synthesizing, and presenting material using information technologies.*

Level: CP  
Open to Grades: 11-12  
Prerequisite: None

Take the mystery out of managing your money. This course will enhance your understanding of the basics of personal finance and assist you when communicating with investment advisors, tax preparers, bankers, and other financial service providers. Topics will include how to manage your savings; understanding the stock market and investment strategies; identifying sources of investment information and advice; return vs. risk; margin trading and short selling; investment planning; the different types of insurance available and how much you may need; home ownership versus renting; purchasing versus leasing an automobile; and other personal financial decisions that you may encounter in your daily life. The Connecticut Stock Market Game is used to provide a fundamental analysis of corporations both in the United States and internationally.

## **BUSINESS AND PERSONAL LAW**

**143**

*Meets Academic Expectation: The Tolland High student is capable of researching, evaluating, synthesizing, and presenting material using information technologies.*

Level: CP  
Open to Grades: 11-12  
Prerequisite: None

In Business and Personal Law, students will be introduced to issues that affect their daily lives and their futures. After a study of ethics, criminal law, torts, and the court system, students will study the following topics as time allows: contracts, warranties, consumer protection, buying and insuring a car, employment protection, renting a place to live, borrowing money and buying on credit, and writing checks. Students will conduct research, argue for or against a point of view, write papers, and maintain a portfolio of law-related articles. A research project and presentation will be assigned.

## **ECONOMICS**

**148**

*Meets Academic Expectation: The Tolland High student is capable of researching, evaluating, synthesizing, and presenting material using information technologies.*

Level: NL  
Open to Grades: 9-12  
Prerequisite: None

This course is designed to offer students an introduction to the study of economics by focusing on a number of fundamental economic concepts including types of business ownership, economic systems, the Stock Market, demand, supply, market price, banking, the Federal Reserve, market structures, etc. Students will have the opportunity to participate in the creation and operation of a student corporation. The class will also participate in the Connecticut Stock Market Game.

## **MARKETING**

**149**

*Meets Academic Expectation: The Tolland High student is capable of researching, evaluating, synthesizing, and presenting material using information technologies.*

Level: CP  
Open to Grades: 10-12  
Prerequisite: None



This course will offer students an introduction to the study of marketing with an emphasis on the seven functions of marketing, the marketing concept, the marketing mix, social responsibility, economic implications, marketing research techniques, consumer behavior, competition, marketing strategies, promotion, advertising, etc. A number of projects, simulations, student presentations, and computer applications will be used to reinforce the concepts being introduced, including the development of a marketing plan.

**ADVANCED MARKETING**

**151**

*Meets Academic Expectation: The Tolland High student is capable of researching, evaluating, synthesizing, and presenting material using information technologies.*

Level: CP  
 Open to Grades: 10-12  
 Prerequisite: Must have completed Marketing with a minimum grade of 80 or instructor’s approval.

This project based course offers students the opportunity to engage in a number of projects and simulations that require extensive marketing research. They will be presenting their findings based on a multimedia, professional format. The final project requires students to create a business, develop a marketing plan for that business, and present their plans to a group of potential investors.

**ENTREPRENEURSHIP**

**155**

*Meets Academic Expectation: The Tolland High student is capable of researching, evaluating, synthesizing, and presenting material using information technologies.*

Level: NL  
 Open to Grades: 11-12  
 Prerequisite: None

**\*Not open to students who have received credit for Business Basics\***

This course will take students on a step-by-step journey through the entire process of owning and operating a small business. Creating a business plan will be covered extensively throughout the course including customer/competitor identification, marketing and advertising, obtaining and researching financing options, developing an employee management system and more!

Throughout the text, concepts are further explained using real-world examples that illustrate how entrepreneurs use concepts and ideas in their own businesses. Guest speakers and field trips are an integral part of this course.

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4	
3 Meets Expectation	The student demonstrates knowledge of information technology resources by utilizing these resources to research, evaluate, synthesize, and present information.
2	
1 Below Expectation	The student is unable to utilize information technology.

# COMPUTER SCIENCE

## **Benefits of Computer Experience:**

- Improves study skills, writing and research
- Builds awareness of computers in home, work, and educational settings
- Advantage in many other THS courses: Math, Science, English, Foreign Language, Graphic Arts, Drafting
- Enlarges view of effects of technology on society

## **Higher Education and Computers:**

- Many colleges recommend high school computer experience
- Many colleges require students to own computers
- All academic disciplines use computers
- Trade and technical schools are increasingly high tech

## **Computer Education Touches Your Future Through:**

- Career awareness
- Consumer information, buying computers and software
- Building general literacy
- Improving personal productivity

## **Computer Science at T.H.S.**

Tolland High School students have demonstrated their excellence by achieving recognition and awards for:

- Quinnipiac University Programming Competition
- Advanced summer study MCC/UCONN
- JETS-TEAMS
- Advanced Placement credit
- High Tech Internships & Mentoring

## **T.H.S. Computer Courses:**

- Introduction to Computer Science
- Computer Programming I
- Modern Technology
- Computer Programming II
- Advanced Web Page Design
- Computer Seminar

# **COMPUTER SCIENCE**

Each course in the Computer Science series provides students with increased understanding of what computers can do. The program prepares students to make informed decisions about further vocational training or college study in computer fields. It also provides future users of computers in other fields with a good introduction to machines, concepts and common software applications.

## **INTRODUCTION TO COMPUTER SCIENCE**

**172, 173**

*Meets Academic Expectation: The Tolland High student is capable of researching, evaluating, synthesizing, and presenting material using information technologies.*

Level: NL or CP  
Prerequisite: Algebra I is strongly recommended for the CP Level

All students need a solid foundation in computers. If you intend to go to college (no matter what your major) or into a technical field, this course is for you. Most college departments require you to use computers and many schools require you to own one. Some colleges require a competency course in computers for freshmen and this course may allow you to skip it. Computers are in heavy use in practically every field from accounting to zoology. We use professional quality software in the course and what you learn here will help you use the systems you see after you graduate. You will learn to work more efficiently and effectively as you gain experience with a wide variety of software products.

This is a lab-oriented course; you learn computers by using them. We cover the following topics:

Scanners and Digital Cameras	Adobe Premiere (movies)
Microsoft Publisher	Java programming using Karel Robot
Windows	Internet
Microsoft Word	Web site creation
Microsoft Excel	Search Engines
Microsoft Access	Computer hardware
Microsoft PowerPoint	Computer history
Adobe Photoshop	How computers work
Animated GIFs	

## **ADVANCED WEB PAGE DESIGN**

**175**

*Meets Academic Expectation: The Tolland High student is capable of researching, evaluating, synthesizing, and presenting material using information technologies.*

Level: CP  
Open to Grades: 10-12  
Prerequisite: Introduction to Computer Science

The Advanced Web Page Design course will take students far beyond the basic web page construction of the Intro class. Web pages will incorporate many of the state of the art features currently found on the WWW. Topics will include evaluating website designs, DreamWeaver, HTML tags, cascading style sheets, CGI scripts, Javascript, Flash, and Adobe Photoshop/Image Ready.

## **COMPUTER PROGRAMMING I**

**176**

*Meets Academic Expectation: The Tolland High student is capable of researching, evaluating, synthesizing, and presenting material using information technologies.*

Level: CP  
Open to Grades: 10-12  
Prerequisite: Introduction to Computer Science (CP Level)

In **Computer Programming I**, students build on skills and ideas from the programming unit of the Intro class to write larger, more complex, and useful programs in the Java programming language. Central concepts include: computer systems, objects and primitive data, decisions, repetition, classes, and arrays. Special emphasis is placed on code reusability, planning, problem solving, and code efficiency.

## **MODERN TECHNOLOGY**

**177**

*Meets Academic Expectation: The Tolland High student is capable of researching, evaluating, synthesizing, and presenting material using information technologies.*

Level: CP  
Open to Grades: 10-12  
Prerequisite: Computer Programming I

**Modern Technology** is concerned with the practical application of computers. Emphasis will be on the connection of computers to physical devices and to interactive software. Possible topics include:

- Electronics and sensors to drive a robot
- Robot programming
- Technical writing
- Game programming graphic design
- Action scripting in Flash movies

## **COMPUTER PROGRAMMING II**

**181**

*Meets Academic Expectation: The Tolland High student is capable of researching, evaluating, synthesizing, and presenting material using information technologies.*

Level: CP  
Open to Grades: 10-12  
Prerequisite: 80 or better in Computer Programming I

**Computer Programming II** is open to students who have done especially well in Programming I, who enjoy programming and who are very interested in computers or related technical fields. Students will continue their study of the Java programming language by focusing on the concepts of sorting, searching, inheritance, polymorphism, recursion, and data structures. Object oriented concepts will be solidified using "Robocode" and case studies of large projects. Graphics will be utilized by students as they create Java Applets and GUI (Graphical User Interface) projects.

## **COMPUTER SEMINAR**

**180**

*Meets Academic Expectation: The Tolland High student is capable of researching, evaluating, synthesizing, and presenting material using information technologies.*

Level: CP  
Open to Grades: 12  
Prerequisite: Permission of instructor. Students interested in a seminar must complete a written contract with the teacher and submit it to their counselor before being enrolled in the seminar.

Seminar is structured as guided independent study. Each student creates a plan or program of study at the beginning of the course. The plan specifies goals, objectives, activities, and intermediate milestones required to meet the goals. Subjects of plans vary widely. Successful independents in the past have included: Web Site Design, Assembly Language, Game Design, Networks, Robots, Art, C++, Flash, Computer Aided Manufacturing. Weekly written progress reports document student progress. Independent studies end with a major final project and presentation. Independent study requires a substantial commitment of time and energy to complete successfully.

Some students use Seminar to help them prepare for the College Board's Advanced Placement Exam in Computer Science.

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2	
1 Below Expectation	The student is unable to utilize information technology.

# ENGLISH EDUCATION

## LANGUAGE SKILLS FOR TODAY, LIFE SKILLS FOR TOMORROW.

Students who successfully negotiate the English education program at Tolland High School will be able to do the following:

- Write an organized essay
- Write a researched paper
- Write a critical paper
- Listen critically
- Argue effectively and persuasively
- Present a formal, organized speech
- Discuss effectively in a group
- Write creative poetry and prose
- Use computers effectively for writing and revising
- Build vocabulary
- Appreciate classic and contemporary literature
- Appreciate cultural diversity in literature
- Evaluate the reliability of sources
- Discriminate between fiction and non-fiction
- Distinguish between fact and opinion
- View films critically
- Interpret visual texts
- Evaluate and interpret a variety of literary genres
- Use a variety of informational sources, including libraries, databases, computer networks, and video, to gather and synthesize information
- Distinguish among levels of language, both written and spoken, to communicate effectively and appropriately with a variety of audiences
- Be an informed citizen

## CAREER PATHS IN ENGLISH EDUCATION

Skills in English education are a cornerstone for any career. However, with a strong background in the areas stressed in the English curriculum, the following career paths are possible.

### **Writing, Editing, and Publishing:**

Editor, news director, author, bureau chief, city editor, columnist, copy writer, correspondent, critic, editorial assistant, electronic publishing specialist, freelance reporter, ghost writer, journalist, lyricist, newspaper editor, poet, playwright, reporter, script writer, speechwriter, syndicated columnist, technical editor, writer

### **Teaching:**

Public school teacher, administrator, guidance counselor, college professor, private school teacher, preschool teacher, librarian, social worker, researcher

### **Advertising and Public Relations:**

Account director, advertising director, account supervisor, art director, copy writer, creative director, media planner, media buyer, producer, press secretary, researcher, sales planner, sales assistant, media relations executive, account coordinator, fund-raiser, lobbyist, caterer, interior designer, cruise director, real estate salesperson, religious administrator

### **Business Administration and Management:**

Development officer, program analyst, communications assistant, personnel officer, marketing manager, account representative, financial assistant, production assistant, event manager, outreach worker, counselor, membership coordinator, office manager, career advisor, admissions representative

**Technical Writing:**

National resources and energy, construction, industrial materials, production and manufacturing equipment, information and communication, transportation and travel, health care, financial services, business and professional services

**Entertainment:**

Actor, songwriter, poet, playwright, director, producer, speaker

**ENGLISH EDUCATION AT TOLLAND HIGH SCHOOL**

Tolland students have demonstrated excellence in the following activities and competitions:

- |  |                                    |
|--|------------------------------------|
| Scholastic Writing Contest                           | Community theater                  |
| Bread Loaf Writers' Conference                       | Mock Trial                         |
| National Council Teachers of English Writing Contest | Writing for student publications:  |
| Hill-Stead Museum's Young Poets' Competition         | <i>eagles' view</i>                |
| Reporting and writing for local newspapers           | <i>Eyrie</i>                       |
| Writing for contests and periodicals                 | <i>Sidetrax</i>                    |
| Presenting guest speakers                            | Member of State Board of Education |

**RECOMMENDED COURSE SEQUENCE**

**Core Curriculum**

- English I - Standard, College Preparatory, or Honors
- English II - Standard, College Preparatory, or Honors
- English III - Standard, College Preparatory, Honors or AP
- English IV - Standard, College Career Pathways English, College Preparatory, or Honors/AP

**Electives**

- |                     |                          |
|---------------------|--------------------------|
| Creative Writing    | Journalism/Broadcasting  |
| Modern Novel        | Film Studies             |
| Communication Media | Advanced English Seminar |

# **ENGLISH**

The English education program prepares students to communicate effectively now and in the future. Competencies include the areas of reading, writing, speaking, listening, viewing, and visual representing. These skills involve the written language, spoken language, and visual language.

## **Sequence:**

*Core Curriculum:* English I, English II, English III, English IV or Tech-Prep English IV

*Electives:* Creative Writing, CP Modern Novel, Communication Media, Film Studies, Journalism/Broadcasting, Advanced English Seminar

## **Honors Requirements**

Students in grade eight will be evaluated for Honors English by criteria developed at the Tolland Middle School, including the results of standardized tests, student achievement, and teacher recommendation. In order for students to remain in the Honors program in subsequent years, they must receive a grade of at least 80 for the course. Students entering the program for the first time from grade ten or above will need an average of at least 90 in English, as well as the recommendation of the English teacher. Qualified students will be able to enter the program at any grade as long as they meet the course entrance requirements outlined above. Students are required to complete summer reading. Summer assignments are distributed to students in June. Students who need a copy of the assignment or who enter the Tolland School system during the summer months should contact the Tolland High School Counseling Department or review the assignment on the high school website.

## **HONORS ENGLISH I**

**210**

*Meets Academic Expectation: The Tolland High student demonstrates the ability to read, comprehend, write, and speak proficiently when accessing, processing, and communicating knowledge.*

Level: H  
Open to Grade: 9  
Prerequisite: A high level of achievement in grade eight Language Arts, satisfactory performance on a placement test, and the recommendation of the eighth grade Language Arts teacher.

Honors English I focuses on the presentation of literature, both classical and modern, exploring classic literary themes and characters. Students read novels, plays, poems, and short stories, identifying the unifying thematic elements in each. Reading assignments are independent, extensive, and challenging. Literature discussions place considerable emphasis on the abstract, rather than the concrete, nature of the works. Three novels are required for summer reading. Student writing includes critical analyses, research projects, expository essays, and creative compositions, providing opportunities for gathering, synthesizing and presenting data. The course provides an extensive review of English grammar, usage, and mechanics. Weekly vocabulary drills place an emphasis on sentence completion.

## **COLLEGE PREPARATORY ENGLISH I**

**211**

*Meets Academic Expectation: The Tolland High student demonstrates the ability to read, comprehend, write, and speak proficiently when accessing, processing, and communicating knowledge.*

Level: CP  
Open to Grade: 9  
Prerequisite: None

College Preparatory English I focuses on the structure and interpretation of literature, as well as composition skills for both expository and creative writing. Students read novels and short stories, and their reading assignments are both guided and independent. Literature discussions guide students in developing analytical and critical reader-responses. Students study the purpose and format of persuasive writing, identifying appropriate sources to support a well articulated position on an issue. Students review grammar with extensive practice on usage skills. Students also expand their vocabulary with structured lessons.



## **STANDARD ENGLISH I**

**212**

*Meets Academic Expectation: The Tolland High student demonstrates the ability to read, comprehend, write, and speak proficiently when accessing, processing, and communicating knowledge.*

Level: NL  
Open to Grade: 9  
Prerequisite: None

Standard English I concentrates on improvement of reading skills, as well as composition skills for various types of writing. Students read novels, short stories, and plays, and reading assignments are shorter and more guided than in the college preparatory course. In addition, students do much structured reading in class. Classroom discussions assist students in developing personalized reader-responses and higher levels of interpretation to literature. Students study the purpose and format of research projects and persuasive writing, learn to identify appropriate sources for support, and learn to use the MLA method of citing sources. Students review essential grammar skills and expand their vocabulary through structured lessons.

## **HONORS ENGLISH II**

**220**

*Meets Academic Expectation: The Tolland High student demonstrates the ability to read, comprehend, write, and speak proficiently when accessing, processing, and communicating knowledge.*

Level: H  
Open to Grade: 10  
Prerequisite: Grade of at least 80 in Honors I or grade of at least 90 in College Preparatory English I and the written recommendation of English I teacher

Honors English II concentrates on the areas of vocabulary development, poetry, speech, and drama. Both form and content of poetry are stressed. Several types of drama are studied, with the primary focus on tragedy and the tragic hero. In addition, a study of comparative literature examines classical and modern texts. Students read works ranging from Sophocles to Shakespeare to Sartre. Varied speech assignments prepare students for a major oral presentation project at the end of the semester. Writing assignments focus on reader-response, literary analysis, and research skills. Summer reading requirements include at least three major texts.

## **COLLEGE PREPARATORY ENGLISH II**

**221**

*Meets Academic Expectation: The Tolland High student demonstrates the ability to read, comprehend, write, and speak proficiently when accessing, processing, and communicating knowledge.*

Level: CP  
Open to Grade: 10  
Prerequisite: None

College Preparatory English II concentrates on the areas of poetry, drama, and speech. Vocabulary development is an integral part of the course. The course emphasizes both form and content of poetry. Students read classic tragedies in order to understand the origin and development of dramatic literature. Sophocles, Shakespeare, and Gibson are some of the playwrights included. The course provides students with a variety of speaking situations to help develop poise and confidence in public speaking. Varied writing assignments focus on reader-response, analytical, comparative, and research skills.

## **STANDARD ENGLISH II**

**222**

*Meets Academic Expectation: The Tolland High student demonstrates the ability to read, comprehend, write, and speak proficiently when accessing, processing, and communicating knowledge.*

Level: NL  
Open to Grade: 10  
Prerequisite: None

Standard English II concentrates on the areas of poetry, drama, and speech. Vocabulary development is an integral part of the course. Sophocles, Shakespeare, and Gibson are some of the playwrights included, although some of the reading selections of poetry, novels, and drama are more accessible than in the college preparatory program. The course provides students with a variety of speaking situations to help develop poise and confidence in public speaking. Varied writing assignments focus on reader-response, comparative, and research skills.

### **AP ENGLISH III A**

**270**

### **AP ENGLISH III B**

**271**

*Meets Academic Expectation: The Tolland High student demonstrates the ability to read, comprehend, write, and speak proficiently when accessing, processing, and communicating knowledge.*

Level: AP  
Open to Grade: 11  
Prerequisite: Grade of at least 80 in Honors II or a grade of at least 90 in College Preparatory English II and the written recommendation of the English II teacher

AP English III is offered in two parts. With some exceptions, American literature, both fiction and nonfiction, is examined chronologically as reflective of the concerns and viewpoints of American authors. The content and timeline of AP English III parts A and B differentiate them from Honors English III. Therefore, neither Part A or B is interchangeable with Honors English III. The curriculum of each part is as follows.

#### AP English III Part A: Issues in American Literature 1600-1900

- Fiction and nonfiction works written during this time period or reflecting concerns of this time period
- English III core works
- Introduction to rhetoric, including vocabulary study

#### AP English III Part B: Issues in American Literature 1900-present

(Prerequisite – Honors/AP English III Part A)

- Twentieth century works of fiction and nonfiction
- Topics in rhetoric, including vocabulary study
- AP test prep

In order to be fully prepared to take the Advanced Placement English Language and Composition exam in May of their junior year as well as the American Literature portion of the Advanced Placement English Literature and Composition exam in May of their senior year, students should take both Part A and Part B of this class.

### **HONORS ENGLISH III**

**230**

*Meets Academic Expectation: The Tolland High student demonstrates the ability to read, comprehend, write, and speak proficiently when accessing, processing, and communicating knowledge.*

Level: H  
Open to Grade: 11  
Prerequisite: Grade of at least 80 in Honors II or a grade of at least 90 in College Preparatory English II and the written recommendation of the English II teacher

The framework of the Honors English III course is built on a survey of American literature, with appropriate selections from classic world writers as well as modern writers. Reading is independent, extensive, and challenging. Three novels are required for summer reading and the first weeks of classwork revolve around these readings. Independent reading includes shorter pieces as well as novels. Writing assignments focus on critical analyses, thesis papers, and creative projects. The course presents many opportunities for individual and small group presentations. Vocabulary growth stresses SAT strategies. Research skills culminate in critical thesis papers on a course related issue.

### **COLLEGE PREPARATORY ENGLISH III**

**231**

*Meets Academic Expectation: The Tolland High student demonstrates the ability to read, comprehend, write, and speak proficiently when accessing, processing, and communicating knowledge.*

Level: CP  
Open to Grade: 11  
Prerequisite: None

College Preparatory English III is a survey of American literature, with selected essays, stories, and poems from an anthology. In addition, students read at least four longer works, including such novels as *The Crucible*, *Adventures of Huckleberry Finn*, *The Catcher in the Rye*, *The Great Gatsby*, *A Streetcar Named Desire*, and *Their Eyes Were Watching God*. The vocabulary study of the previous years continues. Students write critical essays, practicing editing and rewriting. Students also deliver both individual and small group oral presentations. Library and Internet research are used for oral or written projects. Students at this level are expected to work diligently and independently on both reading and other assignments, with many tasks performed outside of class.

### **STANDARD ENGLISH III**

**232**

*Meets Academic Expectation: The Tolland High student demonstrates the ability to read, comprehend, write, and speak proficiently when accessing, processing, and communicating knowledge.*

Level: NL  
Open to Grade: 11  
Prerequisite: None

Standard English III surveys American literature, using novels, poems, short stories, and non-fiction materials. In addition to selections from the classics, more modern and popular works are included. Literary skills are also taught through videotaped dramas and documentaries. Vocabulary lessons are presented weekly. Grades are based on objective tests and writing assignments. Skills of oral presentation are practiced in class discussions.

### **HONORS/AP ENGLISH IV**

**240**

*Meets Academic Expectation: The Tolland High student demonstrates the ability to read, comprehend, write, and speak proficiently when accessing, processing, and communicating knowledge.*

Level: AP  
Open to Grade: 12  
Prerequisite: Grade of at least 80 in Honors III or of at least 90 in College Preparatory English III and the written recommendation of the English III teacher

The most advanced course in the THS English program, the Honors /AP class is designed for the top students who are committed to reading, thinking, and writing on the college level. While the main emphasis is British literature, students also encounter American and European authors, especially poets. Extensive study of Shakespeare is a crucial part of the course. The workload for this course is quite heavy, and students are responsible for a great deal of work outside of class. Assessments focus on the five-paragraph essay, the timed essay, personal (journal) writing, and cumulative multiple-choice exams. The summer assignment includes reading up to four works and two writing assignments. Students are encouraged to take the Advanced Placement Exam and also to take the Modern Novel course as additional preparation.

## **COLLEGE PREPARATORY ENGLISH IV**

**241**

*Meets Academic Expectation: The Tolland High student demonstrates the ability to read, comprehend, write, and speak proficiently when accessing, processing, and communicating knowledge.*

Level: CP  
Open to Grade: 12  
Prerequisite: None

In College Preparatory English IV, students read some of the greatest writers and poets of the English literary tradition. Beginning with *Beowulf* and the Anglo-Saxon period, students read selections from Chaucer, Shakespeare, the Romantic poets, Victorian writers, and twentieth century authors. In addition to literary pieces in an anthology, students read and view supplemental works by classic and modern British (and some world) writers. Reading is independent and extensive. Compositions focus on expository writing, especially critical papers.

## **STANDARD ENGLISH IV**

**242**

*Meets Academic Expectation: The Tolland High student demonstrates the ability to read, comprehend, write, and speak proficiently when accessing, processing, and communicating knowledge.*

Level: NL  
Open to Grade: 12  
Prerequisite: None

This course surveys writers of English literature, including Chaucer, Shakespeare, Coleridge, Dickens, and Orwell. The British literature is supplemented by an anthology featuring selections from world and British writers. Students also read several additional novels from classic and modern literature. Many of the reading assignments are more accessible than in the college preparatory course. Students practice oral communication skills in class with individual and small group oral presentations. Various writing assignments are required, focusing on comparative and research skills. Regular vocabulary lessons are also an integral part of the course.

## **COLLEGE CAREER PATHWAYS ENGLISH IV**

**251**

*Meets Academic Expectation: The Tolland High student demonstrates the ability to read, comprehend, write, and speak proficiently when accessing, processing, and communicating knowledge.*

Level: NL  
Open to Grade: 12  
Prerequisite: None

This course is designed for grade 12 students who are considering junior college or community college after graduation. This course provides students with a jump start toward earning college credit, as it is designed to meet the requirements of Manchester Community College's Speech 213, a comprehensive course encompassing speech, writing, and the study of literature. Students learn to prepare, deliver, and evaluate a variety of effective speeches and presentations. Students also develop strategies for business writing and researched reports. They read several major pieces of literature, in addition to selected current non-fiction. Students read independently with limited guidance and structure, except as required for assignments. Writing assignments utilize organizational skills, basic report and essay formats, guided research, and comparison and contrast writing. Analytical abstract thinking skills are introduced and guided. Students who complete the course with a grade of 70% or better and who are enrolled in a formal College Career Pathways program at Tolland High School receive credit at MCC for Speech 213.

## **ELECTIVES**

### **CREATIVE WRITING**

**252**

*Meets Academic Expectation: The Tolland High student demonstrates the ability to read, comprehend, write, and speak proficiently when accessing, processing, and communicating knowledge.*

Level: CP  
Open to Grades: 11-12 (Grade 10 by special permission)  
Prerequisite: None

Creative Writing is a course for students who enjoy writing and want to improve their skills. Students read contemporary works and experiment with a variety of styles, techniques, and genres. Students complete four portfolios of short stories, poetry, memoir, and drama or screenplay. Classroom discussion and revision of student work are integral parts of this course.

### **MODERN NOVEL**

**255**

*Meets Academic Expectation: The Tolland High student demonstrates the ability to read, comprehend, write, and speak proficiently when accessing, processing, and communicating knowledge.*

Level: CP  
Open to Grades: 11-12  
Prerequisite: None

Modern Novel is open to students who love reading and evaluating good contemporary fiction. There are quizzes, some unit tests, oral presentations, and writing assignments, but the main emphasis is on independent reading, comparing works read to selected films, and class discussions. With some individual choice, the class reads, discusses, and compares eight to ten works by major writers, chosen for quality and variety, as well as selected shorter pieces. This course is strongly recommended for students taking the AP English Literature exam in Honors AP English IV.

### **COMMUNICATION MEDIA**

**258**

*Meets Academic Expectation: The Tolland High student demonstrates the ability to read, comprehend, write, and speak proficiently when accessing, processing, and communicating knowledge.*

Level: NL  
Open to Grades: 11-12  
Prerequisite: None

ComMedia is a course that examines and samples various forms of the media today, including but not limited to: television, movies, radio, newspapers and periodicals, music and the arts, weblogs and webpages. Because of the topical nature of ComMedia, course content will vary from semester to semester. While current events form the basis of ComMedia, emphasis is placed on how those events are covered in the media. In addition to viewing and listening to media samples, ComMedia students will read many articles, varying in length from one paragraph to 10+ pages. Each student will choose an "Area of Media Specialty" which he/she will monitor and present to the class on a weekly basis. Students will also be required to keep an in-class notebook covering class discussions. Students who complete the course will become savvy media consumers and many will awaken a lifelong interest in the news.

## **FILM STUDIES**

**259**

*Meets Academic Expectation: The Tolland High student demonstrates an understanding and application of the Arts.*

Level: NL  
Open to Grades: 11-12  
Prerequisite: An interest in movies

Film Studies examines the history and the development of the movie by focusing on specific actors, directors, films, and genre, as representative of their eras. A textbook examines the technical side of filmmaking, from set design to lighting to editing. Quizzes based on the book make up a significant part of the grade. On average, two writing assignments are expected per week; these are responses to films viewed for class.

## **ADVANCED ENGLISH SEMINAR**

**265**

*Meets Academic Expectation: The Tolland High student demonstrates the ability to read, comprehend, write, and speak proficiently when accessing, processing, and communicating knowledge.*

Level: NL  
Open to Grades: 12  
Prerequisite: Grade 12 and written permission from an English faculty sponsor. Students interested in a seminar must complete a written contract with the teacher and submit it to their counselor before being enrolled in the seminar.

A limited number of projects are offered for students wishing to pursue special topics beyond the English curriculum. Since the course is not held at a particular scheduled block, students must meet with their mentor teachers after school. Therefore, it is necessary that a student meet with the teacher prior to registration to negotiate the feasibility of the seminar. Once permission has been granted, the course of study is developed by the teacher and the student.

## **INTRODUCTION TO JOURNALISM AND BROADCASTING**

**268**

*Meets Academic Expectation: The Tolland High student can apply technology resources and tools to complete tasks and solve problems relevant to the curriculum.*

Level: NL  
Open to Grades: 9-12  
Prerequisite: None

The first portion of this class is devoted to the study of journalism, which is divided into three parts: the study of the fundamentals of journalistic research and writing; the use of the journalist's tools, including word-processing, desktop publishing, and the Internet; and the production of works of journalism, including a school newspaper. The broadcasting portion of this course will introduce students to the basics of broadcasting, including developing storyboards, writing, filming, editing, and producing short news stories suitable for submission for public broadcast. The course is composed of both traditional lecture and demonstration lessons and laboratory work. Frequent writing assignments and other projects are evaluated for content and must be turned in within strict deadlines. Students must be able to work both alone and as part of a variety of different teams.

***The Tolland High student demonstrates the ability to read, comprehend, write and speak proficiently when accessing, processing and communicating knowledge.***

**READS AND COMPREHENDS:**

5 Exceeds Expectation	The student provides evidence of outstanding ability to read, interpret, analyze, and evaluate written information in a consistent and accurate manner.
4	
3 Meets Expectation	The student provides evidence of the ability to read, interpret, analyze, and evaluate written information in an acceptable manner.
2	
1 Below Expectation	The student provides little or no evidence of the ability to read, interpret, analyze, and evaluate written material.

**WRITES:**

5 Exceeds Expectation	The student provides evidence of outstanding writing ability that conveys the intended message or purpose through well articulated and insightful student work.
4	
3 Meets Expectation	The student provides evidence of acceptable writing ability that conveys intended message or purpose.
2	
1 Below Expectation	The student's written work provides little or no evidence of the ability to convey intended message or purpose.

**SPEAKS:**

5 Exceeds Expectation	The student demonstrates outstanding speaking ability by clearly conveying the intended purpose and utilizing effective delivery techniques.
4	
3 Meets Expectation	The student demonstrates acceptable speaking ability by conveying the intended purpose and utilizing adequate delivery techniques.
2	
1 Below Expectation	The student demonstrates little or no ability to convey the intended purpose and uses weak delivery techniques.

***The Tolland High student demonstrates an understanding and application of the Arts.***

**FILM PERFORMANCE**

5 Exceeds Expectation	The student demonstrates outstanding ability in creating a film or in one aspect of filmmaking, such as storyboard, dialogue, cinematography, acting, etc.
4	
3 Meets Expectation	The student demonstrates acceptable ability in creating a film or in one aspect of filmmaking, such as storyboard, dialogue, cinematography, acting, etc.
2	
1 Below Expectation	The student demonstrates little or no ability in creating a film or in one aspect of filmmaking, such as storyboard, dialogue, cinematography, acting, etc.

**FILM CRITICISM**

5 Exceeds Expectation	The student demonstrates outstanding ability to interpret, analyze, and evaluate a film.
4	
3 Meets Expectation	The student demonstrates acceptable ability to interpret, analyze, and evaluate a film.
2	
1 Below Expectation	The student demonstrates little or no ability to interpret, analyze, and evaluate a film.

***The Tolland High student can apply technology resources and tools to complete tasks and solve problems relevant to the curriculum.***

5 Exceeds Expectation	The student demonstrates outstanding knowledge of content-specific tools, software, and processes. The student can consistently and independently create products that demonstrate curriculum concepts.
4	
3 Meets Expectation	The student demonstrates knowledge of content-specific tools, software, and processes. The student can adequately create products that demonstrate curriculum concepts.
2	
1 Below Expectation	The student is unable to use content-specific tools, software, and processes. The student cannot create products that demonstrate curriculum concepts.



# **FAMILY AND CONSUMER SCIENCES**

*Touch the Future: Empowering students with life skills to be successful in the future*

## **Benefits of Family and Consumer Education:**

Career Opportunities	Hands-on-experiences
Cooperative Learning	Entrepreneurship
Creative/critical thinking skills	Use of technology to meet needs and interests
Positive self image	College credit awarded for College Career Pathways Classes
Informed consumer	
Effective communication	

## **Higher Education and Family and Consumer Sciences:**

- Preparation for study in nutrition, dietetics, and culinary arts, pastry arts
- Preparation for study in gerontology
- Preparation for study in human development, marriage and family counseling and family life
- Preparation for study in various subjects to teach and do research

## **Family and Consumer Science Touches Your Future Through:**

- Applying academic skills, critical thinking, and communication skills
- Developing occupational and personal skills required for employment
- Managing and conserving individual and community resources
- Understanding and preparing for parenting and child care responsibilities
- Exploring job and career options including entrepreneurial opportunities
- Understanding the interdependence of science, technology, and nutrition
- Utilizing techniques and skills to develop personal and vocational competencies
- Developing an understanding of multi-cultural and multi-generational populations

## **Family and Consumer Sciences at T.H.S.**

- Tolland High School students get to work with the community through:
  - Creative Nursery School
  - Senior Citizen Luncheon Program

## **Family and Consumer Science Courses:**

- Child Development
- College Career Pathways - Childhood Education
- Culinary Arts and Nutrition I
- College Career Pathways - Culinary Arts and Nutrition II
- College Career Pathways - Baking and Pastry Arts

All Family and Consumer Science Courses meet the graduation requirements for vocational arts credit. Drug Education credit given for Child Development.

Family and Consumer Science Courses meet graduation requirements. See individual classes.

## **FAMILY AND CONSUMER SCIENCES**

Upon graduation, students who elect to participate in Family and Consumer Science courses will master the following life skills. First, the students will be proficient in the knowledge and skills required for basic nutrition and food preparation. Second, the students will understand the sequence and skills necessary in the development of well-adjusted children. Third, the students will understand the decision making process necessary in making intelligent choices as a consumer. Fourth, the students will develop the life skills necessary to be a responsible family member and citizen in the community. Fifth, the students will explore basic clothing construction and fashion. Sixth, they will explore careers and receive college credit.

### **CULINARY ARTS AND NUTRITION I**

**403**

*Meets Academic Expectation: The Tolland High student demonstrates the ability to read, comprehend, write, and speak proficiently when accessing, processing, and communicating knowledge.*

Level: NL  
Open to Grades: 9-12  
Prerequisite: None

This course is designed for students who desire to learn about nutrition and cooking as it pertains to their age group. Students will practice a variety of methods of preparation of basic items through extensive laboratory experiences. Creative cooking will be an emphasis. Food selection and proper storage will be taught. Students will learn to write menus containing the daily recommendations of the food pyramid. All up-to-date nutritional information will be addressed in class. Career Paths: Foodservice, Chefs, Dietetics, Hospitality Industry, Research in Food Science and Food Development, Sanitation, and Catering. This course meets graduation requirement for technology and remediation for graduation requirement for health.

### **COLLEGE CAREER PATHWAYS CULINARY ARTS AND NUTRITION II**

**408**

*Meets Academic Expectation: The Tolland High student demonstrates the ability to read, comprehend, write, and speak proficiently when accessing, processing, and communicating knowledge.*

Level: CP  
Credit: 1 THS, 3 MCC  
Open to Grades: 10-12  
Prerequisite: Completion of Nutrition and Food Technology with a minimum grade of 75 or teacher recommendation.

This course is a college level class designed for students who are interested in pursuing a career in the area of Foodservice. It was developed with Manchester Community College for students to earn college credit while at Tolland High School. Students will study gerontology, advanced nutrition, menu planning, table service, cost control, and meal evaluation. Luncheons will be prepared and served to senior citizens using specialized commercial equipment. Sanitation regulations will be strictly implemented throughout the operation. Students will visit the Culinary Department at MCC, tour their kitchens, and learn the opportunities available to them at the community college level. Career Paths: Foodservice, Chefs, Dietetics, Hospitality Industry, Research in Food Service and Food Development, Sanitation, and Gerontology. This course meets graduation requirement for technology and social responsibility and remediation for graduation requirement for health.

### **COLLEGE CAREER PATHWAYS/BASIC BAKING & PASTRY ARTS**

**441**

*Meets Academic Expectation: The Tolland High student demonstrates the ability to read, comprehend, write, and speak proficiently when accessing, processing, and communicating knowledge.*

Level: CP  
Credit: 1 THS, 3 MCC  
Open to Grades: 11-12  
Prerequisite: Completion of Nutrition and Food Technology with a minimum grade of 75. Completion of College Career Pathways/Foodservice Education with a minimum grade of 75 or teacher recommendation.

This course is a college level class designed for students who are interested in exploring basic baking and pastry arts with an interest in the culinary field. It was developed with Manchester Community College for students to earn college credit while at Tolland High School. The purpose of this class is to learn the fundamental principles and procedures for preparation of a variety of baked goods. This will be done through extensive laboratory work using professional quantity foodservice equipment. Emphasis will be on producing high quality hand crafted items. The focus of the class is to develop an understanding of different methods, perform a variety of techniques, and master basic skills. The course content units are yeast doughs, quick breads, pastries, pies, cakes, cookies, custards and puddings, and fruit desserts. Students will serve senior citizen luncheons if there is no Foodservice class that semester. Career Paths: Bakery Chefs, Foodservice, Catering, Hospitality Industry. This course meets graduation requirement for technology and remediation for graduation requirement for health.

## **CHILD DEVELOPMENT**

**415**

*Meets Academic Expectation: The Tolland High student demonstrates the ability to read, comprehend, write, and speak proficiently when accessing, processing, and communicating knowledge.*

Level: NL  
Open to Grades: 10-12  
Prerequisite: None

Does your future include children? Do you see yourself as a parent, day care provider, elementary school teacher, social worker, coach, or in another child care related occupation? The Child Development course offers students an opportunity to work at the THS nursery school. Emphasis is on understanding children from conception to six years of age, with special emphasis on the preschool age child. Topics include: parenting, family, affects of the environment and heredity on children, birth, infancy, and the physical, emotional, intellectual and social development of children. Students will also complete the Baby Think It Over simulation and the Empathy Belly. Child Development will meet the requirements for Drug and Alcohol Education. Career Paths: teaching, health careers, social and recreational work, and those who wish to learn more about children. This course meets graduation requirement for technology and social responsibility.

## **COLLEGE CAREER PATHWAYS CHILDHOOD EDUCATION 101**

**422**

*Meets Academic Expectation: The Tolland High student demonstrates the ability to read, comprehend, write, and speak proficiently when accessing, processing, and communicating knowledge.*

Level: CP  
Credit: 1 THS, 3 MCC  
Open to Grades: 11-12  
Prerequisite: Child Development-Minimum Grade 75

The Early Childhood program prepares students for careers in Elementary Education, Early Childhood Education or Human Services. Students assume responsibility for planning, conducting and evaluating nursery school activities. Students learn to provide experiences that build enthusiasm for learning, as they learn about children through participation with and observations of children. Three outside observations are a requirement in this course. Students will work as individual teachers and in group settings. Students will also prepare portfolios of their work. Students interested in this class should seek an interview with the teacher. Career Paths: A career in education was once exclusively a career in teaching, usually in an elementary, secondary or higher education. Today, education is a much broader enterprise. Most educators are still teachers, but many specialty areas have developed such as: reading teachers, guidance counselors, librarians, and mass media specialists, nurses, child life specialist, physical therapists, psychologists, social workers and administrators. This course meets graduation requirement for technology.

**FAMILY & CONSUMER SCIENCES LAB ASSISTANT****435**

*Meets Academic Expectation: The Tolland High student demonstrates the ability to read, comprehend, write, and speak proficiently when accessing, processing, and communicating knowledge.*

Level: NL  
Open to Grades: 10-12  
Prerequisite: Completion of all course work in the area to be studied during the semester. Permission of teacher. Students interested in a seminar must complete a written contract with the teacher and submit it to their counselor before being enrolled in the seminar.

This course was designed for a very motivated student. The student will choose a course of study in one of the following areas: Nutrition and Food Technology, College Career Pathways Foodservice Education, College Career Pathways Basic Baking and Pastry Arts, Child Development, or College Career Pathways Childhood Education. In consultation with the Family and Consumer Sciences Staff, the student would set up a course of study to meet their needs. A research project and paper would be required.

**CULINARY ARTS LAB ASSISTANT****439**

*Meets Academic Expectation: The Tolland High student demonstrates the ability to read, comprehend, write, and speak proficiently when accessing, processing, and communicating knowledge.*

Level: NL  
Open to Grades: 10-12  
Prerequisite: Completion of College Career Pathways/Foodservice, permission of teacher. Students interested in being a lab assistant must complete a written contract with the teacher and submit it to their counselor before being enrolled in the seminar.

Students will grocery shop for culinary classes, help with senior citizens luncheon program, develop teaching aids, and do accounting. Students must have good attendance and be responsible.

**CHILD DEVELOPMENT LAB ASSISTANT****440**

*Meets Academic Expectation: The Tolland High student demonstrates the ability to read, comprehend, write, and speak proficiently when accessing, processing, and communicating knowledge.*

Level: NL  
Open to Grades: 11, 12  
Prerequisite: Completed Childhood Ed with 80 average, permission of teacher. Students interested in being a lab assistant must complete a written contract with the teacher and submit it to their counselor before being enrolled in the seminar.

As a Child Development Lab assistant, the student will assist in the planning and preparation of preschool activities, teaching lessons to preschoolers, record keeping, grocery shopping, and preparation of PowerPoint and/or computerized yearbook for preschool events. Students also assist in putting the Empathy Belly on Child Development students and preparation of the Baby Think It Over babies. Students will utilize technology skills through the preparation of PowerPoint presentations, digital photography, and various software programs.

**CLOTHING AND FASHION****450**

*Meets Academic Expectation: The Tolland High student demonstrates the ability to read, comprehend, write, and speak proficiently when accessing, processing, and communicating knowledge.*

Level: NL  
Open to Grades: 9 - 12  
Prerequisite: None

This course is for students interested in clothing construction, fashion, and related clothing areas. Students will study the fashion world, clothing and society, color and design, fibers and fabrics, clothing selection, clothing care, sewing and serging techniques, and career exploration. There will be sewing construction projects required to be completed throughout the semester. **Students will be responsible for the cost of fabric, patterns, notions, etc. for their projects.**

*The Tolland High student demonstrates the ability to read, comprehend, write and speak proficiently when accessing, processing and communicating knowledge.*

**READS AND COMPREHENDS:**

5 Exceeds Expectation	The student provides evidence of outstanding ability to read, interpret, analyze, and evaluate written information in a consistent and accurate manner.
4	
3 Meets Expectation	The student provides evidence of the ability to read, interpret, analyze, and evaluate written information in an acceptable manner.
2	
1 Below Expectation	The student provides little or no evidence of the ability to read, interpret, analyze, and evaluate written material.

**WRITES:**

5 Exceeds Expectation	The student provides evidence of outstanding writing ability that conveys the intended message or purpose through well articulated and insightful student work.
4	
3 Meets Expectation	The student provides evidence of acceptable writing ability that conveys intended message or purpose.
2	
1 Below Expectation	The student's written work provides little or no evidence of the ability to convey intended message or purpose.

**SPEAKS:**

5 Exceeds Expectation	The student demonstrates outstanding speaking ability by clearly conveying the intended purpose and utilizing effective delivery techniques.
4	
3 Meets Expectation	The student demonstrates acceptable speaking ability by conveying the intended purpose and utilizing adequate delivery techniques.
2	
1 Below Expectation	The student demonstrates little or no ability to convey the intended purpose and uses weak delivery techniques.

# FINE ARTS EDUCATION

## Benefits of the Fine Arts Experience:

- Creative/critical thinking skills
- Career Opportunities
- Appreciation of the role of the arts in society
- Aesthetic literacy
- Lifetime skills

## Higher Education and the Fine Arts

- Colleges see art and music as necessary learning experiences
- Colleges seek original and creative thinkers
- Colleges seek students who take courses in the arts
- Career opportunities in commercial art, music technology and recording industry, as well as performance and artistic careers

## Art and Music at T.H.S.

Tolland High School students have received recognition for excellence and have been involved with the community in the following areas:

### Art:

- Scholastic Art Competition
- Annual Art shows
- Design Services for School/Community

### Music:

- Festivals: Eastern Regional, All-State, ASBDA, ACDA Festivals
- National competitions
- Berklee Jazz Festival

## T.H.S. ART COURSES

- Art Foundations
- Drawing
- Painting
- Photography
- Jewelry

- Pottery
- Sculpture
- AP Studio Art

## Recommended Course Work for Art Students:

Art Foundations is recommended as a pre-requisite for all other courses. Drawing is recommended as a core course, followed by painting and selections from the three dimensional offerings.

## T.H.S. MUSIC COURSES

- Band
- Jazz Band
- Chorus
- Instrumental Music
- Music Seminar
- Madrigal Singers

- Guitar
- Electric Piano
- Composing and Creating Using Music Technology
- Music Theory
- Women's Chorus

## Recommended Course Work in Music:

Potential music majors should opt for as many performing groups as possible each year and participate in extra curricular music activities. Music theory is strongly recommended for those interested in a music career. Students interested in non-performance options should consider Guitar, Music Technology, and Art and Music Through the Ages. History majors should include Art and Music Through the Ages in their course work.

## Extra-Curricular Activities in Music:

- Festivals: audition and festival preparation
- Trips and competitions
- Pep Band

# ART

## **ART FOUNDATIONS**

15

*Meets Academic Expectation: The Tolland High student demonstrates an understanding and application of the Arts.*

Level: NL  
Open to Grades: 9-12  
Prerequisite: None

This course will concentrate on developing basic perceptual skills while focusing on the Elements of Art. Students will become familiar with a wide variety of media, tools, and techniques. This course is a prerequisite to the advanced studio classes of Drawing and Painting. Both two-dimensional and three-dimensional forms, criticism, and art history will be explored.

## **DRAWING**

23

*Meets Academic Expectation: The Tolland High student demonstrates an understanding and application of the Arts.*

Level: NL  
Open to Grades: 10-12  
Prerequisite: Art Foundations

Students will focus and expand on drawing techniques introduced in Art Foundations. The course is designed to help students increase their skills in observational drawing, design, and technical manipulation. Originality is emphasized along with diversity of technical skills. We will use media such as graphite, charcoal, and pastels.

## **PAINTING**

26

*Meets Academic Expectation: The Tolland High student demonstrates an understanding and application of the Arts.*

Level: CP  
Open to Grades: 10-12  
Prerequisite: Art Foundations and Drawing

Students concentrate on producing paintings with a variety of techniques and media including tempera, acrylic, oil, and watercolor. Technical aspects of design are explored in greater depth, such as color theory, composition, value, etc. Subject matter is developed on a more advanced level through sketchbook work and discussion of master works. In addition, students will be expected to develop research on a collection of artists and write critically about their work.

## **VISUAL COMMUNICATION**

25

*Meets Academic Expectation: The Tolland High student demonstrates an understanding and application of the Arts.*

Level: NL  
Open to Grades: 10-12  
Prerequisite: Art Foundations is strongly recommended as preparation for this course

Students learn the design aspects, technical skills, and marketing criteria for commercial art. We will explore such fields as illustration, packaging, promotional design, etc. Students will practice with materials and techniques of the commercial artist while learning about a vast array of job opportunities in the applied art fields. This course will provide an introduction to Adobe Photoshop.

## SCULPTURE

27

*Meets Academic Expectation: The Tolland High student demonstrates an understanding and application of the Arts.*

Level: NL  
Open to Grades: 10-12  
Prerequisite: Art Foundations is strongly recommended as preparation for this course

Students will develop an ability to work with three-dimensional design by forming sculptures utilizing additive and subtractive techniques. A variety of materials will be used including plaster, paper, clay, stone, metal, and mixed media.

## POTTERY

28

*Meets Academic Expectation: The Tolland High student demonstrates an understanding and application of the Arts.*

Level: NL  
Open to Grades: 10-12  
Prerequisite: Art Foundations is strongly recommended as preparation for this course

Art and science merge in the pottery course. Students will develop a variety of skills in handbuilding, wheel throwing and decorative techniques, utilizing specific tools and materials for each process. They will study glaze formulation, application, and firing techniques. Design will be emphasized as it applies to utilitarian pieces, although non-functional ceramic forms shall also be investigated.

## JEWELRY

29

*Meets Academic Expectation: The Tolland High student demonstrates an understanding and application of the Arts.*

Level: NL  
Open to Grades: 10-12  
Prerequisite: Art Foundations

The focus of this course is to encourage the student to gain personal satisfaction from designing and creating personal forms of ornamentation. Some areas of the craft that will be explored are ring making, stone setting, pendants, pins, and others. A variety of materials will be explored such as nickel silver, brass, copper, gemstones, beads, and found materials. Silver will be available for purchase through the art teacher. Traditional methods are taught in a progressive manner that will lead the students to explore more contemporary ones.

## PHOTOGRAPHY

32

*Meets Academic Expectation: The Tolland High student demonstrates an understanding and application of the Arts.*

Level: CP  
Open to Grades: 10-12  
Prerequisite: Art Foundations is strongly recommended as preparation for this course.  
**STUDENTS MUST PROVIDE THEIR OWN 35 MM SLR CAMERA.** The camera must be in good working order and have manual controls for focus, aperture, and shutter speed. Fully automatic cameras are not acceptable.

This course is designed to introduce the student to basic photographic equipment, skills and techniques. Emphasis will be placed on camera functions, camera handling, camera accessories and equipment, photographic films and film processing, darkroom chemistry and procedures, printing including enlargements and special effects and finishing applications. Basic composition and design principles will be introduced.



## AP STUDIO ART

30

*Meets Academic Expectation: The Tolland High student demonstrates an understanding and application of the Arts.*

Level: AP  
Open to Grades: 11-12  
Prerequisite: Drawing, Painting, interview, portfolio review

This course is designed for students who are planning a career in the arts; who have successfully completed drawing and painting and who have demonstrated an advanced ability in the fine arts. This course will allow students to improve on their skills and to develop their own individual style. Emphasis will be on developing a strong portfolio of work necessary for admittance to art schools along with instruction necessary for meeting the AP requirement. Students interested in the AP Studio Art class will be asked to submit a portfolio of their work. Portfolios should be well organized, clean and well presented. The number of pieces is irrelevant, but students should include a variety of work. If a student is unsure of which piece(s) to include, he/she should submit them as part of his/her portfolio. In addition to submitting portfolio's, students will be required to arrange an interview. The interview will consist of a portfolio review with the teacher allowing for dialogue and questions to be answered. Discussions will cover subject matter, choice of media and overall content with regards to each piece. Teacher recommendations will be given to students who have submitted completed portfolios and who have interviewed. *Any student enrolled in the AP Studio Art course will have the option of submitting work to the AP Board at the end of the semester to receive AP credit.*

## **MUSIC**

### **BAND**

52

*Meets Academic Expectation: The Tolland High student demonstrates an understanding and application of the Arts.*

Level: NL  
Open to Grades: 9-12  
Prerequisite: Previous enrollment in school band, or experience on an instrument with approval of band director

Band offers students an opportunity to play in a large wind ensemble the music of many styles, cultures, and eras. Band gives student musicians a medium for self-expression, a path for excellence and achievement, and an experience in group cooperation and team work. Band is a continuing program that may be selected each year, with expectations for growth, ability, and leadership increasing for each grade. Performances are a required part of the course and include evening concerts at the end of each quarter, the Tolland Memorial Day Parade, graduation, and other performances to be announced at the start of the course. Competitions, auditions, and festivals are available for advanced students only through enrollment in band.

### **JAZZ BAND**

51

*Meets Academic Expectation: The Tolland High student demonstrates an understanding and application of the Arts.*

Level: CP  
Open to Grades: 9-12  
Prerequisite: Audition with Instructor

Jazz Band is designed for highly motivated students seeking a further understanding of jazz styles. Jazz Band offers students the opportunity to play in a big band setting, combo setting and as a soloist. Jazz Band is a continuing program that may be selected each year with expectations for growth, ability and leadership increasing for each grade. Performances are a required part of the course and include evening concerts at the end of each quarter. Competitions, auditions and festivals are available for advanced students. An audition on selected repertoire and instructor's approval are required.

### **INSTRUMENTAL MUSIC**

53

*Meets Academic Expectation: The Tolland High student demonstrates an understanding and application of the Arts.*

Level: NL  
Open to Grades: 10-12  
Prerequisite: Permission of instructor

Instrumental music is designed for those students who wish to play in a musical ensemble for both semesters. These students should select both Band and Instrumental Music. The course is also open to experienced piano and string players with permission of the instructor. The course will focus on solo and small ensemble playing such as flute choir, clarinet choir, saxophone ensemble, brass choir, and percussion ensemble. Preparation for All-State and other festivals may be included. At least 2 required evening concert performances will be scheduled. This course may be repeated for credit.

### **CHORUS**

58

*Meets Academic Expectation: The Tolland High student demonstrates an understanding and application of the Arts.*

Level: NL  
Open to Grades: 9-12  
Prerequisite: None

Chorus is an opportunity for any student to experience musical performance. This large ensemble explores literature in multiple-part singing that includes selections from all music periods, styles, and cultures. Individual and ensemble skills in vocal performance are developed with an emphasis on part singing. This course may be repeated for credit, with expectations for growth, leadership, and skills increasing with each grade. Performances are a required part of the course and will include an evening concert at the end of each quarter and performance at graduation, with other performances announced at the start of the course. Competitions, auditions, and festivals are available for advanced students only through enrollment in chorus.

## **MUSIC THEORY**

**72**

*Meets Academic Expectation: The Tolland High student demonstrates an understanding and application of the Arts.*

Level: CP  
Open to Grades: 10-12  
Prerequisite: None

Students will examine the basic concepts of melody, harmony, rhythm, and form through the study of music notation. Class activities will include the development of notation skills, music reading, listening, and music dictation. Students will also engage in the study of harmonic progression, examining the rules that have developed through the progress of musical composition in western history. As skills develop, students may write their own compositions using the techniques and styles examined in class. Students who intend to major in music in college will find that most conservatories and music schools expect students to have taken this course and will include a music theory test as a requirement for admission.

## **MADRIGALS**

**84**

*Meets Academic Expectation: The Tolland High student demonstrates an understanding and application of the Arts.*

Level: CP  
Open to Grades: 10-12  
Prerequisite: Experience in chorus and audition. Auditions for madrigals take place in the previous spring and are announced in the bulletin or see the teacher.

Madrigals are primarily an a capella vocal group of 16-24 singers selected through audition. The repertoire for the group includes compositions from the Renaissance through contemporary music. Performances are a required part of the course and include a Madrigal Dinner and other performances to be announced at the start of the course.

## **COMPOSING AND CREATING USING MUSIC TECHNOLOGY**

**54**

*Meets Academic Expectation: The Tolland High student demonstrates an understanding and application of the Arts.*

Level: NL  
Open to Grades: 9-12  
Prerequisite: Music theory is strongly recommended as preparation for this course.

Music Technology offers students hands-on experiences in music through the use of computers and synthesizers. Students will discover the sound capabilities of the general MIDI keyboard and learn how to control the MIDI keyboard with computer software. Creativity skills will be developed through composition and improvisation exercises using MIDI with sequencing software. Students will also examine notation software and Internet MIDI resources. This course has a strong emphasis on composition and creativity through the use of technology.

## **BAND/CHORUS**

55

*Meets Academic Expectation: The Tolland High student demonstrates an understanding and application of the Arts.*

Level: NL  
Open to Grades: 9-12  
Prerequisite: Previous enrollment in school band, or experience on an instrument with approval of the band director

Band/Chorus allows students who wish to enroll in both Band and Chorus an opportunity to take both courses during the same block if necessary. Band/chorus students split their rehearsal time between the two rooms, as directed by the instructors. Band/Chorus students are expected to meet all of the requirements of each group. Grades will reflect achievement in both courses.

## **WOMEN'S CHORUS**

59

*Meets Academic Expectation: The Tolland High student demonstrates an understanding and application of the Arts.*

Level: NL  
Prerequisite: None

Women's Chorus is an opportunity for any female student to experience musical performance. Individual and ensemble singing skills are developed, and this course may be repeated for credit. Performances are a required part of the course and will include an evening concert at the end of each quarter, and also include the Madrigal dinner and other performances to be announced at the start of the course. Competitions, auditions, and festivals are available for advanced students.

## **GUITAR**

62

*Meets Academic Expectation: The Tolland High student demonstrates an understanding and application of the Arts.*

Level: NL  
Prerequisite: None

This course is designed for students who have little or no prior knowledge or experience playing the guitar. Instruction is provided in the following areas: types of guitars, care and handling of the guitar, posture/positioning, tuning, music notation, an introduction to chord playing, accompanying techniques/strumming, and styles and techniques of playing. **Not open to students who have had private guitar lessons.**

## **ELECTRIC PIANO**

63

*Meets Academic Expectation: The Tolland High student demonstrates an understanding and application of the Arts.*

Level: NL  
Prerequisite: None

This course is designed for students who have little or no prior knowledge or experience playing the piano. Instruction is provided in the following areas: music notation, piano technique, harmonization of melodies, and the study of chords and improvisation.

**The Tolland High student demonstrates an understanding and application of the Arts.**

**PERFORMANCE OF MUSIC/PRODUCTION OF ART**

5 Exceeds Expectation	The student demonstrates an outstanding ability to perform music or produce visual art independently. Student performs/creates work above level appropriate for the course in the areas of craftsmanship, sensitivity, and creativity. Student has an excellent understanding of how to improve skills.
4	
3 Meets Expectation	The student demonstrates an acceptable ability to perform music or produce visual art with minimal guidance. Student performs/creates work at a basic level appropriate for the course in the areas of craftsmanship, sensitivity, and creativity. Work contains some audible/visual errors. Student has a basic understanding of how to improve skills.
2	
1 Below Expectation	The student demonstrates a weak ability to perform music or produce visual art. Student performs/creates work below appropriate level for course. Craftsmanship is poor, student is not sensitive to subject matter, and/or is unable to make creative decisions. Student does not understand how to improve skills.

**ART & MUSIC CRITICISM**

5 Exceeds Expectation	The student accurately and vividly describes subject matter or musical elements in a sequential way. Student recognizes significant elements and principles of work and explains how they are being used. Student interprets and judges the work using supporting cultural, historical, and personal contexts.
4	
3 Meets Expectation	The student's description of the subject matter or musical elements is adequate. Although identified, subject matter or musical elements are not described in a sequential way. Student recognizes the use of elements and principles. Student interprets and judges the work and provides basic supporting connections to cultural, historical, and personal contexts.
2	
1 Below Expectation	The student poorly describes the work, without notation of sequence or significant subject matter or musical elements. Student does not recognize which elements and principles make up the work or how they are utilized. Interpretation and judgment are lacking and do not include support.

# MATHEMATICS EDUCATION

## Goals:

To educate students so that they are able to:

- understand and apply mathematical concepts;
- develop logical thinking and organizational skills;
- apply integrated mathematical problem-solving strategies to investigate, evaluate, and solve problems from within and outside mathematics;
- formulate mathematical definitions and express generalizations discovered through investigations;
- use and value the connections between mathematics and other disciplines ;
- prepare while building mathematical literacy to become an educated consumer, and prepare for future mathematical study; and
- build a foundation for post-graduate study in related fields.

## Mathematics at T.H.S

Tolland High School math students have demonstrated their excellence by achieving recognition and/or awards for:

S.A.T. Performance  
AP Calculus Performance  
JETS-TEAMS  
National Merit Scholars  
AMC Examination

Tolland High School offers a variety of challenging courses to meet students' needs. Students are not restricted to one sequence of study and may enroll in a course based upon mathematics teacher recommendations and course prerequisites. Graphing calculators may be required in some math courses.

## Recommended Sequences

The courses shown below are in recommended sequences, but students can move between sequences. (Standard can move to College Preparatory and College Preparatory to Honors or the reverse.) Three mathematics courses are required for graduation.

*Students (in the College Preparatory and Honors courses) are strongly advised to purchase a TI-83 Plus, or TI-84 graphing calculator for mathematics study.*

### STANDARD (NL) SEQUENCE

Math 100  
Math 200  
Math 300  
Consumer Math

### COLLEGE PREPARATORY (CP) SEQUENCE

Pre-Algebra  
Algebra I Part A CP  
Algebra I Part B CP  
Geometry CP  
Geometry Standard  
Intermediate Math CP  
Algebra II CP  
Elementary Functions  
Pre-Calculus CP  
Calculus CP  
Probability & Statistics CP

### HONORS (H) SEQUENCE

Honors Algebra I  
Honors Geometry  
Honors Algebra II  
Honors Advanced Pre-Calculus  
Honors Calculus A  
Honors Calculus B

## **Career Paths using Mathematics:**

Mathematics is a critical foundation for all future pursuits and career paths. As students progress in mathematical study, the range of career paths broadens and expands infinitely! Following is a list of possible career paths open to students which necessitate a background and use of mathematical concepts.

### Solid High School Foundation of CP/H Math

Dental Assistant	Sports Administrator
Ophthalmic Assistant	Commercial Driver
Agricultural Technician	General Accountant
Landscape Technician	Pilot
Metallurgical Technician	Horticulturist
Bookkeeper	Forestry Technician
Farm Equipment Mechanic	Cartographer Technician
Electronic Technician	Draftsman/Woman
Tool and Die maker	Survey Technician
Welder	Medical Equipment Maintenance Technician
Industrial Designer	X-Ray Technician
Industrial Administrator	Respiratory Technologist
Data Processor	Pharmacy Assistant
Animal Care Technician	Computer Technologist
Office Clerk	Meteorological Technician

### Grade 13 Math Required

Health Record Administrator	Occupational and Physical Therapist
Lawyer	Nuclear Medical Technologist
Geographer	Speech Therapist
Urban Planner	Sociologist
Property Appraiser	Registered Nurse
Cartographer	Elementary Teacher
Survey Technologist	Psychologist
Engineering Technologist	Audiologist

### Minor in Undergraduate Mathematics

Economist	Optometrist
Business Administrator	Landscape Architect
Engineer	Forester
Chemist	Veterinarian
Physicist	Biologist
Geologist	Agrologist
Astronomer	Interior Designer
Meteorologist	Surveyor
Physician	Graphic Artist
Dentist	Architect
Pharmacist	Chartered Accountant
Medical Lab Technologist	

### Post Graduate Work in Math

Pure Mathematician	Statistician
Applied Mathematician	Actuary
Computer Scientist	

# MATHEMATICS

The mathematics department at Tolland High School will strive to have each student understand and use mathematical concepts and fundamental processes, i.e., experimentation, logical reasoning, computational skills, and analysis of both theory and applications at a level which is consistent with their ability, maturity, and needs. A variety of challenging courses are offered to students of all ability levels. Technology is incorporated appropriately within the lessons. Graphing Calculators have been integrated into the college preparatory and honor courses.

## **MATH 100**

**616**

*Meets Academic Expectation: The Tolland High student is literate in mathematics. He/she can utilize differing sources of information and apply multiple strategies in solving a variety of types of mathematical problems.*

Level: NL  
Open to Grades: 9-12  
Prerequisite: Successful completion of 8th Grade Math. Recommendation of mathematics teacher

This is the first course in the standard mathematics sequence. It is designed to develop arithmetic, algebraic and geometric skills necessary to solve real world problems. Calculators will be used throughout the course. Upon successful completion, students will advance to Math 200.

## **MATH 200**

**617**

*Meets Academic Expectation: The Tolland High student is literate in mathematics. He/she can utilize differing sources of information and apply multiple strategies in solving a variety of types of mathematical problems.*

Level: NL  
Open to Grades: 10-12  
Prerequisite: Successful completion of Math 100 or recommendation of mathematics teacher

This is the second course in the standard mathematics sequence. It is a continuation and extension of Math 100. Topics include ratios and proportions, English & metric systems, spatial relations, algebraic applications, linear functions, and geometric applications. Calculators will be used throughout the course. Upon successful completion, students will advance to Math 300, Pre-Algebra, or Consumer Mathematics.

## **MATH 300**

**618**

*Meets Academic Expectation: The Tolland High student is literate in mathematics. He/she can utilize differing sources of information and apply multiple strategies in solving a variety of types of mathematical problems.*

Level: NL  
Open to Grades: 10-12  
Prerequisite: Successful completion of Math 200 and recommendation of mathematics teacher

This is the third course in the standard mathematics sequence. It is a continuation and extension of Math 200. Topics include: algebraic expressions and equations including integers, rationals, Pythagorean theorem, linear functions and basic geometric concepts including symmetry, reflections, translations, area, volume and probability. Calculators will be used throughout the course.



## CONSUMER MATH

614

*Meets Academic Expectation: The Tolland High student is literate in mathematics. He/she can utilize differing sources of information and apply multiple strategies in solving a variety of types of mathematical problems.*

Level: NL  
Open to Grades: 11-12  
Prerequisite: Successful completion of two years of mathematics. Open to juniors and seniors with recommendation of mathematics teacher

This course will focus on problem solving and real world consumer decision making to help students become effective consumers. Students will study topics such as: earning money and net pay; personal banking; budgeting; taxes; insurance; investments; apartment rentals; mortgages; and purchasing consumer goods. Calculators will be used throughout the course. Standard course designed for juniors and seniors to complete three credit requirement for graduation.

## PRE-ALGEBRA

609

*Meets Academic Expectation: The Tolland High student is literate in mathematics. He/she can utilize differing sources of information and apply multiple strategies in solving a variety of types of mathematical problems.*

Level: NL  
Open to Grades: 9-12  
Prerequisite: Successful completion of Math 100. Recommendation of mathematics teacher

Course designed to reinforce skills for Algebra I. Skills will be developed to solve real world problems and prepare students for Algebra I. Students will study topics as integers and expressions; equations; number theory; rational numbers; statistics; probability; geometric concepts; and graphing in a coordinate plane. Technology will be introduced in exploring these topics. Upon completion, students will proceed to Algebra I CP Part A, Consumer Math, or Math 200.

## HONORS ALGEBRA I

610

*Meets Academic Expectation: The Tolland High student is literate in mathematics. He/she can utilize differing sources of information and apply multiple strategies in solving a variety of types of mathematical problems.*

Level: H  
Open to Grades: 9-12  
Prerequisite: Recommendation of mathematics teacher. Incoming ninth grade students will need to meet prerequisites for this class. Prerequisites will be given to interested students by Tolland Middle School personnel during the registration.

This is an honor level mathematics course which will emphasize independent thinking and study of algebraic concepts. Students will study the structure and properties of the real number system utilizing deductive reasoning and technology. Topics include equations and inequalities, polynomials, rational and radical equations, linear systems, linear and quadratic functions, direct and inverse variation, applications in all areas. Graphing calculators will be used. Teacher recommendation is essential. Students who master this course will proceed to either CP Geometry or Honors Geometry based on teacher recommendation and score on the Honors Geometry Entrance Examination.

## **ALGEBRA I Part A**

**622**

*Meets Academic Expectation: The Tolland High student is literate in mathematics. He/she can utilize differing sources of information and apply multiple strategies in solving a variety of types of mathematical problems.*

Level: CP  
Open to Grades: 9-12  
Prerequisite: Recommendation of mathematics teacher, or successful completion of Pre-Algebra course 609

This is the first course in the high school college preparatory sequence. It is designed for students who have mastered basic arithmetic computation involving fractions, decimals and percent. Students will study topics such as the properties of real number systems; equations and inequalities; linear systems and functions; and direct variations. Probability and statistics will be studied in terms of graphing and interpreting data. Geometric and algebraic concepts will be used to solve real world applications. Graphing calculators and computers will be used to explore these topics. Students successfully completing this course will proceed to Algebra I Part B.

## **ALGEBRA I Part B**

**623**

*Meets Academic Expectation: The Tolland High student is literate in mathematics. He/she can utilize differing sources of information and apply multiple strategies in solving a variety of types of mathematical problems.*

Level: CP  
Open to Grades: 9-12  
Prerequisite: Successful completion of Algebra I CP Part A. Recommendation of mathematics teacher.

This course is designed for students who have successfully completed Algebra I CP Part A. Students will study topics such as: polynomials; various algebraic functions; rational and radical expressions; and systems of linear inequalities. Graphing calculators and computers will be used to explore these topics and their applications. Students successfully completing this course will proceed to Geometry CP or Geometry Standard.

## **HONORS GEOMETRY**

**650**

*Meets Academic Expectation: The Tolland High student is literate in mathematics. He/she can utilize differing sources of information and apply multiple strategies in solving a variety of types of mathematical problems.*

Level: H  
Open to Grades: 9-12  
Prerequisite: Interested 9<sup>th</sup> grade students should inquire as to specific prerequisites with their TMS counselor.

This course is designed for students who have successfully completed Honors Algebra I and who have demonstrated an advanced ability in higher order thinking. Students will study such topics such as: parallel lines and planes; congruent and similar polygons; geometric constructions; geometric proofs; right triangles; circles; areas of plane figures; surface area and volume of solids; coordinate geometry; and transformations. Emphasis will be placed upon independent thinking, deductive reasoning, and logic in the study of geometric concepts and their applications. Students are required to participate in group projects. Available technology will be used throughout the course. Students will progress to Honors Algebra II or College Preparatory Algebra II. Teacher recommendation is essential.

## **CP GEOMETRY**

**661**

*Meets Academic Expectation: The Tolland High student is literate in mathematics. He/she can utilize differing sources of information and apply multiple strategies in solving a variety of types of mathematical problems.*

Level: CP  
Open to Grades: 10-12  
Prerequisite: Successful completion of Algebra I CP Part B or Honors Algebra I.  
Recommendation of mathematics teacher

This course is designed for students who have successfully completed Algebra I CP Part B. Students will study topics such as parallel lines and planes; congruent polygons; geometric proofs; right triangles; circles; areas of plane figures; surface area and volume of solids; and coordinate geometry. Inductive and deductive reasoning will be used in the study of geometric concepts and their applications. Students progress to College Preparatory Algebra II or Intermediate Math. Teacher recommendation is essential.

## **STANDARD GEOMETRY**

**662**

*Meets Academic Expectation: The Tolland High student is literate in mathematics. He/she can utilize differing sources of information and apply multiple strategies in solving a variety of types of mathematical problems.*

Level: S  
Open to Grades: 10-12  
Prerequisite: Successful completion of Algebra I CP Part B with an average below 75.  
Recommendation of mathematics teacher

This course is designed for students who have successfully completed Algebra I CP part B with an average below 75. Students will study topics such as parallel lines and planes: congruent and similar polygons; right triangles; circles; areas of plane figures; surface area and volume of solids; coordinate geometry; and similarity. Students progress to Intermediate Math.

## **INTERMEDIATE MATH**

**655**

*Meets Academic Expectation: The Tolland High student is literate in mathematics. He/she can utilize differing sources of information and apply multiple strategies in solving a variety of types of mathematical problems.*

Level: CP  
Open to Grades: 11-12  
Prerequisite: Successful completion of Algebra I CP B and Geometry. Recommendation of mathematics teacher

This course is designed for the student who has not mastered concepts and skills in the prerequisite courses and needs reinforcement in order to be successful in Algebra II CP. Concepts of Algebra I are reviewed and extended to Algebra II concepts. Students will study topics such as: real and complex number systems; solving and graphing linear equations, inequalities, relations and functions; polynomials; rational expressions; and quadratic equations. Graphing calculators will be used to explore these topics and their applications. Students can progress to College Preparatory Algebra II.

## HONORS ALGEBRA II

630

*Meets Academic Expectation: The Tolland High student is literate in mathematics. He/she can utilize differing sources of information and apply multiple strategies in solving a variety of types of mathematical problems.*

Level: H  
Open to Grades: 10-12  
Prerequisite: Successful completion of Honors Algebra I and Honors Geometry.  
Recommendation of mathematics teacher.

This course is designed for students who are able to process mathematical theory and concepts on an abstract level. Students will study such topics as: the structure of the real and complex number systems; rational, radical and polynomial equations; systems of linear and quadratic equations using determinants and matrices; exponential and quadratic functions; linear programming; linear and quadratic modeling; and conic sections. Available technology will be used throughout the course. Students will progress to Honors Advanced Pre-Calculus or College Preparatory Pre-Calculus. Teacher recommendation is essential.

## ALGEBRA II

631

*Meets Academic Expectation: The Tolland High student is literate in mathematics. He/she can utilize differing sources of information and apply multiple strategies in solving a variety of types of mathematical problems.*

Level: CP  
Open to Grades: 10-12  
Prerequisite: Successful completion of Algebra I CP Part B and Geometry.  
Recommendation of mathematics teacher.

This course is designed for students who have mastered algebra and geometry concepts in the prerequisite courses. Students will study topics such as: real and complex number systems; properties of the real numbers; solving and graphing linear equations and inequalities; solving and graphing systems of linear equations and inequalities; polynomials; rational expressions; relations and functions; quadratic equations, and conics. Applications of these topics will also be included. Available technology will be used throughout this course to explore these topics and their applications. Students may progress to Elementary Functions, College Preparatory Pre-Calculus or Probability & Statistics upon recommendation of the teacher.

## ELEMENTARY FUNCTIONS

632

*Meets Academic Expectation: The Tolland High student is literate in mathematics. He/she can utilize differing sources of information and apply multiple strategies in solving a variety of types of mathematical problems.*

Level: CP  
Open to Grades: 11-12  
Prerequisite: Successful completion of CP Algebra 2 with an average below 80.  
Recommendation of mathematics teacher

This course is designed for students who have passed CP Algebra 2 with an average below 80 who have not mastered the skills and concepts to be successful in CP PreCalculus or Probability/Statistics.

This course reviews elementary functions from Algebra such as linear functions, quadratic functions, analytic geometry, polynomial functions, and rational functions. Students will study trigonometric functions, equations and applications, sequences, series, permutations and combinations, and probability. Students may take CP PreCalculus or Probability/Statistics after successful completion of this course, based upon teacher recommendation.

## **PRE-CALCULUS**

**671**

*Meets Academic Expectation: The Tolland High student is literate in mathematics. He/she can utilize differing sources of information and apply multiple strategies in solving a variety of types of mathematical problems.*

Level: CP  
Open to Grades: 11-12  
Prerequisite: Successful completion of Algebra II CP or Honors Algebra II  
Recommendation of the mathematics teacher

This course, designed for students who have mastered Algebra II concepts, analyzes the principles of trigonometry and selected topics of advanced mathematics. The student will study such topics as linear and quadratic functions; analytic geometry; exponents and logarithms; polynomials and rational functions; trigonometric equations and applications, triangle trigonometry; trigonometric addition formulas; and vectors. Available technology will be used throughout the course. Students progress to Calculus CP.

## **PROBABILITY & STATISTICS**

**681**

*Meets Academic Expectation: The Tolland High student is literate in mathematics. He/she can utilize differing sources of information and apply multiple strategies in solving a variety of types of mathematical problems.*

Level: CP  
Open to Grades: 11-12  
Prerequisite: Successful completion of Algebra II CP  
Recommendation of the mathematics teacher

This course provides an introduction to statistics and probability topics required by many academic areas in college. The emphasis is on descriptive statistics and statistical inference. Students will study topics such as: frequency distributions; graphic illustrations; measures of central tendency, variation, standard deviation, and relative standing; probability distributions; normal probability distributions; permutations and combinations; linear correlation and regression; chi-square distributions; confidence intervals, hypotheses testing; binomial theorem; series and sequences. The graphing calculator and Minitab software are integral parts of the course. A survey project is required.

## **HONORS ADVANCED PRE-CALCULUS**

**680**

*Meets Academic Expectation: The Tolland High student is literate in mathematics. He/she can utilize differing sources of information and apply multiple strategies in solving a variety of types of mathematical problems.*

Level: H  
Open to Grades: 11-12  
Prerequisite: Successful completion of Honors Algebra II or Pre-Calculus CP.  
Recommendation of mathematics teacher

This course is designed for students to develop, combine and extend concepts from Honors Geometry and Honors Algebra II to higher mathematical theory. Diverse applications will be explored. Graphing calculators are used throughout the course as well as other technology. This rigorous mathematics course will prepare students for AP Honors Calculus. Students will study such topics as: structure and application of real and complex number systems; analytic geometry; logarithmic and exponential functions; circular and trigonometric functions; complex numbers; remainder and factor theorems; polynomial equations of higher degree; parametric equations; polar coordinates and equations; sequences, series and limits. An independent study project and a power point presentation is required. Students progress to AP Honors Calculus or CP Calculus.

## **CALCULUS**

**691**

*Meets Academic Expectation: The Tolland High student is literate in mathematics. He/she can utilize differing sources of information and apply multiple strategies in solving a variety of types of mathematical problems.*

Level: CP  
Open to Grades: 12  
Prerequisite: Successful completion of Pre-Calculus CP or Honors Advanced Pre-Calculus  
Recommendation of mathematics teacher

This course provides an applied approach to basic college calculus. Topics include functions, graphs and limits, differentiation, applications of the derivative, exponential and logarithmic functions, trigonometric functions, and integrations and its applications.

## **AP CALCULUS A**

**660**

*Meets Academic Expectation: The Tolland High student is literate in mathematics. He/she can utilize differing sources of information and apply multiple strategies in solving a variety of types of mathematical problems.*

Level: H  
Open to Grades: 12  
Prerequisite: Successful completion of Honors Advanced Pre-Calculus.  
Recommendation of the mathematics teacher

This honors course is designed to develop basic theory and application of calculus. Students who study both Calculus A and Calculus B will be prepared to take the AP Calculus examination in the spring of their senior year. Students who elect to just take Calculus A will be prepared to take Calculus I in college. Students will review the basic concepts and theorems from pre-calculus. The derivative is introduced through the tangent to a graph and is developed through the use of limits. Differentiation of algebraic and transcendental functions is investigated. Applications of differentiation are studied along with implicit differentiation. Students progress to Calculus B.

## **AP CALCULUS B**

**670**

*Meets Academic Expectation: The Tolland High student is literate in mathematics. He/she can utilize differing sources of information and apply multiple strategies in solving a variety of types of mathematical problems.*

Level: H  
Open to Grades: 12  
Prerequisite: Successful completion of Honors AP Calculus A

This course is a continuation of Honors AP Calculus A with emphasis upon integration and application of integrals. Anti-differentiation is studied and used to introduce the topic of integration. The integration of algebraic, logarithmic, exponential, and other transcendental functions with their applications is explored. There is an extensive review for the AP Calculus AB Examination, usually given in May. The calculus covered in Calculus A and Calculus B is extended with a final unit on the computer. Maple software is expanded and utilized to perform calculus operations and graphs.

***The Tolland High student is literate in mathematics. He/She can utilize differing sources of information and apply multiple strategies in solving a variety of types of mathematical problems.***

5 Exceeds Expectation	The student demonstrates outstanding knowledge of concepts and processes needed to accurately analyze problems, make reasonable conjectures, and evaluate results. Student is independently able to consider multiple strategies for problem solving with few or no computational errors.
4	
3 Meets Expectation	The student demonstrates knowledge of concepts and processes needed to analyze problems, make conjectures, and evaluate results. Student is able to consider multiple strategies for problem solving with minimal teacher direction and some computational errors.
2	
1 Below Expectation	The student demonstrates little or no understanding of concepts and processes needed to analyze problems, make conjectures, or evaluate results. Student is not able to apply multiple strategies for problem solving without direct teacher intervention. Student often makes computational errors.

# PHYSICAL EDUCATION

*Touch the future: Sound Body-Sound Mind*

## **Benefits of the Physical Education Experience:**

- Knowledge/appreciation of Physical Fitness
- Enjoyment
- Knowledge of Lifetime Activities
- Positive Self-image
- Nutritional Information
- Leisure time activities
- Wellness

## **Higher Education and Physical Education**

Recreation	Fitness
Coaching	Leisure Studies
Preparation for P.E. Major/Teaching	Sports Management
Physical Therapy	Athletic Training

## **Physical Education and the Consumer**

- Evaluation of exercise equipment, sports equipment, programs, businesses and nutritional food
- Assessment of personal fitness

## **Physical Education at T.H.S.**

- Physical Fitness (State of Connecticut Physical Fitness Assessment)
- Nutrition Awareness
- Lifetime Activities

## **T.H.S. Physical Education Courses**

- Freshman Physical Education/Health
- Sophomore Physical Education/Fitness
- Fitness
- Physical Education (activities)
- (Substance abuse taught in all classes)

## **Recommended Course Sequence:**

- Freshman Physical Education and Health
- Sophomore Physical Education/Fitness
- Elective Physical Education



# PHYSICAL EDUCATION

Upon completion of high school, the student will have developed an observational, cognitive and physical skill level in a variety of sports to feel confident in their participation at a recreational level. The student will also have an understanding of the components of physical fitness and how to attain good health and fitness. The following activities are offered: volleyball, soccer, floor hockey, physical fitness, archery, flag football, racket sports, basketball, Frisbee, speedball, softball, lacrosse, cooperative activities, wiffleball, and team handball. Grading is based on written assignments, teacher evaluation, appropriate attire and most importantly, active class participation.

## **PHYSICAL EDUCATION/HEALTH (9)**

**904**

*Meets Academic Expectation: The Tolland High student shows an understanding of the basic tenets of good health and physical fitness.*

Level: NL  
Open to Grades: 9 (Required)  
Prerequisite: None

The Physical Education section of this course will be a mixture of individual and team activities. An introductory unit on physical fitness will be conducted. Freshman classes will be tested for physical fitness using the State of Connecticut Physical Fitness Assessment. The Health section of this course is planned to help students in developing interpersonal relations and realistic attitudes toward self and society as they meet the changes and challenges of maturing in high school. Time is devoted to the following topics: Mental Health and Stress, Nutrition, Sexuality, Growth and Development, Drugs, Alcohol and Tobacco, STI'S and AIDS, Community and Consumer Health and First Aid. This is a comprehensive Health course which includes: writing assignments, group activities, quizzes, oral presentations and a PowerPoint project. The PowerPoint assignment is the culminating project for the Self Nutritional Analysis graduation requirement. All students must pass this course prior to graduation. This course is a prerequisite for PE 10.

## **PHYSICAL EDUCATION/FITNESS (10)**

**913**

*Meets Academic Expectation: The Tolland High student shows an understanding of the basic tenets of good health and physical fitness.*

Level: NL  
Open to Grades: 10 (Required)  
Prerequisite: PE/Health 9

This course will offer some of the same activities as Physical Education 9. More complex skills and game strategies will be given to challenge and meet the needs of the class. An extensive unit on Physical Fitness will be conducted. The components of physical fitness, how to achieve physical fitness, values of fitness and involvement in activities to enhance all areas of physical fitness will be presented. Sophomores will be tested using the State of Connecticut Physical Fitness Assessment. All students will be required to write a self evaluation of their fitness program which is the graduation requirement for PE 10.

## **PHYSICAL EDUCATION (11-12)**

**923**

*Meets Academic Expectation: The Tolland High student shows an understanding of the basic tenets of good health and physical fitness.*

Level: NL  
Open to Grades: 11-12  
Prerequisite: 1) Pass PE 9 and 10 with an average of 80 or above  
2) Students who take PE 11/12 in junior year and wish to take it again senior year must have a 90 or above in junior year and department permission.

Physical education 11/12 is an elective program for those students who have met the prerequisite. The purpose of the course is to offer a variety of traditional, non-traditional and challenging activities. The focus of the course is active participation, cooperation and sportsmanship. Course will include drug education.

**FITNESS (11-12)**

**924**

*Meets Academic Expectation: The Tolland High student shows an understanding of the basic tenets of good health and physical fitness.*

Level: NL  
 Open to Grades 11-12  
 Prerequisite: Must have passed both PE 9 & 10

This course will focus on the components of physical fitness: cardiovascular endurance, muscular strength, muscular endurance, flexibility and body composition. Individualized fitness programs will be developed to meet the goals of each student. Workouts will involve strength and conditioning, sport specific exercises and general fitness. Students will be required to complete written articles on fitness related topics. Students will encounter a variety of training methods during the semester. The course is designed to allow in-season athletes the opportunity to maintain their conditioning and enhance injury prevention while allowing other students to have the opportunity to develop fitness routines with current training methods.

***The Tolland High student shows an understanding of the basic tenets of good health and physical fitness.***

5 Exceeds Expectation	The student engages in physical activity and demonstrates outstanding knowledge of concepts and processes of personal wellness. The student has developed a comprehensive and reflective analysis of personal nutrition/fitness.
4	
3 Meets Expectation	The student engages in physical activity and demonstrates knowledge of concepts and processes of personal wellness. The student has developed an analysis of personal nutrition/fitness.
2	
1 Below Expectation	The student does not engage in physical activity on a regular basis and demonstrates little or no knowledge of concepts and processes of personal wellness. The student has not developed an analysis of personal nutrition/fitness.

# SCIENCE EDUCATION

## GOALS OF SCIENCE: (based on the National Science Standards)

To educate the students so that they are able to:

- experience the richness and excitement of knowing about and understanding the natural world;
- use appropriate scientific processes and principles in making personal decisions;
- engage intelligently in public discourse and debate about matters of scientific and technological concern; and
- increase economic productivity through the use of the knowledge, understanding, and skills

## Science students at Tolland High School have demonstrated their excellence by achieving recognition and awards for:

Bermuda Oceanography Fieldwork

College credits through the UCONN Early College Experience Program

JETS Team Competitions

Participation in EastCONN Interscholastic Activities

CT Science Symposium participants

UCONN Physics Olympiad

CT State Science Fair

## T.H.S. Science Department Course Offerings:

### Life Sciences

Biology	AP, CP, NL
Human Anatomy & Physiology	CP
Oceanography	CP, NL
Independent Study	H, CP, NL
Botany	CP, NL

### Physical Sciences

Integrated Science	H, CP, NL
Chemistry	H (UCONN ECE), CP, NL
Physical Science	NL
Environmental Science	CP, NL
Geology	CP, NL
Physics	H (UCONN ECE), CP, NL
Independent Study	H, CP, NL

*Levels: Advanced Placement - AP, Honors - H, College Preparatory - CP, Non Leveled - NL*

## Science Department Requirements and Recommendations:

All students must take 3 courses in science to meet the science graduation requirement. One of the three courses must be integrated science, taken during the freshman year, the second course must be biology and the third course is an elective. *Liberal Arts* college aspirants should consider four or more credits in science. *Professional Science Career* aspirants should consider five or more credits in science.

### General Program:

- A. Life Sciences: Biology  
Oceanography  
Botany
- B. Physical Sciences Integrated Science  
Physical Science  
General Chemistry  
Physics Fundamentals  
Geology  
Environmental Science

### College Preparatory Program:

- A. Life Sciences: Biology CP or AP  
Human Anatomy & Physiology CP  
Oceanography CP  
Independent Study CP or H  
Botany CP
- B. Physical Sciences: Integrated Science CP or H  
Chemistry CP or UCONN  
Environmental Science CP  
Geology CP  
Physics CP or UCONN  
Independent Study CP or H

### Recommended Courses for:

#### Liberal Arts College Aspirants

- Integrated Science CP
- Biology CP
- Chemistry CP
- Physics CP
- Botany CP

#### Professional Life Science Career Aspirants

- Integrated Science CP or H
- Biology CP or AP
- Chemistry CP or UCONN
- Physics CP or UCONN
- Human Anatomy & Physiology CP
- Oceanography CP
- Environmental Science CP
- Botany CP

#### Professional Physical Science Career Aspirants

- Integrated Science CP or H
- Biology CP or AP
- Chemistry UCONN
- Physics UCONN
- Geology CP
- Oceanography CP
- Environmental Science CP

## **LIFE SCIENCES**

### **AP BIOLOGY I**

**726**

*Meets Academic Expectation: The Tolland High student is a problem solver. He/she can utilize differing sources of information and apply multiple strategies in solving a variety of types of science problems.*

Level: AP  
Open to grades: 10-12  
Prerequisite: 90 or better in CP Integrated Science and teacher recommendation  
85 or better in Algebra I

This course includes topics regularly covered in a college biology course for biology majors. It provides students with the conceptual framework, factual knowledge, and analytical skills necessary to deal critically with the rapidly changing science of biology. (Will not be prepared for AP exam without taking AP Bio II)

### **AP BIOLOGY II**

**727**

*Meets Academic Expectation: The Tolland High student is a problem solver. He/she can utilize differing sources of information and apply multiple strategies in solving a variety of types of science problems.*

Level: AP  
Open to grades: 10-12  
Prerequisite: successful completion of AP Biology I

This course is a continuation of AP Biology I. Students may choose to take the Advanced Placement Biology exam which is given during the month of May.

### **CP BIOLOGY**

**721**

*Meets Academic Expectation: The Tolland High student is a problem solver. He/she can utilize differing sources of information and apply multiple strategies in solving a variety of types of science problems.*

Level: CP  
Open to grades: 10-12  
Prerequisite: Integrated Science

Students study the diversity and variety of living organisms as well as their basic requirements and functions. Topics include biological chemistry, life energy systems, cell structure and function, the physiology of body systems, heredity, reproduction, development, evolution and adaptation. Students examine interrelationships between living things and their biological and physical environments and man's position in the web of life.

### **BIOLOGY**

**722**

*Meets Academic Expectation: The Tolland High student is a problem solver. He/she can utilize differing sources of information and apply multiple strategies in solving a variety of types of science problems.*

Level: NL  
Open to grades: 10-12  
Prerequisite: Integrated Science

Students examine the interrelationships between the biological community and the environment. The energy systems needed to support life are studied in terms of man's influence and effect.

## **APPLIED BOTANY**

**763**

*Meets Academic Expectation: The Tolland High student is a problem solver. He/she can utilize differing sources of information and apply multiple strategies in solving a variety of types of science problems.*

Level: NL  
Open to grades: 10-12 (*Offered even years only*)  
Prerequisite: Biology

This course deals primarily with the ecology and culture of plants. Knowledge gained through classroom and laboratory activities will be used to plan, plant and maintain gardens and other landscapes of the Tolland High School grounds.

## **CP BOTANY**

**764**

*Meets Academic Expectation: The Tolland High student is a problem solver. He/she can utilize differing sources of information and apply multiple strategies in solving a variety of types of science problems.*

Level: CP  
Open to grades: 10-12  
Prerequisite: Biology

This botany course is an introduction to the study of plants. Topics covered are plant growth, structures and functions, reproduction, adaptation and classification. Labs are an important component of the course.

## **HUMAN ANATOMY AND PHYSIOLOGY**

**791**

*Meets Academic Expectation: The Tolland High student is a problem solver. He/she can utilize differing sources of information and apply multiple strategies in solving a variety of types of science problems.*

Level: CP  
Open to grades: 10-12  
Prerequisite: 75 or better in CP or AP Biology, CP Chemistry (may be concurrent)

Students examine the function of the body. Topics include cell function, the circulatory system, the nervous system, digestion, reproduction and fetal physiology, endocrinology, respiration, and kidney function. The relationships between these systems and their influences on homeostasis are also examined. Discussions include normal and diseased states.

## **INDEPENDENT STUDY IN A LIFE SCIENCE**

**782**

*Meets Academic Expectation: The Tolland High student is a problem solver. He/she can utilize differing sources of information and apply multiple strategies in solving a variety of types of science problems.*

Level: CP  
Open to grades: 10 -12  
Prerequisite: Integrated Science, Biology and one additional science elective

This is designed for students displaying a high degree of maturity and scientific interest. A detailed project outline, time frame, and "level" request must be submitted to the science curriculum liaison by February first prior to the year of study. The members of the science department will meet during the month of February to review all proposals. Students will be notified by March first as to whether or not their proposals have been approved. Upon approval, a science faculty advisor will be appointed.

## **CP OCEANOGRAPHY**

**793**

*Meets Academic Expectation: The Tolland High student is a problem solver. He/she can utilize differing sources of information and apply multiple strategies in solving a variety of types of science problems.*

Level: CP  
Open to grades: 11-12 (*Offered odd years only*)  
Prerequisite: 85 or better in Algebra I and Biology

Oceanography provides an opportunity to learn more about the earth's most distinctive feature - the ocean. It is concerned with the basic features and processes studied in other science courses. The course combines earth science with chemical, physical and life science aspects of the ocean and its perimeter.

## **OCEANOGRAPHY**

**792**

*Meets Academic Expectation: The Tolland High student is a problem solver. He/she can utilize differing sources of information and apply multiple strategies in solving a variety of types of science problems.*

Level: H  
Open to grades: 11 - 12  
Prerequisite: Biology

Oceanography provides an opportunity to learn more about the earth's most distinctive feature - the ocean. Oceanography is concerned with the basic features and processes studied in other science courses. The course combines earth science with chemical, physical and life science aspects of the ocean and its perimeter.

## **PHYSICAL SCIENCES**

### **UCONN CHEMISTRY 1127Q**

**730**

UCONN Early College Experience

*Meets Academic Expectation: The Tolland High student is a problem solver. He/she can utilize differing sources of information and apply multiple strategies in solving a variety of types of science problems.*

Level: H  
Open to grades: 10 - 12  
Prerequisite: 90 or better in CP Biology and Algebra II, 85 or better in AP Biology

This course is designed for the high ability college bound student. Topics covered are atomic structure, thermochemistry, equation writing, quantum mechanics, gas laws, molecular geometry, reaction kinetics, chemical equilibrium, coordination compounds, electrochemistry, and nuclear chemistry. The text and syllabus are those used by the University of Connecticut. Four college credits are available from UCONN. Students are asked to purchase the textbook, study guide and lab manual. Students will be billed directly by UCONN in the fall (\$50/credit).

## **UCONN CHEMISTRY 1128Q**

**740**

UCONN Early College Experience

*Meets Academic Expectation: The Tolland High student is a problem solver. He/she can utilize differing sources of information and apply multiple strategies in solving a variety of types of science problems.*

Level: H  
Open to grades: 10 - 12  
Prerequisite: UCONN Chemistry 127

This is the second half of UCONN chemistry 1127. On successful completion of this course, students may take the AP Chemistry exam. Four college credits are available through the UCONN. Students will be billed directly by UCONN in the fall (\$50/credit).

## **CP CHEMISTRY**

**731**

*Meets Academic Expectation: The Tolland High student is a problem solver. He/she can utilize differing sources of information and apply multiple strategies in solving a variety of types of science problems.*

Level: CP  
Prerequisite: Biology, Algebra I  
Open to grades: 10-12

Students undertake an in-depth study of the fundamentals of chemistry including laboratory work and problem solving. Some of the topics treated in detail include measurement, phases of matter, atomic theory, the periodic table, bonding, formula and equation writing, the gas laws, and solution chemistry.

## **GENERAL CHEMISTRY**

**732**

*Meets Academic Expectation: The Tolland High student is a problem solver. He/she can utilize differing sources of information and apply multiple strategies in solving a variety of types of science problems.*

Level: NL  
Open to grades: 10 - 12 (*Offered even years only*)  
Prerequisite: Biology, Algebra I

This general chemistry course emphasizes many of the same topics as CP chemistry. The treatment is less mathematical and as such is not recommended for individuals expecting to major in science or engineering. Additional topics include consumer and environmental chemistry.

## **ENVIRONMENTAL SCIENCE**

**714**

*Meets Academic Expectation: The Tolland High student is a problem solver. He/she can utilize differing sources of information and apply multiple strategies in solving a variety of types of science problems.*

Level: NL  
Open to grades: 10 - 12 (*Offered odd years only*)  
Prerequisite: Biology

Environmental science studies the intricate balance of the environment and the role that humans play in this balance. This course is designed to combine previous science experiences with new material to investigate and discuss mechanisms and concerns dealing with our environment. Topics include environmental history and philosophy, ecosystem structure and processes, biodiversity, pollution chemistry, and natural resource use. This course is designed to be less rigorous than CP Environmental Science.



## **CP ENVIRONMENTAL SCIENCE**

**719**

*Meets Academic Expectation: The Tolland High student is a problem solver. He/she can utilize differing sources of information and apply multiple strategies in solving a variety of types of science problems.*

Level: CP  
Open to grades: 10 -12 (*Offered odd years only*)  
Prerequisite: Biology

Environmental science studies the intricate balance of the environment and the role that humans play in this balance. This course is designed to combine previous science experiences with new material to investigate and discuss mechanisms and concerns dealing with our environment. Topics include environmental history and philosophy, ecosystem structure and processes, biodiversity, pollution chemistry, and natural resource use. This course is designed as a preparatory course into college and emphasizes advanced laboratory technique, fieldwork investigations, analysis of current issues, and advanced literacy skills.

## **GEOLOGY**

**716**

*Meets Academic Expectation: The Tolland High student is a problem solver. He/she can utilize differing sources of information and apply multiple strategies in solving a variety of types of science problems.*

Level: NL  
Open to grades: 10 - 12 (*Offered even years only*)  
Prerequisite: Biology

A survey course providing an overview of geology from the perspective of the microscopic (crystal and mineral structure) to the global (plate tectonics). Concepts introduced in class are reinforced through lab work and when possible, field trips.

## **CP GEOLOGY**

**711**

*Meets Academic Expectation: The Tolland High student is a problem solver. He/she can utilize differing sources of information and apply multiple strategies in solving a variety of types of science problems.*

Level: CP  
Open to grades: 10 - 12 (*Offered even years only*)  
Prerequisite: Biology

A survey course providing an overview of geology from the perspective of the microscopic (crystal and mineral structure) to the global (plate tectonics). An integration of theory and field as well as laboratory work is emphasized throughout.

## **INDEPENDENT STUDY IN A PHYSICAL SCIENCE**

**783**

*Meets Academic Expectation: The Tolland High student is a problem solver. He/she can utilize differing sources of information and apply multiple strategies in solving a variety of types of science problems.*

Level: CP  
Open to grades: 10 - 12  
Prerequisite: Integrated Science, Biology and an additional science elective

This is designed for students displaying a high degree of maturity and scientific interest. A detailed project outline, time frame, and "level" request must be submitted to the science curriculum liaison by February first prior to the year of study. The members of the science department will meet during the month of February to review all proposals. Students will be notified by March first as to whether or not their proposals have been approved. Upon approval, a science faculty advisor will be appointed.

## **HONORS INTEGRATED SCIENCE**

**700**

*Meets Academic Expectation: The Tolland High student is a problem solver. He/she can utilize differing sources of information and apply multiple strategies in solving a variety of types of science problems.*

Level: H  
Open to grade: 9  
Prerequisite: Interested students should inquire as to specific prerequisites with their TMS counselor.

This course is designed to meet the special needs of high ability college bound students. Enrichment topics are introduced and are not part of the CP integrated science curriculum.

## **CP INTEGRATED SCIENCE**

**701**

*Meets Academic Expectation: The Tolland High student is a problem solver. He/she can utilize differing sources of information and apply multiple strategies in solving a variety of types of science problems.*

Level: CP  
Open to grade: 9  
Prerequisite: None

This course is of an introductory nature which places emphasis on the processes and skills related to scientific investigation. This course will provide intensive preparation in group work and analytical thinking skills in science.

## **INTEGRATED SCIENCE**

**702**

*Meets Academic Expectation: The Tolland High student is a problem solver. He/she can utilize differing sources of information and apply multiple strategies in solving a variety of types of science problems.*

Level: NL  
Open to grade: 9  
Prerequisite: None

This course is of an introductory nature which places emphasis on the processes and skills related to scientific investigation.

## **UCONN PHYSICS 1201Q**

**750**

UCONN Early College Experience

*Meets Academic Expectation: The Tolland High student is a problem solver. He/she can utilize differing sources of information and apply multiple strategies in solving a variety of types of science problems.*

Level: H  
Open to grades: 11-12  
Prerequisite: Pre-Calculus (may be concurrent)

An in-depth course relating experimental techniques and mathematical foundations. Topics treated in detail include equilibrium, motion in one and two dimensions, Newton's Laws, gravitation, impulse and momentum, heat and thermodynamics. Moreover, this course will focus on the physical underpinnings of dynamics and kinematics. Four college credits are available from the University of Connecticut. Students will be billed directly by UCONN in the fall (\$50/credit).

**UCONN PHYSICS 1202Q****760**

UCONN Early College Experience

*Meets Academic Expectation: The Tolland High student is a problem solver. He/she can utilize differing sources of information and apply multiple strategies in solving a variety of types of science problems.*

Level: H  
Open to grades: 11-12  
Prerequisite: UCONN Physics 1201Q

An in-depth course employing mathematical and experimental techniques in gaining an understanding of periodic wave motion, sound and acoustics, electricity and magnetism, light, optics, and introductory relativity theory and quantum mechanics. Four college credits are available from the University of Connecticut. On successful completion of this course, students will be able to take the AP Physics exam, if they choose to do so. Students will be billed directly by UCONN in the fall (\$50/credit).

**CP PHYSICS****741**

*Meets Academic Expectation: The Tolland High student is a problem solver. He/she can utilize differing sources of information and apply multiple strategies in solving a variety of types of science problems.*

Level: CP  
Open to grades: 10 -12  
Prerequisite: Biology, Geometry, Algebra II (may be concurrent)

This is designed as a comprehensive introduction to mechanics, thermodynamics, wave motion and sound, electricity and magnetism, optics and modern physics. Problem solving strategies and quantification are stressed throughout.

**PHYSICS FUNDAMENTALS****745**

*Meets Academic Expectation: The Tolland High student is a problem solver. He/she can utilize differing sources of information and apply multiple strategies in solving a variety of types of science problems.*

Level: NL  
Open to grades: 10-12 (*Offered odd years only*)  
Prerequisite: Biology, Algebra I

Fundamental physics is designed with a liberal arts approach in mind emphasizing the qualitative, historical, and human aspects rather than quantitative aspects of its development. It offers the potential to unify many ideas introduced throughout the high school curriculum. This is accomplished by associating and inter-relating these seemingly independent academic disciplines through their common denominator, our physical interpretation of the universe.

**PHYSICAL SCIENCE****715**

*Meets Academic Expectation: The Tolland High student is a problem solver. He/she can utilize differing sources of information and apply multiple strategies in solving a variety of types of science problems.*

Level: NL  
Open to grades: 10 -12 (*Offered odd years only*)  
Prerequisite: Biology

Physical Science covers topics in chemistry and physics. The course is developed in terms of practical application to everyday life. Not open to students who have passed any course in chemistry or physics. This course is designed to help students who have reading and writing deficiencies.

***The Tolland High student is a problem solver. He/She can utilize differing sources of information and apply multiple strategies in solving a variety of types of science problems.***

5 Exceeds Expectation	The student demonstrates outstanding knowledge of scientific concepts and processes needed to accurately analyze problems, make reasonable hypotheses, and evaluate results. Student is independently able to consider multiple strategies for problem solving and demonstrates a strong ability to draw valid conclusions.
4	
3 Meets Expectation	The student demonstrates knowledge of scientific concepts and processes needed to analyze problems, make hypotheses, and evaluate results. Student is able to consider multiple strategies for problem solving and demonstrates an ability to draw valid conclusions with minimal teacher direction.
2	
1 Below Expectation	The student demonstrates little or no knowledge of scientific concepts and processes needed to analyze problems, make hypotheses, and evaluate results. Student is not able to apply multiple strategies for problem solving and/or demonstrate an ability to draw valid conclusions without direct teacher intervention.

# **SOCIAL STUDIES EDUCATION**

*"Those who cannot remember the past are condemned to repeat it."*  
- George Santayana

## **BENEFITS OF THE SOCIAL STUDIES EXPERIENCE:**

- A general knowledge of historical events and figures
- A foundation for future careers
- Development of critical thinking skills
- Cultural and geographic awareness
- Appreciation of our heritage
- Value clarification
- An appreciation for equal rights and opportunities
- An awareness and appreciation for human diversity

## **SOCIAL STUDIES TOUCHES YOUR FUTURE THROUGH:**

History	Law Enforcement
Political Science	Law
Economics	Business Management
Anthropology	International Relations
Geography	City Management
Social Work	Ecology
Accountant	Educator

## **TOLLAND HIGH SCHOOL SOCIAL STUDIES COURSES:**

### Required:

- World History (Grade 9)
- United States History (Grade 11)
- Civics (Grade 12)

### Electives:

- Concepts in Social Studies
- Connecticut History
- CP Russian History
- CP Chinese History
- CP Native American History
- CP Psychology
- AP European History
- Criminology

# **SOCIAL STUDIES**

By the end of the 12th grade, the student will have a knowledge of factors shaping human behavior and the interdependence of people. Students will master skills in locating, compiling and weighing evidence; in examining their values, in formulating a personal philosophy, and they will be able to recognize contributions of past and present cultures by incorporating them into a commitment to equal rights and opportunities. Students must take at least three credits in social studies in order to fulfill graduation requirements. Modern World History, Modern U. S. History and Civics are required courses for freshmen, juniors, and seniors respectively. A sequence may be completed by electing one to four additional courses from the following: Concepts in Social Studies, Russian History, Chinese History, Connecticut History, Criminology, Introduction to Psychology, A. P. European History, and Native American History.

## **CONCEPTS IN SOCIAL STUDIES**

**802**

*Meets Academic Expectation: The Tolland High student demonstrates the ability to read, comprehend, write, and speak proficiently when accessing, processing, and communicating knowledge.*

Level: NL  
Open to Grade: 10  
Prerequisites: None

This elective course includes major units in Cultural Anthropology, Prejudice and Discrimination, Economics, and Geography. Major concepts representative of sociology, empathy, conflict resolution, and the Civil Rights Movement will be integrated within the units.

## **HONORS MODERN WORLD HISTORY**

**814**

*Meets Academic Expectation: The Tolland High student demonstrates the ability to read, comprehend, write, and speak proficiently when accessing, processing, and communicating knowledge.*

Level: H  
Open to Grade 9 9 (Fulfills requirement)  
Prerequisites: A in grade 8 Social Studies and recommendation of Grade 8 teacher  
Summer reading with writing assignment.

This course is intended to introduce the student to the major events, cultures, people, and religions of the world from the 1500's to the present. Its primary purpose is to provide a survey of history that includes the Renaissance, the Age of Exploration, the Reformation, Revolutions in America and France, Industrialization, Imperialism, WWI, WWII, the Cold War, as well as focusing on the contributions of significant non-western cultures. A final goal will be that students gain a greater awareness and appreciation of the cultural heritage and diversity that is present in our society throughout the world today. It is intended that only exceptional students take this course, receiving an A in Grade 8 Social Studies and the recommendation of their teacher. A high level of reading and writing is necessary. Student will be assigned numerous writing assignments beyond regular coursework as well as a research/thesis paper.

## **MODERN WORLD HISTORY**

**815**

*Meets Academic Expectation: The Tolland High student demonstrates the ability to read, comprehend, write, and speak proficiently when accessing, processing, and communicating knowledge.*

Level: CP  
Open to Grade: 9 (Fulfills requirement)  
Prerequisites: Recommendation of Grade 8 Teacher

This course is intended to introduce the student to the major events, cultures, people, and religions of the world from the 1500's to the present. Its primary purpose is to provide a survey of history that includes the Renaissance, the Age of Exploration, the Reformation, Revolutions in America and France, Industrialization, Imperialism, WWI, WWII, the Cold War, as well as focusing on the contributions of significant non-western

cultures. A final goal will be that students gain a greater awareness and appreciation of the cultural heritage and diversity that is present in our society throughout the world today. This level requires above average reading and writing abilities. Students are assigned research papers and additional readings beyond regular course work.

### **STANDARD MODERN WORLD HISTORY**

**816**

*Meets Academic Expectation: The Tolland High student demonstrates the ability to read, comprehend, write, and speak proficiently when accessing, processing, and communicating knowledge.*

Level: STD  
Open to Grade: 9 (Fulfills requirement)  
Prerequisites: None

This course is intended to introduce the student to the major events, cultures, people, and religions of the world from the 1500's to the present. Its primary purpose is to provide a survey of history that includes the Renaissance, the Age of Exploration, the Reformation, Revolutions in America and France, Industrialization, Imperialism, WWI, WWII, the Cold War, as well as focusing on the contributions of significant non-western cultures. A final goal will be that students gain a greater awareness and appreciation of the cultural heritage and diversity that is present in our society throughout the world today.

### **BASIC MODERN WORLD HISTORY**

**817**

*Meets Academic Expectation: The Tolland High student demonstrates the ability to read, comprehend, write, and speak proficiently when accessing, processing, and communicating knowledge.*

Level: B  
Open to Grade: 9 (Fulfills requirement)  
Prerequisites: Recommendation of Grade 8 Teacher

This level of Modern World History is modified to accommodate students with difficulties in reading and writing skills. Extensive use of films, tapes and related non-print materials will be utilized.

### **HONORS MODERN U.S. HISTORY**

**880**

*Meets Academic Expectation: The Tolland High student demonstrates the ability to read, comprehend, write, and speak proficiently when accessing, processing, and communicating knowledge.*

Level: H  
Open to Grade: 11 (Fulfills requirement)  
Prerequisite: "A" in World History/Special Permission  
Summer reading and writing assignment

This course will be an extensive, in-depth study of United States History from the Age of Imperialism, circa 1900 to the First Gulf War. Included will be an overview of early United States History. Students will analyze the social, political and economic issues that affected America during these periods. It is intended that only exceptional students take this course, having achieved an "A" in World History or by special permission of the Social Studies Department Chairperson. Extensive reading and writing will be required by students, as well as major projects and analytical or research papers. This course is for students who are capable of independent work and who are willing and able to devote themselves to a rigorous examination of U.S. History.

**CP MODERN U.S. HISTORY****881**

*Meets Academic Expectation: The Tolland High student demonstrates the ability to read, comprehend, write, and speak proficiently when accessing, processing, and communicating knowledge.*

Level: CP  
Open to Grade: 11 (Fulfills requirement)  
Prerequisite: Recommendation from World History Teacher

This course will serve as an introduction for students who plan to continue studies in this area at the college level. Students will analyze the social, political and economic issues that affected America from the age of Imperialism, circa 1900 to the First Gulf War. This course requires a high level of reading and writing skills. Students will be assigned research projects.

**STANDARD MODERN U.S. HISTORY****882**

*Meets Academic Expectation: The Tolland High student demonstrates the ability to read, comprehend, write, and speak proficiently when accessing, processing, and communicating knowledge.*

Level: STD  
Open to Grade: 11 (Fulfills requirement)  
Prerequisite: None

This course will cover social, political and economic issues affecting America History from the age of Imperialism, circa 1900 to the First Gulf War. The standard level course requires average ability to read and write. Students will be assigned research projects.

**BASIC MODERN U.S. HISTORY****883**

*Meets Academic Expectation: The Tolland High student demonstrates the ability to read, comprehend, write, and speak proficiently when accessing, processing, and communicating knowledge.*

Level: B  
Open to Grade: 11 (Fulfills requirement)  
Prerequisite: None

This course will cover social, political and economic issues affecting America History from the age of Imperialism, circa 1900 to the First Gulf War. The basic level course is modified to accommodate students with difficulties in reading and writing skills. Students will be assigned research projects.

**CIVICS****885**

*Meets Academic Expectation: The Tolland High student demonstrates an understanding of rights, duties, and responsibilities in a democracy and understands the impact of individual actions on a larger society.*

Level: NL  
Open to grades: 12 (Fulfills requirement)  
Prerequisite: None

This course will review all aspects of the Constitutional system of government of the United States in addition to exploring contemporary social issues. Federal, state, and local governments will be examined as well as an analysis of our entire political system. Emphasis will be placed on the following: The Bill of Rights, the amendment process, Congress – House of Representatives and Senate, the Executive branch and cabinet, the Judiciary, political parties, citizenship and its responsibilities, the issue of drug and alcohol, and current events.



## **RUSSIAN HISTORY**

**841**

*Meets Academic Expectation: The Tolland High student demonstrates the ability to read, comprehend, write, and speak proficiently when accessing, processing, and communicating knowledge.*

Level: CP  
Open to grades: 10-12  
Prerequisite: None

This course will concentrate on the historical development of Russia, including ancient Russia, Czarist Russia, the Communist Revolution, the Soviet Union, and the present day Commonwealth of Independent States. Major attention will be given to the 1991 break up of the Soviet empire as well as the Russian Revolution and Stalinism. A variety of materials, including classic Russian films, once classified Soviet films, primary sources and numerous activities will be used to enhance student learning. This course requires a high level of reading and writing skills. A research project will be assigned.

## **CHINESE HISTORY**

**851**

*Meets Academic Expectation: The Tolland High student demonstrates the ability to read, comprehend, write, and speak proficiently when accessing, processing, and communicating knowledge.*

Level: CP  
Open to grades: 10-12  
Prerequisite: None

This college preparatory course provides an overview of China's traditional, revolutionary and contemporary development, including U.S. - China relations before and since the revolution. The geography, art, culture and language of China will also be emphasized. This course requires a high level of reading and writing skills. A research project will be assigned.

## **NATIVE AMERICAN STUDIES**

**845**

*Meets Academic Expectation: The Tolland High student demonstrates the ability to read, comprehend, write, and speak proficiently when accessing, processing, and communicating knowledge.*

Level: CP  
Open to grades: 10-12  
Prerequisite: None

This course is intended to introduce the student to the native peoples of North America. It will concentrate on the culture of the native populations before contact with Europeans through the modern Indian issues of the present. Attention will be given to the cultures of the Algonkian, Southeastern, Plains, Southwestern and West Coast cultures. Included in our studies will be several field trips and guest speakers, both Native and non-Native. Additionally, we will study the oppression and removal of Indian populations as well as native religions, heroes and great leaders, myths and stereotypes, wars and conflict and the role of women. Primary sources and a project and/or research paper will be assigned.

## **INTRODUCTION TO PSYCHOLOGY**

**863**

*Meets Academic Expectation: The Tolland High student demonstrates the ability to read, comprehend, write, and speak proficiently when accessing, processing, and communicating knowledge.*

Level: CP  
Open to grades: 11-12  
Prerequisite: None

This course introduces the student to the study of human behavior and mental processes. Topics include learning, memory, intelligence, sensation, perception, motivation, emotion, altered states of consciousness, infancy, childhood, adolescence, adulthood, personality, stress, abnormality, and therapy. Students will gain insight into human behavior and learn practical information on how to deal with people and situations in every day life. Above average reading ability and class discussion are required in this course. This course will fulfill state drug education requirements.

### **A.P. EUROPEAN HISTORY**

**840**

*Meets Academic Expectation: The Tolland High student demonstrates the ability to read, comprehend, write, and speak proficiently when accessing, processing, and communicating knowledge.*

Level: H/AP  
Credit: 1  
Open to grades: 11-12  
Prerequisite: 90 or better in one or more of the following:  
CP (or Honors) World History or CP (or Honors) US History or  
special permission of the instructor

This course will be an extensive, in-depth study of European History from the Renaissance period to the 21st Century. It is intended that only exceptional students take this course. Extensive reading and writing will be required. Summer reading and a writing assignment are required for this course.

### **CRIMINOLOGY: LAW AND ORDER**

**864**

*Meets Academic Expectation: The Tolland High student demonstrates the ability to read, comprehend, write, and speak proficiently when accessing, processing, and communicating knowledge.*

Level: NL  
Open to grades: 11-12  
Prerequisite: None

This elective course is designed to give students a better understanding of law enforcement as it relates to the average citizen. The goal of the course is to familiarize students with the criminal justice system. The course will include appropriate field trips as well as guest speakers in the various topics to be covered.

**The Tolland High student demonstrates the ability to read, comprehend, write and speak proficiently when accessing, processing and communicating knowledge.**

**READS AND COMPREHENDS:**

5 Exceeds Expectation	The student provides evidence of outstanding ability to read, interpret, analyze, and evaluate written information in a consistent and accurate manner.
4	
3 Meets Expectation	The student provides evidence of the ability to read, interpret, analyze, and evaluate written information in an acceptable manner.
2	
1 Below Expectation	The student provides little or no evidence of the ability to read, interpret, analyze, and evaluate written material.

**WRITES:**

5 Exceeds Expectation	The student provides evidence of outstanding writing ability that conveys the intended message or purpose through well articulated and insightful student work.
4	
3 Meets Expectation	The student provides evidence of acceptable writing ability that conveys intended message or purpose.
2	
1 Below Expectation	The student's written work provides little or no evidence of the ability to convey intended message or purpose.

**SPEAKS:**

5 Exceeds Expectation	The student demonstrates outstanding speaking ability by clearly conveying the intended purpose and utilizing effective delivery techniques.
4	
3 Meets Expectation	The student demonstrates acceptable speaking ability by conveying the intended purpose and utilizing adequate delivery techniques.
2	
1 Below Expectation	The student demonstrates little or no ability to convey the intended purpose and uses weak delivery techniques.

**The Tolland High student demonstrates an understanding of rights, duties, and responsibilities in a democracy, and understands the impact of individual actions on a larger society.**

5 Exceeds Expectation	The student demonstrates outstanding knowledge and understanding of rights, duties, and responsibilities in a democracy, as well as an understanding of the impact of individual actions on a larger society, by achieving a 90 or better in Civics.
4	
3 Meets Expectation	The student demonstrates knowledge and understanding of the rights, duties, and responsibilities in a democracy, as well as an understanding of the impact of individual actions on a larger society, by successfully completing Civics.
2	
1 Below Expectation	The student has not successfully completed the Civics course.

# **SPECIAL EDUCATION**

*EXPERIENCE FOR TODAY: THINKING SKILLS FOR TOMORROW*  
"Give the world the best you have and the best will come back to you"

## **Benefits of the Special Education Experience:**

To provide guidance and assistance in problem areas throughout the student's Tolland High School experience and help prepare the student for a productive life outside of Tolland High School.

## **Higher Education and Special Education:**

Colleges do offer programs for Special Education students who have worked hard through high school and want to continue their education. Information about these programs is available upon request.

## **Special Education at Tolland High School:**

The Special Education Department emphasizes improvement of skills and independent work/study habits. Skills needed to live independently are also stressed.

## **T.H.S. Special Education Courses:**

- Content Support
- Life Skills
- Vocational Work Experience

## **Service Format**

- Special Education Courses
- In class support
- Pull out support

The high school program will enable students to attain competencies in the basic skills in order to learn in school-related and independent living areas; that they learn to use their most effective methods of communication, to receive and express information necessary for academic development, that they learn socially acceptable patterns of behavior and develop positive feelings about themselves and others to facilitate learning and adjustment.

Special education services may be provided in several manners. Adult Support (a Special Education teacher or paraprofessional in a general education class) is typically offered in academic classes such as English, Math, Science and/or Social Studies. Resource Support (content support in a small group setting with a special education teacher) is offered for a student's specific area of weakness. The student is pulled out of a mainstream class to receive specialized instruction in that area. Direct educational instruction is offered only in Life Skills and Content Support. Vocational Work experience is designed for students who require assistance with job skills.

The course description contains general objective areas as well as descriptions of each type of special education support. Each type of support is created cooperatively with the parent, student, case manager and teachers at the student's annual review.

Classes and supports are specifically designed and individualized for students with special education needs in grades 9-12. Placement/supports are based on individual student needs as determined by the Planning and Placement Team (PPT).

## **CONTENT SUPPORT**

**952**

Level: NL  
Credit: 1  
Open to Grades: 9-12  
Prerequisite: PPT Recommendation

This class is designed to reinforce and improve study skills, personal and academic organization as well as reinforce learning strategies. All students will also reinforce their media skills by completing assignments that will improve writing, research and technology skills.

## **LIFE SKILLS**

**964**

Level: NL  
Credit: 1  
Open to Grades: 9-12  
Prerequisite: PPT Recommendation

Individual and small group instruction focuses on basic skills for daily living. Students in this class will build competency in basic reading, writing, math and everyday life skills.

## **VOCATIONAL WORK EXPERIENCE**

**(fall)977  
(spr)978**

Level: NL  
Credit: 1  
Open to Grades: 11-12  
Prerequisite: PPT Recommendation

This course is designed for students who require assistance with job skills. Students will have the opportunity to explore areas related to their career interests. Students will receive basic job training in the school and/or in the community. This course will be in lieu of a regularly scheduled class, and will be scheduled only for the last block of the day.

## **CLASSROOM SUPPORT**

(Adult support in mainstream class)

Content support to be provided in the mainstream by either a Special Education Teacher (co-taught) or a Special Education Paraprofessional (adult support). This typically occurs in academic classes such as English, Math, Science and Social Studies.

## **RESOURCE SUPPORT**

Content support to be provided in a small group setting in a Special Education classroom. Students will be pulled from their mainstream class to work on classroom assignments with special education support.

## **MONITOR BY CASE MANAGER**

Student will meet with Case Manager on a regular basis to discuss any academic, social and/or vocational experiences as they occur.

## TECHNOLOGY EDUCATION

*Touch the Future: Technology Education courses require students to demonstrate their knowledge, skills, and attitudes through hands-on experiences.*

### Benefits of the Technology Experience:

Understanding the various aspects of American Industry, manufacturing and construction, communications, power and transportation, principles of engineering, graphic communications, and computer aided drafting.

### Higher Education and Technology Education:

- Fulfill college entry drafting requirements.
- Prepare for advanced level post-secondary courses.

### Technology Education Touches Your Future Through:

- Investigating career possibilities.
- Developing readily marketable skills using some of the latest in industrial technology preparation as a technical consumer

Students in the Technology Education program will use tools and machines to construct projects. Students will gain an understanding of production machines and materials in woods, power systems, technical drawing, graphic arts, and engineering. Students will have hands on training in the basic elements of technology as they apply to modern industry.

### INTRODUCTION TO TECHNOLOGY

**502**

*Meets Academic Expectation: The Tolland High student can apply technology resources and tools to complete tasks and solve problems relevant to the curriculum.*

Level: NL  
Open to grades: 9-12  
Prerequisite: None

Students will learn basic technical skills using science and math as related to wood manufacturing technology. Students will learn how to safely use equipment related to this technology. Students will also complete hands-on and problem solving activities. After completing the assigned manufacturing project, students will design and construct their own projects.

### INTRODUCTION TO ENGINEERING DESIGN (Project Lead the Way)

**571**

*Meets Academic Expectation: The Tolland High student can apply technology resources and tools to complete tasks and solve problems relevant to the curriculum.*

Level: CP  
Open to grades: 9-12  
Prerequisite: Must have successfully completed CP Algebra 1 (Part B) or enrolled in CP Algebra 1 (Part B) concurrently.

A course that helps students understand the field of engineering technology. Students will learn problem-solving skills using a design development process. Models of product solutions are created, analyzed and communicated using solid modeling computer design software.

## **PRINCIPLES OF ENGINEERING (Project Lead the Way)**

**570**

*Meets Academic Expectation: The Tolland High student can apply technology resources and tools to complete tasks and solve problems relevant to the curriculum.*

Level: CP  
Open to Grades: 9-12  
Prerequisite: Must have successfully completed CP Algebra I (Part B) or be enrolled in CP Algebra I (Part B) concurrently.

A course that helps students understand the field of engineering/engineering technology. Exploring various technology systems and manufacturing processes help students learn how engineers and technicians use math, science and technology in an engineering problem solving process to benefit people. The course also includes concerns about social and political consequences of technological change.

## **CIVIL ENGINEERING AND ARCHITECTURE (Project Lead the Way)**

**572**

*Meets Academic Expectation: The Tolland High student can apply technology resources and tools to complete tasks and solve problems relevant to the curriculum.*

Level: CP  
Open to Grades: 10-12 (Offered even years only)  
Prerequisite: Introduction to Engineering Design and/or Principles of Engineering

This course provides an overview of the fields of Civil Engineering and Architecture, while emphasizing the interrelationship and dependence of both fields on each other. Students use state of the art software to solve real world problems and communicate solutions to hands-on projects and activities. This course covers topics such as:

- The Roles of Civil Engineers and Architects
- Project Planning
- Site Planning
- Building Design
- Project Documentation and Presentation

## **POWER AND TRANSPORTATION TECHNOLOGY**

**532**

*Meets Academic Expectation: The Tolland High student can apply technology resources and tools to complete tasks and solve problems relevant to the curriculum.*

Level: NL  
Open to grades: 10-12  
Prerequisite: Introduction to Technology  
**Career Paths:** Automobile Mechanic, Small Engine Mechanic

Students will study the technology relating to various forms of land, air, sea and space transportation. Hands-on activities may include construction of working models of vehicles in those areas; additionally, students will build a full-size hovercraft to race against students from other schools. Students will also acquire technical skills in small engine repair.

**TECH ED SEMINAR - TECHNOLOGY****562**

*Meets Academic Expectation: The Tolland High student can apply technology resources and tools to complete tasks and solve problems relevant to the curriculum.*

Level: NL  
Open to grades: 11-12  
Prerequisite: Introduction to Technology or Power and Transportation Technology and teacher recommendation. Students interested in a seminar must complete a written contract with the teacher and submit it to their counselor before being enrolled in the seminar.

This student will be expected to produce a project reflective of their previous knowledge of working with woods or transportation technology. The student is expected to assist other students with their projects and skills.

**CAD DRAFTING I – INTRO TO DRAFTING & COMPUTER AIDED DESIGN****542**

*Meets Academic Expectation: The Tolland High student can apply technology resources and tools to complete tasks and solve problems relevant to the curriculum.*

Level: NL  
Open to grades: 9-12  
Prerequisite: None

Engineers and Architects use CAD to create and communicate their designs. Students will complete a basic introduction to using a Computer Aided Drafting program as a tool to produce drawings. Basic skills of mechanical drawing such as sketching, drawing board work, CAD, three view drawings, pictorial drawings and dimensioning will be presented. Students will design a “dream house” and draw the floor plans on CAD software..

**CADD II – MECHANICAL & ARCHITECTURAL COMPUTER AIDED DESIGN****544**

*Meets Academic Expectation: The Tolland High student can apply technology resources and tools to complete tasks and solve problems relevant to the curriculum.*

Level: NL  
Open to grades: 9-12  
Prerequisite: Drafting I, average of 75 or better

CAD software will be used to study the following topics in mechanical drawing: Coordinate Review, Geometry of Advanced Mechanical Drawing, Problem solving with Orthographic Projections and Pictorial Views, Section Views, Auxiliary views, 3D Coordinate Systems, 3D Drawings, and 3D Solid Modeling. Architectural design topics will include: Floor Plans, Roof Plans, Elevations and 5 View Architectural Projections. Students will design a more advanced “Dream House Design”.

**CAD III – ADVANCED COMPUTER AIDED DESIGN & ARCHITECTURAL DESIGN****546**

*Meets Academic Expectation: The Tolland High student can apply technology resources and tools to complete tasks and solve problems relevant to the curriculum.*

Level: NL  
Open to grades: 10-12  
Prerequisite: Drafting I & II

CAD software will be used to study 3 Solid Modeling in mechanical design. Students will be required to complete assigned drawings related to residential construction. Students will use a CAD program designed for 3D architecture to build a virtual 3D model of an original house design. They will also construct a foam core architectural model of their design.



## **DRAFTING SEMINAR**

**569**

*Meets Academic Expectation: The Tolland High student can apply technology resources and tools to complete tasks and solve problems relevant to the curriculum.*

Level: NL  
Open to Grade: 12  
Prerequisite: Drafting I, II and III and teacher recommendation. Students interested in a seminar must complete a written contract with the teacher and submit it to their counselor before being enrolled in the seminar.

This course will allow students to design an independent study course in CAD/drafting using software from the AutoDesk Design Academy Suite. The student will create a course outline agreed upon by the student and the instructor prior to sign up.

## **PRINT MEDIA/GRAPHICS I**

**552**

*Meets Academic Expectation: The Tolland High student can apply technology resources and tools to complete tasks and solve problems relevant to the curriculum.*

Level: NL  
Open to grades: 9-11  
Prerequisite: None

The students will receive a basic introduction into the four areas of graphics reproduction: design, image generation, pre-production /production, and binding & finishing. Specific areas of study will include: layout and design principles, electronic composition, printing processes, finishing and binding operations and the paper industry. Production methods will include quick print imaging, offset lithography, screen printing productions and vinyl imaging. Students will learn basic skills of the print media industry through a series of production exercises.

## **PRINT MEDIA/GRAPHICS II**

**554**

*Meets Academic Expectation: The Tolland High student can apply technology resources and tools to complete tasks and solve problems relevant to the curriculum.*

Level: NL  
Open to grades: 10-12  
Prerequisite: Graphics I, 80 average or better

Students will demonstrate competence in all phases of lithographic reproduction. Emphasis will be given to legal and ethical problems in the printing industry, in-plant safety guidelines, and customer service skills. Students will also expand their knowledge in layout and design, electronic prepress and desktop publishing. Advanced offset presswork, screen-printing and vinyl graphic projects will be covered. Students will refine production and project management skills. Opportunities for individual activities will be available.

## **PRINT MEDIA/GRAPHICS III**

**556**

*Meets Academic Expectation: The Tolland High student can apply technology resources and tools to complete tasks and solve problems relevant to the curriculum.*

Level: NL  
Open to grades: 10-12  
Prerequisite: Graphics I, Graphics II and 80 average or better

**Career Paths:** Printer, Printing Management, Print Sales, Graphics Designer, Publisher and related areas.

The course is designed to involve students with the resolution of in-depth problems of the printing trade as well as graphic arts skills. Students will study such areas as: multi-color printing, halftone printing, form and signature printing. Students are required to create graphic presentations, visual as well as in print. Class time will be devoted to supervised lab work.

**TECH ED SEMINAR – GRAPHICS**

**565**

*Meets Academic Expectation: The Tolland High student can apply technology resources and tools to complete tasks and solve problems relevant to the curriculum.*

Level: NL  
 Open to Grades: 11-12  
 Prerequisite: Graphics I, II, and III, a thorough understanding of basic concepts and written consent of the instructor. Students interested in a seminar must complete a written contract with the teacher and submit it to their counselor before being enrolled in the seminar.

The student will be expected to produce original work with guidance from the instructor. Individual problem solving and planning is emphasized. The student will demonstrate mastery of production skills. Participation in production projects is expected. The student will submit periodic progress reports to the instructor.

***The Tolland High student can apply technology resources and tools to complete tasks and solve problems relevant to the curriculum.***

5 Exceeds Expectation	The student demonstrates outstanding knowledge of content-specific tools, software, and processes. The student can consistently and independently create products that demonstrate curriculum concepts.
4	
3 Meets Expectation	The student demonstrates knowledge of content-specific tools, software, and processes. The student can adequately create products that demonstrate curriculum concepts.
2	
1 Below Expectation	The student is unable to use content-specific tools, software, and processes. The student cannot create products that demonstrate curriculum concepts.

# WORLD LANGUAGE EDUCATION

## Benefits of the World Language Experience:

- Knowing a World Language will allow you not only to participate but to compete effectively in the global economy of the future.
- Speaking a World Language will increase your job opportunities and salary potential.
- Studying a World Language increases your appreciation of other people and their cultures.
- Knowing a World Language will improve your vocabulary in English.
- Learning a World Language develops your critical and creative thinking skills.
- Proficiency in a World Language will significantly improve your chances of being accepted to a university and to graduate school.
- Using a World Language enhances your travel abroad.
- Studying a World Language is studying world culture, opening your door to art, music, dance, fashion, cuisine and cinema.

## Higher Education and World Languages:

Colleges see at least three years of one language as a necessary part of liberal arts.  
Career placement is enhanced by World Language study.

## World Languages and Career Paths:

- Industry and commerce: import-export, banking, finance, research, translation, interpreting
- Scientific and professional use: engineering, research, law, medicine, library services, translation
- United States Government needs: overseas dependents' schools, overseas aid agencies, intelligence and law enforcement, the foreign service, translation, interpreting, broadcasting
- Arts, media and entertainment: foreign news coverage, book publishing, the performing arts, literary translation and research
- Travel and tourism: travel services and related literature
- Service: religious and volunteer agencies, teaching, international organizations, law enforcement, fire fighting, social work

## World Language at T.H.S.

### T.H.S. Courses

French I	Spanish I	Honors Spanish III
French II	Spanish II	Honors Spanish IV
French III	Spanish III	Honors Spanish V
Honors French IV	Spanish IV	
French IV	Spanish V	
Honors French V		
UCONN French		

## WORLD LANGUAGES

The World Language Department will expand the student's awareness and respect for himself and others through the teaching of World Languages. Instruction will be provided in the four linguistic skills of listening, speaking, reading and writing to enable students to communicate in everyday situations. Study of the culture of the target language will broaden the student's intercultural perceptions and sense of global responsibility. Through its curriculum, the World Language Department will foster a sense of integrity and commitment to excellence in its students. Students should elect two to five years of one foreign language if planning to further their education.

### **FRENCH I**

**311**

*Meets Academic Expectation: The Tolland High student demonstrates the ability to read, comprehend, write, and speak proficiently when accessing, processing, and communicating knowledge.*

Level: CP  
Open to grades: 9-12  
Prerequisite: None

French I is an interactive course that develops introductory French communication skills: reading, writing, speaking, and listening. The student will acquire vocabulary, conversation patterns, grammar structure and Francophone cultural knowledge in context through Total Physical Response Storytelling and the textbook Discovering French Nouveau Bleu.

The state of the art language lab will be used to enhance the curriculum.

### **FRENCH II**

**321**

*Meets Academic Expectation: The Tolland High student demonstrates the ability to read, comprehend, write, and speak proficiently when accessing, processing, and communicating knowledge.*

Level: CP  
Open to grades: 9-12  
Prerequisite: Interested 9<sup>th</sup> grade students should inquire as to specific prerequisites with their TMS counselor

French II is an interactive course that continues the development of French communication skills through Total Physical Response Storytelling and Discovering French Nouveau Blanc. The student will speak, listen, read and write in the present and past tenses, developing practical vocabulary, conversation patterns and cultural knowledge of the Francophone world.

The state of the art language lab will be used to enhance the curriculum.

### **FRENCH III**

**331**

*Meets Academic Expectation: The Tolland High student demonstrates the ability to read, comprehend, write, and speak proficiently when accessing, processing, and communicating knowledge.*

Level: CP  
Open to grades: 10-12  
Prerequisite: French II, 70 average or better

The student will expand all communication skills on everyday topics and develop new vocabulary useful for travel abroad using the text Discovering French Nouveau Rouge. Present, past, future and subjunctive structures will be studied, emphasizing self-expression in speaking and writing. An introduction to literature and the arts and TPRS methodology are features of this course.

The state of the art language lab will be used to enhance the curriculum.

**FRENCH IV****341**

*Meets Academic Expectation: The Tolland High student demonstrates the ability to read, comprehend, write, and speak proficiently when accessing, processing, and communicating knowledge.*

Level: CP  
 Open to grades: 11-12  
 Prerequisite: French III, 70 average or better

The student will review all the grammatical structures acquired in French I, II, and III using TPRS methodology and finish Discovering French Nouveau Rouge. Individual attention is given to building and improving speaking skills. Short stories, excerpts from novels, magazines, plays, films, poems, newspapers and one or two short novels, including Le Petit Prince provide challenging material for the students. The history, literature and culture of France are examined.

The state of the art language lab will be used to enhance the curriculum.

**HONORS FRENCH IV****345**

*Meets Academic Expectation: The Tolland High student demonstrates the ability to read, comprehend, write, and speak proficiently when accessing, processing, and communicating knowledge.*

Level: H  
 Open to grades: 11-12  
 Prerequisite: French 3, 90 average or better and teacher approval

Honors French IV is an expanded, more challenging version of CP French IV. It is directed toward the top student who is willing to read, listen, speak and write at the college level. Focusing thematically on contemporary French culture and history, there will be more extensive reading, writing, listening and speaking utilizing current events, magazine articles, short stories, novels and film. There will be varied creative exercises perfecting the uses of French grammar. The textbook Discovering French Rouge will be completed.

The state of the art language lab will be used to enhance the curriculum

**HONORS FRENCH V  
UCONN ECE FRENCH****301  
268**

*Meets Academic Expectation: The Tolland High student demonstrates the ability to read, comprehend, write, and speak proficiently when accessing, processing, and communicating knowledge.*

Level: H  
 Open to grades: 11-12  
 Prerequisite: CP French IV, 85 average or better **or**  
 H French IV, 80 average or better

This course emphasizes an efficient and effective oral and written expression in the language. Contemporary civilization texts, newspapers, magazines, materials taped from radio and television and films are used as a source for conversation and discussion. The study of French culture is also expanded to include the Francophone areas of the world. The college text tapes and workbook Quant a Moi will be used. *Six college credits are available from UCONN through the Early College Experience (ECE) program. Students will be billed directly by UCONN in the fall (\$25/credit).*

The state of the art language lab will be used to enhance the curriculum.

## **SPANISH I**

**351**

*Meets Academic Expectation: The Tolland High student demonstrates the ability to read, comprehend, write, and speak proficiently when accessing, processing, and communicating knowledge.*

Level: CP  
Open to grades: 9-12  
Prerequisite: None

Spanish I is an interactive course that develops introductory Spanish communication skills: reading, writing, speaking, and listening. The student will acquire vocabulary, conversation patterns, grammar structure and Hispanic cultural knowledge in context through Total Physical Response Storytelling and the textbook Avancemos 1.

The state of the art language lab will be used to enhance the curriculum.

## **SPANISH II**

**361**

*Meets Academic Expectation: The Tolland High student demonstrates the ability to read, comprehend, write, and speak proficiently when accessing, processing, and communicating knowledge.*

Level: CP  
Open to grades: 9-12  
Prerequisite: Interested 9<sup>th</sup> grade students should inquire as to specific prerequisites with their TMS counselor.

Spanish II is an interactive course that continues the development of Spanish communication skills through Total Physical Response Storytelling. The student will speak, listen, read and write in the present and past tenses, developing practical vocabulary, conversation patterns and cultural knowledge of the Hispanic world. The student will read 2-3 Spanish novelettes.

The state of the art language lab will be used to enhance the curriculum.

## **HONORS SPANISH III**

**372**

*Meets Academic Expectation: The Tolland High student demonstrates the ability to read, comprehend, write, and speak proficiently when accessing, processing, and communicating knowledge.*

Level: H  
Open to grades: 10-12  
Prerequisite: Spanish II, 92 average or better, teacher recommendation

Honors Spanish III is an expanded more challenging version of CP Spanish III. It is directed toward the top student who is willing to read, listen, speak and write at the college level. Avancemos 3 textbook and audio program will be used. Selected literary works will be included. The video-based series Destinos will be introduced and will provide authentic Hispanic materials.

The state of the art language lab will be used to enhance the curriculum.

## **SPANISH III**

**371**

*Meets Academic Expectation: The Tolland High student demonstrates the ability to read, comprehend, write, and speak proficiently when accessing, processing, and communicating knowledge.*

Level: CP  
Open to grades: 10-12  
Prerequisite: Spanish II, 70 average or better

The student will continue communication in Spanish using the multifaceted Avancemos 3 textbook and audio program. There will be a major presentation of the present subjunctive with its many uses. Four additional verb tenses will be introduced. Students will be required to use most of these commonly used tenses in conversation as well as speaking, reading and writing assignments. The video-based series Destinos will be introduced and will provide authentic Hispanic materials.

The state of the art language lab will be used to enhance the curriculum.

### **HONORS SPANISH IV**

**380**

*Meets Academic Expectation: The Tolland High student demonstrates the ability to read, comprehend, write, and speak proficiently when accessing, processing, and communicating knowledge.*

Level: H  
Open to grades: 11-12  
Prerequisite: Spanish III, 90 average or better and teacher approval

Honors Spanish IV is an expanded, more challenging version of CP Spanish IV. It is directed toward the top student who is willing to read, listen, speak, and write at the college level. There will be a focus on the extensive use of the spoken language and reading comprehension. There will be varied creative spoken and written exercises perfecting the uses of Spanish grammar. The major cities, history, literature, art, and culture of Spain will be studied. The video-based series Destinos will provide authentic Hispanic materials. The text Situaciones will be completed.

The state of the art language lab will be used to enhance the curriculum.

### **SPANISH IV**

**381**

*Meets Academic Expectation: The Tolland High student demonstrates the ability to read, comprehend, write, and speak proficiently when accessing, processing, and communicating knowledge.*

Level: CP  
Open to grades: 11-12  
Prerequisite: Spanish III, 70 average or better

This course includes an extensive review of Spanish grammar. Individual attention will be given to improving and building written and conversational skills. The video-based series Destinos will provide authentic Hispanic materials. The textbook Avancemos 4 and audio program will be used.

The state of the art language lab will be used to enhance the curriculum.

### **HONORS SPANISH V**

**390**

*Meets Academic Expectation: The Tolland High student demonstrates the ability to read, comprehend, write, and speak proficiently when accessing, processing, and communicating knowledge.*

Level: H  
Open to grades: 11-12  
Prerequisite: Spanish IV, 90 average or better, teacher approval

Honors Spanish V is an expanded more challenging version of CP Spanish V. It is directed toward the top student who is willing to read, listen, speak and write at the college level. There will be a focus on the extensive use of the spoken language. There will be varied creative spoken and written exercises. The video-based series Destinos will provide authentic Hispanic materials. The accompanying college workbook will be used.

The state of the art language lab will be used to enhance the curriculum.

**SPANISH V****391**

*Meets Academic Expectation: The Tolland High student demonstrates the ability to read, comprehend, write, and speak proficiently when accessing, processing, and communicating knowledge.*

Level: CP  
 Open to grades: 11-12  
 Prerequisite: Spanish IV, 70 average or better

The student will spend the semester using all the skills obtained in Spanish I, II, III and IV to improve proficiency in listening, speaking, reading and writing. The video-based series Destinos will provide authentic Hispanic materials. The course includes a review of upper level Spanish grammar with its major focus being the subjunctive.

The state of the art language lab will be used to enhance the curriculum.

***The Tolland High student demonstrates the ability to read, comprehend, write and speak proficiently when accessing, processing and communicating knowledge.***

**READS AND COMPREHENDS:**

5 Exceeds Expectation	The student provides evidence of outstanding ability to read, interpret, analyze, and evaluate written information in a consistent and accurate manner.
4	
3 Meets Expectation	The student provides evidence of the ability to read, interpret, analyze, and evaluate written information in an acceptable manner.
2	
1 Below Expectation	The student provides little or no evidence of the ability to read, interpret, analyze, and evaluate written material.

**WRITES:**

5 Exceeds Expectation	The student provides evidence of outstanding writing ability that conveys the intended message or purpose through well articulated and insightful student work.
4	
3 Meets Expectation	The student provides evidence of acceptable writing ability that conveys intended message or purpose.
2	
1 Below Expectation	The student's written work provides little or no evidence of the ability to convey intended message or purpose.

**SPEAKS:**

5 Exceeds Expectation	The student demonstrates outstanding speaking ability by clearly conveying the intended purpose and utilizing effective delivery techniques.
4	
3 Meets Expectation	The student demonstrates acceptable speaking ability by conveying the intended purpose and utilizing adequate delivery techniques.
2	
1 Below Expectation	The student demonstrates little or no ability to convey the intended purpose and uses weak delivery techniques.