

**TOLLAND HIGH SCHOOL  
TOLLAND, CT 06084**

**Tolland High School's Core Values and Belief Statement**

Tolland High School is a community of learners who show **engagement** and **perseverance** in their academic endeavors. Students are expected to demonstrate **respect** for self, others, and the environment; to be **dependable** and responsible citizens; and to act with **integrity** within our school and global community. The Tolland High School community is committed to providing a rigorous curriculum encompassing 21<sup>st</sup> century skills in a safe, inclusive and enriching environment.

**Tolland High School's Learning Expectations**

**Academic**

The THS student will demonstrate:

- Effective communication through reading, writing, and speaking.
- Effective problem solving and critical thinking skills.
- Effective use and application of technology.

**Social and Civic**

The THS student will demonstrate:

- Personal responsibility and productivity through positive contributions to the community and school environment.
- Interpersonal skills that actively support and contribute to the community and school environment.
- Skills for personal growth as well as cultural and global awareness.

***Course information in this Course Catalog is accurate as of January, 2018. On rare occasions, changes may be made to course descriptions or availability. Any such changes will be communicated to students, and be posted on the School Counseling web page of the Tolland High School web site.***

Dear Parents and Students,

Welcome to Tolland High School. An effective individualized Student Success Plan is built around three core components: Academic Development, Career Development, and Social, Emotional, and Physical Development. Our Program of Studies contains an abundance of information to help you plan for the academic component of your educational program. Since selecting appropriate courses is one of the most important educational decisions that students face each year, please read through the information in this booklet carefully. As you go through the process of selecting your courses, keep in mind both Tolland High School's graduation requirements and your personal aspirations. Consider selecting rigorous and challenging courses that pique your interests and intellectual curiosities, help you acquire 21<sup>st</sup> century skills and knowledge, and best fit your needs and abilities. As you select your classes, set your goals high and push yourselves to work hard in the classroom knowing that you will be better prepared for the educational, career, and life choices you encounter beyond high school. Please note that our add/drop process limits changes to student schedules for very specific reasons. Thus, please choose all your courses carefully, including your alternative courses as well. If you have any questions about the scheduling process or your own particular course requests, do not hesitate to contact your school counselor. The Tolland High School teaching and counseling staff is committed to providing you with the resources and support you need to be successful. Best of luck!

Sincerely,

Dominique Fox  
Principal

ADMINISTRATION (860-870-6818)

Ms. Dominique Fox, Principal  
Mrs. Margot Martello, Assistant Principal

SCHOOL COUNSELING (860-870-6836)

Michelle Grady, School Counseling Curriculum Director  
Caitlin Foran  
James Shea  
Lanham Miller

The Tolland Board of Education hereby advises students, parents, employees and the general public that it does not discriminate on the basis of race, color, religion, age, gender, marital status, sexual orientation, national origin, ancestry, disability (including pregnancy), genetic information, or gender identity or expression, in its educational opportunities (including career and technical\*), activities, and employment practices as set forth in compliance with Office of Civil Rights, Title VI, Title IX, the Boy Scouts of America Equal Access Act and Section 504 of the Rehabilitation Act. Any person having inquiries concerning the Tolland Public Schools' compliance with the Title VI, Title IX and Section 504, should contact either the Title IX Coordinator, Suzanne Waterhouse, Human Resource Generalist, Board of Education, 51 Tolland Green, Tolland CT 06084, via telephone at 860-870-6850 x 50912 or via email at [swaterhouse@tolland.k12.ct.us](mailto:swaterhouse@tolland.k12.ct.us) or The 504 Coordinator, Patricia Hess, Director of Pupil Services, Tolland High School, 1 Eagle Hill, Tolland CT 06084, via telephone at 860-870-6818 x 10810 or via email at [phess@tolland.k12.ct.us](mailto:phess@tolland.k12.ct.us)

## 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<br>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.

### EARNING CREDIT

The passing grade at Tolland High School is 65. In order to earn credit in a class, students must earn at least a 65 and meet the school's attendance requirements, which are outlined in the Student Handbook.

### 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, students may request to audit a class. In order to request an audit, students and their parents must meet with the principal.

Students auditing a course will 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.

## CLASS RANK & WEIGHTED GRADES

The Tolland Board of Education has voted to eliminate class rank beginning with the Class of 2020. For more information, please access Board of Education Policy and Regulation 6060.

### Class Rank Determination – Class of 2019

Students in the Class of 2019 will continue to 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.

### Weighted Grades and Weight Factors

The Tolland Board of Education believes that due to the rigorous nature of Honors, Advanced Placement, UCONN ECE and College Preparatory courses, grades earned in such classes deserve additional weight for the purposes of calculating weighted grade point average.

The weight factors are as follows:

|                                     |     |
|-------------------------------------|-----|
| Honors/Advanced Placement/UCONN ECE | 1.3 |
| College Prep                        | 1.2 |
| All other courses                   | 1.0 |

## CHANGE OF SCHEDULE – ADD/DROP PROCESS

The course selection process begins in late January and ends at the beginning of May. During this time, students are given information on required and elective courses and any new courses or revised course titles or descriptions. Students are referred to the Course Catalog (available on-line at school counseling web page and in Counseling Office) for descriptions of all courses. Students make their initial course requests in PowerSchool. As part of their Student Success Plan, all students have an in-depth individual planning session with their school counselor, during which all course requests are reviewed and discussed. At this time students must also select three alternative courses to be used in the case of cancelled or overenrolled classes or scheduling conflicts. Students may see their counselor to revise their course selections before final scheduling is completed.

The process of scheduling all high school students into classes is a lengthy and complicated one that takes into account many factors including number of course requests (which may lead to cancelled or overenrolled courses), class size and staffing.

Changes to student schedules will only be made during the first five days of each semester. Changes will only be allowed for the following reasons:

- Academic misplacement in REQUIRED courses
- Courses that were remediated in summer school or through summer tutorial
- Computer error
- For seniors in good credit standing only, a fourth period class may be dropped to add Senior Option
- Seniors requesting a fall Senior Option must have earned 24 credits at the end of junior year. For a spring Senior Option, seniors must have earned at least 27 at the end of first semester, senior year. The rest of a senior's schedule will not be readjusted to fulfill this request.

**Changes for elective courses will not be allowed after the last day of the current school year**, as students have sufficient time to research and select these courses.

Any exception to this process will require the school principal's approval.

## **OVERRIDES OF TEACHER RECOMMENDATIONS**

Teacher recommendations for course placement are based on many factors, including present grades, standardized test scores, preparation, persistence, motivation and engagement. Teacher recommendations are also based on the teacher's knowledge of the curriculum, course rigor and expectations. Recommendations are made in the interest of seeing students take classes that are both challenging and appropriate. Parents/guardians/students with questions regarding a teacher's recommendation are advised to talk directly to the teacher. Once this conversation has occurred, should parents/guardians/students still desire to override the recommendation, the override form must be completed and returned to the student's counselor. This form is available in the Counseling Office.

Please note:

- Overrides cannot be used if the course has pre-requisite course or grade requirement.
- Once processed, students must adhere to the school's Add/Drop procedure. Once the Add/Drop period ends, students must stay in the class they requested.
- Parents assume the responsibility of securing outside tutoring should a student who overrides a recommendation need extensive assistance in order to be successful.
- Students who override recommendations will only be placed in the requested class after all students who were recommended are scheduled.

## **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 a student will be allowed to enroll in the class. Students and their parents cannot override prerequisite minimum grade requirements. Consult the course descriptions for prerequisites.

## **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 the student's family. Summer tutorials are also an option. Please see your counselor for details.

## **COURSE CHALLENGE LEVELS**

Courses at Tolland High School are offered at various challenge levels. Students are encouraged to select the level of challenge that is appropriate for their abilities, interests and post-high school plans. Students and parents are invited to review the following descriptions of course challenge levels which supplement the course curriculum descriptions in this catalog. Teachers will also recommend course levels for students during the registration process each year.

### **STANDARD LEVEL**

Standard level courses are appropriate for students who benefit from instruction that is more structured and where there is repetition of concepts through a variety of instructional methods. Reading skills should be on grade level. Writing skills should encompass abilities including organizational skills, knowledge of basic lab report and essay format, introductory skill levels in guided research and some ability to write a comparison and contrast paper in designated assignments. Analytical abstract thinking skills will be introduced and guided by the teacher.

### **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 standardized 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 that will include challenging material. While structure and guidance will be available from the teacher, it is assumed that reading will be independent. Analytical, critical reading skills necessary to pursue high levels of abstract thinking 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

## **HONORS/ADVANCED PLACEMENT/UCONN ECE 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. Much reading and research will be required, along with individual presentations, critical analyses, performances and portfolios. Coursework will prepare students for the experiences available at competitive colleges and universities.

Students must be committed to their studies and willing to put in the time needed to be successful when faced with the rigor and expectations of these courses.

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.

## **ADVANCED PLACEMENT COURSES**

The College Board, in cooperation with thousands of colleges and universities has established a program through which high school students make 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. Thus, tuition may be reduced and time in college abbreviated.

Information regarding AP testing will be given to students in January. Information regarding individual college and university policies regarding AP can be found on the institution's web site.

*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.*

## **UNIVERSITY OF CONNECTICUT EARLY COLLEGE EXPERIENCE COURSES**

UConn Early College Experience (ECE) is a concurrent enrollment program that allows motivated high school students to take UConn courses at their high schools for both high school and college credit. Every course taken through UConn ECE is equivalent to the same course at the University of Connecticut. High school instructors who have been certified through the University of Connecticut serve as adjunct faculty members and teach UConn ECE courses. Students are charged per credit (for 2018 -19 the cost will be \$35 per credit and an additional processing fee of \$20 per course). Some courses may have additional material fees. (For 2018-2018, there will be an additional material fee of \$49.50 for ECE Chemistry.) All fees are the responsibility of the student and parents. Families will be billed directly by UConn in the fall.

Students may opt to take these courses for honors-level high school credit only. If this choice is made, there is no fee associated with the course, and students will receive Tolland High School credit. These students will not receive credit from UConn. Student transcripts will indicate whether the course was taken as a UConn ECE course or an honors-level Tolland High School course.

Tolland High School offers ECE courses in Biology, Chemistry, and French. Students who successfully complete the course with a grade of C or better will receive credit from UConn. Please consult the Credit Transfer Database on the ECE website (<http://ece.uconn.edu>) for information regarding transfer of ECE credit to other institutions.

## **NON-LEVELLED COURSES**

Non-leveled courses are offered in most academic departments. These courses are appropriate for **all** students. Primarily elective courses, non-leveled courses allow students to explore a wide variety of subjects which supplement required course work and prepare students for post-high school study. Many are introductory to courses at higher challenge levels. Although these courses are not weighted, they do provide challenging assignments that target students' reading, writing and analytical skills as well as the use of technology. Students should expect assignments including homework, reading and writing tasks and individual and group projects. All students are encouraged to explore non-leveled electives.

## **ADDITIONAL LEARNING OPPORTUNITIES**

### **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.

### **MANCHESTER COMMUNITY COLLEGE HIGH SCHOOL PARTNERSHIP**

The Manchester Community College High School Partnership program is open to sophomores, juniors and seniors. Students can take appropriate classes at MCC for no tuition costs (books not included). Applications are available online at MCC College Career Pathways.

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

### **SENIOR OPTIONS**

The Senior Options program consists of credit and non-credit bearing options. Credit options include Internships, Community Service, and College course work. Non-credit options include work experience, late arrival and early dismissal. These options will be considered in lieu of a regularly scheduled class and be available to seniors in good class standing.

### **CREC MAGNET PROGRAMS**

The Capital Region Education Council (CREC) operates 14 tuition-free, themed schools in the Greater Hartford area. For a complete listing of these schools, open houses and application procedures and deadlines, please go to [www.choiceeducation.org](http://www.choiceeducation.org).

Please be advised that applying for a school does not guarantee admission. There is a strict application deadline. After this date, all applications are entered into a lottery, the results of which determine which students will be able to attend a particular school.

### **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 and/or portfolio are required.

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.



## 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 selections, 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. You should carefully review your preliminary selections with your parents. For students entering grades 10-12, course requests will be entered by the student into Power School. Students entering grade 9 will submit course requests to the middle school 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

During the spring, counselors will apprise students of any courses that are cancelled or overenrolled, and make appropriate adjustments to course requests

### COURSE PLANNING GUIDE

This four-year plan has been designed for your use in making choices about course selection. It is important that you review your plan and selections prior to completing your course requests, and again when you have your 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.

| <b>Grade 9 - 1 credit for each</b> | <b>Grade 10 - 1 credit for each</b> | <b>Grade 11 - 1 credit for each</b> | <b>Grade 12 - 1 credit for each</b> |
|------------------------------------|-------------------------------------|-------------------------------------|-------------------------------------|
| English I                          | English II                          | English III                         | English IV                          |
| World History                      | Mathematics                         | U.S. History                        | Civics                              |
| Mathematics                        | Biology                             | Science (or gr. 12)                 | Choice Elective                     |
| Integrated Science                 | Physical Education/Health           | Mathematics                         | Choice Elective                     |
| Physical Education/Health          | Choice Elective**                   | Choice Elective                     | Choice Elective                     |
| Choice Elective                    | Choice Elective`                    | Choice Elective                     | Choice Elective                     |
| Choice Elective                    | Choice Elective                     | Choice Elective                     | Choice Elective                     |
| Choice Elective                    | Choice Elective                     | Choice Elective                     | Choice Elective                     |

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.

As stated previously, World Language is not a graduation requirement. However, we strongly encourage all college-bound students to complete at least 2 years of one world language at the high school level, and at least through the third year of one world language. This is a requirement for all Connecticut state universities, and many others.

\*\* 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.

## 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 (CCP)

#### Manchester Community College and Tolland High School Partnership

All Sophomore, Junior and Senior students enrolled in the following courses can receive MCC credits if they fill out the appropriate On Line Application and parent Permission to Register Form. THS students enrolled in an articulated class must receive a 75 average or above in order to receive MCC credits. Students must receive an 80 or above to receive credit for Accounting II, and CP Algebra II. Students must also achieve a score of 35 or higher on the College Level Mathematics portion of the Accuplacer test, a score of 570 or higher on the math section of SAT or a score of 22 or higher on the math section of ACT to receive credit for CP Algebra II.

#### MCC Course Equivalent

ACC\* 115: Financial Accounting [BA44]  
BOT\* 111: Keyboarding for Info Pro I [BA44]  
BOT\* 112: Keyboarding for Info Pro II  
CAD\* 110: Introduction to CAD [BB71]  
ECE\* 101: Early Childhood Education [BB07]  
HSP\* 101: Principles of Food Preparation [BB17]  
MAT\* 138: Intermediate Algebra [Core Course]  
COM 173: Public Speaking

#### THS Course (grade needed to earn MCC credit)

Accounting II (80)  
Keyboarding (80)  
Keyboarding (80)  
CAD II Technical Preparation (75)  
Childhood Education (75)  
Culinary Arts II (75)  
CP Algebra II (80)  
Communication and Presentation (80)

Process for applying for and receiving CCP credit:

1. Students must fill out an Online Application ([www.manchestercc.edu/ccpstudents](http://www.manchestercc.edu/ccpstudents)) by November 8<sup>th</sup> for first semester courses and January 29<sup>th</sup> for second semester courses. The \$20 fee is waived. Instructions to fill out the application are found on the THS website.
2. Fill out the College Career Pathways Program Permission to Register form and return to the CCP Coordinator at THS by the deadlines noted above.
3. Upon completion of the course work, students may go online at <https://my.comnet.edu> to view grades or print an unofficial transcript using their Banner Id#.

Questions regarding the CCP Program should be directed to the CCP Coordinator at Tolland High School, Betsy Brocius (bbrocius@tolland.k12.ct.us).

# BUSINESS EDUCATION

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.

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

- Keyboarding for Information Processing
- Introduction to Business
- Accounting I, II
- Economics
- Marketing
- Sport & Entertainment Management
- Business Law
- Personal Finance and Investments

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

## **Business Education teaches 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

## **Recommended Courses:**

### **Preparing for College:**

Keyboarding for Information Processing  
Introduction to Business  
Accounting I & II  
Economics  
Marketing  
Business Law  
Personal Finance and Investments

### **Lifetime Business Skills:**

Keyboarding for Information Processing  
Introduction to Business  
Entrepreneurship  
Economics  
Personal Finance and Investments

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

Keyboarding for Information Processing  
Introduction to Business  
Accounting I & II  
Personal Finance and Investments

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

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

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

Keyboarding for Information Processing  
Accounting

## **KEYBOARDING FOR INFORMATION PROCESSING 107**

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

*CCP Credit Available if course taken in grade 10, 11 or 12*

The student will learn keyboard mastery using MicroType 5 software and Microsoft Word 2013. Students will develop proper keyboard technique, as well as improve their keying speed and accuracy. Proofreading skills will be emphasized. While honing these basic skills, students will further develop a comprehensive working knowledge of word processing features through practical academic and business oriented applications. Students will learn how to effectively utilize the advanced features of Microsoft Word 2013 to produce various styles of business documents that will include press releases, memos, letters, and newsletters, as well as a variety of personal documents such as academic reports, resumes, and cover letters. Each student will create a portfolio containing samples of completed documents and projects. Students are eligible to contract for additional MCC credit for Keyboarding for Information Processing II.

## **INTRODUCTION TO BUSINESS 120**

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, personal money management, business management, marketing, basic economics, accounting, investing, and career planning. Students will use interactive computer simulations. The class will also participate in the CT Stock Market game using tips and strategies learned from a local stock broker/certified financial planner.

## **ACCOUNTING I 132**

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**

Level: CP  
Open to Grades: 10-12  
Prerequisite: Grade of 80 or better in Accounting I or permission of instructor  
*College Career Pathways Credit Available if course taken in grade 11 or 12*

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.

## **PERSONAL FINANCE AND INVESTMENTS 139**

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

All students should graduate high school prepared to meet 21<sup>st</sup> century workforce challenges. Students that take this course will gain important knowledge and skills regarding financial literacy and career readiness. Many students discover or confirm career paths while others transfer their learned skills to independent living opportunities after high school.

Students will undertake a variety of personal assessments to analyze individual strengths and aptitudes as they explore career opportunities and develop strategies for maximizing earning potential. Individual resumes and cover letters will be produced, a personal Career Portfolio will be created, and proper interviewing techniques will be practiced in "real-world" scenarios to better prepare students for college and career opportunities. Students will learn necessary financial

literacy skills in personal banking (preparing a budget, managing a checking and savings account, and proper use of credit) as well as delve into investment strategies for financial growth and retirement planning. Students will play the Connecticut Stock Market Game, create investment portfolios, form investment groups, and use annual reports to complete an in depth research project on the financial health of major corporations.

### **BUSINESS AND PERSONAL LAW 143**

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 both today and in the future. 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 be graded in a variety of ways including Powerpoints, papers and traditional text.

### **ECONOMICS 148**

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

This course is designed to introduce students to the underlying principles that define our economic system and the competitive business environment that we interact with on a daily basis. Students will gain a basic understanding of fundamental economic concepts including the various economic systems in the world today, the role of government in economic decisions, scarcity and its effect on business environments, types of business ownership, principles of supply and demand, and the role of competition in today's market structures. Students will utilize and implement economic strategies as they develop, organize and operate a for-profit class business. The class will also have the opportunity to participate in the Connecticut Stock Market Game to provide a fundamental analysis of corporations.

### **MARKETING 149**

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. Students will identify a unique business opportunity and create a marketing plan for that business. These projects will provide students with the opportunity to learn organizational, analytical and "how to do it" skills to help prepare them for their future successes. Special topics include: relationship marketing, marketing and the internet, marketing and ethics and societal marketing.

Students will focus on real world business perspectives as the course is designed to be project based, using the Internet on a daily basis.

### **SPORT AND ENTERTAINMENT MARKETING 165**

Level: CP  
Open to Grades: 10-12  
Prerequisite: Marketing, Introduction to Business, or Economics

The Sport and Entertainment industry is a major component in the field of business and marketing. The industry is all around us – not just at ballparks and theaters, but at schools, on television, radio, in stores and on the Internet.

This is an introductory course which helps students develop a thorough understanding of the marketing concept and advertising theories through sport and entertainment events. The areas of emphasis within this course include basic marketing, target marketing and segmentation, sponsorship, event marketing, promotions, sponsorship proposals, and sports and entertainment market plans. This course also delves into the components of social media and e-commerce and the key elements needed in operating successful sport and entertainment events.

Students will focus on real world business perspectives as the course is designed to be project based, using the Internet on a daily basis.

# COMPUTER SCIENCE & DIGITAL MEDIA

To meet 21<sup>st</sup> century student needs, computer sciences courses have broadened to include all forms of digital media. In the introductory course students are being prepared to use digital technology skills across all subject areas for literacy, numeracy and research purposes. They are also learning appropriate, cautionary and ethical uses of communications technologies as well as some complex problem solving techniques through basic programming. Through more advanced courses students can explore web design; video production and journalism; programming in Visual Basic, Java and App Inventor; and problem analysis and solution of real applied technology needs. Through seminars, they also have a chance to explore other applications like robotics and emerging technologies. The following courses serve these needs.

THS Computer Sciences and Digital Media Courses:

- Introduction to Computer Science Principles
- Digital Applications Programming I
- Digital Applications Programming II
- Video Production & Broadcasting
- Computer Sciences and Digital Media Seminar

Some recommended course paths are:

## **Basic Digital Skills**

Introduction to Computer Science Principles

## **Advanced Digital Skills**

Introduction to Computer Science Principles

Digital Applications Programming I

Digital Applications Programming II

Computer Sciences Seminar

## **Communication Media Skills**

Video Production & Broadcasting

Introduction to Computer Science Principles

Computer Sciences and Digital Media Seminar

## **Project Based Learning**

Introduction to Computer Science Principles

Computer Sciences and Digital Media Seminar

## **INTRODUCTION TO COMPUTER SCIENCE PRINCIPLES 172**

Level: Students will contract within the first two weeks for CP or NL credit  
Open to Grades: 9-12  
Prerequisite: None

In this introductory course, students will learn the use and common problems involving hardware, software and device and internet connectivity. They will understand safe and ethical use of digital devices, protocols for appropriate use of social media and cloud-based collaborative software, how to evaluate internet sources and digital research strategies. They will learn, at an individual level, the use of productivity tools, including email, the Office suite, digital cameras, phones, tablets and scanners, as well as programming and coding skills and the creation of videos (Adobe Suite), webpages and apps.

## **DIGITAL APPLICATIONS PROGRAMMING I 176**

Level: Students will contract within the first two weeks for CP or NL credit  
Open to Grades: 10-12  
Prerequisite: Introduction to Computer Science Principles

In Digital Applications Programming I, students build on the skills and ideas learned in the Introduction to Computer Science Principles course. In this programming course, students will be using the Visual Basic language as well as App Inventor. Students will learn pseudo-coding, storyboarding, how to write, debug and document their applications, code walkthroughs, game theory and creating phone apps.

## **DIGITAL APPLICATIONS PROGRAMMING II 181**

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

Digital Applications Programming II is open to students who have completed Programming I, who enjoy programming and who are considering a career in computers or related technical fields. Students will learn Java programming language and will learn about Object Oriented Programming, Classes and Inheritance. They will look back at App Inventor and explore Scratch - two programming languages written in JAVA - and explore the source code behind those programs. Students will design, write, debug and document their own code.

## **VIDEO PRODUCTION & BROADCASTING 560**

Level: CP  
Open to Grades: 10-12  
Prerequisite: Successful completion of English I and Algebra IB

Video Production & Broadcasting introduces students to the fascinating world of video and television production. The course content is taught through a theory-based, hands-on approach. Students learn on professional equipment and an emphasis is placed on the fundamental aspects of the camera as well as camera, lighting, and sound techniques. Topics also include editing, production, aesthetic elements, media literacy, studio roles and responsibilities, television advertising, and broadcast news. Students will create both live and pre-recorded broadcasts.

## **COMPUTER SCIENCES & DIGITAL MEDIA SEMINAR 180**

Level: CP  
Open to Grades: 12  
Prerequisite: Digital Applications Programming I or permission of instructor. Students interested in a seminar must complete a written contract around their focus area.

The Computer Sciences and Digital Media Seminar is structured as a 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 may vary widely. Successful independent projects in the past have included website design, assembly language, game design, networks, robotics, art, C ++, Flash, Computer Aided Manufacturing, etc. 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.

# ENGLISH EDUCATION

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.

## ENGLISH COURSES:

### Required Courses:

- English 9
- English 10
- English 11
- English 12

### Electives:

- Film Studies
- Journalism
- Communication & Presentation
- Creative Writing

Students who successfully complete 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:

Specialized writer in the fields of: 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



**HONORS ENGLISH I****210**

Level: H  
 Open to Grade: 9  
 Prerequisite: A high level of achievement in grade eight Language Arts; recommendation of the eighth grade Language Arts teacher.

*This course will have a **mandatory summer assignment**. The assignment will be available from the teacher in June, and will be posted on the main page of the THS website.*

Honors English I focuses on exploring many types of literature to provide a comprehensive understanding of the structure, terminology, and qualities of each genre. Essential questions are utilized to enhance the study of each work. Students are given challenging tasks to complete independently. Literature discussions focus on the abstract, rather than the concrete nature of the works. Student writing includes critical analyses, research assignments and creative compositions. Three novels are required for summer reading. Review of English grammar, usage and mechanics, in addition to vocabulary are a weekly focus.

**CP ENGLISH I****211**

Level: CP  
 Open to Grade: 9  
 Prerequisite: None

College Preparatory English I focuses on exploring many types of literature to provide a comprehensive understanding of the structure, terminology, and qualities of each genre. Guided use of essential questions is utilized to enhance the study of each work. Reading assignments are both guided and independent. Literature discussions help develop students' analytical and critical thinking skills. Student writing includes critical analyses, research assignments and creative compositions with guidance. The course reviews grammar, usage and mechanics. Students expand their vocabulary through weekly lessons.

**ENGLISH I****212**

Level: NL  
 Open to Grade: 9  
 Prerequisite: None

English I focuses on exploring many types of literature to provide an understanding of the structure, terminology, and qualities of each genre. The course concentrates on improvement of reading skills, as well as composition skills for various types of writing. Structured reading is utilized to assist students in comprehension and in critically thinking about the works. Students are guided through research assignments and writing pieces. Additionally, students are provided with various studying strategies to enhance their study skills. Essential grammar skills are reviewed and vocabulary is expanded through structured lessons.

**HONORS ENGLISH II****220**

Level: H  
 Open to Grade: 10  
 Prerequisite: Grade of 80 or better in Honors I or grade 90 or better in CP English I

*This course will have a **mandatory summer assignment**. The assignment will be available from the teacher in June, and will be posted on the main page of the THS website.*

Honors English II concentrates on themed study using essential questions through various genres of literature including drama, novels, memoir, nonfiction, and poetry. Several types of classical and modern literature including non-fiction are studied, with the primary focus on literary analysis, critical thinking, and reader response. Many opportunities for research are offered, culminating in a formal research paper focusing on accurate methods of citation. Several creative writing assignments, essential question essays, and journals are required to develop a range of writing skills. Vocabulary study includes exposure to the origin of words and SAT vocabulary preparation. Summer reading requirements include at least three major texts.

**CP ENGLISH II****221**

Level: CP  
 Open to Grade: 10  
 Prerequisite: None

College Preparatory English II concentrates on themed study using essential questions through various genres of literature including drama, novels, memoir, nonfiction, and poetry. Several types of classical and modern literature including non-fiction are studied, with the primary focus on literary analysis, critical thinking, and reader response. Opportunities for research are offered, culminating in a formal research paper focusing on accurate methods of citation. A range of other writing assignments including creative writing and journals are offered to develop a range of writing skills. Vocabulary study and development is an integral part of the course.

**ENGLISH II****222**

Level: NL  
 Open to Grade: 10  
 Prerequisite: None

English II concentrates on themed study using essential questions through various genres of literature including drama, novels, memoir, nonfiction, and poetry. Several types of classical and modern literature including non-fiction are studied, with the primary focus on literary analysis, critical thinking, and reader response. The works studied by students in this class are often provided in forms more accessible than those in the college preparatory class. Opportunities for guided research are offered, focusing on note-taking, accurate methods of citation, and organization. Other types of writing assignments are offered as well, as a means of helping students develop a range of writing skills. Vocabulary study and development is an integral part of the course.

**AP ENGLISH III A**  
**AP ENGLISH III B**

**270**  
**271**

Level: AP  
Open to Grade: 11  
Prerequisite: Grade of 80 or better in Honors II or a grade of 90 or better in College Preparatory English II

*This course will have a **mandatory summer assignment**. The assignment will be available from the teacher in June, and will be posted on the main page of the THS website.*

AP English III is offered in two parts. Students must take both part A and part B in order to fulfill English III requirements. With some exceptions, American literature, both fiction and nonfiction is examined chronologically as reflective of the concerns and viewpoints of American authors. Additionally, AP English III Part A and B both concern the study and analysis of rhetoric and include a variety of writing assignments of various genre, focusing especially on argument, literary and rhetorical analysis, and the writing of research papers. 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 work
- Introduction to rhetoric, including vocabulary study AP test preparation

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
- English III core work
- Topics in rhetoric, including vocabulary study
- AP test preparation

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 must take both Part A and Part B of this class. Summer reading is required, and work connected with this reading is a part of lesson plans for the first few weeks of the semester.

**HONORS ENGLISH III**

**230**

Level: H  
Open to Grade: 11  
Prerequisite: Grade of 80 or better in Honors II or a grade of 90 or better in College Preparatory English II

*This course will have a **mandatory summer assignment**. The assignment will be available from the teacher in June, and will be posted on the main page of the THS website.*

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.

**CP ENGLISH III**

**231**

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, which may include *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.

**ENGLISH III**

**232**

Level: NL  
Open to Grade: 11  
Prerequisite: None

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**  
 Level: AP/H  
 Open to Grade: 12  
 Prerequisite: Grade of 80 or better  
 in Honors III or grade of 90 or  
 better in College Preparatory  
 English III

*This course will have a **mandatory summer assignment**.  
 The assignment will be available from the teacher in June,  
 and will be posted on the main page of the THS website.*

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.

**CP ENGLISH IV** **241**  
 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.

**ENGLISH IV** **242**  
 Level: NL  
 Open to Grade: 12  
 Prerequisite: None

This course surveys writers of English literature, including Chaucer, Shakespeare, and Coleridge. The British literature is supplemented by an anthology featuring selections from world and British writers. Students also read 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.

**CREATIVE WRITING** **252**  
 Level: CP  
 Open to Grades: 11-12 (Grade 10 by special  
 permission if space in class  
 available)  
 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.

**FILM STUDIES** **259**  
 Level: NL  
 Open to Grades: 11-12  
 Prerequisite: None

Film studies examines the history, development, and craft of movies by focusing on specific films, actors, directors, and genre. Critical responses, quizzes, and appropriate viewing habits are part of a student's evaluation.

**INTRODUCTION TO JOURNALISM** **268**  
 Level: NL  
 Open to Grades: 9-12  
 Prerequisite: None

This class is devoted to the study of journalism, and 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. 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.

**COMMUNICATION & PRESENTATION** **260**  
 Level: CP  
 Open to Grades: 10-12  
*College Career Pathways Credit Available if course  
 taken in grade 10, 11, or 12*

Communication and Presentation is a class in which students will improve their skills of speaking to an audience. Students will hone these skills by delivering impromptu, informational, persuasive, and narrative speeches. Students will also broaden their writing skills by developing various manuscripts and outlines for multiple communicative purposes. In addition, the class will utilize interviews and debates as formats for conversation and civil discussion. The aim of the class is to prepare students for the many presentations and everyday communications that help them become successes both in school and beyond.

# FAMILY AND CONSUMER SCIENCES

## **T.H.S. 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
- Baking and Pastry Arts

***All Family and Consumer Science Courses meet the graduation requirements for vocational arts credit.***

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

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

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

- Preparation for careers in nutrition, dietetics, and culinary arts, pastry arts
- Preparation for careers in child care and education

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

- Tolland High School Family and Consumer Sciences students are involved with the community through:
  - Creative Nursery School
  - Senior Citizen Luncheon Program

**CULINARY ARTS AND NUTRITION I****403**

Level: NL  
 Open to Grades: 9-11  
 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 plate. 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.

**CULINARY ARTS II****408**

Level: CP  
 Open to Grades: 10-12  
 Prerequisite: Grade of 80 or higher in Culinary Arts and Nutrition I or teacher recommendation.

*College Career Pathways Credit Available if course taken in grade 10, 11 or 12*

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, and Sanitation. *Students in grades 10, 11 and 12 can earn 3 Manchester Community College credits through the Career Pathways program by earning a final grade of 75 or above.* Please see teacher for details.

**BAKING & PASTRY ARTS****441**

Level: CP  
 Open to Grades: 10-12  
 Prerequisite: Grade of 80 or higher in Culinary I or teacher recommendation.

*College Career Pathways Credit Available if course taken in grade 10, 11 or 12*

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. *Students in grades 10, 11 and 12 can earn 3 Manchester Community College credits through the Career Pathways program by earning a final grade of 75 or above.* Please see teacher for details.

**CHILD DEVELOPMENT****415**

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

Does your future include children? Are you thinking about a career as a daycare provider, elementary school teacher, social worker, coach or other child-related occupation? Are you interested in learning what it takes to be a parent? The Child Development course is designed to teach students about the development of children from conception to age six. Topics will include pregnancy, birth, parenting, family, and developmental theories. Particular emphasis will be placed on the developmental stages of preschool-age children. Students will have the opportunity to develop leadership and interpersonal skills through direct observation, teaching and interaction with preschoolers in the THS Creative Preschool. In addition, students will participate in the Reality Baby parenting simulation.

## CHILDHOOD EDUCATION

422

Level: CP  
Open to Grades: 10-12  
Prerequisite: Grade of 80 or higher in Child Development  
*College Career Pathways Credit Available if course taken in grade 10, 11 or 12*

This course is designed for students who are considering a future career involving children and to acquaint students with the field of early childhood education. Foundations of early childhood education, the content of curriculum and aspects of child growth and development will be covered. Teaching philosophies and preschool program models will also be discussed. Students will develop leadership and interpersonal skills and gain hands-on experience while assisting with the operation of the THS Creative Preschool. As they build upon the foundation of skills learned in the Child Development course, students will further develop skills in the areas of lesson planning, teaching, observation, assessment and behavior management. An outside observation of a NAEYC accredited preschool is a requirement of this course.

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. ***Students in grades 10, 11 and 12 can earn 3 Manchester Community College credits through the Career Pathways program by earning a final grade of 75 or above.*** Please see teacher for details.

## CULINARY ARTS LAB ASSISTANT

439

Level: NL  
Open to Grades: 10-12  
Prerequisite: For students entering grade 10 or 11, completion of Culinary I. Students entering grade 12 must have completed Culinary I. In addition, any student interested in being a lab assistant must have the invitation and permission of the teacher and complete a written contract with the teacher and submit it to their counselor before being enrolled in the class.

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

Level: NL  
Open to Grades: 11 - 12  
Prerequisite: For students entering grade 10 or 11, completion of both Child Development and Childhood Education. Students entering grade 12 must have completed Child Development. In addition, any student interested in being a lab assistant must have the invitation and permission of the teacher and complete a written contract with the teacher and submit it to their counselor before being enrolled in the class.

As a Child Development Lab assistant, the student will assist in the planning and preparation of preschool activities, preschool teaching, and skills assessments, record-keeping, grocery shopping, and a variety of additional tasks associated with managing the THS Creative Preschool. The student will also assist in putting the Empathy Belly on students and preparation of the Reality Babies for the parenting simulation project. Students will utilize technology skills while working with digital photo files and various software programs, such as PowerPoint and Excel. The Child Development Lab Assistant will be held to the highest of standards and is expected to act as a role model to the other students. Candidates considered must be responsible, trustworthy, and have excellent organization and communication skills.

# FINE ARTS EDUCATION

## T.H.S. Art Courses

|                 |               |
|-----------------|---------------|
| Art Foundations | Pottery       |
| Drawing         | Sculpture     |
| Painting        | AP Studio Art |
| Photography     |               |
| Jewelry         |               |

## Recommended Course Work for Art:

Art Foundations is recommended as a pre-requisite for all other courses. The recommended sequence after Art Foundations is drawing followed by painting and selections from the three dimensional offerings.

## T.H.S. Music Courses

|                    |   |
|--------------------|---|
| Band               | Guitar  |
| Jazz Band          | Electric Piano                                |
| Chorus             | Composing and Creating Using Music Technology |
| Instrumental Music | Music Theory                                  |
| Women's Chorus     | Madrigal Singers                              |

## 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.

## Benefits of the Fine Arts Experience:

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

## Higher Education and the Fine Arts

- Colleges value art and music as necessary learning experiences
- Colleges value original and creative thinkers
- Experiences prepare students for careers 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 Region, All-State, ASBDA, ACDA Festivals
- National adjudications
- Berklee Jazz Festival

## ART

### **ART FOUNDATIONS**

**15**

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 pre-requisite 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**

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**

Level: CP  
Open to Grades: 10-12  
Prerequisite: 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. Participation in a group show is required.

### **SCULPTURE**

**27**

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. Mold-making and casting will also be explored. A variety of materials will be used including plaster, paper, clay, stone, metal, and mixed media.

### **POTTERY**

**28**

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 hand-building, 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.

### **JEWELRY**

**29**

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

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**

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

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

30

## JAZZ BAND

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

51

*This course will have a **mandatory summer assignment**. The assignment will be available from the teacher in June.*

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

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

52

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. Band students are eligible to contract for college prep credit contingent upon maintaining a minimum of an 88 average their first two semesters of Band.

### BAND 101

Level: NL  
Open to Grades: 9-12  
Prerequisite: Prior experience in elementary or middle school band.

77

Band 101 is designed for those students who wish to play their instrument for the entire academic year at Tolland High School. This course will focus on skills that are the foundation of playing in a large ensemble: sight-reading, scales, chamber music and audition prep. Students will have individualized attention from the instructor to develop appropriate goals to address their needs as a musician. Preparation for the CMEA Eastern Region and All-State music festivals is encouraged. There may be evening concert performances scheduled. This course is also open to experienced piano and string players with the permission of the instructor. This course may be repeated for credit.

### CHORUS

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

58

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. Chorus students are eligible to contract for college prep credit contingent upon maintaining a minimum of an 88 average their first two semesters of Chorus.

## MUSIC THEORY

72

Level: CP  
Open to Grades: 9-12  
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

Level: CP  
Open to Grades: 10-12  
Prerequisite: Experience in a choral ensemble and audition. Auditions for madrigals take place in the previous spring.

Madrigals are an a cappella 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

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

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

Level: NL  
Open to Grades: 9-12  
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

Level: NL  
Open to Grades: 9-12  
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

Level: NL  
Open to Grades: 9-12  
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.

# MATHEMATICS EDUCATION

The mathematics department at Tolland High School strives 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 his or her ability, maturity, and needs. A variety of challenging courses are offered to students of all ability levels. Technology, often including graphing calculators, is incorporated appropriately within the courses.

*All students in the College Preparatory and Honors courses are strongly advised to purchase a TI-84 graphing calculator for their mathematics study.*

## **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.

## **Career Paths using Mathematics:**

Mathematics is a critical foundation for many future pursuits and career paths. As students progress in mathematical study, the range of career paths broadens and expands. Many careers involve some degree of mathematical study.

Among the career fields directly related to or involving mathematics:

Business

Education

Engineering

Allied Health including medicine, and nursing

Architecture, construction, and drafting

Computer science

All science fields including chemistry, physics, and biology

Mechanical fields including machining, and automotives

**PRE-ALGEBRA**

Level: NL  
 Open to Grades: 9-12  
 Prerequisite: Recommendation of mathematics teacher

This course is 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.

**CP ALGEBRA I Part A****622**

Level: CP  
 Open to Grades: 9-12  
 Prerequisite: Pre-Algebra or recommendation of mathematics teacher

This course is designed for students who have mastered pre-algebra concepts. Students will study topics such as quantitative data analysis, solving linear equations and inequalities, linear systems and functions. 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 will be used to explore these topics.

**CP ALGEBRA I Part B****623**

Level: CP  
 Open to Grades: 9-12  
 Prerequisite: CP Algebra 1A & recommendation of mathematics teacher.

Students will study topics such as: polynomials and factoring, rational equations, radical equations and functions, laws of exponents and exponential functions, and quadratic functions and their graphs. Geometric and algebraic concepts will be used to solve real world applications. Graphing calculators will be used to explore these topics and their applications.

**ALGEBRA I Part A****628**

Level: NL  
 Open to Grades: 9-12  
 Pre-requisite: Recommendation of mathematics teacher; will be recommended for students with an average lower than 80 in Pre-Algebra

Students will study topics such as probability and statistics, linear equations and inequalities, linear systems and functions. Geometric and algebraic concepts will be used to solve real world applications. Graphing calculators will be used to explore these topics.

**609 ALGEBRA I Part B**

Level: NL  
 Open to Grades: 9-12  
 Pre-requisite: Recommendation of mathematics teacher

Students will study non-linear algebra topics such as laws of exponents and exponential functions, polynomials and factoring, radical equations, and quadratic equations. These algebraic concepts will be used to solve real world applications. Graphing calculators will be used to explore these topics and their applications.

**HONORS GEOMETRY****650**

Level: H  
 Open to Grades: 9-12  
 Prerequisite: Recommendation of mathematics teacher

This course is designed for students 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. Teacher recommendation is essential.

**CP GEOMETRY****661**

Level: CP  
 Open to Grades: 9-12  
 Prerequisite: CP Algebra 1B and recommendation of mathematics teacher

Students will study 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. Inductive and deductive reasoning will be used in the study of geometric concepts and their applications.

**GEOMETRY****662**

Level: NL  
 Open to Grades: 10-12  
 Prerequisite: Recommendation of mathematics teacher; will be recommended for students who have an average lower than 75 in Algebra IB.

Students will study topics such as parallel lines and planes; congruent and similar polygons; right triangles; circles; fundamental geometric proofs; areas of plane figures; surface area and volume of solids; coordinate geometry; and similarity. Students progress to Intermediate Math or NL Algebra II

**INTERMEDIATE MATH**

Level: CP  
 Open to Grades: 10-12  
 Prerequisite: Algebra 1B and Geometry and 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 CP Algebra II. 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, systems of linear equations, relations and functions; polynomials; rational expressions; quadratic and radical equations. Graphing calculators will be used to explore these topics and their applications.

**HONORS ALGEBRA II****630**

Level: H  
 Open to Grades: 10-12  
 Prerequisite: Honors Geometry and 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, quadratic, and polynomial equations and functions; systems of linear and quadratic equations; statistics; exponential and logarithmic equations and functions; linear programming; trigonometry; and conic sections. Technology will be used extensively throughout the course to explore and enhance these topics and their applications.

**CP ALGEBRA II****631**

Level: CP  
 Open to Grades: 10-12  
 Prerequisite: Algebra 1B and Geometry and 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: solving and graphing systems of linear equations and inequalities; polynomial expressions and functions; quadratic equations and functions; rational and radical expressions and equations; exponential and logarithmic functions; trigonometry; and statistics. Applications of these topics will also be included. Available technology will be used throughout this course to explore these topics and their applications.

**655 ALGEBRA II****640**

Level: NL  
 Open to Grades: 10-12  
 Prerequisite: Algebra 1B and Geometry and recommendation of mathematics teacher; will be recommended for students who have an average lower than 75 in Algebra IB.

Students will study topics such as: solving and graphing systems of linear equations and inequalities; polynomial expressions and functions; quadratic equations and functions; rational and radical expressions and equations; exponential and logarithmic functions; and statistics.

**CONSUMER MATH****614**

Level: NL  
 Open to Grades: 11-12  
 Prerequisite: Successful completion of two years of mathematics. Recommendation of mathematics teacher

This course will focus on problem solving and real world decision-making to help students become effective consumers. Students will study topics such as: earning income; taxes and other deductions; budgeting; personal banking; credit cards, loans and interest; investments; apartment rentals, mortgages, and housing costs; motor vehicle costs, and purchasing consumer goods. Calculators will be used throughout the course.

**CP ELEMENTARY FUNCTIONS****632**

Level: CP  
 Open to Grades: 11-12  
 Prerequisite: Algebra II. Recommendation of mathematics teacher; will be recommended for students who have an average lower than 80 in CP Algebra II.

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.

**CP PROBABILITY & STATISTICS**

Level: CP  
 Open to Grades: 11-12  
 Prerequisite: Algebra II and 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 and inferential statistics. Students will study topics such as: summarizing data; describing data; correlation and regression; probability and counting techniques; discrete probability distributions; normal probability distributions; population estimates and hypothesis testing. The graphing calculator and Minitab software are used extensively throughout the course. A culminating survey project and presentation are required.

**HONORS ADVANCED PRE-CALCULUS 680**

Level: H  
 Open to Grades: 11-12  
 Prerequisite: Honors Algebra II or CP Pre-Calculus, 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 research project (including a Power Point presentation) is required.

**CP PRE-CALCULUS 671**

Level: CP  
 Open to Grades: 11-12  
 Prerequisite: Honors or CP Algebra II and 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 (conics), exponents and logarithms, polynomials and rational functions, trigonometric equations and applications, triangle trigonometry, and trigonometric addition formulas. Available technology will be used throughout the course.

**681 AP CALCULUS A**

Level: AP  
 Open to Grades: 12  
 Prerequisite: Honors Advanced Pre-Calculus and 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.

**AP CALCULUS B 670**

Level: AP  
 Open to Grades: 12  
 Prerequisite: Successful completion of 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.

**CP CALCULUS 691**

Level: CP  
 Open to Grades: 12  
 Prerequisite: Pre-Calculus and 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.

# PHYSICAL EDUCATION

Upon completion of the physical education program, students will have an understanding of the components of physical fitness and how to attain good health. Grading is based on written assignments (health components, fitness component), appropriate attire and most importantly, active class participation.

## **Required Physical Education Courses:**

Grade 9 Physical Education/Health  
Grade 10 Physical Education/Fitness

## **Elective Physical Education Courses:**

Fitness  
Physical Education 11/12

## **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

## **Careers Related to Physical Education:**

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

**PHYSICAL EDUCATION/HEALTH 9**

Level: NL  
Open to Grades: 9  
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 Injury Prevention. This is a comprehensive health course which includes writing assignments and group activities which include technology based projects, quizzes and oral presentations. All students must pass this course prior to graduation. This course is a prerequisite for PE 10.

**PHYSICAL EDUCATION/FITNESS 10**

Level: NL  
Open to Grades: 10  
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. All students will be required to complete the CPR Awareness Level certification as required by the State of Connecticut. Course will include drug education.

**904 PHYSICAL EDUCATION 11/12**

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 or teacher recommendation.

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

**FITNESS**

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

**924**

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. Students may repeat this course with the written permission of the teacher. Course will include drug education.



# SCIENCE EDUCATION

## Life Sciences

Biology  
UCONN Biology/Honors Biology  
Anatomy & Physiology  
Oceanography  
Botany

## Physical Sciences

Integrated Science  
Chemistry  
UConn Chemistry/Honors Chemistry  
Physical Science  
Environmental Science  
Physics  
AP Physics

## GOALS (based on the Connecticut Frameworks and the NGSS)

Science Education reflects the interconnected nature of science as it is practiced and experienced in the real world. Students are engaged in science and engineering practices, crosscutting concepts, and disciplinary core ideas. (NCSS for States, by States, Vol.2, 2013)

To educate the students so that they are able to:

Identify questions that can be answered through scientific investigation.

Read, interpret and examine the credibility and validity of scientific claims in different sources of information.

Formulate a testable hypothesis and demonstrate logical connections between the scientific concepts guiding the hypothesis and the design of the experiment.

Design and conduct appropriate types of scientific investigations to answer different questions.

Identify independent and dependent variables, including those that are kept constant and those used as controls.

Use appropriate tools and techniques to make observations and gather data.

Assess the reliability of the data that was generated in the investigation.

Use mathematical operations to analyze and interpret data, and present relationships between variables in appropriate forms.

Articulate conclusions and explanations based on research data, and assess results based on the design of the investigation.

Communicate about science in different formats, using relevant science vocabulary, supporting evidence and clear logic

## 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 taken during the sophomore year, and the third course is an elective.

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

College credits through the UCONN Early College Experience Program  
TEAMS Competitions  
CT Science Symposium participants  
UCONN Physics Olympiad

## LIFE SCIENCES

### UCONN BIOLOGY 1107 HONORS BIOLOGY I

770

Level: UCONN ECE/Honors  
Open to grades: 10-12  
Prerequisite: Final average of 90 in Honors Integrated Science or 94 or better in CP Integrated Science with teacher recommendation.

*This course will have a **mandatory summer assignment**. The assignment will be available from the teacher in June, and will be posted on the main page of the THS website.*

UConn Early College Experience (ECE) is a concurrent enrollment program that allows motivated high school students to take UConn courses at their high schools for both high school and college credit. Every course taken through UConn ECE is equivalent to the same course at the University of Connecticut. High school instructors who have been certified through the University of Connecticut serve as adjunct faculty members and teach UConn ECE courses. Students are charged per credit (for 2017-18 the cost will be \$35 per credit and an additional processing fee of \$20 per course). Some courses may have additional material fees (For 2016-17, there were no additional material fees for the courses offered at THS. However, this subject to change.) All fees are the responsibility of the student and parents. Families will be billed directly by UConn in the fall. Please consult the Credit Transfer Database on the ECE website (<http://ece.uconn.edu>) for information regarding transfer of ECE credit to other institutions.

Students may opt to take this course for honors-level high school credit only. If this choice is made, there is no fee associated with the course, and students will receive Tolland High School credit. These students will not receive credit from UConn. Student transcripts will indicate whether the course was taken as a UConn ECE course or an honors-level Tolland High School course.

Biology 1107 specifically covers topics in Cell Biology & Biochemistry, Genomics, Bioinformatics, Proteomics and Animal Form & Function. Students enrolled in the ECE program and receiving a C (73) or higher upon completion of Biology 1107 will receive 4 college credits from UCONN.

### UCONN BIOLOGY 1108 HONORS BIOLOGY II

772

Level: UCONN ECE/Honors  
Open to grades: 10-12  
Prerequisite: C or better in UConn Biology or Honors Biology I

UConn Early College Experience (ECE) is a concurrent enrollment program that allows motivated high school students to take UConn courses at their high schools for both high school and college credit. Every course taken through UConn ECE is equivalent to the same course at the University of Connecticut. High school instructors who have been certified through the University of Connecticut serve as adjunct faculty members and teach UConn ECE courses. Students are charged per credit (for 2017-18 the cost will be \$35 per credit and an additional processing fee of \$20 per course). Some courses may have additional material fees (For 2016-17, there were no additional material fees for the courses offered at THS. However, this subject to change.) All fees are the responsibility of the student and parents. Families will be billed directly by UConn in the fall. Please consult the Credit Transfer Database on the ECE website (<http://ece.uconn.edu>) for information regarding transfer of ECE credit to other institutions.

Students may opt to take this course for honors-level high school credit only. If this choice is made, there is no fee associated with the course, and students will receive Tolland High School credit. These students will not receive credit from UConn. Student transcripts will indicate whether the course was taken as a UConn ECE course or an honors-level Tolland High School course.

Biology 1108 specifically covers topics in Evolutionary Biology, Genetics, Biological Diversity, Plant Form & Function and Ecology. Students enrolled in the ECE program and receiving a C (73) or higher upon completion of Biology 1108 will receive 4 college credits from UCONN.

### CP BIOLOGY

721

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

Students study the diversity and variety of living organisms as well as their basic requirements and functions. Topics include population dynamics, biopolymers, cell structure and function, life energy systems, immunity, cellular reproduction, heredity, protein synthesis, and evolution.

**BIOLOGY** 722  
Level: NL  
Open to grades: 10  
Prerequisite: Integrated Science

Students study the diversity and variety of living organisms as well as their basic requirements and functions. Topics include population dynamics, biopolymers, cell structure and function, life energy systems, immunity, cellular reproduction, heredity, protein synthesis, and evolution.

**ENVIRONMENTAL SCIENCE** 719  
Level: Students will contract within the first two weeks for CP or NL  
Open to grades: 11-12 (*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.

**BOTANY** 764  
Level: Students will contract within the first two weeks for CP or NL credit  
Open to grades: 11-12  
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.

**CP ANATOMY AND PHYSIOLOGY** 791  
Level: CP  
Open to grades: 11-12  
Prerequisite: Final average of 80 or better in CP/ECE Biology, and CP Chemistry

Students examine the function of the body. Topics include cell function, the cardiovascular, nervous, integumentary, skeletal and muscular systems. The relationships between these systems and their influences on homeostasis are also examined. Discussions include normal and diseased states.

**OCEANOGRAPHY** 793  
Level: Students will contract within the first two weeks for CP or NL  
Open to grades: 11-12 (*even years only*)  
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 HONORS CHEMISTRY I** 730  
Level: UCONN ECE / Honors  
Open to grades: 11 - 12  
Prerequisite: Final average of 90 or better in CP Biology with teacher recommendation, 85 or better in ECE Biology

UConn Early College Experience (ECE) is a concurrent enrollment program that allows motivated high school students to take UConn courses at their high schools for both high school and college credit. Every course taken through UConn ECE is equivalent to the same course at the University of Connecticut. High school instructors who have been certified through the University of Connecticut serve as adjunct faculty members and teach UConn ECE courses. Students are charged per credit (for 2017-18 the cost will be \$35 per credit and an additional processing fee of \$20 per course). Some courses may have additional material fees (For 2017-2018 there is a \$49.50 material fee to cover the cost of ALEK – an on-line component of ECE Chemistry. This fee applies only to UCONN Chem 1127Q.) All fees are the responsibility of the student and parents. Families will be billed directly by UConn in the fall. Please consult the Credit Transfer Database on the ECE website (<http://ece.uconn.edu>) for information regarding transfer of ECE credit to other institutions.

Students may opt to take this course for honors-level high school credit only. If this choice is made, there is no fee associated with the course, and students will receive Tolland High School credit. These students will not receive credit from UConn. Student transcripts will indicate whether the course was taken as a UConn ECE course or an honors-level Tolland High School course.

Chemistry 1127Q is a four credit course which covers topics in atomic structure, thermochemistry, equation Students enrolled in the University ECE program and receiving a C (73) or higher upon completion of Chemistry 1127Q will receive 4 college credits from UCONN.

**UCONN CHEMISTRY 1128Q  
HONORS CHEMISTRY II**

Level: UCONN ECE / Honors  
Open to grades: 11 - 12  
Prerequisite: 75 or better in UCONN  
Chemistry 1127 / Honors  
Chemistry I

UConn Early College Experience (ECE) is a concurrent enrollment program that allows motivated high school students to take UConn courses at their high schools for both high school and college credit. Every course taken through UConn ECE is equivalent to the same course at the University of Connecticut. High school instructors who have been certified through the University of Connecticut serve as adjunct faculty members and teach UConn ECE courses. Students are charged per credit (for 2017-18 the cost will be \$35 per credit and an additional processing fee of \$20 per course). Some courses may have additional material fees. All fees are the responsibility of the student and parents. Families will be billed directly by UConn in the fall. Please consult the Credit Transfer Database on the ECE website (<http://ece.uconn.edu>) for information regarding transfer of ECE credit to other institutions.

Students may opt to take this course for honors-level high school credit only. If this choice is made, there is no fee associated with the course, and students will receive Tolland High School credit. These students will not receive credit from UConn. Student transcripts will indicate whether the course was taken as a UConn ECE course or an honors-level Tolland High School course.

Chemistry 1128Q covers topics in reaction kinetics, chemical equilibrium, coordination compounds, electrochemistry, and nuclear chemistry. Students enrolled in the University ECE program and receiving a C (73) or higher upon completion of Chemistry 1128Q will receive 4 college credits from UCONN.

**CP CHEMISTRY****731**

Level: CP  
Prerequisite: Biology, and 80 or better in  
Algebra IB  
Open to grades: 11-12

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.

**740 GENERAL CHEMISTRY**

Level: NL  
Open to grades: 11-12  
Prerequisite: Biology, Pre-Algebra

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.

**HONORS INTEGRATED SCIENCE****700**

Level: H  
Open to grade: 9

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**

Level: CP  
Open to grade: 9

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**

Level: NL  
Open to grade: 9

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

## AP Physics I

Level: AP  
Open to grades: 11-12  
Pre-requisite: Pre-calculus (may be concurrent)

AP Physics 1 is an algebra-based, introductory college-level physics course. Students cultivate their understanding of physics through inquiry-based investigations as they explore these topics: kinematics; dynamics; circular motion and gravitation; energy; momentum; simple harmonic motion; torque and rotational motion; electric charge and electric force; DC circuits; magnetism and mechanical waves and sound. This course requires that 25 percent of the instructional time will be spent in hands-on laboratory work, with an emphasis on inquiry-based investigations that provide students with opportunities to demonstrate the foundational physics principles and apply science practices.

AP Physics offers the basic facts and principles of physics. The laboratory experiences offer fundamental training in precise measurement. It is 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.

## 786 AP Physics C: Mechanics

Level: AP  
Open to grades: 12  
Pre-requisite: Calculus (may be concurrent)

AP Physics C: Mechanics is equivalent to a one-semester, calculus-based, college-level physics course. It is especially appropriate for students planning to specialize or major in physical science or engineering. The course explores topics such as kinematics; Newton's laws of motion; work, energy and power; systems of particles and linear momentum; circular motion and rotation; and oscillations and gravitation. Introductory differential and integral calculus is used throughout the course. At least 20 percent of the instructional time will be spent on hands-on, inquiry based labs, and students will utilize basic computer programming to explore the mathematical underpinnings of physics. After the AP exam in May the class will cover fluid dynamics, optics, and quantum physics.

AP Physics C is 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.

### CP PHYSICS

Level: CP  
Open to grades: 11 -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.

787

741

# SOCIAL STUDIES EDUCATION

## T.H.S. SOCIAL STUDIES COURSES:

### Required:

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

### Electives:

CP Russian and Eastern Studies  
CP Native American History  
CP Psychology  
AP Psychology  
AP European History  
Criminology

## BENEFITS OF THE SOCIAL STUDIES EXPERIENCE:

**NATIONAL COUNCIL FOR THE SOCIAL STUDIES (NCSS)** defines social studies as:

*...the integrated study of the social sciences and humanities to promote civic competence. Within the school program, social studies provides coordinated, systematic study drawing upon such disciplines as anthropology, archaeology, economics, geography, history, law, philosophy, political science, psychology, religion, and sociology, as well as appropriate content from the humanities, mathematics, and natural sciences. The primary purpose of social studies is to help young people make informed and reasoned decisions for the public good as citizens of a culturally diverse, democratic society in an interdependent world.*

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

## CAREERS RELATED TO SOCIAL STUDIES:

|                        |                         |
|------------------------|-------------------------|
| History                | Law Enforcement         |
| Political Science      | Law                     |
| Economics              | Business Management     |
| Anthropology           | International Relations |
| Geography              | City Management         |
| Social Work            | Ecology                 |
| Accountant             | Educator                |
| Clinical Psychologists | Therapy                 |
| Teaching               | Education               |

**HONORS MODERN WORLD HISTORY 814**

Level: H  
 Open to Grade: 9 (Fulfills requirement)

This course is an extensive, in-depth study of Europe, Asia, Africa, and the Middle East from 1400's to our contemporary world. Students will interpret, analyze, and evaluate geographical, social, political, and economic issues that have affected the events of the modern world. This course is intended for exceptional students who strive for excellence and are capable of independent work beyond the classroom. There will be extensive notes, primary source readings, research papers, oral presentations and a variety of formative assessments during this course. Emphasize will be highly placed on reading, writing, and critical thinking.

**CP MODERN WORLD HISTORY 815**

Level: CP  
 Open to Grade: 9 (Fulfills requirement)

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.

**MODERN WORLD HISTORY 816**

Level: NL  
 Open to Grade: 9 (Fulfills requirement)

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.

**HONORS MODERN U.S. HISTORY 880**

Level: H  
 Open to Grade: 11 (Fulfills requirement)  
 Prerequisite: 90 or higher in 9<sup>th</sup> or 10<sup>th</sup>  
 History or recommendation of a history teacher

*This course will have a **mandatory summer assignment**. The assignment will be available from the teacher in June, and will be posted on the main page of the THS website.*

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. 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**

Level: CP  
 Open to Grade: 11 (Fulfills requirement)  
 Prerequisite: Recommendation of 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 and a comprehensive thesis-research paper.

**MODERN U.S. HISTORY 882**

Level: NL  
 Open to Grade: 11 (Fulfills requirement)  
 Prerequisite: Recommendation of World History teacher

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.

**CIVICS**

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.

**CP RUSSIAN AND EASTERN STUDIES****841**

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

This course will concentrate on the historical development of Russia, China, Japan and Korea. Included will be study of ancient Russia, Czarist Russia, the Communist Revolution, the Soviet Union and present day Russia. Major attention will be devoted to 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.

**CP NATIVE AMERICAN STUDIES****845**

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.

**A.P. PSYCHOLOGY****875**

Level: AP  
 Open to grades: 12  
 Prerequisite: 90 or better in an Honors class or permission of teacher.

*This course will have a **mandatory summer assignment**. The assignment will be available from the teacher in June, and will be posted on the main page of the THS website.*

The AP Psychology course is equivalent to an introductory college course. It is a one semester course, offered in the fall. This course is challenging and demanding, allowing for an opportunity to master the subject exploring the systematic and scientific study of human and animal mental processes and behaviors. Students will develop an understanding of principles, psychological facts and phenomena, associated with each of the theoretical approaches in psychology, engage in the study of research designs, methods and ethical issues in research and application. Students will be responsible for multiple readings addressing current research in the field of psychology. Summer readings and writing assignments are required for this course.

**CP INTRODUCTION TO PSYCHOLOGY****863**

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 the history of psychology as a science, the brain, learning, memory, intelligence, sensation, perception, motivation, and 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 everyday 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**

Level: H/AP  
Open to grades: 11-12  
Prerequisite: 90 or better in one or more of the following:  
Honors World or Honors US History or 90 or better in a CP course and permission of the teacher.

*This course will have a **mandatory summer assignment**. The assignment will be available from the teacher in June, and will be posted on the main page of the THS website.*

The A.P. European History course is equivalent to an introductory European or Western Civilization college course. This is a one semester course offered in the fall. This course is rigorous. This course is an extensive, in-depth study of European History from the medieval time period and Renaissance to the 21<sup>st</sup> century. Extensive reading, writing and analysis will be required. Three additional books will be read during the semester.

**CRIMINOLOGY: LAW AND ORDER** **864**

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

This course is designed to give students a better understanding of the criminal justice system as it relates to the average citizen. The course will provide a practical understanding of the law as it relates to their everyday lives. An additional focus on the fundamental principles and values underlying the U.S. Constitution will be addressed. The course will include appropriate field trips as well as guest speakers in the various topics to be covered.

# SPECIAL EDUCATION

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

Content Support  
Vocational Work Experience  
Fundamentals of English/Math

## **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.

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). Supports include classroom support (adult support in mainstream classes), resource support (provided through Content Support class) and/or monitoring by the student's special education case manager.

**CONTENT SUPPORT (GRADES 9-12)****952**

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

**Content Support 9**

This class is designed to reinforce and improve study skills, personal and academic organization, as well as reinforce learning strategies. All students will receive direct daily instruction in these specific areas. Other topics will include time management, listening skills, memory strategies, self-advocacy, and self-determination. Homework may be periodically assigned to reinforce the development of skills or strategies necessary for academic success. Students will have time during the block to implement strategies learned into their specific general education coursework. Students will also reinforce their media skills by completing assignments that will improve writing, research and technology skills.

**Content Support 10**

This is a one-credit course designed for sophomores in special education. It provides specialized instruction in a range of student skills such as organization, study habits, study and memorization skills, test-taking strategies, note taking, and listening skills. Students also work on their specific IEP goals, such as writing or reading fluency. Additionally, we spend some time on transition skills related to planning and preparing for post-graduate education and employment. Students will have the opportunity to apply the covered skills to their work from general education classes and to get some support in completing harder course work and test preparation. They are expected to do their routine course work at home.

**Content Support 11/12**

The primary focus of Content Support is to assist students in strengthening personal and academic organization, reinforce learning strategies, and develop study habits needed for success in regular education classes. Content Support 11/12 includes an instructional component with a focus on college and career readiness. Students will complete a series of activities and exploratory projects designed to help establish and refine personal, career and post-secondary education goals. Students will also complete classroom based activities to reinforce the basic skills needed to move successfully to post-secondary environments.

**Content Support/Life Skills**

This is a one-credit special education course for students in grades 9-12. It provides specialized instruction in academic skills to support students' mainstream coursework and their academic IEP goals. We also work on other IEP goal areas including social skills, self-care, independent living, community awareness, and vocational skills. We have a full kitchen in our room, and we practice using the appliances and tools to cook, clean, and do laundry. We also do some jobs within the building such as distributing mail in the staff mailroom. Students receive a course grade each marking period. Grading is based on effort, task completion and practical assessments. There are no written tests or final exam.

**FUNDAMENTALS OF ENGLISH AND MATH****564**

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

This class is designed for students who require instruction in a smaller, more structured learning environment to master the curriculum content of English and/or Math. The goal of this course is to prepare students to be successful in the general education English and Math courses. Homework will be assigned daily in order to allow students to practice skills at the independent level.

**VOCATIONAL WORK EXPERIENCE****(fall)977**

Level: NL  
**(spr)978**  
 Open to Grades: 12  
 Prerequisite: PPT Recommendation

This course is designed for students who require assistance with developing employability skills needed to find, obtain, and maintain employment. There will be opportunities for application of skills within the school building.

# TECHNOLOGY EDUCATION

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 design, and engineering. Students will have hands on training in the basic elements of technology as they apply to modern industry.

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

Introduction to Technology  
Power and Transportation  
Drafting I, II  
Print Media/Graphics I, II  
Introduction to Engineering Design  
Principles of Engineering

## **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. Studying technology education can also assist students in investigating career possibilities in the field, and developing marketable skills.

## **Higher Education and Technology Education:**

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

**INTRODUCTION TO TECHNOLOGY**

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 571**

Level: CP  
 Open to grades: 9-12  
 Prerequisite: Must have successfully completed CP Algebra 1 (Part B) or be 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 570**

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.

**502 POWER AND TRANSPORTATION TECHNOLOGY****532**

Level: NL  
 Open to grades: 10-12  
 Prerequisite: Introduction to Technology

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**

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**

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.

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

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

*College Career Pathways Credit Available if course taken in grade 10, 11 or 12*

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 Surfaces, 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”.

**DRAFTING SEMINAR 569**

Level: NL  
Open to Grade: 12  
Prerequisite: Drafting I and II 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**

Level: NL  
Open to grades: 9-12  
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. This is a MAC based class and will use the Adobe Suite of Indesign, Photoshop and Illustrator.

**PRINT MEDIA/GRAPHICS II 554**

Level: NL  
Open to grades: 10-12  
Prerequisite: Grade of 85 or above in Graphics I

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.

**TECH ED SEMINAR – GRAPHICS 565**

Level: NL  
Open to Grades: 11-12  
Prerequisite: Graphics I and II, 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.

**VIDEO PRODUCTION & BROADCASTING 560**

Level: CP  
Open to Grades: 10-12  
Prerequisite: Successful completion of English I and Algebra IB

Video Production & Broadcasting introduces students to the fascinating world of video and television production. The course content is taught through a theory-based, hands-on approach. Students learn on professional equipment and an emphasis is placed on the fundamental aspects of the camera as well as camera, lighting, and sound techniques. Topics also include editing, production, aesthetic elements, media literacy, studio roles and responsibilities, television advertising, and broadcast news. Students will create both live and pre-recorded broadcasts.

# WORLD LANGUAGE EDUCATION

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. Authentic resources will be utilized in each course, at each level, to support and enhance the curriculum in addition to use of the language lab and digital technology. Through its curriculum, the World Language Department will foster a sense of integrity and commitment to excellence in its students. Colleges recommend two to four years of high school world language study.

## T.H.S. World Language Courses

|                  |                   |
|------------------|-------------------|
| CP French I      | CP Spanish I      |
| CP French II     | CP Spanish II     |
| CP French III    | CP Spanish III    |
| Honors French IV | Honors Spanish IV |
| CP French IV     | CP Spanish IV     |
| Honors French V  | Honors Spanish V  |
| UCONN French     |                   |

## 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.

## 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

**CP FRENCH I** **311**  
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. Students will study culture through digital media and watch French films.

**CP FRENCH II** **321**  
Level: CP  
Open to grades: 9-12  
Prerequisite: Grade 8 students – teacher recommendation; all other students, recommended grade of 70 or above in French I.

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. Students will read a novelette, study culture through digital media, and watch French film.

**CP FRENCH III** **331**  
Level: CP  
Open to grades: 10-12  
Prerequisite: Recommended grade of 73 or above in French II or teacher recommendation

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. French film, a study of French art, Francophone culture from digital media, and continued use of TPRS methodology are features of the course.

**CP FRENCH IV** **341**  
Level: CP  
Open to grades: 11-12  
Prerequisite: Recommended grade of 73 or above in French III or teacher recommendation

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, Francophone culture from digital media, novels, magazines, plays, films, poems, newspapers and the short novel Le Petit Prince provide challenging material for the students. The history and culture of France are examined.

**HONORS FRENCH IV** **345**  
Level: H  
Open to grades: 11-12  
Prerequisite: Grade of 85 or above and teacher recommendation

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 Francophone culture from digital media, 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.

**HONORS FRENCH V** **301**  
**UConn ECE FRENCH** **268**  
Level: H  
Open to grades: 11-12  
Prerequisite: Grade of 85 or above in CP French IV or 80 or above in Honors French IV and teacher recommendation

UConn Early College Experience (ECE) is a concurrent enrollment program that allows motivated high school students to take UConn courses at their high schools for both high school and college credit. Every course taken through UConn ECE is equivalent to the same course at the University of Connecticut. High school instructors who have been certified through the University of Connecticut serve as adjunct faculty members and teach UConn ECE courses. Students are charged per credit (for 2017-18 the cost will be \$35 per credit and an additional processing fee of \$20 per course). Some courses may have additional material fees (For 2016-17, there were no additional material fees for the courses offered at THS. However, this subject to change.)



All fees are the responsibility of the student and parents. Families will be billed directly by UConn in the fall. Please consult the Credit Transfer Database on the ECE website (<http://ece.uconn.edu>) for information regarding transfer of ECE credit to other institutions.

Students may opt to take this course for honors-level high school credit only. If this choice is made, there is no fee associated with the course, and students will receive Tolland High School credit only. These students will not receive credit from UConn. Student transcripts will indicate whether the course was taken as a UConn ECE course or an honors-level Tolland High School course.

Honors French V or UConn ECE emphasizes the development of effective oral and written expression in the language on contemporary topics. Civilization texts, newspapers, magazines, materials from digital sources, 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. College and AP level text, tapes and workbooks will be used. The language lab and digital technology will be used to enhance the curriculum.

Either three or six college credits are available from UConn through the Early College Experience (ECE) program for this course which is equivalent to UConn 3250 and 3268.

### **CP SPANISH I 351**

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*.

### **CP SPANISH II 361**

Level: CP  
Open to grades: 9-12  
Prerequisite: Grade 8 students –teacher recommendation; all other students, recommended grade of 70 or above in Spanish I

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.

### **CP SPANISH III 371**

Level: CP  
Open to grades: 10-12  
Prerequisite: Recommended grade of 73 or above in Spanish II or teacher recommendation

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. 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.

### **CP SPANISH IV 381**

Level: CP  
Open to grades: 11-12  
Prerequisite: Recommended grade of 73 or above in Spanish III or teacher recommendation

This course includes an extensive review of Spanish grammar. Individual attention will be given to improving and building written and conversational skills. The textbooks *Avancemos 3 & 4* and audio programs will be used to explore cultural practices and perspectives.

### **HONORS SPANISH IV 380**

Level: H  
Open to grades: 11-12  
Prerequisite: Grade of 85 or above in Spanish III and teacher recommendation

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 textbooks *Avancemos 3 & 4* and audio programs will be used to explore cultural practices and perspectives.

### **HONORS SPANISH V 390**

Level: H  
Open to grades: 11-12  
Prerequisite: Grade of 85 or above in Spanish IV or 80 or above in Honors Spanish IV and teacher recommendation

Honors Spanish V is directed towards students who are highly motivated in the study of Spanish and who are 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 textbook *Avancemos 4* and audio program will be used to explore cultural practices and perspectives.





