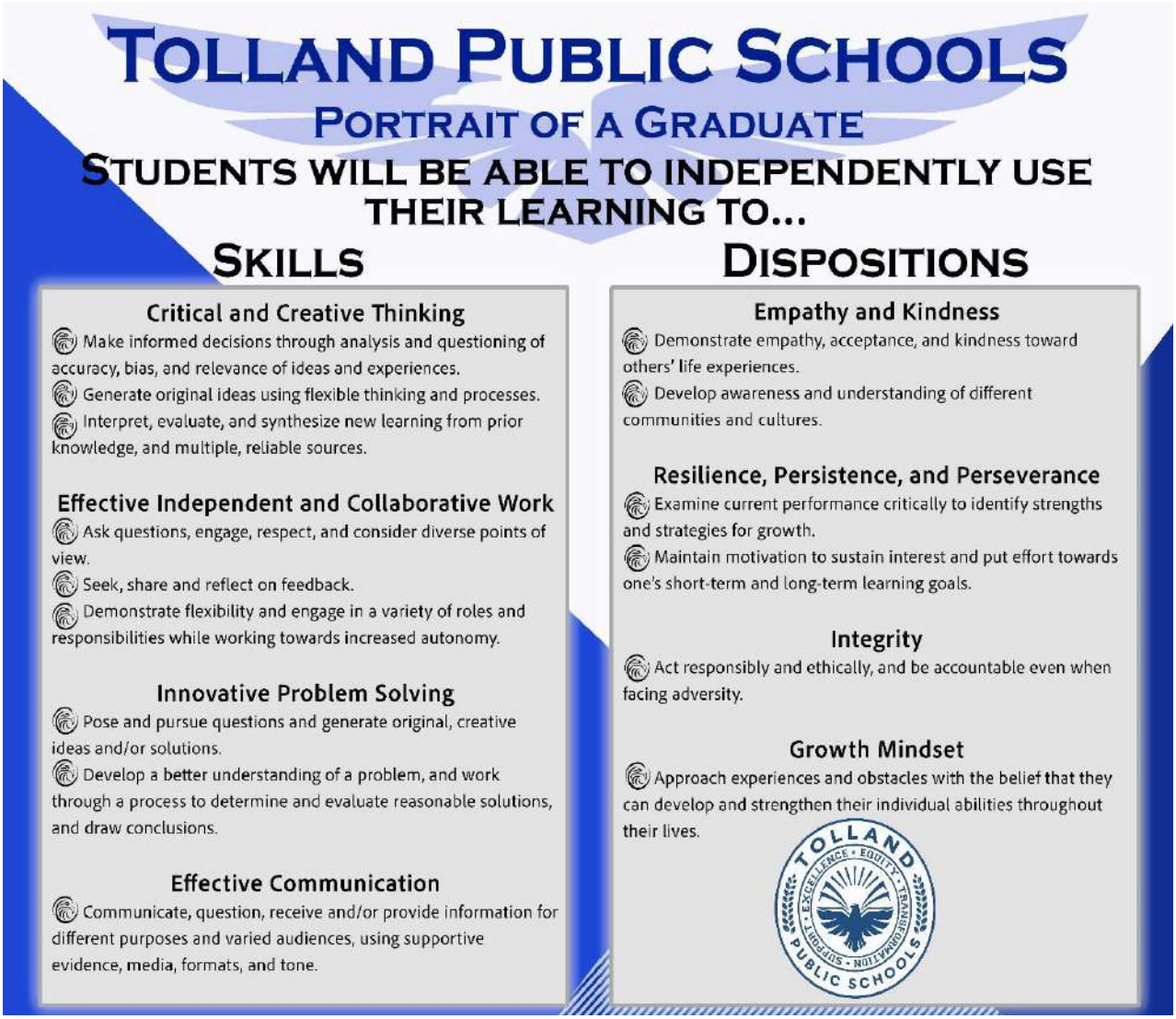
TOLLAND HIGH SCHOOL
TOLLAND, CT 06084



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 21st century skills in a safe, inclusive, and enriching environment.

Course information in this Course Catalog is accurate as of January 2023. 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.

***Course catalog cover designed by Camryn Mikulski, Class of 2026**

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 21st 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,

Thomas Poland
Principal

ADMINISTRATION (860-870-6818)

Mr. Thomas Poland, Principal
Ms. Kimberly Marinan, Assistant Principal

SCHOOL COUNSELING (860-870-6836)

Mark Conklin
Meghan Durham
Caitlin Foran
Michelle Grady, School Counseling Curriculum Liason

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 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

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 Naviance 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 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.

Area	Minimum number of credits	Total number of credits
HUMANITIES		Total of 9 credits
ENGLISH Must include 1 credit each in English 1,2,3 and 4	4	
SOCIAL STUDIES Must include 1 credit each in World History, US History, and Civics	3	
FINE ARTS Includes any course in Art or Music	1	
HUMANITIES ELECTIVE Includes courses in English, Social Studies, Fine Arts, and World Language	1	
STEM		Total of 9 credits
MATHEMATICS	3	
SCIENCE Must include 1 credit each in Integrated Science, Biology, and any science elective	3	
STEM ELECTIVES Includes courses in Math, Science, Engineering, Technology, Computer Science, and Business	3	
WORLD LANGUAGE		Total of 1 credit
PHYSICAL EDUCATION, HEALTH & WELLNESS Health/ Physical Education 9 Wellness/Physical Education 10	 1 1	Total of 2 credits
MASTERY BASED DIPLOMA ASSESSMENT		Total of 1 credit
ELECTIVES		Total of 7 or more credits
TOTAL		29 credits

Please note: Although only one credit in World Language is required 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.

All Classes- Performance Requirements

The Tolland High School graduate will demonstrate:

- Effective communication through reading, writing, and speaking.
- Effective problem solving and critical thinking skills.
- Effective use and application of technology.
- Social responsibility through community service.
- Skills for personal growth as well as cultural and global awareness.

EARNING CREDIT

The passing grade at Tolland High School is 65. 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.

FOR GRADE	10	11	12	GRADUATION
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. 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.

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 can be made during the first five days of each semester. Changes will 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 first or 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 may 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 TUTORIAL

Students who fail courses but receive a grade of 55 or higher may participate in a summer tutorial to earn credit for that class. Parents and students wishing to use a summer tutorial are responsible for completing the tutorial application, securing tutors, and returning all needed information to the Counseling Office. Deadline for applications is July 1. Summer tutorial 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. 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.

NON-LEVELED 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.

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 during first semester. 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. These challenging courses allow students to preview college work, build confidence in their readiness for college, and earn college credits that provide both an academic and financial head-start on a college degree and other postsecondary opportunities. 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 2021-2022 year the cost was $50 per credit). 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.

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, Environmental Science, French, and Spanish. UCONN courses taken through UCONN Early College Experience reflect the University grading scheme. Please consult the Credit Transfer Database on the ECE website (http://ece.uconn.edu) for information regarding transfer of ECE credit to other institutions.

ADDITIONAL LEARNING OPPORTUNITIES

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.

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

SEMINAR COURSES

For students who have exhausted all available courses in an area of interest, a seminar course may be an option. Seminars are independent learning opportunities above and beyond the course work offered at Tolland High School.
For seminar guidelines, students should contact their school counselor.

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.

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.

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.

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 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.

Grade 9	
English 1	1 credit
World History	1
Mathematics	1
Integrated Science	1
Health/PE 9	1
World Language/Elective	1
Choice Elective	1
Choice Elective	1

Grade 10	
English II	1
Mathematics	1
Biology	1
Wellness/PE 10	1
World Language/Elective	1
Choice Elective**	1
Choice Elective	1
Choice Elective	1

Grade 11	
English III	1
U.S. History	1
Science (or gr. 12)	1
Mathematics	1
World Language/Elective	1
Choice Elective	1
Choice Elective	1
Choice Elective	1

Grade 12	
English IV	1
Civics	1
Choice Elective	1
Choice Elective	1
Choice Elective	1
Choice Elective	1
Choice Elective	1
Choice Elective	1

All students must earn at least 1 Fine Arts credit, 1 Humanities elective and 3 STEM electives. Students are encouraged to fulfill these requirements early in their high school careers, as many courses are prerequisites for other courses.

Only 1 credit in World Language is required for graduation. However, we strongly encourage all college-bound students to complete at least 2 years of one world language at the high school level. 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.

Tolland High School Pathways

The purpose of developing pathways at Tolland High School is to provide a more cohesive overall experience for students, while allowing them a more focused opportunity to explore a career and/or interest. These smaller, focused pathways serve to link students with peers, teachers, and community partners to foster academic engagement and success, develop a sense of community, and help students to connect what they learn in school with their career aspirations and goals.

The pathway concept will focus on developing three key elements:

1. **A small learning community.** A team of staff at the high school, including teachers, school counselors, and THS and district administration, who are invested in working with students within a particular focus area, and who will continually work to develop and foster the connections, partnerships, and experiences that will be integral to the students' experience within the Pathway. This team of staff also become key mentors to the students within their pathway and have the opportunity to provide greater support for the students.
2. **College preparatory curriculum with a career/interest-based theme.** The pathways combine academic, elective, and vocational curricula into an integrated theme. These course experiences include the following:
    - ◆ A suggested progression of courses to take along with priority access to some courses.
    - ◆ Increased opportunities to develop and apply specific skills related to the pathway focus.
    - ◆ Projects that bring together skills acquired from academic and elective/vocational classes.
    - ◆ Specialized field trips, competitions, and other experiences.
3. **Partnerships with employers, community, and higher education.** Work has already begun to establish partnerships with employers to build stronger connections between school and work and inform the development of core and vocational courses. These partnerships are also key to the goal of providing mentoring, job shadowing, and internship opportunities to students. In addition, partnerships will be developed with post-secondary education to further inform our pathway and curriculum development and help us prepare students for success as they pursue future education and training.

While these pathways provide more focused experiences within a particular topic or field, it is important to point out that the intention is not to limit students in any way.

First, Tolland High School is a comprehensive high school that provides a wide range of coursework designed to develop well rounded students. While pathways may have "required" courses, they will not be designed in a way that would keep any student from taking other courses of interest. For example, a student joining the engineering pathway that also has a passion for music and participates in band will be afforded every opportunity to pursue both.

Secondly, pathways are designed to allow students to explore a potential career path or other interest. They are not meant to "lock in" students for 4 years. While some students may have their interest affirmed, others may find that a particular career was not what they expected. In this case, students can and should change their pathway and explore something else. This is vital to students at this age as they develop a stronger sense of self and plans for their future, and we want our students to develop an informed plan before committing large amounts of time and money to future education or training.

BUSINESS PATHWAY

Business courses encourage independent thinking, collaborative efforts, and individual achievement essential for success in our ever-changing technological world. Students will develop the critical thinking competencies necessary for acquiring, interpreting, evaluating, and managing information.

ACCOUNTING and FINANCE courses encourage making wise economic decisions related to personal financial affairs, the successful operations of organizations, and the economic activities of the country**.**

MARKETING and MANAGEMENT courses introduce students to the processes and functions involved in transferring business products or services to a consumer within an environment of rapidly evolving technology, interdependent national economies, increasing demands for ethical and social responsibility, and constant change.

RECOMMENDED PROGRAM OF STUDY

SUBJECT	9TH Grade	10th Grade	11th Grade	12th Grade
Humanities	English 1	English 2	English 3	English 4
Humanities	Modern World History		US History	Civics
Humanities	Fine Arts	Humanities Elective		
STEM	Algebra 1	Geometry	Algebra 2	Pre-Calculus/Calculus
STEM	Integrated Science	Biology	Chemistry	Physics
Pathway Courses (see below)	Pathway Class 1	Pathway Class 2	Pathway Class 3	Pathway Class 4
Other Required Courses	PE 9	PE 10	Mastery Based Diploma Assessment	
Other Required Courses	World Language	World Language	World Language	

INTERNAL PATHWAYS & CLASSES

Accounting and Finance	Marketing and Management
• Introduction to Business • Economics • Intro to Accounting, Finance & Excel • College Accounting • Personal Finance and Investments • Personal Financial Literacy	• Introduction to Business • Economics • Introduction to Accounting, Finance & Excel • Marketing • Sports and Entertainment Marketing • Business and Personal Law

COLLEGE & CAREER PATHS

Industry Certifications	Associate Degree	Bachelor's Degree	Advanced Degree
Paralegal certificate from ABA *Professional of Human Resources (PHR)* *Chartered Financial Analyst (CFA)* *Certified Professional Accountant (CPA)*	*Paralegal* *H.R. Recruiter* *Salesperson* *Financial Clerk* *Bookkeeper*	*Corporate Paralegal* *Human Resources* *Data Analytics* *Financial Analyst* *Accountant* *Marketing Manager*	*Lawyer/Corporate Lawyer* *Director of Human Resources* *Investment Portfolio Manager* *Chief Executive Officer (CEO)* *Chief Financial Officer (CFO)* *Chief Marketing Officer (CMO)*

COLLEGE CREDIT OPPORTUNITIES:
College Accounting and Personal Finance and Investments (may earn college credit through Manchester Community College).

WORK-BASED LEARNING EXPERIENCES:
Speaker Series, Industry Field Trips, Entrepreneurship Opportunities, Tours of Business Colleges, and potential for Job Shadow opportunities & Focused Seminars

CAREER AND TECHNICAL STUDENT ORGANIZATION:
DECA (Business club): state & national competitions, school store, school-wide event management, community service
SMIF (Student Managed Investment Fund): state & national competitions, real-world investing, community service

Updated November 2022

ENGINEERING PATHWAY

HIGH-WAGE, HIGH-SKILL, HIGH-DEMAND CAREERS: Mechanical Engineer, Chemical Engineer, Civil Engineer, Biomedical Engineer, Aerospace Engineer, Environmental Engineer, Manufacturing Technician, CAD Drafter, Software Developer, IT Support Technician, Network Designer, Web Developer, Security Analyst

RECOMMENDED PROGRAM OF STUDY

SUBJECT	9TH Grade	10th Grade	11th Grade	12th Grade
Humanities	English 1	English 2	English 3	English 4
Humanities	Modern World History		US History	Civics
Humanities	Fine Arts	Humanities Elective		
STEM	Algebra 1	Geometry	Algebra 2	Pre-Calculus/Calculus
STEM	Integrated Science	Biology	Chemistry	Physics
Pathway Courses (see below)	Pathway Class 1	Pathway Class 2	Pathway Class 3	Pathway Class 4
Other Required Courses	PE 9	PE 10	Mastery Based Diploma Assessment	
Other Required Courses	World Language	World Language	World Language	

INTERNAL PATHWAYS & CLASSES

Engineering	Manufacturing	Computer Science
• Introduction to Technology • Introduction to Engineering Design • Principles of Engineering • Robotics • Computer-aided Design and Manufacturing I, II • Technology Seminar	• Introduction to Technology • Introduction to Engineering Design • Power and Transportation Technology • Computer-aided Design and Manufacturing I, II • Drafting Seminar	• Introduction to Computer Science Principles • Digital Applications Programming I, II • Computer Science Seminar

COLLEGE & CAREER PATHS

Industry Certifications	Associate Degree	Bachelor's Degree	Advanced Degree
Tradesman (Electrician, Plumber, Welder, HVAC Technician) *CNC Machinist* *Certified Quality Inspector* *IT Support*	*Web Designer* *CAD Modeler* *Computer Technician*	*Logistics Manager* *Network Administrator* *Engineer (most fields)* *Cyber Security Specialist* *Software Developer* *Network Designer*	*Engineer (specialized fields)*

COLLEGE OPPORTUNITIES:
AP Chemistry, AP Physics, UCONN Environmental Science, AP Calculus A, AP Calculus B

WORK-BASED LEARNING EXPERIENCES:
Grade 9: Speaker Series; Grade 10: Field Trips, Guest Speakers; Grade 11: Job Shadowing, College Visits, UCONN School of Engineering Senior Design Day trip; Grade 12: Internship/Work Experience

CAREER AND TECHNICAL STUDENT ORGANIZATION:
Technology Student Association

KEY BUSINESS & INDUSTRY PARTNERS:
University of Connecticut School of Engineering, CT State Dept of Education, ReadyCT

Updated November 2021

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
- Introduction to Accounting, Finance & MS Excel
- College Accounting
- 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 Issues & Ethics
Financial Accounting

Recommended Courses

Preparing for College:
Keyboarding for Information Processing
Introduction to Business
Introduction to Accounting, Finance & MS Excel
College Accounting
Economics
Marketing
Business Law
Personal Finance and Investments

Lifetime Business Skills:
Keyboarding for Information Processing
Introduction to Business
Entrepreneurship
Economics
Personal Finance and Investments
Introduction to Accounting, Finance & MS Excel

Preparing for the Job Market:
Keyboarding for Information Processing
Introduction to Business
Introduction to Accounting, Finance & MS Excel
College Accounting
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
College Accounting

BUSINESS

KEYBOARDING FOR INFORMATION PROCESSING 107

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

Students will learn keyboard mastery using Typing Club, a cloud-based keyboarding tutorial, and Microsoft Word 2016. Proper keyboarding technique will be emphasized at the beginning of the course followed by improvement in keying speed and accuracy. While honing these basic skills, students will further develop a working knowledge of word processing features through practical academic and business-oriented applications. Students will learn how to effectively utilize the features of MS Word 2016 to produce various styles of business documents that will include press releases, memos, letters, and newsletters in addition to a variety of personal documents such as academic reports, resumes and cover letters. Each student will create a final portfolio containing samples of their best work. Students also have the opportunity to contract for additional MCC credit and/or Microsoft Word 2016 Certification. An introduction to MS PowerPoint will be included.

INTRODUCTION TO ACCOUNTING, FINANCE & EXCEL 131

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

Introduction to Accounting, Finance, & MS Excel provides a hands-on approach to understanding accounting principles as they relate to individuals or businesses. In this course, students will practically assess and interpret everyday business decisions through the lens of an accountant or business advisor. The accounting principles taught in this course are based on the double-entry system and include completion of the accounting cycle for a service based sole proprietorship, the preparation of bank reconciliations, payroll taxes, and financial statements. Business finance topics will include banking, credit, and budgeting. Some of the 'must have' Excel skills include creating tables, charts, and worksheets, sorting data, and using formulas/functions to perform data analysis are integrated in class activities and problem sets. Students have the option to begin the MS Excel Associate Certification course that they could continue to pursue and complete throughout high school.

COLLEGE ACCOUNTING 133

Level: CP
Open to Grades: 10-12
Prerequisite: Successfully completed CP Algebra 1 (A&B) or teacher recommendation OR successful completion of Introduction to Accounting, Finance & Excel

Using an integrated approach, students tackle college level accounting problems to determine how businesses plan for and evaluate their operating, financing, and investing decisions and how accounting systems gather and provide data to internal and external decision makers. This course covers the learning objectives of a traditional fast paced college level financial accounting course and topics include: financial accounting practices and procedures, accounting information systems, time value of money, and accounting for merchandising firms, sales and receivables, fixed assets, debt and equity, and more. Problem sets are completed using both manual and MS Excel applications.

INTRODUCTION TO BUSINESS 120

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

This project-based course introduces students to the ever-changing field of business with a focus on economics, entrepreneurship, personal finance, and marketing. Students will have the opportunity to explore leadership styles, apply the economic decision-making process, practice public speaking and soft skill development, learn financial literacy concepts and create and develop a marketing plan. In class, students engage with their peers to actively practice the 21st century skills of communication, collaboration, creativity, and critical thinking through a variety of engaging and interactive assignments. Key activities in this course require students to: design infographics and advertisements, participate in the CT Stock Market game to research and analyze corporations, investigate entrepreneurial, nonprofit, and social enterprise organizations, and more. Team building, project management, current events and the CT Stock Market Game are integrated throughout the course.

PERSONAL FINANCE AND INVESTMENTS 139

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

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.

PERSONAL FINANCIAL LITERACY 140

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

All students should graduate high school prepared to meet 21st 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.

Successful financial planning is critical to reaching your financial goals. This course will teach students the essential decision-making skills they must apply and use to become knowledgeable consumers, savers, credit users, and investors. Real-world money management topics include pay and deductions, tax forms, savings and checking, credit management, installment loans, retirement planning, and evaluating insurance options. Students will utilize a simulation program to open a checking account, apply for credit, rent an apartment, bank electronically, pay taxes, and prepare for the unexpected. The emphasis for this class is to learn responsible financial habits and how to manage your money for lifelong financial success.

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: 9-11
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 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 important economic strategies as they organize and operate a class business. Students will also have the opportunity to play the CT Stock Market Game.

MARKETING 149

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

Through projects and problem-solving, students will experience the principles, concepts, and critical thinking behind marketing decisions that influence and shape the consumer marketplace. This class offers students a hands-on immersion into the foundational concepts of the marketing mix - product development, pricing strategies, promotional efforts, and distribution methods. In addition, students will be exposed to the evolution of marketing, marketing research, societal marketing, market segmentation, social media marketing, and consumer behavior. The class will culminate in a "Shark Tank" style competition where students will present their unique product concept and comprehensive marketing plan to a panel of judges made up of community business leaders.

SPORT AND ENTERTAINMENT MARKETING 165

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

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.

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

ENGLISH

NOTE: For all grade 9 courses, placement will be based on data compiled from standardized test scores, benchmark assessments, middle school grades and middle school teacher recommendations.

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. Up to 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 structured 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: Recommended grade of 80 or better in Honors I or 90 or better in College Preparatory English I and 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.*

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 notetaking, 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 270
AP ENGLISH III B 271

Level: AP
Open to Grade: 11
Prerequisite: Grade of 80 or better in Honors II or 90 or better in College Preparatory English II and 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.*

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 nor 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.

HONORS ENGLISH III 230

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

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. Up to 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, research assignments, and creative projects. The course presents many opportunities for individual and small group presentations. Vocabulary growth stresses SAT strategies.

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 longer works, which may include works such as *The Crucible, Of Mice and Men*, *The Catcher in the Rye*, *The Great Gatsby*, *Fahrenheit 451*, 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. Students continue to hone research skills. 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. Writing assignments are scaffolded with an emphasis on paragraph structure and integration of evidence. Students continue to study vocabulary. Additionally, students will continue to hone research & speaking skills.

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.*

Senior Honors/AP English is a rigorous class designed for students with an interest in literature and a desire to improve their analytical skills. In this class we study literature from around the world, focusing on short stories, poetry, and novels. Students are also trained consistently for the AP Literature and Composition test. The class involves extensive reading and writing and encourages discussion of various viewpoints and interpretations. Students who take senior AP/Honors English are expected to read a novel in the summer and write a well-formulated essay on this novel.

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.

ELECTIVES

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 course follows a project-based-learning approach in which most of the assignments are long-term projects. The course involves daily in-class reading and writing assignments as well as ongoing assignments. Students are required to consider alternative perspectives in class discussions as well as in writing.

Writing projects offer students choice but require students to write within the parameters of specific genres including editorials, profiles, and columns. Students explore aspects of journalism that require them to identify media bias, consider investigative journalism techniques, construct a photojournalism project, research current events, and research the evolution of news.

COMMUNICATION & PRESENTATION 260

Level: CP
Open to Grades: 10-12

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

Benefits of Family and Consumer Education:

Career Opportunities
Cooperative Learning
Creative/critical thinking skills
Positive self-image
Informed consumer
Effective communication
Problem solving
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 childcare 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

FAMILY AND CONSUMER SCIENCES

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 Arts I or teacher recommendation.

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

The Child Development course is designed to teach students about the development of children from conception to age six. Topics will include pregnancy and 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 hands-on interaction with preschoolers enrolled 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 or teacher recommendation
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 further develop leadership, interpersonal skills, and gain hands-on experience through immersion in 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 program is a requirement of this course.
Career Paths: A career in education was once exclusively a career in teaching, usually 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, mass media specialists, nurses, child life specialists, 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: Completion of both Child Development and Early Childhood Education.

Any student interested in being a lab assistant must have the invitation and permission of the teacher, as well as complete a written contract with the teacher and submit it to their counselor before enrollment in the class.

The Child Development Lab Assistant is a unique learning experience intended for the student who is interested in becoming more deeply engaged in the workings of the THS Creative Preschool while further developing leadership and interpersonal skills. In addition to assisting in the operation of the preschool, the student will act as a peer mentor to the Child Development students. Tasks associated with the preschool will include: planning, preparation and execution of daily activities, parent communication, skills assessments, record-keeping, grocery shopping, cleaning, organizing, maintaining equipment and supplies, as well as a variety of other tasks. The Child Development Lab Assistant will be held to the highest of standards and is expected to act as a role model to the Child Development students. Candidates considered must have an outstanding work ethic, be responsible, trustworthy, and have excellent organization and communication skills.

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
- 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

MATHEMATICS

PRE-ALGEBRA 609

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 such 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: Recommendation of mathematics teacher

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

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.

ALGEBRA I Part B 629

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. 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

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.

INTERMEDIATE MATH 655

Level: CP
Open to Grades: 10-12
Prerequisite: CP Algebra 1B and CP 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, 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: CP Algebra 1B and CP 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 functions; 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.

ALGEBRA II 640

Level: NL
Open to Grades: 11-12
Prerequisite: Algebra 1B and Geometry and recommendation of mathematics teacher.

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 functions; and statistics.

CONSUMER MATH 614

Level: NL
Open to Grades: 11-12
Prerequisite: Successful completion of two courses in 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; 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: CP Algebra II. Recommendation of mathematics teacher

This course reviews elementary functions from Algebra such as linear functions, quadratic functions, exponential & logarithmic functions, analytic geometry, polynomial functions, and rational functions. Students will study trigonometric functions, equations, and applications.

CP PROBABILITY & STATISTICS 681

Level: CP
Open to Grades: 11-12
Prerequisite: CP 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 probably 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.

PROBABILITY & STATISTICS 682

Level: NL
Open to Grades: 11 and 12
Prerequisite: CP Algebra II or Algebra II and recommendation of the mathematics teacher

This course provides an introduction to statistics and probability topics. Students will study topics such as: summarizing data; describing data; correlation and regression; probability and counting techniques; and probability distributions. The graphing calculator and/or online applications will be used extensively throughout the course.

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 slide 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.

AP CALCULUS A 660

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.

MUSIC EDUCATION

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

Festivals:
CMEA Eastern Region and All-State, NAfME Eastern Division and All National, ASBDA Honor Band, ACDA Honor Choir, National adjudication festivals

Benefits of Music Education:
Develop creative and critical thinking skills, develop problem-solving skills, teamwork, self-confidence, self-discipline, and fine motor skills.

Higher Education and Music:
Colleges value music as an academic pursuit and a necessary learning experience. They value original & creative thinkers. A music experience at THS prepares students for a rigorous college program in music education or performance as well as careers in performance and music theater.

Recommended Course Work in Music:
Potential music majors should opt for as many performing ensembles as possible each year and participate in extracurricular music activities. Music theory is strongly recommended for those interested in majoring in music in college.

THS Music Courses:

- Band
- CP Jazz Band
- Chorus
- Independent Musical Studies
- Treble Choir
- Theater Studies
- Guitar
- Electric Piano
- Composing and Creating Using Music Technology
- Music Theory
- Chamber Choir

MUSIC

BAND 52

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

Band offers students an opportunity to play in a large wind ensemble the music of many styles, cultures, and eras. Band gives student musicians a medium for self-expression, a path for excellence and achievement, and an experience in group cooperation and teamwork. 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.

JAZZ BAND 51

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

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

INDEPENDENT MUSICAL STUDIES 79

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

Independent Musical studies is designed for those students who wish to further their musical studies after completing a beginning course in music. This course will focus on students advancing their previous knowledge of their instrument or voice by practicing and performing. Students will receive individualized attention from the instructor to work on their personal growth as musicians. Students may work towards preparing for the CMEA Eastern Region and All-State auditions, college auditions, school musical auditions, coffee house auditions or any other musical opportunity. This course is open to experienced singers, string and wind players, guitarists, drummers, and pianists. This course may be repeated for credit.

CHORUS 58

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

Chorus is an opportunity for any student to experience musical performance. This large ensemble explores literature in multiple part singing that includes selections from all music periods, styles, and cultures. Individual and ensemble skills in vocal performance are developed with an emphasis on part singing. This course may be repeated for credit, with expectations for growth, leadership, and skills increasing with each grade. Performances are a required part of the course and will include an evening concert at the end of each quarter

and performance at graduation, with other performances announced at the start of the course. Competitions, auditions, and festivals are available for advanced students only through enrollment in chorus. 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.

CHAMBER CHOIR 84

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

The Chamber Choir is an a cappella vocal group of 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 the requirements of each group. Grades will reflect achievement in both courses.

TREBLE CHOIR 86

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

Open to all singers who identify as a soprano or alto voice, the choir focuses on repertoire for higher voices. 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.

THEATER STUDIES 74

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

This course will survey the history of Musical theater and will allow the students to investigate the various aspects of Musical stage productions. These will include choruses, blocking, choreography, set design and lighting. Students will have the option of participating in the spring school musical as the cast and/or crew, but it is not a requirement for this class.

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 summative assessments, which include quizzes, projects, and academic practice in health. In PE, students are graded on academic assessments and authentic assessments. The Behavior Matrix is also scored with each unit.

Required Physical Education Courses:

Grade 9 Health/Physical Education
Grade 10 Wellness/Physical Education

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

PHYSICAL EDUCATION

HEALTH / PHYSICAL EDUCATION 9 — 905

Level: NL
Open to Grades: 9
Prerequisite: None

The Physical Education section of this course will last for one quarter. There will be a mixture of individual and team activities. An introductory unit on physical fitness will be conducted and all ninth graders will be tested using the State of Connecticut Physical Fitness Assessment. The Health section of his course will last for one quarter. It is designed to help students develop 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, Sexuality, Growth and Development, Decision Making, Alcohol and Vaping, Healthy relationships, and STI's/AIDS. This is a comprehensive Health and Physical Education course which is required for graduation.

WELLNESS / PHYSICAL EDUCATION 10 — 914

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

This course is an extension of Health/Physical Education 9. In P.E., 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. All tenth graders will be tested using the State of Connecticut Physical Fitness Assessment with scores being reported to the state. Wellness will be an extension of Health 9. Students will be in a classroom setting devoting time towards; Nutrition, Drugs, Community and Consumer Health, First Aid/CPR and Mindfulness. This is a comprehensive Wellness, Fitness and Physical Education course which is required for graduation.

PHYSICAL EDUCATION 11/12 — 923

Level: NL
Open to Grades 11-12
Prerequisite: 1) Pass PE 9 and 10 with an average of 80 or above, or teacher recommendation
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. This course will include drug education.

FITNESS — 924

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

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

SCIENCE EDUCATION

Tolland High School Science Courses:

Life Sciences
Biology
UCONN/Honors Biology
Anatomy & Physiology
Oceanography
Botany

Physical Sciences
Integrated Science
General Chemistry
Chemistry
AP/Honors Chemistry
Environmental Science
UCONN/Honors 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. It is recommended that students take chemistry during their junior year.

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 — 770
HONORS BIOLOGY I — 780

Level: UCONN ECE/Honors
Open to grades: 10-12
Prerequisite: 90 in Honors; teacher recommendation if in CP with 95

*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 2019-2020 the cost was $50 per credit). 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.

Biology 1107 specifically covers topics in Cell Biology & Biochemistry, Genomics, Bioinformatics, Proteomics and Animal Form & Function. UConn ECE Students may earn a grade of A-F and will receive 4 college credits after successful completion of the course.

UCONN BIOLOGY 1108 — 772
HONORS BIOLOGY II — 781

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 2019-2020 the cost was $50 per credit). 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.

Biology 1108 specifically covers topics in Evolutionary Biology, Genetics, Biological Diversity, Plant Form & Function and Ecology. UConn ECE students earn a grade of A-F and will receive 4 college credits after successful completion of the course.

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 matter and energy in living things, ecosystem dynamics, inheritance and variation, natural selection and evolution, and sustainability and biodiversity.

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 matter and energy in living things, ecosystem dynamics, inheritance and variation, natural selection and evolution, and sustainability and biodiversity. Teacher guided instruction on content and connections with lab experiments.

UCONN ENVIRONMENTAL SCIENCE NRE 1000 723
HONORS ENVIRONMENTAL SCIENCE 724

Level: UConn ECE/Honors
Prerequisites: Recommendation of a science teacher, CP or ECE Biology and CP or AP/Honors Chemistry

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 2019-2020 the cost was $50 per credit). Some courses 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. 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.

Environmental Science - 1000 is an introduction to basic concepts and areas of environmental concern and how these problems can be effectively addressed. Topics include human population, ecological principles, conservation of biological resources, biodiversity, croplands, rangelands, forestlands, soil and water conservation, pollution and water management, and wildlife and fisheries conservation. UConn ECE Students may earn a grade of A-F and will receive 4 college credits after successful completion of the course.

ENVIRONMENTAL SCIENCE 714
CP ENVIRONMENTAL SCIENCE 719

Level: Students will contract within the first two weeks for CP or NL credit
Open to grades: 11 -12 *(Offered even years only)*
Prerequisite: Biology

Environmental science focuses on the interactions of humans within our ever-changing environment. Topics covered include the history of environmental science, population dynamics, biodiversity, earth's resources,

and ecosystem ecology. This class will include fieldwork investigations and research of current environmental issues.

BOTANY **763**
CP 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, including time in the greenhouse and outside, are important components of the course.

CP ANATOMY AND PHYSIOLOGY **791**

Level: CP
Open to grades*:* 11-12
Prerequisite: Recommendation of science teacher, 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 **792**
CP OCEANOGRAPHY **793**

Level: Students will contract within the first two weeks for CP or NL credit
Open to grades: 11-12 *(Offered odd years only)*
Prerequisite: Biology

Oceanography focuses on the earth's most distinctive feature – the ocean. Learn how important the ocean is for all living organisms on earth. Topics covered include ocean exploration, life in the ocean, properties of water, ocean movement, and what's in store for our oceans' future. This class will include both fieldwork investigations, dissections, and research of current ocean issues.

PHYSICAL SCIENCES

AP CHEMISTRY **789**

Level: Honors
Open to grades: 11 - 12
Prerequisite: Recommendation of science teacher and students should have successfully completed ECE Biology or CP Chemistry course and Algebra II (You can take it simultaneously with the class).

The AP Chemistry course provides students with a college-level foundation to support future advanced coursework in chemistry. Students cultivate their understanding of chemistry through inquiry-based investigations, as they explore content such as: atomic structure, intermolecular forces and bonding, chemical reactions, kinetics, thermodynamics, and equilibrium.
Lab Requirement: This course requires that 25 percent of instructional time engages students in lab investigations. This includes a minimum of 16 hands-on labs (at least six of which are inquiry-based).
Afterschool Study sessions during the second semester: This course requires several study sessions in the afternoon to help you prepare for the AP chemistry test. These sessions will be held after school.

HONORS CHEMISTRY I **784**

Level: Honors

Open to grades: 11 - 12
Prerequisite: Recommendation of science teacher and students should have successfully completed a CP Biology/ECE Biology course and Algebra I.

Honors chemistry is an inquiry-based course that engages students in the understanding of the fundamental principles of matter and its interactions. This course focuses on the understanding of atomic theory, nomenclature and formulas, chemical reactions, stoichiometry, periodicity, reaction kinetics, redox chemistry, and nuclear chemistry. This is a fast-paced course that focuses on developing critical thinking skills that can be applied to solving complex problems. Lessons are enhanced by performing laboratory activities that deepen the level of understanding.

CP CHEMISTRY 731

Level: CP
Prerequisite: Biology and Algebra 1
Open to grades: 11-12

Students undertake an in-depth study of the fundamentals of chemistry including laboratory work and problem solving. Topics include the origin of matter, atomic structure, the periodic table, chemical bonding, types of chemical reactions, moles, stoichiometry, kinetics/collision theory, equilibrium, thermal chemistry, energy, solubility, molarity, gases, and applied chemistry.

GENERAL CHEMISTRY 732

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

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.

INTEGRATED SCIENCES

NOTE: For all grade 9 courses, placement will be based on data compiled from standardized test scores, benchmark assessments, middle school grades and middle school teacher recommendations.

HONORS INTEGRATED SCIENCE 700

Level: H
Open to grade: 9
Prerequisite: 8th grade teacher recommendation

Topics covered include impacts to Earth's natural resources, global climate change, Earth's interactions, and planetary motion. In addition, laboratory skills and the design and implementation of labs and engineering design are emphasized. This course is a more independent class with emphasis on research projects, labs, and engineering model design.

CP INTEGRATED SCIENCE 701

Level: CP
Open to grade: 9
Prerequisite: None

Topics covered include impacts to Earth's natural resources, global climate change, Earth's interactions, and planetary motion. In addition, laboratory skills and the design and implementation of labs and engineering design are emphasized.

INTEGRATED SCIENCE **702**

Level: NL
Open to grade: 9
Prerequisite: None

Topics covered include impacts to Earth's natural resources and global climate change, Earth's interactions, and planetary motion. In addition, laboratory skills and the design and implementation of labs and engineering design are emphasized. Teacher guided instruction on content and connections with lab experiments.

AP PHYSICS I **786**

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 C: Mechanics **787**

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 are 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.

CP PHYSICS **741**

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.

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
CP Abnormal Psychology
CP Black and Latino Studies

BENEFITS OF THE SOCIAL STUDIES EXPERIENCE:
At Tolland High School the study of the past and how it applies to the future is the core of the social studies curriculum. The social studies curriculum is tailored to challenge and encourage students to grow in their breadth of knowledge, skills in finding and applying information, and in honing the ability to think, write, and speak clearly.

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

SOCIAL STUDIES

NOTE: For all grade 9 courses, placement will be based on data compiled from standardized test scores, benchmark assessments, middle school grades and middle school teacher recommendations.

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 the 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. Emphasis 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 9th or 10th grade Honors or CP History class or recommendation of a history teacher.

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 their studies 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 885

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 issues 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 and China. Included will be the study of ancient Russia, ancient China, Czarist Russia, dynastic China, the Communist Revolution, the Soviet Union and present-day Russia and China. A variety of materials, including classic Russian and Chinese 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.

AP PSYCHOLOGY 875

Level: AP (students may take AP or CP level)
Open to grades: 12
Prerequisite: 90 or better in an Honors class or recommendation 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 reading assignments are required for this course. **Students may elect to take either CP *OR* AP level Psychology, students may not take both.**

CP INTRODUCTION TO PSYCHOLOGY 863

Level: CP (students may take AP or CP level)
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. **Students may elect to take either CP *OR* AP level Psychology, students may not take both.**

ABNORMAL PSYCHOLOGY 862

Level: CP
Open to grades: 11-12
Prerequisite: One of the following requirements needs to be met:
1. Completion of CP Introduction to Psychology with a minimum grade of B or teacher recommendation.
2. Completion of AP Psychology with a minimum grade of C or teacher recommendation
3. Completion of Criminology with a minimum grade of B or teacher recommendation.

This course will provide an introduction to the field of abnormal psychology. It will explore abnormality within historical, social, and cultural contexts. Major disorders, symptoms and the preferred treatment strategy will be examined, using case material to supplement basic information. The course will look at the causal factors of each disorder and the current treatments, interventions, and research. Course content will be presented using a combination of lecture, interactive activities, and current video resources. This course will provide a foundation in the diagnostic categories as well as the various ways in which one can research, understand, and treat psychopathology. The course will allow you to gain an appreciation for the complexity of human behavior, and an understanding of individuals with mental illnesses.

AP 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 in a CP course
and/or permission of the teacher.

The AP 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 21st 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.

AA / BLACK AND PR / LATINO STUDIES 843

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

This course is an opportunity for students to explore accomplishments, struggles, intersections, perspectives, and collaboration of African American/Black and Puerto Rican/Latino people in the U.S. Students will examine how historical movements, legislation, and wars affected the citizenship rights of these groups and how they, both separately and together, worked to build U.S. cultural and economic wealth and create more just societies in local, national, and international contexts. Coursework will provide students with tools to identify historic and contemporary tensions around race and difference; map economic and racial disparities over time; strengthen their own identity development; and address bias in their communities.

SPECIAL EDUCATION

T.H.S. Special Education Courses:

Content Support
Fundamentals of English/Math
Structured Literacy

Benefits of the Special Education Experience:

To provide instruction and assistance in IEP goals and objectives throughout the student's Tolland High School experience and help prepare the student for a successful 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.

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 via pull-out services.

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, students 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. Routine academic practice is expected to be completed 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. Students also work on other IEP goal areas including social skills, self-care, independent living, community awareness, and vocational skills. Students utilize the full kitchen, appliances, and tools to cook, clean, and do laundry. In addition, students complete small jobs within the building such as distributing mail in the staff mailroom.

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 in following years. Homework will be assigned daily in order to allow students to practice skills at the independent level.

STRUCTURED LITERACY **932**
936
937
939

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

Structured Literacy is a course designed to be taken over two semesters which provides students with explicit and systematic teaching of literacy concepts embedded in each grade level's curriculum. Components include but are not limited to foundational skills such as decoding and spelling and higher-level literacy skills such as reading comprehension and written expression.

TECHNOLOGY/ COMPUTER EDUCATION

Technology Education helps students develop an understanding of how to use, manage, and evaluate technology.

Technology Education courses are continually broadened to include all forms of technology. In introductory courses, students are being prepared to apply technology skills across all subject areas for literacy, numeracy, and research purposes. Students have the opportunity to develop and apply creative thinking and problem-solving skills and abilities through hands-on project-based learning experiences including design projects, creating simulations, prototyping, modeling, experimenting, coding, and robotics. They are also learning appropriate cautionary and ethical uses of technologies in the world today.

Through more advanced courses, students can explore analysis and solution of real applied technology needs. Through seminars, they also have a chance to explore emerging technologies.

Technology/Computer Education Courses include:
Computer-aided Design and Manufacturing I, II
Digital Applications Programming I, II
Introduction to Computer Science Principles
Introduction to Engineering Design
Introduction to Technology
Power and Transportation Technology
Principles of Engineering
Print Media/Graphics I, II
Video Production and Broadcasting
Seminars are offered in the areas of Computer Sciences, Drafting, Print Media/Graphics, or Technology

As students consider future career interests, it is important to consider which courses would best support particular pathways and provide the greatest opportunity to begin developing necessary skills. Students interested in exploring the following careers should consider the courses listed. The Technology/Computer Education teachers are working to expand these connections to provide more career exploration and preparation opportunities, including re-designing and/or adding courses. Students should discuss their interests with their teacher to determine which courses would provide the best opportunities to develop the necessary understandings and skills, and if other opportunities may exist.

Engineering- all fields-
Introduction to Engineering Design
Principles of Engineering
Mechanical/Biomedical Engineering should also consider:
Introduction to Technology
Power and Transportation Technology
Computer-aided Design and Manufacturing I, II (if interested in designing parts, tools, and prototypes)
Robotics 1
Civil Engineering should also consider:
Introduction to Technology
Computer-aided Design and Manufacturing I, II
Computer Science Engineering should also consider: Introduction to Computer Science Principles
Digital Applications Programming I, II
Robotics 1
Graphic Designer-
Print Media/Graphics I, II
Manufacturing-
Introduction to Engineering Design
Introduction to Technology
Power and Transportation Technology
Computer-aided Design and Manufacturing I, II
Robotics 1

COMPUTER SCIENCE

INTRODUCTION TO COMPUTER SCIENCE PRINCIPLES 172

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

This course introduces students to computer science as a vehicle for problem solving, communication, and personal expression focusing on the visible aspects of computing and computer science and encourages students to see where computer science exists around them and how they can engage with it as a tool for exploration and expression. Students will see how a thorough user-centered design process produces a better application, how data is used to address problems that affect large numbers of people, and how physical computing with circuit boards allows computers to collect input and return output in a variety of ways. CP level students will participate in additional independent learning experiences as determined by the instructor.

CP DIGITAL APPLICATIONS PROGRAMMING I 176

Level: CP
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. CP level students will participate in additional independent learning experiences as determined by the instructor.

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.

TECHNOLOGY EDUCATION

INTRODUCTION TO TECHNOLOGY 502

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.

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.

This course has been designed to introduce students to the tools, equipment, and technologies used in woodworking and building construction. The course is divided into three major categories which will include: spatial visualization using manual drafting methods, spatial visualization using computer based three dimensional design software, and a technology lab portion in which students will learn the fundamentals of both hand and power woodworking techniques.

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.

ROBOTICS 1 504

Level: CP
Open Grades: 10-12
Prerequisite: Principles of engineering recommended grade average of 80 and above or
Introduction to Engineering Design recommended grade average of 80 and above or
Current member of Rage robotics or teacher approval

This is a one-semester course that explores a variety of robotic systems. Students work with VEX Robotics kits to learn about mechanical systems, RobotC programming, logic, open-loop systems, motion systems, motor controls, transmissions, closed-loop systems, sensors, autonomous behavior, arms, and manipulators to move objects. The course utilizes a collaborative approach to solving problems with robotics, allowing for student creativity in developing robots to meet task challenges.

POWER AND TRANSPORTATION TECHNOLOGY 532

Level: NL
Open to grades 10-12

Prerequisite: Introduction to Technology recommended grade of 80 or higher or teacher recommendation

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. Students will also acquire technical skills in small engine repair.

COMPUTER AIDED DESIGN AND MANUFACTURING I 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. Students will manufacture items using 3D printing and laser technologies.

COMPUTER AIDED DESIGN AND MANUFACTURING II 544

Level: CP
Open to grades: 9-12
Prerequisite: Computer Aided Design & Manufacturing I, recommended grade of 75 or better, or teacher recommendation

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". Students will manufacture items using 3D printing and laser technologies.

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: Recommended Grade of 80 or above in Graphics I. or teacher recommendation

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.

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.

VISUAL ARTS

Art at THS

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

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

Benefits of the Visual Arts Experience

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

Higher Education and the Visual Arts

- Colleges value art and music as necessary learning experiences
- Colleges value original and creative thinkers
- Experiences prepare students for careers in commercial and fine art, as well as artistic careers

Recommended Course Work for Art

Art Foundations is recommended as a pre-requisite for all other courses. For students who have a keen interest in art or who would like to pursue a career in the visual arts, the recommended sequence after Art Foundations is drawing followed by painting and selections from the three-dimensional offerings.

THS Art Courses

- Art Foundations
- Drawing
- Painting
- Photography
- Pottery
- Advanced Pottery
- Sculpture
- AP Studio Art

VISUAL ARTS

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 and Principles of Design. 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. Media such as graphite, charcoal, and pastels will be explored.

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, 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 (offered odd years only)
Prerequisite: Art Foundations is strongly recommended as preparation for this course

Students will develop an ability to work with three-dimensional design by forming sculptures utilizing additive and subtractive techniques. A variety of materials will be used including plaster, paper, clay, wire, and mixed media. Emphasis will be placed on planning, craftsmanship, and art criticism. This course will be offered on alternating years with Advanced Pottery.

ADVANCED POTTERY 22

Level: CP
Open to Grades: 10-12
Prerequisite: Pottery

Advanced pottery is for students who are interested in expanding their pottery skill set and portfolio of ceramics works. Students will explore hand-building and wheel techniques further through more advanced creative challenges such as teapots, busts, and sculptural forms. Students will be expected to demonstrate originality, person voice, and technical proficiency as they complete a set project list throughout the course.

Independence will be expected in the studio, as well as the ability to respond to master works and make conceptual connections. This course will be offered on alternating years with Sculpture.

POTTERY 28

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

Students will develop a variety of skills in hand-building, wheel throwing and decorative techniques, utilizing specific tools and materials for each process. Design will be emphasized as it applies to functional pottery, as well as the stages of clay, craftsmanship, and art criticism.

PHOTOGRAPHY 32

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

Students will be able to sign out a DSLR camera provided they sign the accountability and responsible use agreement. Students are encouraged to use their own cameras for the course if they have manual settings.

Students will be introduced to basic camera functions, shooting skills, and techniques. Emphasis will be placed on composition, elements of art, content, and critique. Students will also become familiar with digital workflow and will learn how to use Photoshop for digital editing, rendering, printing preparation, and special effects. Students will be encouraged to find their own personal voice through photography and will need to be able to commit time outside of class for photo shoots.

AP STUDIO ART 30

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

*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. Students will improve on their skills and will develop their individual style. Emphasis will be on developing a strong portfolio of work necessary for admittance to art school along with instruction necessary for meeting the AP requirement. Any student enrolled will have the option to submit a portfolio to AP College Board at the end of the semester to receive AP credit.

*Students interested in this course will need to submit a portfolio of at least 5 pieces of art and an artist statement to the Art Department. Portfolios should be organized and well-presented and students are encouraged to include sketchbooks. Artist statements should include an analysis of subject matter, content, and media from the portfolio as well as an explanation of the student's intent for his or her future in AP and the visual arts field.

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 in addition to the one-year CT high-school graduation requirement starting with the class of 2023.

T.H.S. World Language Courses

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

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 experiences.
- Studying a world language is studying world culture, opening a 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, firefighting, social work

WORLD LANGUAGES

CP FRENCH I 311

Level: CP
Open to grades: 9-12
Prerequisite: None
Eligibility: French 1 is open to any student who has not taken French or has earned a grade under 80% at the middle school level.

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 presentational, interpersonal, and interpretive modes of communication and the textbook D'Accord 1. 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 presentational, interpersonal, and interpretive modes of communication and D'Accord 2. 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 films.

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 D'Accord 2. 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, while continuing to fine tune their presentational, interpersonal, and interpretive communication skills.

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 D'Accord 3. Individual attention is given to building and improving presentational & interpersonal speaking & writing skills. Short stories, Francophone culture from digital media, novels, magazines, plays, films, poems, newspapers, and the short novel Le Petit Prince provide challenging interpretive material for the students. The history and culture of France are examined.

HONORS FRENCH IV 345

Level: H
Open to grades: 11-12
Prerequisite: Recommended grade of 85 or above or 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 D'Accord 3 will be used.

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 or 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 2019-2020) 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 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. The College and AP level text, Themes and materials 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.

PRELIMINARY SPANISH 350

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

An introductory Spanish course that focuses on developing all four communicative skills, reading, writing, speaking, and listening. This course will enable students to comprehend and converse about themselves, their family, friends, interests, and everyday life while making comparisons to the Hispanic world. Visual and kinesthetic learning methods will be used to acquire the language.

CP SPANISH I 351

Level: CP
Open to grades: 9-12
Prerequisite: None
Eligibility: Spanish 1 is open to any student who has not taken Spanish or has earned a grade under 80% at the middle school level.

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 presentational, interpersonal, and interpretive modes of communication 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 presentational, interpersonal, and interpretive modes of communication. 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 to develop their communication skills in Spanish using the multifaceted Avancemos 3 textbook and audio program. There will be a review of present and past tenses and presentation of the present subjunctive with its many uses as well as additional verb tenses. Students will be required to use these commonly used tenses in presentational & interpersonal speaking and writing assignments, and interpretive reading and listening 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 presentational & interpersonal written and conversational skills. The textbook *Avancemos 4* and audio program will be used to explore cultural practices and perspectives and to continue the development of interpretive communication skills. The reading of a novel will also be included to reinforce communicative skills in the target language.

HONORS SPANISH IV 380

Level: H
Open to grades: 11-12
Prerequisite: Recommended grade of 85 or above in Spanish III or 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 spoken & written language and reading and listening comprehension. There will be varied creative

spoken and written exercises perfecting the uses of interpretive Spanish grammar. The textbook *Avancemos 4* and audio program will be used to explore cultural practices and perspectives. Students will read the novel Marianeh to reinforce communicative skills in the target language.

HONORS SPANISH V **390**
UCONN ECE SPANISH **389**

Level:	H
Open to grades:	11-12
Prerequisite:	Recommended grade of 85 or above in Spanish IV or 80 or above in Honors Spanish IV or 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 2019-2020 the cost will be $35 per credit and an additional processing fee of $20 per course. Some courses may have additional material fees.

For the Spanish UConn ECE course, the main focus will be on an in-depth development of conversational skills in the language through discussions about various cultural topics. Sources such as cultural texts, newspapers, magazines, radio, film, television programs, and online items from the Spanish-speaking world will assist in guiding each discussion in class. This course will also include essay writing and grammatical review, but the focus will be on oral expression. In order to accentuate the curriculum, the college/AP level textbook *Temas* will be utilized throughout the course.

Three college credits are available from UConn through the Early College Experience (ECE) program for this course which is equivalent to UConn 3179.

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 Spanish V or UConn ECE 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 *Temas* and audio program will be used to explore cultural practices and perspectives.