

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.

Tolland High School's Learning Expectations

Academic

The THS student will demonstrate:

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

Social and Civic

The THS student will demonstrate:

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

Course information in this Course Catalog is accurate as of January, 2021. 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 Cullen Rublewski, Class of 2022.*****

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
Mr. Todd Zenczak, Interim Assistant Principal

SCHOOL COUNSELING (860-870-6836)

Michelle Grady, School Counseling
Curriculum Liaison
Caitlin Foran
James Shea
Meghan Durham

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

Class of 2022:

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

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

Class of 2023 and beyond- Credit Requirements

Area	Minimum number of credits	Total number of credits
HUMANITIES		Total of 9 credits
<i>ENGLISH</i> Must include 1 credit each in English 1,2,3 and 4	4	
<i>SOCIAL STUDIES</i> Must include 1 credit each in World History, US History, and Civics	3	
<i>FINE ARTS</i> Includes any course in Art or Music	1	
<i>HUMANITIES ELECTIVE</i> Includes courses in English, Social Studies, Fine Arts, and World Language	1	
STEM		Total of 9 credits
<i>MATHEMATICS</i>	3	
<i>SCIENCE</i> Must include 1 credit each in Integrated Science, Biology, and any science elective	3	
<i>STEM ELECTIVES</i> 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. In order to earn credit in a class, students must earn at least a 65 and meet the school's attendance requirements, which are outlined in the Student Handbook.

CLASS STANDING

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

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

ACADEMIC LOAD

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

AUDITS

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

Students auditing a course will be responsible for the completion of all assigned work as well as tests, quizzes and projects. No grade or credit will be given for an audit. Once an audit has been approved, students may not request a change back to regular grading status.

CLASS RANK & WEIGHTED GRADES

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

Weighted Grades and Weight Factors

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

The weight factors are as follows:

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

CHANGE OF SCHEDULE – ADD/DROP PROCESS

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

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

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

- Academic misplacement in REQUIRED courses
- Courses that were remediated in summer school or through summer tutorial
- Computer error
- For seniors in good credit standing only, a 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 will require the school principal's approval.

OVERRIDES OF TEACHER RECOMMENDATIONS

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

Please note:

- Overrides cannot be used if the course has pre-requisite course or grade requirement.
- Once processed, students must adhere to the school's Add/Drop procedure. Once the Add/Drop period ends, students must stay in the class they requested.

- Parents assume the responsibility of securing outside tutoring should a student who overrides a recommendation need extensive assistance in order to be successful.
- Students who override recommendations will only be placed in the requested class after all students who were recommended are scheduled.

PREREQUISITES

Because of the sequential nature of some courses and the necessity of establishing a firm foundation prior to moving on to advanced work, many courses have prerequisites (courses which must be passed, some with a certain grade). Prerequisites must be met before a student will be allowed to enroll in the class. Students and their parents cannot override prerequisite minimum grade requirements. Consult the course descriptions for prerequisites.

SUMMER TUTORIAL

Students who fail courses but receive a grade of 55 or higher may participate in a summer tutorial to earn the 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.

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.

NON-LEVELLED COURSES

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

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 2020-2021 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 an UConn ECE course or an honors-level Tolland High School course.

Tolland High School offers ECE courses in Biology, Chemistry, 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

HIGH SCHOOL/COLLEGE PARTNERSHIPS

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

Manchester Community College High School Partnership

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

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

SENIOR OPTIONS

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

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.

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.

TOLLAND BUSINESS ACADEMY (TBA)

The Tolland Business Academy (TBA) represents a personalized pathway of business oriented coursework for students interested in eventually pursuing business careers. TBA students work with experienced business teachers to develop **leadership** qualities and improve **communication** and **collaboration** skills, along with many other 21st century workforce skills in high demand today. The TBA experience will culminate in a senior internship placement where the students can gain real work experience actively applying what has been learned in business classrooms. Internships are designed with the interests and focus of each individual TBA student in mind. Current TBA students have been placed in public accounting firms, the merchandising department of local retail stores, organizing and coordinating a golf tournament to fundraise for a non-profit organization, and implementing a marketing campaign via social media for the Tolland Recreation department. TBA students will also be issued a laptop to use when collaborating both virtually and in real time on a variety of internship projects and tasks.

In addition, TBA students will have first choice at preferred business classes and are invited to participate in exclusive field trips (visit business colleges, corporate job shadow days, and career exploration trips).

TBA is open to students enrolling in grades 10, 11, and 12. Applications are available second semester.

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 (for the Class of 2023 and beyond). However, we strongly encourage all college-bound students to complete at least 2 years of one world language at the high school level, and at least through the third year of one world language. This is a requirement for all Connecticut state universities and many others.

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

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 problems
Financial Record Keeping

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

College Career Pathways Opportunities in Business:

Keyboarding for Information Processing
College Accounting

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

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

Accounting is planning, keeping, analyzing, and interpreting financial records. This course is recommended for students considering a career in any area of business and for students who want to understand how accounting information impacts the financial decisions they will make as a student and as a consumer.

This course provides an introduction to the concepts of accounting and business finance using both manual and MS Excel applications. The accounting principles taught in this course are based on a double-entry system and include the preparation of bank reconciliations, payroll taxes, and financial statements. Business finance topics include banking, credit, budgeting & income tax preparation. Some of the 'must have' MS Excel skills like creating tables, charts and worksheets, sorting data, and using formulas to perform data analysis are integrated into class activities and problem sets. Exploration into a variety of careers in the fields of accounting and finance will give students a chance to investigate this fast paced and dynamic industry.

COLLEGE ACCOUNTING

133

Level: CP
Open to Grades: 10-12
Prerequisite: An average of 85% or above in CP Algebra 1 - Parts A & B

Using an integrated approach to teach accounting, students first learn how businesses plan for and evaluate their operating, financing and investing decisions and then how accounting systems gather and provide data to internal and external decision makers. This course covers all the learning objectives of a traditional college level financial accounting course, as well as many of the learning objectives from a managerial accounting course. Topics include an introduction to accounting, accounting information systems, time value of money, and accounting for merchandising firms, sales and receivables, fixed assets, debt and equity. Other topics include statement of cash flows, financial ratios, cost-volume profit analysis and variance analysis. Upon completion of this course, students wanting college credit will take an exam. *Students meeting the required score will earn credit from a variety of affiliated colleges and universities for the Financial Accounting course with the equivalent of 3 credit hours.*

INTRODUCTION TO BUSINESS

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, business professionals, and their community to actively practice the 21st century skills of communication, collaboration, creativity and critical thinking. Key assignments in this course require students to design infographics and advertisements, research, analyze and report on corporations while playing the CT Stock Market game, and investigate nonprofit and social enterprise organizations that seek to maximize both profits and benefits to society and the environment. 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

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.

Students will undertake a variety of personal assessments to analyze individual strengths and aptitudes as they explore career opportunities and develop strategies for maximizing earning potential. Individual resumes and cover letters will be produced, a personal Career Portfolio will be created, and proper interviewing techniques will be practiced in “real-world” scenarios to better prepare students for college and career opportunities. Students will learn necessary financial literacy skills in personal banking (preparing a budget, managing a checking and savings account, and proper use of credit) as well as delve into investment strategies for financial growth and retirement planning. Students will play the Connecticut Stock Market Game, create investment portfolios, form investment groups, and use annual reports to complete an in depth research project on the financial health of major corporations.

BUSINESS AND PERSONAL LAW

143

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

In Business and Personal Law, students will be introduced to issues that affect their daily lives both today and in the future. After a study of ethics, criminal law, torts, and the court system, students will study the following topics as time allows: contracts, warranties, consumer protection, buying and insuring a car, employment protection, renting a place to live, borrowing money and buying on credit, and writing checks. Students will be graded in a variety of ways including Powerpoints, papers and traditional text.

ECONOMICS

148

Level: NL
Open to Grades: 9-11
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

This class will offer students an introduction to the study of marketing with an emphasis on the nine functions of marketing, the marketing concept, the marketing mix, economic implications, marketing research techniques, consumer behavior, competition, marketing strategies, promotion, advertising, etc. A number of projects, simulations, student presentations, and computer applications will be used to reinforce the concepts being introduced. Students will identify a unique business opportunity and create a marketing plan for that business. These projects will provide students with the opportunity to learn organizational and "how to do it" skills that will help to prepare them for future successes. Special topics include relationship marketing, marketing and the internet, societal marketing. The class will culminate with a Shark Tank competition where students will present their unique business plan to a panel of community business leaders as the judges.

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. Three novels are required for summer reading. Review of English grammar, usage and mechanics, in addition to vocabulary are a weekly focus.

CP ENGLISH I

211

Level: CP
Open to Grade: 9
Prerequisite: None

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

ENGLISH I

212

Level: NL
Open to Grade: 9
Prerequisite: None

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

HONORS ENGLISH II

220

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

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

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

CP ENGLISH II

221

Level: CP
Open to Grade: 10
Prerequisite: None

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

ENGLISH II

222

Level: NL
Open to Grade: 10
Prerequisite: None

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

AP ENGLISH III A

270

AP ENGLISH III B

271

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

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

AP English III is offered in two parts. Students must take both part A and part B in order to fulfill English III requirements. With some exceptions, American literature, both fiction and nonfiction is examined chronologically as reflective of the concerns and viewpoints of American authors. Additionally, AP English III Part A and B both concern the study and analysis of rhetoric and include a variety of writing assignments of various genre, focusing especially on argument, literary and rhetorical analysis, and the writing of research papers. The content and timeline of AP English III parts A and B differentiate them from Honors English III. Therefore, neither Part A 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. Summer reading is required, and work connected with this reading is a part of lesson plans for the first few weeks of the semester.

HONORS ENGLISH III

230

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

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

The framework of the Honors English III course is built on a survey of American literature, with appropriate selections from classic world writers as well as modern writers. Reading is independent, extensive, and challenging. 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, and creative projects. The course presents many opportunities for individual and small group presentations. Vocabulary growth stresses SAT strategies. Research skills culminate in critical thesis papers on a course related issue.

CP ENGLISH III

231

Level: CP
Open to Grade: 11
Prerequisite: None

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

ENGLISH III

232

Level: NL
Open to Grade: 11
Prerequisite: None

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

HONORS/AP ENGLISH IV

240

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

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

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

Higher Education and Family and Consumer Sciences:

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

Family and Consumer Sciences at T.H.S.

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

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.

COLLEGE CAREER PATHWAYS 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.

COLLEGE CAREER PATHWAYS CHILDHOOD EDUCATION

422

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

This course is designed for students who are considering a future career involving children and to acquaint students with the field of early childhood education. Foundations of early childhood education, the content of curriculum and aspects of child growth and development will be covered. Teaching philosophies and preschool program models will also be discussed. Students will 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.

FINE ARTS EDUCATION

Art and Music at THS

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

Art

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

Music

Festivals: Eastern Region, All-State,
ASBDA, ACDA Festivals
National adjudications
Berklee Jazz Festival

Benefits of the Fine Arts Experience

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

Higher Education and the Fine Arts

Colleges value art and music as necessary learning experiences
Colleges value original and creative thinkers
Experiences prepare students for careers in commercial art, music technology and recording industry, as well as performance and artistic careers

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	Pottery
Drawing	Sculpture
Painting	AP Studio Art
Photography	

Recommended Course Work in Music

Potential music majors should opt for as many performing ensembles as possible each year and participate in extra curricular music activities. Music theory is strongly recommended for those interested in a music career.

THS Music Courses

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

ART

ART FOUNDATIONS

15

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

This course will concentrate on developing basic perceptual skills while focusing on the Elements of Art 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
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.

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 and 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.

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 team work. Band is a continuing program that may be selected each year, with expectations for growth, ability, and leadership increasing for each grade. Performances are a required part of the course and include evening concerts at the end of each quarter, the Tolland Memorial Day Parade, graduation, and other performances to be announced at the start of the course. Competitions, auditions, and festivals are available for advanced students only through enrollment in band. Band students are eligible to contract for college prep credit contingent upon maintaining a minimum of an 88 average their first two semesters of Band.

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 of 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.

MATHEMATICS EDUCATION

The mathematics department at Tolland High School strives to have each student understand and use mathematical concepts and fundamental processes, i.e., experimentation, logical reasoning, computational skills, and analysis of both theory and applications at a level which is consistent with his or her ability, maturity, and needs. A variety of challenging courses are offered to students of all ability levels. Technology, often including graphing calculators, is incorporated appropriately within the courses.

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

Goals:

To educate students so that they are able to:

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

Career Paths using Mathematics:

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

Among the career fields directly related to or involving mathematics:

Business
Education
Engineering
Allied Health including medicine, and nursing
Architecture, construction, and drafting
Computer science
All science fields including chemistry, physics, and biology
Mechanical fields including machining and automotives

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 as integers and expressions; equations; number theory; rational numbers; statistics; probability; geometric concepts; and graphing in a coordinate plane. Technology will be introduced in exploring these topics.

CP ALGEBRA I Part A

622

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

This course is designed for students who have mastered pre-algebra concepts. Students will study topics such as quantitative data analysis, solving linear equations and inequalities, linear systems and functions. Probability and statistics will be studied in terms of graphing and interpreting data. Geometric and algebraic concepts will be used to solve real world applications. Graphing calculators will be used to explore these topics.

CP ALGEBRA I Part B

623

Level: CP
Open to Grades: 9-12
Prerequisite: CP Algebra 1A 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; will be recommended for students with an average lower than 80 in Pre-Algebra

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

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. Students are required to participate in group projects. Available technology will be used throughout the course. Teacher recommendation is essential.

CP GEOMETRY

661

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

Students will study topics such as parallel lines and planes; congruent and similar polygons; geometric constructions; geometric proofs; right triangles; circles; areas of plane figures; surface area and volume of solids; coordinate geometry; and transformations. Inductive and deductive reasoning will be used in the study of geometric concepts and their applications.

GEOMETRY

662

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

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

INTERMEDIATE MATH

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 years of mathematics. Recommendation of mathematics teacher

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

CP ELEMENTARY FUNCTIONS

632

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

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

CP PROBABILITY & STATISTICS

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 probability distributions; normal probability distributions; population estimates and hypothesis testing. The graphing calculator and Minitab software are used extensively throughout the course. A culminating survey project and presentation are required.

HONORS ADVANCED PRE-CALCULUS

680

Level: H
Open to Grades: 11-12
Prerequisite: Honors Algebra II or CP Pre-Calculus, recommendation of mathematics teacher

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

CP PRE-CALCULUS

671

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

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

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.

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 Physical Education/Health
- 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	Fitness
Coaching	Leisure Studies
Preparation for P.E. Major/Teaching	Sports Management
Physical Therapy	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 Tobacco, 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
2) Students who take PE 11/12 in junior year and wish to take it again senior year must have a 90 or above in junior year or teacher recommendation.

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

FITNESS

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. Course will include drug education.

SCIENCE EDUCATION

Tolland High School Science Courses:

Life Sciences

Biology
UCONN Biology/Honors Biology
Anatomy & Physiology
Oceanography
Botany

Physical Sciences

Integrated Science
General Chemistry
Chemistry
Honors Chemistry
Environmental Science
Physics
AP Physics
UCONN Environmental Science

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 HONORS BIOLOGY I

**770
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 HONORS BIOLOGY II

**772
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.

ENVIRONMENTAL SCIENCE CP ENVIRONMENTAL SCIENCE

714

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.

UCONN ENVIRONMENTAL SCIENCE NRE 1000

723

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

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 and research of current ocean issues.

PHYSICAL SCIENCES

HONORS CHEMISTRY I **784**

Level: Honors
Open to grades: 11 - 12
Prerequisite: Recommendation of science teacher, CP/ECE Biology and Algebra II.

This course teaches the principles of chemistry including the structure and chemical interactions, and its applications to solve real-world problems. It includes laboratory activities and the use chemical calculations to solve problems. Some of the topics that will be covered are: atomic structure and properties, molecular and ionic compounds, molecular structure and properties, intermolecular forces and properties, and chemical reactions.

HONORS CHEMISTRY II **785**

Level: UCONN ECE / Honors
Open to grades: 11 - 12
Prerequisite: C or better Honors Chemistry

This course is a continuation of Honors Chemistry 1. It expands on the fundamental principles of chemistry and its applications. It includes laboratory activities that will teach how to apply the concepts learned in the class to real-world experimental situations. This second part of the course includes topics such as: chemical bonding, kinetics, thermodynamics, acids and bases, and applications of thermodynamics.

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, acids/bases, 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:

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:

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 is used throughout the course. At least 20 percent of the instructional time will be spent on hands-on, inquiry based labs, and students will utilize basic computer programming to explore the mathematical underpinnings of physics. After the AP exam in May the class will cover fluid dynamics, optics, and quantum physics.

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 (students may take CP or AP Psychology)
AP Psychology
AP European History
Criminology
CP Abnormal Psychology

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	Law Enforcement
Political Science	Law
Economics	Business Management
Anthropology	International Relations
Geography	City Management
Social Work	Ecology
Accountant	Educator
Clinical Psychologists	Therapy
Teaching	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 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 issue of drug and alcohol, and current events.

CP RUSSIAN AND EASTERN STUDIES

841

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

This course will concentrate on the historical development of Russia, China, Japan and Korea. Included will be the study of ancient Russia, Czarist Russia, the Communist Revolution, the Soviet Union and present day Russia. Major attention will be devoted to Stalinism. A variety of materials, including classic Russian films, once classified Soviet films, primary sources and numerous activities will be used to enhance student learning. This course requires a high level of reading and writing skills.

CP NATIVE AMERICAN STUDIES

845

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

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

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 permission of teacher.

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

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

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.

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, 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.

SPECIAL EDUCATION

T.H.S. Special Education Courses:

Content Support
Fundamentals of English/Math

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

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 learn 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
CP INTRODUCTION TO COMPUTER SCIENCE PRINCIPLES	173

Level: Students will contract within the first two weeks for CP or NL credit
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 instructor.

DIGITAL APPLICATIONS PROGRAMMING I	179
CP DIGITAL APPLICATIONS PROGRAMMING I	176

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

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

DIGITAL APPLICATIONS PROGRAMMING II	181
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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.

COMPUTER SCIENCE SEMINAR	180
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Level: CP
Open to Grades: 12
Prerequisite: Digital Applications Programming I or permission of instructor. Students interested in a seminar must complete a written contract around their focus area.

The Computer Science Seminar is structured as a guided independent study. Each student creates a plan or program of study at the beginning of the course. The plan specifies goals, objectives, activities, and intermediate milestones required to meet the goals. Subjects of plans may vary widely. Successful independent projects in the past have included website design, assembly language, game design, networks, robotics, art, C ++, Flash, Computer Aided Manufacturing, etc. Weekly written progress reports document student progress. Independent studies end with a major final project and presentation. Independent study requires a substantial commitment of time and energy to complete successfully.

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

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.

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

PRINCIPLES OF ENGINEERING

570

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

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

ROBOTICS 1

504

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

TECHNOLOGY SEMINAR

562

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

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

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: Drafting I, average of 75 or better
College Career Pathways Credit Available if course taken in grade 10, 11 or 12

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

DRAFTING SEMINAR

569

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

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

PRINT MEDIA/GRAPHICS I

552

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

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

PRINT MEDIA/GRAPHICS II

554

Level: NL
Open to grades: 10-12
Prerequisite: Grade of 80 or above in Graphics I

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

PRINT MEDIA/ GRAPHICS SEMINAR

565

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

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

VIDEO PRODUCTION & BROADCASTING

560

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

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

WORLD LANGUAGE EDUCATION

The World Language Department will expand the student's awareness and respect for himself and others through the teaching of World Languages. Instruction will be provided in the four linguistic skills of listening, speaking, reading and writing to enable students to communicate in everyday situations. Study of the culture of the target language will broaden the student's intercultural perceptions and sense of global responsibility. Authentic resources will be utilized in each course, at each level, to support and enhance the curriculum in addition to use of the language lab and digital technology. Through its curriculum, the World Language Department will foster a sense of integrity and commitment to excellence in its students. Colleges recommend two to four years of high school world language study 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 your door to art, music, dance, fashion, cuisine and cinema.

World Languages and Career Paths:

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

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 Total Physical Response Storytelling 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 Total Physical Response Storytelling 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 film.

CP FRENCH III

331

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

The student will expand all communication skills on everyday topics and develop new vocabulary useful for travel abroad using the text 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, and continued use of TPRS methodology are features of the course.

CP FRENCH IV

341

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

The student will review all the grammatical structures acquired in French I, II, and III using TPRS methodology and D'Accord 3. Individual attention is given to building and improving speaking skills. Short stories, Francophone culture from digital media, novels, magazines, plays, films, poems, newspapers and the short novel Le Petit Prince provide challenging material for the students. The history and culture of France are examined.

HONORS FRENCH IV

345

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

Honors French IV is an expanded, more challenging version of CP French IV. It is directed toward the top student who is willing to read, listen, speak and write at the college level. Focusing thematically on contemporary French culture and history, there will be more extensive reading, writing, listening and speaking utilizing Francophone culture from digital media, current events, magazine articles, short stories, novels and film. There will be varied creative exercises perfecting the uses of French grammar. The textbook D'Accord 3 will be used.

HONORS FRENCH V UCONN ECE FRENCH

301
268

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

UConn Early College Experience (ECE) is a concurrent enrollment program that allows motivated high school students to take UConn courses at their high schools for both high school and college credit. Every course taken through UConn ECE is equivalent to the same course at the University of Connecticut. High school instructors who have been certified through the University of Connecticut serve as adjunct faculty members and teach UConn ECE courses. Students are charged per credit (for 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 Total Physical Response Storytelling and the textbook Avancemos 1.

CP SPANISH II**361**

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

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

CP SPANISH III**371**

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

The student will continue communication in Spanish using the multifaceted Avancemos 3 textbook and audio program. There will be a review of present and past tenses and presentation of the present subjunctive with its many uses. Additional verb tenses will be introduced. Students will be required to use most of these commonly used tenses in conversation as well as speaking, reading and writing assignments.

CP SPANISH IV**381**

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

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

HONORS SPANISH IV**380**

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

Honors Spanish IV is an expanded, more challenging version of CP Spanish IV. It is directed toward the top student who is willing to read, listen, speak, and write at the college level. There will be a focus on the extensive use of the spoken language and reading comprehension. There will be varied creative spoken and written exercises perfecting the uses of Spanish grammar. The textbook *Avancemos 4* and audio program will be used to explore cultural practices and perspectives.

HONORS SPANISH V

390

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

Honors Spanish V is directed towards students who are highly motivated in the study of Spanish and who are willing to read, listen, speak and write at the college level. There will be a focus on the extensive use of the spoken language. There will be varied creative spoken and written exercises. The textbook *Temas* and audio program will be used to explore cultural practices and perspectives.

UCONN ECE SPANISH

390

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

UConn Early College Experience (ECE) is a concurrent enrollment program that allows motivated high school students to take UCONN courses at their high schools for both high school and college credit. Every course taken through UCONN ECE is equivalent to the same course at the University of Connecticut. High school instructors who have been certified through the University of Connecticut serve as adjunct faculty members and teach UCONN ECE courses. Students are charged per credit. For 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 main 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.