



**QUINEBAUG  
MIDDLE COLLEGE**

# **PROGRAM OF STUDIES**

**742 Upper Maple Street, Danielson, CT 06239  
860-932-4040 • [www.eastconn.org/qmc](http://www.eastconn.org/qmc)**



## A note from Ted Keleher *Principal of QMC*



Welcome to Quinebaug Middle College High School! Our school is located on the campus of Quinebaug Valley Community College in Danielson, CT.

Students at QMC benefit from a small and personalized learning environment where student choice and voice matter. Students have the opportunity to choose their own learning pathway, which will guide their learning experience throughout their high school careers. In addition, we take the time to get to know all of our students, and all of their work to create a strong and supportive environment where all students can succeed.

QMC students not only prepare for college but will experience college firsthand! Students in the 11th and 12th grades take courses at Quinebaug Valley Community College free of charge in addition to their high school coursework. This gives QMC students a valuable head start on their college careers!

Take some time to learn more about our school through our website at [www.eastconn.org/qmc](http://www.eastconn.org/qmc). In addition, please feel free to contact QMC at any time for more information, to visit our campus, or to learn about the application process.

Thank you,

Ted Keleher  
Principal

# PROGRAM OF STUDIES



## TABLE OF CONTENTS

Contact Information .....	4
Mission & Vision .....	5
Core Values & Beliefs .....	5
8 Habits of Highly Successful Students. ....	6
Code of Ethics .....	7
Teaching and Learning Philosophy .....	8
QMC Curriculum .....	9-10
Graduation Requirements .....	11-12

### QMC Course Descriptions

Mathematics .....	13-14
Science .....	14-15
STEM Electives .....	15-16
English .....	16-18
Social Sciences .....	18-19
Fine Arts .....	20-21
Career and Life Skills .....	21-23
World Language .....	23-24

Community Service Learning .....	24
QVCC Course Offerings .....	25

### APPENDIX A: Academic Performance Expectation Rubrics

Independent Projects .....	26
Effective Writing .....	27
Active Reading .....	28
Effective Communication .....	29-30
Problem-Solving .....	31
Success Skills .....	32

### APPENDIX B: Social and Civic Expectations

Social and Civic Competencies .....	33
Social and Civic Expectations Rubric .....	34



## **CONTACT INFORMATION**

---

- Main Office** .....860-932-4100
  - Attendance Line** .....860-932-4202
  - Principal** .....860-932-4137
  - Nurse**.....860-932-4117
  - School Social Worker** .....860-932-4164
  - School Psychologist** .....860-932-4041
  - School Guidance Counselor** ...860-932-4101
  - Main Office Fax** .....860-932-4950
  - Nurse’s Office Fax** .....860-932-4312
- 

Contact information can be found on our website:  
**[www.eastconn.org/about-qmc/staff](http://www.eastconn.org/about-qmc/staff)**

### **IMPORTANT SCHOOL INFORMATION**

**Main Office:** 860-932-4040  
**Address:** 742 Upper Maple St. Danielson, CT 06239  
**Website:** [www.eastconn.org/qmc](http://www.eastconn.org/qmc)

# PROGRAM OF STUDIES

## MISSION & VISION

The mission of the Quinebaug Middle College is to provide a challenging, personalized, comprehensive learning environment that fosters the skills, knowledge, habits and individual discipline necessary for students from diverse backgrounds to realize their ambitions and contribute in a positive, meaningful way to their community and culture.

The QMC vision guiding the development of this program is based on the belief that student learning flourishes in an environment where high expectations and achievement are integral; where rigorous, relevant instruction is provided; and where the real-world application of skills is conducted in a community of strong, positive and caring relationships.

## CORE VALUES & BELIEFS

Inspiration, kindness and respect are the fundamental principles of QMC. Our democratic learning community offers opportunities to build self-confidence and academic success through responsible choice-making, personal wellness, critical thinking and social and civic responsibility.

### *The learning community of QMC believes that:*

All members are learners first, who work together to create dynamic, sustainable relationships and meaningful learning and service opportunities;

All students achieve at high levels when they engage actively with their learning, are responsible community members and are kind to others;

Our educational experiences promote critical thinking, value diverse perspectives and foster intellectual and emotional growth;

Ownership of personal choices empowers all learners to become thoughtful and engaged citizens;

Our location within Quinebaug Valley Community College empowers students to believe in their rights and their ability to pursue higher education.

### *The learning community of QMC is committed to:*

Educating the whole person—intellectually, physically, emotionally and socially;

Creating and maintaining respectful interactions among all members;

Identifying, communicating and reflecting on issues and values related to personal and collective responsibilities;

Maintaining a safe setting in which community members develop, share and practice meaningful learning experiences;

Supporting all aspects of student development, including individualizing emotional, personal and academic learning;

Effective, meaningful collaboration with Quinebaug Valley Community College.

### *The learning community of QMC provides:*

Inspiration and motivation for learning that can transform lives;

A safe, supportive, and stable learning environment that allows students to focus on their achievement of current and future goals;

Challenging educational opportunities for academic, physical, social and civic learning;

Opportunities for creative, real-world application of students' learning;

For-credit college learning experiences and various ways for students to demonstrate their learning.



## 8 HABITS OF HIGHLY SUCCESSFUL STUDENTS

### 1. BE KIND

Plato said, "Be kind, for everyone you meet is fighting a hard battle." Follow "The Golden Rule." This will allow you to work effectively with a greater number of people, and could open doors that you were not aware existed.

### 2. BE ON TIME

Woody Allen once said, "Seventy percent of life is just showing up." He is right: you can't do your good work if you are not there. Consistency over time equals success. There are no short cuts.

### 3. LISTEN FIRST, THEN SPEAK—KEEP AN OPEN MIND

Mark Twain once wrote, "If people were supposed to talk more than listen, they would have two mouths and one ear." Most misunderstandings start when communication breaks down. If you are not listening, you are not available to a new thought or idea.

### 4. ASK QUESTIONS

The amount of knowledge any one person can hold in the

brain is finite. The best students understand that they must constantly generate questions in order to increase their skills, knowledge and understanding of the world. Albert Einstein said this: "I have no special talent. I am only passionately curious."

### 5. WORK HARD TO COMPLETE ALL WORK

Successful students do this routinely, in a timely manner. You can't be great if you produce nothing. Boredom is something that emanates from within. Engage yourself in the world of ideas. Babe Ruth once said, "It is very hard to beat a person who never gives up."

### 6. DEVELOP/EMPLOY ALL OF YOUR TALENTS

Use your creativity regardless of the subject or field you are working in. Even science is an art form! Science may be the greatest tool that humans have ever developed. However, without creativity, innovative hypotheses and experiments, science would not exist. Albert Einstein put it this way: "I am enough of an artist to

draw freely upon my imagination. Imagination is more important than knowledge. Knowledge is limited. Imagination encircles the world."

### 7. SEEK OUT NEW LEARNING/WORK ON SOMETHING THAT IS GREATER OR BIGGER THAN YOU

The best students are curious about the world we live in and seek to change the world for the better. Margaret Mead once said, "Never doubt that a small group of thoughtful, committed citizens can change the world. Indeed, it's the only thing that ever has."

### 8. TEACH OTHERS

The greatest way to learn is to teach. By teaching others, you are also being kind and helpful. Remember that "A teacher affects eternity; he never knows where his influence stops."  
—Henry Brook Adams

# PROGRAM OF STUDIES



## CODE OF ETHICS

The Code of Ethics was established in 2008 by the student community at QMC as the basics for discipline. The code was reviewed and approved by the school's Leadership Team and Governance Board. Students are required to abide by the general rules and responsibilities of students attending the college, as outlined in the Quinebaug Valley Community College Student Handbook.

1. In the QMC Code of Ethics, three primary values held by the QMC community are articulated:
2. Respect for others, and appreciation for the diverse perspectives, skills, talents, abilities and contributions of all members of the learning community;
3. Acceptance and demonstration of personal responsibility in keeping the school, campus, and community a safe and attractive place to learn; and,
4. Commitment to learning and to building one's personal assets, talents, strengths, and abilities.

### Code of Ethics: Written and Approved by Students 9/5/08

Students will have input into the decision-making process and classroom rules.

- All people should be treated equally with respect.
- Dress should be appropriate but allow for individual expression.
- All students should come to class ready to learn.
- Each member's individuality should be recognized and respected.
- Members of the learning community will follow all laws, rules at QVCC, and EASTCONN's school policies.

**“This is at the heart of all good education, where the teacher asks students to think and engages them in encouraging dialogues, constantly checking for understanding and growth.”**  
- Dr. William Glasser



## Teaching & Learning Philosophy



### COMPETENCY -BASED

Our school is a competency-based school, in which the goal for all students is “educational competence” (generally, achievement representing at least a “C” in traditional grading systems). Using Connecticut’s curriculum frameworks and standards, teachers design instruction that ensures that all students acquire the skills and knowledge necessary to demonstrate competence in all disciplines. Failure is not an option for any student at our school. If a student does not achieve at the competency level in any subject, he or she will be encouraged to continue to work in that area and receive support until he or she is able to demonstrate learning at basic competency.



### DEMOCRATIC LEARNING

QMC empowers students to take ownership of their learning and school by working together with their teachers to create an inspired, supportive and self-directed learning community. Weekly “Town Meetings” provide a forum for collaborative problem-solving and school improvement. Everyday classroom instruction provides a safe and harmonious place where students don’t just develop positive relationships with their peers and teachers, but continually work on developing successful habits for academia and life.



### FOCUSED ON PROMOTING INDEPENDENCE

Teachers keep records of students’ progress, and students also are expected to maintain records of their progress so that they will always know where they stand in any given class. Our classrooms and school are cooperative in nature and are purposely non-competitive. Students earn their grades through the effort that they show and the work that they do. Students often work in cooperative teams in our classes, and there are many opportunities for them to work closely with their of peers. Students will often self-assign homework based on what they need to do to achieve competency.

# PROGRAM OF STUDIES

## QMC Curriculum

The QMC curriculum was designed with college-ready students in mind. It is aligned with state standards and addresses the needs of all learners. QMC integrates literacy, contextual learning, creativity and innovation into all classes. These components are necessary for students to realize their vocational, career, social, and personal goals in our changing communities, workplaces, and increasingly interconnected global economy.

**Self-esteem, appreciation and value of diversity, strong collaboration skills, and facilitation abilities are promoted throughout our curriculum.**

### STEM AND HUMANITIES

Science, Technology, Engineering and Math (STEM) is a growing field, and QMC is at the forefront of this movement. QMC teachers strive to integrate STEM into all content areas. Students benefit from the integration of STEM in the humanities and arts through Magnet Theme Units (MTUs), and local support from community businesses and organizations. Every QMC student benefits from the use of technology in the classroom, taught by teachers with STEM content knowledge and experience. The STEM focus provides authentic learning experiences that combine knowledge and skills into project-based learning opportunities.

### COLLEGE READINESS

The QMC curriculum aligns with Quinebaug Valley Community College (QVCC) courses, and also with state initiatives in the areas of STEM and health professions. These industries have incredible growth potential, and through partnerships like those with UConn and ECSU ECE (Early College Experience) classes and QVCC, QMC gives students an advantage that will help them find success beyond high school. Students can maximize the number of college credits earned while attending high school, no matter the area of interest. Not only does this help defray the cost of furthering a degree, it prepares students for the rigor and expectations of a college curriculum. Our block schedule allows intensive learning experiences, and ensures that students have access to a variety of elective and required courses, including college-level courses at QVCC. Many students will graduate with at least 27 high school credits and many earn college credits as part of our program. UConn Early College Experience (UConn ECE) provides academically motivated students with the opportunity to take university courses while in high school. 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 a financial head start on a college degree and other postsecondary opportunities. UConn ECE Instructors are high school teachers certified by the University. UConn ECE Instructors foster independent learning, creativity, and critical thinking - all important for success in college and careers. Quinebaug Middle College offers UConn ECE courses in Social Sciences, Statistics, and English. To support rigorous learning, University of Connecticut academic resources, including library and online classroom access, are available to all UConn ECE Students.



## COLLEGE CREDIT OPTIONS

Once a QMC student has taken and passed both our First Year Experience course and QVCC's Basic Skills Assessment (BSA), they are able to take classes at Quinebaug Valley Community College (QVCC) for credit towards both their high school diploma and an associate's degree. Classes are taken on the QVCC campus, alongside college students and according to the college schedule. Courses are graded and taught by QVCC faculty. Students are able to take any class for which they qualify and can fit into their schedule. Evening classes are offered, however, transportation to these classes are the responsibility of the student.

## INDIVIDUALIZED SUPPORT

With an average class size of 15 students, teachers have the ability to create academic goals and objectives that focus on the integration of each student's full complement of learning needs. We draw from current curriculum models proven to be effective in meeting needs of students with varied learning styles. Teachers work with students to demonstrate their ability to meet intellectually challenging work as they prepare to pursue their post-secondary education or career/vocational goals. Some of the tools we use to provide individualized support for our students are provided in support blocks throughout the day. For example, students may access support in Advisory (includes Naviance, Career & College Search, PSAT/SAT prep, Resume/College Essay Writing), Senior Capstone meetings, Peer Mentoring or After-school Tutoring Support.

"Students at QMC are encouraged to pursue their goals, plan for their future, and learn to have a voice in their chosen pathway, however unique and varied it is."

# PROGRAM OF STUDIES

## Graduation Requirements

CLUSTER 1: SCIENCE, TECHNOLOGY, ENGINEERING, AND MATH (STEM)		GRADUATION REQUIREMENTS STARTING W/CLASS OF 2023	
		<b>SCIENCE, TECHNOLOGY, ENGINEERING AND MATH</b> 9 TOTAL CREDITS	
Mathematics	4 credits	Mathematics	4 credits
Science	3 credits	Science	3 credits
STEM Elective	1 credit	STEM Elective	2 credit
CLUSTER 2: HUMANITIES		HUMANITIES, CIVICS AND THE ARTS 9 TOTAL CREDITS	
English	4 credits	English	4 credits
Social Sciences and Fine Arts	5 credits	Social Sciences, Civics and Fine Arts	5 credits
CLUSTER 3: CAREER AND LIFE SKILLS		HEALTH AND WELLNESS 4 TOTAL CREDITS	
Health and Physical Education	1 credit	Health and Safety	1 credit
Health Care Careers	1 credit	Physical Education/Wellness	1 credit
Career and Life Skills Electives	2 credits	Career and Life Skills Electives	2 credits
CLUSTER 4: OTHER		OTHER ELECTIVES 4 TOTAL CREDITS	
World Language	2 credits	World Language	2 credits
Community Service Learning	1 credit (.25 credits per semester or .5 per year)	Community Service Learning - no fewer than 50 hours	1 credit
Open Electives	1 credit	Open Electives	1 credit
<b>TOTAL 25 CREDITS</b>		MASTERY BASED DIPLOMA REQUIREMENTS	
		Senior Capstone Project	1 credit
		<b>TOTAL 27 CREDITS</b>	



## SENIOR CAPSTONE

The purpose of the Senior Capstone Project at QMC is to engage each student in a personalized learning experience and demonstration that represents the culmination of their learning in an area of their choice. The Project allows students the opportunity investigate a specialized area of interest as they apply and demonstrate the skills and knowledge, they have acquired in their time at QMC to their community. Seniors will have the assistance of a faculty advisor to guide them through them through the processes entailed in this project, and an adult mentor who has specific knowledge of the area the student has chosen to explore. Senior Capstone is a graduation requirement but not offered for credit.

The Senior Capstone Project is a **graduation requirement**. Final evaluation of each student's Project will be conducted by the Senior Capstone Project Committee, and will include:

- A review of all written and product components
- Rubric scores of presentations on Presentation Day
- Student's self-assessment and input from advisors and community members.

Students will receive a rubric score from the Senior Capstone Project Committee at the completion of their projects, following the Presentation, that encompasses all components above. In order to meet the graduation requirement, students must receive a score of 2 (Basic Proficiency). A student who has submitted all materials before or on the due date and receives EXEMPLARY during panel presentations will have completed the project **With Distinction**.

## PERFORMANCE EXPECTATIONS

Academic Performance Expectations: All students must achieve a rating of "Proficient" on at least one formal, summative assessment in each of the following 7 Academic Performance Expectations: Independent Project Development (Senior Capstone), Effective Writing, Active Reading, Effective Communication, Problem-solving, Scientific Problem-solving and Success Skills.

**See Appendix A for the Academic Performance Expectation rubrics.**

Social and Civic Performance Expectations: All students must achieve a rating of "Proficient" on at least one formal, summative assessment in Social and Civic Performance Expectations.

**See Appendix B for Social and Civic Expectations and the Social and Civic Expectation Rubric.**

# PROGRAM OF STUDIES

## QMC Course Offerings

**QMC reserves the right to withdraw or add courses, and to offer courses in terms other than those designated in this listing.**

### MATHEMATICS

#### **Algebra I - 1 Credit**

Students will enhance their numeric skills and develop their algebraic knowledge. Learning will occur through the development of conceptual understand. Real-life problems will be utilized to make the content relevant. Topics covered include: patterns, solving equations, function notation, and linear equations.

#### **Algebra IA & Algebra IB – (Full Year Course) - 1 Credit per Semester**

Students will have an opportunity to improve and develop their algebra skills in a safe, supportive learning environment through challenging academic opportunities which will present real-world applications. Topics covered include: systems of equations, functions, exponential, quadratics, and polynomials.

#### **Algebra 2 – 1 Credit**

Students will build upon their understanding and knowledge from Algebra 1. Students utilize real-life examples to explore the content in a meaningful way. Topics covered in Algebra 2 include: Algebra 1 review of linear equations, systems of linear equations, functions, quadratic equations, radical equations, and occasionally exponential and logarithmic equations.

**Prerequisite:** Algebra 1

#### **Intermediate Algebra\* (QV MAT 137) - 1 Credit**

Intermediate Algebra is a college-level honors course and features an extensive study of relations, functions, rational expression, radicals, quadratic equations and inequalities, absolute value equations and inequalities and exponential logarithmic functions. This is a directly-enrolled QVCC college class. **Prerequisite:** First Year Experience, B.S.A. Placement..

#### **Introduction to College Algebra - 1 Credit**

Introduction to College Algebra is a college-level preparatory course and features an extensive study of relations, functions, rational expression, radicals, quadratic equations and inequalities, absolute value equations and inequalities and exponential logarithmic functions. This course is recommended for students who are knowledgeable of algebra concepts and would to study more advanced topics. It is strongly recommended for students who would like to take college level math courses.

#### **Geometry - 1 Credit**

This course provides students with the knowledge and tools necessary to apply an understanding of the attributes and relationships of geometrical objects in diverse contexts. Students will engage in hands-on experiences of geometric principles and relationships in real-world applications.

**Prerequisite:** Algebra 1



## **Manufacturing Math - 1 Credit**

Emphasis is on building the mathematical skills in preparation for success in the manufacturing field. A study of number sets and fractional and decimal operations, ratios, proportions and percentages, conversion and use of customary and metric measurements as well as principals of geometry are studied. This course is offered Semester 1 in alternating years (based on student enrollment). **Prerequisite:** Geometry

## **Financial Algebra - 1 Credit**

Students will learn about financial literacy and further develop their mathematical knowledge through the application of number skills and algebra to every day financial concepts. Students will be required to use critical thinking skills in order to make responsible financial choices.

**Prerequisite:** Algebra 1

## **UConn ECE STAT 1100Q: Introduction to Elementary Statistics\* – 1 Credit**

Standard and nonparametric approaches to statistical analysis; exploratory data analysis, elementary probability, sampling distributions, estimation and hypothesis testing, one- and two-sample procedures, regression and correlation. Learning to do statistical analysis on a personal computer is an integral part of the course. **If students receive a "C" or better they are awarded 4 UConn credits for the course.** **Prerequisite:** Algebra 2 (B or higher), Intro to College Algebra (C or higher), or QV Intermediate Algebra\* (C or higher)

## **QV CCP Manufacturing Math 2\* - 1 Credit**

The second course in manufacturing mathematics, offered for QVCC college credit. A further study of arithmetic and trigonometric operations applied to manufacturing circumstances. The following geometric entities are studies in detail: the circle, regular and irregular polygons, the right triangle, and oblique triangles. The application of angular arithmetic including the study of: angle decimal conversion, the Pythagorean Theorem, Sin, Cos, and Tan functions, and the Law of Sines and Law of Cosines. This course is offered Semester 1 in alternating years (based on student enrollment). **Achieving a grade above "C" will result in the awarding of three QVCC college credits.** **Prerequisite:** Geometry, Manufacturing Math

## **SCIENCE**

### **Next Generation Science 1A & 1B: Integrated Earth/Space Science - (Full-Year Course offered in 2 Parts) - 1 Credit per Part**

Students enrolled in this science course will investigate Earth's place in the universe, the processes governing the formation of the solar system, the history of planet Earth, how the matter of our world formed during the Big Bang and other practical concepts such as understanding how the behavior of the sun directly affects humans. Engineering and technology play a large role here in obtaining and analyzing the data that support the theories of the formation of the solar system and universe. The crosscutting concepts of patterns, scale, proportion, and quantity, energy and matter, and stability and change are called out as organizing concepts for these disciplinary core ideas. Students will also study the Earth's systems such as plate tectonics, weather and climate, weathering and erosion, the way human activities cause changes in the system, and biogeology. This course emphasizes hands-on application of theories and models studied throughout the year, as well as crosscutting concepts of cause and effect, energy and matter, structure and function, and stability and change.

# PROGRAM OF STUDIES

## **Next Generation Science 2A & 2B - Integrated Biology** - (Full-Year Course offered in 2 Parts) - 1 Credit per Part

Life Science Integrated Biology uses the NGSS domains model as the instructional year end goals. Topics include: the coevolution of Earth and life, cell physiology, molecular cell biology, genetics, evolution, and ecology. Lab activities occur throughout the year-long course. Evolution is the unifying principle used throughout the course to understand the unity and diversity of life on earth and how it has changed over billions of years.

## **Next Generation Science 3: Integrated Physical Science (Physics)** - 1 Credit

This 1-Semester course students focus on how forces arise from the interactions between fields, the study of collisions at the macroscopic scale, forces and energy transfer when objects interact, and the harnessing of energy transfer for communication purposes. Throughout the course, relevant Earth and Space Sciences, Biology, and Engineering Design performance expectations are integrated.

The Physical Science and Physics bundles in this domain guide students through the use of the Science and Engineering Practices, Cross Cutting Concepts and Disciplinary Core Ideas to answer the essential questions.

- How can one predict an object's continued motion, change in motion, or stability?
- Why are some physical systems more stable than others?
- How can changes in momentum be used to determine the net force applied to an object?
- How does the conservation of momentum apply to an isolated system?
- How does momentum affect the motion of an object?

## **STEM ELECTIVES**

### **Innovations in Manufacturing** - 1 Credit

In this discrete, STEM-integrated class, students experience the steps in the design and manufacturing process of a product. The curriculum focuses on market analysis, cost analysis, product design, innovation, the application of technology, collaboration with others and communication with the public. Students will develop their critical thinking skills by applying the engineering design process across multiple projects. This course is offered in Semester 2 in alternating years (based on student enrollment). **Prerequisite:** Open to Juniors and Seniors.

### **Mobile Computer Science Principles** - 1 Credit

Mobile Computer Science Principles is an introductory computer science course grant-funded by the National Science Foundation. The course will balance general computer science knowledge with mobile app creation. Students will learn how to use M.I.T. App Inventor software to design their own socially relevant apps for Android powered mobile devices. They will also receive an introduction to a variety of Google applications and manage their own online portfolios to display their work to their peers. **Prerequisite:** Algebra 1 Recommended.

### **Investigations in STEM (Robotics)** - 1 Credit

In this course students will be discovering the careers and opportunities available to them in the STEM fields and programs QVCC. They will create college and career pathways that they can follow. They will also study robotics in design and computer programming and how robotics will become more prevalent in their careers.



## **QV CCP Blueprint Reading 1\* - 1 Credit**

An initial course in blueprint reading. The study of orthographic projection. Topics include lines and their uses, auxiliary views, sectional views, basic and special dimensioning, dimensioning practices for holes, chamfers, angles, tapers, keyways, diameters, radii, and geometric tolerancing. This course is offered Semester 2 in alternating years (based on student enrollment). **Achieving a grade above "C" will result in the awarding of three QVCC college credits.** This course may also be used as a Career/Life Skills graduation requirement.

**Prerequisite:** Manufacturing Math 1, First Year Experience

## **ENGLISH**

### **Thematic Studies in Literature - 1 Credit**

This course aims to develop critical reading and thinking skills through a variety of approaches that aid the student in getting to the subtext and significance of literature as a cultural force. This is a Band 1 (Grade 9/10) English Competencies course.

### **American Literature - 1 Credit**

This course features readings from American writers and provides students with opportunities for investigations in reading and writing. This is a Band 1 (Grade 9/10) English Competencies course.

### **British Literature - 1 Credit**

This course develops critical reading and thinking skills through a variety of approaches that aid in getting to the subtext and significance of British literature as a conveyer of the universal human condition. The tasks associated with the course are structured to increase independence and individual task completion over time and in the end mirror the expectations of entry-level college writing courses. This is a Band 2 (Grade 11/12) English Competencies course.

**Prerequisite:** Completion of Band 1 English Competencies.

### **Non-fiction Literature - 1 Credit**

Using non-fiction works as a launching block for independent inquiries, students in Non-Fiction delve into current events and issues through reading and reflecting. Writing is emphasized as a skill for creating their own non-fiction texts. This is a Band 2 (Grade 11/12) English Competencies course. **Prerequisite:** Completion of Band 1 English Competencies.

### **ECSU ENG 125: Introduction to Literature - 1 Credit**

The goal of the course is to help students at QMC to become stronger, more confident readers and writers. Critical analysis will help students express their ideas in all disciplines within the university and in life outside of school. Exploring these questions is not the ultimate goal of the course, but rather a starting point for students to begin mastering the type of writing in which they discover their own ideas on a subject, articulate them, and support them convincingly. Students in this class will develop a voice in what is known as "the academic conversation," the goal being not to report the knowledge of others but to contribute new thought to the subjects we'll explore. Students will write as part of the academic community, for the academic community; their audience is not just their teachers, but also their peers. The course assignments invite students to write in order to learn, to fulfill their own intellectual curiosity. Students will be given a good deal of freedom to work through the texts we read in their own way, and to think deeply and critically about issues they may not have considered before. Mastery of these skills should be of use in all types of future writing. While this class will cover basic issues of grammar and style, its larger purpose is to prepare students for reading, researching, and writing tasks at

# PROGRAM OF STUDIES

the college level and beyond. The readings for this class are organized loosely around the theme of human interaction: How do we deal with the unknown? How do we assess our relationship with our environment, with each other, and with the invisible “baggage” we all have? We will be reading short stories, poetry and drama and reflecting on their contributions to this theme.

**If students receive a “C” or better, they are awarded 3 ECSU credits for the course.**

**Prerequisite:** Successful completion of 1 credit in an English Band 1 **and** 1 credit in an English Band 2; Open to Seniors only.

## **UConn ECE ENGL1004: Seminar in Academic Writing\*** - 1 Credit.

This course is designed to prepare students not yet qualified to take the required academic writing seminar (ENGL 1010 or 1011), but who would benefit from a preparatory course that carries college-level expectations and credit. Students completing this class are prepared to cross the bridge from high school senior-level English to successfully navigate the challenges of English at the college-level.

**If students receive a “C” or better they are awarded 4 UConn credits for the course.** The course is offered in alternating years.

**Prerequisite:** Successful completion of one credit in an English Band 1 **and** one credit in an English Band 2.

## **UConn ECE ENGL 1010: Seminar in Academic Writing\*** - 1 Credit

This course is a unique program within QMC that is offered through UConn. UConn Early College Experience (ECE) provides academically motivated students with the opportunity to take university courses while in high school. These challenging courses allow students to preview college work, build confidence in the readiness for college, and earn college credits that provide both an academic and financial head-start on a college degree and other postsecondary opportunities. UConn ECE instructors are high school teachers certified as adjunct professors by the University. UConn ECE faculty foster independent learning, creativity and critical thinking – all important for success in college and careers. QMC offers UConn ECE courses in English. To support rigorous learning, UConn academic resources, including library and online classroom access, are available to all UConn ECE students. In this course, instruction in academic writing is given through interdisciplinary reading. Assignments emphasize interpretation, argumentation, and reflection. Revision of formal assignments is given, as well as instruction on grammar, mechanics and style. **If students receive a “C” or better they are awarded 4 UConn credits for the course.** This course is offered alternating years. **Prerequisite:** Successful completion of one credit in an English Band 1 **and** one credit in an English Band 2.

## **UConn ECE ENGL 1011: Academic Seminar in Writing Through Literature\*** - 1 Credit

The goal of the course is to help students at QMC to become stronger, more confident readers and writers. Critical analysis will help you to express your ideas in all disciplines within the university and in your life outside of school. The theme for this section of Freshman English, “The Blurred Line Between Fact and Fiction in Dystopian Literature ” will follow a series of readings: both fictional dystopian literature and critical articles about the issues raised in those pieces of fiction. We will be asking ourselves what within the writer’s situation is evaluated in the literature as well as how it is still relevant today. **If students receive a “C” or better they are awarded 4 UConn credits for the course.** The course is offered in alternating years.

**Prerequisite:** Successful completion of one credit in an English Band 1 **and** one credit in an English Band 2. Open to Seniors only.



## **UConn ECE AMST 1201: Seminar in American Studies\*** - 1 Credit

America: The Great Unfinished Symphony is an introduction to American Studies. The idea behind American Studies – as opposed to American History, American Literature, etc. – is to connect history, literature, art, music, technology, and popular culture for a better, more holistic understanding of American culture and how it developed and changed over time. The course is designed as an introductory course for students pursuing the American Studies major or concentration, but is also useful to History, Literature, Art History, Communications, Business, Education and other majors. This course is offered alternating years. ***If students receive a "C" or better they are awarded 3 UConn credits for the course.*** This course may also be used as a Social Sciences graduation requirement.

**Prerequisite:** Successful completion of one credit in an English Band 1, one credit in an English Band 2, and two courses in history at the high school level or higher.

## **UConn ECE MAST 1200: Introduction to Maritime Culture\*** - 1 Credit

A study of history and literature to understand the international maritime culture that links peoples, nations, economies, environments, and cultural Aesthetics. This course is offered alternating years. ***If students receive a "C" or better they are awarded 3 UConn credits for the course.*** This course may also be used as a Social Sciences graduation requirement.

**Prerequisite:** Successful completion of one credit in an English Band 1, one credit in an English Band 2, and two courses in history at the high school level or higher.

## **SOCIAL SCIENCES**

### **Civics** – 1 Credit

Civics curriculum will prepare students to be knowledgeable and understanding of the events of civics and government. The curriculum will provide students with the opportunity to analyze the causes and effects of events and themes throughout the specified period. Students will become articulate, well-informed, participatory citizens; students require knowledge of our increasingly diverse nation and our interdependence. All students must complete a Civics/American Government course for graduation.

### **United States History** – 1 Credit

The educational philosophy of the curriculum is to have students better understand American History by viewing events as part of a large pattern. As students journey through the curricula they will develop an independent thought process while learning essential skills needed to not only be successful on the state standardize test but become a lifelong learner. All students must complete a United States History course for graduation.

### **Contemporary World Issues** – 1 Credit

This course provides insights into major current events in the world today. Students will examine how culture, religion, geography, governments, economies, and other various events impact people on a daily basis. Students will evaluate these major events and synthesis ways in which the world can move forward in a more positive direction.

### **Native American History** – 1 Credit

Students will have the opportunity to learn about Native American tribes from throughout the United States and Western Hemisphere. Students will look at the interaction Native Americans had between other tribes and between white settlers. This course will give students the

# PROGRAM OF STUDIES

opportunity to look into the indigenous cultures of America and understand what happened to these societies.

## **World History – 1 Credit**

Focus is an in-depth study on the major ideas that have shaped world history, and their impact on the rise and fall of nations, religion and cultural paradigm shifts, and scientific development and discovery.

## **Sociology – 1 Credit**

This course is designed to introduce students to the sociological studies of society. Sociology curriculum will focus on the understanding of social interactions, social institutions, social change and social organizations. The curriculum will provide students the opportunity to analyze major themes in society including the causes and consequences of social inequality, social problems related to the structure of society, and social disobedience and change.

## **UCONN ECE AMST 1201: Seminar in American Studies\* – 1 Credit**

America: The Great Unfinished Symphony is an introduction to American Studies. The idea behind American Studies – as opposed to American History, American Literature, etc. – is to connect history, literature, art, music, technology, and popular culture for a better, more holistic understanding of American culture and how it developed and changed over time. The course is designed as an introductory course for students pursuing the American Studies major or concentration, but is also useful to History, Literature, Art History, Communications, Business, Education and other majors. This course is offered alternating years. **If students receive a "C" or better they are awarded 3 UConn credits for the course.** This course may also be used as an English graduation requirement.

**Prerequisite:** Successful completion of one credit in an English Band 1, one credit in an English Band 2, and two courses in history at the high school level or higher.

## **UCONN ECE MAST 1200: Introduction to Maritime Culture\* – 1 Credit**

A study of history and literature to understand the international maritime culture that links peoples, nations, economies, environments, and cultural Aesthetics. This course is offered alternating years. **If students receive a "C" or better they are awarded 3 UConn credits for the course.** This course may also be used as an English graduation requirement.

**Prerequisite:** Successful completion of one credit in an English Band 1, one credit in an English Band 2, and two courses in history at the high school level or higher.

## **UCONN ECE HRTS 1007: Introduction to Human Rights\* – 1 Credit**

Exploration of central human rights institutions, selected human rights themes and political controversies, and key political challenges of contemporary human rights advocacy. **If students receive a "C" or better they are awarded 3 UConn credits for the course.** **Prerequisite:** Successful completion of First Year Experience and 1 year of Civics (B or higher) or consent of instructor.

## **UCONN ECE POLS 1602: Introduction to American Politics\* – 1 Credit**

In-depth analysis of the organization and operation of the American political system. **If students receive a "C" or better they are awarded 3 UConn credits for the course.** **Prerequisite:** Successful completion of First Year Experience and 1 year of Civics (B or higher) or consent of instructor.



## FINE ARTS

### **Drawing & Design I – 1 Credit**

In this class, students will experience art through a technical lens. Concepts taught will include 2-D design, 3-D design, perspective drawing, drawing realistically, and will incorporate effective skills to use in a team. CAD and the Engineering Design Process will be featured in projects that are for the good of the community and are environmentally sustainable and sound. Problem solving in many forms and mediums will be a consistent part of the course. Furthermore, project-based learning, creativity and the management of technology are skills highly-sought by many industry programs supported by QVCC.

### **Drawing & Design II – 1 Credit**

In this class, students will experience art through a technical lens. Concepts taught will include 2-D design, 3-D design, Perspective drawing, observational drawing, and will incorporate effective skills to use in a team. CAD and the Engineering Design Process will be featured in projects that are for the good of the community, are environmentally sustainable and sound. Problem solving in many forms and mediums will be a consistent part of the course.

**Prerequisite:** Drawing & Design I

### **Graphic Design & Photography – 1 Credit**

In Photography and Graphic Design students will explore both the artistic/creative and technical aspects of photography and graphic design. The course will begin with a basic introduction and history of both photography and graphic design. We will discuss, in depth, the role that photography and graphic design play in our daily lives. Students will exit the class with the knowledge and tools needed to create visually pleasing photographs and graphic publications. Art history will be explored via artist investigations, where a particular artist is assigned to explore, however it is up to the student to choose the artwork that speaks most strongly (for good or bad) to them to critique. **Prerequisite:** Drawing & Design I

# PROGRAM OF STUDIES

## **Recording Studio** – 1 Credit

Music is an art form that speaks to people of all ages, races, genders, socioeconomic classes and cultures. Technological advancements of the last one hundred years have dramatically altered the way humans experience music, allowing us to capture and share sound and giving us entirely new and unique means of making music. Students will learn the fundamentals of sound, recording, music instrument digital interface (MIDI), and the concepts behind audio mixing and engineering. This project-based class offers students the opportunity to explore the techniques and technologies used in professional recording studios, and teaches skills that can be used in audio production and manipulation even at home. Any student considering a career in either the live sound reinforcement or recording industries would exit this class with a solid skill set and with the readiness to enter the field or pursue college audio production classes. Furthermore, project-based learning, creativity and the management of technology are skills highly sought by many industry programs support by QVCC.

## **Chorus** – 1 Credit

This performance-oriented vocal music group is open to all students who enjoy singing and performing. Students will warm up with vocal exercises, be taught the rudiments of music theory, correct singing, and prepare vocal pieces for performance. Students will participate in various school functions to support the school culture.

## **Electronic Music** – 1 Credit

The purpose of this course is to give students the knowledge and skills necessary to compose original music, in a variety of styles, using electronic means, especially computer software. There are two main areas of study in this course:

1. Music Theory - students will learn music theory concepts such as scales, chords, and form, and practice using these concepts to compose intelligent, creative, and unique pieces of music
2. Music Technology - students will learn how to use the music software at their disposal to inspire, record, refine, and publish their musical ideas. This course aligns with the National Association for Music Education's 2014 Music Standards (Music Technology).

The course will culminate in a final project, in which students will compose a complete original song. **Prerequisite:** Introduction to Keyboarding, Guitar or permission from the instructor.

## **Introduction to Keyboarding: Piano** - 1 Credit

Students will use Alfred's Basic Adult Piano Course lesson books to hone piano playing skills, learn music theory concepts, and develop sight-reading proficiency. No prior experience in piano playing or music is required, but those who do have prior experience will still be challenged.

## **Guitar** - 1 Credit

This course will be an introduction to acoustic and electric guitar playing. Topics to include chords, scales, power chords, riffs, and improvising solos.

## **CAREER AND LIFE SKILLS**

### **Physical Education** - 1 Credit

This class focuses on students setting realistic goals for lifelong, healthy, and balanced living. Students are encouraged to participate in physical activity to augment and support health and high quality of life. Through demonstration of a variety of motor skills and movement patterns,



students are led to acquire prowess in a wide range of physical activities that are both team-focused and individual in nature. Students are encouraged to display sportsmanship, give their best effort, and play safely.

## **Health - 1 Credit**

This course is designed to help students make healthy decisions regarding their personal health as they venture into adulthood. Topics such as nutrition, understanding health risks, diseases and disorders, substance abuse, and the benefits of exercise are investigated and discussed. Students use their own health information to develop lifelong, positive attitudes and behaviors.

## **First Year Experience – College Readiness - 1 Credit**

This course is designed to prepare high school students with the skills and habits of mind necessary to achieve success in their future high school years, into college. The course starts with a self-assessment that allows students to become familiar with the ways in which they learn best. Students are taught the basic steps in effective time management, scheduling, preparing for tests and quizzes, writing research papers, working in a collaborative group, recognizing reliable websites, creating healthy habits, workplace etiquette, composing a professional piece of correspondence and other valuable skills needed in navigating the world of higher education. A successful completion is required for direct enrollment in QVCC classes.

## **Advisory – (Full Year Course) - 0.25 Credit per Semester**

Through the QMC Advisory program, students collaboratively explore civic, college, and career opportunities in order to foster readiness for a range of postsecondary outcomes. Student Success Plans and portfolios are created and monitored in advisory and carry over from year to year.

## **QV CCP Investigations In Health Care Careers\* – 1 Credit**

This course is designed to expose students to careers in health-related fields and to provide a survey of the varied skills needed for a career in health care. The student will become familiar with the specific skills needed for academic and eventually clinical success. The student will be exposed to various medical and health care career options through study and guest speakers. The course also includes an overview of the duties and responsibilities associated with a career in the health field, including life management, study skills, work ethics, medical terminology and critical thinking skills. **Achieving a grade above "C" will result in the awarding of three QVCC college credits. Prerequisite:** First Year Experience, Grade 10+ Recommended

## **ECE – UCONN ECE AH 2001: Medical Terminology\* – 1 Credit**

Medical Terminology is a UCONN undergraduate level course. The course includes the

# PROGRAM OF STUDIES

introduction and mastery of prefixes, suffixes and word roots of medical terms. Students are required to learn meaning, spelling, and pronunciation of the terminology. Emphasis is on building a working medical vocabulary based on body systems. This course includes study of location, functions, and terminology of the organs of the various systems of the body. ECE class in Medical Terminology in conjunction with this for one UCONN credit. This course is offered alternating years (based on student enrollment). ***If students receive a "C" or better they are awarded 1 UConn credit for the course.***

## **Public Speaking\* (QV COM 173) – 1 Credit**

The study of oral communication in the one-to-many situation. Students will learn how to select, analyze, evaluate, organize, and develop information for public speaking. This is a directly-enrolled QVCC college class. **Prerequisite:** First Year Experience, B.S.A. Placement

## **WORLD LANGUAGE**

### **Classics for STEM/Latin 1 - 1 Credit**

A strong background in foundational language has been shown to increase mastery in the STEM content areas. Students in this class will focus on the common roots, prefixes and suffixes that are prevalent in the science, technology, engineering and mathematics fields and display this knowledge through various projects.

### **Italian I - 1 Credit**

The Italian I curriculum introduces the fundamental elements of the Italian language within a cultural context. The primary focus is on the development of basic listening and speaking skills so that students begin to feel comfortable speaking the language. Students will be able to comprehend and respond with accuracy to spoken and written Italian as well as demonstrate cultural awareness. Throughout this course, students will be exposed to and eventually recognize Italian and Italian-American cultural influences on their everyday lives.

### **Italian II - 1 Credit**

The Italian II curriculum is a continuation of the linguistic and cultural studies with a stronger emphasis on the communicative approach. This course stresses pronunciation, grammar, vocabulary, idiomatic expressions in addition to advanced grammar structures in the past and future tenses. Students will also explore Italian history, geography, customs and cultural studies further.

### **Italian III - 1 Credit**

Students deepen their understanding of Italian language and culture in Italian III. Through



alignment between the ACTFL, CCSS and QMC's values and beliefs, Italian III emphasizes critical thinking, broadens diverse global perspectives, and supports intellectual growth and cultural awareness. Continued is the extensive cultural focus in addition to the language introduction of this course, encouraging students to use foreign language study as a mirror to their native language and culture, a window into the life and language of another, and finally as a door to the world of possibility around them.

### **Spanish 1 - 1 Credit**

Spanish 100 is an introductory course designed to improve understanding, speaking and writing in Spanish through the beginner level. Students will acquire vocabulary, grammatical structures, language functions and an appreciation for Hispanic culture through interactive activities, contextualized presentations and varied media. Successful completion of this course will enable students to transition to the Spanish courses offered at QVCC (Spanish 101).

## **COMMUNITY SERVICE LEARNING**

Students engage in community service opportunities through independent or group projects and experience an integration of their classroom learning experiences with planning and executing their projects. Students create projects based on community need whether it is for QMC, QVCC, the town of Danielson, or their sending towns. Examples of Community Service Learning opportunities are: Videography, Environmental Explorations/Nature Trail, Yoga/Mindfulness/Meditations, Dead Podcast Society, Quin-E Blog, Big Brothers/Big Sisters, Virtual Life Lessons, 9th grade Teen Outreach Program (T.O.P) and Senior Capstone (for seniors only). - 0.25 Credit per Semester

# PROGRAM OF STUDIES

## QUINEBAUG VALLEY COMMUNITY COLLEGE (QVCC) COURSES

The following QVCC courses are examples of college courses available to QMC students. This is not an exhaustive list and courses are based on availability.

Adv Computer Graphics	Human Biology	Principles of Sociology
American Government	Intermediate Algebra	Principles Financial Accounting
Art History I	Intro Anthropology	Principles of Macroeconomics
Art History II	Intro Business	Principles of Microeconomics
Biblical & Classic Literature	Intro to Comparative Politics	Principles of Statistics
Calculus I	Intro Computer Graphics	Public Speaking
Calculus II	Intro Computer Hardware	Sculpture I
Calculus III	Intro Criminal Justice	Space, Time & Order
Calculus-based Physics	Intro Early Childhood	Structured Programming
Classical & Medieval Philosophy	Intro Humanities	Theories of Personality
Composition	Intro International Relations	Two-Dimensional Design
Concepts Chemistry	Intro Nutrition	U.S. History I
Creative Experiences/Children	Intro Studio Art	U.S. History II
Creative Writing	Intro to Oceanography	Western Civilization I
Death & Meaning of Life	Intro to Philosophy	Western Civilization II
Drawing I	Intro to Software Apps	World Civilization I
Elementary Spanish 1	Leadership: Humanities	World Civilization II
Elementary Spanish 2	Lifespan Development	
Ethics	Literature & Composition	
General Biology II	Math for Liberal Arts	
General Chemistry I	Medical Terminology	
General Psychology I	Modern Philosophy	
General Psychology II	Photography I	
History of Religion	Photography II	
	Pre-Calculus	

# PROGRAM OF STUDIES

## Appendix A

**INDEPENDENT PROJECTS: ASSESSMENT RUBRIC** The QMC graduate demonstrates independent thinking and motivation to increase learning through service project development, planning, execution, self-reflection, and presentation. This rubric is monitored in service learning and Capstone.

<p><b>EXEMPLARY</b> (Meets requirement with distinction)</p>	<p><b>Development of Topic:</b> Clear introduction and problem background make a compelling case for the need for a solution. Clear evidence of planning and designing community service to meet the needs found.</p> <p><b>Discussion of Resources:</b> Clear and appropriate resources were used in this project.</p> <p>There was clear description on how these resources helped overall project. Involvement in the Community: Early and consistent involvement with the QMC community/greater Eastern Connecticut Community is explicitly clear. There is ample evidence of community involvement in presentation.</p> <p><b>New Information/Reflection:</b> There is ample and extensive reflection expressed during presentation. It is obvious that there was thoughtful insight and reflective learning over the course of the year.</p> <p><b>Sharing Information:</b> The QMC/Eastern Connecticut Community is well aware of your project. There was plenty of advertising of this presentation throughout the course of the year.</p> <p><b>Technology and Presentation:</b> Highly professional execution of the entire presentation. Great delivery and visuals articulating continuous service and meaningful reflection.</p> <p><b>Accountability and Communication:</b> You included all of the necessary components through documentation throughout the year and inclusion in your summative presentation. You went above and beyond what was required! You were able to answer all questions in a professional and eloquent manner.</p>
<p><b>PROFICIENT</b> (Meets requirement)</p>	<p><b>Development of Topic:</b> Introduction and problem background make a need for a solution. Clear evidence of planning and designing community service to meet the needs found.</p> <p><b>Discussion of Resources:</b> Clear and appropriate resources were used in this project.</p> <p>There was some description on how these resources helped overall project.</p> <p><b>Involvement in the Community:</b> Involvement in the QMC/Eastern Connecticut Community is expressed and clear. There is some evidence of community involvement in presentation.</p> <p><b>New Information / Reflection:</b> Findings from research and evidence are presented. There was evidence of insight and reflective learning occurring during this process.</p> <p><b>Sharing Information:</b> The QMC/Eastern Connecticut Community is aware of your project. There was of advertising of this project.</p> <p><b>Technology and Presentation:</b>Professional execution of presentation on overview of service components and reflection. Good delivery and visuals.</p> <p><b>Accountability and Communication:</b>You included all of the necessary components through documentation throughout the year and inclusion in your summative presentation. You were able to answer most questions in a professional manner.</p>
<p><b>BASIC</b> (Meets requirement)</p>	<p><b>Development of Topic:</b> Introduction and problem background are addressed. Logic used to support a need for a solution is not clear. Some evidence of planning and designing community service to meet the needs found.</p> <p><b>Discussion of Resources:</b> Some resources were included in the presentation. There was some description on how these resources helped overall project.</p> <p><b>Involvement in the Community:</b> Some involvement in the QMC/Eastern Connecticut Community is expressed: involvement includes a very small demographic. There is some evidence of community involvement in presentation.</p> <p><b>New Information / Reflection:</b> Some evidence of research and evidence is presented. There was evidence of some reflection in presentation. Reflective learning could have been expressed more clearly.</p> <p><b>Sharing Information:</b> The QMC/Eastern Connecticut Community is somewhat aware of your project. There was minimal advertising of this project .</p> <p><b>Technology and Presentation:</b> Execution of presentation on overview of service components and reflection could have been more professional. Delivery and visuals could have been stronger.</p> <p><b>Accountability and Communication:</b> You included some of the necessary components through documentation throughout the year and inclusion in your summative presentation. You were able to answer some questions in a professional manner.</p>
<p><b>DEVELOPING</b> (Meets requirement)</p>	<p><b>Development of Topic:</b> Introduction of problem does not illustrate a clear need for a solution. Some evidence of planning and designing community service to meet the needs found, but connection to actual need is unclear.</p> <p><b>Discussion of Resources:</b> Some resources were included in the presentation. Unclear description on how these resources helped overall project.</p> <p><b>Involvement in the Community:</b> Minimal involvement in the community is expressed: involvement includes mostly those already close to the student. There is little evidence of community involvement in presentation.</p> <p><b>New Information / Reflection:</b> Little evidence of research and evidence is presented. Evidence of reflection in the presentation was inferred, but not explicitly stated. Reflective learning could have been expressed more clearly.</p> <p><b>Sharing Information:</b> The QMC/Eastern Connecticut Community is not aware of your project. There was no evidence of advertising of this project.</p> <p><b>Technology and Presentation:</b> Execution of presentation on overview of service components and reflection did not show awareness of the importance of the task. Delivery and visuals were not reflective of high school mastery of effective communication and digital literacy.</p> <p><b>Accountability and Communication:</b>You included few of the necessary components through documentation throughout the year and inclusion in your summative presentation. You were unable to answer questions in a professional manner.</p>

# PROGRAM OF STUDIES

## Appendix A

Continued

### EFFECTIVE WRITING ASSESSMENT RUBRIC

The QMC graduate demonstrates the ability to effectively and fluently apply multiple styles of writing (narrative, expository, persuasive and creative) in academic and real-world environments.

<b>EXEMPLARY</b> (Meets requirement with distinction)	<p><b>CLARITY/FLUENCY:</b> I consistently and effectively establish a focus; develop and connect ideas in a clear and concise manner.</p> <p><b>ORGANIZATION:</b> My organizational pattern matches the genre of writing, and ideas follow a cohesive pattern throughout, with effective transitions.</p> <p><b>PURPOSE/AWARENESS OF AUDIENCE:</b> My writing shows a sophisticated awareness of audience and development of purpose for writing in the prescribed genre.</p> <p><b>CONSTRUCTION / MECHANICS:</b> I use appropriate functional vocabulary, syntax and grammar, and stylistic choices in a specific writing genre. I seamlessly follow appropriate citation practices and integrate them fluently.</p>
<b>PROFICIENT</b> (Meets requirement)	<p><b>CLARITY/FLUENCY:</b> I establish a focus; develop and connect ideas in a clear manner.</p> <p><b>ORGANIZATION:</b> My organizational pattern matches the genre of writing, and ideas mostly follow a pattern throughout, with some effective transitions.</p> <p><b>PURPOSE/AWARENESS OF AUDIENCE:</b> My writing shows an awareness of audience and purpose.</p> <p><b>CONSTRUCTION:</b> I use functional vocabulary, syntax and grammar, and makes some stylistic choices in a specific writing genre. I follow appropriate citation practices.</p>
<b>BASIC</b> (Meets minimal requirement)	<p><b>CLARITY/FLUENCY:</b> I consistently attempt to establish a focus and am beginning to make connections.</p> <p><b>ORGANIZATION:</b> My organizational pattern is beginning to emerge and mostly follow the genre of writing. Some transitions are awkward or inconsistent.</p> <p><b>PURPOSE/AWARENESS OF AUDIENCE:</b> My writing shows some awareness of audience and purpose, but is inconsistent.</p> <p><b>CONSTRUCTION:</b> I am beginning to understand the function of vocabulary and grammar, occasionally vary writing style and sentence structure in making choices in writing in a specific genre. I follow appropriate citation practices most of the time.</p>
<b>DEVELOPING</b> (Does not meet requirement)	<p><b>CLARITY/FLUENCY:</b> I inconsistently try to establish a focus with few connections.</p> <p><b>ORGANIZATION:</b> My organizational pattern is unclear and/or does not follow the genre of writing. Transitions are awkward or inconsistent.</p> <p><b>PURPOSE/AWARENESS OF AUDIENCE:</b> My writing does not show awareness of audience and purpose.</p> <p><b>CONSTRUCTION:</b> I am beginning to use functional vocabulary and grammar, occasionally varies writing style and sentence structure in making choices in writing in a specific genre. I attempt to follow appropriate citation practices.</p>
<b>DEVELOPING INCOMPLETE</b> (Does not meet requirement)	<p><b>CLARITY/FLUENCY:</b> I do not establish a focus or make connections.</p> <p><b>ORGANIZATION:</b> I do not follow the organizational pattern called for in a genre of writing. Transitions are ineffective or absent from writing.</p> <p><b>PURPOSE/AWARENESS OF AUDIENCE:</b> My writing demonstrates little or no awareness of audience or purpose.</p> <p><b>CONSTRUCTION:</b> My writing does not demonstrate use of functional vocabulary or grammar. I do not make appropriate stylistic choices in writing in specific genres. I did not attempt appropriate citation practices.</p>

# PROGRAM OF STUDIES

## Appendix A

Continued

### ACTIVE READING ASSESSMENT RUBRIC

The QMC graduate demonstrates effective active reading skills for a variety of purposes.

<p><b>EXEMPLARY</b> (Meets requirement with distinction)</p>	<p><b>COMPREHENSION:</b> Student articulates main and subordinate ideas of topic and content, demonstrated in a variety of modalities.  <b>INTERPRETATION:</b> Student consistently and constructively contributes insights to meaningful discussions.  <b>ANALYSIS/EVALUATION:</b> Student analyzes and evaluates topics and content and draws logical or perceptive conclusions. Student effectively persuades and defends position while recognizing other viewpoints.  <b>CRITICAL THINKING:</b> Student demonstrates exceptional ability to reflect, revise, reshape, and deepen understanding.  <b>TRANSFERENCE:</b> Student makes connections between subject content and other experiences and learning, and supports these connections with several relevant examples. These examples are actively shared and aid in fellow student understanding.</p>
<p><b>PROFICIENT</b> (Meets requirement)</p>	<p><b>COMPREHENSION:</b> Student articulates most of the main and subordinate ideas of topic and content.  <b>INTERPRETATION:</b> Student contributes constructively to discussion.  <b>ANALYSIS/EVALUATION:</b> Student analyzes topic and content and draws logical conclusions. Student persuades and defends viewpoint. Student recognizes other viewpoints.  <b>CRITICAL THINKING:</b> Student demonstrates an ability to reflect, revise or reshape initial understanding.  <b>TRANSFERENCE:</b> Student makes connections between subject content and other experiences or learning, in relevant examples. These examples are actively shared during class-time.</p>
<p><b>BASIC</b> (Meets minimal requirement)</p>	<p><b>COMPREHENSION:</b> Student articulates some of the main and subordinate ideas of topic and content.  <b>INTERPRETATION:</b> Student contributions to discussion are limited.  <b>ANALYSIS/EVALUATION:</b> Student draws some logical conclusions from topic and content. Student inconsistently persuades and defends viewpoint. Student recognizes other viewpoints.  <b>CRITICAL THINKING:</b> Student demonstrates some ability to reflect, revise or reshape initial understanding.  <b>TRANSFERENCE:</b> Student makes connections between subject content and other experiences or learning, in relevant examples. These examples are actively shared during class-time.</p>
<p><b>DEVELOPING</b> (Does not meet requirement)</p>	<p><b>COMPREHENSION:</b> Student partially restates main and subordinate ideas of topic or content.  <b>INTERPRETATION:</b> Student contributes to discussion infrequently or with little constructiveness.  <b>ANALYSIS/EVALUATION:</b> Student draws few logical conclusions from topic and content. Student does not effectively persuade or defend position. Student lacks recognition of other viewpoints.  <b>CRITICAL THINKING:</b> Student demonstrates little ability or effort to reflect, revise or reshape initial understanding.  <b>TRANSFERENCE:</b> Student demonstrates difficulty in making or supporting associations or connections between subject content and other experiences or learning.</p>
<p><b>DEVELOPING INCOMPLETE</b> (Does not meet requirement)</p>	<p><b>COMPREHENSION:</b> Student has not restated main and subordinate ideas of topic or content.  <b>INTERPRETATION:</b> Student has not contributed to discussions.  <b>ANALYSIS/EVALUATION:</b> Student does not draw logical conclusions from topic and content. Student does not persuade or defend their position. Student does not recognize other viewpoints.  <b>CRITICAL THINKING:</b> Student does not reflect, revise or reshape initial understanding.  <b>TRANSFERENCE:</b> Student does not make or support associations or connections between subject content and other experiences or learning.</p>

### EFFECTIVE COMMUNICATION ASSESSMENT RUBRIC

The QMC graduate communicates effectively and ethically, in a variety of modalities, for a variety of purposes and audiences.

<p><b>EXEMPLARY</b> (Meets requirement with distinction)</p>	<p><b>PURPOSE:</b> I firmly establish and maintain a clear purpose, and demonstrate a comprehensive understanding of audience and communication tasks.</p> <p><b>ORGANIZATION:</b> I create and articulate a comprehensive introduction and conclusion. The progression of my main and subordinate ideas is cohesive and effectively communicates the assigned task.</p> <p><b>CONTENT:</b> I deliver and expand on the required content. I answer questions with appropriate elaboration and subject specific evidence. Main ideas are developed in depth and are supported extensively by details and vivid examples.</p> <p><b>DELIVERY</b> (as appropriate to project):</p> <p>I. Language Usage: I masterfully use domain-specific vocabulary, sophisticated punctuation, pronunciation, and vary my word choices as they are appropriate to the task.</p> <p>II. Voice and Tone: I speak clearly, confidently and enthusiastically to my audience. I use a tone appropriate to the audience.</p> <p>III. Physical Expression: I establish genuine rapport with the audience using a variety of sophisticated delivery methods.</p> <p>IV. Visual Expression: I create unique, high-quality audio and/or visual materials for presentations that authentically adds to the audience's evolving understanding of my presented content. I have evaluated and cited these materials appropriately.</p>
<p><b>PROFICIENT</b> (Meets requirement)</p>	<p><b>PURPOSE:</b> I establish and maintain a clear purpose, and demonstrate a clear understanding of audience and communication tasks.</p> <p><b>ORGANIZATION:</b> I create and articulate an effective introduction and conclusion. Progression of main and subordinate ideas is clear.</p> <p><b>CONTENT:</b> I deliver all expected content. I answer questions with appropriate elaboration and relevant support. Main ideas are developed in depth and are supported extensively by details and/or vivid examples.</p> <p><b>DELIVERY</b> (as appropriate to project):</p> <p>I. Language Usage: I use well-chosen vocabulary and correct pronunciation, appropriate to the task.</p> <p>II. Voice and Tone: I speak clearly and use a tone appropriate to the audience.</p> <p>III. Physical Expression: I establish genuine rapport with audience using frequent eye contact, posture, effective movements and appropriate dress.</p> <p>IV. Visual Expression: I create high-quality audio and/or visual materials for presentation that I have evaluated and cited appropriately.</p>
<p><b>BASIC</b> (Meets minimal requirement)</p>	<p><b>PURPOSE:</b> I establish purpose, and demonstrate an understanding of audience and communication task.</p> <p><b>ORGANIZATION:</b> I present an introduction and conclusion. My progression of main and subordinate ideas has some inconsistencies in unity or coherence.</p> <p><b>CONTENT:</b> I deliver most of the expected content. My main ideas are limited in depth and are supported by some details and/or examples.</p> <p><b>DELIVERY</b> (as appropriate to project):</p> <p>I. Language Usage: I use appropriate vocabulary and correct pronunciation, consistent with the task.</p> <p>II. Voice and Tone: I speak clearly, sometimes using a tone appropriate to the audience.</p> <p>III. Physical Expression: I establish a connection with audience through eye contact, posture, effective movements and appropriate dress.</p> <p>IV. Visual Aids: I integrate audio and/or visual materials to enhance the presentation that I have evaluated and cited appropriately.</p>

### EFFECTIVE COMMUNICATION ASSESSMENT RUBRIC

The QMC graduate communicates effectively and ethically, in a variety of modalities, for a variety of purposes and audiences.

#### DEVELOPING

(Does not meet requirement)

**PURPOSE:** My purpose is unclear at times, and I inconsistently demonstrate some awareness of audience and communication task.

**ORGANIZATION:** I present a weak introduction and/or conclusion. My progression of main ideas has significant inconsistencies in unity and/or coherence.

**CONTENT:** I deliver some of expected content.. Few, if any main ideas are developed or supported by details and/or examples.

**DELIVERY** (as appropriate to project):

- I. Language Usage: I use poorly-chosen vocabulary, with some errors or in ways inappropriate to the task.
- II. Voice and Tone: I speak clearly but with little expression.
- III. Physical Expression: I make occasional eye contact with the audience. My posture, movements or dress distract from the communication.
- IV. Visual Aids: I ineffectively use audio and/or visual material. Materials may be of poor quality, not evaluated, or cited incorrectly.

#### INCOMPLETE

(Does not meet requirement)

**PURPOSE:** I do not establish a purpose, and demonstrate minimal awareness of audience and communication task.

**ORGANIZATION:** I do not present an introduction and/or conclusion. My progression of main ideas is difficult or impossible to follow.

**CONTENT:** I deliver little of expected content. The main ideas are unclear and are rarely supported by details and/or examples.

**DELIVERY:** (as appropriate to project):

- I. Language Usage: I use inappropriate vocabulary, with many errors, and in ways inappropriate to the task.
- II. Voice and Tone: I am unclear and speak without expression.
- III. Physical Expression: I fail to make eye contact with audience. Posture, movements or dress preclude effective communication.
- IV. Visual Aids: I fail to use prepared audio and/or visual materials in presentation.

# PROGRAM OF STUDIES

## Appendix A

Continued

### PROBLEM-SOLVING: ASSESSMENT RUBRIC

The QMC graduate effectively applies research skills, inquiry, technology and reasoning to solve problems. This rubric is monitored by the math, robotics and computer sciences courses.

<p><b>EXEMPLARY</b> (Meets requirement with distinction)</p>	<p><b>DEFINE PROBLEM:</b> I identify the key elements of the problem and clearly outline the objectives in an effective manner with no assistance.  <b>PROCESS:</b> I develop and document strategies that are insightful and use logical reasoning to reach accurate results with no assistance.  <b>ANALYZE:</b> I present appropriate, sufficient and credible data/information. I clearly analyze information for accuracy, relevance, and validity. Information clearly relates to meaning.  <b>COMMUNICATING SOLUTIONS:</b> I can communicate and reflect on my problem solving processes and results clearly.  <b>SOLVE:</b> My reasoning is logical and creative, consistent, complete and often unique. My conclusion is complex and/or detailed, well supported, creative, complete, and relevant.  <b>USING STRATEGIES:</b> I use a variety of strategies and tools that I have learned and subject-area knowledge to solve problems.  <b>COOPERATIVE LEARNING:</b> I am able to work cooperatively with all students in the group and adhere to the established norms.</p>
<p><b>PROFICIENT</b> (Meets requirement)</p>	<p><b>DEFINE PROBLEM:</b> I identify the key elements of the problems, and clearly outline the objectives in an effective manner with minimal assistance.  <b>PROCESS:</b> I develop and document strategies that are insightful and use logical reasoning to reach accurate results with minimal assistance.  <b>ANALYZE:</b> I present sufficient and appropriate data/information. I generally analyze data/information for accuracy, relevance, and validity. Minor inaccuracies or omissions do not interfere with my analysis or meaning.  <b>COMMUNICATING SOLUTIONS:</b> I can communicate my problem solving processes with some reflection.  <b>SOLVE:</b> My reasoning is mostly logical, consistent and complete. I demonstrate some unique or creative insight. My conclusion is generally complete, supported, and mostly consistent and relevant.  <b>USING STRATEGIES:</b> I use some subject-area strategies, tools, and knowledge to solve problems.  <b>COOPERATIVE LEARNING:</b> I am able to work cooperatively with most students in the group and most times adhere to the established norms.</p>
<p><b>BASIC</b> (Meets minimal requirement)</p>	<p><b>DEFINE PROBLEM:</b> I identify the key elements of the problem, and clearly outline the objectives in an effective manner with assistance.  <b>PROCESS:</b> I develop and document strategies that are insightful and use logical reasoning to reach accurate results with assistance.  <b>ANALYZE:</b> I present some appropriate data/information. I may miss or ignore relevant data/information. My analysis is limited or somewhat inappropriate; it may contain inaccuracies or omissions that interfere with analysis and/or meaning.  <b>COMMUNICATING SOLUTIONS:</b> When I receive assistance, I can describe my problem solving processes.  <b>SOLVE:</b> My reasoning contains elements of logic and/or creative insight, but is not fully resolved. I may have minor inconsistencies or omissions. My conclusion is relevant but abbreviated or simplified, not fully supported, and/or contains minor inconsistencies.  <b>USING STRATEGIES:</b> When reminded, I use some subject-area strategies, tools, or knowledge to solve problems.  <b>COOPERATIVE LEARNING:</b> I am able to work cooperatively with some students in the group and minimally adhere to the established norms.</p>
<p><b>DEVELOPING</b> (Does not meet requirement)</p>	<p><b>DEFINE PROBLEM:</b> I am unable to identify the key elements of the problem and/or the objectives without a great deal of assistance.  <b>PROCESS:</b> I am unable to develop or document strategies that are insightful and logical without a great deal of assistance.  <b>ANALYZE:</b> I do not present relevant and appropriate data/information. I fail to analyze, and/or I use inaccurate or inappropriate analysis of data/information, or I may copy information without analysis.  <b>COMMUNICATING SOLUTIONS:</b> I cannot describe problem solving processes without a great deal of assistance.  <b>SOLVE:</b> My reasoning is illogical, simplistic, inconsistent or absent. My conclusion is simplistic and stated as an absolute, or inconsistent with evidence or reasoning; I lack a coherent or clear conclusion.  <b>USING STRATEGIES:</b> I use minimal subject-area strategies, tools, or knowledge to solve problems with assistance.  <b>COOPERATIVE LEARNING:</b> I am able to work cooperatively with at least one student in the group and minimally adhere to the established norms.</p>
<p><b>INCOMPLETE</b> (Does not meet requirement)</p>	<p><b>DEFINE PROBLEM:</b> There is no evidence that I am able to identify the key elements of the problem.  <b>PROCESS:</b> There is no evidence that I am able to develop or document strategies.  <b>ANALYZE:</b> I did not provide any evidence of analysis.  <b>COMMUNICATING SOLUTIONS:</b> I did not provide evidence that I can describe my problem solving process.  <b>SOLVE:</b> I did not provide a conclusion.  <b>USING STRATEGIES:</b> I did not use any strategies, tools, or knowledge to solve problems.  <b>COOPERATIVE LEARNING:</b> I am not able to work cooperatively with any student(s) in the group and show little or no effort to adhere to the established norms.</p>

Adopted 11 April 2019

# PROGRAM OF STUDIES

## Appendix A

Continued

### SUCCESS SKILLS ASSESSMENT RUBRIC

The QMC graduate demonstrates flexibility and adaptability, initiative and self-direction, leadership and responsibility as well as productivity and accountability to hone the skills that will pave the way for their future successes. This rubric is monitored by advisory.

<p><b>EXEMPLARY</b> (Meets requirement with distinction)</p>	<p><b>FLEXIBILITY AND ADAPTABILITY:</b> I adapt to varied roles, responsibilities, and schedules. I incorporate feedback effectively, deal positively with praise, setbacks and criticism, and balance diverse views to reach workable solutions.</p> <p><b>INITIATIVE AND SELF-DIRECTION:</b> I set goals with success criteria, balances short-term and long-term goals and manages my time effectively. I can work independently and go beyond mastery of learning to expand my learning and opportunities to gain expertise. I demonstrate initiative and commitment to lifelong learning by reflecting critically on my past experiences to inform my future progress.</p> <p><b>LEADERSHIP AND RESPONSIBILITY:</b> I use interpersonal and problem-solving skills to influence and guide others toward a goal. I leverage the strengths of others to accomplish a common goal and I inspire others to reach their very best. I demonstrate integrity and ethical behavior in using influence and power. I set and meet goals, even in the face of obstacles and competing pressure.</p> <p><b>PRODUCTIVITY AND ACCOUNTABILITY:</b> I prioritize, plan and manage work to achieve the intended result. I collaborate and cooperate effectively, respect team diversity, and take accountability for results. I demonstrate additional attributes associated with producing high quality products including the abilities to work positively and ethically, multi-task, participate actively, as well as be reliable and punctual, and respects and appreciates team diversity.</p>
<p><b>PROFICIENT</b> (Meets requirement)</p>	<p><b>FLEXIBILITY AND ADAPTABILITY:</b> I adapt to varied roles, responsibilities, and schedules. I incorporate feedback effectively, deal positively with praise, setbacks and criticism, and balance diverse views to reach workable solutions.</p> <p><b>INITIATIVE AND SELF-DIRECTION:</b> I set goals with success criteria, balance short-term and long-term goals and manage my time effectively. I can work independently or in a variety of group configurations as needed.</p> <p><b>LEADERSHIP AND RESPONSIBILITY:</b> I use interpersonal and problem-solving skills to influence and guide others toward a goal. I demonstrate integrity and ethical behavior in using influence and power.</p> <p><b>PRODUCTIVITY AND ACCOUNTABILITY:</b> I prioritize, plan and manage work to achieve the intended result. I collaborate and cooperate effectively, respect team diversity, and take accountability for results.</p>
<p><b>BASIC</b> (Meets minimal requirement)</p>	<p><b>FLEXIBILITY AND ADAPTABILITY:</b> I adapt to roles, responsibilities, and schedules. I incorporate feedback, deal positively with praise, setbacks and criticism, and work toward balancing diverse views to reach workable solutions.</p> <p><b>INITIATIVE AND SELF-DIRECTION:</b> I set goals with success criteria, work to balance short-term and long-term goals and manage my time effectively. I seek work independently and in a variety of group configurations as needed.</p> <p><b>LEADERSHIP AND RESPONSIBILITY:</b> I use interpersonal and problem-solving skills to work with others towards a goal. I demonstrate integrity and ethical behavior.</p> <p><b>PRODUCTIVITY AND ACCOUNTABILITY:</b> I manage work to achieve the intended result. I collaborate and cooperate effectively, respect team diversity, and take accountability for results.</p>
<p><b>DEVELOPING</b> (Does not meet requirement)</p>	<p><b>FLEXIBILITY AND ADAPTABILITY:</b> I do not adapt to roles, responsibilities, and schedules. I have trouble incorporating feedback, dealing positively with praise, setbacks and criticism, and working toward balancing diverse views to reach workable solutions.</p> <p><b>INITIATIVE AND SELF-DIRECTION:</b> I sometimes set goals with success criteria, but have issues balancing short-term and long-term goals and managing my time effectively. I do not readily work independently and in a variety of group configurations.</p> <p><b>LEADERSHIP AND RESPONSIBILITY:</b> I do not use interpersonal and problem-solving skills to work with others towards a goal. I do not regularly demonstrate integrity and ethical behavior.</p> <p><b>PRODUCTIVITY AND ACCOUNTABILITY:</b> I manage work to achieve the intended result irregularly. I resist collaboration and cooperation, and rarely take accountability for results.</p>

## Appendix B



### **SOCIAL AND CIVIC EXPECTATIONS**

In order to meet the following expectations, students are expected to attend, actively and productively participate in, and lead weekly Town Meetings.

### **SOCIAL COMPETENCIES**

**The Quinebaug Middle College student...**

- Learns from and works collaboratively with individuals representing diverse cultures and lifestyles in a spirit of respect and open dialogue in personal, work and community contexts.
- Acts responsibly and contributes to the safety, well-being, and quality of life of the learning community and the world around them.
- Is expected to attend and actively participate in weekly Town Meetings, which are the basis for the school's governance. Through Town Meetings, students are invited to voice their opinions, make suggestions for the improvement of school culture, and accept leadership roles in the advancement of all members of the learning community. Participation and leadership in Town Meetings is monitored on a weekly basis.
- Makes appropriate, responsible health, economic and environmental choices.
- Uses time and manages workload efficiently, and monitors, prioritizes and completes tasks without direct supervision.
- Recognizes and demonstrates the principles of mental and physical wellness.

### **CIVIC COMPETENCIES**

**The Quinebaug Middle College student...**Contributes to civic life by staying informed, knowing and understanding the rights, responsibilities, and privileges of citizenship, and participating in the democratic process.

- Takes an active leadership role in maintaining and improving the governance of our learning community.
- Helps others in the learning community achieve their goals.

### SOCIAL AND CIVIC EXPECTATIONS ASSESSMENT RUBRIC

<p><b>EXEMPLARY</b> (Meets requirement with distinction)</p>	<p><b>STUDENT INPUT:</b> I am an active participant in all Town Meetings, advisory sessions, classes, and takes on leadership roles on a regular basis  <b>RESPECT AND EQUALITY:</b> I treat all people with respect and kindness all day long, every day. I never puts anyone down, and helps fellow community members.  <b>APPROPRIATE DRESS:</b> I dress appropriately every day. No comments have been made about appropriateness of my dress.  <b>PREPAREDNESS:</b> I am on time for class every day, always bring books and school supplies, always turn in assignments on time, correct all mistakes, and finish work at home when necessary.  <b>INDIVIDUALITY:</b> I appreciate and am interested in working with people who are different or have different interests. I never use put-downs and willingly work with other classmates. I resolve issues with others in private conversations outside of class.  <b>EASTCONN AND QVCC POLICIES:</b> I follow all rules and laws every day.</p>
<p><b>PROFICIENT</b> (Meets requirement)</p>	<p><b>STUDENT INPUT:</b> I attend at least 80% of meetings and classes, participate in meetings and step up to take leadership roles when asked.  <b>RESPECT AND EQUALITY:</b> I am often respectful and do not put anyone down.  <b>APPROPRIATE DRESS:</b> I dress casually, relaxed. Occasionally, the principal, teachers or other students have addressed inappropriate dress, and I have made appropriate changes.  <b>PREPAREDNESS:</b> I have come to class unprepared a few times at the beginning of the year, but have made significant changes in habits. I bring in my own school supplies and turns in at least 80% of work when it is due.  <b>INDIVIDUALITY:</b> I never make hurtful comments about other students' differences. I do not allow conflicts or differences with others to interfere with getting work done..  <b>EASTCONN AND QVCC POLICIES:</b> I have made a few small mistakes, but none that are major or illegal.</p>
<p><b>BASIC</b> (Meets minimal requirement)</p>	<p><b>STUDENT INPUT:</b> I attend less than 80% percent of classes, participate occasionally, and do not usually offer leadership in Town Meetings, or engage in side conversations with friends during meetings.  <b>RESPECT AND EQUALITY:</b> I am generally respectful and do not usually put anyone down. I occasionally slip, but do not have fights or engage in conflicts.  <b>APPROPRIATE DRESS:</b> I dress inappropriately, in pajamas or show underwear, sometimes forget sneakers or coats for field trips. Principal, teachers or peers have discussed inappropriate dress more than once.  <b>PREPAREDNESS:</b> I forget school supplies often. I turn in work only occasionally, or do not revise work to a "B" level.  <b>INDIVIDUALITY:</b> I sometimes puts down or comment on other's differences. I complain about others without a plan to calmly discuss issues. I refuse to work with or sit with people I dislike.  <b>EASTCONN AND QVCC POLICIES:</b> I have broken rules or laws on a few occasions.</p>
<p><b>DEVELOPMENT</b> (Does not meet requirement)</p>	<p><b>STUDENT INPUT:</b> I miss many classes and Town Meetings, or often sleep, use electronic devices, or pay attention infrequently, and interrupt classes and meetings with my talking.  <b>RESPECT AND EQUALITY:</b> I argue or fight with others. Principal, teachers or students speak to me frequently about use of inappropriate language or lack of respect for others.  <b>APPROPRIATE DRESS:</b> I frequently wear clothes that are inappropriate for school or gym. Others frequently discuss inappropriate dress with me.  <b>PREPAREDNESS:</b> I am rarely prepared for class. I finish assignments infrequently. I do not revise work and turn it back in. I am not aware of due dates and/or have lost many original assignments and/or books.  <b>INDIVIDUALITY:</b> I do not accept others' differences. I frequently make racist, sexist, ageist, anti-Semitic, homophobic, or other prejudicial comments. I fight or argue over differences.  <b>EASTCONN AND QVCC POLICIES:</b> I have broken laws or rules frequently.</p>





# EASTCONN

Where Learning Comes to Life

EASTCONN, a public, non-profit Regional Educational Service Center, administers Quinebaug Middle College. Created in 1980 under Connecticut Statute 10-66a, EASTCONN exists to provide high-quality educational and related services to 36 member Boards of Education and the 33 communities they serve in northeastern Connecticut. We are governed by a Board of Directors, who are members of locally elected Boards of Education. For more information about EASTCONN and its programs and services, please contact EASTCONN's Communications Department at 860-455-0707.

It is the policy of EASTCONN that no person shall be excluded from participation in, denied the benefits of, or otherwise be discriminated against under any program because of race, color, religion, gender, age, sexual orientation, marital status, national origin, genetic information, gender identity or expression, veteran status, disability or any other classification protected by state or federal law.