

QUINEBAUG MIDDLE COLLEGE



Program of Studies



A message about Quinebaug Middle College from Principal Gino LoRicco



Welcome to Quinebaug Middle College (QMC)! Having the opportunity to develop this special school with my staff and students has been, without question, the highlight of my three-decade career in education.

I have been a teacher, mentor and a coach in public schools for the last 30 years, the last 10 of which I have served as the teaching principal at QMC.

QMC is a magnet high school for grades 9-12 that offers a personalized and distinctively rigorous learning environment for students who have found that the traditional high school setting is not enough. QMC prides itself on recognizing the unique personalities and individual strengths of our students, and nurturing the discovery of personal aspirations that strengthen their resolve to learn. I am proud that QMC students can obtain their high school degree, while also taking college courses for credit, at no cost to them.

The experiential learning environment at QMC provides a wealth of support from peers and caring adults. Students learn to express and demonstrate their skills through evaluation of evidence, thinking creatively and finding solutions to complex problems. As members of a larger, caring college community, students learn to embrace and communicate sophisticated ideas and demonstrate collegiality as they learn to function effectively within the community. We encourage them to dream and plan for their future as happy and successful adults. Most importantly, students learn to embrace and be guided by our founding principles:

Inspiration, Kindness and Respect.

QMC wants students who do not want to be ordinary; we want students who reach to become extraordinary. If you are a student who shares this philosophy, I encourage you to consider QMC. I believe that QMC offers opportunities unlike any other school in our region. I look forward to hearing from you soon.

Gino LoRicco

QMC Principal

“QMC believes that student learning flourishes in an environment where the real-world application of skills is conducted in a community of strong, positive and caring relationships.”

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Faculty & Staff



Gino, Principal



Mary Kay, Dean of Students

QMC has caring, committed staff members who are dedicated to each and every student. Below is a comprehensive staff list. Please feel free to contact them if any questions or concerns arise. Contact information can be found on our website: <http://www.eastconn.org/about-qmc/staff>

Casey Brown

Instructor

Lauri Buffi

FYE and STEM/Robotics

Meghan Canning

Math

Susan Chaves

Instructional Assistant

Don Curtis

Library Media Specialist

Jon Dipippo

Biology

Shayna Doyle

Instructional Assistant

Guerthie Dunois-Pierre

Instructional Assistant

Karyn Eves

English

Kelly Gentz-Sconzo

Administrative Assistant

Stephanie Gionfriddo

Math

Carol Ann Gray

Gym/ Health

Brittany Hackett

School Psychologist

Austin Hall

History

Jean Hemmig

Special Education

Kevin Hurley

Music Teacher

Robyn Incera

Math

Melissa Jacobs

School Counselor

Mary Kay Knox

Dean of Students

Glenn Lapointe

Security

Suzy Lefevre

English

Brian Levine

Social Studies

Gino LoRicco

Principal

Keenan Marr

Latin Instructor/ Instructor

Mary Murtha

School Nurse

Pieter Nijssen

Instructional Assistant

Taryn Novotny

Administrative Assistant

Katie O'Neil

School Social Worker

Mike Shea

Spanish Teacher/ Instructor

Stephanie Shabanowitz

Instructor

Laura Vagnini

Italian

Gene Vostinak

Science

Jennifer Wilkosz

Art

IMPORTANT SCHOOL INFORMATION

**Main Office:
860-932-4040**

**Address:
742 Upper Maple St.
Danielson, CT 06239**

**Website:
www.eastconn.org/qmc**

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 Quinebaug Middle College. 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 Quinebaug Middle College 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 Quinebaug Middle College 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 Quinebaug Middle College 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

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.

In the QMC Code of Ethics, three primary values held by the QMC community are articulated:

1. Respect for others, and appreciation for the diverse perspectives, skills, talents, abilities and contributions of all members of the learning community;
2. Acceptance and demonstration of personal responsibility in keeping the school, campus, and community a safe and attractive place to learn; and,
3. 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.



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 are encouraged to help others and can even choose to be a Teacher’s Assistant after they have achieved competency. 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.

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, one such opportunity being the EASTCONN Mobile STEM lab. Here, teachers can implement an authentic mobile lab learning curriculum that covers content in ecology, biology, chemistry and some basic physics as detailed by the newly adopted Next Generation Science Standards.



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 School of Engineering, QVCC and Three Rivers Community College, 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. Students will graduate with at least 25 high school credits and many earn college credits as part of our program.

“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

ASSOCIATES DEGREE OPTIONS

Once a QMC student has taken and passed the 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. The cost for books, tuition and supplies are covered for all QMC students.

“*At Quinebaug Middle College, there are numerous ways to accumulate college credits.*

I now have over 30 college credits and will be able to graduate with an associate's degree by the time I am a senior.”

Hazel Billings Chiu, Class of 2018

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, CAPT Prep, PSAT/SAT prep, Resume/College Essay Writing), Senior Capstone meetings, Peer Mentoring, After-school Tutoring Support, or the Connecting Room (available to students in need of immediate assistance to address problems that are interfering with their engagement in learning).

Graduation Requirements

1. CREDITS

CLUSTER 1: SCIENCE, TECHNOLOGY, ENGINEERING, AND MATH (STEM)	
Mathematics	4 credits
Science	3 credits
STEM Elective	1 credit
CLUSTER 2: HUMANITIES	
English*	4 credits
Social Sciences & Fine Arts	5 credits
CLUSTER 3: CAREER AND LIFE SKILLS	
Health and Physical Education	1 credit
Health Care Careers	1 credit
Career and Life Skills Electives	2 credits
CLUSTER 4: OTHER	
World Language	2 credits
Community Service Learning**	1 credit (.25 credits per semester or .5 per year)
Open Electives	1 credit
TOTAL	25 CREDITS

*Students are required to take 4 English credits. Students need to take at least one course from each of two “bands”: one course required from the band of Thematic Studies or American Literature and one course from the band of Non-fiction Literature or British Literature. If a student takes at least 1 course of English from each of those two bands, then they cover the state curriculum requirements for Grades 9-12, and they can then take English electives such as a UCONN ECE course.

**Community Service Learning is offered for .5 credits for the year or for .25 credits per semester. 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.

II. 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 has the following required components for 2017-2018:

PROJECT COMPONENT	DATE REQUIRED
September 16	Submit Reflective Journal 1
September 30	Submit Letter of Intent
October 6	Mentor Meet & Greet 9:30 - 10:15AM or 10:15-11:15AM or 2:00 - 2:40PM Submit Student and Parent Sign-off sheets before the start of the school day
November 4	Submit Planned Timeline Column
December 16	Submit Q2 Document Logs
January 20	Submit Reflective Journal 2
February 24	Submit Mentor Interview
March 31	Submit Reflective Journal 3
April 28	Submit Project Preparation Sheet
May 5	Sign Up for Presentation Time Slot
May 16/17/18	Capstone Presentations

Final evaluation of each student’s Project will be conducted by the Senior Capstone Project Committee, and will include the following:

- A review of all written and product components
- Rubric scores* of presentations on Presentation Day
- Student’s self-assessment and input from advisors and mentors

*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). Please see **Appendix A** for the Independent Project Rubric, which indicates the components of successful achievement in the Project.

III. 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.**

4 Year Planning Sheet

Name: _____

Year Enrolled: _____

CLUSTER 1: SCIENCE, TECHNOLOGY, ENGINEERING AND MATHEMATICS (STEM) 8 TOTAL CREDITS

MATHEMATICS: 4 CREDITS

Courses	Credits	Completion Date	Credits Awarded
Algebra 1	1		
Geometry 1	1		
Algebra II or QV Algebra II	1		
Calculus, Trigonometry, or other full-year course	1		

LAB SCIENCE: 3 CREDITS

Courses	Credits	Completion Date	Credits Awarded
Biological/Life Science	1		
Chemistry/Physical/Integrated II	1		
Physical Science, Life Science, or Earth Science	1		

REQUIRED STEM ELECTIVE: 1 CREDIT

Courses	Credits	Completion Date	Credits Awarded
Science, Math, Engineering, Other STEM course	1		

CLUSTER 2: HUMANITIES 9 TOTAL CREDITS

ENGLISH: 4 CREDITS

Courses	Credits	Completion Date	Credits Awarded
Thematic Studies in Literature or American Literature	1		
Non-fiction Literature or British Literature	1		
English Elective	1		
English Elective	1		

SOCIAL SCIENCES AND FINE ARTS: 5 CREDITS

Courses	Credits	Completion Date	Credits Awarded
World History & Philosophy	1		
U.S. History	1		
Civics	1		
QMC or QVCC Social Studies Elective	1		
Fine Arts: Art, Music, Theatre, Dance	1		

**CLUSTER 3: CAREER AND LIFE SKILLS
4 TOTAL CREDITS**

CAREER AND LIFE SKILLS: 2 CREDITS

Courses	Credits	Completion Date	Credits Awarded
Health Care Careers	1		
Physical Education (P.E. and Health)	1		

REQUIRED CAREER AND LIFE SKILLS ELECTIVE (CHOOSE TWO): 2 CREDITS

Courses	Credits	Completion Date	Credits Awarded
Career and Technical Education, English as a Second Language, Service Learning, Public Speaking, Nutrition & Physical Activity, First Year Experience and Advisory	1		
	1		

**CLUSTER 4: OTHER
4 TOTAL CREDITS**

WORLD LANGUAGE: 2 CREDITS

Courses	Credits	Completion Date	Credits Awarded
Italian I/Spanish 100/Classics for S.T.E.M.	1		
Italian II/QVCC Spanish 101	1		

COMMUNITY SERVICE LEARNING: 1 CREDIT

Courses	Credits	Completion Date	Credits Awarded
	.25		
	.25		
	.25		
	.25		

OPEN ELECTIVES: 1 CREDIT

Courses	Credits	Completion Date	Credits Awarded

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

Intermediate Algebra* (QV MATH 137)

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 course is recommended for students who are knowledgeable of elementary algebra but require improved skills for further study in mathematics and science.

Applied Mathematics

Applied Mathematics is designed to link the students' knowledge of mathematics to real-life situations. The class is structured to strengthen skills that students have in mathematics to illustrate the importance and need for math in their daily life and their future careers. Units will focus on graphing, whole numbers, decimals, fractions, percentages, and the operations of addition, subtraction, multiplication and division.

Geometry

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.

Manufacturing Math

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.

Financial Algebra

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.

SCIENCE

Biology

Biology provides students with opportunities to develop scientific literacy, including the ability to apply critical thinking skills through laboratory investigations and evaluate scientific claims. Students will build a strong foundation in the fundamental principles of biology and be able to apply those principles to solve problems and understand emerging biological phenomena and discoveries. Evolution is the central concept of biology, the organizing principle by which biologists, including student biologists, understand all living things and systems.

Integrated Science I

The course is designed to give students a broad experience in the natural sciences and help students develop an understanding and appreciation of the nature of science, the evolution of science, how we use science, the role of science in society, and the prospects for science in the future. This course emphasizes the physical and chemical science and its interrelatedness to other areas of science.

Integrated Science II

Integrated Science II expands on the foundations built in Integrated Science I. Work deepening experiences in the natural and chemical sciences and developing an understanding and appreciation of the nature of science, the evolution of science, how we use science, the role of science in society, and the prospects for science in the future. This course emphasizes hands-on application of the theories embraced in Integrated Science I.

Scientific Problem-Solving for College and Career

This course provides students with opportunities to use the scientific method and problem solving skills to address real-world issues and puzzles. Students will work both collaboratively and independently to strengthen their critical thinking skills, test hypotheses, evaluate sources of information, discern reality from hyperbole, take accurate measurements, analyze data and draw conclusions. Class instruction will also focus on presenting arguments, discerning between coincidence and correlation, and using mathematical computations to solve problems. Students will be involved in design projects that address problems and issues that are faced every day in society.

STEM ELECTIVES

Innovations in Manufacturing

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.

Mobile Computer Science Principles

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.

Introduction to STEM

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.

Classics for STEM

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.

ENGLISH

Thematic Studies in Literature

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.

American Literature

A semester long course featuring readings from American writers. The course aims to provide students with opportunities for investigations in reading and writing.

British Literature

This course aims to develop 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.

Non-fiction Literature

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.

Public Speaking*

In Public Speaking, students will learn how to speak in front of an audience through practice and variety. This course will regularly visit the library and the computer lab so that students may research topics for their speeches. A teacher-completed checklist will be given to students as an evaluation of their speech and to explain why the student received the grade they received; however, it must be remembered that an evaluation of a speech is a somewhat subjective process. We will also study various types of media, listen to and watch noteworthy speeches by famous speakers, which students will evaluate. **This class is taught at the college-level/honors and is graded on a college grading scale.*

UConn ECE ENGL1010: Seminar in Academic Writing

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. Students must take 2 courses of HS English before taking the UCONN English class.

SOCIAL SCIENCES

Civics

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

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

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

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

World History and Philosophy

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

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.

FINE ARTS

Drawing & Design I

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

Prerequisite: Drawing & Design I

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.

Graphic Design & Photography

Prerequisite: Drawing & Design I

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.

Introduction to Recording

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 I & II

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. *This course requires enrollment for the full school year.*

Electronic Music

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.

CAREER AND LIFE SKILLS

Physical & Health Education I

This class is a combination Physical Education and Health course. This class focuses on games, sports, and fitness exercises that are fun and enjoyable. Students are encouraged to display sportsmanship, give their best effort, and play safe. Students also obtain accurate health information, are encouraged to develop lifelong positive attitudes and behaviors, and learn to make wise decisions related to their personal health.

First Year Experience – College Readiness

This course is designed to prepare incoming 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 strongly recommended for direct enrollment in QVCC classes

Advisory

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 Investigations In Health Care

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 college credits.

ECE – UCONN AH 2001 Medical Terminology

Medical Terminology is a UCONN - ECE one-credit undergraduate level course. The course includes the 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.

WORLD LANGUAGE

Italian I

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

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

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 100 (Spanish I)

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: Yearbook, Music Makers, Unified Activities, Videography Group, Environmental Explorations/Nature Trail, QMC Book Club, Peer Mediation/Judicial Board, Animal Advocacy, Teen Outreach Program (T.O.P) and Senior Capstone (for seniors only).

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.

Literature & Composition	Intro Nutrition
Administrative Medical Assisting	Intro Studio Art
Adv Computer Graphics	Intro to Oceanography
American Government	Intro to Philosophy
Art History I	Intro to Software Apps
Art History II	Leadership: Humanities
Biblical & Classic Literature	Lifespan Development
Calculus I	Math for Liberal Arts
Calculus II	Medical Terminology
Calculus III	Modern Philosophy
Classical & Medieval Philosophy	Photographic Workshop
Composition	Photography I
Concepts Chemistry	Photography II
Creative Experiences/Children	Precalculus
Creative Writing	Principles of Sociology
Death & Meaning of Life	Principles Financial Accounting
Drawing I	Principles of Macroeconomics
Ethics	Principles of Microeconomics
Fundamental Human Communications	Principles of Statistics
General Biology II	Public Speaking
General Chemistry I	Sculpture I
General Psychology I	Sign Language 101
General Psychology II	Sign Language 102
History of Religion	Space, Time & Order
First Year Experience	Spanish 101
Intermediate Algebra	Spanish 102
Intro Anthropology	Special Topics: Portrait
Intro Business	Structured Programming
Intro College Reading & Writing	Two-Dimensional Design
Intro Computer Graphics	U.S. History I
Intro Computer Hardware	U.S. History II
Intro Criminal Justice	Western Civilization I
Intro Early Childhood	Western Civilization II
Intro Humanities	World Civilization I
Intro International Relations	World Civilization II

Appendix A

INDEPENDENT PROJECTS ASSESSMENT RUBRIC	
<p>The QMC graduate demonstrates independent thinking and motivation to increase learning through project development, planning, execution, and self-reflection. This rubric is monitored in service learning and Capstone.</p>	
<p>EXEMPLARY (Meets requirement with distinction)</p>	<p>PROJECT PROPOSAL: Student posed a thoughtful, creative question that engaged him/her in challenging or provocative research. This problem got the student out into the community by taking a leadership role in the creation and implementation of a sustained project. The project breaks new ground or contributes to knowledge or the community in a focused, specific area. RESEARCH QUALITY: Student gathered information from a variety of quality electronic and print sources, including appropriate licensed databases, and from mentor or other experts in field. Sources are relevant, balanced and include critical readings relating to the thesis or problem. Primary sources were included (if appropriate). ANALYSIS/SYNTHESIS OF LEARNING: Student carefully analyzed the information collected in research and investigation of topic and drew appropriate or inventive conclusions supported by evidence, or developed a unique vision for project. Student developed appropriate structure for communicating product, incorporating variety of quality sources. DOCUMENTATION: Student documented all sources, including visuals, sounds, and animations. Sources are properly cited, both in-text/in-product and on Works-Cited/Works-Consulted pages/slides. FINAL PRESENTATION: Student effectively and creatively used appropriate communication tools to convey their project and their learning. Product displays creativity and originality.</p>
<p>PROFICIENT (Meets requirement)</p>	<p>PROJECT PROPOSAL: Student posed a focused question that involved them in challenging research. This problem got the student out into the community by taking a role in the creation and of a mostly sustained project. The project contributes to the community in a minimal manner. RESEARCH QUALITY: Student gathered information from a variety of relevant sources--print and electronic, as well as from mentor or other experts in field. ANALYSIS/SYNTHESIS OF LEARNING: Student product shows that good effort was made in analyzing the evidence collected. Student logically organized the product and made good connections among ideas. DOCUMENTATION: Student documented sources with some care, Sources are cited, both in-text/in-product and on Works-Cited/Works-Consulted pages/slides. FINAL PRESENTATION: Student effectively communicated the results of research to the audience</p>
<p>BASIC (Meets minimal requirement)</p>	<p>PROJECT PROPOSAL: Student constructed a question that lends itself to readily available answers, or question inspired little new or creative thinking / approaches. Student did not get out into the community. RESEARCH QUALITY: Student gathered information from a limited range of sources and displayed minimal effort in selecting quality resources. ANALYSIS/SYNTHESIS OF LEARNING: Student conclusions could be supported by stronger evidence. Level of analysis could have been deeper. Student could have put greater effort into organizing the product. DOCUMENTATION: Student needs to use greater care in documenting sources. Documentation was poorly constructed. FINAL PRESENTATION: Student needs to work on communicating more effectively.</p>
<p>DEVELOPING (Does not meet requirement)</p>	<p>PROJECT PROPOSAL: Student did not generate his/her own questions or developed a question requiring no creative thought. RESEARCH QUALITY: Student did little or no research, or gathered information that lacked relevance, quality, depth and balance. ANALYSIS/SYNTHESIS OF LEARNING: Student's conclusions simply involved restating information. Conclusions were not supported by evidence. Student's work is not logically or effectively structured. DOCUMENTATION: Student clearly plagiarized materials or documentation was absent. FINAL PRESENTATION: Student showed little evidence of thoughtful research. Product does not effectively communicate research findings.</p>

Appendix A (continued)

EFFECTIVE WRITING ASSESSMENT RUBRIC	
<p>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. This rubric is monitored by the English, Social Studies, World Language and First Year Experience courses.</p>	
<p>EXEMPLARY (Meets requirement with distinction)</p>	<p>CLARITY/FLUENCY: Student consistently and effectively establishes a focus; develops and connects ideas in a clear and concise manner.</p> <p>ORGANIZATION: Organizational pattern matches the genre of writing, and ideas follow a cohesive pattern throughout, with effective transitions.</p> <p>PURPOSE/AWARENESS OF AUDIENCE: Student's writing shows a sophisticated awareness of audience and development of purpose for writing in the prescribed genre.</p> <p>CONSTRUCTION / MECHANICS: Student uses appropriate functional vocabulary, syntax and grammar, and stylistic choices in a specific writing genre.</p>
<p>PROFICIENT (Meets requirement)</p>	<p>CLARITY/FLUENCY: Student establishes a focus; develops and connects ideas in clear manner.</p> <p>ORGANIZATION: Organizational pattern matches the genre of writing, and ideas mostly follow a pattern throughout, with some effective transitions.</p> <p>PURPOSE/AWARENESS OF AUDIENCE: Student's writing shows an awareness of audience and purpose.</p> <p>CONSTRUCTION: Student uses functional vocabulary, syntax and grammar, and makes some stylistic choices in a specific writing genre.</p>
<p>BASIC (Meets minimal requirement)</p>	<p>CLARITY/FLUENCY: Student consistently tries to establish a focus and is beginning to make connections.</p> <p>ORGANIZATION: Organizational pattern are beginning to emerge and mostly follow the genre of writing. Some transitions are awkward or inconsistent.</p> <p>PURPOSE/AWARENESS OF AUDIENCE: Student's writing shows some awareness of audience and purpose, but is inconsistent.</p> <p>CONSTRUCTION: Student is beginning to understand the function of vocabulary and grammar, occasionally varies word order and sentence structure in making stylistic choices in writing in a specific genre.</p>
<p>DEVELOPING (Does not meet requirement)</p>	<p>CLARITY/FLUENCY: Student does not establish a focus or make connections.</p> <p>ORGANIZATION: Student does not follow the organizational pattern called for in a genre of writing. Transitions are ineffective or absent from writing.</p> <p>PURPOSE/AWARENESS OF AUDIENCE: Student's writing demonstrates little or no awareness of audience or purpose.</p> <p>CONSTRUCTION: Student's writing does not demonstrate use of functional vocabulary or grammar. Student does not make appropriate stylistic choices in writing in specific genres.</p>

Appendix A (continued)

ACTIVE READING ASSESSMENT RUBRIC	
The QMC graduate demonstrates effective active reading skills for a variety of purposes. This rubric is monitored by the English and Social Studies departments.	
<p>EXEMPLARY (Meets requirement with distinction)</p>	<p>COMPREHENSION: Student articulates main and subordinate ideas of topic and content, demonstrated in a variety of modalities.</p> <p>INTERPRETATION: Student consistently and constructively contributes insights to meaningful discussions.</p> <p>ANALYSIS/EVALUATION: Student analyzes and evaluates topics and content and draws logical or perceptive conclusions. Student effectively persuades and defends position while respecting other viewpoints.</p> <p>CRITICAL THINKING: Student demonstrates exceptional ability to reflect, revise, reshape, and deepen understanding.</p> <p>TRANSFERENCE: 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>PROFICIENT (Meets requirement)</p>	<p>COMPREHENSION: Student articulates most of the main and subordinate ideas of topic and content.</p> <p>INTERPRETATION: Student contributes constructively to discussion.</p> <p>ANALYSIS/EVALUATION: Student analyzes topic and content and draws logical conclusions. Student persuades and defends viewpoint. Student respects other viewpoints.</p> <p>CRITICAL THINKING: Student demonstrates some ability to reflect, revise or reshape initial understanding.</p> <p>TRANSFERENCE: Student makes connections between subject content and other experiences or learning, in relevant examples. These examples are actively shared during class-time.</p>
<p>BASIC (Meets minimal requirement)</p>	<p>COMPREHENSION: Student partially restates main and subordinate ideas of topic or content.</p> <p>INTERPRETATION: Student contributes to discussion infrequently or with little constructiveness</p> <p>ANALYSIS/EVALUATION: Student draws some logical conclusions from topic and content. Student does not effectively persuade or defend position. Student lacks respect for or understanding of other viewpoints.</p> <p>CRITICAL THINKING: Student demonstrates little ability or effort to reflect, revise or reshape initial understanding.</p> <p>TRANSFERENCE: Student demonstrates difficulty in making or supporting associations or connections between subject content and other experiences or learning.</p>
<p>DEVELOPING (Does not meet requirement)</p>	<p>COMPREHENSION: Student articulates or restates none of the main or subordinate ideas of the topic or content.</p> <p>INTERPRETATION: Student does not contribute to the discussion.</p> <p>ANALYSIS/EVALUATION: Student draws no conclusions from content, and does not attempt to persuade or defend position. Student does not respect other viewpoints.</p> <p>CRITICAL THINKING: Student demonstrates no effort to reflect, revise or reshape initial understanding.</p> <p>TRANSFERENCE: Student does not make or support associations or connections between content and other experiences or learning.</p>

Appendix A (continued)

EFFECTIVE COMMUNICATION ASSESSMENT RUBRIC

The QMC graduate communicates effectively and ethically, in a variety of modalities, for a variety of purposes and audiences. This rubric is used by the English and World Language departments.

<p>EXEMPLARY (Meets requirement with distinction)</p>	<p>PURPOSE: Student establishes and maintains a clear purpose, and demonstrates clear understanding of audience and communication task. ORGANIZATION: Student creates and articulates an effective introduction and conclusion. Progression of main and subordinate ideas is clear. CONTENT: Student delivers all expected content. Student answers questions with appropriate elaboration and relevant support. Main ideas are developed in depth and are supported extensively by details and/or vivid examples. DELIVERY: (as appropriate to project): I. Language Usage: Student uses well-chosen vocabulary and correct pronunciation, appropriate to the task. II. Voice and Tone: Student speaks clearly and in a way that conveys confidence and enthusiasm. Student uses a tone appropriate to the audience. III. Physical Expression: Student establishes genuine rapport with audience using eye contact, posture, effective movements and appropriate dress. IV. Visual Expression: Student creates high-quality audio and/or visual materials for presentation.</p>
<p>PROFICIENT (Meets requirement)</p>	<p>PURPOSE: Student establishes purpose, and demonstrates an understanding of audience and communication task. ORGANIZATION: Student presents an introduction and conclusion. Progression of main and subordinate ideas has minor inconsistencies in unity or coherence. CONTENT: Student delivers most of the expected content. Main ideas are limited in depth and are supported by some details and/or examples. DELIVERY: (as appropriate to project): I. Language Usage: Student uses appropriate vocabulary and correct pronunciation, consistent with the task. II. Voice and Tone: Student speaks clearly, sometimes uses a tone appropriate to the audience. III. Physical Expression: Student establishes connection with audience through frequent eye contact, posture, effective movements and appropriate dress. IV. Visual Aids: Student integrates good-quality audio and/or visual materials to enhance the presentation.</p>
<p>BASIC (Meets minimal requirement)</p>	<p>PURPOSE: Student attempts to establish a purpose, and demonstrates some awareness of audience and communication task. ORGANIZATION: Student presents a weak introduction and/or conclusion. Progression of main ideas has major inconsistencies in unity and/or coherence. CONTENT: Student delivers 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: Student uses poorly-chosen vocabulary, with some errors or in ways inappropriate to the task. II. Voice and Tone: Student speaks clearly but with little expression. III. Physical Expression: Student makes occasional eye contact with audience. Posture, movements or dress distract from the communication. IV. Visual Aids: Student ineffectively uses audio and/or visual materials and materials are of poor quality.</p>
<p>DEVELOPING (Does not meet requirement)</p>	<p>PURPOSE: Student does not establish a purpose, and demonstrates minimal awareness of audience and communication task. ORGANIZATION: Student does not present an introduction and/or conclusion. Progression of main ideas is difficult or impossible to follow. CONTENT: Student delivers little of expected content. Main ideas are unclear and are rarely supported by details and/or examples. DELIVERY: (as appropriate to project): I. Language Usage: Student uses inappropriate vocabulary, with many errors, and in ways inappropriate to the task. II. Voice and Tone: Student is unclear and speaks without expression. III. Physical Expression: Student fails to make eye contact with audience. Posture, movements or dress preclude effective communication. IV. Visual Aids: Student fails to use prepared audio and/or visual materials in presentation.</p>

Appendix A (continued)

PROBLEM-SOLVING ASSESSMENT RUBRIC	
The QMC graduate effectively applies research skills, scientific inquiry, technology and reasoning to solve problems. This rubric is monitored by the math, robotics and computer sciences courses.	
EXEMPLARY (Meets requirement with distinction)	<p>IDENTIFYING PROBLEMS: Student anticipates different kinds of problems in complicated projects and thinks of ways to solve them before they happen.</p> <p>IDENTIFYING RELEVANT INFORMATION: Student clearly identifies important information needed to solve complex problems.</p> <p>ANALYZING PROBLEMS: Student carefully analyzes all the characteristics of a problem before s(he) begins to solve it.</p> <p>USING STRATEGIES: Student uses the strategies and tools s(he) learned and subject-area knowledge to solve problems, even when they are not school assignments.</p> <p>REFLECTING: Student anticipates different kinds of problems in complicated projects and thinks of ways to solve them before they happen.</p> <p>COMMUNICATING SOLUTIONS: Student communicates a problem solving processes and results clearly and thoroughly.</p>
PROFICIENT (Meets requirement)	<p>IDENTIFYING PROBLEMS: Student anticipates problems in complicated projects and thinks of ways to avoid them.</p> <p>IDENTIFYING RELEVANT INFORMATION: Students separate important information from unimportant information when solving problems.</p> <p>ANALYZING PROBLEMS: Student thinks carefully about a problem before s(he) tries to solve it.</p> <p>USING STRATEGIES: Student uses subject-area strategies, tools, and knowledge to solve problems.</p> <p>REFLECTING: Student reflects on his/her problem solving processes by thinking about what s(he) did well and what s(he) can do better.</p> <p>COMMUNICATING SOLUTIONS: Student communicates his/her problem solving processes and results clearly.</p>
BASIC (Meets minimal requirement)	<p>IDENTIFYING PROBLEMS: Student sometimes anticipates problems in complicated projects, but usually does not think of ways to avoid them.</p> <p>IDENTIFYING RELEVANT INFORMATION: Student sometimes needs help identifying important information when solving problems.</p> <p>ANALYZING PROBLEMS: Student sometimes starts to solve a problem before s(he) thinks about it.</p> <p>USING STRATEGIES: If student is reminded, s(he) uses subject-area strategies, tools, or knowledge to solve problems.</p> <p>REFLECTING: Student sometimes goes back and think about how s(he) solved a problem after s(he) is finished.</p> <p>COMMUNICATING SOLUTIONS: If student has help, s(he) can describe his/her problem solving processes.</p>
DEVELOPING (Does not meet requirement)	<p>IDENTIFYING PROBLEMS: Student has a hard time anticipating problems before they happen.</p> <p>IDENTIFYING RELEVANT INFORMATION: Student often misses important information when solving problems.</p> <p>ANALYZING PROBLEMS: Student usually starts to solve a problem before s(he) thinks about it.</p> <p>USING STRATEGIES: Student does not use subject-area strategies, tools, or knowledge to solve problems.</p> <p>REFLECTING: Student hardly ever goes back and thinks about how s(he) solved a problem after s(he) is finished.</p> <p>COMMUNICATING SOLUTIONS: Student cannot describe his/her problem solving processes.</p>

Appendix A (continued)

SCIENTIFIC PROBLEM-SOLVING: ASSESSMENT RUBRIC	
The QMC graduate effectively applies research skills, inquiry, technology and reasoning to solve problems specifically in the sciences. This rubric is monitored by the Science department.	
EXEMPLARY (Meets requirement with distinction)	<p>GATHERING INFORMATION: Student accurately identifies problem or question, compiles valid and reliable data and resources.</p> <p>ANALYSIS/INTERPRETATION OF DATA: Student provides a critical examination of the evidence. Student clearly identifies and comprehends the relevant information from the data.</p> <p>CRITICAL THINKING: Student accurately addresses relationships, consequences and implication of findings, and creates well-developed explanation summary, conclusion.</p> <p>COMMUNICATING STRATEGIES/REFLECTION: Student precisely conveys details of his/her problem-solving processes, and reflects on areas for further innovation or research based data and findings.</p>
PROFICIENT (Meets requirement)	<p>GATHERING INFORMATION: Student accurately identifies problem or question, and provides a brief summary of data and resources.</p> <p>ANALYSIS/INTERPRETATION OF DATA: Student provides a brief examination of the evidence. Student identifies and comprehends most of the relevant information from the data.</p> <p>CRITICAL THINKING: Student accurately identifies conclusions and implications of findings, with a brief explanation of summary, conclusions.</p> <p>COMMUNICATING STRATEGIES/REFLECTION: Student accurately conveys his/her problem-solving processes, and reflects briefly on areas for further study based on the data.</p>
BASIC (Meets minimal requirement)	<p>GATHERING INFORMATION: Student identifies problem or question, but provides an incomplete summary of the data; or, student inaccurately identifies the problem or question.</p> <p>ANALYSIS/INTERPRETATION OF DATA: Student merely restates the information provided, with an incomplete examination of the evidence. Student does not distinguish or comprehends the relevant information from the data.</p> <p>CRITICAL THINKING: Student inaccurately addresses or misinterprets relationships, consequences and implication of findings, but does not attempt a summary, with conclusions.</p> <p>COMMUNICATING STRATEGIES/REFLECTION: Student conveys an incomplete explanation of his/her problem-solving process, and provides a superficial reflection on areas for further study</p>
DEVELOPING (Does not meet requirement)	<p>GATHERING INFORMATION: Student does not identify problem or question.</p> <p>ANALYSIS/INTERPRETATION OF DATA: Student provides no analysis or examination of the evidence.</p> <p>CRITICAL THINKING: Student does not address relationships, consequences or implications of findings. Does not develop explanation or conclusions.</p> <p>COMMUNICATING STRATEGIES/REFLECTION: Student does not convey details of his/her problem-solving processes, and does not reflect on areas for further innovation or research based data and findings.</p>

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.	
EXEMPLARY (Meets requirement with distinction)	<p>FLEXIBILITY AND ADAPTABILITY: Student adapts to varied roles, responsibilities, and schedules. Student incorporates feedback effectively, deals positively with praise, setbacks and criticism, and balances diverse views to reach workable solutions.</p> <p>INITIATIVE AND SELF-DIRECTION: Student sets goals with success criteria, balances short-term and long-term goals and manages their time effectively. Student can work independently and go beyond mastery of learning to expand their learning and opportunities to gain expertise. Student demonstrates initiative and commitment to lifelong learning by reflecting critically on past experiences to inform future progress.</p> <p>LEADERSHIP AND RESPONSIBILITY: Student uses interpersonal and problem-solving skills to influence and guide others toward a goal. Student leverages strengths of others to accomplish a common goal and inspires others to reach their very best. Student demonstrates integrity and ethical behavior in using influence and power. Student sets and meets goals, even in the face of obstacles and competing pressure</p> <p>PRODUCTIVITY AND ACCOUNTABILITY: Student prioritizes, plans and manages work to achieve the intended result. Student collaborates and cooperates effectively, respects team diversity, and takes accountability for results. The student 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>
PROFICIENT (Meets requirement)	<p>FLEXIBILITY AND ADAPTABILITY: Student adapts to varied roles, responsibilities, and schedules. Student incorporates feedback effectively, deals positively with praise, setbacks and criticism, and balances diverse views to reach workable solutions.</p> <p>INITIATIVE AND SELF-DIRECTION: Student sets goals with success criteria, balances short-term and long-term goals and manages their time effectively. Student can work independently or in a variety of group configurations as needed.</p> <p>LEADERSHIP AND RESPONSIBILITY: Student uses interpersonal and problem-solving skills to influence and guide others toward a goal. Student demonstrates integrity and ethical behavior in using influence and power.</p> <p>PRODUCTIVITY AND ACCOUNTABILITY: Student prioritizes, plans and manages work to achieve the intended result. Student collaborates and cooperates effectively, respects team diversity, and takes accountability for results.</p>
BASIC (Meets minimal requirement)	<p>FLEXIBILITY AND ADAPTABILITY: Student adapts to roles, responsibilities, and schedules. Student incorporates feedback, deals positively with praise, setbacks and criticism, and works toward balancing diverse views to reach workable solutions.</p> <p>INITIATIVE AND SELF-DIRECTION: Student sets goals with success criteria, work to balance short-term and long-term goals and manage their time effectively. Student seeks work independently and in a variety of group configurations as needed.</p> <p>LEADERSHIP AND RESPONSIBILITY: Student uses interpersonal and problem-solving skills to work with others towards a goal. Student demonstrates integrity and ethical behavior.</p> <p>PRODUCTIVITY AND ACCOUNTABILITY: Student manages work to achieve the intended result. Student collaborates and cooperates effectively, respects team diversity, and takes accountability for results.</p>
DEVELOPING (Does not meet requirement)	<p>FLEXIBILITY AND ADAPTABILITY: Student does not adapt to roles, responsibilities, and schedules. Student has trouble incorporating feedback, dealing positively with praise, setbacks and criticism, and working toward balancing diverse views to reach workable solutions.</p> <p>INITIATIVE AND SELF-DIRECTION: Student sometimes sets goals with success criteria, has issues balance short-term and long-term goals and manage their time effectively. Student does not readily work independently and in a variety of group configurations.</p> <p>LEADERSHIP AND RESPONSIBILITY: Student does not use interpersonal and problem-solving skills to work with others towards a goal. Student does not regularly demonstrate integrity and ethical behavior.</p> <p>PRODUCTIVITY AND ACCOUNTABILITY: Student manages work to achieve the intended result irregularly. Student resists collaboration and cooperation, and rarely takes 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.



Appendix B (continued)

SOCIAL AND CIVIC EXPECTATIONS ASSESSMENT RUBRIC	
<p>EXEMPLARY (Meets requirement with distinction)</p>	<p>STUDENT INPUT: Student is an active participant in all Town Meetings, advisory sessions, classes, and takes on leadership roles on a regular basis</p> <p>RESPECT AND EQUALITY: Student treats all people with respect and kindness all day long, every day. Student never puts anyone down, and helps fellow community members.</p> <p>APPROPRIATE DRESS: Student dresses appropriately every day. No comments have been made about appropriateness of dress.</p> <p>PREPAREDNESS: Student is on time for class every day, always brings books and school supplies, always turns in assignments on time, corrects all mistakes, and finishes work at home when necessary.</p> <p>INDIVIDUALITY: Student appreciates and is interested in working with people who are different or have different interests. Student never uses put-downs and willingly works with other classmates. Student resolves issues with others in private conversations outside of class.</p> <p>EASTCONN AND QVCC POLICIES: Student follows all rules and laws every day.</p>
<p>PROFICIENT (Meets requirement)</p>	<p>STUDENT INPUT: Student attends at least 80% of meetings and classes, participates in meetings and steps up to take leadership roles when asked.</p> <p>RESPECT AND EQUALITY: Student is often respectful and does not put anyone down.</p> <p>APPROPRIATE DRESS: Student dresses casually, relaxed. Occasionally, the principal, teachers or other students have addressed inappropriate dress, and student has made appropriate changes.</p> <p>PREPAREDNESS: Student has come to class unprepared a few times at the beginning of the year, but has made significant changes in habits. Student brings in own school supplies and turns in at least 80% of work when it is due.</p> <p>INDIVIDUALITY: Student never makes hurtful comments about other students' differences. Student does not allow conflicts or differences with others to interfere with getting work done..</p> <p>EASTCONN AND QVCC POLICIES: Student has made a few small mistakes, but none that are major or illegal.</p>
<p>BASIC (Meets minimal requirement)</p>	<p>STUDENT INPUT: Student attends less than 80% percent of classes, participates occasionally, and does not usually offer leadership in Town Meetings, or engages in side conversations with friends during meetings.</p> <p>RESPECT AND EQUALITY: Student is generally respectful and does not usually put anyone down. Student occasionally slips, but does not have fights or engage in conflicts.</p> <p>APPROPRIATE DRESS: Student dresses inappropriately, in pajamas or shows underwear, sometimes forgets sneakers or coats for field trips. Principal, teachers or peers have discussed inappropriate dress more than once.</p> <p>PREPAREDNESS: Student forgets school supplies often. Student turns in work only occasionally, or does not revise work to a "B" level.</p> <p>INDIVIDUALITY: Student sometimes puts down or comments on other's differences. Student complains about others without a plan to calmly discuss issues. Student refuses to work with or sit with people s/he dislikes.</p> <p>EASTCONN AND QVCC POLICIES: Student has broken rules or laws on a few occasions.</p>
<p>DEVELOPING (Does not meet requirement)</p>	<p>STUDENT INPUT: Student misses many classes and Town Meetings, or often sleeps, uses electronic devices, or pays attention infrequently, and interrupts classes and meetings with talking.</p> <p>RESPECT AND EQUALITY: Student argues or fights with others. Principal, teachers or students speak to student frequently about use of inappropriate language or lack of respect for others.</p> <p>APPROPRIATE DRESS: Student frequently wears clothes that are inappropriate for school or gym. Others frequently discuss inappropriate dress with student.</p> <p>PREPAREDNESS: Student is rarely prepared for class. Student finishes assignments infrequently. Student does not revise work and turn it back in. Student is not aware of due dates and/or has lost many original assignments and/or books.</p> <p>INDIVIDUALITY: Student does not accept others' differences. Student frequently makes racist, sexist, ageist, anti- Semitic, homophobic, or other prejudicial comments. Student fights or argues over differences.</p> <p>EASTCONN AND QVCC POLICIES: Student has broken laws or rules frequently.</p>



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