

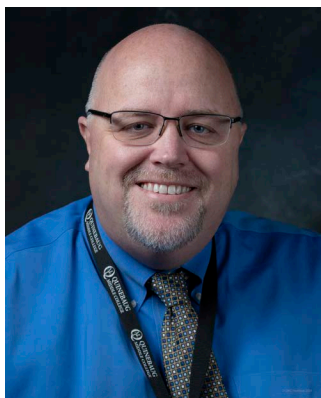
QUINEBAUG MIDDLE COLLEGE
Program of Studies



WELCOME

A Note from Ted Keleher

Principal of Quinebaug Middle College



Welcome to Quinebaug Middle College High School! Our school is located on the campus of CT State Community College at Quinebaug Valley 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 10th, 11th, and 12th grades take courses at CT State Community College at Quinebaug Valley 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. 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



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Contact Information

School Address

742 Upper Maple Street
Danielson, CT 06239

Website

www.eastconn.org/qmc

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 Counselor	860-932-4101
Family and Community Liaison	860-455-3997
Main Office Fax	860-932-4950

Find us on social media



Mission & Vision

The mission of 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 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 CT State Community College at Quinebaug Valley 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 CT State Community College at Quinebaug Valley.

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.

Code of Ethics

The Code of Ethics was established in 2008 by the student community at QMC. 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 CT State Community College at Quinebaug Valley Student Handbook.

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

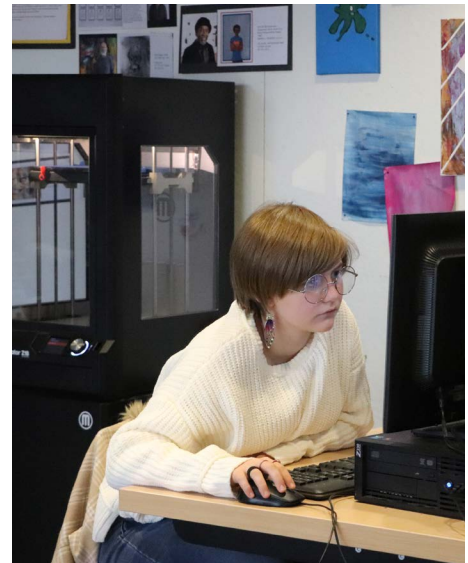
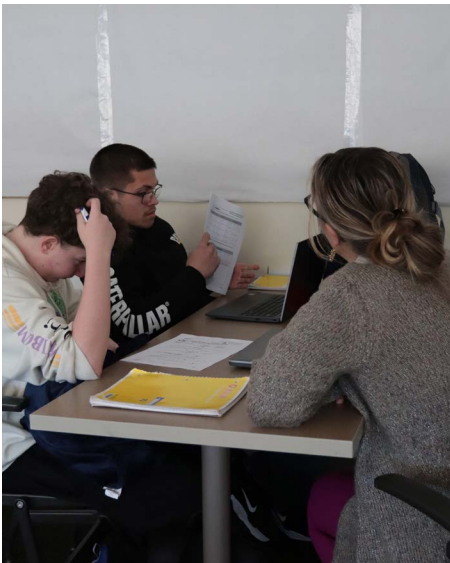
- 1. Respect for others**, and appreciation for the diverse perspectives, skills, talents, abilities, and contributions of all members of the learning community;
- 2. Acceptance and demonstration of personal responsibility** in keeping the school, campus, and community a safe and attractive place to 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 on September 5, 2008:

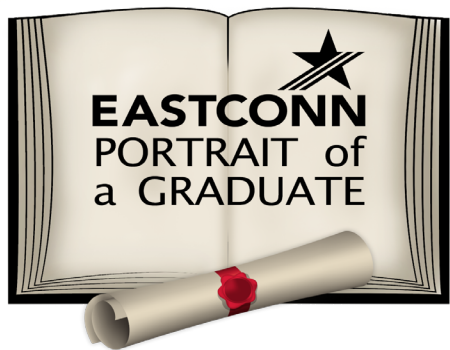
- Students will have input into the decision-making process and classroom rules.
- All people should be treated equally with respect.
- Dress should be appropriate but allow for individual expression.
- All students should come to class ready to learn.
- Each member's individuality should be recognized and respected.
- Members of the learning community will follow all laws and rules at CT State Community College at Quinebaug Valley and EASTCONN's school policies.



Teaching & *Learning Philosophy*



As an EASTCONN Magnet High School, QMC students become personally responsible and resilient self-directed learners who collaborate and communicate effectively to contribute to their communities as informed critical thinkers, effective problem-solvers, and creative innovators. To support students in their personal and academic growth toward this Portrait of a Graduate, QMC provides a personalized, competency-based learning experience.



EASTCONN's Portrait of a Graduate (POG) reflects our community's collective vision for student success. The vision is our declaration of - and blueprint for - what it means for our students to be college, career, and life-ready.

EASTCONN's Portrait of a Graduate is integrated throughout our magnet high schools. The POG is integral to the advisory curriculum at ACT and QMC, and ties into their Capstone projects. POG standards are identified and incorporated into all courses and complement the content standards.

Intrapersonal

Self-Directed - EASTCONN graduates proactively organize tasks and actions and thoughtfully make decisions, prioritizing short-term and long-term goals. They initiate and take action independently, leveraging resources to accomplish goals.

EASTCONN Graduates:

- Set goals
- Monitor and direct their own learning
- Ask for help when needed
- Have a growth mindset by reflecting on learning experiences and applying insights to future learning
- Are self-motivated
- Learn how to learn

Personally Responsible and Resilient - EASTCONN graduates initiate and take action independently, using resources to accomplish tasks. They meet challenges with grit and resolve and contribute to their communities in positive ways. They honor commitments and they own the outcomes.

EASTCONN Graduates:

- Act responsibly with the interest of the larger community in mind
- Demonstrate personal integrity, honesty, and ethical behavior
- Persevere to accomplish difficult tasks and overcome academic challenges and personal barriers in order to meet goals
- Are flexible and adaptable in varying circumstances
- Incorporate feedback effectively

Interpersonal

Collaborative - EASTCONN graduates seek, contribute and respond to feedback to achieve collective outcomes. They respect and value diverse perspectives that enrich their learning about themselves and others.

EASTCONN Graduates:

- Respect and value diverse perspectives
- Conduct themselves in a respectable and professional manner
- Exercise flexibility and compromise to accomplish common goals
- Leverage the group to create new ideas and increase innovation and quality of work
- Assume shared responsibility

Effective Communicators - EASTCONN graduates are active listeners who articulate their thoughts and ideas, using a variety of media. They use communication for a range of purposes and audiences to inform, instruct, persuade, and motivate.

EASTCONN Graduates:

- Articulate thoughts and ideas effectively, using oral, written and non-verbal communication skills in a variety of forms and contexts
- Engage in active listening and respectful discourse
- Use multiple media and technologies for effective communication
- Know how to judge their effectiveness and assess impact

Global

Informed Critical Thinkers - EASTCONN graduates engage in analysis, evaluation, reasoning, and reflection to build understanding, solve problems, and identify alternative solutions.

EASTCONN Graduates:

- Ask questions
- Collect, assess and analyze evidence, arguments, claims and beliefs
- Analyze, evaluate and synthesize information from multiple points of view
- Reason effectively

Effective Problem-Solvers - EASTCONN graduates identify, evaluate and prioritize solutions to complex situations. They critically reflect on available solutions.

EASTCONN Graduates:

- Identify, define and solve authentic problems and essential questions
- Research and innovate to lead to better solutions
- Reflect critically on learning experiences, processes, and solutions

Creative Innovators - EASTCONN graduates have original and imaginative ideas and put their ideas into practice in order to contribute to a better world.

EASTCONN Graduates:

- Use a wide range of idea-creation techniques
- Elaborate, refine, analyze and evaluate their own ideas, in order to improve and maximize creative efforts
- Demonstrate originality and inventiveness in their work
- View failure as an opportunity to learn

Early College Access

Quinebaug Middle College is based on a [research-supported educational model](#) that provides high school students with early access to college courses. Access to higher education while in high school has been shown to substantially improve the likelihood of students:

- Striving for high achievement while in high school;
- Going to college and persevering through to earning a postsecondary degree or certification—often in less time than their peers.

Students who participate in this [dual-enrollment model](#) (where they are enrolled in both high school and college courses) have shown to:

- Reduce the likelihood of having to take non-credit preparatory classes in college;
- Save time and money on their college education and career training.

QMC’s location on the Quinebaug Valley campus of CT State Community College, and its alignment with the college’s daily schedule, remove both transportation and scheduling challenges that high school students may face in other settings when trying to access early higher education. When demonstrating both academic and social/emotional readiness, QMC students can access college coursework by:

- Directly enrolling in CT State Community College (CSCC) courses both on the Quinebaug Valley campus and online at any CSCC campus;
- Accessing UCONN Early College Experience (ECE) courses and CSCC courses taught at QMC by certified high school faculty.

To begin, and continue, pursuing CSCC coursework, students must:

- Be a junior or senior (In some cases sophomore students demonstrating the prerequisite skills can be eligible)
- Have at least a 2.7 GPA
- Maintain consistent attendance of 5 absences or less for the semester (unless extenuating, documented circumstances)
- Consistently adhere to the QMC Code of Ethics
- Receive recommendations from teachers and staff
- Earn credit in the QMC course, First Year Experience

Note: some CSCC courses require an assessment for placement (i.e. GPA requirement, writing or math assessment)

Direct Enrollment College Access Options

Grade	Early College Experience 24 Potential College Credits	College Head Start 36 Potential College Credits	College Acceleration 40 Potential College Credits <i>Requires Administration Approval</i>	Full Associates Degree 69 Potential College Credits <i>Requires Administration Approval</i>
9	All 8 classes at QMC			
10	All 8 Classes at QMC		1-2 QV Spring Courses	1-2 QV Spring Courses
11	4 Classes at QMC & 4 at QV	4 Classes at QMC & 4 at QV	4 Classes at QMC & 4 at QV	Self-Pay Summer 4 Classes at QMC & 4 at QV
12	4 Classes at QMC & 4 at QV	Running Start All Classes at QV	Running Start All Classes at QV	Self-Pay Winter/Summer Running Start All Classes at QV

Sample CT State Community College Coursework

The following course descriptions are examples of CT State Community College course selections that help students complete General Education requirements required by most pathways. A student's pathway determines further coursework requirements.

ENG 0910 - Composition Workshop

Credits: 3

Prerequisite: determined by the placement process.

Composition focuses on the study and practice of effective written communication across a variety of rhetorical situations. The course develops skills in applying language conventions, engaging with and using authoritative sources, and crafting logical arguments.

COMM 1301 - Public Speaking

Credits: 3

Prerequisite: Eligibility for ENG 1010

In this introductory course to Public Speaking students will engage in the process of transmitting ideas and information orally in a variety of situations. Effective oral communication involves generating messages and delivering them with attention to vocal variety, articulation, and nonverbal signals. In order to be a competent speaker, a person must be able to compose a message and provide ideas and information suitable to the topic, purpose, and audience.

Math 1010 - Intermediate Algebra

Credits: 3

Prerequisite: Placement using multiple measures

This course is a further study of algebra and mathematical modeling of functions and relations represented by tables, graphs, words, and symbols. Polynomial functions and expressions with special attention to linear, quadratic, exponential, rational, and radical functions are studied. There is an emphasis on modeling and applications for all topics. The use of mathematics specific technology to support understanding of the concepts is required.

PSY 1011 - General Psychology I

Credits: 3

Prerequisite: Eligibility for ENG 1010

This course will explore and review the field of psychology. Topics will include history of psychology, research methods, the biological basis of mind and behavior, motivation and emotion, learning, memory, health and stress, and life span development. The course is appropriate for those who are considering a career in psychology or have an interest in developing a better understanding of the basis of human behavior.

Communicating *Student Progress*

EASTCONN Magnet High Schools, including Quinebaug Middle College, are at the forefront of Connecticut's transition to a personalized, competency-based learning model. This approach emphasizes mastery of both academic content and essential personal skills, ensuring students progress based on demonstrated proficiency rather than traditional measures like seat time.

Unlike the traditional, one-size-fits-all model where all students advance at the same pace, personalized competency-based learning puts students at the center of their educational journey. In collaboration with their teachers, students create individualized pathways that reflect their unique goals, interests, and learning styles.

This innovative approach equips students to meet the demands of a rapidly evolving world, preparing them for success in college, careers, and life. It ensures that every learner graduates with the skills and knowledge necessary to thrive in a dynamic and complex future.

Scoring Scale

E	Exemplary: You have consistently demonstrated learning at a higher level of complexity than mastery as outlined in the standards-aligned rubrics.
M	Mastery: You have consistently demonstrated learning at the expected level of mastery as outlined in the standards-aligned rubrics.
P	Progressing: You have demonstrated learning that indicates you are still progressing toward mastery as outlined in the standards-aligned rubrics.
B	Beginning: You have demonstrated learning that indicates you are in the beginning stages of acquiring the knowledge and skills aligned to the course standards. This is not a credit-earning score.
IE	Insufficient Evidence: You have not submitted the sufficient amount of evidence required to determine learning outcomes. This is not a credit-earning score.

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Graduation Requirements



Science, Technology, Engineering, and Math Coursework	
9 Total Credits	
Mathematics	4 credits *Starting with Class of 2027, 1 credit must be in financial literacy
Science	3 credits
STEM Electives	2 credits
Humanities Coursework	
9 Total Credits	
English	4 credits *1 credit in Band 9/10 required to pursue credit in Band 11/12
U.S. History	1 credit
Civics	1 credit *Can substitute CSCC QV American Government
Fine Art	1 credit
Additional Social Studies/ Fine Arts/English	2 credits
Health, Wellness, and Career Coursework	
4 Total Credits	
Physical Education	1 credit
Health	1 credit
Career and Life Skills Electives	2 credits
Additional Required Coursework	
World Language	2 credits *3 years in the same language strongly recommended to waive CSCC requirements for World Language
Service Learning	1 credit (.25 credits per semester)
1 General Elective	1 credit
Senior Capstone Project	1 credit
Additional Requirements	
FAFSA Completion or FAFSA Waive Per the Connecticut State Dept. of Education	

Four Year Plan

Course Selection Planning Sheet

HS CE = High School Credits Earned

CCE = College Credits Earned

Freshman Year

	Courses	HS CE	CCE
	Advisory		
S1			
S2			
	Service Learning		
Total Credits Earned			

Sophomore Year

	Courses	HS CE	CCE
	Advisory		
S1			
S2			
	Service Learning		
Total Credits Earned			

Junior Year

	Courses	HS CE	CCE
	Advisory		
S1			
S2			
	Service Learning		
Total Credits Earned			

Senior Year

	Courses	HS CE	CCE
	Advisory		
S1			
S2			
	Service Learning		
Total Credits Earned			

Senior *Capstone Project*

In their senior year, all students complete a Senior Capstone Project. The purpose of the Senior Capstone Project at QMC is to engage each student in a culminating, personalized, self-directed learning experience where they apply the knowledge and skills they have learned throughout their high school career to support their progress toward a post-secondary career option of choice. Through completing the project, students build the ability to speak (and interview!) knowledgeably and confidently about their specific area of interest. The Senior Capstone Project also serves as a student's final demonstration of the seven competencies outlined in the EASTCONN Magnet High School's Portrait of a Graduate.



Independent Project with Support

While the Capstone is an independent endeavor, students are encouraged to seek guidance from faculty and staff as they navigate the project's various steps.

Incremental Feedback for Mastery

Students have incremental due dates to submit assessments for feedback, ensuring they are making progress and achieving mastery in Portrait of a Graduate competencies.

Culmination in an Interactive Exhibition

The Senior Capstone Project concludes with an interactive presentation that showcases students' personal and professional talents, skills, and interests.

Capstone as a Graduation Requirement

Completion of the Capstone is mandatory for graduation, with students required to demonstrate mastery in all assessed competencies. Exceptional students may earn the honor of "Capstone of Distinction" through exemplary performance and timely submissions.



The following provides a brief overview of the four stages of the Capstone process as well as identifies the deliverables required for each stage:

1. Define Your Project's Scope
 - What career industry am I interested in learning more about, and what question will drive my exploration?
2. Research And Investigate
 - What can I learn through primary and secondary research to answer my clear, focused, complex research question?
3. Synthesize An Answer
 - What can I conclude from the information I found throughout my research, and what evidence supports my conclusion?
4. Exhibition
 - How can I present my research in a way that clearly communicates my findings, and reflects my professional aspirations?

“

Presenting at Town Meeting was such a great way to get the QMC community involved in my Capstone project. I didn't realize how many connections and resources were right here in my own school until I shared what I was working on. Plus, having a regular, built-in audience made it easy to get my project out there and get feedback!”



Course Offerings

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

S.T.E.M. (Science, Technology, Engineering, and Mathematics)

Science

Physical Science

1 credit: required

Prerequisite: Algebra I or Algebra 1A/1B

This entry-level science course gives students a strong foundation in essential scientific skills. Through hands-on activities, problem-solving, and critical analysis, students will develop key abilities in scientific modeling, mathematical reasoning, data analysis, and applying engineering principles. By the end of the course, students will have strengthened their ability to think critically, solve problems, and apply foundational science principles, preparing them for success in more advanced core science courses and elective studies.

Biology

1 credit: required

Prerequisite: Physical Science

Biology is the study of living organisms and their interactions with each other and their environments. It explores the structures, functions, growth, origin, evolution, and distribution of life forms. This field encompasses various topics, from DNA and cellular processes to the broader study of ecosystems and the impact of human activity on biodiversity. Through biology, students learn about the fundamental principles that govern life and develop skills in observation, experimentation, and analysis.

Chemistry

1 credit: Science/STEM; highly recommended

Prerequisites: Biology, Algebra 2 can be taken concurrently

Chemistry is the study of matter and the changes it undergoes. It focuses on understanding the properties, composition, and structure of substances, as well as the energy involved in chemical processes. This field explores how atoms and molecules interact and combine to form new materials, and it examines reactions that occur in both natural and artificial environments. Through studying chemistry, students gain skills in analytical thinking, problem-solving, and applying scientific principles to real-world situations, helping them to understand everything from the air we breathe to the products we use daily. Consistent in-person attendance in this course is essential because of the lab work required.

Astronomy

1 credit: Science/STEM; elective

Prerequisites: Biology

In this course, students will explore Earth's place in the universe, how the solar system formed, and the history of our planet. They will learn about the four forces behind the Universe, the Big Bang Theory, and how the matter that makes up the Earth was formed. Students will also study how the sun's behavior affects life on Earth. Engineering and technology are important parts of the course, as they help us gather and analyze data that support our understanding of how the solar system and the universe were formed.

Environmental Science

1 credit: Science/STEM; elective

Prerequisite: Biology

Environmental Science is a course that explores how Earth's natural systems work and how human activities affect them. Students will learn about the science behind natural events and the cycles of resources like water, air, and energy. They will also study how we use these resources and the problems of using them too much or incorrectly. Students will work on real-life investigations, look at past and present environmental issues, and learn about the challenges scientists are trying to solve today.

Forensics

1 credit: Science/STEM; elective

Prerequisite: Biology

Forensic Science is the application of science (Chemistry, Physics, and Biology) to the criminal and civil laws that are enforced by police agencies in a criminal justice system. This course includes the investigation of fingerprinting, fiber analysis, arson, trace evidence analysis, toxicology, blood spatters analysis, and forensic anthropology. Students are taught the proper collection, preservation, and laboratory analysis of various samples.



Mathematics

Algebra 1

1 credit: Math; required (may be taken in 8th grade)

Prerequisite: n/a

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

Algebra 1A & 1B

1 credit: Math

Prerequisite: Teacher Recommendation

This is an Algebra 1 course. Curriculum is covered over two semesters rather than in 1 semester and allows students to enhance their middle school foundational skills. The focus of this class is conceptual understanding through the use of manipulatives and visual representations.

Algebra 2

1 credit: Math

Prerequisite: Algebra 1

Students will build upon their understanding and knowledge from Algebra 1. Students will 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 and exponential equations.

Financial Algebra

1 credit: Math/Financial Literacy; required beginning with Class of 2027

Prerequisite: Algebra 1, Algebra 2 recommended

This course engages students with real-world financial applications while maintaining deep mathematical rigor. Students will be required to use critical thinking skills in order to make responsible financial choices.

Functions, Statistics, & Trigonometry

1 credit: Math

Prerequisite: Algebra 2 and Teacher Recommendation

This course presents topics from these three areas in a unified way to help students prepare for everyday life and future courses in mathematics; especially following CT State CC mathematics tracks (Intermediate Algebra*, College Algebra*, Statistics 1*, and Pre-calculus*). This course is strongly recommended before taking any mathematics coursework at CT State CC.

Geometry

1 credit: Math

Prerequisite: Algebra 1

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

1 credit: STEM; elective, required for Manufacturing pathway

Prerequisite: Algebra 1, Geometry recommended

Emphasis is on building the mathematical skills in preparation for success in the manufacturing field. A study of 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 a prerequisite for QVCC Manufacturing Math II and QVCC Blueprint Reading 1.



Humanities



English

American Literature

1 credit: English Grade 9/10

Prerequisite: n/a

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

Themes in Literature

1 credit: English Grade 9/10

Prerequisite: n/a

This course develops critical reading and thinking skills by exploring literature's role as a cultural force. Students will examine texts to analyze the forces that shape our identity, including the impact of internal and external forces. Through analysis of various characters, students will uncover underlying motives for the characters' actions and use this to build interpretations about the human condition.

Nonfiction Literature

1 credit: English Grade 11/12

Prerequisite: American Literature or Themes in Literature

Using nonfiction works as a launching block for independent inquiries, students in Nonfiction delve into current events and issues through reading and reflecting. Writing is emphasized as a skill for creating their own nonfiction texts.

World Literature

1 credit: English Grade 11/12

Prerequisite: American Literature or Themes in Literature

This course explores literature from around the world, focusing on the theme of Bildungsroman—the psychological and moral growth of a character from youth to adulthood. Students will read texts from various countries, examining the characters' experiences in their formative years of life. Through collaborative discussions, independent reflection, and student-led projects, the course will address both literary techniques and the cultural contexts of the works. This is a one-credit course for students prepared for Band 2 English standards.

UCONN ECE AMST 1201: Seminar in American Studies*

1 credit: English or Social Studies; college-level elective

Prerequisite: UCONN recommends 2 years of History and 2 years of English; QMC also requires that the two years of English include at least one Grade 11/12 English

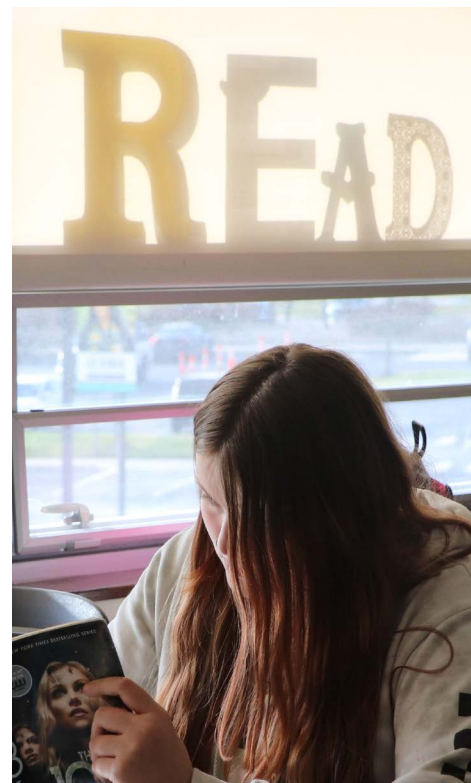
UCONN describes this course as “What is an American? A multi-disciplinary inquiry into the diversity of American societies and culture.” This interdisciplinary course explores the diversity of American societies and cultures through history, literature, art, music, technology, and popular culture. Designed as an introduction to a major in American Studies, it also benefits students in History, Literature, Art History, Communications, Business, Education, and other fields. Students earning a “C” or higher in the course can accumulate 3 UCONN course credits.

UCONN ECE MAST 1200: Introduction to Maritime Culture*

1 credit: English or Social Studies; college-level elective

Prerequisite: UCONN recommends 2 years of History and 2 years of English; QMC also requires that the two years of English include at least one Grade 11/12 English

UCONN describes this course as “A study of history and literature to understand the international maritime culture that links peoples, nations, economies, environments, and cultural aesthetics.” This course explores the global maritime culture that connects nations, economies, environments, and cultures through history and literature. It examines the sea as a highway, source of food, arena for warfare, and stage for discovery, with a focus on maritime exploration, commerce, warfare, and transportation. Topics include international exploration, Vikings, folklore, whaling, seafaring life, piracy, and the impact of the maritime world on communities and cultures. Students earning a “C” or higher may earn 3 UCONN course credits.



Fine Arts & Design

Drawing and Design I

1 credit: Fine Arts; required

Prerequisite: n/a

This course is an experiential voyage in creative arts and design. By completing weekly or bi-weekly assigned art projects, students will learn and show proficiency in the National/Connecticut Core Arts Standards of; Creating, Presenting, Responding, and Connecting and the Connecticut Technology Education Standards for Computer-Aided Drafting and Design and Graphics Design and Technology. The assignments will be deeply rooted in the therapeutic arts serving as an additional benefit to overall academic success. Students will also have the opportunity to build and grow their ability to express their visual observations of artworks made by traditional fine art masters, modern-day practicing artists, and innovative designers via the completion of Art Investigations.

Drawing and Design II

1 credit: Fine Arts; elective

Prerequisite: Drawing and Design I

A continuation and expansion of the basic themes learned in Drawing and Design I. The projects we will be completing in DDII allow for increased choices in subject and medium by the student artists. There will be a mix of exposure to the world of fine art and design that will take each student on a journey through important moments and movements in Art and Design History. In completing Art Investigations, students will explore and critique a particular piece of art three (3) separate times. Sometimes the artwork and the artist are chosen for the student; other times, students will choose the artwork.

Graphic Design & Photography

1 credit: Fine Arts; elective

Prerequisite: Drawing and Design I

In Photography and Graphic Design, students will explore both the artistic/creative and technical aspects of graphic design and photography. The course will begin with a basic introduction and history of photography and graphic design. Then, we will discuss, in-depth, the role photography and visual design play in our daily lives. Students will exit the class with the knowledge and tools to create visually pleasing photographs and graphic publications. Art history will be explored via Art Investigations, where the students will explore and critique a particular piece of art three(3) times during this class. Sometimes the artwork and the artist are chosen for the student; other times, students will determine the artwork and artist.

Art Portfolio I

1 credit: Fine Arts; elective

Prerequisite: Drawing and Design I and Drawing & Design II. However, if students are interested in focusing solely on graphic arts and photography, they may substitute Drawing and Design II for Graphic Design & Photography; they may also substitute through alternative means as approved by the course instructor.

The second highest level art course offered at QMC, Art Portfolio I, has been specifically designed for students interested in assembling an art portfolio of superior quality and craftsmanship. To be successful in this course, students must be highly self-directed and willing to invest one's time beyond the classroom in artmaking. Art history will be explored via Art Investigations, where the students will explore and critique a particular piece of art two (2) times. As this is an advanced-level class, the student will choose the art piece and the artist for each Art Investigation using college-level art history textbooks as resources. This course is offered to students during the Spring semester of their junior year.



Art Portfolio II

1 credit: Fine Arts; elective

Prerequisites: Drawing and Design I and Drawing & Design II. However, if students are interested in focusing solely on graphic arts and photography, they may substitute Drawing and Design II for Graphic Design & Photography; they may also substitute through alternative means as approved by the course instructor.

The highest-level art course offered at QMC, Art Portfolio II, has been specifically designed for students interested in assembling an art portfolio of superior quality and craftsmanship. This portfolio is crafted and assembled to enter the portfolio in the annual Scholastic Art Awards. To be successful in this course, students must be highly self-directed and willing to invest one's time beyond the classroom in artmaking. Art history will be explored via Art Investigations, where the students will explore and critique a particular piece of art two (2) times. As this is an advanced-level class, the student will choose the art piece and the artist for each Art Investigation using college-level art history textbooks as resources. This course is offered to students during the Fall semester of their senior year.

Independent Study in Art

1 credit: Fine Arts; elective

Prerequisites: Drawing and Design I and Drawing & Design II. However, if students are interested in focusing solely on graphic arts and photography, they may substitute Drawing and Design II for Graphic Design & Photography; they may also substitute through alternative means as approved by the course instructor.

This self-directed course is available to seniors who have exhausted all other fine visual arts elective options. After choosing a concentration in Drawing, Painting, Graphic Design, or Photography, the instructor and student will select a series of five (5) skill-building exercises found in *The Photographer's Playbook: 307 Assignments and Ideas* Paperback (2014) by Jason Fulford or *Draw It with Your Eyes Closed: The Art of the Art Assignment* (2012) edited by Paper Monument, which will lead up to a separate and final four (5) piece portfolio showcasing either the depth or breadth of the scholars' studies in the arts. In addition, art history will be explored via Art Investigations. The students will explore and critique a piece of art four (4) times, with the artist being the author of the creative prompt the student has chosen to do for their four (4) skill-building activities.

Social Studies

United States History

1 credit: Social Studies; required

Prerequisite: n/a

In this course, students will study American history beginning with the period of Reconstruction and continuing to the present day. Throughout the course, students will learn how the events that shaped America's identity are interconnected and led to the diverse and complex country they live in today.



Civics

1 credit: Social Studies; required

Prerequisite: U.S. History

In this Civics and Government course, students study the United States government and investigate the rights and responsibilities of citizens in a democracy. We will explore foundational documents, structure and function of government, political participation, and civic engagement using disciplinary tools and resources that support the planning and development of inquiries, evaluation of a broad range of historical sources, and communication of civic knowledge through deliberation and informed action about political events and issues.

African American/Black & Puerto Rican/

Latino Studies

1 credit: Social Studies; elective

Prerequisite: U.S. History and World History recommended

The course is an opportunity for students to explore accomplishments, struggles, intersections, perspectives, and collaborations of African American/Black and Puerto Rican/Latino people in the U.S. Students will examine how historical movements, legislation, and wars affected the citizenship rights of these groups and how they, both separately and together, worked to build U.S. cultural and economic

wealth and create more just societies in local, national, and international contexts. Coursework will provide students with tools to identify historic and contemporary tensions around race and difference; map economic and racial disparities over time; strengthen their own identity development; and address bias in their communities.

World History

1 credit: Social Studies; elective

Prerequisite: n/a

This course is a study of world history, beginning with the Age of Enlightenment and the Scientific Revolution and continues to the present. Throughout the semester, students will read primary sources, take notes, and work collaboratively to deepen their understanding of how past events shaped the world in which they live today.

UCONN ECE AMST 1201: Seminar in American Studies*

1 credit: Social Studies or English; college elective

Prerequisites: UCONN recommends 2 years of History and 2 years of English; QMC also requires that the two years of English include at least one Grade 11/12 English

UCONN describes this course as “What is an American?” A multi-disciplinary inquiry into the diversity of American societies and culture.” This interdisciplinary course explores the diversity of American societies and cultures through history, literature, art, music, technology, and popular culture. Designed as an introduction to a major in American Studies, it also benefits students in History, Literature, Art History, Communications, Business, Education, and other fields. Students earning a “C” or higher in the course can accumulate 3 UCONN course credits.

UCONN ECE HRTS 1007: Introduction to Human Rights*

1 credit: Social Studies; college elective

Prerequisite: UCONN recommends successful completion of 2 Social Studies courses or consent of instructor; QMC also requires demonstrated mastery in Civics and First Year Experience

This course provides an exploration of central human rights institutions, selected human rights themes and political controversies, and key political challenges of contemporary human rights advocacy. Students will consider where the human rights movement might be headed. Students earning a "C" or higher in the course can earn 3 UCONN course credits.

UCONN ECE HRTS 2200: Genocide Studies*

1 credit: Social Studies; college elective

Prerequisites: UCONN recommends World History and 2 additional Social Studies courses, or instructor consent; QMC also requires demonstrated Mastery in Civics and First Year Experience; completion of UCONN ECE HRTS 1007: Introduction to Human Rights or Introduction to International Relations is strongly recommended

This course provides an interdisciplinary introduction to the study of genocide as a historical, legal, social, political, and conceptual phenomenon, including response, prevention, and commemoration efforts. Students earning a C or higher in the course can earn 3 UCONN course credits.

UCONN ECE MAST 1200: Introduction to Maritime Culture*

1 credit: Social Studies or English; college elective

Prerequisites: UCONN recommends 2 years of History and 2 years of English; QMC also requires that the two years of English include at least one Grade 11/12 English

UCONN describes this course as "A study of history and literature to understand the international maritime culture that links peoples, nations, economies, environments, and cultural aesthetics." This course explores the global maritime culture that connects nations, economies, environments, and cultures through history and literature. It examines the sea as a highway, source of food, arena for warfare, and stage for discovery, with a focus on maritime exploration, commerce, warfare, and transportation. Topics include international exploration, Vikings, folklore, whaling, seafaring life, piracy, and the impact of the maritime world on communities and cultures. Students earning a "C" or higher may earn 3 UCONN course credits.

UCONN ECE POLS 1402: Introduction to International Relations*

1 credit: Social Studies; college elective

Prerequisite: UCONN recommends 1 year of History or Civics or instructor consent. QMC requires First Year Experience and demonstrated mastery in Civics.

UCONN describes this course as "The nature and problems of international politics."

Students begin with developing an understanding of the leading international relations theories in order to assess real-world problems. Students earning a "C" or higher in the course can earn 3 UCONN course credits.

UCONN ECE POLS 1602: Introduction to American Politics*

1 credit: Social Studies; college elective

Prerequisite: UCONN recommends 1 year of History or Civics or instructor consent. QMC requires First Year Experience and demonstrated mastery in Civics.

Students analyze the organization and operation of the American political system. Students earning a C or higher in this course can earn 3 UCONN course credits.

Health, Wellness, and Career Skills

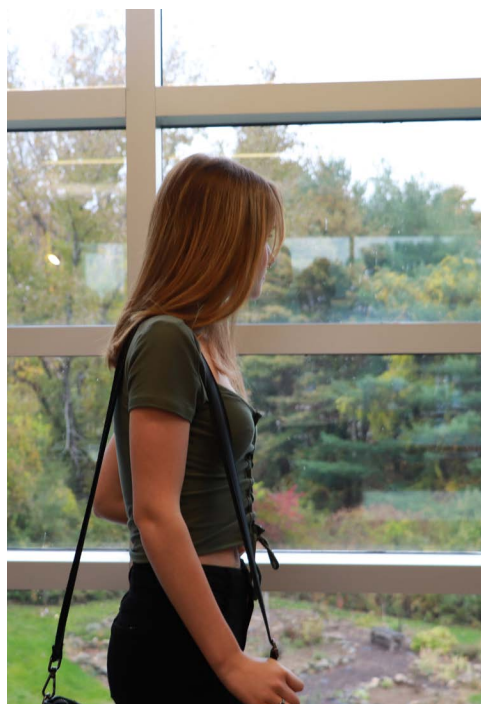
Health and Wellness

Health

1 credit: Health and Wellness: required

Prerequisite: n/a

Health class is designed to teach students how to set realistic goals for lifelong, healthy, and balanced living. A variety of topics are covered to help students understand how to make informed decisions, which leads to a mentally and physically healthy, active lifestyle. The class will explore topics through a variety of media: lessons from the textbook, slide show presentations, articles from various periodicals, class discussions, individual and group projects, videos, and internet resources.



Physical Education (PE)

1 credit: Health and Wellness; required

Prerequisite: n/a

Physical Education focuses on lifetime fitness and students will learn common activities and sports that people continue to participate in from the teen years into adulthood. Students can expect stretching, fitness, recreation, skill development, experimenting with new games, sports and activities, relaxation, and fun. Safety, kindness, teamwork, cooperation, and group support are always expected during each class.

Career and Vocational Coursework

Academic Support

1 credit: Career and Life Skills; elective

Prerequisite: Team Recommendation

A course designed to improve students' executive functioning skills, such as goal-setting and time management, and to provide support and intervention to help them achieve success in their other courses.

English Foundations

.5 credit: Career and Life Skills elective

Prerequisite: Team Recommendation

This class is designed to help students strengthen the foundational skills needed for high school English. Focusing on key areas such as grammar, vocabulary, reading comprehension, and writing basics, the course offers personalized support to improve understanding and communication.

Math Foundations

.5 credit: Career and Life Skills elective

Prerequisite: Team Recommendation

This class is designed to help students build essential math skills needed for high school success. Focusing on foundational concepts such as basic arithmetic, fractions, decimals, and algebraic thinking, the course provides personalized support to strengthen students' understanding and confidence.



First Year Experience

1 credit: Career and Life Skills; elective; required to take UCONN or CSCC coursework

Prerequisite: 2.7 GPA or higher (grades of Mastery and Exemplary) in current coursework

First-Year Experience is designed to support student development of academic work habits and higher-level thinking skills necessary to engage with rigorous coursework including college-level texts and research-based assessments. Successful completion of this course is one of the prerequisites for a QMC student to meet before enrolling in college coursework at CSCC-QV and/or UCONN ECE courses.

Innovations in Manufacturing

1 credit: STEM or Career and Life Skills; elective

Prerequisite: Recommended to be in 11th and 12th grade

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.

Introduction to Computer Science

1 credit: STEM or Career and Life Skills; elective

Prerequisite: n/a

Introduction to Computer Science introduces students to the foundational concepts of computer science and challenges them to explore how computing and technology can impact the world. More than a traditional introduction to programming, it is a rigorous, engaging, and approachable curriculum that explores many of the foundational ideas of computing so all students understand how these concepts are transforming the world we live in.

CSCC-QV CCP HLT103: Investigations in Health Careers*

1 credit: Career and Life Skills; college-level elective

Prerequisite: Health

This CSCC-QV CCP course is designed to assist students in meeting the expectations of a career in health-related fields and provide a survey of the different types of healthcare careers. Students will become familiar with the rigors of higher education and the specific skills needed to maximize the student's opportunities for academic and career success. The class will provide exposure to a wide variety of information about careers and will open the minds of students to many unfamiliar career possibilities. Students will research information from the course textbook, PowerPoint presentations, and YouTube videos about careers, partake in hands-on lab activities, and interact with guest speakers. Students who earn a "C" or higher can obtain 3 CSCC-QV credits.



UCONN ECE AH 2001: Medical Terminology*

1 credit: STEM or Career and Life Skills; college-level elective

Prerequisite: UCONN requires successful completion of (or concurrent enrollment in) Biology, and instructor consent. QMC also requires Health (Mastery), CSCC-QV CCP Investigations in Health Care Careers (C or better)

UCONN describes this course as "Introduction and mastery of medical terminology through presentation of word roots, prefixes and suffixes. Disease processes, symptoms, diagnosis, and treatments that affect various body systems. Terminology associated with disease processes, symptoms, diagnosis, clinical procedures, laboratory tests, and treatments that affect various body systems." Emphasis in this course is on building a working medical vocabulary based on body systems. Students who earn a "C" or higher in this course may earn 2 UCONN course credits.

Additional Required Coursework

World Language

Spanish 1

1 credit: World Language; required

Prerequisite: n/a

Spanish is an introductory course designed to improve understanding, speaking, listening, and writing in Spanish at the novice level. Students will acquire vocabulary, grammatical structures, language functions, and an appreciation for Hispanic culture through interactive activities, contextualized presentations, and varied media. The purpose of Spanish 1 is to prepare students for communication and interactions with the Spanish-speaking world, at the novice level. We focus on the 5 C's or standards for world language. These standards are Communication, Cultures, Connections, Comparisons and Communities. In this course, students should be able to demonstrate mastery in the present tense of Spanish. This course is a prerequisite for Spanish 2.

Spanish 2

1 credit; World Language; required

Prerequisite: Spanish 1

Spanish 2 continues the development of reading, writing, listening, and speaking skills. The class will focus on all modes of communication to develop confidence and accuracy in skills while comparing the customs and culture throughout the Spanish-speaking world. The purpose of Spanish 2 is to prepare students for communication and interactions with the Spanish-speaking world, at the intermediate level. We focus on the 5 C's or standards for world language. These standards are Communication, Cultures, Connections, Comparisons and Communities. In this course, students should be able to demonstrate mastery in the present tense of Spanish and also the preterite tense (and imperfect tense if time) of Spanish.

Spanish 3

1 credit: World Language; elective

Prerequisite: Spanish 2

Spanish 3 continues the development of reading, writing, listening, and speaking skills that students demonstrated in Spanish 2. The purpose of Spanish 3 is to prepare students for communication and interactions with the Spanish speaking world, at the advanced level. We focus on the 5 C's or standards for world language. These standards are Communication, Cultures, Connections, Comparisons and Communities. In this course, students should be able to demonstrate mastery in the present tense of Spanish, the preterite tense and imperfect tenses of Spanish, and the future tense of Spanish. If there is time, they will also learn the subjunctive.

Community Service Learning

Service Learning

.25 credits per semester: required

Prerequisites: specific to each Service Learning offering

Students engage in community service through independent or group projects, applying their classroom learning to the planning and execution of real-world initiatives. They design projects based on the needs of various communities, including the QMC community, the CT State QV community, the town of Danielson, or their sending district. Examples of community service projects include the QMC Newspaper, Leadership, Garden and Nature Trail maintenance, and videography. Students are also encouraged to propose and coordinate new Service Learning opportunities, with support from a faculty advisor. Service Learning is a required course, held once a week on Fridays.

Senior Capstone Project

1 credit: required


Prerequisite: Be a QMC senior

The purpose of the Senior Capstone Project at QMC is to engage each student in a culminating, personalized, self-directed learning experience where they apply the knowledge and skills they have learned throughout their high school career to support their progress toward a post-secondary career option of choice. Through completing the project, students build the ability to speak (and interview!) knowledgeably and confidently about their specific area of interest. The Senior Capstone Project also serves as a student's final demonstration of the seven competencies outlined in the EASTCONN Magnet High School's Portrait of a Graduate.

Notes:



GET IN TOUCH

 860-932-4100

 www.eastconn.org/qmc

 742 Upper Maple Street
Danielson, CT 06239

