S.H.S. Program of Studies

An official publication of:

SUFFIELD HIGH SCHOOL

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EQUAL EDUCATION OPPORTUNITY

The right of a student to participate fully in classroom instruction and extracurricular activities shall not be abridged or impaired because of age, sex, race, religion, national origin, pregnancy, parenthood, marriage, or for any reason not related to his/her individual capabilities.

The Equity/Title IX Coordinator has the responsibility to monitor the implementation of this policy. Further implementation of this policy is a responsibility of all district administrators in accordance with the procedures set forth in the attached regulations. Mr. Brian Hendrickson is Suffield's Equity/Title IX Coordinator and can be reached at (860) 668-3800.

CULTURAL DIVERSITY

Every effort will be made throughout the curriculum of Suffield High School to ensure an appreciation of cultural diversity within the student body, the community, and the world.

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PRINCIPAL'S MESSAGE

Suffield High School Community:

The Program of Studies provides the courses offered at Suffield High School, along with their descriptions. Students should discuss their plans with parents, teachers, and counselors in order to make informed decisions based on personal interests, abilities, school requirements for graduation, and most importantly, goals for the future. Choosing the right courses will help fulfill the school's mission of making every student college and career ready.

Our advice to students is to know what is available to them, plan with interests and goals clearly in mind, and commit to working hard to achieve those goals. We have many programs available and our teachers, counselors, and administrators are here to help students make the right choices. However, students are the ones who must work hard to earn their diploma, and prepare for the future.

Our staff recognizes the role they play in helping your children reach their full potential, and they do not take the responsibility lightly. We truly believe *all* students can be successful, and this belief drives the work they do on a daily basis. Parent involvement is vital to student success, and we ask that you continue to play an active role in their education.

I am privileged to lead such an outstanding school community and look forward to what I know will be both a rewarding and successful year. Please do not hesitate to contact me with questions, concerns, or input at any time.

Go Wildcats!

Sincerely,

James P. Blain

Principal

SCHOOL COUNSELING SERVICES

School Counseling Mission Statement

School counselors believe in the value of education for every student. Suffield High School counseling services strive to assist all students in the development of skills in the areas of personal, social, career and educational growth. We challenge each student to reach their potential in each area and become a productive citizen in a diverse, technological and constantly changing world.

School Counseling Philosophy

Suffield High School counseling professionals respect that each student is their own individual and capable of personal growth. Suffield High School Counseling Program will strive to meet the complex developmental needs of our students through a comprehensive, proactive approach.

The program is delivered in a systematic way through curriculum lessons, systems supports, and responsive services that are provided individually or in groups.

Through the school counseling program, students are assisted in matters related to academics, post secondary plans and personal/social issues. In addition, school counseling services assist in the process of helping students develop into knowledgeable, responsible, ethical, and caring members of a diverse society within a complex and technological world.

SUFFIELD HIGH SCHOOL CORE VALUES:

As a collective learning community, we value opportunities to strengthen and develop:

- **Responsibility**
- **Respect**
- **Creativity**
- **Integrity**
- **Rigor**

BELIEFS ABOUT LEARNING:

The Suffield High School community believes that the potential for student learning is maximized when:

- all members of the community feel safe.
- good character and integrity are promoted.
- creativity and innovation are encouraged.
- effective communication skills are developed.
- collaboration opportunities consistently occur.
- the ability to think critically in order to solve problems is fostered.
- a rich and rigorous academic program is provided.
- learning opportunities are active and engaging.
- 21st century skills are taught across the disciplines to help students succeed.
- technology is used appropriately and effectively

Students at Suffield High School continually strive toward the following *21st Century Learning Expectations:*

- Collaboration
- Communication
- Critical Thinking
- Creativity / Innovation
- Citizenship

GRADUATION REQUIREMENTS

Graduation from our public schools implies (1) that students have satisfactorily completed the prescribed courses of study for the grade levels in accordance with their respective abilities to achieve, (2) that they have satisfactorily passed any examinations and satisfactorily demonstrated the district's performance standards, assessed in part by the statewide mastery examinations, established by the faculty and approved by the Board of Education, and (3) that they have fulfilled the legally mandated number and distribution of credits.

The school district may not require achievement of a satisfactory score on the statewide proficiency examination or statewide mastery examination, or any subsequent retest on a component of such examinations as the sole criterion of promotion or graduation.

Graduation shall not be held until 180 days and 900 hours of actual school work are completed. The adopted school calendar may be modified after April 1 in any school year to accommodate a graduation date in conformity with applicable statute.

Students graduating in years 2020-2022

In order to graduate and be granted a diploma, students must satisfactorily complete a minimum of 24 credit hours, including not fewer than:
9 Credits in Humanities:

- Four (4) credits in English
- Three (3) credits in Social Studies, including at least one (1) credit in United States\American History and one (1) credit in American Government and Civics
- One (1) credit in Vocational/Fine Arts
- One (1) credit in a Humanities elective

8 Credits in Science, Technology, Engineering and Mathematics

- Four (4) credits in Math - including Algebra I, Geometry, and either Algebra II or Statistics
- Three (3) credits in Science
- One (1) credit in Science, Technology, Engineering, and Mathematics elective

2 Credits in Career and Life Skills, including not fewer than:

- One (1) credit in Physical Education
- One-half (1/2) credit in Life Education
- One-half (1/2) credit in Personal Finance or Economics

1 Credit in World Languages
4.0 Credits in Additional Electives

Students graduating in the year 2023 and beyond

In order to graduate and be granted a diploma, students must satisfactorily complete a minimum of 25 credit hours, including not fewer than:
9 Credits in Humanities, including:

- Four (4) credits in English
- Three (3) credits in Social Studies, including one (1) credit in Civics
- One (1) credit in the Arts
- One (1) credit identified as a Humanities elective in the SHS Program of Studies

9 Credits in Science, Technology, Engineering and Mathematics, including:

- Four (4) credits in Math

- Three (3) credits in Science
- Two (2) credits identified as a STEM elective in the SHS Program of Studies

2 Credits in Career and Life Skills, including:

- One (1) credit in Physical Education
- One (1) credit in Life Education (Health)

1 Credit in World Languages
1 Credit in Mastery-Based Diploma Assessment
3 Credits in Additional Electives

Beginning with the class of 2023 and beyond, credits will not be awarded for any courses completed during middle school. If physical education is not taken because of medical excuse, another course may be substituted.

In addition, also beginning with the graduating class of 2023, the Board of Education will provide adequate student support and remedial services for students beginning in grade seven (2017-2018 school year). Such student support and remedial services shall provide alternate means for a student to complete any of the high school graduation requirements, previously listed, if such student is unable to satisfactorily complete any of the required courses or exams. Such student support and remedial services shall include, but not be limited to, (1) allowing students to retake courses in summer school or through online courses; (2) allowing students to enroll in a class offered at a constituent unit of the state system of higher education; (3) allowing students who received a failing score, as determined by the Commissioner of Education, on an end of the school year exam to take an alternate form of the exam; and (4) allowing those students whose individualized education plans state that such students are eligible for an alternate assessment to demonstrate competency through success on an alternate assessment.

All credits earned toward meeting any of the graduation requirements through the successful completion of online courses must fulfill the requirements established in policy #6172.6, "Virtual/Online Learning."

The District shall create a student success plan for each enrolled student, beginning in grade six. Such plan shall include a students' career and academic choices in grades six to 12, inclusive.

Credits Per statute (C.G.S. 221a(f)) the determination of eligible credits is at the discretion of the Board of Education, provided the primary focus of the curriculum of eligible credits corresponds directly to the subject matter of the specified course requirements. The Board may permit a student to graduate during a period of expulsion if the Board determines the student has satisfactorily completed the necessary credits. The graduation requirements shall apply to any student requiring special education except when the Planning and Placement Team (PPT) determines the requirement not to be appropriate.

A credit shall consist of not less than the equivalent of a 40 minute class period for each school day of a school year, and one-half credit is given for courses that compile work in one semester, except for a credit or part of a credit toward high school graduation earned (1) at an institution accredited by the Board of Regents for Higher Education or State Board of Education or regionally accredited, (2) through online course work, or (3) for the mastery-based diploma assessment.

Only courses taken in grades nine through 12, inclusive, and that are in accordance with the statewide subject matter content standards, adopted by the State Board of Education shall satisfy the graduation requirements.

Academic Advancement Program The Board of Education permits students in grades 11 and 12 to substitute (1) achievement of a passing score on an existing nationally recognized examination as determined, by the State Department of Education, or series of examinations approved by the State Board of Education, (2) a cumulative grade point average determined by the State Board of Education and (3) at least three letters of recommendation from school professionals (defined in 10-66dd), for the required high school graduation requirement. The State Board of Education will issue an Academic Advancement Program Certificate to any student successfully

completing such program. The Academic Advancement Program Certificate shall be considered in the same manner as a high school diploma for purposes of determining eligibility of a student for enrollment at a Connecticut public institution of higher education. The Board of Education shall permit a student to graduate from high school upon the successful completion of the above described academic advancement program.

Credits required per year:
All seniors must carry a minimum of 6.0 credits for the year. All students in grades 9-11 must carry a minimum of 6.0 credits for the year. Courses of study are still somewhat flexible and neither promotion nor graduation depends on any specific credits, except those listed above.

Required sequencing of courses:
Selection of an advanced course is limited to those who have met the prerequisite grade. If a student has not met a prerequisite and wishes to continue with sequence, the student must repeat the subject in which he/she is deficient, or successfully complete a summer program which has the prior approval of the Principal, or his/her designee, in order to earn official credit or recognition.

Maximum number of credits allowed:
It is permissible for a student to take more than the required 6.0 or 7.0 credits each year, and it is not uncommon for students to graduate with more than the required credits.

CREDITS REQUIRED FOR PROMOTION

To Grade 10 - Minimum of 5.0 Total Credits
To Grade 11 - Minimum of 11.0 Total Credits
To Grade 12 - Minimum of 17.0 Total Credits

EXCEPTIONS

Any exception from the above requirements shall be determined by the administration upon receipt of a full written explanation and adequate documentation for such a request by the student and counselor. Such requests may come from Pupil Placement Team or 504 Team meetings. In light of increased State requirements, severe limitations are placed on any exceptions.

GRADUATION STANDARDS/ACADEMIC EXPECTATIONS

Graduation from our public schools implies (1) that students have satisfactorily completed the prescribed courses of study for the several grade levels in accordance with their respective abilities to achieve, (2) that they have satisfactorily passed any examinations and satisfactorily demonstrated the district's performance standards, assessed in part by the statewide mastery examinations, established by the faculty and approved by the Board of Education**,** and (3) that they have fulfilled the legally mandated number and distribution of credits.

The school district may not require achievement of a satisfactory score on the state-wide proficiency examination or state-wide mastery examination, or any subsequent retest on a component of such examinations as the sole criterion of promotion or graduation.

Graduation shall not be held until 180 days and 900 hours of actual school work are completed. This may be modified after April 1 in any school year in conformity with applicable statute.

Awards of High School Diplomas
Students who complete all graduation requirements shall receive a diploma at commencement. Individuals also may satisfy graduation requirements by the satisfactory completion of the following:

- Successful completion of a summer course or summer courses comparable (as determined by the principal) to the subject(s) in which the student was deficient.
- Honorable discharge from the United States Armed Forces after a minimum of ninety days of active service during World War II or the Korean hostilities for individuals who withdrew from school to join the Armed Forces.

SUBJECT OFFERINGS/COURSE SELECTION

NOTE: **There may be course requests that are outside of the suggested course sequence listed in this Program of Study. Parents and Students are encouraged to contact the School Counseling office with questions.**

Below you will find typical course offerings for each year of high school. Please note that courses without prerequisites can be taken out of the suggested sequence. Please contact your School Counselor with any questions you may have.

At course selection time students are asked to make preliminary but thoughtful decisions about the courses they will enroll in for the coming year. Because the master schedule is based on student requests, it is imperative that students make the wisest, most accurate choices on their course selection sheet, including parent and teacher signatures, and based on teacher recommendations. By selecting a particular course during the course selection process, the student makes a commitment to enroll in that course. The option to change courses later is limited. **The following course sequences are offered as a guide to assist students when selecting courses.**

TYPICAL FRESHMAN YEAR

COURSE	CREDITS
English	1.0
Mathematics	1.0
Modern World History	1.0
Enviro Physics & Chem	1.0
World Language	1.0
Physical Education	0.5
Electives	1.5

TYPICAL SOPHOMORE YEAR

COURSE	CREDITS
English	1.0
Mathematics	1.0
American Gov. & Civics	1.0
Biology	1.0
Life Ed I	0.5
Physical Education	0.5
Electives	2.0

TYPICAL JUNIOR YEAR

COURSE	CREDITS
English	1.0
Mathematics	1.0
American History	1.0
Chemistry	1.0
Personal Finance	0.5
Electives	2.5

TYPICAL SENIOR YEAR

COURSE	CREDITS
English	1.0
Mathematics	1.0
Electives	4.0

NOTE: Each department may offer elective courses for various grade levels. Some courses may be restricted. STUDENTS ARE ENCOURAGED TO REFER TO EACH DEPARTMENT'S OFFERINGS IN THIS PROGRAM OF STUDIES. Students may elect any course previous to the year in which they are enrolled. They may not elect above the year if they do not meet the prerequisite. Many of the courses listed have prerequisites. Each student should be certain that they meet the prerequisites of the courses selected. Check with your teachers or counselor if you have any questions.

COLLEGE/CAREER PATHWAYS PROGRAM

College Career Pathways students have the ability to not only earn college credit for their high school efforts but they are also able to save financially by earning credit without the outlay of any tuition, in addition to saving time on earning a college degree. All classes are taught by the high school's staff, on school grounds, during the regular school day. Students can earn credits toward a degree or certificate program at Asnuntuck Community College or transfer them to another college or university. Most colleges accept incoming community college credit. The final decision is dependent on the accepting college's transfer policy.

How Do I Apply?

Applications, for both the college and College Career Pathways program, are due to your School Counselor prior to when you take the CCP approved course. The $20 application fee is waived. Please contact the high school counseling department for specific deadlines.

Policies for CCP Students

Students participating in ACC's CCP program are considered to be Asnuntuck Community College (ACC) students. Those students applying to earn credit for their Algebra II course must earn a minimum score of 55 on the elementary algebra portion of the Accuplacer placement test. This test will be offered to students prior to their enrolling in the course. Please check with the school counseling department on how you can take the test. Students must adhere to specific add/drop and withdrawal deadlines established by the college. Students that opt to drop a class can still remain in their high school class but will be opting out of the CCP Program and the eligibility for college credit on an Asnuntuck transcript.

Students who are planning to enroll in any of the courses below are encouraged to follow all of the application procedures by the application deadline (procedures and deadlines may vary based on policies of the college).

Please check the ACC website at www.asnuntuck.edu for more information about the CCP program.

High School Course(s)	ACC Course		College Credit
Child Development I #721 **and** Child Development II #727	Intro to Early Child Ed	*ECE 101	3.0

EXTRA-CURRICULAR AND ATHLETIC ELIGIBILITY

Only students who are academically eligible may participate in athletics and extracurricular programs. Suffield High School's eligibility requirements for athletes exceed that of the Connecticut Interscholastic Athletic Conference (CIAC). In order to be eligible to participate in athletics or extracurricular programs, a student must:

- Be enrolled in at least 6 or 7 courses
- Have earned a quarterly G.P.A. of 1.7 or better with no more than one failing grade at the end of the marking period preceding the start of the season
- Maintain a positive standing within the school community. Students found in chronic defiance of school rules per BOE Policy #5144 will not be allowed to participate.

If a student would otherwise be academically ineligible to participate in a fall sport, he or she may regain eligibility through successful completion of summer school. The final summer school grade will be utilized in lieu of the previous quarter grade for that individual subject when recalculating the student's G.P.A. Freshmen entering Suffield High School from the middle school or other sending schools are automatically eligible to participate in fall sports regardless of their academic record in the middle school.

Eligibility Appeals

There may be special circumstances that lead a student to appeal the ineligibility status. Each student has the right to file one appeal per school-year. Such circumstances can include prolonged physical or mental illness, excessive absence due to illness or other matters, or a significant family and/or life event. To file an appeal the student should complete the form included in this regulation. Any student granted an appeal will obtain provisional eligibility and be required to engage in an "academic contract" developed in conjunction with his or her school counselor. Eligibility criteria will be checked weekly and may be removed should the student's grades drop below the required 1.7 GPA. If an appeal is denied by the Principal, a hearing may be requested with the superintendent whose decision is final.

LEVELS OF INSTRUCTION

Suffield High School offers a diversified curriculum for students who are distinguished by a myriad of individual differences in abilities, talents, and interests. In an attempt to best meet the needs of all students, most required courses at Suffield High School are offered at different levels of instruction. The explanation of levels provided here is intended to be used as a general guideline for students and parents in understanding the various offerings. Students are scheduled into the most challenging level of coursework for which they are capable, based primarily on teacher recommendation. It is the responsibility of the school to place each student at the most appropriate level of instruction. Teachers exercise this responsibility with much thought and utilize each student's school achievement record, objective and standardized test data, and observations of the student's motivation, work habits, interests, and attitude. **Students are encouraged to pursue each subject as deeply as their own individual ability, interest and initiative permits.**

Academic Level (A)
This level of instruction is designed to provide a strong foundation for a college curriculum and is considered our college preparatory level. Students recommended for academic level courses have demonstrated the scholastic ability needed to continue their education beyond high school. Academic level courses will also meet the needs of those students entering the world of work directly after high school.

Honors Level (H)
Honors level courses are extremely challenging and selective. They are designed to meet the requirements of the traditional college bound population and provide enrichment opportunities. Honors level courses are offered in English, Math, Science, Foreign Language, Social Studies, Art, Agri-Science, Music (Concert Choir) and Business.

Advanced Placement (AP)
In addition to the honors level courses available, advanced placement courses are offered to recommended students. These college level courses require an exceptional amount of study on the part of students and allow them the opportunity to take the College Board Advanced Placement Examination. A passing grade (typically 3 or better on a scale of 1 to 5) may earn college credit depending on the requirements of the individual colleges and universities which students plan to attend. **Students enrolling in AP courses must take the AP exam in order to receive AP recognition on their transcript and AP credit weighting toward class rank.**

UCONN ECE
UCONN Early College Experience (ECE) provides academically motivated students the opportunity to take university courses while still in high school. Theses challenging courses allow students to preview college work, build confidence in their readiness for college and earn college credits that provide both an academic and a financial head-start on a college degree. ECE instructors, who are certified as adjunct professors by UCONN faculty, create a classroom environment fostering independent learning, creativity and critical thinking.

Students must earn a final grade of C or better in order to receive UCONN credit. UCONN credits may be transferable to other universities. Students enrolled in the course at SHS must register with UCONN through the SHS high school instructor by June 1. UCONN will bill parents directly in the fall. For additional information visit https://ece.uconn.edu/

COURSE LEVEL OVERRIDE

We recognize that in the process of selecting courses, from time to time parents and students may disagree with a **course level recommendation**. In such cases you may request to override our advice and enroll in a course at a level for which you have not been recommended. However, before you do this, we ask that you seriously consider the possible outcomes of such action, especially if, for some reason(s), you do not meet with success. Among the most important are:

1. **There is no guarantee that a replacement course at the recommended level can be found that will fit into the schedule if your choice turns out to be too difficult.**
2. **You could find yourself deficient in credits if not successful in completing the course.**
3. **A failing grade for a term may jeopardize eligibility and possible honor roll status and will affect the student's GPA, class rank and graduation status.**

We do encourage all students to take courses at a level in which they will be academically challenged, where they can achieve success, and which will prepare them for their future endeavors. Should you choose to override the course level recommendation, please complete the course override form and submit to your student's School Counselor.

HONOR ROLL

The Honor Roll is announced at the end of each quarter using quarter grades only. Honor Roll determination is done without weighting of grades according to whether they are advanced placement, honors or academic. They are weighted by credit given.

For high honors, a student needs all grades of 90 or better.
For general honors, a student needs all grades of 80 or better.

All courses are included in Honor Roll determination except, Concert Choir/Chamber Ensemble, Jazz Band, SAE, and the Office/Library/School Counseling Office Aide courses.

NATIONAL HONOR SOCIETY

The National Honor Society (NHS) was created to establish an enthusiasm for scholarship, "to stimulate a desire to render service, to promote worthy leadership, and to encourage the development of character in students of the secondary schools of the nation." All students whose Q.P.A. is 4.0 or better after their sophomore or junior year, as determined by the weighted quality point average system used at Suffield High School, shall be considered for membership in the Sigma Chapter of the National Honor Society. After a student has met this scholarship requirement, he/she is then considered for membership based on three additional qualifications: leadership, character, and service. A vote by the National Honor Society Faculty Council determines the final election of members. The following guidelines will help define the criterion for selection:

SCHOLARSHIP

The Sigma chapter of the NHS at Suffield High School requires that each student maintain a minimum cumulative Quality Point Average (QPA) of 4.0.

LEADERSHIP

The leadership criterion is considered highly important for membership selection. The National Honor Society states that a student who exercises leadership:

- Is resourceful in proposing new solutions to problems, applying principles, and making suggestions;
- Demonstrates initiative in promoting school activities;
- Exercises influence on peers in upholding school ideals;
- Contributes ideas that improve the civic life of the school;
- Is able to delegate responsibilities;
- Exemplifies positive attitudes;
- Inspires positive behavior in others;
- Demonstrates academic initiative;
- Successfully holds school offices or positions of responsibility conducts business effectively and efficiently and demonstrates reliability and dependability;
- Is a leader in the classroom, at work, and in school or community activities;
- Is thoroughly dependable in any responsibility accepted;
- Is willing to uphold scholarship and maintain a loyal school attitude.

The Sigma chapter of the NHS at Suffield High School requires that each student has held a minimum of three leadership positions or positions of responsibility while in high school. Two of these leadership positions must be at the high school and one of these two must be in a position beyond athletics. Membership in organizations or having an elected position does not necessarily demonstrate leadership. The student must show that they were in charge of a group or that they were in charge of running an activity as examples of leadership.

Examples of leadership activities include but are not limited to:

- Officer of an activity or organization;
- Editor of a publication;
- Team captain, coach, or manager;
- Crew chief or production manager in a dramatic or musical production;
- Camp counselor;
- Eagle Scout;
- Committee or Project Chairperson

SERVICE

Service is generally considered to include those actions undertaken by the student which are done with or on behalf of others without any direct financial or material compensation to the individual performing the service.

The National Honor Society standards states that a student who serves:
Volunteers and provides dependable and well organized assistance, is gladly available, and is willing to sacrifice to offer assistance;

- Works well with others and is willing to take on difficult or inconspicuous responsibilities;
- Cheerfully and enthusiastically renders any requested service to the school;
- Is willing to represent the class or school in inter-class and inter-scholastic competition;
- Does committee and staff work without complaint;
- Participates in some activity outside of school: Girl Scouts, Boy Scouts, youth groups affiliated with religious institutions, volunteer services for the aged, poor, or disadvantaged;
- Mentors persons in the community or students at other schools;
- Shows courtesy by assisting visitors, teachers, and students.

The Sigma Chapter of the NHS at Suffield High School requires members to participate in a variety of Suffield High School activities but also to serve the greater community outside of the school. The chapter requires that members demonstrate <u>on-going</u> participation in service to their school and community and in this regard expect students to participate in a minimum of 40 hours of documented community service annually. This service should be done over several areas (i.e. not all service for one organization).
Candidates for membership must demonstrate this level of service, and current members are expected to maintain this level of service.

CHARACTER

The National Honor Society is a member of the Character Counts Coalition. The Society supports and recommends the use of a multi-faceted definition of character known as the "Six Pillars of Character". A person of character demonstrates these six qualities:

Respect, Responsibility, Trustworthiness, Fairness, Caring, and Citizenship.

Each eligible student will be evaluated by the faculty and administration according to the National Honor Society standards for good character, which state that a student of strong character:

- Takes criticism willingly and accepts recommendations graciously;
- Consistently exemplifies desirable qualities of behavior (cheerfulness, friendliness, poise, stability);
- Upholds principles of morality and ethics;
- Cooperates by complying with school regulations concerning property, programs, office, halls, etc. Demonstrates the highest standards of honesty and reliability;
- Regularly shows courtesy, concern and respect for others;
- Observes instructions and rules, is punctual, and faithful both inside and outside the classroom;
- Exhibits concentration, self-discipline, and sustained attention as shown by perseverance and application to studies;
- Manifests truthfulness in acknowledging obedience to rules, avoiding cheating in academic work, and showing unwillingness to profit by the mistakes of others;
- Actively helps rid the school of bad influences or negativity in the environment.

In addition, the Sigma Chapter of NHS at Suffield High School also believes that the student of good character:

- Has an excellent work ethic;
- Works well with other students and with faculty members;
- Maintains a positive attitude and is a positive influence to others around him/her.

At Suffield High School, character will automatically be questioned by events leading to formal discipline (suspension from school, detentions, etc.), consistent lateness, cheating, or other offenses brought forth by a member of the faculty or administration. Any concerns regarding a student's character will be researched by the advisors, and all relevant information will be forwarded to the faculty council for consideration.

WORLD LANGUAGE HONOR SOCIETY

The World Language Honor Society is comprised of Suffield high school students enrolled in Spanish or French. It consists of two national societies - ***Sociedad Honoraria Hispánica*** **and** ***Société Honoraire de Français.*** The purpose of the Society is to recognize the high achievement of students in the language learned and to promote a continuing interest in Spanish and French studies. A student who has maintained an average grade of 90 in any level of language study for a minimum of three consecutive semesters is eligible. Students accepted into the Society must attend WLHS monthly meetings, fulfill a community service requirement, pay Society dues and continue to be enrolled in language courses.

INDEPENDENT STUDY

In general, INDEPENDENT STUDY is offered to supplement a student's normal academic program. Students are expected to devote and document at least six hours per week towards the final product. The student and supervising teacher are expected to collaborate at least one hour per week, during this time the student is expected to show up promptly for appointments with assignments completed. Once the time limit for dropping a course has passed the student can only drop the course with a failing grade. To initiate an independent study, a student must first find a faculty member willing to sponsor such a course and then must submit a proposal for administration approval (by May 1st for fall semester and December 1st for spring semester.) **Students electing to pursue an independent study must maintain a minimum course load of 6.0 or 7.0 credits for the year in addition to the independent study! Courses specifically required for graduation cannot be taken through independent study!**

COMMUNITY SERVICE CREDIT

At SHS service to others is strongly aligned with our school mission statement and our social and civic expectations, and that relevant life skills and life lessons are embedded in quality community service activities that supplement a student's traditional academic program. Based on this belief, a student who is involved in such a quality community service project may apply for academic level credit to be added to their transcript. To be considered for the maximum .50 credit, a student must complete a minimum of 100 hours of community service work and submit a completed application with all required signatures by the prescribed deadline (May 1st for fall semester or December 1st for spring semester). Interested students should see their School Counselor for an application.

SENIOR CAPSTONE PROJECT

The Senior Capstone Project is a culminating activity that provides a way for students to demonstrate the knowledge and skills they acquired during their secondary school years of education. It engages students in a project/experience that focuses on an interest, career path or academic pursuit that synthesizes classroom study and real world perspective. Students are asked to demonstrate their ability to apply key knowledge and skills by planning, completing and presenting a culminating project linked to one or more areas of personal interest. The capstone experience may include an in-depth project, reflective portfolio, community service and/or internship. As part of the experience, the student will demonstrate research, communication and technology skills including additional relevant 21st century skills. Successful completion of a Capstone Project will earn the student one elective credit toward high school graduation. Students interested in pursuing a capstone project are encouraged to see their School Counselor for a proposal worksheet and application.

STUDENT SUCCESS PLANS

The **Student Success Plan (SSP)** is an individualized student driven plan that will be developed to address every student's needs and interests to help every student stay connected in school and to achieve post-secondary educational and career goals. The Student Success Plan is a collection of programs and services that addresses **academic**, **personal/social**, and **career exploration** topics.

The purpose of the Student Success Plan is to:

- Set personal and academic goals
- Support rigorous high school expectations
- Explore postsecondary education and careers

Student Success Plans are built around three core components:

I. Academic Development
Student interest and aspiration are the basis for the development of the student's academic program. A planned academic program will lead to the acquisition of the skills, knowledge and attitudes needed to be an effective learner in school and across the life span. The SSP is designed to ensure that students complete their secondary education with 21st Century Skills necessary to compete in the global economy.

II. Career Development
The student will investigate their own interests and abilities as they relate to the world of work in the dynamic global economy. The customized plan will include varied and flexible educational opportunities, personal connections, and elective coursework, and targeted supports tied to each student's education and/or career goals. The SSP, which guides students through secondary education on to postsecondary education and/or work, will allow students to make better career choices with the academic foundation to achieve their career and personal goals.

III. Social, Emotional and Physical Development
The SSP supports positive social, emotional and physical development, allowing students to more fully engage in the school environment and take the risks necessary for optimal academic performance. Student success within may be exemplified through establishing and maintaining positive interpersonal relationships, managing feelings and emotions, engaging in behaviors of positive physical health, demonstrating an appreciation for the needs of others, and embracing opportunities for academic, career, and postsecondary success.

CLASS RANK AND Q.P.A. (Quality Point Average)

Rank in class is used to determine the valedictorian, salutatorian and class scholar designations. The rank in class will be determined by adding up the grades for all courses and dividing by the number of credits.

The Quality Point Average (QPA) is what determines a student's decile rank. The final grade for each course is averaged at the end of each marking period to determine the QPA and a student is ranked based on where his/her average is in relation to his/her classmates. The final QPA for seniors is calculated at mid-year in the same manner, but with semester one grades included as well. All courses given credit and numerical grades are included with few exceptions (excepted courses include: physical education, music; SAE; grades earned through homeschooling; Literacy, Numeracy, Socials Skills, and Human relations courses; and courses taken at the Greater Hartford Academy for the Arts). This policy is in accordance with guidelines provided by the National Association of Secondary School Principals.

All courses are assigned to one of three levels: AP/ECE, Honors, or Academic. A student's GPA equivalent will be multiplied by an assigned point value multiplier and then averaged to determine class rank. The Program of Studies identifies the level of difficulty for each course. Each level is assigned a quality point multiplier, as shown below:

AP/ECE……1.2 Honors……1.1 Academic……1.0

Beginning with the class of 2020, class rank will be published as a decile system and only reported out through the annual Suffield High School Profile.

Beginning with the class of 2020, courses taken as independent study grades, on-line coursework and high school partnership grades are not calculated toward computing class rank.

Beginning with the class of 2018, courses taken on a pass/fail basis, summer school grades and transfer credits are not calculated toward computing class rank. Transfer credits will be designated as a "T" on the transcript.

When a question of level of course arises the counselor will contact the sending school to determine which level at Suffield High School most accurately corresponds to those courses at the sending school. Grades earned through "home-schooling" are not used in determining the QPA and class rank.

In addition to the weighted QPA, an unweighted Grade Point Average (GPA) on a traditional four point scale is also calculated. This is done primarily for the convenience of the student since oftentimes prospective colleges, coaches, or scholarship programs will request a GPA calculated in this manner.

Seniors must have attended Suffield High School for a minimum of four full semesters prior to graduation in order to be eligible for consideration as class valedictorian or salutatorian.

SCHEDULE CHANGES

Students who wish to make a schedule change must first discuss and receive written permission from their parent/guardian. Students are encouraged to discuss potential schedule changes with their counselor as they are trained to assist students in weighing the pros and cons of any change in course schedule and helping them consider the possible ramifications that such changes may have on their preparedness for college or career. Suffield High School remains committed to supporting students in challenging coursework through appropriately structured interventions. Once students have thoughtfully considered the change and obtained the parent/guardian permission, they must make an appointment to see their counselor during a non-class time to determine if such a change is possible. If space permits, the student will be issued the proper paperwork to seek permission of all the teachers involved in the change. Students must remain in their existing schedule until changes are fully completed and they are notified by the counselor to begin the new schedule. Students are not allowed to make appointments during any scheduled class. Students are allowed ten school days at the start of the fall semester to drop one class and add another and five school days at the start of the spring semester to drop one class and add another. Students may withdraw from a class prior to the twenty-fifth school day of the semester or year without penalty. In such cases, their enrollment and grade for the course does not show on their transcript. **Courses dropped after the deadline will be included on the transcript with a failing grade.** All students must maintain a minimum course load of 6.0 or 7.0 credits per year and be enrolled in at least 6 or 7 courses per semester. **It is also important to note that seniors who elect a schedule change after requesting that their academic credentials be sent to colleges, are obligated to notify the college(s) of the change in their program of study**. **It is always wise for seniors to consult with prospective colleges before electing for a schedule change!**

REPORT CARDS - PROGRESS REPORTS

Suffield High School operates on a quarterly marking system with a report card issued four times a year. The marking terms are approximately nine weeks in length and report cards are issued to students approximately two weeks after grades close. Final report cards are mailed home in June. Mid-quarter notification of current grades will be made available to families. Parents/guardians are encouraged to call or email Suffield High School staff (shs.suffield.org) at any time with questions or concerns about academic progress in any course. **Parents/guardians are also encouraged to access grade/progress information on an ongoing basis, using the online PowerSchool "parent portal" feature. Any parent with questions about how to access the "parent portal" are encouraged to call the main office at (860) 668-3810.**

The following expectations are meant to improve home-school communication. If a teacher will not meet the expectation, an email or a note in Power School is expected notifying the student and parent of when the assessment feedback will be available.

Types of assessments	Feedback and Power School entry expectation
Tests, labs, projects, papers	1-10 school days
Quizzes, classwork	1-5 school days
Homework: homework is formative and will be returned before additional assignments are given.	1-5 school days
Research Papers	Instructor will share expected feedback timeline with the students and parents.
Missing assignments/late assignments	Zero will be put in as a placeholder. Use the appropriate icon and write a note with extension due date.

GOOGLE CLASSROOM / MAKE-UP WORK

All teachers at SHS maintain an online class page through Google Classroom via student's Google Apps for education. Those sites provide students with information about classwork, homework, and the resources required for any student to stay current with assignments in the event of illness/class absence. Students and parents are also encouraged to email teachers directly if they have questions or need clarification in the event the student needs to be out of school for any length of time.

SUMMER SCHOOL

While students must take all required courses at Suffield High School in order to graduate, a student who receives a failing grade of fifty or better in a particular course may choose to make up that course credit in an approved summer school program. Such a program is not offered by the Suffield Public Schools directly, but is offered by a number of surrounding towns. Counselors mail home the necessary summer school information to the parents of students who are eligible for summer school make-up courses. All summer courses must meet state mandated hour requirements and be compatible with the course curriculum of Suffield High School. Summer School credits earned are included in the calculation of Class Rank and QPA.

VIRTUAL/ONLINE CREDIT RECOVERY

The Board of Education believes that distance education through virtual/online courses is an alternative effective means of instruction for students. Toward that end, SHS students with special circumstances and permission of the principal, who wish to recover credit, may do so through approved online coursework. School Counselors will provide online credit recovery course information to eligible students/parents. In accordance with board policy, online coursework is not calculated toward computing class rank.

NCAA INFORMATION

Students who are interested in participating in college athletics need to consult the National Collegiate Athletic Association Eligibility website (www.eligibilitycenter.org). College athletics are grouped by Divisions (I, II, & III) and each Division is governed by a specific set of student eligibility rules. Any student interested in participating in intercollegiate athletics should discuss eligibility issues and procedures with their coach and School Counselor to review the information provided on the NCAA website. If you are planning to enroll in college as a freshman and you wish to participate in Division I or Division II athletics, you must be certified by the NCAA Initial-Eligibility Center. The Eligibility Center ensures consistent interpretation of NCAA initial-eligibility requirements for all prospective student athletes at all member institutions.

It is the student's responsibility to register with the Eligibility Center. and visit the School Counseling office to complete a transcript request form for an official transcript to be sent to the NCAA.

Prospective college athletes should plan to start the certification process during the fall of ninth grade. Eligibility Center certification has very specific requirements including; high school diploma, specific core course, grade point average and college admissions test scores.

OUTSIDE CREDIT

Students wishing to enroll in educational programs outside of Suffield High School and receive elective credit on their transcript **must have prior approval** to do so**. School policy allows for no more than 2.0 elective credits from outside courses be counted toward the 24.0 graduation credit requirement. It is the student's responsibility to complete an application for outside credit (available in the guidance office) prior to enrolling in any outside course.** Students are also responsible for providing a complete course description, including the total hours of instruction before approval can be given. An official grade report or transcript, sent directly to SHS from the school or program you've attended is required in order to receive credit on your SHS transcript. In accordance with board of education policy, credits transferred in from outside educational programs will not be calculated toward computing class rank and will be designated as "T" on the transcript.

COLLEGE CREDIT

College credit courses may be available to selected students in cooperation with area colleges and universities. **Any student wishing to enroll in an educational program other than SHS and receive elective credit on their SHS transcript, must obtain prior written approval to do so. It is the student's responsibility to complete the proper form prior to enrolling in any outside course.**

PARTNERSHIP PROGRAM – ASNUNTUCK COMMUNITY COLLEGE:

This program provides the opportunity for a junior or senior to experience college while still in high school. Tuition and fees are paid by the college. Admission guidelines are as follows:

- Juniors and seniors with a minimum G.P.A. of 3.0
- Recommendation of high school counselor and Partnership Coordinator
- Eligible students may take up to one (1) college course each semester
- Participation in college courses is on a space available basis

COLLEGE NOW

Springfield Technical Community College (STCC) offers a College Now Program where eligible high school juniors and seniors may enroll in one STCC course each semester, including summer, **free of charge**. STCC will waive tuition and fees and students only need to pay for books and supplies. Participating high school students are subject to all STCC academic and student policies. Students may take any credit course for which they meet the prerequisites. Any currently enrolled SHS junior or senior may apply by requesting an application from their counselor well before the start of the college semester.

CHALLENGE PROGRAM

The University of Saint Joseph Challenge Program is designed for upper-level men and women to expand and enrich their academic program with a collegiate experience while still attending high school. Students selected receive tuition-free scholarships enabling them to take one course for college credit.

Evidence of above-average performance in a college preparatory program and a recommendation of a guidance counselor are required for acceptance into this program.

- A registration fee is required
- Student assumes cost of books, laboratory fees and transportation
- Limit one semester course tuition-free
- Enrollment is subject to openings available after regular registration
- Students accepted on space available basis
- Unless otherwise noted, classes meet three hours per week

If you are interested in the above program, see your counselor for details.

GREATER HARTFORD ACADEMY OF THE ARTS

The Academy is a regional magnet school located in Hartford for students in grades 9-12 who have been identified as having talent, developed or undeveloped in the performing arts. Students selected to participate will develop performance skills in courses taught by professional artists. At the same time, they acquire a broad understanding of the history and criticism of the Arts through interdisciplinary study.

Admission is based on the following:

1. Application (Recommendation-Deadline approx. 3/15)
2. Auditions (usually April) call the Academy for exact dates
3. Lottery selection by the Suffield Board of Education

Programs and Courses offered:

Instrumental Music	Creative Writing
Vocal Music	Visual Arts
Theater	Media Technology
Dance	Technical Theater

For more information on the Academy of the Arts, call (860) 522-8335.

CAREER & TECHNICAL EDUCATION OPTIONS

Connecticut's Regional Vocational Technical Schools offer a wide variety of technical programs from Auto Body Repair to Welding. These classes are offered at the 20 different regional vocational/technical schools across the state. A.I. Prince Technical School in Hartford and Howell Cheney Technical School in Manchester are two of the most local campuses for Suffield students and both offer a decent variety of programs for secondary or post graduate study. Detailed information on the programs offered at each of the 20 schools is available in the SHS Guidance Office. This is a unique educational program, which has successfully prepared tens of thousands of young people and adults for exciting and profitable careers. The Connecticut Regional Vocational Technical School System can be reached at 1-800-822-6832.

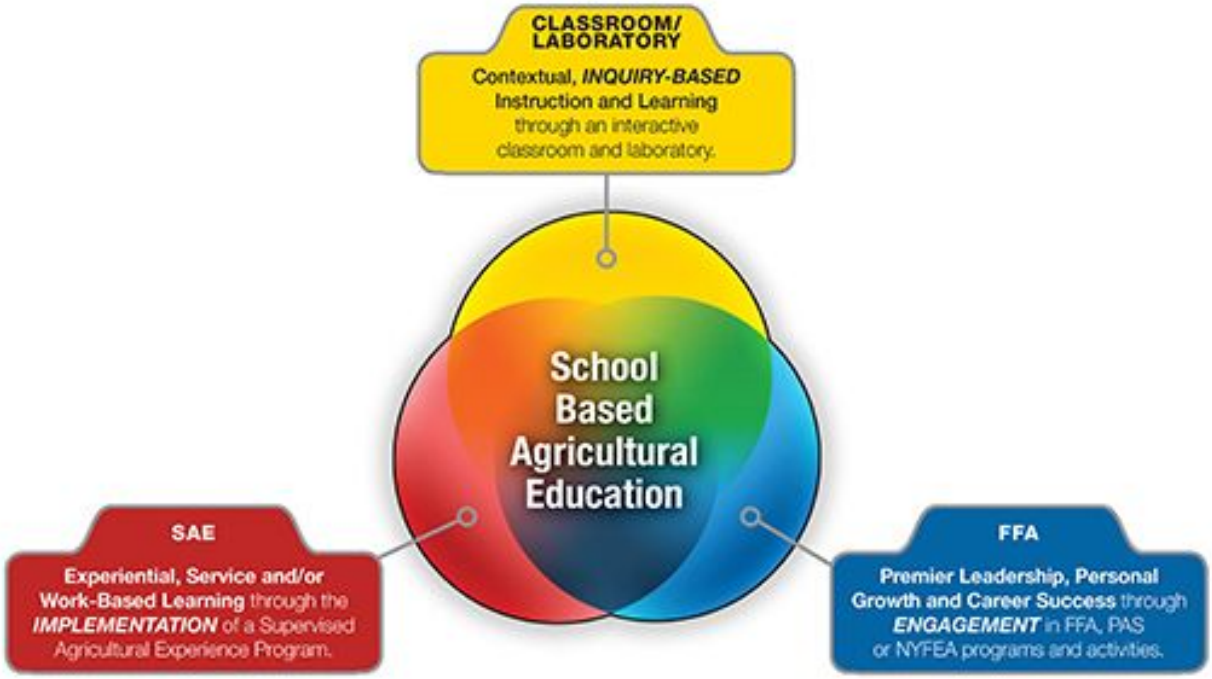
ASNUNTUCK - COLLEGE CONNECTIONS

The College Connections program is a partnership between Asnuntuck Community College and a number of neighboring school systems including Suffield. The program offers the unique opportunity for high school junior and senior students to gain both high school and college credit as well as the ability to establish long term skills and an appreciation for continuous learning and improvement. The College Connections program is currently offering coursework in three areas of study.

Welding Technology
Electronics Technology
Machine Technology

All coursework completed successfully will result in high school and college credit and skill sets which will enable participants after graduation to continue at Asnuntuck Community College and/or transition to career employment in the private sector. Selected students spend their mornings taking required courses here at the high school and their afternoons taking the College Connections courses. For more information about the College Connections program, students and parents are invited to contact the SHS Guidance Office, or Mr. Paul Felici at Asnuntuck Community College (253-3189).

SUFFIELD REGIONAL AGRICULTURAL SCIENCE



Education in agriculture is provided to students from eleven area towns by cooperative agreement between the Suffield School System, the cooperating school system and the State Department of Education. The Agricultural Science and Technology program is designed to assist in exploring career opportunities in agriscience and agribusiness. Upon graduation students may be prepared for direct job placement or be better prepared for further education. Today's high-tech agriculture includes: biogenetics, agricultural sales, forestry, aquaculture, equine management, veterinary science, business management as well as the traditional plant and animal production careers and many more. Our modern agriculture facility, funded by the Town of Suffield and the State of Connecticut, includes: four classrooms, a three section greenhouse, a plant laboratory, an animal laboratory and grooming facility, an aquaculture laboratory, an agricultural mechanics shop, a food science facility, a leadership training room, large animal facility, and a 10 acre land laboratory that includes woodlands, fields, and wetlands. A 26 passenger bus provides transportation to area agricultural businesses and other points of interest for "hands on" agricultural experience. This program is designed to serve the agricultural educational needs of students in grades 9 – 12 from the towns of Suffield, Enfield, Windsor Locks, Granby, East Granby, East Hartland, East Windsor, Hartford, Simsbury, Avon and Canton. Tuition and transportation are provided by each participating town with no direct costs to the student. Students will be appropriately scheduled in academic, honors or advanced placement level courses throughout the comprehensive high school course schedule.

The Agricultural Science and Technology Program consists of the following three required components:

1. School-based course of studies - An individualized course of study is developed in terms of the student's interests and goals leading to further education or direct work placement.

- Exploratory Agriscience Courses
  - Grade 9 ……. Introduction to Agricultural Science #861 (A) grade 9;
  - Grade 10 …… Agriculture II # 890 (A); Agriscience Biology # 424 (A), #422 (H)
- Agriscience courses of Plant Science, Animal Science, Environmental Science / Natural Resources, Agricultural Mechanics or General Agriculture: A minimum of 2.0 credits during grades 11 and 12 is required; 4 semester courses in grade 11 and 4 semester courses in grade 12.
- Students may take additional courses if schedule allows.

- Each Junior/Senior course is designated as being offered in Year A, Year B, or All. Students should work with their counselors to outline the most effective path to secure coursework through the four years that will lead to their certificate completion.

2. FFA membership and participation - This student leadership program is an integral part of more than 8,200 Agriscience centers in the United States. It develops leadership, cooperation and citizenship through activities such as: participation in Career Development Events (CDE), public speaking, parliamentary procedure, community service, travel, awards and scholarships.

3. Supervised Agricultural Experience (SAE) #882(A) Two Semesters and One Summer 0.5 credit
All Agriscience students must enroll in this course for their Sophomore, Junior and Senior years.

This course includes Supervised Agricultural Experience (SAE) from January 1 – December 31.
This program is designed to provide students with agricultural experiences beyond the normal classroom activities with structured training and mentoring. Students are required to keep records of activities in their personal cloud accessible Agriculture Experience Tracker. This experience may consist of: a job placement with an area agricultural employer, a self-directed business, a directed school laboratory experience or a research-based experience. Students will be graded.
The SAE goals and expectations are:

- 9th grade: develop a plan and set goals with faculty member
- 10th grade: accrue a minimum of 150 hours SAE experience outside of classroom
- 11th grade: accrue a minimum of 150 hours SAE experience outside of classroom
- 12th grade: accrue a minimum of 150 hours SAE experience outside of classroom

*** Failure to complete required hours will result in loss of credit and dismissal from the Agriscience program.

Agriscience Certificate of Completion: This certificate will supplement the High School Diploma as a component to the student's portfolio and transcript used for job placement or further college or technical programming.

SUFFIELD AGRISCIENCE COURSE OFFERINGS

EXPLORATORY AGRICULTURE

9th Grade Course Offering ……

AGRICULTURE I (INTRODUCTION TO AGRICULTURAL SCIENCE) #861 (A) Full Year 1.0 credit
*(This course is available **only** to students enrolled in the Agriscience program.)*
This exploratory course in Agriscience enables the student to acquire basic skills and knowledge in plant science, animal science, natural resources, agricultural engineering, and leadership. The many careers in the broad field of agriculture are explored including landscaping, floriculture, woodworking, equine studies, animal production, companion animals, aquaculture, forestry, wildlife, conservation, and much more.

10th Grade Course Offerings ……

AGRICULTURE II #890 (A) Full Year 1.0 credit
*(This course is available **only** to students enrolled in the Agriscience program.)*
Students will select a major course of study in one of the four primary areas of agricultural instruction (Plant Science, Animal Science, Natural Resources / Environmental Science, Agricultural Mechanics). Both required and elective modules will be offered throughout the course. Active participation in the FFA and development of a Supervised Agricultural Experience Program is expected.

SUFFIELD AGRISCIENCE COURSE OFFERINGS
AGRISCIENCE BIOLOGY

AGRISCIENCE BIOLOGY* #424 (A) #426 (H) Full Year 1.0 credit
*(This course is available **only** to students enrolled in the Agriscience program.)*
This course is for students in the Agriscience program, fulfilling the requirements of Biology I. Biology is the study of life and living things. Our entire world is composed of complex life and its interaction with the surrounding environment and agricultural systems. Throughout this course students explore patterns found among living organisms as they relate to the agricultural industry. Basic themes include biochemistry, cell biology, genetics, evolution, ecology, classification, natural resources, plant science, animal science and biotechnology. Laboratory experience is designed to provide opportunities to investigate the living world and the world of agriculture and to improve student understanding of quality experimental research methods used in the field of agriculture. *Prerequisite for Honors level: Departmental recommendations, above average grades in Integrated Earth Science, above average grades in Math, and higher level reading skills*. #STEM

ANIMAL SCIENCE

ANIMAL BEHAVIOR AND TRAINING #833 (A) 11th-12th ALL 0.5 credit
#836 (H)/ECE Option/College Credit
This class focuses on the behavior, communication and training styles for all animals, both companion and livestock species. Students will study how animals communicate with each other and how humans can replicate those same communication techniques. There will also be a heavy focus on the different ways to train an animal. This course will allow students to train different animal species firsthand. This is an ECE course and will provide students with the opportunity to gain college credit. #STEM ***Students enrolling in the H/ECE course must also register and enroll with UCONN for ECE credit by the prescribed deadline.***

INTRO TO COMPANION ANIMALS #874 (A) #848 (H) 11th-12th ALL 0.5 credit
This "hands-on" course integrates the instruction of skills and knowledge in the care and management of dogs, cats, and other pets. Concentration will be on grooming, training, and management skills in the pet industry. Students will be expected to handle and care for live animals. #STEM

VETERINARY SCIENCE I #870 (A) #846 (H) 11th -12th ALL 0.5 credit
This introductory level course will focus on animal care in the home, laboratory, veterinary practice and on the farm. Health terminology, equipment operation, methods of identification and common office practices will be covered. Careers in the animal health field will be explored using field trips and guest speakers. *A 70 or better in this course is a prerequisite for **VETERINARY SCIENCE II #897 (A) # 844 (H)*** #STEM

EQUINE BEHAVIOR, TRAINING AND DISCIPLINES #865 (A) 11th-12th A Year 0.5 credit
This course is designed to cover the behavior, training and disciplines of horses. The course will include evolution of the horse, history and origin, domestication, breeds, horse selection and judging, industry careers, equine equipment and equine disciplines. The course will provide a great deal of hands on experiences and industry resources. This is a semester long course. #STEM

ANIMAL SCIENCE

EQUINE FARM MANAGEMENT # (A) **11th-12th** **A Year** **0.5 credit**
This course is designed to cover equine farm management skills and techniques. The course will include types of industry farms, facility design, biosecurity, pasture, runoff water and waste management, equine insurance options, equine law, barn management and disaster/emergency preparedness. Students will also design an equine business plan. The course will provide a great deal of hands on experiences and industry resources as well as many on site field trips. #STEM

PRODUCTION ANIMAL SCIENCE #879 (A) **11th-12th** **A Year** **0.5 credit**
This course will focus on the production of animal agriculture. Students will learn the breeds, care, management and business implication of production animal science. Students will have "hands-on" opportunities in the large animal facility, laboratory and on farm sites. #STEM

SPECIALTY ANIMAL #899 (A) **11th-12th** **A Year** **0.5 credit**
This course will focus on the production and care of specialty animals,. Students will learn about the care, management and business opportunities of species such as bison, ostrich, emus, rabbits, llamas, alpacas and honey bees. Students will have hands on opportunities in the laboratory and on farm sites. #STEM

BREEDING AND GENETICS #887 (A) #888 (H) **11th-12th** **B Year** **0.5 credit**
The reproductions systems of animals, including physiology, controls, and management techniques will be investigated. Breed evaluation based on conformation, pedigree and production standards will be covered as well as breeding systems for various species. #STEM
***Prerequisite**: C or better in Biology*

EQUINE ANATOMY AND PHYSIOLOGY #865 (A) **11th-12th** **B Year** **0.5 credit**
This course is designed to cover the anatomy and physiology of horses. The course will include an in depth look into the skeletal, muscular, circulatory, respiratory, nervous, endocrine, reproductive, digestive, integumentary and urinary systems. Topics to be covered include organs, their functions, diseases of the systems, system health checks and maintaining organ system health. The course will provide a great deal of hands on experiences. This is a one semester course. #STEM

EQUINE HEALTH MANAGEMENT #898 (A) **11th-12th** **B Year** **0.5 credit**
This course is designed to cover the health management of horses. The course will include identification methods, colors and marking, conformation, pre-purchase exams, internal parasites, hoof anatomy and care, equine emergency care and nutrition. The course will provide a great deal of hands on experiences and industry resources. This is a semester long course. #STEM

VETERINARY SCIENCE II #897 (A) # 844 (H) **11th-12th** **B Year** **0.5 credit**
This advanced level course will focus on animal diseases, immunology, microbiology, parasitology and natural/global biosecurity issues. Students will have "hands-on" opportunities in the laboratory and on farm sites. #STEM *(A 70 or better in **Veterinary Science I** is a prerequisite.)*

AGRICULTURAL MECHANICS

TRACTOR DRIVING & AG EQUIPMENT OPERATION #831 (A) 11th-12th ALL 0.5 credit
This course is designed to teach students how to safely operate tractors and provide students with the confidence to become a competent and safe operator when driving and handling a tractor and other agricultural equipment. In addition, students will learn how to perform a pre-operation safety check, perform basic maintenance on equipment, hitch implements, and safely operate a variety of implements. Implements to be used with tractor operation include plough, cultivator, and loader buckets. Students will also learn how to operate and safely and skillfully maneuver a tractor with a manure spreader and hay wagon hitched. Implements to be used with skid steer operation include loader bucket, snow plow, forklift, landscape rake, brush cat, auger and backhoe. #STEM

WELDING AND METAL FABRICATION #854 (A) 11th-12th ALL 0.5 credit
The skills and application of electric arc and oxyacetylene welding and cutting will be covered in this "hands-on" course. Safe operation, weld preparation, metals identification, electrode selection, welding positions and weld engineering are some of the many topics practiced. A metal fabrication project is an integral part of this course. #STEM

SMALL POWER EQUIPMENT #863(A) 11th-12th A Year 0.5 credit
MAINTENANCE AND REPAIR
This course concentrates on skills and knowledge of small power equipment as used in landscape, nursery, and forestry industries, including two cycle and four cycle engines. Chainsaw, lawn mowers, and snow blowers are typical applications. Landscape machinery maintenance is also an important component. #STEM

BUILDING SYSTEMS #876(A) 11th-12th B Year 0.5 credit
This course involves the knowledge and skill application of building systems including: construction safety, electrical, plumbing, masonry, roofing systems and planning and design of agricultural systems. This class will include "hands-on" laboratory exercises involving the construction of these agricultural systems as well as repair and maintenance. Emphasis will be open equipment identification and safety procedures. #STEM

STRUCTURES AND BUILDING TECHNOLOGY #873 (A) 11th-12th B Year 0.5 credit

Planning, construction, maintenance and repair of buildings of wood, metal and masonry will be covered in this course. Some of the topics studied and applied will include: site selection, building materials, foundations, building techniques and protective coverings. Actual building construction will be practiced. #STEM

NATURAL RESOURCES and ENVIRONMENTAL SCIENCE

ENVIRONMENTAL SCIENCE #461 (A) 12th Full Year 1.0 credit
Do you know where your Energy comes from? Could you identify the costs and benefits of using this Energy? How about your food? Your water? What is Global warming? What impact does acid rain have? What alternatives exist to aid in restoring environmental health? Is there a relationship between human population growth and these topics? Can you draw a connection between the answers to these questions and environmental sustainability within your community? Within your planet? Students will address such controversial questions through scientific exploration of local and global environments by designing experiments, utilizing cutting edge software applications (ArcView GIS 3.3) and sensing devices, analyzing and interpreting data, and drawing conclusions. Students will use these inquiry based applications to complete a variety of tasks including group and individual assignments, indoor and outdoor lab experiments, and an individual term project. #STEM

Prerequisites: a. Successful completion of Integrated Science, Biology, and Chemistry
b. 70 or better in Chemistry.
c. Completion of an Algebra course.

Agriscience students are required to take 4 courses their senior year. This full year elective science course will counts toward 1 of the 4 courses and students must be enrolled in an Agriscience course each semester.

AQUACULTURE I #866 (A) 11th-12th ALL 0.5 credit
This course provides an overview of the science of aquaculture. Aquariums and commercial aquaculture equipment in the Aquaculture laboratory will be utilized to study the design and operation of aquaculture system and aquaculture water quality maintenance. Identification of fresh and saltwater fish and their biology will also be studied. #STEM

AQUACULTURE II #889(A) 11th-12th A Year 0.5 credit
This course is a continuation of Aquaculture I with emphasis in special projects in aquaculture. Projects include but not limited to: aquaponics (the integration of aquaculture and agriculture); fish production; business opportunities within the fish industry. In addition, the studies of local fisheries like Congamond Lakes, Whites Pond, Connecticut River, Farmington River, and Long Island Sound will be included in the course. #STEM

WILDLIFE MANAGEMENT #878(A) 11th-12th A Year 0.5 credit
This course will emphasize wildlife identification, laws pertaining to species, the development, maintenance, and control of habitats. In addition, predator/prey relationships, endangered species concerns and the relationship of society and wildlife will also be studied and researched. #STEM

MARINE SCIENCE AND WATER MANAGEMENT #839(A) #849(H) 11th-12th B Year 0.5 credit
This course is designed to allow students to learn about marine biology and also expose them to the current issue and environmental concerns within the aquaculture/marine biology fields. Students will learn about marine biology and topics including: important aspects of the ocean (water currents, sea levels and other geographical features), identification of common marine species, identification of marine species common to CT and the anatomy and characteristics of common marine species .Students will also explore important environmental aspects of marine biology and aquaculture, including but not limited to: water quality, pollution, overfishing, preservation of endangered species and invasive aquatic species. Students will have the opportunity to experience some of these issue first-hand. #STEM

RECREATIONAL SERVICE MANAGEMENT #869 11th-12th B Year 0.5 credit
This hands-on course will emphasize the development and marketing of campground, nature centers, parks, sanctuaries and hiking trails. Topics will include: identification of community needs; laws and regulations; equipment and facilities. In addition, outdoor recreation activities such as GPS navigation, orienteering and boating will be covered. #STEM

PLANT SCIENCE

COURSES AVAILABLE IN PLANT SCIENCE WITH UNIVERSITY CREDITS:
UConn Early College Experience (ECE) – The University of Connecticut ECE Program provides an academic outreach opportunity for Connecticut's high school students. This program allows motivated high school students to earn both high school and college credits for courses taken in high school. ECE courses provide students with an opportunity to experience college level work. Students are required to complete these courses with a C or higher in order to receive university credit. #STEM **Students enrolling in any UCONN ECE course must also register and enroll with UCONN for ECE credit by the prescribed deadline.**

ADVANCED FLORAL DESIGN #840 (A) 11th-12th ALL 0.5 credit
#841 (H) (ECE Option / College Credit)
Students will be prepared for an entry to advanced level position in the floriculture industry after completion of this course. he teacher will provide direct instruction and demonstration followed by time for guided practice. Students will also have opportunities to work independently on floral designs. Student work will be reviewed by peers and in small groups. Students will learn to identify 50 common flowers and foliage. Students who pass the ECE course will earn college credit and receive an official transcript from the University of Connecticut. #Humanities ***Students enrolling in the H/ECE course must also register and enroll with UCONN for ECE credit by the prescribed deadline***

FLORAL ART #880 (A) #838 (H) ECE Option/College Credit 11th-12th ALL 0.5 credit
This beginning floral design course emphasizes the basic principles and elements. Some of the topics covered include: color combinations, materials, selection of flowers, care of flowers and containers. "Hands-on experience working with flowers is frequent. #Humanities ***Students enrolling in the H/ECE course must also register and enroll with UCONN for ECE credit by the prescribed deadline.***

LANDSCAPE MAINTENANCE AND EQUIPMENT OPERATION #872 11th-12th A Year 0.5 credit
This course will involve the skills and knowledge of maintaining quality landscapes. Students will learn and demonstrate shrub and tree pruning, landscape fertilization, and proper irrigation. Weed, insect, and disease control of landscape areas will be covered. Students will learn to operate common landscape equipment, including chainsaws, lawn mowers, power blowers and utility vehicles. Students will earn OSHA certification for safe equipment operations. #STEM

PLANT PROPAGATION AND MARKETING #877 (A) 11th-12th A Year 0.5 credit
Skills and techniques of plant propagation including seeding, rooted cuttings, and grafting will be covered. The various greenhouse systems and the land laboratory will serve as the classroom. Soil preparation, fertilizations, planting, weed and pest control, and marketing will be covered. Students will be responsible for the growing and marketing plants. Students will also learn the proper setup, fertilization and culture for hydroponic crops. #STEM

FUNDAMENTALS OF HORTICULTURE #842 (A) 11th-12th B Year 0.5 credit
#843 (H) (ECE Option/College Credit)
This course focuses on the science and practice of horticulture, plant propagation and culture. Students will develop knowledge and skills to apply basic concepts of plant structure, growth and function to horticulture industry situations. The effectiveness of integrated pest management and the impact of new technologies have had on the horticulture industry and environment will also be discussed and tested. Students will practice skills and test theories using educational landscape, greenhouse, Agriscience lab and floral lab. The ECE course is affiliated with the University of Connecticut. Students who pass the course with a 70 or more will earn college credit and receive an official transcript from the University of Connecticut upon request. #STEM

LANDSCAPE DESIGN #894 (A) 11th-12th B Year 0.5 credit
This course will focus on the skills of designing a landscape and developing a successful business. Emphasis will be on plant selection, identification, design principles and drawing technique. Students will become proficient with drawing, designing and cost estimation practices. Students will gain hands on experience selecting plant material, utilizing principles of design and installing interior and exterior landscapes. #Humanities

General Agriculture

AGRIBUSINESS and MARKETING #885 (A) 11th-12th ALL 0.5 credit
This advanced level course is designed to enhance the agribusiness knowledge and skills needed in such areas as: economic principles, budgeting and record keeping for personal and business finances, money management and risk management. It also involves the use of cash flow and enterprise analysis to understand the use of labor, capital and marketing strategies as well as investment possibilities, insurance, loans and credit. An awareness and understanding will lead to the application of agriculture marketing and sales and business plan development. Event planning and agriculture tourism are integrated as subsets of this course.
This course is open only to Agriscience.
****This course will fulfill the Personal Finance .50 credit required for graduation.***

FOOD SCIENCE AND SAFETY #875 (A) **11th-12th** **ALL** **0.5 credit**

This "hands-on " course investigates food processing, distribution, and marketing. Topics will include: food microbiology, food processing and engineering, biotechnology with foods, toxicology, regulations and safe handling of foods. Students will learn about topics through lab-based activities performed in our food science lab. Students will understand the use of sensory evaluation, nutrition label development, new food product development and food processing in the agriculture industry. #STEM

SUSTAINABLE AGRICULTURE #832 (A) **11th-12th** **ALL** **0.5 credit**

This course is designed to allow students to explore the principles of sustainable agriculture for all aspects of production including animal, crop and food production. Students will study a variety of topics surrounding sustainable food and farming including vegetable production, community agriculture programs, CSA structures, farmers markets, raising sheep and goats sustainably, composting, meat processing, hydroponic and aquaponic operations, urban farming and how to develop a sustainable production for the region we are located in. Students will also learn about how locally produced food can safely enter our food system.

Students will be exposed to a variety of local and sustainable practices used on different local operations including but not limited to organic, conventional and natural productions. Students will develop an understanding for local agriculture through field trips and guest speakers from the local and state community in order to share their production practices. Both the land and large animal facility will be utilized as lab space. #STEM

This course is open to Agriscience and all Suffield High School students.

Availability to all Suffield High School students is contingent on class enrollment.

***DISSECTION IN THE CLASSROOM**

As a part of the anatomical and physiological study of animal systems, students may have the occasion to participate in animal dissection activities. The teachers of the Suffield Public Schools integrate lessons containing these activities to help students:

1. develop skills of observation and comparison,
2. discover the shared and unique structures and processes of specific organisms, and
3. develop a greater appreciation for the complexity of life. (from NSTA)

In the Suffield Public Schools, we recognize that some families may have personal objections to these types of instructional activities. If you have concerns about dissection in the science classroom, please speak with the classroom teacher. Additionally, the student may be excused from participating in, or observing, the dissection of any animal as part of classroom instruction, provided the parent or guardian has requested, in writing, that s/he be excused from the instructional activity. In this case, the teacher will present an alternate activity.

BUSINESS

Business Education at Suffield High School offers students the opportunity to prepare for a career in business, to develop an understanding and appreciation of today's business society, and to prepare for study in the field of business after high school. The program offers the development of skills and attributes which will allow for success in the global economy. A concentrated study of career choices is an integral part of business preparation.

Today, most careers that offer growth, challenge and earning potential require skills that extend beyond the traditional classroom. Strong literacy and communication skills, technical competencies, especially with computers, problem solving, critical thinking skills and teamwork are all requisites for post-secondary education and employment. In today's highly competitive global marketplace, it is important for students to explore all types of careers and learn valuable real-world skills.

The Suffield High School Business curriculum prepares students for possible careers in the following areas:

Accounting and certified public accounting
Financial analyst
Marketing specialist
Legal careers in business
Finance
Human resource management
Entrepreneurship
Sales
Economics
E-commerce marketing
Computer/information systems
Management

accountant administrative assistant comptroller contract administrator economist financial analyst manager market research real estate broker venture capitalist Risk manager Social media manager Stockbroker Sustainability consultant	architect budget officer business economist cost accountant journalist Lawyer public administrator sales representative teacher or professor treasurer urban planner	business statistician management analyst management consultant manager market analyst operations researcher statistical accountant commercial banker corporate finance entrepreneur financial planner investment banker	Actuarial analyst Business adviser Business analyst Corporate investment banker Data analyst Data scientist Forensic accountant Insurance underwriter Management consultant Operational researcher Product manager Project manager

SOCIAL BUSINESS

BUSINESS AND PERSONAL LAW #571 (A) **0.5 credit**

This one-semester course introduces students to the American legal system, civil law, and the rights and responsibilities governing people and their personal and business activities. Students have the opportunity to identify legal issues, weigh facts, and formulate decisions through problem-solving activities. **Prerequisite: Junior or Senior** #Humanities

PERSONAL FINANCE #581 (A) **0.5 credit**

In this one semester course students study the job market, money management, banking, credit and loans, investment possibilities, insurance and consumer rights and responsibilities. This course offers students an opportunity to plan and manage personal finances and is required for graduation.
Prerequisite: Junior or Senior #Humanities

ADVANCED PLACEMENT MICROECONOMICS #530 (AP) **0.5 credit**

An AP course in Microeconomics is designed to give the student a thorough understanding of the principles of economics that apply to an economic system as a whole. Such a course places particular emphasis on the study of national income and price determination, and also develops your familiarity with economic performance measures, economic growth, and international economics. **Prerequisite**: Open to students in grades 10-12 with a grade of 80% or better in current Math class. #Humanities

ADVANCED PLACEMENT MACROECONOMICS #539 (AP) **0.5 credit**

The purpose of the AP course in macroeconomics is to give students a thorough understanding of the principles of economics that apply to an economic system as a whole. The course places particular emphasis on the study of national income and price-level determination, and also develops students' familiarity with economic performance measures, the financial sector, stabilization policies, economic growth, and international economics.
Prerequisite: Open to students in grades 10-12 with a grade of 80% or better in current Math class. #Humanities

ETHICS, LEADERSHIP & OPPORTUNITY #534 (H) **0.5 credit**

Students will study ethics relating to workplace, marketplace, environment and global issues. Students will combine and formulate leadership models with current ethical situations as it relates to business. Of special interest to students in this course will be the opportunity to research and apply for scholarships to help pay for their continued education after high school utilizing the tools on collegeboard.com and scholarship.com websites. #Humanities

ENTREPRENEURSHIP: BUILDING A BUSINESS #537 (A) **0.5 credit**
Students will explore the business and academic skills they need to build and manage a successful 21st century business. There will be extensive coverage of successful young entrepreneurs and web-based businesses as well as traditional "brick and mortar" businesses. The development of a business plan is emphasized. #Humanities

ACCOUNTING

ACCOUNTING I Semester I #525 (A) #545 (H) **0.5 credit**
The first semester of Accounting presents the principles of double-entry accounting. Students learn the skill of preparing and interpreting accounting records for a service business organized as a proprietorship. The accounting cycle and preparation of financial records are prepared. #Humanities
*** (College/Career Pathways course)**

ACCOUNTING I Semester II #526 (A) #546 (H) **0.5 credit**
The second semester of Accounting I continues to develop knowledge and skills of journalizing and posting business transactions. A complete accounting cycle is covered for a merchandising business organized as a partnership. Computer applications are provided to give the student experience in an automated environment. #Humanities
***(College/Career Pathways course)**
Prerequisite: Accounting I -Semester I.

ACCOUNTING II Semester I #535 (A) #547 (H) **0.5 credit**
This first semester course covers a complete accounting cycle using departmentalized records for a merchandising business including payroll. A computerized business simulation will be completed to allow
the students to demonstrate these accounting procedures in an automated environment. #Humanities
*** (College/Career Pathways course)**
Prerequisite: 70% or better in Accounting I - (FULL YEAR)

ACCOUNTING II Semester II #536 (A) #548 (H) **0.5 credit**
Semester II is a continuation of the study of accounting procedures for partnerships and corporations. Topics covered include inventory controls, depreciation, notes, and accruals. Students will continue to demonstrate accounting procedures in an automated environment. #Humanities
*** (College/Career Pathways course)**
Prerequisite: 70% or better in Accounting II - Semester I.

DESKTOP PUBLISHING/YEARBOOK

DESKTOP PUBLISHING/YEARBOOK I #591 (A) Fall Semester **0.5 credit**
This course is for students in their **senior year** who want to commit to the publication of the high school yearbook. This course will focus on desktop publishing techniques needed to prepare documents such as newsletters, brochures, stationery, business cards, flyers, catalogs, magazines and yearbooks. Once students have a full understanding of desktop publishing, they can begin to plan and design the high school yearbook. During the yearbook process students will learn additional yearbook applications specifically designed by the publishing company that publishes our yearbook. Students also work closely with the publishing company's representative and the official school photographer. Students should be familiar with the description for Desktop Publishing/Yearbook II, so they are aware of the full commitment required for publication of the yearbook. #Humanities

DESKTOP PUBLISHING/YEARBOOK II #592 (A) Spring Semester **0.5 credit**

This course is also for those students in their **senior year** who have completed Desktop Publishing/Yearbook I and would like to continue their work toward publishing the yearbook. Students will apply their desktop publishing skills to design and prepare all pages of the yearbook. This semester focuses on the completion of each page. Students will have to plan, schedule, and select photography needed in each section of the yearbook. Students will also write copy such as headlines, captions and feature stories. Students are expected to meet all publication deadlines. The entire cost of publishing the yearbook must be generated by the yearbook class. Typically income is obtained through the sale of copies of the yearbook and advertising. A budget is established that will determine the length of the book and features to be included. Every student enrolling in this class must realize that their sales participation is crucial to the success of the yearbook! Students must also participate in the distribution of the yearbooks to underclass students. #Humanities

ENGLISH

English courses in high school can lead you to opportunities in every career cluster. Here are just some of the opportunities that you can take advantage of in pursuing a career with an English degree.

Business Education	Creative Consultant	Journalist	Theater
Sales and Marketing Manager	Attorney	News Writer/Producer	Actor
Public Relations Officer	Paralegal Assistant	Press Secretary	Author
E-commerce Coordinator	Public Administrator	Webmaster	Print/Web Media
Technical Writer	Grant Writer	English Teacher	Publishing
Training/Develop. Consultant	Speech Writer	Theater Arts Teacher	Editor
Events Manager	Television & Film	Journalism Teacher	Screenwriter
College Professor			

English Department Philosophy

The Suffield High School English Department recognizes the individual needs and abilities of our students. Therefore, we offer a diversified program that teaches thinking, reading, writing, listening, and speaking skills consistent with the customs, ideas and values expressed in the Suffield High School philosophy.

MAJOR GOALS OF SUFFIELD HIGH SCHOOL ENGLISH DEPARTMENT

The Suffield High School English Department works with students to develop proficiency, confidence, and fluency in reading, writing, listening, speaking, and viewing to meet the literacy demands of the 21st century. Recognizing the individual needs and abilities of students, a variety of strategies, processes, cultures, individual preferences, and methods enable students to read and respond in individual, literal, critical, and evaluative ways to literary, informational and persuasive texts. Students explore and respond to classical and contemporary texts from many cultures and literary periods by producing written, oral, and visual texts in Standard English to express, develop, and substantiate ideas and experiences. 9-12 ELA teachers encourage and teach students to demonstrate literary and aesthetic appreciation and analysis of text, awareness of the author's style, understanding of textual features, ability to challenge a text and think divergently. The Language Arts program meets the content and performance standards of the Common Core State Standards.

Both Academic and Honors courses are designed for college-bound students. The Honors courses, however, provide more intensive preparation.

THE ENGLISH PROGRAM

Four (4.0) full credits of approved English courses are required for graduation. They are taken in sequence and must be passed.

Freshman Year-	English I (1.0 credit)
Sophomore Year-	English II (1.0 credit)
Junior Year-	English III or AP Language & Composition (1.0 credit)
Senior Year-	English IV A or H (1.0 credit)
	OR ENGLISH IV/UCONN ECE H (1.0 credit)
	OR AP Literature and Composition (1.0 credit)

WRITING REQUIREMENTS

In every English course periodic writing assignments are required. From single paragraphs in the early weeks of English I to multi-paragraph essays that range from argumentative, narrative, and analytical.

HONORS COURSES

To enroll in Honors English courses, students must have the approval of an English teacher in whose class they are currently enrolled, or with whom they have just completed a course. This approval should be given when the student is completing his/her course requests.

ADVANCED PLACEMENT COURSES

AP courses are offered to students in their junior and senior years if they have demonstrated strength in the study of language arts and have received the recommendation of their English teacher. AP English Language and Composition is a junior year course; AP English Literature and Composition is a senior year course.

UNIVERSITY OF CONNECTICUT EARLY COLLEGE EXPERIENCE (ECE)

UConn Early College Experience (ECE) provides academically motivated students the opportunity to take university courses while still in high school. These challenging courses allow students to preview college work, build confidence in their readiness for college, and earn college credits that provide both an academic and a financial head-start on a college degree.

ECE English instructors, who are certified as adjunct professors by UConn faculty, create a classroom environment fostering independent learning, creativity and critical thinking – all pivotal for success in college. To support rigorous learning, University of Connecticut library resources are also available to students.

ECE students must successfully complete the course with a grade of C or better in order to receive university credit. University credits may be transferable to other universities.

Students enrolling in the UCONN ECE course must also register and enroll with UCONN for ECE credit by the prescribed deadline and are charged a credit fee by the university. For additional information visit: www.ece.uconn.edu.

COURSE DESCRIPTIONS

ENGLISH I Freshman Year #127(A) #129(H) 1.0 credit

This course introduces students to the expectations of high school level work, including review of grammar and vocabulary, the essentials of research, the basics of writing, and exposure to various literary genres, including the novel, drama, short stories, and non-fiction. Students learn to work in a digital learning environment using Chromebooks and engage in student-driven learning through the use of the reading workshop model. #Humanities

ENGLISH II Sophomore Year #138(A) #139(H) 1.0 credit
This course provides a furthering of the development of language skills through reading, writing, speaking, and listening. There will be an increased focus on the literary genres of nonfiction, drama, the novel and short story. Readings include major American novels and drama, Shakespearean plays, selections from world literature and thought-provoking nonfiction. #Humanities

ENGLISH III Junior Year #161 (A) #162 (H) 1.0 credit
Students will trace the development of American Literature and how writers highlight the American Experience. A representative selection of plays, short stories, essays, poems, biographies, and novels will be considered for discussion, reading enjoyment, and audio-visual presentation. Critical discussions and writing assignments, such as rhetorical and argumentative, are integral to this course. #Humanities

AP ENGLISH LANGUAGE Junior Year #165 (AP) 1.0 credit
To take this course, students will need to be recommended by their sophomore English teacher. Students are expected to take the AP Language and Composition examination at the end of the course. Successful completion of AP Language course will fulfill the junior English requirement.

Students will read, write, speak, listen, and view to construct meaning of written, visual and oral texts; read with understanding and respond thoughtfully to a variety of texts, focusing on American literature; write and speak English proficiently to communicate ideas clearly; create works using the language arts in visual, oral, and written texts; choose and apply strategies that enhance the fluent and proficient use of language arts; understand and appreciate texts from many literary periods and cultures; and employ the language arts for lifelong learning, work and employment. #Humanities

ENGLISH IV Senior Year #166 (A) 1.0 credit
In this year-long course, students will practice authentic reading and writing skills, leadership and career-readiness skills including public speaking and debate, conducting research and interviews, writing narrative and non-fiction pieces, writing resumes and cover letters, as well as reading fiction and non-fiction works. #Humanities

ENGLISH IV Senior Year #170 (H) 1.0 credit
This year long class offers analysis on how societal and world issues can be portrayed in literary and nonfiction texts. This project-based learning course will allow students to discuss how literature reflects or enhances a person's worldview while at the same time give them opportunities to apply their knowledge in interdisciplinary ways. Written assignments will emphasize interpretation, argumentation, synthesis, and evaluation while unit projects will allow students to integrate aspects of the arts, business, social studies, and the sciences in authentic applications. This course teaches methods of academic inquiry about literary or cultural topics, while also allowing for opportunities to be creative and reflective. This course will be open to students who took English III honors and English III academic classes. #Humanities

ENGLISH IV/UCONN ECE: SEMINAR IN WRITING/LITERATURE #109 (H) 1.0 credit
The University of Connecticut awards the student 4 semester hours of college credit upon successful completion of this course. This college class offers instruction in academic writing through literary reading. Students learn how to meet the expectations of college level writing assignments and to carry on academic conversations, both through writing and class discussions. Assignments emphasize interpretation, argumentation, and research. Revision(s) of formal assignments is essential, and instruction in grammar, syntax, and style refines the quality of student work. This course teaches students methods of academic inquiry whether writing about literary or cultural topics***. Students enrolling in this course must also register and enroll with UCONN for ECE credit by the prescribed deadline.*** #Humanities

AP ENGLISH LITERATURE Senior Year #111 (AP) **1.0 credit**
To take this course, students need to be recommended by their junior year teachers. Students are also expected to take Advanced Placement Examinations in English at the end of this program. Successful completion of AP Literature and Composition will fulfill the senior English requirement. #Humanities

Students are expected to read complex expository prose with understanding, to formulate coherent ideas and positions of their own, and to express their views with clarity and conviction. Continual practice in these skills prepares students for the varied writing tasks they will face in their subsequent university course of study and in later life.

NOTE: The English core courses, English I, II, III/AP Language and Composition, and IV/UCONN/ECE/AP Literature and Composition, must be taken in sequence. Failure in one of these courses may prohibit the student from advancing to the next sequential course. Students must retake and pass the course to advance to the next level. All core ELA classes from 9th to 12th grade are year-long, full credit, courses that must be passed in their entirety.

ENGLISH ELECTIVE COURSE DESCRIPTIONS

WORLD LITERATURE #178 (A) #188 (H) **0.5 credit**
This elective provides a survey of short stories, drama and poetry from around the world. Selections from ancient cultures through modern times are the foundation for study of universal themes that transcend time, place, and individual. Selections from mythologies, classical tragedies and comedies, folktales, ancient hymns and poems, and the modern short story are analyzed through reading, discussion, writing, and project presentations. #Humanities

DEBATE: BEGINNING PRINCIPLES #186 (H) # 187 (A) **0.5 credit**
Students will develop skills of rhetoric, writing, research and critical judgment as they prepare to debate a variety of topics and issues of their choice. Students will learn policy and value debate techniques as they read increasingly difficult essays, demonstrate comprehension and learn to write brief summaries called précis in concise, polished language. #Humanities

GOTHIC LITERATURE STUDIES #179 (A) #185 (H) **0.5 credit**
Authors have long written about the dark side of man's nature in novels, drama, short stories, and poetry. This course will focus on some of the greats to explore these ideas, including Poe, Hawthorne, Shelley, Stoker, and others. Students will research different literary traditions and characteristics of the genre. Critical reading, genre study, and analytical writing skills are all stressed in this course. #Humanities

CREATIVE WRITING # 176 (A) #177 (H) **0.5 credit**
Creative writing is designed for those sophomores, juniors, and seniors interested in refining their imaginative skills in composition of memoir, short fiction, drama, creative essays, and poetry. Daily exercises will emphasize various techniques regarding the achievement of specific areas such as structure, imagery, and tone in each of these five types of writing. Assessment will include both individual consultations with the instructor as well as peer editing and conferencing. The completion of a Student Portfolio as the semester's end is required. #Humanities

SHAKESPEARE #167 (A) #168 (H) **0.5 credit**
This elective course offers juniors and seniors additional explorations of Shakespeare's works
after their initial studies in English I and II. Students will read, discuss, analyze and write about selected tragedies, comedies and histories. A study of his sonnets and the Elizabethan times and theatre will also be included. #Humanities

JOURNALISM #130 (A) or #131 (H) **0.5 credit**
Students in grades 10, 11, and 12 will gain essential background knowledge regarding American journalism to familiarize them with the role of news media in a democratic society. They will gain a rich understanding of the essential history of journalism. Study will analyze the balance between freedom of speech and objective reporting. Students will work through the process of defining news, interview tactics, generating various types of articles, layout design, photojournalism, and maintenance of an online edition. #Humanities

MASTERS OF THE SHORT STORY #169 (A) **0.5 credit**

In this senior elective, students will be introduced to many authors who have elected to express themselves through the medium of the short story. The focus of "Masters of the Short Story" is to familiarize students with great stories by talented and diverse authors they may have not gotten the chance to read in other English classes. Critical reading, genre study, and analytical writing skills are all stressed in this course. #Humanities

WRITING CENTER #WS002 (H) **Grades 10-12** **0.5 credit**

This course explores the process of writing and how it is worked out in the setting of a writing center. From short stories to thesis papers, students are assigned a variety of writing tasks across multiple academic disciplines. Writing center theory and practicum will train a cohort of writing center coaches to serve the Suffield High community in our student led writing center. Student coaches-in-training will engage in an in-depth study of writing across the curriculum to study how we have learned to write and how we reflect on our writing in order to improve our own writing. Through collaboration, students will study, practice, evaluate and ultimately develop methods and strategies associated with peer coaching in the writing center. #Humanities

Reading Intervention **Grades 9-11** **(Non-credit course)**

This course teaches students the strategies that competent readers and writers use to read and respond to text through a critical lens. After a careful assessment and analysis of the student's literacy skills, explicit lessons are designed to address foundational literacy thereby increasing student independence. The focus of mini lessons and their application include grammar, vocabulary development, comprehension, written language and morphology or word structure. By engaging in a culture of daily choice reading and response, students learn to engage more deeply with text.

Students are referred for reading intervention by their teachers, guidance counselors, or during their middle school transition. Once a referral is made, the student meets with the reading specialist who administers a series of assessments to determine their literacy profile. Recommendations are shared with the student and parent or guardian and a reading class is added to the student's schedule.

FAMILY AND CONSUMER SCIENCE

Careers in Family & Consumer Science

Child Development	**Food Science**	**Fashion / Design**
Preschool Teacher	Nutritionist	Clothing Designer
Elementary School Teacher	Dietitian	Jewelry Designer
Health and Wellness Coordinator	Food Critic	Costume Designer Fashion Merchandising
Restaurant/Bake Shop Manager	Food Scientist	Interior Designer
Food Preparation Workers	Chef	Stylist
Pediatric Nurse	Cook	Home Stager
Social Worker	Catering Manager	Furniture Designer
	Wait Staff	Retail Salesperson

CHILD DEVELOPMENT I #721(A) **0.5 credit**

Students study the growth and development of children from prenatal care through the preschool years. This course focuses on the social, physical and cognitive development of young children. Students will learn about the major theorists in the field of Child Development, how the brain grows and develops and what it means to parent successfully. Students will have the opportunity to interact with children during play groups within the class. This introductory course prepares students for careers in early childhood education, parenting, and as a community member concerned about the well-being of children. #Humanities

College/Career Pathways Program course (see page 7)

CHILD DEVELOPMENT II #727(A) **0.5 credit**

This course is designed as a continuation of Child Development I. This course acquaints students with curriculum planning based on the knowledge of developmentally appropriate practices, and explores the role of the teacher in an early childhood setting. Students will gain knowledge of early childhood programs, influential theorists who support early childhood education and current trends in the field. Students will read, observe, and discuss the developing child, and will plan, and implement lessons during play school. #Humanities ***Prerequisite: Successful completion of Child Development I. *College/Career Pathways Program course (see page 7)***

ADVANCED CHILD DEVELOPMENT #729 (A) **0.5 credit**

This course is designed on a contractual agreement between the student and the teacher. Students provide leadership experience in the classroom, pursue an individual research project on a childhood issue and serve as a teacher assistant within the Play School. Students learn the managerial issues in operating a childcare center. Advance students with at least two semesters of child development courses may have the opportunity to assist a teacher at the elementary level. #Humanities ***Prerequisite: Successful completion of Child Development I, II*** **and teacher approval PRIOR TO registration**

INTRO TO BAKING #764(A) **0.5 credit**

Students will learn the fundamental skills and techniques by creating a variety of baked goods including breads, pies, basic cakes, & pastries. Students will be introduced how to market their products and run a cost analysis.
Safety and sanitation is stressed in this class. Nutrition and food labels will be a focus as well. Students will create an online cooking portfolio with recipes and nutritional content. A community service project will also be included in this course. #Humanities
Uniform items required for lab days: Closed toed shoes

INTRO TO COOKING #773(A) **0.5 credit**

Students will learn the basics of cooking and food prep in this class. Topics will include: knife skills, methods of cooking, and using small appliances and a variety of tools to help gain mastery in the kitchen.
Students will be introduced how to market their products and run a cost analysis.
Safety and sanitation is stressed in this class. Nutrition and food choices will be a focus as well. Students will create an online cooking portfolio with recipes and nutritional content. A community service project will also be included in this course. #Humanities
Uniform items needed for lab days: Closed toed shoes

CULINARY ARTS #775(A) **0.5 credit**

Students work on the creative aspects of food preparation and presentation. International cuisine, garde manger, specialty desserts, and complex fresh pasta are prepared. Career opportunities are researched within the food industry. A community service project is included in this course. #Humanities
Uniform items needed for lab days: Closed toed shoes
Prerequisite: Intro to Baking & Intro to Cooking

FASHION #712 (A) **0.5 credit**
In this course students will learn about the history of fashion and designers who have shaped history, as well as textiles used in fashion today. Study will be made of individual body type and how color can flatter the wearer. Students will create a portfolio of Fashion ideas, research current trends and designers, create their own fashions, and learn the cyclical nature of Fashion. #Humanities

INTERIOR DESIGN #714 (A) **0.5 credit**
Collage, design, and decide on your own style. All aspects of Interior Design will be studied including the effects of color on a room, design elements and principles, floor plans, and decorating tricks! Students will create a portfolio of designs both electronically, and by drawing, and possibly redesign a space! #Humanities

INTRO TO INDIVIDUAL & FAMILY DEVELOPMENT/UCONN ECE #715 (AP/ECE) **1.0 credit**
This AP/ECE level course is designed as an introduction to the field of Human Development, social services and the worlds of teaching and nursing. The course will provide students with an understanding of individual and family development over the life-span. In particular, the course will focus on the developing individual within the context of the family system and the changes that occur in family systems over time. Job shadow and internships will be key components of this course. Students must provide their own transportation, and will complete 40 hours of internships at various placements. This course is the equivalent of UCONN HDFS 1070**.** #Humanities
Prerequisite: Open to juniors and seniors with Teacher Recommendation Only. Students enrolling in this course must also register and enroll with UCONN for ECE credit by the prescribed deadline.

FINE ARTS

The Fine Arts at Suffield High School encompass visual art, music, film and drama/theater. Although some advanced coursework in the arts is offered through visual art and music courses, our program is designed to introduce our students to studies in the arts even if they have no prior background.

The study of drama is offered through our *Principles of Acting* and *Technical Theater* courses, which each allow students to earn .50 fine arts elective credit. The study of film is offered through our *Fundamentals and Advanced Media Literacy* courses, which also allow students to earn .50 fine arts elective credit.

Although there is currently no formalized curriculum in dance, students may pursue dance as an activity by joining our Dance Team, which performs regularly at home basketball games and regional competitions.

DRAMA/THEATER

PRINCIPLES OF ACTING #103 (A) **0.5 credit**
This beginners acting course provides practical application of different acting techniques and a survey of theater and acting styles. The focus will be on concentrated scene work, critiques of scene work and application critiques; a workshop atmosphere dominates. The following acting disciplines will be stressed: voice and articulation, memorization, concentration and performance skills. Students will read, analyze and perform scenes from six (6) different plays. Students may take this course a second time for credit provided they have a final semester grade of C or better. Returning students will be given alternate assignments and more difficult class work and scene work. #Humanities

TECHNICAL THEATER #101 (A) **0.5 credit**
This course deals with the demands and requirements of set design. The major emphasis will be on designing and building a scale model set. A survey of theater history culminating in a term paper is also part of the course. Class time may be spent on props, costume and set requirements for the school's dramatic productions. **Please Note**: This course will be offered each semester and students may enroll for one or two semesters. #Humanities

THEATRE PRODUCTION #112 (A) **0.5 credit**

Theatre Production allows students who are interested in performing in a theatrical production to do so during the school day. This class specifically targets students who historically cannot make after school rehearsals but are interested in experiencing, learning, and performing a theatrical production in front of a public audience. Students will learn all aspects of the theatre: acting in a play and scenes, writing scripts, performing monologues, and understanding how to build scenery, set up lights and audio. The culminating activity is a public performance of the students' work in play form. #Humanities

VISUAL ARTS

ART is a special way of knowing, exploring, and understanding the world.

Experiences in the visual arts offer students an opportunity to discover their creative abilities and develop expressive skills. In all art classes, students will learn the creative process and apply individual expression to produce original and personally meaningful artwork. Art courses include the production, history, aesthetics and criticism related to the visual arts. Through art making and the study of artists and art history, students will learn to think and solve problems creatively as well as understand the power of visual images in their own culture and the cultures of others.

Careers in the Visual Arts

Studio Arts	Ceramics	Graphic Arts
Education	Clay Animator	Animator
Art Therapist	Sculptor	Television Graphic Designer
Media	Potter	Book Designer
Photographer	Furniture Design/Build.	Brand Identity Developer
Photojournalist	Freelance Artist	Corporate Designer
Fashion Design	Art Teacher	Director / Cinematographer / Editor Layout Artist
Textile/Interior Design Gallery Owner/Curator	Gallery Owner	Designer for Marketing Firm
	Ceramic Engineer	Web Designer
	Art Appraiser	Graphic Designer

ART COURSES

Studio Art I & II are semester-long courses that include sequentially- structured activities related to traditional art themes include Nature & Still Life, Landscape, Wildlife, Portraits & Figure Drawing, and Design. A thematic approach gives direction to individuals' artwork and focuses class discussions on a specific area of art. Studio Art courses offer students the opportunity to understand and apply art knowledge, media and techniques. Art media include Pencil Drawing, Oil Pastel, Chalk Pastel, Watercolor Painting, Pen & Ink, Charcoal Drawing, and Acrylic Painting.

In Studio Art, students develop basic skills in the use of tools and materials of fine arts. Individual or group critiques assess the visual and expressive quality of student artwork and portfolios. When students complete coursework in Studio Art I & II, they develop the knowledge and competence to take more advanced course offerings such as Photography.

STUDIO ART I #902 (A), #921 (H) **0.5 credit**

This is a foundation course that introduces students to the language of art and the creative process. Students will gain a basic understanding of art elements and learn to apply art principles using a variety of art media. Students will develop skills in observation, drawing, composition, use of color, and painting. Studio Art I includes the study of artists and their works, art history, aesthetics and criticism. A sketchbook and an artist report and/or art history research project are required for academic credit. #Humanities

STUDIO ART II #912 (A), #920 (H) **0.5 credit**

Studio Art II provides an opportunity for students who have completed Studio Art I to continue their artwork with greater depth and competence. Students complete assignments relating to art themes that require greater understanding and skill in applying media, techniques and communicating ideas. Students may work independently and imaginatively, creating artwork that is challenging, complex, and unique. Studio Art II includes the study of artists and their works, art history, aesthetics and criticism. A sketchbook and an artist report and/or art history research project are required for academic and honors credit. #Humanities **Successful completion of Studio Art I is a prerequisite for Studio Art II.**

CERAMICS & SCULPTURE I #924 (A) **0.5 credit**

Ceramics & Sculpture I introduce students to basic hand building methods of modeling, coiling, slab construction and slip-casting . Students will gain a basic understanding of the nature clay, clay-forming methods and glaze application. Students learn how to make a variety of functional and sculptural projects. Assignments given develop student knowledge and skills in the historical, technical, and expressive qualities of ceramics. #Humanities

CERAMICS & SCULPTURE II #926 (A) **0.5 credit**

Ceramics & Sculpture II is a continuation of working with clay imaginatively and developing their skill in clay-forming methods. Students may develop their skill throwing on the potter's wheel and experiment with combining hand-building methods to create functional and sculptural projects. Assignments given challenge students and develop their knowledge and skills in the historical, technical, and expressive qualities of ceramics. #Humanities **Successful completion of Ceramics/Sculpture I is a prerequisite for Ceramics/Sculpture II.**

GRAPHIC ARTS I #937 (A) **0.5 credit**

Graphic Arts I is an introductory course that provides students with experiences in the practical application of imaginative ideas and fine art skills. The emphasis is on creative thinking, problem solving and visual communication. Graphic arts projects include design, posters, collage, cartooning, printmaking and bookmaking. Students learn basic skills of drawing, design, layout, and advertising. Graphic arts is a media-oriented course that offers students an opportunity to learn the methods and develop the skills of illustration. Graphic arts experience will help students produce effective and well-done projects in other subjects. #Humanities

GRAPHIC ARTS II #927 (A) #928 (H) **0.5 credit**

Graphic Arts II course is media-oriented and skill-based course with an emphasis on imaginative thinking. Students develop fine art and graphic art skills necessary to produce effective media and advertising projects. Graphic Arts II emphasizes creative thinking, imaginative problem solving, and applied fine arts. In Graphic arts II students may pursue individual interests in animation, fashion design, architecture, interior design, printmaking, and illustration. Students learn how to expand an idea and create an original handmade book or exhibition of artwork as a final project. #Humanities ***Prerequisite: Successful completion of Graphic Arts I***

PHOTOGRAPHY I #934 (A) **0.5 credit**

Photography has gone digital! Photography I introduces students to the ideas, techniques and processes of digital photography. Students will learn about the history of photography, early photographers. Creating digital photographs is the foremost learning activity. Students will learn basic camera operation, downloading, storing and printing procedures necessary to produce color digital images. Emphasis is on developing and applying skills of composition as they learn to produce photographic images as a means of creative expression. Photography I includes history, aesthetics and criticism along with the technical skills related to image making and the study of photography. Students must have digital camera, manual, accessories, batteries, CD-R, memory cards, and supply printing. #Humanities

PHOTOGRAPHY II #935 (A), #939 (H) **0.5 credit**

Photography II is an advanced level course that that gives students the opportunity to continue working in digital photography with greater depth and competence. Students will refine their technical skills in image making and digital manipulation. This course emphasizes understanding of content, composition, and communication required to create effective photographic images. In photography II, students explore special effects and experiment with digital enhancement for more creative and expressive photographs. Students will expand an idea or theme to create a series of images to produce a book, album, or exhibit of photographs as a final project. Photography II includes the techniques, history, aesthetics, and criticism along with the technical skills related to image making and the study of photography. Students must have digital camera, manual, accessories, batteries, CD-R, memory cards, and supply printing. #Humanities ***Prerequisite: Successful completion of Photography I***

FILM

INTRODUCTION TO FILM & VIDEO #918 (A) **0.5 credit**

This course provides a background in understanding, evaluating, and producing motion pictures. Students work collaboratively to assess and use media platforms to effectively communicate stories and messages effectively. They will learn from a variety of movies of different formats, as well as readings, and will produce narrative scenes, complete short movies, public service announcements, music videos, and trailers. #Humanities

VIDEO & TV PRODUCTION #919 (H) **0.5 credit**

Today's media landscape provides a dazzling array of motion picture platforms to communicate to audiences. In this course, students develop skills in analyzing, investigating, and producing multi-media journalism, public service announcements, short documentaries, fiction stories, and portraits related to topics of community and personal interest. Students will explore television studio and streaming media standards along with types of motion picture development and content. Course themes include all phases of motion picture production and project management, different types of current media messages and streaming platforms, and other sources of topical importance and student interest. Students will learn advanced editing techniques, vfx applications, journalism standards, and related skills. #Humanities ***Prerequisite: C or better in Introduction to Film & Video.***

ADVANCED FILM & VIDEO #909 (H) **0.5 credit**

Produce movies for a wide variety of school activities! Write your own scripts! Direct and edit your own video projects! Study innovative and interesting movies! In this class, students will develop their skills in various production aspects of digital motion pictures, including screenwriting, directing, cinematography, vfx, and editing. They will use advanced editing and effects program to develop critical skills for today's media and professional needs. In addition, they will study the history, technical developments, and artistry of moving images, and they will heighten their collaborative and analytical abilities through both creative and critical means. #Humanities ***Prerequisite: C or better in Video & TV Production.***

MUSIC

Music possesses its own unique body of knowledge and skills which make it vital to a balanced education. The primary life goal of the Suffield High School Music Department is to foster lifelong interest in music. Students will be challenged to develop both personal and interpersonal skills. Every course in music through singing, playing instruments and composing provides instruction in creating, performing, listening to and analyzing music. Suffield embraces and sustains the principles of the National Standards for Arts Education.

Possible Careers in Music:

Performer, Conductor, Composer, Teacher, Music Therapist, Studio Technician, Producer, Sound Engineer. Agent, Performance Venue Management.

SYMPHONIC BAND #947 (Fall), #957 (Spring) **0.5 credit**
A fully instrumented performing Ensemble of Brass, Woodwind and Percussion designed to enhance the study of Concert Band literature. Several varied performances are required throughout the year. Sectional rehearsals during school days may be required. #Humanities

JAZZ ENSEMBLE #944 (Fall), #945 (Spring) **0.2 credit**
This is a class studying the various jazz styles. Trumpets, trombones, saxes and a rhythm section make up the ensemble. Meets early evenings after school for rehearsals. Grades are heavily based on class participation. Entrance is by audition and/or invitation, as well as being members of the high school band. #Humanities

CONCERT CHOIR #983 (Fall), #984 (Spring) **0.5 credit**
Concert Choir is a vocal ensemble whose focus is performance based. Attention will be placed on a high level of vocal technique, individual musicality and ensemble musicianship. Students will expand their knowledge and appreciation of the best examples of all styles and forms of challenging choral literature. Emphasis will be placed on performance demeanor, interpretation of styles, and a cappella singing. Attendance at all scheduled performances is required. This group is open to anyone who would like to sing. #Humanities

CHAMBER ENSEMBLE #985 (Fall), #986 (Spring) **0.5 credit**
Chamber Ensemble is an auditioned ensemble of 16-24 voices. This is a select group that performs frequently. Chamber Ensemble members are invited to the ensemble after an audition by the director. These singers will learn the concert choir music and perform with concert choir during concerts in addition to learning and performing the chamber choir music. Singers must maintain a high standard of practice, rehearsal, singing, and performances to remain in the ensemble. Attendance at all scheduled performances is required. #Humanities

MUSIC TECHNOLOGY I #965 **0.5 credit**
This course is designed for all students interested in the study of music with computer technology, especially those who are not involved in a performing ensemble. Students will use the MIDI lab to create original musical compositions, learn basic music theory, and sequence original and pre-existing music. They will listen to, analyze and describe different types of music and make connections between their music and other disciplines. #Humanities

MUSIC TECHNOLOGY II #980 **0.5 credit**
Music Technology II is an advanced course that explores the real world applications of Music Technology using skills and programs learned in Music Technology I. Students will also connect to music history, other disciplines, and create more advanced musical compositions. #Humanities ***Prerequisite: Successful completion of Music Technology I***

PIANO #964 **0.5 credit**
This course is for students who have little or no previous piano/keyboard experience. Students will learn basic piano technique-fingering, reading, playing chord progressions. Students will perform for a grade in front of the class every week. Practice rooms and pianos are always available to students for personal practice. #Humanities

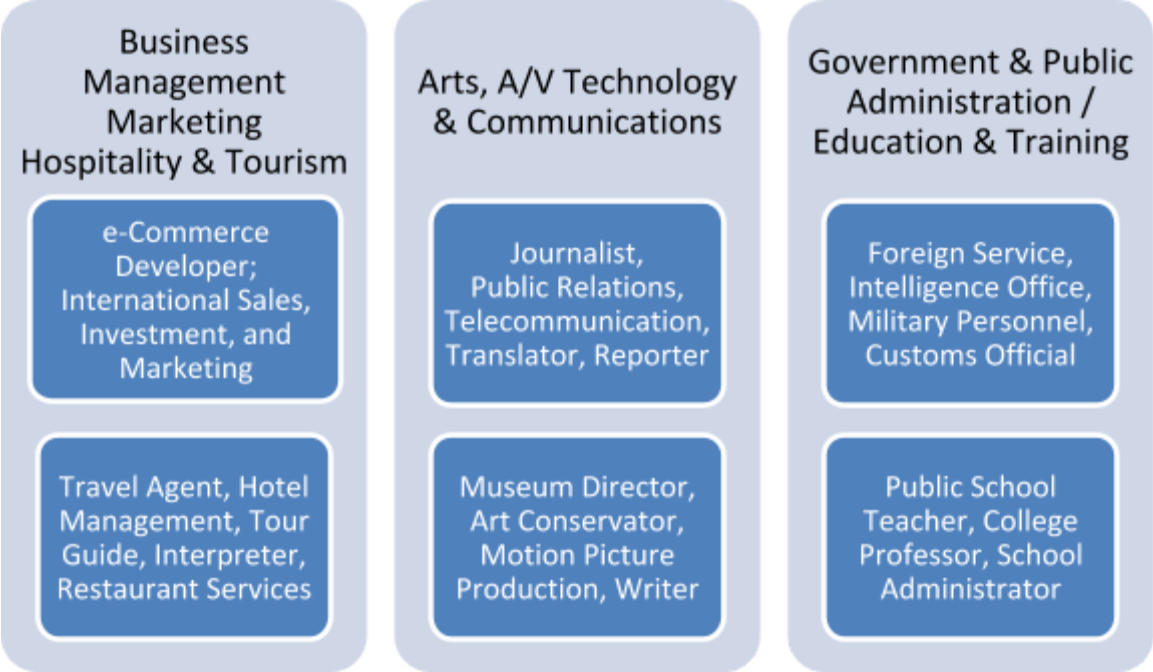
GUITAR #979 **0.5 credit**
The Guitar class is designed to teach the basics of guitar and music reading. Students will be responsible for playing assessments and work in class. The class will be capped at 12 students. #Humanities

WORLD LANGUAGES

The courses offered by the World Language Department are designed to develop communicative proficiency in a foreign language. These sequential courses allow students the opportunity to enhance their skills in the four areas of language learning: writing, reading, speaking, and listening. Students will also gain insight into the culture and people of the language studied in order to function successfully within a global context. Extensive work at each level promotes good oral and written skills and cultural understanding. The use of technology and ancillary materials (Internet resources, CDs, communications platforms, podcasts, workbooks, computer software, and videos) is an integral part of each course of study. Digital communications are an important component at all levels of learning since they support and reinforce the skills needed to communicate in the target language.

Each student must achieve a certain level of success before progressing to the next level of study. In keeping with expanding college requirements, students are encouraged to study a foreign language for a minimum of three years at the high school level. For students who regularly converse in that language in their household with native speakers or who have extensive backgrounds in target language situations, they may be placed in an appropriate course based on a proficiency assessment score that demonstrates mastery of prerequisite content skills.

Learning a foreign language in high school provides **many options for future opportunities** in a wide variety of academic fields and professions. Moreover, current research has clearly demonstrated the wide-ranging benefits of brain development and broadened capacity of people who understand and use multiple languages. **Developing abilities as a multilingual communicator will offer students many options in future endeavors, including:**



FRENCH I #215 (A) **1.0 credit**

This course provides an introduction to the French language. Students will practice rudimentary exchanges in a foreign language and explore the contexts of French language usage. Very basic structures of this language are presented in simple first-contact exchanges and students will interact to relay and understand basic information. Students use the internet and media sources to create projects to increase their knowledge of Francophone cultures and their connections to diverse communities. Students who have studied any world language are encouraged to speak with their counselor regarding their placement in French and the possibility of beginning in French II (A). #Humanities

FRENCH II #225 (A) **1.0 credit**

Students further develop their beginning skills in French by building on the rudiments acquired in novice French. The skills of listening, speaking, reading, and writing French are practiced at the beginner level. Basic structures of French are presented in conversations and situations that encourage active student participation. Students also increase their understanding of and appreciation for Francophone peoples and their cultures. Examples of real world applications and uses of realia are employed to complete class units and projects. #Humanities ***Prerequisite: 70 or better in French I or first year of Middle School French and/or recommendation of teacher.***

FRENCH III #233 (H) **1.0 credit**

This honors French course will allow students to continue the process of communicating in the language while further developing all four language skills. At this level, students compose brief narratives in the present, past, and near future; they will be able to communicate in standard conversational exchanges. With increased communicative possibilities, students explore topics in more depth and with consistent applications to class discussion and personalized writing exercises, such as through letters and journals. Students also explore cultural differences through short readings and films at this level. Use of digital resources is an essential component of this course. #Humanities ***Prerequisite: 90 or better average in Middle School French sequence / French II or 90 or better score on a level II assessment after at least one year of French study and/or permission of teacher.***

FRENCH III #235 (A) **1.0 credit**

Students in this course will continue the pursuit of proficiency acquired in beginning French courses and will use materials and methods similar to those of French III (H). However, the pace is designed to allow students more review opportunities to practice and improve their skills. Use of digital resources is an essential component of this course. #Humanities ***Prerequisite: 70 or better in Middle School French sequence / French II or passing a level II assessment after at least one year of French study and/or permission of teacher.***

FRENCH IV #244 (H) **1.0 credit**

This honors course will enable students to move further into intermediate-level language tasks in speaking, listening, reading, and writing, and to explore more culturally-based situations and materials as they connect to real-world French contexts and speakers. Students continue to develop core vocabulary and control of sentence structures while having more opportunities to engage with resources like songs and videos, short readings, and interactive, creative projects. Students will collaborate and communicate with peers consistently in French and develop a wide base of skills through regular use of the language. Research and class projects will require the use of digital platforms and authentic French resources from the internet. #Humanities ***Prerequisite: 70 or better in French III (H) or 90 in French III (A) and/or recommendation of the teacher.***

FRENCH IV #247 (A) **1.0 credit**

This fourth level course will continue to build upon the foundation of French III. Students continue to develop core vocabulary and control of sentence structures while having more opportunities to engage with resources like songs and videos, short readings, and interactive, creative projects as they connect to real-world French contexts and cultures. Students will work to increase their use of French to collaborate and communicate with peers and develop a wide base of skills through use of the language. Research and class projects will require the use of digital platforms and authentic French resources from the internet. #Humanities ***Prerequisite: 70 or better in French III and/or recommendation of teacher.***

FRENCH V #250 (A) **1.0 credit**

This academic level course in French will enable students to further their skills in the language and to engage with French speakers in a wide variety of contexts and for many communicative needs. Students explore a wide range of topical themes through vocabulary development, readings, and cultural studies that will serve as a basis for oral discussion and written expression. Emphasis will be placed on improving the students' ability to understand, speak, and write French through sources from francophone cultures. #Humanities ***Prerequisite: 70 or better in French IV and/or recommendation of teacher.***

FRENCH V #251 (H) **1.0 credit**

This honors level course in French will enable students to move towards advanced level skills in the language and to engage with French speakers in a wide variety of contexts and for many communicative needs. Students will develop language skills through a variety of culturally based studies that integrate literature, society, and history, and they will explore a wide range of topical themes through vocabulary development, readings, and cultural studies that will serve as a basis for oral discussion and written expression. Students will engage in work that examines such topics as childhood, adolescence, the working world, and contemporary France as they connect to real-world French contexts and speakers. Students will be expected to express themselves in French with thoughtfulness and clarity in an effort to communicate their perspectives, opinions, and thoughts in regular classroom discussions. #Humanities ***Prerequisite: 70 or better in French IV (H) and/or recommendation of teacher.***

ADVANCED PLACEMENT FRENCH LANGUAGE AND CULTURE #249 (AP) **1.0 credit**

The Advanced Placement Program in French Language and Culture is designed for highly motivated and academically talented students who are willing to commit themselves to a college level course demanding considerable time and effort. Students enrolled in this course must be able to demonstrate superior listening, speaking, reading, and writing skills. Students will use understanding of francophone cultures, contexts, and civilizations in informal and formal exchanges and for analytical and presentational tasks. All course work will be conducted in French. The course of study is established by the Advanced Placement Program of the College Entrance Examination Board and culminates in an exam in May through which students may earn college credits. #Humanities ***Prerequisite: 80 or better in French V (H) and/or recommendation of teacher.***

SPANISH I #261 (A) **1.0 credit**

Students enrolled in Spanish I will be introduced to the study of a foreign language and will acquire basic everyday skills in reading, writing, listening, and speaking in the target language. In order to promote oral proficiency, the course will focus on relevant everyday exchanges. Various cultural connections will be made to students' learning and lives in order to broaden their world view. Students who have studied Spanish previously are encouraged to speak with their counselor about placement into Spanish II. #Humanities

SPANISH II #273 (A) **1.0 credit**

In this course, students will build upon their foundation from Spanish I. Through a variety of communicative activities, students will practice the skills of reading, writing, speaking, and listening in order to expand their oral proficiency and promote the relevance of Spanish in their lives. Students will increase their appreciation of Spanish-speaking peoples and their cultures. #Humanities ***Prerequisite: 70 or better in Spanish I (A) or first year of Middle School Spanish and/or recommendation of teacher.***

SPANISH III #271 (H) **1.0 credit**

This honors course will allow the language student to improve his/her communicative proficiency in Spanish while further developing all four language skills: reading, writing, listening, and speaking. At this level, students will compose and understand narratives in the past, present, and simple future. They will also communicate comfortably in everyday conversational exchanges. With their growing language skills, students will explore topics through classroom discussion and personalized writing exercises. Students at this level will relate new cultural readings and multimedia presentations to their in-class vocabulary and grammatical learning in order to make more concrete the connection between the classroom and the real world. #Humanities ***Prerequisite: 90 in Middle School Spanish sequence or Spanish II and/or recommendation of teacher.***

SPANISH III #274 (A) **1.0 credit**

Students in this course will continue the pursuit of proficiency in the four areas of language learning through their use of materials and methods similar to those used in Spanish III (H). However, the pace of this course will be slower than its honors-level counterpart in order to allow students who need more review the opportunity to practice and improve their skills. The initial review, slower pace, and close in-class attention offered in this class will assure that students acquire a solid foundation. #Humanities ***Prerequisite: 70 or better in Middle School Spanish sequence or Spanish II and/or recommendation of teacher.***

SPANISH IV #281 (H) **1.0 credit**

Within a cultural framework and through a careful examination of challenging grammatical concepts, verb tenses, and an expansion of students' working vocabulary, this honors Spanish course will develop students' reading, writing, listening, and speaking skills. Spanish IV (H) will place emphasis on grammatical accuracy and correct language usage both in students' writing and speaking. Students will express themselves primarily in Spanish on a variety of topics within a variety of situations. The rigor of this course is intended to prepare students either for Spanish V (H) or for AP Spanish Language. #Humanities ***Prerequisite: 70 or better in Spanish III (H) or 90 in Spanish III (A) and/or recommendation of teacher.***

SPANISH IV #283 (A) **1.0 credit**

Students in this course will continue the pursuit of proficiency in the four areas of language learning. Using the methods and the materials of the Spanish IV (H) course, students in Spanish IV (A) will move at a slower pace in order to improve their written accuracy and develop their confidence in the use of oral language, expectations of both level IV courses. Work done in Spanish IV (A) will prepare students for the more challenging language and cultural studies of Spanish V (A). #Humanities ***Prerequisite: 70 or better in Spanish III and/or recommendation of teacher***.

SPANISH V #292 (H) **1.0 credit**

This honors Spanish course will provide students with an intensive and deliberate study of Spanish grammar and vocabulary so that they may further develop their skills in the four areas of language learning: reading, writing, listening, and speaking. Though great emphasis in this course will be placed on oral expression and conversation, the main focus of the course cultivates a relationship among the four skills of language learning. Students in Spanish V (H) will study and practice grammatical concepts, verb tenses, and vocabulary sets through reading, writing, listening, *and* speaking so that they may become well-rounded producers of natural, spontaneous language. The grammatical concepts and vocabulary sets studied in this course will be drawn from art, literature, cultural phenomena, society, and student-generated themes so that students may relate their language learning to a concrete, real world. The combination of careful language study and cultural exploration offered by Spanish V (H) will prepare students for enrollment in the AP Spanish Language course. #Humanities ***Prerequisite: 70 or better in Spanish IV (H) or 90 in Spanish IV (A) and/or recommendation of teacher.***

SPANISH V #277 (A) **1.0 credit**

Students in this course will continue the pursuit of proficiency in the four areas of language learning through the reading of authentic short stories and dramatic texts, articles, and cultural and historical passages. Though emphasis in this course will be placed on improving the students' ability to read and write accurately, the main focus of the course will be to develop the students' auditory and oral proficiency. Spanish will be spoken in class, both by the teacher and by students, in order to promote comfortable oral communication as well as greater cultural awareness and understanding of the Spanish-speaking world. Work done in Spanish V (A) will prepare students for the more challenging language and cultural studies of Spanish VI (H). #Humanities ***Prerequisite: 70 or better in Spanish IV and/or recommendation of teacher.***

SPANISH VI #282 (H) **1.0 credit**

Students in this advanced-level honors course will further develop their language skills through a variety of culturally-based studies that integrate art, literature, history and, above all, society. This final course will emphasize grammar review and practice, but the main goal of the course will be to develop a stronger, more comfortable, and more natural level of verbal communication in Spanish. This is a participation-based course and will be conducted in Spanish, both by the teacher and by the students. Students will also develop a deeper interest in, and personal connection to, the Spanish-speaking cultures studied in previous courses. This course will be a culmination of the SHS language experience and will explore the many facets of the Spanish-speaking world, such as music, film, art, cuisine, recreational activities, social issues, and current events in order to prepare students to become global citizens. #Humanities ***Prerequisite: B or better in Spanish V (A) C or better in 5(H) and/or recommendation of the teacher.***

AP SPANISH LANGUAGE AND CULTURE #294 (AP) **1.0 credit**
AP SPANISH LITERATURE #295 (AP) **1.0 credit**

The Advanced Placement Program offers two Spanish courses: AP Spanish Language and Culture and AP Spanish Literature. Each course is intended for qualified and academically talented students who are willing to commit themselves to the rigor of a college-level course. Students enrolled in either of these courses must demonstrate superior reading, writing, listening, and speaking skills. Students enrolled in either AP course will use only Spanish in all course work. The course of study for each class is established by the Advanced Placement Program of the College Board and culminates in an exam in May through which students may earn college credits. #Humanities ***Prerequisite: For AP SPANISH LANGUAGE AND CULTURE, 80 or better in Spanish IV or Spanish V (H); for AP SPANISH LITERATURE, 80 or better in AP Spanish Language or Spanish V (H) and/or recommendation of the teacher.***

AMERICAN SIGN LANGUAGE 1 #201 (A)	**Fall**	**0.5 credit**
AMERICAN SIGN LANGUAGE 2 #202 (A)	**Spring**	**0.5 credit**
AMERICAN SIGN LANGUAGE 3 #203 (A)	**Fall**	**0.5 credit**
AMERICAN SIGN LANGUAGE 4 #204 (A)	**Spring**	**0.5 credit**

American Sign Language is the language of an estimated 500,000 to two million speakers in the US alone. More and more universities are accepting ASL credit as "Other World Language" credit from high school students. More than 180 currently consider ASL as worthy of credit towards college admission. In these semester courses, students will acquire an "other" world language; develop an appreciation and understanding of the culture of Deaf Americans; assess and apply knowledge of current issues both between hearing and Deaf cultures; and understand the development of American Deaf culture. Students will be able to successfully communicate with hearing and Deaf individuals using American Sign Language and acquire and utilize the linguistic skills, patterns and vocabulary of ASL. #Humanities

Prerequisite for ASL 2: Successful completion of ASL 1 and teacher recommendation
Prerequisite for ASL 3: Successful completion of ASL 2 and teacher recommendation
Prerequisite for ASL 4: Successful completion of ASL 3 and teacher recommendation

LIFE EDUCATION

Careers in Life Education/Physical Education

Athletic Trainer	Nutritionist	Recreation Supervisor
Bacteriologist	Occupational Therapist	
Chiropractor	Orthopedic Surgeon	Social & Human Services Assistant
Dental Technician	Osteopath	Social Worker
Dentist	Physical Therapist	Substance Abuse Counselor
Epidemiologist	Physician's Assistant	Behavioral Abuse Counselor
Laboratory Technician	Practical Nurse	Physical/Health Educator
Lifeguard	Public Health Educator	Virologist
Mental Health Counselor	Public Health Engineer	X-ray Technician
Marriage and Family Therapist	Recreation Leader	

LIFE EDUCATION I #482 (A) **Grade 10** **0.5 credit**

Life Education I must be taken and passed by all students during the sophomore year. Any Junior or Senior who has not previously satisfied the Life Education requirement must complete the program to be eligible for graduation. Life Education is a comprehensive health curriculum, which highlights Wellness Promotion, Effective Communication, Interpersonal Skills, Substance Abuse Prevention, Adult C.P.R., First Aid and other related topics. The Human Sexuality and A.I.D.S. Education component of the course is not mandatory.

LIFE EDUCATION II #492 (A) **Grade 11 or 12** **0.5 credit**

Life Education II will be open to students who have a prerequisite of a passing grade in Life Education I. Students enrolled in Life Education II will have the opportunity to study, in depth, current events and issues relating to Health, Family Life, Sociology, Psychology and Science. These events and issues will be examined for their impact on life in our community, on each student as an individual and on the family unit. This will be a student-centered course in which students will be encouraged and guided to lead discussions, debate, solicit opposing viewpoints and conduct interviews regarding health related topics. Students will learn in an inclusive and collaborative environment. ***Prerequisite: Life Education 1***

TEEN LEADERSHIP #483 (A) **Grades 10-12** **0.5 credit**

Students in Teen Leadership will take part in a program designed to develop leadership and professional skills. They will work on developing healthy self-concept and healthy relationships while learning to understand the concept of personal responsibility. Students will model skills related to emotional intelligence including self-awareness, self-control, self-motivation and social skills. Students will improve skills related to communication and problem solving while working in groups. Teen Leadership is designed for any student that is seeking to improve leadership and life skills that will help them be successful in future endeavors.

PHYSICAL EDUCATION

Careers in this path have a focus on sport, the human body and movement. Some career paths include: Yoga Instructor, Personal Trainer, Physical Therapist, Athletic Coach, Kinesiologist, Camp Director, Chiropractor, Recreation Leader, Practical or Registered Nurse, X-ray Technician, Public Health Educator, School Health Educator, Sports Management, Sports Reporter, Occupational Safety Instructor, Activities Director – School / Senior Center, Psychologists, Epidemiologist, Athletic Trainer, Athletic Director, Microbiologist, Professional Athlete, Sports Broadcaster, Referee, Paraprofessional, Occupational Therapist, Special Education Teacher. All students are required to earn 1.0 credit in Physical Education to fulfill the graduation requirement. **While adhering to course prerequisites, students must choose two different .50 credit Physical Education courses offered in order to meet the requirement. Once a student earns 1.0 Physical Education credit, P.E. courses may be repeated for additional elective credit.**

FIT FOR LIFE #052 Grades 9-12 0.5 credit

Students will participate in life-long activities such as tennis, badminton, ultimate Frisbee, aerobics, bowling, hiking, Frisbee golf, yoga, dance fitness, weight training and power walking. Students will learn to perfect strategies and skills for each of the activities. During the power walking/hiking unit students will use pedometers to track steps, calories and distance traveled. Students will also learn the importance of monitoring heart rate during activity and the importance of remaining physically active outside of SHS. During the personal fitness portion of the class, students will be evaluated by the instructor regarding overall physical fitness. The instructor will then design and apply an individual fitness program regimen to meet individual student needs. This regimen will include fitness related activities as well as nutritional information for healthy eating. Students will obtain the information needed to live a healthy lifestyle outside of school that benefits their overall fitness.

PERSONAL FITNESS #056 Grades 9-12 0.5 credit

This course is designed for students interested in completing physical fitness routines that target weight loss, muscle toning, body building, and/or athletic training. Students will create and perform workouts designed to target specific areas of fitness that will help them work towards a fitness goal or prepare them for an individual or team sport. Students with prior experience in weight training, cardiovascular endurance, and/or athletic training routines will work to maintain or increase their level of physical fitness in either a variety of, or in a specific area of fitness. This course also offers an opportunity for those athletes who are out of season to continue to stay physically fit.

SPORTS CONCEPTS #072 Grades 9-12 0.5 credit

During this Physical Education course students will engage in a variety of team sports. Those sports will include but will not be limited to basketball, flag football, ultimate Frisbee, volleyball, badminton, softball, soccer and lacrosse. An emphasis will be put on strategy and advanced technique and applying those skills and strategies to a game setting. Students will be assessed on their ability to apply the particular skills and strategies in a game setting. Students will get the opportunity to engage in physical activity during the school day in hopes of continuing to promote an active lifestyle. Students interested in a wellness pathway in their post graduate decisions will benefit from this course.

ADVANCED SPORTS CONCEPTS #075 Grades 9-12 0.5 credit

The Advanced Sports Concepts course provides students the opportunity to be physically active at a more competitive pace while developing the advanced skills necessary to participate in a variety of individual and team sports. This course is designed for all students at Suffield High School who wish to participate in team sports in a competitive setting. This course provides students who participate in team sports, as well as those who do not participate in a school sport, an opportunity to compete. Advanced Sports Concepts may also provide students the opportunity to experience what it may be like to participate in an intramural sports program outside of high school. Students will have the opportunity to give input on activities they would like to focus on for the duration of the course. Units will be extended resulting in longer tournaments, more competitive play, and advanced skill/knowledge of the unit. The sport education teaching model will be used in this course allowing students a chance to play the role of coach, player, official etc. The program also focuses on developing personal and social skills while being active and competing in these activities. Example activities may include, but are not limited to; tennis, softball, flag football, ultimate frisbee, floor-ball, speed-ball, basketball, badminton, and volleyball.

Prerequisite: ***Sports Concepts***

YOGA #080 Grades 9-12 0.5 credit

This course provides the student the opportunity to learn and practice yoga with an in-depth emphasis on proper form and alignment. Students will also learn about yoga history, and philosophy. Throughout the semester students will learn and realize the many health benefits, both physical and mental from continued yoga practice.

UNIFIED PHYSICAL EDUCATION #055 Grades 9-12 0.5 credit

This Adaptive PE course is open to all students who are interested in participating in an integrated approach to Physical Education utilizing the natural positive interactions between students of all skill levels as a way to increase physical education and social skill development while also encouraging meaningful interactions between all students. Students will gain knowledge and the skills necessary to create and foster an inclusive school community that promotes acceptance, respect and sensitivity. The physical education component will focus on lifetime activities that promote fitness through the exposure to a wide variety of adapted team sports and fitness activities.

Prerequisite: Recommendation of PE or Special Education Teacher

MATHEMATICS

The mathematics curriculum is structured to prepare student for an ever changing world involving numbers, calculations, analysis, and critical thinking skills. Almost every career includes a mathematical component in order to do the job correctly. The department philosophy reflects an importance for students to be knowledgeable in all facets of mathematics, including geometry, statistics, functions, algebra, and modeling. Students are guided in a sequence of courses which is most appropriate for them and is influenced by their aptitude, desires, and previous performance. We offer various levels of Mathematics courses: Academic, Honors, and Advanced Placement (AP)

Careers in Mathematics

Statistician	Actuary	Math Teacher	Business Analyst
Economic Analyst	Financial Analyst	Investment Manager	Market Researcher
Accountant	Computer Scientist	Engineer	Surveyor
Product Developer	Chemist	Forensic Analyst	Physician

Prerequisites are noted for each course. While a 60 does grant credit toward graduation, upgrading a 60 to a 70 or better through summer school is recommended before going on to the next course. Currently, four mathematics credits are required for graduation.

Additional Notes:

- In certain instances, students can double up on math courses (take two math classes in the same year). This is typically done with a combination of Geometry and Algebra 2 and also with combining a statistics course with Precalculus or Calculus. Please consult with your math teacher with questions.
- Graphing calculators are an integral part of the mathematics curriculum at Suffield High School. The recommended models are as follows: Texas Instruments TI-83+. TI-84+, or TI-83+/84+ CE/Silver Editions.

Typical Course Sequences in Mathematics

	Pathway 1	**Pathway 2**	**Pathway 3**
Freshman	Algebra IA	Algebra I	Geometry
Sophomore	Algebra IB	Geometry	Algebra II
Junior	Geometry	Algebra II	Pre-calculus *Or* Any statistics course
Senior	Algebra II *Or* Any statistics course	Pre-calculus *Or* Any statistics course	AP Calculus *Or* Any statistics course *or* Intro to calculus

ALGEBRA IA #300 (A) **1.0 credit**

Algebra 1A (Intro to Algebra) is designed to cover the first half of the Algebra I curriculum. Topics Foundations of Algebra, Solving Equations, Solving Inequalities, Introduction to Function, Linear Function, Systems of Equation & Inequality There is a strong emphasis on real world applications. The graphing calculator is used to facilitate the understanding of course concepts. #STEM

ALGEBRA IB #301 (A) **1.0 credit**

Algebra 1B (Advanced Algebra) will briefly review first half of the algebra 1 curriculum and cover the second half of algebra 1 completely. The course will cover Exponents & Exponential Function, Polynomials & Factoring, Quadratic Function & Equation, Radical Expression and Equation, Rational Expression and Function, & Data Analysis and Probability. #STEM ***Prerequisite: 1.0 Credit in Algebra IA or teacher recommendation***

ALGEBRA I #311(A), #351(H) **1.0 credit**

This course includes solution of linear and quadratic equations and problem solving. Two variable equations are studied through graphs, systems of equations, and real life applications. Polynomial operations and properties of exponents will also be studied. Functions are introduced along with statistical models. Course content progresses from the solution of linear equations, to the use of simplification of radicals for the solution of quadratic equations, and includes the study of relations, functions and their graphs in problem solving situations. #STEM

GEOMETRY #321(A), #352(H) **1.0 credit**

This course presents the study of figures in two and three dimensions dealing with measurement, properties and relationships of points, lines, angles and closed figures using inductive reasoning. Deductive reasoning and analytical thinking are developed as this course progresses. Coordinate geometry and the trigonometry of the right triangle as related to similarity will be included. An introduction to Euclidean transformations and vectors may be included as time permits. #STEM ***Prerequisite: 1.0 Credit in Algebra I or Algebra 1B***

ALGEBRA II #331(A), #353(H) **1.0 credit**

This course builds on the basic concepts developed in Algebra I, studying them at more advanced levels and expanding them to include operations within the Real Number and Complex Number systems. Students will be introduced to more advanced analysis of functions i.e. higher order polynomials and the solution of their equations, the inverse functions such as the exponential and logarithmic functions, the solution of quadratic systems, determinants and matrices. Conic sections, probability, and sequences and series will be introduced, time permitting. The topics studied here form the foundation needed in order that future math pursuits be successful. An 80 or better in Algebra II will indicate good potential for success in future Math courses. #STEM ***Prerequisite: 1.0 Credit in Algebra 1 and 1.0 Credit in Geometry***

PRECALCULUS #341 (A), #354 (H) **1.0 credit**

This course is designed for students with a strong interest and background in Mathematics who foresee Calculus as part of their career preparation. Study focuses on polynomial, rational, power, exponential, logarithmic, absolute value, greatest integer, wrapping, circular and trigonometric functions, their applications, and equations/graphs. The analytic geometry of the conic sections including lines, circles, ellipses, parabolas and hyperbolas will also be investigated. An introduction to vectors and their applications, the polar plane, the trigonometric representation of a complex number, powers/roots of complex numbers, and a brief introduction to calculus will be included as time permits. This course places greater emphasis on theory and approaches the pace of a similar college course. #STEM

Prerequisite: 1.0 Credit in Algebra II and teacher recommendation

PROBABILITY & STATISTICS #376 (A) **1.0 credit**

This course is intended for students whose interests lie not only in mathematics but also in the social, physical, and life sciences. Topics include observing patterns and departures from patterns, deciding what and how to measure, producing models using probability theory and simulation, and confirming models. This course adheres to the philosophy and methods of modern data analysis with an emphasis on technological practices. #STEM

Prerequisite: 1.0 Credit in Geometry

STATISTICS #378 (H) **1.0 credit**

The purpose of this statistics course is to introduce students to the major concepts and tools for collecting, analyzing and drawing conclusions from data. Students are exposed to four broad conceptual themes:

- Exploring Data: Describing patterns and departures from patterns
- Sampling and Experimentation: Planning and conducting a study
- Anticipating Patterns: Exploring random phenomena using probability and simulations
- Statistical Inference: Estimating population parameters and testing hypotheses

This course is intended for students whose interests lie not only in mathematics but also in the social, physical, and life sciences. This course adheres to the philosophy and methods of modern data analysis with an emphasis on technological practices. #STEM ***Prerequisite: 1.0 Credit in Algebra II***

ADVANCED PLACEMENT STATISTICS #377 (AP) **1.0 credit**

The purpose of the AP course in statistics is to introduce students to the major concepts and tools for collecting, analyzing and drawing conclusions from data. Students are exposed to four broad conceptual themes:

Exploring Data: Describing patterns and departures from patterns

- Sampling and Experimentation: Planning and conducting a study
- Anticipating Patterns: Exploring random phenomena using probability and simulations
- Statistical Inference: Estimating population parameters and testing hypotheses

As with all of the College Board's advanced placement courses at Suffield High School, students are required to take the AP exam. #STEM ***Prerequisite: 1.0 Credit in Honors Algebra II and teacher recommendation***

INTRODUCTION TO CALCULUS #347 (H) **1.0 credit**

This course is designed for students who anticipate taking a full year or more of calculus at the college level. Study will include a rapid review of functions from a more advanced standpoint. Limits and continuity, and differential and integral calculus (to include polynomial, trigonometric, exponential, and logarithmic functions) form the basis of this course. An introductory study of descriptive and inferential statistics is made including its relation to and use of probability. #STEM ***Prerequisite: 1.0 Credit in Precalculus***

ADVANCED PLACEMENT CALCULUS AB #346 (AP) **1.0 credit**

This college level course includes all topics on the Advanced Placement Calculus AB syllabus and beyond. Students will be prepared to take the Advanced Placement Calculus AB examination in May for which they may receive credits and/or advanced standing at the college they subsequently attend. Included in this course is a brief review of functions and trigonometry. The focus of study then covers limits and continuity, derivatives and their applications, integration techniques and their applications, including attention to polynomial, trigonometric, exponential, and logarithmic functions. #STEM ***Prerequisite: 1.0 Credit in Honors Precalculus***

ADVANCED PLACEMENT CALCULUS BC #356 (AP) **1.0 credit**

This course is intended for students who have a thorough knowledge of analytical geometry and elementary functions in addition to college preparatory algebra, geometry and trigonometry. BC Calculus is equivalent to **two** semesters of college calculus and is considerably more comprehensive than AB Calculus. This course includes all AB Calculus topics plus parametric, polar, and vector functions, slope fields, Euler's method, L'Hopital's Rule, additional techniques for antiderivation and polynomial approximations and series. #STEM ***Prerequisite: 1.0 Credit in Honors Precalculus and teacher recommendation***

COMPUTER SCIENCE

INTRODUCTION TO PROGRAMMING #370 (A) **0.5 credit**

This is the first course in programming. The main objective of this course is to provide a solid programming base and learn a beginning programming language in the process. Students will get a feel for what a career in programming has to offer. The skills learned in this course are applicable to any programming language. The course includes input /output techniques, assignment statements, and all the basic control structures for looping and decision-making. The use of subroutines and parameter passing is developed from the beginning. Basic data structures, one-dimensional arrays, user-defined functions, and the scope of variables in a block structures program will be learned. Primary focus will be placed on making programs readable and modular. #STEM
Prerequisite: 1.0 credit in Algebra I

PROGRAMMING WITH HTML #372 (A) **0.5 credit**

This course focuses on designing websites from the ground up with HTML. Topics in this course include learning the HyperText Markup Language, using special graphics software, Internet security, making forms, cascading style sheets, and ethical issues related to websites. Maintenance and an introduction to other internet-related languages will also be covered. #STEM ***Prerequisites: 1.0 credit in Algebra I***

PROGRAMMING WITH JAVA #371 (A) **1.0 credit**

Delve into computer programming with the JAVA language. This course takes the concepts learned in Introduction to Programming and applies them to JAVA. Students will move up to a new level of programming with additional topics, such as the use of pointers, linked lists, stacks, queues, binary trees, object orientation, and multidimensional arrays. Also included are searching and sorting techniques as well as using recursive procedures. Proper programming technique will be stressed from the beginning. #STEM ***Prerequisite: .5 credit in Introduction to Programming or .5 credit in Programming with HTML***

ADVANCED PLACEMENT COMPUTER SCIENCE PRINCIPLES #373 (AP) 1.0 credit

The AP Computer Science Principles course is designed to be equivalent to a first-semester introductory college computing course. In this course, students will develop computational thinking skills vital for success across all disciplines, such as using computational tools to analyze and study data and working with large data sets to analyze, visualize, and draw conclusions from trends. The course engages students in the creative aspects of the field by allowing them to develop computational artifacts based on their interests. Students will also develop effective communication and collaboration skills by working individually and collaborative to solve problems, and will discuss and write about the impacts these solutions could have on their community, society, and the world. #STEM ***Prerequisite: 1.0 credit in Algebra I***

ADVANCED PLACEMENT COMPUTER SCIENCE #393 (AP) 1.0 credit

This college level course in computer science adheres to the Advanced Placement Computer Science syllabus. The course emphasizes programming methodology, with a concentration on problem solving and algorithm development, as well as the study of data structures and abstraction. Applications and case studies will be used to connect the various topics. Practice exams will be used and students will be required to take the Advanced Placement Computer Science A or AB examination as their background permits in order to earn college credit and/or attain advanced status at the college or university they subsequently attend. #STEM ***Prerequisite: Introduction to Programming or Programming with HTML or Math teacher recommendation.***

SCIENCE

By the end of Grade 12, all students at Suffield High School will demonstrate and apply scientific principles and process skills in order to identify, analyze, and address real world problems. Scientific literacy is a necessity for all our citizens to develop a coherent and scientifically-based view of the world around them. It rests on a "view of science as both a body of knowledge and an evidence-based, model and theory building enterprise that continually extends, refines, and revises knowledge." (NRC Framework). Our grades 9-12 science curriculum have gone through a complete metamorphosis over the last three years. It has been redesigned around the Next Generation Science Standards (NGSS). These national standards were recently adopted by the state of Connecticut. The standards are based on 8 science and engineering principals (SEPs).

NGSS Science and engineering principles

1. Asking questions (for science) and defining problems (for engineering)
2. Developing and using models
3. Planning and carrying out investigations
4. Analyzing and interpreting data
5. Using mathematics and computational thinking
6. Constructing explanations (for science) and designing solutions (for engineering)
7. Engaging in argument from evidence
8. Obtaining, evaluating, and communicating information

These 21st century skills have become the primary emphasis of our curriculum. The days where teacher pedagogy is dedicated to the presentation of content are now a part of SHS history. The present day goal is for students to reach a high level of proficiency in NGS skills by the end of high school. To accomplish this, students will actively engage in experiences that blend grade level content with these essential skills. As students progress through high school, the depth of these skills and rigor with which they are applied increases dramatically.

Freshman year curriculum is created to provide a base that students use to scaffold their four years of science learning. As the curriculum builds on itself, it is HIGHLY recommended that students follow the

college bound path presented below. **Please note that flexibility and choice expand significantly AFTER freshman year.** For graduation all students are required to have: three credits in science, including at least one credit in life science and at least one credit in physical science; and one credit in a STEM elective.

SCIENCE COURSES AND LEVELS

411H, 413A	Environmental Physics and Chemistry	Grade 9
421H, 423A	Biology	Grade 10
426H, 424A	Agriscience Biology	Grade 10
431H, 433A	Chemistry	Grade 10, 11
441H, 443A	Physics	Grade 11, 12
461A	Environmental Science	Grade 10, 11, 12
462ECE	ECE Environmental Science	Grade 10, 11, 12
450AP	AP Biology	Grade 11, 12
430AP	AP Chemistry	Grade 11, 12
444AP	AP Physics 1	Grade 11, 12
455A	Astronomy	Grade 10, 11, 12
465A	Forensics	Grade 10, 11, 12

Following this path students will engage in experiences that stimulate their interests and prepare them for colleges, careers, and citizenship. Today's graduates must be prepared to recognize the rapid changes occurring in our world and the impacts on their lives if they are to implement effective change.

In all courses students will explore the three dimensions of learning science: cross cutting concepts; science and engineering practices; and disciplinary core ideas. Students will use these three domains to build proficiency in the four domains of science: Physical Science, Life Science, Earth and Space Science, and Engineering Design.

Honors vs Academic

Science courses provide a variety of experiences geared toward Honors and Academic students. All science courses utilize laboratory activities and develop critical thinking skills. Academic and Honors courses are designed for students planning higher education. Honors courses are open to students with high motivation and independent work ethic. Students in Honors sections should expect to have more challenging work in greater amounts, to use higher levels of math and reading, and work at a faster pace. Students are recommended for Honors courses using specific prerequisites. These prerequisites are listed under each course below.

Students must also meet the science academic expectation by meeting proficiency on the Science section of the NGSS science test Junior year, enrolling in an after school remedial course, or completing a science individualized learning project.

Future career paths in Science

Physical Sciences	Health Fields	Engineering	Chemistry	Environmental
Astronomy	Biochemist	Agricultural	Nuclear Chemistry	Soil Science
Astrophysics	Food	Biomedical	Food Chemistry	Forestry
Materials Science	Science/Nutritionist	AI	Polymer Science	Horticulture
Sensor Science	Nursing	Chemical	Crystallography	Hydrology
Transportation	Medicine	Mechanical	Forensic Chemistry	Marine Science

Systems Fiber-optics Nanotechnology Optics Photonics GIS Telecommunications	Geneticist Genomics Pharmaceuticals Neuroscience Plant Science DNA Analyst	Environmental Nuclear Aerospace Computer Electrical	Waste Management Fossil Fuels Personal Care Water Chemist	Paleontology Meteorology Air Quality Sustainability Ecologist Entomology

ENVIRONMENTAL PHYSICS AND CHEMISTRY #411(H), 413(A) **1.0 credit**

The future of the earth and human beings' place will depend on our ability to use and understand all of its systems. Our level of success will lie in our ability to identify essential problems, develop relevant investigations, and revise and modify solutions using further analysis of computations and models. EPAC will enable students to attain a more holistic level of proficiency that will enable students to explore deeper and more rigorous applications embedded in grades 10-12. #STEM

Further, the EPAC class curriculum is designed to provide students with a base in the Science and Engineering Principals from which all other classes grow. The ultimate goal of the freshman curriculum is to provide a high level of proficiency in the Science and Engineering Principals (SEPs) and a critical stepping stone to all 10-12 science classes. This student centered course is a blend of physics, chemistry, and environmental science that utilize laboratory investigations and activities, scientific technology, mathematical computations, collaboration, argumentation, and models and simulations.

Prerequisites for honors level teacher recommendation**:**

a. Proficiency in 8th grade SEP/NGS skills and competencies
b. 90 average or better in 8th grade science
c. Participates in all challenge level assessments
d. Algebra I with at least an 85 average, Pre-Algebra I with at least a 90 average.
e. No missing or late assignments throughout 8th grade science

Prerequisites for concurrent EPAC and Honors Biology**:**

a. Meets each of the above criteria
b. 97 or better in 8th grade science
c. 97 or better in both Algebra and Geometry H
d. Completes statement of purpose by February 28 deadline
e. Meets with relevant high school parties during May interview period

BIOLOGY I #421 (H), 423 (A) **1.0 credit**

Biology is the study of life and living things. Our entire world is comprised of complex life that interacts with the physical environment. Throughout this course, students explore patterns found among living organisms. Basic themes addressed include biochemistry, cell biology, genetics, evolution, ecology, classification, the human body, and botany. Laboratories provide students with hands-on activities that improve their experimental research methods and enhance their understanding of the biological world. #STEM

Prerequisites for honors level teacher recommendation**:**

a. Proficiency in Environmental Physics and Chemistry SEP/NGS skills and competencies
b. 80 average or better in Honors EPAC OR a 90 average in Academic EPAC
c. Above average grades in Math
d. Higher level reading skills

Prerequisites for academic level teacher recommendations:

a. Proficiency in Environmental Physics and Chemistry SEP/NGS skills and competencies

AGRISCIENCE BIOLOGY I #424 (A) #426 (H) **1.0 credit**

This course is intended for students in the Agriscience program, and serves as their Biology I and Agriscience II course. Biology is the study of life and living things. Our entire world is composed of complex life and its interactions with the surrounding environment and agricultural systems. Throughout this course students explore patterns found among living organisms as they relate to the agricultural industry. Basic themes addressed include biochemistry, cell biology, genetics, evolution, ecology, classification, natural resources, plant science, animal science, and biotechnology in agriculture. #STEM

Laboratory experiences are designed to provide opportunities for students to investigate their living world and the world of agriculture, as well as to improve student understanding of quality experimental research methods used in the field of agriculture. Students are expected to fulfill their Agriscience service and public speaking requirements through a variety of projects assigned in class.

Prerequisites for honors level teacher recommendation**:**

a. Proficiency in Environmental Physics and Chemistry SEP/NGS skills and competencies
b. 80 average or better in Honors EPAC OR a 90 average in Academic EPAC
c. Above average grades in Math
d. Higher level reading skills

Prerequisites for academic level teacher recommendations:

a. Proficiency in Environmental Physics and Chemistry SEP/NGS skills and competencies

CHEMISTRY #433 (A) #431 (H) **1.0 credit**

Chemistry is a study of the fundamental structure of matter that serves as a basic understanding of science needed in today's world. It is a study of matter, energy, atomic and molecular structure, composition, bonding, the periodic law, chemical equations, acid-base reactions, solutions, gas laws, equilibrium, electrochemistry, and nuclear reactions. The course is designed to foster scientific literacy by using real-life examples and case studies that allow students to use the concepts and skills of chemistry to make informed decisions about current issues and situations. Students will be expected to communicate in a variety of ways the results of their research and investigations. A major part of Chemistry is extensive laboratory experiences in which students will design experiments, control variables, conduct safe investigations, and analyze data. All college bound students are expected to complete a course in Chemistry. #STEM

Prerequisites for honors level teacher recommendation**:**

a. Proficiency in Environmental Physics and Chemistry; Biology I SEPs/NGS skills and competencies (or concurrently taking Biology I)
b. 80 or better in Honors Biology, 90 or better in Academic Biology
c. 80 or better in Algebra I (above average math and reading ability)

Prerequisites for academic level teacher recommendations:

a. Proficiency in Environmental Physics and Chemistry; Biology I SEPs/NGS skills and competencies

PHYSICS #441(H), 443 (A) **1.0 credit**

Physics is one of the core sciences. It studies many aspects of the physical world around us, things that you have been interacting with for years, but may not have been aware of. Physics focuses on the concepts of linear motion, such as driving, and projectile motile motion, when object are tossed, kicked or launched. Physics also studies momentum, impulse and forces, all of which are all related to collisions. Other topics include magnetism electrostatics, electrodynamics, power generation, alternating and direct electric current, sound waves, lasers, optics, light and mirrors. Physics is a lab science and as such a majority of the course is lab work. This includes experimentation, data analysis, and written communication of lab results. Math on primarily and Algebra level is used to explain and support the concepts of physics throughout the year. It is recommended that all students planning to pursue a scientific career should take physics. Honors students are expected to complete extensive projects, be independently motivated, and have high-level math ability. #STEM

Prerequisites for honors level teacher recommendation**:**

a. Proficiency in Environmental Physics and Chemistry; Biology I SEPs/NGS skills and competencies
b. 80 or better in Chemistry, Proficiency in Algebra II.

Prerequisites for academic level teacher recommendations:

a. Proficiency in Environmental Physics and Chemistry; Biology I SEPs/NGS skills and competencies
b. Proficiency in Algebra II

ADVANCED PLACEMENT BIOLOGY #450 (AP) **1.0 credit**

The AP Biology curriculum centers on inquiry-based learning of concepts and content surrounding 4 "big ideas". 1. The process of evolution drives the diversity and unity of life. 2. Biological systems utilize free energy and molecular building blocks to grow, to reproduce, and to maintain dynamic homeostasis. 3. Living systems store, retrieve, transmit, and respond to information essential to life processes. 4. Biological systems interact; and, these systems and their interactions possess complex properties. In order to foster a deep level of understanding of these "big ideas", an emphasis is placed on research methods to include experimentation, reasoning skills, and data analysis. Students become adept at designing and conducting their own experiments, collecting their own data, and statistically analyzing their own results. The teacher serves as the facilitator while the students develop as independent thinkers and learners, especially in the area of laboratory investigations. AP Biology is open to Juniors recommended by their Biology teacher. #STEM

Prerequisites for AP level teacher recommendation**:**

a. Proficiency in Environmental Physics and Chemistry; Biology I SEP/NGS skills and competencies
b. 90 in Academic Biology I or 80 or better in Honors Biology I or 80 or better in Chemistry I
c. Students must have taken Chemistry I or be enrolled in Chemistry I (Juniors). Those students who are recommended to take AP Biology as a Junior (95 average biology I) will be required to complete an additional chemistry prep summer assignment.

ADVANCED PLACEMENT CHEMISTRY #430 (AP) **1.0 credit**

AP Chemistry is an advanced college-level course designed to provide exceptionally motivated students with the opportunity to earn college credit. It is a challenging, accelerated, and in-depth presentation of a broad range of topics discussed in Chemistry. This course is taught college-style, with both lecture and laboratory components. It requires extensive reading, independent work, and the ability to work at a fast pace. Students are expected to take the AP Chemistry examination in May through which they may gain academic credits or advanced standing at the college of their choice. #STEM

Prerequisites for AP level teacher recommendation**:**

a. Proficiency in Environmental Physics and Chemistry I; Biology I; Chemistry I SEP/NGS skills and competencies
b. 90 or better in Academic Chemistry or 80 or better in Honors Chemistry
c. Proficiency in Algebra II

ADVANCED PLACEMENT PHYSICS 1 #444 (AP) **1.0 credit**

The AP Physics 1 course focuses on the big ideas typically included in the first semester of an algebra-based, introductory college-level physics course. Students will cultivate their understanding of physics and science practices as they explore various topics in mechanics, as well as electrostatics, D.C circuits and waves. The course will provide students with an enduring understanding of physics to support future advanced course work in the sciences. Through inquiry-based learning, students will develop the critical thinking and reasoning skills that are an essential part of science practices. Students are expected to take the AP Physics 1 exam in May through which they may gain academic credits or advanced standing at the college of their choice. #STEM

Prerequisites for AP level teacher recommendation**:**

a. Proficiency in Environmental Physics and Chemistry I; Biology I; Chemistry I SEP/NGS skills and competencies
b. 90 in Academic Chemistry I 80 or better in Honors Chemistry I
c. Students must have taken Chemistry I or be enrolled in Chemistry I (Juniors). Those students who elect to take AP Biology as a Junior will be required to complete an additional chemistry prep summer assignment.
d. Students must have taken Algebra II

ENVIRONMENTAL SCIENCE #462 (ECE) ***Full Year Senior Elective*** **1.0 credit**

The Early College Experience Environmental Science course is designed to be the equivalent of a college introductory course in environmental science. This Environmental Science class is similar in curricular structure as our Academic 461 Environmental Science class. However, it also integrates content from UConn's NRE 1000 Environmental Science curriculum which includes: An introduction to basic concepts and areas of environmental concern and how these problems can be effectively addressed. Additional topics include human population; ecological principles; conservation of biological resources; biodiversity; croplands, rangelands, forestlands; soil and water conservation; pollution and water management; and wildlife and fisheries conservation are also explored. This course will follow the academic criteria required by the UConn ECE program. This includes both curriculum and assessments. #STEM

Prerequisites:

a. Proficiency in Environmental Physics and Chemistry; Biology I SEPs/NGS skills and competencies (or taking concurrently);
b. Proficiency in Algebra I

ENVIRONMENTAL SCIENCE #461 (A) ***Full Year Junior/Senior Elective*** **1.0 credit**

Do you know where your Energy comes from? Could you identify the costs and benefits of using this Energy? How about your food? Your water? What is Global warming? What impact does acid rain have? What alternatives exist to aid in restoring environmental health? Is there a relationship between human population growth and these topics? Can you draw a connection between the answers to these questions and environmental sustainability within your community? Within your planet? Students will address such controversial questions through scientific exploration of local and global environments by designing experiments, analyzing and interpreting data, and drawing conclusions. Students will use these inquiry based applications to complete a variety of tasks including group and individual assignments, indoor and outdoor lab experiments, and an individual term project. #STEM

Prerequisites:

a. Biology I SEP/NGS skills and competencies (or taking concurrently)
b. Proficiency in Algebra I

FORENSIC SCIENCE #465 (A) ***Half- Year Junior/Senior Elective*** **0.5 credit**

Forensic science is the application of scientific methods and processes to matters that involve crime or the public. This course focuses on various aspects of forensic science and modern criminal investigation analysis. The study of forensics focuses on problem solving, with an emphasis on writing, using experimentation, theorization, research methodologies and evidence-based conclusions. Students will write reports that record their results, conclusions and analyses of case studies and investigations. Topics in forensic science may include ballistics, forensic DNA analysis, fingerprint, footprint and trace evidence interpretation, explosive incident and arson investigation. (This is a half year elective science course.)

Prerequisites:

a. Proficiency in Environmental Physics and Chemistry; Biology I SEPs/NGS skills and competencies (or taking concurrently)
b. Proficiency in Algebra I

ASTRONOMY: EXPLORING THE UNIVERSE #455(A) ***Half-Year Junior/Senior Elective*** **0.5 credit**

In this Junior/Senior half-year elective course, students will discover the wonders of the universe. Through a technology focused curriculum, students will explore galaxies, stars, and the solar system using Suffield's portable planetarium. Students will be engaged in hands on investigations using cutting edge research and imagery. Through on site visits and/or videoconferencing, students can collaborate with scientists and engineers. Along with traditional astronomy content the course covers exciting contemporary topics such as dwarf planets, the expanding universe, and the search for extra terrestrial life. #STEM

Prerequisites:

a. Proficiency in Environmental Physics and Chemistry; Biology I SEPs/NGS skills and competencies (or taking concurrently)
b. Proficiency in Algebra I

***DISSECTION IN THE CLASSROOM**

As a part of the anatomical and physiological study of animal systems, students may have the occasion to participate in animal dissection activities. The teachers of the Suffield Public Schools integrate lessons containing these activities to help students:

1. develop skills of observation and comparison,
2. discover the shared and unique structures and processes of specific organisms, and
3. develop a greater appreciation for the complexity of life. (from NSTA)

In the Suffield Public Schools, we recognize that some families may have personal objections to these types of instructional activities. If you have concerns about dissection in the science classroom, please speak with the classroom teacher.

Additionally, the student may be excused from participating in, or observing, the dissection of any animal as part of classroom instruction, provided the parent or guardian has requested, in writing, that s/he be excused from the instructional activity. In this case, the teacher will present an alternate activity.

SOCIAL STUDIES

Social Studies is defined as the integrated study of the social sciences and humanities to promote civic competence. Within the school program, social studies provides coordinated, systematic study drawing upon such disciplines as anthropology, archaeology, economics, geography, history, law, philosophy, political science, psychology, religion, and sociology, as well as appropriate content from the humanities, mathematics, and natural sciences. The primary purpose of social studies is to help young people make informed and reasoned decisions for the public good as citizens of a culturally diverse, democratic society in an interdependent world.

The aim of social studies is the promotion of civic competence—the knowledge, intellectual processes, and democratic dispositions required of students to be active and engaged participants in public life. By making civic competence a central aim, Suffield Social Studies teachers emphasizes the importance of educating students who are committed to the ideas and values of democracy. Civic competence rests on this commitment to democratic values, and requires that citizens have the ability to use their knowledge about their community, nation, and world; to apply inquiry processes; and to employ skills of data collection and analysis, collaboration, decision-making, and problem-solving. Young people who are knowledgeable, skillful, and committed to democracy are necessary to sustaining and improving our democratic way of life, and participating as members of a global community.

Social Studies College and Career Pathways

Business	**Education**	**Government**	**Arts/Media**
Attorney	Social Studies Teachers	Attorney	Historian
Government Relations	History Teachers	Paralegal Assistant	Archivist
Lobbyist	Humanities Teachers	Public Administrator	Museum Curator
Human Resources	College Professor	Police Officer	Editor
Consulting	Grant Writer	Social Worker	Journalist
Corporate Comm	.	Political Advisor	Press Secretary
		Foreign Service	
		Peace Corps Advocacy	
		Elected Official	

Social Studies Graduation Requirements

Students are required to earn three (3) credits in the Social Studies in order to meet the graduation requirement. The suggested courses offered to meet this requirement are the following:

9th Grade	**-**	**Modern World History A or H**	**(1 Credit)**
10th Grade	**-**	**American Government & Civics A or H** **-or-** **AP United States Government & Politics**	**(1 Credit)**
11th Grade	**-**	**American History A or H** **-or-** **AP United States History**	**(1 Credit)**

MODERN WORLD HISTORY* #603 A, #604 H **1.0 credit**

In this rapidly changing world, it is imperative that the 21st century learner be well versed in the foundations of the contemporary global setting, this course seeks to build that narrative. Coupled with the work that the students have completed in their 6th and 7th grade course, the Suffield student will have a well-rounded understanding of how the events of the 20th century have provided a context for the background of the 21st century world. Throughout the course of the academic year, students will explore the causes and ramifications of Global Imperialism, World War I, Global Economic Depression, World War II, the United Nations, the Cold War, and Modern Global Issues. In addition, a particular emphasis will be placed on Global citizenship as students will seek out and plan initiatives to aid humanitarian efforts throughout the globe. The course will be structured in a fashion to allow students to develop connections between the past and the contemporary world as well as strengthen their global perspective as they attempt to understand their place in this rapidly changing planet. #Humanities

AP HUMAN GEOGRAPHY #613 AP **1.0 credit**

AP Human Geography is an intensive year-long course that focuses on the distribution, processes, and effects of human populations on the earth. Unit topics that will be covered include population, migration, culture, language, religion, gender, ethnicity, political geography, economic development, industry, agriculture, and urbanization. The purpose of this course is for students to gain an understanding of the concepts, themes, skills, and perspectives of the academic discipline of Human Geography while developing higher order thinking, writing, and participation skills at a collegial level. #Humanities

AMERICAN GOV & CIVICS* #605 A, #606 H **1.0 credit**

The success of a democracy depends on the effectiveness of a politically active and informed citizenry. This course is designed to provide students with a theoretical, foundational, and working knowledge of the American governmental system. The purpose of the Civics course is for students to examine the US Constitution, its origins, and how it has evolved over time; providing students with the knowledge, motivation, and capability to become active citizens. Special emphasis will be placed on the concept of "service learning" where students actively research, plan, and act on an issue of particular importance. Students will be provided a framework and develop an understanding of how the political system functions at the local, state, and federal levels as well as develop a sense of their role, the role of the individual citizen, within said system. #Humanities **This course would fulfill the state mandated *Civics* requirement for high school graduation.**

ADVANCED PLACEMENT U.S. GOVERNMENT & POLITICS #654 AP **1.0 credit**

Advanced Placement US Government & Politics will offer students an analytical perspective on government and politics in the United States. This course will include study of important facts, concepts, and theories pertaining to our national governmental system for those interested in a more rigorous examination of politics, government, history, or legal studies at the collegiate level. Throughout the course, students will examine constitutional underpinnings, political beliefs, and behaviors, the role of political parties, media, and interest groups, institutions of the national government, public policy, and civil rights and civil liberties in the United States. Students who take this college level course will be prepared and required to take the Advanced Placement examination for which they may receive credits or advanced standing at the college level. Open to Sophomores, Juniors, and Seniors, the course will provide students an excellent foundation for further scholarship in the areas of political science, legal studies, and US History. #Humanities **This course fulfills the state mandated *Civics* requirement for high school graduation.**

AMERICAN HISTORY #610 A, #611 H **1.0 credit**

American History provides a chrono-thematic overview of America from 1865 to the present. Cultural, political, economic, and societal developments are studied. Studies build of the foundational knowledge gain in their 8th grade Early US History and 10th grade American Government and Civics courses to develop new understandings on how the modern United States came to be. Units include Race Relations, Innovation & Growth, Political Reform Movements, Globalization & Economic Interdependence, and Conflicts with Foreign Ideologies. Students will move through the content of American History with particular emphasis placed on pivotal events and people who shaped our contemporary nation. #Humanities **This course would fulfill the *US History* course requirement needed for graduation.**

ADVANCED PLACEMENT AMERICAN HISTORY #612 AP **1.0 credit**

Advanced Placement American History provided a chronological and thematic overview of America from 1492 to the present. Political, economic, cultural, and societal developments are studies. Students who take this college level course will be prepared and required to take the Advanced Placement examination for which they may receive credits or advanced standing at the college level. #Humanities **This course fulfills the *US History* course requirement needed for graduation.**

Social Studies Elective Courses

INTRODUCTION TO PSYCHOLOGY #647 A Grades 11-12 0.5 credit
Psychology is the study of human behavior and mental process; How we think? How we learn? Why we behave in manner we do? What does an I.Q. score mean? This course seeks to provide students with answers to these questions and many more regarding the function and operation of the human brain. Through the examination of case studies, students will learn of varying psychological abnormalities and therapies, which includes methods of diagnosing potential cognitive, emotional, or intellectual issues as well as methods of treatment. Topics such as Psychological Approaches to Behavior, States of Consciousness, Psychological Disorders, Types of Therapies, Intelligence, Memory & Personality, Social Psychology, and Motivation and Emotion will also be covered. #Humanities

APPLIED PSYCHOLOGY #643 A Grades 11-12 0.5 credit
Applied Psychology focuses on the members of the class as individual behaviors and personality development are studied. In a sense, the class members are the content of the course. The main component of study is the Transactional Analysis Model which stresses behavior analysis and behavior modification. This model requires students to study individual behaviors and group interactions (of self and others) through the lens of the three ego states that are present in transactional analysis. The other components of the course are stress management theories and strategies, and practice in group dynamics-both processing techniques and activities. In lay terms, learn how and why we do things we do, and how people can modify their own behavior over time. Applied Psychology instruction is based on active student participation in activities related to personal and group analysis. #Humanities

AP PSYCHOLOGY #649 AP Grades 10-12 1.0 credit
AP Psychology offers students with good reading skills and a strong work ethic the opportunity to investigate the science of psychology at the college level. Acquiring an in depth knowledge of psychology, learning how to interpret and evaluate the results of psychological studies and becoming aware of the psychological principles at work in everyday life will prepare students for the AP Psychology Examination. Students who take this college level course will be prepared and required to take the Advanced Placement examination for which they may receive credits or advanced standing at the college level as well as provide an excellent foundation for Psychology 101, a required course on most college and university campuses. #Humanities **A prerequisite assignment is required prior to full enrollment in this course.**

AP U.S. GOVERNMENT & POLITICS #654 AP Grades 10-12 1.0 credit
Advanced Placement US Government & Politics will offer students an analytical perspective on government and politics in the United States. This course will include study of important facts, concepts, and theories pertaining to our national governmental system for those interested in a more rigorous examination of politics, government, history, or legal studies at the collegiate level. Throughout the course, students will examine constitutional underpinnings, political beliefs, and behaviors, the role of political parties, media, and interest groups, institutions of the national government, public policy, and civil rights and civil liberties in the United States. Students who take this college level course will be prepared and required to take the Advanced Placement examination for which they may receive credits or advanced standing at the college level. Open to Sophomores, Juniors, and Seniors, the course will provide students an excellent foundation for further scholarship in the areas of political science, legal studies, and US History. #Humanities **This course fulfills the state mandated *Civics* requirement for high school graduation.**

ASIAN STUDIES #628 A Grades 10-12 0.5 credit
Japan is America's leading competitor and ally. China has 20% of the world's population. The importance of Asia in American life increases daily. It is important that Americans become more knowledgeable about these Asian nations and the people who inhabit them. Asian Studies is a cultural study of China and Japan. Students will study and experience the cultures and histories of these countries. Among the subjects studied will be art, music, foods, language, and religion. An emphasis will be place on the "hands-on" elements of the course to bring the culture to life for the students within the class. #Humanities

INTERNATIONAL RELATIONS #607 H **Grades 11-12** **1.0 credit**

In a rapidly changing world, it is imperative that the 21st century learner be well versed in contemporary global history. This course seeks to build on the foundational narrative students have learned in the 9th grade Modern World History curriculum to create both informed and active global citizens. The curriculum of International Relations expands students' knowledge into contemporary international geopolitics by focusing on the following topics: Globalization and its impact on economics, resource scarcity, and human migration patterns. Students will research and learn about transnational institutions and organizations such as the United Nations, the WTO, IMF, World Bank, and various NGOs. Students will learn about contemporary international conflicts, threats to both international and national security and strategic responses. In addition, students will analyze and evaluate examples of war and peace, diplomacy, and current military and economic alliances. Students will also learn about international trade and finance, disparities in wealth and power on the international stage, and contemporary strategies for both economic and environmental development and sustainability. Lastly, students will seek to understand America's changing roles within the international community by evaluating contemporary foreign policy options on a variety of economic, military, environmental, and geopolitical issues. The course will expand upon Modern World History's structure to allow students to demonstrate their understanding of the past to evaluate contemporary geopolitics as well as strengthen their global perspective as they attempt to understand their place in the world. #Humanities

PHILOSOPHY #678 H **Grades 11-12** **0.5 credit**

Why do we exist? Are we really free, or are we predestined? Is there a god? What is reality? What is good? These are questions philosophers have dealt with since antiquity and these same questions still intrigue people today. Through active class discussions, students will investigate possible answers to these and other questions in this course, while raising issues involving the application of philosophy into everyday life. Through application techniques of logic, students will be encouraged to be actively involved in the process of constructing a personal philosophy. #Humanities

SOCIOLOGY #691 **Grades 10-12** **0.5 credit**

Sociology is the study of human relationships and behavior within large and small groups. The aim of this course is for the student to gain an understanding of these relationships which will ultimately improve their own lives. Included in the course are such topics as: societal norms, poverty, criminology, traditional and nontraditional families, racism, stereotypes, gender studies, child development, and group behavior. #Humanities

WRITING CENTER #WS002 **Grades 10-12** **0.5 credit**

This course explores the process of writing and how it is worked out in the setting of a writing center. From short stories to thesis papers, students are assigned a variety of writing tasks across multiple academic disciplines. Writing center theory and practicum will train a cohort of writing center coaches to serve the Suffield High community in our student led writing center. Student coaches-in-training will engage in an in-depth study of writing across the curriculum to study how we have learned to write and how we reflect on our writing in order to improve our own writing. Through collaboration, students will study, practice, evaluate and ultimately develop methods and strategies associated with peer coaching in the writing center. #Humanities

SPECIAL EDUCATION

The Suffield High School Special Education Department offers a comprehensive program of education and support services for students who are eligible for special education. Programs are designed to meet student needs based upon an individualized educational plan. Suffield High School strives to provide students with special needs a program in the least restrictive environment. The least restrictive environment ensures that those students with disabilities are educated with nondisabled peers to the maximum extent possible.

Programming options include:

- Regular classes with program modifications
- Regular classes with resource services provided in a small group setting for a prescribed number of hours a week
- Independent curriculum opportunities with instruction in the mainstream environment to the maximum extent possible.

Suffield High School offers transitional planning services to students with special needs. Special Education teachers, guidance counselors, and related service faculty, provide students and parents with vocational assessments, explore transitional opportunities, and access community resources. The school also serves as a liaison between students and vocational opportunities within the community.

HUMAN RELATIONS #9923 (S1) & 9924 (S2) 0.5 credit

This course is designed for special education students who attend general education classes and require an additional supportive environment staffed by a transdisciplinary team. Its focus is on developing student skills and competencies in personal and social domains. The goal of the course is to be proactive in nature; therefore, it is important to provide students with the skills and strategies necessary to manage emotions, arrive at good decisions, and develop the coping skills that are necessary in meeting daily demands and expectations.

LIFE SKILLS #9916 (S1) & 9917 (S2) 0.5 credit

This course is designed for students who qualify to receive special education, attend general education classes, and require additional support with functional skills. Life Skill Education instruction focuses on concepts and skills needed for successful adult living including personal, social, daily living, communication, and vocational skills. This comprehensive course will emphasize data driven, individualized areas of need which includes self-advocacy/self-determination, time management, self-monitoring, activities of daily living such as cooking, wellness & personal safety aspects, hygiene, relationship skills, communication, dealing with social media, peer pressure, leadership skills, decision making, and good citizenship in an outcome-based manner.

LITERACY SKILLS #9912 (S1) & 9913 (S2) 0.5 credit

This course is designed for students who qualify to receive special education, attend general education classes, and require additional support in the development of literacy skills. Specialized instruction will address needs in the areas of literal and inferential comprehension strategies, reading decoding, reading fluency, strategies for teaching written responses to texts, vocabulary skills, writing fluency, grammar/editing skills, and organization of writing. Targeted strategies and modeling will also be provided with a focus on organization, self-advocacy, time management, test taking, classroom learning, and transition skills.

NUMERACY SKILLS #9914 (S1) & 9915 (S2) 0.5 credit

This course is designed for students who qualify to receive special education, attend general education classes, and require additional support in setting up and solving equations and word problems. Remediation and specialized instruction will address needs in the areas of basic math skills, understanding the vocabulary associated with math word problems, graphing, solving equations, and theorems. Targeted strategies and modeling also will be provided with a focus on organization, self-advocacy, time management, test taking, classroom learning, and transition skills.

LITERACY/NUMERACY SKILLS #9925 (S1) & 9926 (S2) 0.5 credit

This course is designed for students who qualify to receive special education, attend general education classes, and require additional support in the development of both literacy and numeracy skills. Students will split their weekly time between two teachers, in two classrooms to develop and remediate skills in the areas of reading, writing and math. Specialized instruction in numeracy will address needs in the areas of basic math skills, understanding the vocabulary associated with math word problems, graphing, solving equations, and theorems. Specialized instruction in literacy will address needs in the areas of literal and inferential comprehension strategies, decoding, reading fluency, strategies for teaching written responses to texts, vocabulary skills, writing fluency, grammar/editing, and organization of writing. Targeted strategies and modeling will also be provided with a focus on organization, self-advocacy, time management, test taking, classroom learning, and transition skills.

SOCIAL SKILLS PRAGMATICS #9920 (S1) & 9921 (S2) 0.5 credit

This course is designed for students who qualify to receive special education, attend general education classes, and require additional support in regulating their social emotional wellness from interfering in school success. Targeted strategies and modeling will be provided with a focus on recognizing behaviors that interfere with social communication, and strengthening interpersonal skills to successfully participate within the educational setting. Social Skills education teaches students appropriate interpersonal communication skills, (e.g., identifying personal space, maintaining eye contact, engaging in non-preferred topics of conversation, appropriately initiating and closing conversation, and recognition of nonverbal cues), and problem solving skills. It combines a number of strategies to prevent and replace problem behaviors, and increase skills and behaviors leading to social competence.

SOCIAL SKILLS EXECUTIVE FUNCTIONING #9918 (S1) & 9919 (S2) 0.5 credit

This course is designed for students who qualify to receive special education, attend general education classes, and require additional support in regulating their emotions and behaviors that interfere with school success. Direct instruction and support in the areas of organization and long term planning are also a focus. A plan of strategies for self-advocacy, self-monitoring and study skills will be developed on an individualized basis with the student. Targeted problem solving and regulation strategies and modeling will be provided. The class will also focus on time management, test taking, classroom learning, and transition skills.

INDEPENDENT READING #9996 1.0 credit

This course is designed for students who qualify to receive special education and require an alternative setting for reading and writing instruction. Independent reading can take the place of the grade level English requirement. This class is typically recommended for students with cognitive delays and/or have a significant impairment related to reading or writing. Students in this class are provided with instruction focused on functional reading and writing skills and address individualized IEP goals and objectives in reading, writing and transition.

INDEPENDENT MATH #9991 1.0 credit

This course is designed for students who qualify to receive special education and require an alternative setting for math instruction. Independent math can take the place of the grade level Math requirement. This class is typically recommended for students with cognitive delays and/or have a significant impairment related to math. Students in this class are provided with instruction focused on functional math skills and address individualized IEP goals and objectives in math and transition.

TECHNOLOGY EDUCATION

CTE/Technology/Engineering

The Connecticut Career Clusters, their pathways, and 21st Century skills are integrated in all course offerings. Future careers will continue to evolve in the 21st Century. Examples of current careers that can be followed with a major in Technology Education are:

Architects, Civil Engineers, Aeronautical Engineer, Aerospace Engineer, Agricultural Engineer Agricultural Technician, Application Engineer, Architectural Engineer, Automotive Engineer, Biomedical Engineer, Biotechnology Engineer, CAD Technician, Chemical Engineer, Civil Engineer, Communications Engineer, Computer Engineer, Computer Programmer, Construction Engineer, Electrical Engineer, Electronics Technician, Geothermal Engineer, Industrial Engineer, Manufacturing Engineer, Manufacturing Technician, Marine Engineer, Mechanical Engineer, Metallurgist, Mining Engineer, Nuclear Engineer, Petroleum Engineer, Product/Process Engineer, Survey Technician, Systems Engineer, Transportation Engineer, Analytical Chemist, Astrophysicist, Ecologist, Geologist Mathematician, Statistician

The Technology & Engineering Education program offers the study of Engineering and Materials Science. Through critical thinking, problem solving, tools, and techniques, students will explore the world of technology and develop solutions to relevant technological problems. Opportunities are provided for involvement in team-centered projects and self-expression through creation of products using concepts of design and technology.

ARCHITECTURAL DESIGN I #806 (A) **0.5 credit**

This course is designed to introduce concepts of architectural design. Throughout the semester, students will explore fundamentals of designing residential homes, methods of construction, and building codes. Students will complete a house design of their choice using computer aided drafting (CAD) software to the specifications created by the national Association of Home Builder's. #STEM

ARCHITECTURAL DESIGN II #808 (A) **0.5 credit**

In this course students will further the study of residential home design and code by researching architects and problem solving floor plan layouts. Students will apply their knowledge of residential home design and participate in the Connecticut Home Builders Association design challenge. The students will use their skills from Architecture 1 to create a residential house plan and build a scale model. #STEM ***Prerequisite: Successful Completion of Architectural Design I***

MATERIALS & DESIGN I #851 (A) **0.5 credit**

In this class students will learn the fundamentals of engineering, create designs, and study different types of materials used in manufacturing. Students will learn the universal language of design by creating 2d and 3d digital drawings using computer aided drafting software (CAD SolidWorks). Students will also participate in hands-on activities involving tools, equipment, and other resource materials. If a student has interest in Engineering, design, and/or manufacturing, they should take this course. #Humanities

MATERIALS & DESIGN II #853 (A) **0.5 credit**

In this course students will critically think, problem-solve, and digitally design solutions using computer aided drafting (CAD). Students will be able to further explore engineering, design, and materials by creating images using software and program a machine to execute the said task. Students will also participate in hands-on activities involving tools, equipment, and other resource materials. If a student has interest in Engineering, design, and/or manufacturing, they should take this course. #Humanities ***Prerequisite: Successful Completion of Engineering, Design, & Materials I***

INTRO TO ENGINEERING DESIGN #802 (A) **0.5 credit**

This is an introductory course, which develops student problem solving skills, with emphasis placed upon the concept of developing a 3-D model or solid rendering of an object, through the use of a Computer Aided Design system. Students focus on the application of visualization processes and tools to solve an engineering problem. This course will emphasize the design development process of a product and how a model of that product is produced, analyzed and evaluated, using a Computer Aided Design System. #STEM

ROBOTICS ENGINEERING & DESIGN #801 (A) **0.5 credit**

This course will provide students with opportunities to explore and learn a variety of current technologies, and hypothesize future ones. Students will learn promising new applications of technology along with related principles of Science, Technology, Engineering, and Mathematics (STEM) in a critical thinking-problem-solving experience. Students will discover the fundamentals of robotic systems, and apply that knowledge to create solutions of real-world challenges and problems. #STEM ***Prerequisite: Successful Completion of ONE previous Technology Education class***

SCHOOL TO CAREER EXPERIENCE #740 (A) **0.5 credit**

Students enrolled in this class will learn essential skills necessary in the workplace as well as enhance written and body language communication. Students must be seniors and have transportation and a schedule allowing them to work a minimum of 5 hrs a week.

This course provides students the opportunity to learn how to successfully prepare for their future.

- Provides a real-world learning environment to develop interests and abilities
- Develops an understanding of employment opportunities and responsibilities through direct work site experiences
- Promotes the development of positive work habits and attitudes
- Provides a real-world setting for developing marketable skills
- Provides opportunities to apply classroom learning