

S.H.S. Program of Studies

An official publication of:

SUFFIELD HIGH SCHOOL

1060 Sheldon Street
West Suffield, CT 06093
(860) 668-3810
shs.suffield.org

Published December 1991

Revised December 2014

ADMINISTRATION

Mr. Steven Moccio, Principal
Mr. Brendan Canny, Assistant Principal
Ms. Gina Olearczyk, Assistant Principal

TELEPHONE REFERENCES

Main Office	(860) 668-3810
Main Office FAX	(860) 668-3037
Guidance Office	(860) 668-3813
Guidance Office FAX	(860) 668-3793

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. Steven Moccio is Suffield's Equity/Title IX Coordinator and can be reached at Suffield High School, (860) 668-3810.

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.

TABLE OF CONTENTS

Principal's Message	3
Guidance Services	3
Mission Statement	4
Academic, Social, & Civic Expectations	4
Graduation Requirements	5
Fine & Applied Arts	6
Subject Offerings/Course Selection	6
College/Career Pathways Program	7
Extra-Curricular and Athletic Eligibility	8
Levels of Instruction	8
Course Level Override/Honor Roll	9
National Honor Society	9
World Language Honor Societies	12
Independent Study/ Community Service Credit	12
Senior Capstone Project	12
Student Success Plans	13
Class Rank and Quality Point Average (Q.P.A.)	13
Schedule Changes	14
Report Cards/Progress Reports	15
Summer School	15
NCAA Information	15
Outside Credit/Special Programs	16-18
COURSE DESCRIPTIONS	
Agricultural Science and Technology	19
Business	26
English	28
Family and Consumer Science	32
Fine Arts (Art, Music, Drama, Dance)	33
World Languages	37
Life Education/Physical Education	41
Mathematics/Computer Science	43
Science	48
Social Studies	52
Technology Education	55
Advanced Placement Courses	58
UConn Early College Experience (ECE) Courses	61
School-Wide Rubrics	62-69

PRINCIPAL'S MESSAGE

Suffield High School offers a varied curriculum designed to address and appeal to the needs, abilities and interests of all students. Whether students intend to pursue higher education, immediately enter the workforce, or enroll in the military after high school graduation, the curriculum will prepare them to be college and career ready. Our approach to instruction for your children is to provide the most rigorous curriculum possible, aligned with the Common Core State Standards, while personalizing the learning experience. Our intention is to partner with parents through effective communication so as to best support students in the learning environment. Tools such as the parent portal, the Learning Management System (LMS), and Google Classroom website pages allow parents and teachers to stay connected around student success.

This program of studies is designed to assist you in planning program while informing you as to graduation requirements and typical course paths. We encourage active communication between student, parent, guidance, and faculty when making course selections. Teacher recommendations represent the perspective of a professional who has worked with the student for a significant amount of time. Therefore, recommendations regarding options and levels should be followed unless extenuating circumstances warrant a change in plan. As always, our primary goal at Suffield High School is to maximize student learning and help all students to have a positive and successful educational experience.

Sincerely,

Steven Moccia

Principal

SCHOOL COUNSELING SERVICES

The School Counseling Office at Suffield High School is a place where the student can go to talk about personal issues and plan for the future. Students need to review their plans on an ongoing basis and discuss them fully with their parents, teachers, and counselor in order that the wisest possible choices are made to meet their needs. When students indicate their choices for next fall on the course selection sheet, distributed in January, these should be firm decisions based on careful and sincere thought.

Counselors are trained to help students make the proper selection of courses and are available to assist the student and parents in analyzing test results, discussing strengths and weaknesses, and choosing those courses which best fit the student's needs, abilities and future plans. In fact, counselors schedule time individually with all students in the spring and verify the coming year's schedule with the help of our in-house computer system. In addition, a four-year college/career readiness plan is developed with all entering ninth graders and is updated at scheduling time each year. Copies are also mailed home for parents to review and discuss as a family.

Initially, it is the counselor's responsibility to meet and become acquainted with individual students. Students, however, are strongly urged to take the initiative to visit their counselor at any time to seek advice or information, to discuss problems, to seek changes in scheduling of courses or to discuss career planning.

We hope you will avail yourselves of the school counseling services throughout your time at Suffield High School and will provide us with feedback as to those services you feel are or are not meeting your needs. Lots of information is also provided for you on our department website which can be found at suffield.org. We urge students and parents to stay informed by visiting the site regularly.

The School Counseling Department wishes you success in your endeavors at Suffield High School, and we encourage you to call on us anytime there is a question or concern. We welcome your comments, constructive criticisms, and even praise (if you think we deserve it) at any time. We look forward to hearing from you. We really do!!

Y.F.N.S.C.D.

(Your Friendly Neighborhood School Counseling Department)

MISSION STATEMENT

Suffield High School strives to foster academic excellence and responsible behavior in all students by encouraging them to be effective thinkers and active citizens.

ACADEMIC EXPECTATIONS

All students at Suffield High School will demonstrate and apply effective:

- reading skills across the disciplines, to include a variety of materials (e.g. fiction, non-fiction, primary sources)
- writing skills across disciplines, to include a variety of tasks (e. g. persuasive essay, research papers, letters)
- oral communication and active listening skills across disciplines (e. g. individual/group oral presentations, debate, interviews, dialog)
- visual media analysis and interpretation using a variety of sources across disciplines (e. g. political cartoons, graphs, art, advertising, propaganda, film/video)
- technology skills to facilitate learning and communication
- fundamental numerical, algebraic, geometric, and statistical concepts and skills in order to deduce, analyze, and solve abstract and real-world problems.
- scientific principles and process skills in order to identify, analyze, and address real world problems.

SOCIAL EXPECTATIONS

All students will demonstrate...

- Respectful behavior toward all, including oneself
- Positive contributions to the learning environment
- Appreciation for diversity
- Understanding of one's responsibility for maintenance of a positive, clean environment

CIVIC EXPECTATIONS

All students will demonstrate...

- The spirit of volunteerism
- Respect for our environment
- Awareness of one's role in the community and the world
- Understanding of systems of government

Note: School-wide rubrics designed to measure student progress toward all Academic Expectations are included at the end of this document.

GRADUATION REQUIREMENTS

All students must earn 24.0 total credits, including the specific required credits listed below, **and** meet the Graduation Standards/Academic Expectations (listed on previous page) to be eligible for graduation from Suffield High School.

REQUIRED CREDITS

English -	4.0 credits
Math -	4.0 credits
Social Studies -	3.0 credits
Science -	3.0 credits
World Language -	1.0 credit
Physical Education -	1.0 credit
Life Education -	0.5 credit
Personal Finance -	0.5 credit
Applied Arts -	0.5 credit
Fine Arts -	0.5 credit
Electives -	6.0 credits
Total-	24.0 credits

Credits required per year:

All students must carry a minimum of 6.0 credits for the year and be enrolled in a minimum of 5 courses per semester. 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 Guidance Department and the Principal 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 credits each year, and we encourage them to do so. It is not uncommon for students to take 6.50-7.0 credits per year and to graduate with more than the required credits. As well as the educational benefit to the student, the additional credits indicate to potential employers and colleges the initiative and seriousness of the student. In all cases, however, it is important that students not sacrifice quality of performance for quantity of credits taken.

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 achieved (demonstrate) the district's performance standards (**Academic Expectations**), assessed in part by the Connecticut Academic Performance Test (CAPT) or the appropriate state assessment connected to the Common Core State Standards (CCSS) or have passed designated district created alternative assessments or successfully participated in designated district remedial courses, established by the faculty and approved by the Board of Education, (3) completed specified activities within course content areas reflecting achievement of technology standards, and (4) that they have fulfilled the legally mandated number and distribution of credits.

Exemptions

Students who transfer into Suffield High School after the appropriate state assessments have been administered may be exempted from our requirement to demonstrate an acceptable level of performance on those assessments.

Students with special needs may also be exempted if so indicated in their Individualized Education Plan (IEP). In such cases, the student will be expected to meet the goal specified in their IEP.

FINE & APPLIED ARTS REQUIREMENT

All students must earn .50 credit in both a Fine Arts course and an Applied Arts course. Specific courses meeting these requirements are listed below.

Applied Arts

Accounting (unless used for Math credit)
All Agriscience Courses
All Business Electives
Architectural Design
Materials & Design I&II
Robotics Eng. & Design
Interior Design
Child Development
Foods
Intro Programming/HTML/Java/AP Computer Science
Fashion
Intro Engineering Design
ACC College Connections

Fine Arts

Symphonic Band
Chorus
Concert Choir/Chamber & Jazz Ensembles
Music Tech
Music Theory
Piano
Technical Theater
Theater Production
Principles of Acting
Fund/Advanced Media Literacy
Ceramics
Studio Art
World Arts
Graphic Arts
Photography

SUBJECT OFFERINGS/COURSE SELECTION

At course selection time in early January, 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 general guide to assist students in completing the course selection sheet. It is important to note that these are the minimum requirements for each year.**

<u>FRESHMAN YEAR</u>	
REQUIRED	CREDITS
English I	1.0
Mathematics	1.0
International Studies	1.0
Integrated Science	1.0
World Language	1.0
Elective	0.5
Physical Education	0.5

<u>SOPHOMORE YEAR</u>	
REQUIRED	CREDITS
English II	1.0
Mathematics	1.0
Int. Rel. or Mod. World	0.5
Civics or AP Amer/Civics	0.5
Biology	1.0
Life Ed I	0.5
Physical Education	0.5
Electives	1.0

<u>JUNIOR YEAR</u>	
REQUIRED	CREDITS
English III	1.0
Mathematics	1.0
American Studies	1.0
Chemistry	1.0
Personal Finance	0.5
Electives	1.5

<u>SENIOR YEAR</u>	
REQUIRED	CREDITS
English IV	1.0
Mathematics	1.0
Electives	4.0

NOTE: Each department offers 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 above have prerequisites. Each student should be certain that they meet the prerequisites of the courses they select. There may be some cases when underclass students may elect courses in lists other than theirs above, providing prerequisites are met and/or permission of appropriate staff is received. Check with your teachers or counselor if you have any questions.

COLLEGE/CAREER PATHWAYS PROGRAM

The College/Career Pathways Program is a partnership between Suffield High School and Asnuntuck Community College, which provides high school students with an opportunity to earn both college credit and credit toward high school graduation.

The goal of the program is to provide enhanced preparation for direct entry into the workplace as technically skilled employees or for further education leading to baccalaureate and advanced degrees. **College credit will be awarded at the completion of all high school related College Career Pathways Program requirements upon receipt by the college of the proper application forms, available from the program coordinator.**

Students in this recognized curriculum are guaranteed admission to Asnuntuck upon graduation from high school and college credits earned will be applied to the requirements for the associate's degree in the specified curriculum. Credits are transferable from Asnuntuck to any other institution within the Connecticut higher education system based on degree requirements and may be transferable to other institutions as well. The College Career Pathways Program is a key strategy in the School to Career Opportunities Initiative and is designed for ALL students, not only high academic performers.

Every year CCP courses at Suffield High School are placed under review for articulation. Students who are planning on being enrolled 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.

<u>High School Course(s)</u>	<u>ACC Course</u>	<u>College Credit</u>
Chemistry #431 (H) or Chemistry #433 (A)	General Chemistry I *CHE 121 Concepts of Chemistry *CHE 111	4.0
Algebra II #331 (A) or Algebra II #353 (H)	Intermediate Algebra *MAT 137	3.0
Child Development I #721 and Child Development II #727	Intro to Early Child Ed *ECE 101	3.0

EXTRA-CURRICULAR AND ATHLETIC ELIGIBILITY

Students will abide by all C.I.A.C. rules and regulations. In addition, a student may not at any time participate in either athletics or extra-curricular activities unless he or she is enrolled in at least 5 courses. Students must maintain at least a “C” average (2.0 GPA) and may not have more than one “F” to be eligible to participate in athletics and other extra-curricular activities. Students with a “C” average or better and one “F” will be placed on probation and must participate in a mandatory program of study. If the student receives another “F” in the next marking period, he or she will be declared ineligible.

Ineligible students may appeal to the principal under special circumstances and each appeal will be dealt with on an individual basis (i.e., documentation of prolonged illness, a student working to potential but unable to maintain a passing grade, etc.) If the appeal is denied, the student may request a hearing with the Superintendent of Schools whose decision will be final.

The “C” average is determined without weighting of quarterly grades according to whether they are at the advanced placement, honors, or academic level. All courses are included in this determination.

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, several advanced placement courses are offered to recommended students. These courses, AP Biology, AP Calculus AB, AP Calculus BC, AP Chemistry, AP Computer Science, AP Microeconomics, AP English Language, AP English Literature, AP French Language, AP Psychology, AP Spanish Language, AP Spanish Literature, AP Statistics, and AP U.S. History, are college level courses that require an exceptional amount of study on the part of students and allow them the opportunity to take the Advanced Placement Examination. A passing grade (usually 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.**

COURSE LEVEL OVERRIDE

We recognize that in the process of selecting courses, from time to time parents and students may disagree with us about 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 our course level recommendation, we will respect your decision to accept this challenge.

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 Driver Education, Concert Choir/Chamber Ensemble, Jazz Band, SAE, and the Office/Library/Guidance 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 5.10 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 5.10.

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 on-going 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 SOCIETIES

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 option must also maintain a full 6.0 minimum credit schedule at SHS in addition to the independent study.**

COMMUNITY SERVICE CREDIT

At SHS we believe that 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 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 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 for students in grades 6 – 12.

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, with an emphasis on Science, Technology, Engineering and Math (STEM) 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)

The Quality Point Average (QPA) is what determines a student's class rank. Each 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, 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.

The Q.P.A. is determined by the following grade weights:

<u>Numerical Grade</u>	<u>AP</u>	<u>Honors</u>	<u>Academic</u>
100-97	7.3	6.3	5.3
96-93	7.	6.	5.
92-90	6.7	5.7	4.7
89-87	6.3	5.3	4.3
86-83	6.	5.	4.
82-80	5.7	4.7	3.7
79-77	5.3	4.3	3.3
76-73	5.	4.	3.
72-70	4.7	3.7	2.7
69-67	4.3	3.3	2.3
66-63	4.	3.	2.
62-60	3.7	2.7	1.7
59-50	0	0	0
*49 and below	0	0	0

(* indicates student is not eligible for summer school make-up credit)

When a student transfers into Suffield High School from another school, their QPA and Rank are calculated in the same manner by which they are calculated for all Suffield High School students. 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, the guidance department also calculates an unweighted Grade Point Average (GPA) on a traditional four point scale. 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.

Please note: Students enrolling in AP courses must take the AP exam for that course to receive AP recognition on their transcript and AP credit weighting toward class rank.

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 each new 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 credits per year and be enrolled in at least 5 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 their prospective colleges before they elect 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. Progress reports are mailed home each mid-quarter to help keep parents informed and alert them to any concerns. Parents/guardians are encouraged to call or email Suffield High School staff (shs.suffield.org) at any time if they have questions or concerns about their student's 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.**

LEARNING MANAGEMENT SYSTEM TEACHER PAGES/MAKE-UP WORK

All teachers at SHS maintain up-to-date class pages that provide students and parents with information about classwork, homework, and the resources required for any student to stay current with assignments in the event of illness/class absence. Those teacher sites are easily accessible to students enrolled in the specific class (and their parents) from the high school's homepage - suffield.org. 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

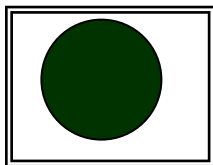
While students must take all required courses at Suffield High School in order to graduate, a student who receives a failing grade of fifty or better in a particular course may choose to make up that course credit in an approved summer school program. Such a program is not offered by the Suffield Public 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. Counselors will provide online credit recovery course information to eligible students/parents. As we look to future years, it is anticipated that additional opportunities for all SHS students to participate in online/virtual courses will be made available.

NCAA INFORMATION

Athletes



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 sports should discuss eligibility issues and procedures with their coach and school counselor and review the information provided on the NCAA website. Generally, 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 Clearinghouse. The Clearinghouse was established as a separate organization by the NCAA member institutions in January 1993. The Clearinghouse 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 Clearinghouse and make sure it receives the proper documentation it needs to certify you. **Students must register with the NCAA Eligibility Center online and then visit the guidance office to complete a request form for an official transcript to be sent to the NCAA on their behalf.**

Prospective college athletes should plan to start the certification process during the month of September of their senior year in high school. To be certified by the Eligibility Center, students must graduate from high school and meet very specific core course, grade point average, and college admissions test score requirements. Again, students should refer to the NCAA website for a detailed description of these academic eligibility requirements. **Ultimately, it is the student's responsibility to make sure they are taking the proper steps to meet these requirements.**

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.

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

A University of Hartford program designed to provide outstanding high school students with the opportunity to enroll in one college course per semester on a tuition free basis. The program is quite selective and open only to students who meet the following prerequisites:

- Qualified high school seniors who have exhausted the college preparatory courses in their high school or who are otherwise ready to attempt more advanced work in introductory undergraduate courses may apply.
- Extremely well qualified juniors who have exhausted all of the courses available in their high school in their area of particular expertise may also apply.
- Students must have maintained grades of "A" and "B" consistently in their academic courses.
- Students must have achieved a minimum score of 500 on both the critical reading and math components of the SAT or PSAT.

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 MATHEMATICS & SCIENCE

The Greater Hartford Academy of Mathematics and Science at The Learning Corridor provides a complete gifted and talented program in mathematics and science for grades 9-12. Currently, students attend from 15 Greater Hartford school districts to participate in accelerated, advanced science, mathematics and technology courses designed to extend beyond the standard advanced placement curriculum. The Academy functions as an extension of the participating district's high school, with matriculating 9th and 10th grade students attending in the mornings and 11th and 12th grade students attending in the afternoons. The Academy combines mathematics and science content with problem solving skills in an integrated, interwoven curriculum.

HOW TO APPLY

The application process begins in January of each year and ends in March with a lottery selection of qualified applicants. A lottery is held where there are more applicants than available seats. To be considered for entrance into the Academy, an applicant must fulfill all steps in the application process.

1. Obtain an application from your guidance counselor. The application must be 100% complete to be considered eligible.
2. The applicant must obtain two positive letters of recommendation. Guidelines for these recommendations are outlined in the application.
3. The applicant must have a good attendance history.
4. The applicant and a parent or guardian must attend an information session at the Academy to obtain a full understanding of the curriculum, student expectations and the daily schedule. Students and parents are afforded the opportunity to tour the facility and ask any questions they may have.

If you have any questions about the process or would like to be put on our mailing list for outreach or professional development activities, please contact: Kathleen Woodruff, Program Coordinator
kwoodruff@learningcorridor.crec.org or by phone (860) 757-6315.

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.

VOCATIONAL/TECHNICAL 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 & TECHNOLOGY PROGRAM**

Education in agriculture is provided to students from ten 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, 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 6 courses during grades 11 and 12 is required; 3 courses in grade 11 and 3 courses in grade 12. Students may take additional courses if schedule allows.

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. 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 and AGRISCIENCE BIOLOGY

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, environmental science, agricultural engineering, and leadership. The many careers in the broad field of agriculture are explored including landscaping, floriculture, veterinarian, equine studies, animal production, forestry, wildlife, conservation, equipment repair, 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 Agriculture Experience Program is expected.

Prerequisite 70 or better in Agriculture I (Introduction to Agricultural Science)

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.

PLANT SCIENCE (Fall Semester)

11th and 12th Grade Course Offerings

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. For more information, check the UCONN website at www.uconn.edu, the SHS Guidance Office, or the Suffield Regional Agriscience Office.

PLANT SCIENCE COURSES

(These courses are open to Agriscience and all Suffield High School students. Availability to all Suffield High School students is contingent on class enrollments.)

FLORAL ART I #880 (A) #838 (H) ECE Option/College Credit	Fall	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. (A 70 or better in this course is a prerequisite for **ADVANCED FLORAL ART #841 (H) (With ECE Option / College Credit** to be offered in the Spring Semester.)

FUNDAMENTALS OF HORTICULTURE #842 (A) #843 (H) (ECE Option/College Credit) Fall 0.5 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. This course is affiliated with the University of Connecticut. Students must first complete UConn course paperwork and pay the course fee. 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. The credits may be transferable to other colleges and universities.

PLANT SCIENCE (Spring Semester)

11th and 12th Grade Course Offerings

PLANT SCIENCE COURSES

(These courses are open to Agriscience and all Suffield High School students. Availability to all Suffield High School students is contingent on class enrollments.)

GREENHOUSE CROP PRODUCTION #868 (A)	Spring	0.5 credit
--	---------------	-------------------

The skills of propagating, growing, harvesting and marketing of spring greenhouse crops will be covered. Topics will include: greenhouse structures, materials, control of the greenhouse environment, pest control and various growing media.

LANDSCAPE MAINTAINANCE & EQUIPMENT OPERATION # 872	Spring	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.

ADVANCED FLORAL ART #840 (A) #841 (H) (ECE Option / College Credit) Spring 0.5 credit

Students will be prepared for an entry to advanced level position in the floriculture industry after completion of this course. Students will be assigned weekly units of instruction from the Floriculture Designing and Merchandising text by Charles Griner. The 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. Each week students will be given lab projects that will culminate in a portfolio. Students will learn to identify 150 common flowers and foliage that are listed in the NOCTI Instructor packet for Floriculture and supplementary flowers will be added from the National FFA Floriculture Career Development Event list. This course is affiliated with the University of Connecticut. Students must first complete the UCONN course paperwork and pay the course fee. Students who pass the course will earn college credit and receive an official transcript from the University of Connecticut. The credits may be transferable to other universities.

(A 70 or better in FLORAL ART I #880 (A) is a prerequisite.)

ANIMAL SCIENCE (Fall Semester)

11th and 12th Grade Course Offerings

ANIMAL SCIENCE COURSES

(These courses are open to Agriscience and all Suffield High School students. Availability to all Suffield High School students is contingent on class enrollments.)

INTRO TO COMPANION ANIMALS #874 (A) #848 (H) Fall 0.5 credit

This “hands-on” course deals with the 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.

EQUINE I #865 (A) Fall 0.5 credit

This basic course involves the history and development of the horse. Topics include: breeds, types, care, management, functional anatomy, conformation, unsoundness, selection, grooming and stable management skills.

(A 70 or better in this course is a prerequisite for EQUINE II #898 (A) to be offered in the Spring Semester.)

PRODUCTION ANIMAL SCIENCE #879 (A) Fall 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.

VETERINARY SCIENCE I #870 (A) #846 (H) Fall 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) to be offered in the Spring Semester.)

ANIMAL SCIENCE (Spring Semester)

11th and 12th Grade Course Offerings

ANIMAL SCIENCE COURSES

(These courses are open to Agriscience and all Suffield High School students. Availability to all Suffield High School students is contingent on class enrollments.)

EQUINE II #898 (A)

Spring 0.5 credit

This advanced course assumes basic knowledge of horses. Horse ownership or experience of students is preferred. Course content will include: horse training and behavior, horse nutrition, health management, common management practices and careers in the horse industry.

*(A 70 or better in **Equine I** is a prerequisite.)*

SPECIALTY ANIMAL #899 (A)

Spring 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 using the large animal facility, laboratory and on farm sites.

VETERINARY SCIENCE II #897 (A) # 844 (H)

Spring 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.

*(A 70 or better in **Veterinary Science I** is a prerequisite.)*

NATURAL RESOURCES and ENVIRONMENTAL SCIENCE **(Full Year)**

11th and 12th Grade Course Offerings

NATURAL RESOURCES and ENVIRONMENTAL SCIENCE COURSE

(This course is open to Agriscience and all Suffield High School students. Availability to all Suffield High School students is contingent on class enrollment.)

ENVIRONMENTAL SCIENCE #461 (A)

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.

(This full year elective science course will count toward 0.5 of the required 1.5 Agriscience credits for seniors. Agriscience students enrolled in the Environmental Science course are still required to take two additional 0.50 credit agriculture courses.)

Prerequisites:

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

NATURAL RESOURCES and ENVIRONMENTAL SCIENCE **(Fall Semester)**

AQUACULTURE I #866(A)

Fall

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.

WILDLIFE MANAGEMENT #878(A)

Fall

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.

NATURAL RESOURCES and ENVIRONMENTAL SCIENCE

AQUACULTURE II #889(A)

Spring

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.

(A 70 or better in Aquaculture I is a prerequisite.)

RECREATIONAL SERVICE MANAGEMENT #869

Spring

0.5 credit

This 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.

***Dissection in the Science 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.

AGRICULTURAL MECHANICS (Fall Semester)

11th and 12th Grade Course Offerings

(This course is open to Agriscience and all Suffield High School students. Availability to all Suffield High School students is contingent on class enrollment.)

SMALL POWER EQUIPMENT #863(A) MAINTENANCE AND REPAIR

Fall

0.5 credit

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. Chain saw, lawn mowers, and snow blowers are typical applications. Landscape machinery maintenance is also an important component.

AGRICULTURAL MECHANICS (Spring Semester)

11th and 12th Grade Course Offerings

(This course is open to Agriscience and all Suffield High School students. Availability to all Suffield High School students is contingent on class enrollment.)

WELDING AND METAL FABRICATION #854 (A)

Spring

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.

GENERAL AGRICULTURE

AGRIBUSINESS & MARKETING #885 (A)

Spring

0.5 credit

This advanced level course is designed to enhance the agribusiness knowledge and skills needed in such areas as: economic principles, budgeting, record keeping, finance and risk management. It also involves the use of cash flow and enterprise analysis to understand the use of labor, capital and marketing strategies. 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.

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

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**

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

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 B or better in current Math class.

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 B or better in current Math class.

VIRTUAL BUSINESS 2.0 #532 (A)

0.5 Credit

Students will engage in business simulations that make it fun to learn key business concepts including: marketing, management, entrepreneurship, sports marketing and, hospitality, and more. Virtual Business has been installed in over 6000 high schools and used by more than 1 million students nationwide.

INTERNATIONAL BUSINESS #533 (A)**0.5 credit**

This course is designed to give students the competitive edge in today's global economy! This course prepares students to work and live in the expanding world of international business. The course will feature Business Week and Standard & Poor's case studies which provide real-world learning opportunities for students. Academic skills exercises help students integrate academics with content throughout the course.

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.

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.

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. **MATH CREDIT**

*** (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.

MATH CREDIT * (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.

*** (College/Career Pathways course)**

Prerequisite: "C" 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.

*** (College/Career Pathways course)**

Prerequisite: C 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, stationary, 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.

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.

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 English Department goals are the culmination of students' K-12 Language Arts experience 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. Students describe the thoughts, opinions and questions that arise as they read, view or listen to a text, demonstrate basic understanding of the text and identify inconsistencies and ambiguities. Students will examine the fit between the text and prior knowledge by reconciling differences, extracting clues or evidence, making inferences, drawing conclusions, predicting events, inferring motives and generalizing beyond the text. Students demonstrate literary and aesthetic appreciation of the text, awareness of the author's style, understanding of textual features and ability to challenge the text and think divergently. Students select from the complete variety of text structures the appropriate organizational pattern for addressing audience, purpose and point of view. The Language Arts program meets the content and performance standards of the Connecticut Language Arts Curriculum Framework.

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

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-English Literature (0.5 credit) AND one English elective (0.5 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 the writings progress to multi-paragraph essays appropriate to the course.

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 selection sheet for the following year. Students in Honors classes must maintain a grade of 70 or better. They will be required to phase down if this grade is not maintained.

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 the English Department. AP English Language and Composition is a junior course; AP English Literature and Composition is a senior course.

The senior AP course (AP English Literature and Composition) is also aligned with UConn and may result in as many as 4 college credits at UConn.

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 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. Suffield High School offers ECE courses in Language Arts. 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 are highly transferable to other universities.

Students must register with UCONN to be eligible for ECE credit 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. This course also provides an introduction to the mandated SBAC assessment students will take their Junior year.

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, poetry, drama, novel and short story. Readings include major American and British novels, Shakespearean plays, selections from world literature and thought-provoking nonfiction.

ENGLISH III Junior Year #161 (A) #162 (H)**1.0 credit**

Students will trace the development of American Literature from its beginnings in the seventeenth century to the present. A representative selection of plays, short stories, essays, poems, biographies and novels will be considered for discussion, reading enjoyment and audio-visual presentation. Critical and analytical discussion and writing are integral to this course.

AP ENGLISH LANGUAGE Junior Year #165 (AP)**1.0 credit**

Juniors will take examinations on Summer Reading upon entering this course. This program may not be taken in conjunction with a freshman course at a local college. Students may earn as many as six college credits through the successful completion of this course. 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.

ENGLISH IV (Senior Year) #155(A)**0.5 credit**

Poetry, ballads, legends, plays and novels from Anglo-Saxon days to the modern era form the basis of this survey. Representative works from each historic period are explored through shared readings, individualized study and audio-visual presentations. Critical and analytical writing about these selections is an integral part of this course of study. The senior research project is a requirement for this course. *Students will choose a course from the English Department elective list to complete their senior year English requirement. (.50 credit)*

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.

AP ENGLISH LITERATURE #111 (AP)**1.0 credit**

Seniors will take an examination on Summer Reading upon entering this course. This program may not be taken in conjunction with a freshman course at a local college. Students may earn as many as six college credits through the successful completion of this course. 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.

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.

PLEASE NOTE: The English core courses, English I, II, III and IV, must be taken in sequence. Failure in one of these courses will prohibit the student from advancing to the next sequential course. Students must retake the course, pass it, and then advance to the next level. English I, II, and III are year- long, full credit courses that must be passed in their entirety. English IV (A) is a one- semester course.

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.

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.

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.

CREATIVE WRITING #176(A) #177 (H)

0.5 credit

Creative writing is designed for those 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.

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.

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.

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.

FAMILY AND CONSUMER SCIENCE

Careers in Family & Consumer Science

<u>Child Development</u>	<u>Food Science</u>	<u>Fashion / Design</u>
Preschool Teacher	Nutritionist	Clothing Designer
Elementary School Teacher	Dietitian	Jewelry Designer
Health and Wellness Coordinator	Food Critic	Costume Designer
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.

**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. *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 child care center. Advance students with at least 4 semesters of child development courses may have the opportunity to assist a teacher at the elementary level. *Prerequisite: Successful completion of Child Development I and II*

FOODS I #764(A)

0.5 credit

Students will learn the basics of cooking in this class, such as frying, sautéing, and baking. Using small appliances and a variety of tools, students will gain mastery in the kitchen. Safety and Sanitation is stressed in this class. Nutritional content of food choices will be a focus as well. Activities include textbook reading and writing, laboratory work, class discussions, quizzes and tests.

FOODS II #773(A)

0.5 credit

Students will continue to study food preparations which focus on traditional menu categories. Specialty foods, and more advanced baking as well as fresh pasta units will be explored. A nutritional unit will explore individual diet analyses, sports nutrition, vegetarian, geriatric and disease prevention diets. *Prerequisite: Foods I*

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

Students work on the creative aspects of food preparation and presentation. International cuisine, garnishing, pies and pastries and Holiday specialty foods are prepared. Career opportunities are researched within the food industry. A community service project is included in this course.

Prerequisite: *Foods I*

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.

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, and possibly redesign a space.

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.

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.

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

<u>Studio Arts</u>	<u>Ceramics</u>	<u>Graphic Arts</u>
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	Layout Artist
Textile/Interior Design	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. **Successful completion of Studio Art I is a prerequisite for Studio Art II and Photography.**

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. **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. A research project in ceramic arts is required.

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. A research project in ceramic arts is required. **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.

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. **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.

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. **Prerequisite: Successful completion of Photography I**

FILM

INTRODUCTION TO MEDIA LITERACY & PRODUCTION #918 (A)

0.5 credit

This course provides a background in understanding, evaluating, and producing motion picture media. 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, and public service messages.

MEDIA COMMUNICATIONS #919 (A)

0.5 credit

In this course, students develop skills in analyzing, investigating, and producing multi-media journalism, short documentaries, and portraits related to topics of community and personal interest. Course themes include school news, sports, drama and music, and other sources of topical importance and student interest. Students will learn editing techniques, visual effects such as chroma key shots, journalism standards, and related skills.

Prerequisite: C or better in Introduction to Media Literacy and Production.

FUNDAMENTALS OF MEDIA LITERACY AND PRODUCTION #905 (A)

0.5 credit

This course will provide students with an introduction to the general history, technical developments, and fundamental skills of motion pictures as communicative and expressive media. It will offer opportunities to explore the basics of visual storytelling using digital video and to develop critical thinking, collaborative, and creative skills through analysis and production of a variety of motion picture media. *Prerequisite: Must be Junior or Senior and have earned a C or better in Introduction to Media Literacy and Production, or have prior approval of instructor.*

ADVANCED MEDIA LITERACY AND PRODUCTION #909 (H)

0.5 credit

Write your own scripts! Shoot 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 (directing, cinematography, editing, etc.). 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. *Prerequisite: C or higher in Fundamentals of Media Literacy and 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.

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.

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.

CHORUS #941 (Fall), #942 (Spring)

0.5 credit

The Suffield High School Chorus is open to all students with the desire to learn to perform technical proficiency and musicality. Through a variety of music, students learn breath control, the use of singer's musculature, sight-reading, diction, phrasing, dynamics, tone production, understanding of self and ensemble tuning, and aural skills. The students learn stage presence, poise and the spirit of cooperation essential to this performing art. Attendance at all scheduled performances is required. Students who are interested in developing a positive attitude and self-confidence and who enjoy working as a team are encouraged to enroll in the course.

CONCERT CHOIR #973 (Fall), #974 (Spring)**0.2 credit**

Concert Choir is an auditioned 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. Greater emphasis will be placed on performance demeanor, interpretation of styles, and a cappella singing. This ensemble rehearses once a week in the evening. Attendance at all scheduled performances is required. This is a highly select group of approximately 35 singers.

CHAMBER ENSEMBLE #975 (Fall), #976 (Spring)**0.2 credit**

Chamber Ensemble is an auditioned ensemble of 16 voices. This is a select a cappella group that performs frequently. The pre-requisite is to be a member of Concert Choir and to be invited to the ensemble after an audition by the director. Singers must maintain a high standard of practice, rehearsal, singing and performances to remain in the ensemble. Rehearsals are in the morning before school. Attendance at all scheduled performances is required.

MUSIC THEORY AND COMPOSITION #963**0.5 credit**

This course provides an understanding and mastery of the materials of music. It is treated as a performing art. It works on audition skills and helps students bring meaning to all they hear. Students will use the MIDI lab extensively, learning through notation and sequence software. They will also gain a solid understanding from chord structure and melodic and harmonic concepts to music in relation to history and its culture.

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.

PIANO #964**0.5 credit**

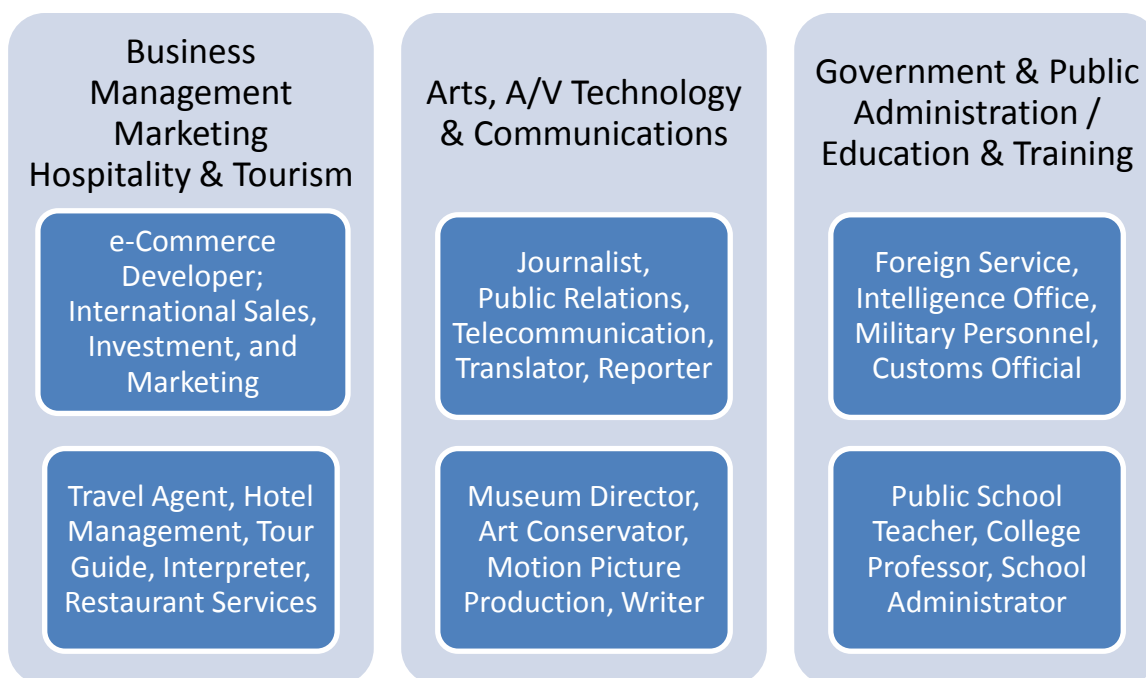
This course is for students who have little or no previous piano/keyboard experience. Students will learn basic piano technique-fingering, reading, playing chord progressions. Students will perform for a grade in front of the class every week. Practice rooms and pianos are always available to students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

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 living in target language immersion 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).

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. ***Prerequisite: Completion of French I or an approved beginning French course or passage of the entrance assessment 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 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. Cultural differences using short readings and films are a focus at this level. The use of the computer lab and the internet are essential components of this course. ***Prerequisite: 90 average in Middle School French sequence or French II 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 will be slower in order to allow students who need more review the opportunity to practice and improve their skills. The use of the computer lab and the internet will be essential components of this course. ***Prerequisite: 70 or better in Middle School French sequence or French II and/or permission of teacher.***

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

This honors course will include an in-depth study of grammatical structures and vocabulary with a strong emphasis on the development of all of the four language skills. Students will write, read, and discuss exclusively in French. Research and other class projects will require the use of the computer and the internet. *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. The skills of listening, speaking, reading, and writing will be developed at a more advanced level through an increased emphasis on grammar and culture. Research and other class projects will require a working knowledge of the computer and the internet. *Prerequisite: 70 or better in French III and/or recommendation of teacher.*

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

This advanced level course in French will present selected aspects of grammar, readings, and cultural studies that will serve as a basis for oral discussion and written expression. Students will be expected to express themselves in French with thoughtfulness and acceptable grammar in an effort to communicate their opinions and thoughts in daily classroom discussions. *Prerequisite: 70 or better in French IV and/or recommendation of teacher.*

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

This advanced level French course will develop language skills through a variety of culturally based studies that integrate literature, society, and history. Emphasis will be placed on improving the students' ability to speak and write French. Students will engage in work that examines such topics as childhood, adolescence, the working world, and contemporary France. *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. *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.

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. *Prerequisite: 70 or better in Spanish I (A) or one successful year of Middle School Spanish and/or recommendation of teacher or passing a placement test.*

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. *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. *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. *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). *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. *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). *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. **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.

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.

LIFE EDUCATION

Careers in Life Education

Athletic Trainer	Nutritionist	Recreation Supervisor
Bacteriologist	Occupational Therapist	Sanitary Engineer
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	Teacher
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.

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, Kinisicologist, 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. Students may choose any two of the .50 credit Physical Education courses offered in order to meet the requirement during the ninth and tenth grade years. Upperclassmen who have met the 1.0 Physical Education credit requirement may choose to enroll in additional PE courses for 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 the course of 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.

YOGA AND MEDITATION #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, philosophy, as well as practice of meditation techniques. 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. Additionally, balancing a checkbook or knowing how to build a budget are skills that students need to develop through a strong understanding of mathematics. 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 a sequence of courses which most appropriate to 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	Economist	Electrical Engineer	Surveyor
Product Developer			

Prerequisites are noted for each course. While a 60 does grant credit toward graduation, upgrading a 60 to a 70 or better is recommended before going on to the next course if a 70 prerequisite is noted for the next course. Currently, four mathematics credits are required for graduation in 2014 and beyond.

- The sequential order of traditional math courses for college bound students is (1) Algebra I, (2) Geometry, (3) Algebra II, (4) Pre-calculus, (5) Calculus / Statistics.
- Computer Science courses involve programming in various languages, including JAVA and HTML. A 70 or better in Algebra is required to begin taking programming courses.
- The 4-credit requirement in math (2014 and beyond) may also be met through a sequence taken from (1) Algebra I, (2) Intermediate Geometry, (3) Intermediate Algebra and (4) Algebra II, Math Applications, or Accounting (offered in the Business Department).

INTERMEDIATE GEOMETRY #307(A)

1.0 credit

This course is made available for those students who have not received a 70 or better in Algebra I. In Intermediate Geometry inductive reasoning will be used to make geometric discoveries through investigations in a cooperative learning environment. Students will discover geometry through such topics as: properties of polygons, congruence, circle properties, area, volume, Pythagorean Theorem, similarity, and some of the properties and applications of trigonometry. Furthermore, students will reinforce Algebra I skills such as solving and writing linear equations, solving quadratic equations, and writing and solving proportions. *Prerequisite: 1.00 credit in Algebra I.*

**This course does not qualify as an NCAA Core Course for Division I or II college athletic eligibility purposes.*

INTERMEDIATE ALGEBRA #308(A)

1.0 credit

This course is an integration of Algebra I and an introduction to Algebra II. While Intermediate Algebra includes an extensive review and extension of Algebra I, it places strong emphasis on problem solving. It also will include an introduction to the basics of Algebra II topics such as quadratic equations, exponential functions, and logarithmic functions. *Prerequisite: 1.00 credit in Geometry or Intermediate Geometry.*

**This course does not qualify as an NCAA Core Course for Division I or II college athletic eligibility purposes.*

MATH APPLICATIONS #309(A)

1.0 credit

This course covers a variety of topics designed to foster interest in and show the applicability of mathematics. Students use ideas from all common core domains, including algebra, geometry, probability and statistics to solve realistic application problems. Concrete, algorithmic, graphical and technological tools and variety of representations will be used to solve problems. *Prerequisite: 1.00 credit in Intermediate Algebra.*

**This course does not qualify as an NCAA Core Course for Division I or II college athletic eligibility purposes.*

ALGEBRA I #311(A), #351(H)

1.0 credit

A 70 or better in this course is required to take further academic level courses in Math. The course is paced for the student with a good pre-algebra background who has attained mastery of the entry-level math skills. It is expected that all students entering Algebra I will have mastered: operations with integers and rational numbers, evaluating simple algebraic expressions, and solving simple equations in one variable. Course content 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. *Prerequisite: Recommendation based on local placement test, CMT scores (or equivalent for out of state students) and prior year's curriculum and grades.*

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 analytic 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. *Prerequisite: For #321(A), a 70 or better in academic Algebra I or recommendation of previous instructor. For #352(H), at least an 80 in honors Algebra I or recommendation of previous instructor.*

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. ***Prerequisite: For #331 (A), a 70 or better in academic Geometry or recommendation of previous instructor. Or, a 70 or better in Intermediate Algebra or recommendation of the instructor of Intermediate Algebra. For #353(H), at least an 80 in honors Geometry or recommendation of previous instructor. *College/Career Pathways Program course-pg. 7)***

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.

Prerequisites: For #341 (A), a 70 or better in academic Algebra II or recommendation of previous instructor. For #354 (H), at least an 80 in honors Algebra II or recommendation of previous instructor.

STATISTICS #376 (A)

1.0 credit

ADVANCED PLACEMENT STATISTICS #377 (AP)

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. As with all of the College Board's advanced placement courses at Suffield High School, students are required to take the AP exam.

Prerequisite: For #376 (A), at least an academic level C in Algebra II and recommendation of previous mathematics instructor. For #377 (AP), at least an academic level A+ or honors level B in Pre-calculus, or at least an academic level A+ or honors level B in Algebra II and recommendation of previous mathematics instructor.

INTRODUCTION TO CALCULUS AND DISCRETE MATHEMATICS #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 introductory course. Also included are the study of fundamental operations and the interpretations thereof in vector and matrix algebra. An introductory study of descriptive and inferential statistics is made including its relation to and use of probability. Exploration of such topics as: paths, graphs and trees, recursive procedures, logic, and Boolean algebra will be included as time permits. ***Prerequisite: At least an academic 80 or honors 70 in Pre-calculus or recommendation of previous mathematics instructor.***

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. ***Prerequisite: 80 or better in honors Pre-calculus.***

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. ***Prerequisite: 90 in honors Pre-calculus or recommendation of previous mathematics instructor.***

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. *Prerequisite: 1.00 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. *Prerequisite: .50 credit in Introduction to Programming or .50 credit in Programming with HTML and recommendation of previous instructor.*

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. *Prerequisite: 80 or better in Introduction to Programming or in Programming with HTML.*

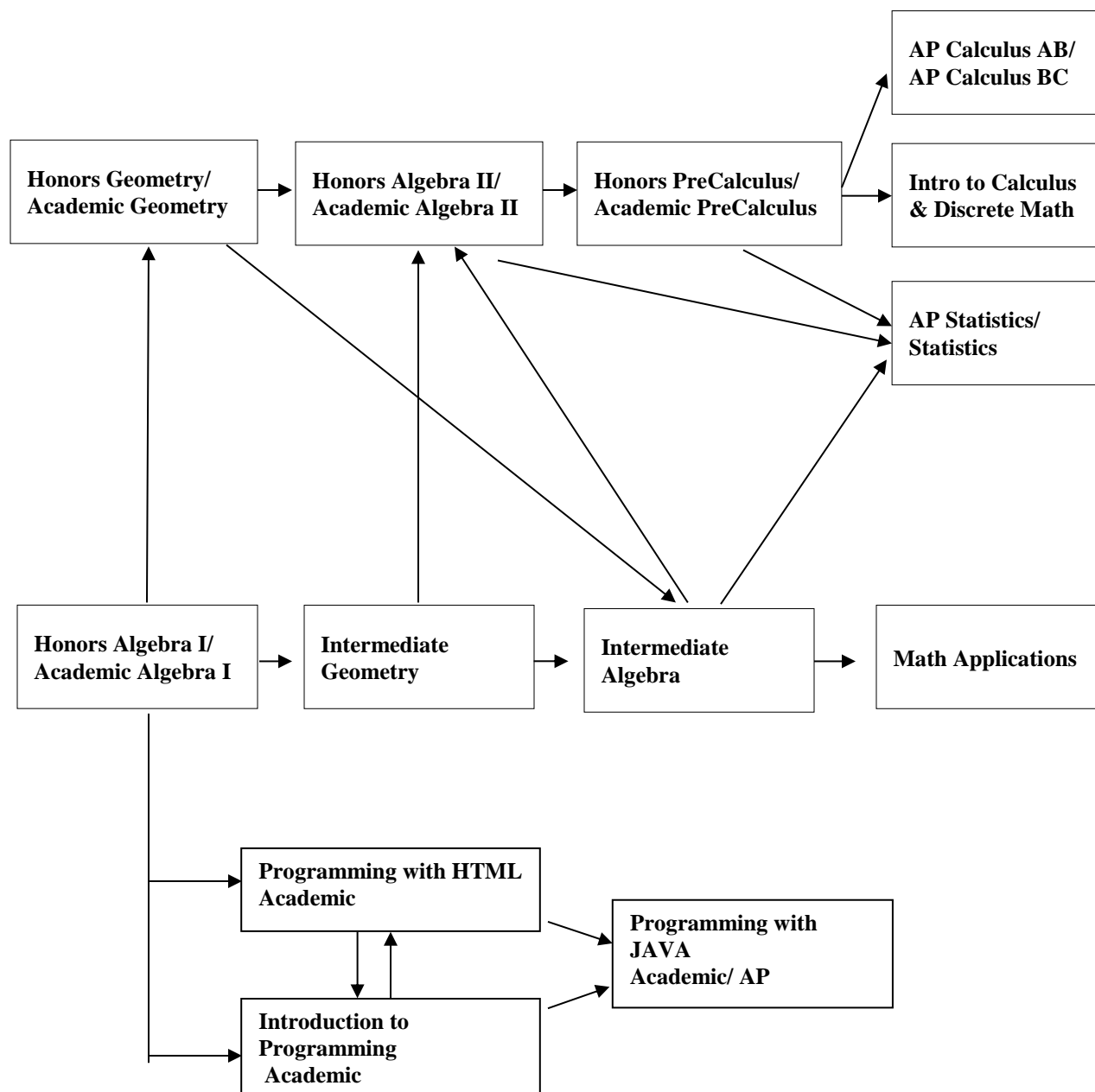
PROGRAMMING WITH HTML #372 (A)

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. *Prerequisites: 1.00 credit in Algebra I*

Typical Math Pathways – Grades 9 to 12

** Some students will have completed Algebra I in 8th grade.



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 21st century problems. STEM (Science, Technology, Engineering, and Math) literacy is a necessity for all our citizens. The rapid changes occurring in technology and the environment require that today's graduates recognize these impacts on their lives if they are to implement effective change. In all courses students will identify and solve problems through scientific exploration, including the formulation of hypotheses, design of experiments, use of measurement, sensing devices, and technology, analysis of data and drawing of conclusions. Students will also learn to analyze the possibilities and limits of science and technology in order to make and defend decisions about societal issues.

Science courses provide a variety of experiences geared toward Honors and Academic students. All science courses utilize laboratory activities and develop critical thinking skills. Lab sciences may be limited in class size. 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 must be recommended and have the approval of the instructor before enrolling in Honors courses. All level classes follow the current Suffield High grading policy, AP and Honors classes are harder and receive higher GPA weighting.

Students must also meet the science academic expectation by meeting proficiency on the Science section of the Connecticut Academic Performance Test, or enroll in an after school remedial course in junior year, or complete a science individualized learning project in senior year.

The science courses at SHS can lead students in many exciting college and career pathways. Some of these pathways are listed below.

Science College and Career Pathways

Physical Sciences	Health Fields	Engineering	Chemistry	Environmental
Astronomy	Biochemist	Agricultural	Nuclear Chemistry	Soil Science
Astrophysicist	Ecologist	Biomedical	Food Chemistry	Forestry
Materials Science	Entomology	Artificial	Polymer Science	Horticulture
Sensor Science	Food	Intelligence	Crystallography	Hydrology
Transportation	Science/Nutritionist	Chemical	Forensic Chemistry	Marine Science
Systems	Nursing	Mechanical	Waste Management	Paleontology
Fiber-optics	Medicine	Environmental	Fossil Fuels	Meteorology
Nanotechnology	Geneticist	Nuclear	Personal Care	
Optics	Genomics	Aerospace	Water Chemist	
Photonics	Pharmaceuticals	Computer		
GIS	Neuroscience	Electrical		
Telecommunications	Plant Science			
	DNA Analyst			

SCIENCE COURSES AND LEVELS

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

* Does not satisfy the three year science requirement.

INTEGRATED SCIENCE #411(H), 413(A)**1.0 credit**

Integrated Science provides students with an overview of the Earth, its environment and the mutual interdependency between humans and the earth systems. Students study how materials such as water, carbon, rocks and soil, and energy cycle and flow through the earth and its systems. Issues such as the role of energy and mineral resources and our use of them are debated. Students examine how the structure of matter affects its properties and our use of materials. Issues of waste, pollution, and chemical technologies are some of the topics explored. The future of the earth and man's place on it may depend on our ability to use and understand all of its systems. Students examine issues in science, technology, and society as well as use detailed scientific literacy, inquiry, and numeracy skills. The course involves using laboratory activities, technology such as GIS mapping, models and simulations, as well as direct observations, both in and out of school.

Prerequisites for honors level:

1. Above average grades in previous science course (85 average or better)
2. Teacher recommendations
3. Higher-level reading skills
4. Higher-level math skills (completion of Accelerated Algebra I with at least an 80 average or completion of Academic Algebra I with at least an 85 average)
5. High motivation and ability to work more independently (no missing assignments).

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.

Prerequisites for honors level:

- a. Teacher recommendations
- b. 80 average or better in Honors Integrated Science OR a 90 average in Academic Integrated Science
- b. Above average grades in Math
- c. Higher level reading skills

Prerequisites for academic level:

- a. Teacher recommendation
- b. Consultation with Guidance

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.

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:

- a. Departmental recommendations
- b. Above average grades in Integrated Science
- c. Above average grades in Math
- d. Higher level reading skills

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.

Prerequisites for academic level:

- a. successful completion of Biology
- b. successful completion of Algebra I or Basic Algebra

Prerequisites for honors level:

- a. above average math and reading ability
- b. 80 or better in Honors Biology, 90 or better in Academic Biology
- c. 80 or better in Algebra I
- d. Science Department recommendation

**College/Career Pathways Program course (see page 7)*

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 motion, when objects 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 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.

Prerequisites for 443 (Academic):

- a. 80 or better in Algebra I, completion of Geometry
- b. Completion or concurrent enrollment in Chemistry

Prerequisites for 441 (Honors):

- a. 80 or better in Algebra I, completion of Algebra II.
- b. 70 or better in Chemistry
- c. Science Department recommendation

ADVANCED PLACEMENT BIOLOGY * #450 (AP)

1.0 credit

AP Biology is an advanced college-level course designed to provide exceptionally motivated students with the opportunity to earn college credit. The diverse curriculum spans a broad range of topics in significant depth. These topics include ecology, biochemistry, cell biology, genetics, evolution, classification, and the anatomy and physiology of plants and animals. 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. There is also a lab requirement one extra period a week. Students are expected to take the AP Biology examination in May through which they may gain academic credits or advanced standing at the college of their choice. AP Biology is open to Juniors recommended by their biology teacher.

Prerequisites:

- a. Departmental teacher recommendation
- b. 80 or better in Integrated Science
- c. 90 in Academic Biology I or 80 or better in Honors Biology I or 80 or better in Chemistry I
- d. 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.

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. There is also a lab requirement one extra period a week. 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.

Prerequisites:

- a. Departmental teacher recommendation
- b. 80 or better in Integrated Science
- c. 90 in Academic Biology I or 80 or better in Honors Biology I
- d. 90 or better in Academic Chemistry or 80 or better in Honors Chemistry
- e. 80 or better in Algebra II

ENVIRONMENTAL SCIENCE #461 (A)**Grade 12****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. (This is a full year elective science course).

Prerequisites:

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

FORENSIC SCIENCE * #465 (A)**Grade 11&12****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. Successful completion of Integrated Science, and Biology
- b. Completion or concurrent enrollment in Chemistry
- c. Completion of an Algebra course.

ASTRONOMY: EXPLORING THE UNIVERSE #455(A)**Grade 11&12****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 extraterrestrial life.

Prerequisites:

- a. a. Successful completion of Integrated Science, and Biology
- b. Completion or concurrent enrollment in Chemistry
- c. 70 or better in Chemistry.
- d. Completion of an Algebra course.

***Dissection in the Science 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

The purpose of social studies education is to prepare students to become knowledgeable, participating citizens in our society. To this end, opportunities are available to students to take part in civic activities. Emphasis is placed on a thorough understanding of history with data and concepts incorporated from the other social sciences. Knowledge thus gained from the social studies serves as a way to explore vital issues in today's world.

Reading, writing, debating, observing, role-playing, working with statistical information and using appropriate critical thinking skills are integral parts of the program. Hence, the social studies serve as a basis for today's youth to become thoughtful, contributing citizens.

Social Studies College and Career Pathways

Business

Attorney
Government Relations
Lobbyist
Human Resources
Consulting
Corporate Comm

Education

Social Studies Teachers
History Teachers
Humanities Teachers
College Professor
Grant Writer
.

Government

Attorney
Paralegal Assistant
Public Administrator
Police Officer
Social Worker
Political Advisor
Foreign Service
Peace Corps Advocacy
Elected Official

Arts/Media

Historian
Archivist
Museum Curator
Editor
Journalist
Press Secretary

SOCIAL STUDIES GRADUATION REQUIREMENTS

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

Grade 9	International Studies	1.0 credit
Grade 10	Modern World History	0.5 credit
Grade 10	Civics (or AP Am. Studies/Civics)	0.5 credit
OR		
Grade 10	International Relations	0.5 credit
Grade 10	Civics (or AP Am. Studies/Civics)	0.5 credit
Grade 11	American Studies	1.0 credit

INTERNATIONAL STUDIES #601 (A), #602 (H)**1.0 credit**

International Studies is the first course of a planned four-year program in International Studies. Units include World Religions, the Middle East Conflict, Imperialism, Modern China, World Poverty, Genocide, Africa and focused current events will be studied weekly with connections made to unit topics. Students will be able to make multiple connections with historical events from the unit topics in order to better understand the current global community. **Note :** Successful completion of this course is required for graduation.

MODERN WORLD HISTORY #625(A), #626(H)**0.5 credit**

Modern World History is one of two choices for 10th grade Social Studies course. Through the semester students will be involved in an investigation of the social, economic, political, cultural and technological forces which have shaped our modern world. Special emphasis will be placed on events of the 20th and 21st centuries and a multi-cultural approach which will stress the contributions of dynamic individuals whose deeds and personalities have changed and shaped the modern world. **Note :** Successful completion of this course or International Relations is required for graduation.

CIVICS #635(A), #637(H)**0.5 credit**

The success of a democratic form of government depends on informed and politically involved citizens. The purpose of Civics is to study the Constitutional system of government in the United States, giving students the knowledge and motivation to become active citizens. Students will be provided a framework of the American political system as well as an examination of federal, state and local governments. **Note:** Successful completion of this course is required for graduation.

INTERNATIONAL RELATIONS #666 (A), 667 (H)**0.5 credit**

International Relations is part of a planned four-year program in International Studies. It is one of two world history courses that 10th graders can choose from. Unit topics include the history and current role of the United Nations, current population issues, world poverty, global environmental issues, and terrorism.

AMERICAN STUDIES #610(A), #611(H)**1.0 credit**

American Studies provides a chronological overview of America from 1789 to the present. Cultural, economic and social developments are studied. **Note:** Successful completion of American Studies is required for graduation.

ADVANCED PLACEMENT AMERICAN STUDIES/CIVICS #636 (AP)**0.5 credit****ADVANCED PLACEMENT AMERICAN STUDIES #612(AP)****1.0 credit**

Advanced Placement American Studies provides a chronological and thematic overview of America from 1492 to the present. Political, economic and social developments are studied. Students who take this college level course will be prepared and required to take the Advanced Placement U.S. History examination for which they may receive credits or advanced standing at the college level. The AP American Studies I course also includes a civics component. **Note:** Successful completion of both Civics and American Studies is required for graduation.

SOCIAL STUDIES ELECTIVE COURSES

ADVANCED PLACEMENT U.S. GOVERNMENT & POLITICS #654 (AP)**Grades 11-12 0.5 credit**

AP Government and Politics will offer students an analytical perspective on government and politics in the United States. This course will include the study of important facts, concepts and theories pertaining to our national governmental system for those interested in further study 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. A passing grade on the AP Examination usually carries college credits, but at the very least will provide an excellent foundation for Political Science, Legal Studies and United States History, which are required on most college and university campuses.

0.5 credit

0.5 credit

1.0 credit

0.5 credit

0.5 credit

0.5 credit

0.5 credit

54

SOCIOLOGY #691 (A)**Grades 10-12****0.5 credit**

Sociology is the study of human relationships. Its aim is that the student gain an understanding of these relationships which will ultimately improve and enhance his or her own. Included in the course are such topics as: personality development, marriage and family relations, life stages, cultural differences, social problems, deviant behavior, mass media and the future.

INDEPENDENT STUDY IN SOCIAL SCIENCE #695 (H)**Grades 10-12****0.5 credit**

Students who wish to take any of the courses in the department or pursue a special interest in social science on an independent study basis must apply to the department and high school administration for permission. If the student is accepted, he/she will develop a specific plan of study with a faculty advisor. Periodic meetings with the advisor will be arranged as part of the course.

TECHNOLOGY EDUCATION

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:

Architecture and Construction – careers in designing, planning, managing, building and maintaining the physical infrastructure environment, e.g. buildings, homes, parks, bridges, roads, and highways, etc.

Arts, A/V Technology and Communication – careers in designing, producing, exhibiting, performing, writing, and publishing multimedia content, e.g. visual and performing arts and design, journalism, TV/Video Productions etc.

Information Technology – entry level, technical, and professional careers related to the design, development, support and management of hardware, software, multimedia, and systems integration services.

Manufacturing – careers in planning, managing and performing the processing of materials into intermediate or final products, and related professional and technical support activities.

Science, Technology, Engineering and Mathematics (STEM) – careers in planning, managing, and providing scientific research and professional/technical services including research and development services.

Transportation, Distribution and Logistics – careers in the planning, management, and movement of people materials, and goods by road, pipeline, air, rail and water, and related professional/technical support services.

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.

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. *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.

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. *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.

ROBOTICS ENGINEERING & DESIGN #801 (A)**Grades 11&12****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. *Prerequisite: Successful Completion of Engineering, Design, & Materials I & II, and must be junior or senior.*

TECHNOLOGY EDUCATION COURSES OFFERED IN OTHER DEPARTMENTS:

TECHNICAL THEATER #102 (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.

MUSIC TECHNOLOGY I #965 (A)

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.

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 program readable and modular.

Prerequisite: 1.00 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 the QBASIC language 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.

Prerequisite: .50 credit in Introduction to Programming with QBASIC and recommendation of previous instructor.

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.

Prerequisites: 1.00 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 emphasis 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.

Prerequisite: 80 or better in Programming with QBASIC.

ADVANCED PLACEMENT PROGRAM

Advanced Placement (AP) is a program that is organized by the College Board, which also publishes and coordinates the SAT Program. Advanced Placement courses taken at the high school level are actually college-level courses typically based on introductory college courses in a variety of disciplines. All of our Advanced Placement course teachers have specialized training in the best practices related to teaching Advanced Placement courses.

Unlike some other high schools, Suffield High School requires that all students taking an Advanced Placement course also must take the related AP Exam that is given in the spring. AP Exams are scored on a scale of 1 to 5 with 5 being the highest score. Many colleges accept a score of 3 or better as the basis for awarding 3 college credits to their incoming freshmen. However, other colleges use the scores for placement purposes rather than awarding credits. All colleges recognize that AP courses are among the most rigorous courses any high school student can take and provide excellent preparation for higher education. The list that follows includes all of the current AP offerings at Suffield High School:

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. ***Prerequisites: Junior or Senior in good standing, including an 80 or better in current Math class.***

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 B or better in current Math class.

AP ENGLISH LANGUAGE AND COMPOSITION #165 (AP) Grade 11 1.0 credit

Juniors will take examinations on Summer Reading upon entering this course. This program may not be taken in conjunction with a freshman course at a local college. Students may earn as many as six college credits. Students are expected to take the AP Language and Composition examination at the end of the course. A grade of B or better must be maintained in the course to remain in the program. 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. ***Prerequisites: Recommendation by the English Department of Suffield High School and at least an 80 average in English courses.***

AP ENGLISH LITERATURE #111 (AP) Grade 12 1.0 credit

Seniors will take an examination on Summer Reading upon entering this course. This program may not be taken in conjunction with a freshman course at a local college. Students may earn as many as six college credits through the successful completion of this course. 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.

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.

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.

Prerequisite: *80 or better in French V (H) and/or recommendation of 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.

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.*

ADVANCED PLACEMENT STATISTICS #377 (AP)

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. As with all of the College Board's advanced placement courses at Suffield High School, students are required to take the AP exam.

Prerequisite: *For #376 (A), at least an academic level C in Algebra II and recommendation of previous mathematics instructor. For #377 (AP), at least an academic level A+ or honors level B in Pre-calculus, or at least an academic level A+ or honors level B in Algebra II and recommendation of previous mathematics instructor*

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. **Prerequisite:** *80 or better in honors Pre-calculus.*

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. **Prerequisite:** *90 in honors Pre-calculus or recommendation of previous mathematics instructor.*

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. **Prerequisite:** *80 or better in Introduction to Programming or in Programming with HTML.*

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

AP Biology is an advanced college-level course designed to provide exceptionally motivated students with the opportunity to earn college credit. The diverse curriculum spans a broad range of topics in significant depth. These topics include ecology, biochemistry, cell biology, genetics, evolution, classification, and the anatomy and physiology of plants and animals. 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. There is also a lab requirement one extra period a week. Students are expected to take the AP Biology examination in May through which they may gain academic credits or advanced standing at the college of their choice.

Prerequisites:

- a. Departmental teacher recommendation
- b. 80 or better in Integrated Science
- c. 90 in Academic Biology I or 80 or better in Honors Biology I or 80 or better in Chemistry I
- d. 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.

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. There is also a lab requirement one extra period a week. Students are required to take the AP Chemistry examination in May through which they may gain academic credits or advanced standing at the college of their choice.

Prerequisites:

- a. Departmental Teacher Recommendation
- b. 80 or better in Integrated Science
- c. 90 in Academic Biology I or 80 or better in Honors Biology I
- d. 90 or better in Academic Chemistry or 80 or better in Honors Chemistry
- e. 80 or better in Algebra II

ADVANCED PLACEMENT AMERICAN STUDIES/CIVICS #636 (AP)**0.5 credit****ADVANCED PLACEMENT AMERICAN STUDIES #612(AP)****1.0 credit**

Advanced Placement American Studies provides a chronological and thematic overview of America from 1492 to the present. Political, economic and social developments are studied. Students who take this college level course will be prepared and required to take the Advanced Placement U.S. History examination for which they may receive credits or advanced standing at the college level. The AP American Studies I course also includes a civics component. *Note: Successful completion of both Civics and American Studies is required for graduation.*

ADVANCED PLACEMENT PSYCHOLOGY # 649 (AP)**Grades 11&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. A passing grade on the AP Examination usually carries college credits, but at the very least will provide an excellent foundation for Psychology 101, a required course on most college and university campuses.

ADVANCED PLACEMENT U.S. GOVERNMENT & POLITICS #654 (AP)**Grades 11&12****1.0 credit**

AP Government and Politics will offer students an analytical perspective on government and politics in the United States. This course will include the study of important facts, concepts and theories pertaining to our national governmental system for those interested in further study 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. A passing grade on the AP Examination usually carries college credits, but at the very least will provide an excellent foundation for Political Science, Legal Studies and United States History, which are required on most college and university campuses.

UConn Early College Experience (ECE) Program

The Early College Experience (ECE) courses provide an opportunity for students to take UConn courses while still in high school. A high school ECE course is equivalent to the same course at the University of Connecticut. Courses are taught here at Suffield High School by our teachers who have been certified as adjunct faculty members by the university. ECE students benefit by taking college courses in a familiar setting with a teacher they know. To qualify for UConn credit, students must register and pay a fee that is approximately one-tenth of the cost in comparison to taking the same course on the UConn campus. Credits earned in ECE courses are accepted at many colleges and universities across the country. Suffield High School currently offers three ECE courses and they are listed below.

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.

FUNDAMENTALS OF HORTICULTURE #843 (H) Fall 0.5 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. This course is affiliated with the University of Connecticut. Students must first complete UConn course paperwork and pay the course fee. 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. The credits may be transferable to other colleges and universities.

FLORAL ART I #838 (H) ECE Option/College Credit Fall 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. (*A 70 or better in this course is a prerequisite for ADVANCED FLORAL ART #841 (H) With ECE Option / College Credit to be offered in the Spring Semester.*)

ADVANCED FLORAL ART #841 (H) Spring 0.5 credit

Students will be prepared for an entry to advanced level position in the floriculture industry after completion of this course. Students will be assigned weekly units of instruction from the Floriculture Designing and Merchandising text by Charles Griner. The 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. Each week students will be given lab projects that will culminate in a portfolio. Students will learn to identify 150 common flowers and foliage that are listed in the NOCTI Instructor packet for Floriculture and supplementary flowers will be added from the National FFA Floriculture Career Development Event list. This course is affiliated with the University of Connecticut. Students must first complete the UConn course paperwork and pay the course fee. Students who pass the course will earn college credit and receive an official transcript from the University of Connecticut. The credits may be transferable to other universities. (*A 70 or better in FLORAL ART I #838 (H) ECE is a prerequisite.*)

MARINE SCIENCE AND WATER MANAGEMENT #849(H) / UConn ECE Spring 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

ACADEMIC EXPECTATION: READING

Students will demonstrate and apply effective reading skills across the disciplines, to include a variety of materials (e.g. fiction, non-fiction, primary sources)

CRITERIA	EXEMPLARY 4	PROFICIENT 3	DEVELOPING 2	BEGINNING 1	S	T
Decoding	Consistently recognizes advanced vocabulary using superior decoding skills.	Sufficiently recognizes vocabulary using decoding skills.	Occasionally recognizes vocabulary using decoding skills with some assistance of other sources.	Rarely recognizes vocabulary using decoding skills with frequent assistance of outside sources.		
Fluency	Demonstrates thorough and insightful vocabulary recognition with speed and accuracy.	Demonstrates sufficient vocabulary recognition with speed and accuracy.	Demonstrates limited vocabulary recognition with speed and accuracy.	Does not recognize vocabulary to read effectively.		
Comprehension	Demonstrates critical understanding of main ideas and supporting details, uses context clues, and connects learned information to prior knowledge.	Sufficiently understands main ideas and supporting details, uses context clues, and connects learned information to prior knowledge	Demonstrates limited understanding of main ideas and supporting details, uses context clues, and connects learned information to prior knowledge	Understands main ideas and supporting details inconsistently, uses context clues, and connects learned information to prior knowledge inconsistently		
Inferences	Masterfully distinguishes fact from opinion, draws conclusions, identifies author's purpose, recognizes literary devices and techniques, and identifies reasons, causes and motives.	Sufficiently distinguishes fact from opinion, draws conclusions, identifies author's purpose, recognizes literary devices and techniques and identifies reasons, causes and motives.	Occasionally distinguishes fact from opinion, draws conclusions, identifies author's purpose, recognizes literary devices and techniques and identifies reasons, causes and motives.	Inconsistently distinguishes fact from opinion, draws conclusions, identifies author's purpose, recognizes literary devices and techniques and identifies reasons, causes and motives.		

Teacher Comments

ACADEMIC EXPECTATION: WRITING

Students will demonstrate and apply effective writing skills across disciplines, to include a variety of tasks (e.g. persuasive essay, research papers, letters)

CRITERIA	EXEMPLARY 4	PROFICIENT 3	DEVELOPING 2	BEGINNING 1	S	T
Critical Stance	Effectively and insightfully develops a point of view.	Develops a clear point of view.	Develops a limited point of view.	Does not develop a point of view on the issue.		
Content	Exhibits outstanding critical thinking by using insightful examples, ample reasons, and other evidence to support the position.	Exhibits critical thinking by using examples, reasons, and other evidence to support the position.	Exhibits limited critical thinking by using some examples, reasons, and other evidence to support the position.	Exhibits weak critical thinking by using inconsistent or inadequate examples, reasons, or other evidence.		
Organization & Fluency	Well-organized, clearly focused, exhibits coherence and smooth progression of ideas.	Demonstrates organization, coherence, and progression of ideas.	Limited in organization and focus, shows limited coherence and progression of ideas.	Little evidence of organization. Exhibits problems in coherence and progression of ideas.		
Grammar, Spelling, Usage and Mechanics	No or rare errors in grammar, usage, and mechanics.	Some errors in grammar, usage, and mechanics.	Regular errors in grammar, usage, and mechanics.	Many errors in usage, grammar and mechanics.		

Teacher Comments:

ACADEMIC EXPECTATION: ORAL COMMUNICATION

Students will demonstrate oral communication and active listening skills across disciplines (e.g. individual/group oral presentation, debate, interviews, dialog)

CRITERIA	EXEMPLARY 4	PROFICIENT 3	DEVELOPING 2	BEGINNING 1	S	T
Content & Organization	Demonstrates exceptional knowledge of the topic and organizes information masterfully.	Demonstrates adequate knowledge of the topic and organizes much of the information.	Demonstrates some knowledge of the topic and loosely organizes information.	Demonstrates little knowledge of the topic and incompletely organizes information.		
Delivery	Fully engages audience with exceptional clarity of voice and outstanding visual aids.	Engages audience with adequate clarity of voice and visual aids.	Occasionally engages audience with limited clarity of voice and visual aids.	Rarely engages audience with little clarity of voice or visual aids.		
Oral Spontaneity	Displays comfort with spontaneous oral expression, remains fully on topic, and asks and answers questions with ease.	Speaks with regular spontaneity, stays on topic, and asks and answers questions appropriately.	Regularly relies on written information to speak. Strays from topic at times and does not fully ask or answer questions.	Relies completely on written information to speak. Little or no evidence of spontaneous expression and does not appropriately ask or answer questions.		
Responsiveness	Gives others time to talk and offers exceptional questions and answers to develop the subject idea further.	Gives others time to talk and offers adequate questions and answers.	At times, gives others time to talk and rarely offers appropriate questions and answers.	Does not give others time to talk and responds inappropriately.		
Attentiveness	Demonstrates excellent attentiveness through highly focused engagement and thorough note taking.	Demonstrates appropriate attentiveness through focused engagement and suitable note taking.	Demonstrates limited attentiveness through inconsistent engagement and partial note taking.	Demonstrates general in-attentiveness through lack of engagement and minimal note taking.		
Comprehension	Demonstrates exceptional understanding of topic through the ability to recall and retell important information in detail, make strong connections, and expand on ideas.	Demonstrates appropriate understanding of topic through the ability to recall and retell important information in some detail and make key connections to previous learning.	Demonstrates some understanding of topic through the partial ability to recall information and few connections to previous learning.	Demonstrates little understanding of topic by recalling few pieces of information from the topic.		

Teacher Comments:

ACADEMIC EXPECTATION: VISUAL MEDIA

Students will demonstrate and apply effective visual media analysis, interpretation, and evaluation using a variety of sources across disciplines (for example, political cartoons, graphs, art, advertising, film/video).

CRITERIA	EXEMPLARY 4	PROFICIENT 3	DEVELOPING 2	BEGINNING 1	S	T
Comprehension & Understanding	Understands main ideas and supporting details, uses clues, and connects learned information to prior knowledge in a clear and accurate manner.	Demonstrates a sufficient understanding of the main message, but does not understand some of the subtleties of the visual media source.	Demonstrates limited understanding of the main message, and many of the subtleties of the visual media source.	Demonstrates an inadequate and incorrect understanding of the main message, and most of the subtleties of the visual media source.		
Context & Connections	Demonstrates a thorough, clear, and insightful understanding of the content.	Demonstrates a sufficient comprehension of the content.	Demonstrates limited comprehension of the content.	Demonstrates an inadequate and/or incorrect comprehension of the content.		
Visual Interpretation	Demonstrates a comprehensive and insightful understanding of visual messages in the material.	Demonstrates accurate understanding of visual messages in the material.	Demonstrates limited understanding of visual messages in the material.	Demonstrates an inadequate understanding of visual messages in the material.		
Evaluation	Establishes original and compelling evaluation of the video/visual source and provides thorough support for that judgment.	Offers an accurate judgment about the visual media source and provides adequate support for that judgment.	Demonstrates limited judgment about the visual media source and provides little support for that judgment.	Demonstrates an inadequate and/or incorrect judgment about the visual media source and provides inappropriate support for that judgment		

Teacher Comments

ACADEMIC EXPECTATION: TECHNOLOGY

Student will demonstrate and apply effective use of technology to access, organize, and communicate information responsibly.

CRITERIA	EXEMPLARY 4	PROFICIENT 3	DEVELOPING 2	BEGINNING 1	S	T
Locate and Retrieve	Consistently and accurately locates a wide variety of diverse sources for the retrieval of information.	Demonstrates the ability to locate a wide variety of diverse sources for the retrieval of information.	Demonstrates limited ability to locate a variety of diverse sources for the retrieval of information.	Demonstrates an inability to locate sources for the retrieval of information.		
Save and Organize	Consistently saves and organizes information appropriately.	Demonstrates the ability to save and organize information appropriately.	Demonstrates limited ability to save and organize information appropriately.	Demonstrates an inability to save and organize information appropriately.		
Evaluate and Synthesize	Consistently evaluates and synthesizes appropriate information.	Demonstrates the ability to evaluate and synthesize appropriate information.	Demonstrates limited ability to evaluate and synthesize appropriate information.	Demonstrates an inability to evaluate and synthesize appropriate information.		
Interpret, Use, and Present	Consistently interprets, uses, and presents information using a variety of tools and appropriate formats.	Demonstrates the ability to interpret, use, and present information using a variety of tools and appropriate formats.	Demonstrates limited ability to interpret, use, and present information using a variety of tools and appropriate formats.	Demonstrates an inability to interpret, use, and present information using a variety of tools and appropriate formats.		
Practice Personal Responsibility	Consistently practices personal responsibility by citing all appropriate ownership with no errors.	Demonstrates personal responsibility by citing all appropriate ownership with minor errors.	Demonstrates limited ability to practice personal responsibility. Cites some appropriate ownership.	Demonstrates an inability to practice personal responsibility. Does not cite appropriate ownership.		

Teacher Comments:

ACADEMIC EXPECTATION: MATHEMATICS

Students will demonstrate and apply fundamental numerical, algebraic, geometric and statistical concepts and skills in order to deduce, analyze, and solve abstract and real world problems.

CRITERIA	EXEMPLARY 4	PROFICIENT 3	DEVELOPING 2	BEGINNING 1	S	T
Comprehension	Demonstrates a complete understanding of all concepts and processes presented. Understands what is being asked and how to use the information given to find the appropriate solution.	Demonstrates a good understanding of the concepts and processes presented. Understands what is being asked, and has a reasonable understanding of how to use the information that is provided, and what mathematical processes are needed.	Demonstrates a limited understanding of the concepts and processes presented. Shows a minimal understanding of what is being asked and how to use the information that is given.	Demonstrates merely an awareness of the concepts presented. Shows little or no understanding of how to use the information that is provided.		
Communication	Supporting work is shown through the use of appropriate formulas, calculations, graphs and diagrams. The work is clear, organized, and supports all conclusions. There are no flaws in communication.	Supporting work is shown through the use of formulas, calculations, graphs and diagrams where appropriate. The work is organized and clear with some minor flaws. Some flaws with labeling.	Some work is shown to support answers. Some appropriate formulas, calculations, graphs or diagrams are used, but the work is incomplete, unorganized and difficult to follow logically. Errors with the use of units exist	Does not show adequate supporting work. Does not show adequate formulas, calculations, graphs or diagrams to show thought process for solving.		
Calculations	Demonstrates complete mastery of all relevant computational skills. Numerical answers are correct and have appropriate units.	Demonstrates a clear understanding of all mathematical skills and procedures needed. Errors result from insufficient non mathematical knowledge; rounding values, and some minor mistakes in calculations.	Demonstrates a reasonable understanding of the mathematical skills and procedures that are needed. Errors resulting from faulty reading, writing and drawing; insufficient non mathematical knowledge; and careless mistakes in work.	There are many errors related to mathematical skills and procedures. Mistakes in numerical calculations including the use of order of operations, the use of appropriate units in calculations, and rounding errors exist.		

Teacher Comments

Students will demonstrate and apply scientific principles and process skills in order to identify, analyze, and address real world problems.

Scientific Principles

CRITERIA	EXEMPLARY 4	PROFICIENT 3	DEVELOPING 2	BEGINNING 1	S	T
Identifies the Concept/ Problem	Identifies the concept/problem accurately, completely, and insightfully.	Identifies the concept/problem accurately and appropriately.	Demonstrates limited ability to identify concept/problem.	Demonstrates some elements of the concept/problem, but may be inaccurate or incomplete.		
Describes Concept/ Problem	Clearly describes and communicates the essential elements of the concept/problem with insight.	Clearly describes and communicates the essential elements of the concept/problem.	Describes and communicates some of the elements of the concept/problem.	Demonstrates some ability to describe the concept/problem, but may be inaccurate or incomplete.		
Analysis of Concept/ Problem	Uses accurate terminology to make advanced connections between prior knowledge and newly acquired information.	Uses accurate terminology to make connections between prior knowledge and newly acquired information.	Makes some connections between prior knowledge and newly acquired information from class.	Demonstrates evidence of significant misconceptions, inaccurate terminology, or improper connections.		
Application of Concept/ Problem	Effectively relates to concept/problem and makes valid and realistic conclusions with insightful connections.	Gives some evidence of understanding which relates to the concept/problem, validity issues, and/or the conclusion.	Gives some evidence of understanding which relates to the concept/problem, validity issues, and/or the conclusion with some misconceptions.	Gives limited evidence that relates to the concept/problem, lacks validity issues, and/or draws an insufficient conclusion.		

Teacher
Comments: _____

Scientific Process Skills

page 2 of 2

CRITERIA	EXEMPLARY 4	PROFICIENT 3	DEVELOPING 2	BEGINNING 1	S	T
Observing	Distinguishes from many observations those that are relevant to the problem at hand.	Identifies differences and similarities amongst objects or materials.	Succeeds in identifying obvious differences and similarities to objects and materials.	Identifies characteristics unrelated to objects and materials.		
Questioning	Asks a variety of questions that include investigable and non-investigable questions. Suggests “how” answers to questions of various kinds that can be found.	Asks a variety of questions that include investigable and non-investigable questions. Shows effective participation in discussing questions that can be answered.	Asks a variety of questions that include investigable and non-investigable questions.	Asks questions that are not investigable or non-investigable		
Predicting and/or Hypothesizing	Uses patterns and information or observations from evidence to make justified predictions. Gives explanations that suggest how an observed effect or situation is brought about and could be checked.	Makes use of evidence from experience in making a reasonable prediction with attempts at justification. Shows awareness that there may be more than one explanation that fits the evidence.	Makes some use of evidence from experience and preconceived ideas in making a prediction. Attempts to explain things in terms of a relevant idea from preconceived ideas.	Makes a prediction based on experience or preconceived ideas.		
Planning and Investigating	Demonstrates ability to completely design a controlled experiment. Correctly identifies independent and dependent variables and creates a control group.	Succeeds in planning a fair test: Correctly identifies independent and dependent variables and creates a control group.	Identifies the variable that has to be changed (independent variable) and the things that should be kept the same (constant), but missed some critical steps for a fair test.	Starts with a useful general experimental approach even if details are lacking or need further thought.		
Interpreting	Draws valid conclusions that summarize and are consistent with all the evidence that has been collected. Recognizes that conclusions are tentative and may have to be changed in light of new evidence.	Draws valid conclusions that identify patterns or trends in their observations and measurements.	Notifies associations between changes in one variable and another, but has difficulty analyzing the results correctly.	Discusses what they find in relation with their initial question, but has difficulty making associations.		

Teacher Comments:
