Pelham High School

Program of Studies

2025-2026

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Dear Students, Parents, and Guardians,

Our 2025-2026 Pelham High School Program of Studies details the rigorous and diverse opportunities available to students. The more attention and careful planning given to your course selection, the more personalized and valuable your education will be. I encourage you to be thoughtful in your choices and put effort into investigating the many learning opportunities and pathways available to you at Pelham High School.

Pelham High School provides the opportunity for students to personalize their course schedule. The selection of courses available is designed to accommodate the many interests and diverse needs of our students. This plan of study should be a product of the collaboration between the student, parents, and the school counselor.

As a small school, the data collected during the course selection process is invaluable. We run courses based on student choice and interest. Our master schedule and number of sections offered are dependent on the accuracy and collection of this data.

Our goal is to develop a personalized education plan that supports the interests of all types of learners and students. The Program of Studies is a valuable tool to use in the process.

Sincerely,

Dawn M Mead

Principal Pelham High School

HISTORY OF PELHAM HIGH SCHOOL

Pelham High School, founded in 1973, offers a comprehensive program of studies that invites students to explore the connections between languages, math, science, history, music, and technology. The curriculum programs meet national, regional, state, and local standards. PHS is a member of the New England Association of Schools and Colleges (NEASC).

Beyond academics, our school offers a variety of clubs and other activities, as well as a full range of interscholastic sports. Our school is an active participant in the New Hampshire Interscholastic Athletic Association (NHIAA).

PHS MISSION

PELHAM HIGH SCHOOL MISSION and EXPECTATIONS FOR STUDENT LEARNING

Mission Statement

Pelham High School is a community of adult and student learners whose actions encourage a collegial atmosphere and whose approaches promote a safe and positive environment. We believe the following:

- Education is a pathway to productive and socially responsible citizenship.
- Students will rise to the levels of expectations that are appropriately challenging in academic, social, and civic settings.
- Students will identify their individual strengths in order to explore and pursue individual goals.
- All students can learn and do so in different ways.

In support of our beliefs, **the mission of Pelham High School is to educate our students as life-long learners to meet the challenges of the 21st century so that they may pursue life goals, participate fully as active citizens, and be socially responsible members of the global community.**

Learning Expectations

Academic Competencies:

- Students will demonstrate creative and critical thinking skills in the analysis of concepts, enabling them to address authentic problems in conventional or innovative ways.
- Students will demonstrate effective communication skills through rigorous and authentic activities and applications (reading, writing, speaking, listening, and viewing skills).
- Students will demonstrate the ability to interpret and identify connections that lead to conclusions or new understandings within the context of a rigorous and relevant curriculum.
- Students will address contemporary problems incorporating collaborative skills.

Social Competencies:

- Students will behave appropriately and responsibly with regard to others, to oneself, and to one's surroundings.
- Students will act with integrity and honesty within the school community.

Civic Competencies:

- Students will demonstrate a civic responsibility to work effectively and respectfully to improve the world around them.

ACCREDITATION STATEMENT

Pelham High School is accredited by the New England Association of Schools and Colleges (NEASC), a nongovernmental, nationally recognized organization, whose affiliated institutions include elementary schools through collegiate institutions offering post-graduate instruction.

Accreditation of an institution by the NEASC indicates that it meets or exceeds criteria for the assessment of institutional quality periodically applied through a peer review process. An accredited school or college is one which has available the necessary resources to achieve educational programs, is substantially doing so, and gives reasonable evidence that it will continue to do so in the foreseeable future. Institutional integrity is also addressed through accreditation.

Accreditation by the NEASC applies to the institution as a whole. As such, it is not a guarantee of the quality of every course or program offered, or the competence of the individual graduates. Rather, it provides reasonable assurance about the quality of opportunities available to students who attend the institution.

NON-DISCRIMINATION STATEMENT

The District in accordance with the requirements of federal and state laws, and the regulations implementing those laws shall not discriminate in its education programs, activities or employment practices on the basis of race, color, national origin, age, sex, sexual orientation, gender identity, gender expression, gender transition, transgender status, gender nonconformity, marital or economic status, religion, disability, familial status, or creed. The District will not discriminate against any employee who is the victim of domestic violence, harassment, sexual assault, or stalking.

This Policy implements Titles VI and VII of the Civil Rights Act of 1964, the Age Discrimination Act of 1967, Title IX of the Education Amendment of 1972, Section 504 of the Rehabilitation Act of 1973, RSA 354-A, RSA 275:71, and RSA 186:11, XXXIII.

Any person having inquiries concerning the District's compliance with this Policy and the applicable laws and regulations may contact the Superintendent of Schools.

COLLEGE AND CAREER COUNSELING DEPARTMENT

The College and Career Counseling Department serves all students in a variety of ways. Our services are designed to meet the academic, career, and personal counseling needs of PHS students at each grade level. Our goal is to assist students in achieving their maximum academic potential while encouraging social and extracurricular experiences that promote personal growth.

The school counseling program is available to assist students in making appropriate academic choices while also helping students cope with and manage challenging emotional and social situations. Services are delivered through individual counseling, group counseling, and classroom presentations. When necessary, referrals to outside therapeutic personnel and/or mental health counseling resources will be made.

College and career activities are conducted on a regular and planned basis with the goal of providing students with experiences to help them grow and develop to their fullest potential, and to become

responsible, contributing members of their community. Department personnel will assist students and families in developing a comprehensive 4-year high school plan to meet individual college and career goals.

Each student is assigned to a school counselor who is available to students throughout the school day; however, to ensure availability, students are encouraged to make an appointment by stopping by the College and Career Counseling Department or by emailing their school counselor. This practice also helps students develop emerging adult behavior that prepares them for responsible and self-managing skills necessary after high school.

School counselors also encourage team planning which includes the student, parent/guardian, and teachers to ensure optimum success. Parents and students are encouraged to contact the teacher directly with academic concerns while apprising their school counselor. School counselors are available to assist students and parents with possible solutions for academic concerns or if academic conflicts arise.

Throughout the school year, the College and Career Counseling Department provides additional services to students and parents including:

- Monthly Newsletter
- Freshmen Orientation
- Pelham High School Showcase
- PSATs (9^{th} grade)
- PSAT/NMSQT (10^{th} /11^{th} grade)
- Naviance Training (College and Career Planning Tools)
- College Visits
- College Fairs
- Sophomore College and Career Project
- Junior College Planning
- College Night for Juniors
- College Scholarship Opportunities
- Military Visits
- Financial Aid Workshop
- Individual Freshman meetings
- Freshman Strengths Career Project
- Career Pathway Fair
- Course Selection Counseling
- NHSAS Testing
- Signs of Suicide
- Group Counseling
- Guest Speakers
- 4 Year Planning
- Senior College Project

ACADEMIC DIPLOMA OPTIONS

The Pelham School Board establishes the following as policy:

Every student who attends PHS will be given the opportunity and is expected to meet the graduation requirements necessary to receive a diploma.

A. PHS will issue an **Honors with Distinction Diploma** to students who have met the Standard Diploma requirements and who:

- Earn 32 credits and meet all Graduation Requirements
- Complete all Level 1 required core academic classes
- Complete three (3) credits of the same world language
- Complete four (4) credits of Level 1 or higher sciences
- Complete four (4) credits of Level 1 math or higher
- Complete five (5) Honors level, Advanced Placement, or PHS College Credit courses
- Graduate with a 3.67 GPA*

B. PHS will issue an **Honors with Merit Diploma** to students who have met the Standard Diploma requirements and who:

- Earn 32 credits and meet all Graduation Requirements
- Complete two (2) credits of the same world language
- Complete four (4) credits of sciences
- Complete Algebra II
- Graduate with a 3.33 GPA*

C. PHS will issue an **Honors Diploma** to students who have met the Standard Diploma requirements and who:

- Graduate with a 3.33 GPA*

D. PHS will issue a **Standard Diploma** to students who:

- Have successfully achieved the minimum number of credits (see Graduation Requirements)
- Meet specific course and community service requirements as stated in the PHS Program of Studies

E. PHS will issue a **Core Diploma** to students who:

- Have successfully achieved the minimum number of credits (see Graduation Requirements)
- Meet specific course and community service requirements as stated in the PHS Program of Studies

**For new and transfer students, the class rank will be calculated after four (4) semesters of attendance at Pelham High School and GPA will be calculated when credit is awarded.*

Certificate of Achievement - PHS will issue a **Certificate of Achievement** to students who:

- Complete a minimum of four years of high school
- Are enrolled and in regular attendance at PHS for at least one semester in their final year
- Meet the requirements of their Individualized Education Programs and/or acquire those credits as defined by the PHS Administration
- Are determined to be ineligible for the other academic diploma options by PHS Administration

A Certificate of Achievement is not a diploma and is awarded to any student who has successfully completed an individual program of studies not leading to a standard diploma. Students eligible for special education and are pursuing a Certificate of Achievement may participate in one graduation ceremony in the year determined most appropriate by the student's IEP team. For students eligible for special education, participation in graduation will not end the student's eligibility for a free appropriate public education. Students eligible for special education may continue in an approved program until such time as the student has earned a regular high school diploma or has attained the age of 22, whichever occurs first.

Application or referral for participation in the program is open to all students at PHS but is limited to students who are determined by administration to be unable to meet the requirements for the academic diploma options. Consideration of eligibility for the Certificate of Achievement will be decided on a case-by-case basis, and is subject to review and recommendation by administration, and the student's respective IEP team. Eligibility for participation will be based on the following factors:

- Academic performance including, but not limited to, standardized achievement tests, report card grades, diagnostic testing
- Administration's recommendation relative to the student's ability to successfully complete graduation requirements for the standard diploma
- Parent or student written referral
- IEP requirements (for students with educational learning disabilities)

PHS Administration will receive all recommendations in writing from the student's school counselor and will make all recommendations and final decisions.

GRADUATION REQUIREMENTS - 26 Credits

The time you, your parents, and your school counselor take to plan your course of study for the next four years will help you organize and focus your education as well as help you prepare for college or the world of work after high school. The time is well spent! **Please note**: All PHS graduation requirements pertain to transfer students as well, regardless of the year of transfer.

Subject	Credits	Required Courses
English	**4 Credits** *An English course must be taken each year of high school.*	Intro to Writing (.5 credits) - Freshman only Freshman English Sophomore English American Literature Course Senior English Elective
Social Studies	**3 Credits** *Students must earn a 70% on the Civics Test (Class of 2024)*	World Studies (1 credit) Civics (.5 credits) Economics (.5 credits) U. S. History (1 credit)
Math and Math Intensive	**3.5 Credits** *A math or math intensive course must be taken each year of high school.*	All students must complete 3 math credits, including Algebra I. They also need a minimum of .5 math or math intensive credit. ***See below for a list of Math Intensive courses.***
Science	**3 Credits**	Physical Science, Biology and Chemistry
Fine Arts	**.5 Credits**	The **Fine Arts Requirement** may be met by taking any art or music course.
Health	**.5 Credits**	
Physical Education	**1 Credit**	
Computer Application	**.5 Credits**	Students must pass Computer Applications I or pass a computer technology test with a B- , which would allow them to enroll in an advanced computer course.
Personal Financial Planning *or* Managing Your Money	**.5 Credits**	
Personal Choice Electives	**9.5 Credits**	
Community Service Learning	**40 hours**	10 hours per year of enrollment

MATH INTENSIVE COURSES

In addition to any mathematics course, the following courses fulfill the Math Intensive requirement. (Note: Some CTE classes qualify as Math Intensive. Please check with your counselor for determination.)

Accounting I	Intro to Programming w/ Python	Physics
CADD	Managing Your Money	Spreadsheet: Excel
Engineering and Design	Personal Financial Planning	STEAM: Simple Machines

CORE DIPLOMA- 20 Credits			
	Area of Study	**Credits**	
English	Freshman English, Sophomore English and 2 credits of English electives	4.0	
Math	Mathematics (3 math credits including Algebra I and 0.5 math-intensive or math credit) A math or math intensive must be taken each year.	3.0	
Science	Science (two lab sciences: Physical Science and Biology)	2.0	
Social Studies *Students must earn a 70% on the Civics Test (Class of 2024)*	Social Studies (World Geo/World Studies) Economics 0.5, Civics 0.5, United States History 1.0, 0.5 elective) ● Starting with the Class of 2023 World Studies 1.0 may replace World Geography and the elective requirements. ● Starting with the Class of 2025, World Studies 1.0 replaces the Geography and elective requirements.	3.0	
Fine Arts	Fine Arts Education	0.5	
Computers	Computer Applications	0.5	
Physical Education	Physical Education	1.0	
Health	Health Education	0.5	
Electives	Personal Choice Electives	5.0	
Personal Financial Planning or Managing your Money	Personal Financial Planning or Managing your Money	0.5	
Community Service Learning	Forty (40) hours of Community Service	10 hours per year of enrollment	
	Total	20.0	

CIVICS EXAM

Pursuant to NH RSA 189: 11, II, all students beginning with the Class of 2024 must obtain a grade of 70 or better on the 128 question civics naturalization exam developed by the 2020 United States Citizen and Immigration services.

COMMUNITY SERVICE PROGRAM

In 1992, the Pelham School Board approved the Community Service Program in an effort to promote civic responsibility and to encourage Pelham youth to make a commitment to serve others. All students must perform and document 40 hours of service as a requirement for graduation. This requirement promotes service to society and enhances the quality of life for others. PHS seeks to guide students in meaningful community service and service learning. Parents and students are advised that college admissions and scholarship selection committees look most favorably on meaningful community service.

Community Service hours are required to be completed no later than March 15 of a student's senior year. Privileges such as parking passes and senior activities are dependent on hours completed. Junior students must have completed 20 hours of community service in order to be eligible for a parking pass. To assist in obtaining community service hours, the College and Career Counseling office sends emails to students with volunteer opportunities available. Students can also volunteer in many other ways. There are many local and community events and the hours served must be for the benefit of the community, not for the benefit of a profit-making business. If the activity has not been directly promoted through the Counseling Department, a Pre-Approval Form is required before beginning any service. Activities such as babysitting, yard or housework to help a friend or neighbor does NOT count toward the requirement. Community Service hours cannot be completed during school hours. Upon completion of community service activities, students must complete a Community Service Completion form and submit it to their school counselor within 8 weeks. Forms submitted later than 8 weeks will receive only half credit provided the forms are presented within the academic year in which they were performed.

EARLY RELEASE/LATE ARRIVAL

The yearly expectation for students is eight credits of courses. Students in good standing as juniors or seniors may choose to have Early Release or Late Arrival. Students are limited to choosing either early release or late arrival in any given quarter, but not both. Students seeking the Core Diploma are not eligible for either early release or late arrival. The Assistant Principal or designee may make exceptions. Students who choose either early release or late arrival may not be eligible for the Honors with Distinction Diploma or the Honors with Merit Diploma unless they choose an alternative means to gaining the necessary 32 credits. In order to be approved, students must submit their proposal by the end of the school year for the 1st semester of the coming year and by October 1st for second semester. **Please note:** Some courses may not be offered due to insufficient enrollment. If courses are dropped from the schedule, students affected will be given an opportunity to select alternate courses. Please refer to the course selection process for more information.

FEDERAL STUDENT AID APPLICATION

Pelham High School is committed to ensuring that all students eligible for graduation will receive information on completing and submitting the Free Application for Federal Student Aid (FAFSA). See School Board Policy IKF.

GRADE POINT AVERAGES AND CLASS RANK

Grade Point Averages are determined when credit is awarded. The GPAs for all students are placed in order from highest to lowest to determine each student's rank in class.

The class rank for transfers will be calculated after four (4) semesters of consecutive attendance at Pelham High School.

	Non-Leveled	Level 1	Honors/PHS College Credit	AP
A+ (97-100) =	4.33	4.67	4.84	5.0
A (93-96) =	4.0	4.33	4.5	4.67
A- (90-92) =	3.67	4.0	4.17	4.33
B+ (87-89) =	3.33	3.67	3.84	4.0
B (83-86) =	3.0	3.33	3.5	3.67
B- (80-82) =	2.67	3.0	3.17	3.33
C+ (77-79) =	2.33	2.67	2.84	3.0
C (73-76) =	2.0	2.33	2.5	2.67
C- (70-72) =	1.67	2.0	2.17	2.33
D (65-69) =	1.00	1.33	1.50	1.67

Note: Pass/Fail courses and alternative credit opportunities such as online courses, adult education courses and summer school courses are not calculated into the GPA. VLACS courses are calculated into a student's GPA.

GRADING SYSTEM

97 - 100 A+	87 - 89 B+	77 - 79 C+	65 – 69 D
93 - 96 A	83 - 86 B	73 - 76 C	below 65 - Failure
90 - 92 A-	80 - 82 B-	70 - 72 C-	

For more information on grading philosophy and academic protocols, please refer to the Student Handbook on Pelham High School's Website.

HIGH HONORS

Students who earn a GPA of 3.67 or higher in any marking period.

HONOR ROLL

Students who earn a GPA of 3.0 or higher in any marking period.

EXPLANATION OF COURSE LEVELS

Advanced Placement: Advanced Placement (AP) courses are designed to challenge highly motivated students who have demonstrated exceptional academic ability and who wish to study at the college level. The College Board provides tests for all AP courses and these tests are administered during the month of May.

Students should register to take the AP exam in advance and pay the required fee. Information is available in the College and Career Counseling Department. Please note, if this fee will cause a financial hardship, students should contact their school counselor for information about financial assistance.

In order to be considered for college credit or college standing, students must satisfactorily complete these tests. Students enrolled in AP courses should check with the college of their choice to receive information concerning the college's policy regarding Advanced Placement credit.

Listed below you will find the AP courses which are offered at Pelham High School. Please be reminded that only courses which have adequate enrollment will run. However, students may take AP courses through the Virtual Learning Academy. Students are encouraged to discuss taking AP courses with their parents, school counselors, and teachers.

AP Biology	AP Calculus	AP Chemistry
AP English Literature and Composition	AP Environmental Science	AP Psychology
AP Statistics	AP Studio Art	AP Government and Politics

Honors: An honors course provides a more rigorous program for the 4-year competitive college-bound student. Students who elect this option are expected to have strong communication, writing, and thinking skills. The student is expected to meet all expectations of Level 1, and is expected to:

- Complete all required assignments in a timely and independent manner
- Participate actively in class discussions and written assignments
- Read above grade level and complete significant independent readings
- Demonstrate the motivation to accomplish all assignments to the teacher's level of expectation
- Complete many types of research projects, including a variety of analytical and expository writings
- Write for a variety of purposes, in a variety of modes
- Demonstrate superior competence in reading, writing, listening, and speaking

Depending on student requests, an Honors level to a course may be offered as a separate course. "Honors" will be cited on the student's transcript. (NOTE: Students may **not** opt out of an Honors Program once they have decided to participate in the honors program, unless they have received permission from the Principal.)

Level 1: A Level 1 course provides an accelerated program for the college-bound student. Students in Level 1 courses are expected to:

- Participate actively in the class discussions and written assignments
- Read at or above grade level and complete some independent reading
- Commit to independent outside readings
- Think, write, and discuss critically

- Engage fully in both individual and group activities

Non-Leveled: A course without a leveling designation is designed for the college-and-career-bound student. Students in these courses are expected to:

- Enhance their college readiness skills through writing, reading comprehension, and vocabulary
- Read at grade level and complete independent readings
- Participate actively in class discussions and written assignments
- Engage in research and analysis of specific topics

ACADEMIC SUPPORTS

Advisory:

During the school day, students will be provided an opportunity to seek academic support, participate in enrichment activities, or take advantage of the opportunity to work on classroom assignments. Advisory is designed to provide personalized and individualized opportunities for students and teachers to address concerns; to help students recover grades; and to enable students to enrich their learning by challenging themselves with academic or co-curricular activities. Academic departments will provide extra help to students by re-explaining concepts and providing time to make up work. The Math Lab and Academic Lab are both open during this time as well and provide a space for students to seek additional instruction and support. Additional benefits include workshops and guest speakers hosted by the College and Career Counseling Department; peer tutoring and mentoring sessions; and school assemblies to lessen interruptions and loss of instructional time. All students will have an adult mentor for all four years of high school to help address concerns and schedule support.

Tutoring:

Students experiencing academic difficulty should seek help from their teachers. Additionally, many academic departments routinely offer extra help after school to provide assistance and support to students for their academic studies. Students may also arrange for tutoring by other students through the Math Honor Society, English Honor Society, and National Honor Society.

Library Media Center:

The Media Center's goal is to provide resources and materials that are supportive of students' intellectual freedom and to act as an extension to the classroom. The Media Center provides access to materials and information beyond traditional textbooks such as databases, magazines, eBooks, audio books, along with a wide variety of non-fiction and fiction books. Since many of these resources are available online, information can be accessed outside of school hours, allowing students to work at their own pace. These resources also allow students to develop their critical thinking skills, refine their depth of knowledge and further their academic interests. Students also use the Media Center as a peer-tutoring location before/after school hours.

ALTERNATIVE METHODS OF EARNING ACADEMIC CREDIT

Generally, courses required for graduation are taken at Pelham High School. However, it is the policy of the Pelham School Board (IHBH) to allow extended learning opportunities at the high school level as long as those opportunities are aligned with the school's educational goals and objectives. Extended learning means the primary acquisition of knowledge and skills through instruction or study which extends beyond the Pelham High School classroom and course requirements. **Please note: Alternative methods of earning academic credit cannot be a course offered at Pelham High School.**

Students who wish to take courses through an extended learning opportunity and/or online programs may do so in consultation with their school counselor and upon approval from administration. Students must complete the VLACS and Independent College Credit Request Form and have it approved before enrolling in a course. If applicable, students or their parents/guardians are responsible for all related expenses including tuition and textbooks. Alternative credit may be accepted toward requirements leading to a Pelham High diploma if approved by administration. Upon successful completion of the course and the submission of an official transcript, credit will be awarded and noted on the PHS transcript. Only VLACS grades will be included in a student's GPA calculation.

EXTENDED LEARNING OPPORTUNITIES

Independent Study: Independent Study is intended to provide students with an opportunity to go beyond the classroom experience and to pursue and study a particular area of academic interest. Credit may be earned for projects that will be coordinated, supervised, and evaluated by a Pelham High School faculty member. The Independent Study will be placed in the student's schedule and completed during the regular school day in the building. Recognizing the value of self-discovery and self-teaching, the independent study will encourage responsibility and growth. Throughout the independent study, students will be asked to define goals regarding what they want to learn or accomplish. They will also refine their goals in an ongoing manner to make them specific and realistic. Students wanting to undertake an independent study will submit a proposal in writing to their school counselor who will present the proposal to administration for final approval. Independent study proposals should be carefully considered and developed in advance with a cooperating faculty member. In order to be approved, students must submit their proposal at least ten days prior to the end of the school year for the first semester of the coming year and by the end of Quarter 1 for the second semester. In order to qualify for an Independent Study, students must be a junior or senior, maintain a B average in the chosen subject area, and be in good academic standing. In no case will an independent study replace a course that is currently running at Pelham High School. The Independent Study will be placed in the student's schedule and completed during the regular school day in the building. The inclusion of an Independent Study in a student's schedule is not guaranteed.

Internships: The Internship is a supervised program, usually in a professional field, that affords students the opportunity to engage in a learning experience that augments classroom learning and extends beyond the traditional classroom walls. Working in conjunction with a worksite mentor and the school, the student develops a learning plan to coordinate academic and occupational skills that the student will learn and apply on the job. An internship is an excellent tool for testing out a career interest thus giving the student first-hand knowledge of a particular professional field. Importantly, students will gain real world experience while learning how to conduct themselves in a professional work-place environment. They observe first-hand how skills relating to decision-making, problem solving, teamwork, and technology are

employed on the job. Students report that an internship helps them to value themselves and their abilities, gain confidence, and reflect on their future. Moreover, an internship experience can help when the time comes to apply to colleges or technical schools; select a college major; and provide opportunities for future employment. Students are encouraged to find their own work site and all interns must provide their own transportation. **Prerequisite:** Junior or Senior

Virtual Learning Academy: The Virtual Learning Academy (VLACS) is a state-funded high school. Any New Hampshire resident enrolled in middle or high school is allowed to take online courses for free at any time. With prior approval from the school counselor, credit may be earned by successfully completing online courses through the VLACS. There are also college courses available for a fee. Students working on VLACS courses are expected to complete their coursework outside of their regularly scheduled school day. For more information, please visit their website at VLACS.org. Students who wish to have these courses on their high school transcript must provide a VLACS official transcript to the registrar upon completion of the course. GPA credit will be awarded for VLACS courses.

Early College: Early college credit enables students to jump start their college education by earning college-level credits during their high school years by attending a regular college class on a college campus. Students who are interested in taking an independent college credit course must fill out the VLACS and Independent College Credit form, and receive prior approval from administration and the community college prior to enrolling in the course. students select courses from the general education program. A passing grade must be earned to transfer credits to fulfill high school graduation requirements, but grades will not be included in a student's GPA calculation. **Prerequisite:** Junior or Senior status. (**Note:** Students are responsible for any fees, transportation costs, and for ensuring the transcript is sent to Pelham High School for credit.)

Credit Recovery: In Course and End of Course Recovery procedures are listed on the course syllabi and consistent by department.

CAREER PATHWAYS

The Career Pathways initiative is a series of courses designed to help students increase their knowledge about occupations and careers that may be of interest to them. By participating in a pathway, students will be better prepared academically for college and will acquire the skills needed to compete in the labor market.

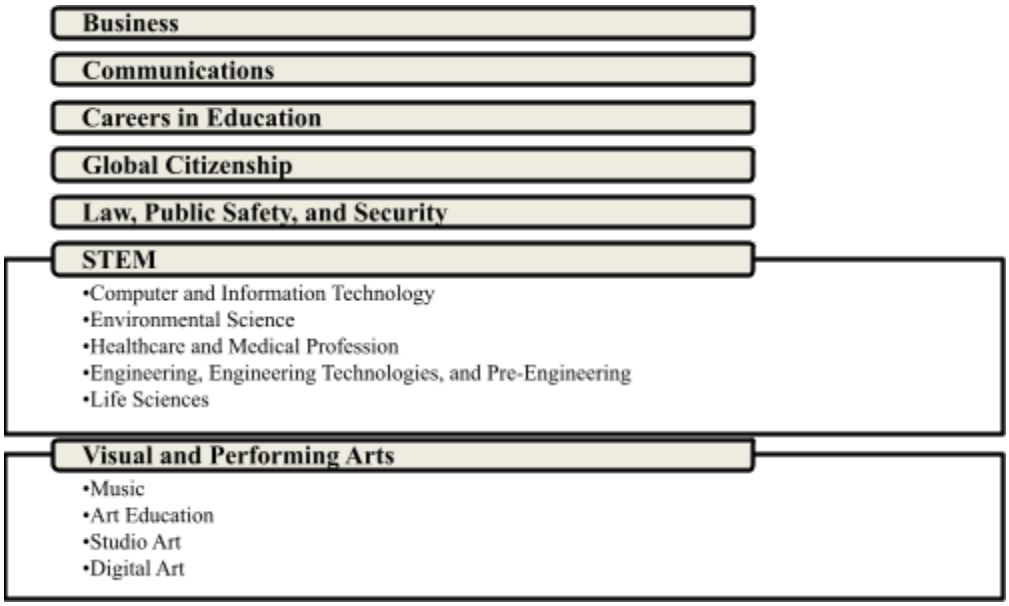
Many of the pathways provide an opportunity for students to earn college credit(s) through the Community College System of New Hampshire or with Southern New Hampshire University.

It is never too early to think about your future. A pathway will allow you to take a series of courses to help you decide about your career choice ***prior*** to the expense of college. The benefits to students include:

- ✔ Increases academic motivation by taking courses relevant to future plans
- ✔ Allows students to have the opportunity to explore career interests while in high school
- ✔ Prepares students for the transition to college and/or a career
- ✔ Provides students with the opportunity to take college courses while in high school

Students are required to complete a commitment form in order to enroll in a pathway and entry requirements will vary. Ideally, students should apply in the second semester of their freshman year to benefit fully.

We invite you to explore one of the career paths below. By doing so you will be connected to related courses and develop the skills needed to be successful in a career.



Business Pathway

The Business Pathway focuses on preparing students for a wide range of career options in business including accounting, advertising, finance, human resources, marketing, market research, retail, and sales. Most students trained in business understand a variety of business functions and have developed quantitative and reasoning skills. Students trained in business will find that their skills are highly marketable if they earn a bachelor's degree.

Students will follow a sequence of required courses. Some of these are college-level, which will provide the opportunity to earn college credits through the Community College System of New Hampshire:

Three (3) Required Courses

Business Pathway Requirements	Recommended Year			
	9	10	11	12
Computer Applications I (.5 credit)	X	X		
Accounting I (***College Credits Available***)		X	X	X
Principles of Marketing ***(College Credits Available)***			X	X

□ Three (3) Elective Courses - Choose 1 from each Column

Select One (1) Below	College Credits	Select One (1) Below	College Credits	Select One (1) Below	College Credits
Computer Applications II	3.0	Entrepreneurship (.5 credit)	---	Personal Financial Planning	3.0
Spreadsheet: Excel	3.0	Retail Management (1 credit)	---	Managing Your Money (.5 credit)	---
		Oral Communications (.5 credit)	---		

According to the U.S. Department of Labor (2022), long-term projections for business careers in 2030 are as follows:

Career Path	Rate of Growth	Educational Experience
Meeting, Convention, and Event Planners	8%	Bachelor Degree
Market Research Analyst	13%	Bachelor Degree
Personal Financial Advisors	13%	Bachelor Degree
Financial Analyst	8%	Bachelor Degree
Human Resources Specialists	6%	Bachelor Degree
Accountants and Auditors	4%	Bachelor Degree
Advertising, Promotions, and Marketing	6%	Bachelor Degree
Sales Managers	4%	Bachelor Degree

FBLA – Future Business Leaders of America is an organization dedicated to helping students explore and experience the American enterprise system. The purpose of FBLA is to bring business and education together in a positive working relationship through innovative leadership development programs. FBLA is a non-profit educational organization that tries to teach students about the business world and prepare them for college through a wide range of competitions and workshops.

Honor Cord Requirements for the Business Pathway

An honor cord signifying your academic achievement in the Business Pathway will be awarded to students who complete the following requirements:

- Completion of required and elective courses in the Business Pathway with an overall 3.0 GPA
- Minimum overall 2.5 GPA in all high school courses
- Successful completion of an internship or approved job shadowing experience
- Active participation in FBLA (75% attendance and 1 conference) or a pre-approved activity

Communications Pathway

The Communications Pathway is for students who have an interest in learning how to communicate information effectively. Communication is applied to careers in journalism, business, public relations, marketing, news broadcasting, intercultural communications, education, public administration and much more. Students trained in communications will find that their skills are highly marketable if they earn a bachelor's degree.

Students will follow a sequence of required courses. Some of these are college-level, which will provide the opportunity to earn college credits through the Community College System of New Hampshire or through Southern New Hampshire University.

Seven (7) Required Courses

Communications Pathway Requirements	Recommended Year			
	9	10	11	12
Oral Communication (.5 credit)	X	X		
Essay Writing (.5 credit)		X		
Media Literacy (.5 credit)			X	X
Sociology (.5 credit)			X	X
College Composition ***(College Credits Available)***			X	X
Foreign Language (2 years)	X	X	X	X

Choose One (1) Elective Course

Select One (1) Below	Recommended Year			
	9	10	11	12
Introduction to Digital Art (.5 credit)	X	X		
Introduction to Digital Photography (.5 credit)	X	X		
Creative Writing ***(College Credits Available)***		X	X	X

According to the U.S. Department of Labor (2022), long-term projections for communication careers in 2030 are as follows:

Career Path	Rate of Growth	Educational Experience
Media & Communication Equipment	8%	High School Diploma
Public Relations Specialists	6%	Bachelor Degree
Public Relations & Fundraising Specialist	6%	Bachelor Degree
Marketing Managers	6%	Bachelor Degree
Advertising & Promotions Managers	6%	Bachelor Degree
Communications Teachers Postsecondary	8%	Doctoral or Professional Degree

Honor Cord Requirements for the Communications Pathway
An honor cord signifying your academic achievement in the Communications Pathway will be awarded to students who complete the following requirements:

- Complete required and elective courses in the Communications Pathway with an overall 3.0 GPA
- Maintain a minimum overall 2.5 GPA in all high school courses
- Submission to Ethereal Patter or membership in the Creative Writing Club

Careers in Education Pathway

The Careers in Education Pathway is for students who have an interest in exploring a career in early childhood, elementary, secondary, or postsecondary teaching and counseling related services. Students trained in education will find that their skills are highly marketable.

Students will follow a sequence of required courses. Some of these are college-level, which will provide the opportunity to earn college credits through the Community College System of New Hampshire or through Southern New Hampshire University:

Three (3) Required Courses

Careers in Education Pathway Requirements	Recommended Year			
	9	10	11	12
Computer Applications I (.5 credit)	X	X		
Essay Writing (.5 credit)		X	X	X
Oral Communication (.5 credit)	X	X	X	X

□ Four (4) Elective Courses - Choose from each Column

Select One (1) Below	College Credits	Select Two (2) Below	College Credits	Select One (1) Below	College Credits
Internship (Senior Year)	---	Creative Writing	3.0	Computer Applications II	3.0
Careers in Education (Pinkerton CTE Program)	---	College Composition	3.0	Psychology	
		Introduction to Art	---	Trigonometry,, Statistics*, or Pre-Calculus	3.0*

**** Indicates that students have the option to sign up for either the college course or the non-leveled course.***

According to the U.S. Department of Labor (2022), long-term projections for education careers in 2030 are as follows:

Career Path	Rate of Growth	Educational Experience
Teaching Assistants	0%	High School Diploma
Preschool Teachers	3%	Associate Degree
Special Education Teacher	0%	Bachelor Degree
Kindergarten and Elementary Teacher	1%	Bachelor Degree
Middle School Teacher	1%	Bachelor Degree
High School Teacher	1%	Bachelor Degree
Postsecondary Teacher	8%	Masters or Doctoral Degree

Honor Cord Requirements for the Careers in Education Pathway

An honor cord signifying your academic achievement in the Careers in Education Pathway will be awarded to students who complete the following requirements:

- Completion of required and elective courses in the Careers in Education Pathway with an overall 3.0 GPA
- Minimum overall 2.5 GPA in all high school courses
- Successful completion of an internship or approved job shadowing experience

Global Citizenship Pathway

The Global Citizenship Pathway is for students who wish to incorporate global awareness and citizenship in their curriculum. The pathway is designed to foster students' greater awareness of their global imprint, satisfy their curiosity about the global community and its issues, and provide a vibrant forum for their examination of culture, language, and contemporary issues. Participation in the pathway will empower students to meet the challenges of the 21st century to participate fully as active citizens and to be socially responsible members of the global community. Students trained in Global Citizenship will find that their skills are highly marketable.

Option #1

Three (3) Required Courses

Global Citizenship Pathway Requirements	Recommended Year			
	9	10	11	12
World Studies	X			
Foreign Language (2 years)	X	X	X	X
Oral Communications (.5 credit)	X	X	X	X

Option #2

Two (2) Required Courses

Global Citizenship Pathway Requirements	Recommended Year			
	9	10	11	12
World Studies	X			
Foreign Language (3 years)	X	X	X	X

The Global Citizenship Pathway is also co-curricular. Designed with a global focus, students will actively participate in relevant activities; promote global understanding and peaceful resolution of conflicts and perform community service.

If you are sensitive to cultural differences, committed to making a difference in the world, and willing to develop the knowledge needed for personal and professional success in the 21st century, you are encouraged to participate in the Global Citizenship Pathway.

Upon successful completion of the requirements for honors distinction of the Global Citizenship Pathway, students will receive the global citizen distinction at the awards banquet and receive an honor cord to wear at graduation.

Honor Cord Requirements for the Global Citizenship Pathway:

An honor cord signifying your academic achievement in the Global Citizenship Pathway will be awarded to students who complete the following requirements:

- Complete required and elective courses in the Global Citizenship Pathway with an overall 3.0 GPA
- Maintain a minimum overall 2.5 GPA in all high school courses
- Write a reflection essay about the personal growth over the years as a global citizen participant
- Membership in a Foreign Language Honor Society

Law, Public Safety, and Security Pathway

The Law, Public Safety & Security Pathway is for students interested in the broad career areas of law, public safety, and security. This pathway is open to students who are interested in police work, firefighting, law, EMT, paralegal, officers of the court, FBI, criminal psychology, judges, correction officers, criminal justice, and homeland security.

Students will follow a sequence of required courses. Some of these are college-level, which will provide the opportunity to earn college credits through the Community College System of New Hampshire:

Six (6) Required Courses

Law, Public Safety, and Security Pathway Requirements	Recommended Year			
	9	10	11	12
Computer Applications I (.5 credit)	X	X		
Oral Communication (.5 credit)	X	X	X	X
Essay Writing (.5 credit)		X		
College Composition ***(College Credits Available)***			X	X
Forensic Science (.5 credit)		X	X	X
Criminology (.5 credit)			X	X

Choose One (1) Elective Course

Select One (1) Below	Recommended Year			
	9	10	11	12
Psychology			X	X
Sociology (.5 credit)			X	X

According to the U.S. Department of Labor (2022), long-term projections for law, public safety and security careers in 2030 are as follows:

Career Path	Rate of Growth	Educational Experience
Detective and Criminal Investigator	6%	High School Diploma
Police and Sheriff's Patrol Officers	3%	High School Diploma
Paralegal or Legal Assistant	4%	Associate Degree
EMTs and Paramedics	5%	Postsecondary Education
Private Detectives and Investigators	6%	Postsecondary Education
Firefighter	4%	Postsecondary Education
Lawyers	8%	Doctoral or Professional Degree

Honor Cord Requirements for the Law, Public Safety, and Security Pathway

An honor cord signifying your academic achievement in the Law, Public Safety, and Security Pathway will be awarded to students who complete the following requirements:

- Completion of required and elective courses in the Law, Public Safety, and Security Pathway with an overall 3.0 GPA
- Minimum overall 2.5 GPA in all high school courses

Science, Technology, Engineering, and Math (STEM) Pathways

The STEM Pathways are designed to engage students in wide-ranging careers in science, technology, engineering, and math. Most STEM occupations require study beyond high school leading to a certificate, associate, or bachelor degree.

Students who pursue the STEM Pathway will graduate with an impressive academic record that will make them competitive applicants at a number of colleges and universities. Please ***choose one*** of the following areas of concentration:

- Computer and Information Technology
- Environmental Science
- Healthcare and Medical Professions
- Engineering, Engineering Technologies, and Pre-Engineering
- Life Sciences

Computer and Information Technology Pathway

Steve Jobs once said, "I think everyone should learn how to program a computer because it teaches you how to think." The field of computer and information technology makes use of computers to solve problems, including hardware and software. However, computer and information technology is very broad and includes programming languages, computer system design, network architecture, website design, computer animation, robotics, technical support, and many more disciplines.

The objective of the Computer and Information Technology Pathway is to provide students with general information and coursework to assist students in determining a specific career path within the broad field of computers. In addition to the three (3) required STEM academic courses, students will be introduced to the concepts of problem solving through a variety of courses. They may choose a programming class where they will learn the fields of application programming and software development or students may choose to study the design of computers including hardware components and networking concepts. Students may also learn spreadsheets and how to work with logical functions; maintain data tables; and record tasks with macros, or students may choose to solve technology issues in an authentic work environment. In any case, the IT industry is rapidly changing and we invite you to take full advantage of our course offerings below.

Choose Three (3) Required Courses

STEM Pathway Requirements	Recommended Year			
	9	10	11	12
Spreadsheet: Excel ***(College Credits Available)***			X	X
Statistics ***(College Credits Available)****			X	X
Pre-Calculus			X	X
Physics			X	X

**** Indicates that students have the option to sign up for either the college course or the non-leveled course.***

-OR-

Computer and Information Technology Pathway Requirements	Recommended Year			
	9	10	11	12
Computer Information Systems 1 (Pinkerton CTE Program)			X	
Computer Information Systems 2 (Pinkerton CTE Program)				X

According to the U.S. Department of Labor (2022), long-term projections for Computer and Information Technology careers to 2030 are as follows:

Career Path	Rate of Growth	Educational Experience
Computer Support Specialists	5%	Some College or Associate Degree
Web Developers	16%	Associate Degree
Database Administrators	8%	Bachelor Degree
Application Software Developers	25%	Bachelor Degree
Network Administrators	2%	Bachelor Degree
Computer Systems Analyst	10%	Bachelor Degree
Information Security Analysts	32%	Bachelor Degree
Computer Network Architects	4%	Bachelor Degree

Computer Support Specialists–Computer Support Specialists provide help and assistance to people and organizations using computer software or equipment. Sometimes called technical support specialists, computer support specialists provide information technology (IT) support to employees within organizations. Others, called help-desk technicians, assist non-IT users who are having computer problems.

Database Administrators–Database Administrators use software to store and organize data. They make sure that data is available to users and is secure from unauthorized access.

Software Developers-Software Developers are the creative minds behind computer programs. Some develop applications that allow people to do specific tasks on a computer or other device. Others develop the underlying systems that run the devices or control networks.

Network Administrators–Network Administrators are responsible for the day-to-day operation of an organization's computer networks. They organize, install, and support an organization's computer systems, including local area networks (LANs), wide area networks (WANs), network segments, intranets, and other data communication systems.

Computer Systems Analysts–Computer Systems Analysts study an organization's current computer systems and make recommendations to management to help the organization operate more efficiently and effectively. They bring business and information technology (IT) together by understanding the needs and limitations of both.

Information Security Analysts, Web Developers, and Computer Network Architects-All use information technology (IT) to advance their organization's goals. Security analysts ensure a firm's information stays safe from cyber-attacks. Web developers create websites to help firms have a public face. Computer network architects create the internal networks all workers within organizations use.

Honor Cord Requirements for the Computer and Information Technology Pathway

An honor cord signifying academic achievement in the Computer and Information Technology STEM Pathway will be awarded to students who complete the following requirements:

- Completion of required and elective courses in the STEM Pathway with an overall 3.0 GPA
- Minimum overall 2.5 GPA in all high school courses

Environmental Science Pathway

Students should participate in the Environmental Science Career Pathway if they have an interest in careers related to the environment and if they intend to pursue a degree in environmental studies, environmental science, environmental engineering, ecology, or other related fields.

The Environmental Science Pathway will provide students with concepts to understand the interrelationships of the natural world and analyze environmental problems both natural and human-made. In addition to the three (3) required STEM core courses, students will study the major environmental problems and issues facing society today. Topics include earth systems and resources, the living world, population biology and human population, land and water use, energy resources and consumption, impacts on the environment and human health, and global changes.

Choose Three (3) Required Courses

STEM Pathway Requirements	Recommended Year			
	9	10	11	12
Spreadsheet: Excel ***(College Credits Available)***			X	X
Statistics ***(College Credits Available)****			X	X
Pre-Calculus			X	X
Physics			X	X

Indicates that students have the option to sign up for either the college course or the non-leveled course.

Option #1

Environmental Science Pathway Requirements	Recommended Year			
	9	10	11	12
Biochemistry			X	X
Statistics ***(College Credits Available)****			X	X
CP Biology		X	X	X
Environmental Science (AP)			X	X

**** Indicates that students have the option to sign up for either the college course or the non-leveled course.***

Option #2

Environmental Science Pathway Requirements	Recommended Year			
	9	10	11	12
Environmental Science and Natural Resources 1 (Pinkerton CTE Program)			X	
Environmental Science and Natural Resources 2 (Pinkerton CTE Program) or AP Environmental Science				X

According to the U.S. Department of Labor (2022), long-term projections for Environmental Science careers to 2030 are as follows:

Career Path	Rate of Growth	Educational Experience
Environmental Science Protection Technicians	6%	Associate Degree
Environmental Engineers	6%	Bachelor Degree
Environmental Scientists and Specialists	6%	Bachelor Degree

Environmental Science Protection Technicians–Environmental science and protection technicians conduct laboratory and field tests to monitor the environment and investigate sources of pollution, including those affecting health. Many work under the supervision of environmental scientists and specialists, who direct their work and evaluate their results.

Environmental Engineers-Environmental engineers use the principles of engineering, soil science, biology, and chemistry to develop solutions to environmental problems. They are involved in efforts to improve recycling, waste disposal, public health, and control of water and air pollution.

Environmental Scientists and Specialists-Environmental scientists and specialists use their knowledge of the natural sciences to protect the environment. They identify problems and find solutions that minimize hazards to the health of the environment and the population.

Honor Cord Requirements for the Environmental Science Pathway

An honor cord signifying your academic achievement in the Environmental Science STEM Pathway will be awarded to students who complete the following requirements:

- Completion of required and elective courses in the STEM Pathway with an overall 3.0 GPA
- Minimum overall 2.5 GPA in all high school courses

Healthcare and Medical Profession Pathway

Students should participate in the Healthcare and Medical Profession Pathway if they have an interest in healthcare careers. The healthcare industry is one of the largest providers of jobs in the United States, and according to the U.S. Bureau of Labor Statistics, occupations related to healthcare are projected to have one of the fastest job growths to 2026.

Choose Three (3) Required Courses

STEM Pathway Requirements	Recommended Year			
	9	10	11	12
Oral Communications (.5 credit)	X	X	X	X
Anatomy & Physiology			X	X
Statistics ***(College Credits Available)****			X	X
Pre-Calculus			X	X
Physics			X	X

**** Indicates that students have the option to sign up for either the college course or the non-leveled course.***

To work in the healthcare industry, you must have special training. Therefore, in addition to the three (3) required STEM core courses, students will be studying either the certificate and associate degree pathway ***or*** the bachelor, masters and doctorate degree pathway. Each pathway is designed to provide students with experience in courses that are typically required in college.

Choose Three (3) Electives	Recommended Year			
	9	10	11	12
Spreadsheet: Excel (College Credit Available)		X	X	X
Sociology (.5 credit)		X	X	X
Exercise Physiology		X	X	X
Health Science 1 & 2 (Pinkerton CTE Program)			X	X
Biochemistry			X	X
Biology (AP)			X	X
Calculus (College Credit Available)			X	X

According to the U.S. Department of Labor (2022), projections for Healthcare and Medical Profession careers in 2030 are:

Career Path	Rate of Growth	Educational Experience
Home Health Aides	22%	High School Diploma or Cert
Diagnostic Medical Sonographers	10%	Associate Degree
Physical Therapist Assistants	19%	Associate Degree
Medical Assistants	14%	Associate Degree
Dental Assistants	7%	Associate Degree
Respiratory Therapists	13%	Associate Degree
Registered Nurses	6%	Associate Degree
Nursing Assistants	4%	Associate Degree
Radiologic Technologists and Technicians	6%	Associate Degree
Licensed Practical Nurses	5%	Associate Degree
Medical Records and Health Technicians	8%	Associate Degree

According to the U.S. Department of Labor (2022), projections for Healthcare and Medical Profession careers in 2030 are:

Career Path	Rate of Growth	Educational Experience
Athletic Trainers	14%	Bachelor Degree
Occupational Therapists	12%	Master's Degree
Physician Assistants	27%	Master's Degree
Epidemiologist	27%	Master's Degree
Physical Therapists	15%`	Doctorate Degree
Audiologists	11%	Doctorate Degree
Medical Scientists	10%	Doctorate Degree
Optometrists	9%	Doctorate Degree

Honor Cord Requirements for the Healthcare and Medical Profession Pathway
An honor cord signifying academic achievement in the Healthcare and Medical Profession STEM Pathway will be awarded to students who complete the following requirements:

- Completion of required and elective courses in the STEM Pathway with an overall 3.0 GPA
- Minimum overall 2.5 GPA in all high school courses

Engineering, Engineering Technologies, and Pre-Engineering Pathway

Students should participate in the Engineering, Engineering Technologies and Pre-engineering Pathway if they like to design products and systems and have an interest in solving problems. The pathway is designed to place a focus on science, math, and engineering-related course work. In addition, students are encouraged to participate on the Robotics Team. Students should select one of the following engineering pathways to increase their knowledge in courses that are typically required in college:

Engineering: Engineers apply the principles of science and mathematics to develop solutions to problems. Engineers will need a bachelor degree for employment and can choose from a variety of specialties including electrical, mechanical, chemical, civil, computer hardware, materials, industrial, and many more.

Engineering Technologies: Engineering technicians may assist engineers in research and development or work in quality control, inspecting products and processes, conducting tests, and collecting data. Some engineering technicians work in manufacturing, sales, construction, and maintenance. A two-year associate degree is required to work as an engineering technician.

Pre-Engineering: Pre-Engineering degrees are intended to introduce students to the engineering profession and are two-year programs designed to transfer into a four-year degree. If you study pre-engineering, you will begin taking courses in math, physics, chemistry, and engineering aimed to provide you with a strong foundation for a career as an engineer.

In addition to the three (3) required STEM core courses, students will be studying either the associate degree pathway ***or*** the bachelor degree pathway. Each pathway is designed to provide students with experience in courses that are typically required in college.

Pre-Engineering or 2-Year Associate Degree

Choose Three (3) Required Courses

STEM Pathway Requirements	Recommended Year			
	9	10	11	12
STEAM: Simple Machines (.5 credit)	X	X		
Spreadsheet: Excel ***(College Credits Available)***			X	X
Statistics ***(College Credits Available)****			X	X
Pre-Calculus			X	X
Physics			X	X

**** Indicates that students have the option to sign up for either the college course or the non-leveled course.***

Four (4) Required Courses

2-Year Associate Degree Pathway	Recommended Year			
	9	10	11	12
Engineering and Design I (.5 credit)		X	X	X
Manufacturing Processes ***(College Credits Available)***		X	X	X
CADD I ***(College Credits Available)***			X	X
Physics			X	X

According to the U.S. Department of Labor (2022), projections for engineering technologies and pre-engineering careers in 2030 are as follows:

Career Path	Rate of Growth	Educational Experience
Medical Equipment Repairers	13%	Associate Degree
Environmental Engineering Technicians	1%	Associate Degree
Civil Engineering Technicians	1%	Associate Degree
Mechanical Engineering Technician	1%	Associate Degree

Mechanical and Electrical Engineering

Choose Three (3) Required Courses

STEM Pathway Requirements	Recommended Year			
	9	10	11	12
STEAM: Simple Machines (.5 credit)	X	X		
Spreadsheet: Excel ***(College Credits Available)***			X	X
Statistics ***(College Credits Available)****			X	X
Pre-Calculus			X	X
Physics			X	X

**** Indicates that students have the option to sign up for either the college course or the non-leveled course.***

Five (5) Required Courses

4-Year Bachelor Degree Pathway	Recommended Year			
	9	10	11	12
Engineering and Design I (.5 credit)		X	X	X
Manufacturing Processes ***(College Credits Available)***		X	X	X
CADD ***(College Credits Available)***			X	X
Physics (Level 1)			X	X
Calculus ***(College Credits Available)***			X	X

According to the U.S. Department of Labor (2022), long-term projections for engineering careers to 2030 are as follows:

Career Path	Rate of Growth	Educational Experience
Computer Hardware Engineers	5%	Bachelor Degree
Electrical Engineers	5%	Bachelor Degree
Electronics Engineers	5%	Bachelor Degree
Mechanical Engineers	10%	Bachelor Degree

Chemical and Biomedical Engineering

Choose Three (3) Required Courses

STEM Pathway Requirements	Recommended Year			
	9	10	11	12
STEAM: Simple Machines (.5 credit)	X	X		
Spreadsheet: Excel ***(College Credits Available)***			X	X
Statistics ***(College Credits Available)****			X	X
Pre-Calculus			X	X
Physics			X	X

**** Indicates that students have the option to sign up for either the college course or the non-leveled course.***

Choose Four (4) Elective Courses

4-Year Bachelor Degree Pathway	Recommended Year			
	9	10	11	12
Engineering and Design I (.5 credit)		X	X	X
Manufacturing Processes ***(College Credits Available)***		X	X	X
Physics (Level 1)			X	X
Calculus ***(College Credits Available)***			X	X
AP Chemistry or Biochemistry			X	X

According to the U.S. Department of Labor (2022), long-term projections for engineering careers in 2030 are as follows:

Career Path	Rate of Growth	Educational Experience
Biomedical Engineers	5%	Bachelor Degree
Chemical Engineers	8%	Bachelor Degree
Industrial Engineers	12%	Bachelor Degree
Materials Engineers	5%	Bachelor Degree

Honor Cord Requirements for the Engineering, Engineering Technologies, and Pre-Engineering Pathway

An honor cord signifying academic achievement in the Engineering, Engineering Technologies, and Pre-Engineering STEM Pathway will be awarded to students who complete the following requirements:

- Completion of required and elective courses in the STEM Pathway with an overall 3.0 GPA
- Minimum overall 2.5 GPA in all high school courses

Life Sciences

Life sciences or biological sciences is a branch of science that involves the study of life and organisms. The life sciences pathway is designed to prepare students for a career focusing in field and laboratory research. In addition to three (3) required STEM academic courses, students will learn the basic molecular, biological, and chemical concepts related to organisms and that are used in different career opportunities. Through a hands-on laboratory approach using equipment, specimens, and research, students will study the classification of life, ecology, the structure of organisms, DNA, and animal and plant biology.

Choose Three (3) Required Courses

STEM Pathway Requirements	Recommended Year			
	9	10	11	12
STEAM: Simple Machines (.5 credit)	X	X		
Spreadsheet: Excel ***(College Credits Available)***			X	X
Statistics ***(College Credits Available)****			X	X
Pre-Calculus			X	X
Physics			X	X

**** Indicates that students have the option to sign up for either the college course or the non-leveled course.***

Students then select Option 1 or 2 to complete the pathway

Option #1
Choose Three (3) Elective Courses

Choose Four (4) Elective Courses	Recommended Year			
	9	10	11	12
Biochemistry			X	X
Marine Biology (.5 credit)			X	X
Zoology (.5 credit)			X	X
Exercise Physiology		X	X	X
Anatomy and Physiology			X	X
AP Biology			X	X
AP Environmental Science			X	X

Option #2

Required Courses	Recommended Year			
	9	10	11	12
Anatomy and Physiology			X	X
+ CTE Program at Pinkerton Academy				
Introduction to Animal Science (Pinkerton CTE Program)			X	
Animal Management (Pinkerton CTE Program)			X	
Or + CTE Program at Alvirne High School				
Veterinary Science I (Alvirne CTE Program)			X	
Veterinary Science II (Alvirne CTE Program)				X

According to the U.S. Department of Labor (2022), long-term projections for Life Science careers in 2030 are as follows:

Career Path	Rate of Growth	Educational Experience
Veterinary Assistants	20%	High School Diploma
Veterinary Technologist & Technician	21%	Associate Degree
Athletic Trainer	14%	Bachelor Degree
Biological Technician	5%	Bachelor Degree
Biology Teacher	1%	Bachelor Degree
Ecologist	6%	Bachelor Degree
Nutritionist	7%	Bachelor Degree
Geneticist	16%	Master's Degree
Biochemist	7%	Doctoral or Professional Degree
Veterinarian	20%	Doctoral or Professional Degree

Honor Cord Requirements for the Life Sciences STEM Pathway

An honor cord signifying academic achievement in the Life Sciences STEM Pathway will be awarded to students who complete the following requirements:

- Completion of required and elective courses in the STEM Pathway with an overall 3.0 GPA
- Minimum overall 2.5 GPA in all high school courses

Visual and Performing Arts Pathways

The Visual and Performing Arts Pathways are for students who wish to unlock their creative potential or enjoy taking a hands-on learning approach developing their artistic spirit. If students are creative and talented and have a passion for music or art, they should consider one of the pathways in Visual and Performing Arts. By following the coursework in a pathway, students can improve their technique and skill.

Most students trained in Visual and Performing Arts are persistent, disciplined, and hard working. They have passion and are determined to achieve their best. Students who pursue the Visual and Performing Arts Pathway can ***choose one*** of the following areas of concentration:

- **Music**
- **Art Education**
- **Studio Art**
- **Digital Art**

Music Pathway

The Music Pathway is designed to prepare students to play instruments or sing for live audiences and in recording studios. Musicians and singers often perform in settings such as concert halls, arenas, and clubs. They perform in a variety of styles such as Pop, Rock, Jazz, Classical, Hip-Hop, etc. Students in the Music Pathway should choose one of the following options:

Option #1

Music Pathway Requirements	Recommended Year			
	9	10	11	12
Marching/Concert Band (4 years)	X	X	X	X

Option #2

Music Pathway Requirements Choose Three (3) Courses Below	Recommended Year			
	9	10	11	12
Guitar 2 (.5 credit)		X	X	X
Piano 2 (.5 credit)		X	X	X
Percussion 2 (.5 credit)		X	X	X
Music Theory ***(College Credits Available)***			X	X
Required				
Music Studio (.5 credit) (1 credit required)		X	X	X

Students of music performance practice their skills as musicians. Classes and live performances will help students develop a personal style and prepare them for performing as soloists, ensemble players, and accompanists.

Honor Cord Requirements for the Performing Arts Pathway

An honor cord signifying academic achievement in the Performing Arts Pathway will be awarded to students who complete the following requirements:

- Completion of required and elective courses in the Performing Arts Pathway with an overall 3.0 GPA
- Minimum overall 2.5 GPA in all high school courses
- Marching/Concert Band students are expected to perform at all home football games and march in the Pelham Old Home Day parade in the fall during marching season. During concert season, students are expected to participate in performances such as the annual NHMEA large group music festival, spring concert, and PHS commencement ceremony.

Art Education Pathway

The Art Education Pathway focuses on preparing students who are interested in exploring a career in the visual arts education field. Students will be exposed to instruction and experiences to develop competencies in teaching and grading in art education. In addition, students will be required to complete observation hours in an art classroom environment through our job shadowing program. These hours will be completed at a local school.

Art Education Pathway Requirements	Recommended Year			
	9	10	11	12
Introduction to Art	X			
Oral Communications (.5 credit)	X	X	X	
Ceramics I (.5 credit)	X	X	X	X
Intro to Digital Art (.5 credit)	X	X	X	X
Drawing and Painting I		X	X	X
(+) Choose One (1) Below:				
Ceramics II (.5 credit) ***and*** Advanced Ceramics (.5 credit)		X	X	X
Graphic Design (.5 credit) ***and*** Digital Illustration (.5 credit)		X	X	X
Modern Art			X	X
Drawing and Painting II (CC)			X	X
Advanced Art			X	X

Studio Art Pathway

The Studio Art Pathway aims progressively to provide students with the means to undertake self-direction work within a broad range of disciplines. The structure of the Studio Art Pathway provides a means by which students can contextualize their work while forming a knowledge and understanding of fine art practice.

Option #1 – 2D Studio Art

2D Studio Art Requirements	Recommended Year			
	9	10	11	12
Introduction to Art	X			
Drawing and Painting I		X	X	
(+) Choose Two (2) Below:				
Advanced Art			X	X
Modern Art			X	X
Drawing & Painting II (CC)			X	X
AP Studio Art			X	X

Option #2 – 3D Studio Art

3D Studio Art Requirements	Recommended Year			
	9	10	11	12
Introduction to Art	X			
Ceramics I (.5 credit)	X	X	X	
Ceramics II (.5 credit)	X	X	X	
Drawing and Painting I		X	X	
Advanced Ceramics (.5 credit)		X	X	X

Digital Art Pathway

The Digital Art Pathway focuses on preparing students for 21st century career options in the visual arts. Students will be trained in traditional media, digital photography, digital editing, and design/animation programs based on industry trends and standards. Students who pursue a degree in these creative fields will be developing a professional portfolio in support of a career in design, advertisement, digital/multimedia, photography, or web design. Choices within the elective course options allow for students to shift the focus of their learning toward digital photography/editing or graphic design based learning.

Digital Art Pathway Requirements	Recommended Year			
	9	10	11	12
Introduction to Art	X			
Introduction to Digital Art (.5 credit)	X			
Introduction to Digital Photography (.5 credit)	X	X		
Drawing and Painting I		X	X	
Graphic Design (.5 credit)		X	X	X
Digital Illustration (.5 credit)		X	X	X

Honor Cord Requirements for the Visual Arts Pathway
An honor cord signifying academic achievement in the Visual Arts Pathway will be awarded to students who complete the following requirements:

- Completion of required and elective courses in the Visual Arts Pathway with an overall 3.0 GPA
- Minimum overall 2.5 GPA in all high school courses
- Portfolio composed of a culmination of artwork created throughout the pathway

College Credit Opportunities

Pelham High School has developed partnerships with the Community College System of New Hampshire (CCSNH) and Southern New Hampshire University (SNHU) providing students with the opportunity to earn college credits *prior* to high school graduation.

These courses are taught at the college level by Pelham High School teachers who have met or exceeded the hiring qualifications for adjunct faculty (usually a Master's Degree) and have agreed to meet the college level standards set forth by both the CCSNH and SNHU.

Early College: The Early College program is offered through the Community College System of New Hampshire (CCSNH) and allows for high school students with junior and senior status to enroll in select college courses. The CCSNH sets all required fees, currently $150 per course and tuition is paid directly to the college.

SNHU in the High School: In collaboration with Southern New Hampshire University (SNHU), qualified high school sophomores, juniors and seniors may participate in college credit opportunities. SNHU sets all required fees, currently $100 per course (plus $25 for science lab credits) and tuition is paid directly to the college.
Dual-Enrollment College Credit Opportunities have several advantages:

- ✔ Reduces cost of a college education team
- ✔ Prepares students for the academic transition from high school to college
- ✔ Encourages more students to pursue a college education
- ✔ Demonstrates to college admission offices a willingness to take rigorous courses

The college credits earned through these programs may be used toward completion of a degree, diploma, or certificate at the college(s) in which they were earned or may be used to transfer credit to other colleges or universities throughout the country**. Please note that the determination of transfer credit is at the discretion of the receiving institution.**

2025-2026
College Credit Opportunities
At Pelham High School

Pelham High Course	College Course	Credits	College Partner
Accounting-CC	101N-Financial Accounting 1	3	Nashua CC
American Literature Classics	LIT100 Intro to Literature	3	SNHU
Calculus - CC	MATH210N Calculus I	4	Nashua CC
Chemistry College Credit	CHM101 Fundamentals of Chemistry CHM101L Foundations of Chemistry Lab	3 1	SNHU
College Composition	ENGL101N College Composition	4	Nashua CC
Computer-Aided Design I (CADD)	CAD111N CADD I	5	Nashua CC
Computer Applications II-College Credit	BCPT119N Software Applications	3	Nashua CC
Creative Writing	ENG226 Introduction to Creative Writing	3	SNHU
Drawing & Painting II	FAS110 Introductory Drawing	3	SNHU
Manufacturing Processes	MTTN101N Manufacturing Processes	3	Nashua CC
Music Theory	MUS211 Music Theory and Aural Skills I	3	SNHU
Personal Financial Planning	FIN120M Personal Financial Management	3	Nashua CC
Principles of Marketing	BUS104N Principles of Marketing	3	Nashua CC
Spanish IV	LSP211 Intermediate Spanish I	3	SNHU
Spreadsheet: Excel	BCPT208N Spreadsheet: Excel	3	Nashua CC
Statistics - CC	MATH106N Statistics I	4	Nashua CC
U.S. History College Credit	HIS114 U.S. History II: 1865 - Present	3	SNHU

Please Note: For your convenience, we have identified courses available for college credit with a “CC” along with their course descriptions in the Program of Studies Guide. Course offerings may vary and not all sections of classes will be designated as a college credit opportunity. Students should also be aware that college courses have attendance policies as defined by the respective college.

New Hampshire Scholars Program

New Hampshire Scholars is part of the State Scholars Initiative, a national program that encourages students to complete a rigorous course of study in high school—one that will give students a boost on college applications while preparing them for a successful transition to college or a career.

To be recognized as a NH Scholar, students must complete the course requirements below and achieve a minimum GPA of 3.33*. Students who successfully complete the program will be publicly recognized as a New Hampshire Scholar. Additionally, gold medallions will be given to students who participate in the program and a New Hampshire State Scholar seal will be placed on the high school diploma.

*Note: The GPA is calculated after semester 1 of the student's senior year and only includes courses where credit has been earned.

NH Scholars Requirements

- 4 years of English
- 4 years of Math
- 3 credits of Lab-Science
- 3.5 Credits of Social Science
- 2 Credits of a Foreign Language *(Must be the same)*
- Minimum 3.33 GPA *(determined end of semester 1 of senior year)*

New Hampshire Scholars 4 Year Planner

Student Name: _____ Year of Graduation: _____

Grad Req.	Course	9th Grade	10th Grade	11th Grade	12th Grade	Total Credits
4 yr.	English					
4 yr.	Mathematics					
3 cr.	Lab-Science					
3.5 cr.	Social Studies					
2 cr.	Foreign Language (same)					

By signing this planner, the student agrees to complete the NH Scholars Core Course of Study listed above. This curriculum supplements the minimum graduation requirements of Pelham High School. The parent/guardian agrees to support their student's efforts. Please return to the College and Career Counseling Department.

_____ _____
Student Signature Date

_____ _____
Parent/Legal Guardian Signature Date

COURSE SELECTION PROCESS

Scheduling Statement

The master schedule is developed to maximize each student's opportunity to take the courses (at the appropriate level) each year. Seniors are given priority in the scheduling process followed in order by juniors, sophomores, and freshmen. In some cases, students will not be able to be scheduled for every course they would like to take. This situation may occur when students are trying to take courses out of the typical sequence or if courses are offered at the same time.

Students should make the effort to talk about course selection with their parents, teachers, and/or school counselor. Students should think about which courses will help them the most; which ones are needed to prepare for college and future career, how much time and energy are needed for other responsibilities such as family, sports, work, or other extracurricular activities. Make the most of the opportunities provided at PHS.

Students need to select their classes and their alternate selections carefully during the scheduling period. Because classes are determined based on student interest, it is essential that we get an accurate count for each class. Once registration is complete, the courses will be scheduled for the student. When all of the students are scheduled, decisions will be made regarding the number of teachers needed to staff our high school. **Therefore, students and parents should treat the course selection sheet as a contract**. Parents indicate that they support the classes selected by signing the course selection sheet. If a student does not pass in their course selection sheet, their counselor will choose their classes for them.

Schedule Changes

The master schedule and staff allocations are determined based on student course selections. The College and Career Counseling Department strives to create a balanced schedule in order to maintain class sizes which best promote learning. In certain extenuating circumstances approval may be granted for a schedule change. Students need to review the following criteria prior to requesting a schedule change:

- Graduation requirements are missing
- Prerequisite requirements have not been met
- Duplication of courses
- College is requesting a specific course
- Student was placed in a course they did not request

Students must meet with their school counselor during the first five days of the quarter to discuss any potential schedule changes. Changes are based on the availability of courses.

Policy Regarding Failed Classes and Make Ups

Many courses at PHS follow a sequence. Therefore, students cannot advance to the next course until they have successfully completed the prerequisite. In many cases, it is impossible to reschedule make-up courses during the school year. We strongly recommend that students who fail courses, especially required courses, enroll in a summer, night, online, or credit recovery program. This will not only ensure a timely progression through courses but also ensure that graduation target dates will be maintained. Under no circumstance will students enroll in a course where the prerequisite has not been met. The College and Career Counseling Department will provide listings of **pre-approved summer or night school courses** available in the surrounding area. Results from summer or night courses are not factored into the student's GPA. Only courses taken at PHS and VLACS are included in the GPA.

Transfer Students

High school students who live in Pelham or who move to Pelham and wish to transfer to PHS should contact the PHS College and Career Counseling Department to obtain a New Student Information Packet. This packet contains registration information as well as a list of essential records and other documents required for enrollment in PHS. New students should also schedule an appointment with a school counselor to complete the scheduling process. During this appointment, the school counselor will review the transcript(s) from the other school(s), discuss the remaining graduation requirements, and make recommendations and suggestions regarding a course schedule.

Administration will make a determination on transfer of credit for all courses taken, grades earned, and equivalent credits earned by the student on a PHS transcript. All courses, grades, and credits earned at PHS will be added to the transcript thereafter. High school curricula and course leveling systems differ greatly from school to school. Due to such complexity, it is difficult to obtain an accurate assessment of grades from previous schools; therefore, only classes taken at PHS will be included in a student's grade point average (GPA). Students will not receive a rank in class until they have completed four (4) semesters at PHS.

All prospective students and their parents should feel free to contact the PHS College and Career Counseling Department to obtain additional information regarding the transfer of a student.

Early Graduation

PHS offers a comprehensive program of studies that requires all students to attend school for eight semesters. In the event that a student and their parents seek to graduate early, consideration will be decided on a case-by-case basis, and is subject to review and recommendation by administration and the school counselor. Under no circumstances will an exception be made for less than seven (7) semesters of attendance. All early graduation requests shall be related to career and/or educational plans of the student making the request.

Students need to meet the requirements listed below.

- The student has successfully completed all required courses and has maintained an overall GPA of 2.0.
- The student has achieved the minimum number of credits for graduation eligibility.
- The student has presented an Application for Early Graduation and a letter stating the extenuating circumstances and/or reasons for the exception to their school counselor no later than the end of quarter three of their junior year.
- The student has discussed and reviewed the plan with a school counselor prior to the formal request.
- The student has completed the Community Service Program requirements prior to making the request for early graduation.

COURSE DESCRIPTIONS

BUSINESS PROGRAM

601-COMPUTER APPLICATIONS I
(½ credit)

Students will be introduced to Microsoft Office including Word, Excel and PowerPoint. Microsoft Office is considered the language of colleges and corporate America. Learn what Microsoft Office can do for you. This course satisfies the graduation requirement for computer technology.

610-SPREADSHEET: EXCEL
CC (1 credit)

This course provides students with knowledge of Excel, a spreadsheet program for managing and presenting data in the Microsoft® Windows environment. Excel offers spreadsheets, charting, drawing, scenario, data maps, and macros. This course helps prepare students to take the Microsoft Expert Level Certification Exam. **This course qualifies as a Math Intensive course.**

Prerequisite: Sophomore, Junior, or Senior; Algebra I and Computer Applications I or equivalent

611CC-COMPUTER APPLICATIONS II
CC (1 credit)

This course covers several components of Microsoft® Office. Students will complete a college level Microsoft® Office (Word, Excel, Access, and PowerPoint) textbook. The skills acquired in this course will prepare students for the MOUS (Microsoft® Office User Specialist) Certification. Students must be able to work independently. **Students must sign up for College Credit; otherwise, they take Computer Applications II (617).**

Prerequisite: Sophomore, Junior or Senior; Computer Applications I or equivalent

651-ACCOUNTING CC
(1 credit)

In this course, students study the complete accounting cycle for a service and a merchandising type of business. They will explore careers in accounting, learn accounting terms, prepare financial reports, and be exposed to several financial ratios. This is a college-level course and a college-level textbook will be used. A calculator is required for this course. **This course qualifies as a Math Intensive course.**

Prerequisite: Sophomore, Junior or Senior

672-PRINCIPLES OF MARKETING CC
(1 credit)

This college credit course is designed to provide students with an understanding of marketing's role in the American economy and the individual firm. The components of an organization's strategic marketing program including how to plan, price, promote, and distribute goods and services will be covered. Students will be able to apply skills learned by creating a survey, a marketing plan, and an advertising campaign through hands-on activities. Students will use Word, Excel, and PowerPoint. This is a college-level course and a college-level textbook will be used.

Prerequisite: Junior or Senior; Computer Applications I or equivalent

673-PRINCIPLES OF MANAGEMENT
(½ credit)

This course is designed to expose students to the nature of the organizational environment and the major activities performed by its managers, such as, planning, organizing, leading, and controlling. Students will learn the personal and leadership skills necessary to be an effective manager. Students will be exposed to issues faced by managers including supervision of a workforce, making financial decisions, and developing & implementing quality improvement systems. The course is designed with a skills-based approach and focuses on: communication (oral, written, non-verbal, and listening), problem solving, teamwork, decision making, conflict resolution, critical analysis and ethical reasoning.

Prerequisites: Sophomore, Junior or Senior; Computer Apps I. It is highly recommended that students have previous/current experience in the workforce.
Note: This course will not be offered in 2025-2026

675-RETAIL MANAGEMENT
Level 1 (1 credit)

Have you ever wanted to run a store? Do you want to be a manager or open your own business? Learn all this and more in the Retail Management Course. By running our school store, you will learn problem-solving techniques and decision-making processes. Students will discuss and demonstrate a range of retail management topics, including inventory planning and control, location assessment and store design, merchandising and retail promotion, product and brand management, human resources administration, legal and ethical concerns, information technology resources, financial and accounting needs and sales and trends forecasting.

Prerequisite:Sophomore, Junior, or Senior (Freshmen by approval only)

926-MANAGING YOUR MONEY
(½ credit)

This course provides students with a foundation in personal money management. Students will learn how to manage their money, build financial security, and make sound financial decisions. Course topics include creating a budget, using credit, saving, calculating discounts, computing the amount you will be taxed, planning for the future, investing and other topics that will help students with their finances now and in the future. **This course qualifies as a Math Intensive course and a personal finance course as required for graduation.**

Prerequisite: Junior or Senior

941-PERSONAL FINANCIAL PLANNING CC
(1 credit)

This college credit course provides students with an effective learning experience in personal finance. Emphasis is on helping students make sound financial decisions in the areas of careers, budgeting, insurance, credit, stock and other investments, risk management, real estate, government taxes, and retirement planning. Students will calculate and analyze the future/present value of an investment, ratio formulas, home affordability and amortization, income taxes, percent increase/decrease, and unit pricing. Students will explore different careers and analyze how income from these careers affects lifestyle. Outside reading and knowledge of PowerPoint and Excel is expected. A calculator is needed for this class. **This course qualifies as a Math Intensive course and a personal finance course as required for graduation.**

Prerequisite: Junior or Senior; Computer Applications I or equivalent

946-ENTREPRENEURSHIP
(½ credit)

This course is designed to introduce students to the basic concepts of entrepreneurship including developing the personal skills necessary to succeed. Students will explore the steps necessary to starting a business including, but not limited to, analyzing opportunities in the market, obtaining financing, and developing marketing & pricing strategies. They will also learn about the operational issues that new businesses face such as protecting intellectual property and managing financial risks. This course meets requirements for the business pathway.

Prerequisite: Sophomore, Junior or Senior
Note: This class will not be offered in 2025-2026

ENGLISH PROGRAM

All students are required to take 4 credits of English for graduation (Freshman English, Sophomore English, American Literature Course, and an English elective). An English class must be taken each year of high school. Listed below are suggested sequences for students. Students will have the option of changing as their academic plans change.

Grade	Career Path	2 yr. College & Some 4 yr. Colleges	4 yr. College	4 yr. Competitive College
9	Freshman English ***and*** Introduction to Writing	Freshman English ***or*** Freshman English L1 ***and*** Introduction to Writing	Freshman English L1 ***or*** Freshman English Honors ***and*** Introduction to Writing	Freshman English Honors ***and*** Introduction to Writing
10	Sophomore English	Sophomore English ***or*** Sophomore English L1	Sophomore English L1 ***or*** Sophomore English Honors	Sophomore English Honors
11*	American Literature Contemporaries	American Literature Contemporaries ***or*** American Literature Contemporaries L1	American Literature Contemporaries L1 ***or*** American Literature Classics	American Literature Classics (CC or AP)
12*	Electives*	Electives*	Electives* (CC)	Electives* (CC or AP)

***Electives That Meet Graduation Requirements**	**Electives That Do NOT Meet Graduation Requirements**
AP English Literature & Composition (AP)	Advanced Research Methods
Exploring Modern Literature	Yearbook
College Composition (CC)	
Creative Writing (CC)	
Essay Writing	
Film Analysis	
Heroes and Villains	
Media Literacy	
Oral Communication	

100-FRESHMAN ENGLISH HONORS (1 credit)
110-FRESHMAN ENGLISH Level 1 (1 credit)
120-FRESHMAN ENGLISH (1 credit)

Honors is strongly recommended if considering AP Literature & Composition.

Students develop a working knowledge of the use of language. Students expand their vocabulary and develop their speaking, listening, and writing skills. The students critically read, view, and interpret short stories, novels, plays, and nonfiction selections. Students are expected to develop comprehension skills through independent reading. **Outside/summer reading requirements must be met in order for students to complete MLA reading/writing activities within the first weeks of class.**

122 - INTRODUCTION TO WRITING
(½ credit)

Incoming students develop their essay writing ability by improving their grammar, mechanics, and word choice skills. They extend their writing opportunity by using all steps of the writing process from prewriting to publishing. Students will practice writing skills applicable across the curriculum. Specific skills will include applying MLA formatting, developing thesis statements supported by evidence, introducing and concluding essays, developing unified paragraphs, and expressing an original voice while avoiding plagiarism.

This course is required for all freshmen.

123-ESSAY WRITING
(½ credit)

Students develop their essay writing ability by improving their grammar, mechanics, and word choice skills. They extend their writing opportunities by using the writing process and word processing. Students develop a variety of essays, which may include narration, description, demonstration, cause/effect, persuasion, and a multigenre research paper. Students can conference on essays from other content areas.

Prerequisite: Freshman English and Introduction to Writing

124-FILM ANALYSIS
(½ credit)

Students will learn about the formal elements of film (narrative, mise-en-scene, cinematography, sound and editing). Students will watch a variety of films, from Classic Hollywood to modern blockbusters, writing analysis essays and examining how the medium of film differs from that of literature. A strong emphasis on writing, reading, and visual analysis will be evaluated.

Prerequisite: Junior or Senior

125-SOPHOMORE ENGLISH HONORS (1 credit)
130-SOPHOMORE ENGLISH Level 1 (1 credit)
140-SOPHOMORE ENGLISH (1 credit)

Honors is strongly recommended if considering AP Literature & Composition.

Students study grammar, composition, and literature. They apply grammar usage concepts in written and oral assignments and learn to write a formal essay and a research paper. They read and analyze novels as well as works of nonfiction, poetry, mythology, and drama. They also complete vocabulary units. They learn study skill techniques for reading, note taking, and test taking. **Outside/summer reading requirements must be met in order for students to complete MLA reading/writing activities within the first weeks of class.**

Prerequisite: Freshman English
For students to select Honors or Level 1, they need to earn a B- or better in the current Honors or L1 English course.

129-HEROES AND VILLAINS Level 1
131-HEROES AND VILLAINS
(½ credit)

Students study the characteristics of heroes and villains from the Classical Age to modern media. They take into consideration what the creator of the character had in mind, what circumstances affected this person's actions, and what culture or society produced this character. They discuss how their own principles, prejudices, and associations influence people's perceptions. They read stories that seem to have an obvious hero and an obvious villain and learn how character development, sentiment, and tone can blur the line between hero and villain.

Prerequisite: Junior or Senior; Sophomore English

136-ORAL COMMUNICATION
(½ credit)

Students prepare to assume an active part in those phases of professional and social life requiring effective oral communication. They improve skills in public speaking, self-confidence, and self-awareness. Students learn to speak clearly and pointedly, and to plan and organize thought before delivery. Along with formal and impromptu speechmaking, students critically analyze, research, and argue topics of interest.

147-CREATIVE WRITING
CC (1 credit)

Students develop their skills in writing poetry, prose, fiction, and drama, while working on specific exercises in a supportive critical environment. Because of the strong emphasis on peer editing, students must be mature enough to give and receive constructive criticism regarding sensitive, often personal, work. Some exercises expose students to the protocols, as well as the problems associated with particular genres of writing; others assist the writer in mastering specific writing skills. Students read texts by various published authors for instructional support. Grammar and punctuation skills are reinforced as needed. **Summer writing requirements must be met.**

Prerequisite: Sophomore, Junior or Senior; Essay Writing

151-COLLEGE COMPOSITION
CC (1 credit)

Students develop a mastery of the writing process, particularly an ability to reconsider and revise their own work. Students practice writing effectively for college courses across the curriculum areas and for their own personal and professional lives. Students practice narrative, informational and research writing. They review Standard English grammar and MLA documentation. The writing assignments include SAT writing samples, college application and scholarship essays, a range of college writing assignments, and a persuasive research paper.
Prerequisite: Junior or Senior; Essay Writing or SAT ERW (Evidenced-Based Reading Writing) score of at least 550

152-MEDIA LITERACY
(½ credit)

This course will provide a 21st century look at the media of American culture and the cultures in the rest of the world. It will provide a critical lens through which to view all forms of media, including those in print, on video, and web-based. Through this class, students will learn the skills necessary to evaluate and closely analyze ideas on social media, objectively critique advertisements for possible hidden meaning and propaganda, and learn how to produce valid creations of their own that are both meaningful and timely to members of a democratic nation.

Prerequisite: Junior or Senior; Intro to Writing or Essay Writing

155-AMERICAN LITERATURE CLASSICS
CC (1 credit)

American Literature focuses on the classics and requires students to read notable works throughout American History spanning from the 1700s to the 1950s in various genres: short story, novel, poetry, drama and essay. Students read both fiction and nonfiction works written by authors from the United States. Students analyze the importance of the readings and specific issues and literary trends. They learn by reading, writing, speaking, listening, and viewing print sources, the arts, and media. Students expand vocabulary skills. Students also explore the college application process. **Outside/summer reading requirements must be met in order for students to complete MLA reading/writing activities within the first weeks of class. This course is recommended for any students interested in taking AP Literature and Composition.**

Prerequisite: Sophomore English
For students to select CC, they need to earn a B- or better in a current Level 1 English course.

156-AMERICAN LITERATURE CONTEMPORARIES Level 1
(1 credit)
157-AMERICAN LITERATURE CONTEMPORARIES
(1 credit)

American Literature Contemporaries requires students to read notable, contemporary, American works spanning from the 1950s to the present day in various genres: short story, novel, poetry, drama and essay. Students read both fiction and nonfiction works written by authors from the United States. Students analyze the importance of the readings and specific issues and literary trends. They learn by reading, writing, speaking, listening, and viewing print sources, the arts, and media. Students expand vocabulary skills. Students also explore the college application process. Outside/summer reading requirements must be met in order for students to complete MLA reading/writing activities within the first weeks of class. This course is recommended for any students interested in taking AP Literature and Composition.

Prerequisite: Sophomore English
For students to select Level 1, they need to earn a B- or better in a current Honors or Level 1 English course.

183-AP ENGLISH LITERATURE AND COMPOSITION
(1 credit)

The AP Literature and Composition course engages students in the careful reading and critical analysis of imaginative literature. The course includes intensive study of representative works from various genres and periods, concentrating on works of recognized literary merit from the sixteenth to the twenty-first century. Through the close reading of selected texts, students deepen their understanding of the ways writers use language to provide both meaning and pleasure for their readers. As they read, students consider a work's structure, style, and themes as well as such smaller-scale elements as the use of figurative language, imagery, symbolism, and tone. The writing assignments focus on the critical analysis of literature and include expository, analytical, and argumentative essays (APcentral.collegeboard.com). Students will be able to take the AP Literature and Composition exam as administered by the College Board. Test fees are the responsibility of the student. **Students must meet all AP reading requirements, including outside reading assignments.**

Prerequisite: Junior or Senior; American Literature Classics or American Literature Contemporaries L1 or World Literature Classics; may be taken concurrently. For a student to take this course, they need to earn a B- or better in Sophomore English Honors or Level 1.

187 -EXPLORING MODERN LITERATURE
(1 credit)

Students will embark on a captivating journey of literary self-expression by diving into the rich world of modern literature, unlocking the craft of authorial style and profound themes while exploring diverse global perspectives. Beyond the written word, students will refine their writing skills, vocabulary, and oral communication, preparing for a world of post-secondary opportunities, whether vocational or college-bound. The theme of the course is self-discovery and literary enlightenment, in which student voice will flourish.

Prerequisite: Senior: American Literature

ENGLISH ELECTIVES

(Note: These courses do not meet graduation requirements for English credits.)

148-YEARBOOK (1 credit)
148L1-YEARBOOK L1 (1 credit)
148H-YEARBOOK HON (1 credit)

Students will be challenged with real world projects and assignments, such as newsletters and the Pelham High School yearbook, which is an archival, heirloom product that must meet publication guidelines. Students will gain skills in the following areas: interviewing, pre-writing, copywriting, editing, photography, record keeping, time management, teamwork, page design, publishing techniques, marketing, and leadership skills. High quality work is expected at all times.

Requirements: Two recommendations from teachers before the end of the previous school year. Plus, the ability to work independently, collaborate with a team, meet after school, attend various school activities, pay attention to detail, and have a firm grasp of the English language.

Prerequisite: Junior or Senior

159-ADVANCED RESEARCH METHODS Level 1
(½ credit)

In this course, students will embark on a semester-long inquiry based research assignment, allowing students to deeply explore an academic topic, problem, issue, or idea of individual interest. Students will design, plan, and implement their investigation to address a research question. Through this inquiry they will further develop research skills, utilize the information search process (Carol Kuhlthau), and understand the legal and ethical uses of information including economic and social issues that affect that use. Students will synthesize the information landscape of the 20th and 21st centuries to reflect upon how it impacts their life. Sample research from another course and interview may be requested. **This course does NOT meet the English graduation requirement.**

Prerequisite: Freshman English, Sophomore English.

FAMILY AND CONSUMER SCIENCE PROGRAM

901-CHEFS
(½ credit)

This course provides students with the fundamentals of cooking across a lifespan. Students will study and practice various cooking skills and techniques leading to more difficult and challenging recipes. Students will be able to identify nutritional requirements of food throughout a lifespan using the My Plate® guidelines. Additional topics that will be covered will include, but are not limited to, food safety and sanitation, quick breads, soups, fruit and vegetable preparation, lunch and dinner items, and desserts.

914-COOKING AROUND THE WORLD
(½ credit) *Formerly World Cuisine and Culture*

This course is intended for students who already have experience in the kitchen and would like to expand their taste buds. Explore the world through learning about different foods and cultures. Challenge yourself to try something new while learning more about our global community.

Prerequisite: none

915-BAKING
(½ credit)

When your sweet tooth just won't quit, bake! Do you have a sweet tooth? Do you just love to bake? Do you wish you knew more about baking? Well, Baking is a great way to help you develop the advanced skills you need to bake. Whether you know you want to have a career in baking or you would just like more experience in the kitchen, Baking can help. Throughout this course we take a look at the science of baking and how to create the best sweet treats. We will cover everything from cookies to pies. We will be using advanced techniques for decorations and flare.

Prerequisite: Chefs

FINE ARTS PROGRAM

ART

700-INTRODUCTION TO ART
(1 credit)

This course is an introduction to drawing, painting, printmaking, and three-dimensional concepts, materials, and techniques. Students who have had limited prior visual arts experience will be able to develop drawing skill, brush technique, and sculpting/building ability in ceramics (clay) to improve their confidence and ability in the visual arts. Students who enter Introduction to Art with a more developed artistic background will be able to perfect the skills needed in higher-level 2-D and 3-D art courses. Line quality, shading, perspective, scale, texture, and an understanding of value/contrast will be emphasized. Some assignments may require artwork and materials to be brought home for completion.

703-CERAMICS I (PINCH, COIL & SURFACE DESIGN)
(½ credit)

Students learn to design and create 3D pieces of art using ceramic hand building techniques. Students will explore the following introductory building methods and surface design techniques; pinch pots, coil pots, sgraffito, and glazing. A strong emphasis will be placed on creative problem solving, artisanship, and productivity. Concepts such as form, balance, texture, and space will be looked at. Students are expected to have the ability to plan and execute projects once they have learned the basic ceramic construction methods. Students are also expected to participate in the care and management of the ceramic studio. Glazing and firing procedures will be covered.

704-CERAMICS II (SLAB, STAMPS & SCULPTURE)
(½ credit)

Students learn to design and create 3D pieces of art using ceramic hand building techniques. Students will explore the following building methods and surface design techniques; slab construction, stamp creating, and sculpture. Opportunities to learn how to throw pottery on the wheel will be given. A strong emphasis will be placed on creative problem solving, artisanship, and productivity. Concepts such as form, balance, texture, and space will be looked at. Students are expected to have the ability to plan and execute projects once they have learned the basic ceramic construction methods. Students are also expected to participate in the care and management of the ceramic studio. Glaze combinations and alternative surface finishing techniques will be experimented with.

Prerequisites: Ceramics I

705-DRAWING/PAINTING I (2-DIMENSIONAL DESIGN)
(1 credit)

Students develop the ability to produce realistic and abstract drawings and paintings by building on skills, techniques, and concepts covered in Introduction to Art (Intro to Drawing & Painting). In addition, this course's objective is for students to expand and apply the principles of 2-dimensional design to drawing, painting and design works through creative expression and problem solving. Students will work in various materials including pencil, charcoal, acrylics, mixed media collage and have the opportunity to build and stretch their own canvases. They will also develop research skills during their projects on historical figures in painting.

Prerequisite: Introduction to Art (Intro to Drawing and Painting)

707-PRINTMAKING
(½ credit)

Printmaking is the process of creating artworks by printing, normally on paper, but also on fabric, wood, metal, and other surfaces. Printmaking allows artists to rapidly create multiple copies of their artwork while varying certain elements such as color or surface. The process of printmaking allows students to work and think in completely different ways, as printed outcomes often have pleasantly unexpected results. The characteristic of the process allows students to experiment liberally with the further development of their images, later incorporating printmaking throughout other types of art. Printmakers love the fun and unpredictable nature of each unique printing process. Whether you are carving tiles, rolling ink, operating the printing press, cutting spray paint stencils, making fine-art prints or creating custom graphic t-shirts, printmaking offers fun, creative and new challenges for any young artist.

708-INTRODUCTION TO DIGITAL ART
(½ credit)

This course is designed as an overview of basic art concepts, media, and techniques with both traditional media as well as digital media. Drawing skills, planning, and digital skills will be emphasized. Students will be exposed to the major techniques used in several art disciplines such as drawing, painting, and printmaking, and how they can be incorporated into digital design. Students are expected to build on skills already covered at the middle and elementary level. Written critiques and research papers will be assigned.

709-ADVANCED CERAMICS
Level 1 (½ credit)

Students will apply knowledge acquired in Ceramics I & II to further develop their 3D thinking skills and ability to create unique ceramic work that possesses a high level of integrity in surface and form. A heightened focus will be placed on craftsmanship and the independent development and execution of ideas. Students will be expected to plan, execute, and present finished work at a more independent level than in Ceramics I & II. Students will be expected to participate in the care and management of the ceramics studio. Students will be expected to assist in the firing and clay recycling processes allowing greater insight into the workspace of the functioning studio pottery or ceramic artist. Written critiques and reflections will be required.

Prerequisites: Ceramics I & II

713-DIGITAL ILLUSTRATION
(½ credit)

This course is designed to expand upon fundamental skills and concepts gained at the introductory level through exploration and production of digital artwork. Students are provided a drawing tablet for the duration of the course and develop confidence and skill with digital drawing and painting techniques. Students will learn about illustration, cartooning, and animation through a variety of media including print and film sources. Class discussions and critiques will complement class projects.

Using Adobe Photoshop and Illustrator, students will create original artwork incorporating the elements of art and principles of design. A heavy emphasis on creative expression and personal voice will take place in the form of an individual digital portfolio. Exposure to introductory drawing skills will enhance work.

Prerequisite: Introduction to Art or Introduction to Digital Art; Sophomore, Junior or Senior.
Note: This course will not be offered in 2025-2026

714-ART HISTORY
(½ credit)

This course is designed for intermediate and advanced art students and expands upon an understanding of the Elements of Art & Principles of Design within the context of Art History. Students will learn specific concepts relating to individual movements within Art History through presentations, discussions, and class critiques and demonstrate their knowledge through student-proposed projects. This course will cover a variety of media such as clay, paint, pastel, and charcoal. Students are expected to plan and execute independent projects and discuss their work within the wider context of Art History and theory.

Prerequisite: Introduction to Art and Drawing & Painting I; Junior or Senior

717-DRAWING/PAINTING II (2-DIMENSIONAL DESIGN) CC
(1 credit)

Students build on skills, approaches, and concepts covered in Drawing/Painting I while learning advanced color theory, design principles and developing personal techniques and imagery. The objective of this course is for students to participate in a studio atmosphere that allows them to explore their ideas, develop creative thinking skills, and begin to define their interests and goals as 2-dimensional artists through working on individual and group projects. Students will work in various materials such as watercolor, acrylic, pastel, charcoal etc. The course will allow the students to create several artworks that can be used for college portfolio admissions. The ability to plan and work independently on creative problems will be encouraged and independent and class research will be expected.

Prerequisite: Introduction to Art and Drawing/Painting I (2-Dimensional Design)

720-ADVANCED ART
Level 1 (1 credit)

Advanced art is for the student dedicated to developing their skills and artistic vision. This class is designed to let the students explore the principles and elements of art further. In this class, students will create 2D and 3D pieces in a variety of media that exemplify the elements and principles of design only on a higher level than they experienced in general art courses. This course will also offer advanced ceramic techniques when dealing with slab construction and thrown pottery. Each student will be expected to produce many art pieces and each will be critiqued. Students must be self-motivated and productive in a studio environment. Students will be expected to maintain a sketch journal, work outside of class time, and attend a local art function. A portfolio of work must be completed by the conclusion of the course.

Prerequisite: Junior or Senior; Introduction to Art; Drawing/Painting I; a portfolio must be viewed and approved by the instructor.

Note: Students who plan to take AP Studio Art 2-D will satisfy the breadth area of the AP portfolio requirements in Advanced Art.

722-MODERN ART - Level 1
(1 credit)

This course is designed for advanced art students as an exploration into various media beyond drawing, painting, and traditional ceramic techniques. Students will explore the concepts of both two dimensional and three dimensional design using various processes and materials. Visual art forms such as printmaking, mixed media, mosaic construction, glass slumping (high temperature melted glass molds), ceramic tile and relief molds, spray paint art, book and paper making, large scale sculpture, computer applied arts, and film making will be explored throughout the course. Collaborative work will be encouraged and required for some assignments. Students are expected to have the ability to plan and execute independent projects once they have learned the basic techniques and processes for each unit. Artist research and writing assignments will be assigned. **This is an advanced course.**

Prerequisites: Introduction to Art and Drawing/Painting I

725-AP STUDIO ART (2-DIMENSIONAL DESIGN)
AP (1 credit)

The AP Studio Art portfolios are designed for students who are seriously interested in the practical experience of art. The instructional goals of the course are to encourage creative as well as systematic investigation of formal and conceptual issues and to emphasize making art as an ongoing process that involves the student in informed and critical decision-making. Further, the course helps students to develop technical skills and familiarize them with the functions of the visual elements and to encourage students to become independent thinkers who will contribute inventively and critically to their culture through the making of art. The AP portfolio should reflect three areas of concern: quality, concentration, and in addition, breadth (APcentral.collegeboard.com). Participation in the AP exam/portfolio is available. Test fees are the responsibility of the student.

Prerequisite: Junior or Senior; Advanced Art. The instructor must view a portfolio.

885-GRAPHIC DESIGN
(½ credit)

Students will learn how the elements of art and principles of design come together to present information in a visually compelling manner. At the fruition of this course, students will be able to skillfully incorporate type and graphics into a document with a singular cohesive message. Students will look at historical and contemporary graphic arts as references to guide their growth.

Using Adobe Photoshop, In Design, and Illustrator to create logos and layouts, students will learn how color, shape, line, and texture come together to make compelling graphics and how to incorporate their designs into websites. As a project based course, students will work to create real world examples of business cards, logos, magazine layouts, posters and websites on their journey to become successful graphic artists.

Prerequisite: Introduction to Digital Photography, Introduction to Art or Introduction to Digital Art.

887-INTRODUCTION TO DIGITAL PHOTOGRAPHY
(½ credit)

Students will learn to use a DSLR camera to create meaningful photographic images that reflect an understanding of modern visual aesthetics. A great deal of this course will address the elements of art and principles of design as well as understanding light and composition.

Students will come away from this course with a strong understanding of how the elements of art and principles of design come together with sound technical skills to create powerful images reflecting the intent of the photographer. Exploration of people, landscapes and action photography will help build students' visual and technical skills. Images will be captured digitally and modified with Adobe Photoshop CS6.

Please Note: Access to a DSLR camera at home is recommended.

MUSIC PROGRAM

(All Music courses are part of the Music Pathway.)

The music department suggested flow chart for general music classes is as follows:

- Piano1, Piano 2, Music Studio
- Percussion 1, Percussion 2, Music Studio
- Guitar 1, Guitar 2, Music Studio

812-MARCHING/CONCERT BAND FALL HONORS (1 credit)
811-MARCHING/CONCERT BAND FALL Level 1 (1 credit)
810-MARCHING/CONCERT BAND FALL (1 credit)

The above courses run every day during Semester 1.

815-MARCHING/CONCERT BAND SPRING HONORS (1 credit)
814-MARCHING/CONCERT BAND SPRING Level 1 (1 credit)
813-MARCHING/CONCERT BAND SPRING (1 credit)

This course is designed for students with previous experience in school band. In marching/concert band, students will continue to develop and hone their instrumental playing skills and music literacy. Marching/concert band runs for a full year. The first part of the fall semester is devoted to athletic/marching band; all band members are expected to perform at all home football games, as well as march in the Pelham Old Home Day parade. After football season (usually late October), the band rehearses and performs as a concert (indoor) ensemble.

During the spring semester, the band continues to function as a concert group. Performances will include the annual NHMEA large group music festival, spring concert, and PHS commencement ceremony.

Community service hours are available for band members participating in certain community events. This course can be repeated.

A typical year consists of the following performances (events for which community service hours are available are italicized):

September - Home football games (usually two), Pelham Old Home Day Parade
October - Home football games (usually two), PMS Pops Concert
December *- Southern NH Festival of the Trees, PHS Winter Concert*
March - NHMEA Large Group Festival
April - Pelham School District Fine Arts Night
May - Bi-annual trip, PHS Spring Concert, Pelham Memorial Day Parade
June - PHS Commencement Ceremony

Students are encouraged to enroll in Marching/Concert Band for all four years of high school. The success of the group is dependent on consistent membership and participation.

Students may enroll in Marching/Concert Band with a level 1 or honors option during their third or fourth year of membership.

Level 1: Third or fourth year students enrolled in level one marching/concert band will be required to prepare for NHMEA classical all state auditions in the fall, and participate in a chamber ensemble to perform in the spring concert in May.

Honors: Fourth year students enrolled in honors marching/concert band will be required to prepare for NHMEA classical all state auditions in the fall, and perform in a chamber ensemble at the winter concert in December. These students will be required to prepare and perform a solo work in the spring concert in May.

Prerequisite: Band members must have previous school band experience.

816-CHOIR FALL (1 credit)
817-CHOIR SPRING (1 credit)

This course is designed for students with previous experience in school choir or desire to improve one's singing as a soloist and as an ensemble singer. In choir, students will continue to develop and hone their singing skills and music literacy. Choir is offered both semesters. The first semester is devoted to building solo, ensemble, and music literacy in aspects of choral singing. Preparing a wide variety of musical repertoire from pop show tunes to standard choral pieces. The second semester is a continuation of building the student and ensembles understanding and comfortability in the art of singing. Events to expect are: Winter Concerts, Festival Competitions, Committee Events, and Spring Concert.

820-GUITAR 1
(½ credit)

This course is designed for students with no prior musical experience. Students will learn the fundamentals of playing the guitar. Students will focus primarily on rhythm and accompaniment style playing, with some time devoted to lead style as well. Students will learn the basics of formal music notation, guitar tablature, and reading lead sheets. Regular practice at home is vital for students to develop their musicianship.

Student Note: Pelham High School owns a limited number of acoustic guitars, which are available for student use. It is helpful, though, if students own their own instrument.

822- PERCUSSION 1
(½ credit)

This course is designed for students with no prior musical experience, although is open to anyone with an interest in the material. Students will learn the fundamentals of drumming technique through playing on percussion instruments. Students will focus primarily on reading formal music notation as well as the basics of using lead sheets and chord charts. With the development of instrument technique, students will also spend time learning about the wide variety of percussion instruments and ensembles in the world. Basic music composition and music literacy will be covered as well.

823-PIANO 1
(½ credit)

This course is designed for students with no prior musical experience. Students will learn the fundamentals of playing the piano and other keyboard instruments. Students will focus primarily on reading formal music notation, as well as the basics of lead sheets and chord charts. Literature will include the genres of folk, classical, jazz, and modern pop/rock. Students work primarily on electronic keyboards with headphones, so each individual can focus on material that interests him/her. This course is designed for beginners, but because of the individualized nature of it, students with any amount of experience are encouraged to enroll to continue to develop their musicianship.

821-GUITAR 2
(½ credit)

This course is designed as a continuation of the Guitar 1 class. Students will continue to develop their musicianship on the guitar by reading some formally notated music, playing from lead sheets/chord charts, and learning through tablature. Students will be reading more difficult music, playing more complex chords, and learning more substantial literature through reading tablature. In this course, students will also begin to study improvisation and musical creativity.

Prerequisite: Guitar 1

827-PERCUSSION 2
(½ credit)

This course is designed as a continuation of the Percussion 1 class. Students will continue to develop their musicianship on various percussion instruments by reading formally notated music, playing from lead sheets/chord charts, and playing by ear. A stronger focus will be placed on melodic percussion instruments and the reading of melodic music notation. Students will continue to develop their music literacy and understanding of music composition.

Prerequisite: Percussion 1

824-PIANO 2
(½ credit)

This course is designed as a continuation of the Piano 1 class. Students will continue to develop their musicianship on the piano by reading formally notated music, playing from lead sheets/chord charts, and playing by ear. Musical creativity and improvisation will be covered further. Students will learn more challenging music and will work primarily independently so each individual can focus on material that interests him/her.

Prerequisite: Piano 1

864 - MUSICAL THEATER 101
(½ credit)

This course is designed for students with previous experience in school choir, theater, or musical theater, or desire to improve one's singing and acting skills as a lead and as an ensemble member. In Musical Theater 101, students will continue to develop and hone their singing skills and musical theater literacy, learning about each era of Musical Theater and the performance practices used. Musical Theater runs for a quarter. The quarter will be split in three ways: the learning of history, putting that into practice, and then performances following those practices. This course is a continuation of building the student and ensemble's understanding and comfortability in the arts of acting learned throughout the quarter. *Students are encouraged to enroll in Musical Theater 101 if they intend to participate in the school's Spring Musical.*

868-MUSIC STUDIO-FALL
(½ credit)

This is an advanced music course for students who have an interest in working with other players in the setting of small bands or combos during the fall semester. Groups will be formed based on enrollment and will be structured based on interest/instrumentation. Possible ensembles include, but are not limited to, rock bands, jazz combos, instrumental chamber groups, etc. Students will spend their time working within their group preparing songs or pieces of music. Music written by others, as well as original compositions will be prepared. The class will perform a concert at the end of the course, featuring all the various groups. **This course may be repeated for credit.**

Prerequisite: Piano 2 or Percussion 2 or Guitar 2 or taking Marching/Concert Band concurrently.

869-MUSIC STUDIO-SPRING
(½ credit)

This is an advanced music course for students who have an interest in working with other players in the setting of small bands or combos during the spring semester. Groups will be formed based on enrollment and will be structured based on interest/instrumentation. Possible ensembles include, but are not limited to, rock bands, jazz combos, instrumental chamber groups, etc. Students will spend their time working within their group preparing songs or pieces of music. Music written by others, as well as original compositions will be prepared. The class will perform a concert at the end of the course, featuring all the various groups. **This course may be repeated for credit.**

Prerequisite: Piano 2 or Percussion 2 or Guitar 2 or taking Marching/Concert Band concurrently.

867-MUSIC THEORY
CC (1 credit)

Music Theory introduces students to the basic elements, materials, and structure of Western tonal music with an emphasis on harmony, voice leading, and counterpoint. Students will develop aural skills through sight singing, ear training, rhythmic reading, dictation, and part-singing.

Prerequisite: Level 2 music course or 2 years of band; junior or senior

HEALTH AND PHYSICAL EDUCATION PROGRAM
(One Physical Education credit and ½ Health credit are required for graduation)

13-INTRODUCTION TO PHYSICAL EDUCATION
(1 credit)

This is a beginner physical education course. Students will focus on individual skills needed to be successful in playing a team or individual sport. This course will also explore many ways of attaining and maintaining an appropriate level of fitness through walking, jogging, flexibility, and nutrition.

16-FITNESS FUSION
(½ credit)

In this course, students will gain a basic understanding of various exercise programs including high-intensity interval training (HIIT) techniques, cardio kickboxing, pilates and fitness boot camp. This class is designed to improve muscular strength, endurance, cardiovascular fitness, flexibility, and balance. This course will also focus on building self-confidence, communication skills, and cooperation while working on individual fitness goals.

Prerequisite: Sophomore, Junior, Senior

18-INTRODUCTION TO TEAM SPORTS
(½ credit)

In this course, students will take the individual sport skills learned in Introduction to Physical Education and apply them to the team-sport concept. Students will learn the rules and regulations of each sport played and play in competitive daily games.

Prerequisite: Introduction to Physical Education

32-HEALTH
(½ credit)

In this **required** course, students learn the fundamental concepts of health promotion and disease prevention in the following content areas: nutrition, physical activity, mental health, alcohol and other drugs, family life and sexuality, injury prevention, tobacco, personal and consumer health. Health will provide the opportunity to learn how to make healthy choices, and to live a better and longer life.

Prerequisite: Sophomore, Junior or Senior

589-EXERCISE PHYSIOLOGY L1
584-EXERCISE PHYSIOLOGY HONORS
(1 credit)

This course provides an introduction to Exercise Physiology in a classroom, laboratory, and fitness setting. Students will understand the interconnections between nutrition, anatomy, physiology, and biomechanics and their effects on sports performance. Students will learn the skills to design their own research study, find participants, gather data, and analyze their collected data. Topics covered will include: Nutrients, Metabolism, Performance Enhancers, Supplements, Muscles, Aerobic Capacity, Strength Training, Concussions, Forces on the body.

Prerequisite: Biology or CP Biology (B-)

EXERCISE PHYSIOLOGY (1 credit)
This course introduces Exercise Physiology in a classroom, laboratory, and fitness setting. Students will understand the interconnections between nutrition, anatomy, physiology, and biomechanics and their effects on sports performance. Students will learn the skills to design their own research study, find participants, gather data, and analyze their collected data. Topics covered will include: Nutrients, Metabolism, Performance Enhancers, Supplements, Muscles, Aerobic Capacity, Strength Training, Concussions, Forces on the Body.
Prerequisite: Health (B- or Better)

34-YOGA
(½ credit)

In this yoga course, students will begin to develop and implement yoga practice in their personal lives. Students will work on improving their stamina and increasing their flexibility though several different yoga techniques. We will cover a wide range of topics including the history of yoga, meditation, mindfulness, breathing exercises, and yoga benefits. In addition, students will learn how to implement a lifestyle with relaxation techniques enabling them to learn how to create a balance in their personal day-to-day lives. **This does not count as a Physical Education credit.**

35-MANAGING YOUR MIND
(½ credit)

Managing Your Mind is a course that helps individuals identify stress in one's life and the impact it has on one's quality of life. Students will learn the impact stress has on the body and the correlation with disease. Additionally, students will be exposed to holistic stress management strategies to implement into their daily life in order to gain control over their physical and emotional responses to stress. In the end, this course will provide a better understanding of the major stress sources in one's life, allow students to gain control of their stress levels, and experience a more effective approach to optimal lifelong health.

36-CARDIO-FIT
(½ credit)

Cardio-Fit is a physical education department option if individual and team games are not for you. This class combines cardiovascular activity with strength and body core exercise. The objectives will be to focus on the components of physical fitness.

37-FUNDAMENTAL FITNESS AND LIFETIME ACTIVITIES
(1 credit)

This is a beginner Physical Education class. Students will focus on exploring various activities that will lead to an active and healthy lifestyle. Activities will include fitness-based activities such as walking and low impact exercises as well as lifetime activities such as ultimate Frisbee, bowling, badminton and snowshoeing.

38-BEGINNER WEIGHT TRAINING
(½ credit)

This course is designed to give students the opportunity to learn weight training concepts and techniques used for building muscular strength. Students will also learn the appropriate skills necessary to maintain a safe and sanitary environment.

39-ADVANCED WEIGHT TRAINING
(½ credit)

This course is designed as a continuation of the Beginner Weight Training course. Students will learn more complex movements and training styles, as well as nutrition. The objectives of this course will be to maximize the students total strength and power.

Prerequisite: Beginner Weight Training

MATHEMATICS PROGRAM

Graduation Requirements: A math or math intensive course must be taken each year in high school, including Algebra I.

<table>
<tr><th>Career Path</th><th>2 Year College +some 4 Year Colleges</th><th>4 Year College</th><th>4 Year College</th><th>4 Year Competitive College</th></tr>
<tr><td>Pre-Algebra</td><td>Algebra I</td><td>Algebra I, L1</td><td>Algebra I, L1</td><td>Algebra I, Honors</td></tr>
<tr><td>Algebra I</td><td>Geometry</td><td>Geometry, L1</td><td rowspan="2">Geometry, L1 & Algebra II, L1</td><td rowspan="2">Geometry, Honors & Algebra II, Honors</td></tr>
<tr><td>Geometry</td><td>Algebra II</td><td>Algebra II, L1</td></tr>
<tr><td>Algebra II</td><td rowspan="3">Select from Below:
Trigonometry
Applied Algebra
Statistics</td><td rowspan="2">Trigonometry
Or
Statistics AP/CC</td><td>Pre-Calculus</td><td>Pre-Calculus, Honors</td></tr>
<tr><td rowspan="2"></td><td>Calculus AP/CC</td><td>Calculus AP/CC</td></tr>
<tr><td rowspan="2"></td><td>Statistics AP/CC</td></tr>
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Please remember to use the teacher's recommendation when choosing a math course.

396-FOUNDATIONS OF MATHEMATICS
(1 credit)

Students will review basic math skills and concepts to prepare students for Pre-Algebra. Topics include operations of whole numbers, decimals, fractions, divisibility rules, factors and multiples, prime and composite numbers, prime factorization, place value, percentages, and graphing basics.

Enrollment in this course will be determined by the math placement process. This course meets every day for half a year. Students must also choose Pre-Algebra (394).

394-PRE-ALGEBRA
(1 credit)

This course is a continuation of the half-year Foundations of Mathematics course. It meets every day for half a year. Students will study algebraic expressions, integers, one and two step equations and inequalities, decimals and equations, factors, fractions, exponents, operations with fractions, ratios, proportions, and percents, slope, linear functions, graphing, data analysis and probability.

Enrollment in this course will be determined by the math placement process. This course meets every day for half a year. Students must also choose Foundations of Mathematics (396).

398-PRE-ALGEBRA
(1 credit)

Students will study algebraic expressions, integers, one and two step equations and inequalities, decimals and equations, factors, fractions, exponents, operations with fractions, ratios, proportions, and percents, slope, linear functions, graphing, data analysis and probability.

Enrollment in this course will be determined by the math placement process.

405-ALGEBRA I
(1 credit)

Students will study how to simplify algebraic expressions, translate verbal expressions to algebraic expressions, properties, relations, functions, literal equations, weighted averages slope, systems of equations and inequalities, exponents, quadratics, graphing, factoring, descriptive statistics, and polynomial operations.

Enrollment in this course will be determined by the math placement process.

ALGEBRA 1 FULL YEAR
The full year Algebra course is designed to strengthen prerequisite topics covered in Pre-Algebra including rational number operations, ratios, and proportions. These topics will be presented using the spiraling technique of reviewing Pre-Algebra topics before moving on to Algebra 1 topics. In Algebra 1, students will study topics including simplifying and translating algebraic expressions, applying properties of equality, understanding relations and functions, simplifying literal equations, calculating slope, solving systems of equations and inequalities, applying rules of exponents, graphing linear equations, and factoring and applying polynomial operations.
Note: The pacing at which students explore the content has been adapted to allow remediation of core skills. Upon successful completion of the course, 2 credits will be awarded. The first credit satisfies a Pre-Algebra credit and the second credit meets the PHS Algebra 1 graduation requirement.

400-ALGEBRA I Level 1
(1 credit)

This course is designed for students who have demonstrated strong mathematical abilities. The content standards in this class are the same as Algebra I. Students are expected to work at an increased pace and engage with the content at a deeper level. Students enrolling in Level 1 Algebra I are expected to demonstrate the work habits and mindsets associated with Level 1 work.

Enrollment in this course will be determined by the math placement process.

404-ALGEBRA I Honors
(1 credit)

This course is designed for students who have demonstrated exceptional mathematical abilities. The content standards in this class are the same as Algebra I. Students are expected to work at an increased pace and engage with the content at a deeper level. Students enrolling in Honors Algebra I are expected to demonstrate the work habits and mindsets associated with honors-level work.

Enrollment in this course will be determined by the math placement process.

425-GEOMETRY
(1 credit)

This course begins by developing the tools of Geometry, including technical vocabulary and proofs. Students will explore geometric concepts and applications through a variety of approaches including discovery and inductive/deductive reasoning. Students develop the geometric structure through theorems, postulates, properties, and definitions. Topics include proofs, congruence, similarity, trigonometry, coordinate geometry, probability, circles and extending shapes into three dimensions.

Prerequisite: Algebra I

420-GEOMETRY Level 1
(1 credit)

This course is designed for students who have demonstrated strong mathematical abilities. The content standards in this class are the same as Geometry. Students are expected to work at an increased pace and engage with the content at a deeper level. Students enrolling in Geometry Level 1 are expected to demonstrate the work habits and mindsets associated with Level 1 work.

Prerequisite: Grade of B- or better in Algebra I L1

421-GEOMETRY Honors
(1 credit)

Honors Geometry is designed for students who have demonstrated exceptional mathematical abilities. The content standards in this class are the same as Geometry. Students are expected to work at an increased pace and engage with the content at a deeper level. Students enrolling in Honors Geometry are expected to demonstrate the work habits and mindsets associated with honors-level work.

Prerequisite: Grade of B- or better in Honors Algebra I

435-ALGEBRA II
(1 credit)

Students review and expand the essential content of Algebra I including properties of real numbers, solving and graphing equations and inequalities (including absolute value), and solving linear systems. Students will then explore linear programming, behaviors of graphs, quadratics, radical expressions, relations, functions, factoring, polynomials, rational expressions, exponential and logarithmic functions.

Prerequisite: Algebra I and Geometry

430-ALGEBRA II Level 1
(1 credit)

Algebra II L1 is designed for those students who have demonstrated strong mathematical ability. The content standards in this class are the same as Algebra II. Students are expected to work at an increased pace and engage with the content at a deeper level. Students enrolling in Algebra II L1 are expected to demonstrate the work habits and mindsets associated with level one work.

Prerequisite: Grade of B- or better in Algebra I L1 and a B- or better in Geometry L1
Geometry L1 can be taken concurrently with Algebra II L1

431-ALGEBRA II Honors
(1 credit)

Honors Algebra II is designed for students who have demonstrated exceptional mathematical abilities. The content standards in this class are the same as Algebra II. Students are expected to work at an increased pace and engage with the content at a deeper level. Students enrolling in Honors Algebra II are expected to demonstrate the work habits and mindsets associated with honors-level work.

Prerequisite: Grade of B- or better in Algebra I Honors and B- or better in Geometry Honors
Geometry Honors can be taken concurrently with Algebra II Honors

444-TRIGONOMETRY
(1/2 credit)

Trigonometry helps us find angles and distances, and has applications in science, engineering, architecture, and more! It is used in GPS systems in order to pinpoint a location and in video games to control your avatar. This is a great course for college bound and CTE students who want to earn an additional math credit as an alternative to PreCalculus.

Prerequisite: Algebra II and Geometry

447-PRE-CALCULUS Level 1
(1 credit)

Students will explore the twelve basic functions and their algebraic properties which reinforce connections among algebraic, graphical, and numeric representations. Students connect the algebra of functions to the visualization of their graphs, introduce parametric equations, limit notation, continuity, boundedness, end behavior, domain, and range. This course integrates graphing technology throughout the course, not an additional topic, but rather as an essential tool for both mathematical discovery and effective problem solving.

Prerequisite: Grade of B- or better in Algebra II Level 1 and B- or better in Geometry Level 1

448-PRE-CALCULUS Honors
(1 credit)

Precalculus Honors is designed for students who have demonstrated exceptional mathematical abilities. The content standards in this class are the same as Precalculus. Students are expected to work at an increased pace and engage with the content at a deeper level. Students enrolling in Precalculus Honors are expected to demonstrate the work habits and mindsets associated with honors-level work.

Prerequisite: Grade of B- or better in Algebra II Honors and B- or better in Geometry Honors

450-CALCULUS CC
(1 credit)

Students will explore broad concepts and focus on understanding and manipulating functions, curves, theorems, and problem types. Students should understand the meaning of the derivative in terms of a rate of change and local linear approximation and should be able to use derivatives to solve a variety of problems. With the unifying themes of derivatives, integrals, limits, approximation, and applications and modeling, students should be able to communicate mathematics in well-written sentences and should be able to explain solutions to problems (APcentral.collegeboard.com). Students learn to use the graphing calculator. It is recommended that students purchase their own graphing calculator for home use.

Prerequisite: Grade of B- or better in Precalculus Level 1

455-CALCULUS AP
(1 credit)

The AP Calculus part of the course engages students to be able to work with functions represented in various ways, understand the meaning of derivatives and integrals to solve a variety of problems, communicate mathematics and explain solutions, model written descriptions of physical situations with a function, a differential equation, or an integral, use technology, and develop an appreciation of Calculus as a coherent body of knowledge (APcentral.collegeboard.com). Students are able to take the AP Calculus exam as administered by the College Board. Students are required to take the exam to earn AP weighted GPA credit. Test fees are the responsibility of the student.

Prerequisite: Grade of B- or better in Precalculus Honors

469-STATISTICS IN THE WORLD
(½ credit)

This course will provide the foundational knowledge needed to be successful in a college level course. Statistical methods will be applied in business, sports, and consumer applications, as well as crime statistics, as statistics are used in every aspect of life. While exploring these topics students will learn how to collect, analyze and represent the data explored through performance tasks.

Prerequisite: Algebra II and Geometry

463-STATISTICS CC
(1 credit)

This is a fundamental course in the application of statistics. In this course, students learn how to apply statistical techniques to a variety of applications in business and social sciences. Students learn how to solve statistical problems manually and with computer software. Topics include: measures of central tendency, probability distributions, confidence interval, estimation, hypothesis testing, and linear regression. It is recommended that students purchase their own TI-84 graphing calculator for home use.

Prerequisite: Grade of B- or better in Algebra II L1 and Geometry L1

456-STATISTICS AP
(1 credit)

The course introduces students to the major concepts and tools for collecting, organizing, analyzing, and drawing conclusions from data. Students design, administer, and tabulate results from surveys and experiments. Probability and simulations aid students in constructing models for chance phenomena. Sampling distributions provide the logical structure for confidence intervals and hypothesis tests. Students use a TI 84+ graphing calculator to investigate statistical concepts. To develop effective statistical communication skills, students are required to prepare frequent written and oral analysis of real data. Students are able to take the AP Statistics exam as administered by the College Board. Students are required to take the exam to earn AP weighted GPA credit. Test fees are the responsibility of the student.

Prerequisite: Grade of B- or better in Algebra II and Geometry

467-INTRODUCTION TO PROGRAMMING WITH PYTHON
(½ credit)

This course is intended as an introduction to programming which will provide students with a strong foundation using the programming language Python, and general computer science theory. It is assumed that students taking this course have no formal programming experience. Therefore, the course focuses on basic programming concepts such as commands for performing calculations, receiving input and displaying output, basic flow control structures, and functions / methods. The class will also begin looking at the object-oriented programming concepts of classes and objects. This course requires mathematical problem solving skills, as students will be examining complex problems that computers can solve more effectively.

This course qualifies as a Math Intensive course.

Prerequisite: Junior or Senior; Algebra II or taking concurrently

468-CONSUMER MATH
(½ credit)
This mathematics course is designed to teach the math skills needed to make informed consumer decisions. Topics include the mathematics of personal income and budgeting, such as buying a car and related expenses, purchasing various types of insurance, housing, unit pricing, discounts and mark-ups, banking, budgeting, investments, credit cards, loans, taxes, and travel. With an emphasis on personal finance, this course involves an activity/project-based curriculum.

Prerequisite: Junior or Senior

SCIENCE PROGRAM

All students are required to take 3 credits of science for graduation (Physical Science, Biology and Chemistry). Many colleges require 3-4 years of high school lab science courses. Listed below are suggested sequences for students. Students will have the option of changing as their academic plans change.

Grade	Career Path	2 yr. College & Some 4 yr. Colleges	4 yr. College	4 yr. Competitive College
9th	Physical Science	Physical Science ***or*** Physical Science L1	Physical Science L1 ***or*** Physical Science Honors	Physical Science Honors
10th or 11th	Biology ***and*** Chemistry	Biology ***or*** CP Biology L1 and Chemistry ***or*** Chemistry L1	CP Biology L1 ***or*** CP Biology H and Honors Chemistry ***or*** Chemistry L1 ***or*** Chemistry CC	CP Biology Honor and Chemistry CC
12th		Science Elective	Science Elective(s)	Science Elective(s)

Non-Leveled Science Electives	**Advanced Science Electives**
Forensic Science	Anatomy & Physiology
Marine Biology	AP Biology
Zoology	AP Chemistry
Food Science	AP Environmental Science
Exercise Physiology	Biochemistry
	Physics

508-PHYSICAL SCIENCE HONORS (1 credit)
506-PHYSICAL SCIENCE Level 1 (1 credit)
507-PHYSICAL SCIENCE (1 credit)

This course enables students to develop an understanding and experience an introduction to physical science. Fundamentals of physics and chemistry including study of motion, forces, matter, and energy are learned through laboratory experience. Earth science principles are addressed including the Big Bang Theory, origin of the universe, and the five interacting systems of earth and human impact on those systems.

Note: Incoming freshmen recommended for Physical Science L1 or Honors may be able to test out of the Physical Science requirement. They may test-out of the earth science portion of the course but must complete a physics course before their senior year. If a student who tested out of the freshman course does not complete a physics course by the end of their junior year, they must take the Physical Science course to fulfill that requirement.

570-CHEMISTRY
(1 credit)

An inquiry-based learning approach is used to develop major chemistry concepts. Laboratory activities, classroom discussion, projects, and hands-on activities are used to explore atomic theory, the nature of matter in its various phases, chemical periodicity, chemical reaction, and acid base behavior, in addition to other topics. Students will be able to demonstrate an understanding of how chemical principles are applied to "real world" problems and processes.

Prerequisite: Physical Science

562CC-CHEMISTRY CC
Major chemistry concepts are explored through laboratory activities, classroom discussion, projects, and hands-on activities are used to explore atomic theory, the nature of matter in its various phases, chemical periodicity, stoichiometry, chemical reaction, and acid base behavior, in addition to other topics. Problem solving using both conceptual and mathematical approaches will be performed. Students will be prepared for AP Chemistry or additional college level Chemistry classes. A laboratory journal and scientific calculator are required.
Prerequisite: Physical Science, B+ in Biology

560-CHEMISTRY Level 1
(1 credit)
An inquiry-based learning approach is used to develop major chemistry concepts. Laboratory activities, classroom discussion, projects, and hands-on activities are used to explore atomic theory, the nature of matter in its various phases, chemical periodicity, chemical reaction, and acid base behavior, in addition to other topics. Students will be able to demonstrate an understanding of how chemical principles are applied to "real world" problems and processes. A laboratory journal and scientific calculator are required.

Prerequisite: Physical Science, B+ in previous Biology

564-BIOCHEMISTRY HONORS
563-BIOCHEMISTRY Level 1
(1 credit)

This course explores the structure and role of essential biological molecules including carbohydrates, lipids, proteins, and nucleic acids. Students will review fundamental principles of chemistry including atomic structure, chemical bonding, chemical reactions, polar and non-polar solvents, water as a universal solvent, and acids and bases. Students will be introduced to organic chemistry and will learn basic structures, IUPAC naming, functions and reactions of various organic compounds. Biological topics designed in this course will focus on the structure and function of biomolecules, relationship of biochemistry to the physiology of an organism, description of the chemistry underlying metabolic reactions, nutrition and metabolism, enzyme structure and catalysis, DNA, RNA and protein synthesis, and the role of DNA in inheritance.

This course provides the linkage between inorganic chemistry and the chemistry of the living world.

Prerequisite: Junior or Senior; Chemistry L1 or CC

565-AP CHEMISTRY
(1 credit)

AP Chemistry is a full year course designed to be the equivalent of a first-year college chemistry course. The course is a laboratory intensive and focuses on quantitative analysis and math-driven word problems. Topics such as the structure of matter, kinetic theory of gasses, chemical equilibria, chemical kinetics, and the basic concepts of thermodynamics are presented in considerable depth (APcentral.collegeboard.com). The course requires a separate laboratory notebook and scientific calculator. Students are able to take the AP Chemistry exam as administered by the College Board. Students are required to take the exam to earn AP weighted GPA credit. Test fees are the responsibility of the student.

Prerequisite: Chemistry College Credit or B+ in Honors/AP Biology: Junior or Senior

585-BIOLOGY
(1 credit)

This course is designed for a student to fulfill the third science course requirement. This course focuses on an approach to the study of biology that emphasizes common experiences and interactions within the natural world. Through a hands-on laboratory approach to the study of science, students are exposed to the major concepts underlying cellular biology, molecular biology, microbiology, and evolutionary biology.

Prerequisite: Physical Science

581-COLLEGE PREPARATORY BIOLOGY HONORS
580-COLLEGE PREPARATORY BIOLOGY Level 1
(1 credit)

Students will develop analytical, critical thinking, and laboratory skills while conducting inquiry based laboratory investigations that explore the major concepts underlying biochemistry, cellular biology, microbiology, genetics, and evolutionary biology. **The Honors option is recommended for those who plan to take AP Biology. CP Biology is recommended for those who plan to take AP Environmental.**

Prerequisite: Physical Science, B+ or higher in Previous Science Class

576-AP BIOLOGY
AP (2 credits)

This course is designed to be the equivalent of a college introductory biology course usually taken by biology majors during their first year. Students will build upon the concepts, techniques, and skills presented in Level 1 Biology. After completion of the course, students will be able to analyze scientists' understanding of molecules and cells, heredity and evolution, as well as organisms and populations. The two main goals of AP Biology are to help students develop a conceptual framework for modern biology, and an appreciation of science as a process (APcentral.collegeboard.com). Students are able to take the AP Biology exam as administered by the College Board. Students are required to take the exam to earn AP weighted GPA credit. Test fees are the responsibility of the student**. Anatomy and Physiology is highly recommended. Seniors receive priority.**

Prerequisite: B+ or higher in previous science class.

574-AP ENVIRONMENTAL SCIENCE
AP (1 credit)

The goal of the AP Environmental Science course is to provide students with the scientific principles, concepts, and methodologies required to understand the interrelationships of the natural world, to identify and analyze environmental problems both natural and human-made, to evaluate the relative risks associated with these problems, and to examine alternative solutions for resolving or preventing them. There are several major unifying constructs, or themes, that cut across the many topics included in the study of environmental science. Themes and analysis of problems include earth systems and resources, the living world, population biology and human population, land and water use, energy resources and consumption, impacts on the environment and human health, and global changes including stratospheric ozone, global warming, and loss of biodiversity. The course requires a separate laboratory notebook. Students are able to take the AP Environmental Science exam as administered by College Board. Test fees are the responsibility of the student. **Chemistry Level 1, CP Biology and Algebra II Level 1 are highly recommended.**

Prerequisite: Junior or Senior; Biology and Algebra II

521-PHYSICS HONORS
520-PHYSICS Level 1
530-PHYSICS
(1 credit)

Students are involved in the study of the interactions between matter and energy. Their laboratory encounters and use of mathematics require them to explore, develop, and apply the major concepts that drive our mechanical universe. Through a variety of experiences, students recognize and appreciate the role that physics plays in their everyday lives. **This course qualifies as a math intensive course.**

Co-requisite/Prerequisite: Physics-Honors/Level 1 - Pre-Calculus; Junior or Senior
Co-requisite/Prerequisite Physics: Trigonometry or Pre-Calculus; Junior or Senior

541-ANATOMY AND PHYSIOLOGY HONORS
(1 credit)
540-ANATOMY AND PHYSIOLOGY Level 1
(1 credit)

Students pursue a detailed study of anatomical structure and physiological function of human body systems. Students are expected to participate in a variety of laboratory activities and experiences. Individuals are encouraged to develop their ability to make appropriate decisions on socially relevant topics in human biology.

Prerequisite: Chemistry and Biology

556-FORENSIC SCIENCE
(½ credit)

Students will experience the scientific process in which criminologists are involved. The work of a forensic scientist involves the observation, collection, evaluation, and interpretation of physical evidence as it relates to matters of legal significance.

Prerequisite: Sophomore, Junior or Senior; Physical Science.

587-MARINE BIOLOGY
(½ credit)

Marine Biology is designed to be an elective course for students with a special interest and high motivation for marine biology. Marine Biology explores and introduces students to marine life, marine biological communities. Topics students will study include the physical structure and chemistry of the ocean, the diversity of ocean life, marine ecology, and the scope and impact of human interactions with the oceans. Students will complete hands-on activities, group projects, debates, and lab reports. **Background in Biology and Chemistry is highly recommended.**

Prerequisite: Junior or Senior
Note: This course will not be offered in 2025-2026.

588-ZOOLOGY
(½ credit)

Students will be introduced to animal biology. Course includes an in-depth look at different phylums and classes of species including *Nematoda, Arthropoda, Chordata, Reptilia, Mammalia* and much more. Different topics such as development, function, ecology, and aspects of animal behavior including communication, orientation, foraging strategies, and the impact of captivity on behavior will be discussed, researched, and explored. Students will enjoy different activities while exploring the animal kingdom.

Prerequisite: Junior or Senior
Co-requisite: Biology
Note: This course will not be offered in 2025-2026.

590-FOOD SCIENCE
(½ credit)

Students will examine the science behind our foods, from farm to table. The effects of processing, preparation and storage on the quality, safety, wholesomeness, and nutritive values of foods will be evaluated. This course illustrates scientific principles in an applied context. Careers will be explored.

Prerequisite: Sophomore, Junior, Senior; Physical Science

SOCIAL STUDIES PROGRAM

All students are required to take 3 credits of social studies for graduation (World Studies, Economics, Civics and US History). Many colleges require 3-4 years of social studies courses. Listed below are suggested sequences for students. Students will have the option of changing as their academic plans change.

Career Path	2 yr. College & Some 4 yr. Colleges	4 yr. College	4 yr. Competitive College
World Studies	World Studies ***or*** World Studies L1	World Studies L1 ***or*** World Studies Honors	World Studies Honors
Civics --- Economics	Civics ***or*** Civics L1 --- Economics ***or*** Economics L1	Civics L1 ***or*** Civics Honors --- Economics L1 ***or*** Economics Honors	Civics Honors --- Economics Honors
US History	US History ***or*** US History L1	US History L1 ***or*** US History CC	US History CC
	Social Studies Elective	Social Studies Elective(s)	Social Studies Elective(s)

½ Credit Social Studies Electives	1 Credit Social Studies Electives
Civil War	AP Psychology
Criminology	AP Government and Politics
Holocaust Studies	
Psychology	
Sociology	
Archeology	
World Religions	

235-WORLD STUDIES HONORS (1 credit)
236-WORLD STUDIES Level 1 (1 credit)
237-WORLD STUDIES (1 credit)

Through the content of this course, students will explore and demonstrate their understanding of how humans have expressed themselves through religion, philosophy, art, and political and economic institutions in different surroundings, at different times, and relative to other groups and the natural environment. The course encompasses broad historical themes and their connection to critical issues facing contemporary life, such as allocation of resources, population growth, conflict, and cooperation. To anchor their examination of the global past-present connection, students will also learn the role that geography plays in the development of culture and civilizations.

Unleveled: Requires independent reading and writing skills as well as analytical response and presentations on summative assessments.

Level 1: Requires strong independent reading and writing skills as well as extended analytical response, and presentations on summative assessments.

Honors: Will encourage students with high academic skills and motivation to work independently to gain depth of understanding in the subject matter. Students will have the opportunity to demonstrate knowledge and understanding through extensive research projects and presentations.

226-CIVICS HONORS (½ credit)
227-CIVICS Level 1 (½ credit)
228-CIVICS (½ credit)
In Civics, students will focus on understanding the purpose, structure, and function of American government at the local, state, and national levels. Additional focus will be given to comparative political systems, the political process, and rights and responsibilities.

Level 1: Requires strong independent reading and writing skills as well as extended analytical response on summatives.

Honors: Will encourage students with superior academic skills and motivation to work independently to gain depth of understanding in the subject matter. Students will have the opportunity to demonstrate knowledge and understanding through extensive research projects.

223-ECONOMICS HONORS (½ credit)
224-ECONOMICS Level 1 (½ credit)
225-ECONOMICS (½ credit)

In Economics, students will explore basic economic concepts and principles using economic models, simulations, and decision-making activities. An emphasis will be placed on understanding how economics affects individuals as decision-makers. The national economy and its interaction with the global economy will also be addressed.

Level 1: Requires strong independent reading and writing skills as well as extended analytical response on summatives.

Honors: Will encourage students with superior academic skills and motivation to work independently to gain depth of understanding in the subject matter. Students will have the opportunity to demonstrate knowledge and understanding through extensive research projects.

Prerequisite: Sophomore; World Studies
For students to select Honors or Level 1, they need to earn a B- or better in the current Honors or Level 1 social studies course.

245-CC-U.S. HISTORY COLLEGE CREDIT (1 credit)
250-U.S. HISTORY Level 1 (1 credit)
260-U.S. HISTORY (1 credit)

United States History students develop an understanding of the dynamics of modern America. They define the causes, effects of late 19th and 20th century political, economic, and social events and trends. Students analyze and interpret primary and secondary sources, develop and defend opinions, work collaboratively, and demonstrate their learning through verbal and non-verbal expression.

Level 1: Requires strong independent reading and writing skills as well as extended analytical response on summatives.

CC: Will encourage students with superior academic skills and motivation to work independently to gain depth of understanding in the subject matter. Students will have the opportunity to demonstrate knowledge and understanding through extensive research projects.
Prerequisite: Junior or Senior; For a student to remain at the Honors/CC or Level 1, they need to earn a B- or better in the current Honors or Level 1 social studies course.

270-AP PSYCHOLOGY
(1 credit)

AP Psychology introduces students to the systematic and scientific study of human behavior and mental processes. While considering the studies that have shaped the field, students explore and apply psychological theories, key concepts, and phenomena associated with major units of study, including biological bases of behavior, cognition, development, learning, social psychology, personality, and mental and physical health. Throughout the course, students apply psychological concepts and comply with psychological research methods and data intervention to evaluate claims, consider evidence, and effectively communicate ideas. Students are able to take the AP Psychology exam as administered by the College Board. Students are required to take the exam to earn AP weighted GPA credit. Test fees are the responsibility of the student.

Prerequisite: Sophomore, Junior or Senior

271-PSYCHOLOGY
(½ credit)

This course focuses on topics such as approaches to psychology, its contributors and its historical development, psychology disciplines, the structure and function of the brain, personality development, learning, emotions, stages of life, mental health, and therapies. Students will have the opportunity to explore psychology in many ways including individual projects and group activities. This course is the basis of exposure for college.

Prerequisite: Sophomore, Junior or Senior

275-CIVIL WAR
(½ credit)

The American Civil War is one of the most divisive and important events in American history. In this course, students will analyze the coming of the war, considering the political, social, and cultural issues and attitudes which divided the Americans in both the North and the South. Students will explore the role of government, state's rights, slavery, and the fate of the Union. Sectional conflict centered on a series of questions that involved the future of African slavery, and the Southern way of life are explored. This course attempts to briefly summarize and present the major events and battles related to the war in chronological order. This course will explore the major political issues and philosophies that set the stage for the Civil War, sustain it, and continue to the present.
Note: This course will not be offered in 2025-2026.

278-HOLOCAUST STUDIES
(½ credit)

Explore and analyze the complex factors contributing to the Holocaust, interpret the events of 1933-1945, and evaluate the impact of the genocide on post-war Europe and generations to come. The course examines the Holocaust both chronologically and thematically. The course incorporates primary sources and many elements of psychology, sociology, ethics, and economics. Individual and group collaboration approaches for assessments are integral to the course.

Prerequisite: Sophomore, Junior, or Senior

284-SOCIOLOGY
(½ credit)

This course examines the social world, using the study of social interactions. With focus on culture and human interaction, students will learn how to connect research to concepts, through the study of social customs, social norms and social institutions. This course will examine the connections among the individual, social groups, and social institutions with a focus on issues, such as gender, race, crime, and class struggles. Students will learn how to connect research to concepts, and develop critical thinking skills, deepening their understanding of the social world.

Prerequisite: Sophomore, Junior, or Senior

295-CRIMINOLOGY
(½ credit)

This course provides students with the foundations of the Criminal Justice System by placing an emphasis on the four domains of Criminology: Crime and Crime Causation, Law Enforcement, the Justice System and Institutional Corrections. The course is introduced by having students explore the careers that are associated with the study of Criminology. The course concludes by addressing the issues confronting criminal justice in an age of technology and terrorism.

Prerequisite: Sophomore, Junior, or Senior

297-ARCHEOLOGY
(½ credit)

By understanding the successes and failures of people in the past, ancient history provides us with the unique ability to anticipate the success of proposed solutions to today's problems. Students will delve deep into the origins, cultures, and economics that laid the foundation of human civilization. Additionally, students will utilize primary and secondary sources from archeology, anthropology, and sociology in order to investigate the cultures early civilization. Topics will include agricultural revolution, ancient cities, economics, government and culture, ancient colonialism, expansionism, and warfare.

Prerequisite: none

298-WORLD RELIGIONS
(½ credit)

World Religions is a class that introduces students to the academic study of religions in the United States and the larger world. Students will draw upon tools from anthropology, sociology and psychology in order to analyze religion as a personal and social experience in both the past and present. Topics of the class include: rituals, myths, spirituality, pilgrimage, afterlife (or lack thereof), and transcending reality.

Prerequisite: none
Note: This course will not be offered in 2025-2026.

299 - AP U.S. GOVERNMENT & POLITICS
(1 credit)

AP U. S. Government and Politics is an introductory college-level course in U. S. government and politics. Students cultivate their understanding of U.S. government and politics through analysis of data and text-based sources as they explore topics like constitutionalism, liberty and order, civic participation in a representative democracy, competing policy-making interests, and methods of political analysis. Students are able to take the AP Government and Politics exam as administered by the College Board. Test fees are the responsibility of the student.

Prerequisite: Junior, Senior, Civics

TECHNOLOGY PROGRAM

873-COMPUTER-AIDED DESIGN (CADD)
CC (1 credit)

This is a college credit course offering 5 college credits, which will teach the student:

- The basics of the "SolidWorks" Computer Aided Design software (for mechanical drawings).
- The basics of mechanical drawing.
- Working with others to complete a larger assignment.
- The ability to assess the work and contributions of coworkers.

Several drawing projects will be given to the student to complete. Their ability to complete both the creation of the part and represent it accurately on standard drawing formats will be the basis for the grade earned. Most projects will be individual efforts but a few will be done by teams. Those that excel in the course will be offered the opportunity to take a "SolidWorks Certification Exam". **This course qualifies as a Math Intensive course.**

Prerequisite: Geometry

885-GRAPHIC DESIGN
(½ credit)

Students will learn how the elements of art and principles of design come together to present information in a visually compelling manner. At the fruition of this course, students will be able to skillfully incorporate type and graphics into a document with a singular cohesive message. Students will look at historical and contemporary graphic arts as references to guide their growth.

Using Adobe Photoshop, In Design, and Illustrator to create logos and layouts, students will learn how color, shape, line, and texture come together to make compelling graphics and how to incorporate their designs into websites. As a project based course, students will work to create real world examples of business cards, logos, magazine layouts, posters and websites on their journey to become successful graphic artists.

Prerequisite: Introduction to Digital Photography, Introduction to Art (Intro to Drawing & Painting) or Introduction to Digital Art.

894-STEAM: SIMPLE MACHINES
(½ credit)

This course serves as the gateway to the exploration of career paths in various technology fields. Emphasis on collaborative projects and intelligent problem solving will support our investigations of the seven fields of technology. Design process and design theory serve as the foundation of all projects in this course tying Science, Technology, Engineering, Art and Math together. In this survey course, students will explore the processes of technology; how technology relates to progress and ethical decision making as they work on creative STEAM based projects. A great deal of emphasis is placed on real world applications and hands-on exploration. **This course qualifies as a math intensive course.**

897-STEAM: SIMPLE DC CIRCUITS
(½ credit)

This course will investigate series and parallel as well as combined series parallel resistance circuits. It will show the student both analytically and empirically (hands on) how electrons flow through each of these circuits. It will then move on to show the students how to build circuits that involve light emitting diodes, capacitors and some simple integrated circuits. In addition, students will do a brief study of magnetism and motors. The students will build a simple DC motor, and be able to define how and why it works.

Prerequisite: Algebra I

887-INTRODUCTION TO DIGITAL PHOTOGRAPHY
(½ credit)

Students will learn to use a DSLR camera to create meaningful photographic images that reflect an understanding of modern visual aesthetics. A great deal of this course will address the elements of art and principles of design as well as understanding light and composition.

Students will come away from this course with a strong understanding of how the elements of art and principles of design come together with sound technical skills to create powerful images reflecting the intent of the photographer. Exploration of people, landscapes and action photography will help build students' visual and technical skills. Images will be captured digitally and modified with Adobe Photoshop CS6.

Please Note: Access to a DSLR camera at home is recommended.

713-DIGITAL ILLUSTRATION
(½ credit)

This course is designed to expand upon fundamental skills and concepts gained at the introductory level through exploration and production of digital artwork. Students are provided a drawing tablet for the duration of the course and develop confidence and skill with digital drawing and painting techniques. Students will learn about illustration, cartooning, and animation through a variety of media including print and film sources. Class discussions and critiques will complement class projects.

Using Adobe Photoshop and Illustrator, students will create original artwork incorporating the elements of art and principles of design. A heavy emphasis on creative expression and personal voice will take place in the form of an individual digital portfolio. Exposure to introductory drawing skills will enhance work.

Prerequisite: Introduction to Art or Introduction to Digital Art; Sophomore, Junior or Senior

708-INTRODUCTION TO DIGITAL ART
(½ credit)

This course is designed as an overview of basic art concepts, media, and techniques with both traditional media as well as digital media. Drawing skills, planning, and digital skills will be emphasized. Students will be exposed to the major techniques used in several art disciplines such as drawing, painting, and printmaking, and how they can be incorporated into digital design. Students are expected to build on skills already covered at the middle and elementary level. Written critiques and research papers will be assigned.

896-ENGINEERING AND DESIGN
(1 credit)

This is a project-based course that will require students to work in teams to solve problems. Students will not be given formulas or answers in a lecture format; instead they will be required to use both information gathering (internet, library, etc.) and experimentation. The results of each team's endeavors will be written up and presented by the team to the balance of the class. Each team member will be asked to grade themselves and their team member's contributions to each project. The members of the audience will be required to ask questions at the end of each presentation and to critique each presentation. CADD skills will be introduced at the beginning of the course. **This course qualifies as a math intensive course.**

Prerequisite: Algebra 1

893-MANUFACTURING PROCESSES
CC (1 credit)

This course introduces students to the preparation of materials for manufacturing through the extraction and development of ferrous and nonferrous metals and the influence of elements in the production of alloy steels and irons. The classifications of steel, the mechanical and physical characteristics of metals as well as heat treatment processes are also covered. Manufacturing processes such as forging, powdered metal processes, sand castings, additional casting processes, presswork, rolling, drawing, bending, extrusion, welding, electrical discharge machining (EDM), electrochemical machining (ECM), and numerical control (NC) operations are emphasized.

Prerequisite: Sophomore, Junior, or Senior; Algebra I

410- TECHNOLOGY SOLUTIONS AND CONNECTIONS I (PHS Help Desk) (1 credit)

Students enrolled in this course, the PTech Squad, will commit themselves to providing technology solutions in the Pelham school community and will strive to create connections within and outside of the greater Pelham community. This service-based course will require students to assess technological issues throughout the school day and determine the best way to solve the issues encountered. Students must be self-driven problem solvers who are able to work both independently and within a group setting, and are capable of managing multiple projects at the same time. Because students will be functioning in an authentic work environment, they will be learning skills that will develop college, career, and life skills that are immediately transferable to the world at large. To best function in this course, students must be proficient in the utilization of the G Suite of Google Apps, the Google Chrome environment, basic Chromebook functionality, and the Microsoft Office Suite. Students will participate in an interview and brief assessment of tech skills for admission into the course. This course may be repeated with permission of the instructor.

Prerequisite: Junior, or Senior; Computer Applications I or equivalent; Algebra II; Permission of instructor.

467-INTRODUCTION TO PROGRAMMING WITH PYTHON (½ credit)

This course is intended as an introduction to programming which will provide students with a strong foundation using the programming language Python, as well as general computer science theory. It is assumed that students taking this course have no formal programming experience. Therefore, the course focuses on basic programming concepts such as commands for performing calculations, receiving input and displaying output, basic flow control structures, and functions / methods. The class will also begin looking at the object-oriented programming concepts of classes and objects. This course requires mathematical problem solving skills, as students will be examining complex problems that computers can solve more effectively than humans can.

This course qualifies as a Math Intensive course.

Co-requisite/Prerequisite: Junior, or Senior; Algebra II or taking concurrently

WORLD LANGUAGES PROGRAM

300-SPANISH I
(1 credit)

Students will learn to communicate in the target language through speaking, listening, reading, and writing activities. Students will become competent in the target language at the basic level. Reading and listening proficiency will be stressed. Oral and writing proficiency will be introduced. Cultural aspects will be woven into the course.

305-SPANISH II
(1 credit)

Students will learn to communicate in the target language through speaking, listening, reading, and writing activities. Students will become competent in the target language at the intermediate level. Oral and listening proficiency will continue to be stressed along with reading and writing proficiency. Cultural aspects will be woven into the course.

Prerequisite: Spanish I or a B- or better in Grade 8 Spanish

310-SPANISH III
(1 credit)

Students will learn to communicate in the target language through speaking, listening, reading, and writing activities. Students will become competent in the target language at a proficient level. Oral, listening, reading, and writing proficiency will be heavily stressed. The expectation that the student will consistently express themselves with originality and personal input will be required. Cultural aspects will be woven into the course.

Prerequisite: Spanish II

315-SPANISH IV
CC (1 credit)

Students will learn to communicate in the target language through speaking, listening, reading, and writing activities. Students will become competent in the target language at an advanced level. Their previously learned skills will be applied to and expanded upon through exposure to literature, film, and culture of the target language.

Prerequisite: Spanish III

330-FRENCH I
(1 credit)

Students will learn to communicate in the target language through speaking, listening, reading, and writing activities. Students will become competent in the target language at the basic level. Reading and listening proficiency will be stressed. Oral and writing proficiency will be introduced. Cultural aspects will be woven into the course.

335-FRENCH II
(1 credit)

Students will learn to communicate in the target language through speaking, listening, reading, and writing activities. Students will become competent in the target language at the intermediate level. Oral and listening proficiency will continue to be stressed along with reading and writing proficiency. Cultural aspects will be woven into the course.

Prerequisite: French I

340-FRENCH III
(1 credit)

Students will learn to communicate in the target language through speaking, listening, reading, and writing activities. Students will become competent in the target language at a proficient level. Oral, listening, reading, and writing proficiency will be heavily stressed. The expectation that the student will consistently express themselves with originality and personal input will be required. Cultural aspects will be woven into the course.

Prerequisite: French II

345-FRENCH IV
(1 credit)

Students will learn to communicate in the target language through speaking, listening, reading, and writing activities. Students will become competent in the target language at an advanced level. Their previously learned skills will be applied to and expanded upon through exposure to literature, film, and culture of the target language.

Prerequisite: French III

SPECIAL EDUCATION PROGRAM

The Special Education Department is committed to providing all students a free and appropriate public education within the least restrictive environment. Individualized supports and services are implemented in accordance with the Individual Education Program (IEP). The IEP is designed by the student's team to meet the student's needs and assist them in making progress toward identified goals. Once the IEP is developed, proper placement in courses is determined by the team.

Specialized Programming

971- ACADEMIC SKILLS (½ credit)

The focus of this course is to address IEP-driven goals (reading, writing, math, executive functioning, related services) while enhancing self-advocacy and the awareness of educational strengths, interests and needs. Students will receive direct instruction and remediation in accordance with their IEPs. Students will then have the opportunity to apply learned skills to general education assignments. Students may enroll in this course as frequently as deemed appropriate by his/her IEP team. Students will earn a pass/fail grade, which will not impact their GPA.

972-DAILY LIVING (½ credit)

Students will improve their academic, social and functional life skills that are necessary to access the general curriculum and school environment, the workforce, and/or post-secondary programming as well as build independent living skills. The content of this course is driven by individual student needs. This course is an elective and does not count toward the academic requirements for a Pelham High School Standard Diploma.

973-JOB SKILLS (½ credit)

Students will improve daily living and job skills necessary to access the workforce, and/or post-secondary programming, as well as build independent living skills. This course is an elective and does not count toward the academic requirements for a Pelham High School Standard Diploma. This course can be repeated for credit.

HIGH SCHOOL EQUIVALENCY TESTING PROGRAM (HiSET)

The High School Equivalency Test (HiSET) provides adults and out-of-school youth with an opportunity to demonstrate their academic skills and to earn the New Hampshire Equivalency Certificate. The exam consists of five subtests; English Language Arts, Reading, Math, Social Studies, and Science.

The HiSET preparation program, offered at Salem Continuing Education, is available to students who are planning to take the HiSET exam in lieu of achieving a high school diploma, and who are willing to follow the plan described below. In order to participate in the HiSET prep program, students:

- Must have reached their 16th birthday.
- Must develop an alternative plan with their school counselor before taking the HiSET exam to help plan for school and career opportunities.
- Must remain in attendance at PHS until such time as they receive their HiSET certificate, unless otherwise authorized by the administration (official passing scores on the HiSET exam must be reported to the school by the testing center before a student under 18 will be allowed to leave school).
- Must have permission to participate in the HiSET program from the superintendent and parents.

NOTE: Any student under 21 who passed the HiSET exam will be welcome to return to school for their high school diploma with the principal's approval.

Career and Technical Education Programs

Pinkerton Academy - Alvirne High School - Salem High School

Pinkerton Academy, in Derry, NH, is our primary Career and Technical Education (CTE) affiliation. However, some **Alvirne High School** CTE courses are also available to our students as are some Salem High School CTE courses. Alvirne High School is located in Hudson, NH. Salem High School is located in Salem, NH.

- Pelham High is allotted a limited number of seats in each CTE course. These are granted to juniors and seniors based on an application process that considers appropriate placement, attendance, academic achievement, and discipline reports.

- Travel to and from the CTE centers may necessitate the loss of some class time.

- Students are responsible for all course requirements in both their CTE center and PHS classes.

- Some CTE courses run for only one semester. The majority of the courses run for a whole year. Students who enroll in a year-long class at a CTE center must maintain their enrollment in that class.

- For full-year courses, two credits are awarded only at the end of the year.

- Students are under the regulations of the Attendance Policy of the Career Technical Center they attend. Excessive absences may lead to automatic withdrawal from the class with a grade of F.
- Should a student withdraw from the CTE course after the official drop/add period, a WP (Withdraw Pass) or WF (Withdrawal Failure) will appear on the student's transcript with the loss of credit.

- Students and their families are encouraged to visit the Career Technical Centers by attending open houses or scheduling a daytime visit. Contact the career technical center offices of Pinkerton Academy, Alvirne High School, or Salem High School for more information.

- To register, students must complete an application process. The application process information will be shared with students at a CTE Presentation given to the Sophomore Class. It will also be available in the College and Career Counseling Office.

Pinkerton Academy
Career and Technical Education Center

Pinkerton's Math Intensive Courses		
Automotive Systems 2	Architecture & Design 2	Computer Integrated Manufacturing
Construction Technology 1	Electrical Technology 1	Engineering Design & Develop.
Construction Technology 2	Electrical Technology 2	Environmental Science & Natural Resources 2
Welding Technology 2	Principles of Engineering	
Culinary & Baking 2	Digital Electronics	

Animal Science

P197-Animal Science & Management
2.0 credits

This full-year (2 credit) course meets every day and dives into the world of companion and large animals. In the first semester, focus on understanding the care and behavior of companion animals like dogs, cats, and small mammals, covering topics such as nutrition, health care, and the human-animal bond. Transitioning to the second semester, delve into the management of large agricultural animals such as cattle, horses, and sheep, learning about husbandry practices, nutrition, and reproductive management. Through hands-on experiences, lab activities, and discussions on ethics and animal welfare, students develop essential skills and knowledge to responsibly engage with and advocate for the well-being of animals in various contexts. Every student has the opportunity to enhance their skills by participating in FFA.
PREREQUISITE(S): CTE Application

P203-Animal Health and Veterinary Science
2.0 credits

This full-year (2 credit) course meets every day. It is designed for students who are interested in a future career with animals in the health and veterinary technology field. Units of instruction will include but are not limited to: Introduction to veterinary technology, veterinary terminology, animal diseases, animal behavior & training, animal anatomy & physiology. Students will be certified in Pet CPR & First Aid through an accredited program. Students will also learn how to properly perform basic grooming on canines and run a student CTE enterprise: Pinkerton Pet Palace. College articulations may be available. Eligibility requirements: per the post-secondary partners students must be in 10th, 11th and 12th grade to enroll for college credit. Every student has the opportunity to enhance their skills by participating in FFA.

PREREQUISITE(S): Successful completion of Animal Science & Management with a min. grade of 80 and permission from the CTE Director.

Architecture & Design

P231-Architecture & Design 1
2.0 credits

This full-year (2-credit) course provides an excellent opportunity to learn about Architecture, Engineering and the field of design. Gain knowledge about all aspects of Architecture from the Ancient world to all the elements needed to design a building. Get creative designing various projects while learning how to use Revit, the software that many colleges and offices use. Develop your creative and presentation skills by learning how to present your projects using Photoshop. Increase your sketching skills while building your portfolio. Expand your teamwork and communication skills. College articulations may be available.

RECOMMENDED: It is recommended that students take Computer-Aided Design (CADD) at Pelham High in the 10th grade.

PREREQUISITE(S): CTE Application

P236-Architecture & Design 2
2.0 credits

This full-year (2-credit) course allows students to continue to gain experience designing various projects. Projects will consist of various designs as well as the New Hampshire AIA High School design competition. Develop an impressive portfolio of your work over the course of the two year program. Expand your knowledge of Architecture and sustainability. Increase your experience working as a team and building strong communication skills. College articulations may be available.

PREREQUISITE(S): Successful completion of Architecture & Design 1 and permission from the CTE Director.

Automotive Technology

P271-Automotive Systems Technology 1
2.0 credits

This full year (2 credit) course meets every day. It is the first half of a 2-year program that subscribes to the training certification program of ASE. Students explore career opportunities and requirements of a professional service technician. Content emphasizes beginning transportation service skills and workplace success skills. Students study: Safety; Three C's (Concern, Cause, Correction); Tools, equipment, and Measuring Skills; Basic Engine/Maintenance; Tires; Steering and Suspension; Brakes; Electrical Charging and Starting Systems. The program is aligned with the NATEF certified automotive programs of the NH Community College system. The Automotive Maintenance and Light Repair 1 (MLR) program is certified by the National Automotive Technicians Educational Foundation (NATEF) under the authority of the Institute of Automotive Service Excellence (ASE). Students will receive NH State Inspection and Emissions Testing training. Eligible students may have the opportunity to participate in a paid internship at a dealership during the summer between the first and second year of the program.

PREREQUISITE(S): CTE Application

P276-Automotive Systems Technology 2
2.0 credits

This full year (2 credit) course meets every day. It is the second half of a 2-year program and intensifies, follows through and elaborates on material covered in Automotive Systems Technology 1. The curriculum subscribes to the training certification program of ASE. Students study: Safety including Hybrids and SRS (Safety Restraints Systems); General Engine and Repair; Engine Performance; Electrical and Electronic Systems; Heating and Air Conditioning; Manual Drivetrains and Axles; Automatic Transmissions/Transaxles; and Employability Skills. Students will receive NH State Inspection and Emissions Testing training.The program is aligned with the NATEF certified automotive programs of the NH Community College system.

PREREQUISITE(S): Successful completion of Automotive System Technology 1 with a minimum grade of 80 (which corresponds with ASE standards) and permission from the CTE Director.

Careers in Education

P410-Child Development
0.5 credit

This half-year (0.5 credit) course is built on a combination of child development theory and self discovery. Students will explore the areas of development which includes physical maturation and social, emotional, and cognitive growth with an emphasis on the interaction between all areas of development. In addition to observing children in their lives, students will investigate their own child development and how it has impacted them.

NOTE: Students take this course in conjunction with Careers in Education 1 for the first semester to attend every day. Second semester, students will only attend Pinkerton every other day for Careers in Education 1.

PREREQUISITE(S): CTE Application

P413-Careers in Education 1
1.0 credit

This full-year (1 credit) course is designed for those wanting to pursue a career in education. Careers in Education 1 invites students to think about why they want to work with children and then introduces them to the possibilities in the field. Emphasis is placed on developing career readiness skills applicable to education as well as other human service fields. Investigation into topics including child and adolescent development, law and ethics, and health and safety in the classroom environment will culminate in field experiences where students will be required to plan, implement and reflect on lessons in a preschool lab in addition to completing classroom observations. College articulations may be available.

NOTE: Students take this course in conjunction with Child Development for the first semester to attend every day. Second semester, students will only attend Pinkerton every other day for Careers in Education 1.

DUES: A non-refundable fee of $40 (payment plans and assistance are available) covers the cost of state and national active membership in Educators Rising, including state conferences.

PREREQUISITE(S): CTE Application

P414-Careers in Education 2
2.0 credits

This full-year (2 credit) course meets every day. This is the second half of the two-year Careers in Education curriculum designed for high school seniors planning to pursue a career in education. Careers in Education 2 includes continued study of the classroom and school environment. Emphasis is placed on meeting the diverse needs of learners, becoming a professional, creating an educational environment and developmentally appropriate best teaching practices. Students will be required to complete classroom observations in various school environments and complete volunteer, coop or internship hours in a school setting. College articulations may be available.

DUES: A non-refundable fee of $40 (payment plans and assistance are available) covers the cost of state and national active membership in Educators Rising, including state conferences.

PREREQUISITE(S): Successful completion of Careers in Education 1 with a minimum grade of 80 and permission from the CTE Director.

Computer Information System

P361-Computer Information Systems 1
2.0 credits

This full-year (2 credit) course meets every day. It focuses on computer hardware design and building, operating system installation and configuration, client side networking, security, and system programming. Students have fun while working toward becoming computer experts in a blend of classroom and online activities, simulated and hands-on labs. Students work in a fully-equipped state-of-the-art lab to develop the skills to install, configure, troubleshoot and diagnose hardware and software problems. Earn college credit and industry-recognized certifications, such as TestOut ITF Pro, PC Pro, CompTIA IT Fundamentals and A+. Students have an opportunity to join SkillsUSA and learn leadership and technical skills to compete at the local, state and national level and earn college scholarships. College articulations may be available.

PREREQUISITE(S):CTE Application

P366-Computer Information Systems 2
2.0 credits

This full-year (2 credit) course meets every day. It focuses on local area and wide area networking. Students are challenged with real world networking problems. Students will design, configure and deploy a variety of network devices such as, switches, routers, and integrated service routers. Understanding IPv4 fixed length and variable length subnets and IPv6 will prepare students for college and profitable careers. Students will understand and design complex networks utilizing network devices connected by copper, fiber and wireless mediums. Students will understand concepts such as Power over Ethernet (PoE), VLANs, WAP's, Voice over IP, Router on a Stick, and much more. Earn college credit and industry-recognized certifications such as Cisco CCNA, and CompTIA Network+. Students have the opportunity to join SkillsUSA and learn leadership and technical skills to compete locally, in state and nationally and earn college scholarships. College articulations may be available.

PREREQUISITE(S): Successful completion of Computer Information Systems 1 with a grade of 75 or better and permission from the CTE Director.

Construction Technology

P301-Construction Technology 1
2.0 credits

This full year (2 credit) course meets every day. It is designed for those wanting to pursue a career in the construction industry. Throughout the school year students will be exposed to many aspects of the construction industry such as carpentry, plumbing and masonry. Construction Technology 1 provides students with a hands-on approach to the fundamental aspects of construction, which exposes students to the best building practices that construction professionals and employers are looking for. Hands-on experience is accomplished in a realistic work setting where an emphasis is on the international residential code, quality workmanship, safety and professionalism. Personal protective equipment is required to be worn. College articulations are available.

PREREQUISITE(S): CTE Application

Construction Technology 2
2.0 credits

This full year (2 credit) course meets every day. It is the second half of the two-year Construction Technology program. This course is designed for high school students who are engaged and ready to enter the construction industry upon graduation. Throughout the school year, students will be exposed to new aspects of the construction industry such as roof and stair framing, second stage plumbing and concrete. Construction Technology 2 students will advance their hands-on skills learned in Construction Technology 1, and will also focus on career development and employment strategies. Construction Technology 2 students will work to earn their OSHA 10, National Center for Construction Education Research, and Powder Actuated Tool certifications. Personal protective equipment is required to be worn. College articulations are available.

PREREQUISITE(S): Successful completion of Construction Technology 1 with an 80% or higher and permission from the CTE Director.

Cosmetology

P161-Cosmetology 1
2.0 credits

This full-year (2 credit) course meets every day. Cosmetology students receive comprehensive training in all areas of hairdressing and related fields while earning hours on their cosmetology apprentice license. Cosmetology 1 students are exposed to a blend of classroom instruction and hands-on learning experiences using a human hair mannequin in a simulated salon environment. Students learn a variety of hairstyling techniques, nail design and proper sanitation. Students will learn about hair cutting, hair design and chemical texture. In addition, students will learn about the business side of the cosmetology industry and salon management. Students will have the opportunity to work directly with customers in the salon and to job shadow professional cosmetologists. Students will be required to wear a uniform when in the classroom/lab. Students will be delivering services as well as receiving services both with class and the public. Student hours are reported to the State Board of Cosmetology, therefore students must recover all missed hours in order to move on to Level 2.

LAB FEE: A non-refundable lab fee of $40-$90 depending on the cost of kits (payment plans and assistance are available) covers the cost of an apprentice license and the purchase of a personal cosmetology tools/supply kit.
PREREQUISITE(S): CTE Application

P163-Cosmetology 2
2.0 credits

This full-year (2 credit) course meets every day. In the second year, students will continue learning and mastering their skills from the previous year as well as cultivating new skills in the areas of advanced hair cutting, facials, hair design, hair coloring, and chemical texture. In addition, students will learn about the business side of the cosmetology industry and salon management. Students will have the opportunity to work directly with customers in the salon and to job shadow professional cosmetologists. Students will be delivering services as well as receiving services both with classmates and the public. Upon successful completion of this two-year program and state competency exam, students will be able to transfer hours to a post-secondary school.

LAB FEE: A non-refundable fee of $40-$90 depending on the cost of kits (payment plans and assistance are available) covers the cost of additional tools/supplies and apprentice license for the level 2 student.

PREREQUISITE(S): Completion of Cosmetology 1 with a grade of 80 or better AND completion of state required lab hours from Level 1, and permission from the CTE Director.

Culinary Arts and Baking

P368-Culinary Arts and Baking 1
2.0 credits

This full-year (2-credit) course meets every day. Students will learn skills in preparing a variety of foods in a commercial kitchen. Students will study appetizers, soups, salads, salad dressings, sandwiches, entrees, pastries, breads, and molecular gastronomy while operating and managing all aspects of the Astro Cafe. Students will develop and strengthen skills in kitchen safety, indoor produce cultivation, knife skills, proper moist and dry heat cooking techniques, culinary history, small and large equipment operation, culinary terminology, bakeshop mixing methods, pastry technique, and becoming ServSafe Manager Certification. Students will participate in 20 hours of after school catering. College articulations may be available. Eligibility requirements: per the post-secondary partners students must be in 10th, 11th and 12th grade to enroll for college credit.

LAB FEE: A non-refundable lab fee of $120 (payment plans and assistance are available) covers the cost of two chef coats, two pairs of culinary pants, two aprons, one hat and two certification exams (ServSafe and Prostart 1).

NOTE: The same uniforms may be used in Culinary 2. Students will also be required to obtain kitchen safe shoes.

PREREQUISITE(S): CTE Application

P370-Culinary Arts and Baking 2
2.0 credits

This full-year (2 credit) course meets every day. Students will learn and refine skills in preparing a variety of foods in a commercial kitchen. The curriculum includes the foundations of culinary knowledge while operating and managing all aspects of the Astro Cafe. Students will write menus and cultivate new skills in business and kitchen management, customer relations, and nutrition. Students will gain a deeper

understanding of ingredients, foods, and regional cuisine. The skills that students will acquire through the program will ensure a seamless transition to industry or post-secondary. Students will be required to participate in 20 hours of after school catering. College articulations may be available.

NOTE: Students are required to adhere to the same uniform policy as Culinary Arts and Baking 1.

PREREQUISITE(S): Completion of Culinary Arts and Baking 1 with a grade of 80 or better and permission from CTE Director.

Electrical Technology

P401-Electrical Technology 1
2.0 credits

This full-year (2 credit) course meets every day. It is the first half of a 2-year program designed to have the student gain the knowledge and skills necessary to successfully enter the field as an apprentice electrician. The student will acquire skills in all phases of residential wiring including basic electrical theory, safety, test equipment, blueprint reading and local code requirements. Students will complete calculations for normal residential circuits and special purpose wiring systems. This hands-on experience is accomplished in a simulated residential setting. Job searching skills as well as quality workmanship and professionalism will be an integral part of the classroom environment. Students will have the opportunity to obtain their OSHA 10 certification with successful completion of the course.

LAB FEE: Students will be required to obtain the NH Apprentice Electrical license-approximate cost is $60.

PREREQUISITE(S): CTE application and completion of Algebra 1 Honors with a 75 or higher, or an 80 for Algebra 1

P406-Electrical Technology 2
2.0 credits

This full-year (2 credit) course meets every day. It is the second half of a 2-year program and intensifies, follows through, and elaborates on material covered in Electrical Technology 1. The course covers industrial, commercial installations and basic generator install and maintenance. Students will also participate in the actual wiring, planning, cost estimation, NEC code requirements, and material acquisition needed to complete various projects. Students will learn how to use power tools, test equipment, specialty tools and control circuits used in the electrical field. Successful completion of the Electrical Technology 1 and 2 programs will credit the student with a portion of classroom and work hours required to obtain a Journeyman Electrical License.

PREREQUISITE(S): Completion of Electrical Technology 1 with a 80 or higher and permission from the CTE Director.

Engineering

P208-Introduction to Engineering Design
1.0 credit

This full-year (1 credit) course is the first course in the Engineering Program. The course is designed to develop student problem-solving skills with emphasis placed upon the concept of developing a 3-D model of an object. The 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. Students will use modern, state-of– the-art computer hardware and 3D modeling software to create product solutions. Various design applications will be explored with discussion of possible career opportunities. College articulations may be available.

PREREQUISITE(S): CTE Application and to be taken in conjunction with Principles of Engineering to attend Pinkerton every day and successfully completed Algebra 1.

P210-Principles of Engineering
1.0 credit

This full-year (1 credit) course is designed to enable students to understand the field of engineering/engineering technology. Students will explore various technology systems and manufacturing processes to learn how engineers and technicians use math, science and technology in an engineering problem-solving process to benefit people. The course also includes concerns about social and political consequences of technological change. College articulations may be available.

PREREQUISITE(S): CTE Application and to be taken in conjunction with Intro to Engineering Design to attend Pinkerton every day and successfully completed Algebra 1.

P211-Digital Electronics
1.0 credit

This full-year (1 credit) course is a course in applied logic that encompasses the application of electronic circuits and devices. Computer simulation software is used to design and test digital circuitry prior to the actual construction of circuits and devices. College articulations may be available.

PREREQUISITE(S): Successful completion of Intro to Engineering Design, Principles of Engineering, and permission from the CTE Director. This course or Computer Integrated Manufacturing to be taken in conjunction with Engineering Design and Development to attend Pinkerton every day.

P215-Computer Integrated Manufacturing
1.0 credit

This full-year (1 credit) course applies principles of robotics and automation. This course builds upon the computer solid modeling skills developed in Introduction to Engineering Design. Students will use computer controlled CNC equipment to solve problems by constructing actual models of their three-dimensional designs. Students will also be introduced to the fundamentals of robotics and how this equipment is used in an automated manufacturing environment. Students will evaluate their design solutions using various techniques of analysis, and make appropriate modifications before producing their prototypes. College articulations may be available.

PREREQUISITE(S): Successful completion of Intro to Engineering Design, Principles of Engineering, and permission from the CTE Director. This course or Digital Electronics to be taken in conjunction with Engineering Design and Development to attend Pinkerton every day.

P216-Engineering Design and Development
1.0 credit

This full-year (1 credit) class is the capstone course in the PLTW high school engineering program. It is an open-ended engineering research course in which students work in teams to design and develop an original solution to a well-defined and justified open-ended problem by applying an engineering design process. They must present progress reports, submit a final documentation package, and defend their solutions to a panel of outside reviewers at the end of the school year. This course is open to all students interested in study and careers in the STEM field.

PREREQUISITE(S): Successful completion of Intro to Engineering Design, Principles of Engineering, and Chemistry and Algebra 2A or higher with CTE Directors permission. This course will be taken in conjunction with Digital Electronics or Computer Integrated Manufacturing to attend Pinkerton every day. This is the capstone course for PLTW students.

Environmental Science

Environmental Science Level 1

P189-Exploring Plant & Animal Science
0.5 credit

This half-year (0.5 credit) course is designed to dive into agricultural & animal science topics and its global impact, and learn about scientific and research concepts that drive the field, as well as the effects of agriculture on the environment. The course will also teach you about the career opportunities available in the field and how to promote yourself best so you can land your dream job. Specialized lab activities will give you the hands-on practice you need to master the content. Every student has the opportunity to enhance their skills by participating in FFA.

NOTE: Students take concurrently with Environmental Science for the first semester.

PREREQUISITE(S): CTE Application

P190-Environmental Science
0.5 credit

This half-year (0.5 credit) course is designed for students interested in environmental topics such as wild and marine life, water resources, forests and plant life, and propagation principles. Hands-on activities include using the classroom greenhouse and Pinkerton Academy Campus to explore and gain knowledge in a variety of habitats and ecosystems. This course is connected to CTSO FFA and Student Activity SEA.

NOTE: Students take concurrently with Exploring Plant & Animal Science for the first semester.

PREREQUISITE(S): CTE Application

P191-Horticulture and Landscaping
0.5 credit

This half-year (0.5 credit) course offers a comprehensive exploration of the vital role and rich diversity of horticulture. Students delve into botany, plant growth, plant materials, floriculture, landscape design, and maintenance while gaining insight into various horticulture occupations. Through hands-on activities and projects, they develop practical skills in plant propagation, landscaping, and floral design. This program not only prepares students for further education at two or four-year colleges but also provides them with the foundational knowledge and skills needed to embark directly on a rewarding career path in horticulture. Every student has the opportunity to enhance their skills by participating in FFA.

NOTE: Students take concurrently with Sustainable Living for the second semester.

P192 Sustainable Living
0.5 credit

This half-year (0.5 credit) course is designed to educate students on the principles and practices of sustainability, with a focus on personal and community-based actions to reduce environmental impact and promote a more sustainable lifestyle. Through interdisciplinary lessons, hands-on activities, and real-world applications, students will explore topics such as renewable energy, waste reduction, conservation, organic gardening, and ethical consumption. By the end of the course, students will be empowered to make informed decisions that contribute to a more sustainable and environmentally conscious society. Every student has the opportunity to enhance their skills by participating in FFA and SEA.

NOTE: Students take concurrently with Horticulture and Landscaping for the second semester.

Environmental Science II

P193-Environmental Science: Advanced Studies
1.0 credit

This semester (1 credit) course meets every day. It is for students who wish to further their knowledge and skills in environmental science. Activities include analyzing and applying the skills acquired in classes like Biology, Environmental, Animal science and other ecological sciences. This course will teach students to apply knowledge to global ecosystems, native and invasive wildlife and plants, drinking water and pollution. Students will deploy game cameras on campus to study and understand the diversity of Pinkerton. Students will obtain Industry certifications in outdoor safety. College articulations are available. Related student organizations: FFA and SEA.

NOTE: Students take this first semester.

PREREQUISITE(S): Successful completion of Environmental Science 1 and permission from the CTE Director.

P194-Environmental Science: Work Based Learning / SAE
1.0 credit

This full-year (1 credit) course meets every day. It is for students who wish to further their knowledge and skills in environmental science. Activities include analyzing and applying the skills acquired in classes like Biology, Environmental, Animal science and other ecological sciences. This course will teach students to apply knowledge to global ecosystems, native and invasive wildlife and plants, drinking water and pollution. Students will deploy game cameras on campus to study and understand the diversity of

Pinkerton. They will participate in a citizenship science project that focuses on responsible stewardship of the environment. There are many hands-on activities and chances to develop industry relations with maple syrup production, NH Fish and Game, NH Audubon, Manchester Water Works and Forsaith Forest in Chester. Students will obtain Industry certifications in outdoor safety. College articulations are available. Related student organizations: FFA and SEA.
NOTE: Students take this second semester.

PREREQUISITE(S): Completion of Environmental Science: Advanced Studies with a grade of a minimum of 80

Health Science Technology

P181-Health Science Technology 1
2.0 credits

This full-year (2 credit) course meets every day. It is the first half of a 2-year program designed to help students explore the medical/ healthcare field. The course will expose students to a variety of healthcare occupations and will provide them with the skills needed to assist qualified personnel providing diagnostic, therapeutic, preventive and rehabilitative services to patients. Instruction will include medical terminology, as well as anatomy and physiology with an emphasis on body systems, disease process and disorders. Students will have the opportunity to earn college credit for medical terminology through dual enrollment. Students are eligible to participate in the co-curricular organization (HOSA) Future Health Professionals. College articulations may be available.

LAB FEE: A non-refundable lab fee of $60 is due at the start of the course (payment plan options available)

PREREQUISITE(S): CTE Application and a grade of 80 or better is required in Biology.

P186-Health Science Technology 2
2.0 credits

This full-year (2 credit) course meets every day. It is the second half of the 2-year Health Science Technology curriculum, which includes continued study of the body systems and the associated disease processes. Emphasis is placed on critical thinking skills, analyzing professional/ethical characteristics required of healthcare professionals, and development of clinical skills through classroom lab experiences. The curriculum provides the student with a strong foundation of knowledge and skills to successfully transition into post-secondary health care education. College articulations are available. Students will receive training in American Heart Association First Aid and Health Care Provider Basic Life Support. During the second semester, students will receive up to 60 hours of clinical experience in a local health care facility in a specialty area of their choice. Students will focus their clinical internship on one of the following pathways: EMT, General (GEN), or LNA. Students completing EMT or LNA will have the opportunity to take the state licensure/certification exam.

LAB FEE: A non-refundable lab fee for EMT ($90), LNA ($90), and GEN ($60) is due at the start of the class (with payment plan options available). Lab fees cover uniforms, specialty texts and workbooks (if applicable), background checks, and Drug Test. An additional fee may be required for students interested in obtaining industry-recognized certifications.

REQUIREMENT: Students will need to provide updated immunization/physical records.

NOTE: Should requests for LNA and EMT exceed maximum enrollment as prescribed by the state, the CTE enrollment rubric will be used to select students. Students who are not selected for LNA or EMT may be placed in General.

PREREQUISITE(S): Successful completion of Health Science Technology 1 with a grade of 80 or better and permission from the CTE Director.

Video Production

P421-Video Production 1
2.0 credits

This full-year (2 credit) course meets every day. It provides the student interested in video and television production an opportunity to advance their media production skills and techniques. Basic storytelling structure is reviewed and students will produce a variety of content demonstrating that skill. Attention is paid to camera and audio shooting and capturing techniques in the creation of various video and television projects; including: instructional videos, commercials , movie trailers, short narrative films, and broadcast news production. Non-linear editing skills are explored with an in-depth exploration of Adobe Premiere Pro editing software. An emphasis is placed on planning and organizational skills to include storyboarding and script writing. Students will learn the importance of planning ahead and meeting deadlines, and working in professional environments. College articulations are available.

PREREQUISITE(S): CTE Application

P426-Video Production 2
2.0 credits

This full-year (2 credit) course meets every day. It is for the serious video production student who is interested in pursuing a career in media production. Students will take the skills introduced in Video Production 1 to the next level. Advanced knowledge in camera techniques, sound recording, editing and multi-camera productions are explored. Students will have the opportunity to create content to be shared in and outside of the Pinkerton Academy community through social media, the school website and the local community access channel. In addition, students will prepare for video production beyond high school by creating portfolios and reels for college and completion of the two-year Video Production program. College articulations may be available.

PREREQUISITE(S): Successful completion of Video Production 1 with a 75 or higher and permission from the CTE Director.

Welding Technology

P431-Welding Technology 1
2.0 credits

This full-year (2 credit) course meets every day. It is the first half of a 2-year program and is designed for anyone who wishes to learn welding and metal fabrication. Students are instructed in the safe operation of all tools, material handling and techniques used in welding. Areas of instruction include flame cutting, brazing, arc welding, and metal-fabrication. Personal protective equipment required to be worn.

PREREQUISITE(S): CTE Application

P436-Welding Technology 2
2.0 credits

This full-year (2 credit) course meets every day. It is the second half of a 2-year program and intensifies, follows through, and elaborates on material covered in Welding Technology 1. Emphasis will be on entry-level job proficiency with gas welding, soldering, cutting skills with ferrous and non-ferrous materials, shielded electrode arc welding equipment, metal fabrication and power tools, metal inert gas (MIG) welding, and tungsten inert gas (TIG) welding. Modern welding techniques developed for aluminum and steel alloys will be skill options available to students. Focus will be on production, fabrication and repair skills rather than home-type objectives. Personal protective equipment required to be worn.

PREREQUISITE(S): Successful completion of Welding Tech. 1 with a minimum grade of 75 and permission from the CTE Director.

Alvirne High School
Career and Technical Education Center

A241-HEAVY DUTY MECHANICS I (Juniors)
(2 credits)

This course is designed to give students an understanding of large diesel and gasoline engines, as related to construction and agricultural equipment. Subject areas include equipment operation and maintenance, theory of engine operation, engine overhaul, hydraulics, power train, operation, welding, diagnostics, and troubleshooting. Safety will be stressed in all aspects of the course. Students will apply what they learn by gaining practical experience in the heavy equipment shop. Students can apply what they learn to help them with careers in mechanics, agriculture, construction, or trucking. **Students MUST successfully complete all year one competencies to advance to year two.**

Note: This course runs every day for a full year.

A246-HEAVY DUTY MECHANICS II (Seniors)
(2 credits)

This course allows students to apply and expand upon skills and knowledge gained in the first year of the program. Students will work on construction and agricultural equipment performing repair, overhaul, diagnostics, and troubleshooting. Students will become independent through projects requiring record keeping, disassembly, analysis, replacement of parts, and final reassembly to a working condition. Students will troubleshoot basic diesel engine malfunctions using the latest computer technology. This course will help prepare students for an entry-level job in heavy equipment maintenance or a technical program in mechanics.

Prerequisites: Successful completion of Heavy Duty Mechanics I.

Note: This course runs every day for a full year. **This course is a math intensive course.**

A101-VETERINARY SCIENCE I (Juniors)
(2 credits)

The first year of this two-year program introduces students to the applied principles and practices used in small and large animal related business with a special emphasis on veterinary medicine. Students will explore concepts through hands-on experiences working with Alvirne's kennel animals such as chinchillas, rabbits, guinea pigs, ferrets, rodents, and birds along with our large animal species including donkeys, dairy cattle, and horses. Topics will also include safety, animal behavior, breed and species identification, animal health, welfare and client relations. Through continuous exposure to animals on the school farm and small animal facility, students will develop hands-on skills in handling, restraint, grooming, feeding, cleaning/ disinfection, training, and record keeping. Students will develop skills in professional telephone etiquette and customer service. Students will also be required to complete 12 hours of community service in an animal related service project. The Veterinary Science curriculum will also enable students to develop their leadership skills and veterinary skills and opportunities through their involvement in the State and National Youth FFA organization including participation in the Veterinary Science Career Development Event (Competition). This course will provide students with entry level skills and knowledge for employment as veterinary assistants, pet shop workers, humane society assistants or assistant groomers.

Prerequisites- A Biology course taken previously or concurrently is strongly recommended for Veterinary Science I. Students MUST successfully complete all first-year competencies to advance to the second year of this program.

Note: This course runs every day for a full year.

A106-VETERINARY SCIENCE II (Seniors)
(2 credits)

In the second year of the Veterinary Science program, students will continue to build on their knowledge and skills gained in the first year. Using the kennel's small animals and large animal species, advanced topics in veterinary science II will include nutrition and anatomy, health and disease and veterinary medical terminology and entrepreneurship. Hands-on skills will be developed in feed selection, laboratory procedures (i.e. fecal analysis, blood and urine analysis), animal health and disease prevention, such as vaccinations, deworming, grooming, physical exams, office skills, equipment identification and business management. Students will also be required to complete 12 hours of community service in an animal related service project. The Veterinary Science curriculum will also enable students to develop their leadership skills and veterinary skills and opportunities through their involvement in the State and National Youth FFA organization including participation in the Veterinary Science Career Development Event (Competition). With the completion of this program, a student's potential for success in post-secondary education /an entry level job and/or in an animal science field is greatly enhanced. Students successfully completing Veterinary Science I and II with a C+ or better can earn 2 college credits at Great Bay Community College through Project Running Start or may earn articulation credits toward SUNY at Cobleskill.

Prerequisites- Successful completion of Veterinary Science I.
A chemistry course taken previously or concurrently is strongly recommended for Veterinary Science II.

Note: This course runs every day for a full year.

AIR FORCE Junior ROTC

The mission of Air Force Junior ROTC is to develop citizens of character dedicated to serving their nation and community. As such, the focus is on citizenship and the courses are not considered a military recruiting effort. Students will be held to a high standard of behavior and personal conduct. No student is under any obligation whatsoever to join the military if they enroll in Junior ROTC. At Pelham High School, the Air Force Junior ROTC program is a 2-year program for high school students. Each year is divided into two broad fields of study: Aerospace Academics and Leadership Education. Aerospace Academics includes history, science, space, and global cultural studies. Leadership education includes Air Force customs and courtesies, cadet group activities, study habits, time management, communication skills, life skills, leadership and management studies, and wellness and healthy lifestyles training. Students are required to wear military uniforms one day per week, and participate in drill and ceremonies practice. The uniforms are provided by the Air Force, and students are only responsible for cleaning the uniform while it is in their possession. Upon graduation from high school, students who choose to enlist in any branch of the service and who have completed 2 years of Junior ROTC will be enlisted at a higher rank (E-2 versus E-1). Students may also compete for scholarships to college through the services college-level ROTC programs or service academy appointments.

A110-AIR FORCE JROTC 1 (Junior)
(1 credit)

This is the entry-level course for Junior ROTC, and runs in conjunction with Air Force JROTC 2. Aerospace Academics focus on the history of aviation. The study of aviation pioneers and strong military leadership complements the history lessons. Leadership education is designed to help freshmen adapt to the high school environment, and include time management, fitness and wellness, flag etiquette, and customs and courtesies of the Air Force.

Note: This course runs every day for a full year in conjunction with Air Force JROTC 2; students must select both classes.

A111-AIR FORCE JROTC 2 (Junior)
(1 credit)

This course runs in conjunction with Air Force JROTC 1 and is still taught at an introductory level. Aerospace Academics focus on the science of aviation, covering topics such as basic aerodynamics, aviation physiology, meteorology, and navigation. Additionally, topics in space studies are covered to include the solar system and the development of the U.S. Space Program. The Leadership Education is designed to improve student communication skills, and include speaking and writing assignments, study of individual and group behavior, and basic leadership concepts.

Note: This course runs every day for a full year in conjunction with Air Force JROTC 1; students must select both classes.

A112-AIR FORCE JROTC 3 (Senior)
(1 credit)

Aerospace Academics for this course is focused on Global Studies. This is a customized course about the world's cultures. The course is specifically created for the US Army, Marine Corps, Navy, and Air Force Junior ROTC programs. It introduces students to the world's cultures through the study of world affairs, regional studies, and cultural awareness. The course delves into history, geography, religions, languages, culture, political systems, economics, social issues, environmental concerns, and human rights. It looks at major events and significant figures that have shaped each region. Leadership academics are designed to study and improve student management skills, choosing a career path, how to apply for and fund college, skills inventory and resume writing.

Prerequisite: Air Force JROTC 1 & 2.

Note: This course runs every day for a full year in conjunction with Air Force JROTC 4; students must select both classes.

A113-AIR FORCE JROTC 4 (Senior)
(1 credit)

Cadets in this class will be held to the highest academic and behavioral standards. Cadets in JROTC 4 will be charged with the management and leadership of the Alvirne High School cadet organization. Returning JROTC students must have an excellent academic record of performance, an exemplary record of behavior and classroom conduct, not only in JROTC but in all Alvirne classes, in order to enroll in JROTC. Students not meeting that standard may be denied enrollment in JROTC 4. The leadership Education academics are all designed to study and improve student management skills. Students from JROTC classes may be assigned to supervise JROTC 1 classes.

Prerequisite: Air Force JROTC 1 & 2.

Note: This course runs every day for a full year in conjunction with Air Force JROTC 3; students must select both classes.

Salem High School
Career and Technical Education Center

S147-BIOMEDICAL SCIENCE 1 (Junior)
(2 Credits)

Biomedical Science 1 is a two-year program for students interested in pursuing a major or career in the medical sciences, biotechnology and many affiliated fields. This is a very hands-on program where you will learn skills and techniques in our state-of-the-art laboratory while preparing you for these high-demand jobs. In Biomedical Science 1 you will focus on microbiological techniques such as aseptic technique, growing culture, media preparation, microbial genetics and identification. You will also study techniques in DNA manipulation, cell culture, protein, purification, drug discovery, bioinformatics, and much more. The work completed in this course rivals most undergraduate programs. If you enjoy the sciences in a hands-on laboratory environment, then this course is for you! Biomedical Science 1 fulfills the life science/biology requirement.

S148-BIOMEDICAL SCIENCE II (Senior)
(2 Credits)

Biomedical Science 2 focuses on advanced topics and skills related to biomedical science, biochemistry, and biotechnology. You will further your skills in areas including recombinant DNA technology, protein production, purification, DNA 'barcoding', and plant and animal cell culture techniques. As experienced scientists, you are given the opportunity to gain experience working independently on a number of long term research projects. This course qualifies for 3 college credits in biotechnology.

Prerequisite: Grade of C or better in Biomedical Science 1.

S149-GRAPHIC DESIGN 1 (10,11,12)
(2 Credits)

This course provides a broad-based curriculum designed to include a range of learning activities associated with the graphic design industry. Students work in a professional design lab environment with access to high-end computers, Adobe CS software, digital press and plotter printing technology, vinyl banner construction and other equipment relevant to project construction. All graphic design projects are industry standard and relevant to career success. Skills developed include learning correct technical composition, graphic design principles, graphic design codes, vector/photo manipulations, color theory, digital illustration and typography. Software skill focus on Adobe Photoshop, Illustrator, InDesign and Premier. Students will work on a variety of project for both themselves and other clients in a team environment while building their portfolio

S150-GRAPHIC DESIGN 2 (11,12)
(2 Credits)

This is the second year of the Graphic Design program and will continue to focus on improving and enhancing the creativity and design skills of students. Advanced software skills and projects will be emphasized as students continue to develop their portfolio, solidify their career plans and hone their collaborative and project management skills. Opportunities for job shadows and internships are encouraged. Prerequisite: C or better in Graphic Design 1 or permission of instructor.

PHS STUDENT ACTIVITIES

PHS offers a wide variety of extracurricular activities to all students. These activities may help students gain valuable skills and explore interests that will benefit them in the future.

HONOR SOCIETIES

FRENCH NATIONAL HONOR SOCIETY

The French Honor Society is a program available to all junior and senior students who have shown an interest in the French culture and language and have achieved excellence in all academics. Eligible students must have successfully completed French I and II with a minimum B+ average. Also, students must have maintained a 3.33 GPA in all other classes. Accepted members must uphold their grade average, be an active leader and role model in both school and community, and commit to attending all meetings and activities.

MU ALPHA THETA MATH HONOR SOCIETY

The Mu Alpha Theta is the National High School and Two-year College Mathematics Honor Society. The purpose of Mu Alpha Theta is to promote a keener interest in mathematics, to develop sound scholarship in the subject, and promote enjoyment of mathematics among high school and two-year college students. The PHS chapter is dedicated to inspiring interest and developing strong scholarship in mathematics and promoting the enjoyment of mathematics in high school. Students in grades 10 through 12 who have completed two courses of college preparatory mathematics, including Algebra II and Geometry (Honors or Level I), and who have completed or are currently enrolled in a more advanced course are eligible for membership in Mu Alpha Theta. Additionally, the work in mathematics must be done with distinction. This means that each student must maintain a minimum average grade of B or better in their current math courses as well as at least a 3.0 grade point average overall to remain in the society. Members may participate in national mathematics competitions, provide lessons to younger students in the community with a focus on showcasing mathematics as an enjoyable endeavor, as well as providing tutoring to students in the high school.

NATIONAL HONOR SOCIETY

The National Honor Society is an organization of junior and senior students who are elected by a faculty committee. The criteria for membership are:

- Scholarship (maintain a 3.5 GPA or above)
- Character

  Teachers past and present will attest to your classroom/school behavior

  Attendance will be monitored throughout the year
  - No more than three (3) unexcused days out per term
  - School activities do not count toward the three absences
  - Extenuating circumstances must be on file with nurse
  - No more than three (3) tardies per term
- Leadership and Service

  Have an ongoing involvement in at least three community service activities, one of which must be outside the school; sports count as activities.

If elected as a member of NHS, you must:

- Attend all meetings
- Tutor one PHS student per academic year, usually one day per week
- Help raise money to help with community activities
- Maintain GPA of 3.5
- Participate in other NHS activities

NATIONAL ENGLISH HONOR SOCIETY

National English Honor Society is an outreach from Sigma Tau Delta, the International English Honor Society. The goals of NEHS are to:

- Recognize students on the national level who, based on academic grades and performance, merit special note for past and current accomplishments.
- Nurture these persons in such ways that they are encouraged to develop further their abilities in the various fields of English.
- Encourage members to use their talents in the service of others.

Students are selected because they have demonstrated exceptional academic and leadership qualities. The group meets monthly and sponsors events such as food and sock drives, tutoring, field trips, and other social and service-related events.

NATIONAL TECHNICAL HONOR SOCIETY

The NTHS recognizes members who excel in academics, with an emphasis on technical education, leadership, and service to their school and community. The goal of the society is to see that deserving technical students are recognized and that people of the community become aware of the talents and abilities of the young people who choose technical education pathways to a successful future.

In order to qualify for membership, students need to maintain an overall grade point average of 3.33 in all of their academic classes. In addition, students must also maintain a grade point average of at least 3.0 in all technical courses and have taken, or be in the process of completing, their second CTE course. A commitment to community service, as well as a commitment to the continued pursuit of a technical education, must be demonstrated.

SPANISH HONOR SOCIETY

The goal of the Spanish Honor Society is to promote interest and understanding of Spanish and the Spanish-speaking world. The Spanish Honor Society is open to all sophomore, junior, and senior students who have shown an interest in the Spanish culture and language and have achieved excellence in all academics. Eligible students must have successfully completed Spanish I and Spanish II with a minimum B+ average and be enrolled in Spanish III or have already taken Spanish III. Also students must have maintained a 3.33 GPA in all other classes. Accepted members must uphold their grade average, be active leaders and role models in both school and community, and commit to attending all meetings and activities.

TRI-M MUSIC HONOR SOCIETY

The Tri-M Music Honor Society is the international music honor society for middle/junior high and high school students. It is designed to recognize students for their academic and musical achievements, reward them for their accomplishments and service activities, and to inspire other students to excel at music and leadership. Through more than 5,500-chartered chapters, Tri-M has helped thousands of young people provide years of service through music in schools throughout the world.

Tri-M shares and supports the objectives of every dedicated music educator—to increase student and school involvement with music and to make a stronger and more unified school music program. Tri-M offers a complete system of rewards that helps inspire students and recognizes excellence in individuals.

ART HONOR SOCIETY

The Pelham Art Honor Society (AHS) was created specifically for high school students in grades 10-12. The program is designed to recognize, motivate, and mobilize individuals who have shown outstanding ability and interest in art. The society aims to aid members in attaining the highest standards in art scholarship, character, and service, and to bring the visual arts to the attention of the school and community. Membership is determined by nomination, interview, and portfolio review with faculty sponsors, but interested students are encouraged to communicate with art teaching faculty or AHS peer leaders for more information.

SCIENCE HONOR SOCIETY

Science National Honor Society is a prominent scientific organization dedicated to encouraging the advancement of student knowledge in classic and modern science, the desire of students to pursue science beyond high school, and to participate in community service dedicated to pursuing scientific knowledge that benefits all humankind.

The criteria to submit an application to this honor society are:

- Sophomore, Junior or Senior status
- Overall GPA of 3.0 or higher
- GPA of 3.5 or higher in all science classes
    - Must be enrolled in at least one Honors, College Credit or AP science class

LEADERSHIP OPPORTUNITIES

CLASS OFFICERS

Every year each class at PHS selects seven officers to represent them and guide their class for the academic year. The seven officers, along with their class advisors, organize their class activities. All students are encouraged to consider carefully their choice of officers and select students who will be concerned with the well-being of all members of the class. The class officers are President, Vice-President, Secretary, Treasurer, and three Representatives. All Class Officers are also members of Student Government.

REPRESENTATIVE TO SCHOOL BOARD/STUDENT GOVERNMENT

During the spring, Student Government organizes a school-wide election for student representatives to both the School Board and the Student Government. After a nomination process, the current student body (excluding graduating seniors) votes in the selection of a rising junior or senior for a one year term on the Pelham School Board.This position requires a strong commitment and a willingness to represent the students of PHS as the school board meetings are held outside of school hours. The school board representative is also a voting member of the Student Government and a member of their Class Officer board.

STUDENT GOVERNMENT

The PHS community looks to the Student Government to assist in the development of policies and procedures that govern the entire student body, communicate with faculty and administration, represent the student body in decision making, provide social and community functions, and recognize exceptional students and teachers. This group, consisting of the Class Officers and the student representative to the Pelham School Board, is involved in problem solving and decision-making on school-wide issues. All students are encouraged to contact their student representatives with any concerns or ideas that they may have.

STUDENT AMBASSADOR GROUP

The PHS Student Ambassadors are student leaders within the high school who exhibit academic excellence and a strong commitment to community service. As role models, Ambassadors are encouraged to inspire their peers to explore new initiatives within the school and surrounding communities by organizing community service projects and gatherings with fellow members to support the vision of PHS. The majority of the Ambassadors' responsibilities are volunteering after-school hours.

CLUBS

PHS offers a number of extra-curricular activities including various clubs and groups. Clubs allow students to be involved in their school community and work with other students and faculty with similar interests. A club fair is offered in September of each school year for all students to receive information and enroll in clubs they are interested in. Some of our extra-curricular activities that are available to our students are listed below:

Art Club
Film Society
Yearbook Club
Collaborative Gaming Club
Creative Writing Club
Drama Club
Future Business Leaders of America
Jazz Band Club
LARP Club
Peer Outreach
Psychology Club
Robotics
Science Club

PHS ATHLETIC PROGRAM

PHS offers an extensive athletic program, which we believe is an integral part of each student's education. We know the intellect needs to be trained, invigorated, and disciplined. So too does the body. We offer a variety of activities for students to challenge their physical potential to the fullest. Our school encourages student participation, sportsmanship, and team spirit. The (NHIAA) New Hampshire Interscholastic Activities Association and the PHS Athletic Department determine eligibility. Athletic regulations are described in the Athletic Handbook. PHS offers a three-season interscholastic athletic program on the varsity and junior varsity level under the auspices of the NHIAA.

FALL	**WINTER**	**SPRING**
Boys' Cross Country	Boys' Basketball	Baseball
Girls' Cross Country	Girls' Basketball	Boys' Lacrosse
Field Hockey	Gymnastics	Girls' Lacrosse
Football	Ice Hockey	Softball
Golf	Boys' Indoor Track	Boys' Tennis
Boys' Soccer	Girls' Indoor Track	Girls' Tennis
Girls' Soccer	Swim	Boys' Track and Field
Spirit Team	Spirit Team	Girls' Track and Field
Volleyball	Wrestling	

Prospective Student/Athletes who plan to play sports while in college may refer to specific eligibility rules and guidelines at the **NCAA Clearinghouse** website at "www.eligibilitycenter.org" for further information.

FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT (FERPA)

The Family Educational Rights and Privacy Act (FERPA) affords parents and students over 18 years of age ("eligible students") certain rights with respect to the student's education records. For more information on FERPA and Pelham School District's Policy, please refer to the following link:

JRA Student Records and Access

Persons have the right to file a complaint with the U.S. Department of Education concerning alleged failures by the District to comply with the requirements of FERPA.

The office that administers FERPA is:

Student Privacy Policy Office
U. S. Department of Education
400 Maryland Avenue, SW
Washington, D.C. 20202-8520

Pelham High School 4-Year Planning **Student Name: _____ Date: _____**

Graduation Requirements		Post High School Goals		9th Grade	10th Grade	11th Grade	12th Grade
English: Fr. English = 1.0 So. English = 1.0 Am.Lit/Elective = 2.0 Intro to Writing=.5 (2022)	**4 Cr.**	2 Yr. College/Career	**4 Cr.**	Fr. English Intro to Writing	So. English	American Literature	English Elective
		4 Yr. College/Univ.	**4 Cr.**				
		Selective 4 Yr. College/Univ.	**5 Cr.**				
Social Studies: Economics = .5 Civics = .5 World Studies=1.0 U. S. History = 1.0	**3 Cr.**	2 Yr. College/Career	**3 Cr.**				*.5 credit needed for NH Scholars
		4 Yr. College/Univ.	**3 Cr.**				
		Selective 4 Yr. College/Univ.	**4 Cr**				
Math: PreAlg./Alg. I, Alg. II Geometry/Trigonometry Applied Algebra/TAC PreCalc/Calc/Statistics	**3 + .5* Cr.**	2 Yr. College/Career	**3 Cr.**				*Math or Math Intensive
		4 Yr. College/Univ.	**4 Cr.**				
		Selective 4 Yr. College/Univ.	**5 Cr.**				
Science: Physical Science Chemistry Biology	**3 Cr.**	2 Yr. College/Career	**3 Cr.**				
		4 Yr. College/Univ.	**4 Cr.**				
		Selective 4 Yr. College/Univ.	**5 Cr.**				
Foreign Language Not required but recommended		2 Yr. College/Career					
		4 Yr. College/Univ.	**3+ Cr.**				
		Selective 4 Yr. College/Univ.	**4+ Cr.**				
Fine Arts: Art or Music	**.5 Cr.**						
Health	**.5 Cr.**						
Physical Education	**1 Cr.**						
Computer App: Computer Apps I	**.5 Cr.**						
Personal Choice Electives	**9.5**			**Elective(s):**	**Elective(s):**	**Elective(s):**	**Elective(s):**
Personal Financial Plan. ***or*** **Managing Your Money**	**.5 Cr.**						
			TOTAL CREDITS =				

***A math or math intensive course must be taken each year. Accounting I; CADD; Engineering and Design; Intro to Programming with Python; Managing Your Money; Personal Financial Planning; Physics; Spreadsheet: Excel; Steam: Simple Machines; meet this requirement. Some Pinkerton CTE programs meet this requirement.