



PINKERTON  
ACADEMY

• 1814 •

2022 - 2023  
SCHOOL YEAR



COURSE CATALOG

















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(Academic Departments shown in bold.)

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# PINKERTON ACADEMY

• 1814 •

5 Pinkerton Street  
Derry, New Hampshire 03038

**Phone:** 603-437-5200  
**Fax:** 603-437-5207

[www.PinkertonAcademy.org](http://www.PinkertonAcademy.org)

## Vision Statement

Rooted in a community of courtesy, respect, and responsibility, Pinkerton Academy seeks to provide a safe and welcoming environment which prepares all students for success in a changing world.

## Mission Statement

Pinkerton Academy students will become critical thinkers, effective communicators, and respectful, contributing members of our society.

Based on the pillars of our strategic plan, we empower our students by focusing on the following areas.

### **Tradition of Excellence**

- Cultivating critical thinking and problem solving
- Developing and practicing effective communication skills

### **Equity in Opportunity**

- Actively acknowledging and celebrating our differences as strengths
- Ensuring a safe, welcome environment for all students

### **Beauty & Purpose**

- Encouraging creativity and diverse expression
- Helping students establish their personal goals

### **Stewardship & Accountability**

- Fostering the development of respectful, contributing citizens
- Modeling and promoting kindness and generosity





# Introduction

The information in this Course Catalog is designed to familiarize students and parents with school courses and programs, scholastic requirements, policies, facilities, personnel, and general information. We hope this catalog will answer questions you have regarding these areas and will provide you with sufficient information to make wise decisions regarding courses, programs, and opportunities. We urge you to carefully read the information under “Scholastic Progress and Course Selection”, as it specifies the requirements for scholastic progress and graduation.

If you have any questions or concerns, please feel free to contact an administrator or school counselor. We encourage you to inform us of any special situations or circumstances, and come to us for assistance when you need it. We cannot help with problems unless we are aware of them. We hope you have a pleasant and rewarding school year.

# Accreditation

Pinkerton Academy is accredited by the New Hampshire State Department of Education (NHDOE) and the New England Association of Schools and Colleges, Inc. (NEASC), a non-governmental, 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 group review process. An accredited school or college is one which has available the necessary resources to achieve its stated purposes through appropriate 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.

A NEASC accreditation is not partial but 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 individual graduates. It provides reasonable assurance about the quality of opportunities available to students who attend the institution.

Inquiries regarding the status of an institution’s accreditation by the New England Association should be directed to the Headmaster. Individuals may also contact the Association:

NEW ENGLAND ASSOCIATION OF SCHOOLS AND COLLEGES, INC.  
209 Burlington Road, Suite 201  
Bedford, MA 01730-1433

# Description of Pinkerton Academy

Pinkerton Academy, founded in 1814, is located in south central New Hampshire and is the largest independent high school in the United States. The primary source of funding for the Academy is public tuition. Via contracts with area school districts, Pinkerton serves as the high school of record for the neighboring towns of Auburn, Candia, Chester, Derry, Hampstead, and Hooksett, NH. The Academy also accepts a limited number of students from other local communities on an application-based, privately-tuited basis, bringing the total of New Hampshire towns represented to 21. Approximately 3,100 students attend the Academy. The school is comprised of 328 professional employees and 175 support employees.

# Every Student Succeeds Act

*(Formerly the No Child Left Behind Act of 2001): Parents’ Right to Know*

Pinkerton Academy assists the Sending Districts (Auburn, Candia, Chester, Derry, Hampstead, and Hooksett) in complying with the Every Student Succeeds Act (ESSA) as it pertains to excellence in high school education. The parents of each student attending Pinkerton Academy may request, and Pinkerton Academy will provide the parents upon said request and in a timely manner, information regarding the professional qualifications of the student’s classroom teachers, including at a minimum the following:

- Whether the teacher has met state qualification and licensing criteria for the grade levels and subject areas in which the teacher provides instruction;
- Whether the teacher is teaching under emergency or other provisional status through which state qualification or licensing criteria have been waived;
- Whether the teacher is teaching in the field of discipline of the certification of teacher;
- Whether the child is provided services by paraprofessionals and, if so, their qualifications;





- Information on the level of achievement and academic growth of the student, if applicable and available, on each of the State academic assessments required by the ESSA; and
- Timely notice that the student has been assigned, or has been taught for 4 or more consecutive weeks by a teacher who does not meet applicable State certification or licensure requirements at the grade level and subject area in which the teacher has been assigned.

## Non-Discrimination Policy

Pinkerton Academy complies with applicable federal, state, and local laws governing nondiscrimination in employment, including but not limited to Title IX of the Educational Amendments of 1972, Title VII of the Civil Rights Act of 1964 and Americans with Disability Act Amendments Act of 2008 (ADAAA). In addition, Pinkerton Academy voluntarily subscribes to and follows the Individuals with Disabilities in Education Act of 1997 (IDEA), Section 504 of the Rehabilitation Act of 1973, state special education laws, Crime Victim Leave Act and the New Hampshire Law Against Discrimination (RSA 354-A). Pinkerton Academy does not discriminate or deny services on the basis of race, color, creed, national origin, gender, physical or mental disability, genetics, religion, marital status, veteran status, sexual orientation, gender identity, age or any other basis protected by applicable law.

Any individuals who feel they have been discriminated against should contact either the Dean of Students and Support Services or any other administrator. Grievance procedures have been established for specific complaints of discrimination. It is the intent of Pinkerton Academy to comply with both the letter and spirit of the law and any action taken will be consistent with requirements of applicable laws, including but not limited to, due process protections under Title IX and section 504.

Any individuals who feel that they have been discriminated against may, at any time, contact the Office of Civil Rights, U.S. Department of Education, Region I, 140 Federal Street, Boston, MA 02110. Limited English proficiency will not be a barrier to admission nor participation in activities at Pinkerton Academy if a student is otherwise qualified.

## Protection of Pupil Rights Amendment (PPRA)

The Academy also assists districts sending students to Pinkerton in complying with the Protection of Pupil Rights Amendment (PPRA), 20 USC 1232h. The PPRA affords parents (and students who are 18 years of age) certain rights regarding the conduct of survey, collection and use of information for marketing purposes, and certain physical exams. These include the right to: Consent before students are required to submit to surveys that concern one or more of the following protected areas (“protected information survey”), if the survey is funded in whole or in part by a program of the U.S. Department of Education:

1. Political affiliations or beliefs of the student or the student’s parents;
2. Mental or psychological problems of the student or student’s family;
3. Sex behavior or attitudes;
4. Illegal, anti-social, self-incriminating, or demeaning behavior;
5. Critical appraisals of others with whom respondents have close family relationships;
6. Legally recognized privileged relationships, such as with lawyers, doctors, or ministers;
7. Religious practices, affiliations, or beliefs of the student or parent; or
8. Income, other than as required to determine program eligibility.

Receive notice and an opportunity to opt a student out of:

1. Any other protected information survey, regardless of funding;
2. Any non-emergency invasive physical exam or screening required as a condition of attendance, administered by the school or its agent, and not necessary to protect the immediate health and safety of a student, except for hearing, vision, or scoliosis screenings, or any physical exam or screening permitted or required under State law;
3. Activities involving collection, disclosure, or use of personal information obtained from students for marketing or to sell or otherwise distribute the information to others.

Inspect, upon request and before administration or use:

1. Protected information surveys of students;
2. Instruments used to collect personal information from students for any of the above marketing, sales, or other distribution purposes; and
3. Instructional material used as part of the educational curriculum.



# The Purpose of Pinkerton Academy

The purpose of Pinkerton Academy is to educate high school students in order that they may lead productive, socially responsible, and fulfilling lives. Fundamental to this purpose is the belief that students and staff should strive toward the highest academic and personal standards. Our broad-based programs address and integrate the intellectual, creative, academic; personal/social; and career development of students.

## Educational Philosophy

The philosophy of education at Pinkerton Academy is that students need to acquire the skills, values, behaviors, and knowledge that are essential for success in a diverse and rapidly changing society. Students also need to develop skills, talents, and abilities that will enable them to pursue new truths, knowledge, and skills.

Students should also aspire to use their knowledge, skills, talents, and abilities to improve the human condition. Embedded within this philosophy is our understanding of the nature of the learner, nature of learning and developmental traits of high school students.

## Educational Objectives

The primary goal of Pinkerton Academy is to provide students with a comprehensive high school education. To bring this goal to fruition, the Academy has identified educational objectives in three areas of student development. Pinkerton's objectives describe optimal expectations for what our graduates should be, know, do, and apply in their daily lives as a result of their experiences in our formal programs of study and support programs and services. Students' abilities, desires, efforts and personal circumstances play important roles in the levels of sophistication to which these goals are achieved.

### Intellectual / Creative / Academic

- Students will acquire a broad foundation of knowledge upon which they will begin to develop frameworks of expertise in selected programs of study.
- Students will develop and use their intellectual abilities and creative talents to protect and improve their social and physical environments.
- Students will develop and use their intellect and creativity to solve problems and make intelligent decisions.
- Students will communicate clearly, accurately, informatively, and aesthetically through a variety of media.

### Social / Personal

- Students will develop character and citizenship and value humanity in a pluralistic society.
- Students will develop positive self-esteem, establish & maintain healthy relationships, and make sound lifestyle choices.
- Students will demonstrate ability to live, work and learn both independently and collaboratively.
- Students will be self-assessing, self-correcting, self-reliant, and will successfully cope with change.

### Career

- Students will have a realistic and positive sense of their aptitudes, talents, and potential career interests.
- Students will explore relationships between school and occupational interests.
- Students will develop individualized career plans.





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Robert Daneau, B.S.  
Kate Dussinleux, B.A., M.Ed.  
Danielle Fiery, B.A., M.Ed.  
Sarah Fischer, B.A.  
Doris Garvey, B.S., M.Ed.  
Rebecca Hanna, B.S., M.Ed.  
Kaelyn Hawekotte, B.A., M.A., M.S.  
Donald Hudak, B.S., M.Ed.  
Janine Jorgensen, B.S., M.S.  
Jayme King, B.S., M.S.  
Kimberly Lessard, B.S., M.A.T.  
Mandeep Mangat, B.A., B.Ed., M.S., M.A.  
Carissa Maskwa, B.S., M.S.  
Tracey Moulaison, B.S.  
Rebecca Munroe, B.S., M.S., M.A.T.  
Donovan Murby, B.S.  
Meaghan Murphy, B.A., M.Ed.  
Christa Powers, B.A.

University of New Hampshire  
University of New Hampshire  
University of Maine, Lesley College  
University of New Hampshire  
Milligan College, Rivier University  
Boston University, University of New Hampshire  
Plymouth State University, University of Massachusetts-Boston  
University of North Florida, Southern New Hampshire University  
Granite State College, Southern New Hampshire University  
University of Toledo, Southern New Hampshire University, University of New Hampshire  
Saint Michael's College  
University of New Hampshire  
Wesleyan University, Plymouth State University  
University of Massachusetts  
University of New Hampshire, Rivier University  
University of Massachusetts-Lowell  
Quinnipiac University, Colorado State University  
Plymouth State University, Rivier University  
University of Wisconsin, Texas A&M University  
Philadelphia Biblical University, University of New Hampshire  
University of New Hampshire  
Guru Nanak Dev University, Punjab University, Simmons College  
University of New Hampshire  
University of Massachusetts  
Massachusetts Institute of Technology, Rivier University  
Norwich University  
University of Massachusetts, Boston College  
Keene State College





David Rhoads, B.S.  
Melissa Roers, B.S., M.Ed., C.A.G.S.  
Todd Royce, B.S., M.Ed.  
Jacqueline Tassinari, B.A., M.A.T.  
Margaretha Teeters, B.A., M.Ed., M.S.  
Dominick Torro, B.A.S., M.Ed.  
Kelly Worsman, B.A., M.A.

Syracuse University  
University of New Hampshire, Southern New Hampshire University  
Springfield College, Endicott College  
Hartwick College, Union Graduate College  
Russell Sage College, Boston College, Colorado State University  
Salve Regina University, Southern New Hampshire University  
Quinnipiac University

Leslie Riemitis

Maha Towne

## **P.A.C.E. (PINKERTON'S ALTERNATIVE CHOICES IN EDUCATION)**

Lynne Lonergan, B.A., M.Ed. - Director

University of New Hampshire, Rivier University

Amelia Harris

## **PHYSICAL EDUCATION**

Michael Adams, B.A., M.Ed. - Department Head  
Katherine Littlefield, B.S., M.A.T., M.O.L. - Lead Teacher  
Dr. Eric Carpenter, B.S., M.Ed., Ed.D.  
David Gilmore, B.S., M.Ed.  
Allyson Gray, B.A., M.Ed.  
Grant Meserve, B.S.  
Jonathan Rich, B.S., M.Ed.  
Brenda Stribling, B.S.

University of Massachusetts, Plymouth State University  
Quinnipiac University  
Springfield College, University of Massachusetts-Amherst  
Endicott College, Northcentral University  
Endicott College  
University of Maine  
Plymouth State University, Rivier University  
Keene State College

## **SAFETY AND SECURITY**

Eric Kester, B.S. – School Marshal

Westfield State University

James Balsler  
Susan Calderone  
Aquil Eaglin

David Estes  
Andrew Faucher  
Joanne Harrington

Michael Houle  
Daniel Komenda

Richard Ramey  
Susan Shackelford

## **SCHOOL COUNSELING**

Kirsten Butler, A.Ed., B.S., M.Ed. - Director  
Kara Gagnon, B.S., M.Ed.. – Assistant Director  
Kevin McGrath, B.A. - Registrar  
Kathleen Albert, B.A., M.S.  
Jessica Atkinson, B.S., M.Ed.  
Bruce Brooks, A.S., B.S., M.Ed.  
Sean Cashman, B.A., M.Ed.  
Brianna Cataldo, B.A., M.Ed.  
Brent Clanin, B.S., M.Ed.  
Julie Donovan, B.S., M.S.  
David Fischer, B.A., Ed.M., S.E.A.  
Dr. Molly Fraleigh, B.A., Psy.D.  
Jacob Gray, B.A., M.A.  
Tyler Hall, B.A., M.S.W.  
Jennifer Hamilton, B.A., M.Ed.  
Marisa Mannarini, B.A., M.Ed.  
Valerie Mazzola, B.A., M.S.W., L.I.C.S.W.  
George Monahan, B.A., M.Ed.  
Geeta Prabhakar, B.A., M.S.W.  
Michelle Robinson, B.A., M.Ed.  
Natessa Storm, B.S.W., M.S.W.  
Jessica Tuttle, B.A., M.S.

Endicott College, University of New Hampshire, Rivier University  
University of New Hampshire, Rivier University  
Keene State College  
Merrimack College, Fitchburg State University  
Keene State College, Rivier University  
White Mountains Community College, Springfield College, Plymouth State University  
Chester College of New England, Fitchburg State University  
Southern New Hampshire University, Rivier University  
University of Vermont, Rivier University  
Rivier University, Salem State College, Springfield College  
State University College at Geneseo, State University of New York  
Gordon College, University of Colorado Denver  
Michigan State University, Oakland University  
Stonehill College, Boston University  
Hofstra University, University of New Hampshire-Manchester  
Plymouth University  
University of Lowell, University of Denver  
Saint Michael's College, Salem State College  
Saint Xavier College, Boston University  
Keene State College  
Salem State University  
Bryant University, Central Connecticut State University

Jane Braley    Susan Burt    Tammy Craft    Rebecca Cunningham  
Robert Hailey    Vera Vaitones    Jacklyne Wilson

## **SCHOOL RESOURCE OFFICER**

Officer Brian Landry – Derry Police Department

## **SCIENCE**

Deborah O'Connor, B.A., M.Ed. - Department Head  
Tina Sturdivant, B.S., M.S. - Lead Teacher  
Carter Adams, B.S.  
Kenelm Blakeslee, B.S.  
John Breda, Jr., B.S., M.Ed.  
Keith Bromley, B.S., M.Ed.  
Andrew Chaplin, B.A.  
Lauren Chaplin, B.S.  
Sherrill Fair, B.A.

Merrimack College, University of Massachusetts-Lowell  
Framingham State College, Salem State College  
New England College  
Pennsylvania State University  
Tufts University, University of New Hampshire  
State University of New York, Southern New Hampshire University  
University of Vermont  
University of Vermont  
Saint Anselm College



## SCIENCE (continued)

Heather Fetters, B.S.  
Tina Goyetch, A.A.S., B.S.  
Maureen Granger, B.S.  
Kathleen Greeb, B.A.S., M.Ed.  
Stephen Gundrum, B.A., M.S.T.  
Dr. AnneMarie Hanlon, B.S., Ph.D.  
Brian Hawker, A.A.S., B.A., M.Ed.  
Patricia Hicks, B.S., M.Ed.  
Susan Hoadley, B.S.  
Catherine Howard, B.S.  
Erin Johnston, B.A.  
Sarah Kebler, B.A., M.S.  
Christopher Kozura, B.S.  
Kathryn Kreatz, B.A., M.A.  
Joseph Mancinelli, B.S., M.Ed.  
Susan Matrumalo, B.A., M.Ed.  
Katherine Page, B.S.  
Kyle Plante, B.S., M.Ed.  
Denise Rioux, B.S., M.Ed.  
Marissa Rousseau-Stitt, B.S., M.S.  
Jennifer Roy, B.S., M.Ed.  
Melissa Savage, B.S.  
Fiana Shaw, B.A., M.Ed.  
Amber Skach, B.A.  
Jennifer Spinelli, B.S., M.Ed.  
Kendra Stone, B.S.  
Logan Testa, B.S.  
Darrell Wozniak, B.A.

Mohawk Valley Community College, State University of New York, University of West Florida  
University of New Hampshire, Rivier University  
McGill University, University of Toronto  
Granite State College  
Saint Anselm College  
College of the Atlantic, Antioch University  
University of Maine-Orono  
University of Delaware, University of Phoenix  
Bates College, University of Massachusetts  
Mount Holyoke College, Rivier University  
Colby-Sawyer College  
University of New Hampshire, Saint Joseph's College  
Plymouth State University  
University of New Hampshire  
University of New Hampshire  
University of New Hampshire  
Holy Cross College, Merrimack College  
Northeastern Illinois University  
University of Massachusetts, Rivier University  
Keene State College  
Wheaton College  
Saint Anselm College

## SOCIAL STUDIES

Steven Gaudreau, B.A. - Department Head  
Molly Fournier, B.A., M.Ed. - Lead Teacher  
Cole Carter, B.S., M.S.  
Christine Cavedon, B.S., M.A.T.  
Peter Crowell, B.A., M.A.T.  
Micah Dewey, B.A., M.A.T.  
Christina Maloney, B.A., M.Ed.  
Megan Evans, B.A., B.S.Ed.  
Mary Grace Flint, B.S.  
Ian French, B.A., M.Ed.  
Jacob Konstant, B.A., M.Ed.  
Michael LaChance, B.S., B.S.Ed., M.Ed.  
Nicolle Lamontagne, B.A., M.Ed.  
Jonathan L'Ecuier, B.A., M.A.T.  
Aaron Levesque, B.A., M.Ed.  
Katherine Littlefield, B.S., M.A.T., M.O.L.  
Elizabeth McGarty, B.A.  
Elizabeth Mykytyn, B.A., M.Ed.  
Nichole O'Brien, B.A., M.A., M.Ed.  
Christopher O'Neil, B.S., M.Ed.  
Samantha Pollari, B.A., M.Ed.  
Peter Rosinski, B.S., M.A.E.  
Jeffrey Sojka, B.A., M.Ed., M.Ed.  
James Smith, B.S., M.B.A.  
Rachel Spellman, B.A.  
Geraldine Tallini, B.S., M.A.T.  
Vanessa Tracey, B.A., B.A., M.Ed.  
Thomas Weatherby, B.A., M.A.T.  
Cody Wheaton, B.A., M.Ed., M.S.  
Michael White, B.S., M.Ed.

Saint Anselm College  
University of New Hampshire  
Pennsylvania State University, University of Scranton  
University of Connecticut, University of Phoenix  
Keene State College, James Madison University  
Quinnipiac University, Upper Valley Graduate School of Education  
University of New Hampshire  
Loyola University Chicago  
Plymouth State University  
State University of New York, College of Saint Rose  
Southern New Hampshire University  
Saint Anselm College, Southern New Hampshire University  
Saint Anselm College, Southern New Hampshire University  
University of New Hampshire, Salem State University  
University of New Hampshire  
Quinnipiac University  
University of New Hampshire  
Plymouth State University, Lesley University  
Troy University, Ashland University, Southern New Hampshire University  
University of Maine, Southern New Hampshire University  
University of New Hampshire  
Saint Joseph's College, Castleton State College  
University of New Hampshire, Southern New Hampshire University  
Endicott College, Southern New Hampshire University  
Southern New Hampshire University  
University of Lowell, University of New Hampshire  
Saint Anselm College, Rivier University  
Siena College, University of New Hampshire  
University of New Hampshire, Ohio University  
Plymouth State University, Southern New Hampshire University

## SPECIAL EDUCATION

Richard Sharp, B.S., M.S.T., C.A.G.S. - Director  
Tara Crowley, B.A., M.Ed. - Assistant Director  
Tia Barton, B.S., M.Ed.  
Pamela Beckvagni, B.A., M.A.  
Mariel Bollinger, B.S.  
Celia Botto, B.A., M.Ed.  
Mark Conley, B.S., M.Ed.  
Linda Couture, B.A., M.Ed.  
Donald Crooker, B.A.  
Cory Curran, B.A., M.S.W.  
Janet DeBenedetto, B.A., M.Ed.  
Melissa Dietz, B.S., M.Ed.

University of New Hampshire, Antioch/New England, University of Vermont  
Saint Anselm College, Southern New Hampshire University  
University of New Hampshire  
University of Massachusetts - Lowell  
Gordon College  
University of Massachusetts-Amherst, Southern New Hampshire University  
Notre Dame College, Southern New Hampshire University  
Rivier University, Notre Dame College  
Keene State College  
Evergreen State College, University of Washington  
Rivier University  
State University of New York at Oswego, Rivier University





Eric Dugas, B.S., M.S.  
 Jill Dunham, B.S., M.E.  
 Michael Dunham, B.S.  
 Robert Flinn II, B.A., M.Ed.  
 Dr. Cindy Gilks, B.A., M.S., Ph.D.  
 James Gootee, B.S., M.S.  
 Leah Green, B.A.  
 Terrance Hibbard, B.A., M.Ed.  
 Schenley Klauer, B.A.  
 Jessica Lapsley, B.A.  
 Robin Letendre, B.L.A., M.Ed.  
 Rachel Liff, B.A.  
 Nicole Mastrogiovanni, B.S.  
 Rachelle McKeown, B.A., M.Ed.  
 Kayla Morel, B.A., M.Ed.  
 Kenneth Neu, B.S.  
 Betsy Nolan, B.S., M.Ed.  
 Cheryl Northrup, B.A.  
 Lauri Nunes, B.S., M.Ed.  
 Kathleen Picone, B.S.  
 Kathleen Pritty, B.S., M.S., M.Ed.  
 Matthew Prunier, B.A., M.A.  
 Kelly Richardson, B.A., M.Ed.  
 Andrew Rush, B.A.  
 Robin Russell, B.A., M.S., M.Ed.  
 Sophia Simard, B.S.  
 Matthew St. Hilaire, B.A., M.Ed.  
 Leslie Toomy, B.A., M.Ed.  
 Katherine Wachel, B.A., M.S.

Hesser College, Southern New Hampshire University  
 Hesser College, Rivier University  
 Mount Ida College  
 University of New Hampshire  
 Salem State College, Grand Canyon University  
 Purdue University  
 Rivier University  
 Notre Dame College, Southern New Hampshire University  
 Bard College  
 Keene State College  
 University of Massachusetts, University of New Hampshire  
 Brandeis University  
 Grand Canyon University  
 University of New Hampshire, Southern New Hampshire University  
 University of New Hampshire, University of Missouri St. Louis  
 University of New Hampshire  
 American International College, Plymouth State University  
 City University of Seattle  
 Fitchburg State College, Rivier University  
 Salem State College  
 SUNY Brockport, Wesleyan College  
 Plymouth State University, Rivier University  
 State University of New York, University of Phoenix  
 Southern New Hampshire University  
 University of New Hampshire, Southern New Hampshire University, University of Nevada  
 Plymouth State University  
 Saint Anselm College, Southern New Hampshire University  
 Simmons College, Southern New Hampshire University  
 Butler University, New York University

Michael Baker  
 Theresa Bassett  
 Susan Bland  
 Alicia Blow  
 Rachelle Bourgoin  
 Joan Brown  
 Davide Brule  
 Lesley Capistran  
 Jenny Cassen  
 Karen Colageo  
 Erin Cole  
 Joseph Crawford

Elizabeth Cullington  
 Maria DeVito  
 Sara Eno  
 Michelle Fortunata  
 Pamela Gaines  
 Dalton Giannelli  
 Cassandra Godinez  
 Rhea Gregoire  
 Casey Hayes  
 Christi Hudgins  
 Tracey Kripp  
 Daniel LaFleur

Karen Laliberty  
 Sharon Lally  
 Susan LeBoeuf  
 Sharon Ledbetter  
 Cindy Lizotte  
 Candice Low  
 Bruce MacKay  
 Erika Mortensen  
 Heidi O'Grady  
 Edward Palladino  
 Keith Pearson

Jenna Pettipas  
 Debra Paynter  
 Mary Lu Petty  
 Regina Shannon  
 Susan Smith  
 Kenneth Soroko  
 Deirdre Sullivan  
 Joan Sullivan  
 Marie Trapani  
 Susan Van De Veen  
 Lori Wilson

## SUBSTITUTES (ACADEMIC YEAR)

Colby Millsaps  
 Peter Vitale

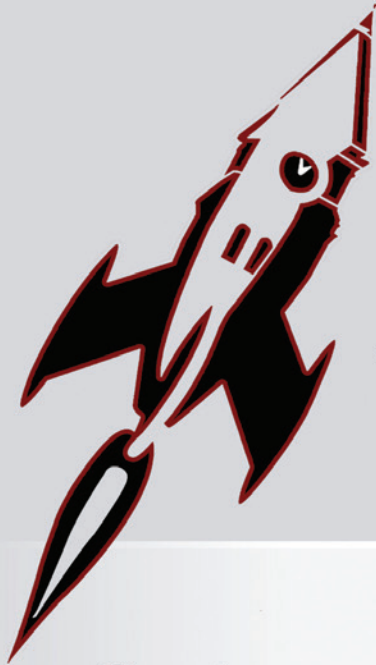
Massachusetts Institute of Technology

## WORLD LANGUAGES

Mark Phelps, B.A., M.Ed. - Department Head  
 William Frank, B.A., M.Ed. - Lead Teacher  
 Jonathan Alizio, B.A., M.Ed.  
 Jennifer Barriere, B.A., M.Ed.  
 Savannah Bynum, B.A.  
 Haley Chandler, B.S., B.A., M.A.  
 Katherine Chase, B.A., B.S., M.S.  
 Guy Couture, B.A.  
 Eric Dearborn, B.S.  
 Josee Frenette, B.A.  
 Becky Hopkinson, B.A., M.A.  
 Kristin Maloney, B.A., M.A.  
 Maria-Dolores Mireles, B.A.  
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 Mathew Olkovikas, B.A., M.A.T.  
 Jotham Otterson, A.S., B.S., M.A.  
 Carole Padian, B.A., M.Ed.  
 Jessica Palmariello, B.A., B.S., M.Ed.  
 Gerald Rosado, B.A.  
 Vallery Smith, B.A.  
 Stephen Spry, B.S., M.A.T.  
 Edward Vaitones, B.A., M.A.

Dalhousie University, University of New Hampshire  
 Middlebury College, Notre Dame College  
 University of New Hampshire  
 Stonehill College, Southern New Hampshire University  
 Keene State College  
 Keene State College, Endicott College  
 University of New Hampshire, Southern New Hampshire University  
 Saint Anselm College  
 Gallaudet University  
 University of Sherbrooke  
 Indiana University of Pennsylvania, Vanderbilt University  
 University of Virginia, American University  
 Rivier University  
 University of New Hampshire, University of Massachusetts, Plymouth State University  
 University of New Hampshire  
 University of Massachusetts  
 New Hampshire Technical Institute, University of New Hampshire, Gallaudet University  
 Plymouth State University, Lesley University  
 University of New Hampshire, Plymouth State University  
 Wagner College  
 Seattle Pacific University  
 Missouri Southern State University, Missouri State University  
 Beloit College, Catholic University





# REACH FOR ★★★ SUCCESS

## Cafeteria

### ***Courtesy***

*Use proper language  
Respect the lunch staff  
Respect people & property*

### ***Responsibility***

*Clean up after yourself  
Carry your ID card  
Pay for your items*

### ***Respect***

*Talk in a reasonable voice  
Wait your turn  
Be polite*

## Classroom

### ***Courtesy***

*Be attentive  
Raise your hand  
Cooperate with others*

### ***Responsibility***

*Be on time / Come prepared  
Dress appropriately  
Work productively  
Complete your assignments  
Follow classroom rules*

### ***Respect***

*Be honest / Be tolerant  
Allow the thoughts &  
ideas of others  
Use appropriate language*

## Hallways / Walking on Campus

### ***Courtesy***

*Use proper language  
Practice manners  
Stay with the traffic flow*

### ***Responsibility***

*Act age appropriate  
Manage your time  
Proper trash disposal*

### ***Respect***

*Proper trash disposal  
Display affection  
appropriately  
Respect others & property*



# Section 504 of Rehabilitation of 1973 Policy Statement

It is the policy of Pinkerton Academy that no otherwise qualified student shall, solely by reason of his/her mental and/or physical disability, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any program or activity sponsored by the Academy. This includes students identified as educationally disabled under IDEIA, and/or those who do not qualify for services under IDEIA, and who have a physical or mental impairment that substantially limits one or more major life activities, have a record of such an impairment, or are regarded as having such an impairment. Those students who are covered under IDEIA will receive appropriate accommodations and necessary services via an IEP. All accommodations and related services deemed necessary to provide a Free and Appropriate Public Education (FAPE) under Section 504 are provided without cost to parents.

Major Life Activities include, but are not limited to: walking, seeing, hearing, speaking, breathing, learning, working, caring for oneself, performing manual tasks, eating, sleeping, standing, lifting, bending, reading, concentrating, thinking, communicating, and the operation of major bodily functions (such as functions of the immune system, normal cell growth, digestive, bowel, bladder, neurological, brain, respiratory, circulatory, endocrine, and reproductive functions). Section 504 requires that the condition “substantially limit a major life activity”, including those that substantially limit participation in and benefit from curricular and extracurricular activities as compared with the average person in the general population. A physical or mental impairment is defined as: any physiological disorder or condition, cosmetic disfigurement, or anatomical loss affecting one or more of the following body systems: neurological; musculoskeletal; special sense organs; respiratory, including speech organs; cardiovascular; reproductive; digestive; genito-urinary; hemic and lymphatic; skin; and endocrine; or any mental or psychological disorder, such as mental retardation, organic brain syndrome, emotional or mental illness, and specific learning disabilities.

Referral: Pinkerton Academy seeks to locate all students who may have a physical or mental impairment which substantially impacts their education and who may qualify for accommodations under Section 504. To that end, Pinkerton Academy will refer all students who are suspected of needing 504 accommodations to Pinkerton’s 504 Coordinator, who will contact the 504 team. The 504 team is comprised of parents/guardians, appropriate school personnel knowledgeable about the student’s circumstances, and personnel knowledgeable about data and evaluation. The 504 team will determine whether the student qualifies for accommodations under Section 504.

Students may be referred to Pinkerton’s 504 Coordinator by a variety of sources, including parents, students, teachers, and any other interested parties. Every referral will begin by reviewing existing education and medical records, as well as any existing pertinent evaluations. If necessary, the 504 team shall recommend additional evaluations to be conducted by qualified professionals (at no cost to parents). The 504 eligibility criteria used by the 504 team shall include appropriate evaluations/documentation of a mental or physical impairment and the major life activity(ies) that is/are substantially limited as a result of the impairment. Severity and duration are two factors that will most likely determine whether an impairment substantially limits a major life activity. If a student is deemed eligible, necessary, appropriate, and reasonable accommodations will be developed by the 504 team. These accommodations will then be included in a written 504 plan.

Parents are encouraged to share with Pinkerton Academy any available documentation regarding the student’s learning issues in order to allow the school to more effectively and efficiently evaluate the special needs of the student. If a student is determined to be eligible for 504 accommodations (but not eligible under the IDEIA), the 504 team which shall include the parent(s) or guardian(s), will determine whether the child requires accommodations, and if so, a confidential 504 plan will be developed by the 504 team. A copy of the 504 plan will be provided to all appropriate individuals involved in the education of the student. The plan will include necessary, appropriate, and reasonable accommodations and will require the signatures of the student, parent/guardian, school counselor, teachers, and the 504 Case Manager/Coordinator of the school. The plan facilitator will normally be the student’s school counselor.

Parents will receive written notice of the 504 team’s eligibility determination. Parents dissatisfied with the determination outcome or any other aspect of 504 provisions can either seek a reconsideration via a dialogue with the 504 Coordinator, or follow the “Procedural Safeguards” that are provided with every notice of eligibility determination.

Parents and students have the right to an impartial hearing with respect to identification, evaluation, or educational placement. Requests for such hearings should be submitted in writing to the Headmaster. Federal laws contain specific procedures for impartial hearings, including but not limited to, the opportunity to examine relevant records, the opportunity for participation by the student’s parents or guardian and representation by counsel, and a review procedure. Pinkerton’s impartial hearing procedures will be consistent with 34 CFR 104.36. A copy of these procedures shall be provided to parents and guardians upon referral and shall be supplied to any person who is aggrieved or who requests a copy of the same.





# School Authority

The daily operation of Pinkerton Academy is in the hands of the Headmaster and members of the administration. These individuals have the authority to make judgments and decisions regarding the welfare of the students, staff, property, and educational climate in general.

It shall be the policy of Pinkerton Academy that a reasonable, cooperative effort be maintained between the administration and law enforcement agencies. This cooperative effort has led to an agreement between Pinkerton Academy and the town of Derry to provide the campus with a School Resource Officer (SRO). The SRO is a Derry police officer who is assigned to Pinkerton Academy. The SRO works with students, faculty, administration, and parents to foster a better understanding of the legal system and to promote a crime-free environment. In accordance with the Safe School Zones Act, NH RSA 193-D, and the Pupil Safety and Violence Prevention Act, NH RSA 193-F, the Administration will report illegal acts occurring in a safe school zone including but not limited to, acts of theft, destruction or violence, vandalism, bullying, along with tobacco, drug or alcohol violations.

As part of its commitment to the long-range best interests and welfare of its students, when there is reason to believe that alcohol, illegal drugs, fireworks, or other articles of contraband are present, the administration reserves the right to search student lockers and student possessions located on Pinkerton property. Depending on the circumstances surrounding a given situation, the search, where there is reasonable suspicion to believe that alcohol, illegal drugs, fireworks or other articles of contraband are present, may include a search of a student's person, backpack, bags, purses, lunch sacks or other briefcase, baggage or enclosure, or automobile. Any illegal articles found in such searches shall be confiscated by the Academy. The SRO will be notified whenever any law has been violated.

Students 18 and Over: Regardless of age, all Pinkerton Academy students will be subject to all school policies, rules and regulations. Behavioral expectations, school rules, and designated penalties will apply to all students unless specifically modified in a student's IEP or Section 504 plan. In general, according to RSA 21-B:1, parents' rights transfer to a student at age 18. However, if a parent/guardian still claims the student as a dependent on I.R.S. income tax forms, that parent/guardian retains full parental rights and access to information.

Upon reasonable notice, Pinkerton Academy will accommodate requests for copies of this handbook in an alternative format when reasonably feasible. Pinkerton Academy is subject to the Safe School Zones Act. A "school" is defined as any public or private elementary, secondary or secondary vocational technical school in New Hampshire. See NH RSA193-D:1 (III).

# Clubs and Organizations

There are over 60 clubs, organizations, intramurals, and athletics you can join! A complete listing can be found in the Pinkerton Academy Student Planner and at our website. New club proposals are submitted annually.

A Club Fair is held annually in mid- September.

AMP - <i>Academy Mentor Program</i>	FBLA - <i>Future Business Leaders of America</i>	NHS - <i>National Honor Society</i>	Spanish Club
ACT Student Aides		NTHS - <i>National Technical Honor Society</i>	Strategic Games Club
American Sign Language Club	FFA - <i>Future Farmers of America</i>		Student Council
Art Club	German Club	Outing Club	SEA - <i>Students for Environmental Awareness Club</i>
Astro Striders	HOSA - <i>Future Health Professionals of America</i>	PA Book Club*	Super Smash Brothers
Astros United	History Guild	PA Car Club	Melee Club
Bethesda Game Club*	InterAct Club	PA Key Club*	Table Top (Library)
Bike Club*	International Club	PALS, Peer Partners	Think Tank (Library)
Classical Drawing Club	Intramural Athletic Program	Pinkerton Academy	"Tower" Writer's Guild
Classical Society	Investment Club*	Rowing Club*	(Literary Magazine)
Computer Club	JLU - <i>Just Like Us</i>	Philosophy Club	Transfer Mentor Group
Dance Club	The Launchpad*	Photography Club	VEX Robotics
Design Club	Latin Dance Club*	Pinkerton Players	World Affairs Council
DECA - <i>Distributive Education Clubs of America</i>	LCA - <i>Leadership Council of Athletics</i>	Pinkerton's Ski Club	World Language
Educators Rising	LGBT+Q Alliance Club	Positive Action Committee	Honor Society
Elementary Spanish Club	Lunch Buddies	Quiz Bowl	
FCCLA - <i>Family, Career &amp; Community Leaders of America</i>	Manga Club	Science Society	
	Math Team	Self-Care Club*	
	Model U.N. Club	Sewing Club*	
		SkillsUSA	

\* - Pilot



# Annual Activities

Activities/Club Fair  
Art Show  
Career Awareness Night  
College Fairs  
College Preparation Workshops  
Commencement  
CTE Fair  
Faculty Play  
World Language Week  
Freshman Reception  
Holiday Concerts  
Homecoming Events / Dance  
Junior Prom  
Leadership Week

Milli Vanilli Lip Sync Contest  
Mr. Pinkerton Contest  
Musical Production  
Musical Theatre Night  
Pinkerton's Got Talent  
Red Ribbon Week  
Science Week  
Senior Banquet  
Senior Citizen Prom  
Senior Corn Roast  
Senior Essay Contest  
Social Studies Week  
Sophomore Semi-Formal  
Spirit Week

Spring College Fair  
Spring Concerts  
Various School Dances  
Veterans Day Breakfast  
Volunteer Fair



## Awards, Scholarships, Programs & Institutes

As an institution, Pinkerton also encourages students to aim for/apply for/enroll in awards, scholarships, programs, and institutes that are commensurate with their interests and abilities. These usually include:

All-State Music Competitions  
American Legion Boys' State Program  
American Legion Girls' State Program  
Challenge Program (Rivier University)  
Granite State Challenge  
Hugh O'Brian Youth Leadership Program

New England Science Bowl  
President's Educational Excellence Awards  
Project SMART (UNH)  
Prudential Spirit of Community Awards  
St. Paul's Advanced (Summer) Program  
Women in Engineering Institute

If you have any questions about any programs, activities, or organizations listed above, feel free to contact the Dean of Students at 437-5200 ext. 2112.

## Enrichment Program

~ Gifted and Talented ~ Co-Curricular ~ Extra-Curricular ~

Pinkerton is proud of the many enrichment opportunities it offers. Unlike many institutions, which centralize programs, Pinkerton's enrichment is generated and organized at various levels, bringing a richness and diversity often missing in other secondary schools. While most Pinkerton activities and programs do not carry official academic credit, there are a few that do. The Academy feels there is something for every student who wishes to be involved.

### Eligibility Criteria for National Honor Society



1. Any qualified juniors or seniors who have an unweighted career academic average of at least 88.00 and who have been students at Pinkerton Academy for the equivalent of at least one semester prior to the selection process are automatically eligible for consideration for NHS membership. *Note: No rounding will be used to adjust academic averages.*
2. A qualified junior will be a student who has earned 10 academic credits including 2 credits in English, 2 in science, and 2 in mathematics. A qualified senior will be a student who has earned 16 academic credits including 3 credits in English, 3 in science, and 2 in mathematics.

### Eligibility Criteria for National Technical Honor Society



1. Minimum unweighted overall GPA of 80.
2. No single course grade below 65 for the school year preceding nomination.
3. Minimum average of 90 in the CTE major after 5 quarters and the student is in the final year (or level 2) of the program.

### Eligibility Criteria for World Language Honor Society

- Students with an unweighted average of 90 or higher for each of three years of world language study in one language, with the third year being calculated after midterm exams, are qualified to be inducted.



# Athletics

## Fall

	Boys	Girls	Co-Ed	Unified
Bass Fishing			●	
Cross-Country	●	●		
Field Hockey		●		
Football	●			
Golf			●	
Soccer	●	●		
Volleyball		●		
Spirit			●	

## Winter

	Boys	Girls	Co-Ed	Unified
Alpine Skiing	●	●		
Basketball	●	●		●
Bowling			●	
Gymnastics		●		
Ice Hockey	●	●		
Spirit			●	
Swimming & Diving	●	●		
Winter Track	●	●		
Wrestling	●			

## Spring

	Boys	Girls	Co-Ed	Unified
Baseball	●			
Lacrosse	●	●		
Softball		●		
Tennis	●	●		
Track	●	●		●
Volleyball	●			

## NCAA Eligibility Requirements

Participation in Division I or II athletics requires students to be registered and certified by the NCAA Initial-Eligibility Clearinghouse. Pinkerton Academy athletes wishing to play intercollegiate sports at the college level should refer to the online “Guide for the College Bound Student” at [www.eligibilitycenter.org](http://www.eligibilitycenter.org). The guide will provide students with all of the information and materials needed to complete the registration process for certification by the NCAA Initial-Eligibility Clearinghouse. It is also recommended that student athletes consider the following advice:

1. Be sure to attend the informational meeting at Pinkerton Academy about the College Recruiting Process. At that time, you will receive important information on the eligibility process. The meeting is in the Spring; watch the Athletic bulletin board for updates.
2. Remember that it is the School Counseling Department, not the Athletic Office, where you begin the search for college athletic eligibility.
3. Consult with coaches for evaluation of your athletic potential.
4. Get your parents involved early in the process.
5. Become familiar with the NCAA academic eligibility requirements and procedures.

*Students wishing to contact the NCAA can call the following number: NCAA Initial-Eligibility Clearinghouse Hotline: 877-861-3003*



## Physical Daily Activity

Pinkerton Academy acknowledges and supports the importance of daily physical activity for all students. Pinkerton offers all students opportunities to participate in Physical Education courses throughout their four years and recommends that all students participate in developmentally appropriate daily physical activity, exercise, or physical education as a way to minimize the health risks created by chronic inactivity, childhood obesity, and other related health problems. In addition, due to our extensive campus setting, walking is part of every student’s daily routine. Students also have opportunities to participate in a variety of athletic teams, intramural activities, and clubs where sustained physical activity is required.

## Athletic Eligibility

For academic athletic eligibility and more information, please refer to the *PA Athletic Handbook* or the *PA Student Planner*.





# Who Attends Pinkerton?

In general, Pinkerton Academy serves as the high school for Auburn, Candia, Chester, Derry, Hampstead, and Hooksett through contractual agreements with those towns. The Academy also accepts a limited number of students from other districts.

## School Counseling Department

The School Counseling Department is located on the third floor of the Low Building.  
The Freshman School Counseling Department is located on the first floor of the Academy Building.

### **School Counseling telephone:**

437-5200, ext. 1189

Our counseling staff works diligently to provide all students comprehensive, developmental, and preventative counseling programs to ensure every student reaches their highest potential in the areas of academics, career, and personal/social development. Through counseling and consultation experiences, with a data-driven and collaborative approaches, students acquire knowledge, skills and attitudes that encourage them to be effective students, responsible citizens, productive workers and lifelong learners in an ever-changing world.

We believe each student is a unique, developing, capable individual who will learn from experience and grow personally, socially and educationally throughout adolescence. Respectful of individual differences, the program assists and supports students as they begin to understand themselves, develop decision-making, problem solving skills, and plans for the future whether that will include college, vocational training, military, gap year experiences, employment or other unique opportunities.

The School Counseling Department staff is available to students throughout the school day. However, to assure school counselor availability and full attention, students are encouraged to make an appointment with their school counselor. Appointments can be made by emailing your counselor or by utilizing our online scheduler, accessed on our School Counseling web page under the “Request an Appointment” tab. These practices also help students develop emerging adult behavior that is responsible and self-managing.

### **Academic Services provided include**

#### **Academic Planning**

Beginning in a student’s freshman year, the counseling staff works with students to ensure that not only are they on track to graduate, but have the opportunity to explore potential career pathways that may be of interest to them. Incoming freshman students are encouraged to make a 5-year plan to ensure they work efficiently with their counselor to maximize their access to required courses as well as electives tailored to their interests and post-secondary aspirations.

#### **Course Selection**

Beginning in January/February when students and parents have the opportunity to discuss their choices and get input from their teachers and counselors, students are asked to create their course request list in Aspen. Once courses are carefully selected changes are only made with the approval of a counselor and/or Department Head. If a course must be changed, it will be done within the add/drop period so that students do not fall behind, the educational process is protected, we can ensure proper class sizes, and maintain classroom stability for all.

The grid that follows (next page) provides information about the course selection process and deadlines for each activity.



# Course Selection Process & Deadlines

Action	Deadlines	Requirements	Important Comments & Notes <i>Please read carefully</i>
<b>Select Courses</b>	<i>Months of January &amp; February prior to the school year</i>	<ul style="list-style-type: none"> <li>8th Grade Teacher permission for incoming freshmen</li> <li>Others vary by course</li> <li>CTE Registration may apply</li> </ul>	<ul style="list-style-type: none"> <li>Previous grades, teacher recommendations, standardized tests, and parental choice will be considered.</li> <li>Course level selection must be realistic and consistent with demonstrated ability and past performance.</li> <li>Incoming 9th graders will be allowed to take Honors Algebra 2 if recommended by the eighth grade teacher or with a successful score on a Pinkerton-generated math test.</li> </ul>
<b>Change Courses</b>	<i>4<sup>th</sup> day of the course</i>	<ul style="list-style-type: none"> <li>Parent(s) signature*</li> <li>Student must present a solid rationale for course change</li> </ul>	<p><b>Acceptable rationale can be:</b></p> <ul style="list-style-type: none"> <li>Scheduling errors/conflicts</li> <li>Final Summer School adjustments</li> <li>Misplaced levels</li> <li>Disability-based needs</li> <li>Career goal changes for which a course change is absolutely necessary</li> <li>Student has previously failed the same course with the same teacher--if schedule permits</li> <li>A "change of mind" is not an acceptable reason for a course change.</li> </ul>
<b>Change Skill Unit to Credit or Credit to Skill Unit</b>	<i>Within first 3 weeks of the semester</i>	<p><b>Signatures from:</b></p> <ul style="list-style-type: none"> <li>School Counseling Director or Special Education Director</li> <li>Parent(s)*</li> </ul>	Skill units cannot be applied to standard diploma. See "Diploma Options"
<b>Add Courses</b>	<i>4<sup>th</sup> day of the course</i>	<ul style="list-style-type: none"> <li>Parent(s) signature*</li> <li>Student must present a solid rationale for course change</li> </ul>	Full-year courses, and 1st and 2nd semester courses, can be added only during the period of the 4 course occurrences
<b>Drop Courses</b> <i>Half-Year Courses</i>	<i>Students have the first 10 class occurrences of the semester to withdraw from a one semester course.</i>	<p><b>Signatures from:</b></p> <ul style="list-style-type: none"> <li>Course Instructor(s)</li> <li>Appropriate Department Head(s)</li> <li>Parent(s)*</li> <li>School Counselor</li> </ul>	<ul style="list-style-type: none"> <li>The deadline depends on which half of the year the course is offered.</li> <li>The grade for all completed terms will appear on the transcript.</li> <li><b>A student cannot drop a course if:</b> <ul style="list-style-type: none"> <li>Passing the course;</li> <li>Dropping the course will result in carrying fewer than 5 classes for that semester regardless of the total credits being carried;</li> <li>Request is made after the established deadlines;</li> <li>Proper signatures are not obtained.</li> </ul> </li> <li>Students dropping courses after the first 10 class occurrences of either semester will receive a "W" (withdrawal) on their grade transcript/grade report.</li> </ul>
<b>Drop Courses</b> <i>Full-year Courses</i>	<i>By the last day of the first semester, prior to exams.</i>	<ul style="list-style-type: none"> <li>Parent(s) signature*</li> <li>Student must present a solid rationale for dropping course</li> </ul>	<p><b>Same as above</b></p> <ul style="list-style-type: none"> <li>With permission, students unable to pass a full-year course may drop by the last day of S1, prior to exams, to pick up a half-year course.</li> </ul>
<b>Change Levels</b> <i>Half-year Courses</i>	<i>Up to 2 class occurrences beyond progress report day in the given semester</i>	<p><b>Signatures from:</b></p> <ul style="list-style-type: none"> <li>Course Instructor(s)</li> <li>Appropriate Department Head(s)</li> <li>Parent(s)*</li> <li>School Counselor</li> </ul>	<ul style="list-style-type: none"> <li>Change of levels will be done if students demonstrate clearly that the level they are seeking is consistent with their documented abilities.</li> <li><b>Students must first discuss their reasons for wanting to change levels with the teacher.</b></li> </ul>
<b>Change Levels</b> <i>Full-year Courses</i>	<i>Last day of the first semester, (before midterms)</i>	<ul style="list-style-type: none"> <li>Parent(s) signature*</li> <li>Student must present a solid rationale for level change</li> </ul>	Same as above

*\*\*If the student is 18 or older with an "18-year-old Responsibility Form" on file with the Registrar, parental permission is necessary.*



# Curriculum & Competencies

The Trustees of Pinkerton Academy intend that the program of instruction shall be based on locally adopted standards and shall meet or exceed the requirements set forth by the New Hampshire Department of Education. These standards reflect the Academy's commitment to high expectations for all students.

While the Board of Trustees is responsible for curriculum and instruction, this authority is delegated to the Headmaster/designee to be exercised in accordance with Board Policy. The Academy's curriculum is regularly reviewed and developed to enhance student achievement. The Headmaster/designee shall be responsible for developing procedures for planning, implementing, and evaluating curriculum.

The curriculum standards require mastery of content knowledge in all academic areas. All students will be offered courses, which are rigorous, relevant, and consistent with state and national frameworks and standards. Pinkerton's curriculum provides a framework for all instruction that takes place within the classrooms. It is important for all administrators, teachers, students, and parents to have an understanding of what each student is expected to know and be able to do at specific intervals during their academic career. Therefore, the Dean of Studies and Instruction, Department Heads, and classroom teachers have collaborated to produce the Pinkerton Academy curriculum and its associated competencies.

Competencies, as well as their benchmarking assessments, address high expectations and deep understanding being implemented in all classes. All competencies for courses taken will be reported on the report card along with the pass/fail grades for each one. To receive credit for the course, a student must receive a final grade of a 65 or better and have successfully completed (passed) all competencies for the course. Failure to do so will mean that the student will not receive credit for the course and receive a grade of CF (competency failure). Students will be given opportunities to make up missed competencies within the competency recovery window established by the Competency Recovery Director if they numerically passed the course, but failed one or more competencies.

## Instruction

It is the policy of the Board of Trustees that instruction will be aligned with the goals and mission of Pinkerton Academy and the rules of the NH Department of Education. Instruction will be focused on meeting the instructional needs of students with different talents, interests, and development.

### **The instructional program will include:**

- Procedures for diagnosing learner needs
- Methods and strategies for teaching that incorporate learner needs
- Resource-based learning opportunities
- Techniques for the evaluation of student outcomes
- The provision of remedial instruction as needed

All instruction will reflect the acknowledgment of diversity and respect for differences. Instruction will also include, where possible, consideration of all available community resources, including but not limited to organizations, businesses, talented individuals, natural resources and technology to engage each student in achieving the necessary skills and knowledge. Students will be encouraged to participate in year-round learning.

## Home Study

Students and parents should bear in mind that only a limited amount of time is available for study in classes. A student usually needs to spend considerable time each day, outside of class, on home assignments, independent study, and preparation. **Overlooking the importance of outside work as it relates to course requirements often leads to scholastic failure.** Students are encouraged to develop their own regular, positive study habits.

## Homework Expectations

To further Pinkerton Academy's mission of ensuring the growth of all students, we believe that purposefully designed homework that helps students to demonstrate course competencies is essential to the learning process. Homework includes learning activities of practice, preparation, and/or extension that are completed outside of class time. There is no recommendation for the amount of time it should take for students to complete homework, as it will vary based on the type of homework assigned along with individual learner needs.

All members of the school community play a role in the successful application of homework. The administration functions primarily in a support capacity, providing suitable study locations and accurate direction regarding course expectations. Teachers design and implement the assignments, which vary significantly from course to course and





## Homework Expectations (continued)

instructor to instructor. In general, assignments should be structured to complete, supplement, and enrich regular classwork or to provide review and reinforcement of a particular skill, topic, or concept. Faculty determine, on an individual basis, how homework will be counted toward the student's final grade for the course.

In regard to completing assignments, students are expected to contribute considerable time and effort, commensurate with their various abilities and achievement levels. Parents should provide surroundings that are conducive to study, and support and encourage the students in regard to the quality and completion of assignments. The interwoven efforts of the entire school community lead to a positive and effective approach to homework, and a beneficial academic experience for the students.

## Work-Study Practices

Within the classroom experience, Pinkerton Academy promotes work-study practices by providing opportunities for students to demonstrate college and career-ready skills such as, but not limited to, preparedness and self-direction, collaboration, and respect. Student performance in these areas shall be reported in all credit-bearing classes.

## Parental Objections to Specific Course Material

Pinkerton Academy recognizes that there may be specific course materials which some parents/guardians find objectionable.

In the event a parent/guardian finds specific course material objectionable, the parent/guardian may notify the Department Head of that subject area of the specific material to which they object and request that the student receive alternative instruction, sufficient to enable the child to meet state requirements for education in the particular subject area. This notification and request shall be in writing. *The Department Head and the parent must mutually agree to the alternative instruction. The alternative instruction agreed upon must meet state minimum standards.*

Pinkerton Academy staff will make reasonable efforts, within the scope of existing time, schedules, resources and other duties, to accommodate alternative instruction for the student. Alternative instruction may be provided by the school, through approved independent study, or through other methods agreed to by the parent/guardian and the Department Head. Any cost associated with the alternative instruction shall be borne by the parent.

In accordance with the June 2017 modification to RSA 186:11, IX-c, schools are required to notify parents and legal guardians at least two weeks prior to the instruction of human sexuality or human sexual education. The teacher of any class where the curriculum or course material is used for the instruction of human sexuality or human sexual education or the topic of human sexual activity or human sexual education is the predominate focus of the curriculum or course material shall send out a permission form no less than two (2) weeks prior to the instruction of the unit, outlining the associated topics. Parents and students should be aware that a number of programs include topics that may contain instruction about human sexuality or human sexual education. Courses such as Health, Biology, Anatomy and Physiology, Parenting, Sociology, Psychology, and Contemporary Issues may include general units/lessons on sexuality and reproduction and more specific information on such issues as human anatomy, pregnancy, contraception, abortion, and illnesses/diseases.

The administration may, in the future, amend its course catalog to designate those courses where the curriculum or course material is used for the instruction of human sexuality or human sexual education or the topic of human sexuality or human sexual education is the predominate focus of the curriculum or course material. Upon designating such, the catalog shall be deemed to provide advance notice to parents and students in compliance with RSA 186:11, IX-c.

While the Academy believes that it is necessary to present information to educate its students in these areas, it recognizes that the topics can be considered "sensitive". Parents who would prefer that their child not participate in certain sensitive units should contact the appropriate Department Head in writing and meet to mutually agree to alternative instruction. Any cost associated with the alternative instruction shall be borne by the parent. To the extent practicable, Pinkerton Academy shall make curriculum course materials involving human sexuality available to parents and legal guardians for review upon request at least two weeks prior to instruction.

Information regarding the identity of parents or legal guardians who determine that material is objectionable, and the reasons for their determination shall be deemed private student information which shall not be disclosed to the public.

Nothing in this policy shall be construed as giving parents/guardians any new right of appeal to the Dean of Studies and Instruction.



# Attendance and Punctuality

Promptness to school and to class, and regular attendance are both measures of a student's ability to meet responsibility. The programs at Pinkerton Academy are designed for student presence and participation, and excessive tardiness and/or Absenteeism may directly affect a student's grades, promotion, and advancement.

It is expected that students will remain in school through the entire day from 7:15 a.m. until 1:58 p.m. in accordance with RSA 193:1. However, there are extenuating circumstances of mental or physical impairment, or alternative educational programming which could lead to a waiver of the above expectation. The process for obtaining an early release or late arrival is initiated through the student's school counselor who prepares a package of materials which is reviewed by the Director of Special Education or the School Counseling Director and the Dean of Studies and Instruction.

The sending district's superintendent has the ultimate authority to grant or deny the waiver.

Documentation supporting the request (i.e., doctor's and psychiatrist's notes, plans for alternative educational programming) must be supplied by the family to initiate the waiver.

# Class Size

In science classes (including health classes), the maximum allowable number of students is 24. In most other academic areas, it is 30 per state law. In CTE courses, the maximum is usually 20 due to facilities, equipment, and the hands-on setting.

# College Entrance Exams

SAT and ACT exams are intended primarily to help predict a student's academic performance in college. The main purpose of these tests is to provide colleges with a standard measure of developed abilities that will assist them in making decisions on student admissions. Exams are administered in compliance with national standards. Non-standardized test administration is available for students with identified special needs. Pinkerton also subscribes to and offers PSAT exams to 11th graders in October of each year.

The New Hampshire Department of Education utilizes the SAT as their standardized test of accountability during the spring of the 11th grade. It is highly encouraged that sophomores take advantage of taking the October PSAT in preparation for the junior administration of the SAT. By taking the PSAT, students will be provided with diagnostic information on which areas they need to improve on the most, using the free online source Khan Academy. Students will be able to log-on to Khan Academy and complete practice questions/activities that cater to each student's SAT needs. The SAT/Khan Academy website can be found at <https://www.khanacademy.org/sat>.

All students who plan to take one or both of these tests should discuss options with their counselor and obtain the necessary bulletins from the School Counseling Department. Students and their families are encouraged to peruse the School Counseling page of Pinkerton's website ([www.pinkertonacademy.org](http://www.pinkertonacademy.org)) where they will find invaluable information on the college admissions and financial aid application processes, many links to other sites, and a very comprehensive College Handbook. It is recommended that students planning to take the SAT be enrolled in A or B level English courses, and should have a minimum math background of Algebra 1 and Geometry at the college prep level.

*Note: A student with a documented disability may be eligible for accommodations on College Entrance Exams. Students seeking more information about eligibility for accommodations for the SAT or ACT should contact the Assistant Director of Special Education for assistance.*

# Parent Conferences

Any parent who wishes to speak with any member of the Academy faculty for scholastic reasons should either email the teacher directly or call the main number: 437-5200 and enter the teacher's extension. Since teachers are usually in class, the message will be forwarded to the teacher's email or voice mail, and the teacher will respond. Please do not come to school without advance notice, as teachers have a number of commitments and obligations that usually prevent their availability on the spur of the moment.



# Enrolling and Withdrawing

**Enrolling:** Any student entering Pinkerton Academy for the first time after the first day of school must complete a Registration Form in the Registrar's Office. The student will be referred to a school counselor for an appointment for course selection, placement, and final scheduling.

This does not apply to 9th graders who selected courses during their 8th grade at their respective middle school. These individuals will complete the Student Data Sheet which accompanies the registration materials. If a student wishes to enroll at the Academy late in a term, the Registrar will inform the student's parent/guardian of the academic consequences inherent in the untimely admission.

Students who wish to enroll at Pinkerton Academy while under expulsion from another school must disclose that information during their first meeting with the Registrar. Failure to disclose this information may result in immediate removal from the Academy. Expelled students and their parents will also be required to provide written permission for the Administration to contact the school from which the student is under expulsion. Failure to give this permission will result in the denial of the student's request to enroll in the Academy. As a general rule, a student expelled from the Academy or another school shall not be eligible to enroll in Pinkerton Academy for the period of such expulsion. Failure to disclose that the student was under expulsion from another school will result in immediate removal from the Academy. An expelled student may seek a waiver of this policy through a written request to the Headmaster. However, only the Board of Trustees has the authority to reinstate an expelled student. A student expelled from school in New Hampshire or in another state under the provisions of the Gun-Free Schools Act of 1994 who resides in a Sending District shall not be eligible to enroll in Pinkerton Academy for the period of such expulsion.

**Withdrawal Procedure:** Each student withdrawing from Pinkerton Academy for any reason must return (or pay for) all books and school materials before the transcripts, grades, and records will be released. To the extent required by federal and state laws and regulations, students and parents may be required to complete and submit proper authorization forms before records will be released.

## Re-Enrollment

Individuals who wish to re-enroll *after having withdrawn* must file a "Request for Re-admission" form and meet with the appropriate Associate Dean of Students. A parent, legal guardian, or other authorized individual must accompany the applicant during the interview. All other stipulations for enrolling apply to students re-enrolling.

Any student wishing to return to Pinkerton after withdrawing must, to the extent permitted by law, return or pay for all books and materials owed to the school before re-enrollment will be allowed.

## Extra Help and Make-Up Work

**When and How:** Each teacher at the Academy will, within reason, provide each student with the opportunity for make-up work and extra help following legitimate absences. Teachers will provide at least one hour per week during which students may report for make-up work and extra help. Athletic coaches who have practices or games immediately after school will make suitable alternative arrangements with students who need the extra time.

Students are responsible for contacting their respective teachers to learn when opportunities exist for make-up work and extra help.

**Deadlines:** Following a lengthy legitimate absence, a maximum of 10 school days will normally be allowed for the completion of make-up work, unless there are extenuating circumstances. This also applies to mid-year and final exams. Any exceptions to this policy must be approved by the administration. This does not mean that all students who have been absent have 10 days to make-up the work. Within reason, teachers may require that the missed schoolwork be completed and submitted shortly after a student returns from an absence, depending on many factors.

## Tutoring

Tutoring is a service that may be provided to students who are unable to attend school due to medical, emotional, or disciplinary issues. In situations of medical and/or emotional issues, tutoring may be granted according to the Tutoring Procedures.

Students will receive credit for completed work while receiving tutoring services. Tutoring time per week may vary according to the student's needs, age, and complexity of the program.

Pinkerton Academy shall make provisions for tutoring services, upon the recommendation of the Director of School Counseling in accordance with the established Tutoring Procedures.





# Honor Roll

**Highest Honors** - Students who have no grade less than 90 for the term and are enrolled in a minimum of 4 courses.

**Honors** - Students who have no grade less than 80 for the term and are enrolled in a minimum of 4 courses. Any student with one or more incomplete WILL NOT be eligible for the Honor Roll until all incompletes are made up. Any senior being considered for the top 5 academic achievement awards (final class rank) must have spent two full semesters at the Academy prior to mid-year of the individual's graduation year.

Calculations to determine the top 10 academic seniors at Pinkerton Academy (including the valedictorian and salutatorian) will be computed after semester 1 grades have been submitted. These calculations will incorporate any semester courses completed during the first semester as well as full-year courses using the term and midterm grades for each course. Weighted grades will be used for this determination.

## Information Distribution

Pinkerton Academy is cognizant of the need for the dissemination of timely information to parents and students during the year. To expedite this process, the Academy will use e-mail and Aspen as our primary communication tools. Although paper progress reports are no longer generated, and report cards will be generated electronically, upon request, parents wishing to receive a paper report card may do so by contacting Student Information Services at [sis@pinkertonacademy.org](mailto:sis@pinkertonacademy.org). Parents are urged to check Aspen throughout each term to access information which is updated regularly after the first three weeks of a quarter. Parents without access to computer technology may visit their local library or visit Pinkerton's Student Information Services to view their student(s) records online.

Should a parent decline the use of Aspen, it will be that parent's responsibility to initiate contact with faculty to obtain updated information periodically. The faculty will continue to use Aspen and will not be responsible for disseminating the same information in multiple forms. Parents who are concerned about their child's status are encouraged to contact the appropriate teachers by using the voicemail system that is accessible by calling 437-5200 plus the teacher's extension, email or Aspen.

The Aspen system combines all subjects in one form. This information can be used by parents and students as feedback on a student's grades, completion of assignments, late homework, etc. Checking this web page before talking to a teacher about your son's or daughter's performance can be helpful.

## Failed Course, Make-Up Credit, Summer School

All requests to receive credit for making up failed courses must have counselor approval. The following criteria must be met in order for a student to receive counselor approval to make-up a failed course:

- The student must have completed the course.
- The student must have earned a final grade of at least 50 in the failed course.

Make-up credit may be obtained through alternative credits such as approved summer schools, approved adult education programs or through NH state-approved Virtual Learning Academy Charter School (VLACS). The maximum number of alternative credits per high school career, except for courses taken at Pinkerton Academy Summer School or through the PACE Program, is three. Pinkerton Academy offers summer school on its campus. For more information, see a school counselor.

## Report Cards

A report card will be issued electronically at the end of each marking term. Since the 2020-2021 school year, Pinkerton has had two terms (one for each semester). Progress reports were issued in the middle of each of those terms.

## Credit Advancement Program

Credit Advancement (est. 2012) is a program intended to help students complete graduation requirements during the summer, leaving time during the school year for additional courses. Courses such as Computer Applications and Physical Education 1 will be offered. The courses are intended for students who are taking these courses for the first time. Students who have previously taken these courses and failed to earn credit should sign up for the summer school program.

*These are the exact same courses that are offered during the regular school year and will be taught by Pinkerton Academy staff members in classes held on the Pinkerton campus. Students will earn a half credit for each successfully completed course and fulfill graduation requirements. Course enrollment will determine if a particular summer advancement class is held.*



# Scholastic Grades

To be credited with a satisfactory grade, a student must complete the course requirements satisfactorily. A student who does not complete course requirements in a satisfactory manner will receive a failing grade and no credit for the course. Report cards are distributed to students at the end of each marking period. Grades on the report card are numerical, and they represent the following levels of performance:

## **Scholastic Grades:**

90 to 100 = excellent

80 to 89 = above average

70 to 79 = satisfactory

65 to 69 = unsatisfactory, but passing

0 to 64 = no credit

# Student/Parent Appeals or Proposals

A student (and/or parent) who wishes to appeal an administrative decision in regard to a specific disciplinary action should consult the Student Planner, which is distributed to each student on the first day of school. A student (and/or parent) who wishes to make a curricular or extra-curricular proposal, to request that a school policy be re-examined, or to express a general concern should:

- Talk informally with an administrator to learn more about the particular issue, and/or
- Submit a request to the Student Council that it make the proposal to the administration, and/or
- Contact the Dean of Studies and Instruction for a detailed description of the policy on reconsideration of instructional materials.

# School Policies & School Calendar

Pinkerton Academy school rules and additional policies are specified in the Student Planner that is distributed to each student at the start of the school year. Also included in the planner will be the school calendar, including dates of report cards and vacations. Parents should urge their sons/daughters to bring the Student Planner home in the fall, as it contains a great deal of pertinent information about school policies and procedures.

# Textbooks

**It is not unusual for textbooks to cost \$50-200.** Students are responsible for all textbooks and materials issued to them by the school. Except for normal wear, loss or damage must be paid for by the student.

# Study Halls

Attendance at assigned study halls is mandatory for all students, except those on the Academy Plan. Study halls are supervised by faculty members, and a quiet atmosphere is maintained so that students can make the most of the study time. Attendance is taken in all study halls and classes.

# Weighted Grades Policy

In order to provide the colleges and agencies that grant scholarships with accurate information about student achievement, Pinkerton uses a weighted grade average system to determine GPA and Class Rank based on a 100-point scale. Additional points are added to earned grades in designated academic classes in English, Social Studies, Mathematics, Science, and World Language classes along with the Advanced Placement Fine Arts and CTE classes.

All other courses are unweighted but included in the calculation. Only courses that earn number grades are included. At the end of the school year, students' GPAs and Class Ranks are computed using the weighted grades formula and noted on students' last term report cards and transcripts. The cumulative, weighted GPA will be calculated at the end of each school year to determine the weighted Class Rank. The weighted grades formula is used for Class Rank and to determine the Valedictorian and Salutatorian at Pinkerton. All other grade requirements listed in the Course Catalog (i.e. course pre-requisites, National Honor Society selection, etc.) will use unweighted grades.

## **Steps for Calculating a Weighted Grade Point Average:**

1. Add the GPA factor to the numeric grade earned in the class to get Total Points.
2. Multiply the point value by number of credits for each course to get Quality Points.
3. Add the number of credit hours of courses included in the calculation.
4. Add the number of Quality Points earned.
5. Divide the total number of Quality Points by the total number of credit hours. (See sample on next page.)



Course	Level	Grade Earned	GPA Factor	Total Points	Credit	Quality Points
Hon. English	Honors	89	9	98	0.5	49.0
U.S. History	A	91	6	97	1.0	97.0
Chemistry	AP	88	9	97	1.5	145.5
French	B	90	3	93	1.0	93.0
Foods		92	0	92	0.5	46.0
					<b>4.5</b>	<b>430.5</b>

Weighted GPA = 95.6667  
 Unweighted GPA = 89.6667

Unweighted GPA = Average of Quarter Grades  
 Weighted GPA = Total Quality Points / Credits  
 Weighted GPA =  $430.5/4.5 = 95.6667$

Course Level	GPA Factor
Honors / AP	9
A Level	6
B Level	3
All others	0

## Study Habits

It is hoped that students will develop study habits which will enable them to achieve as much as possible from all courses and programs. The following are “tips” that should lead to desirable study habits:

- Listen carefully to assignments, instructions, and directions.
- Do not be afraid to ask questions of the teachers.
- Use notebooks to write down assignments, projects, etc.
- Be equipped with textbooks, pens, pencils, rulers, etc., for assignments.
- Schedule a definite time and place to study. It should be quiet and free from interruptions.
- Budget time wisely, and try to keep to a schedule.
- Be proactive when completing assignments. It is best to work on long-term assignments on multiple days for a short amount of time each day rather than doing the entire assignment on the night before it is due.
- Use study hall time wisely. Completed work during study halls reduces the amount that will need to be done at home.

## Special Education & 504 Services

Pinkerton Academy is a public academy that assists the sending districts in meeting their obligation to provide educationally disabled students with a free and appropriate education at public expense. Pinkerton voluntarily subscribes to and complies with IDEIA and the most current NH Rules for the Education of Children with Disabilities. Pinkerton Academy does not discriminate against individuals on the basis of disability. Pinkerton Academy serves as the educational provider for the sending districts.

However, Pinkerton Academy reserves the right to decline to accept placement of a student who requires a more restrictive educational placement in order to receive a free and appropriate education at public expense. In the event Pinkerton is unable to provide a student with an appropriate education due to their educational disability, it is the responsibility of the sending district to offer an alternative placement. **Those individuals who wish to explore accommodations under IDEIA should contact the office of the Director of Special Education, extension 1182.** Please see “Special Education Department” for a more detailed description of the services and courses.

Pinkerton Academy voluntarily subscribes to and complies with the ADA Amendments Act of 2008, which pertains to the education of individuals with disabilities. Pinkerton Academy does not discriminate against individuals on the basis of disability. Specifically, Section 504 relates to individuals with disabilities that substantially limit one of life’s major activities. **Individuals who feel they may qualify for assistance or accommodations under Section 504 should contact the 504 Coordinator, ext. 2128, in the School Counseling Department.**

**Referrals:** Parents are reminded that any concerned person can refer a student for Section 504 accommodations or special education in the event they suspect that the student has a disabling condition which impacts their education.





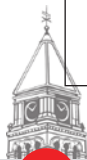
# “Levels” - Course Selection Guide

Parents and students, especially incoming 9th graders, should be aware that, after courses are chosen, scholastic levels in most courses are tentatively assigned by the Academy based on the individual student’s abilities and aptitudes as assessed by previous teachers and standardized testing programs.

These levels are neither chosen at random by the student nor made compulsory by Pinkerton Academy; they are recommended, based on what the Academy has determined as the student’s level of ability. It is intended that each student be enrolled in programs that both challenge individual abilities and allow for success if the student works to potential.

Changing levels is a consideration that should come about only through mutual agreement among the student, the parents, the school counselor, any teacher involved, and the Department Head.

Academic Level	Description
AP	Courses labeled “AP” are college-level courses designed to offer scholastic challenge to students whose academic records and personal motivation indicate a preparedness to take on the most rigorous coursework offered at the Academy. Students who wish to be considered for AP courses at Pinkerton Academy must meet certain prerequisites. Please see the appropriate Department Head for further details. Qualified students are encouraged to apply for/enroll in AP courses. However, there is a possibility that there may be conflicts within students’ schedules, which will require them to make choices about which course they prefer. Notes: A fee is required to take the AP Exam. Depending on the college or university, there is a potential to earn college credit and/or advanced placement after successfully achieving a certain score on the AP Exams that are administered in May.
Honors	Courses labeled “Honors” are advanced high school courses designed to offer scholastic challenge to students whose academic records and personal motivation indicate a preparedness to take on the most rigorous coursework offered at the Academy. Students who wish to be considered for Honors courses at Pinkerton Academy must meet certain prerequisites. Please see the appropriate Department Head for further details. Qualified students are encouraged to apply for/enroll in Honors courses. However, there is a possibility that there may be conflicts within students’ schedules, which will require them to make choices about which course they prefer.
A	Courses labeled “A” are designed to offer scholastic preparation for colleges and universities, especially those that are highly selective through a competitive admissions process. Students are assigned homework, expected to conduct research, or study for upcoming tests/quizzes on a nightly basis in most classes. The classes are fast-paced with the expectation that all outside class work is completed by deadline and that students are prepared to participate in class discussions, conduct labs, or work on projects based on having completed out-of-class work. Teachers typically do not go over each homework assignment as a class. Students are encouraged to ask for clarification if needed. It is understood that some questions on tests/quizzes are drawn from independent homework, studying and/or research assignments, and not necessarily from direct teacher instruction. Often students may be juggling/managing more than one short-term and long-term assignment within the same class. Students are expected to be able to read literally and inferentially. (General Guidelines for 8th graders and their parents: Academic grades in A-LEVEL for the past two or three years should have been A+, A, A-. Standardized achievement test scores (NH SAS &/or NWEA) should have been 8th and 9th stanines, 80th and 90th percentile and proficient with distinction.)
B	Courses labeled “B” are designed to offer both scholastic preparation for colleges and other post-secondary institutions, and general preparation in a wide variety of areas. Students are assigned homework, expected to conduct research, or study for upcoming tests/quizzes several days of the week. Teachers expect that all outside class work is completed and that students are prepared to discuss out of class assignments, ask for clarification if needed, and participate in activities based on out-of-class work. Teachers forewarn students when items on quizzes/tests will be drawn from independent, out of class work. (General Guidelines for 8th graders and their parents: Academic grades in B LEVEL for the past two or three years should have been B, B-, C+, C. Standardized achievement test scores (NH SAS &/or NWEA) should have been 4th, 5th, 6th, 7th stanines, 40th, 50th, 60th, 70th percentile and proficient.)
C	Courses labeled “C” are designed to develop basic skills, to stress fundamentals, and offer general preparation in a wide variety of areas and offer scholastic preparation for some two-year post-secondary institutions. Students are assigned homework, expected to conduct research, or study for upcoming tests/quizzes independently once or twice a week. When homework is assigned, teachers normally review the assignment with the class as a whole, prior to moving forward. Teachers allow for time in class to work on assignments. Assignments not completed in class may be sent home with students to complete on an independent basis, with the expectation that students bring completed work to class the next day. (General Guidelines for 8th graders and their parents: Academic grades in C LEVEL for the past two or three years should have been C-, D+, D, D-. Standardized achievement test scores (NH SAS &/ or NWEA) should have been 2nd and 3rd stanines, 20th and 30th percentile and partially proficient.)
Unleveled	Unleveled courses will provide challenges to students of all different abilities. These classes afford students the opportunity to experience learning for a possible career or just for fun. Pinkerton offers students a wide variety of courses and encourages students to take advantage of as many of these programs as possible. In addition, colleges and universities appreciate both the student’s desire to specialize in a discipline and become well-rounded by taking an array of courses. With so many courses to choose from, Pinkerton gives students the opportunity to accomplish both of these goals.



Academic Level	Description
Exploration	Courses labeled “EXPLORATION” are designed to develop basic skills, to stress fundamentals, and offer general preparation in a wide variety of areas. This course is designed for a select group of students who need the smaller setting and much more attention to organization and homework completion; therefore, much of the class work is completed during structured class time. Homework is typically an extension of what was started and often completed in class, with the aid of the classroom teacher. The classes have similar expectations as C level, but in a smaller setting. (General Guidelines for 8th graders and their parents: EXPLORATION - Standardized achievement test scores (NH SAS &/or NWEA) should have been 2nd and 3rd stanines, 20th and 30th percentile and partially proficient or substantially below proficient or the student may have taken the DLM assessment. The classes are generally smaller and may have additional support staff to assist the teacher and students. For more information, contact the Director of Special Education.)

## Diploma Options / Graduation

The diploma is a document verifying that the student has earned sufficient academic secondary school credits to meet the New Hampshire State Department of Education and Pinkerton Academy requirements, and that the student has successfully completed an approved four-year course of study at Pinkerton Academy.

### Traditional Diploma

The traditional diploma is available to any student attending Pinkerton Academy if that student has obtained a minimum of twenty-two academic credits and has met the requirements as outlined in the State Minimum Standards as follows:

Required Subjects	Credit(s)
Arts Education	1/2 credit
Digital Literacy	1/2 credit
English	4 credits, including Eng. 9, Eng. 10, Eng. 11, and Eng. 12
Mathematics	3 credits, including 1 Algebra credit*
Physical Sciences	1 credit
Biological Sciences	1 credit
Third Science	1 credit
US History	1 credit
American Government/Civics	1/2 credit
Economics	1/2 credit
Cultural Geography	1/2 credit
Health Education	1/2 credit
Physical Education	1 credit
Open Electives	7 credits
<b>Total -</b>	<b>22 credits</b>

Any student who has earned a traditional diploma is not eligible to return to Pinkerton Academy for additional coursework.

<i>Suggested Four-Year Course Selection Guide</i>					
	Freshman - 9	Sophomore - 10	Junior - 11	Senior - 12	Required for Graduation
<b>Required courses and suggested years they could be taken.</b>  <i>(May be taken during other years.)</i>	English 9 (1)	English 10 (1)	English 11 (1)	English 12 (1)	<b>4</b>
	Math (1)	Math (1)	Math (1)	<i>Math or math-related, non-math course (1)<sup>1</sup></i>	<b>3</b>
	Physical Science (1)	Biology (1)	Other Science (1)		<b>3</b>
	American Govt. (1/2) & Cultural Geography (1/2)	Economics <sup>2</sup> (1/2)	U.S. History (1)		<b>2.5</b>
	Phys. Ed (1/2)	Phys. Ed. (1/2)			<b>1</b>
		Computer Course (1/2)			<b>.5</b>
		Health (1/2)			<b>.5</b>
	Arts <sup>3</sup> (1/2)				<b>.5</b>
	Electives (1-2)	Electives (1-2)	Electives (1-2)	Electives (1-2)	<b>7</b>
	<sup>1</sup> - Arts Education Courses that meet requirement: Any Visual Arts, Dance, or Music. (See Counselor for details) <sup>2</sup> - Successful completion of any course that meets the 0.5 Economics requirement. (See Page 33 for list of courses that meet criteria) <sup>3</sup> - New for the Class of 2019 and all classes thereafter: While 3 credits of math are necessary for graduation, a math course (or a math-related, non-math course) must be taken each year a student is enrolled.				



# Diploma Options / Graduation (continued)

## Individualized Diploma

The Individualized Diploma is a certification of completion that is awarded to any student attending Pinkerton Academy who has successfully completed 22 modified credits or a combination of credits and modified credits that combine for a total of 22. Students have the opportunity to access classes on modified content criteria for modified credit or the student may have a blended program of credit courses and modified credit courses. An individualized diploma does not meet the State of New Hampshire requirement of 20 credits in specific areas as outlined by the State Minimum Standards; however, it does verify that the student has successfully met the educational requirements set forth in a plan developed by Pinkerton Academy. Students with educational disabilities are eligible for special educational and related services until they have reached the age of 21 or earn a traditional diploma, whichever comes first, or until the IEP team has determined that the student is no longer eligible for special education and related services.

## Certificate of Completion

The certificate of completion will be awarded to special education students whose disability substantially limits staff from being able to evaluate academic progress and whose IEP Plan is to attend classes solely for social interaction and/or therapy needs. No credits or skill units are awarded and students are required to adhere to the Academy's attendance policy. A certificate of completion does not meet the State of New Hampshire requirement for 20 credits in specific areas as outlined in the State Minimum Standards; however, it does verify that the student has successfully met the educational requirements set forth in a plan developed by Pinkerton Academy. See ED 306.27. Students with educational disabilities are eligible for special educational and related services until they either reach the age of 21 or earn a traditional diploma, whichever comes first, or until the IEP or Section 504 team has determined that the student is no longer eligible for special education and related services.

## Academic Honors Diploma

The Academic Honors Diploma will be awarded to students who demonstrate academic rigor and excellence. The minimum requirements are as follows:

- 90% cumulative unweighted GP
- 4 advanced courses (Honors, AP, concurrent college credit) earning a grade of 90% or higher in each that span over at least three disciplines.
- Plus a concentration in one of the following areas:
  - **Aerospace Science Concentration-** *Completion of Aerospace Science 3 and 4, earning a grade of 90% or higher in each course.*
  - **Arts Concentration-** *Two additional Fine Arts courses in advanced ensembles or courses, earning a grade of 90% or higher in each course.*
  - **Career and Technical Education Concentration-** *Complete a Career and Technical Education Program, earning a grade of 90% or higher in each course.*
  - **English Concentration-** *Two additional Honors or AP English courses, earning a grade of 90% or higher in each course.*
  - **Math Concentration-** *Two additional Honors or AP Math courses, earning a grade of 90% or higher in each course.*
  - **Physical Education Concentration-** *Completion of four Physical Education courses earning a grade of 90% or higher each course.*
  - **Science Concentration-** *Two additional Honors or AP Science courses, earning a grade of 90% or higher in each course.*
  - **Social Studies Concentration-** *Two additional Honors or AP Social Studies courses, earning a grade of 90% or higher in each course.*
  - **World Languages Concentration-** *Two additional Honors or AP World Language courses, earning a grade of 90% or higher in each course.*

## Adult High School Diploma

This state-approved program is designed to assist 16+ year old students who are behind in credits and currently enrolled, those who previously withdrew from high school prior to completing their high school diploma requirements, or those who need a high school course for a particular college program. Adult Diploma students in the afternoon/evening school earn one credit for a semester-long course. Students may transfer credits from Pinkerton's day program or other accredited schools. 16+ year old Standard Diploma students may apply to take an afternoon/evening class for credit recovery. Standard diploma students earn .5 credits for each semester-long course.

### Pinkerton's Requirements for an Adult Diploma

#### Required Subjects

<u>Required Subjects</u>	<u>Credit(s)</u>
English	4 credits
Science	2 credits
Mathematics	2 credits - including 1 Algebra credit
Social Studies	3 credits - including: U.S. History (1), Economics (.5), American Government (.5), & Cultural Geography (.5).
Digital Literacy (Computer Credit)	1/2 credit
Careers	1 credit
Electives	7-1/2 credits
<b>Total Needed to Receive Diploma</b>	<b>20* credits</b>





## **Graduation Ceremony**

Every student who meets the requirements for either an individualized diploma, certificate of completion, traditional diploma, honors diploma, alternative diploma, or adult diploma and who is otherwise eligible to do such, shall be eligible to participate in one graduation ceremony at Pinkerton Academy. Graduation will be the culminating event for students who qualify for a diploma or certificate of completion. In the case of a student who qualifies for an individualized diploma or a certificate of completion, the student may select to participate in one graduation ceremony either at the end of their fourth complete year of high school or a subsequent graduation ceremony at the Academy until the June prior to the completion of the student's IEP. A student not qualifying for a traditional/ honors diploma may remain at Pinkerton Academy until the student is 21 years of age or earns a traditional diploma. Students may not participate in a second graduation ceremony. *Note: Courses taken modified credit (individualized diploma) will be given a letter grade on the student's transcript.*

All students must return (or pay for) all books and materials and must have paid their class dues for all years in order to participate in graduation. All students who participate in Baccalaureate and/or Graduation exercises are required to comply with the dress code that is distributed by the administration.

Students who transfer to Pinkerton as fifth-year students will need to take a minimum of 4 academic courses each semester and will need to pass at least 3 academic courses each semester in order to be considered for participation in the graduation ceremony with the Pinkerton graduating class.

## **Credits**

**One credit** is earned by successfully completing a full-year course that meets every other school day and successful completion of all course competencies. **One-half credit** is earned by successfully completing a half-year course that meets every other school day and successful completion of all course competencies. **One-quarter credit** is earned by successfully completing a 9-week term course that meets every other school day and successful completion of all course competencies. **Two credits** are earned by successfully completing a full-year course that meets each school day and successful completion of all course competencies. **Note:** *Once a student receives credit for passing a course, the student cannot retake the same course for credit.*

In the curricula sections of this booklet, a "1.0" course is a full-year, one credit course. A "0.5" course is a half-year, half-credit course. A "0.25" course is a 9-week, term quarter-credit course. A "2.0" course is a full-year, two credit course that meets for one period each school day. The school year is divided into TWO SEMESTERS: Semester 1 = August – January; Semester 2 = January – June.

## **Modified Credit**

Modified credit is available to Pinkerton students whose educational team decides that it is appropriate to complete a course with a modified curriculum. The decision of whether or not to take the course through the means of modified credit must be communicated to the student's school counselor by the third week of the first semester of the course. It should be noted that courses completed for modified credit(s) do not apply towards the credit requirements for a standard high school diploma, but may be applied to the criteria for an individualized diploma. The decision of whether or not to take a modified credit course will be made by a team that is knowledgeable about the student's academic ability.

## **Transfer Students & State Requirements**

A student's original four-year plan will be the first consideration in determining course selection for juniors and seniors transferring from non-New Hampshire schools. These students must meet the minimum 22-credit requirement; however, if a student is unable to realistically schedule all of the state-mandated subjects, a waiver may be granted. This waiver must be recommended by a Pinkerton Academy school counselor to the Director of School Counseling who will refer the request to the Dean of Studies and Instruction who will apply for the waiver from the New Hampshire Commissioner of Education.

In special cases, Pinkerton will accept students who transfer to the Academy as fifth-year students. Students in this situation will be taken on a case-by-case basis, which will be reviewed by the Director of School Counseling and Dean of Studies and Instruction. Students who transfer to Pinkerton as fifth-year students will need to take a minimum of 4 academic courses each semester and will need to pass at least 3 in order to be considered for graduation with the Pinkerton graduating class.



## Transfer Students & State Requirements (continued)

Transfer students who start classes at Pinkerton before the first progress reports are issued and who had attended classes in an Honors/ AP course at their previous school will be required to submit the summer component of Pinkerton's Honors or AP course before the end of the third week after enrollment. Students who enroll after the first progress reports are issued will not be required to complete the summer component.

Students who transfer to Pinkerton during the summer and who have not attended an Honors/AP course at their previous school will have to meet the same prerequisites to enter Pinkerton's Honors/AP courses as are used for Pinkerton students. It is up to the departments with Honors/AP courses to submit to the School Counseling Department the blank teacher recommendation forms, summer component, and books necessary for each Honors/ AP course in their discipline. Summer transfer students will be required to do the summer component for the class. This can be received from the School Counseling Department.

## Alternative Credit, Other Educational Experiences, and Instructional Activities

At this time, Pinkerton Academy is offering other educational experiences to students outside the normal classroom experience either during the day, afternoon/evening or summer programs. Only the programs below qualify to receive alternative credits. Students may earn credits by successfully completing the course of study in qualifying programs as long as the course has been pre-approved as an alternative credit option. The School Counseling Department has a list of qualifying programs. Each course needs individual approval. On a space-available basis, students who wish to earn credit recovery may apply for a Pinkerton's Alternative Choices in Education (P.A.C.E.) afternoon/evening course. Credits obtained through the P.A.C.E program are not considered alternative credits. Students who are out of school due to long-term health issues may develop a plan with their 504 or IEP team using alternative credits approved by Department Heads that meet diploma requirements. Plans require approval of the Headmaster. See your counselor for more information.

Application to take and receive graduation credit through an alternative credit must be made prior to starting the course through a student's school counselor. The following criteria must be met in order for a student to receive counselor approval to make-up a failed course:

**A** - The student must have completed the course.

**B** - The student must have earned a final grade of at least 50 in the failed course in order to do credit recovery in another secondary school's summer school program or Adult education program. Students seeking to make up for a failed course through the Virtual Learning Academy Charter School (VLACS) do NOT need a minimum grade of 50.

Make-up credit for a failed course may be obtained through courses of study in approved summer school, approved online, or approved non-Pinkerton adult education programs. For more information, a student should contact their school counselor. All make-up courses will be graded pass or fail based on successful or unsuccessful completion of the course according to the instructional agency's assessment.

Pinkerton Academy offers summer school on its campus. On a space-available basis, students will be allowed to take as many summer school courses at the Academy as needed to fulfill graduation requirements. Summer school courses taught in other districts will continue to count as alternative credits. Students should see their school counselor for additional information.

Students may also receive additional elective graduation credits through St. Paul's Summer Program, college courses, and approved vocational programs with whom Pinkerton has reciprocal agreements. Whether the other educational experiences are for mandatory or elective courses, **only three alternative credits can be earned during a student's high school career** (This limitation may be waived if deemed a reasonable accommodation by 504/IEP team or if a student is enrolled in at least five Pinkerton courses and would like to exceed this limit, they must follow the *Alternative Credit Waiver Procedures*. - see a school counselor for this form). Courses taken through Pinkerton Academy Summer School do not count towards alternative credit. Application for alternative credit must be made through a student's school counselor. Under certain conditions, certain CTE programs may be available at other NH CTE centers, but the Academy does not provide transportation. See the CTE Director for more information.

To receive Pinkerton credit for college courses, students must obtain prior approval from the school counselor. Credit will only be accepted from fully accredited (or one of the five other accrediting) degree granting institutions. Credit cannot substitute for a mandatory course for graduation but can only be applied to elective credit. Pinkerton will award one-half (0.5) credit for the one-semester course credit equivalent from that college. The credit will be awarded on a pass/fail basis and will not be counted for GPA determination. Credit from college courses counts as alternative credit. College credit for transfer students which had been accepted by their former school will be considered on a case-by-case basis.



A student must obtain approval from the school counselor to receive Pinkerton credit from other New Hampshire public schools including the Virtual Learning Academy Charter School while enrolled as a student at Pinkerton. Credits from other public schools can substitute for any course credit up to a maximum of three credits. The credit will be awarded for the course based on the actual course grade which will be added to the transcript; however, the course will not count in a student's GPA. A student must still take a minimum of 5 courses at Pinkerton and be a full-time student to take advantage of this option. A course offered by another high school or the Virtual Learning Academy Charter School, can also be taken for credit recovery (including mandatory courses) if a course is not completed successfully at Pinkerton. The same standards will apply to transfer students who have failed courses in their previous school. The institution offering a course must be fully accredited by NEASC or one of the five other accrediting institutions or the New Hampshire Department of Education. Credit from other high schools or the Virtual Learning Academy Charter School would count as alternative credit.

Unless otherwise recommended by the Dean of Studies and Instruction and approved by the Headmaster, students or their parents/guardians are responsible for all related expenses incurred for any alternative credit option including tuition and textbooks.

**NOTE: Students are limited to a MAXIMUM of THREE alternative credits.**

## Home Education Policy

The Pinkerton Academy Board of Trustees encourages all students to pursue a regular, four-year high school program. However, we acknowledge the right of parents to home educate their children in compliance with RSA 193-A. If a home-educated student who resides in a Sending District wants to take a single course or series of courses, the parent/guardian must forward a written request at least two weeks prior to the start of a semester. The student's sending district must be responsible for the tuition for the course(s). Enrollment will be done on a space-available basis and the student must meet all the requirements established by the teachers to receive credit.

### **RSA 193-A:4 Home Education; Defined, Curriculum Required**

*Instruction shall be deemed home education if it consists of instruction in science, mathematics, language, government, history, health, reading, writing, spelling, the history of the constitutions of New Hampshire and the United States and an exposure to and appreciation of art and music. Home education shall be provided by a parent for his own child, unless the provider is otherwise agreed upon by the appropriate parties (the department of education, resident district superintendent, or a nonpublic school).*

### **General Expectations**

- All students enrolled in a partial schedule will adhere to all the rules and regulations established by the Pinkerton Academy Board of Trustees as listed in the Student Planner for the current school year.
- All students must meet all the health and immunization requirements established by the Pinkerton Academy Board of Trustees, the NH Department of Education, and the NH Health and Human Services Division of Communicable Disease Control. Students must also complete an emergency card at the time of enrollment.
- A home-educated student who is a resident of the town of Auburn, Candia, Chester, Derry, Hampstead or Hooksett will be allowed to participate in the interscholastic programs at Pinkerton Academy under the following conditions:
  - The home-educated student must contact the Athletic Director at the Academy prior to the date of tryouts for each of the three seasons: Fall - August 1; Winter - November 1; Spring - March 1.
  - The athlete must meet all the requirements set forth by the New Hampshire Interscholastic Athletic Association to be eligible to participate in the sport.
  - Prior to tryouts the home-educated student must complete all the athletic forms required for participation by all Pinkerton Academy athletes.
  - A home-educated student will be permitted to participate in an interscholastic activity only after the Dean of Studies and Instruction/designee is provided with sufficient proof that the home-educated student has made, and continues to make, appropriate achievement in the Home Education Program. The Dean of Studies and Instruction/designee will determine what constitutes reasonable and acceptable proof of academic progress.
  - The Academy expects that the home-educated student be involved in a daily educational learning experience similar to a regular student attending the Academy. The Headmaster/Designee reserves the right to review with the parents the educational progress being made by their child in the program.
  - The home-educated student must be selected to be on the team during the normal tryout period.
  - Please contact the Athletic Director at Pinkerton at 437-5200, ext. 2115.
- Home-educated students may participate in clubs and other school activities after completing a required informational/permission form. The Dean of Students/designee will meet with the parents and the student to make arrangements for participation in the activity. The parent must make transportation arrangements for the child's participation in the activity.





# Home Education Policy (continued...)

- Consideration may be given to a home-educated student attending a special event. The parent/guardian must submit a written request and be interviewed by the Headmaster/designee.
- Home-educated students may borrow Pinkerton Academy textbooks after paying a deposit (cash or certified check) equal to the actual cost of the textbooks. This deposit will be refunded when the books are returned.
- The Academy will send a copy of the home-educated student's application to the Superintendent of the sending district to make the town aware of the request to participate in extracurricular activities/athletics.

## **Grade Placement**

Pinkerton Academy will honor Home Education Programs conducted according to NH RSA 193-A. All home-educated students who wish to enter Pinkerton Academy must present appropriate information to the Headmaster/designee demonstrating educational proficiency to be placed in an appropriate grade based on the student's individual education plan. The Headmaster will make the final placement determination based on a recommendation from the Dean of Studies and Instruction/designee.

All information will be reviewed to determine appropriate grade level and may require additional evaluation by standardized achievement tests and/or examinations given by selected Academy Department Heads.

## **Transfer Credits**

Transfer credits will be accepted if the approved Home Education Program issues an official transcript denoting the grade and credits awarded and Pinkerton Academy approves of the school. Pinkerton-approved schools are The American School and The Keystone School and the Virtual Learning Academy Charter School.

If a student transfers to Pinkerton and has passed courses from a Home Education Program that has not been approved by Pinkerton, Pinkerton reserves the right to review the work completed by the student to assure compliance with State of New Hampshire and Pinkerton Academy standards. Pinkerton also reserves the right to test students in any subject area for the purposes of awarding credits, determining class status, and/or courses and level placement. All correspondence courses for which Pinkerton has agreed to award credit will appear as a grade of Pass on the student's transcript. Credits from courses taken from non-approved Home Education Programs are awarded at the discretion of the Headmaster/Designee. Home-educated students are not subject to the three alternative credit limits for courses taken during the Home Education Program of grades 9 and 10.

## **Graduation Requirements**

- All students must meet all graduation requirements established by the NH Department of Education and the Pinkerton Academy Board of Trustees.
- Home-educated students will not be eligible for inclusion in class standing at graduation.
- The Pinkerton Academy School Counseling Department will assist home-educated students in course selection and college placement, provided the student plans to attend on a part-time or full-time basis.

The Pinkerton Academy Home Education Policy recognizes the following liability limitation: "The Academy, the Board of Trustees, and any Academy employees associated with a child who is receiving home education in accordance with RSA 193-A:9, are not liable in damages in a civil action for any injury, death or loss to person or property allegedly sustained by that child, his parent/guardian or any other person as a result of the child's receipt of home education, including, but not limited to, any liability allegedly based on the failure of the child to receive a free appropriate or adequate education."

# Digital Literacy Graduation Requirement

## **Technology Coursework**

Students in all grades need to take a technology course to obtain their half credit of technology even though they will still have to keep an e-Portfolio.

Transfer students will have the option of testing-out of the introductory course through the CTE Department which would allow them to take a more advanced course (over and above the Computer Literacy course) but would NOT give them the credit needed for graduation. The technology credit cannot be obtained through any test-out process.

All students must take any one of the courses in the Digital Literacy graphic on the next page to obtain their half credit in technology **necessary for graduation**. Courses in the graphic on the next page within the Fine Arts Department meet the 0.5 arts graduation requirement. However, if you would like those courses to fulfill your digital literacy requirement instead, students should contact their school counselor.



**e-Portfolio**

Pinkerton Academy provides students with the opportunity to create, store, and save electronic documents from their core subjects to an e-Portfolio. This e-Portfolio is a way for students to demonstrate effective use of technology and can be used as part of the college application process and for seeking employment. Students who successfully complete all 5 pieces of the e-Portfolio may elect to receive 0.25 credit on their transcript. Students who would like this indicated on their transcript should contact Student Information Services at [sis@pinkertonacademy.org](mailto:sis@pinkertonacademy.org). The core subjects include the following: Physical Education / Mathematics / Biology / Social Studies / English.

Teachers will collect the electronic documents listed above through Google Classroom/Aspen where they will be stored from the students’ Pinkerton Academy Google Drive accounts. All assignments will be completed through the normal course of the class. Work placed in the e-Portfolio will be assessed using a rubric specific to the assignment. Students receiving a grade of 65 or better on each e-Portfolio assignment will receive a passing grade.

All e-Portfolio work is to be completed by the end of the student’s junior year.

Students who did not complete or pass all 5 pieces of the e-Portfolio and who wish to receive the 0.25 credit may choose to attend “catch-up” sessions in which the assignment(s) can be completed. Catch-up sessions will be offered throughout the school year through the Credit Recovery Coordinator. Information regarding catch-up sessions is available through our Credit Recovery Coordinator.

## Pinkerton Academy Courses that meet the Digital Literacy Credit for Graduation

<div style="background-color: #e91e63; color: white; padding: 5px; text-align: center; font-weight: bold;">                  Business, Marketing &amp; Management             </div> <ul style="list-style-type: none"> <li>Accounting 1</li> <li>Computer Applications in Business</li> <li>Computer Literacy</li> <li>Entrepreneurship</li> <li>Introduction to Investing</li> <li>Personal Finance</li> </ul>	<div style="background-color: #e91e63; color: white; padding: 5px; text-align: center; font-weight: bold;">                  Communication &amp; Information Systems             </div> <ul style="list-style-type: none"> <li>Computer Graphics &amp; New Media</li> <li>Computer Information Systems 1</li> <li>Computer Programming 1</li> <li>Intro to Audio Production</li> <li>Intro to Computer Science</li> <li>Intro to Digital Media</li> <li>Video Production 1</li> </ul>	<div style="background-color: #e91e63; color: white; padding: 5px; text-align: center; font-weight: bold;">                  Industrial, Manufacturing &amp; Engineering Systems             </div> <ul style="list-style-type: none"> <li>Architecture &amp; Design 1</li> <li>Introduction to Computer-Aided Drafting</li> <li>Introduction to Engineering Design</li> </ul>
<div style="background-color: #e91e63; color: white; padding: 5px; text-align: center; font-weight: bold;">                 Special Education Department - ACT             </div> <ul style="list-style-type: none"> <li>Basic Computer Literacy &amp; Safety</li> </ul> <p style="font-size: small; text-align: center;">**For skill units, not credits**</p>	<div style="background-color: #e91e63; color: white; padding: 5px; text-align: center; font-weight: bold;">                 Fine Arts Department             </div> <ul style="list-style-type: none"> <li>Digital Photography</li> <li>Graphic Design &amp; Animation 1</li> <li>Introduction to Art: Digital Photography</li> <li>Introduction to Art: Graphic Design</li> </ul> <p style="font-size: x-small; text-align: center;">These courses fulfill the 0.5 arts graduation requirement. If you would like them to fulfill your digital literacy requirement instead, please contact your counselor.</p>	

## Pinkerton Academy Courses that meet the Economics Credit Requirement for Graduation

<div style="background-color: #0070c0; color: white; padding: 5px; text-align: center; font-weight: bold;">                  CTE Department             </div> <ul style="list-style-type: none"> <li>Intro to the World of Business &amp; Finance</li> <li>Marketing &amp; Business Management 1</li> </ul>	<div style="background-color: #0070c0; color: white; padding: 5px; text-align: center; font-weight: bold;">                 Social Studies Department             </div> <ul style="list-style-type: none"> <li>Economics A</li> <li>Economics B</li> <li>Economics C</li> <li>Honors Economics</li> <li>Explorations in Economics</li> </ul>
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# Pinkerton’s Alternative Choices in Education (PACE)

P.A.C.E. Programs offer supportive, alternative paths for students to complete their high school requirements in smaller settings with flexible schedules and teams of professionals who encourage and motivate students.

**Current and registering Pinkerton Academy students** interested in learning more about P.A.C.E. Programs should request an appointment with their school counselor.

**Non-PA students** should contact P.A.C.E. Director: [llonergan@pinkertonacademy.org](mailto:llonergan@pinkertonacademy.org)

**NOTE:** A \$25.00 Registration Fee is charged for transfer to any P.A.C.E. Program.  
A letter of interest is required for all P.A.C.E. Programs



## P.A.C.E. (Continued)

### **Afternoon/Evening Program in the Media Center of the Academy Building**

All Afternoon/Evening courses are semester long, pass/fail, and do not report quarterly grades in Aspen

**Pinkerton Adult High School Diploma Program (20 Credit)** offers both afternoon and evening courses for 16+ year old students. Typically students who opt for the Adult Diploma which requires 20, not 22 credits, are behind in credits and/or required courses and wish to catch up in order to graduate with their classmates. Some students will require additional semesters beyond the typical four years to complete their programming. An individualized schedule is developed for each student with assigned P.A. Counselor and P.A.C.E. Counselor.

All afternoon/evening courses and some day courses double in credit for Adult Diploma students. Students who are 21+ years of age are welcome to the program to complete their high school requirements or to take a course required for college not previously taken in high school.

**22 Credit STANDARD High School Diploma:** On a space available basis, 16+ year old students who wish to earn credit recovery may apply for a P.A.C.E. afternoon/evening course. **Note:** \$150.00 per course fee applies.

### **High School Equivalency Test (HiSET)**

Housed off campus at The Upper Room, 36 Tsienneto Road in Derry, 16-20 year old students receive assistance in preparing for the High School Equivalency Test (HiSET) and exploring college and career options for continued success beyond High School. Arrangements are made through the P.A. School Counselor in collaboration with the P.A.C.E. Director for students to take the HiSET Pre-Test at The Upper Room. Depending on scores, transcript review, interview and space availability, students will be given the option to transfer to The Upper Room.

### **Ombudsman Program**

Housed on campus at the Alternative Learning Center, 31 Tsienneto Road in Derry, The Ombudsman program is for students who are in their second plus year of high school who are one to two years behind in credits and find the Pinkerton Campus challenging due to academic, emotional, and/or social difficulties. The primary focus of the Ombudsman Program is credit recovery with the intention that a student would return to the main Pinkerton Academy campus once reaching junior status. With permission, however, some students will stay in the Ombudsman program and graduate with a Pinkerton Academy Alternative Diploma. Students attend for an assigned 3 hour session and are required to do 15 hours of work and/or volunteering as part of their programming.

Individual Learning Plans will be developed for all students under the age of 18 enrolled at The Upper Room and The Alternative Learning Center. Details of this learning plan can be obtained from the P.A.C.E. Director at 437-5200, ext. 1111.

#### **Requirements for the HiSET H.S. Equivalency Credential:**

- Classes are held at The Upper Room, a Family Resource Center in Derry.
- Students must pass the 5 official Educational Testing Service HiSET exams:
  - Language Arts - Reading
  - Language Arts - Writing
  - Mathematics
  - Science
  - Social Studies
- Graduation is held at The Upper Room

#### **Pinkerton's Requirements for the Ombudsman Alternative Diploma:**

Students must meet the same twenty-two academic credit requirement as the traditional diploma.

Students take their classes at The Alternative Learning Center on campus.

Students may transfer credits from Pinkerton's day program or other accredited schools.

## Scholastic Progress and Course Selection

No student will be enrolled in grade 9 at Pinkerton Academy unless the student has been promoted from grade 8. A student attempting to enter Pinkerton from a home-schooling situation must provide the Academy with documentation from the state or school district of residence that confirms that the student successfully completed a state-approved home tutoring program for grade 8. Standardized testing may be used for placement.

In order to qualify for a Pinkerton Academy diploma, a student must meet the following requirements:

- Successful completion of minimum course and credit requirements.
- Acceptable attendance at Pinkerton (or an approved secondary school) for a minimum of 4 full school years.



# Minimum Grade-Level Requirements

Twenty-two (22) Credits are Required for Graduation.	
Grade-level Status	Minimum Credits Students Must Earn by Start of School Year
10	5
11	10
12	16

Credits earned at summer school are accepted toward these totals, as long as all policies regarding summer school credits are met. The “Suggested Four-Year Course Selection Guide” shows a generalized four-year plan, which lists Pinkerton Academy graduation requirements and the year in which the majority of students enroll in these courses. With 8 class periods available, students must carry at least 5 courses per semester and no fewer than 5 credits and no more than 7 credits each year. This requirement may be modified for students with an IEP as well as students in “special or unusual” circumstances. Students wishing to carry more than 7 credits each year should schedule an appointment with their school counselor. Elective courses may be taken during any semester/year depending on a student’s course load.

**Pinkerton Academy does not allow auditing of classes or the retaking of classes that have already been passed.** Most students take these required courses during these years, but some students choose to take them during other years, depending on personal course loads. Students are encouraged to take advantage of the services offered by the School Counseling Department and respective counselors when seeking advice and assistance with course selections. *Students wishing to accelerate their graduation from the Academy prior to completing eight semesters may not do so without approval from the Headmaster.*

When considering the choice of electives each year, students are encouraged to refer to the following guidelines, which may assist them with the various concerns throughout the course selection process. Most importantly, students should consult with their school counselors.

## Academic Course Selections for Post-Secondary Education

The goal of any student in high school must be twofold: **First**, to learn and earn credits in a sequence that will result in a high school diploma in four years, and **second**, to do so in such a way as to be best prepared for the widest range of opportunities upon graduation.

Whether it is a 2 or 4-year college, the military, or the world of work that is the post-graduation objective, the most important advice that can be offered to students is to **take the most challenging courses that are offered at Pinkerton at a level at which they are most likely to succeed.** When reviewing students’ academic transcripts or admission to post-secondary education programs, college admissions officers look for two elements (among other things); to see that students have challenged themselves to the highest level of their capabilities, and at the quality and number of challenging courses available at the high school level. Pinkerton Academy offers a number of challenging courses including Honors, AP, A-level and other non-leveled, but highly-rigorous classes.

### NCAA Eligible Courses



Athletes considering participating in intercollegiate athletics in any Division I or Division II College program must register with the National Collegiate Athletic Association (NCAA) and meet certain requirements regarding the scope and rigor of their academic program (among other requirements). Please see your school counselor or the Athletic Director for more information. You can also read and download a guide for student athletes at [ncaastudent.org](http://ncaastudent.org), or visit the eligibility center website at [www.ncaa.org/eligibility](http://www.ncaa.org/eligibility). *Courses approved by the NCAA at the time this catalog went to press are noted with the NCAA’s circular logo.*

### NH Scholars Program



The New Hampshire Scholars program encourages students to complete a rigorous course of study to prepare them for successful transition to college or technical training. Students must complete a rigorous core course of study including 4 English credits, 4 Mathematics credits (to include Algebra 1 & 2 and Geometry), 2 credits in the same world language (other than English), 3 credits in lab sciences (to include Biology, Chemistry, and Physics), and 3.5 credits in social sciences (chosen from U.S. and World History, World Geography, Economics, and Government). Courses approved by the NH Scholars program are noted with the NH Scholars’ circular logo. There is also a STEM (Science, Technology, Engineering, Mathematics), an Arts, as well as a Career Pathway specialization for NH Scholars. Students are encouraged to become familiar with the requirements and check each year the courses that qualify. The list of Pinkerton courses and requirements can be found on the School Counseling webpage under Resources, NH Scholars.





# Academic Course Selections for Post-Secondary Education (continued...)

## **Concurrent Credit Program** (formerly “Running Start”)

Several courses have concurrent credit programs and articulation agreements with colleges and universities, including the Community College System of NH, Southern New Hampshire University, UNH-Manchester, and more. Though concurrent credit is through the Community College System of NH and other local universities, students who choose this option have the opportunity to earn college credit and regular high school credit in those select courses. Courses are offered to students at a reduced rate. Credits are transferable to many colleges and universities throughout the country.



## Recommended Course Selections

Two-Year Community, Junior, and Technical Colleges	Four-Year College Majors
<p>Students who want to pursue a certificate or an associate degree program at the collegiate level, can benefit from enrollment in one of Pinkerton Academy’s two-period elective programs within the CTE program. These two-period courses in addition to the following major academic course selections can best prepare students to enjoy success at the two-year college level.</p> <ul style="list-style-type: none"> <li>• 4 years English</li> <li>• Algebra 1, Geometry, Algebra 2, Finite Math with Trigonometry/Pre-Calculus or Algebra/Geometry</li> <li>• Business or Computer Technology Electives</li> <li>• CTE Electives</li> <li>• Electives in the Arts</li> <li>• Biology</li> <li>• Journey Through Physical Science</li> <li>• Applied Chemistry/Chemistry               <ul style="list-style-type: none"> <li>• <i>Required for Health Science Related &amp; Medical Technology Majors</i></li> </ul> </li> <li>• Physics               <ul style="list-style-type: none"> <li>• <i>Recommended/Required for Architectural &amp; Mechanical Engineering Technology</i></li> </ul> </li> <li>• Anatomy and Physiology               <ul style="list-style-type: none"> <li>• <i>For Health Science Fields</i></li> </ul> </li> <li>• 3 years of Social Studies</li> </ul>	<p>In general, the strongest high school academic program for admission to a four-year college would be one that includes successful completion of four years of study in each major academic subject matter. In addition to English, students should enroll in as many college prep math, science, social studies, and world language courses as they can academically handle throughout their high school years.</p> <p>If there is a specific career or training path (such as architecture, engineering, computer sciences, health care, arts related fields, etc.), students should also consult with their counselor and select wisely from relevant elective courses offered at Pinkerton Academy which complement their core academic profile and sharpen needed skills and training for their major of choice.</p> <p><u>Schedule limitations sometimes pit taking one class against another of equal interest and value. Under these circumstances, it is best to consult with the school counseling office to make certain whatever decision is made is consistent with the requirement of future goals.</u> It is important for students to keep in mind that four-year colleges and universities expect students to be proficient in the major academic disciplines. Whenever possible, elective courses should be chosen to further strengthen student academic preparation for post-secondary education.</p>
<p><i>Note: Although the above-listed course selections are not all required for admission into most two-year colleges and institutions, when undertaken, these course selections can best prepare students for transfer admission into a four-year college major upon completion of an associate degree program.</i></p>	



The following are recommendations and to be used as “guidelines”.

Students should research the specific admission requirements of colleges and universities to which they plan to apply.

<b>Business Management &amp; Administration, Marketing, Economics, Finance, and Hospitality &amp; Tourism</b>	<b>Architecture &amp; Construction, Science, Technology, Engineering, Mathematics &amp; Information Technology, Physics, and Chemistry</b>
<ul style="list-style-type: none"> <li>• 4 Years English</li> <li>• 4 or More Years Math</li> <li>• Public Speaking/Creative Writing</li> <li>• Economics, World History, and Psychology</li> <li>• Refer to Career Focused Electives</li> <li>• 3 Years Science</li> <li>• 2-4 Years Same World Language</li> <li>• Fine Arts</li> </ul>	<p><i>When Possible: Honors/AP Courses in Math, Science, &amp; CTE</i></p> <ul style="list-style-type: none"> <li>• 4 Years English</li> <li>• 4 or More Years Math</li> <li>• 4 Years Science</li> <li>• Economics, World History, and Psychology</li> <li>• 3 Years Same World Language</li> <li>• Computer Electives</li> <li>• Fine Arts</li> <li>• Refer to Career Focused Electives</li> </ul>
<b>Health Science</b>	<b>Liberal Arts: Fine Arts, A/V Technology &amp; Communication, Foreign Languages, History, Creative Writing, Literature, Philosophy, Psychology, &amp; many others</b>
<ul style="list-style-type: none"> <li>• Honors/AP Courses in Math and Sciences</li> <li>• 4 Years English</li> <li>• 4 or More Years Math</li> <li>• Anatomy &amp; Physiology Electives</li> <li>• Biology A (AP Biology, when possible)</li> <li>• Economics, Sociology, World History, and Psychology</li> <li>• 3 Years Same World Language</li> <li>• Refer to Career Focused Electives</li> </ul>	<ul style="list-style-type: none"> <li>• 4 Years English</li> <li>• 4 or More Years Math</li> <li>• 4 Years Science</li> <li>• 2-4 Years Same World Language (3 yrs most often required)</li> <li>• Refer to Career Focused Electives</li> <li>• 3-4 Years History/Social Studies</li> <li>• Fine Arts</li> </ul>
<b>Undeclared/Undecided</b>	<b>Life Sciences: Biochemistry, Biology, Botany, Environmental &amp; Agricultural Systems, Marine Biology, &amp; Zoology</b>
<ul style="list-style-type: none"> <li>• 4 Years English</li> <li>• 4 or More Years Math</li> <li>• 4 Years Science</li> <li>• 2-4 Years Same World Language</li> <li>• 3-4 Years History/Social Studies</li> <li>• Electives in Fine Arts, Open Electives</li> <li>• Refer to Career Focused Electives</li> </ul>	<ul style="list-style-type: none"> <li>• 4 Years English</li> <li>• 4 or More Years Math</li> <li>• 4 Years Science</li> <li>• 2-4 Years Same World Language (3 yrs most often required)</li> <li>• Refer to Career Focused Electives</li> </ul>
<p><i>Note: When students are undecided about their proposed college major, it would be extremely beneficial for those students to enroll in as many courses within the five major academic disciplines (English, math, science, history/social studies, and world languages-from FL, name pending Headmaster) as their schedules will accommodate. When students undertake a challenging and well-rounded college preparatory program of study, they enhance their potential for admission to a wide variety of four-year colleges and universities.</i></p>	

### Recommended Course Selections for Admission to Highly-Selective Colleges and Universities

The most important criteria for admission to a four-year college or university that is considered “highly selective” is the high school transcript. College-bound students need to be aware that most highly-selective colleges and universities have an applicant pool of very bright and talented students, many more than they can admit. Therefore, college-bound students who aspire to attend a highly-selective college or university, need to plan their college preparatory program very early in the high school years to maximize their education preparation for admission as well as their success in higher education.

- When possible: Max. Number of Honors/AP Courses in Various Subjects.
- 4 Years English
- 4 or More Years Math
- 4 Years Science
- 4 Years Social Studies
- 3-5 Years Same World Language (3 years most often required)
- Refer to Career Focused Electives

It is recommended that students enroll in as many of the above courses within the five major academic disciplines regardless of their proposed college major. Highly-selective colleges and universities admit students who display their proficiency within many areas, in the most rigorous course offerings available, at the high school level. When possible, students should also select elective course work, in an area related to their proposed college major but not in place of the major academic course offerings.



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# AIR FORCE JUNIOR ROTC

## Aerospace Science (Air Force Junior ROTC)

*Aerospace Science is a full-year, unlevelled (1 credit) one to four-year elective program combining a broad-based aerospace education curriculum including the development of basic military discipline, wellness, marching, survival and leadership training.*

### **Instructional goals include:**

1. Understanding the role of aviation and various aerospace programs and their impact on all facets of society.
2. Becoming familiar with various types of aerospace vehicles as well as the physical laws that govern their operation.
3. Developing an appreciation for the precision and complexity of aircraft flight;
4. Development of attitudes which contribute to a higher sense of personal integrity, self-reliance, self-discipline and commitment to the responsibilities of U.S. citizenship.
5. Creating an environment which enhances the development of management and leadership.

Extensive programs of extra-curricular activities and individual cadet counseling are provided. **THERE IS NO MILITARY COMMITMENT INVOLVED WITH ANY FACET OF THIS PROGRAM.** There are, however, numerous benefits available to qualified cadets who wish to compete for college scholarships and appointments to military service academies as well as for those who desire to enter military service upon completion of high school. Each year, a 3 day leadership encampment is planned for selected students. Students are required to wear government-provided uniforms and meet current Air Force grooming standards for one day each week and on special occasions (parades, balls, drill competitions, etc.). Failure to wear the uniform and/or meet grooming standards will result in failure of the course. Students are responsible for cleaning or replacement costs of issued uniforms.

***Successful completion of four years of JROTC may count towards one year of College ROTC.***

**Enrollment in our JROTC program does NOT guarantee acceptance into the Military.**

## Aerospace Science 1

***Recommended for Grades 9-12***



**RT0061**

This full-year unlevelled (1.0 credit) course acquaints the student with the historical development of flight and the role of the military in history. Students are also introduced to drill, customs, and courtesies of the armed forces, citizenship and the correct wearing of the U.S. Air Force uniform. First-year cadets are given a JROTC uniform that they will be required to wear once a week in addition to meeting grooming standards. Students also participate in a Wellness program one day per week. Field trips, drill competitions, parades, military balls, dances and possible orientation flights complement classroom work.

## Aerospace Science 2

***Recommended for Grades 10-12***



**RT0062**

This full-year unlevelled (1.0 credit) course acquaints the student with the aerospace environment, the human requirements of flight, principles of aircraft flight, principles of navigation, and astronomy. The student introduction to the flight simulator is a required activity and completes, in a practical way, the theory learned in the classroom. A leadership unit complements continued development of written and oral communication skills and drill proficiency. Members of this class are required to demonstrate a high level of drill proficiency and hold positions of greater responsibility in the planning and execution of corps projects. Students also participate in a Wellness program one day per week. Field trips, drill competitions, and possible orientation flights continue as in Aerospace Science 1.

**Beginning with the Class of 2026, students successfully completing Aerospace Science 1 and Aerospace Science 2 can fulfill the Physical Education 2 requirement.**

**PREREQUISITE:** *Successful completion of Aerospace Science 1 (RT0061).*



# AIR FORCE JUNIOR ROTC (continued...)

## Aerospace Science 3

*Recommended for Grades 11-12*



RT0063

This full-year unlevleed (1.0 credit) course is an advanced, more in depth study of the previous aerospace topics and will also include an aerospace education portion of Survival. The leadership units emphasize life skills helpful to students deciding which path to take after high school. Information will be provided on how to apply to college, beginning a job search, financial planning, voting, jury selection, and shopping skills. Students hold positions of even greater responsibility in the planning and execution of corps projects. Students also participate in a Wellness program one day per week. Field trips, parades, drill competitions, and possible orientation flights continue, as in Aerospace Science 2.

**PREREQUISITE:** *Successful completion of Aerospace Science 2 (RT0062).*

## Aerospace Science 4

*Recommended for Grade 12*



RT0064

This full-year unlevleed (1.0 credit) course provides exposure to the fundamentals of management. This course will provide cadets the necessary skills to put into practice what they have learned during their time in JROTC. The leadership unit allows senior cadets to assist the instructors in managing the entire corps. This hands-on experience affords the cadet the opportunity to put the theories of previous leadership courses into practice. All the planning, organizing, coordinating, directing, controlling, and decision-making will be done by the cadets under supervision of instructors. Here they can refine their communication, decision-making, personal-interaction, managerial, and organizational skills, culminating in several worthwhile community service projects. Students also participate in a Wellness program one day per week. Field trips, parades, drill competitions, and the possibility of orientation flights continue as in Aerospace Science 3.

**PREREQUISITE:** *Successful completion of Aerospace Science 3 (RT0063) or permission required from the Department Head for 12<sup>th</sup> graders.*

# Center for Career & Technical Education (CTE)

Pinkerton Academy's Center for Career and Technical Education (CTE) is one of twenty-six regional CTE centers in New Hampshire. We are proud of our curriculum and excellent 40-member faculty and staff. Between introductory career discovery courses and in-depth career-focused programs, Pinkerton's CTE programs offer over 60 different subjects per year serving more than 3100 students. Of that number, over 920 upperclassmen are enrolled in the 19 career-focused programs.

The majority of CTE content is designed using competencies that are aligned with industry standards and published by the New Hampshire Department of Education. In order to accomplish these, many courses include school-based enterprises such as Campus Corner, the Astro Café, Career and Technical Student Organizations (CTSOs), and a variety of workplace learning opportunities.



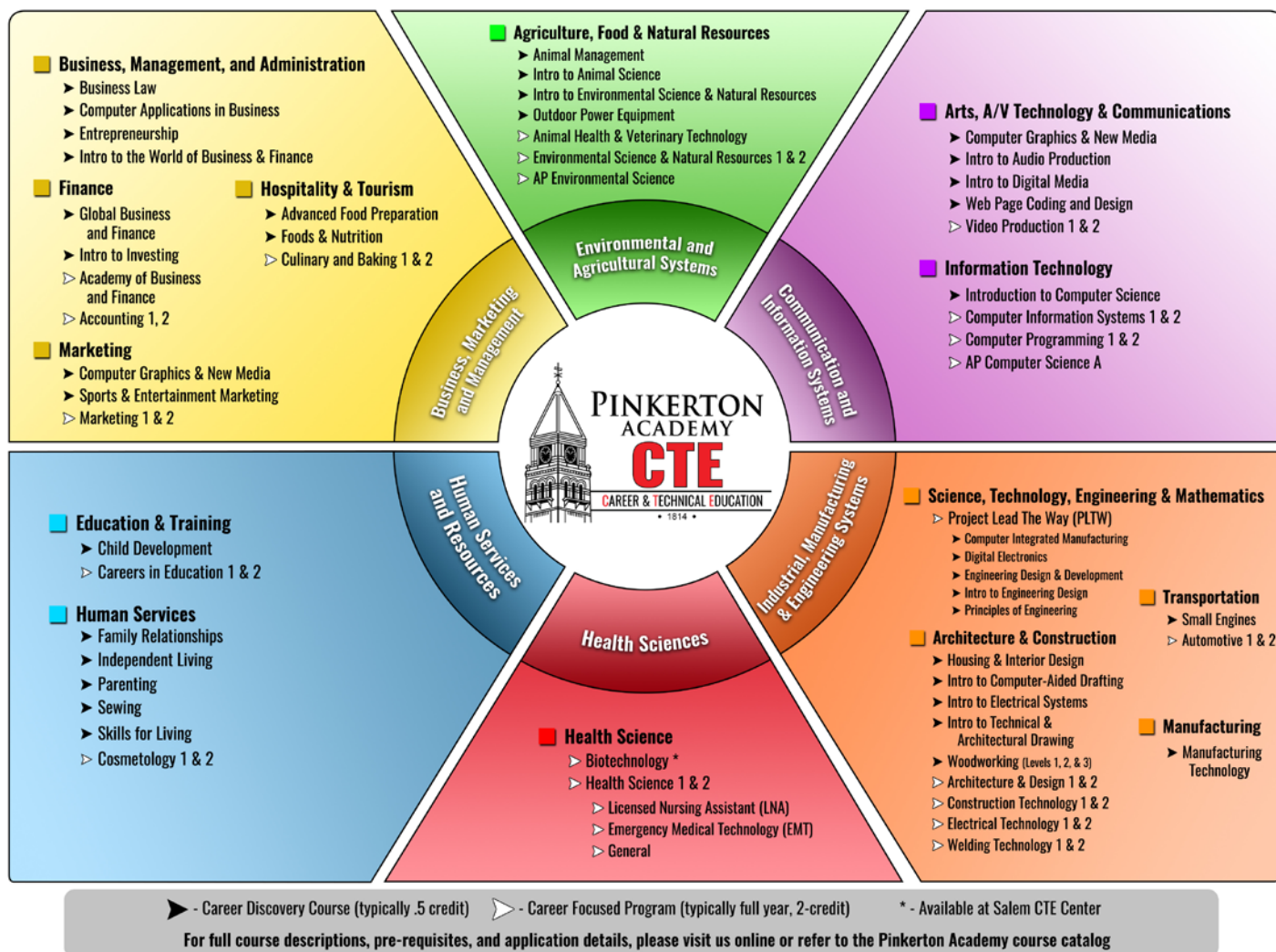
PINKERTON  
ACADEMY

**CTE**

CAREER & TECHNICAL EDUCATION

• 1814 •





## Career Fields

In order to help students and their parents understand the relationship of CTE electives within the context of the Pinkerton Academy curriculum, the CTE courses have been organized by Career Area to better match classes to a student's career interests. Detailed information on Career Fields can be found at [www.careertech.org](http://www.careertech.org).

### Career Focused Areas at Pinkerton Academy

- Business, Marketing & Management
  - *Accounting, Business & Finance, and Marketing*
- Communication & Information Systems
  - *Computer Information Systems, Computer Programming, Video Production*
- Environmental & Agricultural Systems
  - *Animal Science, Environmental Science*
- Health Sciences
  - *Health Science General, LNA, EMT*
- Hospitality
  - *Culinary*
- Human Services & Resources
  - *Careers in Education, Cosmetology*
- Industrial, Manufacturing & Engineering Systems
  - *Architecture, Automotive, Building Construction, Engineering, Welding*





# Using a Career Pathway Plan of Study (CPPOS) to Design your Program of Study

The goal of the Center for Career and Technical Education (CTE) at Pinkerton Academy is two-fold: to prepare graduates for entry level employment in a skilled occupation and to continue study at a post-secondary level.

<b>CTE Field Area: Business, Marketing &amp; Management</b>	
<b>Career Discovery Courses</b>	<b>Career Focused Programs</b>
<i>* Required prerequisite for Career Focused Programs</i>	
CT0603 - Accounting 1 * SS0225 - Intro to the World of Business & Finance CT0614 - Global Business & Finance* CT0683 - Entrepreneurship* CT0613 - Personal Finance* CT0612 - Intro to Investing* CT0682 - Business Law CT0643 - Computer Graphics & New Media CT0619 - Sports and Entertainment Marketing CT0642 - Computer Applications in Business	<u><b>Academy of Business &amp; Finance</b></u> CT0614 - Global Business & Finance CT0612 - Intro to Investing CT0613 - Personal Finance CT0683 - Entrepreneurship
	<u><b>Accounting</b></u> CT0605 - Accounting 2
	<u><b>Marketing &amp; Business Management</b></u> CT0620 - Marketing 1 CT0621 - Marketing 2
<b>CTE Field Area: Communication &amp; Information Systems</b>	
<b>Career Discovery Courses</b>	<b>Career Focused Programs</b>
<i>* Required prerequisite for Career Focused Programs</i>	
CT0646 - Intro to Computer Science CT0644 - Intro to Digital Media CT0645 - Web Page Coding & Design	<u><b>Computer Information Systems</b></u> CT0648 - Computer Info Systems 1 CT0649 - Computer Info Systems 2
	<u><b>Computer Programming</b></u> CT0651 - Computer Programming 1 CT0653 - Computer Programming 2 CT0654 - AP Computer Science A
CT0655 - Intro to Audio Production CT0643 - Computer Graphics & New Media CT0644 - Intro to Digital Media CT0645 - Web Page Coding & Design	<u><b>Video Production</b></u> CT0658 - Video Production 1 CT0659 - Video Production 2
<b>CTE Field Area: Environmental &amp; Agricultural Systems</b>	
<b>Career Discovery Courses</b>	<b>Career Focused Programs</b>
<i>* Required prerequisite for Career Focused Programs</i>	
CT0665 - Intro to Animal Science* CT0670 - Intro to Environmental Science & Natural Resources	<u><b>Animal Health &amp; Veterinary Technology</b></u> CT0667 - Animal Management CT0666 - Animal Health & Vet Tech
CT0670 - Intro to Environmental Science & Natural Resources CT0665 - Intro to Animal Science CT0742 - Small Engines CT0743 - Outdoor Power Equipment Maintenance & Operation	<u><b>Environmental Science &amp; Natural Resources</b></u> CT0671 - Environmental and Natural Resources 1 CT0672 - Environmental and Natural Resources 2 CT0673 - AP Environmental Science
<b>CTE Field Area: Health Sciences</b>	
<b>Career Discovery Courses</b>	<b>Health Science Technology</b>
	CT0701 - Health Science 1 CT0705 - Health Science 2 (CT0702 - EMT   CT0703 - LNA   CT704 - General) Available at Salem High School - Biomedical Science 1 & 2



### CTE Field Area: Hospitality

<b>Career Discovery Courses</b>	<b>Culinary Arts &amp; Baking</b>
CT0627 - Foods & Nutrition CT0628 - Advanced Food Preparation	CT0629 - Culinary Arts & Baking 1 CT0630 - Culinary Arts & Baking 2

### CTE Field Area: Human Services & Resources

<b>Career Discovery Courses</b>	<b>Career Focused Programs</b>
<i>* Required prerequisite for Career Focused Programs</i>	
CT0686 - Child Development CT0692 - Parenting CT0690 - Family Relationships	<b>Careers in Education</b> CT0687 - Careers in Education 1 CT0688 - Careers in Education 2
	<b>Cosmetology</b> CT0696 - Cosmetology 1 CT0697 - Cosmetology 2

### CTE Field Area: Industrial, Manufacturing & Engineering Systems

<b>Career Discovery Courses</b>	<b>Career Focused Programs</b>
<i>* Required prerequisite for Career Focused Programs</i>	
CT0712 - Intro to Technical & Architectural Drawing CT0713 - Intro to Computer-Aided Drafting (CAD) CT0711 - Housing & Interior Design CT0714 - Intro to Engineering Design CT0726 - Manufacturing	<b>Architecture &amp; Design</b> CT0716 - Architecture & Design 1 CT0717 - Architecture & Design 2
CT0742 - Small Engines CT0743 - Outdoor Power Equipment Maintenance & Operation	<b>Automotive Systems Technology</b> CT0745 - Automotive Systems Technology 1 CT0746 - Automotive Systems Technology 2
CT0732 - Woodworking 1 CT0733 - Woodworking 2 CT0735 - Woodworking 3 CT0712 - Intro to Technical & Architectural Drawing CT0711 - Housing & Interior Design CT0726 - Manufacturing	<b>Construction Technology</b> CT0737 - Construction Technology 1 CT0738 - Construction Technology 2
CT0741 - Intro to Electrical Systems CT0713 - Intro to Computer-Aided Drafting (CAD) CT0712 - Intro to Technical & Architectural Drawing CT0726 - Manufacturing	<b>Electrical Technology</b> CT0749 - Electrical Technology 1 CT0750 - Electrical Technology 2
T0714 - Intro to Engineering Design* CT0726 - Manufacturing CT0741 - Intro to Electrical Systems CT0713 - Intro to Computer-Aided Drafting (CAD) CT0741 - Intro to Electrical Systems	<b>Engineering - PLTW - Project Lead The Way</b> CT0719 - Principles of Engineering CT0720 - Digital Electronics CT0721 - Computer Integrated Manufacturing CT0722 - Engineering Design & Development
CT0741 - Intro to Electrical Systems CT0726 - Manufacturing CT0712 - Intro to Technical & Architectural Drawing CT0713 - Intro to Computer-Aided Drafting (CAD)	<b>Welding Technology</b> CT0755 - Welding Technology 1 CT0756 - Welding Technology 2

### CTE Field Area: Soft Skills / Life Skills

CT0693 - Skills for Living CT0691 - Independent Living CT0689 - Sewing CT0686 - Child Development CT0692 - Parenting CT0690 - Family Relationships CT0627 - Foods & Nutrition CT0628 - Advanced Food Preparation	CT0742 - Small Engines CT0743 - Outdoor Power Equipment Maintenance & Operation CT0613 - Personal Finance SS0225 - Intro to the World of Business & Finance CT0642 - Computer Applications in Business CT0641 - Computer Literacy
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# Organization of CTE Course Descriptions in this Catalog

## Career Discovery Electives

Career discovery electives are available to all Pinkerton students. The goal of career discovery electives is to expose students to career and personal interests. Discovery electives are aligned to the career pathway plan of study for each of our career focused programs. Some discovery electives are prerequisites to a career-focused program.

## Career Focused Programs

Career-focused programs are available to 10th through 12th graders. Certain programs are available to other underclassmen. The goal of career-focused programs is to prepare graduates for entry-level employment in a skilled occupation and continued study at the post-secondary level. Most of these programs meet everyday taking 2 periods in a students schedule. Not all programs of study follow that model so please read through the course descriptions for details. Please use the CPPOS for recommended/required program pathways.

This catalog contains basic information about programs in the Center for Career and Technical Education. More information may be found on the CTE website – [www.pinkertonacademy.org/cte](http://www.pinkertonacademy.org/cte). The CTE Program Selection Guide provides detailed information on the registration requirements, safety requirements, insurance coverage, immunization needs, and lab fees for certain courses.

*NOTE: Students must complete an application form to enroll in the first year of certain career-focused programs. Application Forms are found on the CTE website and in the CTE office. Some programs fill up quickly, so register early. See the CTE office staff for enrollment criteria, requirements and information.*

## Earn College Credit!



Several CTE courses have concurrent credit programs and articulation agreements with colleges and universities including the NH Community College system, Southern New Hampshire University, University of New Hampshire (UNH) - Manchester and more. These programs offer students the opportunity to earn college credit in addition to regular high school credit. Courses are offered to students at a reduced rate. Credits are transferable to many colleges and universities throughout the country.

### Students can earn college credit in the following CTE courses:

Accounting 1 & 2	Computer Programming 1 & 2	Intro to Engineering and Design
AP Computer Science A	Culinary Arts and Baking 1	Marketing and Business Management 1
Architecture & Design 1 & 2	Digital Electronics	Principles of Engineering
Careers in Education 1 & 2	Electrical Technology 2	Personal Finance
Computer Information Systems 1 & 2	Global Business	Video Production 2
Computer Integrated Manufacturing	Health Science Technology 1	

*For more information, speak to the Assistant CTE Director in the Career & Technical Education office.*

## Math-Related Courses

The following CTE courses are approved math-related courses:

*Look for this symbol throughout the catalog, indicating an approved math-related course.*



Course Number	Course Title	Course Number	Course Title
CT0603	Accounting 1	CT0737	Construction Technology 1
CT0605	Accounting 2	CT0738	Construction Technology 2
CT0654	AP Computer Science A	CT0630	Culinary Arts & Baking 2
CT0673	AP Environmental Science	CT0720	Digital Electronics
CT0717	Architecture & Design 2	CT0749	Electrical Technology 1
CT0746	Automotive Systems Technology 2	CT0750	Electrical Technology 2
CT0649	Computer Information Systems 2	CT0722	Engineering Design and Development
CT0721	Computer Integrated Manufacturing	CT0672	Env. Science and Natural Resources 2
CT0651	Computer Programming 1	CT0621	Marketing & Business Management 2
CT0653	Computer Programming 2	CT0719	Principles of Engineering
		CT0756	Welding Technology 2



# Digital Literacy 0.5 Credit Graduation Requirement

A number of CTE courses meet the Digital Literacy graduation requirement, as stated in this catalog and the chart shown here.

Throughout this course catalog, eligible courses will feature the icon shown here, along with a statement that reads: *“This course fulfills the 0.5 credit digital literacy graduation requirement.”*



Pinkerton Academy Courses that meet the Digital Literacy Credit for Graduation		
<b>Business, Marketing &amp; Management</b> <ul style="list-style-type: none"> <li>Accounting 1</li> <li>Computer Applications in Business</li> <li>Computer Literacy</li> <li>Entrepreneurship</li> <li>Introduction to Investing</li> <li>Personal Finance</li> </ul>	<b>Communication &amp; Information Systems</b> <ul style="list-style-type: none"> <li>Computer Graphics &amp; New Media</li> <li>Computer Information Systems I</li> <li>Computer Programming I</li> <li>Intro to Audio Production</li> <li>Intro to Computer Science</li> <li>Intro to Digital Media</li> <li>Video Production I</li> </ul>	<b>Industrial, Manufacturing &amp; Engineering Systems</b> <ul style="list-style-type: none"> <li>Architecture &amp; Design I</li> <li>Introduction to Computer-Aided Drafting</li> <li>Introduction to Engineering Design</li> </ul>
<b>Special Education Department - ACT</b> <ul style="list-style-type: none"> <li>Basic Computer Literacy &amp; Safety</li> </ul>		
<b>Fine Arts Department</b> <ul style="list-style-type: none"> <li>Digital Photography</li> <li>Graphic Design &amp; Animation I</li> <li>Introduction to Art: Digital Photography</li> <li>Introduction to Art: Graphic Design</li> </ul>		

# Economics 0.5 Credit Graduation Requirement

In addition to the Digital Literacy credit, students must also complete 0.5 credits in Economics for graduation which can be obtained by taking the Economics courses in social studies or through the CTE courses shown in the chart here.

Throughout this course catalog, eligible courses will feature the icon shown here, along with a statement that reads: *“This course fulfills the 0.5 credit economics graduation requirement.”*



Pinkerton Academy Courses that meet the Economics Credit Requirement for Graduation	
<b>CTE Department</b> <ul style="list-style-type: none"> <li>Intro to the World of Business &amp; Finance</li> <li>Marketing &amp; Business Management 1</li> </ul>	<b>Social Studies Department</b> <ul style="list-style-type: none"> <li>Economics A</li> <li>Economics B</li> <li>Economics C</li> <li>Honors Economics</li> <li>Explorations in Economics</li> </ul>

## CTE Career Discovery Courses (Listed Alphabetically)

### Accounting 1

*Eligible for Concurrent Credit / Approved Math-Related Course*



CT0603

In this full-year (1 credit) course, students will build critical skills in Accounting fundamentals to provide the competitive edge needed for their future working in business or as business owners. Students develop an understanding of the concepts and usage of assets, liabilities, equity, revenue, and expense accounts, cash controls and inventory valuation. The procedures to journalize and post daily transactions, close a ledger at the end of the fiscal period and prepare and analyze financial statements are also covered. Simulations, case studies, and software (Excel & QuickBooks) will further reinforce concepts and critical thinking skills. This course is helpful and appropriate for all students whether their interests are personal or business related.

**PREREQUISITE:** An average of 75 or higher in Algebra 1A, 80 or higher in Algebra 1B, or permission from the CTE Director.

**NOTE:** This course fulfills the 0.5 credit digital literacy graduation requirement.

### Advanced Food Preparation

CT0628

This half-year (0.5 credit) course builds upon the skills learned in Foods and Nutrition to help students broaden their cooking and meal planning skills. Labs provide students with practical experience in using recipes, preparing and serving a variety of foods, and exploring foods from other cultures.

**PREREQUISITE:** Successful completion of Foods and Nutrition with a minimum grade of 75 or permission from the CTE Director.

### Business Law

CT0682

This half-year (0.5 credit) course infuses theory and case study analysis in the examination of contemporary legal issues. The primary goal of the course is to expose students to a variety of law situations. This course is geared to any student with an interest in law. Primary content areas include the court system, civil law, criminal law and contract law, as well as ethics, multicultural diversity and preventative law for all citizens. A variety of activities including mock trials, video presentations, and guest speakers are included.

**NOTE:** Course enrollment is limited with priority first given to seniors and then juniors.





# Child Development

CT0686

This half-year (0.5 credit) course is built on a combination of child development theory and self discovery to ensure that the knowledge gained can be put to use. Since child development includes physical maturation and social, emotional, and cognitive growth, there is an emphasis on the interaction between all areas of development. In addition to observing in the preschool lab and other off campus sights, students will investigate their own child and adolescent development.

# Computer Applications in Business



CT0642

This half-year (0.5 credit) course combines computer skills needed for students to become Future Ready; prepared to successfully use technology in a career path, college or for personal use. This is an intermediate course that will serve as a step in the successful use of computer application technology. Units of instruction will include Word, Excel, PowerPoint, Google Applications, Personal Finance, Public Speaking, Current Events and File Organization. In conjunction with these units, learners will be introduced to and use extensively the citation tools available in both Microsoft Word and Google Documents.

**NOTE:** This course fulfills the 0.5 credit digital literacy graduation requirement.

# Computer Graphics and New Media



CT0643

This half-year (0.5 credit) introductory course explores graphic design principles and theories in forms of digital, print, and social media. Students use Adobe Photoshop, InDesign, and Illustrator to bring out their creative side. Curriculum focuses on typography, layout, and hierarchy of information with emphasis on marketing to the consumer.

This project-based course is ideal for students looking to explore the following career fields: General Business, Graphic Design, Marketing, and Social Media Specialists. This class helps students develop skills as designers with the creation of well made publication design elements.

**NOTE:** This course fulfills the 0.5 credit digital literacy graduation requirement.

# Computer Literacy



CT0641

This half-year (0.5 credit) course is for the student who has **LITTLE to NO** computer experience and/or **DID NOT** successfully complete the **K-8 technology portfolio**.

This course combines computer skills needed for students to become Future Ready; prepared to successfully use technology in a career path, college or for personal use. This is an introductory course that will serve as the first step in the successful use of computer application technology. Units of instruction will include *Word, Excel, PowerPoint, Google Applications, Personal Finance, Public Speaking and File Organization*. In conjunction with these units, learners will be introduced to and use extensively the citation tools available in both Microsoft Word and Google Docs. Similar to Computer Applications in Business course, many areas of technology will be introduced, but on a more introductory level.

**NOTE:** This course is one of many that fulfills the 0.5 credit digital literacy graduation requirement.

# Entrepreneurship

Eligible for Concurrent Credit



CT0683

How do you turn an idea into a business? Experience just that in this course! Entrepreneurship focuses on recognizing a business opportunity, starting a business, operating and maintaining a business. This (0.5 credit) course helps students develop the core skills they need to be successful. They learn how to come up with new business ideas, attract investors, market their business, and manage expenses. Students hear inspirational stories of teen entrepreneurs who have turned their ideas into reality, and then they plan and execute their own business.

**REQUIREMENT:** This course is required for Academy of Business & Finance (ABF) students and is open to juniors and seniors as an elective.

**NOTE:** This course fulfills the 0.5 credit digital literacy graduation requirement.



## Family Relationships

CT0690

This half-year (0.5 credit) course will explore the questions; “What do we mean by family?” “Why do we need families?” These questions and more are explored while looking at committed relationships and family experiences from a variety of perspectives and points of view. This course will help you develop insight into your personal life, relationships, and family experience. It will explore knowing yourself, decision-making, communication and the importance of managing conflict and crisis within a family. These skills gained will help you to develop healthy relationships within your present and future families, friendships, dating and committed relationships.

**RECOMMENDED:** Grades 10, 11 or 12, or with permission from the CTE Director.

## Foods and Nutrition

CT0627

This half-year (0.5 credit) course focuses on teaching students the skills needed to safely and effectively work in the kitchen. Through classwork and labs, students will explore topics including kitchen and food safety, understanding recipes and kitchen measurements, preparing foods, and making informed decisions regarding food choices for healthy living. Lab experiences will include a variety of recipes, tools, ingredients and techniques while teaching time management and teamwork.

**REQUIRED PREREQUISITE:** This course is a prerequisite for Advanced Foods and Nutrition (CT0628) with a grade of 75 or better.

**RECOMMENDED:** It is recommended to take this course prior to Culinary Arts and Baking 1 (CT0629)

## Global Business and Finance

Eligible for Concurrent Credit



CT0614

This half-year (0.5 credit) course will allow students to explore major components of the global marketplace. The students will learn about foreign trade, the international monetary system, foreign exchange rates, foreign exchange markets and international financial markets. Students will gain understanding about the opportunities and the challenges involved with international business and for multinational corporations, such as trade barriers, emerging markets, and cultural differences. Students will participate in researching current events within the international financial market and explore international career opportunities. Students will complete various Internet-based activities that will incorporate real world issues faced by businesses working within the global marketplace. Students will develop an e-portfolio of their best work to be used as a resource when pursuing their future goals.

**REQUIREMENT:** This course is required for Academy of Business & Finance (ABF) students and is open to juniors and seniors as an elective.

## Housing & Interior Design

CT0711

This half-year (0.5 credit) course will help students gain an understanding of the knowledge base that it takes to be an Interior Designer and explore Interior Designer or Decorator? Are these the same or different? What Designers do and need to know to improve living spaces that meet individual and family needs. These topics include: understanding the physical, physiological and social influences of housing styles and interior design such as Aging in place and Universal Design; the design process including space planning, color theory, elements and principles of design; hand sketching/digital design techniques; selection of products and materials for residential interiors; client relationship building and design presentation techniques; and exposure to careers related to housing and interior design.

## Independent Living

CT0691

This half-year (0.5 credit) course focuses on the importance of student financial literacy and their ability to use their money responsibly and for a purpose, while also teaching students the responsibilities of living on their own. Topics covered include interviewing for a job; understanding paychecks, taxes and insurance; managing money in checking and savings accounts; understanding credit and using it successfully; renting an apartment; buying a car; and budgeting. Each topic covered in this course will be used by students in their lives as they move into and through adulthood.

**RECOMMENDED:** Grades 11 or 12, or with permission from the CTE Director.



## Introduction to Animal Science

CT0665

This half-year (0.5 credit) course is designed for students who might be considering a career in some phase of animal science such as animal management/trainer, veterinary science, or agribusiness. Selected units of instruction will include zoonoses, reproduction, digestive systems, and nutrition of companion and livestock animals.

**REQUIRED PREREQUISITE:** This course is a prerequisite (grade of 80 or better) for students planning to continue on to Animal Management.

## Introduction to Audio Production



CT0655

This half-year (0.5 credit) course is for students who are interested in sound production in media. Students will be introduced to the science of sound and gain an understanding into what makes sound happen. Through that, students will then learn the various recording techniques and equipment used to gather sound for creating a variety of media, including sound for film, television, radio, podcasts and music. A variety of sound production techniques will be learned including sound mixing and editing using professional editing software. Sound effects, music recording and mixing, and podcast creation will be explored.

**NOTE:** This course fulfills the 0.5 credit digital literacy graduation requirement.

## Introduction to Computer-Aided Drafting (IntroCAD)



CT0713

This half-year (0.5 credit) course is designed for those students who have a desire to learn computer-aided drafting. This will focus primarily on 2-D mechanical/ engineering drawings, with introduction to 3-D solid modeling. Students will learn how to assemble multi-view drawings, create auxiliary & section views, and scale and plot their own work utilizing the latest computer software.

**RECOMMENDED:** It is recommended that this class be taken prior to Architecture & Design 1.

**NOTE:** This course fulfills the 0.5 credit digital literacy graduation requirement.

## Introduction to Computer Science



CT0646

This semester-long (0.5 credit) course is an introductory computer science course open to all learners with little or no experience with computer programming. It takes a wide lens on computer science by covering topics such as problem solving, programming and user-centered design, while inspiring students as they build their own animations and games. This course empowers students to create authentic artifacts and engage with computer science as a medium for creativity, communication, problem solving and fun. It focuses on the core computer science ideas of abstraction, design, recursion and computation using an approachable visual programming language based on blocks or switched to JavaScript.

**NOTE:** This course fulfills the 0.5 credit digital literacy graduation requirement.

## Introduction to Digital Media



CT0644

This half-year (0.5) credit course is designed for students who would like to explore fields in digital media production.

Students will be exposed to the basic concepts of writing for media, digital audio production, web design and coding, digital photography, graphic design, and video production. Students will learn best practices for digital file storage by using local and cloud-based systems.

Software explored may include Adobe PhotoShop, Adobe Dreamweaver or relp.it, Adobe Premiere Pro and Celtx. Students will learn how to operate digital photography and video cameras and explore careers in digital media.

**RECOMMENDED:** This course is recommended for students taking Video Production 1 or Web Page Coding & Design.

**NOTE:** This course fulfills the 0.5 credit digital literacy graduation requirement.



# Introduction to Electrical Systems

CT0741

The intent of this half-year (0.5 credit) course is to introduce the student to basic residential, electrical skills. Instruction, consisting of approximately 50% laboratory experience, will include safety, identification of tools of the trade and the performance of basic household electrical wiring.

**RECOMMENDED:** It is recommended to take this course prior to *Electrical Technology 1*.

# Introduction to Engineering Design

*Eligible for Concurrent Credit*



CT0714

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.

**REQUIRED PREREQUISITE:** This course is a prerequisite to continue on in the PLTW Engineering courses.

**NOTE:** This course fulfills the 0.5 credit digital literacy graduation requirement.

# Introduction to Environmental Science and Natural Resources

CT0670

This half-year (0.5 credit) survey 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.

**RECOMMENDED:** It is recommended that students take this course prior to *Environmental Studies and Natural Resources 1*.

# Introduction to Investing



CT0612

This half-year (0.5 credit) course will provide students with an understanding of securities and insurance. The securities component will focus on the structure of brokerage firms, the trading process and government regulations. The insurance component provides an overview of various types of insurance such as health, property, automobile, life and disability. Fraud, ethics and careers in the securities and insurance industries will be an integral part of this course. In addition, students will participate in an online stock market competition. Each student will learn the process of researching, tracking and evaluating stocks in a semester-long investment portfolio project. Students will complete various internet projects and activities that will provide an understanding of the importance of insurance within their own lives. Students will develop an e-portfolio of their best work to be used as a resource when pursuing their future goals.

**REQUIREMENT:** This course is required for Academy of Business & Finance (ABF) students and is open to all others as an elective.

**NOTE:** This course fulfills the 0.5 credit digital literacy graduation requirement.

# Introduction to Technical & Architectural Drawing

CT0712

This half-year (0.5 credit) course will give students the technical drawing skills necessary to effectively communicate ideas. The course begins with board drafting techniques including the construction of orthographic and isometric images, then moves on to architectural drafting where a layout of a floor plan and an elevation will occur. With time permitting, students will design a small project.

**RECOMMENDED:** It is recommended to take this course prior to *Architecture & Design 1*





# Introduction to the World of Business & Finance



SS0225

This half-year (0.5 credit) course is for students who are considering being entrepreneurs, pursuing a career in business or who want to learn about all aspects of the business industry. This course provides opportunities to learn and experience a variety of topics in the field of business. Students are exposed to various economies, their roles in our economy, entrepreneurship, marketing, and managing financial and technological resources. Course activities involve students in writing, investigating - through internet research activities, problem-solving, demonstrating - through hands-on projects, and reporting. After successful completion of this course, students who find they have an interest in pursuing a business career can choose to pursue a career pathway in one of the following areas offered at Pinkerton: Academy of Business & Finance, Accounting or Marketing and Business Management.

**NOTE:** This course fulfills the 0.5 credit economics graduation requirement.

## Manufacturing Technology

CT0726

This half-year (0.5 credit) course focuses on a hands-on approach to problem-solving, decision-making, and critical thinking. Using small skill-based projects students will learn to plan, build and produce various products. This entry-level course will help prepare students for manufacturing-focused careers. The activities explore today's technologies and the impact they have on all aspects of our daily lives.

**PREREQUISITE:** Successful completion of Algebra 1.

## Outdoor Power Equipment Maintenance & Operation

CT0743

This half-year (0.5 credit) introductory course deals with the operation and maintenance of gasoline engines. The student is exposed to roto-tillers, chain saws, sprayers, the farm tractor, etc. Students intending to select any of the advanced environmental/agricultural offerings should take this course.

**PREREQUISITE:** Successful completion of Small Engines with a minimum of 75 or permission from the CTE Director.

**RECOMMENDED:** It is recommended to take this course prior to Automotive Systems 1.

## Parenting

CT0692

This half-year (0.5 credit) course stresses the responsibilities of being a parent in today's world. Each student is encouraged to consider the importance of family planning and the adjustments necessary to provide a healthy environment for the child and themselves. Students study pregnancy, fetal development and birth. To complete the Parenting competency, students are required to participate in an infant simulator project. Upon passing Parenting, it is recommended that students interested in pursuing a career working with children enroll in Child Development.

## Personal Finance

Eligible for Concurrent Credit



CT0613

This half-year (0.5 credit) course will introduce students to the financial planning process and the components of a comprehensive financial plan. Students will learn about the importance of the financial planning process, such as setting financial goals, creating a budget, and financial independence. Students will learn how to prepare a financial plan that includes saving, investing, borrowing, risk management (insurance), and retirement and estate planning. Students will complete a financial planning simulation project, become familiar with current events in the financial markets as well as learning about careers in the financial planning industry. Students will gain hands-on experience through the completion of various Internet based projects. Students will develop an e-portfolio of their best work to be used as a resource when pursuing their future goals.

**REQUIREMENT:** This course is required for Academy of Business & Finance (ABF) students and is open to juniors and seniors as an elective.

**RECOMMENDED:** Should not be taken concurrently with Independent Living.

Recommended sequence: Independent Living then Personal Finance.

**NOTE:** This course fulfills the 0.5 credit economics graduation requirement.

## Sewing

CT0689

This half-year (0.5 credit) course introduces students to sewing by hand and machine to create and complete at least one sewing project. Students learn sewing skills and techniques, proper use of sewing equipment, and fundamentals of selecting patterns and fabrics. You will learn the basic principles of hemming, sewing and the construction of textiles from fiber to fabric. Students who have an interest in the field of design, textiles and clothing construction will find this course helpful.



## Skills for Living

CT0693

This half-year (0.5 credit) provides an introduction to courses in Family and Consumer Science. It is designed for the underclassmen student who would like to explore some of the areas of Family and Consumer Science. Courses explored include: Family Relationships; covering topics of character, values, goals, decision-making, communication, and relationships, Foods and Nutrition; with topics covering healthy choices in nutrition and choices as a consumer, Sewing and Interior Design; covering clothing care, the elements of design and personal expression and Parenting; to include the responsible caregiving of children. From here, students will better understand the career and interest paths offered in Family and Consumer Science.

**RECOMMENDED:** Grades 9, 10 or 11, or with permission from the CTE Director.

## Small Engines

CT0742

This half-year (0.5 credit) course introduces the student to the basic concepts and functions of gasoline engines. Theory and shop work focus on small engines. Occupation and consumer information is included.

**REQUIRED PREREQUISITE:** This course is required (minimum grade of 75) to take Outdoor Power Equipment CT0743.

**RECOMMENDED:** It is recommended to take this course prior to Automotive Systems 1.

## Sports and Entertainment Marketing

CT0619

This half-year (0.5 credit) course is designed for students interested in sports, entertainment and event marketing. Emphasis is placed on the following principles as they apply to the industry: branding, licensing, and naming rights; business foundations; concessions and on-site merchandising; economic foundations; promotion; safety and security; and human relations. Skills in communications, human relations, psychology, and mathematics are reinforced in this course. Students in this course can also join DECA, a nationwide organization for marketing students.

**RECOMMENDED:** This course is recommended for Marketing students.

## Web Page Coding and Design



CT0645

This half-year (0.5 credit) course provides students with a major emphasis on the principles and design of coding a website. Students will learn advanced features and best practices of coding in HTML5, CSS3 and basic JavaScript. Students will be introduced to user experience concepts through graphic design principles for the web. Students will use a visual coding editor to create and edit their web code. Students will learn how to code web pages with content of text, images, banners, and advertisements designed specifically for the web.

**PREREQUISITE:** Successful completion of Intro to Digital Media or Computer Programming 1.

**NOTE:** This course fulfills the 0.5 credit digital literacy graduation requirement.

## Woodworking 1

CT0732

This half-year (0.5 credit) course is designed to allow students to learn the proper use of a variety of hand tools and machines used in this industry. Students will complete a series of required projects in which they will learn how to select material and perform the operations necessary to complete a maximum of 3 projects.

**LAB FEE:** A lab fee of \$40 covers the cost of projects.

**RECOMMENDED:** This course is recommended for students interested in taking Construction Technology.

## Woodworking 2

CT0733

This half-year (0.5 credit) course expands upon the fundamental concepts and skills covered in Woodworking 1. Students will engage in projects from the following areas of woodworking: wood turning, furniture construction, carving and finishing.

**LAB FEE:** A lab fee of \$40 covers the cost of projects.

**PREREQUISITE:** Completion of Woodworking 1 with a minimum grade of 75 and approval from the CTE Director.

## Woodworking 3

CT0735

This half-credit (0.5 credit) is designed to allow students' creative and artistic abilities to flourish. Students will design and build functional and decorative objects from wood. The depth, breadth, and scope of challenging projects assigned are commensurate with the students' abilities.

**LAB FEE:** Lab fees will be at minimum \$40 as they are based on the materials needed to complete the student's project choice.

**PREREQUISITE:** Completion of Woodworking 2 with a min. grade of 80 and approval from the CTE Director.



# CTE Career Focused Programs (Listed Alphabetically)

## The Academy of Business & Finance

[DOE CIP code is 520101 Finance, General.]

The Academy of Business & Finance is an academic and internship program designed for students interested in career opportunities within the business and financial services industries. The Academy is a “school-within-a-school” model that includes rigorous coursework and college articulation opportunities for students who aspire to enter the world of business or finance as financial analysts, accountants, insurance brokers, financial planners, mutual funds assistants, and other related positions. The AB&F program is designed as a two-year program where students complete four business courses. Students may opt to spread it out over a three-year period beginning their sophomore year. Successful completion of the Academy of Business & Finance program fulfills the Economics graduation requirement. Students must take four ABF courses to become a program completer.

### Academy of Business & Finance Courses

CTO683 - Entrepreneurship      CTO612 - Introduction to Investing  
CTO614 - Global Business & Finance      CTO613 - Personal Finance

See complete course descriptions in the Career-Discovery Courses section

## The Accounting Program

[DOE CIP code is 520302 Accounting Technician.]

The accounting program provides an opportunity to learn the “language of business” first hand. From the basics of debits and credits in year one to managing the student account funds for Pinkerton in year two, the experiences will open your eyes to what a solid foundation in business finance principles can help you accomplish in the future. Concepts will cover recording business transactions, managing cash flow, payroll, inventory management, ratios, and analyzing financial statements. You will also develop teamwork, communication, and employment skills. Classroom learning is enhanced with guest speakers, field trips, college credit, and the hands-on learning AstroCents provides. This program has articulation agreements with Post Secondary Schools.

### Accounting 1

Eligible for Concurrent Credit / Approved Math-Related Course



CT0603

See complete course description in the Career-Discovery Courses section.

### Accounting 2

Eligible for Concurrent Credit / Approved Math-Related Course



CT0605

This full-year (1 credit) course is designed to be an extension of Accounting 1. It expands upon the basic accounting principles. Emphasis is on more advanced accounting concepts such as accounting for payroll, fixed assets and intangibles, financing activities, inventory valuation, uncollectible accounts, notes receivable/payable, warranties, and bonds. The preparation and analysis of financial statements (including cash flow statements) will go further with ratio computation. Simulations, case studies, and Microsoft Excel will continue to be used to simulate real world applications. This course also includes a unique hands-on work-based learning experience in completing all financial tasks involved in the operation of a business. Students will establish an accounting system, complete daily transactions, record transactions through computer entry, print daily reports, prepare daily deposits, and analyze monthly statements for Campus Corner (the school store), Astro Cafe, CTE Student Clubs and Activities, and various other CTE Student Enterprises of Pinkerton Academy. Students complete all work using QuickBooks Accounting software and the Google Suite of products.

**PREREQUISITE:** Accounting 1 with an average of 75 or better and permission from the CTE Director.



# Animal Science Program

[DOE CIP code is 010901 Animal Sciences, General.]

Students will gain knowledge of professions such as Animal & Veterinary Science, Sustainable Agriculture, Conservationists and Environmental Engineering. Students will conduct dynamic hands-on activities and experiments in the areas of animals, plants and environmental sciences. The student will learn terminology, history of domestication, proper handling skills, digestive systems, nutrition, and reproduction. They will also learn proper care for animals. This program teaches business management; breed ID, behavior, positive reinforcement obedience, and All Aspects of Industry. The program also teaches students veterinary technology skills, grooming skills, advanced training & behavior of animals, restraint and first aid. They are also in charge of running the grooming business here on campus—Pet Palace.

**CTE APPLICATION REQUIRED**

## Animal Management

CT0667

In this full-year (1 credit) course, students will learn how to successfully become prepared to work in an animal care facility by learning proper sanitation and care techniques of the small animals within the lab. Specific units of instruction will include but are not limited to: proper animal husbandry of large and small animals, breeds of animals, careers in the animal industry, resumes, animal economics and All Aspects of Industry. College articulations are available.

**CTE APPLICATION REQUIRED**

**PREREQUISITE:** Successful completion of Intro to Animal Science with min. grade of 80 and permission from CTE Director.

## Animal Health & Veterinary Technology



CT0666

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. Specific units of instruction will include but are not limited to: introduction to veterinary technology, veterinary terminology,, animal diseases, animal welfare ethics and treatment, animal first aid. Students will also learn how to properly groom canines and run a student CTE enterprise, The Pinkerton Pet Palace. College articulations are available.

**PREREQUISITE:** Successful completion of Animal Management with a min. grade of 80 and permission from the CTE Director.

# Architecture & Design Program

[DOE CIP code 151301, Drafting and Design Tech., General.]

The Architecture and Design Program at Pinkerton Academy starts by introducing our students to the study of Architecture. We teach students Revit software. The Architecture and Design courses provide students with a comprehensive education for those interested in furthering their study at college in the fields of Architecture, Engineering, and Industrial and Interior Design. Students participate in weekly sketching sessions to help with their sketching skills and to expand their portfolio. Our seniors have been very successful in past years competing in the New Hampshire American Institute of Architects' sponsored High School Design. College articulations are available.

## Architecture & Design 1

*Eligible for Concurrent Credit*



CT0716

This full-year (2-credit) course meets every day. It provides an excellent opportunity for those creative students interested in pursuing careers in Architecture, Engineering or the many fields of Design. Using the latest Autodesk design software package, students are able to take the skills to a level unimaginable one year earlier. Students start the year with a quick study of stairs using AutoCAD. Afterwards the students learn how to use Revit, a program used by many schools and offices. Students learn how to design and build an energy-efficient home. The finished product is a polished, professional-quality set of construction plans for each student's design portfolio. The "Cardboard chair" Design Project has become a student favorite as it allows their creative juices to flow by designing and constructing a very cool Cardboard chair. The last creative project rounds out the first year by having the students work together on a project to develop their teamwork and communication skills. Students are encouraged to develop their observation and pencil sketching skills along with Revit, AutoCAD and Photoshop skills.

**RECOMMENDED:** It is recommended that students take either Intro to Computer-Aided Drafting, Intro to Engineering Design, OR Intro to Technical & Architectural Drawing prior to Architecture & Design 1.

**NOTE:** This course fulfills the 0.5 credit digital literacy graduation requirement.





# Architecture & Design 2

Eligible for Concurrent Credit / Approved Math-Related Course



CT0717

This full-year (2-credit) course meets every day. It is the second half of a 2-year program concentrating on further developing the student's design and visual presentation skills through a series of creative design projects using many of the advanced features of Revit, InDesign and Photoshop design and image presentation software. Students work independently and cooperatively on several challenging, long-term projects designed around a variety of themes to engage the most creative and curious minds. Graduates leave the program with a Design portfolio that they complete and impressive Revit skills to take with them on the next leg of their journey.

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

## Automotive Systems Technology Program

[DOE CIP code 470604 Automotive Mechanics Technician]

This two-year program is designed to train students for a career in the automotive repair industry. This program provides an opportunity for students to learn and apply technical skills pertaining to steering and suspension, brake systems, engine performance, engine repair and fundamentals of automotive service training. Students will have the opportunity to receive Automotive Service Excellence (ASE) Certifications in our approved National Institute for Automotive Excellence (NATEF) Lab. Students perform services on vehicles in a functioning repair shop setting gaining the experience and knowledge necessary to move directly into the field as an entry level technician or transition into a two year post secondary program. Students will receive NH State Inspection and Emissions Testing training. College articulations are available.

**CTE APPLICATION REQUIRED**

## Automotive Systems Technology 1

CT0745

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.

**CTE APPLICATION REQUIRED**

**RECOMMENDED:** It is recommended to take Small Engines and Outdoor Power prior to Automotive Systems Technology 1.

## Automotive Systems Technology 2

Approved Math-Related Course



CT0746

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:** 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 Program

[DOE CIP code is 131206 Teacher Education, Multiple Levels]

Do you like working with children? Would you like first hand experience exploring the challenges and rewards of a career in education? If so, this program could be a great fit for you. The field of education includes a wide range of child-centered environments and opportunities. Teachers, school counselors, speech and occupational therapists, social workers, daycare directors and child psychologists are just some of these critical professions. Providing high school students with academic and work-based learning experiences to prepare them for post-secondary experiences and child-centered professions, Careers in Education emphasizes knowledge, skills and behaviors required to be effective in a school setting or in the wider community. College articulations are available.



# Careers in Education 1

Eligible for Concurrent Credit



CT0687

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, 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.

# Careers in Education 2

Eligible for Concurrent Credit



CT0688

This full-year (1 credit) course 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 environment and best teaching practices. Emphasis is placed on meeting the diverse needs of learners, becoming a professional, the foundations of education, 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.

**PREREQUISITE:** Successful completion of Careers in Education 1 with a min. grade of 80 and permission from the CTE Director.

## Computer Information Systems

[DOE CIP code is 110901 Computer Systems Networking and Telecommunications]

This program focuses on computer hardware design and building, operating system installation and configuration, client side networking, security, and system programming. Students will have the opportunity to work towards becoming computer experts in a blend of classroom and online activities, simulated and hands-on labs. Students will learn in a fully-equipped state-of-the-art lab to develop the skills to install, configure, troubleshoot and diagnose hardware and software problems. Students will have the ability to earn college credit and industry-recognized certifications, such as but not limited to TestOut ITF Pro, PC Pro, Network Pro, and Security Pro based on CompTIA IT Fundamentals+, and A+, Network+ and Security+.

# Computer Information Systems 1

Eligible for Concurrent Credit



CT0648

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.

**NOTE:** This course fulfills the 0.5 credit digital literacy graduation requirement.

# Computer Information Systems 2

Eligible for Concurrent Credit / Approved Math-Related Course



CT0649

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.

**PREREQUISITE:** Successful completion of Computer Information Systems 1 with a grade of 75 or better & permission from the CTE Director.

**NOTE:** This course fulfills the 0.5 credit digital literacy graduation requirement.



# Computer Programming

[DOE CIP code is 110201 Computer Programming, General.]

Computer Programming is fast becoming a necessary skill for workers in the 21st century. The computer programming courses offered at Pinkerton Academy introduce students to the philosophy, theory, and practice of computer science using industry standard tools and practices. Students examine the possibilities and implications of computer technology, gain in-depth knowledge of computation and algorithms, and design and develop computer applications. Students who complete the courses have the opportunity to earn multiple credits through the Manchester Community College or UNH - Manchester concurrent credit program. Students can earn Advanced Placement credit via the AP Computer Science A course.

## Computer Programming 1

Eligible for Concurrent Credit / Approved Math-Related Course



CT0651

This full-year (1 credit) course introduces students to the philosophy, theory, and practice of computer science. Students examine possibilities and implications of computer technology, tenets of computation and algorithms, and the design and development of software applications. A hands-on and team-oriented approach is emphasized, and various desktop and web-based software will be used to support learning and collaboration. Primary programming topics include: syntax and semantics, control flow, data structures, modules, objects and classes.

**NOTE:** This course fulfills the 0.5 credit digital literacy graduation requirement.

## Computer Programming 2

Eligible for Concurrent Credit / Approved Math-Related Course



CT0653

This full-year (1 credit) course expands on the concepts of computer programming developed in level 1, with the emphasis turned toward software design. Topics include: algorithm development and analysis, data abstraction/ data structures, debugging, and object-oriented design principles. Students are introduced to the UML software modeling language and graphical user interface (GUI) programming libraries, and will utilize content management systems (CMS) to facilitate collaboration.

**PREREQUISITE:** Successful completion of Computer Programming 1 and permission of CTE Director.

## AP Computer Science A

Eligible for Concurrent Credit / Approved Math-Related Course



CT0654

This full-year (1 credit) course is equivalent to a first-semester, college-level course in computer science. The course introduces students to computer science with fundamental topics that include problem solving, design strategies and methodologies, organization of data (data structures), approaches to processing data (algorithms), analysis of potential solutions, and the ethical and social implications of computing. The course emphasizes both object-oriented and imperative problem solving and design using the Java language. These techniques represent proven approaches for developing solutions that can scale up from small, simple problems to large, complex problems. The AP Computer Science A course curriculum is compatible with many CS1 courses in colleges and universities. [Collegeboard.com]

**PREREQUISITE:** Successful completion of Computer Programming 1 with a minimum grade of 80, and permission of CTE Director

# Construction Technology Program

[DOE CIP code 460201 Building/Construction Trades.]

Do you like working with your hands? Would you like to work in a realistic work environment experiencing a satisfying career in the construction industry? If so, then this program is perfect for you. Students enrolled in the Construction Technology program will be exposed to many high demand, high paying professions of the construction industry, such as carpentry, masonry, plumbing and concrete. Students can expect a welcoming classroom environment filled with creativity and endless potential. Students can expect to construct and design projects such as step stools, Adirondack chairs, scaled framed houses, and octagonal picnic benches. As students advance in the program they can expect to construct steel framing walls, chicken coops, small sheds and structures, basic plumbing concepts, masonry walls, concrete footings and roofing materials. 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.



# Construction Technology 1

Approved Math-Related Course



CT0737

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.

# Construction Technology 2

Approved Math-Related Course



CT0738

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:** Successful completion of Construction Technology 1 and permission from the CTE Director.

## Cosmetology Program

[DOE CIP code is 120401 Cosmetology.]

In the Cosmetology Program students receive comprehensive curriculum in all areas of hairdressing and related fields. Students will apply for their apprentice license and earn hours on their cosmetology apprentice license. While in the program Cosmetology students are exposed to a blend of classroom instruction and hands-on learning experiences using human hair mannequins in a simulated salon environment. Students learn a variety of hairstyles techniques, nail design, and proper sanitation. Student hours are reported to the State Board of Cosmetology, therefore students must recover all missed hours in order to move from level 1 to level 2. College articulations are available.

**CTE APPLICATION REQUIRED**

# Cosmetology 1

Double Period Course

CT0696

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 cosmetic services as well as receiving services. 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.

**CTE APPLICATION REQUIRED**

**LAB FEE:** A non-refundable lab fee of \$60 (payment plans and assistance are available) covers the cost of an apprentice license and the purchase of a personal cosmetology tools/supply kit.

# Cosmetology 2

Double Period Course

CT0697

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 cosmetic services as well as receiving services. Upon successful completion of this two-year program and state competency exam, students will be able to transfer hours to a post-secondary school.

**PREREQUISITE:** 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.

**LAB FEE:** A non-refundable fee of \$75 (payment plans and assistance are available) covers the cost of additional tools/supplies for the level 2 student.





# Culinary Arts and Baking Program

[DOE CIP code is 120504 Restaurant, Culinary & Catering Management.]

Pinkerton Academy Culinary Arts and Baking is a fast-paced, hands-on course based out of a commercial kitchen on campus. Students learn modern and classical cooking and baking techniques alongside professional chefs before unleashing their creative abilities in the development of their own gourmet menus and recipes. They become members of a tight-knit culinary team responsible for the operation of a full service restaurant where they prepare American regional and international cuisines, earn industry certifications, and have the opportunity to compete in regional and national competitions. Students receive a jump start on their post-secondary education while preparing for immediate employment upon graduation.

**CTE APPLICATION REQUIRED**

## Culinary Arts and Baking 1

Eligible for Concurrent Credit



CT0629

This full-year (2-credit) course meets every day. Students will develop refined skills in preparing a variety of foods in a commercial kitchen for a full-service restaurant. Techniques include, but are not limited to, appetizers, soups, salads, salad dressings, sandwiches, entrees, pastries, breads, and molecular gastronomy. Topics covered are 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 certified. Students will be required to participate in some after school catering.

**CTE APPLICATION REQUIRED**

**LAB FEE:** A non-refundable lab fee of \$120 (payment plans and assistance are available) covers the cost of three 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.

## Culinary Arts and Baking 2

Eligible for Concurrent Credit / Approved Math-Related Course



CT0630

This full-year (2 credit) program meets every day. Students will build on the foundation of knowledge acquired in year one, and they will operate and manage all aspects of a full-service restaurant operation. Each student will contribute to writing menus and cultivate new skills in business and kitchen management, customer relations, and nutrition. Students will be required to participate in some catered functions outside of the school day. Skills acquired through the student's success in the program will enable them to successfully transition to industry or to culinary college. College articulations are available.

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

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

# Electrical Technology Program

[DOE CIP code is 460302 Electrician.]

Electrical Technology is designed to have students gain knowledge and skills necessary to successfully enter the field as apprentice electricians. The student will acquire skills in residential wiring, basic electrical theory, safety, blueprint reading, local requirement calculations, normal residential circuits, and special purpose wiring systems. Hands-on experience is accomplished in a realistic residential setting. Students will also participate in the actual wiring, planning, cost estimation, NEC code requirements, and material acquisition needed to complete various renovations and repairs on the Pinkerton campus. 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. College articulations are available. Students will be required to obtain the NH Apprentice Electrical license-approximate cost is \$30.

**CTE APPLICATION REQUIRED**

## Electrical Technology 1

Approved Math-Related Course



CT0749

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, special tools and test equipment, blueprint reading and local requirement calculations, normal residential circuits, and special purpose wiring systems. 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.

**CTE APPLICATION REQUIRED**

**PREREQUISITE:** Completion of Algebra 1A or B with a 75 or higher, or an 80 for Algebra 1C

**LAB FEE:** Students will be required to obtain the NH Apprentice Electrical license-approximate cost is \$30.

**RECOMMENDED:** It is recommended to take Intro to Electrical Systems prior to Electrical Technology 1.



# Electrical Technology 2

Eligible for Concurrent Credit / Approved Math-Related Course



CT0750

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. It covers industrial electricity and motors, basic CAT 5 and fiber terminations, and work with transformers and generators. Students will also participate in the actual wiring, planning, cost estimation, NEC code requirements, and material acquisition needed to complete various renovations and repairs on the Pinkerton campus. 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:** Completion of *Electrical Technology 1* with a 75 or higher and permission from the CTE Director.

**LAB FEE:** Students will be required to renew their NH Apprentice Electrical license-approximate cost is \$30.

## Engineering Program (Project Lead the Way - PLTW)

[DOE CIP code is 140101 Engineering, General.]

“Project Lead the Way” is a nationally recognized program that was developed to introduce high school students to engineering to attract more students to these fields and to allow them, before college, to determine whether they are interested in pursuing an engineering-related career. The courses in the program, when combined with traditional mathematics and science courses, introduce students to the scope, rigor and discipline of engineering prior to entering college. However, students not intending to pursue further formal education will benefit greatly from the knowledge and logical thought processes that result from taking courses within this curriculum. Students who complete all of the Engineering courses can earn up to 16 college credits through the Concurrent Credit program. College articulations are available.

## Principles of Engineering

Eligible for Concurrent Credit / Approved Math-Related Course



CT0719

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.

**PREREQUISITE:** Successful completion of *Intro to Engineering Design and Algebra 1*, and permission from the CTE Director.

## Digital Electronics

Eligible for Concurrent Credit / Approved Math-Related Course



CT0720

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.

**PREREQUISITE:** Successful completion of *Intro to Engineering Design and Algebra 1*, and permission from the CTE Director.

## Computer Integrated Manufacturing

Eligible for Concurrent Credit / Approved Math-Related Course



CT0721

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.

**PREREQUISITE:** Successful completion of *Intro to Engineering Design and Algebra 1*, and permission from the CTE Director.





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:** Successful completion of two PLTW classes, or the successful completion of Chemistry or Algebra 2A or higher.

**NOTE:** This is the capstone course for PLTW students.

## Environmental Science and Natural Resources

[DOE CIP code is 030101 Natural Resources/Conservation.]

Students in the Environmental Science and Natural Resource program are interested in all that is related to nature, ecology and conservation. Students gain skills and experience through a variety of engaging real life activities in the vast Pinkerton Academy outdoor and indoor classroom. Students develop necessary skills in wildlife and woodland management to create sustainable environments as well as issues related to global environmental issues. Both double period courses produce maple syrup and maintain the Forsaith Forest trails and all use the Annex greenhouse for plant production activities. Students in this Field will find many opportunities for careers such as: arborist, conservation officer, wildlife scientist/biologist, environmental researcher, outdoor and environmental education among many other rewarding careers. Suggested sequence: Introduction to Environmental Science and Natural Resources CT0670, Environmental Science and Natural Resources 1 CT0671, Environmental Science and Natural Resources 2 CT0672 or AP Environmental Science CT0673.

## Environmental Science and Natural Resources 1



## CT0671

This full-year (2 credit) course meets every day. It is for students who wish to explore and conserve both public and private habitats through a variety of real life science applications. Activities in this course use science, planning, and geospatial technology to protect and restore forest ecosystems. This course will teach students how to conserve and sustain the forest to provide wildlife habitat, conserve soils, watersheds and recreational opportunities. Students will gain skills and experience through a variety of engaging real life activities in the vast Pinkerton Academy outdoor and indoor classroom. Students will utilize class time to engage in outdoor activities throughout the seasons applying skills to both Pinkerton Academy's outdoor classroom and Forsaith Forest in Chester, NH. Students obtain Industry certifications in outdoor safety. College articulations are available. Related student organizations include FFA and SEA.

**RECOMMENDED:** Introduction to Environmental Science and Natural Resources is recommended prior to this course.

## Environmental Science and Natural Resources 2

Approved Math-Related Course



## CT0672

This full-year (2 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 & 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.

**PREREQUISITE:** Successful completion of Environmental Science and Natural Resources 1 and permission from the CTE Director.



# AP Environmental Science

Approved Math-Related Course



CT0673

This full-year one credit course is for those interested in pursuing careers and college programs in the environmental sciences. The course takes advantage of the Pinkerton Academy outdoor classroom and develops student based research case studies for natural resource inventories and management strategies. Using tools of environmental scientists to develop a deeper understanding of ecosystem analysis and its role in natural populations. Students should be interested in areas such as wild and marine life, zoology, water resources, pollution, energy, human and climate impacts. Classroom and outdoor labs will include Anecdota and Tuva software. Students will be required to develop a multidisciplinary capstone project. Related student organizations include FFA and SEA. College articulations are available.

**PREREQUISITE:** Successful completion of Environmental and Natural Resources 1 OR students may take this class alone with permission from the CTE Director.

## Health Science Program

[DOE CIP code is 519999 Health Professions & Related Services.]

Health Science Technology 1 & 2 investigates the diverse health care careers in what is projected to be New Hampshire's 2nd highest employment growth sector between now and 2032. Students develop a strong understanding of anatomy and physiology and apply it to complex cases in healthcare. Students connect with the health care community and prepare for further education and entry level certification (EMT, LNA, etc). Students can be part of HOSA, a student-led organization of future health care professionals which provides opportunities for health career students to develop, practice and refine leadership, teamwork, and clinical skills.

**CTE APPLICATION REQUIRED**

## Health Science Technology 1

Eligible for Concurrent Credit



CT0701

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 receive training in American Heart Association First Aid and Health Care Provider Basic Life Support and will participate in healthcare career observations. Students are eligible to participate in the co-curricular organization Future Health Professionals of America (HOSA).

**CTE APPLICATION REQUIRED**

**PREREQUISITE:** Grade of 80 or better is required in Biology levels A or B, or 85 or better in Biology C

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

**RECOMMENDED:** Recommended for Junior Year

## Health Science Technology 2



CT0705

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.

During the second semester, students will receive a minimum of 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: Students completing EMT or LNA will have the opportunity to take the state licensure/certification exam.

**EMT: CT0702**  
**LNA: CT0703**  
**GEN: CT0704**

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

**LAB FEE:** A non-refundable lab fee of \$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, TB Mantoux, 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 and EMT may be placed in General.





# Biotechnology (Available at Salem High School)

**Special Note:** To attend the program below, application must be made in the CTE office and selection will be determined with combined input from Pinkerton and Salem CTE.

**Transportation is the responsibility of the student.**

**\*\* CTE APPLICATION REQUIRED \*\***

Biomedical Science is a laboratory-based, two-year program aimed at preparing students for a variety of careers and professions in the life science, biotechnology and medical fields. This program will prepare you for careers in medicine, genetics, biotechnology, pharmaceuticals, biochemistry, biomedical engineering, and research to name a few. You will have access to state-of-the-art equipment and technology which rivals many post-secondary programs.

## Biomedical Science 1

Available at Salem High School - Grades 10-12 - 2 Credit



CT0780

Biomedical Science 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, microbiology, 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.

**CTE APPLICATION REQUIRED**

**PREREQUISITE:** Grade of 75 or better in Journey Through Physical Science.

## Biomedical Science 2

Available at Salem High School - Grades 11-12 - 2 Credit

CT0780

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.

**NOTE:** Registration through the CTE office is required.

## The Marketing & Business Management Program

[DOE CIP code is 520101 General Marketing.]

Pinkerton Academy's marketing courses teach students the foundation of marketing and business. Students learn and understand marketing aspects including promotion, advertising, entrepreneurship, consumer behavior, and more. In the classroom students work on projects within the marketing curriculum and develop their marketing skills. In the second year of the program, students can apply what they've learned within the school store. The students interact with peers and staff and control the functions of Campus Corner which teaches them managerial aspects. Students devise promotions and design clothing sold in the store. Marketing students build upon their skills within the two-year program.

## Marketing & Business Management 1

Eligible for Concurrent Credit



CT0620

This full-year (1 credit) course is part of a 2-year program of instruction in marketing. The program emphasizes basic marketing skills including product/service management, pricing, promotion, distribution and marketing research. Students have the opportunity to develop career goals and occupational skills related to marketing which are relevant in today's global economy. Students also have the opportunity to volunteer to help run Pinkerton Academy's school-based enterprise, Campus Corner. All marketing students have the opportunity to develop leadership skills through participation in DECA at the local, state or national level.

**RECOMMENDED:** It is recommended to take Sports & Entertainment Marketing prior to Marketing & Business Management 1.

**NOTE:** This course fulfills the 0.5 credit economics graduation requirement.



# Marketing & Business Management 2

1 period class / 1 period lab / Approved Math-Related Course



CT0621

In this full-year (2 credit) course, students are fully responsible for the operation and marketing of Pinkerton Academy's school-based enterprise, Campus Corner. Using the marketing and business skills learned in year one, students will have the opportunity to develop products, pricing strategies and promotional campaigns for the store. Additionally, students will develop management and supervisory skills through positions within the store operation. Students will work in the store during their designated lab period, while the classroom period will focus on individual or team research and hands-on projects tying into various marketing and business career pathways. College articulations are available. All marketing students have the opportunity to develop leadership skills through participation in DECA at the local, state or national level.

**PREREQUISITE:** Successful completion in Marketing 1 with a grade of at least an 80 and permission from the CTE Director.

## Video Production Program

[DOE CIP code is 100202 Radio & Television Broadcasting.]

Students will learn how to produce short narrative films, commercials and live multi-camera television. Students will become proficient and can build strong skills as an editor, videographer and producer. Students will have the opportunity to compete in festivals and competitions as well as have their work shared inside and outside the Pinkerton community.

## Video Production 1



CT0658

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.

**RECOMMENDED:** It is recommended to take Intro to Digital Media and/or Intro to Audio Production prior to Video Production 1.

**NOTE:** This course fulfills the 0.5 credit digital literacy graduation requirement.

## Video Production 2

Eligible for Concurrent Credit



CT0659

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 production 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.

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

## Welding Technology Program

[DOE CIP code is 480508 Welding Technology.]

Welding Technology is for the adventurous and courageous individual who likes a challenge. The Pinkerton welding student will practice many skills needed for a successful career in the metal trades industry. Students spend their first year in the program learning workplace safety, electric arc welding with an arc that reaches 10,000 degrees, oxy/acetylene welding and cutting with a flame of 6,300 degrees and plasma cutting, brazing and blueprint reading. In the second year, they improve their skills by working with different alloys such as aluminum, stainless steel and cast iron, and expand their competencies by practicing different welding techniques in a variety of positions. It is possible for students to earn their OSHA safety training certificate, and by the completion of the program will have enough experience to take and pass the certification tests in GMAW (MIG), SMAW (Stick) and GTAW (TIG) welding. Pinkerton welders compete in Skills USA local and national competitions which help to build leadership and professional skills. Upon graduation, many students choose to continue their education at highly-respected colleges and training programs throughout the U.S. College articulations are available.

**CTE APPLICATION REQUIRED**



# Welding Technology 1

CT0755

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.

**CTE APPLICATION REQUIRED**

# Welding Technology 2

Approved Math-Related Course



CT0756

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:** Successful completion of Welding Tech. 1 with a min. grade of 75 and permission from the CTE Director.

## Individualized Extended Learning

Extended learning is the ability for students to continue to gain knowledge and experiences beyond the school day or outside of the classroom. Extended learning experiences build the foundation that will allow our students to succeed in a global society. The courses listed below are intended for students to continue to learn and progress towards their career goals while still enrolled as full-time students at Pinkerton Academy. There are options available for all students at all academic levels, but each option requires a degree of self-directed learning.

### Career Education Internship

School Year  
Summer

CT0771  
CT0770

This one-semester (0.5 credit) elective is designed to integrate students' academic and work-based learning experiences. Students are required to work at a career-focused job site for a minimum of 80 hours. In addition, students receive 15 hours of related classroom instruction. Extended and focused work-based learning opportunities expose students to the realities and expectations of the workplace. Classroom experiences equip students with pre-employment skills, enhance connections between school and careers, and promote personal growth and development. The course is open to juniors and seniors on a space-available basis.

**PREREQUISITE:** Approval of the Manager of Career Services.

**NOTE:** Interested students must complete an online application form and meet with the Manager of Career Services prior to selecting the course.

### Advanced Career Education Internship

CT0772

This second-level internship experience is a one-semester (0.5 credit) elective requiring 100 worksite hours and may be an extension of students' initial internship sites or students may select another location related to their career interests. Students must secure their internship site with the approval of the Manager of Career Services. A major special project and presentation culminates the experience.

**PREREQUISITE:** Successful completion of Career Education Internship, or ELO (Extended Learning Opportunity), with a min grade of 80 and approval of the Manager of Career Services.

**NOTE:** Students who are interested must meet with the Manager of Career Services prior to selecting the course.

### Cooperative Education Program

1 Period  
2 Periods

CT0765  
CT0766

Students enrolled in one of the CTE career-focused programs may be eligible for the Cooperative Education Program. Students will learn additional skills through on-the-job training that is related to their technical education program by placement in a community business. Placements are approved and coordinated by the Manager of Career Services. Any student who wishes to sign up for the Co-op Program must do so through the Manager of Career Services in the CTE office, NOT through the School Counseling Department.

**NOTE:** Because of the heavy reliance of employer support, Cooperative Education credit cannot be used as credit towards graduation requirements nor to fulfill the minimum annual standards to be considered a full-time student.



This full-year elective (0.5 credit) is a student-driven course designed to integrate a students' academic and career interests around the framework of a project. Students work independently with an ELO facilitator who is a Pinkerton faculty member with similar teaching/content experiences as the students' interests. Collectively, the student and ELO facilitator work with ELO coordinators to help frame the project and make connections to industries that provide additional mentorship supporting a student's project scope. Students and the ELO facilitator determine project goals, milestones, expectations, and the format of the final presentation each Spring. The work experience with the industry mentor can be onsite or remote which allows students to have a wide array of workplace situations that provide an authentic understanding of the student's career interests. This course can only be enrolled after discussion with a student's school counselor and approval through an application process as spots in the program are limited. It cannot be selected through the electronic course selection process.

# English Department

The English Department at Pinkerton Academy firmly believes that a four-year language arts curriculum aligned with the New Hampshire College and Career Ready Standards is essential for all students. Effective communication and analytical skills optimize students' potential for living and working productively in a global community. In addition, the study of literature enhances students' understanding of themselves and helps them realize and appreciate the diversities, commonalities, and complexities of the human condition. Through a series of enduring understandings aligned with performance assessments, students focus on acquiring and transferring to a variety of situations the many skills necessary to become effective writers, readers, communicators, and thinkers.

All students choose from required courses that are leveled Advanced Placement, Honors, A, B, C, and Explorations/Foundations. This selection is based on achievement, post-secondary goals, motivation, scholastic responsibility, teacher recommendation, and parental/guardian approval. Leveling is intended to challenge students' abilities and to allow them to reach for higher levels of success. Students also have opportunities to explore other interests through electives. Two departmental reading specialists support an emphasis on building reading skills in English classes.

## Recommended 9<sup>th</sup> Grade Courses:

### Freshman English 9A



Sem. 1 - EG0101  
Sem. 2 - EG0102

These semester courses (0.5 credit each) are designed for the highly motivated student who is prepared to meet the academic challenges of rigorous curriculum at an advanced pace. Through performance-based assessments, the student demonstrates logical, critical, creative, and independent thinking. Formal academic writing includes narration, exposition, and argumentation utilizing research when appropriate. The student explores various forms of literature, including the short story, novel, drama, epic, and informational text. To improve communication, the student focuses on grammar usage and vocabulary while developing listening, speaking, and study skills.

### Freshman English 9B



Sem. 1 - EG0103  
Sem. 2 - EG0104

These semester courses (0.5 credit each) are designed for the student who is prepared to meet the academic challenges of a rigorous curriculum at a moderate pace. Through performance-based assessments, the student demonstrates logical, critical, creative, and independent thinking. Formal academic writing includes narration, exposition, and argumentation, utilizing research when appropriate. The student explores various forms of literature, including the short story, novel, drama, epic, and informational text. To improve communication, the student focuses on grammar usage, and vocabulary while developing listening, speaking, and study skills.

### Freshman English 9C

Sem. 1 - EG0105  
Sem. 2 - EG0106

These semester courses (0.5 credit each) are designed for the student who needs a structured review of essential language skills. To enable the student to make a smooth transition into a high school setting, this course emphasizes a variety of academic study skills. To improve written expression, students study basic grammar, spelling, vocabulary, and essay structure. Formal academic writing includes narration, exposition, and argumentation. Research, writing, and speaking & listening skills are also developed and strengthened. Various texts will be used to promote thinking, writing, and communication skills. Students will also be involved in activity-based learning, making connections between their lives and the communities around them.





## Exploration in Language Arts 9

Sem. 1 - EG0107  
Sem. 2 - EG0108

These semester courses (0.5 credit each) are designed for the students who encounter difficulty in learning, and requires students to develop essential skills in reading, writing, speaking, and vocabulary. To enable the student to make a smooth transition into a high school setting, organization, note-taking, listening, and technology are emphasized. Formal academic writing includes narration, exposition, and argumentation. A variety of literary and informational texts is used to promote thinking, writing, and discussion. Teachers stress multi-sensory and individualized instructional practices, including project-based assessments.

**PREREQUISITE:** Permission required from Director of Special Education.

### Recommended 10<sup>th</sup> Grade Courses:

## Honors English 10



EG0120

This full-year (1 credit) course is designed for above-average, highly-motivated students to develop their reading and writing for successful work at the Advanced Placement level in their junior and senior years as well as at most competitive colleges. Through rigorous readings in world literature, the course develops and enhances students' critical thinking, reading and writing skills. It helps students evolve in their understanding of world literature from a thematic point of view. Throughout the course, students will learn and apply the stages of the writing process to make their writing more effective. Writing assignments focus on research, narration, exposition, and argumentation.

**ENTRANCE CRITERIA:** The recommendation of the Freshman A English teacher is required. Students must complete an independent summer reading-writing component to be used as part of the first-term grade.

## Studies in Composition & World Literature 10A



Sem. 1 - EG0121  
Sem. 2 - EG0122

These semester courses (0.5 credit each) are college-oriented courses designed to continue the introduction to language arts begun in the freshman year. A variety of authors is used for an intensive study of poetry, drama, nonfiction and the novel. The course emphasizes the writing process through literary response, analytical writing, and creative projects related to the study of world literature. Paragraph skills are reviewed, and the importance of thesis, coherence, and specific development in written work is stressed. Writing assignments focus on research, narration, exposition, and argumentation. A continued study of grammar, particularly in relation to sentence structure, usage, and mechanics, focuses on improving and varying the student's style of writing. Vocabulary study, knowledge of literary terminology, and independent reading are integral parts of the course.

## Composition & Literary Genres 10B



Sem. 1 - EG0123  
Sem. 2 - EG0124

These semester courses (0.5 credit each) are college preparatory courses emphasize writing, evaluation, and revision. Sentence structure, usage, and mechanics are stressed. The student incorporates sentence variety, punctuation, spelling, grammar and vocabulary in writing. Through the writing process, the student develops essays. The development of a thesis statement is introduced. Selected writing assignments relate to supplementary reading. To develop an appreciation of literature, the student participates in discussion and analysis of literary works: the short story, novel, drama, essay, biography, and poem. The study of vocabulary in preparation for the PSAT and for literature comprehension is stressed. Other writing assignments focus on forms of exposition: narration, definition, argumentation, and literary analysis.

## Literature and Composition - 10C

Sem. 1 - EG0125  
Sem. 2 - EG0126

These semester courses (0.5 credit each) focus on reading comprehension, exploration of literature, and the application of the writing process. Students learn to recognize the forms of literature and writers' different approaches. All stages of the writing process including pre-writing, conferencing, revising, and editing are emphasized. In their writing, students will focus on a topic and use specific details to develop ideas. In addition, students will improve their vocabulary skills, spelling, sentence structure, usage, and mechanics. Students will explore and analyze fiction to improve comprehension and interpretive skills.



These semester courses (0.5 credit each) emphasize the writing process: prewriting, conferencing, revising, and editing. Focusing on a single topic and using specific details to develop a topic are stressed. Students improve their sentence structure, usage and mechanics through their writing, advancing from paragraphs to full-length essays. Additionally, students expand their vocabulary and improve their spelling skills. Finally, selected writing assignments relate to supplementary reading. This course is designed for students who encounter difficulty in learning through normal classroom methods. Teachers stress individualized instructional practices.

The Semester 2 half-year (0.5 credit) course introduces non-fiction, short-story, poetry, the novel and drama, and students learn to recognize these different forms of literature. Students continue to develop writing, speaking, and listening skills through responses, essays and discussions about literature. Students continue to build and improve vocabulary and spelling skills. Selected projects relate to both in-class and supplementary reading. This course is designed for students who encounter difficulty in learning through normal classroom methods. Teachers stress individualized practices.

### **PREREQUISITES FOR EACH SEMESTER:**

- Permission required from Freshman Exploration's teacher, the Director of Special Education, or the Department Head.

## Introduction to Journalism



### EG0183

This half-year (0.5 credit) elective is intended for sophomores, juniors or seniors and is designed to introduce students to the basics of journalism. Emphasis is on topics that are most applicable to electronic journalism (i.e., ethics, writing, editing, reporting, and layout techniques) and on-line publication of articles of timely relevance to the entire campus. In addition, the class will assist with stories for the Pinkerton website and The Crow.

**PREREQUISITE:** Recommendation of the previous English teacher.

## Creative Writing A



### EG0180

See 11th grade course description (EG0180 - Page 73)

### **Recommended 11<sup>th</sup> Grade Courses:**

## AP English Literature & Composition Junior Advanced Placement English



### EG0140

This full-year (1 credit) AP course is designed for highly motivated students to develop the independence in thinking, reading, and writing necessary for successful work at most competitive colleges. Through the readings in American literature, the course prepares the students for a lifetime of ideas, skills, and observations. It encourages students to develop a deep and abiding connection with literature and allows them to shape their own values and preferences with respect to style and literary periods. It helps students grow in their knowledge and love of American literature. The culmination of the course is the Junior Essay, an extended analysis of the works of an American author or topic in American literature. This is a work of analysis relying on careful reading and research, accurately documented. The other writing assignments focus on forms of exposition: comparison and contrast, argumentation, and analysis. Literary terms as well as a reading vocabulary are also emphasized. An independent summer reading-writing project is required. The course, in conjunction with Senior Advanced Placement English, will prepare students for either the AP English Language and Composition test or the AP English Literature and Composition test.

**PREREQUISITE:** English 10A or English 10AH or approval of Department Head.

Students are required to complete an independent summer reading-writing component to be used as part of the first-term grade (due the first class: reading two novels and posting to a discussion board throughout the summer).

## American Writers 11A - S1

Semester 1



### EG0141

This half-year (0.5 credit) college-oriented course focuses on American literature and includes readings from American writers of major periods, themes, and genres. Class discussions provide a basis for analysis and interpretation, while writing assignments enhance comprehension of authors and their works. Outside readings supplement the anthology. Encouraging enjoyment and appreciation of the classics and modern writings is a major focus of the course.



## Expository Writing 11A - S2

Semester 2



EG0142

This half-year (0.5 credit) college-oriented course focuses on expository writing. The student works in various forms, including argumentation, analysis, comparison/contrast, and documented exposition. The emphasis is on creating and narrowing theses, developing and organizing supporting ideas, and mastering research procedures. Supplementary examples from the course textbook and current newspapers, magazines, and essay collections provide models and stimulate discussions about the various modes of writing. The student selects outside readings from a list of American authors as primary sources for the culminating project, the Junior Essay, a documented literary essay.

## Survey of American Literature 11B - S1

Semester 1



EG0143

This half-year (0.5 credit) college-preparatory literature course utilizes a thematic and/or chronological approach to acquaint students with major themes and masters of American literature. The course focuses on historical as well as literary themes through reading, writing, and class discussion. The course emphasizes analysis, interpretation and appreciation of the many aspects of American literature. Self-motivation and independent thinking are key skills in this college-preparatory course.

## Exposition 11B - S2

Semester 2



EG0144

This half-year (0.5 credit) college-preparatory course focuses on several forms of expository writing and on argumentation. Students learn how to organize, develop, and unify their writing. Supplemental reading and writing assignments reinforce vocabulary skills, grammar skills, and usage skills. A written research project with an oral presentation are also included in the course. Self-motivation and independent thinking are key skills in this college-preparatory course.

## American Literature 11C - S1

Semester 1

EG0145

This half-year (0.5 credit) course is designed to improve reading skills and comprehension through familiarization with several literary genres written by American writers through a thematic approach, relating traditional American ideals with contemporary society. Students will be reading and writing responses on literary pieces ranging from the Puritan Period through the Modern Age.

## Communication Skills 11C - S2

Semester 2

EG0146

This half-year (0.5 credit) course concentrates on developing the writing skills acquired during the freshman and sophomore years. Students work on the skills of planning and developing formal and informal compositions, along with the basic skills of research paper writing with the focus on revision for final draft submission.

## Foundations in American Literature - S1

Semester 1

EG0147

This half-year (0.5 credit) course is designed to improve reading skills and comprehension using several literary genres written by American writers through a thematic approach, relating traditional American ideals with contemporary society. Students will be reading and writing responses on literary pieces ranging from the Puritan Period through the Modern Age. This course is designed for students who encounter difficulty in learning through normal classroom methods. Teachers stress multi-sensory and individualized instructional practices.

### **PREREQUISITE:**

- Permission required from the sophomore Exploration's teacher, the Director of Special Education or the Department Head.



This half-year (0.5 credit) course concentrates on developing the writing skills acquired during the freshman and sophomore Exploration in Language Arts courses. Students work on the skills of planning and developing formal and informal compositions, along with the basic skills of research paper writing with the focus on revision for final draft submission. The course also focuses on related language arts skills which are needed to communicate effectively in today's society. This course is designed for students who encounter difficulty in learning through normal classroom methods. Teachers stress multi-sensory and individualized instructional practices.

**PREREQUISITE:** Permission required from the sophomore Exploration's teacher, the Director of Special Education or the Department Head.

## Creative Writing A



# EG0180

This half-year (0.5 credit) course is designed for the college ability junior or senior who has a serious interest in writing. The course is also open to sophomores who obtain Department Head permission, have an English teacher recommendation, and submit a prose writing sample that exhibits strong writing skills. It will offer the student opportunities to experiment with writing in several genres: fiction, poetry, and drama. Though required to create works in each genre, the student will be given an opportunity to focus on a preferred type. The student will use the writing process, journals, and writing from models to enhance creativity. For students to qualify for advanced Creative Writing, they need to take Creative Writing during their sophomore or junior year.

**ENTRANCE CRITERIA:**

*The recommendation of the current English teacher is required. Incoming sophomores also require permission of the Department Head based upon a submitted sample of creative writing, and the recommendation of a current teacher.*

## Advanced Creative Writing A



# EG0181

This half-year (0.5 credit) intensive course helps students to master skills and techniques learned in Creative Writing (160). Through daily journal entries and weekly writing assignments, students will be expected to work independently, as well as collaboratively, in a variety of genres. Students must show initiative as well as self-discipline as they explore the genres of their choice. Using portfolio evaluation of individual projects, the course also emphasizes manuscript form, available markets, and methods of publishing. This is a junior or senior elective.

**PREREQUISITE:** Creative Writing (EG0180) with teacher approval.

## Interpersonal Communication (IPC)

# EG0182

This half-year (0.5 credit) course provides an overview of communication as it applies to interpersonal relationships. Units include the process of communication, self-concept, listening, nonverbal communication, perceptions, feelings and emotions, conflict resolution, and improvement of communication climates. The course enables students to improve their communication skills in both one-to-one and group settings. The course is student-centered and requires participation in role-plays, individual project presentations, and small and large group discussions and activities.

## Introduction to Journalism



# EG0183

See 10th grade course description (EG0183 - page 69)

## Media and Communication

# EG0184

This half-year (0.5 credit) course will study and compare the media's role in shaping the views and attitudes of society at the local, national, and international levels. Students will explore how contemporary news, entertainment, and advertising media impact and shape the development of social attitudes and culture. Particular attention will be given to the evolutionary history of media; the changing roles of various forms of media, such as print and electronic journalism; the importance of validating media sources; and current issues related to the media, such as piracy and privacy rights. Along with active participation in class discussions, students will be responsible for frequent readings and research, written analyses, and other assessments. Students will be expected to complete both a minor and major project on different aspects of the media.





# Public Speaking



EG0185

This half-year (0.5 credit) course is designed to give the student some practical experience in speaking situations that the student is apt to encounter in life. With this goal in mind, the following areas are covered: voice production, body language, audience awareness, persuasive/argumentative speeches, informative speeches, specialized speeches (award acceptance, eulogy, etc.), impromptu speeches, and participation in group discussions and panels. This elective is open to juniors and seniors.

# Sports Literature



EG0186

This half-year (0.5 credit) course is designed to stimulate an interest in reading through literature that pertains to athletics. The course will attempt to improve the students' skills in reading, writing, speaking, and listening. A variety of fiction, nonfiction, and other sports material will be read.

# Yearbook Design and Production A



EG0187

This full-year (1 credit) course is open to all students who are seriously interested in being a part of the yearbook staff and producing the school's yearbook, Critic. Yearbook is an ultimate educational experience because it provides students with 21st century, real life skills. The integration of critical thinking, problem solving, effective communication, and collaboration will prepare students for their personal and professional lives. Reporting, writing, editing, photography, and design are essential skills taught in the course. Desktop publishing and digital photography skills are also taught and emphasized to produce a variety of layouts, designs, copy, and graphic elements throughout the book.

# Career Communications and Business Writing

EG0189

This semester-long, 0.5 credit course will provide junior and senior students with an understanding of practical communication skills commonplace in the business world. Students will explore a variety of professional documents, including letters, memos, proposals, and email. They will also develop effective speaking and listening skills as they practice interviewing, presenting, and collaborating. The course will place a strong emphasis on understanding one's audience, using appropriate tone, and communicating a message clearly and concisely both in written and spoken language.

## English Electives (Juniors and Seniors)

<i>EG0180 - Creative Writing A</i>	<i>EG0185 - Public Speaking</i>
<i>EG0181 - Advanced Creative Writing A</i>	<i>EG0186 - Sports Literature</i>
<i>EG0182 - Interpersonal Communication (IPC)</i>	<i>EG0187 - Yearbook Design and Production A</i>
<i>EG0183 - Introduction to Journalism</i>	<i>EG0189 - Career Communications and Business Writing</i>
<i>EG0184 - Media and Communication</i>	

### Recommended 12<sup>th</sup> Grade Courses:

<i>The Senior English Experience</i>		
Level	Fall Semester, "writing semester"	Spring Semester, "literature semester"
<b>AP</b>	<i>EG0160 - AP English Language &amp; Composition Senior Advanced Placement English</i>	
<b>A</b>	<i>EG0161 - Advanced Argumentative Writing 12A - S1</i> <i>EG0190 - Argumentation through a Sports Lens 12A - S1</i> <i>EG0193 - Argumentation through a Media Lens 12A - S1</i> <i>EG0196 - Making the Argument to a Public Audience 12A - S1</i>	<i>EG0162 - British Literature 12A - S2</i> <i>EG0166 - Horror and Mystery 12A - S2</i> <i>EG0167 - Cinematic and Theatrical Literature 12A - S2</i> <i>EG0168 - The Hero's Journey through Time 12A - S2</i> <i>EG0169 - An Examination of Imaginary Worlds: Magic, Science Fiction, and Fantasy 12A - S2</i>
<b>B</b>	<i>EG0163 - Argumentative Writing 12B - S1</i> <i>EG0191 - Argumentation through a Sports Lens 12B - S1</i> <i>EG0194 - Argumentation through a Media Lens 12B - S1</i> <i>EG0197 - Making the Argument to a Public Audience 12B - S1</i>	<i>EG0164 - British Literature 12B - S2</i> <i>EG0170 - Horror and Mystery 12B - S2</i> <i>EG0171 - Cinematic and Theatrical Literature 12B - S2</i> <i>EG0172 - The Hero's Journey through Time 12B - S2</i> <i>EG0173 - An Examination of Imaginary Worlds: Magic, Science Fiction, and Fantasy 12B - S2</i>
<b>C</b>	<i>EG0165 - Writing for the Real World 12C - S1</i> <i>EG0192 - Argumentation through a Sports Lens 12C - S1</i> <i>EG0195 - Argumentation through a Media Lens 12C - S1</i> <i>EG0198 - Making the Argument to a Public Audience 12C - S1</i>	<i>EG0174 - Horror and Mystery 12C - S2</i> <i>EG0175 - Cinematic and Theatrical Literature 12C - S2</i> <i>EG0176 - The Hero's Journey through Time 12C - S2</i> <i>EG0177 - An Examination of Imaginary Worlds: Magic, Science Fiction, and Fantasy 12C - S2</i>



# AP English Language & Composition

## Senior Advanced Placement English



EG0160

In this AP course, students will find their voice, know their audience, and take a stand for issues that are the most important to them. This full-year (1 credit) course is designed for highly motivated students to develop the independence in thinking, writing, and scholarly research/analysis required at the most competitive colleges and needed for the “real” world. The course’s rigorous, comprehensive curriculum focuses on the refinement of the reading and writing skills necessary for the critical analysis of all types of writing, along with the research, composition, and documentation skills required to develop scholarly analytical essays. Students concentrate on the process necessary for completing the course’s capstone, the Senior Essay, a longer argumentative paper that synthesizes the honed skills that students garnered throughout the year. The other focus of the course is analyzing a variety of world literature and nonfiction pieces in terms of both the rhetorical and literary styles of the writers and the historical context of the works. Frequent independent readings appropriate for an AP English course are designed to broaden the scope and depth of the student’s literary experience. The two-year sequence of Junior Advanced Placement English and Senior Advanced Placement English will prepare students for both the AP English Language and Composition test and the AP English Literature and Composition test. Students will be required to complete an independent summer reading/writing project that consists of three novels accompanied by short writing assignments, all due by the end of September.

**PREREQUISITE:** *English 11A, English 11AP, or Department Head permission.*

## Advanced Argumentative Writing 12A

*Semester 1*



EG0161

Find your voice, know your audience, and take a stand for issues that are the most important to you. In this half-year (0.5 credit) college-oriented course, students develop independence in analytical thinking, communicating, and writing critical to successful college work and beyond. The course focuses on a refinement of the writing and communication skills necessary to develop college application and scholarship essays, informal analyses, and formal argumentation. The capstone of the course, the Senior Essay Project, guides the course from the start, so each unit’s skills build upon each other, culminating in the synthesis of a comprehensive argumentative paper that emphasizes the scholarly approaches to validation and documentation. Throughout the course, students will utilize persuasion and argumentation, use their voice, engage in lively discussions and debates, assess and integrate research, read independent works, and respond to contemporary issues to demonstrate English 12 literature semester competencies (Writing, Reading, Speaking/Listening, and Research).

## British Literature

*Semester 2 - Level A or B*



A Level EG0162  
B Level EG0164

Darkness and corruption, sarcasm and humor, gods and monsters, magic and folklore, royalty and war, loyalty and sacrifice—just some of the phrases that describe the literature that has come to us from “across the pond.” British literature contains some of the most fascinating and famous works ever written, and it has heavily influenced not only American literature but so much of the world through its reflection of Western civilization and cultural evolution. This half-year (0.5 credit) course focuses on an understanding and appreciation of British literature; along with the literature itself, students study the prominent authors and cultural periods of the British people. It is structured chrono-thematically around literature from the early Anglo-Saxon period to the 20th Century, all the while centering on the enduring understanding that life choices impact legacy. Students may be asked to compare a variety of works simultaneously, which may include independent reading outside of class, and they will analytically read, respond, and react to a variety of works including poetry, short fiction, novels, and dramatic literature to demonstrate English 12 literature semester competencies (Writing, Reading, Speaking/Listening, and Research). Come and join us because as Shakespeare advises, “Be not afraid of greatness!”

## Horror and Mystery

*Semester 2 - Level A, B, or C*



*A and B Levels Only*

A Level - EG0166  
B Level - EG0170  
C Level - EG0174

This half-year (0.5 credit) course will chill to the bone as students read classic, modern, and contemporary gothic horror and mystery. Supernatural, psychological, and mysterious realms will be explored with an emphasis on how authors cause shivers to run down readers’ spines. Students will develop an appreciation for the elements of horror and mystery and understand why these genres hold a timeless power over generations of readers everywhere. Students may be asked to compare a variety of works simultaneously, which may include independent reading outside of class. This course will facilitate literary analysis, evidence-based discussion, and demonstration of English 12 literature semester competencies (Writing, Reading, Speaking/Listening, and Research).



# Cinematic and Theatrical Literature

Semester 2 - Level A, B, or C



A Level - EG0167  
B Level - EG0171  
C Level - EG0175

Movies and plays capture our interest and provoke our senses. Some of the world's most famous writers' works have been adapted to the stage and screen, which can create worlds of magic, fantasy, and romance just as easily as dim realities in life. This half-year (0.5 credit) course will serve as an introduction to film and theater studies representing a variety of cultures. Texts and accompanying films will reflect a myriad of genres, and styles. Writers may range from traditional playwrights like William Shakespeare to diverse, more contemporary ones like Lorraine Hansberry. Students may be asked to compare a variety of works simultaneously, which may include independent reading outside of class, and will examine how both film and stage tell stories and reveal characters and themes as particularly meaningful today through literary analysis, discussion, response, and demonstration of English 12 literature competencies (Writing, Reading, Speaking/Listening, and Research).

## The Hero's Journey Through Time

Semester 2 - Level A, B, or C



A Level - EG0168  
B Level - EG0172  
C Level - EG0176

This half-year (0.5 credit) course is designed for seniors who are interested in continuing their study of the hero's journey, a popular literary theme since ancient history that continues to develop today. Students will study how the hero evolves and spans across time and cultures through a wide variety of text genres, which could include Greek and Norse mythology, epic poems, novels, plays, short stories, and nonfictional pieces. Students may be asked to compare a variety of works simultaneously, which may include independent reading outside of class, and will explore the journeys of these fictional and nonfictional heroes of literature, film, and history by reading and responding analytically through writing, discussion, and other projects that will reflect demonstration of English 12 literature semester competencies (Writing, Reading, Speaking/Listening, and Research).

## An Examination of Imaginary Worlds: Magic, Science Fiction, and Fantasy

Semester 2 - Level A, B, or C



A Level - EG0169  
B Level - EG0173  
C Level - EG0177

From their origins in 19th-century imaginative writing to their high-tech, futuristic grandchildren today, science fiction and fantasy have grown into important literary genres. Students will speculate about imaginary worlds in fantasy, science fiction, and magic realism. Through the study of works of writers such as the Brothers Grimm, Mary Shelley, J.R.R. Tolkien, H.G. Wells, Ray Bradbury, George Orwell, Aldous Huxley, Margaret Atwood, J.K. Rowling, and more, students will learn not only how these genres were developed but what made for some of the most bestselling works across the globe. Students may be asked to compare a variety of works simultaneously, which may include independent reading outside of class. This half-year (0.5 credit) course will facilitate literary analysis and response, evidence-based discussion, and demonstration of English 12 literature semester competencies (Writing, Reading, Speaking/Listening, and Research).

## Argumentation through a Sports Lens

Semester 1 - Level A, B, or C



A Level - EG0190  
B Level - EG0191  
C Level - EG0192

This half-year (0.5 credit) English 12-I Writing Semester course option encompasses a variety of writing and reading assignments designed to stimulate an interest in athletics. Methods of formal argument are emphasized using activities such as the analytical and critical reading of informational texts, formal writing assignments, real-world athletic writing and reporting, and public-speaking tasks. A variety of sports media will be used in the course to create the platform for reading, writing, and speaking.

## Argumentation through a Media Lens

Semester 1 - Level A, B, or C



A Level - EG0193  
B Level - EG0194  
C Level - EG0195

This half-year (0.5 credit) English 12-I Writing Semester course option provides an opportunity to craft argumentative writing for publication. A variety of mass-media-based writing and reading assignments introduce principles of media literacy and issues within the field of journalism. Methods of formal argument are examined and applied through real-world feature and editorial writing, research-based reporting, and public-speaking tasks. Emphasis is on argumentation in media and journalism, with focus on ethics and editorial and feature writing, coursework that includes in-depth research to support this writing, and also editing and collaboration to strengthen it, with the aim of publication in our online newspaper, The Launchpad.



# Making the Argument to a Public Audience

Semester 1 - Level A, B, or C



A and B Levels Only

A Level - EG0196  
B Level - EG0197  
C Level - EG0198

This half-year (0.5 credit) English 12-I Writing Semester course will enhance students' capacity to make and deliver arguments publicly and develop the fundamental skills of public speaking to those who might oppose them. Methods of the formal argument, including acknowledging the counterargument, are emphasized through analytical and critical reading of informational and persuasive texts, formal writing assignments, as part of speech preparation, real-world argumentative speech writing, and a variety of other public speaking tasks designed to persuade an audience.

## Argumentative Writing 12B

Semester 1



EG0163

This half-year (0.5 credit) college-preparatory writing course encompasses a variety of writing and reading assignments geared to help the senior writing student function at the college level. Methods of formal argument are emphasized. Activities include analytical and critical reading of researched data, formal writing assignments, real world writing tasks, and public speaking tasks.

## Writing For the Real World 12C

Semester 1

EG0165

This half-year (0.5 credit) course encompasses a variety of writing and reading assignments geared toward helping the senior writing student function in the work world and at the two-year technical college level. Daily adult writing tasks as well as essay process and development are emphasized. Activities include critical reading of researched data, formal writing assignments, job-search materials and interview process, and public-speaking tasks.

## Advanced Yearbook Design and Production A



EG0188

This full-year (1 credit) course is designed for students who have completed Yearbook Design and Production. Returning students are given editorship positions to help manage the organization of staff, design layouts, and assist others in overseeing the production of the Critic yearbook. As editors, the students will be required to proof and supervise the various areas of online production. The course requires students to demonstrate leadership skills as well as further develop their thinking, problem solving, and effective communication skills.

# Fine Arts Department

The arts are a central feature of virtually all societies throughout history. There are multiple ways of understanding and interpreting the human condition. The study and practice of the Fine Arts provide an important means for such understanding. Through artistic practice, students gain an awareness of the richness of human culture and ways in which a society's values, aspirations, and ideals are communicated. Through the practice of the arts, students acquire skills, values, behaviors, and knowledge that are essential for success in a diverse and rapidly changing society. Students in the Fine Arts aspire to use their knowledge, skills, talents, and abilities to improve the human condition.

**NOTE:** *Intermediate and advanced level visual arts courses require a prerequisite introductory course or Instructor and Department Head permission.*

Students are only allowed to register for one of the following introductory visual arts courses: Introduction to Art: Studio Emphasis, Introduction to Art: Graphic Design, Introduction to Art: Digital Photography or Ceramics 1 since these four courses contain the same curriculum. Due to the nature and requirements of the medium, Ceramics 1 can be taken following another introductory arts course, but the reverse is not allowed. Students should select which media; computer graphics, studio art, clay, or digital photography, that they would like to experience. Once a student passes any one of these courses, they are eligible to register for any Intermediate level course but cannot register for another introductory course. However, in order to qualify to register for Ceramics 2, students must successfully pass Ceramics 1. To take courses at the intermediate level in the Visual Arts Program, the student must pass an introductory course with a grade of 70 or better. To take advanced level courses in the Visual Arts Program, students must pass an intermediate level course with a grade of 75 or better.





## Sequence of Courses

Music Program	Visual Arts Program	Dance Program	Theatre Program
Introductory Level			
Academy Singers	Introduction to Art: Studio Emphasis	Dance 1	Introduction to the Theatre Arts
Concert Band	Introduction to Art: Graphic Design	Dance Club *	
Roots of Rock and Roll	Introduction to Art: Digital Photography		Pinkerton Players *
Jazz Lab *	Ceramics 1		Stage Crew *
Mixed Chorale			
Percussion Ensemble *			
String Ensemble *			
Intermediate Level			
Guitar for Everyone	Fundamentals of Drawing	Unified Dance	Technical Theatre
Music Theory & Composition 1	Drawing & Painting Oil/Acrylic 1		
Music Theory & Composition 2	Drawing & Painting Water Media 1		Musical Theatre Workshop
String Orchestra	Digital Photography		
Unified Music	Metalsmithing and Design		Unified Theatre
	Graphics & Animation 1		
	Ceramics 2		
	Unified Art		
Advanced Level			
AP Music Theory	Graphics & Animation 2	Dance 2	Advanced Theatre Making
Handbell Ensemble # *	Ceramics 3 - Independent Study		
Jazz Ensemble #	Ceramics 4 - Independent Study		
Select Choir # *	AP Studio Art		
String Orchestra	Advanced Studio Art		
Wind Ensemble #			

# - Audition Required

\* - Affiliated Fine Arts Extracurricular Ensemble or Activity



## Courses in the Visual Arts Program



### Introductory Level

## Introduction to Art: Studio Emphasis

## FA0900

This half-year (0.5 credit) course will fulfill the 0.5 credit Arts requirement for graduation. It will give students an opportunity to explore the world of the visual arts. The course includes a wide variety of introductory level studio projects in design, color, drawing, painting, and sculpture, all within a context of art history and art appreciation. Students will work with an array of media, techniques, and learn technical information practical for everyday use and enjoyment as well as for preparation for further serious art study. Project evaluation, homework, quizzes, tests, other activities, and the final exam assess students' understanding of concepts, techniques, skills, terms, and ideas involved in each project area. Effort is reflected in personal attitude and craftsmanship. Imagination, motivation, and self-discipline are essential to success in this studio elective course.

**NOTE:** Students who select this course will not be eligible to register for Intro to Art: Graphic Design or Intro to Art: Digital Photography.



# Introduction to Art: Graphic Design

FA0901

This half-year (0.5 credit) course is designed to allow students to explore the world of basic graphic design by studying the Elements of Art and Principles of Design within a context of computer-generated art works along with hand-created projects. Graphic design is the process and art of combining text and graphics and communicating an effective message in the design of logos, graphics, brochures, newsletters, posters, signs, and any other type of communication. Students will incorporate the basic tools of Photoshop into a variety of techniques which will result in the application of the knowledge into major projects, both on and off the computer. Project evaluation, homework, other activities, and the final exam assess students' understanding of concepts, techniques, skills, terms, and ideas involved in each project area. Effort is reflected in personal attitude and craftsmanship. Imagination, motivation, and self-discipline are essential to success in this studio elective course.

**NOTE:** Students who select this course will not be eligible to register for Intro to Art: Studio Emphasis or Intro to Art: Digital Photography.  
**NOTE:** This course fulfills the 0.5 arts graduation requirement. If you would like this course to fulfill your digital literacy requirement instead, please contact your school counselor.

# Introduction to Art: Digital Photography

FA0902

In this half-year (0.5 credit) course, students will use a digital point and shoot camera, or cell phone camera, to create projects that explore the basic elements and principles of design. Using the camera as a tool, students will learn basic photo-taking techniques, creatively solve design problems, and explore ways to enhance their images. The students will expand their knowledge of art and design, while practicing basic photo-taking skills. Students may bring their own cameras from home, but will also have the option to borrow one in class if needed.

**NOTE:** Students who select this course will not be eligible to register for Introduction to Art: Graphic Design or Intro to Art: Studio Emphasis.  
**NOTE:** This course fulfills the 0.5 arts graduation requirement. If you would like this course to fulfill your digital literacy requirement instead, please contact your school counselor.

# Ceramics 1

FA0903

This half-year (0.5 credit) course will fulfill the 0.5 credit Arts requirement for graduation. It is designed to give students basic knowledge and technical skills in ceramics. The student will have hands-on experience with pinch, coil, and slab methods of hand building. The student will also have hands-on experience with throwing both bowl and vase forms using the potter's wheel. Glazing and finishing techniques will be covered while Kiln operation and firing techniques will be discussed. Initiative, creativity, and self-discipline are important factors in the student's success.

**PREREQUISITE:** A mature and positive attitude.  
**NOTE:** Students who select this course will not be eligible to register for Intro to Art: Graphic Design, Intro to Art: Studio Emphasis or Intro to Art: Digital Photography.



## Courses in the Visual Arts Program

Intermediate Level



# Fundamentals of Drawing

FA0904

This half-year (0.5 credit) intermediate course is designed for students who want more opportunities to draw using a wide variety of materials, techniques and subject matter. Students will strengthen skills in observational drawing, abstraction, various related drawing methods and composition. Motivation and self-discipline are essential. Art criticism, art history, sketchbook and homework assignments are integral parts of the course. There is a final comprehensive drawing project.

**PREREQUISITE:** Successful completion of Intro to Art: Graphic Design, Intro to Art: Digital Photography, Intro to Art: Studio Emphasis, or Ceramics 1 with a grade of 70 or better.



## Drawing and Painting: Oil/Acrylic 1

FA0905

This intermediate level, half-year (0.5 credit) course is designed for students who wish to continue to challenge their visual awareness and creativity while using oil and acrylic paints. Students will investigate still life and landscaping painting. The students will stretch their own canvas and learn to use graphite underpainting and overpainting, glazing, masking, etc. Fundamentals of drawing, color theory, composition drawing, and painting from observations, critiques, and informal art history are all part of this studio art course. There are weekly homework and sketchbook assignments and a final exam or final comprehensive project.

**PREREQUISITE:** Successful completion of *Intro to Art: Ceramics 1*, *Intro to Art: Graphic Design*, *Intro to Art: Digital Photography* or *Intro to Art: Studio Emphasis* with a grade of 70 or better.

## Drawing and Painting: Water Media 1

FA0906

This intermediate level, half-year (0.5 credit) course is designed for the serious art student who wants to continue to challenge his/her visual awareness and creativity while using a variety of water-based drawing and painting media. Projects in pencil, pastel, ink and watercolors are devised to develop technique while encouraging experimentation and personal expression. Composition, color theory, observational drawing and painting, abstraction, critiques, personal reflections, and related art history are all part of this intensive art studio course. Outside assignments and a final exam or final comprehensive project are required.

**PREREQUISITE:** Successful completion of *Intro to Art: Ceramics 1*, *Intro to Art: Graphic Design*, *Intro to Art: Digital Photography* or *Intro to Art: Studio Emphasis* with a grade of 70 or better.

## Digital Photography

FA0907

This half-year (0.5 credit) intermediate visual art course will provide students with an opportunity to learn about basic operation of the digital SLR camera. Students will have the opportunity to learn technical aspects of photography including (but not limited to) aperture and shutter speed controls, depth of field, and ISO settings on the camera. Through on-campus photo shoots, students will study landscape photography, still-life photography, abstract photography and portrait photography. Other topics include careers in photography, history of photography, professional lighting techniques, and Adobe Photoshop. Students will create a portfolio of images as well as contribute to group discussion and critiques. Pinkerton Academy will provide cameras for the students to use while in the classroom, and each student will need a reliable camera to complete homework assignments. (Any type of camera is acceptable.)

**PREREQUISITE:** Successful completion of *Intro to Art: Ceramics 1*, *Intro to Art: Graphic Design*, *Intro to Art: Digital Photography* or *Intro to Art: Studio Emphasis* with a grade of 70 or better.

**NOTE:** This course fulfills the 0.5 arts graduation requirement. If you would like this course to fulfill your digital literacy requirement instead, please contact your school counselor.

## Metalsmithing and Design

FA0908

This half-year (0.5 credit) course is designed to expand student skill in two-dimensional and three-dimensional design. Copper, silver, and aluminum may be used to create original jewelry and small sculptures. Basic wire construction, along with hot and cold metal joining techniques will be introduced and practiced. Graphic imagery and block printing will also be explored as a means of visual communication. Projects will emphasize creative problem solving, the relationship between visual and physical balance, the effective use of space, and good craftsmanship. Homework in the form of drawing/design or research assignments, and a final exam or final comprehensive project and response are required.

**PREREQUISITE:** Successful completion of any Introductory Level visual arts course or *Intro to Art: Ceramics 1*, with a grade of 70 or better.

## Graphic Design & Animation 1

FA0909

The half-year (0.5 credit) course is designed to introduce the art student to various Adobe programs such as Adobe Photoshop and Illustrator within the Mac OS platform in the field of commercial art and design. Students will create their projects through a combination of hand-drawing and computer-drawing techniques. Projects may include: commercial advertisements, illustrations, cartoons, animation and gaming images, and typographic design. Programs used may include Adobe Illustrator and Photoshop and iMovie.

**PREREQUISITE:** Successful completion of *Intro to Art: Ceramics 1*, *Intro to Art: Graphic Design*, *Intro to Art: Digital Photography* or *Intro to Art: Studio Emphasis* with a grade of 70 or better.

**NOTE:** This course fulfills the 0.5 arts graduation requirement. If you would like this course to fulfill your digital literacy requirement instead, please contact your school counselor.



## Ceramics 2

FA0911

This half-year (0.5 credit) course is designed to expand the knowledge and skills learned in Intro to Art: Ceramics 1. Students will develop projects stressing elements of design while using both hand-building and throwing methods. Initiative, creativity, and self-discipline are important factors in the student's success. Ceramics 3 is the sequel to this course.

**PREREQUISITE:** Successful completion of Ceramics 1 with a grade of 70 or better.

## Unified Art

FA0914

This half-year (0.5 credit) art elective offers a small number of artistically-minded students the opportunity to provide natural supports to peers with special needs in a comprehensive visual arts program. A selection of activities and assignments will be taken from the following areas: drawing, painting, and sculpture. Visual and spatial awareness as well as craftsmanship will be emphasized. Enrollment is limited.

**PREREQUISITE:** Permission from the Department Head.



## Courses in the Visual Arts Program

Advanced Level



## Graphic Design & Animation 2

FA0910

The half-year (0.5 credit) course is designed to introduce the art student to animation and clay animation. They will be designing an ad campaign, which includes logo, letterhead, business card, ad, and logo on a company vehicle. Students will be using Adobe Illustrator, Adobe Photoshop, and iMovie programs. Students will also be designing software packaging to be used when selling one of the following types of CD's: gaming, musical, or regular software.

**PREREQUISITE:** Successful completion of Graphic Design and Animation 1 with a grade of 75 or better.

## Ceramics 3 - Independent Study

FA0912

This half-year (0.5 credit) course is designed to expand the knowledge and skills learned in Ceramics 2. Students will continue to develop projects stressing elements of design while using both hand-building and throwing methods with a strong emphasis on personal voice and concepts. Initiative, creativity, and self-discipline are important factors in the student's success. Ceramics 4 is the sequel to this course.

**PREREQUISITE:** Successful completion of Ceramics 2 with a grade of 75 or better.

## Ceramics 4 - Independent Study

FA0913

This half-year (0.5 credit) course is designed to expand the knowledge and skills learned in Ceramics 3. Students will continue to develop projects stressing elements of design while using both hand-building and throwing methods with a strong emphasis on personal voice and concepts. During this course, students will refine their personal style as they polish their technical skills. Initiative, creativity, and self-discipline are important factors in the student's success.

**PREREQUISITE:** Successful completion of Ceramics 3 with a grade of 75 or better.

**NOTE:** Due to limited enrollment, Ceramics 3 & 4 classes meet at the same time as Intro to Art: Ceramics 1 & 2.

## AP Studio Art

FA0916

This full-year (1 credit) advanced placement course is designed for seniors who wish to earn college credit while in high school. The emphasis of this course is to produce a portfolio for submission to a jury of AP College Board Artists for college credit. Through studio practice, application of design concepts, and informed decision making, students will assemble a body of artwork that demonstrates a high level of quality and growth over time. Students will develop mastery in concept, composition, and execution. Students will address three components in their portfolios: Quality, Concentration, and Breadth. Students are expected to use artistic integrity throughout the course. Work that is based on published photographs or the work of other artists must move beyond duplication to illustrate an original idea.

**PREREQUISITE:** Completion of Intermediate Level art courses and approval from Department Head.





This half-year (0.5 credit) advanced course is recommended for juniors and seniors who wish to continue their art education beyond the introductory and intermediate level. Students will have the opportunity to select their choice of media concentration, ranging from drawing, painting, graphic design and/or photography. Students will explore various subject matter including still-life, figure drawing, landscape and perspective. Students may also enroll in this course multiple times in an effort to experience different media and subject matter.

**PREREQUISITE:** A grade of 75 or above in the intermediate level course leading to the chosen area of concentration or permission from the Department Head. It is strongly recommended that students successfully pass more than one intermediate course prior to enrolling.



## Courses in the Dance Program

**Introductory Level**  
(Recommended for Grades 9, 10, 11, and 12)



### Dance 1

### FA0920

This half-year (0.5 credit) course satisfies the 0.5 Fine Arts requirement for graduation. It is designed to nurture students' self-expression through movement in a safe, supportive environment. Students will experience various dance forms including ballet, jazz dance, modern dance, and improvisation. Movement analysis based on Laban theory, as well as dance composition, will be introduced. Examination of the role of dance in diverse cultural and historical contexts will be included. There is no prerequisite for this course, and is designed for students who possess an interest in expressing their artistic ability through dance. Students should also be prepared to have fun. Appropriate attire will be needed. Dance 2 is the sequel to this course. Students can receive a Physical Education 2 credit with this course.

**NOTE:** PE 2 credit option available with this course requires Department Head approval.



## Courses in the Dance Program

**Intermediate Level**



### Unified Dance Education

### FA0922

This half-year (0.5 credit) Fine Arts elective offers a small number of dance-minded students the opportunity to provide natural support to peers with special needs in a comprehensive dance course. A selection of activities and assignments will be taken from the following areas: dance technique, dance-making, and performance. Physical and spatial awareness as well as creative collaboration will be emphasized. Commitments outside of class may be required. Enrollment is limited.

**PREREQUISITE:** Permission from the Fine Arts Department Head but completion of Dance 1 is suggested.

**NOTE:** This course may be repeated for credit.

**Advanced Level**  
(Recommended for Grades 10, 11, and 12)

### Dance 2

### FA0921

This half-year (0.5 credit) course is for students who are seriously interested in choreography and performance. Choreographing for and performing with the company are critical requirements. This course will cover lighting design for dance, as well as the other technical aspects of presenting work. Students will also investigate career-related professions providing a broader perspective on the field. Students will be expected to attend professional dance performances and give critical responses using other arts disciplines.

**PREREQUISITE:** Completion of Dance 1 with a grade of 70 or better. Students with previous dance experience may have the Dance 1 prerequisite waived with Department Head permission.

**NOTE:** This course may be repeated for credit.



# Affiliated Extracurricular Dance Opportunities

## Dance Club

If you enjoy dancing and are looking for a place to move, choreograph and have a great time- join Dance Club. The club meets once a week after school and is open to all dancers from novice to experienced.



## Courses in the Music Program

### Introductory Level



### Academy Singers

FA0949

This full-year unlevleled (1 credit) course is open to any Freshman vocalists who have a serious desire to learn to sing in a healthy manner, read music, and perform a wide variety of choral literature from the popular, classical, jazz, music theatre, folk, and world music repertoire. Students are required to perform in four concerts per year and will be asked to demonstrate their music literacy skills through written and oral exams. Students may elect this course to fulfill their 0.5 Arts requirement for graduation.

### Mixed Chorale

FA0943

This full-year unlevleled (1 credit) course is open to all choral students in grades 10-12. Students who enroll in this course should have a serious desire to learn how to sing in a healthy manner, read music, and perform a wide variety of choral literature from the popular, classical, jazz, music theatre, folk, and world music repertoire. Students are required to perform in four concerts per year and will be asked to demonstrate their music literacy skills through written and oral exams. Appropriate attire will be needed for performances. Students may elect this course for their 0.5 Arts requirement for graduation.

### Roots of Rock and Roll

FA0940

This half-year (0.5 credit course) is designed for both the non-musician and musician who wish to satisfy the (0.5 credit) Arts requirement for graduation. Students will explore the six basic elements of music through the lens of the history of popular music. Students will get to choose whether they explore music through the guitar or piano. The class will use an online web-based music notation software for composition and a textbook on American music history. Although there is no prerequisite for this course, students must be open to listening to all styles of music and have a genuine interest in music.

*NOTE: Although there is no prerequisite for this course, students must be open to listening to all styles of music and have a genuine interest in reading and making music.*

### Concert Band

FA0944

This full-year (1 credit) course/ensemble is open to all wind players in grades 9–12. Depending upon interest level, all percussionists may be asked to audition for placement in the band's drum line. This performance class meets every day during the school year. Students enrolled in this ensemble will be expected to perform in at least four concerts per year as well as at all marching band performances. Appropriate attire will be needed for performances. In addition, students will need to purchase supplies associated with their instruments. This is an ensemble for serious musicians who are expected to practice a minimum of 1-1/2 hours per week. Students in this ensemble have the option of taking private lessons. Students will be expected to perform literature at a medium difficulty level. This course satisfies the 0.5 Arts requirement for graduation.

### String Orchestra

FA0950

This full-year (1credit) course/ensemble is open to serious musicians who play violin, viola, cello, string bass or piano. Students will play a wide repertoire of music from the string literature and will perform several concerts per year. Students will be required to provide the appropriate concert attire and their own instrument supplies for their instrument. The course satisfies the 0.5 Arts requirement for graduation.





# Courses in the Music Program

## Intermediate Level



### Guitar for Everyone

FA0951

This half-year (0.5 credit) course is for students in grades 9-12 who are interested in developing their performance abilities, music reading abilities, and knowledge of a variety of styles of music on acoustic guitar. The course is designed to combine individual, differentiated instruction along with ensemble playing, in order to challenge the different levels of experience of the students. Opportunities for performance will exist. The class will use various Guitar Classroom method books. Students may use school-owned instruments or bring their own. All levels of experience are welcome.

**PREREQUISITE:** *Roots of Rock and Roll or by permission of the Department Head.*

### Music Theory and Composition 1 & 2

*These (0.5 credit - semester) courses are designed for students in grade 10 or 11 who are seriously interested in learning the elements of music. Each course will cover the basic skills of musicianship such as elements of rhythm, melody, harmony, timbre, texture, and form. Activities will include music performance, aural dictation, and composition. Successful completion of Music Theory & Composition 1 satisfies the 0.5 Arts requirement for graduation.*

### Music Theory & Composition 1

FA0952

### Music Theory & Composition 2

FA0953

**PREREQUISITE:** *Completion of any other music course with a grade of 70 or better or permission from the Department Head.*

**PREREQUISITE:** *Completion of Music Theory & Composition 1 with a grade of 70 or better or permission from the Department Head.*

### Unified Music

FA0954

This half-year (0.5 credit) Fine Arts elective offers a small number of musically-minded students the opportunity to provide natural support to peers with special needs in a comprehensive music program. A selection of activities and assignments will be taken from the following areas: creating and performing music using the voice and various percussion and classroom instruments, responding to different styles and elements of music, basic notation, and connecting music with daily life.



# Courses in the Music Program

## Advanced Level



### AP Music Theory



FA0970

This (1.0 credit) full-year course is designed to be an equivalent of a college level beginning music theory course. The emphasis of this course will be on preparing and encouraging the student to pass the AP Music Theory exam. This course will follow an AP Theory curriculum which will include music performance, advanced rhythmic, melodic, and harmonic dictations, and analysis and composition including SATB voice leading.

**PREREQUISITE:** *Successful completion of Music Theory & Composition 2 or permission from the Department Head.*

**NOTE:** *This is an approved math-related course.*

### Jazz Ensemble

FA0972

*- Open by audition only -*

This full-year (1 credit) course is open by audition only to students in grades 9-12. The Jazz Ensemble will perform in at least three concerts per year as well as the NHBDA and UNH Jazz Festival. This is an ensemble for serious musicians who are interested in playing in a Big Band style, with a variety of traditional jazz music, swing, ballads, Latin, and funk. Standard instrumentation for this group is 5 saxophones, 4 trombones, 5 trumpets, and a rhythm section made up of piano, bass, guitar, and drums. Auditions for acceptance into Jazz Ensemble will be made at the beginning of second semester.

**PREREQUISITE:** *All saxophonists, trombonists, and trumpet players must be enrolled in Wind Ensemble or Concert Band in order to audition. Some rhythm section players may be exempt from this rule.*



This full-year (1.0 credit) course/ensemble is open by audition only to a limited number of students in grades 9-12. This performance class meets every day during the regular school year, as well as during all marching band performances. This is an ensemble for serious musicians who are expected to practice a minimum of 3 hours. Students in this ensemble should be taking private lessons on their instrument outside of school. Instrumentation for this ensemble will be limited to approximately 60 seats: 8 flutes, 8-9 clarinets, 1-2 bass clarinets, 2 oboes, 2 bassoons, 4 alto sax, 2 tenor sax, 1 bari sax, 4 horns, 8-10 trumpets, 6 trombones, 2 euphoniums, 2 tubas, and 6-8 percussionists. Students will be expected to perform literature at an advanced difficulty level. Auditions for acceptance into Wind Ensemble will be held each year in January. This course satisfies the 0.5 Arts requirement for graduation.



## Affiliated Extracurricular Musical Ensembles



### String Ensemble

\* Open by Audition Only

This full-year ensemble is open by audition only to serious student musicians in grades 9-12 who play violin, viola, cello or string bass. Beginning string students will be accepted only by permission from the Instructor. This performing ensemble will meet for 2 hours once per week after school hours. Students will be expected to participate in at least four performances during the year.

### Jazz Lab

\* Open by Audition Only

This ensemble is open by audition only to students in grades 9-12 and meets one night per week after regular school hours. The Jazz Lab will perform in at least one concert each year. This is an ensemble for young musicians who are interested in playing in a Big Band style, with a wide variety of traditional jazz music to include swing, ballads, Latin, and funk at a beginner to intermediate level. Improvisation will also be covered. Instrumentation will vary. Auditions for acceptance into Jazz Lab will be held in the fall.

**PREREQUISITE:** All saxophonists, trombonists, and trumpet players must be enrolled in Wind Ensemble or Concert Band in order to audition. Some rhythm section players may be exempt from this rule.

### Percussion Ensemble

This ensemble is recommended for all beginning percussionists who have had at least one year of experience in a school band program and meets one night per week after regular school hours. It is designed to teach music reading of rhythm and notes in both treble and bass clefs. Proper playing technique for all standard percussion equipment including mallet instruments, snare drum, bass drum, cymbals, timpani, and various auxiliary instruments will be covered. DRUM SET WILL NOT BE COVERED. Students will also work on standard percussion ensemble literature from grade levels 3-4 (medium difficulty). Students in this ensemble will be expected to perform in at least two concerts per year. This is an ensemble for serious musicians who are expected to practice a minimum of 1-1/2 hours per week. Students will have the option of taking private lessons.

### Handbell Ensemble

\* Open by Audition Only

This ensemble is offered after school and is open to all students by audition only. Although no ringing experience is required, students need to have strong music reading skills. Students will perform a wide and varied repertoire of music. There will be four required concerts per year. Auditions will be held in September.

### Select Choir

\* Open by Audition Only

This full-year vocal ensemble is open by audition only to students in grades 9-12 who are members of the Academy Women's Choir or Mixed Chorale. This ensemble will sing a wide variety of challenging choral music from the popular, classical, music theatre, multicultural, and jazz repertoire. Rehearsals will be held for at least 2 hours per week after school.







# Courses in the Theatre Program

## Introductory Level



### Introduction to Theatre Arts

FA0930

This half-year (0.5 credit) course, open for students in Grades 9-12, is designed to provide an opportunity for those who enjoy acting and the theatre to learn about the basic principles of acting. The following areas will be covered: audition technique, history of the theatre, stage movement, technical theatre, characterization, and the vocabulary of the theatre. This is a beginning course, and students do not have to have stage experience in order to enroll. This course satisfies the 0.5 Arts requirement for graduation.

### Technical Theatre

FA0934

This half year (0.5 credit) course provides students with expertise in stage theatre production and design, incorporating elements of set construction, lighting and sound. Separate from 'Stage Crew', this semester course offers students the ability to explore the knowledge and ideas that are needed for successful theatrical productions- including those of the Pinkerton Players. This course satisfies the 0.5 Arts requirement for graduation.



# Courses in the Theatre Program

## Intermediate Level



### Unified Theatre

FA0935

This half-year (0.5 credit) Fine Arts elective offers a small number of theatre-minded students the opportunity to provide natural supports to peers with special needs in a comprehensive theatre program. A selection of activities and assignments will be taken from the following areas: creating, movement, theatre design and performance. Creative collaboration with members of the class will be emphasized. Commitments outside of class may be required. Enrollment is limited. This course satisfies the 0.5 Arts requirement for graduation.

**PREREQUISITE:** Permission from the Fine Arts Department Head but completion of Introduction to Theatre Arts is suggested.

### Musical Theatre Workshop

FA0936

This half-year (0.5 credit) course is available to students in grades 10-12. This course is designed for students who desire to look deeper into the following aspects of Musical Theatre: Performance and auditioning techniques, history, acting techniques and character analysis, performance analysis and evaluation, dancing for the theatre, careers and vocational pursuits in musical theatre, directing and technical aspects. Students signed up for this course should have some singing experience. The course will conclude with a graded performance showcase.

**PREREQUISITE:** Successful completion of Introduction to Theatre Arts and teacher approval.

**NOTE:** This course may be repeated for credit.



# Courses in the Theatre Program

## Advanced Level



### Advanced Theatre Making

FA0931

This half-year (0.5 credit) course is designed to provide an opportunity for students with theatre experience to study more advanced techniques in acting, directing, playwriting, and design. Students will be encouraged to experiment with a variety of elements of theatre creation and will study works by theatre artists from across ages and cultures. While focusing on ensemble acting and performance as a culminating activity, students will undertake a significant leadership contribution in the final class production. While this may include a major acting role, students will also assume other roles such as assistant director, stage manager, and/or crew chief in other approved areas such as lighting, makeup, costuming or sound reinforcement.

**PREREQUISITE:** Successful completion of Introduction to Theatre Arts and teacher approval.

**NOTE:** This course may be repeated for credit.





# Affiliated Extracurricular Theatre Opportunities



## Stage Crew

This theatre extracurricular provides students with expertise in stage theatre production and design, incorporating elements of set construction, lighting, and sound. Separate from Stage Crew, this after-school opportunity offers students the ability to explore the knowledge and ideas that not everyone has a chance to experience while working on Pinkerton Players productions.

## Pinkerton Players

An organization for all students (9-12 grade) who like any aspect of theatre: acting, singing, dancing, directing, designing costumes, doing makeup, being a stage manager or a technical director, building a set, doing lights or sound. The Players offers workshops, fun activities, field trips, and its most important mission, producing the fall and winter plays, and spring musical. Join and enjoy a complete theatrical experience.



# Interdisciplinary Studies

## Senior Astro Capstone

AL2905

Do you have a passion project or interest that you want to explore for a semester? Feed that curiosity with a senior capstone project. Senior capstone is a semester-long, personalized, and impactful learning experience. Students will use problem-solving, design thinking, and analysis in one of three different pathways: a community service project, a creative/academic project, or a community event project. Students can work either independently or with a small team. Students will present their final projects and research in front of their peers and community. Experiences will be defined by the student's goals and interests in collaboration with a teacher/mentor.



# Math Department

Mathematics is a study of patterns and relationships; a science and a way of thinking; an art, characterized by order and internal consistency; a language, using carefully defined terms and symbols. In order to be successful and productive in a world that is changing at a pace unprecedented in history, students need to be mathematically literate. Mathematics empowers people. Math principles, concepts, and skills enable individuals to make informed and accurate decisions. Math enhances the ability to explore, conjecture, and reason logically. People use their knowledge of math to solve problems at the workplace and in the home.

While 3 credits of math are necessary for graduation, a math course (or a math-related, non-math course) must be taken each year a student is enrolled at The Academy.

Although 3 credits of math are required for graduation, most post-secondary work requires that students earn four credits of a sequential math program.

Five or more credits of math are available for exceptional students. Math courses are full-year, one-credit courses with the exception of Algebra 1, Mythbusters, Finite Math with Trigonometry B, and Sports Statistics B, which are two semester courses earning one-half credit each.

The following chart shows all of the approved math-related courses:



Look for this symbol throughout the catalog, indicating an approved math-related course.

Pinkerton Academy Math-Related Courses			
CT0603	Accounting 1	CT0630	Culinary Arts & Baking 2
CT0605	Accounting 2	CT0749	Electrical Technology 1
SC0545	AP Chemistry	CT0750	Electrical Technology 2
CT0654	AP Computer Science A	CT0722	Engineering Design and Development
CT0673	AP Environmental Science	CT0672	Environmental Science and Natural Resources 2
SS0270	AP Macroeconomics / Microeconomics	CT0720	Digital Electronics
FA0970	AP Music Theory	SC0530	Honors Chemistry
SC0546	AP Physics 1	CT0621	Marketing & Business Management 2
SC0547	AP Physics 2	SC0541	Physics A
SC0550	AP Physics C: Mechanics	SC0542	Physics B
CT0717	Architecture & Design 2	CT0719	Principles of Engineering Design
CT0746	Automotive Systems Technology 2	CT0756	Welding Technology 2
SC0531	Chemistry A		
SC0532	Chemistry B		
CT0721	Computer Integrated Manufacturing		
CT0649	Computer Information Systems 2	<b>For ACT students ONLY:</b>	
CT0653	Computer Programming 2	SE4701	Consumer Education (Semester 1)
CT0737	Construction Technology 1	SE4702	Consumer Education (Semester 2)
CT0738	Construction Technology 2		

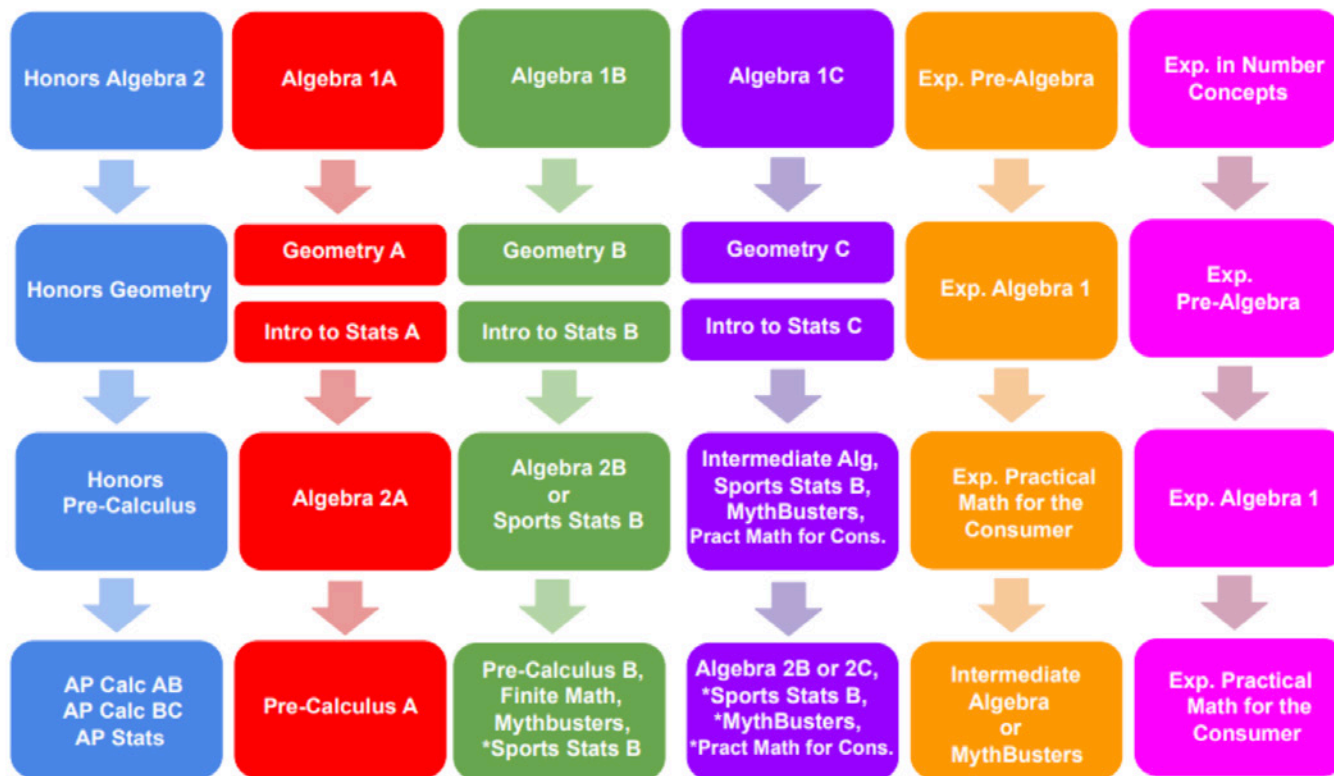


# Levels

Many of the mathematics courses at Pinkerton Academy are offered at different levels to meet the needs of our students. Exploration classes are for those students with special needs in mathematics. C-level courses are for those students who need additional time and more work on basic math skills. Successful completion of the C-level curriculum should fulfill the entrance requirements for most 2-year colleges and some 4-year colleges.

B-level courses are for students who have average to above average arithmetic skills without the use of a calculator. B-level students are preparing for a 2-year or 4-year college program. A-level, Honors, and AP courses are for students who excel in mathematics. They have excellent arithmetic skills, enjoy mathematics, and work quickly and accurately. They are self-motivated, can extend concepts to new problems, and score very high on standardized tests. These students aspire to attend highly-selective colleges, and pursue a career in mathematics or science-related fields.

*3 Credits of Mathematics are required for graduation  
4 years of Mathematics (or Math-Related) courses are required for graduation*



\* Available if not previously taken

Recommended 9<sup>th</sup> Grade Courses:

## Exploration in Number Concepts

MT0405

This full-year (1 credit) course is for students who struggle to learn mathematics, including simple arithmetic computations involving addition, subtraction, multiplication, and division without a calculator. This course helps students prepare for Exploration in Pre-Algebra. The course includes topics such as understanding whole, decimal and fractional numbers, reasoning about number patterns to understand operations, and performing calculations using mental and written strategies. Students who successfully complete Explorations in Number Concepts continue with Explorations in Pre-Algebra their sophomore year.

**PREREQUISITE:** *Permission required from the Director of Special Education or the Department Head.*





This full-year (1 credit) course is for students who struggle to learn mathematics. Topics in this course include; percents, proportions, solving equations, graphing, and equations in geometry. This course helps students prepare for Exploration in Algebra. The course includes some topics also taught in Algebra 1. Students who successfully complete Exploration in Pre-Algebra continue with Exploration in Algebra their sophomore year. This course requires the use of a scientific calculator.

**PREREQUISITE:** *Permission required from the Director of Special Education or the Department Head.*

## Algebra 1

Algebra 1 is taught as two semester (0.5 credit) courses. Algebra 1 formalizes and extends the mathematics that students learned in middle school. Topics include solving linear equations and inequalities, graphing and writing linear equations and inequalities, systems of linear equations and inequalities; exponents, polynomials, graphing quadratics, radicals, quadratic equations, and data displays and analysis. This course encourages the use of a scientific calculator, which the student must provide. Students who do not receive a 0.5 credit for either semester will need to repeat that semester of Algebra 1. Students are encouraged to take the appropriate level of Geometry during their sophomore year.

**PREREQUISITES FOR ALGEBRA 1:**

### Algebra 1A



Sem. 1  
Sem. 2

MT0411  
MT0412

Superior grades in their 8th grade algebra or pre-algebra course and the recommendation of the 8th grade teacher. In addition, each student should have the ability and attitude to work and learn at an accelerated and challenging pace. This course presumes that arithmetic skills have been mastered without the use of a calculator. Students who have a high A average, the recommendation of their teacher, and permission from the Department Head are eligible to take both Geometry A and Algebra 2A during their sophomore year. Students who take Geometry A and Algebra 2A and earn qualifying grades their sophomore year qualify to take Honors Pre-Calculus or Pre-Calculus A their junior year and AP Calculus their senior year.

### Algebra 1B



Sem. 1  
Sem. 2

MT0414  
MT0415

Above-average grades in 8th grade math and recommendation of their teacher. The student should be able to accurately add, subtract, multiply, and divide integers, fractions, and decimals without a calculator.

### Algebra 1C

Sem. 1  
Sem. 2

MT0417  
MT0418

Successful completion of 8th grade math and recommendation of their teacher.

## Honors Algebra 2



# MT0430

This full-year (1 credit) course is for dedicated students and extends the concepts of Algebra 1A. Topics include extensive work with functions of all types including quadratic, polynomial, rational, exponential, and logarithmic as well as the topics of sequences, trigonometry, and probability. The course emphasizes the applications of algebra and stresses the constant use of problem solving. This course requires the use of a TI 84-Plus graphing calculator, which the student must provide. The calculators are used to help students visualize multiple representations of problems. Students with an 85 or higher average in this course are encouraged to take Honors Geometry the following year. Grade 11 students may also take this course if they have met the prerequisites. Note: there is summer work required for Honors courses which is due on the first regular day of classes. There will be an assessment on the summer material a week into school.

**PREREQUISITE:** *Algebra 1 in middle school with a high A average, recommendation of their 8th grade teacher or a successful score on the placement test, and permission from the Department Head.*



## Recommended 10<sup>th</sup> Grade Courses:

### Geometry

This half-year (0.5 credit) course for A, B, and C levels and full-year (1 credit) for the honors level reviews, formalizes and extends mathematics learned by students in middle school and Algebra 1. Topics include Congruence, Similarity, Right Triangles, Circles, Expressing Geometric Properties with Equations and Geometric Measure and Dimension. These concepts are explored and developed analytically and algebraically, providing students with a strong foundation for analysis work in future math courses. Students may investigate geometric phenomena with software using dynamic geometry software applications. A student may need to provide a compass and protractor for this class. **All levels of this course require the use of a scientific calculator, which the student must provide.**

**\*\* For A, B, and C levels, students must also sign up for Introduction to Statistics and Mathematical Modeling**

#### PREREQUISITES FOR GEOMETRY:

### Honors Geometry



MT0420

Teacher recommendation and one credit in Honors Algebra 2 with an average of 85 or better. Successful students will be encouraged to apply for Honors Pre-Calculus and/or AP Statistics the following year.

### Geometry A



MT0421

One credit in Algebra 1A with an average of 85 or better, or teacher recommendation. Successful students are encouraged to take Algebra 2A the following year. This course encourages and develops logical reasoning and problem solving skills both individually and in a group setting. Students who would like to take Geometry A and Algebra 2A at the same time must obtain permission from the Department Head. Those students who successfully complete Algebra 2A are encouraged to apply for Honors Pre-Calculus and/or AP Statistics the following year.

### Geometry B



MT0422

One credit in Algebra 1B with an average of 75 or better, or teacher recommendation.

### Geometry C

Successful completion of Algebra 1C.

## Introduction to Statistics and Mathematical Modeling

This half-year (0.5 credit) course is an introduction to descriptive statistics and mathematical modeling. It will emphasize critical thinking and clear communication. Statistics is an important field of math and is used to analyze, interpret and predict outcomes from data. Modeling is important to analyze and understand real-world situations. In this course, you will learn the fundamental concepts and methods of statistics, how to apply and interpret graphical and numerical summaries of data, understand the reasoning behind calculations, and determine the correct interpretation of the results.

**\*\* For A, B, and C levels, students must also sign up for Geometry**

#### PREREQUISITES FOR INTRODUCTION TO STATISTICS AND MATHEMATICAL MODELING:

### Introduction to Statistics and Mathematical Modeling - A



MT0470

One credit in Algebra 1A with an average of 85 or better, or teacher recommendation.

### Introduction to Statistics and Mathematical Modeling - B



MT0471

One credit in Algebra 1B with an average of 75 or better, or teacher recommendation.

### Introduction to Statistics and Mathematical Modeling - C

MT0472

Successful completion of Algebra 1C.



# Exploration in Algebra 1

MT0424

This full-year (1 credit) course is to formalize and extend the mathematics that students learned in Exploration in Pre-Algebra. Topics include solving, graphing, and writing linear equations and inequalities, working with irrational numbers, quadratic equations, polynomials, exponents, and systems of linear equations and inequalities. Following this course students typically take Explorations in Practical Math, or Geometry C.

**PREREQUISITE:** Successful completion of Exploration in Pre-Algebra.

Recommended 11<sup>th</sup> Grade Courses:

## Algebra 2

This full-year (1 credit) course reviews and extends the concepts of Algebra 1 and Geometry. Topics include extensive work with functions of all types including quadratic, polynomial, rational, exponential, logarithmic, and sequences. Throughout the course there is an emphasis on analysis and technology. Honors Algebra 2, Algebra 2A, and Algebra 2B require the use of a TI 84-Plus graphing calculator or equivalent, which the student must provide. Algebra 2C requires the use of a scientific calculator, which the student must provide.

**PREREQUISITES FOR ALGEBRA 2:**

### Honors Algebra 2



MT0430

Teacher recommendations, Pinkerton Academy math GPA of 88 or better (including Geometry A), and strong standardized test scores, if available. Students in this course would be strongly considering a career in engineering, medicine, science, or a math-related field. Successful students will be encouraged to apply for Honors Pre-Calculus and/or AP Statistics the following year. Grade 9 students may also take this course if they have met the requirements.

### Algebra 2A



MT0431

One credit in Geometry A with an average of 85 or better or teacher recommendation. Successful students are encouraged to take Pre-Calculus A the following year. Students who would like to take Geometry A and Algebra 2A at the same time must obtain permission from the Department Head.

### Algebra 2B



MT0432

One credit in Geometry B with an average of 75 or better or teacher recommendation.

### Algebra 2C

Successful completion of Geometry C.

### Honors Pre-Calculus



MT0440

This full-year (1 credit) course will continue the study of trigonometry, functions, and probability. New topics include limits and derivatives. An emphasis will be placed on applying math to real world situations through data collection activities. An interdisciplinary project will be required prior to the completion of the course as well as a summer academic component. This course requires regular use of a TI 84-plus graphing calculator, which the student must provide. Successful juniors will be encouraged to apply for AP Calculus BC and/or AP Statistics the following year. Note: The summer assignment consists of 10 worksheets. The first two worksheets are due in mid-August and the remaining 8 are due on the first day of class. The summer work counts as 10 homework assignments. On average, it should take between 8 and 10 hours to complete.

**PREREQUISITE:** One credit in Honors Geometry or Honors Algebra 2 with an 85 average or better and teacher recommendation.

### Pre-Calculus A



MT0441

This full-year (1 credit) course continues the study of functions and covers an extensive amount of trigonometry. The emphasis is on applying math to real world situations and preparing students for calculus. This course requires regular use of a TI 84-Plus graphing calculator, which the student must provide. Calculators are used to help students visualize multiple representations of problems and to quickly and accurately do data analysis problems. This course may include a probability component.

**PREREQUISITE:** One credit in Algebra 2A with an 85 average or better or teacher recommendation.



## Recommended 12<sup>th</sup> Grade Courses:

### Pre-Calculus B



MT0442

This full-year (1 credit) course reviews and extends topics from Algebra 2B. New topics include rational functions and trigonometry. The emphasis is on promoting student communication of mathematics. Pre-Calculus B is for students who plan to attend a competitive college. This course requires regular use of a TI 84-plus graphing calculator, which the student must provide. Calculators are used to help students analyze multiple representations of problems and to quickly and accurately solve data analysis problems.

**PREREQUISITE:** One credit in Algebra 2B with a grade of 75 or better or teacher recommendation.

### AP Calculus BC



MT0450

This full-year (1 credit) course includes a study of limits, techniques of differentiation and integration, applications of derivatives and integrals, infinite series, polar functions, and parametric functions. This course requires regular use of a TI 84-plus graphing calculator, which the student must provide. The goal is to prepare the student for the Advanced Placement BC exam, which can lead to college credit in calculus. This course is equivalent to two semesters of college calculus. Note: Summer work is required in this course, the work is the first unit of the course and is due on the first day of school. This work is also the basis of the first assessment.

**PREREQUISITE:** One credit in Honors Pre-Calculus and the recommendation of the current teacher or permission of the Department Head.

### AP Calculus AB

*Eligible for Concurrent Credit*



MT0451

This full-year (1 credit) course includes a study of limits, techniques of differentiation and integration, and applications of derivatives and integrals. This course requires regular use of a TI 84-plus graphing calculator, which the student must provide. The emphasis is on preparing and encouraging students to take the Advanced Placement AB exam, which can lead to college credit in calculus. This course is equivalent to one semester of college calculus. Note: Summer work is required in this course and should be completed the last 2 weeks of summer. This work could take several hours, counts as homework, and is due the first day of class. This work is also the basis of the first assessment.

**PREREQUISITE:** 1 credit in Pre-Calculus A & the recommendation of current teacher or permission of Department Head.

### AP Statistics



MT0452

This full-year (1 credit) course is designed to be the equivalent of a college statistics course. The course includes in-depth discussion of both descriptive and inferential statistics. Emphasis is placed on analysis and interpretation of data. Probability distributions, confidence intervals, hypothesis testing, correlation, regression and contingency tables are some of the topics covered. This course requires continual use of a TI 84-Plus graphing calculator, which the student must provide. The emphasis is on preparing and encouraging students to take the Advanced Placement exam.

**PREREQUISITE:** One credit in Pre-Calculus B or one credit in Pre-Calculus A or one credit in Algebra 2A and the recommendation of the current teacher or permission of the Department Head.

### Sports Statistics B

*Students must sign up for BOTH semesters*



Sem. 1  
Sem. 2

MT0464  
MT0465

Sports Statistics is taught as two semester (0.5 credit) courses which can be taken sequentially for a full credit. The class will discuss the theory, development, and application of analytics in sports. Students will learn about the application of analytics in sports for purposes of in-game strategy, player performance, team management, sports operations, and fantasy competitions, among many other topics. The class will consist of lectures, labs, presentations, and culminate with a semester project. Statistics is an important field of math and is used to analyze, interpret, and predict outcomes from data. In this course you will learn the fundamental concepts and methods of statistics, how to interpret graphical and numerical summaries of data, and understand the reasoning behind calculations and the correct interpretation of the results.

**PREREQUISITE:** Successful completion of Algebra 2 or have one credit in Geometry B with a 75 or better average or teacher recommendation. Juniors are welcome to enroll, but should complete Algebra 2 first if planning on enrolling in a four-year college or university. It is strongly encouraged for students to take Sports Literature to complement and apply what they learn in Sports Statistics.





# Finite Mathematics B



This course is taught as two semester (0.5 credit) courses and is for students seeking a fourth year of math who are planning to study a non-math-related field in college. This course requires regular use of a TI 84-plus graphing calculator, which the student must provide.

**PREREQUISITE:** One credit in Algebra 2B with a 70 or better average or one credit in Algebra 2C with an 80 or better average or teacher recommendation. This is a senior elective only.

## Finite Math: Advanced Linear Equations B



MT0453

This semester focuses on linear equations, including examining cost/revenue/profit equations, matrices, and linear programming. An introduction to game theory is also covered. This course can be taken independently of Finite Mathematics: Counting and Logic.

## Finite Math: Counting and Logic B



MT0463

This semester focuses on counting and logic, including permutations, combinations, probability, and logic. Personal finance is also covered. This course can be taken independently of Finite Mathematics: Advanced Linear Equations.

## Intermediate Algebra



MT0454

This full-year (1 credit) course is intended to strengthen students' algebraic skills to ensure success in a college preparatory Algebra course. It is targeted for juniors who wish to continue into a college preparatory Algebra 2 class as seniors and seniors who need extra preparation for an entry-level college math course. Students will develop competence in simplifying and evaluating polynomial expressions, solving linear equations and inequalities, quadratic equations, and systems of equations. A final average of 80 or higher will be required for recommendation into Algebra 2B.

**PREREQUISITE:** One credit in Geometry C with an average of 75 or above and recommendation of teacher.

## Mythbusters

**Students must sign up for BOTH semesters**

Sem. 1  
Sem. 2

MT0459  
MT0460

Can you build a structure to withstand the elements? What's the strongest shape? What are the chances in a coin toss? When you blow up a balloon and let go, why does it fly all over the place? How can you control its speed? Do you enjoy working with others to solve problems? Separating truth from fiction can be tough! MythBusters is taught as two semester (0.5 credit) courses. In this course we will endeavor to find the truth as we investigate claims using research, the scientific method, and Math! We will also watch episodes of MythBusters as inspiration and to analyze and critique the investigative methods demonstrated on the show.

**PREREQUISITE:** Successful completion of two math courses (one must be Algebra 1) or Department Head approval. Juniors are welcome to enroll, but should complete Algebra 2 first if planning on enrolling in a four-year college or university.

## Practical Math for the Consumer

MT0455

This full-year (1 credit) mathematics course is designed to teach the math skills needed to make informed consumer decisions. Topics include the mathematics of personal income, 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. Much of the material is presented in the context of problem-solving situations. This course requires use of a scientific calculator, which the student must provide.

**PREREQUISITE:** Two math credits earned with credits in Algebra 1 and Geometry, and junior status.

## Exploration in Practical Math for the Consumer

MT0456

This full-year (1 credit) mathematics course is designed to teach math skills needed to make informed consumer decisions. Topics include the mathematics of personal income, 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. Much of the material is presented in the context of problem-solving situations. This course requires regular use of a scientific calculator, which the student must provide.

**PREREQUISITE:** Permission required from the Special Education Director or the Department Head, two math credits earned, and junior status.



# Physical Education Department

## Physical Education 1 Recommended for Grade 9 PE0003

This half-year (0.5 credit) course meets 5 days per week for one half year. It is designed to prepare students to live a physically active lifestyle and show the importance of regular physical activity. Students will participate in a variety of activities throughout the semester taken from each of the following areas: weight training and body dynamics, team building and group games, individual sports, team sports and fitness.

### Recommended for Grade 10

*Choose only ONE of the following courses to meet the requirements of Physical Education 2.  
One additional Physical Education 2 course may be taken as an elective for a total of two.*

## Competitive Team Sports - PE0011 Physical Education 2

This highly active PE 2 course is designed to center around competitive team sports that emphasize sportsmanship, team-building skills, and respect for rules. The focus is on traditional team activities, which include speedball, flag football, volleyball, floor hockey, softball, and basketball. An understanding of team concepts and competitive sport experience is recommended.

## Fitness for Life - PE0012 Physical Education 2

This PE 2 course will include individual fitness activities. The class will focus on a wellness lifestyle and incorporate aerobic, strengthening, endurance, and flexibility components on a regular basis. Personal fitness portfolios will be created for each student. The activities will include walking, strength training, aerobic exercise, yoga, Pilates, and other fitness-based activities. Fitness Testing will be an important part of the curriculum to assess methods to improve in health-related components of fitness.

## Racquet and Net Activities - PE0013 Physical Education 2

In this PE 2 course, the student will participate in a variety of team and individual sports. A racquet, net, or both may be utilized in these activities. The student will be taught skills, rules, and strategies for game play. These activities may include speedball, badminton, tennis, volleyball, basketball, pickleball, table tennis, indoor soccer, and floor hockey. Lower and upper body conditioning and flexibility will be stressed during warm-ups.

## Recreational Activities - PE0014 Physical Education 2

This PE 2 course promotes a healthy living style through recreational activities. These activities center around skill acquisition and application with an emphasis on student collaboration. Activities include lawn games, team and partner activities, and a variety of non-traditional games.



## Outdoor and Recreational Activities - Physical Education 2

PE0015

Outdoor and recreational activities that have a lifetime use which incorporate fitness in leisure-time activities. Students will be involved in the following activities: Mountain Biking, Archery, Lawn Games, Trail Hiking, Disc Golf, Geocaching and Orienteering, Snowshoeing and Cross Country Skiing. Students will use their own bikes for mountain biking.

## Get Fit with Dance - Physical Education 2

PE0016

This half-year (0.5 credit) active course is a combination of aerobic fitness, muscle toning and basic components of dance choreography. The emphasis is how to maintain a healthy lifestyle. This variety will increase endurance, strength, flexibility, and coordination. The weight room will also be utilized on a regular basis. Dance background is not necessary.

## Exercise Science Conditioning - Physical Education 2

PE0022

This half-year (0.5 credit) is designed with the student-athlete in mind who has an interest in improving their performance on the playing field while also reducing the risk of injury. The course will focus on the what, why, and how in the modern world of strength and conditioning, which will include strength training, speed, agility, power, and endurance specific to athletes. The course will also investigate training myths, outdated training, and utilize research to support new training methods.

### **Recommended for Grades 11 and 12**

*These courses may only be taken **after** Physical Education 1 **and** 2 have been successfully completed.*

## Care and Prevention of Athletic Injuries - Physical Education 7

PE0020

This half-year (0.5 credit) course is designed for the student who has an interest in the field of coaching, exercise science sports medicine, nursing, physical therapy, athletic training, and/or other allied health professions. Wellness and basic anatomy along with guidelines for conditioning, nutrition and prevention of athletic injuries will be discussed. Certification in American Heart Association CPR/AED and First Aid will be available with an associated fee for supplies. Students will participate in observation, shadowing or interviewing a professional in this field.

**PREREQUISITE:** Successful completion of Physical Education 1 and 2. Enrollment is limited. Physical Education Department Head approval is required.

## Unified Physical Education - Physical Education 8

PE0021

This half-year (normally 0.5 credit) course offers students the opportunity to work in one-to-one peer relationships with special needs students in a comprehensive physical education program. A selection of activities will be taken from the following areas: fitness, individual sports, and team sports. Emphasis will be placed on lifetime activities.

**PREREQUISITE:** Successful completion of Physical Education 1 and 2. Enrollment is limited. Physical Education Department Head approval is required. Seniors will have priority.



This half-year course offers students the opportunity to work in one-on-one peer relationships. The focus of the course is to develop a fitness strategy for the special needs student with physical limitations and challenges. The fitness will include components of cardiovascular exercise, strength training, flexibility and balance. These programs will be designed to improve mobility, confidence, and enhance daily living by making every day tasks easier. It provides a fitness plan the students can do on their own at home.

**PREREQUISITE:** Successful completion of Physical Education 1 and 2. Enrollment is limited. Physical Education Department Head approval is required. Seniors will have priority. Space limited per class: 10-12 students.

## Exploration in Physical Education

Sem. 1 PE0030  
Sem. 2 PE0031

This is a half-year (0.5 credit) Physical Education course for students with special needs. The class offers students the opportunity to team one-to-one peer relationships with students in a comprehensive physical education program. The focus of this course is on socialization, which will be developed by participating in a selection of activities including fitness activities, individual sports, and team sports.

**PREREQUISITE:** Successful completion of Physical Education 1 and 2. Enrollment is limited. Physical Education Department Head approval is required. Seniors will have priority. Space limited per class: 10-12 students.

# Science Department

Science is both a body of knowledge and a process by which that knowledge is refined and expanded. In today's technological society, literacy in science, both as knowledge and as a process, is crucial. This knowledge will help students to satisfy their natural curiosity about the world around them and to make sense of that world. As a process, high school science education will develop the student's skills to think critically, and develop problem-solving techniques to apply, synthesize, create, and evaluate knowledge. It is important that students experience the development of knowledge for themselves, for when they are a part of that process, they are more likely to modify and augment their own knowledge base. Students should be actively involved in solving realistic problems, developing concepts, relating those concepts to one another, and applying those concepts to new situations.

To obtain these skills and knowledge, Pinkerton Academy requires 3.0 credits of science and 0.5 credit of health education for graduation. One credit must be a physical science (typically Journey through Physical Science), one credit must be a life science (Biology). Students interested in scientific or technical careers or who are interested in enrolling in very competitive post-secondary institutions should consider taking four (4) or more years of high school lab science. In addition, students who are curious about the world around them are also encouraged to take additional courses beyond those that are mandatory to help satisfy that natural curiosity. Refer to the beginning of the Math Department section for a list of approved math-related courses at Pinkerton Academy.

### Pinkerton Academy Science Courses

3.0 credits of Science & 0.5 credits of Health

Required for Graduation

Freshmen	JTPS A (1.0)	JTPS B (1.0)	Explorations JTPS (1.0)
Sophomore	Honors Biology (2.0) or Biology A (1.0) + Heath A (0.5)	Biology B (1.0) + Heath B (0.5)	Biology C (1.0) + Health B (0.5)
Junior	Honors Chemistry (2.0) or Chemistry A (1.0)	Chemistry B (1.0) or Applied Chemistry	Electives Anat & Phys (0.5) Applied Astrobio (1.0) Astronomy (0.5) Intro to Biotech (0.5) Botany (0.5) Field Bio (0.5) Forensic Sci 1 (0.5) Forensic Sci 2 (0.5) Meteorology (0.5)
Senior	AP Bio (2.0) AP Chem (2.0) AP Physics 1 (1.0) AP Physics 2 (1.0) AP Phys C- Mech (1.0) AP Phys C- E & M (1.0)	Physics B (1.0) or Applied Physics	

This chart illustrates a typical pathway for science courses at Pinkerton.





Recommended for Grade 9

## Journey Through Physical Science A1 (Chem)      A2 (Phys)



JTPS A1 (Chem)      SC0500  
JTPS A2 (Phys)      SC0501

This full-year lab science course is made up of two, one-semester (0.5 credit) courses, which are taught by the same teacher. The first semester course explores concepts in chemistry, while the second semester explores physics concepts. It is designed for above-average students preparing for college programs that have very competitive admissions standards and/or those students interested in a scientific or technical career. It is designed to introduce students to the basic skills and concepts of physical science. It is taught through a practical, student-centered approach to problem solving within an age appropriate mathematical environment. Students are given realistic challenges in chemistry and physics. Through hands-on activities, projects, and labs, students develop the skills and knowledge to successfully complete those challenges. Students will need to provide a four-function calculator for this class.

**PREREQUISITE:** Successful completion of a science program on the 8th grade level with superior grades, or permission from the Department Head. The student should be concurrently enrolled in Algebra A.

## Journey Through Physical Science B1 (Chem)      B2 (Phys)



JTPS B1 (Chem)      SC0502  
JTPS B2 (Phys)      SC0503

This full-year lab science course is made up of two, one-semester (0.5 credit) courses, which are taught by the same teacher. The first semester course explores concepts in chemistry, while the second semester explores physics concepts. This course is designed to prepare students who may be interested in post-secondary four-year non-science programs of study, two-year programs, or technical schools. Students will be introduced to the basic skills and concepts of physical science, through practical, student-centered problems. Through hands-on activities, projects, and labs, they develop the skills and knowledge to successfully complete realistic challenges in chemistry and physics. This course covers the same topics as the A level, but emphasizes the general concepts rather than detailed problem solving. Students will need to provide a four-function calculator for this class.

**PREREQUISITE:** Successful completion of a science program on the 8th grade level.

## Exploration in Physical Science 1 (Chem)      2 (Phys)

1 (Chem)      SC0504  
2 (Phys)      SC0505

This full-year lab science course is made up of two, one-semester (0.5 credit) courses, which are taught by the same teacher. The first semester course explores concepts in chemistry, while the second semester explores physics concepts. The course is designed to introduce students to basic skills and concepts of physical science through practical, student-centered problems. Students are given realistic challenges, but are not introduced to theoretical concepts or highly mathematical skills. Hands-on activities, projects, and labs form the basis of classroom instruction. The course is designed for students who encounter difficulty in learning through normal classroom methods. Teachers stress multi-sensory and individualized instructional practices. Supplementary instruction may be available from special educators in classrooms as well as resource rooms.

**PREREQUISITE:** Permission required from the Department Head.

Recommended for Grade 10

## Health Education

A Level - SC0510  
B Level - SC0511

*Required Health course*

The goal of this half-year (0.5 credit) health course is to help establish patterns of behavior that will assist a person in achieving complete health. This is accomplished by having a balance of physical, mental, social, and emotional well-being. This course is designed to offer students the opportunity to acquire knowledge, incorporate process and life skills, and develop positive attitudes. Building a solid foundation of good decision-making skills can contribute to a variety of healthy choices for themselves and others.

**A Level PREREQUISITE:** One credit in JTPS A, Honors Biology or Biology A, or permission from the Department Head.

**B Level PREREQUISITE:** One semester (0.5 credit) in JTPS or permission from the Department Head.



# Honors Biology



SC0520

This full-year (2.0 Credit) lab science course is an in-depth study of the fundamental principles of biology. It is designed to serve the following student groups: 1) students intending to take Honors Chemistry or Advanced Placement science classes; 2) students intending to pursue a scientific or medical career; and 3) students desiring a strong academic background in the sciences. A great emphasis is placed on molecular biology and laboratory experiences. This course involves an in-depth study of the following topics: scientific inquiry and lab design, biochemistry, cells, homeostasis, energy flow, genetics, evolution, and ecology. Students should be aware that this course will require a commensurate increase in course work as well as a greater proficiency in writing and laboratory skills when compared to Biology A. There is a summer assignment worth 100-150 points. It should take approximately 10 hours to complete and is expected to be completed on or before the first day of class .

**PREREQUISITE:** *JTPS A1 and A2 with a combined average of 88 or better, and JTPS A teacher recommendation.*

## Biology A1 (Sem. 1)

*Required Life Science course*



SC0521

This half-year (0.5 credit) lab science course is designed for above-average students preparing for college or university programs that have competitive admissions standards or those students interested in pursuing a scientific or technical career. Course content includes the study of living things at the molecular and cellular levels, including homeostasis, photosynthesis, and respiration. Students will be able to develop their problem-solving and critical thinking skills through class discussions, projects, and laboratory experiments.

**PREREQUISITE:** *One credit in JTPS A with a grade of 85 or better, or with teacher recommendation and permission from the Department Head.*

## Biology A2 (Sem. 2)

*Required Life Science course*



SC0522

This half-year (0.5 credit) lab science course is a continuation of Biology A1. Course content includes genetics, biodiversity, ecology, and evolution.

**PREREQUISITE:** *Biology A1 or permission from the Department Head.*

## Biology B1 (Sem. 1)

*Required Life Science course*



SC0523

This half-year (0.5 credit) lab, life science course is designed for students who are seeking preparation for college in a scientific major field. Course content includes the study of living things at the molecular and cellular levels, including homeostasis, photosynthesis, and respiration. Students will be able to develop their problem solving and critical thinking skills through class discussions, projects and laboratory experiments. This course is less detailed in content and has fewer requirements than Biology A1.

**PREREQUISITE:** *One semester (0.5 credit) in JTPS B with a grade of 70 or better, or permission from the Department Head.*

## Biology B2 (Sem. 2)

*Required Life Science course*



SC0524

This half-year (0.5 credit) lab science course is a continuation of Biology B1. Course content includes genetics, biodiversity, ecology, and evolution.

**PREREQUISITE:** *Biology B1 or permission from the Department Head.*

## Biology C1 (Sem. 1)

*Required Life Science course*

SC0525

This half-year (0.5 credit) lab, life science course is designed to develop basic skills and to stress the fundamental characteristics of living things. Course content includes the study of living things at the molecular and cellular levels, including homeostasis, photosynthesis, and respiration. Special emphasis is placed on the relationships that exist between biology and everyday life. Students will be able to develop problem-solving skills through laboratory experiments, projects, and class discussions. This course has fewer requirements than Biology B1.

**PREREQUISITE:** *One semester (0.5 credit) in JTPS or permission from the Department Head.*



# Biology C2 (Sem. 2)

Required Life Science course

SC0526

This half-year (0.5 credit) lab science course is a continuation of Biology C1. Course content includes genetics, biodiversity, ecology, and evolution.

**PREREQUISITE:** Biology C1 or permission from the Department Head.

Recommended for Grade 11

# Honors Chemistry

Elective Physical Science Course / Approved Math-Related Course



SC0530

This full-year (2 credit) lab science course is an in depth study of the fundamental principles of chemistry. It is designed to serve the following student groups: 1) students intending to take Advanced Placement Chemistry or Advanced Placement Biology; 2) students intending to pursue a scientific or engineering career; and 3) students desiring a strong academic background in the sciences. A great emphasis is placed on mathematical and theoretical chemistry. This course involves an in depth study of the following topics: measurements; classification of matter; atomic structure; formula and equation writing; mathematical relationships involving chemical reactions; properties of solids, liquids, gases, solutions, acids, and bases. Students should be aware that this course will require a commensurate increase in course work as well as a greater proficiency in writing and mathematical skills when compared to Chemistry A. Students will need to provide a carbonless lab notebook for this class. There is also a summer assignment that is worth 200 points. It should take approximately 8-10 hours to complete and is expected to be completed by the first day of class.

**PREREQUISITE:** A cumulative science GPA of 88 or better (including Biology A) and Biology teacher recommendation OR Honors Biology with an average of 85 or better. In addition, students must either have completed or be concurrently enrolled in Honors Algebra 2 or Algebra 2A.

# Chemistry A

Elective Physical Science Course / Approved Math-Related Course



SC0531

This full-year (1 credit) lab science course is an in depth study of the fundamental principles of chemistry, and meets 5 periods per week. It is designed to serve the following student groups: 1) students intending on taking Advanced Placement Chemistry or Advanced Placement Biology; 2) students intending to pursue a science or engineering career; and 3) students desiring a strong academic background in the sciences. Emphasis is placed on mathematical and theoretical chemistry. This course involves an in depth study of the following topics: measurements; classification of matter; atomic structure; formula and equation writing; mathematical relationships involving chemical reactions; properties of solids, liquids, gases, solutions, acids, and bases.

**PREREQUISITE:** A cumulative science GPA of 80 or better (including Biology A) and either completion of or concurrent enrollment in Algebra 2A, or permission from the Department Head. For students who will not be concurrently enrolled in Algebra 2A, permission will be dependent upon passing a math placement test which will be administered during the course selection process.

# Chemistry B

Elective Physical Science Course / Approved Math-Related Course



SC0532

This full-year (1 credit) lab science meets the general laboratory science requirements for students entering post-secondary technical schools, or two- or four-year college programs. Topics include measurement; classification of matter; atomic structure; formula and equation writing; chemical reactivity; properties of solids, liquids, gases, and solutions. In this course, the math used in problem-solving is not as involved as that in Chemistry A. It should be noted, however, that this course does require students to use basic algebra skills. An emphasis is placed on a general understanding of the concepts, rather than the more detailed understanding needed to solve more complicated problems. Due to differences in scope and sequence, students may not move from Chemistry B to Applied Chemistry after the 4th week of classes and must have approval from the Department Head.

**PREREQUISITE:** Successful completion of 1 credit in Physical Science, 0.5 credit in Biology, and 1 credit in Algebra 1.

# Applied Chemistry

Elective Physical Science Course



SC0533

This full-year (1 credit) lab science course offers a practical, hands-on approach to chemistry that meets the laboratory science requirement for many four-year non-science programs of study, two-year programs, and technical schools.

This course covers the same concepts as Chemistry B but differs by placing the emphasis on using the basic concepts to discuss and investigate real world applications. Lab work is a major component of this course. Due to differences in scope and sequence, students may not move from Chemistry B to Applied Chemistry after the 4th week of classes and must have approval from the Department Head.

**PREREQUISITE:** Successful completion of 1 credit in Physical Science and 0.5 credit in Biology.



# Applied AstroBiology

Elective Science Course



SC0534

This full-year (1 credit) course is designed for students who need to fulfill Pinkerton's graduation requirement of 3 credits in science, but it may not meet the lab science requirement for most four-year non-science programs of study, two-year programs, and technical schools. Through a series of inquiry-based activities, students will explore diverse concepts in chemistry, physics, biology, and earth-space science. The concepts will be truly integrated and will provide opportunities to apply prior knowledge and skills in this year-long (one credit) science course by engaging students in an application of research skills, experiments, and field studies.

**PREREQUISITE:** One (1) credit in Exploration JTPS or JTPS B, and 1 credit in Biology B or C.

# Anatomy and Physiology A

Elective Life Science Course



SC0535

This half-year (0.5 credit) lab science course is designed for students who plan to pursue a career in the life sciences at a post-secondary institution. It is an intensive study into the structure and function of various body systems, such as the skeletal, muscular, cardiovascular, digestive, and nervous systems of the human body. The emphasis will be on lab work, including a detailed mandatory dissection of a fetal pig. It is recommended that the life science student also take Botany or Field Biology for a full year of study.

**PREREQUISITE:** Biology A1 and A2 with an average of 70 or better, or Biology B1 and B2 with an average of 80 or better, or permission from the Department Head.

# Astronomy

Elective Physical Science Course



SC0536

This half-year unlevleed, one-semester (0.5 credit) lab science course is for students looking for additional lab science credit in the physical sciences. The course will focus on topics such as the formation of the solar system, interactions of celestial objects in the solar system, the history and continuing evolution of the universe, the life cycle of stars, and investigating methods used to gather information about the universe. Projects and written reports are required and optional night-time viewing sessions, weather permitting. Although there will not be extensive use of math, the ability to think abstractly will enhance success in this course.

**PREREQUISITE:** Successful completion of 0.5 credit in Biology.

# Botany

Elective Life Science course



SC0537

This half-year (0.5 credit) lab science course is designed for students interested in the growing and care of plants. Instruction in leaf identification and the structure and function of seed plants will also be addressed. Laboratory and outside identifications are included to coincide with topics discussed in the classroom. A project is required of each student. It is recommended that the life science student also take Anatomy and Physiology or Field Biology for a full year of study.

**PREREQUISITE:** Successful completion of 1 credit in Biology.

# Field Biology

Elective Life Science course



SC0538

This half-year (0.5 credit) lab science course is designed as a hands-on project based program for students interested in freshwater, terrestrial, and marine environments of New Hampshire. The course will develop skills in the collection and identification of organisms from each of these environments. Projects and written reports are mandatory and comprise a large portion of the grade. It is recommended that the life science student also take Anatomy and Physiology or Botany for a full year of study.

**PREREQUISITE:** Successful completion of 1 credit in Biology.





# Meteorology

Elective Physical Science course



SC0539

This half-year unlevleed, one-semester (0.5 credit) lab science course is for students looking for additional science credit in the physical sciences. It covers the basic concepts of weather and climatology in a hands-on manner and includes the following topics: weather forecasting, severe weather including nor'easters, and meteorological impacts of global warming. During the course, daily, local, national, and international weather, and major weather events will be analyzed and discussed. By the end of the course, students will be able to prepare weather forecasts. Students will investigate changing weather patterns and associated ocean currents as our global temperatures and ice cap coverage fluctuates, and prepare daily weather forecasts using data from the internet.

**PREREQUISITE:** Successful completion of 0.5 credit in Biology.

# Forensic Science 1

Elective Life Science course



SC0549

This one-semester (0.5 credit) lab science course will focus on the collection, identification, and analysis of crime scene evidence. Emphasis will be placed on the methods that link suspect, victim, and crime scene. Laboratory exploration will include fingerprinting, blood spatter, DNA analysis, ballistics, blood typing, trace analysis, toxicology, and document analysis. Throughout the course, students will learn about forensic tools, forming and testing hypotheses, proper data collection, and developing conclusions. Case studies and current events will be explored.

**PREREQUISITE:** 1 credit Biology and 1 credit Geometry OR Algebra 2.

Recommended for Grade 12

# Forensic Science 2

Elective Life Science course



SC0551

This one-semester (0.5 credit) lab science course will go further in depth on topics taught in forensics I including DNA and trace evidence analysis, as well as introducing topics such as toxicology, accident reconstruction, arson, and criminal profiling. Emphasis will be placed on the methods that link suspect, victim, and crime scene. Throughout the course students will learn about forensic tools, forming and testing hypotheses, proper data collection, and developing conclusions. Students will complete an in-depth case study as well as a final research project of their choosing. Prior completion of Forensic Science 1 is highly recommended.

**PREREQUISITE:** 1 credit Biology and 1 credit Geometry OR Algebra 2

# Introduction to Biotechnology

Elective Physical Science Course



SC0552

This half-year (0.5 credit) lab science course is designed to expose students to topics in biochemistry, microbiology, cell growth and culture techniques, and bioengineering. This course will build on the skills learned in Biology and Chemistry to address the skills gap that exists in the field of bioengineering and biotechnologies. How to effectively communicate, problem solve, and think critically are emphasized throughout the course through hands-on activities. Lab work is a major portion of the course. Students will also be exposed to engineering practices as they work towards solving a practical bioengineering problem.

**PREREQUISITE:** 1 credit in Biology and completion or concurrent enrollment in Chemistry Honors, A, or B.

# Physics A

Elective Physical Science Course / Approved Math-Related Course



SC0541

This full-year (1 credit) lab science course is recommended for those students with strengths in science and mathematics who are planning to pursue post-secondary studies in science, engineering, medicine, and health-related fields. It covers the major areas of traditional physics: mechanics, heat, structure of matter, nuclear energy, optics, and electricity. A problem-solving approach is used, and lab work is scheduled to coincide with the concepts being taught.

**PREREQUISITE:** One credit in Chemistry (A or Honors) or Algebra 2 (A or Honors).



# Physics B

Elective Physical Science Course / Approved Math-Related Course



SC0542

This full-year (1 credit) lab science course meets the general laboratory science requirement for students entering post secondary technical schools, or two and most four-year colleges. More of a survey course than Physics A, this course investigates the major topics in physics: mechanics, heat, structure of matter, nuclear energy, optics, and electricity. In this course, the math used in problem solving is not as involved as that in Physics A. It should be noted, however, that this course does require students to use algebra and basic trigonometry skills. An emphasis is placed on a general understanding of the concepts, rather than the more detailed understanding needed to solve more complicated problems.

**PREREQUISITE:** Successful completion of or concurrent enrollment in Algebra 2B, or permission from the Department Head.

# Applied Physics

Elective Physical Science Course



SC0543

This full-year (1 credit) course offers a practical, hands-on approach to physics that meets the laboratory science requirement for many four-year non-science programs of study, two-year programs, and technical schools. This course covers the same materials as Physics B but differs in requiring somewhat less math and places the emphasis in using the basic concepts to discuss and investigate real world applications. Lab work is a major component of this course.

**PREREQUISITE:** Successful completion of one credit in JTPS, 0.5 credit of Biology, and successful completion of Algebra 1B or 1C.

# AP Biology

Elective Life Science Course



SC0544

This full-year (2.0 credit) lab science course is designed to be the equivalent of a college introductory biology course usually taken by biology majors during their freshman year. The emphasis is on preparing and encouraging the student to take the AP exam. AP Biology aims to provide students with the conceptual framework, factual knowledge, and analytical skills necessary to deal critically with the rapidly changing science of biology. Primary emphasis in AP Biology will be on guided and open inquiry, as well as developing an understanding of concepts rather than on memorizing terms and technical details. Topics include chemistry of life, cell structure and function, cellular energetics, cell communication and cell cycle, heredity, gene expression and regulation, natural selection, and ecology. The emphasis is on preparing and encouraging the student to take the Advanced Placement exam.

**PREREQUISITE:** One credit in Chemistry A or Honors Chemistry and the recommendation of the current teacher or permission from the Department Head.

# AP Chemistry

Elective Physical Science Course / Approved Math-Related Course



SC0545

This full-year (2.0 credit) lab science course is designed to be the equivalent of the general chemistry course usually taken during the first year of college. Students will attain an in-depth understanding of fundamentals of chemistry and competence in dealing with chemical problems. The following topics are addressed: structure of matter; stoichiometry and reactions in solution; chemical energy and thermochemistry; atomic structure and periodicity; bonding; states of matter and interparticle forces; rates of chemical reactions; equilibrium; entropy and free energy; and electrochemistry. Laboratory work is emphasized. Students will need to provide a carbonless lab notebook for this class. The emphasis is preparing and encouraging students to take the Advanced Placement exam.

**PREREQUISITE:** One credit in Chemistry A or Honors Chemistry and the recommendation of the current teacher or permission from the Department Head.

# AP Physics 1

Elective Physical Science course / Approved Math-Related Course



SC0546

This full-year (1 credit) lab science course is recommended for future engineering and math/science students or any student seeking an advanced treatment of the subject. It is an algebra-based, introductory college-level physics course. Students cultivate their understanding of physics through inquiry-based investigations as they explore topics such as Newtonian mechanics (including rotational motion); work, energy, and power; mechanical waves and sound; and introductory, simple circuits. Students should elect either AP Physics 1 or AP Physics 2 according to interest level in the topics associated with each course or take them both concurrently.

**PREREQUISITE:** One credit in Chemistry (A or Honors) or Algebra 2 (A or Honors) and recommendation of current teacher, or permission from the Department Head.



# AP Physics 2

Elective Physical Science course / Approved Math-Related Course



SC0547

This full-year (1 credit) lab science course is recommended for future engineering and math/science students or any student seeking an advanced treatment of the subject. It is an algebra-based, introductory college-level physics course. Students cultivate their understanding of physics through inquiry-based investigations as they explore topics such as fluid statics and dynamics; thermodynamics with kinetic theory; PV diagrams and probability; electrostatics; electrical circuits with capacitors; magnetic fields; electromagnetism; physical and geometric optics; and quantum, atomic, and nuclear physics. Students could elect either AP Physics 1 or AP Physics 2 according to interest level in the topics associated with each course, or take them both concurrently.

**PREREQUISITE:** One credit in Chemistry (A or Honors) or Algebra 2 and recommendation of current teacher, or permission from the Department Head.

# AP Physics C: Mechanics

Elective Physical Science course / Approved Math-Related Course



SC0550

This full-year (1 credit) lab science course is equivalent to a one-semester, calculus based, college-level physics course; especially appropriate for students planning to specialize or major in physical science or engineering. The course explores topics such as kinematics; Newton's laws of motion, work, energy, and power; systems of particles and linear momentum; circular motion and rotation; and oscillations and gravitation. Introductory differential and integral calculus is used throughout the course. This course cannot be taken concurrently with AP Physics C: Electricity & Magnetism.

**PREREQUISITE:** Completion or concurrent enrollment in calculus. A previous course in physics is recommended but not required.

# AP Physics C: Electricity & Magnetism

Elective Physical Science course / Approved Math-Related Course



SC0553

This full-year (1 credit) lab science course is equivalent to a one-semester, calculus based, college-level physics course; especially appropriate for students planning to specialize or major in physical science or engineering. The course explores topics such as electrostatics, conductors, capacitors, dielectrics, electric circuits, magnetic fields, and electromagnetism. Introductory differential and integral calculus is used throughout the course. This course cannot be taken concurrently with AP Physics C: Mechanics.

**PREREQUISITE:** Completion or concurrent enrollment in calculus. A previous course in physics is recommended but not required.

# Social Studies Department

Social science education is essential for all high school students. A sound understanding of the social sciences contributes to the survival of democratic institutions. Social Studies courses trace the origins of democratic principles, show how and why principles of democracy have flourished, encourage responsible citizenship, and promote patriotism.

Social science education is also important because it contributes to the growth and development of the individual. By examining the complexities of human behavior; the epic stages of social, cultural, and scientific development; and the problems that confront modern society, students develop a better understanding of who they are and where they have come from. Students also gain deeper insights into the social forces that affect their lives, while also developing the skills necessary to be an active and responsible citizen of the 21st century.

Social Studies Department - Requirements for Graduation		
<b>Freshman Year:</b>	<b>Sophomore Year:</b>	<b>Junior Year:</b>
American Government (Semester)	Economics (Semester)	U.S. History (Year-Long)
Cultural Geography (Semester)		



## American Government A



SS0200

This half-year (0.5 credit) A-level course is a study of the American government, its structures, functions, and effects on individuals. Students should be prepared to complete homework assignments on a regular basis. Most academic time will be spent with the study of development and types of governments, and the three branches of government at the national, state, and local levels. The course will also cover: the goals of American foreign policy, comparative political systems, citizenship, political parties, voting, and elections.

## American Government B



SS0201

This half-year (0.5 credit) B-level course is a study of the American government, its structures, functions, and effects on individuals. Most academic time will be spent with the study of development and types of governments, and the three branches of government at the national, state and local levels. The course will also cover: the goals of American foreign policy, comparative political systems, citizenship, political parties, voting, and elections.

## American Government C

SS0204

This half-year (0.5 credit) C-level course is a study of the American government, its structures, functions, and effects on individuals. Most academic time will be spent with the study of development and types of governments and the three branches of government at the national, state, and local levels. The course will also cover: the goals of American foreign policy, comparative political systems, citizenship, political parties, voting, and elections.

## Exploration in American Government

SS0202

This half-year (0.5 credit) course is designed for students who encounter difficulty in learning through the normal classroom methods and to meet individual needs. Supplementary instruction may be available from special educators in the classroom as well as in a resource room. This course will provide students with a basic study of American Government and its three branches. The student will be introduced to the concepts of American foreign policy, economic systems, political systems, good citizenship, political parties, voting, and elections. Projects will be required.

**PREREQUISITE:** *Permission required from the Special Education Director.*

## Cultural Geography A



SS0210

This half-year (0.5 credit) A-level course is a predominantly freshman class. This course uses a thematic approach influenced by the NH Council of Social Studies' state frameworks for World Geography and World History. The course establishes a foundational understanding of the themes of Geography and characteristics of culture. The student will understand the balance between the physical geography of our world and the relationship with the 7 billion inhabitants. We assess how people are influenced by physical features, climate, and natural resources recognizing shifting forces of cooperation and conflict among people. Further, the course provides an in-depth examination of globalization and the student's role in a globalized world ensuring our students will develop the necessary 21st Century skills and knowledge to find success beyond the classroom.

## Cultural Geography B



SS0211

This half-year (0.5 credit) A-level course is a predominantly freshman class. This course uses a thematic approach influenced by the NH Council of Social Studies' state frameworks for World Geography and World History. The course establishes a foundational understanding of the themes of Geography and characteristics of culture. The student will understand the balance between the physical geography of our world and the relationship with the 7 billion inhabitants. We assess how people are influenced by physical features, climate, and natural resources recognizing shifting forces of cooperation and conflict among people. Further, the course provides an in-depth examination of globalization and the student's role in a globalized world ensuring our students will develop the necessary 21st Century skills and knowledge to find success beyond the classroom.





This half-year (0.5 credit) C-level course is a predominantly freshman class. This course uses a thematic approach influenced by the NH Council of Social Studies' state frameworks for World Geography and World History. The course establishes a foundational understanding of the themes of Geography and characteristics of culture. The student will understand the balance between the physical geography of our world and the relationship with the 7 billion inhabitants. We assess how people are influenced by physical features, climate, and natural resources recognizing shifting forces of cooperation and conflict among people. Further, the course provides an in-depth examination of globalization and the student's role in a globalized world ensuring our students will develop the necessary 21st Century skills and knowledge to find success beyond the classroom.

## Exploration in Cultural Geography

This half-year (0.5 credit) course is a predominantly freshman class. This course uses a thematic approach influenced by the NH Council of Social Studies' state frameworks for World Geography and World History. The course establishes a foundational understanding of the themes of Geography and characteristics of culture. The student will understand the balance between the physical geography of our world and the relationship with the 7 billion inhabitants. We assess how people are influenced by physical features, climate, and natural resources recognizing shifting forces of cooperation and conflict among people. Further, the course provides an in-depth examination of globalization and the student's role in a globalized world ensuring our students will develop the necessary 21st Century skills and knowledge to find success beyond the classroom.

**PREREQUISITE:** *Permission required from the Special Education Director.*

### Recommended for Grade 10

*Students must complete 0.5 credits in economics for graduation which can be obtained by taking the economics courses in social studies (220-224) or through the CTE courses - Marketing and Business Management, Intro to Business and Economics or completing the entire Academy of Business & Finance program (4 courses).*

## Honors Economics



This half-year (0.5 credit) course provides an in-depth introduction to the tools, topics, theories, and individual decisions that make economics part of everyone's daily lives. By semester's end, students should be familiar with economic terminology, understand certain models and their implications, and have developed analytical and quantitative skills (including the use of graphs) to explain, evaluate, and predict economic events. This one-semester course will cover the 20 National Standards and the 6 NH State Standards for Economic education. Those standards include benchmarks related to scarcity, opportunity cost, international trade, microeconomics, macroeconomics, and personal finance concepts. Students will learn the art of the economic way of thinking (compare the benefits with costs) and apply this skill to solving problems and making decisions. At the Honors level, students will be introduced to some economic models and concepts from the Advanced Placement program with anticipation that some students who take this course will be interested in taking AP Economics during their junior or senior year. There is a summer assignment that is expected to be completed by the first day of class.

**ENTRANCE CRITERIA:** *Cumulative average of 88 or better in previous A-level social studies classes, teacher recommendations, or approval from the Department Head.*

**NOTE:** *This course fulfills the 0.5 credit economics graduation requirement.*

## Introduction to Economics A



This half-year (0.5 credit) course provides an in-depth introduction to the tools, topics, theories, and individual decisions that make economics part of everyone's daily lives. By semester's end, students should be familiar with economic terminology, understand certain models and their implications, and have developed analytical and quantitative skills (including the use of graphs) to explain, evaluate, and predict economic events. This one-semester course will cover the 20 National Standards and the 6 NH State Standards for Economic education. Those standards include benchmarks related to scarcity, opportunity cost, international trade, microeconomics, macroeconomics, and personal finance concepts. Students will learn the art of the economic way of thinking (compare the benefits with costs) and apply this skill to solving problems and making decisions.

**NOTE:** *This course fulfills the 0.5 credit economics graduation requirement.*



## Introduction to Economics B



SS0222

This half-year (0.5 credit) course provides an introduction to the tools, topics, theories, and individual decisions that make economics part of everyone's daily lives. By semester's end, students should be familiar with economic terminology, understand certain models and their implications, and have developed analytical and quantitative skills (including the use of graphs) to explain, evaluate, and predict economic events. This one-semester course will cover the 20 National Standards and the 6 NH State Standards for Economic education. Those standards include benchmarks related to scarcity, opportunity cost, and international trade, microeconomics, macroeconomics, and personal finance concepts. Students will learn the art of the economic way of thinking (compare the benefits with costs) and apply this skill to solving problems and making decisions.

**NOTE:** This course fulfills the 0.5 credit economics graduation requirement.

## Introduction to Economics C



SS0223

This half-year (0.5 credit) course provides an introduction to the tools, topics, theories, and individual decisions that make economics part of everyone's daily lives. By semester's end, students should be familiar with economic terminology, understand certain models and their implications, and have developed analytical and quantitative skills (including the use of graphs) to explain, evaluate, and predict economic events. This one-semester course will cover the 20 National Standards and the 6 NH State Standards for Economic education. Those standards include benchmarks related to scarcity, opportunity cost, international trade, microeconomics, macroeconomics, and personal finance concepts. Students will learn the art of the economic way of thinking (compare the benefits with costs) and apply this skill to solving problems and making decisions.

**NOTE:** This course fulfills the 0.5 credit economics graduation requirement.

## Exploration in Economics

SS0224

This half-year (0.5 credit) course provides an introduction to the tools, topics, theories, and individual decisions that make economics part of everyone's daily lives. By semester's end, students should be familiar with economic terminology, understand certain models and their implications, and have developed analytical and quantitative skills (including the use of graphs) to explain, evaluate, and predict economic events. This one-semester course will cover the 20 National Standards and the 6 NH State Standards for Economic education. Those standards include benchmarks related to scarcity, opportunity cost, international trade, microeconomics, macroeconomics, and personal finance concepts. Students will learn the art of the economic way of thinking (compare the benefits with costs) and apply this skill to solving problems and making decisions.

**PREREQUISITE:** Permission required from the Special Education Director.

Recommended for Grade 11

## United States History A (Civil War - Present)



SS0230

This full-year (1 credit) A-level course is designed for college preparatory students who have demonstrated superior academic achievement. The purpose of the course is to provide students with a foundation for taking history courses at the post-secondary level. Such topics as Civil War, Westward Expansion, Industrialization, U.S. Imperialism, World War I, the Progressive Era, the Great Depression, World War II, The Cold War, and Civil Rights are all analyzed. Students will learn to "think as historians" through proper sourcing, contextualization, and corroboration. Students will also practice making claims and supporting them with credible evidence. Cooperative work, individual work, discussions, and extensive outside reading/writing assignments are all common components of this course.

**RECOMMENDED:** Concurrent enrollment in an A-level English course or higher.

## United States History B (Civil War - Present)



SS0231

This full-year (1 credit) B-level course is designed for the college-bound student. This course will foster an awareness of America's past and developing culture. Topics include: Civil War, Westward Expansion, Industrialization, U.S. Imperialism, World War I, Reform, the Great Depression, World War II, the Cold War and Civil Rights. Students will learn to "think like a historian" through proper sourcing, contextualization, corroboration, and discussion. Students will also practice making claims and supporting them with credible evidence. Cooperative work, individual work, and some outside reading/ writing assignments are all common components of this course.



# United States History C (Civil War - Present)

SS0232

This full-year course is formatted for the student who accepts responsibility for daily classwork assignments and uses class time to complete them in a timely manner. Classwork assignments and projects reflect the topics covered in the time frame of the course [1877-Present]. These include Civil War, Westward Expansion, Industrialization, Imperialism, World War I, the Progressive Era, the Roaring Twenties, the Great Depression, World War II, the Cold War and Civil Rights. Classroom activities also include lecture, discussion, individual and group work, films and documentaries as well as research projects using computer technology made available in the school's computer labs. Students will also practice making claims and supporting them with credible evidence.

## Exploration in United States History

SS0233

This full-year (1 credit) course is designed for students who encounter difficulty in learning through the traditional classroom methods and to meet individual educational needs. Supplementary instruction will be available from paraeducators in the classroom. This course will provide an overview of United States History from the Civil War to the present. Class activities will include cooperative and independent work, projects, and various other mediums of instruction.

**PREREQUISITE:** Permission required from the Special Education Director.

Electives - (World Studies)

## Global Problems



SS0290

This half-year (0.5 credit) course focuses on historical global problems that have or are currently influencing the future of the world. The course will center on major themes, such as terrorism/war, poverty, population, pollution, and globalization. These themes will be explored across many continents and parts of the world, including but not limited to Russia, Latin America, Asia, the Middle East, and Africa. Together, the class will examine the historical context of today's problems and explore options to resolving them.

## Medieval Europe A / B



A - SS0292  
B - SS0293

These half year (0.5 credit) courses will investigate the history of Europe from the fall of the Roman Empire to the end of the Hundred Years War in the 15th Century. Utilizing primary sources, you will learn about the creation of Europe as we know it today, as well as the social and political structures which made the medieval period such a unique and interesting time. Course content examples include the Vikings and Crusades, wars which lasted over a century, and analysis of how Monty Python and the Holy Grail is the most accurate modern representation of medieval artwork.

## Modern Europe A / B



A - SS0294  
B - SS0295

These half year (0.5 credit) courses will investigate the history of Europe from the Reformation to the end of the Cold War and beyond. Utilizing primary sources, lectures, and seminars, you will learn about the major social, political, and economic changes which created the modern world. Course content includes the Protestant Reformation, political philosophy, the impact of European Imperialism, and the growth of the ideologies which have dominated politics for the last 200 years.

Electives - (Social Sciences & Contemporary Issues)

## Genocide Studies



SS0296

In this (0.5 credit) course, students will study the topic of genocide from an interdisciplinary view covering many fields in the social sciences. Students will use interdisciplinary approaches to analyze case studies of genocide to better understand what genocide is, and to build their own definition and concept of this often complex and controversial topic.

**PREREQUISITE:** Student has earned at least 2.5 credits of Social Studies.

## Sociology 1



SS0250

This half-year (0.5 credit), unlevleed elective is designed for sophomores, juniors, or seniors. Topics covered include society, culture, values, mores, norms, and the five universal social institutions. Students are assigned both individual and group projects. It is expected that all students will be able to address social issues and group situations in an appropriate manner. Students should be aware that much of the information used in class comes from current events.

**Note: Sociology 1 and Sociology 2 may not be taken during the same semester.**



## Sociology 2



SS0251

This half-year (0.5 credit), unleveled elective is designed to enable students to understand the cause and effect relationship between group and societal relationships. Focusing on four topic units students will incorporate knowledge learned in Sociology I as well as new theories on group behavior and its effects on societies and how they function. The unit topics are Identity, Prejudice and Discrimination, Gender Roles, and Crime and Deviance. Student projects will be done individually as well as in groups. Instructional methods used include lecture, student research, films and videos as well as a field trip to Rockingham County Jail. Students will effectively be able to discern the impact groups of people have in changing societies globally, but with more focus on the United States.

## Psychology A



SS0253

This full-year (1 credit) course is designed for those seniors who are interested in the behavioral sciences. The course covers such topics as learning, nature versus nurture, treatment of behavioral disorders, bio psychology, perception, history of psychology, and the philosophies of the various schools of psychology. While the major objective of the course is to understand the basic concepts in these areas, consideration is also given to minor experimentation, experimental learning, and personal (inner) growth through exchange of ideas, relevant articles, and books.

**PREREQUISITE:** This is an elective for seniors only.

## Psychology B



SS0254

This full-year (1 credit) course is designed for seniors who want to emphasize the practical rather than theoretical uses of psychology. Actual demonstrations and experiments are conducted whenever possible. Emphasis is placed on how psychological considerations affect the everyday lives of individual students. Each student is urged to work in areas of personal interest, and each is required to do individual reports during the year.

**PREREQUISITE:** This is an elective for seniors only.

## Applications in Psychology



SS0255

This half-year (0.5 credit) course is designed for seniors who want to emphasize the practical uses of psychology. Actual demonstrations and experiments are conducted whenever possible. Emphasis is placed on the application of psychological principles to the everyday lives of individual students.

**PREREQUISITE:** This is an elective for seniors only.

## Consumer Economics



SS0256

This half-year (0.5 credit) social studies elective is open to all juniors and seniors who want to gain valuable and practical consumer information in order to deal with the real world. Topics include advertising, transportation, food, housing, budgets, credit, job hunting, taxes, insurance, banking, investing, and economic theory.

## Contemporary Issues



SS0257

This course is a full-year (1 credit) senior elective. The course focuses on a wide variety of current domestic and international issues confronting the citizens of the United States. The objective of this course is to help students develop an understanding of the events behind current headlines and to formulate and express informed opinions of the events facing America and the world today. A heterogeneous grouping format allows for a discussion of issues, which more realistically reflects the viewpoints of society as a whole. Participation in debates, Socratic seminars, position papers, and research on an ongoing topic are examples of course requirements.

**PREREQUISITE:** This is an elective for seniors only.





# AP United States History



SS0260

This full-year (1 credit) advanced placement course is a general survey of American History. The emphasis is on preparing and encouraging the student to take the AP exam. The course is geared for highly-motivated students who are looking to take the equivalent of a full year of an introductory college course. Upon successful completion of the AP exam, a student may gain college credit or advanced college placement. The structure of the course requires extensive reading that addresses factual knowledge and critical analytical skills. This course, which is usually taken during a student's junior or senior year, is designed to provide students with historical skills and factual knowledge necessary to deal critically with U.S. history topics. Due to differences in curriculum, a student who drops AP United States History will not be allowed into any other U.S. History course during the academic year. There is a summer assignment that is expected to be completed by the first day of class.

**PREREQUISITE:** Concurrent enrollment in A-level, Honors, or AP English.

**PREREQUISITE 2:** Successful completion of American Government, Cultural Geography, and Economics.

# AP European History



SS0261

This full year (1 credit) course is designed for sophomores, juniors, and seniors who wish to earn college credit while in high school. The emphasis for this course is on preparing students to take the Advanced Placement exam. The course covers the history of Europe from 1450 to the post-Brexit world. This class uses a discussion based model of instruction, supplemented with primary and secondary source readings, and the occasional lecture to prepare students for the rigor of a college level course. There is a summer assignment that is expected to be completed by the first day of class.

**PREREQUISITE:** Successful completion of A-level American Government and Cultural Geography is recommended; and have approval of the Department Head.

# AP Macroeconomics Microeconomics



SS0270

*Approved Math-Related Course*

This full-year (1 credit) course provides the opportunity for students to receive college credit for two economics courses (Microeconomics and Macroeconomics). Microeconomics is a one-semester study of economic principles concerning individual decision makers within an economy. The main areas of concentration include basic economic concepts, the nature and functions of product markets, factor markets, efficiency and equity, and the role of government. Macroeconomics emphasizes economic principles as applied to the economy as a whole. Lessons include an analysis of national income and its components, economic indicators, inflation and unemployment, money and banking, stabilization policies, and international trade. Students are expected not only to know the material but also to apply critical thinking and problem-solving skills to the units covered. There is a summer assignment that is expected to be completed by the first day of class.

**PREREQUISITE:** Successful completion of American Government, Cultural Geography, and Economics. Students must also have successfully completed or be currently enrolled in Algebra 2A or higher.



This full-year (1 credit) advanced placement course is designed for seniors who wish to earn college credit while in high school. The emphasis is on preparing and encouraging the student to take the Advanced Placement exam. This course provides students with a solid understanding of the fundamentals of psychology. The history of psychology, individual differences, personality, motivation, memory and cognition, learning and conditioning, abnormal psychology and therapy, and social psychology will be covered. Emphasis will be placed on individual and group experiments. The goal is to understand these concepts and to prepare the student for the advanced placement exam, which determines possible college credit in psychology. Course enrollment is for those students willing to delve into all aspects of psychology and eventually take the AP exam. There is a summer assignment that is expected to be completed by the first day of class.

**PREREQUISITE 1:** Students must have successfully completed an A-level science course as a sophomore or junior in addition to successfully completing the social studies graduation requirement of 2.5 credits, and have approval of the Department Head.

**PREREQUISITE 2:** This is an elective for seniors only.

# AP US and Comparative Government



This full-year (1 credit course) advanced placement course provides students with an opportunity to earn potential college credit for two political science courses- United States Government & Politics along with Comparative Government. In the Comparative Government portion of the course, students will have an introduction to the comparative study of political science as they examine the political structures; policies; and political, economic, and social challenges of six selected countries: China, Iran, Mexico, Nigeria, Russia, and the United Kingdom. Students cultivate their understanding of comparative government and politics as they explore topics like power and authority, legitimacy and stability, democratization, internal and external forces, and methods of political analysis. During the United States Government and Politics portion of the course students will study the formal and informal structures of government and the processes of the American political system, with emphasis on policy-making and implementation. Additionally, students will be able to analyze and interpret basic data and foundational documents relevant to US Government and Politics today. The focus of the course is to prepare students to take the AP Comparative Politics Exam and the AP United States Government & Politics Exam in May. There is a summer assignment that is expected to be completed by the first day of class.

**PREREQUISITE:** Successful completion of at least 1.5 credits in the following courses: Cultural Geography, American Government, and Economics, and have the approval of the Department Head.

**RECOMMENDED:** Successful completion of or are concurrently enrolled in US History and have previously successfully completed an A-level or higher Social Studies Course.

# Special Education Department

## Resource Room Program

This program services the majority of all special education students currently enrolled at the Academy. It is designed to service students with mild to moderate educational disabilities. The resource room is for specialized instruction. Half of the time students and staff work collaboratively on IEP goals. The other half of the time is spent working on homework, studying for tests, and organization. Students may also go to the resource room to take tests or work on projects. The resource room provides daily contact between the student and their case coordinator.

## Alternative Comprehensive Transition Program (ACT)

This program is designed for mild to moderate developmentally disabled students who are recommended by the special education team. This program focuses on independent living skills and skills necessary for the student to be gainfully employed. Course selection for credit and/or modified credit and diploma options are based on individual needs. Supervised work experience during the school day may be provided through our Work to Learn program. Some students also receive related services like physical therapy, occupational therapy and/or speech and language therapy. Courses like Work to Learn incorporate trips into the community.



# Pinkerton Academy Special Services for Educational Success (PASSES)

Through a team approach, Pinkerton Academy's Special Services for Educational Success Program (PASSES) provides students with emotional disabilities a safe learning environment to reach their academic, social, and emotional potential. This is done through case coordination, counseling services, smaller classes with differentiated instruction, and assisted study hall support.

It is the mission of the PASSES program to empower students to reach their potential by providing a supportive educational environment through collaborative solutions and a student-centered teaching approach.

The PASSES Program offers academic support, which includes assisted study halls, smaller, self-contained classes, and differentiated instruction by certified special educators. The resource room is for specialized instruction and half of the time students and staff work collaboratively on IEP goals. Then the other half of the time is spent on homework, studying for tests and organization. Students may also go to the resource room to take tests or work on projects. Counseling support is a vital component of the program, which consists of individual and group counseling sessions & collaboration with outside agencies. Each student is assigned a Case Coordinator who facilitates the development and implementation of Individualized Education Programs (IEP) and acts as a liaison between students, parents, teachers, counselors, administrators, and outside agencies. PASSES utilizes Dr. Ross Greene's Collaborative and Proactive Solutions to identify lagging skills and unsolved problems. We engage students in the problem solving process to develop informed solutions while teaching vital skills.

<b>Academic Skills</b>	<b>Incoming Freshmen</b>		<b>Upperclassmen</b>	
	<b>Semester 1</b>	<b>SE0840</b>	<b>Semester 1</b>	<b>SE0884</b>
	<b>Semester 2</b>	<b>SE0841</b>	<b>Semester 2</b>	<b>SE0885</b>

Students in the Resource Program or PASSES may receive 0.25 credits each semester for a potential of 0.50 credits for the year for Academic Skills. This course is taught during one of the student's resource periods. There are 4 areas in which students will need to show competency to earn credit for the course. The student will understand that knowledge, preparation and planning are imperative to a student's post-secondary experience, understand that active participation in specialized instruction will enhance their overall learning experience, understand that progress is made when a problem is recognized and a plan of action is developed, implemented and reflected upon and understand that executive functioning skills are crucial to a successful transition into the workforce or higher education.

## **Reading Efficiency 1 (Sem. 1)** **SE0815**

This half-year (.5 credit) course is designed to teach decoding techniques to students who are reading at an instructional level that is below their current grade level. It is designed to strengthen decoding skills and increase the students' independent reading level. This course focuses on word recognition, word structure, vocabulary, fluency and automaticity and basic comprehension skills/strategies. Students are expected to apply their improved reading skills through a selection of independent and group reading assignments while utilizing these skills and strategies.

## **Reading Efficiency 2 (Sem. 2)** **SE0816**

This half-year (.5 credit) course is a continuation of Reading Efficiency I. Its focus is a higher level of word recognition and structure improving on multi syllabic words including exceptions, prefixes and suffixes. Students will be expected to read at an increased lexile level.

## **Reading Comprehension Skills and Strategies** **SE0819**

This full-year (1 credit) course explicitly teaches reading strategies that improve fluency and comprehension of fiction and non-fiction to struggling readers. Award winning novels and short reading selections are the focus of the curriculum. The course will focus instruction on effective strategies such as identifying text structure and reading strategies that improve fluency and comprehension of fiction and non-fiction.



## Literacy Development

SE0818

In this full-year course (1 credit), students will participate in direct instruction to practice, develop and refine reading and writing skills. The students will work on grammar, syntax, usage, spelling, vocabulary, reading fluency and composition. Students will learn and practice content area reading and comprehension skills as they apply to both fiction and nonfiction text. Students will conference regularly with the teacher in order to develop their ability to assess and revise their own writing. Students will be required to work collaboratively and individually on writing and reading assignments.

**NOTE:** *These reading courses may be available to certain non-special education students on a space available basis. See the Special Education Director for more information.*

## Personal Communication Enrichment 1

SE0810

This one-semester (0.5 credit) course is designed to address the needs of students who struggle with interpersonal communication skills. The curriculum will cover a variety of communication topics including conversation skills, nonverbal communication (i.e., body language, tone of voice, etc.), communicating in educational and vocational settings (i.e., giving and accepting compliments and constructive criticism, interview skills, self-advocacy, etc.), expressing emotions appropriately, and understanding and using humor and figurative language. Additional topics will be addressed based on the specific communication needs of each class. Instruction will take place through group discussion, modeling, video recordings, roleplay, scripting, and cooperative learning activities.

**NOTE:** *Enrollment in the course must be recommended by the Speech-Language Pathologist/Specialist and/or the ASD Specialist and approved by the Director of Special Education.*

## Post-Secondary Independence

SE0813

This one-semester (0.5 credit) course is designed to be a continuation of skills developed in Personal Communication Enrichment as they relate to the communication and interpersonal skills needed to transition out of Pinkerton Academy and into the workforce or secondary education. Instruction will take place through group discussion, modeling, video recordings, roleplay, scripting, and cooperative learning activities. This class is recommended for students in their final semester at Pinkerton Academy.

**NOTE:** *Enrollment in the course must be recommended by the Speech-Language Pathologist/Specialist and/or the ASD Specialist and approved by the Director of Special Education.*

## Modified Credit

Modified Credit will be awarded for ACT courses that do not meet curriculum standards for credit and can be applied toward an individualized diploma. Courses outside of the ACT program may also be accessed for modified credit if the special education team feels it is appropriate. Earning modified credit is based on meeting individualized goals that are established based on student performance that do not meet the established curriculum standards of the course.

## Introduction to Basic Computer Literacy and Safety

SE4710

This half-year introductory course (0.5 modified credit) is designed for the student who has little to no computer experience. It incorporates basic computer literacy and internet safety skills as they apply to academic and daily living functions. Students will have the opportunity to increase their computer knowledge for both academic and extracurricular use. Students will also become familiar with other technology devices such as iPads. Units of instruction include keyboarding as well as various computer applications.

## Life Skills Reading

SE4601

This full-year (1 modified credit) course is designed to improve the wide scope of reading related skills. The curriculum is tailored to develop individual functional sight word reading using the Edmark Reading Program and used through a cross curriculum approach. Students will be able to read and identify words, phrases and signs found in their everyday community.





## Reading Foundations

SE4803

This full-year (1 modified credit) course is designed for students that have difficulty decoding and are typically below a second grade reading level. Skills taught include symbol/sound correlation, basic phonics skills, decoding CVC words, short vowel, long vowel, silent E, controlled R and vowel teams, then go on to blend and digraphs, beginning sight words, controlled reading for accuracy, fluency and automaticity.

## Applied Reading Skills

SE4805

This full-year (1 modified credit) course is designed for students to participate in direct instruction to practice, develop and refine their reading skills. Students will work on increasing their spelling, vocabulary, reading fluency and comprehension skills. Students will be required to work collaboratively and individually on reading assignments and oral presentations.

## Consumer Education (S1) & (S2)

*Approved Math-Related Course*



Sem. 1 - SE4701  
Sem. 2 - SE4702

These half-year courses (0.5 modified credit) emphasize development, understanding, and awareness of basic consumer/citizen skills in order to increase successful, supported interaction within the community. Some areas covered are number recognition, coins and money counting, units of time, and measurement.

## Career Education (S2)

SE4802

This half-year course (0.5 modified credit) will enable students to plan their path beyond high school. It will enable students to plan for a career, become employed, maintain employment, and effectively manage employment.  
*(Not offered every year.)*

## Applied Vocational Exploration

Sem. 1 - SE4801  
Sem. 2 - SE4720

This half-year course (0.5 modified credit) prepares students for success in entry-level programs offered by the Career and Technical Education Department (CTE). Areas such as horticulture, woods, and forestry will be explored each semester.

*(Not offered every year.)*

## Daily Living Skills

SE4700

This full-year course (1 modified credit) enables the student to develop independent skills that are useful in real-life situations. Through activities, students will problem-solve various situations that may be experienced in a real-life setting. Some topics that are focused on are personal hygiene, community awareness, citizenship, and cooking.

## Academic Support (S1) & (S2)

Sem. 1 - SE4900  
Sem. 2 - SE4901

These half-year services (0.5 modified credit) provide support to students to facilitate the achievement of IEP goals. Here, students may be provided assistance either 1:1 or in a small group setting with an adult and/or peer aide.

## Pre-Work to Learn (PWTL) (S1) & (S2)

Sem. 1 - SE4820  
Sem. 2 - SE4821

This one or two-period course (0.5 modified credit) is designed for students to develop basic soft skills needed in a work-related setting. This is done by participating in a variety of soft-skills activities on the Pinkerton Academy campus that are non-paid, but provide introductory work experience.



## Work to Learn 1 (WTL1) Work to Learn 2 (WTL2)

Sem. 1 - SE4824 | Sem. 2 - SE4825  
Sem. 1 - SE4822 | Sem. 2 - SE4823

Work to Learn (WTL) is a non-paid work experience opportunity for students enrolled in the ACT program or students from other programs with the permission of the Special Education Director. Students engage with local schools (WTL1) and the local business community (WTL2) to apply and refine the soft-skills, abilities, and expectations necessary to access the local labor market. Prior WTL students have leveraged these skills and connections to find and maintain successful employment. With permission, student progress is shared with adult services to ascertain any need for assisted employment and transitional assistance after graduation. WTL schedules are designed for two or three periods and require permission from the Special Education Director. Students can earn 0.5 credit for a 2-period block (Work Experience) or 1.0 credit for a 3-period block (WTL).

**PREREQUISITE:** Pre-Work To Learn (PWTL)





# World Languages Department

Communication in languages other than English has become increasingly important in our diverse nation and in this interdependent world community in which we live. Through long, uninterrupted sequences of second languages, learners acquire the skills and cultural understandings that permit them to function in a non-English speaking environment. Technological advances have provided new opportunities for learners to use their second language skills in interactions with other speakers and to learn about other cultures whether or not they travel beyond their classrooms.

Students are encouraged to begin their language study in the first or second year at Pinkerton to allow them the opportunity to complete three years of the same language. Three years of a world language are strongly recommended for college applicants.

Entering freshmen who have completed two years of a language in middle school and who have excelled in their language classes (with grades of 90 or better in the courses) can be placed in level 2A by their middle school teacher during course registration. Entering freshmen who have completed two years of a language with a grade below a 90 should be placed in a 2B. Entering freshmen who have completed one year of a language class at their middle school with a grade of 95 or better can be placed into a 2A class. Those who have completed a 1-year course with a grade of 70-94 can be placed into a 2B. Those who struggle to pass a 1-year language course should be placed into a 1A. These grade ranges are recommendations. The sending town teachers know the incoming students the best and we will strive to honor their recommendations. Level 1B classes are designed for true beginners of the language. If students have less than one year of experience in the target language, or have studied a similar language, they should enroll in Level 1A classes.

Pinkerton Academy offers four years of American Sign Language as part of its Language Program. Students intending to use ASL as a language requirement for college admission need to understand that some colleges do not accept it as a language. Students/Parents should check with the colleges and universities to which they anticipate applying and review their World Language admission standards.

## American Sign Language (ASL)

### American Sign Language 1



FL0351

This full-year unlevleled (1 credit) world language elective will provide an introduction to American Sign Language, the primary language of the deaf. The course will also afford students insight into the culture of the deaf community. An emphasis will be placed on vocabulary development, finger-spelling, and an introduction to the syntax and grammar of ASL through demonstrations, dialogues, and videotapes. Guest speakers and required readings will augment the course.

### American Sign Language 2



FL0352

This full-year (1 credit) unlevleled course is designed for the student who has successfully completed Introduction to American Sign Language 1. It will begin with a review of curriculum from ASL 1, progressing to new vocabulary, as well as a continued understanding of syntax, grammar, and body language which will advance the students to a higher level of expressive and receptive ability. Students will view "Mr. Holland's Opus" and critique it from an ASL point of view. Deaf culture, hard-of-hearing culture, the science and anatomy of the ear (and related technologies and ethics thereof) will also be explored to a greater depth in ASL 2.

**PREREQUISITE:** ASL 1 with a grade of 75 or better.

### American Sign Language 3



FL0353

This course will extend knowledge of both expressive and receptive vocabulary in ASL. Facial expressions and body movement associated with the syntax of ASL will be emphasized. Students will do a research project based on social and cultural aspects of the deaf. Students will be encouraged to go on several field trips to interact with the local deaf community to improve their signing and better understand deaf culture.

**PREREQUISITE:** ASL 2 with an average of 80 or better.



# American Sign Language 4



FL0354

This course will continue ASL receptive/expressive instruction using Mastering ASL and other instructional materials. Students will continue to increase both their vocabulary and grammatical knowledge of ASL with emphasis on facial expressions and body language used for grammatical and emotive purposes. The majority of this class will be conducted in ASL with students adhering to the cultural norms of a deaf environment. Many assessments will be performance based. Students will be highly encouraged to interact with the local deaf community on a regular basis. ASL students will be required to present in front of the classroom, 1:1, video, and do performance-based assessments.

**PREREQUISITE:** ASL 3 with an average of 85 or better.

## English for Speakers of Other Languages (ESOL)

### Beginner ESOL

Sem. 1 - FL0370  
Sem. 2 - FL0371

These half-year courses (.5 credit each) in the ESOL Program are designed to help those students whose native language is not English and who cannot successfully communicate with their English-speaking peers in mainstream classes, especially English classes. Combined, this is an individualized program whose intent is to make those students ready for mainstream courses within two years. Students learn how to communicate through the use of the four basic English language skills of listening, speaking, reading, and writing. Students gain the basic language skills needed to continue learning the English language. These courses introduce the non-English speaker or beginning English speaker to the English language through thematically-based content instruction. Students taking ESOL courses will receive English credit.

Students should enroll in each semester course with the possibility of enrollment in tutorial study hall each semester. The intended purpose of the ESOL study hall is to get help, study, do homework, and use the English language. It is a working/talking study hall.

*The ESOL Coordinator and school counselors determine eligibility for the program.  
For more information, contact the ESOL Coordinator or the School Counseling Department.*

### Intermediate ESOL

Sem. 1 - FL0372  
Sem. 2 - FL0373

These semester courses (.5 credit each) in the ESOL program are designed to help those students whose native language is not English and who cannot successfully communicate with their English-speaking peers in mainstream classes, especially English classes. Combined, this is an individualized program whose intent is to make those students ready for mainstream courses within a year. Students will fine tune the basic language skills of listening, speaking, reading, and writing through thematic units, authentic literature, as well as challenging academic language and structures. Students will expand knowledge of the English language and successfully participate in mainstream classes by developing higher-level reading and writing skills. They will continue to build essential English language literacy skills needed for success in the mainstream classroom. Students taking ESOL courses will receive English credit.

Students should enroll in each semester course with the possibility of enrollment in tutorial study hall each semester. The intended purpose of the ESOL study hall is to get help, study, do homework, and use the English language. It is a working/talking study hall.

*The ESOL Coordinator and school counselors determine eligibility for the program.  
For more information, contact the ESOL Coordinator or the School Counseling Department.*



## French



### French 1B



FL0300

This full-year (1 credit) world language elective is **designed for the student who has had no previous French.** The course introduces the student to the fundamentals of pronunciation and the use of basic grammatical structures of the French language. The course also introduces the student to the geography, culture, and civilization of French-speaking people of various countries. The approach is proficiency-based and focuses on conversation as well as reading and writing exercises. The student will be able to use the present and future tenses to ask for, obtain, and give information as well as give and recognize descriptions.





## French 1A



FL0301

This full-year (1 credit) world language elective is designed for the student who has successfully completed a French language program in middle school. The course reinforces the basic structures of the language and enables the student to use these structures in written and oral communication. The course also introduces the student to the geographies, cultures and civilizations of French-speaking people of various countries. The approach is proficiency based and focuses on conversation as well as reading and writing exercises. The student will be able to use the past, present, and future tenses as well as give and recognize descriptions.

**PREREQUISITE:** *The student must have successfully completed a French language program in middle school.*

## French 2B



FL0302

This full-year (1 credit) world language elective is designed for students who have successfully completed one year of formal study of French. The course offers a general review of basic grammatical constructions of French. Students will strengthen their reading and listening comprehension and develop their writing and speaking skills. The proficiency-based approach emphasizes vocabulary-building, grammatical structures, and the proper use of idioms.

**PREREQUISITE:** *French 1 or permission from the Department Head.*

## French 2A



FL0303

This full-year (1 credit) world language elective is designed for students who have completed one year of formal study of French with superior grades and/or language skills. The student choosing this course must be willing to be in a class where French is used primarily. The course offers a general review of basic grammatical constructions of French. A variety of reading materials will be presented. Students will strengthen their reading, writing, listening comprehension and speaking skills. The proficiency-based approach emphasizes vocabulary- building, grammatical structures, and the proper use of idioms.

**PREREQUISITE:** *French 1A or 1B with an average of 85 or better or recommendation from middle school teacher.*

## French 3B



FL0304

This full-year (1 credit) world language elective is for students who have successfully completed two years of formal study of French. The proper use of the language is emphasized through frequent independent written assignments and classroom conversation. Historical and cultural aspects of French-speaking countries are studied through French newspapers and current videos. The course is conducted primarily in French, enabling the students to perfect their speaking abilities.

**PREREQUISITE:** *French 2A or 2B or better or permission from the Department Head.*

## French 3A



FL0305

This full-year (1 credit) world language elective is for students who have completed two years of formal study of French with superior grades and/or language skills. The proper use of the language is emphasized through frequent independent written assignments and classroom conversation. Historical and cultural aspects of French-speaking countries are studied through French newspapers and current videos. Students choosing this course must be willing to be in a class where French is used almost exclusively. Students in this class will participate in a detailed study of one major novel and/or play.

**PREREQUISITE:** *French 2A with an average of 85 or better or 2B with an average of 90 or better.*

## French 4A



FL0306

This full-year (1 credit) elective is designed for those students who truly enjoy using the French language and want to continue their studies of Francophone culture. The course presents advanced grammatical concepts while encouraging students to refine their listening and speaking skills. Students will further their knowledge of the French-speaking world by reading literary works and by researching current events via the Internet and/or French language periodicals. Students will improve their writing by completing journal entries, short compositions, and/or reports. The course will also provide an opportunity for students to listen to music and view films from the Francophone world.

**PREREQUISITE:** *French 3B with an average of 85 or better; French 3A with an average of 80 or better.*



## Honors French 4



FL0307

This full-year (1 credit) world language elective is designed to acquaint students with the different stages of development of French literature as well as their close relationship to the development of political events in France. An extensive study (and analysis) of short stories, poems, and a novel and/or play per semester highlights the techniques, purposes, and social and political concerns of French authors from the Middle Ages through the 20th century. In addition, students will gain an appreciation for the literature of other French-speaking peoples. Honors French 4 will have a summer work component that includes reading a short novel, a few recorded speaking activities, and listening to French-language news. It will take approximately 8 hours to complete and is expected to be completed by the first day of class.

**ENTRANCE CRITERIA:** An average of 88 or better in second and third-year language sequence.

## AP French Language



FL0308

This challenging course is for those students who have demonstrated a passion for the language and have already developed considerable competence in the language. Students will strive to comprehend formal and informal spoken French and to acquire vocabulary and refine grammar structures to ease their comprehension of both contemporary writing (newspapers, magazines, and websites) and modern literature. Students will improve their writing skills by composing expository and creative passages on a regular basis. In addition, students will participate actively in classroom discussions to improve their accuracy and fluency in speaking the target language. AP French will have a summer work component that includes reading a short novel, a few recorded speaking activities, and listening to French-language news. It will take approximately 8 hours to complete and is expected to be completed by the first day of class.

**ENTRANCE CRITERIA:** Honors French 4 with an average of 85 or better.

**NOTE:** Due to limited enrollment, the Honors French 4 and AP classes meet at the same time.



## German



### German 1A



FL0321

This full-year (1 credit) world language elective is designed for the student who has had no previous experience studying German. The course introduces the student to the fundamentals of pronunciation and the use of the basic grammatical structures of the German language. The course also introduces the student to the geography, culture and civilization of German-speaking countries. The approach is proficiency-based and focuses on reading, writing, and conversational skills. The student will be able to ask, obtain, and give information, as well as give and recognize descriptions in the present tense. The past tense will also be introduced.

**PREREQUISITE:** Students should have 80 or above in English or in another foreign language.

### German 2B



FL0322

This full-year (1 credit) world language elective is designed for students who have successfully completed one year of formal study of German. The course offers a general review of basic grammatical structures. New grammar is also introduced. Students will strengthen their reading, writing, listening comprehension, and speaking skills. The proficiency-based approach emphasizes vocabulary-building, grammatical structures, the proper use of idioms as well as conversation, reading and writing skills.

**PREREQUISITE:** German 1B or permission from the Department Head.

### German 2A



FL0323

This full-year (1 credit) world language elective is designed for students who have completed the equivalent of a formal class of German I with strong grades and/or language ability. The course offers a thorough review of grammatical structures. Students will strengthen their reading, writing, listening comprehension, and speaking skills. Reading materials will introduce students to aspects of German literature and culture. The proficiency-based approach emphasizes verb usage, idioms, and vocabulary-building exercises.

**PREREQUISITE:** German 1A with an average of 85 or better.



## German 3B



FL0324

This full-year (1 credit) world language elective consists of theme-based units that expand the student's knowledge of German. The course approach is proficiency-based and focuses on conversation and reading and writing skills. Grammar is reviewed and advanced concepts are introduced. Students will explore the historical, political, and geographical background of Germany. Students will be expected to read multi-chapter stories and write longer essays. The course is designed for the student who has successfully completed German 1 and German 2, and is motivated to advance with the language.

**PREREQUISITE:** *German 2A or 2B or permission from the Department Head.*

## German 3A



FL0325

This full-year (1 credit) world language elective consists of theme-based units that expand the student's knowledge of German. The course approach is proficiency-based and focuses on conversation and reading and writing skills. Grammar is reviewed and advanced concepts are introduced. Vocabulary and grammar are expanded through reading of texts, and through composition and conversation. Extensive speaking and reading and writing ability will be expected. Students will explore the historical, political, and geographical background of Germany. This course is designed for the student who has excelled in German 1 and German 2, and is motivated to work with the language at a higher level of accuracy and complexity. The class will prepare students for Honors German and college study.

**PREREQUISITE:** *German 2A with an average of 85 or better or 2B with an average of 90 or better.*

## Honors German 4



FL0326

This full-year (1 credit) world language course is designed for the student who wishes to work with the German language itself, and to explore the world in which the German language is used. The class is conducted entirely in German. Students will explore special situations in German grammar and syntax, and will develop writing skills. Major works of literature from two eras will be read. The students will investigate German history, art and culture, current events, and the role of German business in the international economy. The class will require extensive preparation outside of class, and students will be expected to learn to discuss a variety of topics in German. Active class participation is a must. There is a summer curriculum component that is expected to be completed by the first day of class. Honors German 4 will have a summer work component that includes reading a short novel and doing various writing activities based on the story. It will take approximately 10-12 hours to complete.

**PREREQUISITE:** *An average of 80 or better in German 3 or department head approval.*



## Latin



### Latin 1B



FL0310

This full-year (1 credit) classical language elective is designed for the student who has had no previous Latin study. The course introduces the student to the fundamentals, i.e., declensions and conjugations, of a classical language. Latin word order is analyzed and sentences are translated. Vocabulary acquisition is reinforced with English derivatives obtained from Latin. Mythology, the culture of the Romans, and in alternate years, medical and legal Latin will be studied. The approach focuses on memorization, reading, and writing exercises. The student will be able to read, translate elementary Latin, and acquire a basic understanding of Roman life and its impact on our society today.

**PREREQUISITE:** *The student must have maintained a "C" average or better in English during the previous year.*

### Latin 1A



FL0311

This full-year course (1 credit) classical language elective is designed for accelerated students who have demonstrated proficiency in English grammar and/or in the mechanics of world language taken previously. The course introduces the student to the fundamentals, i.e. declensions and conjugations of the classical language. Mythology, the culture of the Romans, English etymology and, in alternate years, medical and legal Latin will be studied. Supplementary grammar and translation, English derivatives, culture, history, and mythology will be studied. Students will also study a survey of original literature which supplements the topics presented in the textbook. The class requires active preparation and the motivation to work more intensely with the language.

**PREREQUISITE:** *Students must demonstrate their commitment to language study by either having an average of 85 in another second language or maintaining a B average in English.*



## Latin 2B



FL0312

This full-year (1 credit) classical language elective is designed for students who have successfully completed one year of formal study of Latin grammar. In preparation for the reading of excerpts from various Roman authors, the course continues the study of Latin grammar, including subordinate clause structures. Additional topics in Roman and Greek culture will be related to the readings. Expanded vocabulary acquisition will be reinforced with English derivatives obtained from Latin and, in alternate years, medical and legal Latin will be studied. The approach focuses on reading and translating with a dictionary.

**PREREQUISITE:** *Latin 1B or permission from the Department Head.*

## Latin 2A



FL0313

This full-year (1 credit) classical language elective is designed for accelerated students who have successfully completed one year of formal study of Latin grammar, along with deeper grammatical focus. In preparation for the reading of excerpts from various Roman authors, the course continues the study of Latin grammar, with proficiency-based approach, including subordinate clause structures. Additional topics in Roman and Greek culture will be related to the readings. Enriched vocabulary acquisition will be reinforced with English derivatives obtained from Latin and, in alternate years, medical and legal Latin will be studied. The approach focuses on reading and translating with a dictionary, with a pace reflective of an advanced level of proficiency, including additional material and appropriately developed assessment.

**PREREQUISITE:** *Latin 1 with an average of 85 or better.*

## Latin 3B



FL0314

This full-year (1 credit) classical language elective is for students who have successfully completed two years of the study of Latin. The transition to the translation of the excerpts of prose authors such as Cicero, Seneca, Eutropius, and Caesar will take place and will be supported by the study of their historical background and rhetorical public speaking techniques. The approach focuses on reading and translation supported by grammar and vocabulary study. Excerpts of prose works will also be studied to understand the ethics of ancient Rome. Comparisons and contrasts to our culture will be discussed.

**PREREQUISITE:** *Latin 2B with an average of 70 or better*

## Latin 3A



FL0315

This full-year (1 credit) accelerated classical language elective is for students who have excelled in their first two years of Latin. The transition to the translation of excerpts of prose authors such as Cicero, Seneca, Eutropius, and Caesar will take place and will be supported by the study of the Roman Republic and rhetorical public speaking techniques. More advanced grammar will be studied and reviewed to support translation. Logical argument and persuasive oratory will be explored, as well as application made to the field of communications today. The course is proficiency-based and is focused on reading and translation. Excerpts of prose will also be studied to understand the historical, cultural, and ethical mores in the Republican era and comparison made to current experience.

**PREREQUISITE:** *Latin 2A with an average of 85 or better.*

## Honors Latin 4



FL0317

This full-year (1 credit) classical language elective is designed for students who have successfully completed and excelled in three years of the study of Latin. Excerpts from poetry authors such as Virgil, Catullus, Horace, and Ovid will be translated and studied in depth. In addition, supplementary reading will be included to provide historical, cultural, and literary perspective. Advanced grammar, as well as metrical and other poetical topics seen in context, will be presented as encountered. Participation and expression, both verbal and written is expected. Honors Latin will have a summer work that includes ten vocab quizzes and four chapters of Argonauts in Latin to translate. It will take approximately 6 hours to complete and is expected to be completed by the first day of class.

**PREREQUISITE:** *An average of 88 or better in second and third-year Latin.*







# Spanish



## Spanish 1B



FL0330

This full-year (1 credit) world language elective is **designed for the student who has had no previous experience in Spanish**. The course covers the basic structures of the language and enables the student to understand and use these structures in oral and written communication. The course also introduces the student to the geography, culture, and civilization of Spanish-speaking people of various countries. The approach is proficiency-based and focuses on listening, speaking, reading, and writing. The student will be able to ask for, obtain, and give information in the present and near-future tenses.

## Spanish 1A



FL0331

This full-year (1 credit) world language elective is designed for the student who has successfully completed a Spanish language program in middle school. The course reinforces the basic grammatical structures of the language and enables the student to use these structures in written and oral communication. The course also introduces the student to the geography, culture, and civilization of Spanish-speaking people of various countries. The approach is proficiency-based and focuses on conversation as well as reading and writing. The student will be able to use the past, present and immediate future tenses to ask for, obtain, and give information as well as give and recognize descriptions in the past, present and immediate future tenses.

**PREREQUISITE:** *The student must have completed a Spanish language program in middle school.*

## Spanish 2B



FL0332

This full-year (1 credit) world language elective is designed for the student who has completed Spanish 1. The course focuses on grammatical structures, verb usage, idioms, and vocabulary acquisition. The fundamentals of Spanish 1 are also reinforced. A proficiency-based approach is used to develop reading, writing, speaking, and listening skills. Spanish and Latin American cultures are also studied.

## Spanish 2A



FL0333

This full-year (1 credit) world language elective is designed for the student who has completed one year of Spanish with superior grades and/or language skills. The course offers a thorough review and continuation of grammatical structures. Students will strengthen their reading, writing, speaking, and listening comprehension skills with a proficiency-based approach. Reading materials will introduce students to cultural aspects of Spain and Latin America. Spanish is the primary language used in class.

**PREREQUISITE:** *Spanish 1B with an average of 90 or better, Spanish 1A with an average of 85 or better or recommendation from middle school teacher.*

## Spanish 3B



FL0334

This full-year (1 credit) world language elective is designed for the student who has completed two years of Spanish. This course consists of a thorough review of grammar and its usage through the reading of texts and conversation and composition. Advanced grammatical structures are introduced and integrated. The approach is proficiency-based. The course is conducted primarily in Spanish, enabling students to improve their conversation, reading, writing, and listening skills, making possible the use of the language in travel and/or to pursue further study of Spanish.

**PREREQUISITE:** *Spanish 2A or 2B or permission from the Department Head.*

## Spanish 3A



FL0335

This full-year (1 credit) world language elective is designed for the highly-motivated student who has completed two years of Spanish. This course consists of a thorough review of grammar and its usage through the reading of texts and conversation and composition. Advanced grammatical structures are introduced and integrated. Reading representative works of various periods and cultures is also required. The course is conducted almost exclusively in Spanish, enabling students to improve their conversation, reading, writing, and listening skills, which makes possible the use of the language in travel and/or to pursue further study of Spanish.

**PREREQUISITE:** *Spanish 2A with an average of 85 or better or 2B with an average of 90 or better.*



## Honors Spanish 3



FL0336

This accelerated course is designed for those students who thoroughly enjoy the Spanish language and hope to continue in Spanish 4 Honors and the AP 5 class. Students will complete their study of most grammar concepts, examine some literary, artistic, and cultural topics of both Spain and Latin America, and will make regular oral presentations on these topics. In addition, students will be expected to write both creative and thematic compositions. This class will be conducted entirely in Spanish and students should be prepared to regularly participate in class discussions. Spanish 3 Honors will have a summer work that will include listening, reading, writing and speaking. Total hours spent would depend on the student but should not be more than 8 hours.

**PREREQUISITE:** Spanish 2A with an average of 90 or better.

## Spanish 4A

Eligible for Concurrent Credit



FL0337

This full-year (1 credit) elective is designed for those students who truly enjoy using the Spanish language and want to continue their studies of Hispanic culture. The course presents advanced grammatical concepts while encouraging students to refine their listening and speaking skills. Students will further their knowledge of the Spanish-speaking world by reading literary works and by researching current events via the Internet and/or Spanish language periodicals. Students will improve their writing by completing journal entries, short compositions and/ or reports. The course will also provide an opportunity for students to listen to music and view films from the Hispanic world. Students who enroll in this course have the option to earn dual enrollment credit through Southern New Hampshire University.

**PREREQUISITE:** Spanish 3B with an average of 85 or better or Spanish 3A with an average of 80 or better.

## Honors Spanish 4

Eligible for Concurrent Credit



FL0338

This full-year (1 credit) elective is designed for those students who truly enjoy using the Spanish language and want to continue their studies of Hispanic culture. The course presents advanced grammatical concepts while encouraging students to refine their listening and speaking skills. Students will further their knowledge of the Spanish-speaking world by reading literary works and by researching current events via the Internet and/or Spanish language periodicals. Students will improve their writing by completing journal entries, short compositions and/ or reports. The course will also provide an opportunity for students to listen to music and view films from the Hispanic world. Honors Spanish 4 will have a summer work component that includes reading selected chapters of a short novel, a few recorded speaking activities, and listening to Spanish language news and reporting on it. It will take approximately 6 hours to complete. Students who enroll in this course have the option to earn dual enrollment credit through Southern New Hampshire University.

**PREREQUISITE:** Spanish 3B with an average of 85 or better or Spanish 3A with an average of 80 or better.

## AP Spanish Language

Eligible for Concurrent Credit



FL0340

This full-year (1 credit) course is for those students who have demonstrated a passion for the language and have already developed considerable competence in the language. Students will strive to comprehend formal and informal spoken Spanish and to acquire vocabulary and refine grammar structures to ease their comprehension of both contemporary writing (newspapers, magazines, and websites) and modern literature. Students will improve their writing skills by composing expository and creative passages on a regular basis. In addition, students will participate actively in classroom discussions to improve their accuracy and fluency in speaking the target language. AP Spanish will have a summer work component that includes reading a short novel, a few recorded speaking activities, and listening to Spanish language news. It will take approximately 8 hours to complete and is expected to be completed by the first day of class. Students who enroll in this course have the option to earn dual enrollment credit through Southern New Hampshire University.

**PREREQUISITE:** Spanish 4A or Honors Spanish 4 with an average of 85 or better.









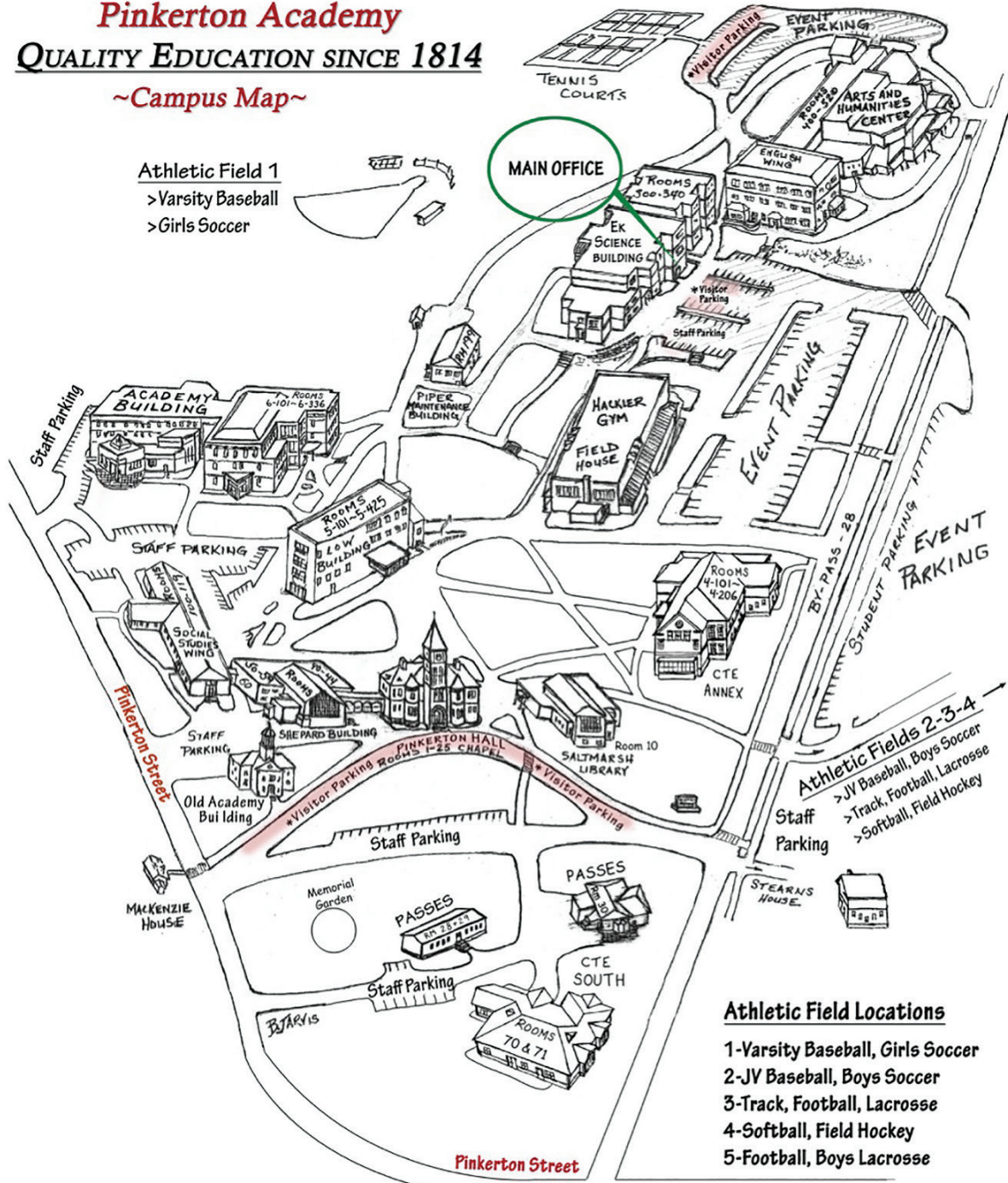






**Pinkerton Academy**  
**QUALITY EDUCATION SINCE 1814**

*~Campus Map~*



**Athletic Field 1**  
 >Varsity Baseball  
 >Girls Soccer

**Athletic Fields 2-3-4**  
 >JV Baseball, Boys Soccer  
 >Track, Football, Lacrosse  
 >Softball, Field Hockey

**Athletic Field Locations**

- 1-Varsity Baseball, Girls Soccer
- 2-JV Baseball, Boys Soccer
- 3-Track, Football, Lacrosse
- 4-Softball, Field Hockey
- 5-Football, Boys Lacrosse

**Athletic Field 5**  
 >Football  
 >Boys Lacrosse



Visitor Parking Locations see: \*