

**2012-2013
PINKERTON ACADEMY
COURSE CATALOG**

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INTRODUCTION

The information in this booklet 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. 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.

Parents and students should be aware that a number of programs include topics that may be considered “sensitive”. Courses such as Health, Biology, Anatomy and Physiology, Parenting, 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. 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 sons or daughters not participate in certain sensitive units should contact the appropriate department chair. Alternate content areas, assignments, and projects will be possible.

An “Acknowledgement” requiring a parent’s signature to confirm receipt of the Pinkerton Academy Course Catalog and Student Planner can be found in the Student Planner.

* * * * *

ACCREDITATION

Pinkerton Academy is accredited by the New Hampshire State Department of Education and the New England Association of Schools and Colleges, Inc., 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 New England Association 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.

Accreditation by the New England Association 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
209 Burlington Road, Suite 201
Bedford, MA 01730-1433

NONDISCRIMINATION POLICY

Pinkerton Academy voluntarily subscribes to and complies with IDEIA, Section 504 of the Rehabilitation Act of 1973, Title IX of the Education Amendments of 1972, Title VI and Title VII of the Civil Rights Act of 1964, the NH Law Against Discrimination (RSA 354-A) and other applicable State and Federal statutes. Pinkerton Academy does not discriminate or deny services on the basis of race, color, national origin, sex, sexual orientation, handicap or disability, religion, marital status, or age.

Any individuals who feel they have been discriminated against should contact either Associate Dean of Students William Patriquin or Elizabeth Rodrick, 5 Pinkerton Street, Derry, NH 03038, or any administrator.

Individuals who feel they may qualify for assistance or accommodations under Section 504 of the Rehabilitation Act of 1973, should contact the 504 Coordinator, 5 Pinkerton Street, Derry, NH, 03038, 437-5200, ext. 2128 in the Guidance Department.

Grievance procedures have been established for specific complaints of discrimination. It is the intent of Pinkerton Academy to comply with both the letter and the 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 they have been discriminated against may, at any time, contact the Office of Civil Rights, U.S. Department of Education, 140 Federal Street, Boston, Massachusetts 02110.

Limited English proficiency will not be a barrier to admission and participation in activities at Pinkerton Academy if a student is otherwise qualified.

NO CHILD LEFT BEHIND ACT OF 2001: PARENTS' RIGHT TO KNOW

Pinkerton Academy assists the Sending Districts (Chester, Derry, Hampstead) in complying with the No Child Left Behind Act of 2001 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;
- The Baccalaureate Degree major of the teacher and any other graduate certification or degree held by the teacher, in the field of discipline of the certification or degree;
- Whether the child is provided services by paraprofessionals and, if so, their qualifications; and
- Information on the level of achievement of the parent's child in each of the State academic assessments as required (by NCLB).

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.

HOMELESSNESS

The McKinney-Vento Homeless Assistance Act and the No Child Left Behind Act of 2001 require that the Sending Districts ensure that each child of a homeless individual has equal access to the same free appropriate public education as provided to other children and youths. The law requires that homeless children and youths have access to the education and other services such that they will have an opportunity to meet the same challenging state student academic achievement standards to which all students are held. If you have any questions regarding homelessness and the educational rights of your child, you should contact the Sending District.

POLICY ON SEXUAL HARASSMENT

Sexual harassment is against the law. In the spirit of Title IX of the Education Amendments of 1972, Pinkerton Academy believes that all students and employees should be able to work, study, and function in an environment that is free of sexual harassment. It is against Pinkerton Academy policy for any employee or student to sexually harass any other employee or student, and any form of sexual harassment is strictly prohibited. In regard to this issue, the Academy defines sexual harassment as unwelcome sexual advances; requests for sexual favors; and other physical contact, verbal or written statements, and expressive behavior of a sexual nature when:

- such conduct has the purpose or effect of substantially or unreasonably interfering with an individual's academic or professional performance, or of creating an intimidating, hostile, or offensive educational or employment environment.
- submission to or rejection of such conduct is made either explicitly or implicitly a term or condition of an individual's education or employment.
- submission to or rejection of such conduct is used either explicitly or implicitly as the basis for academic or employment decision affecting that individual.
- Students who believe they have been sexually harassed should discuss it with any administrator, teacher or guidance counselor at Pinkerton Academy. A prompt, confidential, and thorough investigation of all complaints will be undertaken. Regardless of the outcome of the investigation, the investigator will create a written report, which shall include factual findings, and which may include recommendations for disciplinary action. To the extent required by law, the Academy may redact personally identifiable information before providing the complainant with a copy of the report. Any person found to have sexually harassed another person will be subject to appropriate disciplinary action, including but not limited to, suspension, expulsion, or termination of employment.

The procedures set forth in this policy do not limit the rights of individuals to pursue other avenues of recourse, including filing a complaint, initiating a civil action or seeking redress under criminal statutes. Any individual with a sexual harassment or sexual violence complaint may choose to bypass the procedures set forth in this policy and proceed by filing a complaint with the New Hampshire Commission on Human Rights, 2 Chenelle Drive, Concord, NH 603-271-2767, or the U.S. Department of Health and Human Services, Office for Civil Rights, Region 1, JFK Building, Room 1875, Boston, MA 02203, 617-565-1340.

See also the "Anti-Harassment Policy" in the Student Planner.

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.

The Educational Philosophy of Pinkerton Academy

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 of Pinkerton Academy

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 and 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.

LEGAL COMPLIANCE

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).

THE TRUSTEES OF PINKERTON ACADEMY *(Alphabetical)*

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Chief Master Sgt. Charles Porter

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Comm. College of the Air Force, USAF Sr. NCO Academy
Comm. College of the Air Force, USAF Sr. NCO Academy

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Southern New Hampshire University
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Framingham State College, Worcester State College
LeCordon Bleu, Salem State University
Keene State College
Plymouth State University
Merrimack College
University of Massachusetts
University of Massachusetts
Plymouth State College, Rivier College
University of New Hampshire
Keene State College
No. Essex Community College
Southern New Hampshire University
Emerson College, Franklin Pierce College
Southern New Hampshire University
University of New Hampshire
University of Rhode Island, University of Massachusetts, Plymouth State
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East Coast Aero Technical School, Middlesex
Community College
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University of Maine
University of Maine, Lesley College
University of New Hampshire
University of New Hampshire
Plymouth State College, University of Massachusetts-Boston
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Wesleyan University
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Keene State College
Plymouth State University
Philadelphia Biblical University
Fu-Jen University, Southern New Hampshire University, Rivier College
North Adams State College, Boston University
University of New Hampshire
State University of New York
Massachusetts Institute of Technology, Rivier College
Ohio Dominican College
University of Lowell, Rivier College
Syracuse University
University of New Hampshire
Springfield College
Saint Anselm College, Rivier College
University of New Hampshire
Plymouth State College
Quinnipiac University

PACE (Pinkerton Academy Continuing Education)

William Foye, Director, B.A., M.A., C.A.G.S.

Amherst College, Trinity College, University of Connecticut

PHYSICAL EDUCATION

Lindsay Moran, B.S., M.S. - Chairperson
Michael Clark, B.S.
Penny Faszewski, B.S.
Bryon Murphy, B.S.
Andrea St. Onge, B.S.
Brenda Stribling, B.S.
Theodore Urbanik, B.A.

Norwich University, Russell Sage College
Plymouth State College
Springfield College
Plymouth State College
Colby Sawyer College
Keene State College
University of New Hampshire

SCIENCE

Deborah O'Connor, B.A., M.Ed. - Chairperson
Cynthia Amato, B.S., M.Ed.
Brewster Bartlett, B.S.
Amy Bernard, B.S.
Kenelm Blakeslee, B.S.
John Breda, B.S.
Tara Crowley, B.A.
Heather Cunningham, B.S., M.Ed.
Sherrill Fair, B.A.
Edward Faszewski, B.S.
Maureen Granger, B.S.

Merrimack College, University of Massachusetts-Lowell
Rivier College
Plymouth State College
Merrimack College
Pennsylvania State University
Tufts University
Saint Anselm College
University of New Hampshire, Plymouth State College
Saint Anselm College
Springfield College
Plymouth State College

Stephen Gundrum, B.A., M.S.T.
 AnneMarie Hanlon, B.S., Ph.D.
 Patricia Hicks, B.S.
 Ira Jacobs, B.S.
 Christopher Kozura, B.S.
 Lisa Lavalley, B.S., M.Ed.
 Cathleen Little, B.A.
 Sarah Low, B.A., DEA, M.S.
 Susan Matrumalo, B.A.
 William Morse, Ed.D.
 Margaret Pagliuca, B.A., MHR
 David Perron, B.S.
 Martha Pond, B.S., M.Ed.
 Amanda Potter, B.S.
 Kathryn Robinson, B.S.
 Jennifer Roy, B.S., M.Ed.
 John Scalse, B.S.
 Alexandra Simon, B.A.
 Jennifer Spinelli, B.S.
 Diane Traynor, B.A., M.A.
 Darrell Wozniak, B.A.

SUNY at Oswego, Boston College
 Cornell University, University of Illinois
 University of New Hampshire
 Rensselaer Polytechnic Institute
 University of Maine-Orono
 Fitchburg State College, Plymouth State College
 Cortland State
 Wesleyan University, University of Bordeaux, Pennsylvania State University
 Mount Holyoke College
 Keene State College, Worcester Polytechnic Institute, California Coast University
 McKendrie College, University of Oklahoma
 Rensselaer Polytechnic Institute
 College of William and Mary, University of New Hampshire
 University of Southern Maine
 University of New Hampshire
 University of New Hampshire
 Northeastern University
 Saint Anselm College
 University of Massachusetts
 Notre Dame College
 Saint Anselm College

SOCIAL STUDIES

Roger Konstant, B.A., M.Ed. - Chairperson
 John Barry, B.A.
 Peter Crowell, B.A., M.A.
 Gary Daigle, B.A.
 Jeremy Dunn, B.A.
 James Fletcher, B.S., M.B.A.
 Ian French, B.A., M.Ed.
 Michael Arrato Gavrish, B.A., M.A.
 Joseph Lee, B.S.
 Karlene Linxweiler, B.A.
 Elizabeth McGarty, B.A.
 Maura Moore, B.A.
 Peter Murphy, B.S.
 Christopher O'Neil, B.S.
 Brian O'Reilly, B.A., M.Ed.
 Linda Ouellette, B.A., M.Ed.
 Jennifer Resmini, M.A.
 Peter Rosinski, B.S., M.A.E.
 David Craig Silvius, B.S., M.A.T.
 Jeffrey Sojka, B.A., M.Ed.
 Douglas Stuart, B.S.
 Geraldine Tallini, B.S., M.A.T.
 Thomas Weatherby, B.A., M.A.T.

SUNY at Potsdam, Rivier College
 Plymouth State College
 Keene State College, James Madison University
 Keene State College
 University of Colorado
 Springfield College, Southern New Hampshire University
 SUNY at Albany, College of Saint Rose
 Bates College, Tufts University
 Plymouth State University
 Keene State College
 University of New Hampshire
 Westfield State College
 University of Maine
 University of Maine,-Farmington
 Bridgewater State College, Rivier College
 University of New Hampshire
 University of Massachusetts-Boston
 St. Joseph's College, Castleton State College
 Westfield State, Smith College
 University of New Hampshire, Southern New Hampshire University
 Idaho State, Keene State
 University of Lowell, University of New Hampshire
 Siena College, University of New Hampshire

SPECIAL EDUCATION

Richard Sharp, B.S., M.S.T., C.A.G.S. - Director
 Lynne Lonergan, B.A., M.Ed. – Assistant Director
 Sandra Anderson, B.A., M.Ed.
 Heather Barrieau, B.A., M.S.W.
 Kerry Boles, B.S., M.Ed.
 Carol Borghese, B.S., M.Ed.
 Patrice Brown, B.A.
 Eric Carelli, B.A.
 Laura Concheri, B.A.
 Mark Conley, M.Ed.
 Janet Conrad, B.S.
 Linda Couture, B.A., M.Ed.
 Laurentina de Melo, B.A.
 Stacey Edgar, B.S., M.Ed.
 M. Jane Fournier, B.A., B.Ed., M.Ed.
 Terrance Hibbard, B.A.
 Timothy Lizotte, B.A. M.Ed.
 Sarah Louie, B.A.
 Paula Marini, B.S.

Univ. of New Hampshire, Antioch/New England, Univ. of Vermont
 University of New Hampshire, Rivier College
 University of Massachusetts, Rivier College
 University of New Hampshire
 University of New Hampshire, Keene State College
 Keene State College, Rivier College
 Granite State College
 Salem State College
 Keene State College
 Southern New Hampshire University
 Rivier College
 Rivier College, Notre Dame College
 Rivier College
 College for Lifelong Learning, Plymouth State University
 Acadia University, Notre Dame College
 Notre Dame College
 Roger Williams College, Providence College
 Granite State College
 Salem State College

Meagan Moran, B.A.
James Morgan, B.S., M.Ed., M.S.
Lynne Movassaghi, M.Ed.
Cheryl Northrup, B.A.
Jessica Peck, B.A., M.S.
Suzanne Pedneault, M.Ed.
Melinda K. Pelkey, A.A., B.A.
Linda Porter, B.A., M.Ed.
Cheryl Rainforth, B.A., M.S.
Michelle Rhoads, B.A.
Lucille Rhodes, B.S.
Sheila Schaefer, B.A., M.A.
Neil Themea, B.S., M.S.
Leslie Toomy, B.A.
Sara White, B.S.

Keene State College
Merrimack College, Albany State University, Clarkson
Rivier College
City University of Chicago
Pace University
University of North Texas
Plymouth State, Notre Dame, Rivier College
Univ. of Massachusetts, Springfield College
University of Maine, Virginia State University
Syracuse University
Pennsylvania State University
Bradford College, Emerson College
Franklin Pierce College, University of New Hampshire
Simmons College
Bridgewater State College

COMPUTER SERVICES

Bruce Berchtold, Student Information Manager, B.A., M.Ed.
Rod Rodriguez, IT Director
Patrick O'Reilly, M.S.C.E., Assistant IT Director
Brandon Ashley, A.S., PC/LAN Technician
Margaret Cunningham, A.S., PC/LAN Technician
Adam Harriott, Technician

University of New Hampshire
New Hampshire Community Technical College
Franklin Pierce College

HEALTH OFFICE

Linda Brennick, A.D.R.N.
Donna Chimento, R.N., B.S.N., N.C.S.N.
Linda Roy, R.N.
Linda Sica, R.N.

Middlesex Community College
University of Rhode Island College of Nursing
Newton-Wellesley Hospital School of Nursing
Somerville Hospital School of Nursing

SCHOOL PHYSICIAN ATTENDING FOOTBALL PHYSICIANS

Alphonse Baluta, M.D.
Concord Orthopedics

ATHLETIC TRAINERS

Jamie Boudreau, B.S.
Andrea St. Onge, B.S.

University of New Hampshire
Colby Sawyer College

SCHOOL RESOURCE POLICE OFFICER

Officer Andrew Faucher, Derry Police Dept.

ARTS FACILITIES

Matthew Cahoon B.A., M.A. – Director
Colin McNamee, B.A., M.F.A. – Technical Director
Ann West, B.A. - Theatre Department Coordinator

Saint Anselm College, Goucher College
Wheaton College, Massachusetts College of Art
University of New Hampshire

BUILDINGS & GROUNDS DEPARTMENT

Bradley Carson-Buildings & Grounds Director Edward Jones-Custodial Services Supv. Paul Jean-Grounds Supervisor

James Balser	Craig Cherbonneau	George Gallison	Steven Marion
Isaac Bellemore	Jason Circeo	Keith George	Donald McGuigan
Regina Bellemore	Philip Davis	Philip Grigas	Denise Nevins
William Bellemore	Robert Eastman	John Hartford	Roland Pelletier
Peter Brassard	Jean Fauteux	Michael Holm	Christopher Reid
Karl Cann	Joseph Fischer	Frank Kuper	Steven Squires
John Carco	Charles Frederick	Dorothy MacDonald	Nancy Trow
Anthony Carpenella	Thomas Gagnon	Paul Marion	Timothy Whitney

CAMPUS MONITORS

Kathleen Lombard Christopher Quinn John Toki

SECURITY

David Estes James McCormick

FOOD SERVICES PROGRAM

Susan Gerges - Director	Jeanine Dexter	Suzanne Marciano	Brenda Seghezzi
Martha Burdick	Laura DiPasquale	Patricia Melo	Kathleen Smith
Donna Burns	Patricia Doherty	Kelly Murphy	Rosie Sturgeon
Joanne Calcavecchia	Kathleen Gallant	Cheryl Peacock	Nicole Tinkham
Kimberly Camire	Melanie Kalaitzidis	Jean Price	Angela Valentine
Beth Daneau	Charlene Kelley	Linda Sands	Theresa Vignolo

LIBRARY AIDES

QingQing Cheatham Kandace Knowlton Ann Rhodes Paula Roddy Susan Waldrip

OFFICE PERSONNEL

Angela Ashegh	Tammy Craft	Kathleen Gianni	Heidi Morrison
Maureen Beaudoin	Dale Cremone	Eileen Gioe	Linda O'Brien
Susan Bland	Karen Cremone	Deborah Intonti	Lisa Rezaee
Lisa Bouche'	Linda Desmarais	Sharon Lally	Deborah Russell
Jane Braley	Ellen DePalma	Sharon Ledbetter	Susan Tsantoulis
Susan Burt	Bridget Detollenaere	Sandra Mason	Cheryl Turner
Linda Butler	Karen Ferguson	Kathleen McEachern	Jo Welch
Nancy Cofrin	Lisa Forkey	Priscilla McLaughlin	Susan Wilson

SPECIAL EDUCATION PARAEDUCATORS

Michael Atkins	Denise Conroy	Marie Keane	Marina Nickerson	Narell Sheets
John Ballok	Joseph Crawford	Karen Laliberty	Susan Page	Kenneth Soroko
Donna Barry	Heather Crowley	Andrea Lariviere	Edward Palladino	Custode Stella
Samantha Bartlett	Gary W. Daigle	Kristina Laroche	Debra Paynter	Mary Sullivan
Mary Anne Bergstrom	Mary Davis	Kathleen Lavallee	Keith Pearson	Marie Trapani
Cheryl Bennett	Arthur Dooley	Susan LeBoeuf	Jenna Pettipas	Patricia Tulley
Linda Bersell	Deborah Field	Lisa Leyland	Mary Lu Petty	Martin Valiton
Carole Bonanno	Marsha Gootee	Lauren Maloof	Lori Plourd	Junie Vickers
Joan Brown	James Gootee	Kevin McGrath	Kelly Richardson	
Davida Brule	Sharon Grandstaff	Ann McIntyre	Amy Ste. Croix	
Kaitlin Burke	Chantelle Griswold	Angela Mullin	Samantha Sanella	
Deborah Carlsen	Christi Hudgins	Kenneth Neu	Regina Shannon	

**ANNUAL NOTICE TO STUDENTS AND PARENTS OF STUDENTS OF
PINKERTON ACADEMY
REGARDING THEIR RIGHTS UNDER THE
FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT OF 1974**

The federal Family Educational Rights and Privacy Act of 1974 (20 U.S.C. & 1232g) and regulations adopted by the US Department of Education (recodified in 34 CFR 99) grant parents of students certain rights relative to education records maintained by Pinkerton Academy, Derry, NH, provided that their child is under the age of 18 and not in attendance at an institution of post-secondary education. Once a student reaches the age of 18 or is in attendance at an institution of post-secondary education, these rights may only be exercised by the student.

However, if a parent/guardian still claims the student as a dependant on the IRS income tax forms, that parent retains full parental rights and access to the information.

Rights under the Family Educational Rights and Privacy Act of 1974 include:

First, a parent or an eligible student, as is appropriate, may inspect and review the education records of that student. This right includes the right to a response from Pinkerton Academy to reasonable request for explanations and interpretations of records and the right to obtain copies of such records upon payment of a copying fee. The Academy does and will maintain a record of all requests for, and disclosures of information from, the student's educational records, exclusive of requests from school officials with legitimate educational interests and requests for directory information.

Second, Parents or eligible students may ask Pinkerton Academy to amend a record that they believe is inaccurate or misleading. They should write to the Dean of Students/designee, clearly identify the part of the record they want changed, and specify why it is inaccurate or misleading, or invades the privacy or other rights of the student. If, after a hearing, a person's request to have a student's education records amended is denied, the person has the right to place in the student's education records a statement commenting upon the information contained in such records and/or setting forth their reasons for disagreeing with the decision of the Academy. Additional information regarding hearing procedures will be provided upon request.

Third, generally, Pinkerton Academy will require prior, written consent of a parent (or the student, if the student is 18 or over) before disclosing a student's educational records. However, as authorized by the regulations, Pinkerton Academy has adopted and announced a policy of forwarding educational records on request to officials of another school or school system in which a student seeks or intends to enroll. FERPA requires that the parents or eligible student be notified of the transfer, that they receive a copy of the transferred records (if requested), and have an opportunity for a hearing to challenge the content of the record. In addition, the Academy may disclose educational records to school officials, including teachers, whom the Academy has determined to have legitimate educational interests.

Upon request, Pinkerton Academy discloses educational records, including disciplinary records with respect to a suspension or expulsion to any private or public secondary school in which a student seeks or intends to enroll. In either of these events, Pinkerton Academy will provide the parent of the student, on request, a copy of the educational records which have been transferred and will provide the parent, again on request, an opportunity for a hearing in accordance with its procedures on amending educational records. This policy will continue so long as it is authorized by the regulations.

One of the situations where information regarding a student may be released without prior written consent is when the data consists of "directory information". According to the policy adopted by the Pinkerton Academy Board of Trustees, the following categories of information are deemed to be "directory information": a student's name, address, telephone number, date and place of birth, major field of study, participation in officially recognized activities and sports, weight and height of members of athletic teams, dates of attendance, degrees and awards received, the most recent previous educational agency or institution attended by the student, and other similar information.

It is also the policy of the Academy that photographs and recordings (audio and/or visual) of students shall be considered “directory information”, as long as the material is used for the purpose of general news, sports, student participation, or student accomplishment. Photographs (and related materials) are essential to the yearbook, the course catalog, the student handbook, the alumni bulletin, and local media (for news and sports). A parent of a student, or an eligible student, may request that any or all of these categories of information not be designated “directory information” with respect to that student. Such requests shall be written, dated, and addressed to the Dean of Students. Such requests may be made at any time and shall remain in effect until rescinded by the parent or eligible student.

Directory information, which is information that generally is not considered harmful or an invasion of privacy if released, can also be disclosed to outside organizations without a parent’s prior written consent. Outside organizations include, but are not limited to, companies that manufacture school rings or publish yearbooks. In addition, two federal laws require Local Educational Agencies (LEAs) receiving assistance under the Elementary and Secondary Education Act of 1965 (ESEA) to provide military recruiters, upon request, with three directory information categories - names, addresses, and telephone listing - unless parents have advised the LEA that they do not want their child’s information disclosed without their prior written consent. If you do not want Pinkerton Academy to disclose directory information from your child’s educational records without your prior written consent, you must notify the Dean of Students in writing, or complete and mail the form provided at the back of the Student Planner.

In compliance with the Buckley Amendment, Pinkerton Academy makes information in student records and files available to parents (and students 18 or older). After submitting a formal request (written/typed) to the Dean of Academic Affairs to access educational records, parents must allow a period of not more than 45 days for school compliance. If, after viewing the information on their child, parents think that said information is inaccurate, misleading, or in violation of the student’s rights, they may request a hearing on the matter by submitting a formal request (written/typed) to the Dean of Academic Affairs within 30 days from the date of information release.

When Pinkerton Academy reports a crime committed by a student with an educational disability, it will provide, upon request, copies of the relevant portions of the student’s special education and disciplinary records to the authorities to whom it reports the crime in accord with FERPA.

Parents and students have the right to file a complaint with the US Department of Education concerning alleged failures by Pinkerton Academy to comply with the requirements of FERPA. The name and address of the office that administers FERPA is: Family Policy Compliance, Office US Department of Education, 400 Maryland Avenue, SW Washington, DC 20202-4605.

A school official is a person employed by the Academy or the student’s Sending District as an administrator, supervisor, instructor, or support staff member (including health or medical staff and law enforcement personnel); a person serving on the Board of Trustees or School Board of the Sending District; a person or company with whom the Academy has contracted to perform a special task (such as an attorney, auditor, medical consultant, or therapist); or a parent or student serving on an official committee, such as a disciplinary or grievance committee; or assisting another school official in performing their tasks.

A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill their professional responsibility.

See also the FERPA directory notice in the Student Planner.

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 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 extra-curricular 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, comprised of appropriate school personnel knowledgeable about the student’s circumstances, will, with parental input, 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, counselor, teachers, and the 504 Case Manager/Coordinator of the school. The plan facilitator will normally be the student’s guidance 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, included 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.

CUSTODY

Students of divorced or legally separated parents: It is Pinkerton Academy's policy in cases involving students of divorced or separated parents to provide, upon request by the non-custodial parent, information about their child(ren). If the Academy has on file a certified copy of a court order prohibiting the provision of information to the non-custodial parent, requests will be denied. It shall also be the practice of Pinkerton Academy to accept the signature of a parent or guardian as permission for a student activity or the release of information unless the Academy has on file a certified copy of a court order indicating the parent/guardian lacks authority to sign for the student.

Parents are asked to address their initial requests and questions about records to the Registrar's Office, where all information and/or forms are located. To the extent permitted by law, failure to return or pay for all books and materials will result in Pinkerton Academy's refusal to forward any grades, transcripts, or records pertaining to the student in question. This requirement shall not be construed to prevent a parent or student from inspecting and reviewing their educational records.

The federal statute and regulations pertaining to access to educational records are enforced by the Family Compliance Office, U.S. Department of Education, Washington, DC 20202-4605. Any parent of a student and eligible students have the right to file complaints with this agency if they feel that Pinkerton Academy is not complying with the provision of "The Family Educational Rights and Privacy Act of 1974."

Pinkerton Academy has adopted a set of policies and procedures governing the selection and review of educational materials, including a procedure for reviewing faculty, student or parental concerns with respect to such materials. Copies of these policies and procedures are available in the Dean of Students office.

DESCRIPTION OF PINKERTON ACADEMY

Pinkerton Academy is the largest independent academy in the eastern United States. Located in southern New Hampshire, Pinkerton serves as the comprehensive high school for several communities that have varying socio-economic structures. Approximately 3,100 students attend the Academy. The school's staff is comprised of more than 300 teachers and administrators, 110 support personnel, and 60 educational aides.

The Academy is a private, non-profit corporation. The school is governed by a perpetuating board of trustees (up to 15 members). Members of the board are elected for life and serve without pay. By contract, each sending district is represented on the board by a minimum of two members. Under the direction of the board of trustees, a headmaster operates as the chief executive officer and handles the total operations of the school. Under the direction of the headmaster, the dean of students performs the day-to-day educational activities on campus. The primary source of funding for the Academy is public tuition.

One of the unique features of the Academy is its campus setting. Since the Old Academy Building opened in 1815, nine major building projects (the Pinkerton Building, Shepard Building, Saltmarsh Library, Social Studies Wing, Low Vocational Building, Field House, Ek Science Building, Spaulding Arts & Humanities Center, and the Academy Building) have marked major periods of growth in the school's history. In addition, the trustees have purchased or built eight small buildings that serve specific needs around the campus.

Today, Pinkerton Academy owns over 170 acres of land. The main campus, approximately 10 acres, contains 17 buildings; 13 of which are used for academics. The Saltmarsh Library serves the entire school, and the Old Academy Building houses the Abbott Gallery and Office of Alumni Affairs. Immediately adjacent to the main campus, there are an additional 95 acres of Pinkerton property that contain athletic fields. The school also owns a 70-acre wood lot in Chester, New Hampshire.

The most important feature of Pinkerton Academy is its excellent program of studies. Built on a traditional student-centered approach to education, Pinkerton has established and maintained an outstanding reputation for academic excellence. The program of study, organized around ten disciplines, is supported by a comprehensive guidance department, department of health services, library department, special education department, and computer services department. In addition to its strong academic program, Pinkerton is widely recognized as a leader in co- and extra-curricular activities. In fulfillment of its fundamental purpose – the education of youth – the Academy has long maintained the belief that mutual and reciprocal cooperation among students, parents, staff, and trustees is vital.

BRIEF HISTORY

Pinkerton Academy was incorporated in 1814 by Major John Pinkerton and Elder James Pinkerton, “old time merchants of Londonderry”. The school, which opened its doors to students on December 4, 1815, was founded “for the purpose of promoting piety and virtue and the education of youth in science, languages, and the liberal arts.” The generous endowment of John and Elder James Pinkerton provided sufficient funds to ensure the school’s existence as a college preparatory and boarding school for 70 years.

In 1881, upon the death of John M. Pinkerton, son of Elder James, the Academy received a second munificent bequest. The trustees used these funds to increase the number of instructors and to provide for an enlarged and advanced program of studies. Changes in the curriculum and the completion of the Pinkerton Building in 1887 allowed Pinkerton students to choose from a variety of college and non-college bound programs of studies.

Pinkerton continued to function as an independent day and boarding school until 1948. In 1949, the Academy entered into an agreement with the Derry school district that marked a significant turning point in the school’s history. As a result of the service agreement, Pinkerton educated all high school-aged students who lived in Derry. The Derry school district paid for the school’s services on a per-pupil tuition basis. Although Pinkerton maintained its private school status, the Academy began to function as a comprehensive independent academy.

In 1962, Derry school district negotiated a long-term contractual agreement with Pinkerton Academy. The contract specified the terms and conditions under which Pinkerton’s services were purchased. Over the next 30 years, additional communities (Chester, Hampstead, Londonderry, and Windham) signed service contracts with the Academy. In response to the increased number of public school students attending Pinkerton, new facilities were built. Due to the changing needs and interests of this larger and more diverse student population, Pinkerton once again developed new courses and fields of study while maintaining outstanding college preparatory programs.

During the 1990’s, Pinkerton continued preparing for the educational challenges of the 21st century as the value of a traditional education was re-examined. Led by a visionary and supportive board of trustees and dedicated school personnel, Pinkerton’s goal was to adapt to a changing society while preserving the qualities that made the Academy an excellent high school. To accomplish its goal, Pinkerton embraced three fundamental principles: 1) The school’s future is built around the strengths of its history and traditions; 2) there is an uncompromised commitment to educational excellence; and 3) there is continuing faith in the democratic way of life.

ENRICHMENT

Programs, Activities, Organizations

~ 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.

CLUBS AND ORGANIZATIONS

Art Club	Friends of Rachel	National Technical Honor Society
Asian Club	Future Business Leaders of America (FBLA)	Outing Club
Chess Club*	Future Farmers of America/Agri Ed (FFA)	Partners in Literacy
Classic Television Club*	Gay Straight Alliance Club	Peer Partners, PALS
Classical Society	German Club	Philosophy Club
Color Guard	Health Occupations Students of America (HOSA)	Photography Club
Computer Club	History Club*	Pinkerton Players
Critic (Yearbook)	International Club	Poetry Out Loud
Dance Club	Intramural Athletic Program	PTV (Pinkerton Television)
Debate Team	JLU (Just Like Us)	Science Club
Destination Imagination	Kaleidoscope	SESL
Distributive Education Clubs of America (DECA)	Law Team	Sign Language Club
Equestrian Club/Team	Math Team	SKILLS USA Club
Family, Career and Community Leaders of America (FCCLA)	Mogul Monsters	Spanish Club
Fashion Club*	Mountain Biking Club	Spanish in Elementary Schools
FIRST Robotics	National Honor Society	Strategic Games Club
Foreign Language Honor Society		Student Council
Friday Ski Program		Students for Environmental Action "Tower" (Literary Magazine)

*Pilots

ANNUAL ACTIVITIES

Activities/Club Fair	Homecoming Events/Dance	Senior Citizen Prom
Art Show	Junior Prom	Senior Corn Roast
College Fairs	Leadership Week	Senior Essay Contest
College Preparation Workshops	Milli Vanilli Lip Sync Contest	Social Studies Week
Commencement	Mr. Pinkerton Contest	Sophomore Semi-Formal
Diversity Week	Musical Production	Spirit Week
Drama Production	Musical Theatre Night	Spring College Fair
Earth Day	Pinkerton Idol Contest	Spring Concerts
Faculty Play	Poetry Slam Competition	Talent Show
Foreign Language Week	Scholarship Concerts	Various School Dances
Freshman Reception	Science Week	Veterans Day Breakfast
Friday Ski Program	Senior Ball	Volunteer Fair
Holiday Concerts	Senior Banquet	Winter Carnival

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	New England Science Bowl
Boys' State Program	President's Educational Excellence Awards
Challenge Program (Rivier College)	Principal's Leadership Award
DAR Good Citizenship Award	Project SMART (UNH)
Girls' State Program	Prudential Spirit of Community Awards
Granite State Challenge	St. Paul's Advanced (summer) Program
Hugh O'Brian Leadership Award	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.

ATHLETICS

FALL

Cross-Country.....	Boys	Girls
Field Hockey		Girls
Football.....	Boys	
Golf.....		Coed
Soccer	Boys	Girls
Volleyball.....		Girls
Spirit		Coed

WINTER

Basketball	Boys.....	Girls
Winter Track	Boys.....	Girls
Swimming.....	Boys.....	Girls
Spirit		Coed
Wrestling	Boys	
Ice Hockey.....		Coed
Gymnastics		Girls
Skiing.....	Boys.....	Girls
Bowling		Coed

SPRING

Baseball	Boys	
Softball		Girls
Lacrosse.....	Boys	Girls
Track.....	Boys	Girls
Tennis	Boys	Girls
Volleyball	Boys	

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. 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 guidance office, 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.

Pinkerton Athletic Eligibility

1. For academic athletic eligibility, please refer to the Athletic Handbook or Student Planner.
2. To be eligible to participate in interscholastic athletics at Pinkerton Academy, every athlete must receive a complete physical. This must be done prior to participating in any tryout, practice session, or playing in any game or scrimmage. Physicals are valid for two years and must be after June 1.
3. The physical must be submitted on a Pinkerton Academy Athletic Physical Form. Forms are available in the Athletic Office (603-437-5200, ext. 2115), in the Shepard Office or on the Pinkerton Academy website: www.pinkertonacademy.net.
4. The cost for the physical is the responsibility of the parent/guardian.
5. Incoming freshmen must have their physical after June 1 of the year they are entering Pinkerton Academy.
6. For more information on eligibility, please refer to the Athletic Handbook.

Athletic Appeal Process

- Any person who attends a school sponsored extra-curricular activity who behaves in a disorderly or unsportsmanlike manner may be ejected. The Headmaster/designee may exclude anyone who is found to be disorderly or unsportsmanlike from extra-curricular or athletic events for up to one year.
- Any athlete or parent having a concern or problem related to an athletic program should contact the appropriate sub-varsity or varsity coach of that particular sport.
- Any athlete and/or parent who is not satisfied with the decision of a sub-varsity or varsity coach, should contact the Athletic Director to express concerns and discuss the matter with him. The Athletic Director will review the facts of the case and make a decision within 5 school days. The Athletic Director will notify the varsity coach of any appeal of a decision of a sub-varsity coach.
- If the athlete and/or parent does not agree with the decision of the Athletic Director, an appeal can be made to the Dean of Students and under extenuating circumstances to the Headmaster. The Dean of Students will conduct a hearing with the athlete, the athlete's parents or guardians, the coaches involved in the particular case, and the Athletic Director to consider the information presented and will make a decision within 5 school days of the hearing date.
- All athletes must comply with the athletic code of conduct as a condition of athletic participation. Copies of the code are published in the Pinkerton Academy Athletic Handbook.

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.



GENERAL INFORMATION

WHO ATTENDS PINKERTON?

In general, Pinkerton Academy serves as the “high school” for Chester, Derry, and Hampstead through contractual agreements with those towns.

GUIDANCE DEPARTMENT

The Guidance Department is located on the third floor of the Low Building.
The Freshman guidance office is located on the first floor of the Academy Building.

Guidance telephone: 437-5200, ext. 1189

*Note: Please refer to the student planner for a complete list of counselors. New assignments will be posted to the Guidance page of the Academy website and will also be accurately displayed in the Student Planner.

The Guidance Department at Pinkerton Academy provides personalized services to more than 3100 students every year. Services are delivered through a number of varying modalities including, but not limited to, the following: individual and group counseling, consultation, classroom presentations and, when deemed necessary and appropriate, referral to off-campus therapeutic personal and/or mental health counseling resources. These services are an essential part of the educational program focusing on customizing the benefits of life at Pinkerton Academy. The guidance program and personnel assist students in making appropriate academic choices. The staff also helps students to cope with and manage challenging emotional and social situations. The Guidance Department personnel encourage students to recognize their strengths and areas of growth in order to develop and look forward to a post high school plan.

In so doing, guidance and counseling services address three major domains in an adolescent’s life: Academic Development, Career Development, and Personal and Social Development. An experienced and certified staff with a broad range of expertise and specialties delivers a full spectrum of services to our students.

The Guidance Department staff is available to students throughout the school day; however, to assure counselor availability and full attention, students are encouraged to make an appointment with their counselor. Appointments can be made by completing a “Request for Guidance Appointment” form during operating hours (6:30 a.m. to 3:30 p.m.). This form is also available in each first period classroom as well as online by accessing the Guidance link on the Pinkerton Academy website and clicking on Forms. Students are also encouraged to contact their counselors via email with requests to schedule appointments. This practice also helps students develop emerging adult behavior that is responsible and self-managing.

Selecting Courses and Changing Schedules – Throughout the school year and particularly during the spring course selection process, students and parents have ample opportunities to discuss their choice of courses for the following school year. Pinkerton Academy strongly advises students and parents to carefully design the initial course schedule with input from teachers and guidance counselors. Once this initial schedule is set and courses are selected, we do not recommend modifications to it for two reasons:

First, our academic programs begin the first day of classes. A student entering a class even shortly after it has begun will be at an academic disadvantage because the student will not have been there for many important start-up aspects of the class. This student may have to work very hard to play catch-up and may not catch up, thereby risking a low grade. *Second*, Pinkerton Academy develops its Master Schedule based on the final count and registration gained from collating the individual initial schedules. We balance the classes and determine the proper number of offerings so that each student can be offered equitable and appropriate educational opportunities. Frequent changes and movement between classes disrupts the stability of classes and the educational process, creating a significant disadvantage for all students.

It is imperative that students make absolutely certain that the courses they select in the spring are what they need and want and the levels are consistent with their abilities. Once the school year begins, no change-of-mind schedule changes will be allowed.

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

Notes

Action	Deadlines	Requirements	Important Comments & Notes - <i>Please read carefully</i>
Select Courses	<i>Months of January & February prior to the school year</i>	<ul style="list-style-type: none"> - 8th Grade Teacher permission for incoming freshmen - Others vary by course - CTE Registration may apply 	<ul style="list-style-type: none"> - Previous grades, teacher recommendations, standardized tests, and parental choice will be considered. - Course level selection must be realistic and consistent with demonstrated ability and past performance. - Incoming 9th graders will be given Pinkerton-generated tests in math.
Change Courses	<i>8th day of the course</i>	<ul style="list-style-type: none"> - Parent(s) signature* - Student must present a solid rationale for the course change. 	<p>Acceptable rationale can be:</p> <ul style="list-style-type: none"> - scheduling errors/conflicts - final Summer School adjustments - misplaced levels - disability-based needs - career goal changes for which a course change is absolutely necessary - student has previously failed the same course with the same teacher--if schedule permits <p>A "change of mind" is not an acceptable reason for a course change.</p>
Change Skill Unit to Credit or Credit to Skill Unit	<i>Within first 3 weeks of the semester</i>	<p>Signatures from:</p> <ul style="list-style-type: none"> - Guidance Director or Special Education Director - Parent(s)* 	<p>Skill units cannot be applied to standard diploma.</p> <p>See "Diploma Options".</p>
Add Courses	<i>8th day of the course</i>	AS IN "Change Courses" above	Full-year courses and 1 st and 2 nd semester courses can be added only during the first 8 days of Semester.
Drop Half-year Courses	<i>End of 6th week of Semester 1 & Semester 2</i>	<p>Signatures from:</p> <ul style="list-style-type: none"> - Course Instructor(s) - Appropriate Department Chair(s) - Parent(s)* - Guidance Counselor 	<ol style="list-style-type: none"> 1. The deadline depends on which half of the year the course is offered. 2. The grade for all completed terms will appear on the transcript. 3. A student cannot drop a course if: <ul style="list-style-type: none"> - passing the course; - dropping the course will result in carrying fewer than 5 classes for that semester regardless of the total credits being carried; - request is made after the established deadlines; - proper signatures are not obtained.
Drop Full-year Courses	<i>End of Semester 1**</i>	AS IN "Change Courses" above	AS ABOVE
Change Levels (Half-year Courses)	<i>End of 6th week of Semester 1 & Semester 2</i>	<p>Signatures from:</p> <ul style="list-style-type: none"> - Course Instructor(s) - Appropriate Department Chair(s) - Parent(s)* - Guidance Counselor 	<ul style="list-style-type: none"> - Change of levels will be done if students demonstrate clearly that the level they are seeking is consistent with their documented abilities. - Students must discuss their reasons for wanting to change levels with the teacher first.
Change Levels (Full-year Courses)	<i>End of Semester 1</i>	AS IN "Change Courses" above	AS ABOVE

*If the student is 18 or older with an "18-year-old Responsibility Form" on file with the Registrar, parental permission is not necessary.
**If a student does not complete paperwork by the end of the next-to-last week of any term, the student will remain in the class until the end of the term and receive a grade for that term. If student's request is approved, the move to the new class will occur the following week.

CURRICULUM AND 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 Academic Affairs, Department Chairs, 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 but will receive a course grade of 60. Students will be given opportunities to make up missed competencies within one (1) semester of completion of the course. Those students eligible for state test accommodations are also eligible for accommodations to the competency assessments which may alter the process for assessment completion but not the content.

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 will directly affect a student's grades, promotion, and advancement. Refer to the Student Planner for more information.

CLASS SIZE

In science classes (including health classes), the maximum number of students is 24. In most other academic areas, it is 30. 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 College Board (www.collegeboard.com) distributes a booklet entitled "Taking the SAT Reasoning Test" yearly and American Testing Program (www.act.org) distributes a similar publication entitled "Preparing for the ACT Assessment". These bulletins explain all of the information about the tests and include registration materials and sample test questions. 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 Guidance office or Career Center. Students and their families are encouraged to peruse the Guidance page of Pinkerton's website (www.pinkertonacademy.net) 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. Pinkerton offers an SAT Preparation Program delivered on campus by representatives of Revolution Prep at a nominal fee to parents. Partial scholarships are available for students who meet the economic guidelines. Families seeking more information may contact www.revolutionprep.com. Courses will be offered periodically during the school year. Interested students should contact their guidance counselor, or the Career Guidance Counselor, for more information about this program.

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. The presence of an IEP, 504 Plan or other formal, written educational plan, or professional evaluation DOES NOT GUARANTEE that a student is eligible for testing accommodations. The SAT “Guidelines for Documentation” is listed at www.collegeboard.com/ssd/prof/document.html and the “ACT Policy for Documentation” can be found at www.act.org/aap/disab/index.html.

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. 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 Registration Form in the Registrar’s Office. The student will be referred to a guidance 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 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.

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. **The tendency of parents and students to overlook the importance of outside work as it relates to course requirements is often the cause of scholastic failure.** Students are encouraged to develop their own regular, positive study habits.

HOMEWORK EXPECTATIONS

It is the belief of the faculty and administration of Pinkerton Academy that homework is an integral part of a quality high school education. Homework and study outside of school offer the student the opportunity to progress beyond the constraints of the class time. It provides the framework for the student to apply their learning on an individual basis. Such home study can make a positive contribution to success in school.

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 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.

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:

1. Procedures for diagnosing learner needs
2. Methods and strategies for teaching that incorporate learner needs
3. Resource-based learning opportunities
4. Techniques for the evaluation of student outcomes
5. 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.

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 be available until at least 2:20 p.m. each school day, and in addition, will provide at least one hour per week after school 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

In the event of an illness or accident that prevents a student from attending school for an extended period (technically more than two weeks), the Academy will attempt to provide tutoring during the period of absence. A long-term illness or other potential disability may qualify a student for an educational plan of services under Section 504. The Academy will attempt to provide long-term tutoring to students who are not able to attend school

because of a documented illness or accident. Parents may request tutoring by providing a doctor's note or other appropriate documentation to the Director of Guidance or Director of Special Education. Tutoring, however, is designed to bridge the gap between when the student leaves and when the student returns to school. Parents and students need to be aware that long-term tutoring cannot replace the experience and knowledge gained from actually being in a classroom with other students. Long-term absences may have a negative impact on a student's performance and grade.

It is virtually impossible for a student to complete course requirements through an extended involvement in tutoring. Scholastic demands are designed and requirements are set based on each student's in school participation and involvement. Tutoring cannot cover certain courses requiring laboratories or extensive participation in class. Under these circumstances, classes have to be dropped and taken at a later time.

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 five 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.

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 Edline as our primary communication tools. There will no longer be paper progress reports although paper report cards will still be printed and given to students. Parents are urged to check Edline throughout each term to access information which is updated weekly after the first three weeks of a quarter. Parents without access to computer technology may visit their local library or come to Pinkerton to view their student's records on-line. Should a parent decline the use of Edline, it will be that parent's responsibility to initiate contact with faculty to obtain updated information periodically. The faculty will continue to use Edline 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, email or Edline. The system combines all subjects on 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 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 approved correspondence schools. The maximum number of make-up 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 guidance counselor.

CREDIT ADVANCEMENT PROGRAM 2012

Credit Advancement 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.

PHYSICAL EXAMS

Physical examinations are required of all students participating in interscholastic athletics, and are not provided by the school. First-year students should not schedule their physical exams until **after** June 1 of the year in which

they enter Pinkerton as freshmen. The Athletic Department will not accept physical examinations performed prior to that date. Note: Physicals are valid for two years.

REPORT CARDS

A report card will be issued to each student at the end of each marking term (approximately 9 weeks). Each term constitutes one quarter of the year.

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, (approximately 9 weeks). 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 = failure

SCHOOL POLICIES AND 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.

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 Foreign Language classes only. 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' 4th 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 below.)

Course	Level	Grade Earned	GPA Factor	Total Points	Credit	Quality Points
Honors English	Honors	89	9	98	0.5	49.0
US 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
					4.5	430.5

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

SPECIAL EDUCATION & 504 SERVICES

Pinkerton Academy 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 the Individuals with Disabilities Education Improvement Act of 2004 and the state special education laws. Pinkerton Academy does not discriminate against individuals on the basis of disability. Pinkerton Academy serves as the educational provider for the sending districts, offering the educational equivalent of a public school placement. 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 Director of Special Education, extension 1136.** 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, extension 2128 in the Guidance 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.

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 curricula or extra curricula 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 Academic Affairs for a detailed description of the policy on reconsideration of instructional materials.

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 whatever the assignment is.
- 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.
- Do not put an assignment off; tackle it promptly, and keep at it until it is completed in a neat, accurate, and correct manner.
- Do not waste time in study halls. These provide valuable time to work on assignments.

STUDY HALLS

Attendance at assigned study halls is mandatory for all students, except those on “Senior Privileges”. 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.

TEXTBOOKS

It is not unusual for textbooks to cost \$50-100. 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. Each student is assigned a locker and locks are available at no charge, so students are totally responsible for their books and materials.

HEALTH SERVICES

The Health Services Department/Nurses’ Office is located on the lower level of the Field House building. Nurses are available for student and parent contacts on school days from 7:00-2:15. Parking for student pickup is located on the left side, near the back of the building just outside the foyer leading to the Health Services Department (437-5218). Messages may be left for Health Services staff on voicemail at 437-5200, ext. 2118.

Additional information can be found in the Student Planner or by accessing the Pinkerton Academy home page

and selecting the Health Services link. Also, “Links to Important Health Documents” for many health related resources can be found on the Health Services page.

DISTRIBUTION OF UNOFFICIAL WRITTEN MATERIAL ON SCHOOL PROPERTY

No person shall engage in the distribution of written materials on school grounds which:

- Are obscene to minors;
- Are libelous;
- Are pervasively indecent or vulgar;
- Advertise any product or service not permitted to minors by law;
- Invade the privacy of another person or endanger the health or safety of another person;
- Contain insulting or fighting words tending to injure or harass other people. This includes, but is not limited to, threats of violence, defamation of character or a person’s race, religion or ethnic origin;
- Present a clear and present likelihood that, either because of its content or its manner of distribution, it will cause a material and substantial disruption of the proper and orderly operation of the school or school activities, or will cause the commission of unlawful acts or the violation of school regulations.

The Procedures for Approval of Unofficial Written Material

- Anyone wishing to distribute unofficial written material on Pinkerton property must first submit for approval a copy of the material to the Dean of Students’ office at least 1 day in advance of the desired distribution time, together with the following information:
- If a student submits the request, the student must submit their name and homeroom;
- The date(s), time(s) and method of distribution of the material (e.g. by display, handout or other);
- The locations where the material is to be displayed or distributed;
- To whom the display or distribution is intended.
- Within 1 day of submission of the material, the Dean of Students/designee will decide whether the material violates the restrictions set forth above, or in the time, place, and manner restrictions set forth below. If permission to display or distribute the material is denied, the individual submitting the material will be so informed in writing, along with the reasons for denial of the request.

The Time, Place and Manner of Distribution

The distribution of unofficial written material shall be limited to a reasonable time, place, and manner:

- No written material may be distributed during and at the place of a normal school activity if it is reasonably likely to cause disruption of that activity.
- Distribution of written material is prohibited when it blocks the safe flow of traffic within corridors and entrance ways of the school or parking lots.
- **Definitions:** A copy of the definitions of the terms used in this policy may be obtained from the Dean of Students.

“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 guidance counselor, any teacher involved, and the department chairperson.

Courses labeled “**AP**” or “**HONORS**” are designed to offer scholastic challenge to students whose academic records and personal motivation indicate a preparedness to take on the most rigorous course work 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 chair for further details. Qualified students are encouraged to apply for/enroll in AP and 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. Note: A fee is required to take the AP Exam.**

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 (NECAP &/or NWEA) should have been 8th and 9th stanines, 80th and 90th percentile and proficient with distinction.)

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 (NECAP &/or NWEA) should have been 4th, 5th, 6th, 7th stanines, 40th, 50th, 60th, 70th percentile and proficient.)

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. Teachers develop test/quiz questions based on items that have been directly taught to students.

(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 (NECAP &/or NWEA) should have been 2nd and 3rd stanines, 20th and 30th percentile and partially proficient.)

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 classroom programs as possible. In addition, colleges and universities appreciate both the student’s desire to specialize in a discipline and take an array of courses. With so many courses to choose from, Pinkerton gives students the opportunity to accomplish both of these goals.

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 the same expectations as C level, but in a smaller setting.

(General Guidelines for 8th graders and their parents: EXPLORATION - academic grades in that particular discipline for the last two or three years should have been C-, D+, D, D-. Standardized achievement test scores (NECAP &/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 ALPS assessment. However, these classes may have many modifications built into their design. 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.)

PINKERTON ACADEMY 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
Information & Communications Technologies	1/2 credit
English	4 credits
Mathematics	3 credits, including 1 Algebra credit
Physical Sciences	1 credit
Biological Sciences	1 credit
Third Science	1 credit
US History	1 credit
US Government/Civics	1/2 credit
Economics	1/2 credit
World History, Global Studies, or Geography	1/2 credit
Health Education	1/2 credit
Physical Education	1 credit
Open Electives	7 credits
Total	22 credits

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

Individualized Diploma

The individualized diploma will be awarded to any student attending Pinkerton Academy who has successfully completed an individualized program not leading to a traditional diploma. Students have the opportunity to access classes on a modified content criteria for skill units or the student may have a blended program of credit courses and skill units. An individualized diploma 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 have either attained the age of 21 or earned a traditional diploma, whichever comes first, or until the IEP or Section 504 team has determined that the student is no longer in need of and therefore not eligible for, special education and related services.

Honors Diploma

This diploma is available to students who have achieved at the highest academic level at Pinkerton. Criteria will involve taking a certain set of courses (AP and Honors) and developing an honors project which will be reviewed by a panel of faculty. Details of the program are available from the honors program coordinator.

Adult High School Diploma

This state-approved program is designed to assist older students and students who previously withdrew to accelerate their progress toward graduation. Students in the evening school can earn one credit for a semester-long course. Students may earn credits in other ways including internships in possible career-related fields. Students may also transfer credits from Pinkerton's day program or other accredited schools. The diploma is available to students who are at least a junior and have been selected for the evening school classes in the PACE program.

Pinkerton's Requirements for an Adult Diploma

Required Subjects	Credit(s)
English	4 credits
Science	2 credits
Mathematics	2 credits, including 1 Algebra credit
Social Studies	3 credits, including: U.S. History/1 credit, Economics/1/2 credit, and Civics/1/2 credit
Computer Applications	1/2 credit
Careers	1 credit
Electives	7-1/2 credits
Total Needed to Receive Diploma =	20* credits

*See Pinkerton Academy Continuing Education (PACE) for more details.

Graduation Ceremony

Every student who meets the requirements for either an individualized, traditional, honors 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. In the case of a student who qualifies for an individualized diploma, the student will go through graduation when they have completed their educational plan as defined by a student's IEP. If a student's plan states that the student will return for the first semester of the next year, the student may participate in the graduation ceremony in June prior to completion of the plan. If the student's plan states that the student will attend Pinkerton for any part of the second semester, they must wait until June following the second semester to participate in graduation. Note: Courses taken for skill unit (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 exercise 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 in order to be considered for graduation with the Pinkerton graduating class.

CREDITS

One credit is earned by successfully completing a full-year course that meets for one 45-minute period each school day and successful completion of the assessment(s) for all course competencies. **One-half credit** is earned by successfully completing a half-year course that meets for one 45-minute period each school day and successful completion of the assessment(s) for all course competencies. **One-quarter credit** is earned by successfully completing a 9-week term course that meets for one 45-minute period each school day and successful completion of the assessment(s) for all course competencies. **Two credits** are earned by successfully completing a full-year course that meets for two 45-minute periods each school day and successful completion of the assessment(s) for all course competencies. Note: Once a student receives credit for passing a course, the student cannot re-take 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 two periods each school day. The school year is divided into TWO SEMESTERS: Semester 1 = August – January; Semester 2 = January – June

CHOOSING COURSES BY INTEREST AND ABILITY

All courses of study are open to all students, and students are urged and invited to take any course that is commensurate with your interests and abilities. If you are interested in a course, but one of your concerns is the "mostly boys" or "mostly girls" aspect, we urge you to take the course. There are a number of girls enrolled in programs such as automotive systems, horticulture, and building construction, and there are a number of boys enrolled in courses that feature topics such as family life, food preparation, nutrition, interior decorating, and independent living.

TRANSFER STUDENTS AND 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 guidance counselor to the Guidance Director who will refer the request to the Dean of Academic Affairs 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 Guidance Director and Dean of Academic Affairs. 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 who start classes at Pinkerton during the first quarter 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 quarter 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 Guidance 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 Guidance 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, 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 Guidance Department has a list of qualifying programs. Each course needs individual approval. Under normal circumstances, alternative credits are only authorized for elective courses. **Courses that are required for graduation may only be taken through alternative credits if they are being taken as make-up credits.** Credits obtained through the PACE program are not considered alternative credits. Only under rare circumstances, approved by the Headmaster, will students be allowed to take alternative credits for required classes. 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 chairs 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 guidance counselor and can only be done to make-up credit for a failed course. 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.

Make-up credit for a failed course may be obtained through courses of study in approved summer school, approved correspondence, approved on-line, or approved non-Pinkerton adult education programs. For more information, a student should contact their guidance 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. 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 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.** Courses taken through Pinkerton Academy Summer School do not count towards alternative credit. Application for alternative credit must be made through a student's guidance 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 Guidance Counselor. Credit will only be accepted from fully accredited (or one of the five other accrediting intuitions), degree granting intuitions. Credit cannot substitute for a mandatory course for graduation but can only be applied to elective credit. The student must attend the courses in person spending no more than 40% of the course time on-line. 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 Guidance 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 on a pass/fail basis and will not be counted for GPA determination. 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 Academic Affairs 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 Chester, Derry or Hampstead 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 Academic Affairs/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 Academic Affairs/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 Academic Affairs/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.
- 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 Academic Affairs/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 Chairs.

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.

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 Guidance 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.”**

INFORMATION & COMMUNICATION TECHNOLOGY (ICT) GRADUATION REQUIREMENT e-Portfolio

In compliance with the State of New Hampshire, 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 will receive a 0.25 credit on their transcript at the start of their senior year. The core subjects include the following:

- Physical Education
- Math
- Biology
- Social Studies
- English

Teachers will collect the electronic documents listed above through Edline where they will be stored in a network folder for the student. All assignments will be completed through the normal course of the class. Work placed

in the e-Portfolio will be assessed using a technology 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 office of Ms. Elizabeth Rodrick, Summer School and Recovery Coordinator. Information regarding catch-up sessions can be found on our web page, through guidance or Ms. Rodrick’s office.

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. Students must take a Pinkerton basic technology course (Computer Literacy) if their K-8 e Portfolio was not completed successfully. If the K-8 e-Portfolio was successfully completed, then all students must take any one of the courses below to obtain their half credit in technology necessary for graduation. 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.

PINKERTON ACADEMY
CLASSES THAT MEET THE COMPUTER TECHNOLOGY
CREDIT REQUIREMENT FOR GRADUATION

BUSINESS, MARKETING & MANAGEMENT CLUSTER	COMMUNICATION & INFORMATION SYSTEMS CLUSTER	INDUSTRIAL, MANUFACTURING & ENGINEERING SYSTEMS CLUSTER
<ul style="list-style-type: none"> • COMPUTER APPLICATIONS 1 • COMPUTER LITERACY • ACCOUNTING 1 AND 2 • BANKING & CREDIT AND SECURITIES AND INSURANCE • FINANCIAL PLANNING AND GLOBAL BUSINESS & FINANCE 	<ul style="list-style-type: none"> • DESKTOP PUBLISHING 1* • DIGITAL COMMUNICATIONS 1 (FORMERLY WEB PAGE DESIGN) • COMPUTER TECHNOLOGY 1 • VIDEO PRODUCTION 1 	<ul style="list-style-type: none"> • INTRODUCTION TO COMPUTER-AIDED DRAFTING • INTRODUCTION TO ENGINEERING DESIGN
MATH DEPARTMENT		
<ul style="list-style-type: none"> <li style="width: 45%;">• VISUAL BASIC.NET 1 <li style="width: 45%;">• C++ PROGRAMMING A <ul style="list-style-type: none"> • INTRODUCTION TO JAVA 		

For more information contact Tracy Untiet at tuntiet@pinkertonacademy.org

* - FOR INCOMING FRESHMEN, DESKTOP PUBLISHING MAY BE TAKEN IN PLACE OF COMPUTER APPLICATIONS 1 WITH THE RECOMMENDATION OF THE STUDENT'S 8TH GRADE COMPUTER TEACHER OR GUIDANCE COUNSELOR.

CTE Courses that meet the ICT requirement include: Computer Applications 1 (Intro Course: see above), Computer Literacy, Desktop Publishing, Digital Communications 1, Intro to Engineering Design, Intro to Computer-Aided Drafting, completion of both Accounting 1 and Accounting 2, completion of both Banking & Credit and Insurance & Securities (1/2 semester each), completion of both Financial Planning and Global Business and Finance (1/2 semester each), Computer Technology 1, Video Production 1.

MATH Courses: Visual Basic.NET 1, Introduction to Java, or C++

PINKERTON ACADEMY CONTINUING EDUCATION (PACE)

The Pinkerton Academy Continuing Education (PACE) programs are primarily designed for students who have not been successful in Pinkerton’s traditional school setting. To be accepted into the PACE programs, students should be juniors who may not graduate. PACE students are usually one or two semesters behind their classmates. Students who are admitted into the PACE program develop a customized plan to earn a regular Pinkerton Academy High School Diploma, Pinkerton Academy Adult High School Diploma or GED certificate. The plan utilizes the

vast array of traditional and alternative learning resources available to all Pinkerton students including evening courses, neighboring adult school programs, college courses, correspondence courses, internships, and the Pinkerton Academy day programs.

There are 4 options within the PACE Program. The **Evening School** offers small classes, with individualized attention in the afternoon and evening. Classes meet for 3 hours once or twice a week for 16 weeks. Students pay tuition for these courses once they reach the age of 21. The **GED Option** program prepares students to pass a set of 5 rigorous tests in English, Math, Science, Social Studies, and Writing. Students must score well on a standardized test to be admitted. Classes meet 3 times per week for 5 hours each day. The **Basic Skills (Efficiency)** classes also meet after school and feature tutorial style instruction in Reading, Writing, and Math. Students use the courses to boost their score so they can enter the GED Option or to improve in the skills they need to pass required courses. **Alternative Learning Plans** are customized programs for students who have unique educational needs. Proposals are designed by the PACE staff and approved by the Dean of Academic Affairs.

For more information, contact the PACE director at 603-437-5200 ext. 1115 or wfoye@pinkertonacademy.org.

INDIVIDUALIZED LEARNING PLAN

All students who are between the ages of 16 and 18 and who are entering the PACE program or who are considering obtaining an education outside Pinkerton Academy must develop an Individualized Learning Plan. Details of this learning plan can be obtained from the PACE Director or the Dean of Academic Affairs.

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 said 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 Graduation Requirements

Twenty-two (22) credits are required for graduation. In order for a 9th grade student to progress into the 10th grade, the student must have earned at least 5 credits prior to the start of school in September. To progress into the 11th grade, a student must have earned 10 credits prior to the start of school in September. To progress into the 12th grade, a student must have earned 16 credits prior to the start of school in September.

Credits earned at summer school are accepted toward these totals, as long as all policies regarding summer school credits are met. The following charts show a generalized four-year plan, which lists Pinkerton Academy graduation requirements and the year in which the majority of students enroll in these courses. When choosing electives, the student should carefully consider career-discovery, career-focused, and open electives for personal interest and enrichment. With the 8-period day, students must carry 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 guidance 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, for the sole purpose of improving a passing grade. 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 guidance 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.

Parents and students should be aware that a number of programs include topics that may be considered “sensitive”. Courses such as Health, Biology, Anatomy and Physiology, Parenting, and Contemporary Problems, Psychology, and Sociology 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. 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”. Any parent who would prefer that their son or daughter not participate in certain sensitive units should contact the appropriate department chair. Alternate content areas, assignments, and projects will be arranged.

SUGGESTED FOUR-YEAR COURSE SELECTION GUIDE

	<i>FRESHMAN - 9</i>	<i>SOPHOMORE - 10</i>	<i>JUNIOR - 11</i>	<i>SENIOR - 12</i>	<i>TOTAL REQUIRED FOR GRADUATION</i>
Required	English 9 (1)	English 10 (1)	English 11 (1)	English 12 (1)	4
Courses	Math (1)	Math (1)	Math (1)		3
and	Physical Science (1)	Biology (1)	Other Science (1)		3
Suggested	Am. Govt. (1/2) & Cultural Geography (1/2)	Economics² (1/2)	U.S. History (1)		2-1/2
Years They Could be Taken	Phys. Ed (1/2)	Phys. Ed. (1/2)			1
<i>(may be taken during other years)</i>		Computer Course (1/2)			1/2
		Health (1/2)			1/2
	Arts¹ (1/2)				1/2
	Electives (1-2)	Electives (1-2)	Electives (1-2)	Electives (1-2)	Electives (7)
				TOTAL	22

1) **ARTS EDUCATION Courses that meet this requirement:** Any Visual Arts, Dance, Music courses or Intro. to Drama. *(Please direct any questions concerning the Arts requirement to your counselor.)*
 If a student in any graduating year took the course Woodworking Design & Creation or Intermediate Woodworking prior to (but not including) the 2008-09 school year or Desktop Publishing, Floral Design, or Clothing prior to (but not including) the 2009-10 school year, then the course can be counted for Arts credit; however, due to a change in state standards, these courses will no longer be accepted for Arts credit if taken during or after these school years.

2) Successful completion of any Economics course, Intro. to the World of Business & Finance, Marketing and Business Management 1 or completion of the 5 Academy of Finance courses meets the Economics requirement.

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 guidance 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 for 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. Students with plans to continue their education beyond high school, whether immediately or eventually, should avail themselves of at least some of the challenges offered here.

RECOMMENDED COURSE SELECTIONS

Employment Upon Graduation

Pinkerton Academy provides a wide variety of courses to ensure that each student has the opportunity to learn and grow based on personal strengths and goals. If a student has decided not to pursue any formal education after high school, and would like to design a four year educational plan that will assist the student in preparing for entry into the work force, then it is strongly recommended that the student take advantage of courses offered in the Center for Career and Technical Education.

Two-Year Community, Junior, and Technical Colleges

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 Center for Career and Technical Education. 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.

- *4 years English*
- *Algebra 1, Geometry, Algebra 2, Finite Math with Trigonometry/Pre-Calculus or Algebra/Geometry*
- *Business or Computer Technology Electives*
- *Center for Career and Technical Education Electives*
- *Electives in the Arts*
- *Biology*
- *Journey Through Physical Science*
- *Applied Chemistry/Chemistry - Required for Health Science Related & Medical Technology Majors*
- *Physics - Recommended/Required for Architectural & Mechanical Engineering Technology*
- *Anatomy and Physiology for Health Science Fields*
- *3 years of Social Studies*

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.

Four-Year College Majors

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, history, and foreign language courses as they can academically handle throughout their high school years. If there is a specific career or training path (such as architecture, engineering, computer sciences, health care, 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.

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. 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.

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.

Business Management & Administration, Marketing, Economics, Finance, & Hospitality & Tourism

- *4 Years English*
- *4 or More Years Math*
- *Public Speaking/Creative Writing*
- *Economics*
- *Refer to Career Focused Electives*
- *3 Years Science*
- *2-4 Years Same Foreign Language*

Architecture & Construction, Science, Technology, Engineering, Mathematics & Information Technology, Physics, & Chemistry

- *When Possible: Honors & AP Courses in Math & Sciences*
- *4 Years English*
- *4 or More Years Math*
- *4 Years Science*
- *3 Years Same Foreign Language*
- *Computer Electives*
- *Fine Arts*
- *Refer to Career Focused Electives*

Health Science

- *When Possible: Honors & AP Courses in Math and Sciences*
- *4 Years English*
- *4 or More Years Math*
- *Anatomy & Physiology Electives*
- *Biology A (AP Biology, when possible)*
- *3 Years Same Foreign Language*
- *Refer to Career Focused Electives*

Note: Please be aware that certain majors require additional out-of-class work (e.g. art portfolio, volunteer hours). Also, certain majors may require additional specific course work. Please consult with your counselor for additional information.

Liberal Arts: Fine Arts, A/V Technology & Communication, Foreign Languages, History, Creative Writing, Literature, Philosophy, Psychology, & Many Others

- *4 Years English*
- *4 or More Years Math*
- *4 Years Science*
- *2-4 Years Same Foreign Language (3 years most often required)*
- *Refer to Career Focused Electives*
- *3-4 Years History/Social Studies*

Life Sciences: Biochemistry, Biology, Botany, Environmental & Agricultural Systems, Marine Biology, & Zoology

- 4 Years English*
- 4 or More Years Math*
- 4 Years Science*
- 2-4 Years Same Foreign Language (3 years most often required)*
- Refer to Career Focused Electives*

Undeclared/Undecided

4 Years English

4 or More Years Math

4 Years Science

2-4 Years Same Foreign Language (3 years most often required)

3-4 Years History/Social Studies

Electives in Arts, Open Electives

Refer to Career Focused Electives

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 foreign languages) 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.

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: The Maximum Number of Honors and AP Courses in Various Subjects.

4 Years English

4 or More Years Math

4 Years Science

4 Years Social Studies

3-5 Years Same Foreign 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.

CAREER CLUSTERS

Career Clusters prepare learners of all ages for their futures. One key to improving student achievement is to provide learners with rigorous and relevant contexts for learning. Career Clusters offer these contexts by linking school-based learning with the knowledge and skills required for continued success.

More information on Career Clusters is available at www.careerclusters.org or at our Pinkerton Academy CTE website www.pinkertonacademy.net/cte.

The Career Clusters model used at Pinkerton Academy groups the 16 nationally-recognized career pathways into six clusters. These clusters are Business, Marketing & Management; Communication and Information Systems; Environmental and Agricultural Systems; Health Sciences; Human Services and Resources; and Industrial, Manufacturing & Engineering Systems. The following two pages cross-reference Pinkerton Academy electives with the career pathway for which they are most suited. Some courses may apply to more than one cluster, but for the purpose of clarity, we have chosen the cluster most closely identified with the program.

PINKERTON ACADEMY ELECTIVES BY CLUSTER

PINKERTON ACADEMY ELECTIVES BY CLUSTERS

Dept	Course	Course #	Business, Marketing, & Management	Environmental & Agricultural Systems	Communications & Information Systems	Industrial, Manufacturing & Engineering Systems	Health Sciences	Human Services & Resources
JROTC	Aerospace Science 1-5	5000-5004	X			X		X
English	Creative Writing	160			X			
English	Interpersonal Communications	150			X			
English	Intro to Drama	190			X			
English	Intro to Journalism	163			X			
English	Media and Communications	170			X			
English	Public Speaking	191			X			
English	Sports Literature	180	X		X			
English	Yearbook Design & Prod.	5109	X		X			
Foreign Lang.	(refer to Dept. listing)							
Foreign Lang.	(refer to Dept. listing)		X	X	X	X	Latin	X
Math	AP Stats	492			X			
Math	C++	468			X			
Math	Cal/AP	488/491			X			
Math	Finite Math w/ Trig	497	X					
Math	Intro to Java	467			X			
Math	Pre-Cal	489/490			X			
Math	Pre-Calculus	489			X			
Math	Visual Basic.Net 1A	465			X			
Math	Visual Basic.Net 1B	466			X			
Fine Arts	(refer to Dept. listing)							
Fine Arts	(refer to Dept. listing)				X			
Physical Ed.	(refer to Dept. listing)						X	
Science	Anatomy & Physiology	540				X	X	
Science	Astronomy	577		X		X		
Science	Botany	520		X		X		
Science	Chemistry	570/571/573/574/575				X	X	
Science	Field Biology	539		X		X		
Science	Meteorology	576		X		X		
Science	Physics	541/543/544/542				X	X	
Social Sciences	Psychology	290, 291, 294			X			

PINKERTON ACADEMY - CTE ONLY - ELECTIVES BY CLUSTERS

PINKERTON ACADEMY - CTE ONLY - ELECTIVES BY CLUSTERS

Dept	Course	Course #	Business, Marketing, & Management	Environmental & Agricultural Systems	Communications & Information Systems	Industrial, Manufacturing & Engineering Systems	Health Sciences	Human Services & Resources
CTE	Academy of Finance courses	(refer to PA Catalog)						
CTE	Accounting I (Level A or B)	641/644	X					
CTE	Accounting II (Level A or B)	671/672	X					
CTE	Accounting II Lab	673	X					
CTE	Advanced Food Preparation	850	X					
CTE	Animal Business Management	664		X				
CTE	Animal Health & Veterinary Technology	659		X				
CTE	Applications and Innovations in Technology	732/733				X		
CTE	Architecture & Design 1 & 2	764/765				X		
CTE	Automotive Systems Technology 1 & 2	745/746				X		
CTE	Building Construction Technology 1 & 2	750/751/752				X		
CTE	Child Development	860						X
CTE	Clothing	824			X			
CTE	Computer Apps 1 (Level A or B)/Comp Literacy	681/685/684	X					
CTE	Computer Technology PC & Network	705/706			X			
CTE	Culinary Arts 1 & 2	851/852	X					
CTE	Desktop Publishing 1 & 2	638/639			X			
CTE	Desktop Publishing 3 – Critic Yearbook	640			X			
CTE	Digital Communications 1 & 2	680/683			X			
CTE	Electrical Technology 1 & 2	753/754				X		
CTE	Engineering (PLTW)	726/727/728/701/702				X		
CTE	Eras in Architecture	715				X		
CTE	Family Relationships	870						X
CTE	Foods & Nutrition	801		X				
CTE	Forestry, Environmental Studies/Outdoor Skills	747/777		X				
CTE	Health Science Technology 1 & 2	761/762/763/767					X	
CTE	Housing & Interior Design	880			X			
CTE	Independent Living	811						X
CTE	Intro to Animal Science	721		X				
CTE	Intro to Computer Aided Drafting (CAD)	716						
CTE	Intro to Electrical & Mechanical Systems	731				X		
CTE	Intro to Engineering Design	726				X		
CTE	Intro to Natural Resources	720		X				
CTE	Intro to Technical & Architectural Drawing	714				X		
CTE	Intro to Video Production	688			X			
CTE	Intro World of Bus & Finance	651	X					
CTE	Law for Everyday Living	620						X
CTE	Marketing & Business Mgmt 1 & 2	661/780	X					
CTE	Outdoor Power and Equipment	723		X				
CTE	Parenting	810						X
CTE	Skills for Living	802						X
CTE	Small Engines	725				X		
CTE	Sports & Entertainment Marketing	660	X					
CTE	Video Production 1 & 2	686/687			X			
CTE	Welding Technology 1 & 2	771/772				X		
CTE	Woodworking (see course catalog)	708/710/711/717/718				X		
CTE	Internship or Co-Op	5707/5708 or 1781/1782	X	X	X	X	X	X

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0107....Freshman English 9C1.....	68	0708....Intro to Woodworking & Construction	63
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0421....Geometry A.....	91	0164....Journalism A.....	72
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0392....Latin 4A	87	0930....Technical Theatre	82
0620....Law for Everyday Living.....	62	0970....Treble Singers (Freshmen Girls).....	79
0127....Literature & Composition 1 10C1	69	0961....Unified Arts Education.....	78
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0363....Mandarin Chinese 1A	83	0251....US History A.....	106
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0170....Media & Communication	72	0465....Visual Basic.NET1A.....	91
0576....Meteorology	100	0466....Visual Basic.NET2A.....	91
0980....Mixed Chorus.....	80	0771....Welding Technology 1	66
0981....Music Theory 1	81	0772....Welding Technology 2	66
0982....Music Theory 2	81	0974....Wind Ensemble	81
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0723....Outdoor Power Equipment Maint/Oper...	59	0231....World History A (sem 1)	104
0810....Parenting	61	0232....World History A (sem 2)	104
0988....Percussion Ensemble	80	0234....World History B (sem 1).....	104
0070....Personal Communication Enrichment 1.	109	0235....World History B (sem 2).....	104
0003....Physical Ed 1.....	94	0237....World History C (sem 1).....	105
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0014....Physical Education 8 (Unified)	96	0177....Writing for the Real World 12C (sem 1)..	73
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0260....Sociology 2A.....	106		
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Notes

COURSE DESCRIPTIONS

(by Department)

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 space programs and their impact on all facets of society; 2) becoming familiar with various types of aircraft and space 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 skills; 6) providing a foundation for cadets interested in pursuing a private pilot's license and learning survival skills; and 7) providing a broad global perspective on historical, political, economic, social, cultural, and foreign-policy issues.

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 any military service upon completion of high school. Each year, a 3-4 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.). Students are responsible for cleaning costs of issued uniforms. Successful completion of all JROTC courses (except 5000) allows the student to receive up to 9 college credits from the University of Colorado at Colorado Springs that are transferable nationwide.

Recommended for Grades 9-12

5001 AEROSPACE SCIENCE 1

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 the option of accepting and wearing the uniform at least one day each week or wearing a JROTC golf-type shirt, all provided free of charge. 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. Successful completion of this course allows the student to receive two college credits from the University of Colorado at Colorado Springs (UCCS) that are transferable nationwide.

Recommended for Grades 10-12

5002 AEROSPACE SCIENCE 2

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. Successful completion of this course allows the student to receive two college credits from the University of Colorado at Colorado Springs (UCCS) that are transferable nationwide.

PREREQUISITE: Successful completion of Aerospace Science 1 (5001).

Recommended for Grades 11-12

5003 AEROSPACE SCIENCE 3

This full-year unlevelled (1.0 credit) course examines our Earth, the moon and the planets, the latest

advances in space technology, and continuing challenges of space and manned space flight. Students are introduced to the building and firing of small rockets and, when possible, space simulation computer programs. 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. Successful completion of this course allows the student to receive two college credits from the University of Colorado at Colorado Springs that are transferable nationwide. PREREQUISITE: Successful completion of Aerospace Science 2 (5002).

Recommended for Grade 12

5004 AEROSPACE SCIENCE 4

This full-year unlevleled (1.0 credit) course provides a series of multimedia educational materials and text which focus on different regions of the world. The series provides a broad global perspective on historical, political, economic, social, cultural, and foreign-policy issues. 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 (5003) or permission required from the department chair for 12th graders. Successful completion of this course allows the student to receive two to three college credits from the University of Colorado at Colorado Springs.

Recommended for Grades 10, 11 or 12

5000 AVIATION GROUND SCHOOL

This full-year unlevleled (1.0 credit) course is an advanced, more in-depth study of the previous aerospace topics and will include a leadership education portion of Survival. This course is the foundation for students interested in pursuing a private pilot's license. When the course is completed, the student should be better prepared to take the Federal Aviation Administration (FAA) written examination. Field trips, including possible orientation flights, complement classroom work.

PREREQUISITE: Successful completion of Aerospace Science 1 (5001) and concurrent enrollment in Aerospace Science 2 (5002), Aerospace Science 3 (5003) or Aerospace Science 4 (5004) with an average of "C" or better in all Aerospace Science courses and/or permission required from the department chair.



CENTER FOR CAREER AND TECHNICAL EDUCATION (CTE)

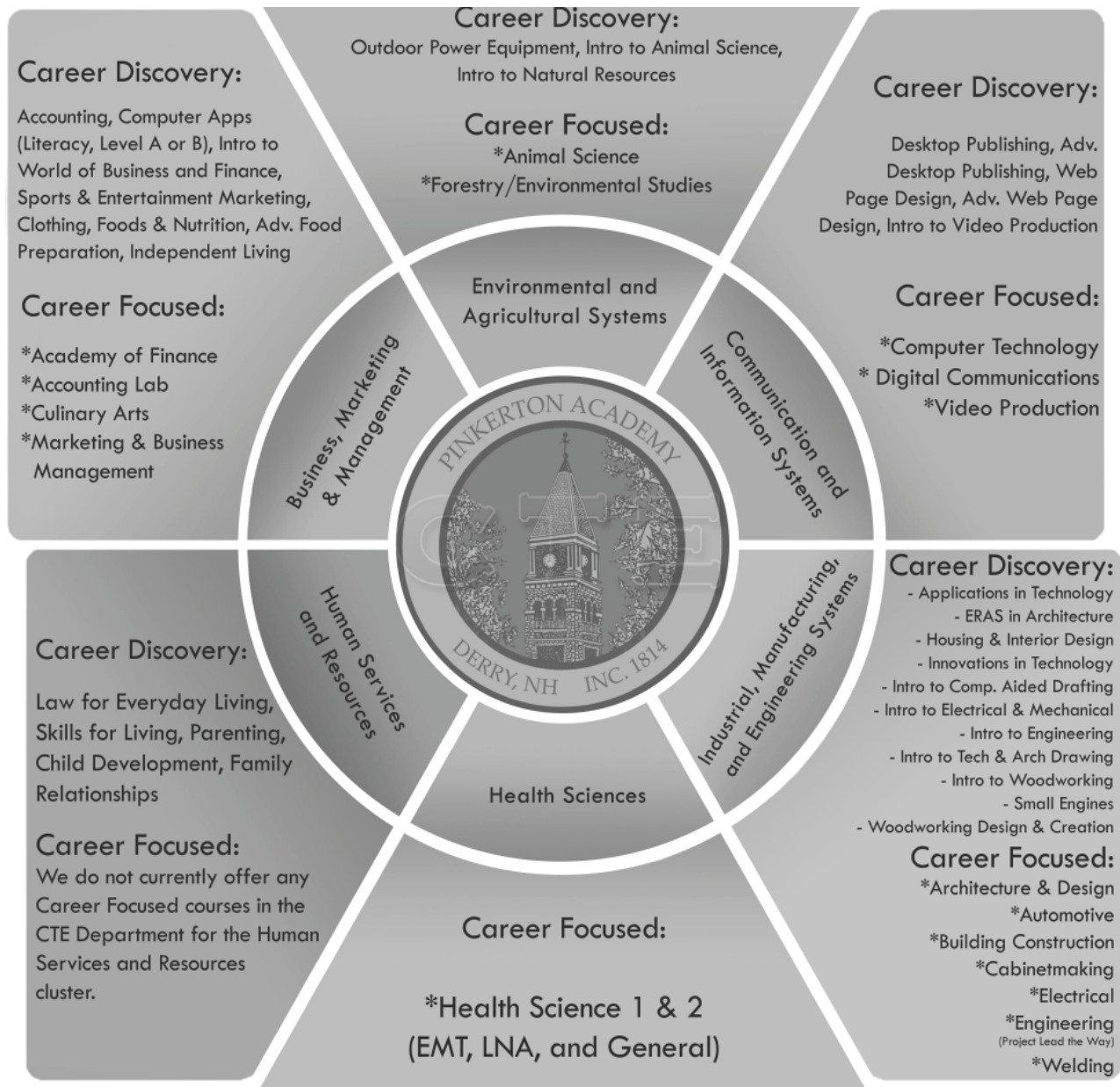
Pinkerton Academy’s Center for Career and Technical Education (CTE) is one of twenty-six regional CTE centers in New Hampshire. We are proud of our curriculum and excellent 35-member faculty and staff. Between introductory career discovery courses and in-depth career focused programs, Pinkerton’s CTE programs offer 77 different subjects per year serving more than 2700 students. Of that number, over 825 upperclassmen are enrolled in the 18 career-focused programs. Effective with the 2010-11 school year, the Family and Consumer Sciences Department merged with CTE and you will find those related courses within this section.

CTE labs are designed to simulate actual workplace environments. Students use state-of-the-art equipment, participate in school-based enterprises and Career and Technical Student Organizations (CTSO), and perform competencies that are aligned with industry standards. Additionally, students are eligible to participate in a variety of workplace learning opportunities.

ORGANIZATION OF CTE COURSE DESCRIPTIONS IN THIS CATALOG

CAREER CLUSTERS

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 Cluster to better match classes to a student’s career interests. Detailed information on Career Clusters can be found at www.careerclusters.org.



CAREER CLUSTERS AT PINKERTON ACADEMY:

Business, Marketing & Management

Communication & Information Systems

Environmental & Agricultural Systems

Health Sciences

Human Services & Resources

Industrial, Manufacturing & Engineering Systems

USING A 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. A complete CPPOS (Career Pathway Plan of Study) for each career-focused program is shown on the CTE website at www.pinkertonacademy.net/cte. In this catalog we will show an abbreviated portion of the form that pertains to the applicable Career Cluster.

CAREER DISCOVERY COURSES

Career Discovery courses are open to all students but are recommended for 9th and 10th graders. Freshmen and sophomores are encouraged to elect a number of the introductory, career-discovery courses outlined below to take advantage of the opportunity to explore, experience, and measure personal interest and aptitude. Most students find that these courses provide a good foundation for the advanced level, career-focused programs that are available at the 11th and 12th grade levels (in some cases to 10th graders).

CAREER FOCUSED PROGRAMS

Career Focused programs are available primarily to 11th and 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 two periods per day for two years. 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 in the “Center for Career and Technical Education Program Selection Guide” which will be distributed to underclassmen in early January and will also be available in the CTE and guidance offices, as well as on the CTE website – www.pinkertonacademy.net/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 a registration form to enroll in the first year of certain career-focused programs. Registration forms are found in the front of the CTE Program Selection Guide, on the CTE website and in the CTE office. Early enrollment for the next school year begins when the CTE guides are distributed and ends before February vacation. Some programs fill up, so register early. See the CTE office staff for enrollment criteria, requirements and information.

EARN COLLEGE CREDIT!

Several CTE programs have “Running Start” and articulation agreements with colleges and universities including Rivier, the NH Community College system, Southern New Hampshire University, and more. Through the “Running Start” program of the NH Community College system, students have the opportunity to earn college credit in addition to regular high school credit. Credits are transferable to many colleges and universities throughout the country. **Students can earn college credit in the following Career & Technical Education and Math courses:**

Accounting 1A & B and 2A & B

Automotive Systems Technology 2

Computer Applications 1A

Computer Programming: C++ and Visual Basic

Digital Communications 1

Engineering (PLTW)

Health Science Technology 1

Marketing & Business Management 1

Video Production 2

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

INFORMATION AND COMMUNICATION TECHNOLOGY (ICT) GRADUATION REQUIREMENT

Some courses in CTE and mathematics meet the ICT graduation requirement, as stated in this catalog. The eligible courses will have a bolded statement in the description that states: "This course fulfills the technology graduation requirement." Many students will choose the Computer Applications option below, as the course provides strong, transferrable skills needed in any academic or workplace environment.

684 COMPUTER LITERACY (Portfolio Recovery)

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. Units of instruction will include Word, Excel, and PowerPoint. Keyboarding technique will be ongoing. **This course fulfills the 0.5 credit technology graduation requirement.**

685 COMPUTER APPLICATIONS 1B

This half-year (0.5 credit) course combines basic and intermediate computer skills needed for college work or personal use and will serve as the first step to the successful use of computer technology. Units of instruction will include Word, Excel, PowerPoint, Publisher, and Adobe software using project-based learning. Reinforcement of keyboarding technique, speed, and accuracy will be ongoing. **This course fulfills the 0.5 credit technology graduation requirement.**

681 COMPUTER APPLICATIONS 1A

This half-year (0.5 credit) Running Start course is **recommended for students enrolled in A-level English classes** as this accelerated course requires strong reading comprehension in a self-directed curriculum. The course covers the same competencies as Computer Applications 1B except at a faster pace and in greater depth. It is recommended that A-level students who understand Office take Desktop Publishing 1 as their graduation requirement. Transfer students should ask their Guidance Counselor for assistance with appropriate placement for the above courses.

This course fulfills the 0.5 credit technology graduation requirement.

BUSINESS, MARKETING and MANAGEMENT

CAREER DISCOVERY ELECTIVES

Students must complete 0.5 credits in economics for graduation which can be obtained by taking the economics courses in social studies (216, 217, 218 or 219) or through the CTE courses - Marketing and Business Management (661), Introduction to the World of Business and Finance (651) or completing the entire Academy of Finance program (5 courses).

641 ACCOUNTING 1A

This full-year (1 credit) Running Start course is designed to explain and apply accounting principles for a proprietorship and a partnership. Students learn to journalize and post daily transactions, prepare financial statements, and close a ledger at the end of the fiscal period. Students will prepare payroll records that include taxes and deductions. In addition, computer application of accounting principles is an essential part of the course. Case studies and business ethics are integrated using critical thinking activities and computer skills. Students will be creating and enhancing an electronic portfolio throughout the year. Students will also be introduced to Peachtree Accounting software. This course is required of Academy of Finance students and is helpful and appropriate for all students whether their interests are personal or business related.

PREREQUISITE: An average of 80 or better in Algebra 1A, 85 or better in Algebra 1B, or permission from the CTE Director.

644 ACCOUNTING 1B

This full-year (1 credit) Running Start course covers the same competencies as Accounting 1A, except at a slower pace and in less depth. This course is required of Academy of Finance students and is helpful and appropriate for all students whether their interests are personal or business related.

PREREQUISITE: An average of 70 or better in Algebra 1A, 1B, or 1C (417) with permission from your math instructor or CTE Director.

671 ACCOUNTING 2A

This full-year (1 credit) Running Start course is designed to be an extension of Accounting 1A. It expands upon

the basic accounting principles, concepts, and procedures learned in Accounting 1. Business terms, language, forms and reports will constitute the core of the course with an emphasis on computer generated forms and journals. Analysis and interpretation of accounting reports, case studies, ethics, and critical thinking skills will be incorporated throughout this course. Topics that will be covered include: departmentalized accounting systems, payroll, plant assets and depreciation, uncollectible accounts, accruals, corporate, management, stocks and bonds, and cost accounting as well as an automated simulation and the expansion of an e-portfolio created in Accounting 1A. Students will also use Peachtree Accounting software. This is a required course for Academy of Finance students and is helpful and appropriate for all students whether their interests are personal or business related.

This course fulfills the 0.5 credit technology graduation requirement.

PREREQUISITE: Accounting 1A with an average of 80 or better and permission from the Accounting 1 instructor.

672 ACCOUNTING 2B

This full-year (1 credit) Running Start course covers the same competencies as Accounting 2A, except at a slower pace and in less depth. This course is required of Academy of Finance students and is helpful and appropriate for all students whether their interests are personal or business related. **This course fulfills the 0.5 credit technology graduation requirement.**

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

811 INDEPENDENT LIVING

This half-year (0.5 credit) course concentrates on helping students understand their responsibilities when living on their own. It helps them to acquire life skills and become educated consumers by managing resources, setting goals, preparing for a job, renting an apartment, purchasing insurance and automobiles, handling finances through appropriate credit card and bank usage, and learning to shop wisely.

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

674 BANKING AND CREDIT

This half-year (0.5 credit) course will introduce students to the principles and practices of banking and credit. Students will learn the major functions of banks and other depository institutions, in-house operations and procedures, central banking through the Federal Reserve System and modern trends in the banking industry. The credit component provides an overview of credit functions and operations including credit risk evaluation, loan creation and debt collection. In addition, students will complete various internet projects and activities, and learn about careers in the banking industry. Students will develop an e-portfolio of their best work, to be used as a resource when pursuing their future goals. Completion of both Banking and Credit, and Securities and Insurance **fulfills the 0.5 credit technology graduation requirement.** NOTE: This is a required course for Academy of Finance students and it is open to all others as a course elective. Registration for the AOF program is required through the CTE Office. No registration or prerequisite is necessary for those taking this course as an elective.

675 SECURITIES AND INSURANCE

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. Completion of both Banking and Credit, and Securities and Insurance **fulfills the 0.5 credit technology graduation requirement.** NOTE: This course is required for Academy of Finance students and is open to all others as an elective. Registration for the AOF program is required through the CTE Office. No registration or PREREQUISITE is necessary for those taking this course as an elective.

676 FINANCIAL PLANNING

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. **Completion of both Financial Planning and Global Business & Finance fulfills the 0.5 credit technology graduation requirement.** NOTE: This is a required course for Academy of Finance students during the second year of the program and is open to juniors and seniors as an elective.

677 GLOBAL BUSINESS AND FINANCE (Formerly International Business)

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. **Completion of both Financial Planning and Global Business & Finance fulfills the 0.5 credit technology graduation requirement.** NOTE: This is a required course for Academy of Finance students during the second year of the program and is open to juniors and seniors as a CTE elective.

801 FOODS AND NUTRITION

This half-year (0.5 credit) course concentrates on nutrition information to help students choose foods that promote wellness. Participation in the classroom lab experience is essential to success. The food lab component gives experience in: understanding and using a variety of recipes, safe and efficient use of kitchen equipment, planning to provide effective use of time, working as a team, using meal management skills, and demonstrating effective use of table etiquette.

850 ADVANCED FOOD PREPARATION

This half-year (0.5 credit) course provides students with practical experience in using recipes, completing market orders, preparing and serving a variety of foods, determining nutritive value, and displaying proper table manners. Students, through working with a variety of foods, learn buying and storing tips, nutrition information, and cooking principles.

PREREQUISITE: Grades 10, 11, or 12 and completion of Foods and Nutrition with a minimum grade of 70 or permission from the CTE Director.

824 CLOTHING

This half-year (0.5 credit) course introduces the student to fashion sewing. It is designed for students who have an interest in the field of design, textiles and clothing construction. Through completion of at least one sewing project, students learn sewing skills and techniques, proper use of sewing equipment and fundamentals of selecting patterns and fabrics. To complete the one required clothing construction project, students must purchase an appropriate pattern, fabrics and notions.

651 INTRODUCTION TO THE WORLD OF BUSINESS & FINANCE

This half-year (0.5 credit) course is for students who are considering being entrepreneurs or who want to learn about all aspects of the business industry. This project-based course will give students a taste of accounting, marketing, merchandising, inventory, managing, advertising, finance and technology. Students will have the opportunity to learn through the use of hands-on projects and Internet research activities, as well as having the opportunity to plan, set up and run a small business on campus. 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 Finance, Accounting or Marketing programs. NOTE: In order to complete the entire marketing program, students must successfully pass the following courses: Intro to the World of Business and Finance, Sports and Entertainment Marketing, Marketing 1, and Marketing 2 with lab. **This course fulfills the Economics graduation requirement.**

661 MARKETING AND BUSINESS MANAGEMENT 1 (single period course)

This full-year (1 credit) Running Start 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 participating in DECA at the local, state or national level. NOTE: In order

to complete the entire marketing program, students must successfully complete the following courses: Intro to the World of Business and Finance (651), Sports and Entertainment Marketing (660), Marketing 1 (661), and Marketing 2 with lab (780). **This course fulfills the Economics graduation requirement.**

660 SPORTS AND ENTERTAINMENT MARKETING

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. NOTE: In order to complete the entire marketing program, students must successfully pass the following courses: Intro to the World of Business and Finance, Sports and Entertainment Marketing, Marketing 1, and Marketing 2 with lab.

CAREER FOCUSED PROGRAMS

See the complete CPPOS for these programs at www.pinkertonacademy.net/cte

Career Focus	Grade 9	Grade 10	Grade 11	Grade 12
Academy of Finance		Accounting 1 <i>and/or</i> Banking & Credit (Gr. 10 or 11)	Accounting 1 <i>and</i> Banking & Credit <i>and</i> Securities & Insurance (Summer Internship)	Financial Planning <i>and</i> Global Business
Accounting		Accounting 1	Accounting 2	Accounting 2 Lab
Culinary	Intro to Foods & Nutrition	Advanced Foods	Culinary Arts 1	Culinary Arts 2
Digital Communications	Computer Applications <i>or</i> Desktop Publishing 1	Desktop Publishing 1 <i>or</i> 2 <i>and</i> Digital Communications 1	Desktop Publishing 2 <i>and</i> Digital Communications 2	Desktop Publishing - Critic <i>and</i> Intro to Video Production
Marketing	Intro to World of Business & Finance <i>or</i> Economics (Gr. 10)	Sports & Entertainment Marketing	Marketing & Business Management 1	Marketing & Business Management 2

ACADEMY OF FINANCE (Member of the National Academy Foundation)

The Academy of 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 course work, a paid summer internship, 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 AOF program is designed as a two-year program but students may opt to spread it out over a three-year period beginning their sophomore year by taking Accounting 1 and/or Banking and Credit.

Successful completion of the Academy of Finance program fulfills the Economics graduation requirement. Students must take all five AOF courses to complete the program. (Refer to the chart above for full listing of AOF courses.)

673 ACCOUNTING 2 LAB

This full-year (1 credit) course is designed as a project-based and hands-on practical 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), CTE Student Activities, and various other services provided at the Academy. Students complete all work using Peachtree Accounting software. Students will develop accounting knowledge and work-related skills necessary to be successful in the business/accounting field. Enrollment is capped; therefore, preference for acceptance is given to seniors who have completed the Accounting 2 class. The remaining slots will be chosen on a point system (ex: GPA, Accounting grades, etc.) PREREQUISITE: 1) Successful completion of Accounting 1 and permission from the Accounting instructor.

2) Successful completion of, or concurrent enrollment in, Accounting 2. Registration through the CTE Office is required.

780 MARKETING AND BUSINESS MANAGEMENT 2 (1 period class/1 period lab)

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. All marketing students have the opportunity to develop leadership skills through participating in DECA at the local, state or national level. NOTE: In order to complete the entire marketing program, students must successfully pass the following courses: Intro to the World of Business and Finance, Sports and Entertainment Marketing, Marketing 1, and Marketing 2 with lab.

PREREQUISITE: Successful completion of Marketing and Business Management 1 (661) and permission from the CTE Director.

851 CULINARY ARTS 1 (double period)

In this full-year, (2 credit) course students will develop skills in preparing a variety of foods for a full service restaurant and catered events. The food items will include, but are not limited to, appetizers, soups, salads, salad dressings, sandwiches, entrees and desserts. Students will also learn culinary techniques, background information, history and vocabulary. Specific topics to be covered are sanitation, safety, knife skills, small and large equipment identification and use, and proper moist and dry cooking techniques. Students will be required to participate in a minimum of six catered functions. All students will be required to purchase an appropriate uniform including shoes, pants, and chef jackets. The approximate cost of these items is \$150.

PREREQUISITE: Successful completion of Foods and Nutrition or Advanced Foods with a grade of 75 or better. Registration through the CTE Office is required.

852 CULINARY ARTS 2 (double period)

In this full-year, (2 credit) program, students will run all aspects of a full-service restaurant, both front and back of the house. Front of the house positions will include host/hostess, waiter/waitress, and cashier. Back of the house positions will include prep cook, line cook, expeditor, sous chef, and pastry chef. Specific topics to be covered are customer service, purchasing, cost control, menu planning, training, scheduling, and management skills. Every student will contribute to writing menus and participate in managing catered functions. At times, the restaurant business/classroom can be a stressful environment. Every effort is made to accommodate students' needs during this "real world experience." A minimum of six catered events must be attended. Skills acquired in this program should enable the student to successfully transition to the world of work or to a culinary college. Excellent attendance is critical for success. All students are required to purchase an appropriate uniform.

PREREQUISITE: Successful completion of Culinary Arts 1 and permission from the CTE Director.

COMMUNICATION and INFORMATION SYSTEMS

CAREER DISCOVERY ELECTIVES

638 DESKTOP PUBLISHING 1 (formerly Desktop Publishing)

This half-year (0.5 credit) course will introduce students to layout and design principles and marketing concepts of desktop publishing. Students will gain valuable hands-on experience in creating conceptual designs including typography, colors and graphics in preparing publications. Students will learn to use Adobe Illustrator, InDesign, and Photoshop. This is a project-based class designed to showcase the students' creativity. **This course fulfills the 0.5 technology credit required for graduation.**

639 DESKTOP PUBLISHING 2 (formerly Advanced Desktop Publishing)

This half-year (0.5 credit) course gives students hands-on experience in the production of professional looking publications such as flyers, banners, handouts, newsletters and other types of printed materials using Adobe Illustrator, Adobe Photoshop and Adobe InDesign. Emphasis will include the legal use of photographs, charts, clipart and logos when designing publications. Students will gain an appreciation of artistic design and creative expression involved in desktop publishing.

PREREQUISITE: Successful completion of Desktop Publishing 1.

**640 DESKTOP PUBLISHING–CRITIC YEARBOOK MARKETING & DESIGN
(formerly Business Technology)**

In this full-year, single-period (1.5 credits) course students will experience project-based learning with the development of the Critic yearbook by working with businesses to design their ads for the yearbook. **Students are required to perform a minimum of 75 hours of additional work outside of normal classroom time.** Students will experience real world activities through the Digital Communication services offered to the faculty and the community. Students will also enhance skills in word processing, spreadsheet/database, PowerPoint, develop human relations and personal development skills, create a career e-portfolio. Students will have the option to obtain Microsoft Office Specialist (MOS) certification.

PREREQUISITE: Successful completion of at least one of the following courses: Desktop Publishing 1 or Digital Communication 1 and junior or senior status. Registration through the CTE Office is required.

680 DIGITAL COMMUNICATIONS 1 (formerly Intro to Web Site Design)

This half-year (0.5 credit) Running Start course provides students with a major emphasis on the principles and design of a website as well as advanced internet skills and techniques. Students will learn how to visualize and design a web page before creating one. Students will learn HTML, CSS, and basic JavaScript. Students will be using the latest version of Adobe Design Premium software to design, code, create, format and edit web pages. **This course fulfills the 0.5 technology credit required for graduation.**

683 DIGITAL COMMUNICATIONS 2 (formerly Advanced Web Site Design)

This half-year (0.5 credit) course will expand on the process of developing, coding and maintaining a web page. Students will learn the advantages and disadvantages of different coding techniques such as JavaScript, HTML, CSS and DHTML. Emphasis will be placed on what it takes to create a full-scale website for a client and how to properly maintain the site. Students will learn how to create images, banners and advertisements designed specifically for the web. Programs used: Adobe Design Premium – Illustrator, InDesign, Flash, Dreamweaver, and Fireworks.

PREREQUISITE: Successful completion of Digital Communication 1.

688 INTRODUCTION TO VIDEO PRODUCTION

This half-year (0.5 credit) course is designed for students who would like to explore the field of video production and learn more about how television is produced. Students will be exposed to the basic concepts of videography to include: camcorder operation, lighting and audio. Post-production instruction will include: non-linear editing, audio sweetening, graphics, transitions and simple effects. Studio instruction will also be included: students will perform all studio tasks from director, to talent, audio, floor manager, switcher, robotics and lighting. Job opportunities as well as the future of video will be discussed. Students will be working individually and cooperatively on a series of video projects. Students who desire a career in communications should take this course.

CAREER FOCUSED PROGRAMS

705 COMPUTER TECHNOLOGY 1 – PC HARDWARE (double period)

This full-year (2 credit) program, the first half of a 2-year program, is focused on PC operating systems and hardware configuration, installation and maintenance. Students will work in a fully-equipped, state-of-the-art lab to develop the skills to configure and install hardware components in a PC system as well as to troubleshoot and diagnose hardware problems. The course will also include an introduction to Windows and UNIX operating systems from the technician’s point of view, which will be the focus of the second year of the program. The desired outcome of this course is for the student to be prepared to take the A+ certification test. **This course fulfills the 0.5 technology credit required for graduation.** NOTE: Registration through the CTE Office is required.

See the complete CPPOS for these programs at www.pinkertonacademy.net/cte

Career Focus	Grade 9	Grade 10	Grade 11	Grade 12
Computer Technology		Computer Technology 1 - PC Hardware (Gr. 10 or 11)	Computer Technology 1 - PC Hardware or Computer Technology 2 - Network Systems	Computer Technology 2 - Network Systems
Video Production		Intro to Video Production	Video Production 1	Video Production 2

706 COMPUTER TECHNOLOGY 2– NETWORK SYSTEMS (double period)

The focus in the second-year (2 credit) of this program is on network systems. The demand for network technicians is growing tremendously and exciting career opportunities in this field of information technology abound. Students will acquire a solid foundation in network topology, routing and switching theory, and basic

network design. Students will then design, install, and maintain a local area network within the lab. The LAN will provide students with experience in monitoring overall network operation, troubleshooting basic problems, and implementing administrative functions. The desired outcome of this course is for the student to be prepared to take the Network certification test.

PREREQUISITE: Successful completion of Computer Technology 1-PC Hardware (705) and the permission from the CTE Director.

686 VIDEO PRODUCTION 1 (double period)

This full-year (2 credit) program will provide the student videographers an opportunity to further enhance their television skills. Non-linear editing skills will be expanded with more in-depth exploration of Final Cut Pro and Avid software. More attention will be paid to lighting and post production. Students will take on more responsibility in coordination of group projects. Emphasis will be placed on planning and organizational skills to include storyboarding and script writing. Students will learn the importance of planning ahead and meeting deadlines. **This course fulfills the 0.5 technology credit required for graduation.**

PREREQUISITE: Successful completion of Intro to Video Production (688) with a grade of 85 or better, or permission from the CTE Director. **NOTE:** Registration through the CTE Office is required.

687 VIDEO PRODUCTION 2 (double period)

This full-year double-period (2 credit) program is for the serious video production student who is interested in pursuing a career in media production. In this course students will use Cinema quality production equipment, 1080P HD cameras, lighting equipment, high end microphones, and professional editing software to produce projects for local cable television, film festivals, and competitions. Students will often fill the roles of producer and or director, discovering what it takes to create their own independent films. The business side of the film making industry will be explored as students discover what steps need to be taken to fund and produce an independent film project or start and maintain a professional production company. This class will help to prepare students for video production beyond high school creating portfolios and reels for college and careers in the video / television industry. Many will have an opportunity to exam and become Apple Certified Professional editors, their names added to the professional registry searched by industry companies looking to hire editors.

PREREQUISITE: Successful completion of Video Production 1 (686) and permission from the CTE Director.

ENVIRONMENTAL and AGRICULTURAL SYSTEMS

CAREER DISCOVERY ELECTIVES

721 INTRODUCTION TO ANIMAL SCIENCE

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.

720 INTRODUCTION TO NATURAL RESOURCES

This half-year (0.5 credit) course is designed to give a hands-on introduction to students considering a career in natural resource management. In this course students conduct field studies involving soil, trees, plants, animals and ecosystems and explore how new technologies and approaches can help us make better, more responsible use of them. Global issues and new technologies are explored, both indoors and outdoors. Students must enjoy outdoor learning activities and be willing to engage in safe, productive work outside of the formal classroom setting.

723 OUTDOOR POWER EQUIPMENT MAINTENANCE & OPERATION

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

PREREQUISITE: Successful completion of Small Engines (725) or permission from the CTE Director.

See the complete CPPOS for these programs at www.pinkertonacademy.net/cte

Career Focus	Grade 9	Grade 10	Grade 11	Grade 12
Animal Science	Intro to Animal Science (Gr. 9 or 10)	Intro to Animal Science	Animal Business Management	Animal Health & Veterinary Technology
Natural Resources	Intro to Natural Resources (Gr. 9 or 10)	Intro to Natural Resources	Forestry Technology or Environmental Studies/Outdoor Skills	Forestry Technology or Environmental Studies/Outdoor Skills

664 ANIMAL BUSINESS MANAGEMENT

In this full-year (1 credit) course students will learn to manage a successful grooming business, Pinkerton Pet Palace, as well as learning how to use software used in veterinarian offices and grooming businesses. Students will become proficient in learning how to properly operate a veterinarian or grooming office and keep proper records and accounts.

PREREQUISITE: Successful completion of Introduction to Animal Science (721) with a grade of 85 or better, or permission from the CTE Director. **NOTE:** Registration through the CTE Office is required.

659 ANIMAL HEALTH AND VETERINARY TECHNOLOGY (double period)

This full-year (2 credit) course 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 Nutrition, Animal Diseases, Animal Welfare Ethics and Treatment, Animal First Aid, Animal Grooming Operation, Veterinary Technology skills and terminology, FFA and All Aspects of Industry. Classroom lab animals will be used to gain valuable skills needed to advance in the industry.

PREREQUISITE: Successful completion of Animal Business Management (664) with a grade of 80 or better, and permission from the CTE Director.

747 FORESTRY TECHNOLOGY (double period)

This full-year (2 credit) active-learning program is designed to develop the skills, knowledge, and attitude necessary for pursuing a successful career in forestry, environmental science and natural resource conservation. Topics include tree identification, protecting forests from diseases, insects and fire, surveying, wildlife management, ecology, timber harvesting and reforestation, urban forestry/arboriculture, measurement and marketing of forest products, NH timber harvesting laws, public relations, sustainable forestry, outdoor recreation, responsible management practices, and outdoor career opportunities. Students must enjoy outdoor activities and be willing to engage in safe, productive learning outside the classroom. Unique opportunities exist through use of the program's 66-acre Forsaith Forest Area in Chester, our own Christmas tree farm, a firewood business, and one of the few operating sugar houses in the area. **NOTE:** Introduction to Natural Resources is NOT a prerequisite for this course. **NOTE:** Registration through the CTE Office is required.

777 ENVIRONMENTAL STUDIES/OUTDOOR SKILLS (double period)

This full-year (2 credit) program is designed for students interested in the environmental sciences and natural resource management. Active learning and hands-on activities assist the student to better understand and work in outdoor environments. Topics include plant and wildlife studies, habitat types, weather patterns, outdoor recreation and ecotourism, conservation and protection of natural resources, ecology, open space preservation, environmental ethics and legal responsibilities, wetland studies, resource management organizations and agencies, invasive species, natural history of New England, and outdoor career opportunities. The student will also develop the skills and attitude necessary to function successfully in an outdoor setting. Outdoor skills include map, compass, and GPS use; knots; snowshoeing; first aid; survival training; low-impact hiking and camping techniques; outdoor equipment selection and use; and backcountry travel and safety. Special emphasis is placed upon dealing with weather-related dangers, insect pests, terrain hazards, poisonous plants, and recognizing unsafe situations. The student will participate in the New England tradition of making maple syrup by helping to operate the Academy's sugar house. Development of the Forsaith Forest Nature Trail in Chester is also an ongoing class activity. The student must enjoy outdoor activities and be willing to engage in safe, productive learning outside the classroom. Registration through the CTE Office is required.

HEALTH SCIENCES

CAREER FOCUSED PROGRAMS

See the complete CPPOS for these programs at www.pinkertonacademy.net/cte

761 HEALTH SCIENCE TECHNOLOGY 1 (double period) – recommended for Junior Year

This full-year (2 credit) course 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, preventative 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 Health Occupations Students of America (HOSA).

PREREQUISITE: Grade of 75 or better is required in Biology levels A or B, or 85 or better in Biology C. **NOTE:** Registration through the CTE Office is required.

HEALTH SCIENCE TECHNOLOGY 2 (double period) – recommended for Senior Year

This full-year (2 credit) program 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.

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:

- 762 Emergency Medical Services (EMT-B)**
- 763 Licensed Nurse Assistant (LNA)**
- 767 General Health Care**

Students completing EMT-B or LNA will have the opportunity to take the state licensure/certification exam. Students also have the opportunity to earn 3 college credits in Medical Terminology and 2 in Exercise Science through NH Community College System “Running Start” program. This college transcript is transferable to most colleges.

REQUIREMENTS: A **non-refundable** lab fee of \$60.00 is due at the start of the class. Students are also responsible for purchasing course text, workbooks (if applicable), uniforms, and for providing updated immunization/physical records.

PREREQUISITE: Successful completion of Health Science Technology 1 and permission from the CTE Director.

HUMAN SERVICES & RESOURCES

CAREER DISCOVERY ELECTIVES

802 SKILLS FOR LIVING

This half-year (0.5 credit) course teaches skills that are useful in everyday life. Course topics include values, goals, decision-making, communication, relationships, nutrition, clothing care and selection, and responsible caregiving of children.

PREREQUISITE: Grades 9 or 10, or with permission from the CTE Director.

810 PARENTING

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 (860).

PREREQUISITE: Grades 10, 11 or 12; or with permission from the CTE Director.

860 CHILD DEVELOPMENT

This half-year (0.5 credit) course is built on a combination of theoretical information and practical application to insure that the knowledge gained can be put to use. Since child development includes physical maturation and social, emotional, and intellectual growth, there is emphasis on the interaction between all areas of development. A four-week practicum where students run an on-campus preschool is an integral component of the course, which builds both appropriate attitudes and skills.

PREREQUISITE: Grades 10 or 11, or with permission from the CTE Director.

870 FAMILY RELATIONSHIPS

This half-year (0.5 credit) course enables students to increase understanding of themselves and their relationships. Students develop skills necessary for effective interactions with others. They also learn about family life-styles, facing family challenges, building strong relationships, and maintaining successful marriages.

PREREQUISITE: Grades 11 or 12; or with permission from the CTE Director.

620 LAW FOR EVERYDAY LIVING

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 and sophomores.

INDUSTRIAL, MANUFACTURING and ENGINEERING SYSTEMS

CAREER DISCOVERY ELECTIVES

732 APPLICATIONS IN TECHNOLOGY

This half-year (0.5 credit) course focuses on developing the critical skills of problem-solving, decision-making, and working both independently and cooperatively. A hands-on, applied approach to solving problems is used to understand the impact of technology on our lives. Through the use of LEGO Labs and Fishertechnics, students will construct simple and complex machines and conduct experiments in production, manufacturing, communications, and transportation systems. This course is recommended for those students with an interest in technical or engineering careers.

733 INNOVATIONS IN TECHNOLOGY

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 design, weld, solder, drill, and tap. Sheet metal work and metal lathe work are also included. The hands-on activities explore today's technologies and the impact they have on all aspects of our daily lives.

714 INTRODUCTION TO TECHNICAL & ARCHITECTURAL DRAWING

This half-year (0.5 credit) course will give students the technical drawing skills necessary to effectively communicate ideas. The course begins with basic sketching and board drafting techniques including the construction of orthographic and isometric images then moves on to architectural drafting where layout of a floor plan and an elevation will occur. During the last third of the course, introduction of AutoCAD software and completion of two-dimensional drawing takes place.

880 HOUSING AND INTERIOR DESIGN

This half-year (0.5 credit) course helps students understand and work with the principles involved in housing. It explores concepts of human housing needs, values, and decisions. Through in-depth projects, students examine architectural styles and trends and the principles of designing home interiors.

PREREQUISITE: Grades 11 or 12 or with permission from the CTE Director.

715 ERAS IN ARCHITECTURE

This half-year (0.5 credit) course is designed for those students interested in expanding their knowledge of architectural design. Students will learn about various facets of American residential architecture through drawing and design. The course will emphasize a particular period in American Architecture (Victorian Era c.1840 – 1910) providing the students with an opportunity to design a reproduction Victorian style home and create a basic set of drawings. Formerly taught as a paper and pencil course, Eras in Architecture will be a computer-aided design course using the latest AutoDesk design software and recommended for students who have completed one year of the Architecture and Design program.

PREREQUISITE: Successful completion of Intro to Technical & Architectural Drawing (714) or permission from the instructor or CTE Director.

716 INTRODUCTION TO COMPUTER-AIDED DRAFTING (IntroCAD)

This half-year (0.5 credit) course is designed for those students who have a desire to learn computer-aided drafting. This extension to the pencil-and-paper introductory drafting course 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. **This course fulfills the 0.5 technology credit required for graduation.**

726 INTRODUCTION TO ENGINEERING DESIGN (1 credit – 1 period – full year)

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 *Inventor* software to create product solutions. Various design applications will be explored with discussion of possible career opportunities. (NOTE: Although intended for sophomores, freshmen in Algebra 1A may be eligible for early admission. Call the CTE office for further information.) **This course fulfills the 0.5 technology credit required for graduation.**

731 INTRODUCTION TO ELECTRICAL AND MECHANICAL SYSTEMS

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

725 SMALL ENGINES

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.

WOODWORKING PROGRAM: Pinkerton Academy has broadened the scope of this program to enable students to pursue two career pathways. Many students will continue to take woodworking solely as a personal enrichment elective while others will use the experience as an introduction to either the Building Construction Technology pathway or the Architectural Millwork Pathway. Information about these two career pathways will be distributed and discussed with the students in the Introduction to Woodworking (708) and Design and Creation (710) courses. Some costs for raw materials might be incurred for certain woodworking courses.

708 INTRODUCTION TO WOODWORKING AND CONSTRUCTION

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 woodworking and building construction. Students will complete a series of required projects in which they will learn how to select material and perform the operations to complete a finished project. This course is designed for students interested in woodworking as well as the Building Construction Technology program. **PREREQUISITE:** A student may NOT take both 708 and 710.

710 WOODWORKING – DESIGN AND CREATION

The pace of this half-year (0.5 credit) competency-based woodworking course is accelerated, and the project requirements are expanded beyond that of Introduction to Woodworking and Construction. Students will work with a variety of tools and machines to design and create a number of projects. **PREREQUISITE:** This course is recommended for students enrolled in Algebra or Geometry. A student may NOT take both 708 and 710.

711 INTERMEDIATE WOODWORKING

This half-year (0.5 credit) course expands upon the fundamental concepts and skills covered in Introduction to Woodworking and Woodworking-Design and Creation. Students will select projects from the following areas of woodworking: wood turning, furniture construction, novelty item fabrication, finishing, and hand-tool specialties.

PREREQUISITE: Successful completion of Introduction to Woodworking and Construction (708) or Woodworking Design and Creation (710), and recommendation of the instructor.

717 THE BUSINESS OF WOODWORKING

This half-credit (0.5 credit) course is designed to accommodate a student's specific career interest in the millwork and cabinetry career pathway. Students will design, produce, and market a variety of products. Students will learn about small business operations while working both independently and in small groups.

PREREQUISITE: Successful completion of Introduction to Woodworking or Woodworking Design and Creation and the recommendation of the instructor.

718 ADVANCED WOODWORKING

This half-credit (0.5 credit) is designed to allow a student's creative and artistic ability 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' career interests. **PREREQUISITE:** Successful completion of Intermediate Woodworking and the recommendation of the instructor.

764 ARCHITECTURE & DESIGN 1 (double period)

This full-year (2-credit) program 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 learn how to design and build an energy-efficient three-bedroom home one drawing at a time. The finished product is a polished, professional-quality set of construction plans for each student's design portfolio. The "Phat Hat" Design Project has become a student favorite as it allows their creative juices to flow by designing and constructing a very cool "theme-oriented" hat. This creative project rounds out the first year by taking the students' 2D drafting and design skills, now quite impressive, into the 3D realm of Solid Modeling and full-color presentations. Students are encouraged to develop their observation and pencil sketching skills along with AutoCAD and PhotoShop skills. This course fulfills the technology graduation requirement.

PREREQUISITE: Successful completion of Intro to Computer-Aided Drafting (716) or Intro to Engineering Design (726) is required. Intro to Technical & Architectural Drawing (714) is highly recommended. NOTE: Registration through the CTE Office is required.

See the complete CPPOS for these programs at www.pinkertonacademy.net/cte

Career Focus	Grade 9	Grade 10	Grade 11	Grade 12
Architecture & Design	Intro to Technical & Architectural Drawing	Intro to CAD <i>and/or</i> Intro Engineering Design Eras in Architecture	Architecture & Design 1	Architecture & Design 2
Automotive	Small Engines	Outdoor Power Equip & Maintenance	Automotive Systems Technology 1	Automotive Systems Technology 2
Building Construction	Intro to Woodworking or Woodworking Design & Creation	Building Construction Technology 1 (Gr. 10 or 11)	Building Construction Technology 1 <i>or</i> Building Construction Technology 2	Building Construction Technology 2 <i>or</i> Independent Study
Electrical	Intro to Technical & Architectural Drawing <i>and/or</i> Intro to Elec/Mech Systems	Intro to Electrical & Mechanical Systems <i>or</i> Electrical Technology 1 (Gr.10 or 11)	Electrical Technology 1 <i>or</i> Electrical Technology 2	Electrical Technology 2 <i>or</i> Independent Study
Millwork	Intro to Woodworking or Woodworking Design & Creation	Intermediate Woodworking	Business of Woodworking	Advanced Woodworking <i>and</i> Independent Study
Engineering	Intro to Engineering Design (refer to course description)	Intro Engineering Design	Principles of Engineering <i>and</i> Digital Electronics	Computer Integrated Manufacturing <i>and</i> Engineering Design and Development
Welding			Welding Technology 1	Welding Technology 2

765 ARCHITECTURE & DESIGN 2 (double period)

This full-year (2-credit) course 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 AutoCAD 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 solid design portfolio and impressive AutoCAD skills to take with them on the next leg of their journey.

PREREQUISITE: Successful completion of Architecture & Design 1 (764) and permission from the CTE Director.

745 AUTOMOTIVE SYSTEMS TECHNOLOGY 1 (double period)

The automotive program is certified by the National Automotive Technicians Educational Foundation (NATEF) under the authority of the Institute of Automotive Service Excellence (ASE). This full-year (2 credit) course is the first half of a 2-year program that subscribes to the training certification program of ASE. In the first year of the program, students will learn and apply technical skills pertaining to steering and suspension, brake systems, engine performance, engine repair, and fundamentals of automotive service training. The program is aligned

with the NATEF certified automotive programs of the NH Community College system. 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. Note: Registration through the CTE Office is required.

746 AUTOMOTIVE SYSTEMS TECHNOLOGY 2 (double period)

The automotive program is certified by the National Automotive Technicians Educational Foundation (NATEF) under the authority of the Institute of Automotive Service Excellence (ASE). This full-year (2 credit) course 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 will meet the NATEF training standards in the areas of steering & suspension, brake systems, engine performance, engine repair and fundamentals of automotive service training. The program is aligned with the NATEF certified automotive programs of the NH Community College system.

PREREQUISITE: Successful completion of Automotive Systems Technology 1 (745) and permission from the CTE Director.

750 BUILDING CONSTRUCTION TECHNOLOGY 1 (double period)

This full-year (2 credit) course is the first half of a 2-year program and provides students with a fundamental background in many aspects of residential building construction, particularly framing of floors, walls, and ceilings. The student should develop sufficient basic skills and knowledge to qualify for entry level employment in the field.

Note: Registration through the CTE Office is required.

751 & 752 BUILDING CONSTRUCTION TECHNOLOGY 2

This program consists of two half-year, double-period courses (751 & 752). The first semester of this course expands and improves upon the basic skills acquired during the first year. The students will be involved in all aspects of standard carpentry practices in compliance with current building codes. Students also participate in the planning and scheduling of the various phases of construction, processing of required permits, developing material lists and ordering of materials. The second semester course will focus on residential finish work, both exterior and interior, as well as basic architectural millwork and cabinetry. Students will study and apply industry standards of workmanship for joinery, windows, doors, staircases, moldings, finish trim, countertops and cabinets.

PREREQUISITE: Successful completion of Building Construction Technology 1 (750) and permission from the CTE Director. Note: Students completing the Building Construction Tech pathway will need to register for both courses 751 and 752.

751 BUILDING CONSTRUCTION TECHNOLOGY 2 (sem. 1 double period)

752 BUILDING CONSTRUCTION TECHNOLOGY 2 (sem. 2 double period)

753 ELECTRICAL TECHNOLOGY 1 (double period)

This full-year (2 credit) course 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 realistic residential setting. Job searching skills as well as quality workmanship and professionalism will be an integral part of the classroom environment. **NOTE:** Registration through the CTE Office is required.

754 ELECTRICAL TECHNOLOGY 2 (double period)

This full-year (2 credit) course is the second half of a 2-year program and intensifies, follows through, and elaborates on material covered in Electrical Technology 1. It covers small appliance repair, 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 (753) and permission from the CTE Director.

ENGINEERING PROGRAM (PLTW)

“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 NH Technical Institute “Running Start” program. Please contact the Assistant CTE Director for additional information.

727 PRINCIPLES OF ENGINEERING (1 credit – 1 period – full year)

This 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. **This course is required for PLTW students.**

PREREQUISITE: Successful completion of Intro to Engineering Design (726) and permission from the CTE Director.

728 DIGITAL ELECTRONICS (1 credit – 1 period – full year)

Digital electronics 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. **This course is required for PLTW students.**

PREREQUISITE: Successful completion of Intro to Engineering Design (726) and permission from the CTE Director.

701 COMPUTER INTEGRATED MANUFACTURING (1 credit – 1 period – full year)

This 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. **This course is required for PLTW students.**

PREREQUISITES: Successful completion of Intro to Engineering Design (726) and permission from the CTE Director.

702 ENGINEERING DESIGN AND DEVELOPMENT (1 credit – 1 period – full year)

This final PLTW course is an engineering research course in which students work in teams to research, design and construct a solution to an open-ended engineering problem. They must present progress reports, submit a final written report and defend their solutions to a panel of outside reviewers at the end of the school year. **This course is required for PLTW students.**

PREREQUISITES: Successful completion of Intro to Engineering Design (726) and permission from the CTE Director.

771 WELDING TECHNOLOGY 1 (double period)

This full-year (2 credit) course 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, gas welding, arc welding, and metal-fabrication. NOTE: Registration through the CTE Office is required.

772 WELDING TECHNOLOGY 2 (double period)

This full-year (2 credit) course 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.

PREREQUISITE: Successful completion of Welding Technology 1 (771) and permission from the CTE Director.

LEARNING OPPORTUNITIES IN THE WORKPLACE

COOPERATIVE EDUCATION PROGRAM

Students enrolled in one of the CTE career-focused programs may be eligible for the Cooperative Education

Program. Students may earn additional credit 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 Career Coordinator. Credit is awarded at the rate of 0.5 credit for 270 hours and 1 credit for 540 hours (limit 1 credit per year). Any student who wishes to sign up for the Co-op Program must do so through the Career Coordinator in the CTE office, NOT through the Guidance Department. 1781 – Pd H and 1782 – Pd G/H. NOTE: Cooperative Education cannot be used as the final credit for graduation.

CAREER EDUCATION INTERNSHIP PROGRAM

5707 (Sem. 1) & 5708 (Sem. 2) & 5700 (Summer) CAREER EDUCATION INTERNSHIP (Students may choose Sem 1, Sem 2 or summer.)

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 Career Coordinator. NOTE: Applications may be obtained through the Career Coordinator located in the CTE office.

5701 (Sem 1) & 5702 (Sem 2) ADVANCED CAREER EDUCATION INTERNSHIP (Students may choose Sem 1 or Sem 2.)

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 Career Coordinator. A major special project and presentation culminates the experience.

PREREQUISITE: Successful completion of Career Education Internship with a "B" or better and approval of the Career Coordinator. NOTE: Applications may be obtained through the Career Coordinator located in the CTE office.

DRIVER EDUCATION

Driver Education is no longer offered at Pinkerton Academy as a result of a significant 2011 change in NH Law which removed reimbursement to secondary schools and the decade-old requirement that Driver Education be offered at comprehensive high schools. A list of commercial driving schools licensed by the Division of Motor Vehicles is available from the NH Department of Safety website. In the Department of Safety website, use the search engine to locate Driver Education information.

ENGLISH DEPARTMENT

The English Department at Pinkerton Academy firmly believes that a four-year language arts curriculum is essential for all students. Effective communication 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. Students are given every opportunity to acquire the many skills necessary to become effective writers, readers, and thinkers through a sequential program. All students choose from required courses that are leveled Honors, A, B, C, and Explorations. This selection is based on achievement, post-secondary goals, motivation, scholastic responsibility, teacher recommendation, and parental approval. Leveling is intended to challenge students' abilities and to allow them to reach for higher levels of success. In addition, students have opportunities to explore other interests through electives. Two departmental reading teachers support an increased emphasis on reading skills and literacy in English classes.

Recommended for Grade 9

101 FRESHMAN ENGLISH 9 A1 (sem.1)

This half-year (0.5 credit) course is designed for the student with above-average ability who may eventually apply to colleges and universities that have very competitive admissions standards. It includes transitional activities to help the student adjust to the demands of high school. To meet academic challenges, the student works on listening, note-taking, and test-taking skills. To improve self-expression, the student refines skills in grammar, usage, and vocabulary. Through written work, oral projects, and class discussions, the student develops logical, critical, creative, and independent thinking as well as a sense of audience. The student explores various forms

of literature through a thematic approach, including the short story, novel, drama, and the media. The student analyzes literature from various perspectives, including authors' techniques and purposes as well as readers' perceptions. The student reads assigned novels and other works that generate class discussions and provide material for compositions.

102 FRESHMAN ENGLISH 9 A2 (sem. 2)

During this half-year (0.5 credit) college-oriented course, the student continues the study of writing, grammar, vocabulary, and literature started in the first semester.

104 FRESHMAN ENGLISH 9 B1 (sem. 1)

This half-year (0.5 credit) college-preparatory course begins with transitional activities that acclimate the student to a high school environment. Note-taking, test-taking, and listening skills are reinforced and taught at the high school level. Included in the course content are supplemental readings, grammar, spelling, and vocabulary as well as sentence, paragraph, and essay revision. The students study the short story, novel, drama, epic, and media following a thematic approach. Comprehension is stressed through reading, oral discussion, and written compositions.

105 FRESHMAN ENGLISH 9 B2 (sem. 2)

This half-year (0.5 credit) college-preparatory course continues the study of grammar, writing, media, vocabulary, and literature from semester 1.

107 FRESHMAN ENGLISH 9 C1 (sem. 1)

This half-year (0.5 credit) course is designed for the student who needs a structured review of basic language skills. To enable the student to make a smooth transition into a high school setting, this course emphasizes organization, note taking, test taking, and listening skills. To improve written expression, students will study basic grammar, spelling, vocabulary, and paragraph structure. Using a thematic approach, literature and other media selections help promote thinking, writing, and discussion skills. Students will also be involved in activity based learning, making connections between their lives and the communities around them.

108 FRESHMAN ENGLISH 9 C2 (sem. 2)

This half-year (0.5 credit) course continues to study grammar, spelling, vocabulary, writing, and literature. The course further explores broader connections to the community.



115 EXPLORATION IN LANGUAGE ARTS 1 (sem. 1)

This half-year (0.5 credit) course requires students to review basic language skills, including reading, writing, speaking, spelling, and vocabulary. To enable the student to make a smooth transition into a high school setting, organization, note-taking, test-taking, and listening skills are emphasized. Written expression includes spelling, vocabulary, paragraph writing, and grammar. A thematic approach offers literature and other media selections to promote thinking, writing, and discussion skills. Activities are designed to increase self knowledge in an effort to help the student develop better awareness of personal strengths and how these strengths can eventually carry over into one's personal life and in the workplace. This 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 Director of Special Education.

116 EXPLORATION IN LANGUAGE ARTS 1 (sem. 2)

This half-year (0.5 credit) course continues the course of study started in the first semester.

PREREQUISITE: Permission required from the Director of Special Education.

Recommended for Grade 10**123 HONORS ENGLISH 10**

This full-year 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 and forms of exposition: definition, character analysis, problem analysis, and literary analysis.

ENTRANCE CRITERIA: An 88 or better unweighted cumulative average in Freshman A English and the recommendation of the Freshman A English teacher are required. Students are required to complete an independent summer reading-writing component to be used as part of the first term grade.

121 STUDIES IN COMPOSITION AND WORLD LITERATURE 10 A (sem. 1)

This half-year (0.5 credit) college-oriented course is 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. 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.

122 STUDIES IN COMPOSITION AND WORLD LITERATURE 10 A2 (sem. 2)

During this half-year (0.5 credit), college-oriented course, the student continues the study of writing, grammar, vocabulary, and literature started in the first semester.

124 COMPOSITION AND LITERARY GENRES 10 B1 (sem. 1)

This half-year (0.5 credit) college preparatory course emphasizes 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: definition, description, problem analysis, and literary analysis.

125 COMPOSITION AND LITERARY GENRES 10 B2 (sem. 2)

This half-year (0.5 credit) college preparatory course continues the study of grammar, writing, vocabulary, and literature started in the first semester.

127 LITERATURE AND COMPOSITION 1 10 C1 (sem. 1)

This half-year (0.5 credit) focuses on the study of fiction and the application of the writing process. 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.

128 LITERATURE AND COMPOSITION 2 10 C2 (sem. 2)

This half-year (0.5 credit) course introduces nonfiction and reviews the genres of poetry and drama. Students learn to recognize the forms of literature and writers' different approaches. Students continue to apply the writing process and to develop writing, speaking and listening skills through compositions and discussions. This course also focuses on vocabulary, reading comprehension, literary response, research, and study skills.

135 EXPLORATION IN LANGUAGE ARTS 2 (sem. 1)

This half-year (0.5 credit) course emphasizes 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.

PREREQUISITE: Permission required from the department chair.

136 EXPLORATION IN LANGUAGE ARTS 2 (sem. 2)

This second semester 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.

PREREQUISITE: Permission required from the department chair.

163 INTRODUCTION TO JOURNALISM

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 print journalism and publication of the school newspaper (i.e., ethics, writing, editing, reporting, and layout techniques). The class produces a supplement to The Kaleidoscope during the semester. This is a pre-requisite for the Journalism course.

PREREQUISITE: Recommendation of the previous English teacher.

160 CREATIVE WRITING A (See 11th grade course description)

190 INTRODUCTION TO DRAMA (See 12th grade course description)

Recommended for Grade 11

**167 AP ENGLISH LITERATURE AND COMPOSITION:
JUNIOR ADVANCED PLACEMENT ENGLISH**

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, process, 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 or Composition test or the AP English Literature and Composition test (see entrance criteria).

PREREQUISITE: English 10A or English 10AH or approval of department chair.

141 EXPOSITORY WRITING 11 A2 (sem. 2)

This half-year (0.5 credit) college-oriented course focuses on expository writing. The student works in various forms, including 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. In addition, the course includes daily vocabulary for reading comprehension and SAT preparation.

142 AMERICAN WRITERS 11 A1 (sem. 1)

This half-year (0.5 credit) college-oriented course focuses on American Literature. Presented chronologically, the presentation includes readings from American writers and the major periods. 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. Vocabulary in preparation for the PSAT/SAT is also stressed.

144 EXPOSITION 11 B2 (sem. 2)

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

145 SURVEY OF AMERICAN LITERATURE 11 B1 (sem. 1)

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.

147 COMMUNICATIONS SKILLS 11C2 (sem. 2)

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. The course also includes weekly spelling and vocabulary lists which are needed to effectively communicate in today's society.

148 AMERICAN LITERATURE 11C1 (sem. 1)

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.

150 INTERPERSONAL COMMUNICATION (IPC)

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.

160 CREATIVE WRITING A

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 are required to have an English teacher recommendation and to 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.

PREREQUISITE: An 80 English grade and current teacher's approval.

161 ADVANCED CREATIVE WRITING A (formerly Honors Creative Writing A)

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.

ENTRANCE CRITERIA: An 80 English grade and current teacher's approval.

164 JOURNALISM A

This full-year (1 credit) course, intended for juniors and seniors, builds on the skills and knowledge obtained in Introduction to Journalism. The primary objective of the course is the publication of the school newspaper, The Kaleidoscope.

PREREQUISITE: Introduction to Journalism (163) with a grade of 80 or better.

170 MEDIA AND COMMUNICATION

This half-year (0.5 credit) course will study the media's role in shaping the views and attitudes of American society. The students will explore how contemporary news and entertainment media impact and shape the development of social mores, personal morality and the political climate. Particular attention will be given to the media's interpretation of the terms human, truth, and good as well as to media bias and propaganda.

180 SPORTS LITERATURE

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.

190 INTRODUCTION TO DRAMA

This half-year (0.5 credit) course 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: history of the theatre, voice, stage movement, 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 is primarily a senior/junior elective but, depending on enrollment, may be available to sophomores. This course satisfies the 0.5 art requirement for graduation.

191 PUBLIC SPEAKING

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 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.

195 ADVANCED DRAMA (See 12th Grade course description)

5109 YEARBOOK DESIGN AND PRODUCTION A

This full-year (1 credit) course is open to all students who are seriously interested in being a part of the dynamic yearbook staff and producing the school's yearbook, *Critic*. Because this is a challenging, deadline-driven program, selection for the course is reserved for responsible individuals who are willing to devote extra time during studies and after school to see that the work is completed on deadline. Desktop publishing and digital photography skills are taught and emphasized to produce a variety of layouts, designs, copy, and graphic elements throughout the book. The course emphasizes the knowledge and skills associated with digital publishing and the year is spent producing the Pinkerton Critic. Staff positions are limited; if seats fill up, upperclassmen have priority.

PREREQUISITE: An 80 or better English grade and current teacher's approval.

Recommended for Grade 12

186 AP ENGLISH LANGUAGE AND COMPOSITION: SENIOR ADVANCED PLACEMENT ENGLISH

This full-year (1 credit) AP course is designed for highly-motivated students to develop the independence in thinking, writing, and scholarly research/analysis which are required at the most competitive colleges. 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 Senior Essay, a longer persuasive paper relying heavily upon the skills developed during the AP Junior English essay process. The other focus of the course is analyzing British and world literature 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. Students will be required to complete an independent summer reading/writing project. 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.
PREREQUISITE: English 11A, English 11AP, or department chair permission.

171 ADVANCED PERSUASIVE WRITING 12 A1 (sem. 1)

This half-year (0.5 credit) college-oriented course requires students to develop the independence in thinking and writing which is necessary for successful college work. The course focuses on a refinement of the writing skills necessary to develop college application and scholarship essays, informal analyses, and formal argumentation and persuasion. The culmination of the course is the completion of the Senior Essay, a comprehensive argumentative/persuasive paper which emphasizes the scholarly approaches to validation and documentation. The Senior Essay is an independent project which relies heavily upon the research and writing skills developed during the A level Junior Essay process. Also included in the course are independent readings, vocabulary work, SAT review, and a review of correct usage.

172 BRITISH LITERATURE 12 A2 (sem. 2)

This half-year (0.5 credit) college-oriented course focuses on an understanding and appreciation of British literature. Along with the literature itself, students study the authors and the history of the British people. Because this is a survey course, emphasis is placed on the prominent writers of the various literary movements. The course progresses chronologically from the Anglo-Saxon period to the 20th Century. Independent reading and writing assignments reinforce the ideas and movements studied in the course.

174 ARGUMENT AND PERSUASION 12 B1 (sem. 1)

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 and persuasion are emphasized. Also, real world writing tasks such as resume and cover letter will be presented. Activities include analytical and critical reading of researched data, formal writing assignments, and public speaking tasks.

175 BRITISH LITERATURE 12 B2 (sem. 2)

This half-year (0.5 credit) course encompasses a variety of writing and reading assignments geared to help the senior writing student function in the work world and at the community 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, and public speaking tasks.

177 WRITING FOR THE REAL WORLD 12 C1 (sem. 1)

This half-year (0.5 credit) course encompasses a variety of writing and reading assignments geared to help 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, and public speaking tasks.

178 BRITISH LITERATURE 12 C2 (sem. 2)

This half-year (0.5 credit) course utilizes a thematic and/or chronological approach to acquaint students with the spectrum of British literature. It will enable the student to increase fundamental appreciation of classical literature through an awareness of its relevancy to life. Work will include class and supplementary independent readings, as well as written and oral presentations.

ELECTIVES (Juniors and Seniors)

150 INTERPERSONAL COMMUNICATION (IPC) (See 11th Grade course description)

160 CREATIVE WRITING A (See 11th Grade course description)

161 CREATIVE WRITING HONORS A (See 11th Grade course description)

- 164 JOURNALISM A (See 11th Grade course description)**
- 170 MEDIA AND COMMUNICATION (See 11th Grade course description)**
- 180 SPORTS LITERATURE (See 11th Grade course description)**
- 190 INTRODUCTION TO DRAMA (See 11th Grade course description)**
- 191 PUBLIC SPEAKING (See 11th Grade course description)**

195 ADVANCED DRAMA A

This half-year (0.5 credit) course is designed to provide an opportunity for students with acting experience and knowledge of basic drama concepts to learn advanced acting techniques. Students will be encouraged to perform a variety of selections from Shakespeare to Simon, from comedy to drama. Characterization, stage movement, and voice will be emphasized. This course is primarily a senior elective but, depending on enrollment, may be available to juniors.

PREREQUISITE: Audition and permission of the instructor.

5109 YEARBOOK DESIGN AND PRODUCTION A (See 11th Grade course description)

198 ADVANCED YEARBOOK DESIGN AND PRODUCTION A

This full-year (1 credit) course is designed for students who have completed Yearbook Design and Production. Students accepted into this class manage the organization of staff, design layouts, and assist others in overseeing the production of the Critic yearbook. Students will assume editorship positions and be required to proof and supervise the various areas of online production. The course requires students to demonstrate leadership skills as well as the diligence to see that all completed work meets formal publication standards. Students will acquire lifelong skills in a variety of print mediums.

PREREQUISITE: An 80 or better in Yearbook Design and Production.

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 will acquire skills, values, behaviors, and knowledge that are essential for success in any field within our diverse and rapidly changing society. Students in the Fine Arts ideally will aspire to use their knowledge, skills, talents and abilities to improve the human condition.

NOTE: There are prerequisite grade requirements for intermediate and advanced level courses.



SEQUENCE OF COURSES

MUSIC PROGRAM	VISUAL ARTS PROGRAM	DANCE PROGRAM	THEATRE PROGRAM
INTRODUCTORY LEVEL			
Intro to Music - Lab Treble Singers (Freshman Girls) Academy Singers (Gr.10-11-12 Girls) Mixed Chorus Concert Band Jazz Lab Band (audition only) Percussion Ensemble (audition only) String Ensemble (audition only)	Intro to Studio Art Ceramics 1 Intro to Graphic Arts Intro to Digital Photo Art	Fundamentals of Dance	Technical Theatre
INTERMEDIATE LEVEL			
Music Theory 1 Music Theory 2 String Orchestra	Fundamentals of Drawing Graphic Design 1 Design & Calligraphy Drawing & Painting Oil/Acrylic 1 Drawing & Painting Water Media 1 Digital Photography		
ADVANCED LEVEL			
Bell Choir (audition only) Jazz Band (audition only) Select Choir (audition only) Wind Ensemble (audition only) String Orchestra AP Music Theory	Drawing & Painting Oil/Acrylic 2 Drawing & Painting Water Media 2 Portfolio Design (Dept. Chair permission) Graphic Design 2 Advanced Ceramics AP Art History Unified Art (Dept. Chair permission)	Concert Dance Company	

Students are only allowed to register for one of the following introductory visual art courses: Ceramics, Introduction to Studio Art, Introduction to Graphic Design or Introduction to Photography since these four courses contain the same curriculum. Students should select which media; graphics (computer art), 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. For example, a student who passes Intro to Studio Art could register for Graphic Design 1 but would not be able to register for Intro to Graphic Design since the student has already passed one of these four introductory courses. Students who pass Ceramics are not allowed to register for Introduction to Studio Art, Introduction to Graphics Arts or Introduction to Digital Photo Art. However, in order to qualify to register for Advanced Ceramics, students must successfully pass Ceramics 1. To take courses at the intermediate level in the Visual Arts Program, the student must pass Introduction to Studio Art, Ceramics, Introduction to Graphic Arts, or Introduction to Digital Photo Art with a grade of 70 or better. To take advanced level courses in the Visual Arts Program, students must pass intermediate level courses with a grade of 75 or better. Under unusual circumstances, permission from the department chair can also gain entrance to an intermediate or advanced level visual arts course.

COURSES IN THE VISUAL ARTS PROGRAM

INTRODUCTORY LEVEL

Recommended for Grade 9

NOTE: Eighth grade students who know they want to take further art classes are encouraged to take an Introductory Art course during their freshman year.

900 INTRODUCTION TO STUDIO ART

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. Students who select this course should not register for Introduction to Graphic Arts or Introduction to Digital Photo Art.

906 INTRODUCTION TO GRAPHIC ARTS

This half-year (0.5 credit) course will fulfill the 0.5 credit Arts requirement for graduation. It 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. A good working knowledge of the Mac computer is preferred but not necessary. 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. Students who select this course will not be eligible to register for Introduction to Studio Art or Introduction to Digital Photo Art.

907 INTRODUCTION TO DIGITAL PHOTO ART

This half-year (0.5 credit) course will fulfill the 0.5 credit Arts requirement for graduation. Using their digital point and shoot cameras, students will create photo art projects that explore the basic elements and principles of design. Using the camera as a tool, students will creatively solve design problems. Students will learn basic photo-taking techniques as well as how to manipulate their images. Students will also combine their photographs with additional media to produce 2-dimensional and 3-dimensional projects. (Media may include but is not limited to paint, cardboard, pencil, pastel, etc.) Students may bring their own cameras from home, but will also have the option to borrow one in class if needed. Students who select this course will not be eligible to register for Introduction to Graphic Arts or Introduction to Studio Art.

953 CERAMICS 1

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. This course will satisfy the (0.5) Arts requirement for graduation. Students who select this course will not be eligible to register for Introduction to Graphic Arts, Introduction to Studio Art or Introduction to Digital Photo Art.

PREREQUISITE: A mature and positive attitude.

INTERMEDIATE LEVEL

901 FUNDAMENTALS OF DRAWING

This half-year (0.5 credit) one-semester 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. Emphasis will be placed upon visual awareness, personal challenge, imagination, and craftsmanship. Motivation and self-discipline are essential. Art criticism, art history, quizzes, weekly sketchbook or homework assignments are integral parts of the course. There is a final exam or final comprehensive project.

PREREQUISITE: Successful completion of Ceramics, Introduction to Graphic Arts, Introduction to Digital Photo Art or Introduction to Studio Art with a grade of 70 or better.

948 DRAWING AND PAINTING OIL/ACRYLIC 1

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 under painting and over painting, 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 Ceramics, Introduction to Graphic Arts, Introduction to Digital Photo Art or Introduction to Studio Art with a grade of 70 or better.

949 DRAWING AND PAINTING WATER MEDIA 1

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 mediums. Drawing projects in pencil, charcoal, pastel, ink and painting with tempera and transparent watercolors will develop techniques while encouraging experimentation and personal expression. Fundamentals of drawing, color theory, composition, drawing and painting from observation, abstraction, critiques, personal reflections, and related art history are all part of this intensive art studio course. There are weekly homework and sketchbook assignments and a final exam or final comprehensive project. **PREREQUISITE:** Successful completion of Ceramics, Introduction to Graphic Arts, Introduction to Digital Photo Art or Introduction to Studio Art with a grade of 70 or better.

914 DIGITAL PHOTOGRAPHY

This half-year (0.5 credit) intermediate visual art course will provide students with an opportunity to learn about digital photography. Students will incorporate the use of the visual elements and principles of design into their projects and homework. The course will cover basic operation of the camera. Through on-campus photo shoots, students will study landscape photography, still-life 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 discussions 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 Ceramics, Introduction to Graphic Arts, Introduction to Digital Photo Art or Introduction to Studio Art with a grade of 70 or better.

952 DESIGN AND CALLIGRAPHY

This half-year (0.5 credit) course is designed to expand the student's skill in design and in calligraphy. Studio projects will emphasize abstract design, presentational design, and the effective use of color. Age-old techniques including pen and ink, block printing, and metalsmithing will be explored. Illuminated manuscripts will be referenced; and letterform will be studied and practiced as a distinct skill and an element of design. **PREREQUISITE:** Successful completion of Ceramics, Introduction to Graphic Arts, Introduction to Digital Photo Art or Introduction to Studio Art with a grade of 70 or better.

954 GRAPHIC DESIGN 1

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 Ceramics, Introduction to Graphic Arts, Introduction to Digital Photo Art or Introduction to Studio Art with a grade of 70 or better.

ADVANCED LEVEL

950 DRAWING AND PAINTING WATER MEDIA 2

This advanced level half-year (0.5 credit) course provides highly-motivated students the opportunity to work at much greater depth with the concepts, techniques, and media (graphite, charcoal, conte crayon, pastels, tempera, transparent watercolor, and collage) used in Drawing and Painting in Water Media 1. Students will be encouraged to develop their own style while working from direct observation and exploring abstract, expressive, and other experimental techniques. The course also includes quizzes and critiques, informal

art history, weekly sketchbook/homework assignments, and a final exam and final comprehensive project. **PREREQUISITE:** Successful completion of Drawing and Painting in Water Media 1 (949) with a grade of 75 or better.

955 DRAWING AND PAINTING OIL/ACRYLIC 2

This half-year (0.5 credit) course is designed for students who have successfully completed course 948. The course gives students opportunities to explore realms of historical and contemporary objective painting. Direct observation of still life, portrait, nature, and figurative subjects encourages students to create their own styles dealing with color, space, and detail in realistic painting. Although some short studies are done in preparation, the goal of the course is to complete three finished paintings. **PREREQUISITE:** Successful completion of Drawing and Painting Oil/Acrylic 1 (948) with a grade of 75 or better.

956 GRAPHIC DESIGN 2

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 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 1 (954) with a grade of 75 or better.

946 ADVANCED CERAMICS

This half-year (0.5 credit) course is designed to expand the knowledge and skills learned in 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. **Note:** Upon successful completion of this course with a grade of 75 or better, a student is allowed to repeat Advanced Ceramics for multiple semesters to expand, independently, the skills learned in the previous Ceramics course. **PREREQUISITE:** Successful completion of Ceramics 1 (953) with a grade of 70 or better.

961 UNIFIED ARTS EDUCATION

This half-year (0.5 credit) art elective offers a small number of artistically-minded students the opportunity to work in one-to-one peer relationships with special needs students 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 of the department chair.

905 APART HISTORY

This full-year (1 credit) course is designed to be the equivalent of a college art history course. This course is designed for students with an interest in Social Studies and/or the Visual arts. Students will gain an understanding and enjoyment of architecture, sculpture, painting, and other art forms within historical and cultural contexts. Students will examine major forms of artistic expression from the past and present and from a variety of cultures. They learn to look at works of art critically, with intelligence and sensitivity, and to articulate what they see or experience. One of the major goals of this course is to prepare students to take the AP Art History exam, which could result in earning college credit.

PRE-REQUISITE: Successful completion of Ceramics, Introduction to Graphic Arts, Introduction to Digital Photo Art or Introduction to Studio Art or permission from the Fine Arts Department Head.

959 PORTFOLIO DESIGN

This half-year (0.5 credit) course, recommended for juniors, addresses three major concerns: (1) a serious commitment to further developing artistic skills; (2) the student's desire for experience working in formal, technical, and expressive formats with concentration on a particular visual interest or problem; (3) the student's need to expand and advance upon work completed in previous art classes. Given the above, students will create work for their portfolios that reflect the skills and quality sought by post-secondary art schools. In addition to advanced studio projects, students will research both college and career opportunities. Students will also learn how to mat and take slides of their artwork. Homework journal writing, critiques, and periodic portfolio reviews are also important aspects of this course. This course is recommended for juniors to allow ample time to prepare their college admission portfolio. However, seniors will also be considered.

PREREQUISITE: Permission of the department chair. It is strongly recommended that students will have completed at least two other Intermediate or Advanced level art courses with a grade of 75 or better.

COURSES IN THE DANCE PROGRAM

INTRODUCTORY LEVEL

Recommended for Grades 9, 10, 11, and 12

951 FUNDAMENTALS OF DANCE

This half-year (0.5 credit) course will satisfy the 0.5 Arts requirement for graduation. It is designed for students in grades 9-12 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. Although there is no pre-requisite for this course, it is strongly recommended that students possess a genuine interest in expressing their artistic ability through dance. Students should also be prepared to have fun. Appropriate attire will be needed.

ADVANCED LEVEL

963 CONCERT DANCE COMPANY

This half-year (0.5 credit) course is for students in grades 9-12 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. Through community service learning projects students will gain insight into the business of company management. Students will be expected to attend professional dance performances and give critical responses using other arts disciplines.

NOTE: This course may be repeated for credit.

PREREQUISITE: Completion of Fundamentals of Dance with a grade of 70 or better or permission from the department chair.

COURSES IN THE MUSIC PROGRAM

Jazz Lab Band (994), Select Choir (972), Bell Choir (977), Percussion Ensemble (988), and String Ensemble (973) are music ensembles that meet after regular school hours and require an audition process before students can register. The auditions for these music ensembles will be held in September. Students may elect to take these courses as an activity or for a half credit. Students and parents will be required to complete an attendance contract if they choose to take these courses for a half credit. The instructor will submit the names of the individual students accepted to these ensembles to Guidance for registration. If you have any questions, please contact the department chair.

INTRODUCTORY LEVEL

970 TREBLE SINGERS (FRESHMAN GIRLS)

This full-year unlevelled (1 credit) course is open to freshman girls who 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 to fulfill their 0.5 Arts requirement for graduation.

971 ACADEMY SINGERS (Gr. 10, 11, 12 Girls)

This full-year unlevelled (1 credit) course is open to sophomore, junior, and senior girls 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. Appropriate attire will be needed for performances. Students may elect this course to satisfy their 0.5 Arts requirement for graduation.

973 STRING ENSEMBLE (open by audition only)

This full-year (0.5 credit) course/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 department chair. This performance class 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. Attendance is a major factor in grading. Appropriate attire will be needed for performances. In addition, students will need to purchase supplies associated with their instruments. Students who elect to take this course for 0.5 credit must submit an attendance contract. This course could satisfy the 0.5 Arts requirement for graduation.

980 MIXED CHORUS

This full-year unlevelled (1 credit) course is open to boys in grades 9-12 and girls in grades 11 and 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.

987 INTRODUCTION TO MUSIC – LAB

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: rhythm, melody, harmony, timbre, texture, and form through instrumental and vocal performance, listening, technology, and composition. Instrumental units will include keyboards, African drums, guitar, recorder, and hand bells. The music technology and composition units will utilize the latest music software for computer and midi instruments.

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

990 CONCERT BAND

This full-year (1 credit) course/ensemble is open to all wind players in grades 9–12. All percussionists who wish to play in the Band program must audition for placement. The performance class meets everyday 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 1-½ 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 will satisfy the 0.5 Arts requirement for graduation.

994 JAZZ LAB BAND (open by audition only)

This full-year (0.5 credit) course is open by audition only to students in grades 9-12. This performance class meets one night per week after regular school hours. The Jazz Lab Band 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 Band will be held in the fall. Students who elect to take this course for 0.5 credit must submit an attendance contract.

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.

988 PERCUSSION ENSEMBLE

This full-year (0.5 credit) course is recommended for all beginning percussionists who have had at least one year of experience in a school band program. This performance class 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 enrolled 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 1-½ hours per week. Students will have the option of taking private lessons. Students who elect to take this course for 0.5 credit must submit an attendance contract. This course could satisfy the 0.5 Arts requirement for graduation.

INTERMEDIATE LEVEL

975 STRING ORCHESTRA (open by permission from department chair)

This full-year (1 credit) course/ensemble is open to serious string musicians who play piano, cello, string bass, viola or violin and be studying privately. Permission to register for this course must be approved by the department chair. Students will play a wide repertoire of music from the string literature and will perform in at least 4 concerts

per year. Students will be required to provide the appropriate concert attire and their own supplies as associated with their instrument. This course satisfies the 0.5 Arts requirement for graduation.

PREREQUISITE: Permission from department chair.

MUSIC THEORY 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 1 will satisfy the 0.5 Arts requirement for graduation.

981 MUSIC THEORY 1 (sem. 1)

PREREQUISITE: Completion of Intro. to Music Lab with a grade of 70 or better or permission from the department chair.

982 MUSIC THEORY 2 (sem. 2)

PREREQUISITE: Completion of Music Theory 1 with a grade of 70 or better or permission from the department chair.

ADVANCED LEVEL

983 AP MUSIC THEORY

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 2 or permission from the department chair.

977 BELL CHOIR (open by audition only)

This full-year (0.5 credit) ensemble course offered after school and is open to all students by audition only. Although no ringing experience is required, students need to have exceptional music reading skills. Students will perform a wide and varied repertoire of music. There will be four required concerts per year. Attendance is a very important factor in determining a student's grade. More than two absences may result in failure of this course. Auditions will be held in September. Students who elect to take this course for 0.5 credit must submit an attendance contract. This course could satisfy the 0.5 Arts requirement for graduation.

989 JAZZ BAND (open by audition only)

This full-year (1 credit) course is open by audition only to students in grades 9-12. The Jazz Band will perform in at least three concerts per year as well as the 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 Band 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.

972 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 Treble Singers, Academy Singers or Mixed Chorus (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. Students selected to take this course for 0.5 credit must submit an attendance contract.

974 WIND ENSEMBLE (open by audition only)

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.

COURSES IN THE THEATRE PROGRAM

INTRODUCTORY LEVEL

930 TECHNICAL THEATRE

This half-year (0.5) credit course will provide students with expertise in stage theatre production and design incorporating elements of set construction, costuming, lighting, sound, and properties. This course will be held after school. Students will need to sign an attendance contract as part of the registration process. Students will register for this course only with the instructor. Students can register for this course for more than one semester. This course satisfies the 0.5 Arts requirement for graduation.

FOREIGN LANGUAGE 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 foreign 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 [A's] in the courses) will be placed in **level 2A** by their middle school teacher during course registration. Entering freshmen who have successfully completed one year of a middle school language or who have average grades in their middle school language class, should enroll in **level 1A**. Level 1B classes are designed for true beginners of the language. If students have prior experience in the target language, they should enroll in Level 1A classes.

Pinkerton Academy offers three 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 colleges view ASL in many different ways and some do not accept it as a language. Students/Parents should check with the colleges and universities to which they anticipate applying to review their Foreign Language admission standards.

Recommended for Grades 9-12

343 AMERICAN SIGN LANGUAGE 1

This full-year unlevleled (1 credit) foreign 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.

PREREQUISITE: Incoming freshmen: Must have taken a foreign language in middle school and must be concurrently enrolled in English A or B. Sophomores: Must have received a 75 or better in English A or B. Seniors will not be allowed to enroll in this course. Pre-requisites may be waived with Department Chair approval.

344 AMERICAN SIGN LANGUAGE 2

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. Parents will need

to give permission for their child to be videotaped for self and teacher evaluation purposes.
PREREQUISITE: Introduction to ASL 1 with a grade of 75 or better.

345 AMERICAN SIGN LANGUAGE 3

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.

363 MANDARIN CHINESE 1A

This introductory Mandarin class will introduce students to the four basic skills of learning a language: reading, writing, speaking, and listening. Students will learn to write the first 100 characters of standard Mandarin. In addition, students will learn basic vocabulary to express themselves on everyday topics such as family, sports, and food. Simple stories, films, and special presentations will allow students to gain an appreciation of the Chinese-speaking world.

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.

364 MANDARIN CHINESE 2A

This full-year (1 credit) intermediate level foreign language elective is designed for students who have completed level 1 Mandarin with superior grades and/or language skills. In addition to continued emphasis on proficiency in verbal communication, level 2 also gradually introduces the more formal written-style expressions. Texts with both characters and Pinyin Romanization are used.

PREREQUISITE: Mandarin Chinese 1A with an average of 85 or better.

365 MANDARIN CHINESE 3A

This full-year elective class is designed for those students who have excelled in level 2A. Students will engage in activities to further their understanding of Chinese language and to improve their communication skills. In addition, students will explore social and cultural issues through discussion of current events in China.

PREREQUISITE: Mandarin Chinese 2A with a grade of 80 or better.

304 BEGINNER ESOL S1 (English to Speakers of Other Languages)

This full-year course (1.0 credit) in the ESOL Program is 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. It 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. This course introduces 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 also **concurrently enroll** in Course #305 with the possibility of enrollment in tutorial study hall: Course #1650 (sem. 1)/Course #1651(sem.2) (0 credit). 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 guidance counselors determine eligibility for the program. For more information, contact the ESOL Coordinator or the Guidance Department.

305 BEGINNER ESOL S2 (English to Speakers of Other Languages)

This course has the same description as Course #304 but it is held semester 2.

306 INTERMEDIATE ESOL S1 (English to Speakers of Other Languages)

This full-year course (1.0 credit) in the ESOL Program is 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. It 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 also **concurrently enroll** in Course #307 with the possibility of enrollment in tutorial study hall: Course #1650 (sem 1)/Course #1651 (sem. 2) (0 credit). 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 guidance counselors determine eligibility for the program. For more information, contact the ESOL Coordinator or the Guidance Department.

307 INTERMEDIATE ESOL S2 (English to Speakers of Other Languages)

This course has the same description as Course #306 but it is held semester 2.

301 FRENCH 1A

This full-year (1 credit) foreign 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 language program in middle school.

300 FRENCH 1B

This full-year (1 credit) foreign 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.

321 FRENCH 2A

This full-year (1 credit) foreign 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 recommendation from middle school teacher.

327 FRENCH 2B

This full-year (1 credit) foreign 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 chair.

342 FRENCH 3A

This full-year (1 credit) foreign 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 2B with an average of 90.

341 FRENCH 3B

This full-year (1 credit) foreign 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 permission from the department chair.

371 FRENCH 4A

This full-year (1 credit) foreign language elective is designed for those students who enjoy using the French language and want to continue their studies of French cultures. 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 85 average or higher, French 3A with a 80 or higher.

373 HONORS FRENCH 4

This full-year (1 credit) foreign 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. There is a summer curriculum component that is expected to be completed by the first day of class.

ENTRANCE CRITERIA: An average of 88 in second and third-year language sequence.

374 AP FRENCH LANGUAGE

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. There will be a summer curriculum project.

PREREQUISITE: French 4A or Honors French 4 with an average of 85 or better.

349 GERMAN 1A

This full-year (1 credit) foreign language elective is designed for the student who has successfully completed a German 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 German speaking countries. The approach is proficiency-based and focuses on conversation as well as reading and writing exercises. The student will be able to ask for, obtain, and give information as well as give and recognize descriptions in the present and past tenses.

PREREQUISITE: The student must have completed a German language program in middle school.

350 GERMAN 1B

This full-year (1 credit) foreign language elective is designed for the student who has had no previous German. The course introduces the student to the fundamentals of pronunciation and the use of 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 for, obtain, and give information, as well as give and recognize descriptions in the present tense. The past tense is introduced.

355 GERMAN 2A

This full-year (1 credit) foreign 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 or 1B with an average of 85 or better or recommendation from middle school teacher.

351 GERMAN 2B

This full-year (1 credit) foreign 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 chair.

352 GERMAN 3B

This full-year (1 credit) foreign language elective consists of a thorough review of grammar and its usage through reading of texts, and through composition and conversation. Advanced grammatical concepts are introduced and integrated. Extensive reading ability will be expected. Historical, political, and geographical background is considered and explored. The course approach is proficiency-based and focuses on conversation and reading and writing skills. The course is designed for the student who has successfully completed German I and German II, and is motivated to work with the language at a higher level. Students will improve their speaking and reading abilities, making it possible to use the language for travel or to pursue further studies in German.

PREREQUISITE: German 2A or 2B or permission from the department chair.

353 GERMAN 4A

This full-year (1 credit) foreign language elective is for those who enjoy the German language and wish to further integrate their previous years of study. There will be a thorough review of grammar, as well as presentation of more advanced concepts. Reading will focus on culture, history, and short stories. Writing will be developed through essays. Listening and speaking will be practiced through stories on tape and situational dialogs. This class demands active participation and the motivation to work more intensely in German.

PREREQUISITE: German 3B with an average of 80 or better.

354 HONORS GERMAN 4

This full-year (1 credit) foreign language course is designed for the student who wishes to work intensely 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.

ENTRANCE CRITERIA: An average of 88 in second and third-year language sequence.

356 AP GERMAN LANGUAGE

This challenging course is for students who have demonstrated a passion for learning and an enthusiasm for the German language, history, and culture. The student must be willing to be in a classroom where German is the working spoken language. Emphasis will be placed on extensive work with advanced grammar, syntax, and vocabulary. The student will develop various modes of expository and creative writing. Readings will cover literature, current media, history, and culture. Conversational German will increase the student's ability to interact in a German speaking country. There will be a summer curriculum project.

PREREQUISITE: German 4A or Honors German 4 with an average of 85 or better.

309 LATIN 1A

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 foreign 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.

310 LATIN 1B

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.

PRE REQUISITE: The student must have maintained a “C” average or better in English during the previous year.

318 LATIN 2A

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 a 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.

320 LATIN 2B

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 chair.

338 LATIN 3A

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 ethic mores in the Republican era and comparison made to current experience.

Note: The third and fourth year of the Latin curriculum alternates between the study of poetry and prose.

PREREQUISITE: Latin 2A with an average of 85 or better.

340 LATIN 3B

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.

Note: The third and fourth year of the Latin curriculum alternates between the study of poetry and prose.

PREREQUISITE: Latin 2B with an average of 70 or better.

392 LATIN 4A

This full-year (1 credit) classical language elective is for students who have successfully completed 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. The approach focuses on reading, metrical reading, the qualities of epic literature, and translation supported by advanced grammar and vocabulary study.

Note: The third and fourth year of the Latin curriculum alternates between the study of poetry and prose.

PREREQUISITE: Latin 3B with an average of 80 or better.

398 HONORS LATIN 4

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. There is a summer curriculum component that is expected to be completed by the first day of class.

Note: The third and fourth year of the Latin curriculum alternates between the study of poetry and prose.

PREREQUISITE: An average of 88 in second and third-year Latin.

329 SPANISH 1A

This full-year (1 credit) foreign 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.

330 SPANISH 1B

This full-year (1 credit) foreign 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.

361 SPANISH 2A

This full-year (1 credit) foreign 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, Spanish 1A with an average of 85 or recommendation from middle school teacher.

360 SPANISH 2B

This full-year (1 credit) foreign 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.

PREREQUISITE: Spanish 1 or permission from the department chair.

391 SPANISH 3A

This full-year (1 credit) foreign 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 2B with an average of 90.

390 SPANISH 3B

This full-year (1 credit) foreign 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 chair.

395 SPANISH 4A

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.

PREREQUISITE: Spanish 3B with an average of 85 or Spanish 3A with an average of 80 or better.

393 SPANISH 5A

This advanced Spanish course will focus on refining all of the basic skills of language study: reading, writing, listening, and speaking; however, the emphasis will be on using the Spanish language in conversations, debates, and other oral communicative activities. Films of both Spain and Latin America will be viewed, as will videoclips from the three Spanish-speaking networks in the USA. Cultural lessons will focus on Latin American countries and the growing Latino population in the United States. In an effort to improve grammar, periodically students will volunteer to help in a beginning Spanish classroom.

PREREQUISITE: Spanish 4A or Honors Spanish 4 with an average of 80 or better.

397 HONORS SPANISH 4

This full-year (1 credit) foreign language elective is designed for the highly-motivated student who has successfully completed Spanish 3A. The course presents and reviews advanced grammar concepts in conjunction with current events and literary studies of prominent Hispanic authors. The student will recognize and understand the relationship between the history of Spain and the birth of Spanish-America. The developing artistic, literary and political changes will be presented as we follow the evolution of the Spanish-speaking world. Current events of Spanish-speaking countries will be reported every few weeks in the form of a diary. Each student will present written and/or oral projects based on their chosen country. The class is to be conducted exclusively in Spanish; therefore students are expected to participate actively to improve speaking and pronunciation skills. The grammar aspect is proficiency-based and includes advanced composition and conversation. There is a summer curriculum component that shall be completed by the first day of class.

ENTRANCE CRITERIA: An average of 88 in second and third-year language sequence.

396 AP SPANISH LANGUAGE

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. This course will have a service component in which students will apply their language skills and knowledge in a real world situation (i.e., tutoring, volunteering at elementary schools or Hispanic community center). There will be a summer curriculum project.

PREREQUISITE: Spanish 4A or Honors Spanish 4 with an average of 85 or better.

367 SPANISH LANGUAGE IMMERSION

Do you love the Spanish Language? Does the idea of traveling to a foreign country, living with a local family, and studying in interactive small groups interest you? This course is equivalent to a half-year (0.5 credit) course and is intended for the highly-motivated language learner who has demonstrated maturity and interest in learning the Spanish language. Participants will study in a language academy or host high school for 2 weeks in April or June and live with a host family. Daily language instruction in addition to cultural activities such as cooking, music, dance, “intercambios”, and film nights are the major components of this course. There will be several required learning seminars prior to our departure. These seminars will take place after school. Finally, upon return, students will be responsible for making classroom presentations based on their experience. Students will gain increased language proficiency as well as first-hand knowledge of Latin American or Spanish culture. Students will be responsible for the cost of the trip including (but not limited to) transportation, lodging, and meals.

PREREQUISITE: Spanish 1A or higher, **concurrent enrollment** in a Spanish class, Student Application, and Teacher Recommendations.

MATHEMATICS DEPARTMENT

Mathematics involves more than computation. 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.

Although three years of math are required for graduation, most post secondary work requires that students take four years of a sequential math program. Please see the chart on the previous page. Five or more credits of math are available for exceptional students. Math courses are full-year, one-credit courses with the exception of Visual Basic.NET 1 and 2, which are semester courses earning one-half credit each.

Levels

Many of the mathematics courses at Pinkerton Academy are offered at different levels to meet the needs of our students. Explorations 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.

Recommended for Grade 9

407 EXPLORATION IN PRE-ALGEBRA

This full-year (1 credit) course is for students who struggle learning mathematics. This includes simple arithmetic computations involving addition, subtraction, multiplication, and division without a calculator. Students will be provided with scientific calculators for classroom use only. Calculators cannot be used when simple arithmetic computations are the focus of the lesson. Students who successfully complete Explorations in Pre-Algebra continue with Explorations in Algebra their sophomore year.

PREREQUISITE: Permission required from the Director of Special Education or the department chair.

ALGEBRA 1

This full-year (1 credit) course is to formalize and extend the mathematics that students learned in middle school. Topics include solving, graphing, and writing linear equations and inequalities, working with irrational numbers, quadratic equations, polynomials, exponents, systems of linear equations and inequalities. Students are encouraged to take the appropriate level of Geometry during their sophomore year.

PREREQUISITES for Algebra 1 (see below):

411 ALGEBRA 1A: 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 using a calculator. Students who have an average higher than 94, the recommendation of their teacher, and permission from the department chair are eligible to take both Geometry A and Algebra 2A during their sophomore year. This will qualify students for AP Calculus during their senior year.

414 ALGEBRA 1B: 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, and do percents without a calculator.

417 ALGEBRA 1C: At least average grades in 8th grade math or recommendation of their 8th grade teacher.

442 ALGEBRA 2A (Freshmen)

This full-year (1 credit) course is for freshmen and extends the concepts of Algebra 1A. New topics include higher degree equations, functions, inverses, matrices, logarithms, sequences, and series. The course emphasizes the applications of algebra and stresses problem solving continually. 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. Successful students are encouraged to take Honors Geometry the following year. **PREREQUISITE:** Algebra 1 in middle school with a high A average, recommendation of their 8th grade teacher, and permission from the department chair.

Recommended for Grade 10

418 EXPLORATION IN ALGEBRA 1

This full-year (1 credit) course is to formalize and extend the mathematics that students learned in Explorations 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. Students are encouraged to take the appropriate level of Geometry during their sophomore year. **PREREQUISITE:** Successful completion of Exploration in Pre-Algebra.

GEOMETRY

This full-year (1 credit) course uses inductive and deductive reasoning to arrive at Euclidean geometric concepts. These concepts are developed visually, analytically, and algebraically. Students' geometric vocabulary will build throughout the course. A student may need to provide a compass and protractor for this class.

PREREQUISITES for Geometry (see below):

420 HONORS GEOMETRY: Teacher recommendation and one credit in Algebra 2A with an average of 85 or better. Successful students will be encouraged to apply for Honors Pre-Calculus (487) and/or AP Statistics (492) the following year. This course requires use of a scientific calculator, which the student must provide.

421 GEOMETRY A: One credit in Algebra 1A (411) with an average of 85 or better, or teacher recommendation. Successful students are encouraged to take Algebra 2A (441) the following year. Those students who successfully complete Algebra 2A are encouraged to apply for Honors Pre-Calculus (487) and/or AP Statistics (492) the following year. This course requires use of a scientific calculator, which the student must provide.

424 GEOMETRY B: One credit in Algebra 1B (414) with an average of 75 or better, or teacher recommendation.

425 GEOMETRY C: Successful completion of Algebra 1C (417).

465 VISUAL BASIC.NET 1A

This half-year (0.5 credit) course is recommended for students looking for an introduction to computer programming. The course covers the essentials of programming in Visual Basic. Most of the work is hands-on and individualized. The scope of the course centers around the completion of projects that range in difficulty from building a simple Windows application to developing programs that involve multiple forms and introductory links to databases. Visual Basic.NET 1 students who earn one credit and have an 80 average or better are encouraged to enroll in Visual Basic.NET 2. This is an approved Running Start course, and students may elect to earn college credit. This course fulfills the technology graduation requirement.

PREREQUISITE: Students must have earned one credit and have an 80 average or better in Algebra 1 or teacher recommendation. Freshmen are also required to have permission of the department chair.

466 VISUAL BASIC.NET 2A

This half-year (0.5 credit) course begins where Visual Basic.NET 1 left off. More attention is given to detail and more complex code structure is introduced. Database management and active X control creation and distribution are some of the topics covered in more detail. When time permits, students are assigned lengthier projects to complete. The projects are practical in nature. By design, this course requires students to be self-motivated and have the ability to work independently as well as in small groups. This is an approved Running Start course, and students may elect to earn college credit. This course fulfills the technology graduation requirement.

PREREQUISITE: Students must have one credit in Visual Basic.NET 1 with an 80 average or better or have the recommendation of their Visual Basic.NET 1 instructor.

Recommended for Grade 11

ALGEBRA 2

This full-year (1 credit) course reviews and extends the concepts of Algebra 1. New topics include higher degree equations, matrices, exponentials, logarithms, and complex numbers. This course requires the use of a TI 84-plus graphing calculator or equivalent, which the student must provide.

PREREQUISITES for Algebra 2 (see below):

486 HONORS ALGEBRA 2: 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. Students who would like to take Geometry A (421) and Honors Algebra 2 (486) at the same time must obtain permission from the department chair.

441 ALGEBRA 2A: One credit in Geometry A (421) and one credit in Algebra 1A (411) with a cumulative math average of 85 or better, or teacher recommendation. Successful students are encouraged to take Pre-Calculus A the following year.

444 ALGEBRA 2B: One credit in Geometry B (424) and one credit in Algebra 1B (414) with a cumulative math average of 75 or better, or teacher recommendation.

449 ALGEBRA 2C: Successful completion of Geometry C (425).

445 PRACTICAL MATH FOR THE CONSUMER

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. Materials from newspapers, consumer magazines and websites will help to keep the content current.

PREREQUISITE: One credit earned in Algebra 1 and junior status or teacher recommendation.

446 EXPLORATION IN PRACTICAL MATH FOR THE CONSUMER

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 continual use of a scientific calculator, which the student must provide. Materials from newspapers, consumer magazines, and websites will help to keep the content current.

PREREQUISITE: Permission required from the Special Education Director or the department chair and 2 math credits earned or junior status or teacher recommendation.

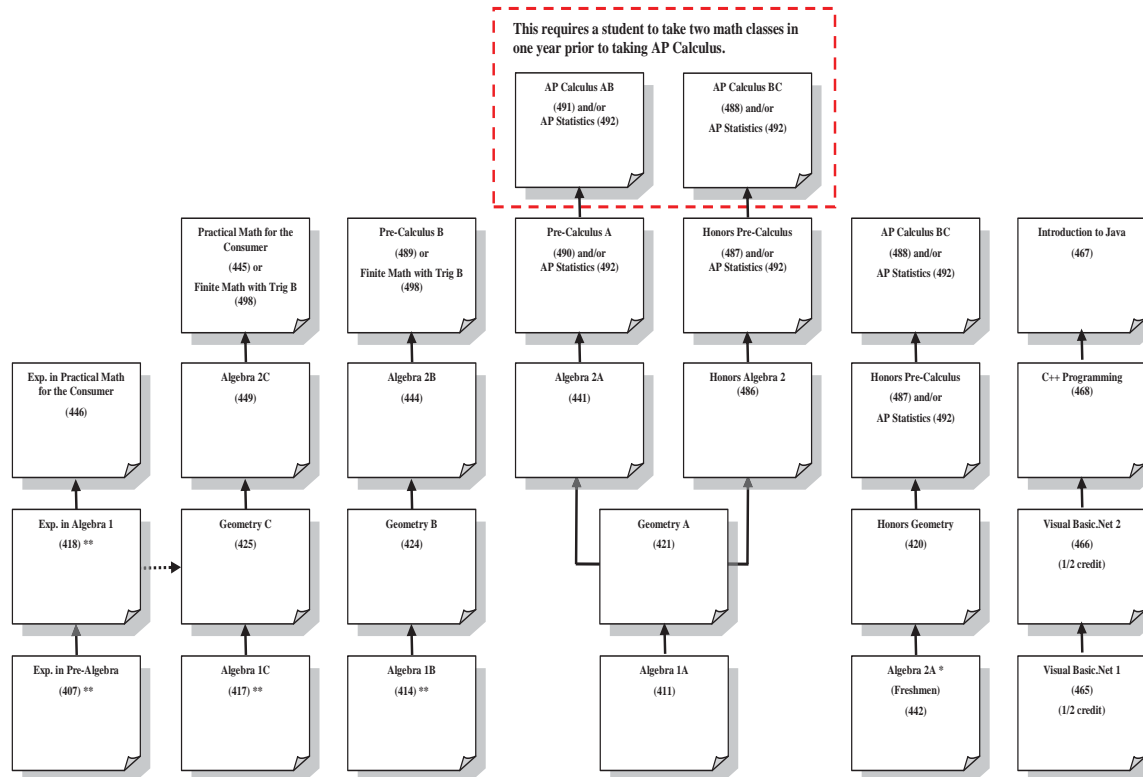
468 C++ PROGRAMMING A

This full-year (1 credit) course introduces students to the power of programming in an object oriented programming language. Topics covered include: data types, control structures, functions, overloading, string and array manipulations, structs, and classes. The use of C++ linking and debugging tools are also covered in detail. Top-down design, stepwise refinement, and object oriented design will be stressed. Emphasis on good writing habits including the production of neat, readable, and well-documented code is stressed throughout this course. Outside programming assignments will be required. This is an approved Running Start course, and students may elect to earn college credit. This course fulfills the technology graduation requirement.

PREREQUISITE: One credit in Visual Basic.NET 2 with an 80 average or better or the recommendation of the previous programming instructor.

487 HONORS PRE-CALCULUS

This full-year (1 credit) course will continue the study of trigonometry and functions. 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 continual use of a TI 84-plus graphing calculator, which the student



- * Requires approval of the Math Department Chair.
- ** These courses are targeted for use with the Math Lab.

must provide. Successful juniors will be encouraged to apply for AP Calculus BC and/or AP Statistics the following year.

ENTRANCE CRITERIA: An application process, one credit in Honors Geometry (420) or Honors Algebra 2 (486) with an 85 average or better and teacher recommendation.

490 PRE-CALCULUS A

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 continual 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 also includes some probability.

PREREQUISITE: One credit in Algebra 2A (441) with at least an 85 average or better or teacher recommendation.

Recommended for Grade 12

467 INTRODUCTION TO JAVA A

This full-year (1 credit) course will cover the essentials of the Java programming language. A majority of the course will be devoted to fundamental problem solving using this highly sophisticated computer programming language. The course also emphasizes design issues that make programs understandable, adaptable, and reusable

where appropriate. Topics covered will include encapsulation, inheritance, library classes, arrays, searching/sorting algorithms, recursion, error handling and case studies. This is an approved Running Start course, and students may elect to earn college credit.

PREREQUISITE: One credit and a grade of 80 or better in C++ or recommendation of the C++ teacher.

491 AP CALCULUS AB

This full-year (1 credit) course includes a study of limits, techniques of differentiation and integration, and applications of derivatives and integrals. Students will use a TI 84-plus graphing calculator in this class. A graphing calculator is required but not provided by the school. The emphasis is on preparing and encouraging students to take the Advanced Placement AB exam, which determines possible college credit in calculus. This course is equivalent to one semester of college calculus.

PREREQUISITE: One credit in Pre-Calculus A (490) and the recommendation of the current teacher or permission of the department chair.

488 AP CALCULUS BC

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. Students will use a TI 84-plus graphing calculator in this class. A graphing calculator is required but not provided by the school. The goal is to prepare the student for the Advanced Placement BC exam, which determines possible college credit in calculus. This course is equivalent to two semesters of college calculus.

PREREQUISITE: One credit in Honors Pre-Calculus (487) and the recommendation of the current teacher or permission of the department chair.

489 PRE-CALCULUS B

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 continual 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 and a grade of 75 or better in Algebra 2B (444) or teacher recommendation.

492 AP STATISTICS

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 (489), or one credit in Pre-Calculus A (490), or one credit in Algebra 2A (441) and the recommendation of the current teacher or permission of the department chair.

498 FINITE MATH WITH TRIGONOMETRY B

This full-year (1 credit) course is for students seeking a fourth year of math who are planning to study a non-math-related field in college. This course extends algebraic topics including systems of linear equations (matrices) as well as quadratic, polynomial, exponential, logarithmic, rational and trigonometric functions. Topics selected from probability and statistics are emphasized. This course requires continual use of a TI 84-plus graphing calculator, which the student must provide.

PREREQUISITE: One credit in Algebra 2B (444) with a 75 or better average or one credit in Algebra 2C (449) with an 80 or better average or teacher recommendation. This is a senior elective only.

PHYSICAL EDUCATION DEPARTMENT

Recommended for Grade 9

003 PHYSICAL EDUCATION 1

This half-year (0.5 credit) course meets 5 days per week for one half year. It is designed to enhance the student's emotional, physical, and social well-being and to increase confidence, coordination, and fitness. A selection of activities will be taken from each of the following areas: body dynamics, group games, individual sports, team sports and cardiovascular fitness. One piece of the required e-portfolio will be met using the fitness gram program.

015 EXPLORATION IN PHYSICAL EDUCATION (SPECIAL TEAM 1)

This half-year (0.5 credit) course 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: Permission required from the Physical Education department chair.

Recommended for Grade 10

PHYSICAL EDUCATION 2

Note: Choose only ONE of the following courses to meet requirements of Physical Education 2.

040 COMPETITIVE TEAM SPORTS - 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.

041 FITNESS FOR LIFE - PHYSICAL EDUCATION 2

This PE 2 course will include individual fitness activities. The class will focus on a wellness lifestyle and incorporate aerobic and strengthening components on a regular basis. Personal fitness and nutritional portfolios will be created for each student. The activities will include walking, tennis, strength training, aerobic exercise, yoga, Pilates, and other fitness-based activities.

042 RACQUET AND NET ACTIVITIES - 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 team handball, speedball, badminton, tennis, volleyball, basketball, pickle ball, and table tennis. Cardiovascular fitness, lower and upper body conditioning, and flexibility will be stressed during warm-ups.

043 RECREATIONAL ACTIVITIES - PHYSICAL EDUCATION 2

This PE 2 course promotes a healthy living style through recreational activities, which emphasizes participation for enjoyment. Activities include lawn games, team and partner activities, and a variety of non-traditional games.

044 OUTDOOR AND RECREATIONAL ACTIVITIES - PHYSICAL EDUCATION 2

Indoor and outdoor activities that have a lifetime use in recreation and that incorporate fitness in leisure time activities. Students will be involved in the following activities: archery, mountain biking, snowshoeing, cross-country skiing, winter activities that include snow tube soccer and snow tube ultimate, tennis, conditioning, badminton, pickle ball, table tennis, cross-country trail running and power walking, and horseshoes.

045 GET FIT WITH DANCE - PHYSICAL EDUCATION 2

This half-year (0.5 credit) active course is a combination of aerobic fitness, muscle toning, basic components of choreography, and dance. This variety will increase endurance, strength, flexibility, and coordination. We will be exploring many forms of dance and movement and will utilize the weight room on a regular basis. Dance background is not necessary.

016 EXPLORATION IN PHYSICAL EDUCATION (SPECIAL TEAM 2)

This half-year (0.5 credit) course offers students the opportunity to team one-to-one peer relationships with students in a comprehensive physical education program. A select number of activities including basketball and table tennis as well as the planning, developing and teaching of activities and participation in the yearly Unified P.E. Field Day will emphasize fitness throughout life.

PREREQUISITE: Permission is required from the Physical Education department chair.

Recommended for Grades 11 & 12

PHYSICAL EDUCATION ELECTIVES

These courses may only be taken after the two basic physical education courses (PE 1 and PE 2) have been completed successfully by the student. See 11th Grade course descriptions for each of the following:

009 EXERCISE SCIENCE CONDITIONING - PHYSICAL EDUCATION 3

Exercise Science and Conditioning (0.5 credit) will meet five days per week. Monday, Wednesday and Friday will be devoted to strength-training activities, which will include a campus run up to a mile, dynamic training and weightlifting at the oval or field house. Tuesday and Thursday will emphasize cardiovascular conditioning and will include various training methods to improve the student's endurance. Training methods would include distance running up to three miles on various courses, such as the Pinkerton Academy cross-country course and the town loop; interval training, circuit training, and snowshoeing. The student's progress will be monitored by monthly one-mile time trials, body weight, and percent body fat measurements. Instruction will include basic anatomy, physiology, and nutrition. Knowledge of heart rate and training zone will be utilized daily. The student will need appropriate workout clothing for both warm and cold weather environments, a pair of quality running shoes and a terrific attitude for a lifetime of fitness.

PREREQUISITE: Successful completion of Physical Education 1 and 2. Enrollment is limited and Physical Education department chair approval is required.

013 CARE AND PREVENTION OF ATHLETIC INJURIES - PHYSICAL EDUCATION 7

This half-year (0.5 credit) course is designed for a student who has an interest in the athletic training field. It will deal with the specific areas of conditioning, nutrition, injury, and anatomy. Taping and rehabilitation techniques will also be taught. Students will be expected to work 10 hours per quarter in the athletic training environment as a part of the course requirement.

PREREQUISITE: Successful completion of Physical Education 1 and 2. Enrollment is limited and Physical Education department chair approval is required.

014 UNIFIED PHYSICAL EDUCATION - PHYSICAL EDUCATION 8

This half-year (normally 0.5 credit) course offers a small number of regular education students the opportunity to team 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. Enrollment is limited. Physical Education Department chair approval is required.

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

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 development, 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 3.5 credits of science for graduation. One year must be a physical science (typically Journey Through Physical Science), one year must be a life science (Biology), and one semester must be Health. 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.

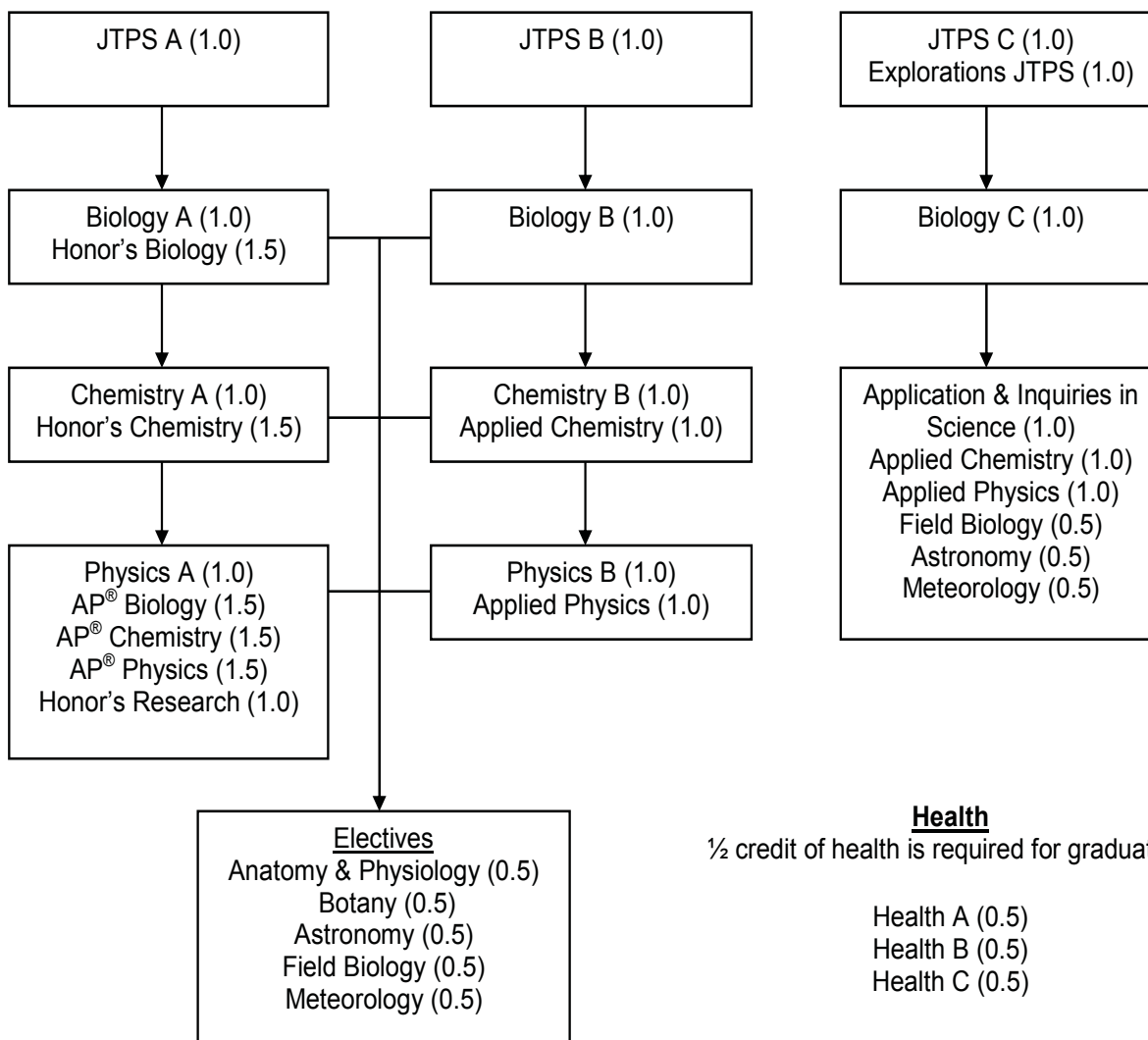
Recommended for Grade 9

503 JOURNEY THROUGH PHYSICAL SCIENCE 1A and 2A – Required Physical Science course

This full-year lab science course is made up of two, one semester (0.5 credit) courses, which are taught by the same teacher. One of the semester courses reviews concepts in chemistry, while the other covers 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

Pinkerton Academy Science Courses

(3.0 credits of science required for graduation)



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 chair. The student should be concurrently enrolled in Algebra A.

507 JOURNEY THROUGH PHYSICAL SCIENCE 1B and 2B – Required Physical Science course

This full-year lab science course is made up of two, one semester (0.5 credit) courses, which are taught by the same teacher. One of the semester courses reviews concepts in chemistry, while the other covers 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.

515 EXPLORATION IN PHYSICAL SCIENCE 1 AND 2 – Required Physical Science course

This full-year lab science course is made up of two, one semester (0.5 credit) courses, which are taught by the

same teacher. One semester course reviews concepts in chemistry while the other covers 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 chair.

Recommended for Grade 10

500 HEALTH EDUCATION A – Required Health course

This half-year (0.5 credit) course will focus on 5 different topics: Mental and Emotional Health and Disease; Death and Dying/Suicide; Sexuality and Parenthood; Substance Abuse; Exercise/Nutrition. Students taking this course should have superior scholastic ability.

501 HEALTH EDUCATION B – Required Health course

This half-year (0.5 credit) course covers the same material as Health Education A, except at a slower pace and in less depth, and general expectations are more geared for a student with average ability. Please read the Health Education A description for a list of the topics covered.

502 HEALTH EDUCATION C – Required Health course

This half-year (0.5 credit) course covers the same material as Health Education B, except at a slower pace and in less depth than Health Education B. Please read the Health Education A description for a list of the topics.

521 BIOLOGY A1 (sem. 1) – Required Life Science course

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 Journey Through Physical Science A with a grade of 80 or better, or with teacher recommendation and permission from the department chair.

522 BIOLOGY A2 (sem. 2) – Required Life Science course

This half-year (0.5 credit) lab science course is a continuation of course 521. Course content includes genetics, biodiversity, ecology, and evolution.

PREREQUISITE: Biology A1 or permission from the department chair.

524 BIOLOGY B1 (sem. 1) – Required Life Science course

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 Journey Through Physical Science B with a grade of 70 or better, or permission from the department chair.

525 BIOLOGY B2 (sem. 2) – Required Life Science course

This half-year (0.5 credit) lab science course is a continuation of Biology B1 (524). Course content includes genetics, biodiversity, ecology, and evolution.

PREREQUISITE: Biology B1 or permission from the department chair.

527 BIOLOGY C1 (sem. 1) – Required Life Science course

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 Journey Through Physical Science B or C or permission from the department chair.

528 BIOLOGY C2 (sem. 2) – Required Life Science course

This half-year (0.5 credit) lab science course is a continuation of Biology C1 (527). Course content includes genetics, biodiversity, ecology, and evolution.

PREREQUISITE: Biology C1 or permission from the department chair.

529 HONORS BIOLOGY

This full-year course is scheduled for one and one-half (1.5) periods. The course is designed for above-average students preparing for college or university programs that have competitive admissions standards or for 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 sections on cell chemistry, cell structure, photosynthesis, respiration, protein production, genetics and evolution. Students will be able to develop their problem-solving and critical thinking skills through class discussions and laboratory experiments. A large portion of this course involves laboratory exercises. There is also a summer assignment that is expected to be completed by the first day of class.

PREREQUISITE: JTPS A with a final grade of 88 or better, JTPS A teacher recommendation, and be concurrently enrolled in either Honors Geometry or Geometry A.

Recommended for Grade 11

520 BOTANY – Elective Life Science course

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.

539 FIELD BIOLOGY – Elective Life Science course

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.

540 ANATOMY AND PHYSIOLOGY A – Elective Life Science course

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 chair.

571 HONORS CHEMISTRY – Elective Physical Science course

This full-year (1.5 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 an additional 2.5 periods of laboratory per week will require a commensurate increase in course work as well as a greater proficiency in writing and mathematical skills when compared to Chemistry A (573). **There is also a summer assignment that is expected to be completed by the first day of class.**

PREREQUISITE: A cumulative science GPA of 88 or better (including Biology) and Biology teacher

recommendation OR Honors Biology with an average of 85. In addition, students must either have completed or be concurrently enrolled in Honors Algebra 2 or Algebra 2A.

573 CHEMISTRY A – Elective Physical Science course

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 chair. 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.

574 CHEMISTRY B – Elective Physical Science course

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. Concepts such as measurement; classification of matter; atomic structure; formula and equation writing; chemical reactivity; properties of solids, liquids, and gases, solutions, and acid/base chemistry will be covered, emphasizing descriptive rather than mathematical relationships.

PREREQUISITE: Successful completion of 1 credit in Physical Science, 1 credit in Biology, and Algebra 1B or Geometry C, with an average of 70 or better.

575 APPLIED CHEMISTRY – Elective Physical Science course

This full-year (1 credit) 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.

PREREQUISITE: Successful completion of 1 credit in Physical Science and 1 credit in Biology.

576 METEOROLOGY – Elective Physical Science course

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 world-wide-web and Pinkerton Academy's weather station.

PREREQUISITE: Successful completion of 0.5 credit in Biology.

577 ASTRONOMY – Elective Physical Science course

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.

578 ASTROBIOLOGY (formerly Applications & Inquiries in Science)– Elective science course

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 JTPS or ExJTPS, and 1 credit in Biology.

Recommended for Grade 12

523 AP BIOLOGY – Elective Life Science course

This full-year (1.5 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 developing an understanding of concepts rather than on memorizing terms and technical details. Topics include molecules and cells (25%), heredity and evolution (25%), and organisms and populations (50%). Students should be aware that an additional 2.5 periods per week are required for lab. **There is also a summer assignment that is expected to be completed by the first day of class.** 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 chair.

570 AP CHEMISTRY – Elective Physical Science course

This full-year (1.5 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 covered: atomic theory and atomic structure; chemical bonding; structure of matter; nuclear chemistry; chemical equilibria; chemical kinetics; and thermodynamics. Laboratory work is emphasized. Students should be aware that an additional 2.5 periods per week are required for lab. **There is also a summer assignment that is expected to be completed by the first day of class.** The emphasis is preparing and encouraging students to take Advanced Placement exam.

PREREQUISITE: One credit in Chemistry A or Honors Chemistry and the recommendation of the current teacher or permission from the department chair.

541 AP PHYSICS B – Elective Physical Science course

This full-year (1.5 credit) lab science course is recommended for future engineering and math science students or any student seeking an advanced treatment of the subject. 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. An additional 2.5 periods per week are required for lab. **There is also a summer assignment that is expected to be completed by the first day of class.** 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 chair.

543 PHYSICS A – Elective Physical Science course

This full-year (1 credit) lab science course meets for only 5 periods per week. This 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 Physical Science A and Biology A. It is also required, due to the rigors of the course, that the student have completed Chemistry A or Algebra 2A.

544 PHYSICS B – Elective Physical Science course

This full-year (1 credit) lab science course is recommended for students who need or desire a foundation in the concepts of physics necessary for their post-secondary studies in the science, technical, and health fields. 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. Lab work is included within this program. Physics B is recommended for students who desire a foundation in the concepts of physics necessary for any further study in post-secondary education.

PREREQUISITE: One credit in Physical Science B, Biology B, and Algebra 1B. Also, due to the mathematics used in the course, it is highly recommended that the student has completed 1 credit of Algebra 2B.

542 APPLIED PHYSICS - Elective Physical science course

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 of 9th grade Physical Science, 0.5 credit of Biology, and either successful completion or concurrent enrollment in Algebra 2.

572 HONORS SCIENCE INDEPENDENT RESEARCH - Elective Physical or Life Science course (depending on project chosen)

This full-year (1 credit) lab science course will offer a small select group of students the opportunity to perform original scientific research under the guidance of both Pinkerton and college faculty. Students must be highly self-motivated, willing to work independently, and possess a stellar academic record. The topic selection and library research phases of the project will be completed during the summer prior to the courses so that experimental research can begin in September. Students will be expected to maintain accurate and valid research notes. A final research report and PowerPoint presentation will be required at the end of the course. Each individual will be held to the highest standards of accuracy and integrity throughout this program. During the year, students will need to be able to go weekly to the University of New Hampshire in Durham to work with their research professor.

PREREQUISITE: A selection process that includes teacher recommendations from Chemistry teacher and either Biology or Journey Through Physical Science teacher. Please note that the number of students selected into this program is limited to the availability of research professors and the ability of students to commit up to two afternoons per week to spend at UNH, accommodating the research professors' schedules. Preference will be given to students who have successfully completed a rigorous course load of advanced (Honors and/or AP) science electives.

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.

Recommended for Grade 9

Requirement for Graduation: All current students must successfully complete American Government (half-year), Economics (half-year), an additional half-year social studies elective, and U.S. History (full-year) during their four years.

Note: The requirements for the Class of 2016 are as follows: All students must successfully complete American Government (half-year), Cultural Geography (half-year), Economics (half-year) and U.S. History (full-year), during their four years.

201 AMERICAN GOVERNMENT A

This half-year (0.5 credit) A-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 origins of the government of the U.S.A. including great documents, comparative economic systems, citizenship, Due Process; and political parties, voting, and elections.

204 AMERICAN GOVERNMENT B

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 origins of the government of the U.S.A. including great documents, comparative economic systems, citizenship, Due Process; and political parties, voting, and elections.

207 AMERICAN GOVERNMENT C

This half year (0.5 credit) C-level course is designed as a study of the American government, its structures, functions, and effects on individuals. Most academic time will be spent with the study of citizenship; development and types of governments, and the three branches of government at the national, state, and local levels. The course will also cover: the origins of the government of the U.S.A. including great documents, comparative economic systems, Due Process; and political parties, voting, and elections.

210 EXPLORATION IN AMERICAN GOVERNMENT

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 the Constitution. The student will be introduced to the concepts of good citizenship and the role of a good citizen in a democracy. Projects will be required.

PREREQUISITE: Permission required from the department chair.

213 CULTURAL GEOGRAPHY

This half-year (0.5 credit) course is a predominantly freshman elective designed for the A/B-level student. This semester course is a balance of physical geography (mountains, plains, plateaus, etc.) as well as cultural geography (language, foods, government type) throughout the world. We determine where people reside in this world as well as how these people are influenced by physical features, climate, and natural resources. The course reiterates plate tectonics, five themes of Geography, as well as characteristics of culture. Further, the course heavily weighs on an in-depth examination of globalization and the student's role in a globalized world.

214 CULTURAL GEOGRAPHY C

This half-year (0.5 credit) course is a predominantly freshman elective designed for a student requiring a slower-paced class. This semester course is a balance of physical geography (mountains, plains, plateaus, etc.) as well as cultural geography (language, foods, government type) throughout the world. We determine where people reside in this world as well as how these people are influenced by physical features, climate, and natural resources. The course reiterates plate tectonics, five themes of Geography, as well as characteristics of culture. Further, the course heavily weighs on an in-depth examination of globalization and the student's role in a globalized world.

215 EXPLORATION IN CULTURAL GEOGRAPHY

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, and Para-professionals in the classroom as well as in a resource room. This course provides a basic study of world geography, with emphasis on both physical geography (mountains, plains, plateaus, etc.) as well as cultural geography (language, foods, government type). Basic topics will include the 5 Themes of Geography, plate tectonics, globalization, and the student's role in the process. Also, investigate the various cultural regions of the world. Map work, projects, and use of technology will be included.

PREREQUISITE: Permission required from the department chair.

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 (216, 217, 218 or 219) or through the CTE courses - Marketing and Business Management (661), Introduction to the World of Business and Finance (651) or completing the entire Academy of Finance program (5 courses).

212 HONORS ECONOMICS

This half-year (0.5 credit) honors-level version of the Economics course required for all tenth grade students. As an honors course, course content is studied at a faster pace at a higher difficulty level with the incorporation of additional projects. This course examines the key concepts of economics, with an emphasis on the role of the citizen within the market structure of the United States. The following topics will be studied: Fundamentals of Economics, Economic Systems & Free Enterprise System, Supply & Demand, Market Competition, Labor, Economic Performance, Fiscal & Monetary Policies, International Economics.

ENTRANCE CRITERIA: Cumulative average of 88 or better in A-level social studies classes, teacher recommendations, or approval from the department chair.

216 ECONOMICS A

This half-year (0.5 credit) A-level required course is designed to create an appreciation for the American free-enterprise system from the point of view of labor, management, government, and the consumer. Production, distribution, and consumption of goods and services will be stressed. Understanding the decision-making process and human relations skills will be integral parts of the program. There will be practical application and projects in areas such as current events, stock markets, entrepreneurship, and banking. Students taking this course should have superior scholastic ability.

217 ECONOMICS B

This half-year (0.5 credit) B-level required course covers the same material as Economics A but at a slower rate and in less depth. Students taking this course should have average (or above average) scholastic ability.

218 ECONOMICS C

This half-year (0.5 credit) C-level required course covers the same material as Economics B but at a slower rate and in less depth, while stressing practical application of the material.

219 EXPLORATION IN ECONOMICS

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 provides an overview of the American free enterprise system. Production, distribution, and consumption of goods and services will be stressed. Practical application and projects will be an integral part of the course.

PREREQUISITE: Permission required from the department chair.

224 GLOBAL STUDIES 1 - China/India

This half-year (0.5 credit) unlevleled elective is designed to be a survey course covering the geography, economics, peoples, language, population, resources, basic history, current developments and foreign affairs of primarily China and India. The course is directed towards students who are interested in social studies, world travel and international business and who desire to learn more about different nations and cultures. Technology and international dialog are encouraged.

225 GLOBAL STUDIES 2 - Russia/Latin America

This half-year (0.5 credit) unlevleled elective has a structure similar to Global Studies 1. It covers areas of Russia and Latin America, with further emphasis on economic and social interaction among countries in those areas.

228 GLOBAL STUDIES 3 - Middle East/Africa

This half-year (0.5 credit) unlevleled elective has a structure similar to Global Studies 1 and 2. It covers the areas of the Middle East and Africa and emphasizes the interactions and conflicts among the different peoples and religions of that region and the regional and international tensions caused by such conflicts.

231 WORLD HISTORY A1 (sem. 1)

This half-year (0.5 credit) A-level course surveys the study of man from ancient times through the Renaissance. A major term project, chosen by the students, is required. Lectures, debates, and discussions are supplemented by a variety of audio visual materials.

232 WORLD HISTORY A2 (sem. 2)

This half-year (0.5 credit) A-level course surveys the study of man from the Renaissance to the present. A major term project, chosen by the students, is required. Lectures, debates, and discussions are supplemented by a variety of audio visual materials.

234 WORLD HISTORY B1 (sem. 1)

This half-year (0.5 credit) B-level course presents a survey of the study of man from ancient times through the Renaissance. Videotapes, slides, and technology will be used through the course. Reports and projects are required.

235 WORLD HISTORY B2 (sem. 2)

This half-year (0.5 credit) B-level course presents a survey of the study of man from the end of the Renaissance to the present. Videotapes, slides, and technology will be used throughout the course. Reports and projects are required.

237 WORLD HISTORY C1 (sem. 1)

This half-year (0.5 credit) C-Level elective is designed for students who may not want to take history at the post-secondary level. This course traces the world's historical development through the Renaissance. The course stresses the effects of the actions of historical figures and the times in which they lived. A variety of audio visual materials will supplement the course.

238 WORLD HISTORY C2 (sem. 2)

This half-year (0.5 credit) C-level elective is designed for students who may not want to take history at the post-secondary level. This course traces the world's historical development from the Renaissance to the present. The course will stress the effects of the actions of historical figures and the times in which they lived. A variety of audio visual materials will be used throughout the course.

220 ANTHROPOLOGY

This half-year (0.5 credit) unlevelled elective course is directed toward motivated sophomore, junior, and senior students who are prepared for a moderately-paced survey course. This course provides students with a solid understanding of the fundamentals of anthropology. The various subfields of anthropology: evolution, human variations, Paleolithic cultures, the origins of domestication and settled life, culture, language, contemporary trends, and applied anthropology are covered. The goal of the course is to prepare students for life in a global community.

230 SOCIOLOGY 1

This half-year (0.5 credit), unlevelled 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 (230) and Sociology 2 (260) may not be taken during the same school year.

223 CHINA EXCHANGE PROGRAM

Are you interested in traveling to China, living with a Chinese family, and attending classes at our sister school in China? Then this program is for you! Travel to China in April, live with a Chinese student and their family, and attend classes at our sister school, Tanggu No. 1, in TianJin, China. You will tour many historic and cultural sites such as the Forbidden City, Great Wall, and Terra Cotta warriors in Beijing and Xian, China. You will also have the opportunity to host a Chinese student. This course is equivalent to a half year, half credit (0.5) course. It is intended for mature and highly-motivated students interested in foreign relations, international business, history, and politics. There will be monthly after-school and evening required seminars that cover in-depth discussions of Chinese culture, economics, politics, and language. Mandarin Chinese speaking ability is a plus but IS NOT required or needed. The course does involve a final project that will be completed after the student returns. Students will gain first-hand knowledge and experience about the world's next superpower that could be invaluable for their future. Students will be responsible for the cost of the trip, which includes transportation, lodging, meals, and admittance to sites. There are fundraising opportunities to assist students in reducing the trip cost. This is a limited enrollment program and students are required to go through an application process, have teacher recommendations, and be in good academic and administrative standing. Are you ready for the trip of a lifetime?

Note: See other Social Studies electives under 9th Grade course descriptions.

Recommended for Grade 11**220 ANTHROPOLOGY (See 10th Grade course description)****230 SOCIOLOGY 1 (See 10th Grade course description)****242 CONSUMER ECONOMICS**

This half-year (0.5 credit) social studies elective is open to all juniors and seniors who want to gain valuable 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. Class projects, consumer magazines, simulation games, and videos supplement the basic class material. A project is required.

With reference to the US History courses below, please note that students interested in History may take AP US History, US History A or US History B, but cannot receive more than 1 credit in US History.

250 AP UNITED STATES HISTORY

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.

PREREQUISITE: Completion of at least 1.5 social studies credits in the following courses: American Government, Economics, and one of the restricted electives at A-level is recommended and approval of the department chair.

251 UNITED STATES HISTORY A (1877-Present)

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 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. Research projects, book reports, and outside reading assignments are required.

254 UNITED STATES HISTORY B (1877-Present)

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: Industrialization, U.S. Imperialism, World War I, Reform, the Great Depression, World War II, the Cold War and Civil Rights. Class activities include lectures, discussions, cooperative work, and use of technology, films/documentaries, research projects, and oral presentations.

257 UNITED STATES HISTORY C (1877-Present)

This full-year (1 credit) C-level course is designed for the student who may not be an enthusiastic and/or skilled reader. It covers Industrialization, U.S. Imperialism, World War I, the Progressive Era, the Great Depression, World War II, the Cold War, Civil Rights, economic and social growth, our emergence as a world power, and developments in Black history. Several minor projects are included.

255 EXPLORATION IN UNITED STATES HISTORY

This full-year (1 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 the resource room. This course will provide an overview of United States History from 1877 through to the present. Class activities will include cooperative work, projects, and use of video and independent class work.

PREREQUISITE: Permission required from the department chair.

260 SOCIOLOGY 2A

This half-year (0.5 credit) course is a continuation of Sociology 1. Areas of concentration are crime and justice, population, health, suicide, gerontology, death and dying, education, religion, and gender issues.

PREREQUISITE: Sociology 1 with an average of 80 or better, or permission from the department chair.

Note: Sociology 1 (230) and Sociology 2 (260) may not be taken during the same school year, with the exception of graduating seniors.

Note: See other social studies electives under Grades 9 and 10 course descriptions.

Recommended for Grade 12

242 CONSUMER ECONOMICS (See 11th Grade course description)

260 SOCIOLOGY 2 (See 11th Grade course description)

270 CONTEMPORARY ISSUES

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. News quizzes, position papers, participation, and research on an ongoing topic are course requirements. Each student receives a daily newspaper and a weekly copy of a news magazine.

282 AP EUROPEAN HISTORY

This full-year (1 credit) 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. The course covers the histories of various European countries from the 16th century to the present. Lectures, primary and secondary source readings and seminar discussions are designed to prepare the student to meet the rigors of a college history program.

PREREQUISITE: Completion of U.S. History; AP or A-level is recommended; and approval of the department chair.

With reference to the psychology courses below, please note that students interested in psychology may take AP Psychology, Psychology A, or Psychology B, but cannot receive more than 1 credit in Psychology.

290 AP PSYCHOLOGY

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.

PREREQUISITE: Completion of U.S. History; AP or A-level is recommended; and approval of the department chair.

291 PSYCHOLOGY A

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.

294 PSYCHOLOGY B

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.

Note: See other Social Studies electives under Grades 9-11 course descriptions.

SPECIAL EDUCATION DEPARTMENT

Pinkerton Academy voluntarily subscribes to, and complies with the Individuals with Disabilities Education Improvement Act of 2004 and the state special education laws. The Special Education Department, in cooperation with all other departments, offers a variety of services (described below) to meet the needs of qualified students.

Resource Room Program

This program services the majority of all special education students at the Academy. It is designed to service students with mild to moderate educational disabilities. In the resource rooms, students and staff work

collaboratively on homework, studying for tests, organization, etc. Students may also use the resource rooms to take tests or work on projects. The resource room provides daily contact between the student and resource staff. The time that the student spends in the resource room is not in place of time spent in a subject-matter classroom. The student is scheduled into the resource room during non-classroom time and there is no credit attached to the program. First-time freshmen will be assigned to a resource room specifically for freshmen, and the following year they will be assigned to a new resource room.

Alternative Comprehensive Transition Program (ACT)

This program is designed for mild to moderate developmentally-disabled students who are recommended by the special needs team. This program focuses on independent living skills and skills necessary for the student to be gainfully employed. Course selection for credit and/or skill units and diploma options are based on individual needs. Supervised work experience during the school day may be provided through our Exploration in Work program. Some students also receive related services from Pinkerton or district specialists such as physical therapy, occupational therapy, and/or speech and language therapy.

Pinkerton Academy's Student Support for Educational Success (PASSES)

Through a team approach, the Pinkerton Academy's Student Support for Educational Success Program (PASSES) provides students with emotional disabilities a safe environment to reach their academic, social, and emotional potential through case coordination, counseling services, smaller classes with differentiated instruction, and assisted study hall support. Note: PASSES Mood Management is available in Grades 10-11-12.

Philosophy: PASSES offers 15 out of the 20 credits required for graduation in a specialized setting. It is recognized that the high school experience is a blend of accumulated knowledge, skill-mastery, and the attainment of academic credits coupled with the student's unique social-emotional development. The Pinkerton Academy's Student Support for Educational Success (PASSES) Program strives to empower students and equip them with the academic skills and coping strategies necessary for individual success.

The PASSES Program offers academic support, which includes assisted study halls, smaller classes (8-12 students) and differentiated instruction by certified special educators who are HQT in their content area. Another service is counseling, which consists of individual and group sessions, collaboration with outside agencies, and safety assessments, as needed. Each student is assigned a case coordinator who facilitates the development and implementation of individual education plans (IEP) and acts as a liaison between students, parents, teachers, counselors, administrators, and outside agencies. In addition, Positive Behavior Interventions, such as rewards and recognition for academic excellence and appropriate behavior, are used as an incentive for students. Through utilizing these methods, students are provided the opportunity to foster self-reliance, responsibility, and personal wellness to achieve academic success and be productive members of society.

Exploration Courses - Courses that are labeled "Exploration" have many modifications built into their curricula to meet the needs of disabled students. These courses are generally smaller and may have additional support staff to assist the teacher and the students. Exploration courses are available to non-special education students with permission from the subject area department chair.

Reading - There are currently 3 small group reading instruction courses in the special needs area that are geared for the learning disabled student. Reading Efficiency is a double-period, full-year course that is worth 2.0 credits. The other reading courses are one semester in length and worth 0.5 credit. Note: This course may be available to non-special education students with permission from the Special Education Director.

86 READING IN THE CONTENT AREA 1 (sem. 1)

This course is designed to teach reading comprehension strategies to students who are significantly below reading grade level. It incorporates a variety of modes and questioning techniques through which students can gain a greater understanding of what they have read.

87 READING IN THE CONTENT AREA 2 (sem. 2)

This course is a continuation of Reading in the Content Area 1. Its focus is higher-level (inference and application) comprehension strategies with increased student independence in selection of reading materials.

74 READING EFFICIENCY

This double-period, full-year course is designed to teach decoding techniques to students who are significantly below reading grade level. It is designed to help decoding through phonics, morphology, spelling, and vocabulary study. A number of phonics-based approaches are used, along with frequent oral reading, to improve automaticity and fluency. Students are expected to apply their improved decoding skills through selection of independent reading assignments. 2.0 credits.

Note: These courses may be available to certain non-handicapped students on a space available basis. See the Special Education Director for more information.

70 PERSONAL COMMUNICATION ENRICHMENT 1

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, role play, scripting, and cooperative learning activities. Enrollment in the course must be recommended by the Speech-Language Pathologist/Specialist and approved by the Director of Special Education.

Alternative Comprehensive Transition Program (ACT)

This program is designed for qualified students who are recommended by the special needs team. The thrust is on independent living skills and skills necessary for the students to become gainfully employed. Remedial, academic, and life skills' components are included in the scope of the program. Supervised work experience during the school day may be provided depending on the student's individual needs. Course selection for credit and/or skill units and diploma options are based on individual needs.

SKILL UNITS

Skill Units will be awarded for ACT courses that do not meet curriculum standards for credit and can be applied toward an individualized diploma. A skill unit is a measurement of documented time spent in a specific area of study, meeting individualized goals that do not meet curriculum standards.

2112 & 2113 READING ENRICHMENT (sem. 1 & sem. 2)

These half-year reading courses will incorporate the basic reading skills as applied to daily living functions, as well as reading in the content areas. Students will have the opportunity to increase their reading for enrichment in their interest areas. 0.5 skill units

2405 & 2408 CONSUMER EDUCATION (sem. 1 & sem. 2)

These half year courses emphasize development, understanding and awareness of basic consumer/citizen skills to increase successful, supported interaction within the community. Some areas covered are recognition of numbers, coins and calendar days, months and seasons. 0.5 skill units

2700 & 2701 CAREER EDUCATION (sem. 1 & sem. 2)

These half-year courses will enable students to plan for a career, become employed, maintain employment, make a positive job change and effectively manage unemployment if it occurs. 0.5 skill units

2729 & 2730 APPLIED VOCATIONAL EXPLORATION (sem. 1 & sem. 2)

This half-year course prepares students for success in entry-level programs offered by the Career and Technical Education Department. Areas such as Horticulture, Woods, and Forestry will be explored each semester. 0.5 skill units (not offered every year).

2731 PRE-WORK TO LEARN

This one or two-period course is designed for students who require extended time and practice to develop basic, introductory work skills through on campus work experiences. 0.5 skill units

2785 & 2786 WORK TO LEARN (sem. 1 & sem. 2)

Work to Learn (WTL) is a non-paid work experience opportunity for students enrolled in the ACT program. Students connect with the business community to acquire the knowledge, skills, and abilities necessary to access the local labor market. WTL schedules are for at least two periods and require permission of the Special Education Director. Students can earn 0.5 credit for a 2-period block or 1.0 credit for a 3-period block. WTL placements may grow into paid, part-time positions.

2804 DAILY LIVING SKILLS

A basic course which enables the student to develop independent skills in real-life situations such as, personal hygiene, shopping, banking, and cooking. 1.0 skill unit

2811 ACADEMIC SUPPORT 1

This half-year service provides support to students taking courses in the mainstream. Students may be provided assistance either 1:1, or in a small group setting with an adult and/or with a peer aide. 0.5 skill units

2812 ACADEMIC SUPPORT 2

This half-year service provides support to students taking courses in the mainstream. Students may be provided assistance either 1:1, or in a small group setting with an adult and/or with a peer aide. 0.5 skill units

Notes

Notes