PROGRAM OF STUDIES

2018-2019

PITTSFIELD MIDDLE HIGH SCHOOL

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# TABLE OF CONTENTS

Pittsfield School District Mission................................................................. 2  
Letter from College and Career Readiness................................................. 4  
Graduation Requirements............................................................................ 5  
Suggested Course Sequence....................................................................... 5  
Post-Secondary Education.......................................................................... 7  
Testing........................................................................................................... 8  
Academic Programs...................................................................................... 8  
Academic Information.................................................................................. 10  
Course Information..................................................................................... 12  
Parent Questions and Concerns................................................................. 15  
**COURSE DESCRIPTIONS:**  
Advisory........................................................................................................ 16  
Business/Information & Communication Technologies.............................. 16  
English.......................................................................................................... 18  
Fine Arts Instruction  
   Art............................................................................................................. 20  
   Music......................................................................................................... 22  
Health and Wellness Education  
   Health...................................................................................................... 22  
   Family and Consumer Sciences.............................................................. 22  
   Physical Education.................................................................................. 23  
Mathematics................................................................................................ 24  
Science......................................................................................................... 26  
Social Studies............................................................................................... 28  
World Language........................................................................................... 30  
Other Courses............................................................................................. 30  
Extended Learning Opportunities............................................................... 31  
Driver Education.......................................................................................... 31  
Concord Regional Technical Center Course Descriptions.......................... 32  
Virtual Learning Academy Charter School (VLACS) Course Listing............. 40  
VLACS Dual Enrollment Course Listing...................................................... 41  
Statement of Non-Discrimination............................................................... 42
VISION
The Pittsfield School District is a school community in which all decisions are based on the best interests of our learners, supported by a learning environment that enables all of Pittsfield’s young people to be fully engaged in their own learning, pursue their college and career aspirations, and be strongly supported to realize their dreams.

MISSION
The mission of the Pittsfield School District is to ensure that our learners are supported in the achievement of their college and career goals through student centered learning practices and strong partnerships with our community. We encourage and guide our students to become self-directed, lifelong learners who demonstrate a high level of knowledge, skills, and social-emotional health through self-advocacy, self-governance, and commitment to community.

VALUES
In support of our vision and mission, we value:

1. A Student Centered Environment
   - Students believe and demonstrate that they have voice and choices in their education;
   - Students are treated respectfully as unique individuals by all members of the school community;
   - Students are provided with an environment that is safe and promotes their ability to learn and grow, both as individuals and as members of a larger society;
   - All decisions are based on what is in the best interests of our students.

2. Student Ownership for Learning
   - Students take responsibility for and ownership of their own learning;
   - Students are assisted to become self-directed and accountable for their own learning and personal development;
   - Students are provided with the opportunity to exercise their voice in all aspects of decision-making regarding their learning and their school.

3. Personalized Learning
   - Academic, cultural, and socio-economic diversity is respected;
   - Learning styles of students guide instruction;
   - Students are provided with the opportunity to choose and structure the learning path that best suits them;
   - Students design performance assessments based on competencies;
   - Personalization is supported through a range of practices, including student-led conferences, personalized learning plans, extended learning opportunities, student advisories, and inquiry learning.

4. Rigor
   - Students are supported in reaching their full potential through high expectations;
   - Students and teachers collaborate to develop rigorous projects and assessment rubrics;
   - Students and teachers are encouraged and inspired to reach their full potential through a school culture of high rigor.

5. Teachers as Facilitators
   - Teachers serve students more as coaches of learning rather than distributors of direct instruction;
   - Teachers employ anytime, anywhere learning opportunities to the greatest extent possible;
   - Teachers utilize team and inquiry learning practices.
6. High Achievement
   - High standards are established and maintained;
   - Students are provided with multiple learning opportunities to attain high levels of achievement;
   - Learning activities promote deep understanding rather than superficial knowing;
   - Learning activities focus on facilitation of learning and the personal development of students to become successful 21st Century learners.

7. Post-Secondary Readiness
   - By senior year, students demonstrate mastery of the district’s core curriculum;
   - Students have access to resources, support, and services to help them prepare to meet post-secondary goals;
   - Graduating seniors develop realistic and ambitious plans for college and/or careers;
   - Students report that they are confident in their skills and abilities for post-secondary pursuits.

8. Community Engagement
   - Our community is well informed about the work of the school district;
   - Community members know that their voices are heard and that their opinions are valued;
   - Our community understands the connection between strong schools and a strong community.

9. Personal Accountability
   - Members of the school community practice active communication to improve accountability;
   - Members of the school community accept responsibility for their own actions; we acknowledge both shortcomings and successes.

GUIDING PRINCIPLES
The Pittsfield School District commits to the following principles and practices in support of our values, vision, and mission:
1. Creating an environment that supports the development of meaningful voice and choice for every student;
2. Enhancing each learner’s acquisition of knowledge and skills through learning that occurs anytime and anywhere;
3. Building motivation for learning through the establishment of strong partnerships;
4. Developing schools that demonstrate supportive relationships, academic relevance, and rigor through strong and mutually beneficial ties with the entire community;
5. Fulfilling post-secondary aspirations through high standards, high expectations, and high achievement; and
6. Expecting learners to demonstrate mastery of knowledge and skills through authentic assessment.

SLOGAN
Strong Community – Strong Schools
Adopted by the Pittsfield School Board: January 10, 2013

PMHS 21ST CENTURY LEARNING EXPECTATIONS
- Students will demonstrate the ability to be productive, self-directed learners.
- Students will demonstrate the ability to be engaged and responsible members of their community
- Students will demonstrate the ability to communicate.
- Students will demonstrate the ability to acquire and synthesize information.
- Students will demonstrate the ability to identify and solve problems.
May 2018

Dear PMHS Students and Families,

This Pittsfield Middle High School Program of Studies is intended to provide you with essential information for planning next year’s academic schedule. The importance of careful planning and consideration cannot be stressed enough.

Please take time to study the course descriptions provided, and plan to discuss your thoughts about your options with your parents, advisor, classroom teachers, and Director of College and Career Readiness. Make sure to give careful consideration to your academic needs and make use of the support and advice available to you. Most colleges require students whose high school transcript includes four years of English and mathematics, at least three credits of science and social studies, and at least two credits of the same world language. Additionally, they look for well-rounded students who are involved in various co-curricular and extracurricular activities. It is important to distinguish the difference between selecting courses that fulfill only the minimum requirements for a PMHS diploma as opposed to taking advantage of courses that can help you to further your post-secondary education and life goals. Now is the time to begin to think about your future.

In this year’s program of studies, a number of classes offer dual enrollment for both high school and college credit. Additional dual enrollment classes are available online through eStart courses offered through the Community College System of New Hampshire, as well as courses through Southern New Hampshire University. This program includes the Virtual Learning Academy Charter School (VLACS), as well as updated information on new opportunities for juniors and seniors at Concord Regional Technical Center.

On behalf of the College and Career Readiness team, we encourage you to utilize every opportunity that PMHS has to offer. It is our mission to help you succeed by preparing you for life after high school. Best wishes for a successful and productive 2018-2019 school year!

Sincerely,

Melissa Brown,
Director
&
College and Career Readiness Team
## PMHS GRADUATION REQUIREMENTS

### CLASS OF 2019 AND BEYOND

<table>
<thead>
<tr>
<th>Credits</th>
<th>Curriculum Area</th>
<th>Prescribed Courses</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>English/Language Arts</td>
<td>English 9, 10, 11* and 12*</td>
</tr>
<tr>
<td>3</td>
<td>Mathematics***</td>
<td>Algebra, 2 Additional Math Courses*</td>
</tr>
<tr>
<td>3</td>
<td>Science</td>
<td>Biology, Physical Science, 1 Additional Science Credit</td>
</tr>
<tr>
<td>3</td>
<td>Social Studies</td>
<td>Geopolitical Studies, Economics, US History, American Government</td>
</tr>
<tr>
<td>1</td>
<td>Physical Education</td>
<td>Physical Education, Lifetime Fitness Activities, IPEP</td>
</tr>
<tr>
<td>0.5</td>
<td>Fine Arts</td>
<td>Beginning Guitar, Band, Chorus, Principles of Art &amp; Design</td>
</tr>
<tr>
<td>0.5</td>
<td>Health</td>
<td>Health</td>
</tr>
<tr>
<td>0.5</td>
<td>Information &amp; Communication</td>
<td>Desktop Publishing, CAD, Digital Art, Yearbook</td>
</tr>
<tr>
<td></td>
<td>Technology**</td>
<td></td>
</tr>
<tr>
<td>5.5</td>
<td>Electives</td>
<td>Credits from any of the offered courses</td>
</tr>
<tr>
<td>0.25</td>
<td>Community Service Hours</td>
<td>Class of 2019 and 2020: 37.5 hours required</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Class of 2021 and beyond: 40 hours required</td>
</tr>
</tbody>
</table>

**21.25 TOTAL CREDITS REQUIRED FOR GRADUATION**

***See specified Math-Related Courses (noted MRC). Students in the Class of 2019 and beyond are required by NH state law to be enrolled in a Mathematics or Math-Related course each year they are in high school. All CRTC courses are approved Math-Related Courses (MRC).**

*Running Start (dual enrollment) courses are available for 11th and 12th grade: English 11, English 12 and College Algebra.

**Graphic Design and Computer Engineering offered at the Concord Regional Technical Center are accepted ICT courses.

### SUGGESTED COURSE SEQUENCE

#### SUGGESTED COURSE SEQUENCE: STANDARD

<table>
<thead>
<tr>
<th>Grade</th>
<th>Credits</th>
<th>Courses</th>
</tr>
</thead>
<tbody>
<tr>
<td>9</td>
<td>1</td>
<td>English 9</td>
</tr>
<tr>
<td></td>
<td>1</td>
<td>Math Foundations: Algebra I; Geometry; Algebra II</td>
</tr>
<tr>
<td></td>
<td>1</td>
<td>Biology</td>
</tr>
<tr>
<td></td>
<td>1</td>
<td>Geopolitical Studies</td>
</tr>
<tr>
<td></td>
<td>0.5</td>
<td>Physical Education</td>
</tr>
<tr>
<td></td>
<td>0.5</td>
<td>Health</td>
</tr>
<tr>
<td></td>
<td>0.5</td>
<td>Information &amp; Communication Technologies (ICT)</td>
</tr>
<tr>
<td>10</td>
<td>1</td>
<td>English 10</td>
</tr>
<tr>
<td></td>
<td>1</td>
<td>Algebra I; Geometry; Algebra II; Advanced Math</td>
</tr>
<tr>
<td></td>
<td>1</td>
<td>Physical Science</td>
</tr>
<tr>
<td></td>
<td>0.5</td>
<td>Economics</td>
</tr>
<tr>
<td></td>
<td>0.5</td>
<td>Physical Education</td>
</tr>
<tr>
<td></td>
<td>0.5</td>
<td>Fine Arts</td>
</tr>
<tr>
<td></td>
<td>0.5</td>
<td>Open Elective</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Grade</th>
<th>Credits</th>
<th>Courses</th>
</tr>
</thead>
<tbody>
<tr>
<td>11</td>
<td>1</td>
<td>Statistics: Algebra II; College Algebra; Advanced Math; Intro to Calculus</td>
</tr>
<tr>
<td></td>
<td>0.5</td>
<td>Earth Science, Environmental Science</td>
</tr>
<tr>
<td></td>
<td>0.5</td>
<td>Technical Chemistry</td>
</tr>
<tr>
<td></td>
<td>1</td>
<td>US History</td>
</tr>
<tr>
<td></td>
<td>2</td>
<td>Open Elective</td>
</tr>
<tr>
<td></td>
<td>0.25</td>
<td>Community Service Hours</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Grade</th>
<th>Credits</th>
<th>Courses</th>
</tr>
</thead>
<tbody>
<tr>
<td>12</td>
<td>1</td>
<td>English 12</td>
</tr>
<tr>
<td></td>
<td>1</td>
<td>Statistics: Algebra II; College Algebra; Advanced Math; Intro to Calculus or Math-Related Course</td>
</tr>
<tr>
<td></td>
<td>0.5</td>
<td>American Government</td>
</tr>
<tr>
<td></td>
<td>2</td>
<td>Open Elective</td>
</tr>
<tr>
<td></td>
<td>0.25</td>
<td>Community Service Hours</td>
</tr>
</tbody>
</table>

**NOTE: This is a suggested guideline. Scheduling conflicts may not allow for all students to follow exact program.**
### SUGGESTED COURSE SEQUENCE: COLLEGE PREP & NH SCHOLARS

#### GRADE 9

<table>
<thead>
<tr>
<th>Credits</th>
<th>Courses</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>English 9</td>
</tr>
<tr>
<td>1</td>
<td>Algebra I, Geometry; Statistics; Algebra II</td>
</tr>
<tr>
<td>1</td>
<td>Biology</td>
</tr>
<tr>
<td>1</td>
<td>Geopolitical Studies</td>
</tr>
<tr>
<td>0.5</td>
<td>Physical Education</td>
</tr>
<tr>
<td>0.5</td>
<td>Health</td>
</tr>
<tr>
<td>1</td>
<td>World Language I</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Credits</th>
<th>Courses</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>English 10</td>
</tr>
<tr>
<td>1</td>
<td>Geometry; Statistics; Algebra II; Advanced Math</td>
</tr>
<tr>
<td>1</td>
<td>Physical Science</td>
</tr>
<tr>
<td>0.5</td>
<td>Economics</td>
</tr>
<tr>
<td>0.5</td>
<td>Physical Education</td>
</tr>
<tr>
<td>1</td>
<td>World Language II</td>
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</table>

#### GRADE 10

<table>
<thead>
<tr>
<th>Credits</th>
<th>Courses</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>English 9</td>
</tr>
<tr>
<td>1</td>
<td>Math Foundations; Algebra I; Geometry; Algebra II</td>
</tr>
<tr>
<td>1</td>
<td>Biology</td>
</tr>
<tr>
<td>1</td>
<td>Geopolitical Studies</td>
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<tr>
<td>0.5</td>
<td>Physical Education</td>
</tr>
<tr>
<td>0.5</td>
<td>Health</td>
</tr>
<tr>
<td>0.5</td>
<td>Information &amp; Communication Technologies (ICT)</td>
</tr>
</tbody>
</table>

This guideline indicates the general course requirements for most four-year colleges. Whereas college requirements vary, it is imperative to review each school for specific course requirements, minimum GPA and SAT scores. For specific NH Scholars requirements, review the NH Scholars program planner.

**NOTE:** This is a suggested guideline. Scheduling conflicts may not allow for all students to follow exact program.

### SUGGESTED COURSE SEQUENCE: CONCORD REGIONAL TECHNICAL CENTER

#### GRADE 9

<table>
<thead>
<tr>
<th>Credits</th>
<th>Courses</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>English 9</td>
</tr>
<tr>
<td>1</td>
<td>Math Foundations: Algebra I; Geometry; Algebra II</td>
</tr>
<tr>
<td>1</td>
<td>Biology</td>
</tr>
<tr>
<td>1</td>
<td>Geopolitical Studies</td>
</tr>
<tr>
<td>0.5</td>
<td>Physical Education</td>
</tr>
<tr>
<td>0.5</td>
<td>Health</td>
</tr>
<tr>
<td>0.5</td>
<td>Information &amp; Communication Technologies (ICT)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Credits</th>
<th>Courses</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>English 10</td>
</tr>
<tr>
<td>1</td>
<td>Algebra I; Geometry, Algebra II; Advanced Math</td>
</tr>
<tr>
<td>1</td>
<td>Physical Science</td>
</tr>
<tr>
<td>0.5</td>
<td>Economics</td>
</tr>
<tr>
<td>0.5</td>
<td>Physical Education</td>
</tr>
<tr>
<td>0.5</td>
<td>Fine Arts</td>
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#### GRADE 10

<table>
<thead>
<tr>
<th>Credits</th>
<th>Courses</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>English 11 (Dual Enrollment)</td>
</tr>
<tr>
<td>1</td>
<td>Statistics; Algebra II; College Algebra; Advanced Math; Intro to Calculus</td>
</tr>
<tr>
<td>1</td>
<td>Anatomy &amp; Physiology; Physics</td>
</tr>
<tr>
<td>0.5</td>
<td>American Government</td>
</tr>
<tr>
<td>0.5</td>
<td>Global Issues; Psychology; World History</td>
</tr>
<tr>
<td>1.5</td>
<td>Open Elective</td>
</tr>
<tr>
<td>0.25</td>
<td>Community Service*</td>
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</table>

#### GRADE 11

<table>
<thead>
<tr>
<th>Credits</th>
<th>Courses</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>English 11 (Dual Enrollment)</td>
</tr>
<tr>
<td>1</td>
<td>Algebra II; College Algebra; Adv. Math; Intro Calculus</td>
</tr>
<tr>
<td>1</td>
<td>Anatomy &amp; Physiology; Physics</td>
</tr>
<tr>
<td>0.5</td>
<td>American Government</td>
</tr>
<tr>
<td>0.5</td>
<td>Global Issues; Psychology; World History</td>
</tr>
<tr>
<td>1.5</td>
<td>Open Elective</td>
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</table>

#### GRADE 12

<table>
<thead>
<tr>
<th>Credits</th>
<th>Courses</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>English 12</td>
</tr>
<tr>
<td>1</td>
<td>Statistics; Algebra II; College Algebra; Advanced Math; Intro to Calculus or Math-Related Course</td>
</tr>
<tr>
<td>1</td>
<td>Anatomy &amp; Physiology; Physics</td>
</tr>
<tr>
<td>0.5</td>
<td>American Government</td>
</tr>
<tr>
<td>2</td>
<td>Concord Regional Technical Center Program</td>
</tr>
<tr>
<td>0.25</td>
<td>Community Service*</td>
</tr>
</tbody>
</table>

**NOTE:** This is a suggested guideline. Scheduling conflicts may not allow for all students to follow exact program.
POST-SECONDARY EDUCATION

During the school year, admission counselors from select institutions visit Pittsfield Middle High School, as do recruiters from the military services. The dates of these visits are announced in advance, and interested juniors and seniors are encouraged to meet with these representatives.

All students can access college catalogues available in the College and Career Readiness office, however, most schools have made their course catalog available digitally. Students are highly encouraged to visit their websites when researching their post-secondary institutions. Students should also plan visits to post-secondary schools during their junior year, or before November of their senior year. Additional information is also available at www.nhheat.org, www.petersons.com, www.princetonreview.com and www.collegeboard.com. In addition, all students will create a College Board account which has endless resources for developing plans for the next phase of their lives beyond high school. Below are general requirements that students should keep in mind when planning their high school course of study.

**General requirements for community colleges are:**
- ENGLISH: 4 years
- MATHEMATICS: 3 years
- SCIENCE: 3 years
- SOCIAL STUDIES: 3 years (NOTE: NH Scholars requires 3.5 years of social studies)

Examples: NHTI, Manchester Community College, Nashua Community College, Lakes Region Community College, Great Bay Community College, White Mountain Community College

**General requirements for most four year colleges/universities are:**
- ENGLISH: 4 years
- MATHEMATICS (college prep): 3 years
- SCIENCE (two must be lab sciences): 3 years
- SOCIAL STUDIES: 3 years (NOTE: NH Scholars requires 3.5 years of social studies)
- WORLD LANGUAGE: 3 years
- GPA: Minimum 3.3
- SAT SCORE*: Minimum 1090

Examples: UNH, Plymouth State University, Keene State College, New England College, Saint Anselm College

**General requirements for highly selective colleges/universities are:**
- ENGLISH: 4 years
- MATHEMATICS (college prep): 4 years
- SCIENCE (three must be lab science): 4 years
- SOCIAL STUDIES: 3 years (NOTE: NH Scholars requires 3.5 years of social studies)
- WORLD LANGUAGE (one language): 4 years
- GPA: 4.0
- SAT SCORE: Minimum 1470

Examples: Columbia University, Dartmouth College, Brown University, Yale University, Princeton University

*Various four year colleges/universities do not require SAT scores. Check admission requirements when researching colleges/universities.
The following Pittsfield Middle High School academic and course policies are subject to change. Please review the PMHS Student/Family Handbook for current policy adaptations.

TESTING

Pittsfield Middle High School annually hosts College Board testing for all students in grades 8-12 in October free of charge. Students in grade 11 standing will take the College Board SAT free of charge in April for the NH state assessment. It is recommended that college bound students take the SAT in May/June of their junior year, and again, at PMHS, in October of their senior year. Testing timelines are listed below.

<table>
<thead>
<tr>
<th>TEST</th>
<th>YEAR</th>
<th>TIMELINE</th>
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</thead>
<tbody>
<tr>
<td>PSAT 8/9 (College Board)</td>
<td>Grade 8</td>
<td>October (at PMHS)</td>
</tr>
<tr>
<td>PSAT 8/9 (College Board)</td>
<td>Grade 9</td>
<td>October (at PMHS)</td>
</tr>
<tr>
<td>PSAT/NMSQT (College Board)</td>
<td>Grade 10</td>
<td>October (at PMHS)</td>
</tr>
<tr>
<td>PSAT/NMSQT (College Board)</td>
<td>Grade 11</td>
<td>October (at PMHS)</td>
</tr>
<tr>
<td>SAT (College Board) - State Assessment</td>
<td>Grade 11</td>
<td>March/April (at PMHS)</td>
</tr>
<tr>
<td>SAT (College Board)*</td>
<td>Grade 11</td>
<td>May/June</td>
</tr>
<tr>
<td>SAT (College Board)</td>
<td>Grade 12</td>
<td>October (at PMHS)</td>
</tr>
<tr>
<td>ASVAB (Armed Service Vocational Aptitude Battery)</td>
<td>Grade 12</td>
<td>November/December</td>
</tr>
<tr>
<td>Accuplacer (College Board)**</td>
<td>Grade 12</td>
<td>December-May</td>
</tr>
</tbody>
</table>

Specific dates, locations, and fees will be announced.

*Please contact the College and Career Readiness office for College Board fee waiver information.

**Selected schools require the Accuplacer to assess the student's level in reading, writing, math, and computer skills to accurately schedule their college courses.

ACADEMIC PROGRAMS

Concord Regional Technical Center (CRTC)

OVERVIEW: Students have the opportunity to attend the Concord Regional Technical Center (CRTC) at Concord High School as a sophomore, junior and/or senior. Applications to the CRTC will be distributed by the College and Career Readiness office in January, and will be due in February for admission for the following year.

PROGRAMS: The CRTC provides students with eleven two-year program opportunities including Automotive Technology, Computer Engineering, Construction Trades, Cosmetology, Criminal Justice, Culinary & Pastry Arts, Fire Science/EMT, Graphic Design & Creative Media, Health Science, Teacher Preparation, and Theater Technology & Design. CRTC course descriptions are included in this program. Most of the programs at the CRTC have dual enrollment opportunities where students can earn both high school and college credit. Please visit www.thecrtc.net for more information.

POLICIES: The CRTC institutes a strict attendance policy (showing up to work every day), dress expectations (work place safety), and an emphasis upon proper conduct at all times (team work). The CRTC allows five absences per semester, after which the student will lose credits in the course and must meet with the CRTC Director to appeal. Bus service is provided to and from the CRTC from Pittsfield Middle High School. Students who miss the bus to CRTC are to report to the main office at PMHS immediately. Students are not allowed to drive to the Concord Regional Technical Center without written approval by Concord High School and Pittsfield Middle High School.
National Honor Society

The National Honor Society (NHS) Advisor and Faculty Council selects students to the National Honor Society. The NHS Faculty Council consists of five faculty members from Pittsfield Middle High School appointed by the NHS Advisor. The NHS Advisor is a non-voting member, therefore the NHS Faculty Council will make the final determination of NHS selection. Selection is based on scholarship, leadership, service, and character.

ELIGIBILITY:

1. To meet the academic requirements, a student must have a minimum cumulative GPA (grade point average) of 3.0 on a 4.0 scale. The student’s cumulative GPA will be calculated three weeks after the last day of the previous marking period (i.e. end of the previous school year). Additionally, a student who has an INC in any previous course, at the time of review, is not eligible. To retain membership in the National Honor Society, members must maintain a minimum cumulative GPA of 3.0 on a 4.0 scale.

2. Candidates must have been in attendance at PMHS for the entirety of the semester prior to the end of the previous marking period.

For notices of appeals in cases of non-selection of candidates, and the disciplining or dismissal of members, please contact the NHS Advisor for the official National Honor Society rules and regulations. Members who resign or are dismissed are never again eligible for membership or its benefits.

SELECTION PROCESS: Students who are eligible for membership will be notified by the NHS Advisor. Once notified, students will have one calendar week to complete and submit the NHS application requirements. Only those students who return the completed application will be considered for selection. The selection decision will be determined by the NHS Faculty Council during the 2nd quarter.

New Hampshire Scholars

OVERVIEW: The State Scholars Initiative was established in 2006. It is a federally funded national program with twenty-four actively participating states. In 2007, the New Hampshire Scholars Initiative began with just six schools. Currently, there are 73 participating schools across the state. The NH Scholars Initiative works with local business leaders to design a defined, rigorous academic course of study that will adequately prepare them for post-secondary education as well as today’s competitive job market.

PATHWAYS: The New Hampshire Scholars program raised the bar for the 2015-2016 school year. Beginning in the fall 2015, students can choose one of three options to pursue a NH Scholars diploma: the traditional NH Scholars path, and newly created STEM and ARTS emphasis pathways. The new options will require a minimum grade point average (GPA) as well as classes focused on each specific path. These rigorous programs created by NH Scholars will be an incentive program for any student in New Hampshire to realize their dreams of a college education and rewarding career.

<table>
<thead>
<tr>
<th>NH Scholars Traditional</th>
<th>STEM Emphasis</th>
<th>ARTS Emphasis</th>
</tr>
</thead>
<tbody>
<tr>
<td>• 4 Years of English</td>
<td>• 4 Years of English</td>
<td>• 4 Years of English</td>
</tr>
<tr>
<td>• 4 Years of Math</td>
<td>• 4 Years of Math</td>
<td>• 4 Years of Math</td>
</tr>
<tr>
<td>• 3 Years of Lab-Science</td>
<td>• 4 Years of Science (3 Labs)</td>
<td>• 3 Years of Lab-Science</td>
</tr>
<tr>
<td>• 3.5 Years of Social Studies</td>
<td>• 3.5 Years of Social Studies</td>
<td>• 3.5 Years of Social Studies</td>
</tr>
<tr>
<td>• 2 Years of Foreign Language</td>
<td>• 2 Years Foreign Language</td>
<td>• 2 Years of Foreign Language</td>
</tr>
<tr>
<td>• 1 Yr (or more) STEM-related</td>
<td>• Minimum 3.2 GPA (4.0 scale)</td>
<td>• Minimum 3.2 GPA (4.0 scale)</td>
</tr>
</tbody>
</table>

*NOTE: NH Scholars is a high school program. Course requirements must be earned during high school (9-12). Students are encouraged to take high school level courses during middle school to allow the opportunity to take higher level courses later in high school. Credit earned in middle school for high school level courses satisfy PMHS graduation requirements, however, the expectation of a NH Scholar is to meet the requirements during their high school career.
PROCEDURE: Students choosing to participate in the NH Scholars Program will need to meet with the director of College and Career Readiness. Students completing the program are eligible for college application fee waivers from select institutions, notary of completion on their official transcript, and are honored with a medallion at graduation. Information about the NH Scholars program is available at www.nhscholars.org.

ACADEMIC INFORMATION

ALTERNATIVE LEARNING PLANS: In an effort to reduce the number of students who do not complete the requirements necessary to graduate high school and earn a diploma, the Board established a program for alternative learning plans allowing students to obtain a high school diploma or its equivalent. Alternative learning plans may include, but are not limited to, alternative schedules, home-based learning, online courses/distance education, early graduation, late graduation, HiSET preparation or opportunities approved by the Superintendent or his/her designee in conjunction with Board policies. Alternative Learning Plan components will be determined through a team consisting of the Director of College and Career Readiness, student, parent/guardian, Advisor and other appropriate people based on the individual student need.

CLASS STANDING: Students are required to accumulate a specific number of credits and successfully complete their grade level English course (1 credit) in order to advance to the next grade. Class standing requirements are as follows:

- Sophomore = 5.25 credits and English 9
- Junior = 10.5 credits and English 10
- Senior = 15.75 credits and English 11

COMMUNITY SERVICE REQUIREMENT: Community service is work performed without monetary compensation intended to help the community in some way, be it through beautification, support, or participation at community events. Community service is voluntary work performed to help people or a person. It is meant to connect us to the community where we live, work or to the global community. Because we are all citizens, it is our responsibility to learn about and help others. It is a way to pay it forward. Community service is also a way to pay back the town, state, and country. During the 2015-2016 school year, it cost the town of Pittsfield approximately $18,767.71 to educate a high school student for one year. The cost to Pittsfield taxpayers (47% after state and federal aid) was $8,820.82.

REQUIREMENTS:
- To receive a Pittsfield Middle High School diploma, high school students are required to complete 40 hours of community service. Forty hours will be a requirement starting with the Class of 2021. All classes graduating before 2021 will require the original 37.5 hours, prorated for transfer students.
- Students who transfer to PMHS during their high school year will have their hours prorated. Students may complete this requirement individually or by working in groups. Students may earn community service hours while enrolled in grades 7-12. Students are expected to follow the PMHS Norms while working in the community.
- All community service must be pre-approved by the advisor. The Director of College and Career has final say in all community service concerns.
- To receive credit for the hours, students must submit the original copy of the completed Community Service Verification Form to the office of College and Career Readiness within 90 days of the date of the service.
- Seniors going on the Senior Class trip must complete all of their hours prior to the established date as determined by the Senior Class advisors and the Dean of Operations.
- The number of community service hours required for graduation and the number of hours a student has logged will be printed on the transcript (beginning in the 2017-2018 school year).
COMPETENCY BASED ASSESSMENT: The competency-based assessment and evaluation system at Pittsfield Middle High School is founded upon common expectations for high levels of student learning. At Pittsfield Middle High School, each course has a set of established core competencies that describes what students are expected to know and be able to do as a result of completing the course’s learning requirements. The purpose is to provide structure and expectations to ensure common and systematic competency-based assessment practices are used in all courses by all teachers at the middle high school. These practices will be related directly to state learning goals, and competencies will be used to assign credit and report on student progress.

DIPLOMA: A Pittsfield High School diploma will be awarded to students who meet the requirements for graduation as noted in the PMHS graduation requirements on page 5 of this program. Please contact the Director of College and Career Readiness for additional information regarding diplomas and participation in graduation ceremonies.

EARLY GRADUATION: The Pittsfield School Board has approved a policy for early graduation. The director of College and Career Readiness shall approve requests which are determined to meet all state and local graduation requirements and indicate that early graduation is related to career and/or educational plans of the student. Students under the age of 18 must have the approval of a parent/guardian. Please see the College and Career Readiness office for more information.

FINAL COURSE SCORE REPORTING:
1. A competency score of 2.5 is considered to be meeting expectations.
2. When a student meets expectations for all course competencies, credit will be awarded for the course.
3. Competency scores will be averaged to determine the final course score.
4. Final course scores will be translated to a letter score according to the table below.
5. Student transcripts (high school courses only) will reflect the letter grade.

<table>
<thead>
<tr>
<th>Final Course Score</th>
<th>Letter Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.66-4.0</td>
<td>A</td>
</tr>
<tr>
<td>3.5-3.65</td>
<td>A-</td>
</tr>
<tr>
<td>3.44-3.49</td>
<td>B+</td>
</tr>
<tr>
<td>3.22-3.43</td>
<td>B</td>
</tr>
<tr>
<td>3.0-3.21</td>
<td>B-</td>
</tr>
<tr>
<td>2.83-2.99</td>
<td>C+</td>
</tr>
<tr>
<td>2.5-2.82</td>
<td>C</td>
</tr>
<tr>
<td>0-2.49</td>
<td>F (No Credit)</td>
</tr>
<tr>
<td>Not Yet Competent</td>
<td>NYC (No Credit)</td>
</tr>
<tr>
<td>Competency Recovery</td>
<td>INC (No Credit)</td>
</tr>
<tr>
<td>Pass</td>
<td>P (Credit)</td>
</tr>
<tr>
<td>Fail</td>
<td>F (No Credit)</td>
</tr>
<tr>
<td>Audit</td>
<td>J (No Credit)</td>
</tr>
</tbody>
</table>

GRADE POINT AVERAGE AND CLASS RANK: Grade point average (GPA) is determined from final course grades, and is only calculated for high school level courses. Advisory, learning studios, community service, and courses with a final mark of “Pass” or “Fail” are not included in the GPA calculation. Final marks from included courses are given the appropriate non-weighted numerical value, and then multiplied by the potential credit of the course to determine grade points earned. The grade points are totaled and divided by the total number of potential credits to determine the student’s grade point average. The GPA is calculated each year, and a cumulative GPA is maintained. Class rank is determined by the student’s cumulative GPA. After each semester, class members are ranked from highest to lowest. Class rank helps to determine the class Valedictorian and Salutatorian at the time of graduation.
Upon enrollment at Pittsfield Middle High School, grades for students transferring from other school districts are converted to the un-weighted GPA calculation method. Transfer students must be enrolled for their entire senior year in order to be considered for Valedictorian and Salutatorian and other academic awards. Please note that colleges and universities use their own formulas to recalculate grade point averages for admissions and scholarship consideration.

**GRADUATION:** High School graduation is the highlight of a successful educational experience at PMHS. It is a formal occasion for the graduates and all attendees. Graduation consists of Baccalaureate (optional), the Senior Awards, and Commencement. All graduation requirements including community service and financial obligations must be met prior to participation in graduation rehearsals or exercises. Attendance at all graduation rehearsals is mandatory. We urge parent/guardian support and cooperate in making graduation a happy and meaningful event in the life of their child.

**HIGH SCHOOL CREDIT:** Students in grades 7 and 8 have opportunities to earn high school credit that will count towards Pittsfield Middle High School graduation requirements. Any middle school student who wishes to enroll in a high school course must have prior approval by the Director of College and Career Readiness and course instructor. Middle school students who wish to enroll in a high school VLACS course must have prior approval by the Director of College and Career Readiness. Failure to obtain approval may result in earned high school credit ineligible towards graduation requirements. Approved credit earned from high school courses will be calculated in the student’s high school GPA and displayed on their official transcript. NOTE: High school credit earned in middle school fulfills graduation requirements, but does not fulfill the requirements for the NH Scholars program.

**HONOR ROLL:** High School Honor Roll will be determined at the end of the school year. Students with a grade of INC are not eligible for Honor Roll.

**High School Eligibility Requirements:**
- **Honors with Distinction:** Minimum GPA of 4.0 (A)
- **High Honors:** Minimum GPA of 3.7 (A-)
- **Honors:** Minimum GPA of 3.0 (B)

**TRANSFER STUDENTS:** High school students who transfer to PMHS are required to provide an official transcript from their previous high school at the time of registration. The previous school, course names, and grades will be maintained on the PMHS transcript. Upon review of the transcript, the College and Career Readiness office reserves the right to determine the best way to fulfill PMHS graduation requirements. GPA will be determined by all previous letter grades. In the instance of numerical grades, the letter grade equivalent of the prior school will be used. Although PMHS does not accept grades of C- or below, all previous letter grades of this nature will be translated into GPA according to the designated numerical equivalent. If a student transfers from a school with a different credit system, the College and Career Readiness office will determine the number of appropriate credits for each course.

**COURSE INFORMATION**

**CLASS ATTENDANCE:** Daily attendance at school and in class is extremely important. Students are responsible for work missed during a period of absence as well as making arrangements to complete the work promptly. Please refer to the late work policy in the student and family handbook.

**COURSE AUDIT:** Students may request to “audit” a course. Auditing involves attending and completing course work without receiving credit or a final grade at the close of the course. Students may not audit courses that fulfill graduation requirements. Successfully audited courses will result in a “J” as a final mark on their high school transcript which will not affect their grade point average. Once a student has been enrolled in an audited course, they can no longer earn credit for the course. Students must request to audit a course no later than the midpoint of the course. The midpoints are as follows:
The student must complete a Schedule Change Request form, obtained from the College and Career Readiness office. The request for auditing a course must be approved by the director of College and Career Readiness, teacher of the course, advisor, case manager (if applicable), and parent/guardian if the student is under the age of 18.

Students may also receive a final grade of “J” for enrichment courses. Such courses include specific learning studios or job shadow extended learning opportunities. Enrichment courses provide the student with the subject knowledge and/or experience, but they are not responsible for the submission of assignments or mastery of competencies.

**COURSE CANCELLATION:** The courses listed in this Program of Studies may be rescinded for a variety of reasons, therefore, students should register for as many courses as possible. **Students are asked to select alternative courses in the instance a course becomes unavailable.** If selected courses are annulled, these alternatives will be scheduled.

**COURSE PRIORITY:** In certain courses there may be a limited number of sections available. Registration priority will generally be given to students who require the course for graduation with subsequent priority given to class standing in the following order: seniors, juniors, sophomores, and freshmen.

**COURSE SELECTION AND APPROVAL:** Courses are scheduled on a semester or yearlong basis. When you consider a course, please note how it is scheduled and the impact that it may have on other courses you may want to take. A student may register for any course provided he/she meets the prerequisites. Students, parents, advisors, counselors, and teachers should communicate fully prior to course selection. Parents will be asked to approve the student’s course selection before the close of the school year. It is expected that courses selected during the spring shall become the student’s educational program the following fall.

**COURSE WITHDRAWAL:** It is essential that students devote sufficient time to planning their schedules so that withdrawals are avoided. Students are responsible for all the requirements of any course in which they are registered unless the student officially withdraws through the College and Career Readiness office. Each request for withdrawal will be considered on its own merit and according to the educational needs of the student.

- For the initial ten days of class, students may withdraw without a final mark for the course on their high school transcript or affecting their grade point average.
- Between the tenth day and midpoint of the class, the student must complete a Schedule Change Request form, obtained from the College and Career Readiness office. The midpoints are as follows:
  - Midpoint of fall semester course: End of first quarter
  - Midpoint of spring semester course: End of third quarter
  - Midpoint of full year course: End of second quarter

The schedule change request must be approved by the College and Career Readiness director as well as the teacher of the dropped/added course(s), advisor, case manager (if applicable), and parent/guardian if the student is under the age of 18. If approved, this will result in a final mark of “WP” (withdrew passing) or “WF” (withdrew failing) on their high school transcript and no earned credit. Final marks of “WP” and “WF” do not affect the student’s grade point average.

- Withdrawals after the midpoint of the class will result in a failing grade for the course which will negatively affect their grade point average. The student will receive no credit for the course.

*Please refer to the “Online Learning Opportunities” section for information on online course withdrawal.*
**DUAL CREDIT/ENROLLMENT:** The Community College System of New Hampshire (CCSNH) offers two dual enrollment opportunities for high school students, Running Start and eStart. Both programs give students the opportunity to earn college credits while in high school. Running Start is a program where students may take the course taught by a teacher at their high school. Pittsfield Middle High School currently offers three Running Start courses (English 11: American Literature, English 12: Composition and College Algebra) that offer students both college and high school credit. The English 11: American Literature course awards three credits while English 12: Composition and College Algebra offer four credits through New Hampshire Technical Institute (NHTI). To receive credit, students must successfully complete the course, and pay the reduced tuition cost. Textbooks for Running Start courses are provided to the students by Pittsfield Middle High School. Financial assistance for qualified students, as well as payment plan options, are available for Running Start courses. Please see the College and Career Readiness office for more information.

Virtual Learning Academy Charter School ([www.VLACS.org](http://www.VLACS.org)) offers eStart, through the Community College System of New Hampshire, and uStart, through Southern New Hampshire University. Both programs allow high school students to earn both high school and college credit through online learning. Students must sign up for VLACS dual enrollment courses in advance and pay the reduced tuition fees. Please refer to the back of this program for a complete list of the VLACS dual enrollment courses.

Students may also earn high school credit by taking a college course that is not part of a dual enrollment program. When college credit is awarded, the student will receive .1 PMHS credit for each college credit awarded for non-dual enrollment courses; such credits may be awarded for elective courses only. Additional information regarding alternative credit options is available in Pittsfield School District policy IMBC.

**GUIDED/INSTRUCTIONAL STUDY:** Guided Study is available to students who require a focused and monitored study period. Guided Study is supervised by teachers who will assist the student with classes they need extra help with. Students will also learn organizational skills and research tools. Senior release will not be allowed during Guided Study.

Students who enroll in an Instructional Study will be expected to utilize that period for academic purposes. Instructional Study is supervised by staff members. During most periods of each school day, the library is also available to assist students with research papers and other projects.

**ONLINE LEARNING OPPORTUNITIES:** Pittsfield Middle High School encourages students to take full advantage of online learning as a means of enhancing and supporting their education. These educational courses will fulfill curriculum requirements. PMHS offers the following online opportunities:

- Virtual Learning Academy Charter School (VLACS): [www.VLACS.org](http://www.VLACS.org)
- Odysseyware: [www.odysseyware.com](http://www.odysseyware.com)

**POLICIES:** The Board encourages students to take full advantage of online learning as a means of enhancing and supporting their education. It also includes opportunities for additional educational options. These educational courses will fulfill curriculum requirements. Students must have online courses / distance education courses approved by the Director of College and Career Readiness ahead of time to receive credit. To graduate with a Pittsfield Middle High School diploma, online courses / distance education may include a maximum of 5 credits towards the 21.25 credits required for graduation. Courses not available at PMHS or that conflict with a student’s schedule are considered non inclusive. Extenuating circumstances will require approval by the Director of College and Career Readiness. The written approval of the Director of College and Career Readiness is required before a Pittsfield School District student enrolls in online courses / distance education. In order to receive credit for an online course, students must take exams administered at Pittsfield Middle High School, proctored by a member of the faculty. Please refer to the PMHS Student/Family Handbook for the comprehensive online policy.
Virtual Learning Academy Charter School (refer to the back of this program for a comprehensive list of VLACS courses)

- Parents/guardians must enroll students in VLACS courses and participate in a phone conversation with the online teacher before beginning the class. During the first 28 calendar days of being activated into a VLACS course, a student may drop the course without penalty.
- For each online course there are a minimum number of assignments that must be completed each week. Failure to submit the minimum number of assignments on a weekly basis will result in removal from the course and may result in a failing grade being assigned to the student’s academic transcript. Failing grades reported by VLACS will be recorded in the student’s PMHS academic record and will appear on their PMHS transcript.
- If the course is dropped after completing 50% of the class requirements and failing to take the final exam, Virtual Learning Academy Charter School will issue an "F" for the final grade.

NOTE: Failing grades reported by VLACS will be recorded in the student’s PMHS academic record and will appear on their PMHS transcript.

Odysseyware

- Odysseyware is an online curriculum that is graded by a Pittsfield Middle High School highly qualified teacher (HQT). Online programs such as VLACS have their own instructors and grading system.
- The add/drop periods for Odysseyware follow the same policy as Pittsfield Middle High School. Similarly, it also follows the PMHS grading policy regarding the entry of “WP” or “WF” on their high school transcript. However, students are allowed two attempts to retake tests/quizzes if they fail to meet the 2.5 minimum passing score. The tests and quizzes are multiple choice and are automatically corrected by the computer.

PARENT QUESTIONS & CONCERNS

ACADEMIC: Parents are strongly encouraged to communicate directly with their child’s advisor (see following page) and teachers regarding academic progress in specific subjects. Access to faculty email accounts is available through the PowerSchool student/parent portal (http://powerschool.pittsfield.k12.nh.us/public/home.html). PowerSchool usernames and passwords are provided at the beginning of each school year and at new student registrations. Parents should contact the College and Career Readiness administrative assistant with questions about their PowerSchool account. Students with Individual Education Plans (IEP) or 504 Plans have assigned case managers to monitor implementation of individual student plans, and are a valuable resource for parents. Specific questions regarding academic status, earned credits, and graduation progress should be forwarded to the College and Career Readiness office.

COLLEGE PLANNING: A variety of informational programs regarding college planning and financial aid are offered at PMHS in conjunction with the New Hampshire Higher Education Assistance Foundation (NHHEAF) Center for College Planning. Their website (www.nhheaf.org) provides a wealth of resources for students and parents. The College and Career Readiness office holds numerous events covering the college application process, financial aid, and scholarships during the course of the student’s junior and senior years. Parents are welcome to contact the College and Career Readiness office with questions or concerns.

GRADUATION PROGRESS: Students will meet with the director of College and Career Readiness during the course of their junior and senior years to monitor their graduation progress. An annual letter will be mailed home to parents of all high school students notifying them of student academic progress. If a student is in danger of not meeting graduation requirements, parents will be asked to attend a meeting with the director of College and Career Readiness, advisor and/or case manager to develop an academic intervention plan.
COURSE DESCRIPTIONS

ADVISORY

The Advisory program, the foundation of PMHS, brings together a diverse group of students with a caring adult. Advisors support the social, emotional, and academic growth of each advisee by building and sustaining relationships with the advisees and community. Advisors nurture, advocate for, and guide each advisee through her or his unique school experience. The program is aligned to school-wide competencies which are evaluated through ongoing assessments by both students and Advisors.

Advisory is scheduled for high school students. Senior and junior release will not be allowed during this period.

Advisory 9 (HS0009) Credit: .25 Graduation Requirement: Elective
Grade 9

Advisory 10 (HS0010) Credit: .25 Graduation Requirement: Elective
Grade 10

Advisory 11 (HS0011) Credit: .25 Graduation Requirement: Elective
Grade 11

Advisory 12 (HS0012) Credit: .25 Graduation Requirement: Elective
Grade 12

BUSINESS AND INFORMATION & COMMUNICATION TECHNOLOGIES

Business courses satisfy the math-related course (MRC) requirement for the Class of 2019 and beyond. For all students, business courses may also satisfy the elective credit requirement.

BUSINESS

(0304) Personal Finance (MRC)
(0306) Accounting I (MRC)
(0311) Business Math (MRC)

Personal Finance (0304) Credit: .5
Grade 9-12 Graduation Requirement: MRC, Elective

This class teaches the importance of personal finance and how an understanding of control over one’s personal financial matters helps them in the preparedness for the different stages in life. Subjects covered are financial responsibility, money management, income and careers, credit and debt, investing and saving, and risk management.
Accounting I (0306) Credit: .5
Grade 9-12 Graduation Requirement: MRC, Elective

Accounting is a systematic method of keeping, planning, analyzing and interpreting financial records of a business. This course will allow the student to build on basic math skills while learning overall accounting concepts, principles, procedures, and terminology. It is designed to help students learn how accounting relates to different careers and fields of study. Accounting will provide students with an understanding of the accounting principles and cycle. Microsoft Excel and QuickBooks will be used throughout this course.

Business Math (Business) (0311) Credit: .5
Grade 9-12 Graduation Requirement: MRC, Elective

This course offers mathematics within the framework of the business world and should be useful to all students. Among the topics are: payroll, banking, taxes, insurance, charge accounts, housing costs, investments, discounts, marketing, warehousing, distribution, and inventory. Extensive work with Microsoft Excel will be used.

A half credit in Information & Communication Technologies is required for graduation. Students who anticipate applying to the Information Technology program at Concord Regional Technology Center their junior year are strongly encouraged to enroll in ICT courses their freshman and sophomore year at Pittsfield Middle High School. Other courses at PMHS that satisfy the ICT graduation requirement are CAD (Technology Education) and Digital Art (Fine Arts).

INFORMATION & COMMUNICATION TECHNOLOGIES

(0314) Desktop Publishing & Marketing (ICT)
(0316) Yearbook Production (ICT)

Desktop Publishing/Marketing (0314) Credit: .5
Grade 9-12 Graduation Requirement: ICT

PREREQUISITE: Computer Literacy or demonstrated competency. Students will learn the basic principles of electronic layout and design. Importing text and graphics will be introduced. Basic photography will be used. Microsoft Publisher and Photoshop as well as other software will be used in design. Students will also learn the basics of promotion and marketing.

Yearbook Production (0316) Credit: 1
Grade 11 & 12 Graduation Requirement: ICT

A half-credit option is available for students whose schedule does not allow full-year enrollment.

PREREQUISITE: Teacher approval is required to sign up for this course. In this class, we will plan, design, create, sell, finance, and distribute the yearbook. This class includes the layout and design of pages, photography, fundraising, selling of community ads, and basic administrative skills. The finished product will be student-generated guided by an advisor. Though your advisor will guide you to strive for a quality end-product, it is up to you to follow through and do what’s necessary to create the best yearbook possible by the spring deadline while accurately depicting student life at PMHS.
ENGLISH

Students are required to earn four credits of English for graduation. They must earn credit in English 9, English 10, English 11 and English 12. NOTE: Selected English courses are divided into half-year segments.

(0502) English 9-10                           (1701) English 9 (Individualized)
(0561) English 11: American Literature       (1702) English 10 (Individualized)
(0568) English 12: Cultural Studies Zombie Nation  (1703) English 11 (Individualized)
(0569) English 12: Got Questions? (ELO)       (1704) English 12 (Individualized)
(0555) English 11/12: Language, Literature & Technology
(0567) English 12: Composition (RS)*
*RS= Running Start course with an option for dual credit (high school & college) through NHTI.

English 9 and English 10  (0502)  Credit: 1 per 
Grades 9 & 10

Graduation Requirements: English 9 & 10

This course will focus on their grade level competencies by analyzing literary texts, writing for a variety of audiences and purposes, and conventions of Standard English. This will require extensive reading, vocabulary study, regular composition writing, synthesis of various texts, and an in-depth focus on the analysis of literature. There will be increased emphasis on effective communication, presentation skills, and the use of technology.

English 11: American Literature  (0561)  Credit: 1
Grade 11

Graduation Requirements: English 11

PREREQUISITE: Successful completion of all preceding English courses or with instructor approval. It is recommended that this class be taken in conjunction with US History.

During the course of the year we will explore the definition of what it means to be American and how that definition has changed throughout history (or how it has not changed), starting with the early colonists and ending with modern literature. We will explore the beliefs of Native Americans, Puritans, Transcendentalists, Realists, and Modernists and how their ideals were impacted by history and reflected in their literature. Students will write a variety of essays and participate in different group and individual projects. The final project will be an essay which addresses the question, “What does it mean to be American?”, and offers a personal, reflective answer including examples from the literature we’ve read and/or literature read outside the class. This class will be linked to the US History course. (All course competencies for this class are in accordance with other English 11/12 courses and follow the Common Core.)

Cultural Studies: Zombie Nation  (0568)  Credit: .5
Grade 12 (Grade 11 with instructor approval)  Graduation Requirements: English 12 or Elective

PREREQUISITE: Successful completion of all preceding English courses or with instructor approval.

Why are people so obsessed with zombies? This class will examine the reasons and implications of the universal obsession with zombies. We can learn a lot about our culture, and, by extension, ourselves, by looking closely at what we are interested in. By using the zombie culture as a lens, we will look at the medical, political, economic, social, artistic, entertainment, psychological, and even educational systems and analyze these systems through the lens of the zombie apocalypse. What happens when government breaks down? What are the best skills and qualities to have in order to survive? How can zombies be used to teach math? How can zombies be used to improve preparedness for natural disasters? What does it mean that the Center for Disease Control (CDC) has a zombie preparation page on its website? What can zombies teach us about pandemics? Group dynamics? Social order? Literary irony? (All course competencies for this class are in accordance with other English 11/12 courses and follow the Common Core.)
PREREQUISITE: Successful completion of English 9, 10, and 11 courses or with instructor approval.
In this semester-long class, students will develop a question they are interested in answering and work towards a final project where they present their answer. The question could be: “What is beauty?” Or “Why do we keep re-telling the story of Romeo and Juliet?” Or “How is climate change affecting us?” Or any other question you can think of. Whatever the question, students will work throughout the class to answer it, using a variety of texts, both literary and nonfiction, related to their topic. Students will write personal, research, and reflective essays, and complete a final presentation which answers their question.
Additionally, students may choose to add an ELO to the class, earning an extra .25 or .5 credits by working on additional competencies and possibly combining the work with competencies from other classes, such as Science or Art.
NOTE: Students will meet with both the English 12 teacher and ELO coordinator in the spring to design the question and general outline, signing any ELO paperwork if necessary, and/or collaborating with other teachers to garner any credits needed for graduation.

Language, Literature & Technology (LLT) (0555) Credit: .5
Grades 11 & 12 Graduation Requirement: Elective
What do you really need to know after high school? This project-based course is designed to introduce real-world reading, writing, and speaking applications to students. Read informational texts, such as manuals and current event articles, with greater efficiency and better understanding. Polish up your professional resume and application materials to maximize your impact through stronger writing skills. Public speaking practice will help you to market yourself to get that job you want and to promote yourself in a professional manner. Learn how to better utilize visual media by becoming a more skilled critical viewer. Engage in lively discussions and arm yourself with practical tools to boost your qualifications in a competitive world.

English 12: Composition (RS) (0567) Credit: 1
Grade 12 Graduation Requirements: English 12
There is an option for students to take this course as a dual-credit class through NHTI’s Running Start program. Students will sign up in September and pay $150 for a 3 credit college course.

PREREQUISITE: Successful completion of all preceding English courses or with instructor approval.
Most colleges are requiring a freshman level composition class. This class should transfer (in most colleges) as the required freshman composition class. The class will focus on essays and nonfiction readings around the theme of Who am I? What is my purpose? The class will focus heavily on reading, writing, revision, grammar, discussion, and presentation. This is a college-level class. (All course competencies for this class are in accordance with other English 11/12 courses and follow the Common Core.)

English 9 (Individualized) (1701) Credit: 1 Graduation Requirement: English 9
English 10 (Individualized) (1702) Credit: 1 Graduation Requirement: English 10
English 11 (Individualized) (1703) Credit: 1 Graduation Requirement: English 11
English 12 (Individualized) (1704) Credit: 1 Graduation Requirement: English 12

PREREQUISITE: Preceding English course and recommendation by the Special Education Department. Description: The Pittsfield Middle High School Individual English program is designed specifically for students with moderate to severe disabilities. This program focuses on the development of fundamental reading and writing skills that will be needed upon leaving Pittsfield Middle High School. Functional reading and writing skills will be incorporated along with applying these skills to everyday living situations. The individual English class will utilize the community, school, and kitchen setting.
FINE ARTS INSTRUCTION

A half credit in Fine Arts is required for graduation. Music and art courses are available as part of this requirement. Digital Art fulfill the NH state graduation requirement of 0.5 credit for Information and Communication Technologies (ICT).

ART

(0201) Principles of Art and Design  (0204) Drawing & Painting
(0202) Ceramics                     (0209) Ceramics II
(0251) Digital Art I (ICT)          (0252) Digital Art II (ICT)
(0205) Studio Art I                 (0221) Studio Art II

Principles of Art and Design (0201) Credit: .5
Graduation Requirement: Fine Arts

Grade 9-12

Principles of Art and Design is a laboratory course which teaches basic art skills and introduces the student to art history and art appreciation. Students will learn to express their own ideas through art work, will use vocabulary appropriate to the art form, and will create a variety of projects that demonstrate what they have learned. Organization of work area and time, the care and use of a variety of materials, and self-motivation will be stressed. Areas studied will include drawing, painting, perspective, printmaking, ceramic techniques, and an introduction to basic computer use and computer graphics.

Ceramics (0202) Credit: .5
Graduation Requirement: Fine Arts

Grade 9-12

PREREQUISITE: Successful completion of Principles of Art and Design or instructor approval

Ceramics is a laboratory course that teaches basic ceramic skills and vocabulary. Hand methods of construction as well as wheel throwing will be taught. The history of ceramic construction will be taught in conjunction with each project assigned. Students will learn to use and care for a variety of tools and materials. They will learn to fire and glaze their ceramic projects. They will create a variety of projects that will demonstrate what they have learned in class. Problem solving and creative thinking are emphasized in this course. Students will also be instructed in the use of the computer in the art room to get and print notes on various topics covered in class. This may be a review for some, but will teach computer skills to others as part of the art program. Students will make pinch construction, slab construction, coil construction, and create ceramic sculptures as they work on the wheel.

Ceramics II (0209) Credit: .5
Graduation Requirement: Fine Arts

Grade 9-12

PREREQUISITE: Successful completion of Ceramics I

Skills developed in Ceramics I will be expanded upon to enable students to create original ceramic projects. Students will learn more advanced techniques and plan their own projects.

Drawing and Painting (0204) Credit: .5
Graduation Requirement: Fine Arts, Elective

Grade 9-12

PREREQUISITE: Successful completion of Principles of Art and Design or instructor approval

This course further develops the skills of drawing and painting and the knowledge of art history. Students will learn to use and care for a variety of materials and will identify the materials, processes, and tools used in the production of various products. Vocabulary related to art forms, self-motivation, and self-direction in class work will be stressed. Areas covered include pencil, oil pastels, pen and ink, watercolor, and acrylics.
Studio Art (0220) 
Grade 10-12
Credit: .5
Graduation Requirement: Fine Arts, Elective

**PREREQUISITE:** Successful completion of Principles of Art and Design and one other art elective or instructor approval

Studio Art is a laboratory course which teaches advanced art skills. Self-motivation and self direction are crucial. Students will pursue an independent, in depth exploration of their artistic vision. The product of this exploration will be a portfolio of several works that fulfills their goals. Students are encouraged to develop personal expression and themes. Students will be expected to design and complete projects on their own with independent research and help from the instructor. Students can choose to also work in the medium presented each week by the instructor. The teacher will assign art projects if they feel it is necessary. Care and maintenance of art materials and the studio area are part of the course requirements. Computer graphics are also required. Students will use acrylic paints, watercolors, pen and ink as well as making crafts, ceramic work, and sculptures.

Studio Art II (0221) 
Grade 10-12
Credit: .5
Graduation Requirement: Fine Arts

**PREREQUISITE:** Successful completion of Studio Art

This course is an advanced continuation of Studio Art. Students will be expected to design and complete projects on their own with independent research. Care and maintenance of art materials and the studio area are part of the course requirements. Computer graphics are also required. Students will use acrylic paints, water colors, pen and ink as well as making crafts, ceramic work, and sculptures.

Digital Art I (0251) 
Grade 9-12
Credit: .5
Graduation Requirement: Fine Arts, ICT

**PREREQUISITE:** Principles of Art and Design, demonstrated competency, or instructor approval

This course is designed as an introduction to design and imaging through the use of digital photography and imaging software. Students will create various art projects while learning and applying the elements and principles of art and design. Students will engage in problem solving art projects to create original art utilizing the computer to paint, draw, design, and manipulate. Students will work at computer workstations combining digital photographs and traditional art mediums with the application of flatbed scanners and colored ink jet printers. Various career opportunities in digital art will be introduced. Ownership of a digital camera is recommended but not required. Students will have the opportunity to exhibit their work in the community through art shows and our digital art gallery.

Digital Art II (0252) 
Grade 9-12
Credit: .5
Graduation Requirement: Fine Arts, ICT

**PREREQUISITE:** Successful completion of Digital Art I

Skills developed in Digital Art I will be expanded upon to enable students to create original imagery in a variety of styles. Students will learn more advanced techniques in photo editing to develop a personal digital portfolio.

**Independent study courses in Art are available on a "space available" basis with instructor approval, provided prerequisites have been met. All Independent Study courses must be organized as Extended Learning Opportunities through the ELO Coordinator.**
**MUSIC**

(1201) Band
(1203) Beginning Guitar
(1202) Chorus

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<thead>
<tr>
<th>Course</th>
<th>Credit</th>
<th>Grade</th>
<th>Graduation Requirement</th>
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</thead>
<tbody>
<tr>
<td>Band</td>
<td>.5</td>
<td>9-12</td>
<td>Fine Arts</td>
</tr>
<tr>
<td>Beginning Guitar</td>
<td>.5</td>
<td>9-12</td>
<td>Fine Arts</td>
</tr>
<tr>
<td>Chorus</td>
<td>.5</td>
<td>9-12</td>
<td>Fine Arts</td>
</tr>
</tbody>
</table>

**PREREQUISITE:** At least one full year of experience with a concert band instrument

This course will serve to increase musical skills such as music reading, instrumental technique, musical sensitivity, and performance practices. A wide range of musical styles will be examined and performed. Individual practice is required, as well as class rehearsals. There will be one required public concert per semester. Other concerts may also be scheduled.

**HEALTH AND WELLNESS EDUCATION**

**HEALTH**

One half credit of Health is required for graduation.

(0802) Health

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<th>Course</th>
<th>Credit</th>
<th>Grade</th>
<th>Graduation Requirement</th>
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<tbody>
<tr>
<td>Health</td>
<td>.5</td>
<td>9-12</td>
<td>Health</td>
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</table>

Emphasis is placed on promoting wellness and positive behavior by encouraging students to evaluate their choices and take responsibility for their own well-being. This course focuses on self-awareness and provides opportunities for students to evaluate their present health situation and take measures to maintain and/or improve their health, prevent disease, and reduce risky health behaviors. Topics include self-esteem, stress management, mental health, drugs including alcohol, tobacco and illegal drugs, identification and prevention of infectious and lifestyle diseases.

**FAMILY AND CONSUMER SCIENCES**

(0901) Creative Sewing
(0905) Child Development for Parenting
(0907) Food and Nutrition
(0903) Human Relations
Creative Sewing I  (0901)
Grade 9 and above
Credit: .5
Elective
In this lab course, students will learn basics of clothing, sizing, pattern layout, and various stitching techniques. A minimum of two completed projects will be required of each student. Students will be required to provide patterns and fabric. Students will be introduced to basic computer use in the realm of fashion design and creativity.

Child Development for Parenting  (0905)
Grade 10-12
Credit: .5
Graduation Requirement: Elective
This course will focus on understanding parenting through eyes of the child. Students will examine the child's physical, social, emotional, and intellectual development from conception through year 6. Students will understand the importance of prenatal care. Students will address parenting issues and responsibilities. During the semester students will be involved in various cooperative learning activities and projects, including observing children at a local child care facility.

Human Relations  (0903)
Grade 11 & 12
Credit: .5
Graduation Requirement: Elective
The students will explore relationships with parents, siblings, and peers while developing an understanding of basic human needs. They will examine needs, skills, and resources for families to function productively in the community. The immense social change in family life will be explored. The student will examine the sources of stress and how it is dealt with in our society.

Food and Nutrition  (0907)
Grade 10-12
Credit: .5
Graduation Requirement: Elective
This course provides an in-depth study of nutritional science, safe and sanitary food preparation, and skills needed by students to manage their individual and family nutritional needs throughout their lifespan. A large part of the course is laboratory experience. Students will be required to complete food demonstrations during the course. This course also introduces students to other aspects of culinary arts such as history, culture, and environmental issues. Students may not take this course if they are enrolled in the Culinary Arts I or II at Concord Regional Technology Center.

PHYSICAL EDUCATION

One credit of Physical Education is required for graduation.

(0801) Physical Education
(0802) Physical Education II
(0804) Lifetime Fitness Activities
(0805) Individual Physical Education Program (I.P.E.P.)

Physical Education  (0801)
Grade 9-12
Credit: .5
Graduation Requirement: Physical Education
Pittsfield Middle High School believes that preparing students for the 21st century cannot be accomplished without a strong and sustained emphasis on all students' health and wellness. Today's world has exploded with physical, mental, and social influences that affect not only learning in school, but also the lifelong health of the citizens that schools are preparing for graduation. Physical Education prepares students to function optimally as students, global citizens, and workers who demonstrate personal responsibility for one's health and fitness through an active, healthy lifestyle that fosters a lifelong commitment to wellness.
Physical Education II  
Grade 9-12  
(0802)  
Credit: .5  
Graduation Requirement: Physical Education

**PREREQUISITE:** Successful completion of Physical Education  
This course is the continuation of Physical Education. It is specifically designed for students who have successfully completed Physical Education.

**Lifetime Fitness Activities**  
Grade 9-12  
(0804)  
Credit: .5  
Graduation Requirement: Physical Education

**PREREQUISITE:** Completion of 2 semesters of Physical Education & instructor approval  
Students will participate in activities designed for improving lifetime fitness skills, such as golf, tennis, walking, jogging, cross training, bowling, and other aerobic activities. Students will be required to organize, instruct and evaluate fitness activities.

**I.P.E.P. (Individual Physical Education Program)**  
Grade 9-12  
(0805)  
Credit: .5  
Graduation Requirement: Physical Education

**PREREQUISITE:** Successful completion of ½ credit of Physical Education with a B or better and instructor approval  
Students will fulfill the objectives listed below as they represent the physical education graduation requirements:

1. Successfully complete one semester of standard physical education class.
2. Be actively involved in an approved athletic program for a full season.

**STUDENTS ENROLLED IN THIS PROGRAM WILL AGREE TO DO THE FOLLOWING:**

1. Keep a daily notebook of practice events, what they learned and how it will help them to be a better athlete, and game summaries of their performance.
2. Meet with the high school physical education teacher on a weekly basis before or after school or during a study hall that coincides with physical education teacher's availability.
3. Do an end of season reflection on how participating in the sport has helped them master the course competencies.

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**MATHEMATICS**

Students graduating in the Class of 2019 and beyond must earn three credits of mathematics as well as be enrolled in a mathematics or math-related course each year they are in high school. Courses noted with “MRC” in this program satisfy the math-related requirement. The sequence of courses chosen will depend on the individual student's mastery. **NOTE:** Selected mathematics courses are divided into half-year segments.

- Computation work (method) must be shown.
- Calculators will be integrated in an appropriate manner by the instructor.
- Graphing calculators will be required for most math courses.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
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<tbody>
<tr>
<td>(1107)</td>
<td>Individual Math I</td>
</tr>
<tr>
<td>(1112)</td>
<td>Algebra 9-10</td>
</tr>
<tr>
<td>(1133)</td>
<td>Senior Math</td>
</tr>
<tr>
<td>(1132)</td>
<td>Algebra II</td>
</tr>
<tr>
<td>(1123)</td>
<td>College Algebra (RS)*</td>
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</tbody>
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*RS= Running Start course with an option for dual credit (high school & college) through NHTI.

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**Individual Math**  
Grade 9-12  
(1107)  
Credit: 1  
Graduation Requirement: Mathematics

**PREREQUISITE:** Recommendation by current math instructor and Special Education Department.
The Pittsfield Middle High Schools Individual Mathematics program is designed specifically for students with moderate to severe disabilities. This program focuses on the development of basic math skills as well as mathematical life skills that will be needed upon leaving Pittsfield Middle High School. Functional mathematic skills will be incorporated along with applying mathematical skills to everyday living situations. The individual math class will utilize the community, school, and kitchen setting.

**Math Foundations**

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<tr>
<th>Course Code</th>
<th>Grade</th>
<th>Credit</th>
<th>Graduation Requirement</th>
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<tbody>
<tr>
<td>(1101)</td>
<td>9</td>
<td>1</td>
<td>Mathematics</td>
</tr>
</tbody>
</table>

**PREREQUISITE:** Recommendation of grade 8 math teacher

This course follows the completion of grade 8 math, and prepare students for Algebra I. Students will develop skills with positive and negative numbers, ratios, percentages, graphing, and variable expressions. Students who demonstrate mastery of the course competencies earn 1 high school math credit toward the 3 math credit graduation requirement. (NOTE: this course does not satisfy the Algebra requirement)

**Algebra 9-10**

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<th>Graduation Requirement</th>
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<tbody>
<tr>
<td>(1112)</td>
<td>9-12</td>
<td>1</td>
<td>Algebra</td>
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**PREREQUISITE:** Recommendation by current math teacher. This course meets the NH state requirement for 1 credit in algebraic concepts (Algebra I).

This course follows completion of 8th grade mathematics. Topics will include real numbers, operations/properties, problem solving, algebraic expressions, geometric forms, open sentences, integers, solving equations, operations with algebraic expressions, equations/inequalities with one variable, ratio/proportion/percent, radicals/factoring, points/lines/angles, angle measures in geometry, and polygons. Graphing calculators will be integrated.

**Geometry Segment 1**

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<tr>
<td>(1131S1)</td>
<td>9-12</td>
<td>.5</td>
<td>Mathematics</td>
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</tbody>
</table>

**PREREQUISITE:** Successful completion of Algebra I

This course follows completion of Algebra I. Topics studied will include triangles, congruence, areas, similar polygons, circles, area/volume of solids, right triangles, coordinate geometry, logic, proofs, functions/graphs, real numbers and equations, inequalities, radicals, and quadrilaterals. Geometry is designed to prepare students for the rigors of college mathematics. In this course students should expect an appropriate homework load on a daily basis which will require standard, out-of-class preparation time. Students will be expected to demonstrate a substantial breadth and depth of knowledge by the end of the course. Graphing calculators will be integrated.

**Algebra II**

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<th>Course Code</th>
<th>Grade</th>
<th>Credit</th>
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<tbody>
<tr>
<td>(1132)</td>
<td>10-12</td>
<td>1</td>
<td>Algebra, Mathematics</td>
</tr>
</tbody>
</table>

**PREREQUISITE:** Successful completion of Algebra I

This course follows successful completion of Geometry. Topics studied will include rational polynomial equations, systems of equations and inequalities, linear programming, irrational/complex numbers, polynomials, quadratic functions, radical expressions and equations, probability, and statistical determinants. Students are expected to have mastered Algebra I skills, and should be prepared to set aside time for regular homework assignments. Graphing calculators will be integrated.

**NOTE:** Students wishing to take Geometry and Algebra II concurrently should consult their current instructor and obtain administrative approval. This option is intended only for students with a grade of 3.0 or higher in Algebra I planning to continue with higher level math courses.
Senior Math (1133)  Credit: 1  
Grade 12 (Grade 11 with instructor approval)  
Graduation Requirement: Mathematics  

**PREREQUISITE:** Successful completion of Algebra I and Geometry/Statistics  
This is a survey course, focusing primarily on the algebra skills needed to enter the workforce or community colleges. Students will develop facility in simplifying and evaluating polynomial expressions, as well as solve linear equations and inequalities, quadratic equations, and systems of linear equations. Emphasis will be placed on applying these skills in solving real world problems.

Advanced Math (1117)  Credit: 1  
Grade 11 & 12  
Graduation Requirement: Mathematics  

**PREREQUISITE:** Successful completion of Geometry and Algebra II with a final grade of “B” or higher (or instructor approval)  
This is an advanced and rigorous course designed for those students who plan to continue in the field of mathematics in college. It will provide students with a strong background in trigonometry, including verifying trigonometric equations and simplifying trigonometric expressions.  
Topics studied will include matrices and vectors, the Transcendental Functions, including exponential and logarithmic functions, and analysis of polynomial, rational equations. Graphing calculators will be integrated. This course provides students with the requisite skills to take Calculus. Graphing calculators will be integrated.

Intro to Calculus (1119)  Credit: 1  
Grade 12  
Graduation Requirement: Mathematics  

**PREREQUISITE:** Final grade of “B” or higher in Advanced Math (or instructor approval)  
This course explores many concepts necessary for the standard calculus sequence including the following topics: prerequisites for calculus, limits and continuity, derivatives, applications for derivatives, integration, application of definite integrals, calculus of transcendental functions, techniques of integration, infinite series, planes, curves, and analytic geometry in space. Graphing calculators will be integrated.

College Algebra (RS) (1123)  Credit: 1  
Grade 12 (Grade 11 with instructor approval)  
Graduation Requirement: Mathematics  

There is an option for students to take this course as a dual-credit class through NHTI’s Running Start program. Students will sign up in September and pay $150 for a 3 credit college course.  

**PREREQUISITE:** Final grade of “B” of higher in Algebra II  
This course provides students with the option of dual enrollment through college, thus earning college credit. College Algebra is the standard math course taken by many college freshmen, and includes traditional algebra topics such as linear, quadratic and higher degree equations; rational, radical, exponential, and logarithmic equations; graphs of functions; models and applications of functions; systems of linear equations; matrices, conic sections; sequences and series; trigonometry.

**SCIENCE**

Three credits in science are required for graduation; Biology, Physical Science, and one additional credit in a science elective. **NOTE:** Selected science courses are divided into half-year segments.

(1303S1) Biology Segment 1  
(1303S2) Biology Segment 2  
(1317) Intro to Earth Science  
(1302) Environmental Science  
(1305) Chemistry (MRC)

(1330S1) Physical Science Segment 1  
(1330S2) Physical Science Segment 2  
(1332) Technical Chemistry  
(1315) Applied Physics I: Robotics  
(1306) Anatomy and Physiology
This course fulfills the NH State requirement of one life science credit for graduation.

Biology covers the study of life from its chemical basis to the structure and function of the organism. Areas of study include Scientific Method, Chemistry of Life, Ecology, Cell Structures and Functions, Photosynthesis and Cellular Respiration, Mitosis/Meiosis, DNA, Genetics, Adaptations, and Human Body Systems. Students will understand and use scientific vocabulary and develop lab skills including making observations, experimentation, data analysis, and forming conclusions. Students will learn the proper use of lab equipment and will develop their organizational skills, ability to read within the content area and study skills.

Physical Science covers the study of matter and its interactions in terms of energy. Areas of study include electricity, magnetism, waves (sound, light, and EM), Newtonian mechanics, properties and classifications of matter, and basic atomic structure. Students are required to keep a notebook. Experiment design and mathematical analysis are emphasized throughout the course. In addition to numerous experiments, mathematical problem sets, and reading assignments, students complete two engineering projects (electric motors and contraption vehicles) and two research presentations (wave devices and chemical elements).

Applied Physics I: Robotics

PREREQUISITE: Successful completion of Physical Science Segment 2 or equivalent Physical Science mechanics coursework.

In this project-based STEM course, students will develop their engineering method, programming skills, and understanding of gears. Students will design, construct, program, and analyze LEGO RCX, NXT or EV3 robots. Students will be required to maintain engineering journals for all projects, and there are summative exams on programming and gears.

Intro to Earth Science

PREREQUISITE: Successful completion of Biology segment 1 or instructor approval

The four basic areas of Earth science are: geology, meteorology, oceanography, and astronomy. Today we live in a time when the Earth and its inhabitants face many challenges. Earth’s climate is changing, society is challenged to develop new sources of energy that will have minimal impact on climate and locate new sources of metals and other mineral resources as current sources are being depleted. Society must determine how Earth's increasing population can live and avoid serious threats such as volcanic activity, earthquakes, landslides, floods and more. These are just a sampling of the problems where solutions depend upon a deep understanding of Earth science.
Technical Chemistry (1332) Credit: .5
Grade 11 & 12
Graduation Requirement: Science

**PREREQUISITE:** Successful completion of Physical Science
This course is designed to introduce students to chemistry. It will take place in the classroom and laboratory. Lab safety is the top priority in this course. Topics include science processes, matter, periodic table, compounds, molecules, and bonding. Basic math, graphing, and writing skills are needed for problem solving and labs.

Environmental Science (1302) Credit: .5
Grade 10-12
Graduation Requirement: Science

**PREREQUISITE:** Successful completion of Biology
This course is designed to introduce students to major ecological concepts and the environmental problems that affect the world in which we live. Topics include: biomes, ecosystems, the role of living things in ecosystems, pollution, overpopulation, and habitat destruction. Students will become aware of the interactions of people and their environment while investigating alternatives for protecting the environment and moving toward a sustainable future.

Chemistry (MRC) (1305) Credit: 1
Grade 11 & 12
Graduation Requirement: Science

**PREREQUISITE:** Successful completion of Physical Science and Algebra I
This course is designed to prepare students for a post-secondary chemistry course and to get students active in scientific inquiry. It will take place in the classroom and laboratory. Lab safety is the top priority in this course. Topics include: science processes, matter, periodic table, compounds, molecules, reactions, balancing equations, stoichiometry, and composing lab reports.

Anatomy and Physiology (1336) Credit: 1
Grade 11 & 12
Graduation Requirement: Elective

**PREREQUISITE:** Successful completion of Biology and Chemistry
This course is designed to prepare students for a post-secondary medical or biological science course. Students will investigate the structure and function of the human body from the cellular level to the organism level. Topics include: cells, tissues, organs, and systems of the human body; homeostasis; disease; and conducting investigations. Students will have the opportunity to dissect organisms to enhance their knowledge and experience.

**SOCIAL STUDIES**

Students must successfully complete a minimum of 3 credits of social studies for graduation.

**NOTE:** Selected social studies courses are divided into half-year segments.

- (1502S1) Geopolitical Studies Segment 1*
- (1502S2) Geopolitical Studies Segment 2*
- (1531) Economics*
- (1532) US History*
- (1530) American Government*

*Required for graduation

- (1533A) Global Issues A
- (1533B) Global Issues B
- (1514A) Psychology A
- (1514B) Psychology B
- (1512A) World History A
- (1512B) World History B

Geopolitical Studies Segment 1 (1502S1) Credit: .5
Geopolitical Studies Segment 2 (1502S2) Credit: .5
Grade 9
Graduation Requirement: Geo-Political Studies

Geopolitical Studies is designed to provide students with an understanding of physical and human systems and how people interact with the environment. Students will learn how to use geographic tools as they explore the physical and political landscape of the world’s land regions. The course will
provide students with an understanding of cultural elements and social, political, and economic challenges of the past and present. The overall aim of the course is to expand students’ knowledge of the world around them and to gain a better understanding of human development.

**Economics** (1531)  
Grade 10  
Credit: .5  
Graduation Requirement: Economics

Economics is designed to inform students about basic economic concepts and for them to understand how economics affects individuals, businesses, and the government. Students will study how limited resources are used to meet society’s unlimited needs and wants including how goods and services are produced and distributed. Students will learn their role in the economic system as they study concepts of microeconomics and macroeconomics. The overall aim of the course is for students to make effective decisions as consumers, producers, savers, investors, and as citizens.

**United States History** (1532)  
Grade 11  
Credit: 1  
Graduation Requirement: US History

*It is recommended that this course be taken in conjunction with English 11: American Literature.* United States History is a program designed to help students develop academic and social skills needed for college while becoming more knowledgeable about our nation’s past from the beginnings of democracy to the present. It will provide students with numerous opportunities to demonstrate an understanding and appreciation of our nation’s history and heritage while clarifying and elaborating upon their understanding of significant historical concepts and information. Students will be expected to complete challenging reading, research, writing, and project assignments on time.

**Psychology A** (1514A)  
Grade 11 & 12  
Credit: .5

**Psychology B** (1514B)  
Grade 11 & 12  
Credit: .5

Graduation Requirement: Elective

Psychology is an elective course designed to introduce students to the subject of psychology. Topics covered will include the history of psychology, psychology as a profession, research and experimental design, personality development, learning theory, sensation and perception, clinical psychology, and social psychology. There will be a great deal of reading and completion of various study guides and seminar discussions on these topics. For those with an interest in the behavioral sciences and are not afraid to work, this is the class for you.

**Global Issues A** (1533A)  
Grade 10-12  
Credit: .5

**Global Issues B** (1533B)  
Grade 10-12  
Credit: .5

Graduation Requirement: Elective

Global Issues is a program for students who are fine-tuning their academic and social skills for admission to the college of their choice. Students will be expected to complete challenging reading, writing, research, problem solving, and project assignments each quarter. Students will complete inquiry based on learning projects, will research weekly current events, and will participate in group discussions about issues that are impacting the world around us.

**World History A** (1512A)  
Grade 10-12  
Credit: .5

**World History B** (1512B)  
Grade 10-12  
Credit: .5

Graduation Requirement: Elective

World History is an elective course designed to help students understand and appreciate the history of our world. Students will be studying not only world events from the past, but also how those events have shaped the world as we know it today. The course will provide students with numerous opportunities to demonstrate an understanding and appreciation of the past, while clarifying and elaborating upon their understanding of significant historical concepts and information.
American Government (1530)  Credit: .5  Grade 12  Graduation Requirement: American Government

American Government is designed to enlighten students about our nation’s government structure, functions, and processes. Students will learn what it means to be a responsible and knowledgeable citizen and understand the importance of participating in the political process. The course will focus on the purpose of government and the principles which laid the foundation for the United States Constitution. In addition, students will learn the role of the branches of government and how they interact within the government system. The overall aim of the course is for students to gain a stronger understanding of the American government system and their role as citizens in public affairs.

WORLD LANGUAGE

HS World Language: Rosetta Stone (0700)  Credit: Variable  Grades 9-12  Graduation Requirement: Elective

Students will be able to pick any world language that Rosetta Stone offers (www.rosettastone.com). They will work through the online course materials with the support of a program coordinator. Available languages include: Spanish, French, English, Italian, German, Arabic, Chinese, Dutch, Greek, Hebrew, Hindi, Irish, Japanese, Korean, Persian, Polish, Portuguese, Russian, Swedish, Turkish, Vietnamese

Through the completion of Rosetta Stone units (number of units per credit varies by language), students will be able to earn up to two World Language Credits in their chosen language.

Independent study courses in World Language can be arranged with instructor approval, provided prerequisites have been met. All independent study courses must be organized as Extended Learning Opportunities through the ELO Coordinator. In addition, a variety of World Language options are available through Virtual Learning Academy Charter School (www.VLACS.org). VLACS offerings include French, Latin, Mandarin Chinese and Spanish.

OTHER COURSES

Guided Study (1784)  Grades 9-12  No Credit

Guided Study is available to students who require a focused and monitored study period. Guided Study is supervised by teachers who will assist the student with classes they need extra help with. Students will also learn organizational skills and research tools. Senior release will not be allowed during Guided Study.

Life Skills (MRC) (1800)  Credit: 1  Grade 9-12  Graduation Requirement: MRC, Elective

PREREQUISITE: Recommendation by the Special Education Department

The Pittsfield Middle High Schools Life Skills program is designed specifically for students with moderate to severe disabilities. This program focuses on the development of transition skills as well as developing connections with the community for future volunteer and or job opportunities after leaving high school. Academic skills will be incorporated along with community skills, self-management skills, daily living skills, cooking skills, and employment skills for students. The Life Skills program will utilize the community, school, and kitchen setting.
Extended Learning Opportunities
Grade 7-12
Credit: Variable
Graduation Requirement: Variable

PREREQUISITE: Approval from the ELO Coordinator and Director of College and Career Readiness

Extended Learning Opportunities (ELOs) are personalized courses designed to meet the individual passions, interests, and needs of students. They can be taken for core or elective credit and credit value is based upon the high school level competencies developed for the ELO. ELO’s abide by the anytime/anyplace student-centered philosophy and are designed to meet with availability of the student and his/her community partner/mentor. ELO’s can begin at any time and conclude with an agreed upon time frame with the student, ELO coordinator, cooperating teacher and community partner/mentor. They are designed to provide students with learning opportunities outside of the traditional classroom that are relevant, provide academic rigor, and include an opportunity to build relationships within their community. Students will be expected to demonstrate a substantial depth of knowledge in their learning areas as well as 21st Century Learning Expectations that are interwoven into the ELO. Students engaging in an ELO will be expected to meet five competencies which include research, reflection, final project, formal presentation and professionalism.

ELO’s may include, but are not limited to, independent study, private instruction, performing groups, internships, community service, apprenticeships, online courses/distance education, or opportunities approved by the Superintendent or his/her designee in conjunction with Board policies. Students interested in ELO’s should make an appointment with the ELO coordinator to begin the ELO process.

Examples of past ELOs include:

- Career Explorations: Dentistry and Dental Hygiene
- Career Explorations: NH Fish and Game
- Career Explorations: Timber Industry
- Independent Study: Firefighter One w/English Focus
- Independent Study: Mathematics and the Visual Arts
- Independent Study: Rock Climbing
- Independent Study: Society’s Fascination with Horror Stories
- Internship: Esthetics
- Job Shadow: Careers Within Professional Sports
- Job Shadow: Teacher Assistant
- Job Shadow: Veterinarian Technician

Driver Education (0600)
Credit: .25
Graduation Requirement: Elective

Student must be 16 years old by the end of the course

NOTE: To receive credit for this course, students must bring their driver education certificate to the College and Career Readiness office.

This course follows the curriculum provided by the New Hampshire Department of Education. It is taught by an outside consultant who meets with students on school property. Classes are two hours long, scheduled after regular school hours two or three days weekly for a period of eight to ten weeks. The NH Department of Education requires that each student attend 30 hours of class sessions. Additionally, students are required to spend a minimum of ten hours with the instructor in the school’s driver education vehicle practicing driving skills, and an additional six hours with the instructor in the car observing instruction. Students are also responsible for payment of a course fee. This fee is currently set at $575.00, but is subject to change with each new session.

Students sign up for this course as it becomes available during the school year.
**PROGRAM SEQUENCE:**

<table>
<thead>
<tr>
<th>Year One</th>
<th>Year Two</th>
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</thead>
<tbody>
<tr>
<td>Automotive Technology I</td>
<td>Automotive Technology II</td>
</tr>
<tr>
<td>Computer Engineering I</td>
<td>Computer Engineering II</td>
</tr>
<tr>
<td>Construction Trades I</td>
<td>Construction Trades II</td>
</tr>
<tr>
<td>Cosmetology I</td>
<td>Cosmetology II</td>
</tr>
<tr>
<td>Criminal Justice I</td>
<td>Criminal Justice II</td>
</tr>
<tr>
<td>Culinary &amp; Pastry Arts I</td>
<td>Culinary &amp; Pastry Arts II</td>
</tr>
<tr>
<td>Fire Science: EMT BASIC*</td>
<td>Fire Science: Firefighter I*</td>
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<tr>
<td>Graphic Design &amp; Creative Media I</td>
<td>Graphic Design &amp; Creative Media II</td>
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<tr>
<td>Health Science I</td>
<td>Health Science II</td>
</tr>
<tr>
<td>Teacher Preparation I</td>
<td>Teacher Preparation II</td>
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<tr>
<td>Theater Arts: Acting I**</td>
<td>Theater Arts: Acting II</td>
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<tr>
<td>Theater Arts: Technology &amp; Design I**</td>
<td>Theater Arts: Technology &amp; Design I**</td>
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* Students can choose to take Firefighter I and EMT individually or as a sequence
** Students can also take Theater Arts: Acting I and Theater Arts: Technology & Design I

**EXTENDED LEARNING OPPORTUNITIES (ELO)**

Career Communications English Credit (CRTC/ELO)
Third Year Intensive Internships
Unique Community College Partnerships

**DUAL ENROLLMENT:**

Many of the Concord Regional Technical Center programs offer a dual enrollment option. Dual enrollment is the optional opportunity for students to earn college credits while in high school. One such program is the NH Community College System’s Project Running Start. With Running Start, a relationship is formalized between one of our programs and a particular community college course. Once established, students pay approximately $150 (financial aid is available) at the start of our course and, upon satisfactory completion, earn college credit, as well as high school credit. This course is listed on a college transcript, which students receive in addition to their high school transcript. In most cases, the college course expectations are fully integrated into the class and no additional work is expected. In addition to Project Running Start, we have additional Dual Enrollment relationships with other colleges, such as Southern New Hampshire University, that work in a similar fashion. We strongly urge every student to participate.

All relationships are re-established on an annual basis and are not guaranteed until the start of the school year.

**Present Running Start (RS)/Dual Enrollment (DE) and Articulation Agreement relationships include:**

**AUTOMOTIVE TECHNOLOGY**

AUTO111-Introduction to Automotive Services (RS-Manchester Community College); AUT100-Introduction to Automotive; AUT200-State Inspection (AA-Central Maine Community College); LAUT1200-Introduction to Automotive Service; LAUT1211-Automotive Systems (AA-Lakes Region Community College)

**Certifications Available:**

ASE; Snap-On Solus Pro Scan Tool; Snap-On 504 Electrical Meter; SP-2 Mechanical Safety; SP-2 Pollution Control; Valvoline Motor Oil

**COMPUTER ENGINEERING (IT)**

ROBO211M Robotic Design; ADMT110M Manufacturing Processes; ADMT115M Engineering Printing Reading; IST110C Programming Fundamentals (all at MCC)

**CONSTRUCTION TRADES**

NOTE: We are working on forming apprenticeship and new dual enrollment relationships which will be announced next year.

**Certifications Available:**

EPA/HUD Lead-Safety Renovation, Repair, Painting Certification
OSHA-10 Hour Card
COSMETOLOGY
Cosmetology students do not earn dual enrollment credit due to the structure of post-secondary cosmetology programs; but, upon successful completion of a competency exam (taken before starting a post-secondary program), students from our program are credited 360 of the 1,500 hours required to earn their NH State Cosmetology License. Most post-secondary cosmetology schools embrace this opportunity.

Certifications Available:
P: Paul Mitchell Color Application, Certification of Completion, Cuccio Gel Veneer Nail Certificate

CRIMINAL JUSTICE

Certifications Available:
Homeland Security/Emergency Management

CULINARY & PASTRY ARTS
LCUL1460-Bakery Production; LCUL1510-Culinary Fundamentals; LCUL1520-Sanitation and Safety; LHOS2160-Catering (RS-LRCC); Safety and Sanitation/ Servsafe course (Articulation Credit with Culinary Institute of America and UNH Thompson School)

Certifications Available:
ServSafe from National Restaurant Education Foundation
ProStart from National Restaurant Association

EMT & FIRE SCIENCE
LRCC: Articulation Agreement for students who attend LRCC for completion of Firefighter I (6 credits) and/or EMT-Basic (3 credits)

Certifications Available:
EMT-Basic
Firefighter I
Hazardous Materials Awareness/Operations
Wildland Firefighter I

GRAPHIC DESIGN & CREATIVE MEDIA
GDES110-Page Layout & Design; GDES115-Digital Imaging; GDES155-Computer Illustration; (RS-MCC) VRTS193-Introduction to Photoshop (RS-NHTI)

Certifications Available:
Adobe Certified Associate in Illustrator
Adobe Certified Associate in InDesign
Adobe Certified Associate in Photoshop
Adobe Certified Associate in Premier

HEALTH SCIENCE
EXER105-Essentials of Exercise Science; (RS-MCC) HS101:Medical Terminology (RS-NHTI)
Licensed Nursing Assistant: Dual Enrollment with LRCC for 5 Credits;

Certifications Available:
AED, CPR, First Aid
Licensing Available:
EMR (License upon successful completion of State Exam) – not offered every year
LNA (upon successful completion of State Exam)
ACE – not offered every year

TEACHER PREPARATION
EDU200-Introduction to Education (1st year students), SPED210-Early Childhood Issues/Disabilities & EDU270-Foundations of Teaching and Learning (2nd year students) (DE-SNHU)

Certifications Available:
CPI (Crisis Prevention Institute) Certification

THEATER ARTS: ACTING and TECHNOLOGY & DESIGN
Tentative agreements exist for dual enrollment with NHTI (Acting) and articulation with UNH (Tech).

To prepare students for success, our entire organization focuses its energies upon helping students to develop and improve both their hard skills (technical skills) and soft skills (personal and interpersonal skills). We take pride in establishing performance targets that are valued by our industry and higher education partners. The CRTC specifically defines and measures the following soft skills for every student: Collaboration and Teamwork, Self-Direction and Initiative, Growth Mindset and Professionalism. Demonstrating the best of these skills is emphasized and expected of all students. Many of our students earn the opportunity to complete an internship or job shadow experience, where possessing effective soft skills is a non-negotiable requirement, given that students will be interacting with valued customers, clients, and employees. Students who succeed at the CRTC understand these expectations and strive for feedback and improvement at all times.
AUTOMOTIVE TECHNOLOGY I – CT1023
90-minute classes 5 Days/Week, Full Year 2 Credits
A proposed Project Running Start college credit-bearing course (approved on an annual basis with the NH Community College System).

This course covers the fundamentals of the automobile and the internal combustion engine. A laboratory program provides students a “hands-on” experience using their own engines. It is recommended that students obtain a used “salvage” engine (cost is approximately $100-200; financial aid and/or payment plans are available) before entering the program. Students attain skills using a variety of industry-standard tools as they disassemble and reassemble the engine. Students learn proper lab and shop safety techniques. Other areas of learning include: engine performance and repair, exhaust systems, steering and suspension systems, and brakes. Repair work will be done as it relates to lab experiences. After completing the Automotive Technology I Program, the student will know all the parts of an internal combustion engine, the procedure for service and replacement of engine parts, timing procedures, how to read micrometers to take vital measurements, and basic engine-testing methods. Students have the opportunity to take 3 ASE tests: Brakes and Steering & Suspension.

Suggested Prerequisite courses: Algebra, Geometry
Suggested Simultaneous courses: Physics, Technical Writing, Business Management, Accounting

AUTOMOTIVE TECHNOLOGY II – CT1033
90-minute classes 5 Days/Week, Full Year 2 Credits
A proposed Project Running Start college credit-bearing course (approved on an annual basis with the NH Community College System).

This course emphasizes engine diagnosis, electrical systems, on-board computer, electronic diagnostic equipment, fuel injection & emission systems, brakes, steering & suspension, alignments, heating & air conditioning. Standard and automatic transmissions and transaxles will be covered, along with differential gears relating to automotive drivelines. Students participate in a shop environment, where they will perform automotive repairs on vehicles scheduled in the facility. After completing the Automotive Technology II program, the student will have acquired all the basic skills required to start working in a position as an entry level automotive technician. Students who demonstrate proficiency at the core competency will be prepared to be successful to enter a post-secondary school’s Automotive Technology Program. All Automotive Technology II students are required to participate in an internship based on shadowing a technician at a local dealership. Students have the opportunity to take 5 ASE tests: Automatic Transmission, Manual Transmission, Engine Performance, Electrical, Heating & Air Conditioning.

Suggested Prerequisite courses: Algebra, Geometry
Suggested Simultaneous courses: Physics, Technical Writing, Business Management, Accounting

COMPUTER ENGINEERING I & II - CT1187 & CT1197
(mix of year one and year two students)
90-minute classes 5 Days/Week, 2 Credits Full Year
A proposed Project Running Start college credit-bearing course (approved on an annual basis with the NH Community College System)

Computer Engineering represents a shift from our previous Information Technology Program. Overall there is more of emphasis on programming applied to robots, software applications and/or industrial machinery (CNC). In essence we are combining skills related to advanced manufacturing, programming, machining and information technology in one program. Previously we focused on A+ certification and networking. Some of that material will be covered, but not nearly as extensively as the past. The classroom will have some new machinery including CNC programmable lathes and cutting tools so students can take engineering designs, create programming and convert those designs into actual industrial parts. This is in addition to creating software for specific purposes. These processes provide a foundation for numerous certificate, 2-4 year college opportunities as well as high demand high paying employment careers in New Hampshire.

Students will learn current industry-grade program languages like Python and Java. Overall the program is a mix of hands-on applications and computer programming and seeing how the two interact to create industry valued outputs. While the above classes will be very beneficial for anyone pursuing a career in a technology and advanced manufacturing field, students will also find that a strong foundation in Computer Engineering is often required and is very useful in many other career fields, such as finance, entrepreneurship, and business management.

Suggested Prerequisite courses: Algebra I & II, Basic Computer Class, Full course load aligned to preparing for a 4-year college
Suggested Simultaneous courses: Computer Programming Courses, Advanced Math Courses, Project Lead the Way (or similar)

CONSTRUCTION TRADES I – CT1083
90-minute classes 5 Days/Week, Full Year 2 Credits

This program is designed to teach students a mix of skills in the construction trades that lead to high paying high demand jobs in the construction industry. This includes carpentry, plumbing/mechanical, electrical and in the future some welding and masonry. The first focus is basic carpentry skills employed in residential home construction and, to some degree, commercial construction. In this program, students develop and sharpen safe construction skills while building a home or other structure, stick-built or modular. Learning experiences include house-framing (wood and metal), roofing, siding, sheet-rocking, and trimming. When focusing on electrical or plumbing/mechanical, students will learn theory and then engage in extensive hands-on activities related to residential plumbing and/or wiring.

Suggested Prerequisite courses: Algebra, Geometry
Suggested Simultaneous courses: Physics, Technical Writing, Business Management, Accounting
CONSTRUCTION TRADES II – CT1093
90-minute classes 5 Days/Week, Full Year 2 Credits
This course will sharpen student’s skills in the trades, including more advance aspects of carpentry trade work, including: siding application, exteriors and interior trim, stair construction and kitchen cabinet and countertop application. They will also learn “Green Building” techniques and its impact on the building industry. Students will participate in OSHA training and receive a ten-hour OSHA card. Students will also further their studies in other specific trades including plumbing/mechanical and/or electrical.
Students will hear from experts in the field and engage in complex jobs related to the trades. Students will also develop the soft skills sought in the industry including dealing with customers, employees, and co-workers around such areas as working safely, displaying job-seeking and job retention skills, and demonstrating leadership ability.
Suggested Prerequisite courses: Algebra, Geometry
Suggested Simultaneous courses: Physics, Technical Writing, Business Management, Accounting

COSMETOLOGY I – CT1403
90-minute classes 5 Days/Week, Full Year 2 Credits
Cosmetology and barbering are major components of a multi-billion dollar industry. Cosmetology is the art and science of beautifying hair, skin, and nails. Our program provides the opportunity to explore a variety of careers in this large and diverse field of study. The employment opportunities range from working behind the chair in a hair salon or barbershop to being a stylist on a major film production, or becoming a platform artist on stage. The possibilities are endless.
In Cosmetology I, students are exposed to a blend of classroom instruction and hands-on learning experiences using a human hair mannequin in a simulated salon environment. Students learn a variety of hairstyling techniques, such as shampooing and scalp massage; manicures & nail design, and proper sanitation. Students will need to purchase an Internship License; and it is recommended they purchase a personal tools/supplies kit (cost is approximately $100. - financial aid and/or payment plans are available).
Suggested Prerequisite courses: Biology, Art (Color Theory)
Suggested Simultaneous courses: Business Math, Technical Math, Business Management, Accounting

COSMETOLOGY II – CT1413
90-minute classes 5 Days/Week, Full Year 2 Credits
Gain new skills in the areas of pedicures, facials, waxing, hair design, and makeup. In addition, students will be exposed to the business side of the cosmetology industry and salon management. Students will have the opportunity to work directly with customers in the salon and job-shadow professional cosmetologists. Upon successful completion of this two-year program and the State competency exam, students will be able to transfer their hours to a post-secondary school. It is recommended that second-year students purchase additional tools and supplies (cost is approximately $50; financial aid and/or payment plans are available).
Suggested Prerequisite courses: Biology, Art (Color Theory)
Suggested Simultaneous courses: Business Math, Technical Math, Business Management, Accounting

CRIMINAL JUSTICE I: Criminal Procedure – CT1225 / CRIMINAL JUSTICE II: Criminal Law - CT1226 (mixed class of year one and two students)
90-minute classes 5 Days/Week, Full Year 2 Credits
A proposed Project Running Start college credit-bearing course (approved on an annual basis with the NH Community College System)
The Criminal Justice course is designed to provide the student with an overall understanding of the Criminal Justice system, to include: law enforcement, the court system, juvenile justice, and the corrections system. Students learn the history and theory of criminology and the historical origins and development of criminal law, as well as the constitutional issues. Students will have contact with professionals from law enforcement, the court system, juvenile justice, and corrections. In addition to classroom work, students will receive practical experience through crime scene investigation, role-plays, mock trials, hiring boards, background investigations, and field trips to local criminal justice agencies and correctional facilities.
Suggested Prerequisite courses: Full course load aligned to preparing for a 4-year college
Suggested Simultaneous courses: Law, Sociology, Psychology, Fitness

CULINARY & PASTRY ARTS I – CT1144
90-minute classes 5 Days/Week, Full Year 2 Credits
A proposed Project Running Start college credit-bearing course (approved on an annual basis with the NH Community College System)
This course is designed to educate students to meet the ever-increasing demands of the food service industry. Culinary & Pastry Arts I provides realistic hands-on experience in the principals of working in and operating a kitchen/dining room through the operation of our own Crimson Café restaurant. Areas of instruction covered in the first year of the program are: safety and sanitation, use and care of the equipment, recipe terminology, measurements and equivalents, and customer service techniques. The course also covers quantity preparation techniques for pantry station, short-order station, stock, soup, and sauce station, vegetable station and bakery station. Food service computer experiences are incorporated throughout the year. There is a fee of approximately $75 to cover the recommended uniform(s) and appropriate shoes (financial aid and/or payment plans are available).
Suggested Prerequisite courses: Algebra, Business Math
Suggested Simultaneous courses: Chemistry, Technical Writing, Business Management, Accounting
CULINARY & PASTRY ARTS II – CT1154  
90-minute classes  
5 Days/Week, Full Year  
2 Credits  
A proposed Project Running Start college credit-bearing course (approved on an annual basis with the NH Community College System)

Students gain advanced training in food service skills with an emphasis on management skills. Culinary & Pastry Arts II provides the opportunity to obtain knowledge and experience needed to meet the requirements for entry into post-secondary education courses or jobs in the food service industry. This ProStart certified course emphasizes safety procedures and introduces menu design and nutrition; food service math skills; recordkeeping; purchasing and receiving; quantity and cost controls; poultry, meats, fish and International cuisines. The second year students undertake the management responsibilities of kitchen supervisor, dining room supervisor, storeroom supervisor, menu planner and buyer. Extensive use of computers and research are incorporated into the class.

Students in Culinary & Pastry Arts II receive instruction in the Servsafe Food Safety Sanitation course, sponsored by National Restaurant Association. Students have the option to take a certified Servsafe test and receive a nationally recognized certification from the National Restaurant Association Education Foundation.

Suggested Prerequisite courses: Algebra, Business Math  
Suggested Simultaneous courses: Chemistry, Technical Writing, Business Management, Accounting

FIRE SCIENCE: EMT-BASIC – CT1505  
180-minute classes  
5 Days/Week, Semester II SPRING ONLY  
2 Credits  
Students in our Fire Science Program will have the opportunity to earn their Firefighter I and EMT-Basic Certificate offered in two distinct semesters, each with extra hours outside of school added. The EMT-Basic certificate program trains students to handle emergency situations where assessing and treating victims of sudden illness and injury is required. EMT-Basic is a particularly demanding course requiring strong study skills. Students should enter the program with an expectation of taking the state exam. Students will also be required to do field work outside of the school day as a core component of the course. NOTE: Students must be 17 years of age in order to take this class. Our advisory board suggests taking the EMT exam as soon as possible given the level of knowledge required, thus the course is offered Semester II with a target audience of students who are older.

NOTE: For those students that require accommodations for testing, please speak with the CRTC Director to discuss the restrictions.

Suggested Prerequisite courses: Algebra, Geometry  
Suggested Simultaneous courses: Chemistry, Physics

FIRE SCIENCE: FIREFIGHTER I – CT1503  
180-minute classes  
5 Days/Week, Semester I FALL ONLY  
2 Credits  
Students in our Fire Science Program will have the opportunity to earn their Firefighter I and EMT-Basic Certificates offered in two distinct semesters, each with extra hours outside of school added. The program will be offered in partnership with the Concord Fire Department, the State Fire Academy, and other regional town fire departments. Instruction will be offered by certified Fire Department staff and will take place at local fire stations and at the State Academy. Students seeking to enroll must be physically able to perform requirements associated with Firefighter I Certificate and must have medical permission. There is a small fee to purchase the recommended uniform (cost to be determined; financial aid and/or payment plans are available). Students are also expected to have proper footwear. The application process for this course involves an interview and a meeting.

NOTE: Students enrolling must be aware of the unique hours (8 to 11am), term (spring semester only), and additional expectations (20 hours of time on weekends to do practicals). In addition, personal transportation is required as the program is off site every day.

Suggested Prerequisite courses: Algebra, Geometry  
Suggested Simultaneous courses: Chemistry, Physics, Fitness

GRAPHIC DESIGN & CREATIVE MEDIA I – CT1043  
90-minute classes  
5 Days/Week, Full Year  
2 Credits  
A proposed Project Running Start college credit-bearing course (approved on an annual basis with the NH Community College System)

This course is a broad-based curriculum designed to include a range of activities associated with the graphic arts industry. All graphic design projects will be industry standard and relevant. In the first portion of the course, students learn basic graphic design skills using the software applications found in Adobe Creative Suite (CS). These operations will include learning and mastering composition, graphic design principles, photo manipulation, and typography. Students will learn how to scan original artwork to create files in different formats. In addition to print media, students will also learn 2D Animation and website design. Major software used in this course includes Adobe Photoshop, Illustrator, InDesign, and Premier. Students engage in hands-on projects including screen printing, mounting and more. The student should be prepared to work individually as well as within groups to produce clear and effective communication. Students will search and identify career opportunities in the graphic arts field as well as engage in portfolio preparation.

Suggested Prerequisite courses: Art (Color Theory), Computer Courses, Geometry  
Suggested Simultaneous courses: Advanced Art, Business Management, Accounting
Students continue to develop skills that lay the foundation for producing print-ready, video-ready and web-ready communications, including graphic design principles, storyboards, web development, shared project management skills, such as interviewing and project scheduling, peer review, and redesign. Students will also learn about single-screening and produce a t-shirt of their own design. Project activities focus on further developing effective communications that can be deployed either in print or on the web. Students develop a variety of graphical images, a web portfolio, and a client website. The key skills emphasized in this semester are mix of hard and "soft" skills, students learn how to adapt and meet customer needs, work in teams and generally accept critique.

During the second portion of this course, students learn introductory career and communication skills in digital video production using Adobe Premiere. Students work to develop four key skill areas: project management and collaboration, design, research and communication, and professional video production using video tools. Students will edit and add effects to their videos. Students also have an opportunity to develop the technical skills and knowledge necessary to obtain entry level employment in the graphic arts industry, as well as be prepared for post-secondary training. Students will continue portfolio development begun in Graphic Design and Creative Media I. Students will participate in school-based projects as well as job shadows in the community.

Suggested Prerequisite courses: Art (Color Theory), Computer Courses, Geometry
Suggested Simultaneous courses: Advanced Art, Business Management, Accounting

HEALTH SCIENCE II – CT1133
90-minute classes 5 Days/Week, Full Year 2 Credits
A proposed Project Running Start college credit-bearing course (approved on an annual basis with the NH Community College System)

Students in this course will learn about job opportunities in the health profession and explore career options through research, self-assessment and guest speakers in a variety of healthcare professions. There is strong academic emphasis in the following areas: Anatomy and Physiology, Medical Terminology, Infection Control, Safety and Blood Borne Pathogen training. Students will have hands-on experiences with medical equipment in the classroom. Classroom activities will include lectures, discussions, poster/PowertPoint presentations and research projects. Anatomy labs include some dissection, competitive games and audiovisual learning related to diagnosis, treatment and prevention of disease. Students will be able to perform vision screenings, take vital signs (blood pressure, temperature, pulse and respirations), and demonstrate gown-and-gloving technique and proper use of body mechanics. Students successfully completing Health Science & Technology I will demonstrate competencies in accordance with National Health Care Skills Standards. Students will become certified in CPR for the Professional Rescuer, First Aid & Automated External Defibrillation.

HOSA (Health Occupations Students of America) is an integral part of the program. Through HOSA, students develop leadership and teambuilding skills. It encourages both civic and social responsibility. Students involved with HOSA activities can become more involved with the state and national levels and attend the annual leadership conventions. This program has an attendance policy and promotes responsibility, maturity, communication skills, and professionalism.

Students considering any career in the health care field such as physician, nurse, physical therapist, dental hygienist, veterinarian, or pharmacist would greatly benefit from this course.

Suggested Prerequisite courses: Full course load aligned to preparing for a 4-year college
Suggested Simultaneous courses: Advanced Chemistry, Anatomy & Physiology, Microbiology, AP Biology, Psychology, Human Growth & Development

HEALTH SCIENCE I – CT1123
90-minute classes 5 Days/Week, Full Year 2 Credits
Health Science I covers all competencies associated with CHS Health II. Students who successfully complete Health Science I are exempt from Health II.

Students in this course will learn about job opportunities in the health profession and explore career options through research, self-assessment and guest speakers in a variety of healthcare professions. There is strong academic emphasis in the following areas: Anatomy and Physiology, Medical Terminology, Infection Control, Safety and Blood Borne Pathogen training. Students will have hands-on experiences with medical equipment in the classroom. Classroom activities will include lectures, discussions, poster/PowertPoint presentations and research projects. Anatomy labs include some dissection, competitive games and audiovisual learning related to diagnosis, treatment and prevention of disease. Students will be able to perform vision screenings, take vital signs (blood pressure, temperature, pulse and respirations), and demonstrate gown-and-gloving technique and proper use of body mechanics. Students successfully completing Health Science & Technology I will demonstrate competencies in accordance with National Health Care Skills Standards. Students will become certified in CPR for the Professional Rescuer, First Aid & Automated External Defibrillation.

HOSA (Health Occupations Students of America) is an integral part of the program. Through HOSA, students develop leadership and teambuilding skills. It encourages both civic and social responsibility. Students involved with HOSA activities can become more involved with the state and national levels and attend the annual leadership conventions. This program has an attendance policy and promotes responsibility, maturity, communication skills, and professionalism.

Students considering any career in the health care field such as physician, nurse, physical therapist, dental hygienist, veterinarian, or pharmacist would greatly benefit from this course.

Suggested Prerequisite courses: Full course load aligned to preparing for a 4-year college
Suggested Simultaneous courses: Advanced Chemistry, Anatomy & Physiology, Microbiology, AP Biology, Psychology, Human Growth & Development

Health Science & Technology II continues with the completion of studies in Anatomy and Physiology, Safety and Blood Borne Pathogen Training. Attention is focused on the development of specialized tasks and skills for individualized career goals. Students will explore in more depth the areas of anatomy and physiology, mental health, wellness, health care consumerism, the aging process and individualized career development. Students will continue with HOSA and participate in a monthly experience at a long-term care facility.

As part of the Health Science & Technology II course, beginning in the second semester, students may choose to participate in the Licensed Nursing Assistant (LNA) Program or an independent study. The Emergency Medical Responder (EMR) program and/or exercise science training (leading to preparation for ACE fitness trainer certification) might also be an option - depending on student interest. The EMR, ACE and LNA programs have additional fees associated (financial aid and/or payment plans are available); students are also required to attend some evening and weekend clinical experiences. Upon completion of the LNA or EMR program, and passing the corresponding State license exam, the student is licensed. Students who elect an independent study will arrange a clinical experience related to their field of interest and be required to maintain a blog, do a formal presentation to the teacher, mentor and director of the program, as well as present a research paper.

Upon successful completion of Health Science & Technology II, students will demonstrate all competencies outlined for the program in the Standard Competency Profile and those in accordance with National Health Care Skills Standards.

NOTE: The State of New Hampshire requires an annual Mantoux T.B. test, physical exam and criminal background check for all students entering a clinical setting during the program. (This course may satisfy the graduation requirement for HEALTH.)
TEACHER PREPARATION I – CT1004

90-minute classes  5 Days/Week, Full Year  2 Credits

This course is designed for students interested in pursuing a career in education. Teacher Preparation I familiarizes students with the science of how children develop and learn. They also gain essential classroom skills such as how to manage behaviors and provide instruction. During their internship, students experience first-hand the many aspects of being an educator, including the opportunity to prepare and present lesson plans. In order to practice their skills, students also teach and assist in our own Crimson Tide Preschool throughout their time in the program. Classroom instruction includes lectures, notes, handouts, projects, hands-on activities, and unit tests. Teacher Preparation I units include Responsive Classroom, Differentiated Instruction, Instructional Practices, Curriculum Planning, Classroom Management, Educational Psychology, and Growth and Development.

NOTE: The State of New Hampshire requires an annual Mantoux T.B. test and physical exam for all students entering the program. Students will be required to undergo a criminal background check at the N.H. Department of Safety in order to participate in the internship component of the program.

Suggested Prerequisite courses: Full course load aligned to preparing for a 4-year college
Suggested Simultaneous courses: Psychology, Human Growth & Development

TEACHER PREPARATION II – CT1014

90-minute classes  5 Days/Week, Full Year  2 Credits

A proposed Dual Enrollment college credit-bearing course (approved on an annual basis with Southern NH University)

Students entering Teacher Preparation II are expected to have mastered or be proficient in the basic teaching skills learned in Teacher Preparation I. Students have the opportunity to do an extensive internship with a teacher or specialist at their preferred level of education (preschool, elementary, middle, or high school). Teacher Preparation II units include curriculum planning using Understanding by Design, special education, advanced instructional practices, and observation skills. Students in year two of the program will be loaned a personal iPAD to master best practices with instructional technology. At the conclusion of Teacher Preparation II, students will create a professional portfolio to demonstrate the competencies they have achieved.

NOTE: The State of New Hampshire requires an annual Mantoux T.B. for all students entering the program. Students will be required to undergo a criminal background check at the N.H. Department of Safety in order to participate in the internship component of the program.

Suggested Prerequisite courses: Full course load aligned to preparing for a 4-year college
Suggested Simultaneous courses: Psychology, Human Growth & Development

THEATER ARTS: ACTING I & II - CT1631 & CT16XX / TECHNOLOGY & DESIGN I & II - CT1601 & CT1611

90-minute classes  5 Days/Week, Full Year  2 Credits

Students can pursue or combine two pathways in the CRTC Theater Program: Acting and Theater Technology & Design (Theater Tech). Acting is offered as a one-year program; while Theater Tech is offered as a two-year program. Students can also choose to take a year of each.

In the newly developed acting pathway, students who are passionate about acting can bring their skills to a new level. The acting strand is designed to enhance the students’ skills in performance on stage, film and television productions.

In the theatre technology & design pathway students have the opportunity to gain expertise in four major aspects of technical theater: lighting, sound, scenic, and props/costumes. All of these areas require imagination in their design, and mastery of electronic and hand tools to be successful. CRTC’s Stagecraft is a two year program with an independent curriculum each year so students can enter either year. Students interested in performance and/or video productions will gain valuable skills in this program. In the past, these tracks were seen as technical in nature; now they are also viewed as artistry given the scope of what can be done. Program highlights include: learning elements of CAD to render designs, installing lights, managing sound and amplification, building theater sets and assembling costumes. Students will be expected, as part of core expectations, to partake in a work-based experience for a number of hours outside of the school day, including supporting a production as an employee, volunteer, intern, and/or by job shadowing. Students must meet competitive expectations to be invited to return for a second year. NOTE: This is a 2-year program.

Suggested Prerequisite courses: Full course load aligned to preparing for a 4-year college
Suggested Simultaneous courses: Physics, Construction Trades, Electronics, Sewing, CAD, Drafting
OFFERINGS BEYOND CRTC PROGRAMS:

CRTC EXTENDED LEARNING OPPORTUNITIES (many forms – see below) - CT8011
SCHEDULED TIME: Flexible (above and beyond regular program), Variable Credits depending on scope

CRTC Extended learning opportunities (ELOs) combine classroom-based education and practical work experience. Learning goals align to both CRTC program competencies as well as other work-based learning related targets. Any activity, including a detailed plan of learning and outcomes, must be pre-approved to earn credits.

Concord High School has ELO guidelines established which provide a structure for most activities. CHS has four major ELO pathways, two of which clearly apply to the CRTC: (1) Career Exploration ELO and (2) Structured Experience ELO. Here is some credit-bearing examples:

- A student want to complete a basic job shadow or internship above and beyond what is offered in our program. The student would complete a blog to track the experience and do some sort of formal reflection on what they learned.
- A student wants to innovate and engage in some sort of industry-based activity or even start their own business. The student would complete a blog to track the experience and do some sort of formal reflection on their learning outcomes.
- A student engages in a formal contained outside learning activity. For example, he/she takes a certificate program training related to their CRTC program. Student would solely need to demonstrate completion of the program (certificate).
- A student takes a course at local community college or an online course related to their CRTC career program. The student would solely need to demonstrate successful completion of the program (transcript).
- A student is actively working in their chosen industry and is engaged in activities related to program competencies (oftentimes this is called a co-op). The student would complete a blog to track the experience and do some sort of formal reflection on learning.
- Come by or call the CRTC Office to learn more info@thecrtc.net 603-717-765

CAREER COMMUNICATIONS (CRTC/ELO OPTIONAL) – CT8015
.5 to 1.0 English credits (depending on options selected), offered as a semester or year-long class

This personalized course, available to all CRTC students (CHS and sending school) can be taken any time AFTER completing one semester of a CRTC program (most students take it in their senior year). The student must be in good standing and have demonstrated solid soft skills as there is a significant degree of independence and maturity, by the nature of the course, required.

The course is customized to the specific program which the student is enrolled; for example, an Auto Tech student would focus on writing, presentation and communicating in the context of the automotive industry; a cosmetology student would likewise work in the context of that specific industry; otherwise projects and presentations would not be the same for all students. For example, an accident report in Criminal Justice is very different than a work proposal in the Construction Trades field.

Students may also choose the ELO option for an additional .5 credits. The ELO project would involve outside research. Additional support would be provided by the student’s CRTC program teacher, in addition to the English teacher for this course.

Students who complete this course further ready themselves for college and career success. They develop specific career communication skills to enhance their resume and general readiness. Career Communications (CRTC/ELO) ultimately gives students a leg up and prepares them to stand out as they pursue (and compete for) career-related opportunities.

THIRD YEAR CRTC WORK BASED LEARNING (WBL) EXPERIENCE
Credits depend on scope, could be four hours or more per day for a semester.

This is a new area of focus for the CRTC. Certain programs (Construction Trades and Culinary & Pastry Arts in particular) allow students to start as sophomores. Students who complete their two years in good standing have the opportunity to pursue a customized career-focused senior year which may include an extensive work-based learning experience (internship, co-op) in the field. Which, combined with a course like Career Communications (CRTC/ELO) and potentially a community college career course would allow a student get a significant head start on their career plans and inevitably fulfill our mission for all students – to prepare them to stand out.

It is the policy of the Concord School District not to discriminate on the basis of age, sex, sexual orientation, race, color, marital status, disability, religious creed or national origin in its educational programs, activities and services or employment practices as required by Title IX of the Educational Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, Title 11 of the Americans with Disabilities Act of 1990 (ADA), and New Hampshire RSA 354-A:7. Inquiries or complaints regarding compliance with Title IX, Section 504, ADA and RSA 354-A:7 are to be directed to the person designated by the Superintendent of Schools.
The following high school courses are available from VLACS (Virtual Learning Academy Charter School). Course descriptions can be found in the PMHS VLACS catalog or at www.vlacs.org. Online courses must be pre-approved by the College and Career Readiness director to receive credit towards graduation. Upon completion, the final course grade and earned credit will be documented on the student’s PMHS transcript.

<table>
<thead>
<tr>
<th>ARTS/VISUAL ARTS</th>
<th>HEALTH/PHYSICAL ED CONT</th>
<th>SOCIAL STUDIES CONT</th>
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<td>Intro to Nursing 1</td>
<td>Economics (Honors*)</td>
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<td>Digital Arts 1</td>
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<td>Theater, Cinema &amp; Film Production</td>
<td>Outdoor Sports</td>
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<td>Computing for College and Careers</td>
<td>Personal Training</td>
<td>Law &amp; Order</td>
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<td>Entrepreneurship</td>
<td>Running</td>
<td>Military Careers</td>
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<td>Sports Officiating</td>
<td>Psychology</td>
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<td>Personal and Family Finance</td>
<td>Strength Training</td>
<td>Social Problems 1</td>
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<td>Sports Marketing</td>
<td>Walking Fitness</td>
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<td>H.O.P.E. (1/2 PE, 1/2 Health)</td>
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(*Honors) = Course is available as standard or honors
In addition to the Running Start courses offered at Pittsfield Middle High School, the Virtual Learning Academy Charter School (VLACS) offers a variety of dual enrollment courses at reduced tuition rates for high school and college credit. VLACS offers courses through the Community College System of New Hampshire’s (CCSNH) eStart program and through Southern New Hampshire University (SNHU). Courses below are from the 2017-2018 course catalog. Please refer to the VLACS website ([www.vlacs.org](http://www.vlacs.org)) for full course descriptions and updated information on all course offerings.

<table>
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<tr>
<th>SUBJECT AREA</th>
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STATEMENT OF NON-DISCRIMINATION

Applicants for admission and employment, students, parents, employees, sources of referral of applicants for admission and employment, and all unions or professional organizations holding collective bargaining or professional agreement with the Pittsfield School District are hereby notified that the District does not discriminate on the basis of race, creed, color, national origin, disability, sex, marital status, age and/or sexual orientation in admission or access to, or treatment of employment in, its programs and activities. Any person having inquiries or complaints concerning the School District’s compliance with the District’s Non-Discrimination policy or written regulations implementing Title VI (discrimination on basis of race, color or national origin), Title IX (sex discrimination), or Section 504 (discrimination on the basis of disability) and/or the Americans with Disabilities Act is directed to contact the Office of the Principal, Pittsfield Middle High School, 23 Oneida Street, Pittsfield, NH 03263. The Office of the Principal had been designated by the Pittsfield School District to coordinate the District’s efforts to comply with the District’s above-stated Non-Discrimination policy and regulations implementing Title VI, Title IX, and Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act, and State Law.