PELHAM MEMORIAL HIGH SCHOOL

COURSE CATALOG 2026-27



Table of Contents

Principal's Message ____ Page 1

Statement of Philosophy ____ Page 2

Vision Statement ____ Page 3

Choosing a Program ____ Page 5

Special Notations ____ Page 6

Graduation Requirements ____ Page 7

Understanding the Transcript ____ Pages 8-9

National Honor Society ____ Page 10

NCAA Eligibility/NCAA Division I Sliding Scale ____ Page 11

List of Approved NCAA Core Courses ____ Page 12

Board of Cooperative Educational Services (BOCES) ____ Page 13

Art Department ____ Pages 14-18

English Department ____ Pages 19-25

Mathematics Department ____ Pages 26-31

Music Department ____ Pages 32-33

Physical Education Department ____ Pages 34-35

Science and Technology Department ____ Pages 35-43

Social Studies Department ____ Pages 44-53

World Language Department ____ Pages 54-59

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Principal's Message

Dear Students,

This course catalog has been designed to provide you with the information needed to plan your academic program for the 2026-27 school year. Please review this catalog thoroughly with your parent or guardian before meeting with your counselor to request courses for next year. Counselors will be visiting your classes to explain the process for registering for next year's courses. You will then have an opportunity to meet with your counselor to discuss your program and to submit your course requests.

PMHS will continue to provide open access to honors and Advanced Placement courses for all students. This means that, while recommended criteria will remain as guidelines, and you will still be required to have taken prerequisite courses (where applicable), any student who seeks the additional challenge of an honors or AP class will have the opportunity to enroll. Since these courses are rigorous, with increased expectations regarding the level of student work, conversations should take place between you, your family, your current teacher, and your school counselor to determine if placement in one or more of these courses is in your best interest. With that said, we encourage you to strive to consistently challenge yourself during your time at PMHS.

In the beginning of the catalog is a table that outlines the credits you will have to earn and the state exams you will have to pass in order to earn a diploma from Pelham Memorial High School. There is also information about NCAA eligibility requirements for students planning to participate on Division I and Division II sports teams. Eligibility criteria for the National Honor Society is also included.

I wish you the best of luck in your course selection process.

Sincerely,



Sean A. Llewellyn
Interim Principal

Statement of Philosophy

Because students have unique educational needs and capabilities and they learn and grow in different ways, Pelham Memorial High School offers a wide variety of learning experiences. Our school provides transitional programs between the more directed and structured environment of the middle school and the independent adult experiences beyond high school.

Pelham Memorial High School's mission is to prepare students to meet the challenges of a rapidly changing and complex society. PMHS strives to engender respect for self and others in the school, in the community and in the world at large. To this end, the school offers a program designed to develop the cognitive skills and the knowledge, as well as the affective behaviors and attitudes, that will lead students to social responsibility and a desire for lifelong, self-directed learning.

Pelham Memorial High School Mission Statement

Pelham Memorial High School is dedicated to the promotion and achievement of academic excellence.

We
…strive to create a secure and supportive environment which promotes the intellectual, emotional, and physical well-being of all members of the school community,

…celebrate diversity and encourage tolerance and respect for individual and cultural differences,

…uphold the tenets of a democratic society,

…provide our students with experiences that enable them to make ethical choices and function in our ever-changing and technological world,

…foster the development of critical thinking, problem solving, creativity and love of learning.

…encourage the recognition of learning as a life-long process.

Pelham Memorial High School will continue to cultivate these ideals and invites all members of the school community to share in this endeavor.

Vision Statement

The Pelham Memorial High School community is committed to fostering a safe and nurturing environment in which all students can achieve their greatest potential in every endeavor. We are dedicated to developing confident, well-rounded, life-long learners ready to become productive individual contributors and leaders.

Open Access Honors/Advanced Placement Courses

PMHS provides open access to all honors and Advanced Placement (AP) courses for all students. Any student who seeks the additional challenge of an honors or AP class will have the opportunity to do so. Students will, however, still be required to have taken prerequisite courses when applicable. Since honors and AP courses are rigorous, with increased expectations regarding the level of student work, conversations should take place between the student, parents, current teacher, and school counselor to determine if placement in one or more of these courses is in the best interest of the student. If a student wishes to enroll in a course that is more advanced than their current academic performance would indicate potential success in, that student will need to fill out an Academic Override Form. Please note that open access does not apply to dual enrollment courses taken for college credit from Syracuse University (SUPA), State University of New York (SUNY), Adelphi, Iona University, or Westchester Community College (WCC).

Overview of Honors /Advanced Placement Courses

Honors courses cover the grade-level state mandated curriculum with greater depth and complexity. All Honors level courses will receive a weight of 1.05. (All AP and dual enrollment courses will receive a weight of 1.1.)

Advanced Placement (AP) courses provide college-level study for high school students who desire and are ready to engage in college-level work. These students should demonstrate a strong curiosity about the subject and a willingness to complete hard work. AP courses are taught using college-level materials and strategies that will prepare students to take the required College Board Advanced Placement Examinations in May. Pelham Memorial High School currently offers our students 19 AP courses. Because of the intensity of AP courses, students should expect the pace and academic rigor of AP classes to be more stringent than regular classes at the same grade level. Taking AP courses demonstrates to college admission officers that students have sought the most rigorous coursework available to them. All Advanced Placement courses will receive a weight of 1.1.

Characteristics of Successful Honors/AP Student:

Self-Motivated: Ability is a strong component of placement, but attitude is a bigger factor. If a student is capable but unwilling to do the work, they will be unsuccessful. Self-motivation must exist in school and beyond to balance school/activities/home life.

Organized: Students must be able to manage their time and keep track of all assignments. Honors/AP students must communicate with teachers when something is confusing or when they have questions. Honors/AP students also should be willing and interested in attending Academy Period regularly.
Hard Working: Students should be prepared for nightly homework in their Honors/AP class. Students should always put forth their best effort. Honors/AP students are enthusiastic about learning and

demonstrate that enthusiasm in class: participating in whole class, group and individual class activities. Honors/AP students must also be willing to accept and act on constructive criticism, always striving to move from good to great.

Efficient: Honors/AP students need to learn to prioritize and find extra time within a day to complete assignments. An Honors/AP student should be on time for class and regularly be in attendance.

Resilient. Students should be prepared to encounter challenges in their coursework and assessments.

Guidelines for Selecting Honors/AP Classes

Entrance guidelines are meant to help students in making appropriate choices that will lead to academic success. When students do not meet the guidelines and choose to take the advanced class anyway, success in the class is less likely. Additionally, transferring out of an Honors/AP class once school has started may require substantial schedule changes. Please use these expectations and recommendations for Honors/AP students as a guide and speak to your counselor and your classroom teacher to ensure that you have chosen your courses wisely. While these courses are open to any student wishing to enroll, parents/guardians and students should consider the profile of students who typically experience success in Honors/AP courses. The decision to enroll in these courses ultimately rests with the parents and the students, in consultation with counselors and teachers.

It is recommended that, as a student selects coursework, the following guidelines are considered for success;

- Successful completion of prerequisite coursework
- Current cumulative average in prerequisite course
    - 85% in an honors/AP level course
    - 90% in a non-honors/non-AP level course
- Careful consideration of the demands of extracurricular activities, employment, community service, athletics and homework.

Students who wish to enroll in an academic course that is more advanced than the student's current academic performance would recommend are required to fill out an Academic Override Form and have it signed by their current teacher, parent, and counselor or administrator.

Honors and Advanced Placement classes require students to approach their work seriously. The effort required by students (including the completion of summer assignments for Advanced Placement courses) is greater than that required for comparable non-AP classes. Because of this, students and parents should carefully consider if concurrently taking more than one AP class would be in the student's best interest.

Choosing a Program

Each student has a right to equal access to all District activities provided they meet the established prerequisites. Membership and participation in curricular and extracurricular activities will not be denied on the basis of race, sex, marital status, color, religion, national origin or disability.

The graduation requirements outlined in this course catalog represent the minimum number of courses needed to earn a Pelham Memorial High School Regents Diploma. When making choices, students should also keep in mind that future employers and colleges expect a rigorous program of study.

Students seeking employment following graduation should elect subjects related to their future career areas. For specific college entrance requirements, one should consult the school and college catalogs in the Counseling Office.

It should be clearly understood that the availability of courses listed in this publication is subject to recommendations of the administration and final action and authorization by the Board of Education, as the Board develops its budget for next year.

Course requests will be mailed home in March and should be signed by the parent and student and returned to the high school main office. At that time, unless a parent specifies in writing, those courses become a commitment for the 2026-2027 school year. Changes after that date can only be made at the discretion of the faculty.

All students who register for Advanced Placement and college level courses will receive a course description sheet which must be signed and returned by April 15. It is important for students to understand the course requirements and demands prior to enrollment.

Electives

Students may choose from the full range of course offerings at Pelham Memorial High School to fulfill elective requirements. The majority of students take courses in the required academic areas beyond the minimum and these count as electives. This is also true in the arts, music, and technology.

Students and parents should meet with counselors to plan course selections over the four-year high school period to ensure that future educational and career goals will be met. Regular contact with a student's counselor regarding course selection and planning for post-high school opportunities is strongly advised.

Notations for all Classes

* All students must participate in Physical Education each year. They must earn the equivalent of two Physical Education credits to graduate.

* Availability of courses is dependent upon budgetary constraints and the number of student requests.

Grading System Formula

For full-year courses that have a midterm and a final exam, quarterly grades will be weighted as 4/19 of a student's final course grade. Midterms will be weighted as 1/19 and final exams will be weighted as 2/19 of a student's final course grade. For full-year courses that have a midterm but do not have a final, quarterly grades will be weighted as 4/17 and the midterm will be weighted as 1/17. For full-year courses that do not have a midterm, but do have a final exam, quarterly grades will be weighted as 2/9 of a student's final course grade. Final exams will be weighted as 1/9 of a student's final course grade. For full-year courses that do not have a midterm or a final exam, quarterly grades will be weighted as 1/4 of a student's final course grade. For half-year courses with a final exam, quarterly grades will be weighted as 4/9 and the final exam will be weighted as 1/9 of a student's final course grade. For half-year courses with no final exam, quarterly grades will be weighted as 1/2 of a student's final course grade.

Student Advancement

Student Advancement from grade level to grade level will be determined by courses completed by the end of August. Thus, to move from 9^{th} grade to 10^{th} grade, a student will have to have earned 5.50 credits; from 10^{th} grade to 11^{th} grade, 11.00 credits; from 11^{th} grade to 12^{th} grade, 16.5 credits; and for graduation, 22.5 credits. Students having difficulty meeting these requirements will be monitored by their counselor and the administration.

Special Notations

Inc.	Incomplete – must be made up within ten (10) school days of the close of the marking period or the grade becomes an F unless an extension is approved by the Principal.
P or F	Grade usually assigned to courses not counted as part of the GPA
Grade + NC	Grade but no credit because of excessive absences
NG	No grade has been assigned
D/P or D/F	Course dropped after the deadline while passing/failing

Class Rank

Pelham Memorial High School does not rank its students. However, students will receive a weighted Grade Point Average. Honors classes are weighted 1.05. Advanced Placement and college level courses are weighted 1.1. All other courses are not weighted. A mathematical computation is used to determine the weighted GPA.

Weighted GPAs are determined at the end of junior year. These include all high school courses completed and eighth grade courses for which students receive high school credit. Grade Point Averages are also computed after the fall semester of senior year.

Honor Rolls

Honor Roll:	85% unweighted average with no grade below 75
High Honor Roll:	90% unweighted average with no grade below 75

The academic honor rolls are published on our website after each of the four marking periods. All subjects are included in calculating honor rolls with the exception of support classes, academic skills classes, and courses that are taken as pass/fail.

Courses Not Offered

For alternative programs not offered at PMHS, please see your School Counselor. Prior approval must be granted before enrolling in a course.

Dropping Courses/Changing Levels

Before any change is processed, dropping a course or having a change in level at any time requires written permission from:

1. The student
2. His or her parent/guardian
3. The subject area teacher
4. Director or Subject Coordinator
5. The school counselor

Once a drop is approved by the teacher, students are responsible for returning all course books and materials.

Students may drop a full year course, change levels, or drop a first semester course up to seven school days following the date in which marking period 1 interim grades are posted to the portal**.** Students may drop a second semester course up to seven school days following the date that marking period 3 interim grades are posted to the portal. No permanent record of the dropped course will be kept on the final report card or transcript if they are dropped by the aforementioned dates.

Students must attend each scheduled class until the course is officially dropped by the school counselor. Students may not stop attending class simply because of intentions or plans to drop the class. Nonattendance to classes that are not yet officially dropped constitutes class cutting and may result in disciplinary action.

Adding a Course

When adding a course, students must begin attending the class on the effective starting date as indicated on their new schedule. A course may be added up until the completion of the 2nd 6-day cycle.

In addition, students wishing to move up a level (i.e, Regents to Honors/AP) must do so no later than the completion of the 2nd 6-day cycle and satisfy all criteria.

Full-Time Status
To be considered full-time, students are required to be enrolled in a minimum of 5.5 credits per semester.

GRADUATION REQUIREMENTS

REGENTS DIPLOMA	
English	4
Social Studies	4
Math	3
Science	3
LOTE*	1
Art/Music/Technology	1
Writing Seminar**	.5
Health	.5
Physical Education	2
Electives	3.5
TOTAL	**22.5**

Students must pass the following 4 required Regents Exams or Assessments:

1 Math, 1 Science, 1 Social Studies, ELA

And 1 of the following:

- Social Studies Regents
- Math Regents
- Pathways Alternative (See counselor for details)

***** Students are required to have successfully completed 2 units of world language study in middle school **and** pass the Checkpoint A proficiency test or earn one unit of credit in a world language in high school.

Students who acquire 5 credits in Career and Technical Education may be exempt from the LOTE (Languages Other Than English) requirement.

All students must complete 40 required hours of Service Learning

**All students must complete Writing Seminar.

Safety Net for Students with Disabilities:
Regents Score of 55-64
See your school counselor regarding compensatory options and appeals for graduation.

Understanding the Transcript

A. Personal student information, including: name, student ID number, current grade-level, date of birth, gender, anticipated graduation date and diploma type.

B. Pelham Memorial High School's address and contact information.
The college entrance examination code (CEEB code) is utilized by colleges and universities, the College Board, and ACT, for identifying and linking our school with college entrance exam scores (e.g., PSAT, SAT, SAT Subject Test, AP, etc.).

C. Cumulative weighted and unweighted grade point average. Advanced Placement, Syracuse University (SUPA), Iona University, State University of New York (SUNY) Adelphi, and Westchester Community College (WCC) are weighted at 1.10, and Honors courses are weighted at 1.05. All other courses are un-weighted. Total credits are also noted.

D. Course titles by grade. All high-school courses taken by students are included on the transcript, including those taken during 8th grade (e.g., world language, algebra, Studio in Art).

E. Yearly un-weighted grade point average is calculated by totaling the final grades (multiply semester courses by .5) and dividing by total credits earned.

F. New York State Exams: All high school Regents exams are recorded for tracking purposes only. PMHS does not share Regents results with colleges.

G. Grade code conversion chart reflects equivalent numerical grades as alpha marks. Several high schools, colleges and universities request this conversion.

H. Signature - the transcript must be signed and have an official seal in order to be accepted as an official transcript.

I. This section reflects the student's current courses for the present school year.

Student Name:	PELHAM MEMORIAL HIGH SCHOOL	Pelham Memorial High School Does Not Rank Its Students.
ID #: 11570	575 Colonial Avenue	
Gender: F	Pelham, NY 10803	
Date of Birth:	Ph# (914)738-8110 Fax# (914)738-6706	Cumulative Weighted GPA: 96.27
Anticipated Grad. Date:	http://pmhs.pelhamschools.org	Cumulative Unweighted GPA: 92.77
Diploma Type:	CEEB / ACT Code 334470	Cumulative Credit Total: 22.00
A	Middle States Accreditation B	C

Grade: 08 Yearly Unweighted GPA: 92.33 Total Credits: 3.00

Courses	Final Grade	Credits
0392 ALGEBRA HON	91	1.00
0480 EARTH SCIENCE	92	1.00
0583 SPANISH 1	94	1.00

D

Grade: 09 Yearly Unweighted GPA: 93.57 Total Credits: 7.00

Courses	Final Grade	Credits
0010 FRESHMAN WRITING SEMINAR	92	0.50
0104 ENGLISH 9 H	91	1.00
0201 GLOBAL HISTORY I/R	93	1.00
0314 GEOMETRY HON	92	1.00
0412 LIVING ENV H	93	1.00
0532 SPANISH 2	94	1.00
0632 STUDIO IN ART: 3-D FOCUS	96	1.00
0901 PHYS ED 9/10 C	100	0.50

E

Grade: 10 Yearly Unweighted GPA: 92.15 Total Credits: 6.50

Courses	Final Grade	Credits
0114 ENGLISH 10 H	89	1.00
0211 GLOBAL HISTORY II/R	91	1.00
0339 ALG 2/TRIG HON	93	1.00
0423 CHEMISTRY H	91	1.00
0533 SPANISH 3	91	1.00
0644 THE ART of PHOTOGRAPHY	91	0.50
0901 PHYS ED 9/10 C	100	0.50
0915 HEALTH	97	0.50

Grade: 11 Yearly Unweighted GPA: 92.73 Total Credits: 5.50

Courses	Final Grade	Credits
0135 ENGLISH 11 AP	93	1.00
0221 US HISTORY AND GOVERNMENT R	93	1.00
0325 PRE CALC HON	87	1.00
0437 PHYSICS/AP 1	92	1.00
0534 SPANISH 4	95	1.00
0906 PHYS ED PECS	100	0.50

Current Courses

Grade: 12

Courses	Credits
0134 ENGLISH 12 AP	1.00
0231 CRIMINAL JUSTICE	0.50
0332 ECONOMICS	0.50
0334 CALCULUS HON	1.00
0438 PHYSICS/ AP 2	1.00
0539 SPANISH 5	1.00
0906 PHYS ED PECS	0.50

I

State Exams		Scores
06/2012	Regents Phy Sci/Earth Sci	94.00
06/2012	Regents Integrated Algebra	86.00
06/2013	Regents Living Environment	90.00
06/2013	Regents Geometry	89.00
06/2014	Regents Algebra2/Trigonometry	96.00
06/2014	Regents Global History	86.00
06/2014	FLACS Spanish 3	88.00
06/2014	Regents Phy Sci/Chemistry	86.00
06/2015	Regents US History&Gov't	94.00
06/2015	Regents Phy Sci/Physics	94.00
06/2015	Regents ELA	93.00

F

G

Grade Codes

A+	A	A-	B+	B	B-
98-100	93-97	90-92	87-89	83-86	80-82
C+	C	C-	D+	D	F
77-79	73-76	70-72	67-69	65-66	0-64

P = Pass D/P = Drop Pass NG = No grade IS = Independent Study
F = Fail D/F = Drop Fail INC = Incomplete

*Beginning with the class of 2018, all Advanced Placement and College level courses will receive a weight of 1.10. All Honors level courses will receive a weight of 1.05

Cumulative Unweighted GPA is calculated by totaling the grade (multiply semester courses by .5) and dividing by total credits earned. To determine Cumulative Weighted GPA, multiply honors at 1.05 and AP/College level courses at 1.10.

Official Signature: _____ H

Date: _____

NATIONAL HONOR SOCIETY

The National Honor Society was founded in 1921 by the National Association of Secondary School Principals. According to this organization, a student must demonstrate outstanding performance in the four criteria of scholarship, leadership, character and service. Based on the scholarship criteria, students will be invited to a meeting in October where they will receive an application. After completed applications are submitted for consideration, a faculty committee evaluates the information. Some students may require a follow-up interview to clarify materials submitted in their application. Letters of acceptance will then be sent home.

Scholarship
Juniors and seniors with an un-weighted average of 90 will be eligible for consideration.

Leadership
The student who exercises leadership:

- Exercises positive influence on peers in upholding school ideals
- Contributes ideas that improve the life of the school
- Exemplifies positive attitudes
- Inspires positive behavior
- Demonstrates reliability and dependability
- Is a leader in the classroom, at work, and in other school or community activities

Character
A person of character demonstrates the following qualities: respect, responsibility, trustworthiness, caring and citizenship. Additionally, a student of character:

- Takes criticism willingly and accepts recommendations graciously
- Cooperates by complying with school regulations
- Demonstrates high standards of honesty and reliability
- Shows concern, courtesy and respect for others
- Avoids cheating and shows an unwillingness to profit by the mistakes of others
- Actively works to improve the school environment

Service
The minimum number of service hours needed to apply is 10. Once inducted, 40 hours must be completed by the end of the academic year. Service hours in school or the community must be activities for which the student did not receive academic credit or monetary compensation.

NCAA ELIGIBILITY

Many students in our athletic programs have achieved a high degree of competency in varsity sports to enable them to be considered for athletic scholarships. It is important for students and parents/guardians to understand that Division I NCAA eligibility for athletes is based on a sliding scale that consists of SAT or ACT scores and grade point average (GPA). Division II has no sliding scale. For more information regarding these rules, please go to NCAA Portal click on “Resources”.

NCAA Division I Sliding Scale Core GPA/Test-Score

NCAA DIVISION I SLIDING SCALE

Core GPA	SAT Reading and Math Only	ACT Sum	Core GPA	SAT Reading and Math Only	ACT Sum	
3.550	400	37	2.750	720	59	
3.525	410	38	2.725	730	60	
3.500	420	39	2.700	740	61	
3.475	430	40	2.675	750	61	
3.450	440	41	2.650	760	62	
3.425	450	41	2.625	770	63	
3.400	460	42	2.600	780	64	
3.375	470	42	2.575	790	65	
3.350	480	43	2.550	800	66	
3.325	490	44	2.525	810	67	
3.300	500	44	2.500	820	68	
3.275	510	45	2.475	830	69	
3.250	520	46	2.450	840	70	
3.225	530	46	2.425	850	70	
3.200	540	47	2.400	860	71	
3.175	550	47	2.375	870	72	
3.150	560	48	2.350	880	73	
3.125	570	49	2.325	890	74	
3.100	580	49	2.300	900	75	
3.075	590	50	**2.299**	**910**	**76**	A
3.050	600	50	**2.275**	**910**	**76**	C
3.025	610	51	**2.250**	**920**	**77**	A
3.000	620	52	**2.225**	**930**	**78**	D
2.975	630	52	**2.200**	**940**	**79**	E
2.950	640	53	**2.175**	**950**	**80**	M
2.925	650	53	**2.150**	**960**	**81**	I
2.900	660	54	**2.125**	**970**	**82**	C
2.875	670	55	**2.100**	**980**	**83**	
2.850	680	56	**2.075**	**990**	**84**	R
2.825	690	56	**2.050**	**1000**	**85**	E
2.800	700	57	**2.025**	**1010**	**86**	D
2.775	710	58	**2.000**	**1020**	**86**	S
						H
						I
						R
						T

List of Approved NCAA Core Courses

The NCAA has approved the following courses for use in establishing the initial eligibility certification for student athletes enrolled at Pelham Memorial High School. If a course name does not appear on this list, it will not be tabulated in the core course credit total. Also, please note that not all courses are granted full credit. (For example, Algebra 1A is granted only .50 credits per year). Please check this list carefully. Not all PMHS courses are approved.

English Courses:
A Study of Dramatic Literature
Adelphi A Study of Dramatic Literature
English 9R
English 9H
English 10R
English 10H
English 11R
English 12R
Creative Writing
AP English Literature
AP English Language
Comparative Fiction
SUPA Practices of Academic Writing
SUPA Presentation Speaking
Characters and Conundrums
AP Capstone: AP Seminar
AP Capstone: AP Research

Social Science Courses:
Global History 1R
Global History 1H
Global 2R
AP World History
US History & Government R
American History 11/AP
AP Government & Politics
AP European History
Criminal Justice
Sociology
Economics
Economics: Financial Literacy
The Economics of Business
Psychology
SUNY Criminal Justice
SUPA/AP Psychology
Military History
Public Policy and Politics
Human Rights

Science Courses:
Earth Science R
Earth Science H
Life Science R
Life Science H
Topics in Physics/Chemistry/Biology
Chemistry R
Chemistry H
Chemistry AP
Biology AP
Environmental Science AP
Physics
Science Research
Principles of Engineering
Astronomy
Physics H
Physics I AP
Physics II AP
Forensics Science

Mathematics Courses:
Algebra
Algebra 1A (.50 credit/year)
Algebra 1B (.50 credit/year)
Data Science
Discrete Mathematics
Geometry
Geometry & Trigonometry
Geometry H
Algebra 2/Trigonometry R
Algebra 2/Trigonometry H
Integrated Algebra
Pre-Calculus
Pre-Calculus H
Calculus H
Calculus AB/AP
Calculus BC/AP
Statistics AP

World Language Courses:
French 1, 2, 3, 4/5, SUNY French 4, SUPA French
Italian 1, 2, 3, 4/5, SUPA Italian, SUNY Italian 4
Mandarin 1, 2, 3, SUNY Mandarin 4
Spanish 1, 2, 3, 4, 4/H, 5, AP, SUNY Spanish 4, SUPA Spanish

Courses NOT approved – Consumer Math

This list reflects courses approved as of December, 2025. For an updated list, please visit the ncaa.org website and check the "48H" list for Pelham High School

CEEB #334470

BOARD OF COOPERATIVE EDUCATIONAL SERVICES (BOCES)

Secondary Day Career and Technical (CTE) Programs

Career and Technical Education Programs prepare secondary student graduates with the career skills they need to find employment and/or pursue post-secondary education. Students spend half the day in their local high schools and the other half at the Career Services campus in Valhalla. Instruction is provided by certified teachers who have extensive professional experience in their respective fields. Each student masters job skills in a career cluster area during his or her stay (one or two years) at the campus. All programs carry up to four sequence credits per year toward graduation. The students may receive a technical endorsement on their Regents diploma provided they pass a national or state certification exam in their skill area. Articulation agreements are in place with colleges throughout New York State and other states that enable students to gain from 3 to 14 college credits while enrolled in Career courses.

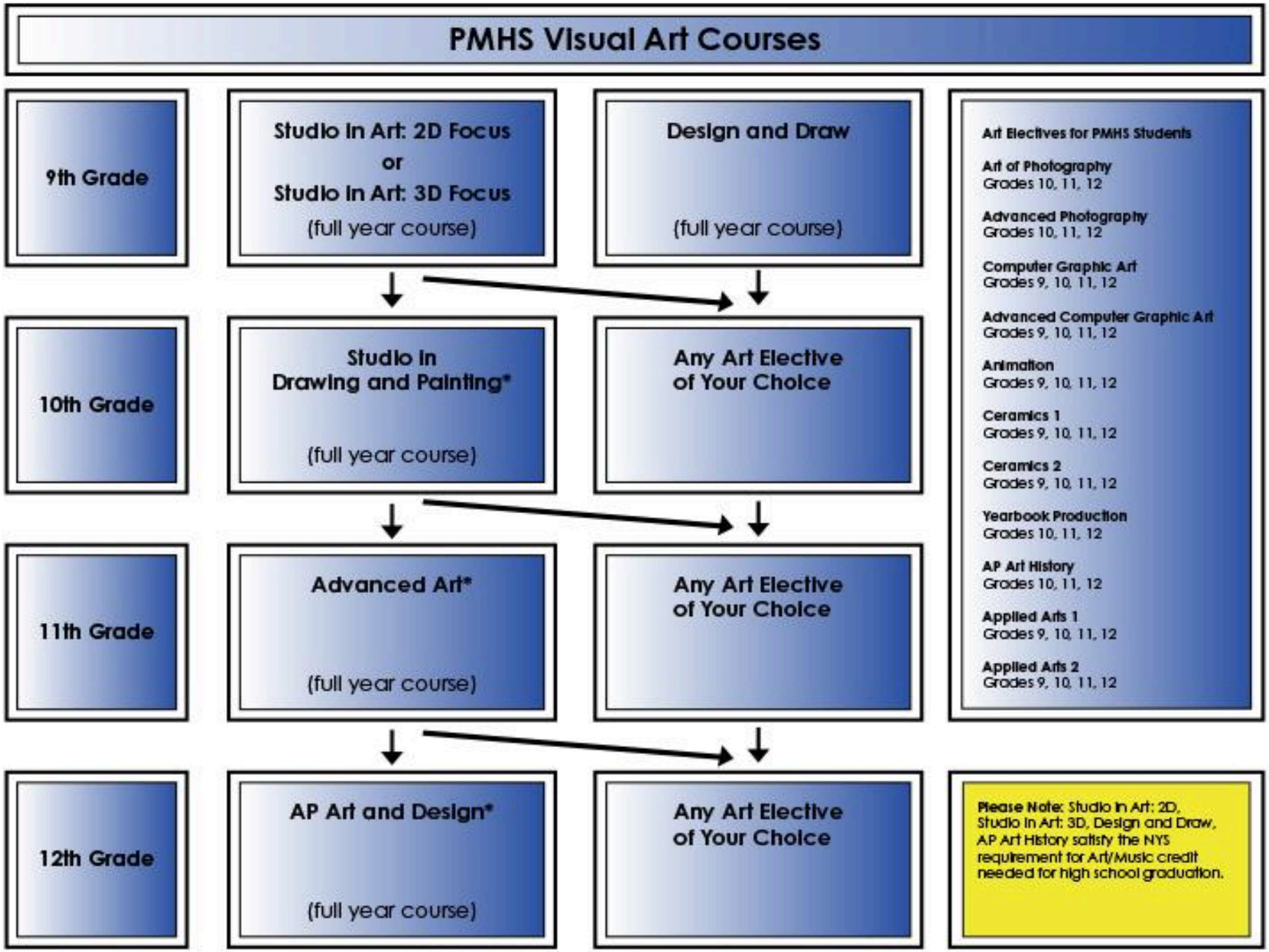
BOCES Electives (4 Credits) **Prerequisite: None**

The following is a list of course offerings:

Animal Science
Architecture & Interior Design
Automotive Technology
CISCO
Collision Technology
Commercial Art/Multimedia
Computer Information Systems & Medical Administrative Assistant
Construction/Plumbing
Cosmetology
Culinary Arts
Electrical Construction
Emergency Medical Services
Fashion Design/Merchandising
Nursing Assistant
Pre Engineering/CAD
Security, Law & Policing
Sound Production
TV/Video Production

Note: College credits are available depending upon the course taken.

PMHS Visual Art Courses



ART DEPARTMENT

The creation of and participation in the arts is an integral part of the human experience. The Art Department strongly believes that every student has the potential to develop their artistic abilities and create meaningful works of art. Participation in the arts is fundamental to a well rounded education. The art experience provides students with the opportunity to develop self-awareness, personal creative growth and an appreciation for the arts within our community.

Courses in the Art Department include a variety of disciplines, including fine arts, computer graphics, photography, art history and many other exciting art opportunities that will give PMHS students a rich and diverse artistic experience with which to build their portfolios.

The Art Department is a place for all students, from those who take art classes because they are enjoyable educational experiences to students whose passion for art may lead to a college major or art career. Students who may be interested in pursuing a college study or career in art after high school should consult with their art teacher as early as possible for advice on planning a sequential art program. Students who need to create a portfolio for admission to a college art program should meet with their art teacher in their junior year for guidance.

Courses that fulfill the New York State 1 credit arts graduation requirement for high school students:

DESIGN AND DRAW
1 Credit

Design and Draw is a foundational course that introduces the high school student to graphic design and provides opportunities for creative thinking, design decision-making, and self-expression. Students will use computer graphics to learn about the elements and principles of art and design. Projects will also incorporate learning from other subjects, such as Art History, Math, and Social Studies. Each project will be printed in color and will become part of each student's portfolio. This course satisfies the NYS art requirement necessary for graduation.

STUDIO IN ART: 2-D FOCUS
1 Credit

Studio in Art: 2-D Focus is a foundational course that is a prerequisite for all advanced fine art electives. It is designed to introduce the visual fine arts to the high school student. Students will learn the purpose of a studio, various art techniques, and background art history. The class will have a 2-D focus (drawing, painting, printmaking, collage, and other 2-D art-making techniques), but students will also get a taste of 3-D media. From the experience of working with various materials, students can make a decision about which courses to pursue next in their high school study of art. This course satisfies the NYS art requirement necessary for graduation.

STUDIO IN ART: 3-D FOCUS
1 Credit

Studio in Art: 3-D Focus is a foundational course that is a prerequisite for all advanced fine art electives. It is designed to introduce the visual fine arts to the high school student. Students will learn the purpose of a studio, various art techniques, and background art history. The class will have a 3-D focus (ceramics, sculpture, etc.), but students will also get a taste of 2-D media. From the experience of working with various materials, students can make a decision about which courses to pursue next in their high school study of art. This course satisfies the NYS art requirement necessary for graduation.

ADVANCED PLACEMENT ART HISTORY **Prerequisite: None**
1 Credit **Grades 10, 11, 12**

Advanced Placement Art History is a college level course that explores such topics as the nature of art, its uses, its meanings, art making, and responses to art. Through investigation of diverse artistic traditions of cultures from prehistory to the present, the course fosters an in-depth and holistic understanding of the history of art from a global perspective. Students learn to apply skills of visual, contextual, and comparative analysis to engage with a variety of art forms, including 2-dimensional media, 3-dimensional media, and architecture. Students will construct understanding of individual works and interconnections of art-making processes and products throughout history. No prior exposure to art or art history is required. Students who have been successful in humanities courses, such as history and literature, or in

studio art courses, are especially encouraged to enroll since those experiences will likely support and enrich the context of the art history course. All students will take the College Board Advanced Placement Art History exam in May. This course satisfies the NYS art requirement necessary for graduation.

Art Electives:

STUDIO IN DRAWING AND PAINTING **Prerequisite: Studio in Art**
1 Credit **Design & Draw**

Studio in Drawing and Painting is an advanced-level elective art class and is recommended for a portfolio track. Students will use the knowledge and techniques they learned in Studio in Art or Design and Draw and further develop their individual style in drawing and painting. Through a wide variety of subjects, media, and background art history, students will learn more about the advanced practices, techniques, and procedures in creating and producing 2-D art. The student's goal is to begin to develop a more sophisticated portfolio that represents them as artists. Please know the demands and expectations for an advanced class are more challenging than an entry level art class.

ADVANCED ART **Prerequisite: Studio in Art**
1 Credit **Studio in Drawing and Painting**

Advanced Art is an advanced-level elective Art class and is recommended for a portfolio track. Students will use the knowledge and techniques they learned in Drawing and Painting through units of study and exploration of specific mediums. Through a wide variety of subjects, students will choose the medium and surface they want to work with, preparing them for AP. The student's goal is to begin to develop a more sophisticated portfolio and gain an understanding of how to use many different mediums. Please know the demands and expectations for an advanced class are more challenging than an entry level art class.

ADVANCED PLACEMENT ART AND DESIGN (APAD) **Prerequisite: Studio in Art**
1 Credit **Studio in Drawing and Painting**
Advanced Art

Advanced Placement Art and Design enables the highly motivated student to perform at college level and receive college credit while still in high school. The APAD program includes a portfolio-based exam rather than a written exam. APAD is designed for students who are seriously interested in producing a wide variety of 2-D art. AP portfolio work can include any combination of traditional drawings, paintings, collages, mixed media, digital images and/or photography. In addition to regular class time, students will need to work independently to complete their portfolio requirements. Class trips to galleries and/or museums will be planned during the school year. Assessment for the AP program is portfolio-based using criteria from the AP College Board for both Advanced Art and APAD. Students use a national standard for analyzing, evaluating and assessing their art work. Please know the demands and expectations for students are more challenging than a typical high school art class. Portfolio work must reflect first year college-level standards. All students must complete requirements for the AP Art and Design Portfolio.

APPLIED ARTS 1 **Prerequisite: None**
1/2 Credit

Applied Arts 1 is a craft based, hands-on studio course designed to introduce students to the artistic traditions, design principles, and technical skills involved in crafting functional and decorative objects. Through exploration of a wide range of materials—such as fibers, textiles, paper, wood, clay, mixed media, and found objects—students learn how to transform everyday materials into expressive works of art. Emphasis is placed on developing craftsmanship, creativity, problem-solving abilities, and an understanding of cultural influences on craft traditions. Students experiment with processes such as weaving, sewing, printmaking, bookmaking, jewelry design, assemblage, mosaics and surface decoration while applying principles of design and safe studio practices. Projects encourage personal expression and offer opportunities for both individual and collaborative work. Along with studio production, students engage in critique, reflection, and portfolio development to strengthen their visual literacy and communication skills.

APPLIED ARTS 2 **Prerequisite: Applied Arts 1**
1/2 Credit

Applied Arts 2 is a craft based, hands-on studio course that builds upon the skills learned in Applied Arts 1. There is a continued emphasis on developing craftsmanship, creativity, and problem-solving abilities. Students create more sophisticated works of art while developing a greater understanding of cultural influences on craft traditions. Along with studio production, students engage in critique, reflection, and portfolio development to strengthen their visual literacy and communication skills.

STUDIO IN CERAMICS 1 **Prerequisite: None**
1/2 Credit

Studio in Ceramics is an elective class designed for students who are interested in and enjoy working with clay. Students will experiment with a variety of hand building techniques (pinching, coiling and slab building) while creating a wide variety of theme related vessels, reliefs and free-standing sculpture. Students will learn the properties of handling and recycling clay as well as glazing and firing techniques. The course will cover as many approaches to the use of clay as possible, always allowing time for the student to explore methods of the greatest personal interest and value.

STUDIO IN CERAMICS 2 **Prerequisite: Ceramics 1 1/2 Credit**

Students will continue to develop skills in hand building: pinch, coil, and slab construction. Students will learn to create larger pieces while developing refinement of form, and will learn additional glazing techniques.

THE ART OF PHOTOGRAPHY **Prerequisite: None**
1/2 Credit **Grades 10-12**

This introductory course is designed to encourage students to use the camera creatively and to consider photography as a communication tool. Emphasis is placed on both technical and aesthetic concerns. In this course, students will learn to operate a 35mm Digital SLR camera. They are introduced to the creative controls of the camera such as aperture, shutter speed, and ISO to create compelling images. Aside from technical aspects of photography, students will study the work of famous photographers to better understand the historical impact of the medium, as well as gain insight into their own work. Students will learn to process their images in a digital format. Students work toward the completion of a portfolio of ten matted prints, due at the end of the semester. Students are highly recommended to use their own Digital SLR camera, however, if they do not have one, one may be provided to them based on availability.

ADVANCED DIGITAL PHOTOGRAPHY **Prerequisite: The Art of Photography**
1/2 Credit **Grades 10-12**

Advanced Digital Photography follows “The Art of Photography” course. Students work to obtain mastery of the creative controls of the camera. They continue to hone their skills in composition, lighting, photo-editing, and processing their work in a digital format. Students work toward the completion of a portfolio of ten matted prints, due at the end of the semester. Students are highly recommended to use their own Digital SLR camera, however, if they do not have one, one may be provided to them based on availability.

YEARBOOK PRODUCTION AND PRINT **Prerequisite: None**
1 Credit

The Pelican Yearbook has received national recognition in creative concept, layout and design, photography and overall yearbook production from CSPA (Columbia Scholastic Press Association) and NSPA (National Scholastic Press Association). This course teaches students 21st century real world life skills in desktop publishing. Students work closely together as a yearbook team and perform all the skills and processes necessary to publish the Pelican Yearbook, the largest single publication created by students in our school district. Students will learn and demonstrate the skills involved in the publishing industry, which includes layout design, interviewing, writing and editing skills, technology skills, digital

photography skills, business management, and team building. In addition, students will attend Yearbook workshops at Pace University, Columbia University and an optional summer program at Gettysburg College.

COMPUTER GRAPHIC ART **Prerequisite: None**
1/2 Credit

This course will introduce students to Adobe Illustrator, a design-industry standard. Students will learn concepts, features and tools while they begin to understand graphic design. They will learn to create precise drawings and graphics and will understand the tools and commands in Adobe Illustrator. Each project will be printed in color and will become part of the student's portfolio.

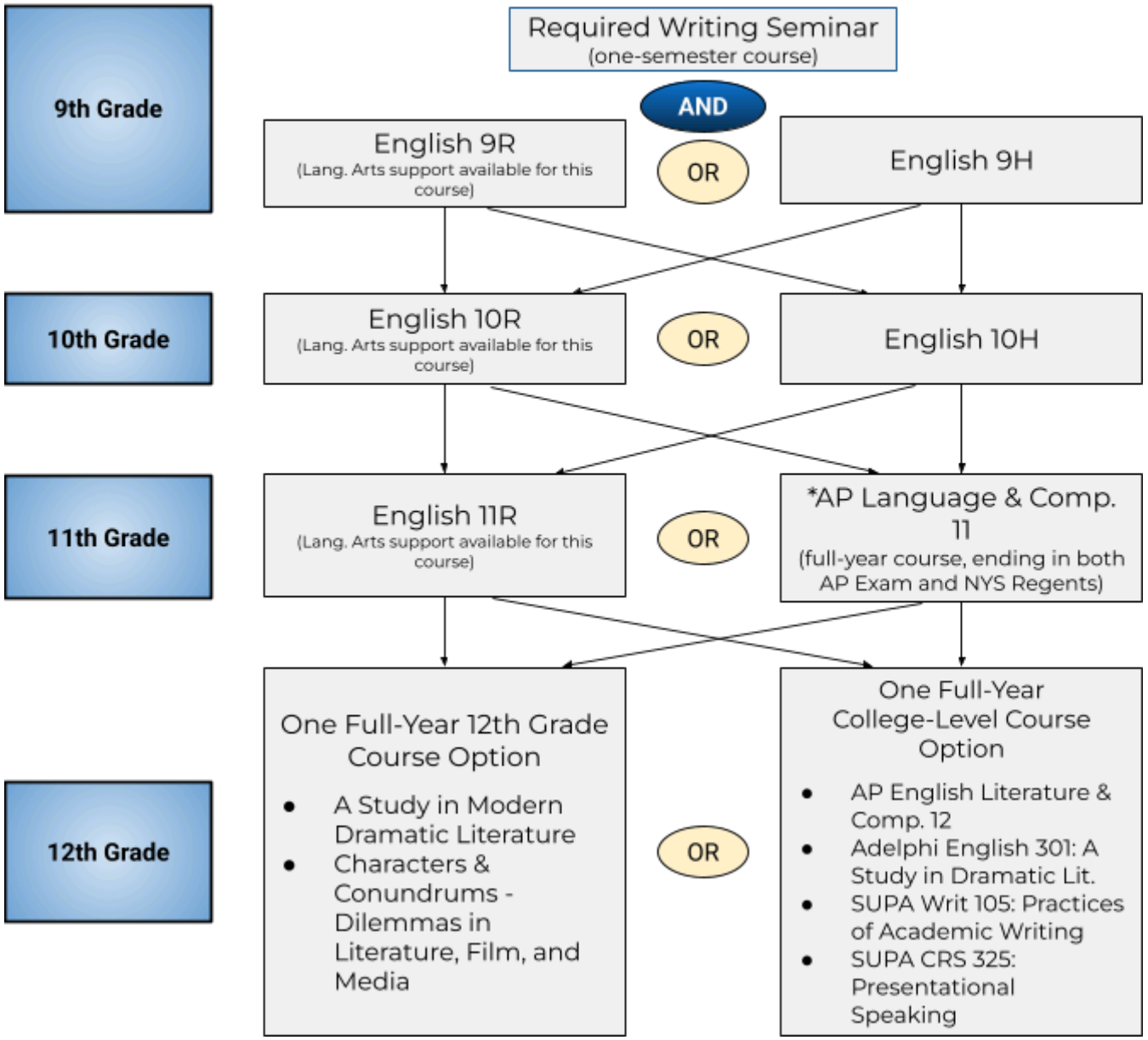
ADVANCED COMPUTER GRAPHIC ART **Prerequisite: Computer Graphic Art**
1/2 Credit

This course follows the Computer Graphic Art course. Students will continue using Adobe Illustrator, a design-industry standard. Students will continue learning to create precise drawings and graphics and will add to their understanding of the tools and commands in Adobe Illustrator. Emphasis will be placed on aesthetics and advanced design techniques. Each project will be printed in color and will become part of the student's portfolio.

ANIMATION **Prerequisite: None**
1/2 Credit

Students will learn to use Adobe PhotoShop to design and create animation shorts. Assignments will focus on using tools and commands in Adobe PhotoShop to move objects across the animation frame. Each project will become part of the student's portfolio.

Pelham Memorial High School
English Departmental Course offerings



FULL-YEAR ELECTIVES	Print Journalism Grades 10, 11, 12	AP Seminar Grades 10, 11, 12	AP Research Grades 11, 12 (Prerequisite AP Seminar)	Theatre Arts Grades 10, 11, 12
ONE-SEMESTER ELECTIVES	Creative Writing Grades 9, 10, 11, 12	Lyrical Literature Grades 9, 10, 11, 12	SAT/ACT Prep. Grades 10, 11, 12	

ENGLISH DEPARTMENT

The English program is designed to improve a student's awareness of the essential role that the English language and its literature plays in one's personal and career development. The program emphasizes the development of powers of comprehension, critical thinking skills, and fluency in written expression and oral communication of ideas and emotions. Courses are aligned with the Next Generation Standards to ensure proficiency in reading, writing, listening, and speaking.

The department provides for differences in ability and achievement with options in grades 9 through 11: Regents and Honors in grades 9 and 10, and Regents and Advanced Placement English Language and Composition in grade 11. During 12th grade, students can choose either Advanced Placement Literature and Composition, SUPA Presentational Speaking, SUPA Practices of Academic Writing, Adelphi University: A Study in Dramatic Literature, as well as the addition of one of our yearlong senior elective course offerings.

At each grade level, students read a variety of literature, including short stories, novels, plays, poetry, and non-fiction. The major differences between grade levels include materials used, the approach to those materials, and the rate of progression.

ENGLISH REGENTS 9, 10, 11
Grade(s): 9, 10, or 11
Credit: 1 in each course (full-year courses)

English Regents courses in grades 9, 10, and 11 provide students with the literary content and writing/speaking skills that will prepare them for post-high school education. Students will engage with a diverse curriculum spanning classical foundations to contemporary literature. By analyzing a broad range of voices and eras, the courses reinforce the core of a humanities education: critical inquiry, empathy, and the exploration of the human experience. In June of 11th grade, all students will take the required Regents Examination in English Language Arts.

ENGLISH HONORS 9 and 10
Grade(s): 9 or 10
Credit: 1 in each course (full-year courses)

English Honors is a fast-paced program for students who possess a love of reading and a deep interest in an author's craft. The curriculum includes lengthy, demanding selections that require students to possess a mastery understanding of themes as well as literary elements and devices. In addition to exceptional technical writing skills, students are expected to provide imaginative and insightful written interpretations of both historic and contemporary works.

WRITING SEMINAR
Grade(s): Typically 9
Credit: ½ (one-semester course)

Taken in grade 9, Writing Seminar **is a required course** that is designed to guide students toward becoming self-directed learners. Students learn to manage, monitor, and modify their own learning through a focused study of the writing process. Through the use of effective planning and writing strategies, students develop their ability to demonstrate their understanding of the writing process as well as executive functioning skills.

Successful completion of Writing Seminar is a Pelham requirement for graduation.

AP ENGLISH LANGUAGE AND COMPOSITION
Grade(s): 11
Prerequisite: English 10R or English 10H
Credit: 1 (full-year course)
Additional Requirement(s): Summer Reading Assignment and AP Exam Registration

This course is designed for highly motivated juniors of superior ability who love reading and writing in a variety of forms. It is the equivalent of a freshman college course in composition. Students will learn to understand complex texts and write with sophistication, maturity, and an awareness of audience and purpose. They will carefully read primary and secondary sources and synthesize material into the creation of their own work. Students will study American literature – including fiction and non-fiction, prose, and other genres whenever possible – to understand the rhetorical and linguistic choices authors make and apply intentional rhetoric in their own compositions. All students take the AP examination in May and sit for the New York State English Regents Exam in June.

Link to College Board AP Language course description:
https://apstudents.collegeboard.org/courses/ap-english-language-and-composition

SENIOR YEAR ENGLISH (12th Grade)

During senior year (12th Grade), Pelham students may take either Advanced Placement Literature and Composition, SUPA Presentational Speaking, SUPA Practices of Academic Writing, Adelphi University: A Study in Dramatic Literature, or one of the senior elective course offerings. As in college, seniors are encouraged to sign up for courses ***which match their interests.***

Full-year Course Offerings for Seniors (grade 12) only:

ENGLISH 12: A STUDY IN MODERN DRAMATIC LITERATURE
Grade(s): 12
Prerequisite: English 11 or AP Language and Composition
Credit: 1 (full-year course)

This full-year, senior English course will focus on modern literature that is written for performance. This class will investigate elements of dramatic literature and the various forms of drama. Students will focus on the exploration of various forms of literature - including drama, non-fiction, and memoir - to develop understandings of humor, identity, and belonging. This course teaches students how to analyze dramatic literature through reading and writing and encourages students to express their perspectives through in-class discussions and writing.

This course fulfills the English 12 state requirement.

ENGLISH 12: CHARACTERS & CONUNDRUMS - DILEMMAS IN LITERATURE, FILM, AND MEDIA
Grade(s): 12
Prerequisite: English 11 or AP Language and Composition
Credit: 1 (full-year course)

Whether you are watching media, reading literature, or enjoying a film, ethical dilemmas are everywhere. Dilemmas will emerge like “Did the main protagonist have the right to do what he did to help his dying friend?” “What if it’s wrong, but I win?” In this full-year, English 12 course, students will take a journey through the dilemmas faced by individuals and society in fiction. The work of the course will involve analyzing various texts, film, and media. Students will hone their critical reading and viewing skills as they discern their own opinions. This course will take an interdisciplinary approach, using diverse texts, in which students encounter elements of philosophy, psychology, and sociology to deepen their understanding in academic writing and class discussion.

This course fulfills the English 12 state requirement.

AP ENGLISH LITERATURE AND COMPOSITION 12
Grade(s): 12
Prerequisite: English 11 or AP Language and Composition
Credit: 1 (full-year, college-level course)
Additional Requirement(s): Required Summer Reading Assignment and AP Exam Registration (fee required)

This course is designed for highly motivated seniors of superior ability who love literature. The course is the equivalent of a freshman college course in English composition and literature. Its specific objectives are to develop an emotional as well as intellectual response to various types of literature; to learn the basic techniques used by the best writers to communicate their ideas and emotions; and to develop skills in literary interpretation, writing, speaking, and collaborative learning. Emphasis is on close reading of texts rather than on surveying a body of literature. College-level papers are required throughout the course. All students are required to sit for the AP Exam in May.

Link to College Board AP Literature course description:
https://apstudents.collegeboard.org/courses/ap-english-literature-and-composition

This course fulfills the English 12 state requirement.

ADELPHI ENGLISH 301: A STUDY IN DRAMATIC LITERATURE
Grade(s): 12
Prerequisite: English 11 or AP Language and Composition
Credit: 1 (full-year, college-level course)
Additional Requirement(s): *Mandatory* enrollment and registration with Adelphi University and payment of Adelphi University fee (see below)

This college-level, dual enrollment course focuses on playwrights of the modern period such as Ibsen, Shaw, Brecht, Chekhov, and O'Neill, with some study of contemporary playwrights whose works reveal the influence of their modern predecessors. This is an advanced English course for 12th-grade students that focuses on modern literature written for performance. This class will investigate elements of dramatic literature and the various forms of drama that have evolved from modern realism to comedy of manners to theater of the absurd to farce. Students will focus on the exploration of drama, humor, gender, and identity through various forms of modern theater. Additionally, dramatic literature will be studied comparatively within the fields of non-fiction, theater history, theater production, and cinema. Students may earn 3 college credits through Adelphi University by taking this course as a 12th-grade English class. Students are advised that this is a college-level course with appropriately rigorous expectations. The approximate cost for the class is $390.00.

This course fulfills the English 12 state requirement.

SUPA: WRT 105: PRACTICES OF ACADEMIC WRITING
Grade(s): 12
Prerequisite: English 11 or AP Language and Composition, Summer Reading Assignment
Credit: 1 (full-year, college-level course)
Additional Requirement(s): Fee paid to Syracuse University (see below)

This SUPA (Syracuse University Project Advance) course will foster a community of writers who share the specific purpose of developing as critical readers, writers, and thinkers. Students will explore strategies of critical academic writing in various genres, including analysis, argument, and researched writing. Students learn to develop ideas through the choices they make as writers - from invention to developing and supporting claims to sentence-level editing to designing finished print and digital texts. This college-level course challenges students to understand that effective communication requires people to be aware of the complex factors that shape every rhetorical context. Through this course, students will discover how their work as writers extends beyond the immediate requirements of the classroom and prepares them for effective engagement with issues in the workplace, local community, and global society. Students will engage in research, utilize and evaluate various resources, and synthesize and apply research in accordance with citation requirements, genre conventions, and ethical standards. Students will practice a range of revision strategies appropriate to various writing situations. Students who successfully complete the course are entitled to a Syracuse University transcript recording 3 credits earned. Students are advised that this is a college level class with appropriately rigorous expectations including college-level papers and summer reading. The approximate cost for this class is $345.00.

This course fulfills the English 12 state requirement.

SUPA: CRS 325: PRESENTATIONAL SPEAKING
Grade(s): 12
Prerequisite: English 11 or AP Language and Composition
Credit: 1 (full-year, college-level course)
Additional Requirements: Fee paid to Syracuse University (see below)

Oral communication skills are essential to success in school, in business, and in life. This SUPA (Syracuse University Project Advance) course will improve your public speaking skills so that you are better prepared for college and your future career. CRS 325 presents the conceptual and practical dimensions of formal presentations in organizational settings. It is designed to build a solid understanding of the fundamentals of public presentations, as well as the ability to employ those skills flexibly so that a speaker can adjust selected topics and tactics to specific audiences. Students who successfully complete the course are entitled to a Syracuse University transcript recording 3 credits earned. While there is no formal entrance criteria, students are advised that this is a college level class with appropriately rigorous expectations. The approximate cost for the class is $345.00.

This course fulfills the English 12 state requirement.

ENGLISH ELECTIVES

In addition to grade level courses, students may choose to enhance their program of study with one of the electives below. Electives do not fulfill the school requirement as English credit at any grade level; however, credit in these courses may be used toward a five-credit sequence.

CREATIVE WRITING
Grade(s): 9, 10, 11, 12
Credit: ½ (one-semester course)

In this workshop, students explore the power of words. By experimenting with poetry, short stories, plays, and other genres, students discover methods for improving their ability to express and explore their feelings and opinions, as well as their imaginations. Using a variety of inspirational techniques, including the reading of original and creative texts by past and contemporary writers, the teacher assists students in checking their own work and each other's work using techniques for revision. The atmosphere of the class is supportive and informal, modeled on professional writers' and artists' workshops. This model requires all students to share their work and give/receive feedback throughout the semester. All writers and would-be writers are encouraged to enroll.

LYRICAL LIT
Grade(s): 9, 10, 11, 12
Credit: ½ (one-semester course)

Lyrical Lit: where Pop Culture meets Poetry! In this course, students will examine the literary merits of modern song lyrics. Using the terminology and analysis of an English class, students will break down the prose and poetry that make up effective songwriting. Not only will students discuss and analyze the use of literary devices, rhetorical techniques, and themes that songwriters develop, but they will also read, listen to, learn about, and write about the songs in the context of the times in which they were written. Through song study, students will become better readers, writers, and listeners.

PRINT JOURNALISM
Grade(s): 10, 11, 12
Credit: 1 (full-year course)

This course is designed for students who enjoy writing non-fiction and are interested in print journalism. Students will write original, journalistic pieces to be published in the school newspaper, *The Pel Mel*. Print Journalism students are responsible for producing the newspaper as a part of the class. The course focuses on the different types of journalistic writing, revision, and layout design. Each student will have the opportunity to write for sections in the paper: news, editorials, features, and sports. Since this is an individualized, project-based course, it is appropriate for students new to journalism as well as for those who have more experience producing a newspaper. On multiple occasions throughout the year, Print Journalism students will work in conjunction with other courses or school groups as appropriate.

SAT/ACT PREPARATION
Grade(s): 10, 11, 12
Credit: ½ (one-semester course)

The aim of this course is to prepare students for success on the SAT and the ACT exams. Students will review grammar rules; practice reading strategies; and learn test-taking strategies for approaching the English, Reading, and Writing portions of both the SAT and ACT exams. As a part of their preparation, students will be tested regularly using practice tests in both paper and digital modalities. The instructor will also design lessons to teach students ways to manage time and maximize their scores.

THEATRE ARTS
Grade(s): 10, 11, 12
Credit: 1 (full-year course)

This course provides students with opportunities to develop an appreciation and respect for the craft of acting and production as a means of creative expression and for the collaborative effort of all involved in producing works of theater. Attention is also given to improvement of interpersonal skills and effective communication through collaborative work and dramatic activities including improvisation, stagecraft, and script analysis.

AP SEMINAR
Grade(s): 10, 11, 12
Credit: 1 (full-year course)

AP Seminar is an elective course designed for students who want to strengthen their critical thinking, research, and presentation skills. In this class, you will explore real-world or academic topics that interest you, learn how to examine different arguments, and evaluate evidence to support your ideas. Group collaboration is an important part of the course. You will work in teams to research credible sources, analyze expert viewpoints, and create strong presentations. Throughout the year, you will practice writing clearly and presenting your findings using different formats, including multimedia. AP Seminar combines skills from many subjects, so you'll learn to look at issues from multiple perspectives and build well-reasoned arguments. You will read and analyze articles, studies, and other challenging texts, then use what you learn to develop your own responses to important questions. By April, all students must submit their required performance tasks, and in May, you will take the AP Seminar Exam to complete the course.

This course fulfills requirements of the New York State Seal of Civic Readiness (Civic Participation - Electives).

AP RESEARCH
Grade(s): 11, 12
Prerequisite: AP Seminar
Credit: 1 (full-year course)

In AP Research, you decide what to study. Curious about the impact of AI on society? You can make a project out of that. Are you passionate about social causes? Interested in climate change or mental health? You can research these, as well. In this course, you'll learn about different research methods and will develop advanced research skills while researching a topic of your choice. AP Research is an interdisciplinary course that encourages students to demonstrate critical thinking and academic research skills on a topic of your choosing. Be ready to pursue your interests and make contacts with research organizations beyond the school. This is a through-course exam meaning that the research process and paper constitute the final AP Exam grade. The academic paper should be 4,000–5,000 words long. You'll be evaluated on the content, structure, format, and conclusions of the paper as well as your ability to properly and accurately cite sources.

This course fulfills requirements of the New York State Seal of Civic Readiness (Civic Participation - Electives).

ACADEMIC INTERVENTION SERVICES

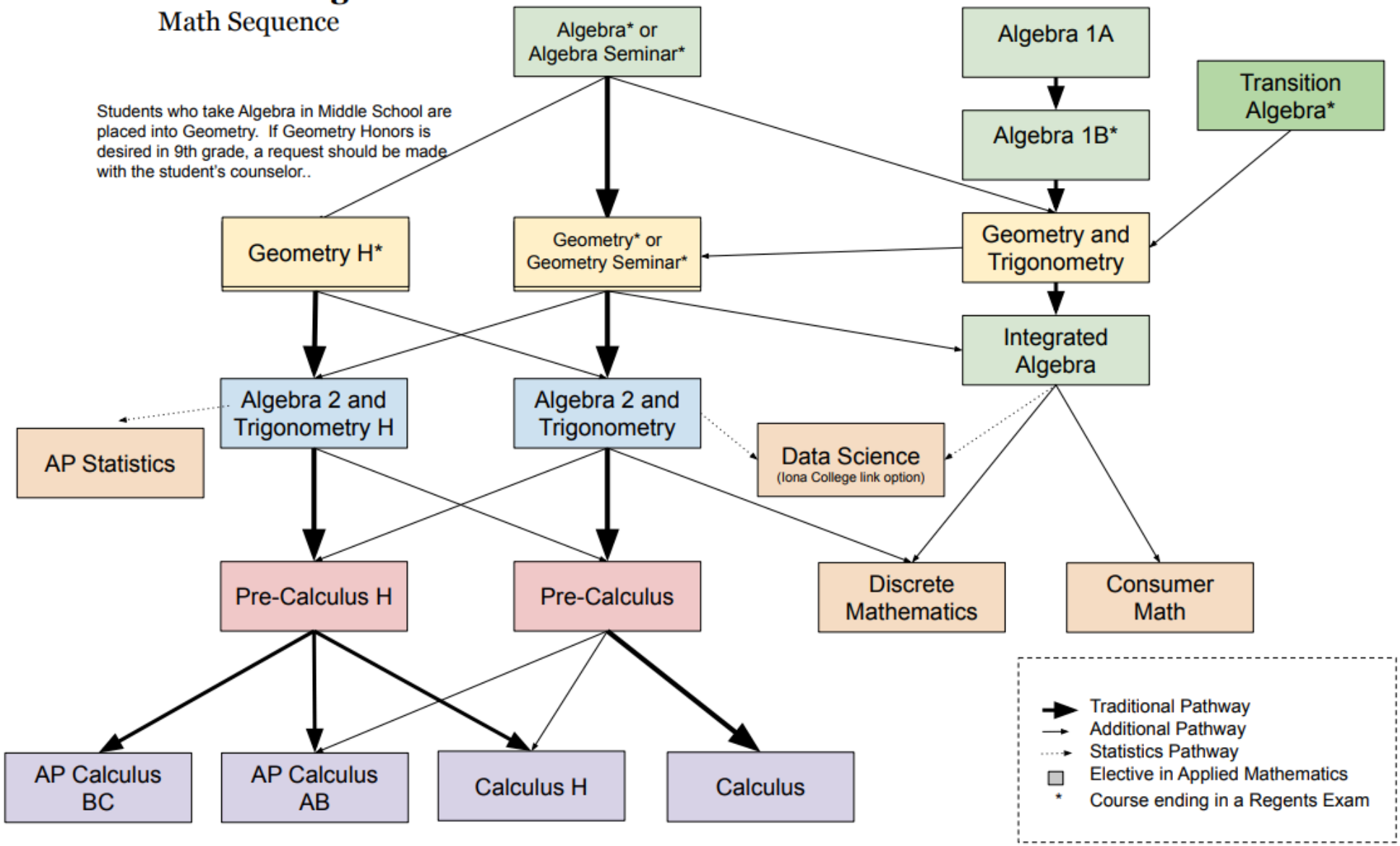
LANGUAGE ARTS

Grades: 9-12
Credit: 0 (full year, one-semester course, or marking period course)

In this course, English teachers provide students with the necessary skills and supports to be more successful in achieving the expected learning standards in English Language Arts and in English class. Students will review key skills and concepts which are covered in their classes. This class is taken *in addition to* the student's regularly scheduled English class. This course may enhance the opportunities for success for students in courses or on normed assessments indicating areas of need in the development of skills. Students are recommended by administration, current teachers, or by their teachers from the previous year based on data-driven areas of concern in English Language Arts.

Pelham Memorial High School

Math Sequence



MATHEMATICS DEPARTMENT

We recommend that both parents and students consider the following when selecting a math course.

- Progress and/or grade in current math class
- Current math teacher's recommendation
- Overall course load and extracurricular commitments
- The additional rigor inherent in movement to higher level mathematics

In recent years, there have been many changes in our approach to teaching mathematics. These include instructional strategies, curriculum content, course sequencing and new assessments. The new NYS Next Gen Math standards, curriculum, and assessments are all currently phased in. These changes continue to raise the academic bar for all students. Pelham Memorial High School's mathematics program reflects these changes and strives to provide an appropriate and challenging math program for all students.

Our program includes:

- Accelerated, honors and advanced placement programs
- Academic support
- Opportunities to participate in the Westchester County HS Math League and other local math competitions
- Extensive support from the teachers in the mathematics department
- A National Mathematics Honor Society

Most students take a four-year course of study in mathematics. All students are required to pass the Algebra Regents Examination to meet the graduation requirement. The study of mathematics is sequential and, as such, requires an understanding of content taught in previous courses. The prerequisite for many courses is successful completion of the previous course in the sequence**.** We strongly recommend that students not meeting those standards consider altering their program in favor of one that will allow them to achieve a high level of success and a strong mathematical background. Please note that AP course guides from The College Board are available by clicking on each AP listing.

We have found students to be more successful in Geometry Honors if they meet the following guidelines:

- Score in the levels of 3, 4 or 5 on the 8th Grade Math Assessment
- Earn midterm examination, final examination, and final grades of 88% or higher in previous mathematics courses, including Algebra 1.
- Strong work ethic and a pattern of adhering to due dates.

We also recommend that parents and students discuss this placement with the child's current mathematics teacher and school counselor.

ALGEBRA 1A **Prerequisite: Math 8**
1 Credit

This course is the first year of a two-year program in New York State Next Gen Algebra. The Next Gen Algebra Regents will be administered at the end of the 2nd year. The topics include: operations with real numbers, number properties and number systems, simple algebraic expressions, linear equations, systems of linear equations, set theory, ratio and proportion, and statistics. ***The T-84+ graphing calculator is used very frequently and is strongly recommended for the course.***

ALGEBRA 1B **Prerequisite: Algebra 1A**
1 Credit

This course is the second year of a two year program in Next Gen Algebra. The topics include: solving word problems algebraically, using algebra in geometric formulas, operations with exponents, solving inequalities, operations with algebraic expressions, probability, special products and factors, algebraic fractions, radicals, quadratic equations, and trigonometry of the right triangle. ***The TI-84+ graphing calculator is used very frequently and is strongly recommended for the course. Students will take the Next Gen Algebra Regents exam in June.***

ALGEBRA 1 **Prerequisite: Math 8**
1 Credit

Algebra 1 is the first mathematics course in the New York State Next Gen high school sequence. Topics include: operations with real numbers, number properties and number systems, simple algebraic expressions, linear equations, systems of linear equations, set theory, ratio and proportion, statistics, solving word problems algebraically, using algebra in geometric formulas, operations with exponents, solving inequalities, operations with algebraic expressions, probability, special products and factors, algebraic fractions, radicals, quadratic equations, coordinate geometry and trigonometry of the right triangle**.** This course will assist students in developing skills and processes to be applied using a variety of techniques to successfully solve problems in a variety of settings and content areas. Students will take the Next Gen Algebra Regents in June. ***The TI-84+ graphing calculator is used very frequently and is strongly recommended for the course.***

ALGEBRA with SEMINAR

This course is a non-credit course that may be taken in conjunction with Algebra 1. The Algebra Seminar class is designed to support students in their acquisition of new Algebra content and to support students in strengthening skills that have been previously taught. **Seminar class placement is based on a comprehensive analysis of a student's progress in their mathematical sequence and an analysis of their growth data.**

TRANSITION ALGEBRA

This course will prepare students to meet the graduation requirement of successfully passing the New York State Next Gen Algebra Regents Exam through targeted remediation. Topics of study include a review of basic Algebra skills and then continue with the New York State Next Gen Algebra Curriculum. ***The TI-84+ graphing calculator is used frequently and is strongly recommended for the course.***

GEOMETRY AND TRIGONOMETRY **Prerequisite: Completion of Algebra or**
1 Credit **Algebra 1B**

This is an introductory course in Geometry and Trigonometry. Topics in this course parallel the topics in most Geometry courses, with a special emphasis on content and relationships rather than proof and reasoning. Topics include: angle measurement, congruent triangles, coordinate geometry, transformational geometry, circle relationships, and right triangle trigonometry. There is no Regents exam associated with this course.

GEOMETRY **Prerequisite: Completion of**
1 Credit **Algebra 1, Algebra 1B or**
Geometry & Trigonometry

Geometry is the second course in mathematics in the New York State Next Gen high school sequence. Within this course, students will have the opportunity to make conjectures about geometric situations and prove in a variety of ways, both formal and informal, that their conclusion follows logically from their hypothesis. This course is meant to employ an integrated approach to the study of geometric relationships. Integrating synthetic, transformational, and coordinate approaches to geometry, students will justify geometric relationships and properties of geometric figures. Congruence and similarity of triangles will be established using appropriate theorems. Transformations including rotations, reflections, translations, and glide reflections and coordinate geometry will be used to establish and verify geometric relationships. Students will take the Next Gen Geometry Regents in June. ***The TI-84+ graphing calculator is used very frequently and is strongly recommended for the course.***

GEOMETRY w/SEMINAR **Prerequisite: Algebra, Algebra**
1 Credit **1B or Geometry and Trigonometry**

Geometry is the second course in mathematics in the New York State Next Gen sequence for high school students.

This course is linked with a Geometry Seminar class three days of every six day cycle, resulting in additional contact time with the teacher. Within this course, students will have the opportunity to make conjectures about geometric situations and prove in a variety of ways, both formal and informal, that their conclusion follows logically from their hypothesis. This course is meant to employ an integrated approach to the study of geometric relationships. Integrating synthetic, transformational and coordinate approaches to geometry, students will justify geometric relationships and properties of geometric figures. Congruence and similarity of triangles will be established using appropriate theorems. All students will take the Next Gen Geometry Regents exam in June**.** ***The TI-84+ graphing calculator is used very frequently and is strongly recommended for this course.***

GEOMETRY H **Prerequisite: Algebra I**
1 Credit

Students will continue their study of high school mathematics at the honors level in Geometry H. Within this course, students will have the opportunity to make conjectures about geometric situations and prove in a variety of ways, both formal and informal, that their conclusion follows logically from their hypothesis. This course is meant to employ an integrated approach to the study of geometric relationships. Integrating synthetic, transformational, and coordinate approaches to geometry, students will justify geometric relationships and properties of geometric figures. Congruence and similarity of triangles will be established using appropriate theorems. Transformations including rotations, reflections, translations, and glide reflections and coordinate geometry will be used to establish and verify geometric relationships. Students will take the Next Gen Geometry Regents in June. ***The TI-84+ graphing calculator is used very frequently and is strongly recommended for the course.***

INTEGRATED ALGEBRA **Prerequisite: Geometry or**
1 Credit **Geometry and Trigonometry**

Integrated Algebra is a year-long preparatory mathematics course. Students will study advanced Algebra topics including equation solving, rational expressions, linear and quadratic functions, system of equations, complex numbers, logarithms and trigonometry. ***The TI-84+ graphing calculator is used very frequently and is strongly recommended for the course.***

ALGEBRA 2 & TRIGONOMETRY **Prerequisite: Geometry or**
1 Credit **Geometry Seminar**

Algebra 2 is the third course in mathematics for high school students and is guided by the Common Core Algebra 2 standards. Students continue their work with functions, including logarithmic, exponential, quadratic and trigonometric. They expand their understanding of absolute value, complex numbers, polynomials, probability and work extensively with statistics. ***The TI-84+ graphing calculator is used very frequently and is strongly recommended for the course.***

ALGEBRA 2 & TRIGONOMETRY H **Prerequisite: Geometry or Geometry H**
1 Credit

Students will continue their study of high school mathematics at the honors level in Algebra 2 Honors. Topics include functions - including logarithmic, exponential, quadratic and trigonometric - as well as rational expressions and equations, complex numbers, polynomials and polynomial functions, logarithms, and select topics in statistics. ***The TI-84+ graphing calculator is used very frequently and is strongly recommended for the course.***

PRE-CALCULUS **Prerequisite: Algebra 2/Trigonometry,**
1 Credit **Algebra 2/Trigonometry H**

Pre-Calculus focuses on the study of functions and their applications. Topics include polynomial, rational, exponential and trigonometric functions and their applications. The course also includes an introduction to limits. ***The TI-84+ graphing calculator is required and used extensively throughout the course.***

PRE-CALCULUS H **Prerequisite: Algebra 2/Trigonometry**
1 Credit **H or Algebra 2/Trigonometry**

Pre-Calculus Honors focuses on the study of functions and their applications. Topics include polynomial, rational, exponential and trigonometric functions, polar coordinates and an introduction to parametric equations, and select topics in statistics. In addition, this course introduces students to calculus including limits and the definition of the first derivative. Students will be expected to apply their knowledge of mathematics in problems which require making connections between and among mathematical concepts. This intensive course will prepare the students for the rigors of the Calculus AP program. ***The TI-84+ graphing calculator is required and used extensively throughout the course. Mastery of Algebra II skills is necessary.***

CONSUMER MATHEMATICS
1 Credit

This course will assist students in learning to use mathematics effectively as a tool in their personal and business lives. How effectively one is able to use mathematics may determine how well one is able to prepare for the future, manage one's personal and business resources, and benefit from one's efforts as a consumer, worker or business person. Topics include: retail mathematics (buying and selling) and personal business mathematics (wages, payroll, banking, taxes, etc.).

DATA SCIENCE **Prerequisite: Geometry or Geo/Trigonometry**
1 Credit

Data Science is a course designed to examine the use of mathematics in society to drive decision making. In our world, data is often used to present evidence in favor of or against specific options. From political polls to stock market and consumer confidence measures, people are asked to process data to determine what makes sense. Data Science is a course that seeks to empower individuals with the critical thinking and problem solving skills needed to interpret numbers in order to reach their own informed conclusions on issues and sort out misinformation from reliable data. **Students enrolling in this course have the option to receive college credit through the Iona University Link Program ($300 for 3 college credits).**

DISCRETE MATHEMATICS **Prerequisite: Integrated Algebra or**
1 Credit **Algebra 2/Trigonometry**

This course will prepare students for a college level course in discrete, finite, or applied mathematics. Topics such as: matrices, logic, game theory, voting methods, apportionment, and graph theory will be covered. These less traditional topics are often found in typical college level courses and serve as a great foundation to many areas of study. In addition, a review and extension of some more traditional algebraic concepts like exponential and logarithmic functions, as well as probability, will be addressed. These topics are integral to real world applications in finance and games of chance, which are also covered. Throughout the course, emphasis will be placed on improving problem-solving skills, creating models for real-world applications, and using technology. ***Students are required to have a TI-84+ graphing calculator.***

CALCULUS **Prerequisite: Pre- Calculus or Pre-Calculus H**
1 Credit

This full-year course continues with the study of functions and limits with an emphasis on analysis and applications. The course will build upon the concept of a rate of change by defining the derivative. Various techniques of differentiation will be covered. The course will prepare students for further study of calculus at the college level. ***Students are required to have a T1-84+ graphing calculator.***

CALCULUS HONORS **Prerequisite: Pre-Calculus or Pre-Calculus H**
1 Credit

Students will continue their study of high school mathematics in Calculus Honors. This full-year course extends the study of functions and limits from Pre-Calculus with an emphasis on analysis and applications. The course will build upon the concept of a rate of change by defining the derivative. Various techniques of differentiation will be covered and the concept of integration will be introduced. The course will prepare students for further study of calculus at the college level. ***Students are required to have a T1-84+ graphing calculator.***

AP CALCULUS AB & BC **Prerequisite: Pre- Calculus or Pre-Calc H**
1 Credit

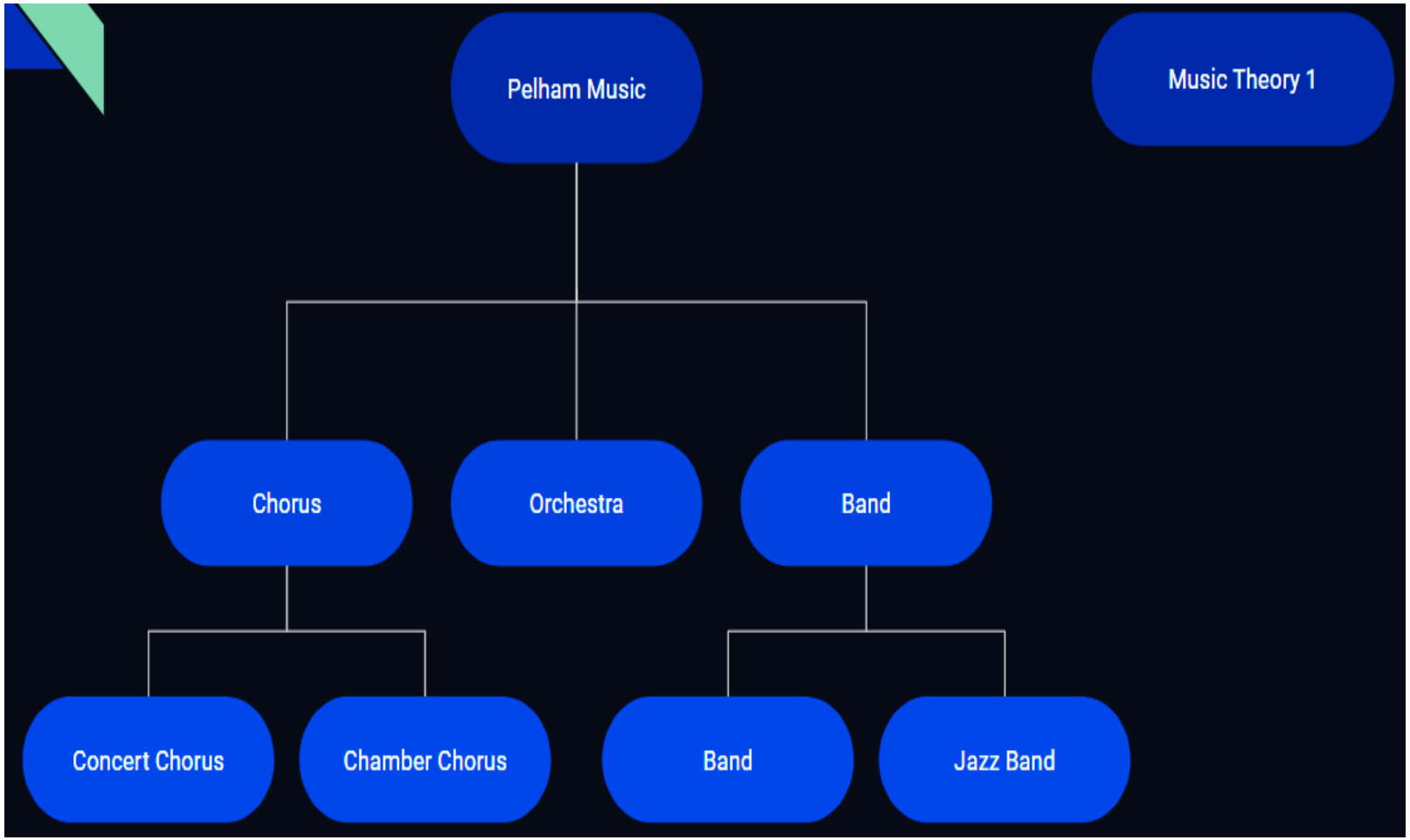
This full-year course is the equivalent to a first semester college course in calculus and is the culmination of a rigorous mathematics course of study at the high school level. The course continues with the notion of limit behavior and its applications, specifically, rates of change and areas under curves. The fundamental understanding of these concepts will assist in the understanding of the derivative and the integral. Emphasis throughout will be on the approach to modeling, analyzing, and solving problems, rather than the ability to manipulate or memorize. In this course, students will focus on being able to interpret and verify conclusions graphically, numerically and verbally. ***Students are required to have a T1-84+ graphing calculator. Students enrolled in this class MUST sit for the AP Exam in May.***

Calculus BC is an extension of Calculus AB and includes all the Calculus AB topics in addition to: integration by parts and improper integrals, analyzing parametric, polar, and vector functions as well as calculating derivatives and integrals (areas between curves) for each type and polynomial approximations using series (Maclaurin and Taylor). Technology will be used extensively throughout both courses. Calculus BC availability is dependent on enrollment. **Students are** ***required to have a TI-84+ graphing calculator. Students enrolled in these classes MUST sit for the AP Exam in May.***

AP STATISTICS **Prerequisite: Geometry**
1 Credit **Co-requisite: Algebra 2**

This full year course is equivalent to a rigorous first semester college level introductory statistics course. Topics include: Exploring Univariate Data, Correlation and Linear Regression, Categorical Data Distributions, Sampling Techniques, Experimental Design, Introduction to Simulation, Probability, Random Variables, Binomial and Geometric Distributions, Confidence Intervals, Significance Tests for Means, Proportions and Categorical Distributions (Chi-Squared Test), and Inference for Regression. **Students are required to** ***have a TI-84+ graphing calculator. Students enrolled in this class MUST sit for the AP Exam in May.***

Pelham Memorial High School
Music Course Offerings



MUSIC DEPARTMENT

CONCERT CHORUS
1 Credit or ½ Credit with Orchestra or Chamber Chorus

Concert Chorus students engage in the process of learning proper vocal technique, diction, and musicianship training which includes theory, music history and sight reading. Students will experience and perform a wide variety of Choral music from different styles, periods, and languages. Performances at evening Winter and Spring Concerts and in the high school assembly programs are mandatory. Sectionals (group lessons) are a requirement of all Chorus students. These lessons provide students with the opportunity to develop specific techniques through differentiated instruction. Sectionals are essential to student success in individual performance and ensemble contribution.

CHAMBER CHORUS **Prerequisite: Solo auditions**
1/2 Credit **1 year of concert chorus**
Grades 10-12

Students in the Chamber Chorus will experience the art of choral music through the study and performance of historically significant choral literature. Continued growth towards advanced music literacy will be achieved through analysis of the elements of music during rehearsals and through weekly homework assignments. Performance at evening Winter and Spring Concerts and in the high school assembly programs are mandatory as well. The Chamber Chorus is also expected to perform at the NYSSMA Major Organizational Festival.

BAND **Prerequisite: Instrumental experience**
1 Credit or ½ Credit with Chorus or Orchestra **from previous grade or audition**

Performance of various types of band music from all periods is undertaken. Participation includes the marching and concert bands. Attendance at all performances is mandatory and outside practice is also required. The group performs at all football games, some parades, school assemblies, and holiday and spring concerts, as well as other special occasions. The group also meets in various small ensembles to explore other musical literature. Pull-out sectionals are mandatory.

JAZZ BAND **Prerequisite: Ability to read music and**
1/2 Credit **audition**

The jazz band is a 20+ piece ensemble patterned after the Big Bands of the Swing Era. Jazz styles from swing to Latin, ballads to jazz and rock are played. The band performs many times during the school year in and out of school.

ORCHESTRA **Prerequisite: Ability to read music and**
1 Credit or **audition**
½ Credit with Band or Chorus

Orchestra students engage in the processes of preparation for and performance at concerts. While in preparation, students develop skills and rehearsal techniques necessary for ensemble playing. Through individual practice, students become more proficient in their instruments. Sectionals (group lessons/rehearsals) are a requirement of all string students. These lessons provide students with the opportunity to develop specific techniques through differentiated instruction. Sectionals are essential to student success in individual performance and ensemble contribution.

MUSIC THEORY 1 **Prerequisite: Ability to read music**
½ Credit

This course is an introduction to basic musicianship, theory, and the musical elements. Melody, harmony, texture, rhythm, form, musical analysis, elementary composition, history and style, dictation and other listening skills, sight-singing, and keyboard harmony are important components of this course. The student's ability to read and write musical notation is fundamental. It is also strongly recommended that the student will have acquired basic (at least) performance skills on an instrument.

Pelham Memorial High School
Physical Education Course Offerings



PHYSICAL EDUCATION DEPARTMENT

According to the Pelham Memorial High School Physical Education Department's curriculum philosophy, a physically educated person:

1. Demonstrates competency in many movement forms and proficiency in a few movement forms.
2. Applies movement concepts and principles to the learning and development of motor skills.
3. Exhibits a physically active lifestyle.
4. Achieves and maintains a health-enhanced level of physical fitness.
5. Demonstrates responsible personal and social behavior in physical activity settings.
6. Demonstrates understanding and respect for differences among people in physical activity settings.
7. Understands that physical activity provides opportunities for enjoyment, challenge, self-expression, and social interaction.

The high school physical education department offers four strands of physical education courses. A student chooses one of these strands to participate in each year of their high school career. The student may switch strands from year to year.

COMPETITIVE SPORTS (Grades 9/10, 11/12)
½ Credit each course
Students are given opportunities to participate in a large range of team and individual competitive games and activities. Skills and strategies are taught and assessed.

LIFETIME SPORTS AND FITNESS (Grades 9/12)
½ Credit
Students are given opportunities to participate in a wide variety of fitness based activities. Lifetime sports are incorporated into the program where appropriate. Students are assessed on fitness related concepts. This program is not competitive in nature.

"PECS" (Physical Education Challenge and Skill) (Grades 10, 11, 12)
½ Credit
This strand is for students who desire a more intense level of competition. The curriculum includes more advanced skills and strategies. Students are also encouraged to participate in a mentoring program. This program gives the students an opportunity to work with the middle school physical ed staff and their classes.

THE SCIENCE OF COACHING
½ Elective Credit
The Science of Coaching is a semester-length course in which students study the science, engineering and technology underlying great athletic performance and coaching including: design and testing of athletic equipment, statistical analysis of individual and team performance, and exercise physiology.

HEALTH SCIENCE **Open to Sophomores, Juniors and Seniors**
½ Credit

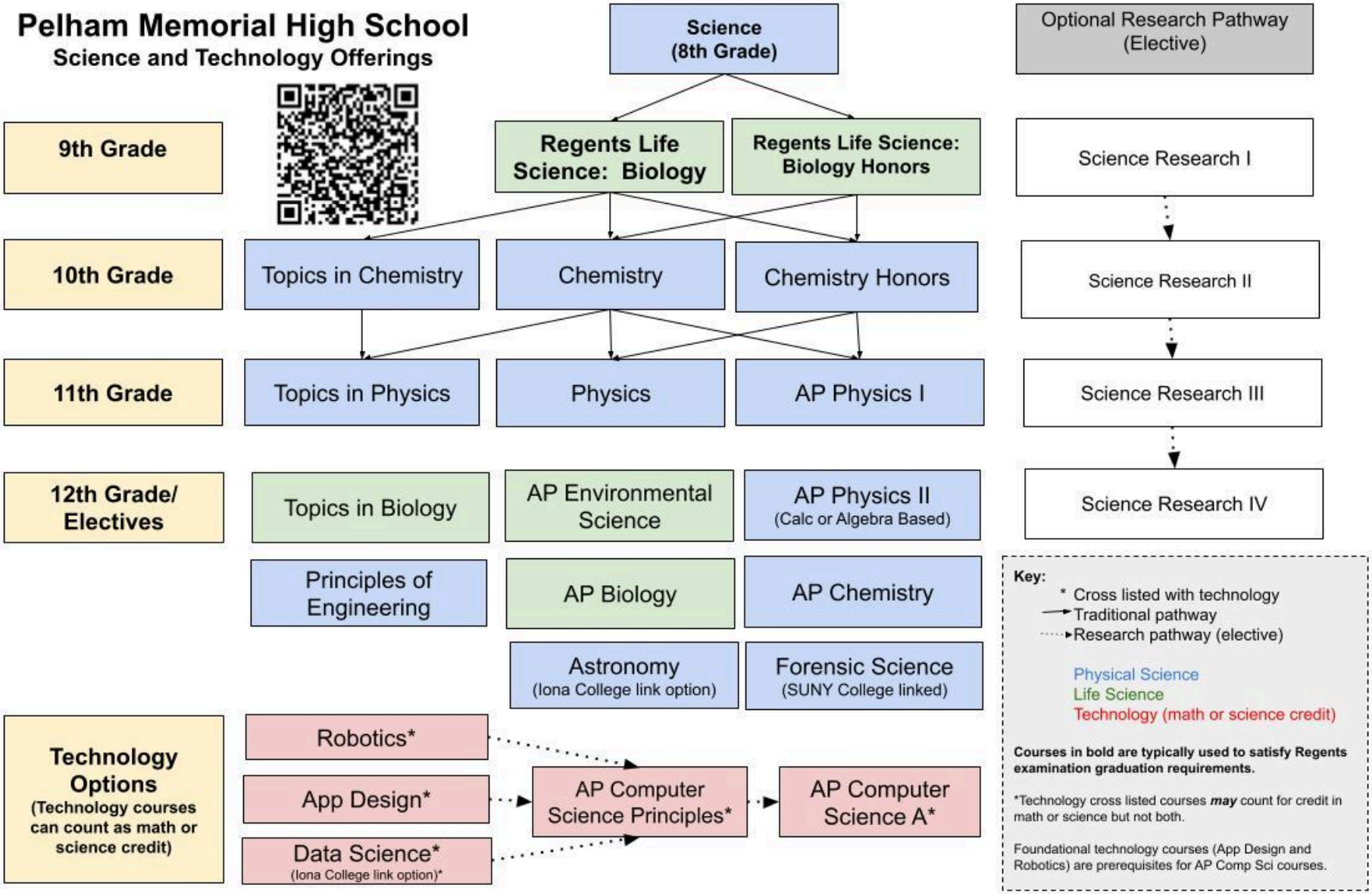
This required course helps students develop positive attitudes and knowledge concerning the human body, which enhances an individual's physical, social, and emotional wellbeing. Topics that are discussed include drugs in our society, alcoholism, mental health, eating disorders, nutrition/physical fitness, stress and stress reduction, human sexuality, HIV/AIDS, and sexually transmitted infections. The focus of health education is taking responsibility for your own health by promoting informed decision-making.

PHYSICAL EDUCATION "OPTING OUT"

For more information regarding Athletic Opt-Out, visit the PMHS Student Handbook.

Pelham Memorial High School

Science and Technology Offerings



SCIENCE AND TECHNOLOGY

We have found students to be more successful in Honors classes if they meet the following guidelines:

- Score in the levels of 3, 4 or 5 on the 8th Grade Science Assessment
- Earn midterm examination, final examination and final grades of 88% or higher in previous science courses, including Life Science: Biology.
- Strong work ethic and a pattern of adhering to due dates.

We also recommend that parents and students discuss this placement with the child's current science teacher and school counselor.

LIFE SCIENCE: BIOLOGY **Prerequisite: Science 8**
1 Credit

This course is designed to provide students with an understanding of fundamental biological principles and concepts. It consists of topics ranging from cell biology to ecological sustainability. Students enrolled in the course will complete the mandated laboratory assignments established by New York State along with additional lab experiences that expose students to key ideas in life science. The Life Science: Biology Regents course will also include creative projects that allow students to investigate connections between biological concepts and real world phenomena. **Following the completion of this course, students will take the New York State Science Learning Standards (NYSSLS) Life Science: Biology Regents examination in June.**

LIFE SCIENCE: BIOLOGY HONORS **Prerequisite: Science 8**
1 Credit

This course is designed to provide students with an in-depth understanding of fundamental biological principles and concepts. It consists of selected, extended areas of biology including biochemistry, genetics, and experimentation as well as the New York State core curriculum requirements. The extended areas will stress independent and collaborative work involving more extensive and quantitative laboratory activities, research and group discussions. Additional topics may include phylogeny, genetic expression and trait linkage, photosynthetic reactions, cellular metabolic pathways, and mechanisms of plant reproduction. Other possible assessments may include creative projects, position papers, book reviews, and independent laboratory experiments. **Following the completion of this course, students will take the New York State Science Learning Standards (NYSSLS) Life Science: Biology Regents examination in June.**

CHEMISTRY **Prerequisite: Life Science: Biology,**
1 Credit **Algebra 1, Algebra 1B**

This is a laboratory-oriented course developed in accordance with the New York State core curriculum using theory and fundamental mathematical skills. It deals with the interrelationships between matter and energy, with the emphasis on matter. Appropriate laboratory experiences are designed to enhance students' understanding of basic chemical principles. Core topics include: atomic concepts, Periodic Table, moles/stoichiometry, chemical bonding, physical behavior of matter, kinetics/equilibrium, organic chemistry, oxidation-reduction, acids and bases, and nuclear chemistry.

CHEMISTRY HONORS
1 Credit

Prerequisite: Life Science: Biology, Algebra

This course covers the material in the New York State Physical Setting: Chemistry Core and the extended units required to take the SAT Chemistry subject test. It stresses a laboratory approach. Laboratory experiments require broader skills and more extensive analyses that show students' creativity as well as their scientific skills. The course work stresses independent thought. Some additional concepts covered include Hund's Rule, Ideal Gas Law, VSEPR Model, Hess' Law, and calculating pH values. Students may be required to complete additional science projects or long term enrichment assignments.

PHYSICS
1 Credit

Prerequisite: Life Science: Biology, Chemistry, Algebra 1, Geometry

This course examines the laws of physics from the subatomic through the cosmic levels. Inherent in this course is an appreciation for the discoveries of past scientists including Galileo, Kepler, Newton, Faraday, Curie, and Einstein. The course covers five major topics: mechanics, energy, wave phenomena, electricity and magnetism, and modern physics. This course reviews all the math skills needed by the students to be successful in physics and enjoy the course.

TOPICS IN CHEMISTRY
1 Credit

Prerequisite: Life Science: Biology

Topics in Chemistry is a STEM project-based course covering the core areas of Chemistry including: atomic structure and bonding, the behavior of matter including thermodynamics, acids and bases, and specialty areas of environmental and culinary chemistry. Students will have an opportunity to develop their applied skills before joining Regents Chemistry the following year.

TOPICS IN PHYSICS
1 Credit

Prerequisite: Life Science: Biology

This course is designed to provide students with a general understanding of the major concepts that describe the principles of physics in our world. The knowledge gained should ultimately allow students to apply the concepts to everyday experiences and appreciate the study of physics as an endeavor to better understand the universe and the natural phenomena that are a part of it.

TOPICS IN BIOLOGY
1 Credit

Prerequisite: Life Science: Biology

This course is designed to provide students with an understanding of contemporary issues in life science. The class will explore real world problems ranging from climate change and ecological conservation to other newsworthy topics like pandemics, alternative energy sources, genetic engineering, and bioethics. The purpose of this course is to develop scientifically literate students who can engage in the great life science debates of our time.

ASTRONOMY (Iona University)
1 Credit

Prerequisite: Chemistry & Physics

Astronomy is an elective course in the area of physical science and space science. In enrolling students, we prioritize 11th and 12th graders who have already completed Physics but who are not pursuing AP Physics. A component of this course is investigating the technology that allows us to "see further" than anyone has before. This course puts an emphasis on learning astronomy through project-based assignments, but also features opportunities to see astronomical phenomena in the field. This course also exposes students to real life research pursuits in the area of space science. **Students enrolling in this course have the option to receive college credit through the Iona University Link Program ($300 for 3 college credits) at PMHS.**

PRINCIPLES OF ENGINEERING

1 Credit **Prerequisite: Life Science: Biology**

Principles of Engineering serves as an introduction to engineering for students interested in identifying problems and designing solutions to those problems using science, math, art, and technology. Students in this course will explore real world issues and take a project-based approach in answering them. Participants will be expected to think critically about problems and create solutions by drawing on new ideas, research, and their own experiences. The practical aspects of addressing problems will be discussed along with the aesthetic repercussions of creating original designs.

TECHNOLOGY

STEM is an initiative on the state and national level to integrate science, technology, engineering, and math.

Technology courses give students access to the latest developments in computer-aided drafting, computer aided manufacturing, and computer numerical control. Courses in the Technology Department introduce students to the latest technologies through problem solving, simulations, and hands-on activities. These experiences offer an excellent way to integrate technology and graphics while providing students with valuable skills that can be used in everyday life.

INTRODUCTION TO PROGRAMMING & APP DESIGN
1/2 Credit (semester course)

Prerequisite (not required, but recommended): an upper level math, science or technology course

This class is an introduction to the fundamentals of computer science using multiple programming languages. Using the acquired skills from different languages, students will then create an application for a mobile device. This course will prepare students for continued study in computer science and ready them for independent or collegiate-level work.

INTRODUCTION TO PROGRAMMING & ROBOTICS
1/2 Credit (semester course)

Prerequisite (not required, but recommended): an upper level math, science or technology course

This class is an introduction to the fundamentals of computer science using multiple programming languages. Using the acquired skills from different languages, students will work with various robots to program and code. This course will prepare students for continued study in computer science and ready them for independent or collegiate-level work.

AP COMPUTER SCIENCE PRINCIPLES
1 Credit (full-year course)

Prerequisite: Grades 10, 11, 12
Recommended: completion of Geometry/Trigonometry

This AP level course offers a multidisciplinary approach to the underlying principles of computation. It is a course that is equivalent to a first-semester introductory college computing course. The course will introduce students to the creative and broader aspects of programming, abstractions, algorithms, large data sets, the Internet, cybersecurity concerns, and computing impacts. AP Computer Science Principles also gives students the opportunity to use current technologies to create computational artifacts for both self-expression and problem solving.
https://apcentral.collegeboard.org/pdf/ap-computer-science-principles-course-overview.pdf?course=ap-computer-science-principles

AP COMPUTER SCIENCE A
1 Credit (full-year course)

Prerequisite: AP Computer Science Principles

This AP level course offers an in depth experience in computer coding. Students use programming languages to design, develop, and test computer programs. Unlike AP Computer Science Principles, this is a deeper dive into one specific area of computer science and follows the survey level experience from the Principles course.

https://apcentral.collegeboard.org/courses/ap-computer-science-a

ADVANCED PLACEMENT/COLLEGE LEVEL COURSE DESCRIPTIONS

Students should have completed at least three Regents Level Sciences before enrolling in these courses. Juniors interested in taking AP courses may do so in conjunction with Physics. Some seniors may opt to take two science AP electives. It is strongly recommended that interested students should speak to a school counselor, a science teacher, and their parents before they enroll in any Advanced Placement course**.** As with all college courses, the student is expected to have a mastery level understanding of the basic Regents courses. These courses vary in difficulty level and the science department strongly encourages your participation in at least one AP course. The curriculum for all AP Science Courses follows guidelines established by the College Board. (www.collegeboard.com). SAT subject area tests can be taken after the appropriate subject area AP. **Students who enroll in an AP Science course must sit for the AP exam in the spring**.

AP PHYSICS 1 & AP PHYSICS 2

The Advanced Placement Physics I and II courses will provide willing and academically prepared students a sequential systematic introduction to the main principles of college-level physics and emphasizes the development of problem solving ability and reasoning skills. For both courses, it is assumed that the student is familiar with algebra and trigonometry; calculus is seldom used, although some theoretical developments may use basic concepts of calculus. Focusing on these skills allows for the application of principles and use of scientific inquiry to promote a more engaging and rigorous experience for AP Physics students.

AP PHYSICS 1: ALGEBRA BASED

Prerequisite: Algebra 1, Geometry, Algebra 2, Chemistry

AP Physics 1 is a yearlong introductory course equivalent to a first-semester college course in algebra-based physics. The course covers Newtonian mechanics (including rotational dynamics and angular momentum); work, energy, power, fluid dynamics; and mechanical waves and sound. It will also introduce electric circuits. The AP Physics 1 exam will be taken in May.

AP PHYSICS 2: ALGEBRA BASED

Prerequisite: AP Physics I

AP Physics 2 is a yearlong course equivalent to a second-semester college course in algebra-based physics. This course will serve as a continuation of AP Physics 1 focusing on thermal physics, electricity and magnetism and modern physics components. Students must take the AP Physics 2 exam in May.

AP ENVIRONMENTAL SCIENCE

1 Credit

Prerequisite: Life Science: Biology, Chemistry, Algebra and Geometry Regents, Regents level math

The AP Environmental Science course is an interdisciplinary experience which embraces a wide variety of topics from different areas of environmental study. This exciting course is for students interested in gaining an understanding of the scientific principles underlying the Earth's natural ecosystems and the implications of human impact on these ecosystems. This course includes a strong laboratory and field investigation component. Students learn about the environment through first hand observation. These diverse experiments provide students with important and enjoyable opportunities to test concepts and principles that are introduced in the classroom. Students acquire skills through experiences such as water sample analysis, investigating global temperature changes, and human population dynamics through data analysis. All students must sit for the AP Exam in May.

AP BIOLOGY
1 Credit

Prerequisite: Successful completion of Life Science: Biology, Physical Setting: Chemistry, 2 years Regents level math

The AP Biology course is designed to be taken by students after the successful completion of a first course in high school biology and one in high school chemistry. It aims to provide students with the conceptual framework, factual knowledge, and analytical skills necessary to deal critically with the rapidly changing science of biology. The two main goals of AP Biology are to help students develop a conceptual framework for modern biology and to help students gain an appreciation of science as a process. The ongoing information explosion in biology makes these goals even more challenging. The primary emphasis in an Advanced Placement Biology course should be on developing an understanding of concepts rather than on memorizing terms and technical details. Essential to this conceptual understanding are the following: a grasp of science as a process rather than as an accumulation of facts; personal experience in scientific inquiry; recognition of unifying themes that integrate the major topics of biology; and application of biological knowledge and critical thinking to environmental and social concerns. All students must sit for the AP Exam in May. This course will prepare students for portions of the SAT Subject test exam in Biology.

AP CHEMISTRY
1 Credit

Prerequisite: Successful completion of Living Environment, Chemistry & Physics*, 2 years Regents level math**

AP Chemistry is a year-long course equivalent to a college level general chemistry class. Students in such a course should attain a depth of understanding of fundamentals and a reasonable competence in dealing with chemical problems. The course should contribute to the development of the students' abilities to think clearly and to express their ideas, orally and in writing, with clarity and logic. The college course in general chemistry differs qualitatively from the usual first secondary school course in chemistry with respect to the kind of textbook used, the topics covered, the emphasis on chemical calculations and the mathematical formulation of principals, and the kind of laboratory work done by students. The importance of the theoretical aspects of chemistry has brought about an increasing emphasis on these aspects of the content of general chemistry courses. Topics such as the structure of matter, kinetic theory of gasses, chemical equilibria, chemical kinetics, and the basic concepts of thermodynamics are now being presented in considerable depth. All students must sit for the AP Exam in May. The students will be prepared to take the SAT Chemistry subject test at the end of this course.

*may be taken concurrently with Physics
**may be taken concurrently with Pre-Calculus Honors

FORENSIC SCIENCE (IONA)
1 credit (3 college credits)
Seniors only

Prerequisite: Life Science: Biology, Chemistry

Forensic Science is an introductory college level course offered by the Pelham science department in cooperation with the Chemistry department at Iona University. The course includes lectures, laboratory, simulation activities and projects on a variety of forensic science content areas. Topics include include performing forensic autopsies, entomology, traumatic death analysis, forensic toxicology and poisonings, identification of remains through teeth and bones, scattered remains recovery, crime scene investigations for outdoor and indoor scenes, blood spatter analysis, latent fingerprints, interviewing witnesses and interrogation techniques, and forensic psychology and criminal profiling of serial killers. **Students who enroll in this course have the option of obtaining 3 college credits from Iona University for an additional fee.**

SCIENCE RESEARCH PROGRAM (affiliated with SUNY University at Albany)

Science Research is a four-year program in which students investigate an area of science and perform original research projects with qualified scientists. This program offers a unique opportunity for students, allowing them to work at the forefront of discovery. Students are able to conduct investigations in all areas of the biological, chemical, physical, and social sciences. Students work side-by-side with researchers at college, university and medical school laboratories attempting to solve some of the most perplexing problems society faces today. In the process, students develop many academic and personal skills that will be of lifelong benefit. The culmination of their work is a scientific research paper. This paper is entered into the Siemens Intel Science Talent Search, as well as other science competitions determined by grade level. Students are expected to actively participate in and organize the Annual Science Research Symposium during which they will present their work and coordinate the publication of the Pelham Science Research Journal. **Students can earn up to 12 college credits – starting the summer entering junior year. The cost for each SUNY Albany course is approximately $210.**

Attendance at Science Competitions and Symposia is MANDATORY

Science Research I

1 Credit (Freshmen Only) **Prerequisite: Summer Assignment**

This is the first course in a four-year sequence that creates the foundation necessary for students to be successful in their future research experience. Working both individually and in small groups, students engage in the scientific method through a variety of short and long term science experiments. Students learn the basics of journal article comprehension, writing research papers, statistical analysis and public speaking. As freshmen, students work in our Biotechnology Lab, where they demonstrate various skills they learn in their Living Environment classes, such as DNA amplifications via polymerase chain reaction, restriction enzyme analysis, bacterial transformations, and culture and identification of bacteria. Students also learn how to prepare reagents, perform sterile techniques, and run and maintain a biotechnology laboratory.

Science Research II

1 Credit (Sophomores Only) **Prerequisite: Science Research I**

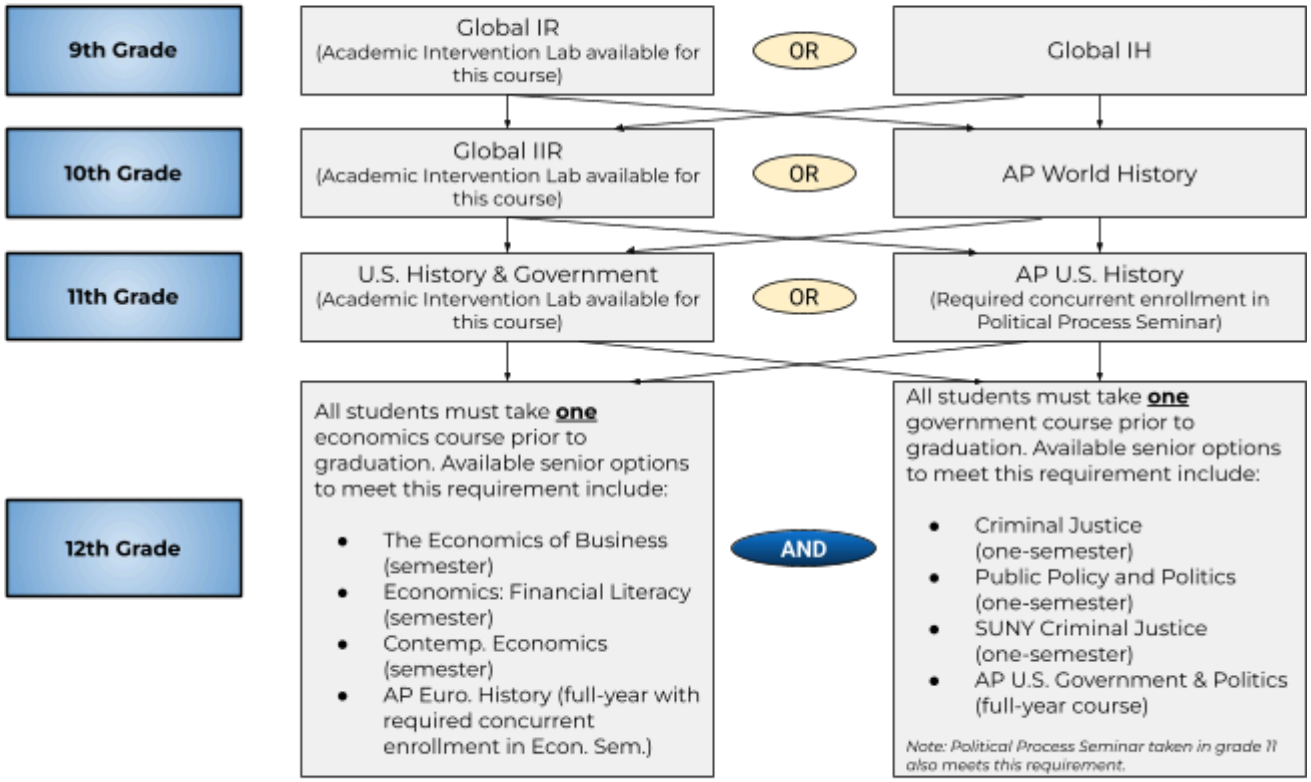
Students are given the opportunity and supported in conducting research in various STEM fields: science, technology, engineering, and mathematics. Once a significant amount of background research is performed and a strong sense of understanding is gained, the student contacts a research scientist within their field of interest. The initial stages of their research experience commences during the spring and summer. Students also participate in multiple competitions as they prepare for junior and senior year.

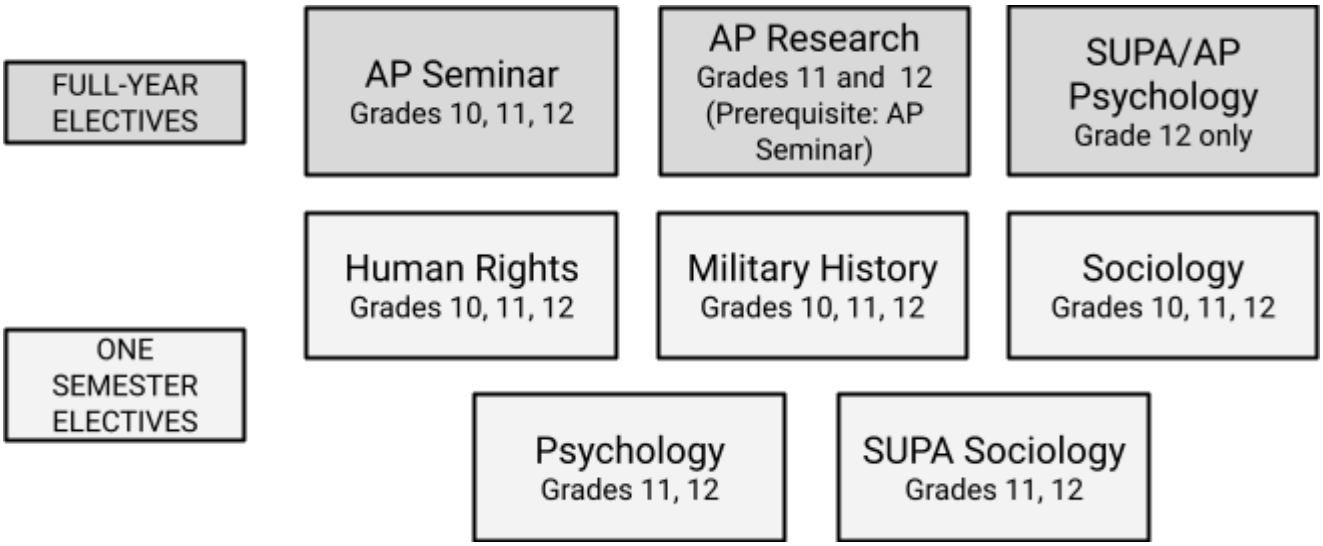
Science Research III & IV

1 Credit (Juniors and Seniors Only) **Prerequisite: Science Research II/III**

Through collaboration with their mentors and research director, juniors and seniors further design and conduct authentic science research. All steps in the student's progress are carefully and systematically monitored to assure that students engage in each phase of scientific research and have completed the requirements of the program. Attendance and participation in the Regional Intel ISEF competition (which may fall on the same day as the March SAT) is mandatory. Students are required to finalize the writing of their scientific research paper and potentially publish their paper. Papers must be entered into all available science competitions (Intel STS, SIEMENS, Intel ISEF (WESEF), and JSHS.) The findings of these papers will be presented to the class, school district, and at regional and statewide symposia.

Pelham Memorial High School
Social Studies Departmental Course offerings





SOCIAL STUDIES DEPARTMENT

Social Studies courses offered to Pelham students follow the New York State K-12 Social Studies Framework and recognize the diversity of interests, needs, and abilities within the student body. The Social Studies Department views as its responsibility the preparation of students to meet the challenges of a pluralistic, rapidly changing, and increasingly interdependent world. In addition to preparing students to participate fully as citizens in a democratic society, the department members believe that a lifetime interest in social studies improves quality of life, whether or not the student follows a career in the field.

Individual needs of students are met by providing Regents-level courses, Honors courses, and courses of advanced study, including Advanced Placement courses and dual enrollment courses through a variety of universities. Students whose work indicates the need for remediation will be recommended for Academic Intervention Labs. At the end of 10th grade, social studies students take a Regents exam covering Global History and Geography II. The United States History and Government Regents exam is administered at the end of 11th grade.

The New York State Social Studies Framework for curriculum requirements can be found via this link: https://www.nysed.gov/standards-instruction/social-studies#:~:text=The%20standards%20are%20a%20guide%20for%20developing.*%20**February%202017%20Revisions%20to%209%2D12%20Framework**

SOCIAL STUDIES COURSE DESCRIPTIONS

GLOBAL HISTORY & GEOGRAPHY I REGENTS
Grade(s): 9
Prerequisite: Social Studies 8
Credit: 1 (full-year course)

The first year of the two-year sequence, Global History and Geography I Regents, is organized as a chronological study of World History, from the beginning of civilization through Early Modern History (approximately 1750). The course will address history, geography, economics, and government, and, where appropriate, it will draw connections across regions and time periods. Primary sources related to each unit will be used to practice skills. Requirements include: writing essays, objective exams, class participation, and discussion.

This course fulfills requirements of the New York State Seal of Civic Readiness (Civic Knowledge - 4 Credits of Social Studies).

GLOBAL HISTORY & GEOGRAPHY I HONORS
Grade(s): 9
Prerequisite: Social Studies 8
Credit: 1 (full-year course)

This course covers the ninth-grade Global History and Geography I content in greater depth. The course is designed to develop a greater understanding of the evolution of global processes and contacts in interaction with different types of human societies over time. This understanding is achieved through a combination of factual knowledge and analytical skills. The course highlights the nature of changes in international frameworks and their causes and consequences, as well as comparisons among major societies over time. Requirements include: essay and objective exams, class participation and discussion, at least two research papers, various learning projects, and textbook/supplemental readings. Summer reading is suggested prior to entry into the class.

This course fulfills requirements of the New York State Seal of Civic Readiness (Civic Knowledge - 4 Credits of Social Studies and Advanced Social Studies course).

GLOBAL HISTORY & GEOGRAPHY II REGENTS
Grade(s): 10
Prerequisite: Global History & Geography I or Global History & Geography IH
Credit: 1 (full-year course)

The second year of the two-year sequence continues the chronological study of World History from 1750 through the contemporary period. The impact of revolution, nationalism, imperialism, industrialization, modernization, and war on the Western and non-Western countries will form the core of the course of study. Emphasis will be given to the examination of concepts, the analysis of factual content, and the improvement of skills, especially gathering and evaluating information from primary sources. All students sit for the required Regents exam in June.

This course fulfills requirements of the New York State Seal of Civic Readiness (Civic Knowledge - 4 Credits of Social Studies and Research Project).

AP WORLD HISTORY
Grade(s): 10
Prerequisite: Global History & Geography I OR Global History & Geography IH
Credit: 1 (full-year course)
Additional Requirement(s): Summer Assignment

AP World History is a challenging, college-level, modern world history course. Students cultivate their understanding of world history from c. 1200 CE to the present through analyzing historical sources and learning to make connections and craft historical arguments as they explore concepts, including humans and the environment; cultural developments and interactions; governance; economic systems; social interactions and organization; and technology and innovation. Requirements include: essay and objective exams, class participation and discussion, various learning projects, and **extensive textbook/supplemental readings.** All students sit for the AP Examination in May and the Global Regents examination in June.

This course fulfills requirements of the New York State Seal of Civic Readiness (Civic Knowledge - 4 Credits of Social Studies, Advanced Social Studies course and Research Project).

Link to College Board AP World History course description:
https://apstudent.collegeboard.org/apcourse/ap-world-history

UNITED STATES HISTORY & GOVERNMENT REGENTS
Grade(s): 11
Prerequisite: Global History & Geography I & II (Regents or Honors Levels)
Credit: 1 (full-year course)

This course begins with the colonial and constitutional foundations of the United States and explores the governmental structure and functions written in the Constitution. The development of the nation and the political, social, and economic factors that led to the challenges faced in the Civil War are addressed. Industrialization, urbanization, and accompanying problems are examined, along with America's emergence as a world power, the two world wars of the twentieth century, and the Cold War. Students explore the expansion of the federal government, the threat of terrorism, and the place of the United States in an increasingly globalized and interconnected world. The course includes a research-based benchmark assessment. All students sit for the required Regents exam in June.

This course fulfills requirements of the New York State Seal of Civic Readiness (Civic Knowledge - 4 Credits of Social Studies and Research Project).

AP UNITED STATES HISTORY
Grade(s): 11
Prerequisite: Global History & Geography I & II (Regents or Honors Levels)
Credit: 1 (full-year course)

Additional Requirement(s): Summer Assignment to be assessed at the start of school

AP United States History is equivalent to a two-semester, introductory college course. This course will provide students with the analytical skills and factual knowledge to deal critically with United States history to the same extent as a full-year, introductory college course. Students will learn to assess primary and secondary historical materials, their relevance to a given problem, and their reliability and importance. Students will learn to weigh the evidence and interpretations presented in historical scholarship. Students will also learn how to put historical developments in context and make connections between events. The course will help students develop the skills necessary to arrive at conclusions on the basis of an informed judgment and to present reasons and evidence clearly and persuasively in essay format. **Extensive reading and writing are required both in and out of class.** Students taking this course will simultaneously participate in a Political Process Seminar which will satisfy the ½ credit Participation in Government graduation requirement. Requirements include: frequent research projects; building upon historical thinking skills; class participation and discussion; essays; and AP-level and style assessments. A college level textbook/supplemental readings will also be a major part of the course, and students will be responsible for keeping up with the readings. All students take the AP examination in May and sit for the Regents Exam in June.

This course fulfills requirements of the New York State Seal of Civic Readiness.

Link to College Board AP U.S. History course description:
https://apstudents.collegeboard.org/courses/ap-united-states-history

POLITICAL PROCESS SEMINAR
Grade(s): 11
Requirement: Concurrent enrollment in A.P. U.S. History
Credit: ½ (full year course at scheduled times)

Students taking AP United States History will participate in this Political Process Seminar which will cover the required curriculum of the New York State Government course.

This course meets the New York State graduation requirement for Participation in Government.

SENIOR YEAR SOCIAL STUDIES OFFERINGS *(Grade 12 only)*

Full-year and one-semester offerings listed below.

New York State graduation requirements indicate that all students must fulfill a Participation in Government requirement in order to graduate. A prerequisite for this requirement is U.S. History and Government. The intention of this requirement is to facilitate and encourage the development of civic minded individuals who are capable of effectively fulfilling the office of "citizen" that is a fundamental precept of democracy and a right and obligation guaranteed by the 14th Amendment to the Constitution. Student participation, both in and out of the classroom, will focus on societal issues and public policies affecting all social groups, including family, peer groups, school, voluntary organizations, and formal governments. The social studies department offers various courses through which students can fulfill this requirement.

New York State also requires that all students take a semester of Economics as a graduation requirement. A prerequisite for this requirement is U.S. History and Government; therefore, seniors at PMHS are required to take Economics during their senior year. There are two Economics classes from which students may choose to fulfill the state requirement. (Seminar courses taken by some students in grade 11 may fulfill some of these requirements. See specific course descriptions for details.)

THE ECONOMICS OF BUSINESS: THEORY AND PRACTICE
Prerequisite: U.S. History & Government or AP U.S. History
Credit: ½ (one-semester course)

This semester course covers economic theory and practice including basic economic concepts, economic systems, and the American economy in a global context. It is intended to give students a basic understanding of the components of both microeconomics and macroeconomics within the context of business development,

ownership, and management. The course content is designed to help students explore and understand entrepreneurship, business finance and start-up costs. Business trends through economic indicators, pricing strategies established by supply and demand, and impacts on business by fiscal and monetary policy measures are analyzed. Student understanding and discussion are emphasized. Application of content requires participation in class discussion, completion of comprehensive essays, and objective unit tests. Research projects include interviews with local entrepreneurs and the development of a business plan pitch. The course benchmark assessment is a research-based paper on a topic of the students' choosing. Students will be required to locate scholarly articles using academic databases provided by the PMHS Information Center and craft a substantive thesis-driven paper.

This course fulfills requirements for:

- *The New York State Seal of Civic Readiness (Civic Knowledge - 4 Credits of Social Studies; Civic Participation - High School Civics Project).*
- *The New York State graduation requirement for Economics.*

ECONOMICS: FINANCIAL LITERACY
Prerequisite: U.S. History & Government or AP U.S. History
Credit: ½ (one-semester course)

This semester course focuses on financial literacy skills, enabling students to analyze personal financial decisions, evaluate the costs and benefits of decisions, recognize rights and responsibilities of consumers, and apply knowledge to financial situations often encountered in society. The course's practical content is designed to educate students on wise spending, saving, and credit decisions and how people make effective use of income to achieve personal financial success. Economic theory, fiscal and monetary policy, supply and demand, and other facets of economics will be cornerstones of this course. Students will engage in simulations, debates and performance-based projects throughout the course. The course benchmark assessment is a research-based paper on a topic of the students' choosing. Students will be required to locate scholarly articles using academic databases provided by the PMHS Information Center and craft a substantive thesis-driven paper.

This course fulfills requirements for:

- *The New York State Seal of Civic Readiness (Civic Knowledge - 4 Credits of Social Studies; Civic Participation - High School Civics Project).*
- *The New York State graduation requirement for Economics.*

CRIMINAL JUSTICE
Prerequisite: U.S. History & Government or AP U.S. History
Credit: ½ (one-semester course)

The purpose of this semester course is to increase students' understanding of their own role as participants in constitutional democracy, including a commitment to exercising their responsibilities, privileges, and rights as citizens. Through the analysis of important criminal justice public policy, students will gain knowledge and competency in problem-solving and decision-making skills. The course includes an introduction to the American criminal justice system, the role of federalism, jury duty, seizure law, the death penalty, the insanity defense, the Fifth and Sixth Amendments, Supreme Court cases, current events, and other issues and topics. Features may include films and outside speakers from different law-related agencies. Requirements include: class participation and discussion, essay and objective exams, research/learning projects, and textbook/supplemental readings.

This course fulfills requirements for:

- *The New York State Seal of Civic Readiness (Civic Knowledge - 4 Credits of Social Studies; Civic Participation - High School Civics Project).*
- *The New York State graduation requirement for Participation in Government.*

SUNY CRIMINAL JUSTICE (CJ101)
Prerequisite: U.S. History & Government or AP U.S. History
Credit: ½ (one-semester course)
Additional Requirement(s): SUNY Westchester Fee (see below)

The purpose of this college-level, semester course is to increase students' understanding of their own role as participants in constitutional democracy, including a commitment to exercising their responsibilities, privileges, and rights as citizens. Through the analysis of important criminal justice public policy issues, students will gain knowledge and competency in problem solving and decision-making skills. The course will include an overview of the criminal justice system which includes models of criminal justice and the U.S. PATRIOT Act of 2001, the crime picture with regard to statistical data, victimology, emerging crime patterns and trends, causes of crime (including historical and emerging theories of crime causation), emergence of criminal law as a form of social control, American policing, police administration, the American court system, criminal sentencing, probation and parole as a form of community corrections, prisons, prison life, and juvenile delinquency. This is a college level class through SUNY Westchester, and enrolled students are *required* to pay a reduced tuition of approximately $189.00 to SUNY. Upon successful completion of the course, students may receive three credits from SUNY Westchester. Requirements include: class participation and discussion, essay and objective exams, research/learning projects, and textbook/supplemental readings.

This course fulfills requirements for:

- *The New York State Seal of Civic Readiness. (Civic Knowledge - 4 Credits of Social Studies and Advanced Social Studies courses; Civic Participation - High School Civics Project).*
- *The New York State graduation requirement for Participation in Government.*

Link to SUNY Westchester: http://www.sunywcc.edu/academics/office-of-high-school-partnerships/ece/

AP U.S. GOVERNMENT & POLITICS
Prerequisite: U.S. History & Government
Credit: 1 (full-year course)

The AP United States Government and Politics course is a college level, nonpartisan introduction to key political concepts, ideas, institutions, policies, interactions, roles, and behaviors that characterize the constitutional system and political culture of the United States. Students will study U.S. foundational documents, Supreme Court decisions, and other texts and visuals to gain an understanding of the relationships and interactions among political institutions, processes, and behaviors. Students will engage in disciplinary practices that require them to read and interpret data, make comparisons and applications, and develop evidence-based arguments. Requirements include: class participation and discussion, essay and objective exams, research/learning projects, and college textbook and supplemental readings. All students will complete a political science research/ applied civics project that will satisfy the High School Civics Project requirement of the Seal of Civic Readiness during the course. All students must sit for the AP exam in May.

This course fulfills requirements for:

- *The New York State Seal of Civic Readiness. (Civic Knowledge - 4 Credits of Social Studies and Advanced Social Studies courses; Civic Participation - High School Civics Project).*
- *The New York State graduation requirement for Participation in Government.*

Link to College Board AP U.S. Government & Politics course description:
https://apstudent.collegeboard.org/apcourse/ap-united-states-government-and-politics

ACADEMIC INTERVENTION LABS
Grades: 9-12
Credit: 0 (full year, one-semester course, or marking period course)

Students will review key concepts and work on the Social Studies skills that are covered in their Global and U.S. History classes. These labs are taken in addition to the student's core social studies class and supplement the Social Studies classes to enhance the opportunities for the student, as needed. Students are recommended by administration, current teachers, or their teachers from the previous year based on data-driven areas of concern.

SOCIAL STUDIES ELECTIVES

AP EUROPEAN HISTORY
Grade(s): 12
Prerequisite: U.S History & Government OR AP U.S. History and Summer Reading Assignment
Credit: 1 (full-year course)

The content and expectations of this course are at the level of college-survey of Modern European History (1450 - present). Emphasis is placed on development of skills essential to the historian: critical reading of primary and secondary sources, analytical writing, and research skills. Independent study is a component of the course; students are expected to read, analyze, and interpret college-level material at home. Requirements include: participation in class discussion, comprehensive essay and objective unit tests, a major college-level research project completed during the first semester, periodic group presentations, college textbook/supplemental readings, and various other learning projects. Summer reading is essential prior to entry into the class. Students taking this course will participate in an Economics Seminar satisfying the graduation requirement of Economics. All students are *required* to take the Advanced Placement examination in European History in May.

Link to College Board AP European History course description:
https://apstudent.collegeboard.org/apcourse/ap-european-history

This course fulfills requirements for The New York State Seal of Civic Readiness. (Civic Knowledge - Advanced Social Studies courses)

ECONOMICS SEMINAR
Grade(s): 12
Requirement: Concurrent enrollment in AP European History
Credit: ½ (full-year course)

Students taking European History AP will fulfill their Economics requirement by participating in this Economics Seminar that will cover the required curriculum of the Economics course.

This course fulfills the New York State graduation requirement for Economics.

HUMAN RIGHTS
Grade(s): 10, 11, 12
Credit: ½ (one-semester course)

In 1948, the United Nations adopted the Universal Declaration of Human Rights, a document that enumerates thirty basic rights that belong to all humans, everywhere, and calls for the international community to promote and preserve these rights. The UDHR serves as the foundation for the Human Rights class. This one-semester course will trace the idea that all humans have rights, from its theoretical roots to the present day. Students will learn about the thirty basic rights, study how they are being violated around the world, and plan ways that can address and spread awareness of these rights. The course will focus on controversial human rights issues from history and today including genocide, slavery, gender, and children. As a result, this is a rigorous, honors, weight-bearing elective course. Debate, position papers, current events, and activism are key components of this course.

This course fulfills requirements of the New York State Seal of Civic Readiness (Civic Participation - Electives).

AP SEMINAR
Grade(s): 10, 11, 12
Credit: 1 (full-year course)

AP Seminar is an elective course designed for students who want to strengthen their critical thinking, research, and presentation skills. In this class, you will explore real-world or academic topics that interest you, learn how to examine different arguments, and evaluate evidence to support your ideas. Group collaboration is an important part of the course. You will work in teams to research credible sources, analyze expert viewpoints, and create

strong presentations. Throughout the year, you will practice writing clearly and presenting your findings using different formats, including multimedia. AP Seminar combines skills from many subjects, so you'll learn to look at issues from multiple perspectives and build well-reasoned arguments. You will read and analyze articles, studies, and other challenging texts, and then use what you learn to develop your own responses to important questions. All students must submit their required performance tasks by April and take the AP Seminar Exam In May.

This course fulfills requirements of the New York State Seal of Civic Readiness (Civic Participation - Electives).

AP RESEARCH
Grade(s): 11, 12
Prerequisite: AP Seminar
Credit: 1 (full-year course)

In AP Research, you decide what to study. Curious about the impact of AI on society? You can make a project out of that. Are you passionate about social causes? Interested in climate change or mental health? You can research these, as well. In this course, you'll learn about different research methods and will develop advanced research skills while researching a topic of your choice. AP Research is an interdisciplinary course that encourages students to demonstrate critical thinking and academic research skills on a topic of your choosing. Be ready to pursue your interests and make contacts with research organizations beyond the school. This is a through-course exam meaning that the research process and paper constitute the final AP Exam grade. The academic paper should be 4,000–5,000 words long. You'll be evaluated on the content, structure, format, and conclusions of the paper as well as your ability to properly and accurately cite sources.

This course fulfills requirements of the New York State Seal of Civic Readiness (Civic Participation - Electives).

MILITARY HISTORY
Grade(s): 10, 11, 12
Credit: ½ (one-semester course)

Military History is a one-semester, elective course that allows interested students to advance their knowledge of military history. The course begins with an examination of the differences between strategy and tactics; the basic strategic moves used from ancient through modern times; and the role of such factors as generalship, supply, technology, geography, and weather. The class encompasses naval, air power, and land-based warfare as well as innovations such as nuclear biological and chemical weapons, guerrilla warfare and terrorism, and special and covert operations. Assessments include independent reading projects.

PSYCHOLOGY
Grade(s): 11, 12
Credit: ½ (one-semester course)

Welcome to Psychology: The Science of Mind & Behavior. Have you ever wondered why people do the things they do? This one-semester course offers a fascinating look into the systematic and scientific study of behavior and mental processes in both humans and animals. You will explore the core principles, key facts, and major phenomena associated with the many exciting subfields within psychology. We'll dive into how psychologists use specific methods to understand everything from normal daily perceptions and thoughts to abnormal feelings and actions. In this course, you will explore the major areas of psychology (memory, learning, personality, and more); investigate the scientific methods used to study the mind; and develop an understanding of the processes behind why we perceive, think, feel, and act the way we do. The class requires active class participation and discussion, exams (a mix of essays and objective questions), hands-on research and learning projects, and readings from the textbook and supplemental materials.

SOCIOLOGY
Grade(s): 10, 11, 12
Credit: ½ (one-semester course)

Sociology is the study of human interactions – both positive and negative – across the globe. In order to understand ever-changing relationships between humans, we must be able to see the world through the eyes of others. This course will examine the development of sociology as a social science as well as how people develop

and survive in societies. The importance of sociology can be seen all around us, from the study of crime and the law to our social customs and routines. We will review evidence and case studies about demographics, cultural differences, changes in family structures, social trends and movements, technology, and economic choices, and apply our studies to real events, scenarios, and simulations. The goal of this course will be for students to draw connections between what is studied and apply these connections to life events that are taking place in the world today. The course culminates with a month-long simulation that is meant to apply sociological concepts to real life.

This course fulfills requirements of the New York State Seal of Civic Readiness (Civic Participation - Electives).

SYRACUSE UNIVERSITY PROJECT ADVANCE (SUPA) SOCIOLOGY
INTRODUCTION TO SOCIOLOGY (SOC 101)
Grade(s) : 11, 12
Credit: ½ (one-semester course)
Prerequisite: 12th grade standing, or for 11th grade students with an overall high school GPA of A - (90%)
Additional Requirement(s): Fee to Syracuse University (see below)

SUPA Sociology is an introductory, college level course offered by the Pelham Social Studies department in cooperation with the Sociology Department at Syracuse University. This course emphasizes analytic reading and conceptual analysis. The approach to sociology is to view it as an empirical social science. All selected readings are based on empirical research studies or are review articles of research in an area of sociological investigation. It is a writing intensive course. This course introduces C. Wright Mills' classic notion of "the sociological imagination" and the promise of sociology, encouraging students to see and think about the social world, themselves, and the relations between the two in new ways. As the course progresses, students gain increasing skill in analytic reading and writing, sociological reasoning, empirical investigation, and the ability to make empirical and conceptual generalizations about self and society in an increasingly global world. Students who enroll in the course must pay Syracuse University a discounted tuition rate of approximately $345. Once students successfully complete the course, they are entitled to a Syracuse University transcript recording credits earned. Students enrolled in this course are required to register for the college credits; this will include a fee for credits and registration, set by the university. Requirements include: class participation and discussion, essay and project completion, research/learning projects and college textbook and supplemental readings.

This course fulfills requirements of the New York State Seal of Civic Readiness (Civic Knowledge - Advanced Social Studies courses; Civic Participation - Electives).

Link to the SUPA Introduction to Sociology (SOC 101) course description:
https://projectadvance.syracuse.edu/courses/soc101/

SYRACUSE UNIVERSITY PROJECT ADVANCE (SUPA) FOUNDATIONS OF HUMAN BEHAVIOR) / AP PSYCHOLOGY
Grade: 12 only
Prerequisite: An overall high school GPA of A - (90%)
Credit: 1 (full-year course)
Additional Requirement(s): Fee to Syracuse University (see below)

SUPA/AP Psychology is an introductory, college-level course offered by the Pelham Social Studies Department in cooperation with the Psychology Department at Syracuse University and the College Board. Students who enroll in the course must pay Syracuse University a discounted tuition rate of approximately $345. Once a student successfully completes the course, he/she is entitled to a Syracuse University transcript recording credits earned. SUPA/AP Psychology provides instruction in the fundamental topics in psychology such as learning, memory, cognition, development, personality, emotion, motivation, intelligence, and social psychology. Students will become acquainted with psychological research methods and procedures. In addition, current topics, events, real-life experiences, and applications of psychological theories and research are included in the curriculum. Requirements include: class participation and discussion, essay and objective exams, research/learning projects, and college textbook and supplemental readings. All students must sit for the AP Psychology exam in May.

This course fulfills requirements of the New York State Seal of Civic Readiness (Civic Knowledge - Advanced Social Studies courses).

Link to the SUPA Foundations of Human Behavior (PSY 205) course description:
https://projectadvance.syracuse.edu/courses/psy205/

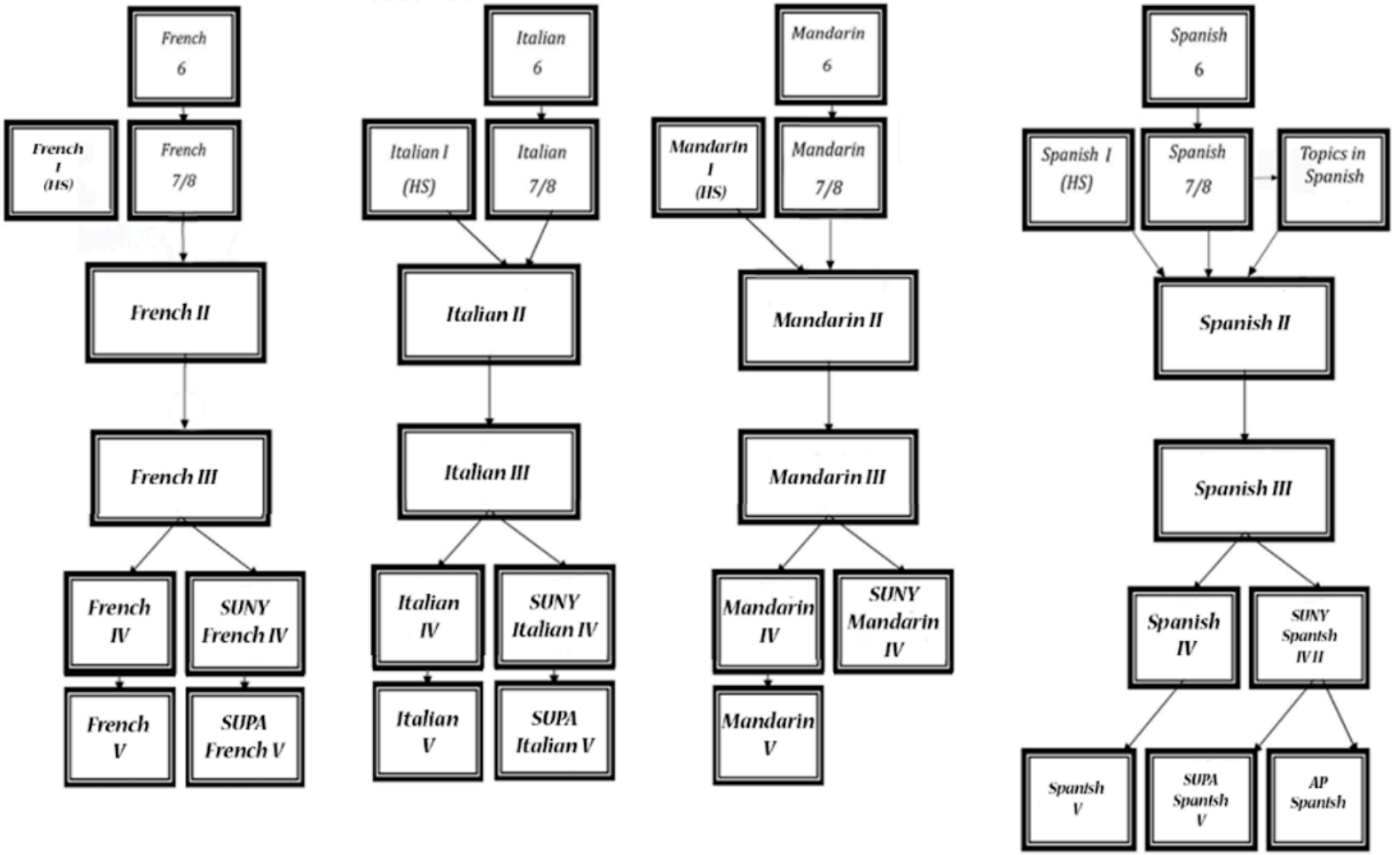
Link to College Board AP Psychology course description:
http://www.collegeboard.com/student/testing/ap/sub_psych.html

The New York State Seal of Civic Readiness Credential
Grade(s): 9-12 Cumulative throughout High School Experience
Prerequisite: Application approval through Pelham Memorial High School
Credit: 0
Recognition: Distinction on HS transcript and HS Diploma

The Seal of Civic Readiness is a formal distinction that recognizes a student's achievement of a high level of proficiency in civic knowledge, skills, mindset, and experiences. The distinction on a student's high school transcript and diploma shows his/her/their commitment to participatory government, civic responsibility, and values; demonstrates to others that the student has completed an action project in civics or social justice; and recognizes the value of civic engagement and scholarship. To secure the Seal of Civic Readiness, students must attain all requirements for the New York State diploma and compile a total of six points on the state-designed rubric (linked below). Communications regarding the student application for the designation is sent from Pelham Memorial High School annually, generally at the start of 12th grade.

Link to the New York State Seal of Civic Readiness website:
https://www.nysed.gov/standards-instruction/seal-civic-readiness-information

Pelham Memorial High School World Languages Course Offerings



WORLD LANGUAGE DEPARTMENT

"He who is ignorant of foreign languages knows not his own." -Goethe

VISION STATEMENT

The World Language Department seeks to create an environment that enables students to communicate in the target language, to negotiate cultural differences, to develop understandings of cultural and linguistic heritages, and to become lifelong language learners and world citizens.

Our Program includes the following opportunities:

- to participate in National Language Contests
- to become members of the French, Italian, Mandarin and Spanish National Honor Societies during the fourth or fifth year of language study
- to participate in cultural field trips
- to help the transition to college by improving college and career readiness

MODERN WORLD LANGUAGES

Modern World Languages prepare students for a life in contemporary society where communication is the key to success. They provide us with the linguistic skills necessary to meet the demands of business, professions and everyday life. Students will broaden their horizons as they learn about the people and traditions of a world culture. Students may choose French, Spanish, Italian or Mandarin. The department encourages you to pursue a second world language as an elective. The cost of State University of New York (SUNY) courses is approximately $230.

FRENCH 1
ITALIAN 1 **Prerequisite: None**
SPANISH 1
MANDARIN 1
1 Credit each course

Level 1 is an introduction to the target language and culture. A communication-based approach is used in teaching the basic skills of a world language: listening comprehension, speaking, reading and writing. The cultural aspects are introduced through readings and supplementary materials.

TOPICS IN SPANISH **Prerequisite: Spanish 1 or Spanish 8**
1 Credit

The course is designed to explore key aspects of Spanish-speaking cultures, focusing on everyday life, customs, traditions, history, geography, and art forms, while simultaneously continuing to build language skills through authentic materials to gain a deeper understanding of the cultural context behind the language. This course is intended for students that are seeking a HS World Language credit. Upon successful completion of the course, students will earn one credit. Students in this course will have the opportunity to develop their skills before joining Spanish 2 the following year.

FRENCH 2 **Prerequisite: Level 1**
ITALIAN 2
SPANISH 2
1 Credit each course

Level 2 is the second course of the high school sequence. Continued emphasis is placed on developing and refining the four skills (listening, speaking, reading and writing). More complex grammar is presented and students learn to function in simple conversational situations. Cultural aspects are broadened.

MANDARIN 2 **Prerequisite: Level 1**
1 Credit

This course is designed for students who have successfully completed Mandarin 1. Students will continue to expand their vocabulary and learn complex grammatical structures. They will further develop the four skills (listening, speaking, reading and writing) and broaden their cultural perspectives.

FRENCH 3 **Prerequisite: Level 2**
ITALIAN 3
SPANISH 3
1 Credit each course

In level 3, continued emphasis is placed on developing and refining the four skills (listening, speaking, reading, and writing). Oral competency in functional situations is stressed. Cultural knowledge continues to be an integral part of the course work. At the end of the course, students are required to take a state approved exam that offers credit equivalent to the New York State Comprehensive Examinations (Regents).

MANDARIN 3 **Prerequisite: Level 2**
1 Credit

In level 3, continued emphasis is placed on developing and refining the four skills (listening, speaking, reading, and writing). Oral competency in functional situations is stressed. Cultural knowledge continues to be an integral part of the course work. Increased emphasis will be placed on the writing of Chinese characters to improve students' ability to write in Chinese. At the end of the course, students are required to take a state approved exam that offers credit equivalent to the New York State Comprehensive Examinations (Regents).

FRENCH 4 **Prerequisite: Level 3**
1 Credit

The course combines two levels of students for advanced study in French. The syllabus alternates year to year. It focuses on the language and culture of France and other francophone countries through the study of history, art, literature, film, music and current events. Throughout the course, students are evaluated on listening, reading, writing and speaking skills. The course includes the study of vocabulary and grammar. Projects and presentations are assigned during the year.

FRENCH 4 (SUNY Intermediate French 201) **Prerequisite: Level 3**
1 Credit
College credit: 3 credits **Open to Juniors Only**

This course focuses on the language and the culture of the francophone countries through the study of history, art, literature, film and music. Throughout the course, students are evaluated on listening, reading, writing and speaking skills. The course includes study of vocabulary and grammar. Projects and presentations are assigned during the year. The class is conducted in French. This is a college course offered through SUNY. Students pay the fee (approx. $230) to SUNY. Upon successful completion of the course, students are entitled to a SUNY transcript for the four credits earned. Criteria for admission includes an 85 average in level 3 **and** teacher/supervisor recommendation based upon the listening and speaking skills of the student.

FRENCH 5 **Prerequisite: Level 4**
1 Credit

The course combines two levels of students for advanced study in French. The syllabus alternates year to year. It focuses on the language and culture of France and other francophone countries through the study of history, art, literature, film, music and current events. Throughout the course, students are evaluated on listening, reading,

writing and speaking skills. The course includes the study of vocabulary and grammar. Projects and presentations are assigned during the year.

INTERMEDIATE FRENCH (Syracuse University FRE 201) **Prerequisite: Level 4**
College credit: 4 credits **Open to Seniors Only**

This course allows students with skills at the Intermediate level to continue their learning of the language and prepares them to continue into advanced university courses. By the end of the course, students should be able to sustain understanding of main ideas and details over long stretches of continued discourse, whether written or oral. They should also be able to read a variety of texts with increased comprehension and to write well enough to meet practical needs. Coursework will include the use of film and video to develop listening and note taking skills; role playing, interviews, and extended narrative accounts to develop speaking skills; and the composition of letters, journals, summaries and reports to develop writing skills. The class is conducted in French. This is a college course offered through Syracuse University. Students pay the fee (approx. $460) to Syracuse University. Upon successful completion of the course, students are entitled to a SU transcript for the four credits earned. Criteria for admission includes an 85 average in level 4 **and** teacher/supervisor recommendation based upon the listening and speaking skills of the student.

ITALIAN 4 **Prerequisite: Italian 3**
1 Credit

The course combines two levels of students for advanced study in Italian. The syllabus alternates year to year. It focuses on the language and culture of Italy through the study of history, art, literature, film, music and current events. Throughout the course, students are evaluated on listening, reading, writing and speaking skills. The course includes study of vocabulary and grammar. Projects and presentations are assigned during the year.

ITALIAN 4 (SUNY Intermediate Italian 201) **Prerequisite: Italian 3**
1 Credit
College credit: 3 credits **Open to Juniors Only**

This course focuses on the language and the culture of Italy through the study of history, art, literature, film and music. Throughout the course, students are evaluated on listening, reading, writing and speaking skills. The course includes some study of vocabulary and grammar. However, grammar is not the primary focus. Projects and presentations are also assigned during the year. The class is conducted in Italian. This is a college course offered through SUNY. Students pay the fee (approx. $230) to SUNY. Upon successful completion of the course, students are entitled to a SUNY transcript for the four credits earned. Criteria for admission includes an 85 average in level 3 and teacher/supervisor recommendation based upon the listening and speaking skills of the student.

ITALIAN 5 **Prerequisite: Italian 4**
1 Credit

The course combines two levels of students for advanced study in Italian. The syllabus alternates year to year. It focuses on the language and culture of Italy through the study of history, art, literature, film, music and current events. Throughout the course, students are evaluated on listening, reading, writing and speaking skills. The course includes study of vocabulary and grammar. Projects and presentations are assigned during the year.

INTERMEDIATE ITALIAN (Syracuse University ITA 201) **Prerequisite: Level 4**
College credit: 4 credits **Open to Seniors Only**

This course is designed to further develop, strengthen, and refine students' language skills. Conducted completely in Italian, the course will review Italian grammar, polish students' writing and speaking skills, and offer consistent exposure to Italian language and culture. Classwork will include interactive oral activities, weekly compositions, and reading and discussion of a variety of authentic texts that span literature, current events, and cultural life. In addition, students will watch films, documentaries, and Italian television programs as the basis for

written assignments and discussion. The class is conducted in Italian. This is a college course offered through Syracuse University. Students pay the fee (approx. $460) to Syracuse University. Upon successful completion of the course, students are entitled to a SU transcript for the four credits earned. Criteria for admission includes an 85 average in level 4 and teacher/supervisor recommendation based upon the listening and speaking skills of the student.

MANDARIN 4 **Prerequisite: Level 3**
1 Credit

The course combines two levels of students for advanced study in Mandarin. The syllabus alternates year to year. It focuses on the language and culture of China through the study of history, art, literature, film, music and current events. Throughout the course, students are evaluated on listening, reading, writing and speaking skills. The course includes study of vocabulary and grammar. Projects and presentations are assigned during the year.

MANDARIN 4 (SUNY Chinese 201) **Prerequisite: Level 3**
1 Credit
College credit: 3 credits **Open to Juniors Only**

This course focuses on the language and the culture of China through the study of history, art, literature, film and music. Throughout the course, students are evaluated on listening, reading, writing and speaking skills. The course includes some study of vocabulary and grammar. However, grammar is not the primary focus. Projects and presentations are also assigned during the year. The class is conducted in Mandarin. This is a college course offered through SUNY. Students pay the fee (approx. $230) to SUNY. Upon successful completion of the course, students are entitled to a SUNY transcript for the four credits earned. Criteria for admission includes an 85 average in level 3 and teacher/supervisor recommendation based upon the listening and speaking skills of the student.

MANDARIN 5 **Prerequisite: Level 4**
1 Credit

This course combines two levels of students for advanced study in Mandarin. The syllabus alternates year to year. It focuses on the language and culture of China through the study of history, art, literature, film, music and current events. Throughout the course, students are evaluated on listening, reading, writing and speaking skills. The course includes study of vocabulary and grammar. Projects and presentations are assigned during the year.

SPANISH 4 **Prerequisite: Level 3**
1 Credit

The course focuses on the language and the culture of Spanish speaking countries through the study of history, art, literature, film and music. Throughout the course, students are evaluated on listening, reading, writing and speaking skills. The course includes some study of vocabulary and grammar; however, grammar is not the primary focus. Projects and presentations are also assigned during the year.

SPANISH 4 H (Honors) (SUNY Intermediate Spanish 201) **Prerequisite: Level 3**
1 Credit
College credit: 3 credits **Open to Juniors Only**

This course is intended for qualified students who wish to take AP Spanish the following year and/or who wish to complete studies in secondary school with a course comparable in difficulty and content to a college course. Students should have attained advanced proficiency in listening, reading, speaking and writing in order to enroll in this course. Emphasis is on refining listening, speaking, reading and writing. Class presentations, independent lab work, and independent reading assignments are an integral part of the course. The class is conducted in Spanish. Students must have comfort in hearing the language and using it for communication and written expression. This is a college course offered through SUNY. Students pay the fee (approx. $230) to SUNY. Upon successful completion of the course, students are entitled to a SUNY transcript for the four credits earned. Criteria for

admission includes an 85 average in level 3 and teacher/supervisor recommendation based upon the listening and speaking skills of the student.

SPANISH 5 **Prerequisite: Level 4**
1 Credit

This course allows students to continue to refine their speaking, listening, reading and writing skills. It focuses on the language and culture of the Spanish speaking world through the study of history, art, literature, film, music and current events. Various texts, teacher-prepared materials, and films are used. Group projects and presentations are assigned throughout the year. The course is primarily conducted in Spanish.

SPANISH 5 AP **Prerequisite: Level**
1 Credit **Spanish 4 H (Honors)**

This course is intended for qualified students who wish to complete studies in secondary school with a course comparable in difficulty and content to a college course. Students should have attained an advanced proficiency in listening, speaking, reading and writing in order to enroll in this course. The course will prepare students for the Advanced Placement Spanish Language and Culture examination in May. The student will be required to communicate entirely in Spanish. Emphasis is on refining the four skills (listening, speaking, reading, and writing). Students are expected to read and discuss whole literary works in Spanish. Students are required to take the AP exam.

INTERMEDIATE SPANISH (Syracuse University SPA 201) **Prerequisite: Level 4**
College credit: 4 credits **Open to Seniors Only**

Using film, TV/radio, and literary texts, this proficiency-based course reviews understanding of the formal structures of language, refines previously acquired linguistic skills, and builds awareness of Spanish culture. Students will use sources in a variety of media to develop oral, listening, writing, and reading skills. By the end of the course, students can be expected to communicate effectively in the language in order to give and receive information; deal with both predictable and complicated situations, narrate and describe in present, past, and future tense; support opinions; and hypothesize. Classes are conducted in Spanish. This is a college course offered through Syracuse University. Students pay the fee (approx. $460) to Syracuse University. Upon successful completion of the course, students are entitled to a SU transcript for the four credits earned. Criteria for admission includes an 85 average in level 4 and teacher/supervisor recommendation based upon the listening and speaking skills of the student.

THE CLASSICS

Latin is the foundation of the Romance languages and a powerful influence in English grammar and vocabulary. It is a primary source of Western literature. Latin class focuses primarily on linguistic and literary analysis. It encourages precision with words and offers valuable lessons for close reading and written expression in English. Beyond language skills, Latin offers the best access to the culture of the ancient world, which forms the basis of much of our modern thinking. Latin is recommended for its intrinsic value and also to enhance the study of modern languages, English, and history.

LATIN 1 **Prerequisite: None**
1 Credit

Through selected readings and exercises, students begin to acquire knowledge of basic Latin grammar and vocabulary. Skills are enhanced by oral, written, and reading drills. The influence of Latin on the English language is emphasized, as is the legacy that Roman culture, mythology and history have left to Western civilization.