



DELHAM MEMORIAL HIGH SCHOOL

COURSE CATALOG 2024-2025

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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 2024-2025 school year. Please review this catalog thoroughly with your parent/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. Then you will 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 do so. Since these courses are rigorous, with increased expectations regarding the level of student work, conversations should take place between you, your family, current teacher, and 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 this 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 for the National Honor Society is also included.

Sincerely,


Mark Berkowitz

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 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.

Ours is an enduring commitment to ***Excellence. Inspired by Tradition, Empowered through Community.***

We are guided by three core values:

- **To Inspire:** We inspire our students to achieve their full potential within and beyond our classrooms.
- **To Create:** We create a strong sense of community and develop students of character.
- **To Serve:** We engage our community through meaningful acts of service.

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. Students enrolled in an AP course are expected to sit for the corresponding AP exam. 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. Teachers will be asked to recommend students who may require a level change and to discuss this recommendation with the student and their parent/guardian. 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 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

Advanced Placement (AP) courses provide college level studies for high school students who desire and are ready to do college level work. These students 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. Students enrolled in an AP course are expected to sit for the corresponding AP exam. Pelham Memorial High School currently offers our students 18 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 1.10.

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/activity/home life.

Organized: Students must be able to manage their time and keep track of all assignments. An Honors/AP student must communicate with teachers when something is confusing or when he/she needs questions answered. Honors/AP students also should be willing and interested in attending Academy Period.

Hard Working: Be prepared for nightly homework per Honors/AP class. Students should always put forth their best effort. Honors /AP students are enthusiastic about learning and show that enthusiasm in class participating in whole class, group and individual class activities. Honors/AP students also must be willing to accept and act on constructive criticism always striving to move from good to great.

Efficient: Honors/AP students have a variety of things going on in high school. They need to learn to prioritize and find extra time within a day to complete assignments (i.e. library at lunch, in between activities, etc). 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 assessment.

Guidelines for Selecting Honors/AP Classes

Entrance guidelines are meant to guide students in making appropriate choices in support of academic success. When students do not meet the guidelines and choose to take the advanced class, the likelihood of success in the class is diminished. Additionally, transferring out of an Honors/AP class in the fall may require substantial schedule changes. Please use these expectations and recommendations for Honors/AP students as a guide and speak to your counselor and/or your classroom teacher to ensure that appropriate courses are selected. 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
 - 80% in an honors/AP level course
 - 85% in a non-honors/non-AP level course
- Careful consideration of demands of extracurricular activities, employment, community service, athletics and homework.

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. Students enrolled in an AP course are expected to sit for the corresponding AP exam.

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 the 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 represent the minimum number of courses needed to earn a Pelham Memorial 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 posted on the portal in April. At that time, unless a parent specifies in writing, those courses become a commitment for the 2023-2024 school year. Changes after that date will 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 areas.

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 after 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.

* Enrollment in courses is dependent upon budgetary constraints and number of student requests.

Grading Policy

Pelham Memorial High School uses a numerical grading system. Student grades are reported to parents/guardians and students four times each year via the Infinite Campus Student Portal and Parent Portal. In addition, interim reports are posted on the Infinite Campus Student Portal and Parent Portal at the halfway point within each marking period and include an estimated average. School examinations are conducted at the same time Regents examinations are administered, in January and June. In order to pass a course, a student must attain a final average of 65 or higher. A student's final grade is the average determined by the following:

- Full-year courses that have a midterm and a final exam:
 - Quarterly grades: Weighted as 4/19 of a student's final course grade (21% per quarter; 84% of course grade)
 - Midterm: Weighted as 1/19 of a student's final course grade (5%)
 - Final Exam or Regents: Weighted as 2/19 of a student's final course grade (11%)
- Full-year courses that have a midterm but do not have a final exam:
 - Quarterly grades: Weighted as 4/17 of a student's final course grade (23.5% per quarter; 94% of total course grade)
 - Midterm: Weighted as 1/17 of a student's final course grade (6%)
- Full-year courses that do not have a midterm but do have a final exam:
 - Quarterly grades: Weighted as 2/9 of a student's final course grade (22.2% per quarter; 89% of total course grade)
 - Final Exam: Weighted as 1/9 of a student's final course grade (11%)
- Full-year courses that do not have a midterm or a final exam:
 - Quarterly grades: Weighted as 1/4 of a student's final course grade (25% per quarter; 100% of total course grade)
- Half-year courses with a final exam:
 - Quarterly grades: Weighted as 4/9 of a student's final course grade (44.4% per quarter; 89% of total course grade)
 - Final Exam: Weighted as 1/9 of a student's final course grade (11%)
- Half-year courses with no final exam:
 - Quarterly grades: Weighted as 1/2 of a student's final course grade (50% per quarter; 100% of total 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 9th grade to 10th grade a student will have to have earned 5.50 credits; from 10th grade to 11th grade, 11.00 credits, and from 11th grade to 12th grade, 16.5 credits; for graduation, 22.5 credits. Students having difficulty meeting these requirements will be monitored by their counselor and the administration.

Special Notations

<u>Inc.</u>	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.
<u>P or F</u>	Grade usually assigned to courses not counted as part of GPA
<u>Grade + NC</u>	Grade but no credit because of excessive absence
<u>NG</u>	No grade has been assigned
<u>D/P_or D/E</u>	Course dropped after the deadline while passing/failing

Class Rank

Pelham Memorial High School does not rank its students. However, they will receive a weighted Grade Point Average. Honors are weighted 1.05, Advanced Placement, and college level courses are weighted 1.10. All other courses are not weighted. A mathematical computation is done to determine the weighted GPA.

Weighted GPA's are determined at the end of the junior year. These include all courses completed and eighth grade courses for which students receive high school credit. Grade Point Averages are 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 class, resource room 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 | 4. Director or Subject Coordinator |
| 2. His or her parent/guardian | 5. The school counselor |
| 3. The subject area teacher | |

Once 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
- Science Regents
- Math Regents
- Pathways Alternative (See Counselor)

* 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.

***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 designated 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), 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, Earth Science).
- 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, including the Second Language Proficiency exam from 8th grade. These exams are only recorded as best effort. Students can retake the exam, and only the highest score earned will be reported on the transcript.
- 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: ID #: 11570 Gender: F Date of Birth: Anticipated Grad. Date: Diploma Type:	PELHAM MEMORIAL HIGH SCHOOL 575 Colonial Avenue Pelham, NY 10803 Ph# (914)738-8110 Fax# (914)738-6706 http://pmhs.pelhamschools.org CEEB / ACT Code 334470 Middle States Accreditation	 Pelham Memorial High School Does Not Rank Its Students. Cumulative Weighted GPA: 96.27 Cumulative Unweighted GPA: 92.77 Cumulative Credit Total: 22.00
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Grade: 08 Yearly Unweighted GPA: 92.33 Total Credits: 3.00 <table border="1"> <thead> <tr> <th>Courses</th> <th>Final Grade</th> <th>Credits</th> </tr> </thead> <tbody> <tr> <td>0392 ALGEBRA HON</td> <td>91</td> <td>1.00</td> </tr> <tr> <td>0480 EARTH SCIENCE</td> <td>92</td> <td>1.00</td> </tr> <tr> <td>0583 SPANISH 1</td> <td>94</td> <td>1.00</td> </tr> </tbody> </table>	Courses	Final Grade	Credits	0392 ALGEBRA HON	91	1.00	0480 EARTH SCIENCE	92	1.00	0583 SPANISH 1	94	1.00	Current Courses Grade: 12 <table border="1"> <thead> <tr> <th>Courses</th> <th>Credits</th> </tr> </thead> <tbody> <tr> <td>0134 ENGLISH 12 AP</td> <td>1.00</td> </tr> <tr> <td>0231 CRIMINAL JUSTICE</td> <td>0.50</td> </tr> <tr> <td>0232 ECONOMICS</td> <td>0.50</td> </tr> <tr> <td>0334 CALCULUS HON</td> <td>1.00</td> </tr> <tr> <td>0438 PHYSICS/ AP 2</td> <td>1.00</td> </tr> <tr> <td>0539 SPANISH 5</td> <td>1.00</td> </tr> <tr> <td>0906 PHYS ED PECS</td> <td>0.50</td> </tr> </tbody> </table>	Courses	Credits	0134 ENGLISH 12 AP	1.00	0231 CRIMINAL JUSTICE	0.50	0232 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																																			
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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: _____
 Date: _____

NATIONAL HONOR SOCIETY

The National Honor Society was founded in 1921 by the National Association of Secondary Schools 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. Letters of acceptance will be sent home.

Scholarship

Juniors and seniors with an un-weighted average of 89 and a 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 in written work and shows an unwillingness to profit by the mistakes of others
- Actively works to improve school environment

Service

The minimum needed to apply is 10 hours. 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.

The New York State Diploma Seal of Civic Readiness

Pelham Memorial High School is an approved Seal of Civic Readiness school.

The New York State Seal of Civic Readiness (NYSSCR) is a formal recognition that a student has attained a high level of proficiency in their Social Studies coursework and demonstrated civic engagement. This special designation signifies that a student possesses civic knowledge, skills, and mindsets and has engaged in civic action and experiences. The Seal of Civic Readiness distinction demonstrates a student's understanding of and commitment to participatory government, civic responsibility, and civic values. The Seal distinction also recognizes the value of civic engagement and scholarship to our school community.

The Seal of Civic Readiness is an approved +1 Pathway to meet New York State diploma requirements. However, if a student already passed five Regents Exams or has chosen a separate 4+1 Pathway, they may still earn the Seal of Civic Readiness as a stand-alone Distinction (NYSED Seal Handbook, 2022).

Pelham Memorial High School seniors may apply for the Seal of Civic Readiness in the Fall of their senior year through a Google Form. Information sessions will be held in September through Social Studies classes. Coursework, clubs, service opportunities, and other extracurricular activities at PMHS support this endeavor.

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 the rules, please go to [HTTPS://web3.ncaa.org/HS](https://web3.ncaa.org/HS) 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 C A D E M I C R E D S H I R T
3.050	600	50	2.275	910	76	
3.025	610	51	2.250	920	77	
3.000	620	52	2.225	930	78	
2.975	630	52	2.200	940	79	
2.950	640	53	2.175	950	80	
2.925	650	53	2.150	960	81	
2.900	660	54	2.125	970	82	
2.875	670	55	2.100	980	83	
2.850	680	56	2.075	990	84	
2.825	690	56	2.050	1000	85	
2.800	700	57	2.025	1010	86	
2.775	710	58	2.000	1020	86	

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 in 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

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
European History AP
Criminal Justice
Sociology
Economics
Contemporary Economics
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: Biology R
Life Science: Biology H
Topics in Physics/Chemistry/Biology
Chemistry R
Chemistry H
Chemistry AP
Biology AP
Environmental Science AP
Physics

Science Courses (contd.)

Intro to Science Research
Science Instruction & Problem Solving SUNY
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, SUPA French
Italian 1, 2, 3, 4/5, SUPA Italian
Spanish 1, 2, 3, 4, 4/H, 5, AP, SUPA Spanish
Mandarin I, II, III

This list reflects courses approved as of January, 2023. For an updated list, please visit the [ncaa.org](https://www.ncaa.org) website and check the “48H” list for Pelham High School CEEB #334470

Courses NOT approved – Career and College Ready, Consumer Math, Intermediate Algebra, Economics: Personal Finance

BOARD OF COOPERATIVE EDUCATIONAL SERVICES (BOCES)

Secondary Day Career and Technical (CTE) Programs

The 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)

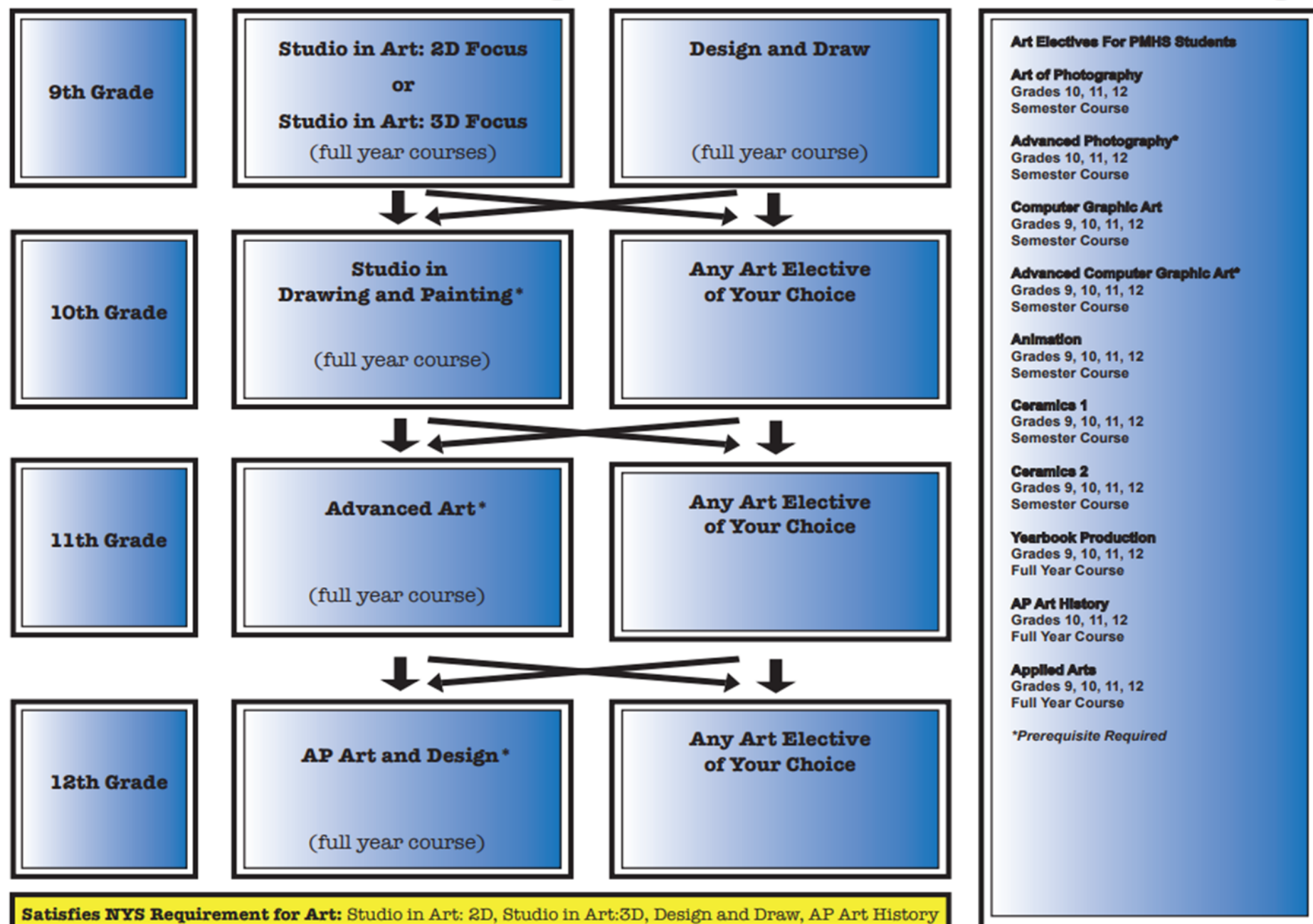
Prerequisite: None

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.

Pelham Memorial High School Art Course Offerings



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 foundation 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 foundation 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 foundation 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**1 Credit****Prerequisite: None****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 are expected to 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****1 Credit****Prerequisite: Studio in Art or****Design & Drawing for Production**

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 and/or Design and Drawing for Production and further develop their individual style and creativity 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 his/her personal style. Please know the demands and expectations for an advanced class are more challenging than an entry level art class.

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

This class may be taken as a 1 or 2 year plan of study. Advanced Placement Art and Design/Advanced Art enables the highly motivated student to perform at college level and receive college credit while still in high school. The APAD program is 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 extra or independently to complete their portfolio requirements. Class trips to galleries and/or museums will be planned during the school year to broaden the student's creation and connection to the arts. 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. Students enrolled in this course are expected to sit for the AP 2D Art exam.

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

Studio in Ceramics is an elective class designed for students who are interested 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**1/2 Credit****Prerequisite: Ceramics 1**

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.

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

Applied Arts is a CRAFT BASED Art Elective intended for students who are interested in the creative process. Students will explore a variety of materials, develop their own unique art style and gain an appreciation of both craft and design as they explore a variety of hands-on techniques in this dynamic and rewarding art class.

THE ART OF PHOTOGRAPHY**1/2 Credit****Prerequisite: None****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**1/2 Credit****Prerequisite: The Art of Photography****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**1 Credit****Prerequisite: None**

The Pelican Yearbook has received national recognition in creative concept, layout and design, photography and overall yearbook production from the American Scholastic Press Association and from Herff Jones. Students work 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.

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

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**1/2 Credit****Prerequisite: Computer Graphic Art**

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.

3D DRAWING**1/2 Credit****Prerequisite: None**

Students will learn the important fundamental concepts, features and tools while they begin to master drawing, seeing and thinking in 3D. Students will work on lettering and drawing in 3D as well as perspective drawing. These projects reinforce basic design and drawing concepts. Each project will be printed in color and will become part of the student's portfolio.

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

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 Course Offerings

9 th Grade	English 9R* (Full year course)	Or	English 9H* (Full year course)
10 th Grade	English 10R (Full year course)	Or	English 10H (Full year course)
11 th Grade	English 11R (Full year course, Regents exam is given in June)	Or	AP Language & Comp. 11 (Full year course, AP exam is given in May, Regents in June)
12 th Grade	One full year senior course Characters and Conundrums, Comparative Fiction or A Study in Dramatic Literature	Or	One college-level full year course AP Literature (AP exam is given in May) SUPA: Presentational Speaking SUPA Academic Writing A Study in Dramatic Lit. (Adelphi Univ.)

Electives Available To Students

- 1) Theater Arts (Grades 9-12)
- 2) Creative Writing (Grades 9-12)
- 3) Film Studies (Grades 9-12)
- 4) SAT/ ACT Preparation (Grades 10-12)
- 5) Broadcast Production (Grades 9-12)
- 6) Lyrical Lit (Grades 9-12)

Academic Intervention

Language Arts (9-12)

*In addition, all 9th grade students take Writing Seminar, a required ½ credit semester course.

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 Common Core New York State Standards to ensure proficiency in reading, writing, listening, and speaking.

The department provides for differences in ability and achievement with a two-level system 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 senior year, students can choose either Advanced Placement Literature and Composition, SUPA Presentational Speaking, SUPA Practices of Academic Writing, Adelphi University A Study in Dramatic Literature, or 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 levels include materials used, the approach to those materials, and the rate of progress.

ENGLISH REGENTS 9, 10, 11

Grades 9, 10, 11

1 Credit each course (full-year courses)

English Regents courses in grades 9, 10 and 11 provide students with the literary content and writing and speaking skills that will prepare them for post-high school education. Using a combination of modern and traditional literature, these courses emphasize the ideas and attributes traditionally associated with a humanities education. In June of junior year all students will take the state-mandated Regents Examination in English Language Arts.

ENGLISH HONORS 9 and 10

Grades 9 or 10

1 Credit each course (full-year courses)

The English Honors courses in grades 9 and 10 provide a broad experience in modern and traditional literature and in-depth literary study of the works read. Required reading is lengthy and of a demanding nature. Participation in in-depth literary analysis and class discussion is an expectation of this advanced-level course. Course writing requires outstanding technical ability as well as insight and imagination in written interpretation.

ADVANCED PLACEMENT ENGLISH LANGUAGE AND COMPOSITION 11

Grade 11

1 Credit (full-year course)

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 that material into their own pieces. Students will study American literature – both fiction and non-fiction, poetry and prose – to understand the rhetorical and linguistic choices authors make and apply these in their own compositions. Students take the state mandated Regents Examination in English Language Arts in June. All students must also take the College Board Advanced Placement Examination in English Language and Composition in May. A special reading assignment is given for the summer prior to the course. Students in this course are expected to take the AP English Language and Composition exam.

Link to College Board for AP Language:

<https://apcentral.collegeboard.org/courses/ap-english-language-and-composition>

WRITING SEMINAR

½ Credit (semester course)

Writing Seminar is designed to guide students into developing as self-directed learners. Students learn to manage, monitor and modify their own learning through a focused study of the writing process. Through practice in the use of effective strategies, students broaden their ability to think about and demonstrate their understanding of what they learn in all subject areas. Successful completion of Writing Seminar is a requirement for graduation.

SENIOR YEAR ENGLISH

During their senior year, 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 our 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: COMPARATIVE FICTION

1 Credit (full-year course)

This full-year senior English course will bring film education into the English classroom by integrating reading, writing, and visual literacies. Through a series of participatory experiences, students will build an understanding of the connections between viewing a film and reading a text, as well as using specific strategies for active viewing and active reading. Activities will integrate reading, writing, and the viewing of short films. Students will study film and literature while drawing connections to similar themes and ideas represented in each. The literary focus for the class will be a mix of nonfiction and fiction genres as well as current events (i.e. *NY Times.com* and other media outlets). In this course, students also will hone the necessary research, writing, and presentation skills that will be required for life outside of PMHS. Students will plan, design and deliver multimedia presentations, give speeches, and write research papers on current topics presenting challenges to today's society. This course will fulfill the English 12 state requirement.

ENGLISH 12: A STUDY IN MODERN DRAMATIC LITERATURE

1 Credit (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 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, non-fiction, humor, gender and identity through various forms of modern theater. This course teaches students how to analyze and discuss contemporary plays and how to communicate their analyses in writing. The course encourages students to express their perspectives through in-class discussions and through writing. This course will fulfill the English 12 state requirement.

ENGLISH 12: CHARACTERS & CONUNDRUMS - DILEMMAS IN LITERATURE, FILM, AND MEDIA

1 Credit (full-year course)

Whether you are watching the media, reading literature, or enjoying a film, ethical dilemmas are everywhere. Dilemmas will emerge like "Did the 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 both in fiction and out. The work of the course will involve analyzing varied 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 understanding in academic writing and class discussion. This course will fulfill the English 12 State requirement. The literary focus of the class will be a mix of nonfiction and fiction genres.

ADVANCED PLACEMENT (AP) ENGLISH LITERATURE AND COMPOSITION 12

1 Credit (full-year college-level course)

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 many kinds of literature; to learn the basic techniques which the best writers have used 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. All students must take the College Board Advanced Placement Examination in English Literature and Composition in May. College-level papers are required throughout the course. A special reading assignment is given for the summer prior to the course.

Link to College Board for AP Literature:

<https://apcentral.collegeboard.org/courses/ap-english-literature-and-composition>

A STUDY IN DRAMATIC LITERATURE (ADELPHI UNIVERSITY) ENGLISH (0122) 301

1 Credit (full-year college-level course)

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 (which can earn students 3 college credits through Adelphi University) for 12th-grade students that focuses on modern literature that is 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. This course will fulfill the English 12 requirement. Students may earn 3 college credits through Adelphi University by taking this course as a 12th-grade English class. While there is no formal entrance criteria, students are advised that this is a college-level class with appropriately rigorous expectations. 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. Students can earn an official transcript and the credits may be accepted as transfer credits to other colleges. The approximate cost for the class is approximately \$390.00. Adelphi University mandates that students who enroll in this course at PMHS register with Adelphi University and pay the full fee.

SUPA: WRT 105: PRACTICES OF ACADEMIC WRITING

1 Credit (full-year college-level course)

This SUPA (Syracuse University Project Advance) course will foster a community of writers who have the specific purpose of developing as critical readers, writers, and thinkers. Students 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 making 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, genre conventions and ethical standards. Students will practice a range of revision strategies appropriate to various writing situations. This course will include fiction and non-fiction readings and will fulfill the full-year English 12 requirement. 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. 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. Students can earn an official transcript and the credits may be accepted as transfer credits to other colleges. The cost for this class is approximately \$345.00.

SUPA: CRS 325: PRESENTATIONAL SPEAKING

1 Credit (full-year college-level course)

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. This course will include fiction and non-fiction readings and fulfills the full-year English 12 requirement. 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 cost for the class is approximately \$345.00.

ENGLISH ELECTIVES

In addition to grade level courses, students may choose to enhance their program of study with one of these electives. Electives do not fulfill the school requirement as English credit at any grade level. However, Lyrical Lit., Theatre Arts, Broadcast Production, Creative Writing, Film Study and SAT/ACT Preparation may be used as a fifth course in a five-credit sequence.

THEATRE ARTS

Grades 9-12

1 Credit (full-year course)

This course provides students 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, movement, script analysis and scene work.

CREATIVE WRITING

Grades 9-12

½ Credit (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. In addition, students are provided with techniques for revision. The atmosphere of the class is supportive and informal, modeled on professional writers' and artist's 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.

FILM STUDIES

Grades 9-12

½ Credit (semester course)

Do you love movies? Would you like to learn more about how they're made? Are you interested in a possible career in film? Then this course is for you! The aim of this course is to help students develop the ability to analyze and articulate their understanding of movies within a technical, literary, historical, and sociological context. Students will study the history, theory, criticism, and art of cinema. All students with a serious interest in film are welcome.

SAT/ACT PREPARATION

Grades 10-12

½ Credit (semester course)

The aim of this course is to help prepare students for success on the SAT (redesigned 2016 version and the 2023 digital version) and the ACT. Students will review grammar rules, practice reading strategies, and learn how to craft an argumentative response applicable to 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. Additionally, the instructor will go over various test-taking strategies that can help each student maximize his/her score with time spent on each of the sections of this exam.

BROADCAST PRODUCTION

Grades 9-12

1 Credit (full-year course)

In Broadcast Production, students build television shows from the pre-production planning stage, through script and storyboard writing, to taping and editing. The class is also designed to encourage the development of critical thinking, problem solving, team building, and interpersonal and written communication skills. Upon completion of the course, students will be able to design, produce, and edit a studio-produced television program. Students will demonstrate practical working knowledge of the studio and control room equipment, understand the importance of teamwork in the television industry, and have a working knowledge of the many different positions available for employment in the television industry. Since this is an individualized project-based course, it is appropriate for students new to broadcast production and for those who have more experience in a studio. On multiple occasions throughout the year, Broadcast Production students will work in conjunction with the Print Journalism class on collaborative projects.

LYRICAL LIT

Grades 9-12

½ Credit (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.

ACADEMIC INTERVENTION

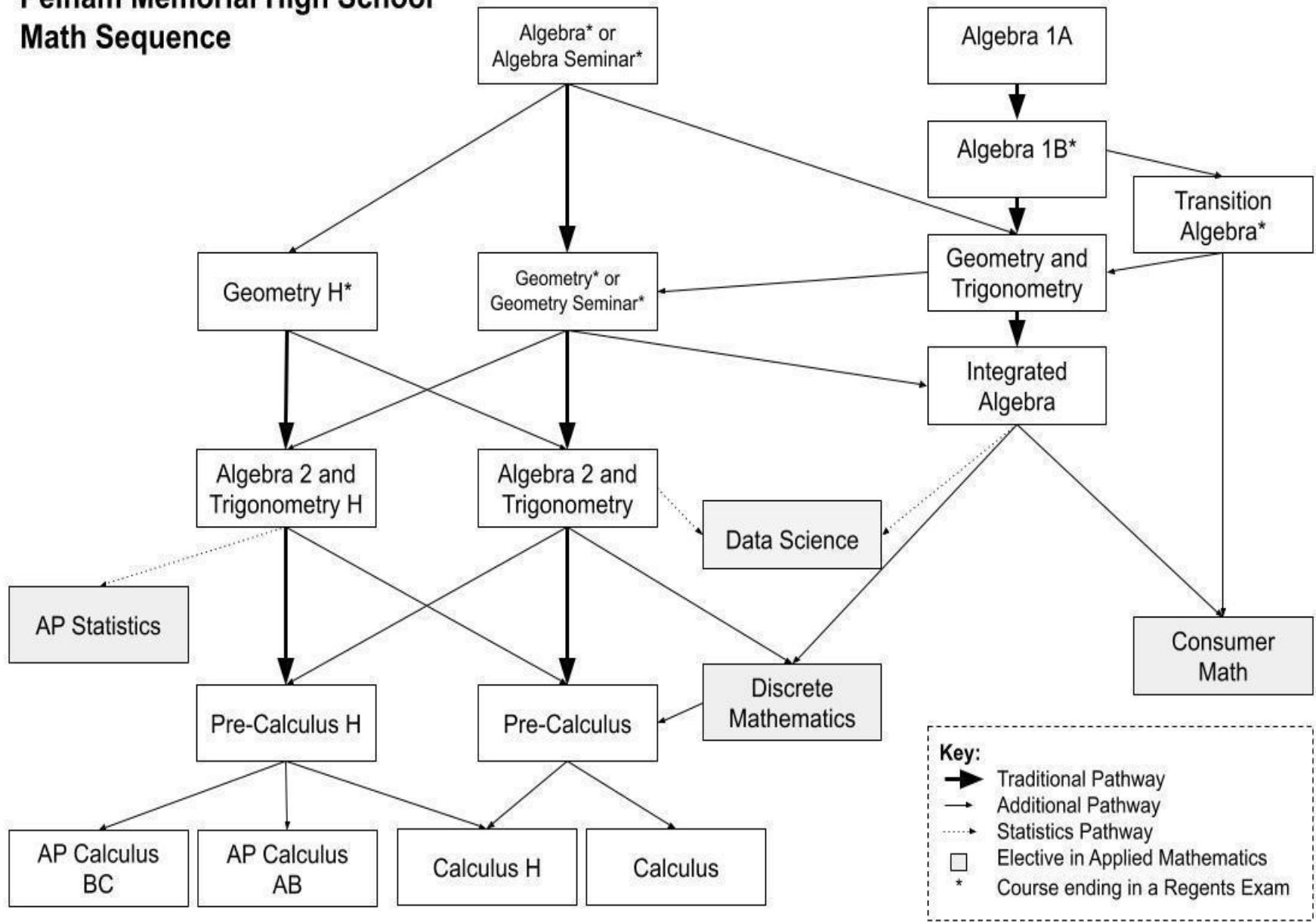
LANGUAGE ARTS

Grades 9-12

0 Credit (full year or semester 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. Therefore, this class is in addition to the student's regularly scheduled English class. This course may enhance the opportunities for success for targeted students. Students are recommended by their teacher from the previous year based on teacher identified weaknesses 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 high school 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.

ALGEBRA 1A **1 Credit**

Prerequisite: Math 8

This course is the first year of a two-year program in the Common Core Algebra. The Common Core 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. Please note that Algebra is typically offered as a one year course.**

ALGEBRA 1B **1 Credit**

Prerequisite: Algebra 1A

This course is the second year of a two year program in Common Core 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 Common Core Algebra Regents exam in June.**

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

Algebra is the first mathematics course in the High School. 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 Common Core Algebra Regents in June. ***The TI-84+ graphing calculator is used very frequently and is strongly recommended for the course.***

ALGEBRA w/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 the acquisition of new Algebra content and to support students in strengthening skills that have been previously taught. Placement in Algebra Seminar is based on district intervention practices and is not open enrollment.

TRANSITION ALGEBRA

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

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

Geometry and Trigonometry is an introductory course in Geometry and Trigonometry. Topics in this course parallel the topics in most Geometry, 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**1 Credit****Prerequisite: Completion of Algebra 1, Algebra 1B or Geometry & Trigonometry**

Geometry is the second course in mathematics for high school students. 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 Common Core Geometry Regents in June. ***The TI-84+ graphing calculator is used very frequently and is strongly recommended for the course.***

GEOMETRY w/SEMINAR

1 Credit

**Prerequisite: Algebra, Algebra 1B
or Geometry and Trigonometry**

Geometry is the second course in mathematics 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 Common Core Geometry Regents exam in June. Placement in Geometry Seminar is not open enrollment. Students with specific remediation needs will be offered the option of taking this seminar class. **The TI-84+ graphing calculator is used very frequently and is strongly recommended for this course.**

GEOMETRY H

1 Credit

Prerequisite: Algebra I

Students are more successful in Geometry Honors if they meet the following guidelines: score in the mastery range on the Algebra Regents, a 3 or higher level on Math 7, and receive midterm examination, final examination and final grades of 90% or higher in Algebra I. Student work ethic is also crucial to success. Successful honors students have a pattern of submitting work on time and seeking out extra help when needed. We also recommend that parents and students discuss this placement with the child's current mathematics teacher and school counselor.

Students will continue their study of HS 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 Common Core Geometry Regents in June. **The TI-84+ graphing calculator is used very frequently and is strongly recommended for the course. Students will take the Common Core Geometry Regents in June.**

INTEGRATED ALGEBRA

1 Credit

**Prerequisite: Geometry or
Geometry and Trigonometry**

Integrated Algebra is a year-long non-regents 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

1 Credit

Prerequisite: Geometry or Geometry Seminar

Algebra 2 and Trigonometry is the third course in mathematics for high school students at Pelham Memorial High School. Students who enroll in this course are expected to have been successful in the NYS Regents level Algebra and Geometry prerequisite courses. Students will continue to expand their knowledge of linear, quadratic and exponential functions. Other topics of study include absolute value, complex numbers, polynomials, logarithms, advanced trigonometry and select topics in statistics. **The TI-84+ graphing calculator is used frequently and is strongly recommended for the course.**

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

Algebra 2 and Trigonometry Honors is the third course in mathematics for high school students. Students who enroll in this course are expected to have been successful in the NYS Regents Algebra and Geometry prerequisite courses. Some important differences to note between this course and the non-Honors course include pace, rigor, and additional units of study. Students will continue to expand their knowledge of linear, quadratic and exponential functions. Other topics of study include absolute value, complex numbers, polynomials and polynomial functions, logarithms, select topics in statistics, advanced trigonometry including trigonometric functions and trigonometric identities. ***The TI-84+ graphing calculator is used frequently and is strongly recommended for the course.***

PRE-CALCULUS**1 Credit****Prerequisite: Algebra 2/Trigonometry,
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 TI-84+ graphing calculator is required and used extensively throughout the course.***

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

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 including buying and selling, personal business mathematics including wages and payroll, checking and savings accounts, charge accounts and credit cards, loans, housing costs, automobile costs and taxes.

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

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**1 Credit****Prerequisite: Integrated Algebra or
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**1 Credit****Prerequisite: Pre- Calculus or Pre-Calculus H**

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 TI-84+ graphing calculator.**

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

Students will continue their study of high school mathematics in Calculus Honors. This full-year course extends the study of functions and limits from Precalculus 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 TI-84+ graphing calculator.

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

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 more 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 TI-84+ graphing calculator.

****Students enrolled in this class MUST sit for the AP Calculus AB or BC 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 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**1 Credit****Prerequisite: Geometry****Co-requisite: Algebra 2**

This full year course is equivalent to a first semester college level introductory statistics course. Topics include: Exploring Univariate Data; Correlation and Linear Regression; Modeling Non-linear Data; 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 Statistics 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, 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

**1/2 Credit
Grades 10-12**

**Prerequisite: Solo auditions
1 year of concert chorus**

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 Organization Festival.

BAND

**1 Credit or
½ Credit with Chorus or Orchestra**

**Prerequisite: Instrumental experience
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 literature. Pull-out sectionals are mandatory.

JAZZ BAND (FORMERLY STAGE BAND)

1/2 Credit

**Prerequisite: Ability to read music and
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

**1 Credit or
½ Credit with Band or Chorus**

**Prerequisite: Ability to read music and
audition**

Orchestra students engage in the processes of preparation for and performance of 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**½ Credit****Prerequisite: Ability to read music**

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 considered an important part 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 in an instrument.

Pelham Memorial High School Physical Education Course Offerings

01	Competitive Sports	<ul style="list-style-type: none">• Grades 9/10 and 11/12• ½ Credit Per Course
02	Lifetime Sports and Fitness	<ul style="list-style-type: none">• Grades 9-12• ½ Credit Per Course
03	"PECS" (Physical Education Challenge and Skill)	<ul style="list-style-type: none">• Grades 10-12• ½ Credit Per Course
04	The Science of Coaching	<ul style="list-style-type: none">• ½ Elective Credit
05	Health Science	<ul style="list-style-type: none">• Open to grades 10, 11, and 12• ½ Credit

PHYSICAL EDUCATION DEPARTMENT

The Pelham Memorial High School Physical Education department curriculum philosophy is based on the following standards: 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 the 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 unit

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. As part of this class, students will complete an internship where they will apply what they have learned.

HEALTH SCIENCE

½ Credit

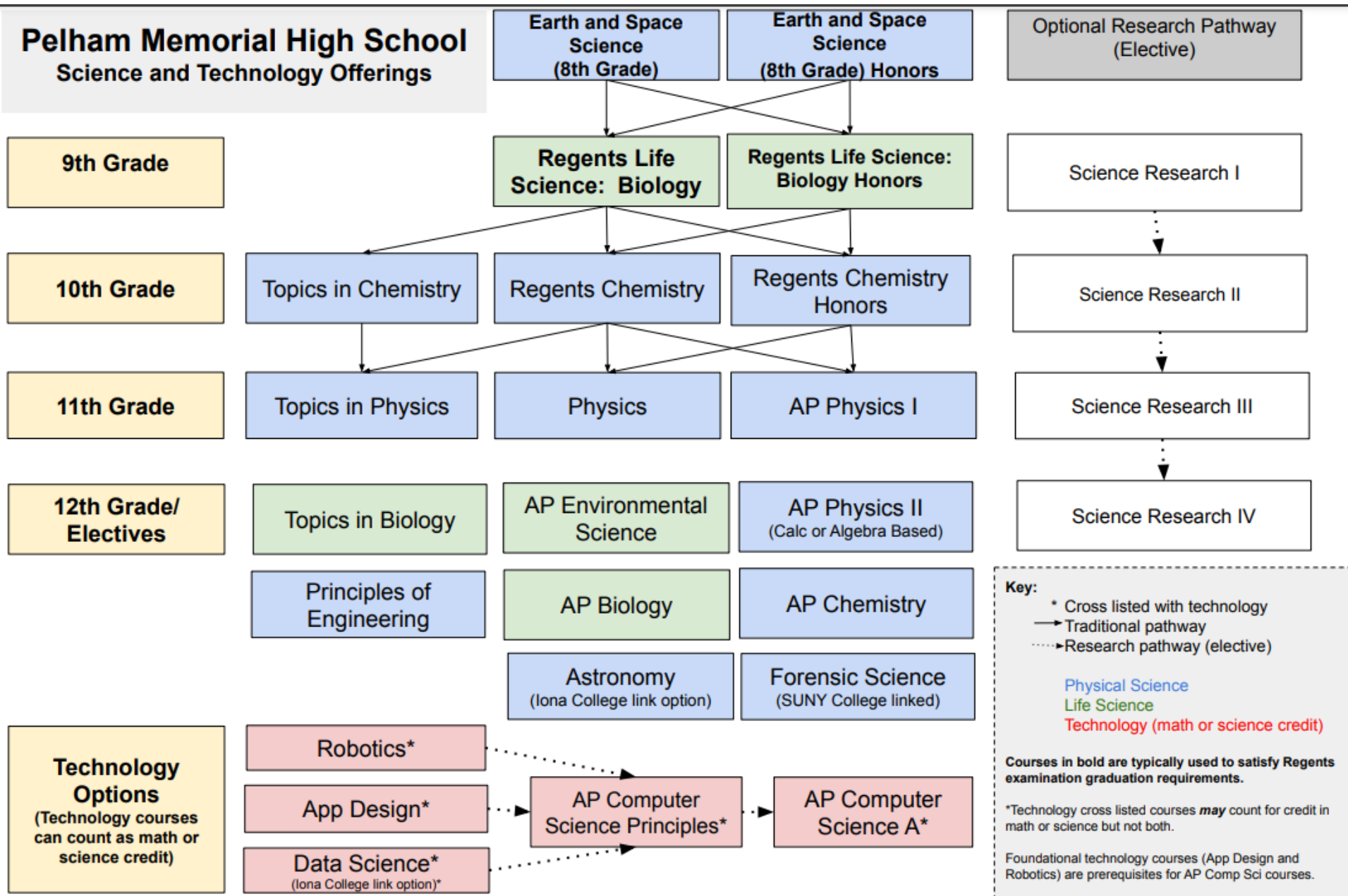
**Open to Sophomores, Juniors
and Seniors**

This required course attempts to develop positive attitudes and knowledge concerning the human, 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” - SENIORS

Senior interscholastic athletes may apply for the opting-out program in lieu of physical education class during the athletic season they are participating in. Prerequisites to qualify for the Senior Opt-Out Program may be earned by participating in at least four interscholastic seasons during the tenth and eleventh grade years. Seniors wishing to participate in this program must apply during the first week of the interscholastic season. All seniors applying for admission to the program must demonstrate a fitness level of 75% or better on all components of the Presidential Youth Fitness Program and show proficiency or competency in areas of instruction given during the marking period(s) they will be participating in this program. No senior will be allowed to opt-out before the finish of the second week of school and they must return to their regularly assigned physical education class after the completion of their interscholastic season. Re-application must be made at the start of each new athletic season but the student need not take the physical fitness test again.

Pelham Memorial High School Science and Technology Offerings



SCIENCE DEPARTMENT

Life Science: Biology REGENTS **1 Credit**

**Prerequisite: Physical Setting:
Earth Science**

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 course will also include creative projects that allow students to investigate connections between biological concepts and real world phenomena. This course is aligned to the Next Generation Science Standards and the 3 dimensions of science learning (core ideas, science and engineering principles, and crosscutting). **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 **1 Credit**

**Prerequisite: Physical Setting:
Earth Science**

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. This course is aligned to the Next Generation Science Standards and the 3 dimensions of science learning (core ideas, science and engineering principles and crosscutting). **Following the completion of this course, students will take the New York State Science Learning Standards (NYSSLS) Life Science: Biology Regents examination in June.**

PHYSICAL SETTING: CHEMISTRY REGENTS **1 Credit**

**Prerequisite: Life Science: Biology and
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. The course terminates with the Regents exam.

PHYSICAL SETTING: 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 their creativity as well as their scientific skills. The course work stresses independent thought and work. 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. Unit test questions will mirror the format of the Chemistry Regents but also include higher level questions for assessment. This course terminates with a New York State Regents examination.

PHYSICAL SETTING: PHYSICS**1 Credit****Prerequisite: Life Science: Biology,
Chemistry Regents,
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.

PRINCIPLES OF ENGINEERING**1 Credit****Prerequisite: Life Science: Biology**

Principles of Engineering will serve 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.

ADVANCED PLACEMENT/COLLEGE LEVEL COURSE DESCRIPTIONS

Students should have completed at least three Regents Level Sciences. 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 AP College Board. (www.collegeboard.com). SAT subject area tests can be taken after the appropriate subject area AP.

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 Regents

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, and power. Students in this course are expected to sit for the AP Physics 1 exam 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 electricity & magnetism and modern physics components. More lab activities and the inclusion of additional topics such as thermodynamics and fluid dynamics. Students in this course are expected to sit for the AP Physics 2 exam in May.

AP ENVIRONMENTAL SCIENCE **1 Credit**

Prerequisite: Life Science: Biology, Chemistry, Algebra & 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 in techniques such as water sample analysis, investigating global temperature changes, and human population dynamics through data analysis. All students must sit for the AP Environmental Science 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. 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 Biology 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
Life Science: Biology, Chemistry &
Physics*, 2 years Regents level math****

AP Chemistry is a yearlong 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. Quantitative differences appear in the number of topics treated, the time spent on the course by students, and the nature and the variety of experiments done in the laboratory. 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 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 Chemistry 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 w/Lab (SUNY)**1 credit (4 college credits)*****Seniors only****Prerequisite: Completion of Living
Environment and
Chemistry Regents**

Forensic Science is an introductory college level course offered by the Pelham science department in cooperation with the Chemistry department at Westchester Community College (WCC). Students who enroll in this course must pay the WCC discounted tuition rate (approximately \$250/course), which is 1/3 of the college's standard tuition charge, as well as a registration fee; all fees are set by the college/universities. Once the student successfully completes the course he/she is entitled to a SUNY transcript of the credits earned; credits may be accepted as transfer credits to other colleges/universities. The course includes lectures, laboratory, simulation activities and projects on a variety of forensic science content areas. The areas 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, forensic psychology and criminal profiling of serial killers.

ASTRONOMY

1 credit (Option: 3 college credits)

Prerequisite: Life Science: Biology

Pelham Memorial High School and the PMHS Science Department are pleased to announce the introduction of Astronomy as an elective course in the area of physical science and space science. This course would prioritize enrollment for 11th and 12th graders who have already completed Physics but who are not pursuing AP Physics. A component of this course will be investigating the technology that allows us to “see further” than anyone has before. This course will also expose 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)***

SCIENCE RESEARCH PROGRAM (affiliated with the University at Albany - SUNY)

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.** 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. Students can earn an official transcript and the credits may be accepted as transfer credits to other colleges/universities. **The cost for each SUNY Albany course is approximately \$150.**

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 about in their Life Science: Biology 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 Course Offerings

9th Grade	<i>Global History and Geography I Regents</i> <i>(Full year course)</i>	Or	<i>Global History and Geography I Honors</i> <i>(Full year course)</i>
10th Grade	<i>Global History and Geography II Regents</i> <i>(Full year course, Regents exam in June)</i>	Or	<i>A.P. World History</i> <i>(Full year course, AP exam is given in May, Regents in June)</i>
11th Grade	<i>U. S. History and Government Regents</i> <i>(Full year course, Regents exam in June)</i>	Or	<i>A.P. U.S. History - concurrent enrollment with Political Seminar*</i> <i>(Full year course, AP exam is given in May, Regents in June)</i>
12th Grade	<i>Economics – Can be fulfilled with one of the following semester courses:</i> 1) <i>Economics: Personal Finance</i> 2) <i>Contemporary Economics</i> 3) <i>Economics of Business</i>	And	<i>Participation in Government – Can be fulfilled with one of the following semester courses:</i> 1) <i>Criminal Justice</i> 2) <i>Politics & Public Policy</i> 3) <i>Criminal Justice (CJ101) SUNY Westchester</i> 4) <i>A.P. United States Government (full year)</i>

Electives Available To Students

- 1) *Military History (Grades 9-12, semester course)*
- 2) *Hollywood: Spotlight on History (Grades 9-12, semester course)*
- 3) *Sociology (Grades 10-12, semester course)*
- 4) *Human Rights (Grades 9-12, semester course, honors level)*
- 5) *Psychology (Grades 11-12, semester course)*
- 6) *Syracuse University SUPA/A.P. Psychology (Grade 12, full year course)*
- 7) *Humanities Research (Grades 9-12, full year course)*
- 8) *Syracuse University SUPA Sociology (Grades 11-12, semester course)*
- 9) *Print Journalism (9-12)*
- 10) *A.P. European History – concurrent enrollment with Economics Seminar (Grade 12, full year course) ***

** Political Seminar with A.P. US History fulfills the 12th grade Government Requirement*

*** Economics Seminar with A.P. European History fulfills the 12th grade Economics Requirement*

Academic Intervention Support classes are offered in 9th, 10th and 11th grades

SOCIAL STUDIES DEPARTMENT

Social Studies courses offered to Pelham students follow the New York State Core Curriculum 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, in addition to Regents courses, an Honors program, including five Advanced Placement courses, one SUNY Westchester course, and two Syracuse University Project Advance (SUPA) course. 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 following that course at the end of 11th grade.

SOCIAL STUDIES COURSE DESCRIPTIONS

GLOBAL HISTORY & GEOGRAPHY I REGENTS

Grade 9

Prerequisite: Social Studies 8

1 Credit (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 (Approx. 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 also will be used to practice skills and prepare students for the Regents exam at the end of Global History and Geography II. This course fulfills requirements of the New York State Seal of Civic Readiness.

Link to New York State curriculum:

<https://www.nysed.gov/curriculum-instruction/k-12-social-studies-framework>

GLOBAL HISTORY & GEOGRAPHY I HONORS

Grade 9

Prerequisite: Social Studies 8

1 Credit (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 selective 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. Summer reading is suggested prior to entry into the class. Requirements include: essay and objective exams, class participation and discussion, at least two research papers, various learning projects, and textbook/supplemental readings. This course fulfills requirements of the New York State Seal of Civic Readiness.

Link to New York State curriculum:

<https://www.nysed.gov/curriculum-instruction/k-12-social-studies-framework>

GLOBAL HISTORY & GEOGRAPHY II REGENTS

Grade 10

Prerequisite: Global History & Geography I

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, in preparation for the Regents exam at the end of the course. This course fulfills requirements of the New York State Seal of Civic Readiness.

Link to New York State curriculum:

<https://www.nysed.gov/curriculum-instruction/k-12-social-studies-framework>

WORLD HISTORY AP

Grade 10

Prerequisite: Global History & Geography I

1 Credit (full-year course)

This is a challenging, college-level history course that seeks to help students understand the larger patterns of human history from roughly 8000 B.C.E. to the present day. AP World History focuses less on individual nations or regions and instead focuses on patterns of interaction and shared experiences between societies. For example, the course concentrates both on how peoples of the world came together at significant places and times as well as how different groups of people shared and developed processes that might not have included direct interaction. Themes are explored in order to better see large-scale patterns throughout the course. Summer reading is suggested prior to entry into the class. All students sit for the AP Examination in May and the Global Regents examination in June. This course will prepare students for portions of the SAT Subject test in World History. Requirements include: essay and objective exams, class participation and discussion, at least two research papers, various learning projects, and textbook/supplemental readings. This course fulfills requirements of the New York State Seal of Civic Readiness.

Link to New York State curriculum:

<https://www.nysed.gov/curriculum-instruction/k-12-social-studies-framework>

Link to College Board for AP World History:

<https://apstudent.collegeboard.org/apcourse/ap-world-history>

UNITED STATES HISTORY & GOVERNMENT REGENTS

Grade 11

Prerequisite: Global History & Geography I & II

1 Credit (full-year course)

This course explores the development of the American Nation. The first semester begins with a study of American government in theory and practice, followed by a chronological survey of westward expansion, Native American policy, relative isolationism, slavery, civil war, reconstruction, industrialization, immigration and the onset of American Imperialism. The second semester is devoted to 20th and 21st Century American history, both domestic and foreign. Social, political and cultural development will be reviewed with a continuing connection to current events. Daily assignments are supplemented with original source reading, analysis, and discussion. Students are expected to do a significant amount of work on their own. This course fulfills requirements of the New York State Seal of Civic Readiness.

Link to New York State curriculum:

<https://www.nysed.gov/curriculum-instruction/k-12-social-studies-frameworkrk>

UNITED STATES HISTORY AP

Grade 11

Prerequisite: Global History & Geography I & II

1 Credit (full-year course)

This college-level course provides students with the analytical skills and factual knowledge to deal critically with United States history and makes the same demands on them as a full year introductory college course. Students will learn to assess 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. 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. All students take the AP examination in May and sit for the Regents Exam in June. This course will prepare students for portions of the SAT Subject test in US History. Students taking this course will participate in a Political Process seminar which will satisfy the ½ credit Participation in Government graduation requirement. Summer reading and writing is suggested prior to entry into the class. Requirements include: frequent research projects, learning activities, class participation and discussion, essay and objective tests, and college textbook/supplemental readings. This course fulfills requirements of the New York State Seal of Civic Readiness.

Link to New York State curriculum:

<https://www.nysed.gov/curriculum-instruction/k-12-social-studies-framework>

Link to College Board course description:

<https://apstudent.collegeboard.org/apcourse/ap-united-states-history>

POLITICAL PROCESS SEMINAR

Grade 11

Requirement: Concurrent enrollment in A.P. U.S. History

½ Credit (full year course)

Students taking United States History AP will fulfill their Government requirement by participating in this Political Process Seminar which will cover the curriculum of the Government course. This course fulfills requirements of the New York State Seal of Civic Readiness.

SENIOR YEAR SOCIAL STUDIES

Under the New York State Regents Action Plan, 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 intent of this requirement is to facilitate and encourage the development of civic minded individuals 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, as well as formal governments. The social studies department offers alternative courses through which students can fulfill this requirement.

Link to New York State curriculum:

<https://www.nysed.gov/curriculum-instruction/k-12-social-studies-framework>

Students must also 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 three Economics classes for students to choose from to fulfill the state requirement.

Link to New York State curriculum:

<https://www.nysed.gov/curriculum-instruction/k-12-social-studies-framework>

Full-Year and Semester Course Offerings for Seniors (Grade 12 only):

THE ECONOMICS OF BUSINESS: THEORY AND PRACTICE

Prerequisite: U.S. History & Gov't

Fulfills the Grade 12 Economics requirement

½ Credit (semester course)

Under the New York State Social Studies Framework all students must fulfill an Economics requirement in order to graduate from high school. The Economics of Business: Theory and Practice fulfills this graduation requirement. The semester course covers economic theory and practice including basic economic concepts, economic systems and the American economy in a world 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/start-up costs, business trends, pricing strategies and the development of a business plan. Student understanding and discussion are emphasized. Requirements include participation in class discussion, comprehensive essay and objective unit tests, research projects including the development of a business plan, and various other learning activities. This course fulfills requirements of the New York State Seal of Civic Readiness.

Link to New York State curriculum (Page 48):

<https://www.nysed.gov/curriculum-instruction/k-12-social-studies-framework>

ECONOMICS: PERSONAL FINANCIAL LITERACY

Prerequisite: U.S. History & Government

Fulfills the Grade 12 Economics requirement

½ Credit (semester course)

Under the New York State Social Studies Framework all students must fulfill an Economics requirement in order to graduate from high school. Economics: Personal Financial Literacy fulfills this graduation requirement. Financial literacy skills form the basis for this semester course, enabling students to analyze their personal financial decisions, evaluate the costs and benefits of their decisions, recognize their rights and responsibilities as consumers, and apply the knowledge learned in school to financial situations encountered later in life. The course content is designed to help students make wise spending, saving, and credit decisions and to 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 integrated into this course. Student understanding and discussion are emphasized. Requirements include participation in class discussion, comprehensive essay and objective unit tests, research projects and various other learning activities. This course fulfills requirements of the New York State Seal of Civic Readiness. This course is not NCAA approved.

Link to New York State curriculum (Page 48):

<https://www.nysed.gov/curriculum-instruction/k-12-social-studies-framework>

CONTEMPORARY ECONOMICS

Prerequisite: U.S. History & Government

Fulfills the Grade 12 Economics Requirement

½ Credit (semester course)

Under the New York State Social Studies Framework all students must fulfill an Economics requirement in order to graduate from high school. Contemporary Economics fulfills this graduation requirement. Contemporary Economics covers economic theory and practice. It includes basic economic concepts, economic systems, and the American economy in a world context. It is intended to give students a basic understanding of the components of both microeconomics and macroeconomics within the context of the American economy. Student understanding and discussion are emphasized. The course also includes chapters on personal finance and the economics of business. Requirements include participation in class discussion, comprehensive essays and objective unit tests, research projects and various other learning activities. This course fulfills requirements of the New York State Seal of Civic Readiness.

Link to New York State curriculum (Page 48):

<https://www.nysed.gov/curriculum-instruction/k-12-social-studies-framework>

CRIMINAL JUSTICE

Prerequisite: U.S. History & Government

Fulfills the Grade 12 Participation in Government requirement

½ Credit (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 issues, students will gain knowledge and competency in problem solving and decision-making skills. The course will include an introduction of 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 the N.Y. State Participation in Government requirement. This course fulfills requirements of the New York State Seal of Civic Readiness.

PUBLIC POLICY AND POLITICS

Prerequisite: U.S. History & Government

Fulfills the Grade 12 Participation in Government requirement

½ Credit (semester course)

This course is a semester-long survey of American Government and Politics. It will examine basic concepts about the nature of government, the various parts of the political process in America, how branches of the federal government exercise their constitutional powers, and the extent to which rights and liberties are protected under the Constitution. This class will also consider broader questions in American government: Who governs and to what ends? How is political power generated, sustained, and utilized? To what extent has America lived up to its democratic and republican ideals? Students will also study contemporary and/or historic public issues and gain an increased awareness of their rights and responsibilities as a citizen. Public Policy and Politics reflects an issue-based approach to public policy. Students will refine the tools and skills needed in real-world learning experiences and the knowledge needed for effective citizenship. Requirements include: class participation and discussion, essay and objective exams, research/learning projects and textbook/supplemental readings. This course fulfills the N.Y. State Participation in Government requirement. This course fulfills requirements of the New York State Seal of Civic Readiness.

CRIMINAL JUSTICE (CJ101)**Prerequisite: U.S. History & Government****Fulfills the Grade 12 Participation in Government requirement****½ Credit (semester course)****SUNY Westchester (Fee to SUNY)**

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 US Patriots Act of 2001, the crime picture with regard to statistical data, victimology, and emerging crime patterns and trends, causes of crime which includes the historical as well 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, as well as a registration fee; all fees are set by the college/university. Upon successful completion of the course students will receive three credits from SUNY Westchester; credits may be accepted as transfer credits to other colleges/universities. Requirements include: class participation and discussion, essay and objective exams, research/learning projects and textbook/supplemental readings. This course fulfills the N.Y. State Participation in Government requirement. This course fulfills requirements of the New York State Seal of Civic Readiness.

Link to SUNY Westchester:

<http://www.sunywcc.edu/academics/office-of-high-school-partnerships/ece/>

U.S. GOVERNMENT & POLITICS AP**Prerequisite: U.S. History & Government****Fulfills the Grade 12 Participation in Government requirement****1 Credit (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 US 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 also engage in disciplinary practices that require them to read and interpret data, make comparisons and applications, and develop evidence-based arguments. AP United States Government and Politics fulfills the ½ credit Participation in Government requirement as outlined by the New York State Department of Education. 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 United States Government and Politics exam in May. All students will complete a political science research/ applied civics project that will satisfy the High School Civics Project requirement of the New York State Seal of Civic Readiness during the course.

Link to College Board course description:

<https://apstudent.collegeboard.org/apcourse/ap-united-states-government-and-politics>

ACADEMIC INTERVENTION LABS

GLOBAL HISTORY AND GEOGRAPHY I LAB

Requirement: Concurrent enrollment in Global History & Geography I
0 Credit

GLOBAL HISTORY AND GEOGRAPHY II LAB

Requirement: Concurrent enrollment in Global History & Geography II
0 Credit

UNITED STATES HISTORY & GOVERNMENT LAB

Requirement: Concurrent enrollment in U.S. History & Government
0 Credit

Students will review key concepts and work on Social Studies skills, which are covered in their regular classes. These labs are in addition to and supplement the student's regularly scheduled Social Studies classes. They enhance the opportunities for success for targeted students. Students are recommended by their teacher from the previous year, based on teacher identified weaknesses in Social Studies. In Global Lab 1 & 2, and U. S. History & Government Lab, special emphasis is placed on review for the respective Regents examinations in each course.

SOCIAL STUDIES ELECTIVES

EUROPEAN HISTORY AP

Grade 12

Prerequisite: U.S History & Government

1 Credit (full-year course)

The content of this course is a college-level survey of Modern European History (1450 - present). Emphasis is placed upon development of skills essential to the historian: critical reading of primary and secondary sources, analytical writing, and research skills. All students will take the Advanced Placement examination in European History in May. Summer reading is suggested prior to entry into the class. Requirements include: participation in class discussion, comprehensive essay and objective unit tests, a major research project completed during the first semester, periodic group presentations, college textbook/supplemental readings and various other learning projects. Students taking this course will participate in an Economics Seminar satisfying the graduation requirement of Economics. This course fulfills requirements of the New York State Seal of Civic Readiness.

Link to College Board course description:

<https://apstudent.collegeboard.org/apcourse/ap-european-history>

ECONOMICS SEMINAR

Requirement: Concurrent enrollment in A.P. European History

Fulfills the Grade 12 Economics requirement

½ Credit (full-year course)

Students taking European AP will fulfill their Economics requirement by participating in this Economics Seminar, which will cover the curriculum of the Economics course. This course fulfills requirements of the New York State Seal of Civic Readiness.

HOLLYWOOD: SPOTLIGHT ON HISTORY

Grades 9-12

½ Credit (semester course)

Hollywood: Spotlight on History is a semester elective examining films that claim to depict historic events. Students will view films that span several themes including perceptions of soldiers over time, methods of attaining equality, underrepresented voices, and war films without battlefields. The accuracy or lack of accuracy will be examined in both pre and post viewing discussions, including the use of online discussion boards. By viewing films that portray “gray areas” of historic interest, students can examine deeper understanding of their past and how it affects our present. Students will culminate the class by reflecting on how the media’s portrayal of events affects our collective societal memory and understanding.

HUMAN RIGHTS

Grades 9-12

½ Credit (semester course)

In 1948 the United Nations adopted the Universal Declaration of Human Rights (UDHR), 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 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.

HUMANITIES RESEARCH 1

Grades 9-12

1 Credit (full year course)

In this full-year social studies elective, students will have the opportunity to explore the vast and exciting world of the Humanities and Social Sciences through an in-depth research project. Students will choose their own topics for research, conduct their research, and complete a research project that will be ready for publication and/or competition. Students may examine topics in history, political science, economics, psychology, geography, sociology, art history, or any other field within the vast umbrella of the humanities. Research projects in this course will require students to interact with pre-existing primary and secondary sources and with historians and experts in the field.

MILITARY HISTORY

Grades 9-12

½ Credit (semester course)

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

PRINT JOURNALISM

Grades 9-12

1 Credit (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 their class. The course focuses on the different types of journalistic writing, revision, and layout design. Each student will have the opportunity to write for the following 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 and for those who have more experience producing a newspaper. On multiple occasions throughout the year, Print Journalism students will work in conjunction with the Broadcast Production class on collaborative projects. This course fulfills requirements of the New York State Seal of Civic Readiness.

PSYCHOLOGY

Grades 11 and 12

½ Credit (semester course)

This semester course introduces students to the systematic and scientific study of the behavior and mental processes of human beings and animals. Students are exposed to the psychological facts, principles, and phenomena associated with each of the major subfields within psychology. They also learn about the methods psychologists use to explore the processes involved in normal and abnormal perceptions, thoughts, feelings, and actions. Requirements include: class participation and discussion, essay and objective exams, research/learning projects, and textbook/supplemental readings.

SOCIOLOGY**Grades 10 -12****½ Credit (semester course)**

This semester course will examine societal issues and how they affect modern communities worldwide. The class covers a range of current topics and events including socialization, the importance of fairy tales and cartoons in childhood, the role of women in sociology, “navigating the social maze” of high school, stress, technology, immigration, conflict, poverty, crime, deviance, and gender roles, in addition to others. Students will participate in discussions, examine current events, read case studies, and view popular films and sources to draw conclusions about how agents of socialization impact us in a significant way. Students will culminate the class by applying theoretical concepts to real scenarios and events to determine how valid the theories are in the 21st century. This course fulfills requirements of the New York State Seal of Civic Readiness.

SYRACUSE UNIVERSITY PROJECT ADVANCE (SUPA)/AP PSYCHOLOGY
PSYCHOLOGY 205 FOUNDATIONS OF HUMAN BEHAVIOR**Grade 12 only****1 Credit (Fee to Syracuse University) (full-year course)**

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 \$345.00. Criteria for admission into the class include an overall high school GPA of a B (85%) and teacher/supervisor recommendation based on work ethic and skills. Once a student successfully completes the course they are entitled to a regular Syracuse University transcript recording credits earned. All students must sit for the AP Psychology exam in May. 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. Students in this course are expected to sit for the AP Psychology exam. 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. Students can earn an official transcript and the credits may be accepted as transfer credits to other colleges/universities.

Link to the SUPA course description: <http://supa.syr.edu/>.

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

SYRACUSE UNIVERSITY PROJECT ADVANCE (SUPA) SOCIOLOGY
INTRODUCTION TO SOCIOLOGY 101

Grades 11-12

½ Credit (Fee to Syracuse University) (semester course)

SUPA Sociology is an introductory college level course offered by the Pelham Social Studies department in cooperation with the Sociology Department at Syracuse University. Students who enroll in the course must pay Syracuse University a discounted tuition rate of approximately \$345.00. Criteria for admission into the class include an overall high school GPA of a B (85%) and teacher/supervisor recommendation based on work ethic and skills. Once a student successfully completes the course they are entitled to a regular Syracuse University transcript recording credits earned. SUPA Sociology is designed as an analytic, skills-based introduction to sociology. This course emphasizes analytic reading and conceptual analysis. The approach to sociology is to view it as an empirical social science. The 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 and encourages students to see and think about the social world, themselves, and the relations between themselves and the social world in new ways. As the course progresses, students will obtain increasing skill in analytic reading and writing, sociological reasoning, empirical investigation, and in the ability to make empirical and conceptual generalizations about self and society in an increasingly global world. Requirements include: class participation and discussion, essay and objective exams, research/learning projects and college textbook and supplemental readings. 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. Students can earn an official transcript and the credits may be accepted as transfer credits to other colleges/universities.

Link to the SUPA course description: <http://supa.syr.edu/>

TECHNOLOGY

STEM (Science Technology Engineering Mathematics) is an initiative on the state and national level to integrate science, technology, engineering, and math. **Courses in Technology are offered through the Science Department and can be taken to accumulate credit in either mathematics or science (but not both)**

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. Students in this course are expected to sit for the AP Computer Science Principles exam in May.

[Click here for a link to the College Board Description](#)

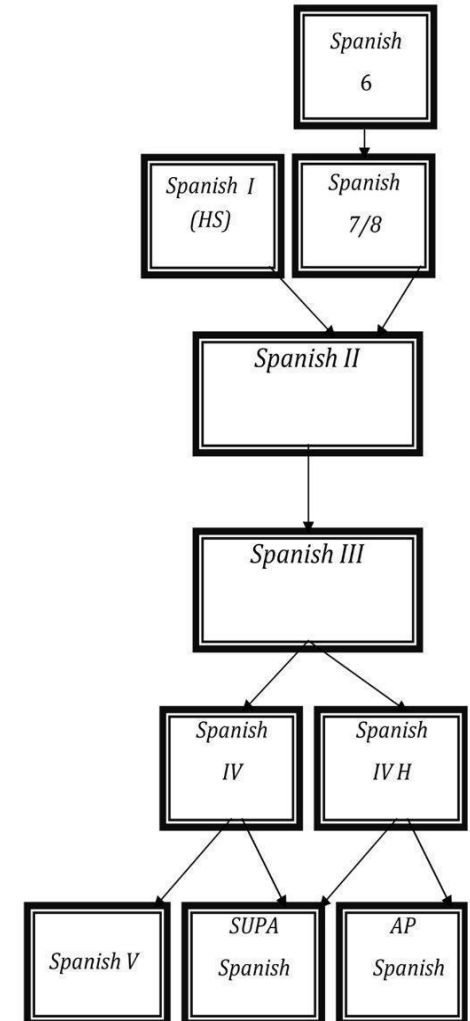
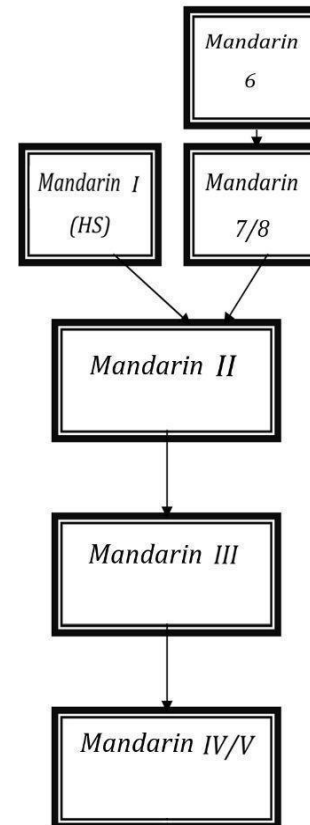
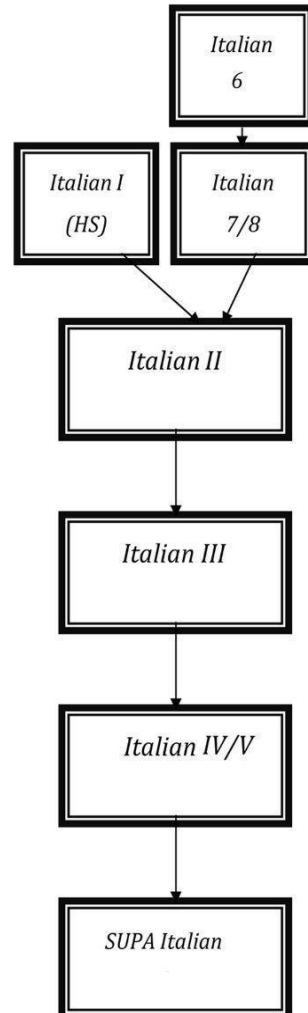
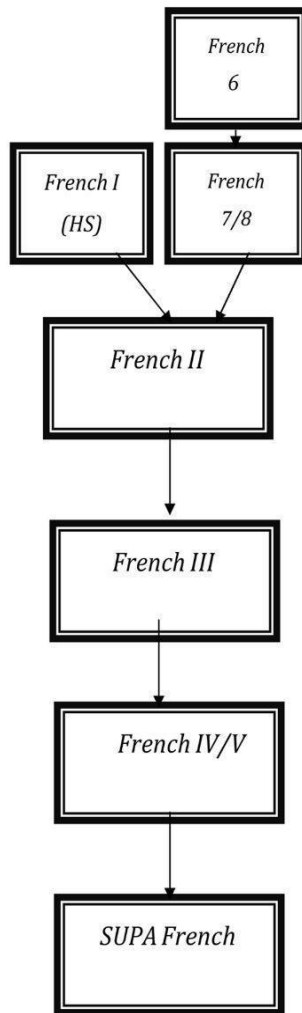
AP COMPUTER SCIENCE A

**Prerequisite: AP Computer Science Principles
1 Credit (full-year course)**

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>

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, negotiate cultural differences, develop understandings of cultural and linguistic heritages, and become lifelong language learners and world citizens.

Our Program includes opportunities:

- to participate in National Language Contests
- to become members of the French, Italian, 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 offering college and career readiness courses

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, professional and everyday life. Students will broaden their horizons as they learn about the people and traditions of world cultures. Students may choose French, Spanish, Italian or Mandarin. The department encourages you to pursue a second world language as an elective. The cost of Syracuse University courses is approximately \$110/credit.

FRENCH 1

ITALIAN 1

SPANISH 1

1 Credit each course

Prerequisite: None

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.

FRENCH 2

ITALIAN 2

SPANISH 2

1 Credit each course

Prerequisite: Level 1

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

1 Credit

Prerequisite: Level 1

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

FRENCH 3
ITALIAN 3
SPANISH 3

1 Credit each course

Prerequisite: Level 2

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 Examination (Regents).

MANDARIN 3

1 Credit

Prerequisite: Level 2

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. 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 Examination (Regents).

FRENCH 4

1 Credit

Prerequisite: Level 3

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.

FRENCH 4/5

1 Credit

Prerequisite: Level 3

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 study of vocabulary and grammar. Projects and presentations are assigned during the year.

INTERMEDIATE FRENCH (Syracuse University FRE 201)

College credit: 4 credits

Prerequisite: Level 4
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. Course work 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 discounted 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
1 Credit

Prerequisite: Level 3

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.

ITALIAN 4/5
1 Credit

Prerequisite: Level 3

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)
College credit: 4 credits

Prerequisite: Level 4
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 writing and speaking skills, and offer consistent exposure to Italian language and culture. Class work 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 discounted 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.

SPANISH 4
1 Credit

Prerequisite: Level 3

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. Students who complete Spanish 4 are not eligible to enroll in Spanish 5 AP the following year.

SPANISH 4 H
1 Credit

Prerequisite: Level 3

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 an 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 should be comfortable hearing the language and using it for communication and written expression. Students who complete Spanish 4H are eligible to enroll in Spanish 5 AP the following year.

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

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**1 Credit****Prerequisite: Level****4 Honors Spanish**

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 the students for the Advanced Placement examination in May. Students 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 enrolled in this course are required to sit for the AP Spanish Language & Culture Exam in May.

INTERMEDIATE SPANISH (Syracuse University SPA 201)**College credit: 4 credits****Prerequisite: Level 4****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 discounted 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 4/5**1 Credit****Prerequisite: Level 3**

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.