

# **PROGRAM OF STUDIES 2026-2027**



## **Trinity High School**

**581 Bridge Street Manchester, NH 03104  
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**[WWW.TRINITY-HS.ORG](http://WWW.TRINITY-HS.ORG)**

# **Trinity High School is accredited by the New England Association of Schools and Colleges, Inc.**

## **Mission Statement of Trinity High School**

Trinity High School, a Catholic, college-preparatory community, provides a safe and caring environment in which students seek and achieve personal and academic excellence and grow in faith. Our students combine learning with leadership through service to their faith, school, and community.

### **A Message to Students from Ms. Risdal, Head of Academic Affairs:**

As members of the Trinity High School community, you are called to grow not only in knowledge, but also in wisdom, faith, and character. Each decision you make—especially regarding your academic program—should reflect thoughtful discernment of your gifts and your future goals.

Course selection is an important part of discerning your vocation. Together with your parents, carefully review the options in this curriculum guide and prayerfully consider the path that will challenge you to become the best version of yourself. Our teachers, counselors, campus ministry team, and administrators are here to guide and support you in this process.

Your academic program should be both challenging and realistic, encouraging you to strive for excellence while remaining balanced and well-being. Once you have selected your courses, commit yourself fully to your studies. Develop strong habits of responsibility by purchasing required materials, completing assignments faithfully, and seeking assistance when needed from your teachers, counselor, or the Academic Center. Plan carefully so that your choices today open doors tomorrow.

At Trinity, formation extends beyond the classroom. While each year students are required to take Theology courses, through our Campus Ministry programs, retreats, liturgical life, and service opportunities, you are invited to explore God's call in your life—whether to religious life, or dedicated service within your chosen profession. In addition, our career pathway offerings provide opportunities to explore professional interests and develop practical skills that align with your talents and aspirations. Together, these experiences help you grow in clarity and confidence as you discern your future. Careful planning now will open doors to future opportunities.

Please remember that course decisions require careful and prayerful thought. Once the school year begins, schedule changes may be limited due to enrollment and scheduling constraints. Changes will not be made for reasons of teacher or peer preference, as we believe growth is strengthened through exposure to diverse experiences and teaching styles.

A careful and prayerful selection should be made during the Spring 2026 Course Selection period. After the designated course change window (the first five days of the year for year-long courses and the first five days of the semester for semester courses), changes will not be permitted. Withdrawals after this period will result in a "W" on the transcript. Additionally, courses with insufficient enrollment may not be offered.

# Discerning Your Vocation at Trinity

## **Faith. Scholarship. Character.**

At Trinity High School, education is preparation not only for college, but for your God-given vocation.

### **Through Campus Ministry**, students:

- Participate in retreats and school liturgies
- Serve others through faith-based outreach
- Grow through prayer, reflection, and spiritual guidance
- Explore vocations to religious life, and Christian service

### **Through Career & College Pathways**, students:

- Discover their strengths and interests
- Explore professional fields and future careers
- Connect academic choices to long-term goals
- Prepare intentionally for career or college and beyond

### **Through Early College & Advanced Coursework**, students:

- Enroll in college-level and dual-credit classes
- Experience the rigor and expectations of higher education
- Earn college credit while in high school
- Strengthen college applications and academic confidence

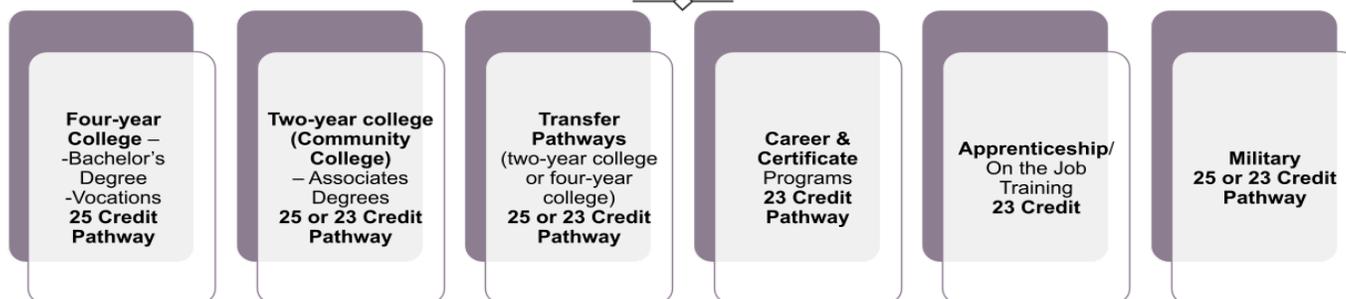
*“Commit your work to the Lord, and your plans will be established.” – Proverbs 16:3*

May you approach this process with responsibility, confidence, and trust in God’s plan for your future.

With prayers and best wishes,  
Ms. Risdal  
Head of Academic Affairs

## Career and College Pathways and Graduation Requirements

### Future Trinity Career & College Pathways



### Trinity High School Graduation Requirements

#### 25 Credit College Pathway - *Classes of 2026-2029*

4 English	4 Mathematics	4 Theology
3 Lab Science	3 Social Studies*	2 World Language
1 Physical Education	.5 Fine Arts	.5 Technology
3 Electives	Total 25 (or 6 per year, plus PE)	*Students can take Personal Finance instead of Economics, but it doesn't count as a social studies credit.

#### Examples of Dual Enrollment Courses Available

- Anatomy & Physiology
- Nutrition/Nutrition Lab
- Medical Terminology
- Intro to Engineering
- English Composition
- Robotic Design
- Quantitative Reasoning
- Statistics
- Personal Finance
- Intro to Business
- Principles of Marketing
- Entrepreneurship
- Digital Illustration



## Trinity High School Graduation Requirements

### 25 Credit College Pathway - Class of 2030 & Beyond

4 English	4 Mathematics - 3 (algebraic concepts) - 0.5 is Statistics or data analysis -0.5 Financial Literacy	4 Theology
3 Lab Science	3 Social Studies*	2 World Language
1 Physical Education	.5 Fine Arts	.5 Technology
3 Electives	Total 25 (or 6 per year, plus PE)	*Civics, Economics, U.S. & NH History and Constitution, World or Global Studies

### Examples of Dual Enrollment Courses Available

- Anatomy & Physiology
- Nutrition/Nutrition Lab
- Medical Terminology
- Intro to Engineering
- English Composition
- Robotic Design
- Quantitative Reasoning
- Statistics
- Personal Finance
- Intro to Business
- Principles of Marketing
- Entrepreneurship
- Digital Illustration



## Trinity High School Graduation Requirements

### 23 Credit Career Pathway Class of 2030 & Beyond

4 English (0.5 Writing, 0.5 Logic and Rhetoric Standards )	3.5 Mathematics 3 (algebraic concepts) 0.5 is Statistics or data analysis	4 Theology
2 Lab Science Physical and Biology	4 Social Studies *Civics, Economics, U.S. & NH History and Constitution, World or Global Studies	.5 Financial Literacy
1 Physical Education	.5 Fine Arts	.5 Digital Literacy
3 Electives	Total 23 * If PE taken as 3 season of a sport, 4 elective option.	3.0 Career Pathway Electives: to include an option for career-and or early college-connected learning MCC Electives, on campus, at MCC and Work-based Learning through MCC and local businesses, co-ops and Internships that lead to certification.

### Examples of Dual Enrollment Courses Available

- Anatomy & Physiology
- Nutrition/Nutrition Lab
- Medical Terminology
- Intro to Engineering
- English Composition
- Robotic Design
- Quantitative Reasoning
- Statistics
- Personal Finance
- Intro to Business
- Principles of Marketing
- Entrepreneurship
- Digital Illustration



\*The US History requirement may be fulfilled with the following courses: Advanced Placement US History or US History

- Civics (.50) is required, Naturalization test is taken at the conclusion of this course.
- Economics or Finance (.50) is required through Class of 2029,
- Class of 2030 and beyond need to take both Economics and a Financial Literacy.
- World History (1.0) is required
- U.S History or AP History (1.0) is required. NH History is embedded in these courses

\*\* Computer Science (.50) can be fulfilled by taking Computer Science, Robotics Design, Computer Programming, CAD, Digital Design.

\*\*\*Physical Education requirement may be fulfilled by participation in three (3) seasons of a school sport, 1.0 total VLACS PE credit or 1.0 credit of an approved outside activity.

### **THS Academic Skills (Study)**

*Academic Skills is designed study hall to provide targeted assistance beyond that of a traditional study hall.*

The primary focus is on the development of executive functioning and study skills, with homework completion serving as secondary. Through direct instruction and guided practice, students build skills in organization, planning, time management, goal setting, and effective study habits. Academic Skills is designed to foster independence, accountability, and skill growth.

*The NH CCRS includes three components: knowledge, skills and work study practices. Students need background knowledge in a variety of subjects in order to efficiently and productively engage in academic and career products of learning and work. The skills students are required to demonstrate are written as learning goals for a variety of content areas and are based on the research work of experts in their respective fields. The work study practices of the NH CCRS includes such attributes as creativity, collaboration, communication, critical thinking, persistence, tenacity, regulating behavior and emotions, approaches to learning and other expressions of what is sometimes called habits of mind. ("College and Career Ready Standards")*

**Course Sequences - Example. For illustrative purposes, outlining required classes -- not all electives are listed.**

Class	Grade 9	Grade 10	Grade 11	Grade 12
<b>English</b> 4.0 Required for Graduation	CP/H English 9	CP/H World Literature	CP/H American Literature AP English Language	CP/H British Literature AP English Literature
<b>Math</b> 4.0 Required for Graduation	CP Pre-Algebra CP/H Algebra 1 CP/H Geometry H Alg II Trig (invitation)	CP Algebra I CP/H Geometry H Alg II/Trig H Pre-Calc	CP Geometry or ALg II CP Algebra II H Alg II/Trig CP/H Pre-Calc AP Calculus AB (invitation)	CP Alg II or Quantitative CP/H Pre-Calculus CP or EC Statistics EC Quantitative Reasoning AP Calculus AB (invitation) AP Calculus BC (invitation)
<b>Science</b> 3.0 Required for Graduation	CP/H Biology	CP/H Chemistry CP Conceptual Chem (rotating years)	CP/H Physics CP Physics CP Conceptual Physics (Rotating) Elective: EC Anatomy and Physiology H Adv. Chem EC Nutrition EC Medical Terminology	Elective: All noted under Grade 11 H Adv. Bio (AP Test) (invitation) EC Anatomy and Physiology CP/H Physics (if not taken previously) H Adv. Chem EC Nutrition EC Medical Terminology
<b>Social Studies</b> 3.0 required for Graduation (Please see Economics Requirement below)	CP/H American Civics and Government (semester)	CP/H World History CP/H Economics H M. World (semester)	CP/H US History AP US History CP/H Electives	Elective: AP Gov and Pol (invitation) AP Euro (invitation) AP Psych (invitation) Other CP/H Electives
<b>World Language</b> 2.0 Required for Graduation	CP/H Lang 1 H Language 2	CP/H Lang 2 CP/H Language 3	Elective: CP/H Lang 3 (elective) H Language 4 (elective)	Elective: H Language 4 (Elective) AP Spanish V
<b>Theology</b> 4.0 Required for Graduation	CP Old Testament CP/H New Testament	CP/H Intro. To Catholicism CP/H Creedo	CP/H Catholic Social Teaching CP/H Christian Anthropology	CP/H World's Religions CP/H Apoletics
<b>Fine Art</b> .50 Required for Graduation	Art Studio/Band/Choir (not leveled)	Art Studio I or II, Drawing and Painting, Digital Design, EC Digital Illustration, Photography	Art Studio I or II, Drawing and Painting, Digital Design, EC Digital Illustration, Photography	Art Studio I or II, Drawing and Painting, Digital Design, EC Digital Illustration, Photography
<b>Economics or Finance</b> .50 Required for Graduation		<i>CP/H Economics (semester)</i> <i>EC Personal Finance</i>	<i>CP/H Economics (semester)</i> EC Personal Finance	<i>CP/H Economics (semester)</i> <i>EC Personal Finance</i>
<b>Business Electives</b>		<i>EC for all: Intro to Business, Marketing, Personal Finance, Entrepreneurship</i>	<i>EC for all: Intro to Business, Marketing, Personal Finance, Entrepreneurship</i>	<i>EC for all: Intro to Business, Marketing, Personal Finance, Entrepreneurship</i>
<b>Computer Science</b> .50 Required for Graduation Robotics, Computer Programming and CAD meets this requirement	Second Semester as a 7 <sup>th</sup> course	EC Robotics Design CP Computer Science (semester)	EC Robotics Design H Comp. Program. CP Computer Science (semester) EC Intro to Engineering EC Computer Automation	EC Robotics H Comp. Program. CP Computer Science (semester) EC Intro to Engineering EC Computer Automation
<b>Physical Education</b> 1.0 Required for Graduation effective for class of 2025 and beyond .50 Required for Graduation for class of 2024 and 2025	Physical Education (3seasons of JV or varsity sports, 1.0 (total) VLACS approved PE credit or two .50 credits of an approved activity)	Physical Education (3 seasons of JV or varsity sports, 1.0 (total) VLACS approved PE credit or two .50 credits of an approved activity)	Physical Education (3 seasons of JV or varsity sports, 1.0 (total) VLACS approved PE credit or two .50 credits of an approved activity)	Physical Education (3 seasons of JV or varsity sports, 1.0 (total) VLACS approved PE credit or two .50 credits of an approved activity)
<b>Credits</b>				<b>25 Total</b>

\*Taking Computer Science, Robotics Design, Computer Programming, and Computer Automation or Engineering counts towards the Computer Science required .50 credit.

# ACADEMIC INFORMATION & REQUIREMENTS

## Course Loads, Credits, and Class Levels

Students are expected to challenge themselves academically during each of their four years at Trinity. Therefore, all students are required to be enrolled in six credit-bearing courses each semester.

Students generally graduate in four years, provided they have earned the minimum number of credits required. Seniors must complete all requirements for graduation in order to receive their high school diploma and participate in graduation exercises.

## Course Designations

All students at Trinity High School are engaged in rigorous and relevant work to prepare them for their future. Students work on developing their reading, writing, problem-solving, and research skills both inside and outside the classroom. Students at all levels are to be active learners, communicators, problem solvers, and contributors. Students are expected to apply what they learn to real-world situations. Courses are designated as follows:

### Course Level Descriptions

#### Advanced Placement (AP):

In accord with the requirements of the College Board, these courses provide students with a comprehensive curriculum which is developed by Collegeboard and is subject to change. "AP courses give students access to rigorous college-level work. AP students build confidence and learn the essential time management and study skills needed for college and career success." (<https://apstudents.collegeboard.org/> ) These courses require extensive independent study and work outside the classroom. Students who select Advanced Placement courses should possess highly developed reading, writing, speaking, listening, and study skills. Advanced Placement courses strictly adhere to the guidelines established by the College Board and prepare students for the Advanced Placement exam in the spring. Students taking an Advanced Placement course are required to take the Advanced Placement exam for the course. *Students are expected to pay the fee in the fall for each exam they take. The fee for the 2025 exam was \$98 per exam.* This is set by the College Board and subject to change.

A prerequisite for Advanced Placement course enrollment will be an assessment of the student's work in all prior Honors level courses. The Advanced Placement curriculum is rigorous and fast-paced. Students are expected to complete extensive outside assignments.

*\*Students take these courses by invitation and will receive a letter of invitation before course selection.*

*\*\*Because the policy of awarding credits or advanced standing varies among colleges, it is important for students to inquire at their colleges of interest.*

The following Advanced Placement courses may be offered at Trinity High School:

<ul style="list-style-type: none"><li>● Advanced Biology (for the AP Test)</li><li>● Calculus AB &amp; BC</li><li>● English Language &amp; Composition</li><li>● English Literature &amp; Composition</li><li>● Comparative Government</li></ul>	<ul style="list-style-type: none"><li>● Psychology</li><li>● Spanish Language &amp; Culture</li><li>● United States History</li><li>● Government &amp; Politics</li><li>● European History</li></ul>
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### **Early College (Dual Enrollment Courses with Manchester Community College) (EC):**

Students who are sophomores, juniors, and seniors and are enrolled in this program may earn concurrent high school and college credit, with colleges ascribing to the Early College Credit program. Trinity High School has partnered with Manchester Community College to offer dual enrollment courses at Trinity High School. Early College classes are taught by Trinity faculty credentialed by the college program as part of Trinity's daily schedule. Students will register at the start of the course with Manchester Community College and will earn college credits through the university system for EC courses.

### **Honors (HON):**

Students enrolled in Honors courses are expected to have an excellent command of reading, writing, and research skills, and be able to work independently whenever necessary. Honors courses cover advanced content with a focus on deeper analysis of material. These courses also explore advanced content with a focus on deeper analysis of material. Honors courses move at a fast pace and involve additional hours of work outside of class.

They should excel in comprehension and application of concepts. Critical thinking in the areas of analysis, evaluation, and synthesis of ideas is required. *In order to continue enrollment in an Honors level course, students must maintain a "C" average in the prerequisite course. Students who wish to move from CP to Honors must have maintained an "A" average in a prerequisite course and receive departmental approval.*

### **College Prep (CP):**

College preparatory courses are available in all disciplines. Courses are open to all students. These courses are structured in content and concept. These courses are designed for students who learn fairly rapidly and have a good command of reading, writing, and research skills. Students are expected to have the ability to master problems dealing with memorization, comprehension of concepts and application of materials. Students will work toward the development of more in-depth critical thinking skills.

### **Course Overload:**

Students have the opportunity to take a seventh class provided that they demonstrate a thorough justification for the additional class(es). Students taking classes beyond the prescribed six must demonstrate that they are capable of maintaining success while sacrificing one or both study halls. Students taking additional classes must remain in all classes that they enroll.

**Extended Learning Opportunities** Extended Learning Opportunities (ELOs) provide multiple ways for students to learn outside the classroom. Students in the junior and senior years can earn pass/fail only credit toward high school graduation elective credit only to satisfy the 6<sup>th</sup> or 7<sup>th</sup> selections. Examples include independent studies that do not satisfy core requirements, certificate programs that lead toward certification, and **online courses not offered by Trinity**. Interested students should consult with their school counselor. Contract agreements will need to be submitted for approval by the Administration.

# NH State Scholars Initiative

The NH State Scholars Initiative is part of the National State Scholars Initiative Network, a national and state program designed to encourage and motivate students to complete a rigorous course of study while in high school. Colleges across the country recognize New Hampshire as one of many states with a State Scholars Initiative. This is a Federal grant-funded program developed and administered through a partnership between the New Hampshire College and University Council, the New Hampshire Forum on the Future, and the National State Scholars Initiative Network. Students may follow the standard NH Scholars pathway, or may opt for an emphasis in either STEM or Art or Career Pathway strand (highlighted below). Each pathway requires that students take specific courses as shown in the chart below.

**Criteria for the NH State Scholar Career Pathway may be found at:**

<http://www.nhscholars.org/career-pathway/>

The NH Scholars Program will recognize these seniors with a medallion, which may be worn at graduation. Seniors who are Pell grant eligible in the college financial aid process may also receive a higher grant due to being a State Scholar. For more information about the NH Scholars Program please go to [www.NHscholars.org](http://www.NHscholars.org) and see the NH Scholars Pathways chart beneath the Diploma, Coursework, and Credits Chart.

## NH Scholars Pathways

<b>Standard Core Course of Study</b>	<b>STEM Course of Study</b>	<b>Art Course of Study</b>
<ul style="list-style-type: none"> <li>● 4 years of English</li> <li>● 4 years of Math</li> <li>● 3 years of Lab Science</li> <li>● 3.5 years of Social Studies</li> <li>● 2 years of the same World Language</li> </ul>	<ul style="list-style-type: none"> <li>● 4 years of English</li> <li>● 4 years of Math</li> <li>● 4 years of Science (3 labs)</li> <li>● 3.5 years of Social Studies</li> <li>● 2 years of the same World Language</li> <li>● 1 year (min.) STEM-related</li> <li>● Minimum 3.2 GPA</li> </ul>	<ul style="list-style-type: none"> <li>● 4 years of English</li> <li>● 4 years of Math</li> <li>● 3 years of Lab Science</li> <li>● 3.5 year of Social Studies</li> <li>● 2 years of the same World Language</li> <li>● 2 years (min) Arts-related</li> <li>● Minimum 3.2 GPA</li> </ul>
<p><b>Career Pathway Course of Study</b></p> <p>To qualify for a Career Pathway, students must <b>successfully complete one of the following:</b></p> <ul style="list-style-type: none"> <li>○ Approved NH CTE Program, Industry-Aligned or Career-Driven Extended Learning Opportunity, All Sequence Components in Formal Career Pathway Program of Study (JSRHS pathways are outlined in Appendix A), or CCSNH Industry Certificate Sequence</li> <li>○ Successfully engage in a Work Based Learning Experience</li> <li>○ Successfully earn one of the following: College Credits, Industry Valued Recognized Certificate, or Postsecondary Hours</li> </ul>		

## REGISTRATION & SCHEDULING PROCEDURES

### Procedure For Course Selection

Registration for all students will begin early in the second semester. All students will have access to the Program of Studies online, under the Academic section of the Trinity High School Website.

- Review the information in the Program of Studies and consult with parents, teachers, and school counselor to discuss your selections. Based on this review and future educational plans, select courses that are of interest and are appropriate for your future goals. Be mindful of graduation requirements!
- For each course selected, students must satisfy any prerequisite for taking that course.
- The master schedule is created based upon student requests for specific courses. Administrators review the requests and make decisions about the number of sections that will run for each course; therefore, student selections during spring registration are considered to be final, as they are used to make informed decisions that create the master schedule. It is important to select courses thoughtfully. Please note that courses run only when the minimum enrollment has been met.
- Students will receive an official schedule no later than the first day of school.

### Schedule Changes

Courses selected during registration are considered final selections. Students are given sufficient time and assistance in making choices and are expected to make a full commitment to each course selected. Because the master schedule is created based upon students' requests, it will be very difficult to make changes without negatively impacting other students. The following list suggests when course changes may be appropriate:

- The student has not fulfilled the prerequisite for the course.
- The student has been placed in the incorrect class.

**“Not liking” a class, teacher preference, and/or wanting to have late arrival or early dismissal are not sufficient reasons for changing classes.**

### Withdrawing from a Course

Schedules are final except in the following cases:

#### **Withdrawing from a Course:**

- Once the class has begun the student has 5 school days, during our add/drop period to change a course. After 5 school days, the student will receive the designation of “W”(withdrawn) on their permanent transcript.
- All withdrawal forms will require parent/guardian and school counselor signatures since the result will be recorded on the student's transcript.
- In the instance when a student does withdraw from a course, current grades follow the student to the new course.

#### **Level Change**

- Level changes are defined as changes between College Preparatory, Honors, Early College and AP courses.
- Level changes will be based on seat availability.
- Electives that must be dropped in order to change levels or accommodate a required schedule change will not be reflected on the transcript.



## COMPUTER SCIENCE & TECHNOLOGY

### Statement of Purpose:

The objective of Computer Science is to prepare students to work with business-level information technology as they complete their academic tasks.

### Goals and Objectives:

The general goals and objectives of the Computer Applications curriculum are:

1. Students should develop a professional (though age-appropriate) level of competency with commonly used computer applications.
2. Students should learn to incorporate information technology into their planning and completion of school assignments.
3. Students should develop an investigative approach to computer applications to empower them to become lifelong learners in this area.

### Courses:

#### 7740 Computer Science (CP)

0.5 Credit

Grades 10-12

**Prerequisite: None**

**9<sup>th</sup> grade students can take this course during second semester**

*NOTE: This course satisfies the .5 credit requirement for computer science.*

The Computer Science course is a semester-long exploration into a few basic concepts associated with the field of computer science. The first third of the course will cover the internet, starting with how the internet works. Later topics to be covered focus on digital citizenship, privacy, and online etiquette. The final third of the semester is spent learning the Google APPS. This is a hands-on course.

#### 7708 Robotic Design (HON)

0.5 Credit

Grades 10-12

**Prerequisite: Algebra II/Dept. Approval**

**NOTE: This course satisfies the 0.5 credit requirement for computer science and students are eligible for Early College Credit.** Robotic Design is a semester-long course focused on the programming of operating systems for small robots. It is a brief introduction to mechatronics. The course is a series of projects built around the Vex Robotics kit and a compatible programming platform. Students build and program robots to perform various tasks autonomously. Projects are done in cooperation with the instructor, yet students must adhere to strict deadlines. Robotic Design is for students interested in engineering or technology as a career. Robotic Design cannot be used to satisfy a science requirement and is recommended to be taken as a 7th course of instruction. Dual Enrollment Opportunity with Manchester Community College.

#### 7709 Introduction to Computer-Auto Design (HON)

0.5 Credit

Grades 10 - 12

**Prerequisite: Algebra I**

*NOTE: This course satisfies the .5 credit requirement for computer science.*

This is a semester-long course in Computer-AutoDesign. Students will learn the fundamentals of AutoCAD, the industry standard for construction and similar fields. The start of the course will be learning the basic functions of the software and getting familiar with the different tools and aspects within the program. After, they will be drafting larger projects based on different construction disciplines.

**7710 Advanced Computer Automated Design (AutoDesk Revit) (HON) 0.5 Credit Grades 11 &12**  
**Prerequisite: Introduction to Computer- Auto or Aided Design and Department Approval**

This advanced CAD class is a semester-long and builds off the introductory class. The students will start off with a refresher on what was learned previously and will then move over to the Autodesk Revit software, the industry standard for architecture. This program is a 3D drafting software. The end goal is for students to be comfortable with the software for any architectural or engineering classes they may take in the future.

**7780 Digital Design (CP) 0.5 Credit Grades 10-12**

**Prerequisite: Art Studio I**

**Adobe Creative Suite with marketing and advertising design processes.**

*NOTE: This course satisfies the .5 credit requirement for computer science.*

Digital Design is a semester-long graphic design course focused on Adobe Creative Suite and real-world marketing and advertising processes. Students learn digital design skills using Adobe Photoshop, Illustrator, and iMovie through guided exercises and projects. In the second half of the course, students work in collaborative teams on client-based marketing and advertising projects, applying the design process and professional practices. This course will be offered for the 2026-2027 school year.

\*\*\*The Digital Design curriculum is aligned with the National Core Arts Standards and the New Hampshire Curriculum Framework, emphasizing the artistic processes of creating, presenting, responding, and connecting. Additionally, the course incorporates standards from the K-12 Computer Science Framework and the CSTA K-12 Computer Science Standards, providing foundational skills in digital tools, design thinking, and computational processes. As such, Digital Design can be counted for both a Computer Science credit and an Art credit.

**7711 Introduction to Architectural Design (Hon) 0.5 credit Grades 10-12**

**Prerequisite: Algebra I**

This course explores architecture and the design process that goes into creating a building. The students will learn hand drafting and architectural standards in construction documents. After learning basic skills to be able to draw their ideas, the students will create a building throughout the semester and be able to construct a scale model. There are strict project deadlines that must be adhered to, and time management is a skill that will be utilized throughout the semester.

\*This course can satisfy a Fine Arts requirement

**7712 Architectural Design (Hon) 0.5 credit Grades 11-12**

**Prerequisite: Intro to Architectural Design and Introduction to Computer-Aided or Automoted Design**

Architectural design builds off of the introductory class but also includes CAD into the semester. The goal of the course is for students to be able to use the architectural design process to make digital drawings that can be made into physical models. Early on in the semester, the design process takes focus and by the end the students will have a physical model and construction documents of their creation. There are strict project deadlines that must be adhered to and time management is a skill that will be utilized throughout the semester.

# ENGLISH

## Statement of Purpose:

The English Department focuses primarily on communication to prepare our students for the realities and challenges of society. To develop communication skills, our students must learn to read carefully, think critically, speak clearly, and write effectively.

## Goals and Objectives:

The students will expand their vocabulary, apply grammar concepts, develop critical thinking skills, and experience the link between subject content and its application to societal issues through the study of literature.

## Courses:

### 2206 English 9 (CP)

1 Credit

Grade 9

#### Prerequisite:: None

This year-long course is a rigorous, inquiry-driven writing workshop designed to develop students' analytical reading, rhetorical writing, and logical thinking skills. Through sustained practice throughout the semester, students engage in a recursive process of drafting, conferencing, revising, and reflecting to build fluency, precision, and intellectual independence as writers. Instruction emphasizes the foundations of effective communication, close reading, critical analysis, academic vocabulary, grammar and style, and evidence-based reasoning, all while situating writing within purposeful rhetorical contexts. Students conduct research using credible sources and apply MLA format and citation conventions. Students examine a range of literary and informational genres as mentor texts, analyzing how authors employ rhetorical strategies and logical structures to construct meaning and argument. Students should expect frequent, purposeful writing, daily reading, and regular participation in formal and informal discussions and presentations that foster intellectual engagement, academic discourse, and independence as readers, writers, and thinkers.

### 2207 English 9 (HON)

1 Credit

Grade 9

#### Prerequisite:: Dept. Approval via grade and placement test

This year-long course is a rigorous, college-preparatory program designed to develop students' analytical reading, rhetorical writing, and logical thinking skills. Through sustained practice throughout the semester, students engage in a recursive process of drafting, conferencing, revising, and reflecting to build fluency, precision, and intellectual independence as writers. Instruction emphasizes the foundations of effective communication, close reading, critical analysis, academic vocabulary, grammar and style, and evidence-based reasoning, all while situating writing within purposeful rhetorical contexts. Students conduct research using credible sources and apply MLA format and citation conventions. Students examine a range of literary and informational genres as mentor texts, analyzing how authors employ rhetorical strategies and logical structures to construct meaning and argument. Students should expect frequent, purposeful writing, daily reading, and regular participation in formal and informal discussions and presentations that foster intellectual engagement, academic discourse, and independence as readers, writers, and thinkers.

<b>2209 World Literature (CP)</b> <i>Grade 10</i>	<b>1 Credit</b>	
<b>2211 World Literature (CP)</b> <i>Grade 11</i>	<b>1 Credit</b>	<b>(2026-2027 only)</b>
<b>2224 World Literature (CP)</b>	<b>1 Credit</b>	

**Prerequisite:** *English 9*

This year-long course focuses on world literature, examining how cultural, historical, and philosophical contexts shape human thought and the written word. Students analyze texts from diverse global traditions, comparing perspectives and evaluating how authors use language, structure, and rhetorical strategies to convey meaning. Emphasis is placed on critical analysis, research, and evidence-based reasoning as students investigate the roots of global societies and the ideas that connect them. Students will also develop command of academic vocabulary and grammatical conventions as essential tools for clear, precise, and effective communication. Through sustained reading, discussion, and analytical writing, students refine their ability to interpret complex texts, construct coherent arguments, and engage thoughtfully with perspectives beyond their own, fostering a deeper understanding of both world cultures and the shared human experience.

<b>2210 World Literature (HON)</b> <i>Grade 10</i>	<b>1 Credit</b>	
<b>2212 World Literature (HON)</b> <i>Grade 11</i>	<b>1 Credit</b>	<b>(2026-2027 only)</b>
<b>2225 World Literature (HON)</b>	<b>1 Credit</b>	

**Prerequisite:** *English 9 (HON)*

This honors-level course focuses on the advanced study of world literature, examining how cultural, historical, and philosophical contexts shape human thought and literary expression. Students engage with complex texts from diverse global traditions, analyzing and comparing perspectives while evaluating how authors employ language, structure, and rhetorical strategies to construct meaning and advance ideas. Emphasis is placed on sophisticated textual analysis, research, and evidence-based reasoning consistent with first-year composition expectations. Students develop and apply advanced academic vocabulary and a command of grammatical and stylistic conventions to achieve precision, clarity, and rhetorical effectiveness. Through sustained, close reading, scholarly discussion, and formal analytical and argumentative writing, students are expected to interpret complex texts, construct coherent and logically sound arguments, synthesize multiple perspectives, and engage thoughtfully with ideas beyond their own, fostering a deeper understanding of world cultures and the shared human experience.

<b>2234 American Literature (CP)</b>	<b>1 Credit</b>	<b>Grade 11 beginning in 2027-28</b>
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**Prerequisite:** *English 9 & World Literature*

This year-long course surveys American literature from the seventeenth century to the present, examining how historical, cultural, and philosophical contexts shape literary expression and national identity. Instruction emphasizes rigorous critical analysis, requiring students to interpret complex texts and evaluate how authors employ rhetorical strategies, structure, and language to advance ideas. Students engage in a sustained program of independent reading across multiple genres, including poetry, short fiction, novels, nonfiction, and drama, alongside frequent analytical and research-based writing that demands logical reasoning, precise use of evidence, and clear academic style. Oral communication is developed through structured discussions and formal presentations that require students to articulate and defend interpretations. The primary goal of the course is to cultivate advanced reading, critical thinking, and rhetorical skills through sustained inquiry, writing, and scholarly discourse.



and scholarly discussion grounded in logical reasoning and textual evidence. Literary study is situated within its historical and cultural contexts, with attention to authorial perspective and literature's influence on and response to society. In addition to advanced literary analysis, students refine essential academic skills in grammar, style, and composition, culminating in an extended research paper that demonstrates sustained inquiry, rhetorical sophistication, and command of academic conventions consistent with honors and early college-level English study.

**2232 AP English Literature and Composition (AP)/(EC)                      1 Credit                      Grade 12**

**Prerequisite: Invitation**

***Students taking this course will also be able to dual enroll in MCC, College Composition II***

In accord with the requirements of the College Board, this intensive full-year class will provide students with a comprehensive overview of English Literature. The AP English Literature and Composition course focuses on reading, analyzing, and writing about imaginative literature (fiction, poetry, drama) from various periods. Students engage in close reading and critical analysis of imaginative literature to deepen their understanding of how writers use language to convey both meaning and pleasure. As they read, students consider a work's structure, style, and themes, as well as its use of figurative language, imagery, and symbolism. Writing assignments include expository, analytical, and argumentative essays that require students to analyze and interpret literary works.

**2244/2245 Creative Writing (CP/HON) \*                      0.5 Credit                      Grade 10-12**

**Prerequisite: None**

In this writing course, writers will explore the creative process, study a variety of genres and subjects as inspiration, and develop their own writing style through experimentation. The class will experience periods of sustained writing, have opportunities to discuss their own writing and read the writing of their peers, and learn how to edit and polish their writing for publication. While the focus of the course will be on poetry and short story writing, much of the course content and assessments will be tailored to students' individual interests and goals. The course will explore various elements of journalism as well as the effects of mass media on contemporary issues. For example, projects might include writing a play, novella, memoir, or a collection of short stories or poems and/or articles for potential publication in local newspapers.

**\*This course is an elective and does not satisfy the student's English graduation requirement. This course is open to all ability levels.**

**2277/2278 Public Speaking (CP/HON)\*                      0.5 Credit                      Grade 10-12**

**Prerequisite: None**

In today's increasingly visual and digital world, the art of effective communication is critical. Students in this course will develop the confidence and skills to deliver both planned and extemporaneous speeches, utilizing appropriate multimedia support. Students should expect to deliver a variety of speeches to audiences ranging from peers to faculty and even community members. While the course will be interactive and activity-based, students should note that they will be expected to craft written drafts in preparation of delivering their own speeches. Students will also be expected to research, read, listen to, and analyze speeches and presentations.

**\*This course is an elective and does not satisfy the student's English graduation requirement. This course is open to all ability levels.**

## FINE ARTS

### Statement of Purpose:

A healthy cultural arts program moves us from the aesthetics of classic civilizations to an understanding and appreciation of today's multigenerational and multicultural societies. It is important that students receive a strong foundation of the visual arts and music that also support their self-expression and our history. Courses in a variety of art topics as well as chorus and band, nurture technical, creative and performance skills. These are the skills that students will need as lifelong learners and contributors to human wellness, to the betterment of the human condition.

### Goals and Objectives:

Through Chorus and Band, students will learn to appreciate music, understand music theory, and execute works by classic, contemporary and liturgical composers. Student Visual Artists will engage in the works of the art history masters, the contribution of The Church as patron and inspiration, and the unique works that can emerge through self-expression. All Fine Arts students will demonstrate a command of their areas of study through performances (Chorus, Band and Drama) and visual art shows throughout the year. Outside exhibits and competition opportunities are available for student participation.

### Courses:

#### **8860 Art Studio I (CP)**

**0.5 Credit**

**Grades 9-12**

#### **Prerequisite: None**

Art Studio I is an introductory course for students beginning their high school study of visual art. The course focuses on the elements and principles of design, foundational drawing skills, color theory, and basic art-making techniques. Students explore a variety of media while developing observational skills and visual literacy through hands-on studio projects.

Art Studio I Honors- is designed for above-average students who have excelled in the St. Joseph Junior High School Art Program or an equivalent program from another school. Students may be asked to submit a portfolio of work for placement consideration. The course offers a more challenging curriculum tailored to the student's abilities while maintaining a freshman pass/fail credit.

Both art curricula are aligned with the National Core Arts Standards and the New Hampshire Curriculum Framework, emphasizing the artistic processes of creating, presenting, responding, and connecting. All materials and resources are provided.

**Band and Choir carry pass/fail weight only and do not calculate into a student's GPA. because of this Art Studio I does not calculate into a student's GPA.**

#### **8861 Art Studio II (Hon)**

**0.5 Credit**

**Grades 10-12**

#### **Prerequisite: Art Studio I**

Art Studio II is designed for students continuing their study of visual art at the high school level. The course emphasizes independent art-making, creative growth, and advanced skills in drawing, color theory, design, sculpture, printmaking, and digital media. Students engage in the design process while strengthening critical thinking through art history research and analysis.

Art Studio II Honors is designed for students advancing their study of visual art at a high level. This course emphasizes independent art-making, creative exploration, and mastery of advanced skills in drawing, color theory, design, sculpture, printmaking, and digital media. Students deepen their

engagement with the design process while enhancing critical thinking through art history research, analysis, and applied studio practice.

Art Studio II and Art Studio II Honors aligns with the National Core Arts Standards and the New Hampshire Curriculum Framework and emphasizes the artistic processes of creating, presenting, responding, and connecting.

### **8863 Digital Illustration I (EC)**

**0.5 Credit**

**Grades 10-12**

#### **Prerequisite: Art Studio I and/or Computer Science**

This course develops skills in visual storytelling through digital and traditional media, focusing on comic art, concept art, and storyboarding. Students learn to interpret written prompts, plan compositions, and produce polished narrative imagery within structured deadlines.

\*\*\*Digital Illustration Curriculum aligns with the National Core Art Standards and NH Curriculum Framework, emphasizing the artistic processes of creating, presenting, producing, responding, and connecting while aligning with accreditation through Manchester Community College

**Prerequisites:** Art Studio I and Digital Design

### **8873 Drawing and Painting (CP)**

**0.5 Credit**

**Grades 10-12**

#### **Prerequisite: Art Studio I**

Drawing and Painting is a studio course focused on creating two-dimensional artwork. Students refine skills in drawing and painting while exploring the elements and principles of art, art history, and both traditional and contemporary techniques. A variety of media; including pencil, charcoal, pastels, acrylics, and watercolor are used to develop observation, composition, and expressive skills.

The curriculum is aligned with the National Core Arts Standards and the New Hampshire Curriculum Framework and emphasizes the artistic processes of creating, presenting, responding, and connecting.

### **8878 Advanced Drawing and Painting (HON)**

**0.5 Credit**

**Grades 10-12**

#### **Prerequisite: Drawing and Painting**

Student artists will fine-tune their drawing and paintings with featured demonstrations and guest artists, working their way toward a college-entry portfolio. Students will develop a plan of action, choosing a theme or medium in which to work and by the end of the course, present a final collection of 12-15 artworks that include observational works as well as personal expression works current trends will support processes and production. Exploration of artists, art history and in a studio-based learning environment.

### **7780 Digital Design (CP)**

**0.5 Credit**

**Grades 10-12**

#### **Prerequisite: Art Studio I**

**Adobe Creative Suite with marketing and advertising design processes.**

*NOTE: This course satisfies the .5 credit requirement for computer science.*

This hands-on course introduces students to photography and filmmaking using mobile devices, cameras, and editing apps. Students learn to produce professional-quality photos and short-form videos for social media, festivals, or commercial use. The course emphasizes lighting, advanced camera techniques, image sequencing, and basic Adobe Photoshop skills to enhance visual storytelling.

Photography, Media and Film Curriculum aligns with the National Core Art Standards and NH Curriculum Framework, focusing on the artistic processes of creating, presenting, producing, responding, and connecting. **Prerequisites:** Art Studio I

**8864 Photography, Media & Film (CP) 0.5 Credit Grades 10-12**

**Prerequisite: Art Studio I and Digital Design**

This hands-on course introduces students to photography and filmmaking using mobile devices, cameras, and editing apps. Students learn to produce professional-quality photos and short-form videos for social media, festivals, or commercial use. The course emphasizes lighting, advanced camera techniques, image sequencing, and basic Adobe Photoshop skills to enhance visual storytelling.

Photography, Media and Film Curriculum aligns with the National Core Art Standards and NH Curriculum Framework, focusing on the artistic processes of creating, presenting, producing, responding, and connecting.

**7711 Introduction to Architectural Design (Hon) 0.5 credit Grades 10-12**

**Prerequisite: Algebra I**

This course explores architecture and the design process that goes into creating a building. The students will learn hand drafting and architectural standards in construction documents. After learning basic skills to be able to draw their ideas, the students will create a building throughout the semester and be able to construct a scale model. There are strict project deadlines that must be adhered to, and time management is a skill that will be utilized throughout the semester.

\*This course can satisfy a Fine Arts requirement

**7712 Architectural Design (Hon) 0.5 credit Grades 11-12**

**Prerequisite: Intro to Architectural Design and Introduction to Computer-Aided or Automated Design**

Architectural design builds off of the introductory class but also includes CAD into the semester. The goal of the course is for students to be able to use the architectural design process to make digital drawings that can be made into physical models. Early on in the semester, the design process takes focus and by the end the students will have a physical model and construction documents of their creation. There are strict project deadlines that must be adhered to and time management is a skill that will be utilized throughout the semester.

**8822 School Choir (CP) 0.5 Credit Grades 9-12**

**Pass/Fail Only**

**Prerequisites: None**

**\*Although this is a 0.5 credit course, it meets for the entire year.**

This course is open to all students with an interest in singing and the ability to maintain pitch. It introduces fundamental vocal skills, including breathing techniques, volume control, vocal blending, unison singing, and harmonization. Repertoire focuses primarily on liturgical music for school worship services, with some secular selections as time allows.

Participation in the Open House, Christmas Concert, Spring Concert, and Baccalaureate is required.

Re-enrollment each year requires approval from the Choral Directors. Chorus counts as a 7th course of instruction and satisfies the fine arts requirement, though it is not included in GPA calculations.

The curriculum is aligned with the National Core Arts Standards and the New Hampshire Curriculum Framework and emphasizes the artistic processes of creating, presenting, responding, and connecting.

**The school choir is a 7th course of instruction in grades 10-12 and can be used to satisfy the fine arts requirement during Grade 9. This course is not calculated into the GPA.**

**8823 Sacred Song Choir & Christian Living: - 0.5 Credit**

**Grades 10-12**

*Theology through Choir, elective credit*

**Course Description:**

This course integrates choral music with Catholic theology. Students will explore how music reflects and forms Christian life through Catholic Social Teaching, the Ten Commandments, and the nature of the human person as social and moral. Sacred and secular music will be studied, sung, analyzed, and composed to deepen understanding of faith and moral living. **\*This course is an elective and does not satisfy the student's Theology graduation requirement. This is a 7th course of instruction in grades 10-12 and can be used to satisfy the fine arts requirement. This course is not calculated into the GPA.**

**8830 Band (CP)**

**1 Credit**

**Grades 9-12**

**Pass/Fail Only**

**Prerequisite: At least one year of study on instrument or teacher approval.**

Open to students with a minimum of one year of experience on their instrument, this course focuses on rhythmic reading, music theory, phrasing, and ensemble performance. Assessment is based on effort in rehearsals and quarterly performance reviews. Students are required to participate in multiple concerts throughout the year, as well as Pep Band performances during basketball season.

Band counts as a 7th course of instruction and satisfies the fine arts requirement. This course is pass/fail and not calculated into GPA.

The curriculum is aligned with the National Core Arts Standards and the New Hampshire Curriculum Framework and emphasizes the artistic processes of creating, presenting, responding, and connecting.

**Band is a 7th course of instruction in Grades 10-12 and can be used to satisfy the fine arts requirement during Grade 9. This course is not calculated into the GPA.**

## **PHYSICAL EDUCATION**

**Statement of Purpose:**

Physical education is designed to provide students with a well-rounded perspective of the total physical, mental, and social development of the individual. The program is designed to promote a healthy lifestyle, growth, physical fitness, and to help contribute to social and personal values.

**The general goals and objectives of the physical education department are:**

To promote proper health and fitness through physical activity.

To gain basic knowledge and understanding of rules and strategies of various sports, games and activities.

To realize the importance of developing sportsmanship, teamwork, self-esteem and self-confidence.

**Graduation effective for the Class of 2025 and beyond:** Physical Education 1.0 Credit Required.

(3 seasons of JV or varsity sports, 1.0 (total), VLACS approved PE credit or 1.0 credits or an approved activity).

*\*Any student who has not satisfied PE by second semester junior year will be required to sign up for a class.*

## **MATHEMATICS**

### **Statement of Purpose:**

Mathematics is the language of science, technology, business, and a key component of a STEM education. In order to contribute to the real world, all students must be fluent in this language. The Mathematics Department strives to develop basic mathematical proficiency in all students, reaching beyond mere computational ability to strengthen problem solving and critical thinking skills.

### **Goals and Objectives:**

The general objectives of the mathematics department are:

1. To develop competency in basic mathematical skills.
2. To enable students to utilize their mathematical skills in problem solving.
3. To develop an awareness in students to distinguish between relevant and irrelevant data.
4. To encourage logical, critical and analytical thinking with a strong sense of intellectual curiosity.
5. To demonstrate the applications of mathematical techniques to the solution of real-life problems and to recognize how and when to apply those techniques.

### **Courses:**

#### **4401 Pre-Algebra (CP)**

**1 Credit**

**Grade 9**

#### **Prerequisite: Dept. Approval**

This class will review the basic operations of arithmetic on whole numbers, fractions and decimals. These operations will be used in dealing with ratio, proportions, percent, simple geometry and algebra. As students master these basic concepts, they will move into basic algebra. Students will be expected to understand basic operations with integers, rational numbers, and real numbers; the use of variables; properties of numbers and of equality; solving equations, exponents, polynomials; and problem-solving.

#### **4402 Algebra I (CP)**

**1 Credit**

**Grade 9-10**

#### **Prerequisite: Dept. Approval**

This course is designed to introduce the student to the concepts of algebra. Topics include: the real number system; the addition, subtraction, multiplication and division of variable expressions, including fractions; exponential notation; linear and quadratic equation solving; graphing linear equations; factoring; solving linear inequalities; solving two-variable systems of equations and inequalities; an introduction to functions and relations; and the development of problem-solving skills and real-world applications. Throughout this course, the correct solution process is considered as important as the correct solution.

#### **4403 Algebra I (HON)**

**1 Credit**

**Grade 9**

#### **Prerequisite: Dept. Approval via grade and placement test**

In this course, students will learn the properties of the real number system and apply the processes of addition, subtraction, multiplication and division to variables, polynomials, rational expressions and radical numbers. Linear and quadratic equations and inequalities will be solved using a variety of techniques including factoring and the quadratic formula. Critical thinking and the application of mathematics to real world situations will be emphasized. Throughout this course, the solution process is considered as important as the correct solution.

#### **4410 Geometry (CP)**

**1 Credit**

**Grade 10-11**

#### **Prerequisite: Algebra I**

This course is designed to give the student an introduction to the vocabulary, postulates and theorems of Euclidean geometry. The topics will include: lines, angles, polygons, circles, solids, congruence, similarity and inductive and deductive reasoning. This course will introduce the student to the concept of proof.

**4411 Honors Geometry (HON)** **1 Credit** **Grade 9-10**  
**Prerequisite: Algebra I (HON) Dept. Approval Dept or via grade and placement test**  
This course is designed to give the student an in-depth introduction to the vocabulary, postulates and theorems of Euclidean geometry. The topics will include: lines, angles, polygons, circles, solids, congruence, similarity, geometric probability, right triangle trigonometry, and if time permits, coordinate geometry. In addition to stressing inductive and deductive reasoning, emphasis will be placed on the concept of proof. Students desiring to “double up” Honors Geometry and Algebra II/Trigonometry need to have a year average of “A” in Algebra I Honors and receive departmental approval.

**4420 Algebra II (CP)** **1 Credit** **Grade 11-12**  
**Prerequisite: Geometry**  
This course introduces the student to a systematic study of numbers, from natural through radical and complex, and their operations. Topics include: matrices; linear and quadratic equations and inequalities; systems of equations and inequalities; and polynomial functions and their graphs.

**4421 Algebra II/Trigonometry (HON)** **1 Credit** **Grade 9 - 11**  
**Prerequisite: Honors Geometry or Dept. Approval or via grade and placement test**  
This course is designed to introduce the student to a systematic study of sets from natural numbers through complex numbers. Topics to be studied include: analytic geometry, radicals, conics, relations, and polynomial functions including exponential, logarithmic and trigonometric functions as well as real world applications of these concepts. Linear, quadratic, polynomial, rational, radical, exponential, logarithmic, and trigonometric equations and inequalities will be solved using a variety of techniques.  
*\*Students desiring to “double up” Honors Geometry and Algebra II/Trigonometry need to have a year average of “A” in Algebra I Honors and receive departmental approval.*

**4422 Pre-Calculus (CP)** **1 Credit** **Grade 12**  
**Prerequisite: Algebra II C or better and Dept. Approval**  
This course is designed to introduce students to advanced topics in algebra, with a strong emphasis on trigonometry. Additional topics include factoring, solving, and graphing linear, quadratic, rational, radical and polynomial equations and functions. The course also covers exponential and logarithmic functions and conic sections, and, if time permits, an introduction to statistics and data analysis.

**4423 Honors Pre-Calculus (HON)** **1 Credit** **Grade 10-12**  
**Prerequisite: Algebra II/Trig (HON)**  
This course is designed to introduce the student to advanced topics in algebra and trigonometry. Topics studied will include: matrices; solving triangles; polynomial, rational, exponential, logarithmic and trigonometric functions; trigonometric graphs, equations and identities; polar coordinates; the fundamental theories of algebra; and an introduction to calculus. Real world applications of these concepts will be emphasized.

**4426 Quantitative Reasoning (EC)** **1 Credit** **Grade 12**  
**Prerequisite: Algebra II and/or Department Approval**  
***Students taking this course will also be able to dual enroll in MCC, Quantitative Reasoning***  
This course is designed to review the concepts of algebra and geometry that will be needed for the SAT. This course will also introduce the student to advanced topics in algebra as well as real world math concepts encountered in personal finances. This course is designed to expose the student to a wide range of mathematics topics. Problem solving and critical thinking skills, along with the use of technology, will be emphasized and reinforced throughout the course as the student becomes actively involved in solving applied problems. Topics to be covered include Set

Theory, Logic, Number Theory and Systems, Equations and Functions, Personal Finance, Geometry and Measurement, as well as Probability and Statistics.

### **4438 Honors Calculus (HON)**

**1 Credit**

**Grade 12**

#### **Prerequisite: Honors Pre-Calculus**

This course is designed to introduce the student to basic concepts of differential and integral calculus. One will learn to differentiate and integrate various functions including polynomial, trigonometric, logarithmic, and exponential functions. With extensive independent study, a student could take the Advanced Placement Exam in May.

### **4445 AP Calculus AB (AP)**

**1 Credit**

**Grade 11-12**

#### **Prerequisite: Invitation**

In accord with the requirements of the College Board, this intensive full year class will provide students with a comprehensive overview of Calculus. This course is designed to prepare the student for the Advanced Placement test given in May. The student will learn to use analytical, graphical and numeric methods to analyze various functions including polynomial, trigonometric, logarithmic, and exponential functions. These methods will incorporate the use of differentiation and integration - central topics of AB Calculus.

### **4446 AP Calculus BC (AP)**

**1 Credit**

**Grade 12**

#### **Prerequisite: Invitation**

Calculus BC is an extension of Calculus AB rather than an enhancement. In addition to the topics reviewed from Calculus AB, students will be introduced to extended integration techniques, infinite series and sequences, polar curves, logistic models, and parametric functions. The course will culminate with the students taking the AP Calculus BC exam in May. Students taking the AP Calculus BC exam will receive an AB Calculus subscore in addition to a BC Calculus score.

### **4442 Honors Statistics (EC)**

**1 Credit**

**Grade 12**

#### **Prerequisite: Algebra II/Trig or Dept. Approval**

*Students taking this course will also be able to dual enroll in MCC, Statistics.*

In Honors Statistics four major themes will be explored – exploratory analysis, planning a study, probability, and statistical inference. Exploratory analysis of data uses graphical and numerical techniques to study patterns and departures from patterns. Data must be collected according to a well-developed plan for information to be valid. Probability is the tool used for anticipating what the distribution of data will look like under a given model. Statistical inference guides the selection of appropriate models. This class emphasizes analysis as much as computation, therefore a calculator capable of statistical analysis is mandatory. Calculator application relies upon the TI – 83 or the TI – 84. **Students who anticipate studying calculus in college, should not take this course in lieu of Pre-Calculus.**

### **4444 Statistics (CP)**

**1 Credit**

**Grade 11-12**

#### **Prerequisite: Algebra II**

Statistics will cover the same topics as Honors Statistics but students will not be assessed in the rigorous standards of the Honors Statistics course. Although computational skills are important to succeed in the study of statistics the emphasis in this course will be the analysis of the information. **Students who anticipate studying calculus in college, should not take this course in lieu of Pre-Calculus.**

### **4443 Statistics (CP)**

**0.5 Credit**

**Grades 11 -12**

This course is designed to develop students' understanding of statistical reasoning and data analysis in alignment with the New Hampshire College and Career Ready Standards for Mathematics. Topics studied will include collecting and organizing data; representing data using appropriate graphical displays; analyzing distributions

through measures of center and variability; examining relationships between variables using scatter plots and correlation; probability concepts; and interpreting statistical results in real-world contexts. Emphasis will be placed on designing investigations, analyzing authentic data sets, drawing valid conclusions, and communicating statistical findings clearly and effectively.

#### **4440 Financial Literacy (CP)**

**0.5 Credit**

**Grades 10 -12**

Financial Literacy is a college-preparatory course designed to help students develop the knowledge and skills needed to make informed financial decisions throughout their lives. Students will explore practical topics such as earning income, budgeting, saving, banking, credit and debt, investing, taxes, insurance, and consumer responsibility. Emphasis is placed on real-world applications, decision-making, and responsible money management. Through hands-on activities, simulations, and projects, students will learn how personal values, goals, and economic conditions influence financial choices. By the end of the course, students will understand how to manage their finances effectively as consumers, employees, and future independent adults.

## **SCIENCE**

### **Statement of Purpose:**

The purpose of the Science Department is to combine specific skills characteristic of science with an understanding of the relationship of science and technology to other aspects of human activity. Science is presented as a dynamic process of inquiry rather than a static accumulation of facts, thus becoming a valuable aid toward developing solutions to complex problems.

### **Goals and Objectives:**

In presenting its curriculum, the science department strives to achieve the following goals:

1. To develop the capability to reason analytically and quantitatively.
2. To instruct students in the mode of inquiry of science: a cycle of hypothesis, prediction, and experimental tests.
3. To acquaint students with the fascinating study of the natural world.
4. To help the students discover their own interests and potentials and thereby promote a more positive self-concept.
5. To provide students with a background to help make informed decisions as responsible citizens in a technical world.

#### **3311 College Biology (CP)**

**1 Credit**

**Grade 9**

#### **Prerequisite: None**

This course will introduce students to the scientific study of living things. Students will be challenged to develop critical thinking skills and will apply those skills to various life processes. The first semester will cover the basics of biochemistry, organic chemistry, cell biology, and cell division. The second semester will be devoted to the study of genetics, including DNA, animal structure and function, which will include topics in human anatomy and physiology and health & wellness. The connection to evolution will be covered, analyzed, and explored.

#### **3312 College Biology (HON)**

**1 Credit**

**Grade 9**

#### **Prerequisite: Dept. Approval**

This rigorous course will introduce students to the scientific study of living systems and prepare them for advanced biology courses. Students will be challenged to develop and practice critical thinking skills as they investigate core biology topics within the overarching themes of homeostasis, natural selection, and the relationship between

structure and function. First semester topics will emphasize biochemistry, cell biology, and the mechanism of evolution. In the second semester, students will explore cellular energetics, genetics, ecology and human anatomy and physiology including topics relating to health and wellness.

**3342/3343 Advanced Biology (HON/AP)**

**1 Credit**

**Grade 11-12**

**Prerequisite: College Biology (HON)**

*Students taking this course will also be able to dual enroll in MCC, College Biology I & II.*

Advanced Biology will continue to build upon the foundation established in College Biology (and Anatomy and Physiology), whose concepts will be expanded upon and further developed. This course will also investigate topics not previously encountered such as: cell to cell communication, eukaryotic gene expression, DNA technologies, medical and research technologies, plant biology, and ecology topics to name a few. This course is recommended for students considering careers in the sciences or who have a strong interest in the subject. **Students interested in receiving AP weighting must sign up for the AP Biology exam in the fall and take the exam in the spring.**

**3303 College Chemistry (HON)**

**1 Credit**

**Grade 10**

**Prerequisite: Biology (HON) & Algebra I (HON) C or better in Alg. I (HON)**

This course is designed to introduce students to the foundation topics in college chemistry and will serve as a preparatory course for more advanced topics in Advanced Chemistry. At this level students should exhibit a high level of proficiency in math skills and in reading, verbal and composition skills. The course will emphasize the use of critical thinking skills and will utilize lab experiences to reinforce both the course content and the use of independent reasoning skills. This lab-intensive course is designed to allow the student to explore chemistry in preparation for college. This course focuses on areas of investigation including periodicity, chemical bonding, chemical reactions, etc. Emphasis will be placed on an interpretive method of investigation utilizing process skills such as observing, organizing, analyzing, and graphing. Laboratory experiences are designed to familiarize students with chemical reactions and to develop skills in using laboratory equipment.

**3320 College Chemistry (CP)**

**1 Credit**

**Grade 10**

**Prerequisite: College Biology & C+ or better in Alg. I**

This course is designed to introduce students to chemistry and will serve as a college preparatory course in chemistry. Students learn concepts and exercise math skills that are needed to understand basic chemistry concepts through classroom laboratory investigations, demonstrations, and discussions. The course will be predominantly lab-based covering a breadth of topics from the scientific method to the composition, structure, and properties of matter and the changes matter undergoes during chemical reactions. Although this course is largely conceptual, some basic mathematical principles will be explored, necessitating strong but basic math skills. This course is designed for students who are interested in the sciences and desire an exposure to chemistry and its relevance to science.

**3322 Advanced Chemistry (HON)**

**1 Credit**

**Grades 11 - 12**

**Prerequisite: College Chem. (HON) & C or better in Geometry (HON)**

This course will involve a detailed introduction to the principles of chemistry. Including scientific measurement, physical & chemical properties of matter, chemical bonding, writing of formulas, naming of compounds, chemical reactions, atomic structure and quantum theory. The application of mathematics to theory and laboratory experimentation is emphasized. This class is designed for students who plan to take chemistry or related science courses in college. Emphasis will be placed on an interpretive method of investigation utilizing process skills such as observing, organizing, analyzing, and graphing. Laboratory experiences are designed to familiarize students with chemical reactions and to develop skills in using laboratory equipment.

**3324 Conceptual Chemistry (CP) 1 Credit Grades 10 - 11**

**Prerequisite: College Biology, Dept. Approval**

This course is designed to make chemistry accessible to students and prepare them for higher level chemistry courses. Conceptual Chemistry provides the opportunity for the student to see practical applications of chemistry in everyday life and introduces them to foundational chemistry concepts including the properties of matter, atomic structure, chemical bonding, and chemical reactions. The course will combine hands-on lab and classroom based activities designed to challenge the student and build skills that will contribute to success in any introductory college level science course.

**3339 Conceptual Physics (CP) 1 Credit Grades 11 - 12**

**Prerequisite: Algebra I, Dept. Approval**

This course is designed to make physics more accessible to students and prepare them for higher level physics. Conceptual Physics awakens the curiosity and enthusiasm for learning in students by providing a more hands on and applied approach to conceptual physics ideas. By doing exciting experiments, students can relate to physics in their everyday lives and develop a working understanding of velocity, acceleration, energy, momentum, and Newton's three laws. Conceptual Physics makes physics engaging and challenging and builds skills for any introductory college level science course that will cover the conceptual material typically taught in a full year college physics class with simple algebraic formulas.

**3329 Human Anatomy and Physiology (H) 1 Credit Grades 10-12**

**Prerequisite: College Biology (HON)**

Human Anatomy and Physiology is a lab course designed for those who plan careers in biological or health-related areas. It involves a detailed study of the structure and function of the human body. Labs will include the dissection of a preserved mammal. Topics include biochemistry, cytology, histology, and various body systems. especially in the areas of histology, immunology, and endocrinology. The student will be expected to apply higher levels of critical reasoning to the classroom discussions and to testing tools. More extensive consideration will be given to diseases and organ system dysfunction. Emphasis is placed on preparing students for careers in nursing, medicine, and other health-related science careers. **Students anticipating taking Advanced Biology and the AP Biology Exam are strongly encouraged to complete Human Anatomy and Physiology their junior year.**

**3331 Human Anatomy and Physiology (CP) 1 Credit Grades 10-12**

**Prerequisite: College Biology**

This course builds upon concepts covered in introductory College Biology and narrows in focus to specifically the human body. Intended for students interested in learning about anatomical terminology, body tissues and basic systems, this course will explore anatomy, physiology and the related health consequences of disease. Through class discussion as well as various activities and laboratories, students will develop proficiency in inquiry, observation, and analysis.

**3340 College Physics (CP) 1 Credit Grades 11-12**

**Prerequisite: Completion of Alg.II. with a C or better average**

This course is designed for the average student interested in exploring everyday phenomena from the sub-fields of mechanics and electromagnetism. Mechanics deals with the study of motion and the influence of force on motion. In particular, a detailed study of Newton's Laws will be undertaken. An emphasis will be placed on problem solving and the use of formulas associated with physics. Ultimately, the student will gain a greater appreciation of the world around them and will look at everyday phenomena as extraordinary.

### **3341 Honors Physics (HON)**

**1 Credit**

**Grades 11-12**

**Prerequisite: C or better in (HON) Algebra II/Trig and concurrently enrolled in Pre-Calc.**

This course is for the accelerated student seeking an understanding of how the world works. Honors Physics is a lab-based exploration of everyday phenomena using fields for Classical Mechanics and later, electromagnetism. Mechanics deals with the student of motion and the influence of forces in motion. A detailed study of Newton's Laws, momentum, and energy will be undertaken. Electricity will be gradually introduced, beginning with the nature of the electron. Batteries and Circuits will be covered in a hands-on fashion. The school year will end with a study of magnetism and electromagnetic induction.

The goal of Honors Physics is to dismantle the natural world into abstract concepts in order to understand how things work. There will be a strong emphasis on problem solving and the mathematics associated with deriving formulas and applying the principles of physics.

## **SOCIAL STUDIES**

### **Statement of Purpose:**

The basic purpose of the Social Studies Program is to have students develop knowledge, understanding and skills necessary to become informed and caring citizens.

### **Goals and Objectives:**

1. To provide the historical foundation essential for an understanding of the political, social, cultural and economic forces shaping modern society.
2. To develop basic study skills, critical thinking, oral and written communication and research methodology.
3. To promote an appreciation of the worth and dignity of all individuals and encourage an active concern for their welfare.
4. To prepare the students to act rationally and responsibly as citizens in a democratic society.

House Bill 157:1, effective July 1, 2023, requires students to pass a locally developed competency assessment in civics and pass the naturalization examination developed by the 2020 United States Citizen and Immigration Services with a 70 percent or better to graduate from high school. School districts will be required to submit the results of both tests to the NH DOE by June 30th of each year.

**Civics Test:** Students in their freshman year will be required to take the 128 question civics test developed by USCIS. Students are required to answer a minimum of 90 questions correct (70%). This will be tracked locally by the school and reported to the NH DOE.

### **Courses:**

**6628 American Government and Civics (CP)**

**0.5 Credit**

**Grade 9**

**Prerequisite: None**

This course invites students to step into their roles as the next generation of active citizens. In an effort to build a firm foundation, we begin by exploring the definition of citizenship in our families, schools, state, and nation. Understanding how the government works is the first step toward preserving our democracy. Throughout the semester, students will also examine the origins of our Republic. By the end of the course, students will be able to create a comprehensive map which connects the ideals of our Founders from ancient origins to their modern applications in 21st century New Hampshire politics. Finally, emphasis is placed on the "Civics in Action" approach. Students will learn how to engage in civil discourse, understand the economic decisions that shape our communities, and appreciate the unique "First in the Nation" political culture of New Hampshire.

Over the course of the semester students will examine the structures, purpose, process and functions of government; through history and today, in the United States, New Hampshire, and the world. The main focuses of this course are the 3 Branches of the U.S. Government, the U.S. Constitution, local & state laws, individual rights & responsibilities of citizens; and the government's interactions with society, the economy, the environment and the American psyche. ***Student Final Exam will embed the N.H. Civics Assessment Standards.***

**6629 American Government and Civics (HON)**

**0.5 Credit**

**Grade 9**

**Prerequisite: Dept. Approval**

Over the course of the semester students will examine the structures, purpose, process and functions of government; through history and today, in the United States, New Hampshire, and the world. The main focuses of this course are the 3 Branches of the U.S. Government, the U.S. Constitution, local & state laws, individual rights & responsibilities of citizens; and the government's interactions with society, the economy, the environment and the American psyche. The expectations of this course will be above and beyond that of a normal course. Students of this class will be expected to produce excellence on all forms of assessment which will range from quizzes, tests, small papers; to worksheets and group work. ***Student Final Exam will embed the N.H. Civics Assessment Standards.***

**6601 World History (CP)**

**1.0 Credit**

**Grade 10**

**Prerequisite: None**

This course will provide World History trace the human experience of prehistoric man to the present day. Designed to meet New Hampshire state standards, students will examine significant historical events, accomplishments, and challenges that have influenced the progress of humankind and helped form the world we currently inhabit. Students will read primary and secondary sources and analyze documents via the social studies skills of corroboration, causation, and change over time. Through research-based writing, students will learn to think critically, form their own opinions, and articulate their viewpoints in order to synthesize the past with current global events.

**6602 World History (HON)**

**1.0 Credit**

**Grade 10**

**Prerequisite: (HON Social Studies)**

This course invites students to demonstrate mastery of world history competencies through a rigorous, analytical examination of human societies from early civilizations to the modern era. Designed to meet New Hampshire state standards for social studies, the curriculum emphasizes high-level inquiry and critical thinking, requiring students to move beyond rote memorization to actively corroborate evidence, evaluate conflicting narratives, and construct complex historical arguments. Students will engage in deep analysis of primary and secondary sources to investigate the evolution of political, economic, and cultural systems, fostering the skills necessary for effective participation in a globally interdependent world. Through research-based writing and examining change over time, students will refine their ability to interpret diverse perspectives and apply historical understanding to contemporary issues, ensuring they acquire the knowledge and modes of inquiry essential for college and career readiness.

**6650/6651 Economics (CP/HON)**

**0.5 Credit**

**Grades 10-12**

**Prerequisite: *Sophomores taking this need a minimum C average in civics.***

This semester-long course provides students with a comprehensive understanding of how economic systems function at the individual, national, and global levels. Moving beyond abstract theory, the course emphasizes "the economic way of thinking"—equipping students with the tools to understand how

incentives, scarcity, and opportunity costs shape the behavior of individuals, businesses, and governments. As upperclassmen preparing for life beyond high school, students will analyze real-world issues such as inflation, the housing market in New Hampshire, international trade wars, and fiscal policy. The curriculum is designed to help prepare students to make informed economic choices and participate in the economy in meaningful ways.

Units will focus on taxes, retirement, loans and credit, banking, checking and savings, employment and insurance as well as law of scarcity, price determination, inflation and monopoly. This course requires the student to actively participate in class discussions.

**6633 Modern World History (HON)\*** **0.5 Credit** **Grade 11-12**  
**Prerequisite: (HON Social Studies)**

*\*This is an elective class and does not satisfy the World History Graduation Requirement.*

This course focuses on how humans interact with one another and the environment around them in the current day. Classes will consist of analysis of events happening right now in t will be covered included: human-environment interaction, the different cultures of the world today and how they interact with the United States; and geo-political relations at-large. Students of this class will be expected to produce excellence on all forms of assessment which will range from quizzes, tests, small papers; to worksheets and group work, the United States and around the world.

**6610 US History (CP)** **1.0 Credit** **Grade 11**  
**Prerequisite: None**

In accordance with the New Hampshire Social Studies Standards, this course studies the history of the United States and New Hampshire from colonial times through the twentieth century. Students move beyond memorization to build analytical skills through critical reading and writing, evaluation of primary and secondary sources, and independent research. The course emphasizes understanding major themes, timelines, and cause-and-effect relationships to explain how the past shaped the modern world.

**6611 US History (HON)** **1.0 Credit** **Grade 11**  
**Prerequisite: (HON) Social Studies**

In accordance with the New Hampshire Social Studies Standards, this course covers U.S. history and New Hampshire history from its foundations through the 20th century, with an emphasis on connections to current domestic and international affairs. Students move beyond memorization to develop analytical skills by reading and writing critically, evaluating primary and secondary sources, and learning to corroborate evidence. The course emphasizes causation, the relationship between events and ideologies, and the ability to trace change over time through logical chronological analysis. Students also examine how historical contexts shaped beliefs, values, and relationships to better understand their role in today's world. Students should be able to connect themes and events across time, and understand historical, political, and cultural causation.

**6615 AP US History (AP)** **1.0 Credit** **Grade 11**  
**Prerequisite: Invitation**

In accordance with the requirements of the College Board and New Hampshire Social Studies Standards, this intensive full-year class will provide students with a comprehensive overview of United States and New Hampshire history with a major focus on analyzing and interpreting history. This is a college-level

course covering U.S. history from 1491 to the present; focus will be on developing historical thinking skills like analyzing sources, making connections, building arguments, and using themes to understand significant events, people, and processes through primary and secondary sources.

*\*The pace and structure of this course is purposely designed to help students both master the content and successfully prepare for the exam in May*

*\*\*The exam fee was set by the College Board at \$99.00 in 2026, but it is subject to change.*

### **6616 European History (AP)**

**0.5 Credit**

**Grade 12**

#### **Prerequisite: Invitation**

European History is an introductory honors/college-level European history course. Students cultivate their understanding of European history through analyzing historical sources and learning to make connections and craft historical arguments as they explore concepts like the interaction of Europe and the world, economic and commercial developments, cultural and intellectual developments, states and other institutions of power, social organization and development, national and European identity, and technological and scientific innovation.

*\*The pace and structure of the course is designed to both master the course material and prepare for the AP exam in May. Students interested in receiving AP weighting must sign up for the AP European exam in the fall and take the exam in the spring.*

*\*\*The exam fee was set by the College Board at \$99.00 in 2026, but it is subject to change.*

### **6620 Psychology (CP)**

**0.5 Credit**

**Grade 12**

#### **Prerequisite: None**

Psychology is the study of human behavior and mental processes. Students will engage in how human behavior is affected by personality, perspectives, perceptions, and sensations. Topics may include functions of personality, ways of learning, states of consciousness, and abnormal psychology. Students will develop an understanding of how good mental health, resiliency and empathy are developed. Participation skills will be emphasized throughout the course

### **6622 Psychology (HON)**

**1 Credit**

**Grade 12**

#### **Prerequisite: Honors Social Studies**

This is an introductory honors psychology course. Students cultivate their understanding of the systematic and scientific study of human behavior and mental processes. This will be done through inquiry-based approach as they

explore concepts like biopsychology, sensation and perception, learning and cognition, motivation, developmental psychology, testing and individual differences, treatment of abnormal behavior, stress and emotion, and social psychology. Students will gain a greater understanding for their own capacity for growth and must have strong critical thinking, reading, and discussion skills.

### **6623 AP Psychology (AP)**

**1 Credit**

**Grade 12**

#### **Prerequisite: Invitation**

In accord with the requirements of the College Board, this intensive full-year class will provide students with a comprehensive overview of Psychology. Students will examine the effects of physiology, perception, states of consciousness, learning, memory, and cognitive abilities on human behavior. Students will analyze human development, emotions and stress, personality theories, and abnormal behavior. Students are exposed to the psychological facts, principles, and phenomena associated with each of the major

subfields within psychology. They also learn about the ethics and methods psychologists use in their science and practice. The pace and structure of this course is purposely designed to help students both master the content and successfully prepare for the AP Exam. Thus, this class requires a serious commitment by the student. The fee for the 2026 exam was \$99 per exam. This is set by the College Board and subject to change.

**6617 Global Perspectives (CP)**

**0.5 Credit**

**Grade 11- 12**

**Prerequisite: NONE**

Global Perspectives is a largely project-based semester course that focuses on preparing students for a rapidly changing world by broadening their outlook through the critical analysis of and reflection on issues of global significance. The course may use contemporary world literature, case studies, documentary films, and other sources in a variety of contexts to examine issues of global significance. These include education, poverty, equality, peace and justice, human rights, migration, the global impact of sports, and climate change, to name a few. In addition, students will watch films, conduct research, and implement individual and group projects on global topics of choice. Emphasis will be placed on the ability to acquire and develop critical thinking and reasoning skills, as well as research and communication skills.

**6618 Street Law (CP)**

**0.5 Credit**

**Grade 11- 12**

**Prerequisite: NONE**

This course examines civil, criminal, and Constitutional law. Students will learn Supreme Court precedent, trial law, and the adversary system. Students will also identify distinctions between New Hampshire and federal courts, as well as the New Hampshire and United States Constitutions. Students will also have the opportunity to argue cases individually and in groups and to hear from professionals in the legal field. The culminating activity will consist of students participating in a mock trial.

**6624 AP US Gov't and Politics (AP)**

**0.5 Credit**

**Grade 12**

**Prerequisite: Invitation**

AP United States Government and Politics provides a college-level, nonpartisan introduction to key political concepts, ideas, institutions, policies, interactions, roles, and behaviors that characterize the constitutional system and political culture of the United States. Students will study U.S. foundational documents, Supreme Court decisions, and other texts and visuals to gain an understanding of the relationships and interactions among political institutions, processes, and behaviors. Students will also engage in disciplinary practices that require one to read and interpret data, make comparisons and applications, and develop evidence-based arguments.

*\*The pace and structure of the course is designed to both master the course material and prepare for the AP exam in May.*

*\*\*The exam fee was set by the College Board at \$99.00 in 2026, but it is subject to change.*

## 6625 AP Comparative Gov't and Politics (AP)

0.5 Credit

Grade 12

### Prerequisites: Invitation

In accord with the requirements of the College Board, this one semester class will provide students with an overview of major comparative political concepts, themes, and generalizations. Throughout the year, students will engage in six main topics: Introduction to Comparative Politics; Sovereignty, Authority, and Power; Political Institutions; Citizens, Society, and the State; Political and Economic Change; and Public Policy. Six countries form the core of the course: China, Great Britain, Iran, Mexico, Nigeria, and Russia. This class requires a serious commitment by the student. The pace and structure of this course is purposely designed to help students both master the content and successfully prepare for the AP Exam. Thus, this class requires a serious commitment by the student.

*\*The pace and structure of the course is designed to both master the course material and prepare for the AP exam in May.*

*\*\*The exam fee was set by the College Board at \$99.00 in 2026, but it is subject to change.*

## THEOLOGY

### Statement of Purpose:

The Theology program is to educate students in the Catholic Faith based on the foundation of the Hebrew and Christian Scriptures and the doctrinal development of the Catholic Church. Students will be challenged to live out Gospel values spiritually, morally, justly, ethically, and joyfully.

### Goals and Objectives:

The general goals and objectives of the Theology Department are:

1. To witness God's Salvation throughout Old and New Testament Scripture.
2. To observe the development of Christ's salvific mission throughout Scripture.
3. To develop an understanding of Catholic liturgy and the Liturgical significance of the Mass and the Seven Sacraments of the Church with a focus on the Eucharist as the Source and Summit of our Christian Life (Lumen Gentium, no. 11; cf. CCC, 1324).
4. To encourage the development of moral character that encourages students to not only know what is good but to act accordingly.
5. To foster ecumenical and interfaith understanding, dialogue, and tolerance.
6. To instill a passion for solidarity, peace, liberty, and justice.

**Students will be able to move up to honors after completing Theology 9A.** *If students earn an A/A+.*

### Courses:

**1101 Theology 9A**

**Old Testament**

**0.5 credit Grade 9**

**1102 Theology 9A**

Theology 9A is an introduction to Divine Revelation and Salvation History as presented in the Old Testament of the Bible. Emphasis will be placed on the five major covenants of the Hebrew Scriptures that point to their ultimate fulfillment in the New Covenant of Jesus Christ. Students will study the Pentateuch, Historical Books, Wisdom Literature, and the prophets of the Old Testament, while through the hermeneutical principles outlined by the Catechism of the Catholic Church.



**1113 Theology 12A**                      **Inter-Religious Studies and Ecumenism**                      **0.5 credit Grade 12**  
**1114 Theology 12B**  
Students will study the major religions and philosophies of the world through the lens of Catholicism. In analyzing the Old and New Testament, and reading the texts of the major religions of the world, students will compare and contrast the religions while learning to foster ecumenical dialogue as put forth by Vatican II. Through the logical study of the world’s religions, students will foster a deeper understanding and appreciation of the truths contained in the Bible.

**1115 Theology 12B**                      **Apologetics**                      **0.5 credit Grade 12**  
**1116 Theology 12B**  
Apologetics—Students will develop a deeper appreciation and understanding of the Catholic Faith, as well as an understanding of the rational and logical basis for Catholic belief and how to defend it from common objections. Students will study and read a diverse collection of writings and papers. Students will not only learn the philosophical and historical basis for Catholic beliefs such as “The Existence of God”, “The Immortality of the Soul”, and “The Historicity of Jesus and the Bible”, but also how to engage in mature and meaningful dialogue while practicing the art of rhetoric.

## **WORLD LANGUAGE**

### **Statement of Purpose:**

The purpose of the department is to enable students to communicate in the target language within the framework of the culture that the language represents. Each course’s objectives are aligned with the World Readiness Standards for Learning Languages developed by the American Council on the Teaching of Foreign Languages (ACTFL) and followed by the New Hampshire Association of World Language Teachers (NHAWLT.)

### **Goals and Objectives:**

1. The development of the student’s ability to understand and speak the target language.
2. The development of the student’s ability to read and write in the target language.
3. The development of the student’s appreciation of and respect for persons of diverse cultures.
4. To immerse the students in the target language to an extent appropriate to their ability.
5. To enable students to move from a novice low to an intermediate high or advanced low level of proficiency through interpersonal, interpretive, and presentational communication as developed in the scope and sequencing of the Senderos and Chemins textbook series which align with ACTFL/NHAWLT standards.

### **Courses:**

**5502 French I (CP)**    **1 Credit**    **Grades 9-10**  
**Prerequisite: None**

This full year course is designed for the student with little or no French language background. The course introduces and reinforces the use of the basic grammatical structures of the language and enables the

student to use these structures in written and oral communication. Vocabulary and grammar concepts will be reinforced through readings, dialogues, projects, and other authentic media.

**5503 French I (H)**

**1 Credit**

**Grades 9-10**

**Prerequisite: Departmental Approval**

This course is designed for students who have taken French in middle school or for students with no French background who are prepared for the academically rigorous material of an honors course. The course introduces and reinforces the use of the basic grammatical structures of the language and enables the student to use these structures in written and oral communication. The students will review and learn new vocabulary and grammar through readings, dialogues, projects, and other authentic media.

**5504 French II (CP)**

**1 Credit**

**Grades 10-12**

**Prerequisite: French I**

This course is designed for students who have successfully completed French I at the high school level. This course builds upon the foundation laid in French I. Students review basic concepts while expanding vocabulary through readings, dialogues, projects, and other authentic media. A strong grammatical foundation is built through the study of the past tenses, the comparative and superlative, and object pronouns.

**5505 French II (HON)**

**1 Credit**

**Grades 9-12**

**Prerequisite: Dept. Approval via grade and placement test**

This honors course builds students' French skills in listening, speaking, reading and writing through readings, dialogues, projects, and other authentic media. A strong grammatical foundation is built through the study of the past tenses, the comparative and superlative, and object pronouns. The core content of this course is the same as that of the CP level, but the course goes more in-depth on grammatical, cultural and vocabulary topics at a faster pace.

**5542 French III (CP)**

**1 Credit**

**Grades 11-12**

**Prerequisite: French II**

The skills developed in French I and II are reviewed, reinforced and practiced at a more advanced level. The remainder of the indicative tense are learned and mastered. The indicative mood is finished with the instruction of the future and conditional tense. The subjunctive mood is studied deeply and students learn to compare and contrast its uses with the indicative tenses. French culture is explored through readings, dialogues, projects, and other authentic media. Classroom activities focus on improving speaking and listening skills through interpersonal, interpretive, and presentational communication.

**5506 French III (HON)**

**1 Credit**

**Grades 10-12**

**Prerequisite: French II (HON) or Dept. approval via grade and placement test**

The skills developed in French I and II are reviewed, reinforced and practiced at a more advanced level. The remainder of the indicative tense are learned and mastered. The indicative mood is finished with the

instruction of the future and conditional tense. The subjunctive mood is studied deeply and students learn to compare and contrast its uses with the indicative tenses. French culture is explored through readings, dialogues, projects, and other authentic media. Classroom activities focus on improving speaking and listening skills through interpersonal, interpretive, and presentational communication. The core content of this course is the same as that of the CP level, but the course goes more in depth on grammatical, cultural and vocabulary topics at a faster pace.

**5507 French IV (HON)**

**1 Credit**

**Grades 11-12**

**Prerequisite: French III (HON) or Dept. Approval**

At this level the students experience more immersion in French and the use of English diminishes as students advance through the curriculum. New vocabulary is introduced through readings, dialogues, projects, and other authentic media. The indicative, subjunctive, and imperative moods are reviewed and mastered. Students will focus on improving their reading, writing, listening and speaking skills through interpersonal, interpretive, and presentational communication.

**5545 French V (HON)**

**1 Credit**

**Grades**

**11-12**

**Prerequisite: French IV (HON) or Dept. Approval.**

**The course is contingent upon meeting the minimum required enrollment.**

Students cultivate their understanding of the French language and culture by applying interpersonal, interpretive, and presentational modes of communication in real-life situations as they explore various themes. The purpose of the course is to prepare the students to use the French language both in and outside the classroom. The course will be conducted in French to help students practice and improve their French speaking and listening skills. The pace and structure of this course is purposely designed to help students both master the content and prepare for a university level course or real-world use of French.

**5510 Spanish I (CP)**

**1 Credit**

**Grades 9-10**

**Prerequisite: None**

This full year course is designed for the student with little or no Spanish language background. The course introduces and reinforces the use of the basic grammatical structures of the language and enables the student to use these structures in written and oral communication. Vocabulary and grammar concepts will be reinforced through readings, dialogues, projects, and other authentic media.

**5511 Spanish I (HON)**

**1 Credit**

**Grades 9-10**

**Prerequisite: Dept. Approval via grade and placement test**

This course is designed for students who have taken Spanish in middle school or for students with no Spanish background who are prepared for the academically rigorous material of an Honors course. The course introduces and reinforces the use of the basic grammatical structures of the language and enables

the student to use these structures in written and oral communication. The students will review and learn new vocabulary and grammar through readings, dialogues, projects, and other authentic media.

**5512 Spanish II (CP)**  
**10-12**

**1 Credit**

**Grades**

**Prerequisite: Spanish I**

This course is designed for students who have successfully completed Spanish I at the high school level. This course builds upon the foundation laid in Spanish I. Students review basic concepts while expanding vocabulary through readings, dialogues, projects, and other authentic media. A strong grammatical foundation is built through the study of the past tenses, commands, and object pronouns. Mini projects will develop creativity while illustrating vocabulary and grammar in context.

**5513 Spanish II (HON)**

**1 Credit**

**Grades 9-12**

**Prerequisites: Spanish I (HON) or Dept. Approval via grade and placement test**

This honors course builds students' Spanish skills in listening, speaking, reading and writing through readings, dialogues, projects, and other authentic media. A strong grammatical foundation is built through the study of the past tenses, commands, and object pronouns. The core content of this course is the same as that of the CP level, but the course goes more in-depth on grammatical, cultural and vocabulary topics at a faster pace.

**5517 Spanish III (CP)**  
**10-12**

**1 Credit**

**Grades**

**Prerequisite: Spanish II**

The skills developed in Spanish I and II are reviewed, reinforced and practiced at a more advanced level. The remainder of the indicative tense are learned and mastered. The indicative mood is finished with the instruction of the future and conditional tense. The subjunctive mood is studied deeply and students learn to compare and contrast its uses with the indicative tenses. Spanish culture is explored through readings, dialogues, projects, and other authentic media. Classroom activities focus on improving speaking and listening skills through interpersonal, interpretive, and presentational communication.

**5514 Spanish III (HON)**

**1 Credit**

**Grades 10-12**

**Prerequisite: Spanish II (HON) or Dept. approval via grade and placement test**

The skills developed in Spanish I and II are reviewed, reinforced and practiced at a more advanced level. The remainder of the indicative tense are learned and mastered. The indicative mood is finished with the instruction of the future and conditional tense. The subjunctive mood is studied deeply and students learn to compare and contrast its uses with the indicative tenses. Spanish culture is explored through readings, dialogues, projects, and other authentic media. Classroom activities focus on improving speaking and listening skills through interpersonal, interpretive, and presentational communication. The core content of this course is the same as that of the CP level, but the course goes more in depth on grammatical, cultural and vocabulary topics at a faster pace.

**5515 Spanish IV (HON)****1 Credit****Grades 11-12****Prerequisite: Spanish III (HON) or Dept. approval via grade and placement test**

At this level the students experience more immersion in Spanish and the use of English diminishes as students advance through the curriculum. New vocabulary is introduced through readings, dialogues, projects, and other authentic media. The indicative, subjunctive, and imperative moods are reviewed and mastered. Students will focus on improving their reading, writing, listening and speaking skills through interpersonal, interpretive, and presentational communication.

**5519 Advanced Placement Spanish Language and Culture****1 Credit****Grade 12****Prerequisite: Invitation****The course is contingent upon meeting the minimum required enrollment.**

“AP Spanish Language and Culture is equivalent to an intermediate-level college course in Spanish. Students cultivate their understanding of Spanish language and culture by applying interpersonal, interpretive, and presentational modes of communication in real-life situations as they explore concepts related to family and communities, personal and public identities, beauty and aesthetics, science and technology, contemporary life, and global challenges.” Source AP College Board website.

Students will complete a rigorous course load that will include various types of assignments and assessments that use a variety of authentic audio, visual, and audiovisual sources and authentic written texts in order to prepare themselves for the AP Exam at the course’s end.

The purpose of the course is to prepare the students to use the Spanish language both in and outside the classroom. It is to encourage an understanding and appreciation of Spanish culture. The course will be conducted in Spanish to help students practice and improve their Spanish speaking and listening skills. The pace and structure of this course is purposely designed to help students both master the content and successfully prepare for the AP Exam. Thus, this class requires a serious commitment by the student.



## Program Pathways in Business with MCC - classes Grades 10 - 12

### **Accounting Certificate**

Introduction to Accounting and Financial Reporting I

Introduction to Accounting and Financial Reporting II

Cost Accounting I

Software System Applications

Intermediate Accounting I

Federal Income Taxes - Individuals

Microsoft® Computer Applications I

### **Management Certificate**

Introduction to Accounting and Financial Reporting I

Introduction to Accounting and Financial Reporting II

Business Management

Business Law I

Human Resource Management

Leadership

### **Marketing Certificate**

Principles of Marketing: A Global Perspective

Global Consumer Behavior

International Marketing

Advertising

Sales and Sales Management

Marketing Research

### **Small Business Certificate**

Bookkeeping for Small Businesses

Business Management

Entrepreneurship and Small Business Management

Business Law I

Human Resource Management

Principles of Marketing: A Global Perspective



## Program Pathway in the Trades with MCC -classes Grades 11 & 12

**\*See your School Counselor for more information regarding Career Pathway Scheduling**

### **Automated Manufacturing**

Manufacturing Career Prep  
Solidworks and 3D Printing  
Industrial Print Reading and Metrology  
Electrical for Manufacturing  
Control Fundamentals with Python  
Manufacturing Fundamentals

### **Electrical Technology**

Electrical Fundamentals I  
AC Fundamentals and Residential Wiring  
Power, Transformers and Rotating Machinery  
Commercial and Industrial Wiring  
National Electrical Code Fundamentals  
Electrical and Electronic Motor Controls  
Commercial and Low Voltage Building Systems  
Electrical Print Reading  
Advanced Controls I – Digital Fundamentals –  
PLC Basics  
Renewable and Alternative Energy Systems

### **Welding**

Fundamentals of Welding  
Gas and Arc Welding Theory and Lab  
Technical Blueprint Reading  
MIG and TIG Welding Theory Laboratory  
Blueprint Reading for Welders

### **HVAC Air Conditioning**

Related Electricity I Theory and Lab  
Fundamentals of Refrigeration I Theory and Lab  
Related Electricity II Theory and Lab  
Fundamentals of Refrigeration II Theory and Lab  
Commercial Refrigeration Theory and Lab  
Residential and Commercial Air Conditioning and Heat Pumps Theory and Lab

\*Explore work based learning, internships and other volunteer opportunities by meeting your School Counselor

# STATEMENT OF ACCREDITATION

Trinity High School is accredited by the New England Association of Schools and Colleges, Inc., a non-governmental, nationally recognized organization whose affiliated institutions include elementary schools through collegiate institutions offering post-graduate instruction.

Accreditation of an institution by the New England Association indicates that it meets or exceeds criteria for the assessment of institutional quality periodically applied through a peer group review process. An accredited school or college is one which has available the necessary resources to achieve its stated purposes through appropriate educational programs, is substantially doing so, and gives reasonable evidence that it will continue to do so in the foreseeable future. Institutional integrity is also addressed through accreditation. Inquiries regarding the status of an institution's accreditation by the New England Association should be directed to the administrative staff of the school or college. Individuals may also contact the Association:

**New England Association of Schools and Colleges**  
209 Burlington Road, Bedford MA, 01730; (781) 271-0022  
[www.neasc.org](http://www.neasc.org)

## Alternative Credit

All credits must be earned by accredited institutions that offer transcripts. For full-time enrolled students at THS, alternative credits will not be approved for courses running at Trinity High School.

For transfer students, transfer credits will only be placed on the Trinity High School transcript by Official Transcripts sent by accredited institutions to the School Counseling Department, and grades will be recalculated using the THS Grading Scale (please reference the Trinity High School, School Profile for grade scale).

## Virtual Learning Academy Charter School

Virtual Learning Academy Charter School (VLACS) is an online educational opportunity operated through the Exeter school district. Trinity will not give credit for any VLACS course that is offered within Trinity's curriculum. Prior approval from Trinity's academic and college planning office must be obtained for any VLACS course to appear on a Trinity transcript. Although the VLACS course may appear on the Trinity transcript, the grade will not calculate into the student's GPA. Trinity will only provide a student with the opportunity to participate in a VLACS course and does not exercise any control over content of the curriculum or the assignment of grades. All registration and course requirements fall upon the student to complete. Interested students can access the VLACS via the web address [www.vlacs.org](http://www.vlacs.org).

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