



Thursday, December 18, 2025
AGENDA

Regular Business Meeting
SAU 106 Boardroom

Justin Krieger, Superintendent
Katie Knutsen, Chair
Mark Sherwood, Vice Chair

1. 7:00 PM Call to Order – Chair
2. Roll Call – Minute Taker
3. Pledge of Allegiance
4. Approval of Minutes
5. Student, Staff, Family Share
6. Delegates and Individuals
7. Student Representative
8. Current Business
 - a) TRHS Program of Studies Revisions (Second Read) – ACTION
 - b) Fall 2025 NESDEC Enrollment Report Update – INFORMATIONAL
 - c) Overnight Travel Requests – ACTION
 - TRHS-German American Partnership Program/Germany Trip
 - TRMS/TRHS World Language Quebec Trip
 - d) K-12 Health Curriculum Revisions (First Read) – ACTION
 - e) Budget to Actual Report – INFORMATIONAL
 - f) Request for Proposal: Student Chromebooks – ACTION
 - g) Policies – ACTION
 - h) Draft 2026 Warrant (Presentation 5) – INFORMATIONAL/ACTION
9. Administrator's Report
10. Personnel Report
11. Committee Reports/Reports of the School Board
12. Other Business
13. Nonpublic Session – if required.

DATE	TIME	LOCATION	TYPE OF MEETING
~~12/22/25-CANCELLED~~	~~7:00 PM~~	~~SAU Boardroom~~	~~Budget Committee~~
1/7/26	4:00 PM	SAU Boardroom	Curriculum & Assessment
1/8/26	5:00 PM	SAU Boardroom	Policy
1/8/26	7:00 PM	SAU Boardroom	School Board
~~1/12/26-CANCELLED~~	~~6:15 PM~~	~~SAU Boardroom~~	~~Capital Improvement Plan~~
1/13/26	1:00 PM	SAU Boardroom	Facilities
1/14/26	4:00 PM	SAU Boardroom	Wellness

DRAFT PUBLIC MEETING MINUTES

Note: When feasible, TRSB meetings are videotaped. These meeting minutes reflect only a basic summary of the meeting topics, discussion, and action. The Vimeo recording of this meeting can be viewed at: <https://vimeo.com/trsd>
Materials presented at the board meeting may be viewed at: [School Board Meeting Agenda Materials](#)

Timberlane Regional School Board Meeting Minutes

**Regular Board Meeting
December 4, 2025
7:00 PM**

**Superintendent's Office
30 Greenough Road
Plaistow, NH**

Call to Order

Board Members Present

Mark Sherwood, Marianne Springer, Brienna Woodworth, Shauna Manthorn,
Katie Knutsen, Don Woodworth, Jack Sapia, Alyssa Kowalczyk

Excused Absence: Paul LeCain

Seated at the Board Table

Justin Krieger, Superintendent
Sandra Allaire, Assistant Superintendent

Student Representative: Cameron Stack

Administrators Present

Maria Watkins, Business Administrator/CFO
Mark Pederson, Director of Secondary Education

Mrs. Knutsen called the meeting to order at 7:00 pm.

APPROVAL OF MINUTES

MOTION: Mr. Sherwood motioned to approve the public meeting minutes of 11/20/25 as amended. Seconded by Mrs. Kowalczyk Motion passed: 8-0-0

MOTION: Mr. Sapia motioned to approve the non-public meeting minutes of 11/20/25 as amended. Seconded by Mrs. Kowalczyk Motion passed: 8-0-0

DRAFT PUBLIC MEETING MINUTES

DELEGATES & INDIVIDUALS

Jack Sapia from Atkinson referred to the discussion at the last meeting regarding CTE. He thought about starting a revolving scholarship. He has reached out to labor unions who expressed interest. He believes this is something to consider.

MOTION: Mrs. Woodworth motioned to move the remaining 27 minutes to the end of the meeting. Seconded by Mrs. Manthorn Motion passed: 8-0-0

STUDENT REPRESENTATIVE

Cameron Stack provided some highlights of events in the District. At the high school, they have their upcoming Milkman show. The student/staff basketball game is coming up. Longtime counselor and wrestling coach, Barry Chooljian, will be honored with the Gymnasium dedication at the upcoming December 17th wrestling match vs. Pinkerton Academy. The Middle School will be having their Holiday Senior tea. Pollard celebrated winter with a school-wide assembly. The Belfry dedication will be held at 10:00 AM on December 18th.

CURRENT BUSINESS

a. Energy Efficient Lease Project

Mr. Krieger introduced Mike Davies and Chris Roy with EEI who will present where we are in terms of the entire lease project, but the first order of business will be for Mike Davies to speak to what Dr. Martin brought before the Board at the last meeting. We entered into Phase 1 of the lease and the Board prepaid that. The Board is also engaged in Phases II and III of the lease. As we enter contracts for those phases and as the work and equipment gets ordered and done, there are variances about what those actual costs are at the end of the work. We have a variance that Dr. Martin brought before the Board at the last meeting. We had asked EEI to find a project that would meet that kind of cost item. They were able to do that and it is over at the high school. We know we have an issue there with some classrooms and students who we need to care of and we brought a request to use the last of the remaining lease money to do that project at the high school. That is the decision before the Board tonight.

Mr. Davies went through the work that has been completed and paid off in Phase I and Phase II. They are in the middle of Phase III and then into Phase IV and Phase V which will be the remaining portions of the high school roof, another section of the Atkinson roof, the PAC HVAC and controls, Pollard HVAC and controls and boilers, Danville partial HVAC. He described the roof work they will be doing on the Atkinson roof. He explained there is a variance from the

DRAFT PUBLIC MEETING MINUTES

ongoing work of \$296,000 and they talked about using that to replace the AHU2 at the High School.

Mr. Davies explained in the beginning, they had identified \$100 million worth of potential projects and needs. They narrowed the focus down to \$25 million with a heavy focus on HVAC, boilers and some of the worst windows and worst roofs. As they have been working through the projects, some of the things have come in under budget and they were left with a variance of approximately \$300,000 from the amount the voters approved. Then, the questions came up as what would be the next biggest need that could be done for approximately \$300,000. Mr. Roy did a budget of the AHU2 at the high school and it came in at roughly \$260,000.

Mr. Woodworth asked EEI if we are making headway or just treading water. Mr. Davies explained if the Board hadn't done this lease, Timberlane would be really up against it on these topics.

Mrs. Manthorn commented that we have a variance left over in the lease money that the voters approved for them to use for projects related to energy efficiency. She is hesitant to use any other money but this lease money that has been appropriated and voted on.

This work will be done in either Phase IV or Phase V.

MOTION: Mrs. Manthorn motioned to approve allocating \$296,043.45 from the \$25 million lease to replace the TRHS AHU2 Condenser unit. Seconded by Mr. Sherwood. Motion passed: 8-0-0

b. TRHS Program of Studies Revisions

Mr. Pedersen explained there are two Programs of Studies. One is for the graduating classes of 2027, 2028, and 2029. There is also one for the graduating classes of 2030 and beyond. He highlighted the most significant changes which need the most attention due to ED 306 rules. There is some new language in both Programs of Studies about the alternative diploma, the archiving of film studies, and they also made some language changes to a number of classes which is really just a renaming of classes that existed as resource classes that were not officially in the Program of Studies. We are trying to make the language all the same and some changes that are required with the ED306 rules. They did some work with the NCAA getting courses approved and cleaning that up. They also did some changes to the alternative credit with those ED306 rules. The last major piece in both Programs of Studies is they took away that computer science technology pathway option at Salem CTE because it is now exactly what we offer here at Timberlane.

In the Program of Studies for 2030 and beyond, probably the biggest change for the families and students is the diploma planning worksheet. Kids are now going to be required to take a

DRAFT PUBLIC MEETING MINUTES

different number of credits. He stated they actually went up one credit in each one of their three diploma tracks.

Mr. Pedersen explained this is before the Board as a First Read and he will be back before the Board on December 18, 2025 for further review and questions. He added that all 8th Graders will receive a hard copy and will get these up on the website under the Documents tab. They will also hold a parent information night for the incoming freshman. Once these two Program of Studies are approved by the Board, it will go to print over the school break.

Mrs. Manthorn commented on the astronomical amount of work that went into this and she is grateful for all the work done toward these two Programs of Studies.

MOTION: Mrs. Manthorn motioned to accept the Program of Studies for the graduating classes of 2027, 2028, and 2029, as well as, the Program of Studies for graduating classes 2030 and beyond as a First Read. Seconded by Mrs. Kowalczyk. Motion passed: 8-0-0

c. FY27 Default Budget

Mr. Krieger explained this is the second time it is coming before the Board. There are three different documents in here for the Board and the public to view. He addressed the concerns raised by Board members at the last meeting in terms of Special Education, Line 330 Other Professional Services. He provided some historical data and provided some considerations. The rate of cost for an identified student versus a general education student increases 5 times the rate. The change in the out of district placement was that it used to be all inclusive of what that student needs. That is not the case now. The district is also paying for any related services that child is provided at that out of district placement and the evaluations that continue for that child for eligibility.

Mr. Krieger mentioned another consideration is the advent of charter schools. They have had more identified students move into charter schools and we remain the LEA and it is our responsibility for any special education costs attached to that child while they are attending the charter school. Another consideration is that we project for FY27 to be fully staffed. The district has also brought in 3 categorical programs. We have 3 contracts now with NECC.

Mr. Krieger mentioned the last thing to consider is we are still using the eligibility requirements and the testing procedures that were normed pre-COVID. He provided some numbers that tail off those considerations. As a District, they have stayed fairly consistent and don't have a net gain or net loss of total identified students. What they do have is the degree of services those students require. That has dramatically increased and he provided numbers comparing FY23 to FY26.

DRAFT PUBLIC MEETING MINUTES

Mrs. Watkins informed the Board she attended a conference in Concord. It was for special education with a focus on business administrators and special education directors. They were all expressing the same concerns as this Board. This is not just a Timberlane issue.

Mrs. Knutsen explained right now the default budget is at \$90,497,479. This comes from a required formula. This has also been run by legal to make sure we are doing everything we needed to do.

Mrs. Springer stated in looking at some of the lines and working with Mrs. Watkins, she knows that some of the benefits increase and salary increases are contractual obligations, for longevity and their associated benefits they were cut this year so we funded them at less than full level. She asked if they could do that in the default budget as well.

Mrs. Watkins responded that they could do that, however, it is not the responsible way to budget. Especially for employee benefits that are required by CBA's. Longevity is one benefit that is calculated based on the employees who are here and who are eligible for that.

Mr. Krieger explained that whatever is reduced, if we have a contractual obligation to do it and all that stuff comes through, we would need to look elsewhere to be sure we can fund that.

Mr. Sapia doesn't believe they should mess with the default budget. That is based on certain criteria.

MOTION: Mr. Sherwood motioned to approve the FY27 default budget of \$90,497,479. Seconded by Mr. Woodworth. Motion passed: 7-1-0 (Springer opposed)

Mr. Sherwood asked Mrs. Springer what she is uncomfortable with. Mrs. Springer thinks there are a couple of areas that could possibly be a little less generous. Mr. Sherwood suggested if there are particular areas that she thinks will move the needle at all, then perhaps she can bring it up at the next meeting.

Mrs. Knutsen stated that although they voted on the default budget tonight, they can move on this again.

d. Policies- Second Read

Mrs. Allaire presented Policies IHBH, IJ, and IKF as a second read and adoption.

Policy IHBH – Extended Learning Opportunities

DRAFT PUBLIC MEETING MINUTES

There have been no changes since the First Read.

MOTION: Mrs. Manthorn motioned to approve Policy IHBH Extended Learning Opportunities as the second read/adoption. Seconded by Mrs. Kowalczyk Motion passed: 8-0-0

Policy IJ – Instructional Materials

There have been no changes since the First Read

MOTION: Mrs. Manthorn motioned to approve Policy IJ Instructional Materials as the second read/adoption. Seconded by Mrs. Kowalczyk Motion passed: 8-0-0

Policy IKF – High School Graduation Requirements

Policy IKF has a slight change from the First Read. At the last meeting, there were some questions that were raised regarding language in the section on the FAFSFA. Mrs. Allaire looked into the language in the RSA. The RSA that refers to the completion of the FAFSA as a graduation requirement is RSA 193:26-A. The language in the model policy that we were working off of from the NHSBA looks to have an error. They transposed the language from the RSA into the policy. She directed the Board to this policy in their packet and they will see the correct paragraph right above what has been struck through. The RSA speaks to it being a copy of the FAFSA whether a hard copy or online so that the student can complete it. It did not mean a completed application. That language in the policy has now been changed and other than that, no other changes were made.

MOTION: Mrs. Manthorn motioned to approve Policy IKF High School Graduation Requirements inclusive of the revisions presented tonight for a second read/adoption. Seconded by Mrs. Springer Motion passed: 8-0-0

e. Draft 2026 Warrant (Presentation 4)

Mr. Krieger referred the Board to Article 11 which is the Capital Reserve Fund by Surplus. There are two things going on here, we are eliminating what used to be Article 11 and then inserting different language here. This is looking to be closing the current account and moving the money in that account into the new account that this article is creating. The reason is that it gives the Board more flexibility and jurisdiction over the spending of those dollars. It cleans it up for the DRA. He will work with legal counsel about adding another phrase there because although this closes the account and moves the money and establishes a new account, it doesn't

DRAFT PUBLIC MEETING MINUTES

raise and appropriate up to \$250,000 for this next coming fiscal year which we still want to be able to do.

Mr. Krieger spoke to Article 12 the Fund Balance Retention.

MOTION: Mr. Woodworth moved that we set the fund balance retention percentage at 2.5%. Seconded by Mrs. Manthorn. Motion passed: 7-0-1 (B. Woodworth abstained)

Article 13 – Full Day Kindergarten

It seeks to change the Articles of Agreement and identify the cost figure to move to full day kindergarten in that transition year at \$271,000.12. This article would require a 3/5ths majority vote. Mr. Krieger will double check if it is 3/5ths majority or 2/3rds majority.

Mr. Krieger spoke to a new warrant article #14. This is a draft which would seek to allow the district to expend the interest it has earned on the lease proceeds. They will need to identify a dollar figure in the warrant. He will be talking more with legal counsel on this warrant article.

ADMINISTRATORS REPORT

Mrs. Allaire addressed some questions that were raised by the Board members regarding the Program of Studies roll out. They are putting together a comprehensive plan to reach students, parents, and teachers to engage in conversations about these changes.

Mrs. Allaire stated that every year, the 7th Grade Social Studies team at the Middle School has a unit on Rome and on democracy. The team of educators reached out to our congressional representatives and senators. Maggie Goodlander responded and she will be visiting the 7th Grade next week.

Mr. Krieger stated he has been asked to look at the historical attendance. He went back to 2015 and enrollment at the high school was decreasing from 2015 leading up to COVID. As a District, we hit a low point during COVID. They have made some gains since COVID, but not yet at the number they were at in 2015.

Mr. Krieger informed the Board the District is going to receive \$750,000 more in adequacy funding from the State than it did the previous year.

Mr. Krieger provided an update on the Facilities Director search. He has 22 qualified candidates and will start meeting with them next week and will be joined by two local facility directors from Pinkerton and one from the Derry Cooperative School District. He will keep the Board updated.

The joint meeting with the Budget Committee is next Thursday.

DRAFT PUBLIC MEETING MINUTES

Warren Street Architects have some conceptualized ideas and they will be attending the Facilities Committee meeting very shortly.

The two envelope consultants have both submitted some thoughts in terms of what the high school bathrooms could look like and will bring them to the Facilities Committee for review.

Mr. Krieger stated that Mrs. Kowalczyk asked him to bring some information to the Board regarding Open Enrollment school districts. Title 15, Chapter 194 was established for school districts with the ability to become Open Enrollment school districts. At this point, there is one pathway which is through a warrant and by the vote of the governing body. He described the details that are involved for this. One of the main concerns is how do you budget for this. The Board members had questions about the selection process and how being an open enrollment school would work. Mr. Krieger is also concerned in the selection process.

Mr. Sherwood stated this is a very complex thing and it is a two-edged sword.

Mr. Sapia stated from an administrative standpoint and from a forecasting standpoint they should focus on their own kids. At first glance, he sees this as a train wreck. He doesn't want to see any more burden placed on our administrators. There were a lot of open questions.

Mr. Krieger will track where these things may be showing up in warrants for towns across the state. It will really be all about geography.

COMMITTEE REPORTS

Mrs. Knutsen stated the Budget Committee has been meeting and we can't keep doing the same things for less. The joint meeting is on December 11, 2025. Union negotiations continue to go on and hopefully we have some agreements soon.

Mr. Sherwood mentioned the next Facilities Committee meeting will be on December 11, 2025.

There was no further public business before the Board. The meeting was adjourned at 9:06 PM.

Respectfully submitted,

Linda Mahoney
Recording Secretary

Approved by the School Board on



EXECUTIVE SUMMARY

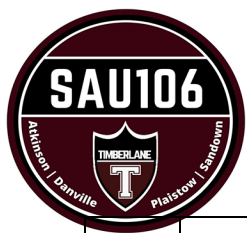
December 4, 2025

2026-2027 Program of Studies changes overview

TRHS is presenting two different Program of Studies for approval. The first is for graduating classes of 2027, 2028, and 2029, which is aligned to current NH Ed306 rules. The second is for graduating classes of 2030 and beyond, which is aligned to newly approved NH Ed 306 rules that go into effect July 1, 2026. The grid below outlines the major changes to both Programs of Studies, with the second half the grid focused on just those changes reflected in the one for Class of 2030 and beyond. Additionally, those courses that have been previously archived and are being requested to be archived are presented here in, but are not reflected in the Program of Studies.

Per policy IGA “No basic course of study shall be eliminated or new courses added without the approval of the board, nor shall any significant alteration or reduction of a course of study be made without Board approval.”

IGA	Page	Description of change to BOTH POS for classes 2027, 2028, 2029 AND Class of 2030
Y	16	Add language regarding TRSD Policy IKFC Alternative Diploma For Students with Cognitive Disabilities and TRSD Policy IKF about the requirements for Certificate of Completion
Y		Archive “Film Studies” (<i>although this course may have merit, due to declining requests over the years, and reduced staffing while adding other required courses, we are looking to archive this class to potentially bring back at a later date</i>).
Y	24,27, 38,39, 40,41 57,58	Add “Applied English I”, “Applied World Literature”, “Applied American Literature”; “Applied Portfolio Writing”; “Applied The Short Story and Its Writer”, “Applied Studies in Civics and Economics”, “Applied World History”, “Applied American History These courses are currently running as “Resource” courses not reflected in the program of studies. As an “Applied” course, they will run as the other pre-existing “Applied” courses which means that they will be taught with the same curriculum, and open to all students (prerequisites aside), with a focus on more student support.
Y	23, 33	Change “Personal Money Management” to Non-Leveled. This course will now be required for graduation starting with the class of 2030 due to the newly adopted Ed 306 rules.
Y	24, 41	Change “Public Speaking” to “Public Speaking and Presentation”; Open to grade 9 as well; this course will now be required for graduation starting with the class of 2030. This course will undergo minor curriculum revisions to meet the 0.5 ‘Logic and Rhetoric’ credit as required for graduation per the newly adopted Ed 306 changes.
Y	25, 47	Change “Algebra Lab” to “Applied Algebra I with Lab” to match the nomenclature of Applied classes across disciplines and to align with the current practices.
Y	24, 40	Change “Journalism” to a half year, half credit course.
Y	39,40, 41,47, 48,54, 61	Add NCAA logo to “Topics in Mathematics”, “Portfolio Writing”, “Expository Writing”, “Public Speaking and Presentation”, “Investigations in Space Science”, “Environmental Science CCP”, “Forensics CCP”, “Law”, “AP Psychology”, and “Applied Geometry”
Y	40, 41	Remove NCAA logo to: “Graphic Novel as Literature”, “Mythology and the Classical World”
Y	47	Change the prerequisite for “Applied Geometry” to match the prerequisite language for all other



NH School Administrative Unit 106 | Timberlane Regional School District

30 Greenough Road, Plaistow, NH 03865 Voice: (603) 382-6119 Fax: (603) 382-3334

Timberlane.net

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@TimberlaneRSD

@TimberlaneRSD

		Applied courses.
Y	14-16	Change Language to Alternative Credit options section- Better aligned to current practice and Ed 306 rule changes that have taken place over the years with new directives for ELOs and Alternative Credit Options.
Y		Remove Computer Science Technology Pathway option at Salem CTE as Timberlane offers both courses offered at Salem.
N	13	Change the name of "Excel Study" to "Guided Study Program" and minor tweaks to the subsequent description.
N	36	Edit the course description to AP Computer Science Principles to remove the specific reference to computer languages (to make it more flexible and adaptive).
N	55	Edit the course description for "AP Physics I" Remove topics that are actually not part of the class per The College Board.
N	17	Change the NH Scholars page by removing the outdated chart and just have the link to the state's program.
N	20	Edit language on the Post-Secondary Education Pathways sheet: from "Four Year Nursing and Professional Health Programs" to "Four Year Nursing and Health Professions Program".
N	Variou s	Change the beginning of each content area section to align with one another.
N	Throu ghout	Annual changes to people, titles, page numbers, grammatical, etc.
N	Variou s	Edits to CTE program descriptions
IGA	Page	Description of change to POS for Class of 2030 and beyond (Not already indicated above)
Y	19	Change Diploma Planning Worksheet to reflect the new Ed 306 graduation requirements for students entering high school in Fall of 2026/ class of 2030 and beyond.
Y	33, 41	Change descriptions for "Personal Money Management" and "Public Speaking and Presentation" to reflect the graduation requirement of these classes.
Y	19, 60	Add "NH History" to the Social Studies section (please note that we are still in process of the course description and curriculum).
Y	19, 60	Change "Constitutional Law" to be contracted ACC/CCP rather than just at the ACC level.
N	18	Add Language from TRSD Policy IK regarding the earning/ awarding of credit.
N	13	Edit language regarding credit recovery to remove specific references to a specific program and the details of that program that does not necessarily align to competencies.

Please note that as stated on page 6: "The TRHS Program of Studies is reviewed and approved each year by the TRHS Administration, the TRSD Administration and the TRSD School Board. The TRHS Program of Studies is printed for distribution to TRHS students in preparation for course selections which occur during the second semester of each school year. For a variety of reasons, the TRHS Program of Studies may undergo revisions after the initial distribution date. **Therefore the online version of the TRHS Program of Studies will be considered the official TRHS Program of Studies.**"

Respectfully submitted,
Mark Pedersen

Timberlane Regional High School



**2026-2027 Program of Studies
For classes of '27, '28, & '29**

36 Greenough Road, Plaistow, NH 03865
Timberlane.net

A Message for Students

The Program of Studies is updated yearly to reflect the academic offerings and opportunities available to the students of Timberlane Regional High School. In order to provide flexibility for students meeting their graduation requirements, adjustments and changes have been made to this publication. Timberlane Regional School District is committed to preparing all students with the knowledge and skills to be college and career ready as they successfully transition on to their post secondary experiences.

This Program of Studies is a road map for students and families to use on their academic journeys. We recommend that students connect and collaborate with their teachers, school counselors and family members to make decisions that are best fit for each individual. Everyone's journey is unique and should be prepared thoughtfully.

With all of us working together, I am confident that each of you will have a successful academic experience.

John M. Vaccarezza



It is the policy of the Timberlane Regional School District that there will be no discrimination on the basis of age, gender, race, creed, color, religion, marital status, sexual orientation, national ethnic origin, economic status or disability for employment in, participation in, admission/access to, or operation and administration of any educational program or activity in the School District. See School District Policies AC Nondiscrimination/Equal Opportunity and ACA Nondiscrimination Title IX Grievances.



Timberlane Regional School District

School Board

Katie Knutsen, Chair	Plaistow
Mark Sherwood, Vice Chair	Sandown
Alyssa Kowalczyk	Plaistow
Paul LeCain	Sandown
Shauna Manthorn	Plaistow
Jack Sapia	Atkinson
Marianne Springer	Danville
Brie Woodworth	Danville
Donald Woodworth	Atkinson

Administration

Justin Krieger	Superintendent of Schools
Sandra Allaire	Assistant Superintendent
Dr. Chris Martin	Executive Director of Operations and Special Projects
Ginger Drechsel	Director of Student Services and Title IX Coordinator
Kenneth Henderson	Director of Technology
Mark Pedersen	Director of Secondary Education and Supervisor of Science Department
Angelo Fantasia	Athletics Director
Kurt Schweiss	Director of Music

Timberlane Regional High School

Administration

John Vaccarezza	Principal
Timothy Brown	Assistant Principal: Students last name A-F and Supervisor of Business, IT, FACS, and Art Departments
Ashley Harbel	Assistant Principal: Students last name N-Z and Supervisor of Math Department
Dan Woodworth	Assistant Principal: Students last name G-M and Supervisor of Social Studies Department
Danielle Foley	Assistant Principal of Alternative Programs and Supervisor of World Language Department
Jonathan Verity	Special Education Coordinator
Jennifer Puchlopek	Secondary Curriculum Coordinator and Supervisor of English Department

School Counseling

Maura Maher	Director of Secondary School Counseling
Zachary Champion	Counselor
Alyssa Giorgi	Counselor
Laura Jeffords	Counselor
Sarah Rochefort	Counselor
Judith Winters	Counselor

Table of Contents

<i>A Message for Students from Principal John Vaccarezza</i>	1
<i>Mission Statements</i>	4
<i>General Information</i>	5
<i>Alternative Credit Options</i>	14
<i>New Hampshire Scholars Program</i>	17
<i>NCAA</i>	18
<i>Diploma Planning Worksheet</i>	19
<i>Post-Secondary Education Pathways</i>	20
<i>Mathematics Intensive Credits Options</i>	21
<i>Technology Credit Options</i>	22
<i>Courses Offered at a Glance</i>	23
<i>Art Department</i>	33
<i>Business and Digital Literacy Department</i>	35
<i>Computer Science Department</i>	37
<i>Engineering Department</i>	39
<i>English Department</i>	41
<i>Entertainment Technology Department</i>	46
<i>Family and Consumer Science Department</i>	47
<i>Health & Physical Education Department</i>	48
<i>Industrial Technology Department</i>	49
<i>Mathematics Department</i>	50
<i>Music Department</i>	54
<i>Science Department</i>	56
<i>Social Studies Department</i>	60
<i>Special Education Department</i>	65
<i>Theatre Department</i>	66
<i>World Language Department</i>	67
<i>Career and Technical Education (CTE)</i>	71
<i>Evening Division</i>	80

Mission Statements

Timberlane Regional School District Mission Statement

The mission of the Timberlane Regional School District is to engage all students in challenging and relevant learning opportunities, emphasizing high aspirations and personal growth.

TRHS Statement of Core Values, Beliefs, and 21st Century Learning Expectations

The Timberlane Regional High School community values and nurtures the academic, personal, creative, and social growth of all students. We uphold rigorous academic standards and promote continuous improvement through curriculum and experiences that foster excellence, cooperation, and responsibility.

Core Values

Creativity • Responsibility • Respect • Communication • Critical Thinking • Community • Academic Rigor

Beliefs

- All students have the ability to learn.
- Social interactions, interpersonal relations, and communication with others influence learning.
- Motivation determines, directs, and sustains what students do to learn.
- Personalized instruction and educational opportunities honor students' interests, curiosity, strengths, and contributions.
- Open communication and collaboration among staff, students, parents, and community stakeholders ensure a supportive educational environment.
- Students must learn and apply 21st century skills, such as critical thinking, problem solving, communication, and collaboration.
- Exposure to relevant and challenging curricula fosters lifelong learning through real-life application of knowledge and skills.
- Technology is a tool to support and enhance learning and skill development.

21st Century Learning Expectations — Academics

Timberlane students will:

- Read and apply information from a variety of texts.
- Research and gather information effectively.
- Use critical thinking and problem-solving strategies effectively.
- Write effectively for a variety of purposes and audiences.

21st Century Learning Expectations — Social and Civics

Timberlane students will:

- Offer their best effort and be involved, contributing citizens at school and in the wider community.
- Work cooperatively and resolve conflicts peacefully.
- Live responsibly and lend a helping hand to those in need.
- Speak and act respectfully to all.

General Information

About the TRHS Program of Studies

The TRHS Program of Studies is reviewed and approved each year by the TRHS Administration, the TRSD Administration and the TRSD School Board. The TRHS Program of Studies is printed for distribution to TRHS students in preparation for course selections which occur during the second semester of each school year. For a variety of reasons, the TRHS Program of Studies may undergo revisions after the initial distribution date. ***Therefore the online version of the TRHS Program of Studies will be considered the official TRHS Program of Studies.***

The TRHS Program of Studies can be found on the TRHS website at <https://www.timberlane.net/hs/>

Hours of Operation

High School Student Hours	7:20 am — 2:10 pm
High School Office Hours	7:00 am — 3:00 pm
Superintendent’s Office Hours	8:30 am — 4:00 pm

Phone Numbers

High School Main Phone Number	603-382-6541
High School Principal	603-382-6541 ext. 3900
High School Counseling Department	603-382-6541 ext. 3922
Superintendent’s Office	603-382-6119

Course Levels

Each course in the TRHS Program of Studies is accompanied by a level designation according to the depth and rigor of the curriculum for that course. Courses are designed to meet the student's needs and will have one of four designations: Advanced Placement, Accelerated, College & Career Prep, and Non-Leveled.

Please Note: *There may be prerequisites and/or recommendations associated with courses.*

Prerequisites: Conditions a student must meet in order to enroll in a course.

Recommendations: Conditions a student is encouraged to meet in order to enroll and have success in a course.

Advanced Placement (AP)

Courses at the Advanced Placement level are approved by the College Board. These courses are very rigorous with curriculum specifically designed to prepare students for the equivalent AP Exam. Students enrolled in AP courses are required to take the equivalent AP Exam administered in May.

Accelerated (ACC)

Courses at the Accelerated level develop skills at an accelerated pace for students who want experiences that will prepare them for advanced work in a college situation.

For inclusion in accelerated classes all students:

- Must be recommended by current teacher,
- Must be recommended by counselor,
- Are recommended to have earned a final grade of 80% or higher in previous ACC course, or
- Are recommended to have earned a final grade of 90% or higher in previous CCP course, and
- Must be in compliance with any additional selection criteria established.

College and Career Preparatory (CCP)

Courses at the College and Career Preparatory level are to prepare students for college and/or career placement. Students taking CCP courses will be qualified for furthering their education in 1, 2, or 4-year institutions, certificate programs, or immediately entering the workforce.

Accelerated (ACC)/College and Career Preparatory (CCP)

In specific courses, designated by ACC/CCP in the course description, students may choose to take a course at the ACC or CCP level. Students who contract to the ACC level must adhere to the predetermined contract. Students must declare at which level they are taking the class by the 5th day of the course.

Non-Leveled (NL)

Non-leveled courses are designed to provide enrichment of a student's program but not affect their cumulative grade point average (GPA). Non-leveled courses will be computed in quarterly grade point averages which are used to determine honor roll status.

Course Weightings/Honor Roll

The course level designation for each course is used to determine quality points, which determines a student's Grade Point Average (GPA). Students receive both a quarterly GPA and a cumulative GPA. Quarterly GPAs are calculated at the close of each quarter, and are used to determine students' honor roll status.

Students receiving a grade of "D" or "F" in any subject will not be eligible for Honor Roll, regardless of their GPA.

Honor Roll Designations:

Honors: GPA = 3.00 to 3.666

Honors w/Distinction: GPA = 3.667 and above

Cumulative GPAs are used to determine students' class ranks and are based on completed courses. Cumulative GPAs and class ranks are calculated at the close of Quarter 2 (completion of Semester 1 courses) and the close of Quarter 4 (completion of Semester 2 courses and Year-Long courses). If any students or parents/guardians have questions about GPA and/or Class Rank, they should contact the School Counseling Office.

Grade	CCP	ACC	AP
A +	4.333	4.667	5.000
A	4.000	4.333	4.667
A -	3.667	4.000	4.333
B +	3.333	3.667	4.000
B	3.000	3.333	3.667
B -	2.667	3.000	3.333
C +	2.333	2.667	3.000
C	2.000	2.333	2.667
C -	1.667	2.000	2.333
D +	1.333	1.667	2.000
D	1.000	1.333	1.667
D -	0.667	1.000	1.333
F	0.000	0.000	0.00

Course Selection Process

The course selection process for Freshman, Sophomores, and Juniors is an eight step process:

1. Class meetings are held in late January or early February with students to discuss the course selection process and new course offerings. Students receive their copy of the TRHS Program of Studies at this time.
2. Students review the TRHS Program of Studies with their parents/guardians.
3. Course Selection Day is held soon after class meetings. Students will receive Online Course Selection Instructions and a Course Selection Worksheet. Teachers will conference with students regarding recommended courses/levels for the following year. Teachers will recommend courses through PowerSchool.
4. Students will have a one week window to register for courses online through PowerSchool. Each student's course requests will be posted on PowerSchool for the student's parents/guardians to review.
5. Students will have individual conferences with their counselor to review their course selections and graduation requirements. Changes can be made at that time if necessary.
6. In April the master schedule is created based on the courses selected by students, teacher availability, and room usage requirements.
7. Individual student schedules are generated and reviewed by counseling staff in May.
8. Student schedules are posted on PowerSchool in August.

IMPORTANT: It is standard operating procedure that students consult with their teachers and counselors to review appropriate course placement for the following year.

Change of Course Requests

Counselors are available on designated days in August for schedule change requests prior to the opening of school. A student asking permission to drop a course should initiate discussions with their parents/guardians, teacher, and counselor. Students are expected to meet with their counselor to explore the pros and cons of the decision. After this meeting, the counselor may arrange a meeting with the student, parent, counselor, teacher, and/or an administrator to discuss potential changes.

There will be no changes to student schedules after the opening of school except under the following conditions:

- The student has been misplaced in a course,
- The student has failed a prerequisite for a course now scheduled,
- The student has a study period and wishes to add a class, or
- There is a major change in the student's plans after graduation.

Withdrawing from a Course

While not encouraged, students do have the opportunity to withdraw from a course with no academic penalty; however, the timeframe is limited. It is recommended that students wishing to withdraw from a course do so during the first five days of the course. Students must meet with their counselor and receive approval to drop/ withdraw from any course.

As a result of the differences in curriculum, students may not be permitted to move from an AP course to the corresponding course at the accelerated level. Specific details will be available on the AP course syllabi regarding specific guidelines for each content area.

Students who withdraw from a full year course after the first thirty school days or from a semester course after the first twenty school days will receive a Withdraw-Failure (WF) for the final grade and no credit will be awarded. A Withdraw-Failure is the equivalent of an F for GPA calculations.

Transfer of Credits

Students who are transferring academic credit from institutions outside of Timberlane Regional High School will need to provide an official record of all completed course work. Upon receiving an official record, a review of the course work will be conducted and credit and GPA weight will be awarded.

Auditing Courses

Students who desire to enrich their academic program may request to audit courses. Auditing of required courses, after successful completion of these courses, is acceptable.

To audit a course, a student will adhere to the following requirements:

- Obtain initial approval from the teacher,
- Register through the School Counseling Office,
- Be accountable for all regular classroom attendance, and
- Be accountable for all in-school/out-of-school assignments deemed appropriate by the teacher.

In cases of conflict, the principal will make the final decision.

The classroom teacher will permit the student to take an active part in all classroom activities. Although no formal credit will be given for class audits, the course will be listed on the student's report card and permanent record with the letter "N", and will be recorded each marking period.

An audited course will not be considered to be meeting the minimum standards established for students (required number of courses per year).

Advanced Placement Program

Advanced Placement (AP) examinations are offered by the College Entrance Examination Board (a non-profit membership organization that provides tests and other educational services for students, schools, and colleges). The AP Program helps schools establish one-year, college level courses for high-achieving students and provides examinations to help colleges judge a candidate's qualifications for advanced placement and college credit. These are rigorous courses that require extra diligence and responsibility by students.

To be eligible for college credit, students must take the AP examination given in mid-May. All students enrolled in an AP class are required to take the AP exam. Students should review the advanced placement policies of the colleges in which they are interested in attending to determine how those schools apply the AP test results.

Early College Credit: Concurrent Enrollment, Dual Enrollment, Running Start

Students at Timberlane Regional High School have the opportunity to earn early college credit in conjunction with local colleges and universities. Students who successfully complete specified courses may have the opportunity to earn high school and college credit. To earn college credit, students must complete all requirements set forth by the partnered college or university which may include an application and course fee. After successful completion, the student is responsible for obtaining the associated college transcript which may be applied to credit at other colleges and universities. A course's early college credit status may be dependent on teacher availability, enrollment numbers, and fees.

Southern New Hampshire University at TRHS

Southern New Hampshire University's (SNHU) dual enrollment program allows high school students the opportunity to earn early college credits while in high school. At Timberlane Regional High School, designated courses have been aligned to meet the same content, rigor and learning outcomes as that of SNHU. The high school teachers instructing these courses meet the SNHU adjunct faculty requirements and have been approved by SNHU. **Students will have the opportunity to take advantage of the dual credit opportunities at the beginning of the courses by completing an application and submitting the course registration fee for each class.** Once the registration period closes, students will not be allowed to register for college credit. Since these courses are college courses, grades earned while enrolled in the course are recorded on a SNHU transcript. Portability and transferability of credits rests solely with individual colleges and universities as they have varying policies on accepting transfer credits; thus, it is the student's responsibility to consult with higher educational institutions to determine whether the SNHU course(s) can be transferred.

Early College Program — Dual Enrollment at Northern Essex CC

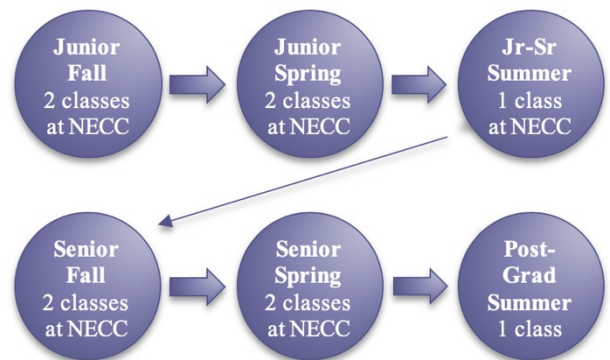


Early College, also known as Dual Enrollment, allows a student to take advantage of college classes on the college campus while still enrolled in high school. Students are able to earn high school and college credits simultaneously. There are many reasons why a student might want to take advantage of this opportunity.

- Get a jump start on your college education while saving a significant amount of money
- Take classes that your high school may not offer
- Explore a variety of career paths
- Experience college while still having the 'safety net' of high school
- Meet students from other high schools who are equally motivated to move forward in their education

The Early College approach is based on the principle that challenging academics, combined with the opportunity to save time and money, is a powerful motivator for students to work hard and meet rigorous intellectual challenges. The Timberlane/ NECC Early College program blends high school and college in a rigorous, yet supportive program that introduces a variety of career related activities in a student's intended field. Should students choose to matriculate at NECC, it would take them less than two years to earn an Associate Degree. The credits in this program are transferable to any public college or university in Massachusetts, and many others in New England and beyond.

Timberlane Regional High School will offer students the opportunity to complete their first year of an Associate Degree from Northern Essex Community College for a reduced fee at the college campus. Students will have access to all NECC campus resources including the library, tutoring center and gym. Students will be able to experience high school and college while exploring career options all at the same time.



In this program, Timberlane students are also NECC students. Both institutions are committed to our students' successful completion of both a high school diploma and the beginning of their Associate Degree. Fall 2025 courses are offered at a reduced rate to be determined closer to the start of the class (for example, 2023-2024 was \$128/ credit) . Students can take advantage of Early College classes at NECC during the summer at the same early college rate.

Current supports for students include:

- Dedicated college advisors who work with the students to promote collaboration between student, faculty and Timberlane
- NECC tutors from the academic support center for several NECC courses
- Access to college resource
- Ongoing support from Timberlane and NECC staff

In order to be eligible for the Early College program students must demonstrate the ability to do college level work and meet college level expectations. Therefore, students must:

- Be passing all of their core academic classes with a C or better
- Be in attendance 85% of the time to TRHS

See the following page for the various pathways available to Timberlane students at NECC.

Early College Pathways

Criminal Justice			
	Fall	Spring	Summer
Year1	English Composition I Psychology/ Sociology	English Composition 2 Criminal Justice	Sociology
Year 2	Computer Applications Ethics	Statistics Criminology	Communications/ Public Speaking
Education			
	Fall	Spring	Summer
Year1	English Composition I Sociology	English Composition 2 Introduction to Teaching	Exploring the Arts or Intrapersonal Communication
Year 2	Math Elective Psychology	Math Elective Computer Applications	Communications/ Public Speaking
Healthcare			
	Fall	Spring	Summer
Year1	English Composition I Psychology	English Composition 2 Learning Strategies Healthcare	Intro to Creative Experience
Year 2	Math Elective Human Biology	Math Elective Chemistry	Communications/ Public Speaking
Business			
	Fall	Spring	Summer
Year1	English Composition I Psychology	English Composition 2 Intro to Business	Sociology
Year 2	Math Elective Microeconomics	Math Elective Macroeconomics	Communications/ Public Speaking
STEM			
	Fall	Spring	Summer
Year1	English Composition I Math Elective	English Composition 2 Math Elective or Intro to Chemistry	Intro to Ethics or Technical Writing
Year 2	Math Elective General Chemistry	Math Elective Computer Apps or a Lab Science	Communications/ Public Speaking
Liberal Arts			
	Fall	Spring	Summer
Year1	English Composition I Intro to Sociology	English Composition 2 Macroeconomics	Intro to Psychology
Year 2	Math Elective Computer Applications	Math Elective US History II	Exploring the Arts

Full course descriptions may be found in the [NECC Academic Catalog](#)

Credit Recovery Options

Credit recovery is available for students who fail a quarter of a course at TRHS, but **credit recovery is not available for all courses**. Using Edgenuity, an online educational program, students may recover credit for the prior quarter by completing all outlined modules that connect to the competencies that students previously failed to master. Ideally, students will have access to the Edgenuity system one period per day; however, students may work on modules at home or at other outside locations.

In general, a passing grade is determined by passing the “Mastery Assessment” at the end of a particular module. These “Mastery Assessment” tools are post-tests, and **MAY** be re-taken; Pre-tests (“Inventory Assessments”) **MAY NOT** be re-taken. The passing grade for each module will be determined by the standards set by the Edgenuity program. Passing grades typically are 80%. Students who successfully use Edgenuity to recover a failing quarter will have that quarter’s *percentage* grade changed to 60%. The *quarter* grade will appear as a “D-” on the student’s report card and transcript. The final grade for *the course* will be calculated using the 60% grade. All recovery **MUST** be completed by the close of the following marking period.

Guided Study Program

Guided study is designed to provide targeted support for high school students seeking to improve their academic organization and executive functioning skills. Unlike a traditional study hall, guided study focuses specifically on reinforcing practical strategies for managing time, materials, and assignments effectively. Teachers will work with students to review PowerSchool and Google Classroom for missing and current work. Students interested in adding a guided study to their schedule should reach out to their school counselor.

Learning Center

Students may receive their specially designed instruction in a special education setting such as in a learning center. Special Education case coordinators will focus on the goals outlined in the student’s individual educational program as determined by the IEP team.

Learning centers are NOT credit bearing, nor is there a curriculum associated with the scheduled learning center placement. Placement in learning center is done through the special education team.

Extended Learning Opportunities

Extended Learning Opportunities (ELOs) are a form of alternative education in which students are engaged in learning about topics of interest outside of the traditional classroom. With the help of a mentor in the school district or greater community, students can design their own curriculum, develop passion projects, and/or complete work-based learning in a field of interest. ELOs are student-driven: the student is responsible for meeting deadlines, communicating appropriately, and completing the four required pillars of an ELO – research, reflection, product, and presentation. As a result, ELOs require self-discipline, intrinsic motivation, commitment, and dedication.

TRHS ELOs may fulfill credit requirements based upon demonstration of competencies. Aside from pre-approved online course work (e.g. VLACS), ELOs are graded as Pass/Fail and do not factor into a student's cumulative GPA.

All students who wish to pursue an Extended Learning Opportunity must receive prior approval through the Assistant Principal of Alternative Education before beginning the alternative credit option.

Types of ELOs

- **Apprenticeship:** Hands-on experience in a specific trade/skilled profession with the goal of potential long-term employment/credential. Must be at least 16 years old and have a state-issued apprenticeship license.
- **Athletics:** Actively participate and engage in team sports in conjunction with demonstrating competencies required for physical education.
- **Career Exploration:** Research and learn about various career opportunities to identify potential fits for your interests and skills. May include job shadow opportunities in more than one work environment.
- **Community Service:** Dedicate your time and efforts to charitable service/projects that benefit the school or greater community. Note: hours acquired for an ELO in community service cannot be applied to those required for other organizations, such as honor societies.
- **Independent Study:** Develop a curriculum/project of your choosing, that is not offered as a class in TRHS Program of Studies, to complete independently with the guidance of a teacher/mentor.
- **Internship:** Introductory career readiness through interaction with professionals and exposure to the work environment. If off campus, must be local.
- **Job Shadow:** Observe a professional in the field to gain a deeper understanding of a specific role. No hands-on tasks. If off campus, must be local.
- **Private Instruction:** Earn high school credit while completing private instruction through an approved outside organization. The cost of the instruction is the responsibility of the student.
- **Work-based learning:** internal or external: Work as an employee in a field and gain high school credit by completing the ELO requirements. Must be local.

Essential Question and The Four Pillars of ELOs

A student's ELO begins with developing their essential question. An **essential question** is open-ended and motivates the student toward a deeper understanding of a topic. In other words, the essential question promotes the student's ownership of their learning and propels the ELO journey toward approaching the answer thoughtfully.

The essential question also provides a focus point for the **four pillars of Extended Learning Opportunities: research, reflection, product, and presentation**. The four pillars are the main assessments for the ELO, and each has its own rubric. In order to earn credit, each student engaged in an ELO must commit to completing the four pillars.

Research – The student researches their ELO topic in whatever ways are appropriate for gathering more information. Articles/books, websites, interviews, surveys, data and statistics – these are all sources for meaningful information.

Reflection – Throughout the ELO process, the student reflects upon their experience. They can record these reflections in a journal, word document, notes app, voice memos, etc. Additionally, students will meet with the ELO Administrator and their mentor regularly for check-ins.

Product – The student creates a final product/project to demonstrate their learning. The type of product depends upon the ELO field and the student's own skills and interests.

Presentation – The ELO experience culminates in the student's final presentation of their learning, including the other three pillars and findings for the essential question. Depending upon the ELO, the presentation can take place at the ELO site or on school campus, independently and/or during a symposium setting. Audience members should consist of the mentor, the ELO administrator, the student's guardians, other individuals of the student's choosing, and professionals in the field.

Mentors

Students completing an Extended Learning Opportunity work closely with an adult mentor. Depending on the type of ELO, a mentor can be a staff member (Teacher Mentor) or member of the greater community, such as an employer or expert in a certain field (Community Partner). A mentor's main responsibilities are to ensure the student's safety and wellbeing and support the student's learning journey. ELOs are meant to be student-driven; therefore, aside from those completing an ELO in private instruction, the student's mentor is not responsible for developing the ELO; they are a guide, not an instructor in the traditional classroom sense.

For more information about TRHS Extended Learning Opportunities, please visit the school's website. If interested in starting an ELO, please contact your school counselor and the Assistant Principal of Alternative Education.

Online Coursework

Timberlane Regional High School students who wish to enroll and transfer online coursework credit are required to meet with their counselor for pre-approval. Students must be granted authorization prior to their enrollment. Students must complete an approval form and receive prior authorization from their counselor. Credit and GPA weight for online courses will be determined during the pre-approval process.

Credit for an online course will not be granted until an official record of the final grade has been received by the TRHS registrar. It is the responsibility of the student to request the grade be sent to the registrar. The student's official school transcript will document that the course was taken online. The numerical grade earned will be transferred and converted to the equivalent letter grade in the TRHS grading system.

Alternative Diploma for Students with Cognitive Disabilities

An Alternate Diploma provides students who may have ordinarily earned certificates of attendance, or completion under New Hampshire Administrative Rule Ed 306.27(q), with the option to earn a diploma. New Hampshire has adopted Dynamic Learning Maps (DLM) as an alternate assessment tool. The DLM assessment measures yearly student progress, and provides independent standards which align with the NH Statewide Assessment. Accordingly, TRSD policy IKFC authorizes the District to award an Alternate Diploma to students who: 1. Have a current Individualized Education Program ("IEP"); 2. Have significant cognitive disabilities; and 3. Participate in the state authorized alternate assessment (currently DLM). The Alternate Diploma is NOT available to students without IEP's, including students with Section 504 plans.

The determination to award the Alternate Diploma is the responsibility of the student's IEP team, including the student's parent(s)/guardian(s). The IEP team's consideration of the appropriateness of an Alternate Diploma should be included in transition planning beginning at age fourteen (14) but can be discussed by the IEP team at any time. Details of this decision shall be included in the student's IEP transition plan in accordance with Ed 1109.03. Students who receive an Alternative Diploma for Students with Cognitive Disabilities, may take coursework described in this program of studies for credit on a pass/fail basis or as determined by the student's IEP team.

Certificate of Completion

Students who are eligible for special education have the option of receiving a Certificate of Completion ("Certificate") as provided in this Section. The intent to receive a Certificate will be documented in the student's current individualized education program (IEP) as part of the student's transition plan. NOTE: Under Ed 306.23(d)(4) a Certificate does not equate to a High School Diploma per the State of New Hampshire Department of Education.

The following conditions will apply to students earning a Certificate:

1.
 - a. The student is identified with an eligible educational disability and is eligible to receive special education services.
 - b. The student has a current, signed IEP with an agreed-upon transition plan, with the Certificate included in the child's transition plan, Individualized Education Program (IEP), or other documentation,
 - c. The student has spent the majority of their high school program in either non-credit, granting courses or was unable to demonstrate competency in required courses as documented in the child's official high school transcript and, therefore, was unable to attain the required credits for a regular high school diploma, AND
 - d. The student was considered/enrolled as a full-time student for a minimum of four years of high school.

The IEP Team will determine if the student has met the criteria for a Certificate as documented and agreed upon in writing by the student's IEP team, which writing shall include the IEP team's decision as to when the student will receive the Certificate in one of three predetermined opportunities:

1. At the time of graduation with common age peers,
2. At the conclusion of the student's agreed-upon IEP program, OR
3. Upon reaching the age of 22

New Hampshire Scholars Program

New Hampshire Scholars is part of the State Scholars Initiative, a national program that uses business leaders to motivate students, beginning in Grade 8, to complete a rigorous course of study in high school – one that will give them a boost in college and careers.

New Hampshire Scholars encourages and motivates all high school students to complete a rigorous course of study that prepares them for successful transition to college coursework or technical training necessary to enter today's competitive job market.

New Hampshire Scholars gives students an edge – one that's of real value to them, the schools they attend, the companies they work for, and the communities where they live.

Parents and students who would like more information about the New Hampshire Scholars are encouraged to visit the New Hampshire Scholars website, www.nhscholars.org.



Are College Athletics in your future?

Athletes considering participating in intercollegiate athletics in any Division I or Division II college program must register with the National Collegiate Athletic Association (NCAA) and meet certain requirements regarding the scope and rigor of their academic program (among other requirements). Courses approved by the NCAA at the time of the publication of the TRHS Program of Studies are noted with the NCAA's circular logo. Students should see their counselor or the Athletic Director for more information.

Students and parents/guardians can read and download a guide for Student Athletes at www.ncaa.org/student-athletes, or visit the eligibility center website: <https://web3.ncaa.org/ecwr3/>



Diploma Planning Worksheet

If you are interested in meeting the requirements of the NH Scholar program, see page 17 for additional requirements or consult your counselor.

Program Area	Standard	Technical	Scholastic
Fine Arts (art, music, or theatre)			
Elective 0.5 Credit			
Elective 0.5 Credit			
Digital Literacy (see page 22 for approved courses)			
Elective 0.5 Credit			
English			
English I 1 Credit			
World Literature / World Studies 1 Credit			
American Literature / American Studies 1 Credit			
Senior Electives 1 Credit			
Mathematics (students need to be enrolled in a math intensive course each year, see page 21 for approved courses)			
Algebra I 1 Credit			
Geometry or other Math 1 Credit		Applied or Geometry	Geometry Required
Algebra II or other Math 1 Credit		Part I or Algebra II	Algebra II Required
Mathematics or Science (one additional credit in either)			
Science			
Physical Science 1 Credit			
Biology 1 Credit			
Elective 1 Credit			Chemistry Physics
Social Studies			
Studies in Civics and Economics 1 Credit			
World History / World Studies 1 Credit			
American History / American Studies 1 Credit			
World Languages (must all be the same language)			
World Language Year 1 1 Credit			
World Language Year 2 1 Credit			
World Language Year 3 1 Credit			
Health and Physical Education			
Health Education I 0.5 Credit			
Physical Education 0.5 Credit			
Physical Education 0.5 Credit			
PE/ Health II elective 0.5 Credit			
Technical Courses			
Year One Technical Course			
Year Two Technical Course			
Open Electives	6	1.5 - 3.5	4.5
Total Credits	22	23	25

Post-Secondary Education Pathways

Listed below are suggested pathways for students and parents to consider in the Course Selection Process. Students should choose an academic program that is manageable, yet challenges them to reach their highest academic potential. Students should also communicate regularly with their teachers and their counselors to ensure they are placed appropriately within each academic discipline. While colleges value a demanding academic program, they also consider test scores, GPAs, extra-curricular commitments, and recommendations when evaluating students for admission.

Highly Competitive Four Year Colleges

- 4 Credits: English (AP English Language & AP English Literature)
- 4-5 Credits: Math (Algebra I & II, Geometry, Pre-Calculus, and AP Statistics or AP Calculus)
- 4 Credits: Science (Physical Science, Biology, Chemistry, and Physics)
- 4 Credits: World Language
- 3-4 Credits: Social Studies
- Advanced Placement courses are recommended for multiple subject areas

Very Selective Four Year Colleges

- 4 Credits: English
- 4 Credits: Math (Algebra I & II, Geometry, and Probability, Statistics and Trigonometry, or Finite or Pre-Calculus or Calculus)
- 3-4 Credits: Science (Physical Science, Biology, Chemistry, and/or Physics)
- 3-4 Credits: World Language
- 3.5 Credits: Social Studies
- Advanced Placement courses are recommended for 1-2 subject areas

Selective Four Year Colleges

- 4 Credits: English
- 3-4 Credits: Math (Algebra I & II, Geometry, and Probability, Statistics and Trigonometry or Finite or Pre-Calculus or Calculus)
- 3 Credits: Science (Physical Science, Biology, Chemistry or Physics)
- 2-3 Credits: World Language
- 3 Credits: Social Studies

Two Year Career & Technical Programs

- 4 Credits: English
- 3 Credits: Math (Algebra I & II, and Geometry)
- 3 Credits: Science (Physical Science, Biology, and 3rd year science elective)
- 3 Credits: Social Studies
- Career and Technical courses at Pinkerton Academy or Salem High School

Two Year Community Colleges

- 4 Credits: English
- 3 Credits: Math (Algebra I & II, and Geometry)
- 3 Credits: Science (Physical Science, Biology, and 3rd year science elective)
- 3 Credits: Social Studies

Recommendations for Specific Majors and Programs

Four Year Business Programs

- 4 Credits: Math (Algebra I & II, Geometry, and Probability, Statistics and Trigonometry, or Pre-Calculus or Calculus or AP courses)
- Related Business courses (Introduction to Business Principles, Accounting, Entrepreneurship, Marketing)

Four Year Engineering and Science Programs

- 4 Credits: Math (Algebra I & II, Geometry, and Probability, Statistics and Trigonometry, or Finite or Pre-Calculus or Calculus, or AP courses)
- 4-5 Credits: Science (Physical Science, Biology, Chemistry, and Physics or AP courses)
- Related Engineering courses
- Consider Computer Science courses

Four Year Nursing and Health Professions Programs

- 4 Credits: Math (Algebra I & II, Geometry, and Probability, Statistics and Trigonometry, or Pre-Calculus or AP Courses)
- 4-5 credits: Science (Physical Science, Biology, Chemistry, Physics, and Human Anatomy & Physiology or AP courses)

NOTE: Since standards and admission policies vary from school to school, students and parents are advised to review college admissions websites and college planners provided by the Princeton Review and/or other college admission support publications for school counseling and specific recommendations. Students should see their counselor about specific questions.

Mathematics Intensive Credit Options

Students must be enrolled in a mathematics intensive course every school year. In addition to all mathematics courses, the successful completion of any of the following courses may be used to satisfy the graduation requirement of a mathematics intensive course:

Timberlane Regional High School

3D Modeling (0.5 credit)

Introduction to Computer Science (0.5 credit)

Game Programming I (0.5 credit)

Game Programming II (0.5 credit)

Engineering: Industrial robotics and Manufacturing

Engineering Principles

AP[®] Computer Science A

AP[®] Computer Science Principles

Chemistry

AP Chemistry

Physics

AP Physics I

AP Physics II

Pinkerton Academy CTE

Environmental Science & Natural Resources II

Electrical Technology I

Electrical Technology II

Welding Technology II

Salem High School CTE

Automotive

Carpentry

Engineering

Accounting

Biomedical science

Culinary arts

Computer science

Digital Literacy Credit Options

Successful completion of any of the following courses will satisfy the graduation requirement of 0.5 credit in Digital Literacy:

Information Technology
Microsoft Office Essentials for Business
Web Design
Introduction to Computer Science
Game Programming I
Game Programming II
AP® Computer Science A
AP® Computer Science Principles
Graphic Design
3D Modeling
Engineering: Industrial robotics and Manufacturing
Engineering Principles
Computer Maintenance & Repair (Salem CTE)
Microcomputer Applications 1 (Salem CTE)

Courses Offered at a Glance

Explanation of Codes:

AP	Advanced Placement (as authorized by the College Board)
ACC	Accelerated
CCP	College and Career Prep
ACC/CCP	Offered as ACC or CCP—Students may choose to contract for ACC credit
NL	Non-Leveled

Art Department

Course		Level	Grades				Credits	Page No.
Foundations of Art	001	NL	9	10	11	12	0.5	31
2-D Art	002	NL	9	10	11	12	0.5	31
Sculpture	003	NL	9	10	11	12	0.5	31
Graphic Design	016	NL	9	10	11	12	0.5	31
Painting Exploration	019	NL	9	10	11	12	0.5	31
3D Modeling	151	CCP	9	10	11	12	0.5	31
Pottery I	010	NL	9	10	11	12	0.5	32
Pottery II	011	ACC		10	11	12	0.5	32
Drawing	005	NL	9	10	11	12	0.5	32
Cartooning and Animation	008	NL	9	10	11	12	0.5	32
Photography	012	NL	9	10	11	12	0.5	32
Photography II	017	ACC		10	11	12	0.5	32
AP® Studio Art	013	AP			11	12	1	32

Business Department

Courses		Level	Grades				Credits	Page No.
Microsoft Office Essentials for Business	108	CCP	9	10	11	12	0.5	33
Introduction to Business Principles	116	CCP		10	11	12	0.5	33
Personal Money Management	118	NL		10	11	12	0.5	33
College Accounting I	119	ACC			11	12	0.5	34
College Accounting II	122	ACC			11	12	0.5	34
Entrepreneurship	117	ACC			11	12	0.5	33
Exploring Teaching	140	ACC			11	12	0.5	34
Marketing	125	CCP			11	12	0.5	34
Practicing Teaching	142	ACC			11	12	0.5	34
Sports and Entertainment Management	121	CCP			11	12	0.5	34

Computer Science and Digital Literacy Department

Course		Level	Grades				Credits	Page No.
Information Technology	157A	CCP	9	10	11	12	0.5	35
Introduction to Computer Science	189	CCP	9	10	11	12	0.5	35
Web Design	141	CCP	9	10	11	12	0.5	35
Game Programming I	164	ACC	9	10	11	12	0.5	36
Game Programming II	165	ACC		10	11	12	0.5	36
AP® Computer Science Principles	167AP	AP	9	10	11	12	1	36
AP® Computer Science A	167	AP		10	11	12	1	36
Evolution of Games	150	CCP	9	10	11	12	0.5	36

English Department

Course		Level	Grades				Credits	Page No.
English I	201	ACC	9				1	38
English I	203	CCP	9				1	38
Applied English I	TBD	CCP	9	10	11	12	1	38
World Literature	222	ACC		10			1	38
World Literature	221	CCP		10			1	38
Applied World Literature	TBD	CCP		10	11	12	1	38
World Studies	808	ACC/CCP		10			2	38
American Literature	216	ACC			11		1	39
American Literature	218	CCP			11		1	39
Applied American Literature	TBD	CCP					1	39
American Studies	816	ACC/CCP			11		2	39
AP® English Language and Composition	270	AP			11		1	41
Creative Book Transformation	230	ACC/CCP		10	11	12	0.5	39
Creative Writing I	229	ACC/CCP			11	12	0.5	39
Creative Writing II	231	ACC			11	12	0.5	39
Portfolio Writing	172	ACC/CCP		10	11	12	0.5	40
Applied Portfolio Writing	TBD	CCP				12	0.5	40
Expository Writing	209	ACC				12	0.5	39
Expository Writing	217	CCP				12	0.5	40
Gender Issues in Literature	262	ACC				12	0.5	40
Graphic Novel as Literature	268	ACC/CCP				12	0.5	40
Journalism	263	ACC/CCP			11	12	0.5	40
Modern World Literature	260	ACC				12	0.5	40
The Short Story and Its Writer	255	CCP				12	0.5	40
Applied The Short Story and Its Writer	TBD	CCP				12	0.5	41
AP® English Literature and Composition	227	AP				12	1	41
Public Speaking & Presentation	266	ACC/CCP	9	10	11	12	0.5	41
Mythology and the Classical World (Elective Credit Only)	344	ACC	9	10	11	12	0.5	41

Family and Consumer Science Department

Course		Level	Grades				Credits	Page No.
Child Development	501	NL		10	11	12	1	42
Child Care	503	NL			11	12	1	42
Creative Sewing	505	NL			11	12	0.5	42
Designing Homes	525	NL			11	12	0.5	42
Contemporary Culinary Arts	515	NL		10	11	12	0.5	42
Gourmet Foods	513	NL			11	12	0.5	42
Baking and Pastries	512	NL			11	12	0.5	42

Health and Physical Education Department

Course		Level	Grades				Credits	Page No.
Health I	402	CCP	9	10	11	12	0.5	43
Health II	412	CCP		10	11	12	0.5	43
Introduction to Physical Education	403	CCP	9				0.5	43
Introduction to Physical Education	405	CCP		10	11	12	0.5	43
Introduction to Fitness	414	CCP	9				0.5	43
Introduction to Fitness	415	CCP		10	11	12	0.5	43
Fitness II	416A	CCP	9	10	11	12	0.5	44
Competitive Physical Education	417	CCP	9	10	11	12	0.5	44
Unified and Adaptive Physical Education	418	CCP	9	10	11	12	0.5	44
Studies in Women's Health and Wellness	400	CCP		10	11	12	0.5	44

Industrial Technology Department

Course		Level	Grades				Credits	Page No.
Introduction to Industrial Trades	550	NL	9	10	11	12	0.5	45
Materials and Manufacturing / Wood Tech. I	577	NL	9	10	11	12	0.5	45
Materials and Manufacturing / Wood Tech. II	579	NL		10	11	12	0.5	45
Materials and Manufacturing / Wood Tech. III	580A	ACC			11	12	0.5	45
Engineering: Industrial Robotics and Manufacturing	179	CCP	9	10	11	12	1	45
Engineering Principles	178	ACC	9	10	11	12	1	45

Mathematics Department

Course		Level	Grades				Credits	Page No.
Math Fundamentals	603	CCP	9				1	46
Algebra I	607	ACC	9				1	46
Algebra I	609	CCP	9	10			1	47
Applied Algebra I with Lab	610	CCP	9				2	47
Geometry	613	ACC	9	10			1	47
Geometry	615	CCP		10	11	12	1	47
Applied Geometry	616	CCP		10	11	12	1	47
Algebra II	619	ACC		10	11	12	1	47
Algebra II	621	CCP		10	11	12	1	47
Algebra II Part 1	623	CCP			11	12	1	47
Algebra II Part 2	624	CCP			11	12	1	48
Probability, Statistics and Trigonometry	641	CCP			11	12	1	48
Probability, Statistics and Trigonometry	642	ACC			11	12	1	48
Finite Mathematics	639	CCP			11	12	1	48
Topics in Mathematics	604	CCP			11	12	1	48
Pre-Calculus	629	ACC			11	12	1	48
Calculus	640	ACC			11	12	1	48
AP® Calculus	633	AP				12	1	49
AP® Statistics	636	AP				12	1	49

Music Department

Course		Level	Grades				Credits	Page No.
Band	057	NL	9	10	11	12	1	50
Orchestra	058	NL	9	10	11	12	1	50
Concert Choir	055	NL	9	10	11	12	1	50
Jazz Band	061	ACC	9	10	11	12	1	50
Survey of Music	051	CCP	9	10	11	12	0.5	51
Theory I	063	ACC	9	10	11	12	0.5	51
Theory II	065	ACC	9	10	11	12	0.5	51
Guitar I	067	CCP	9	10	11	12	0.5	51
Guitar II	069	CCP	9	10	11	12	0.5	51
Guitar Orchestra	070	NL	9	10	11	12	1	51
Chamber Ensemble	056	ACC		10	11	12	1	51
Chamber Orchestra	071	ACC		10	11	12	1	51

Science Department

Course		Level	Grades				Credits	Page No.
Physical Science	705	ACC	9				1	52
Physical Science	707	CCP	9				1	52
Applied Physical Science	708	CCP	9		11	12	1	52
Physical Science/ Biology Integrated	710	ACC	9				2	53
Biology	709	ACC	9	10	11	12	1	53
Biology	711	CCP		10	11	12	1	53
Applied Biology	713	CCP		10	11	12	1	53
Chemistry	727	ACC		10	11	12	1	53
Chemistry	729	CCP		10	11	12	1	53
Physics / Chemistry Integrated	730	ACC		10	11	12	2	53
Physics	731	ACC		10	11	12	1	53
Physics	733	CCP		10	11	12	1	53
Environmental Science	722	ACC		10	11	12	0.5	54
Environmental Science	721	CCP		10	11	12	0.5	54
Forensics	724	CCP			11	12	0.5	54
Human Anatomy and Physiology	715	ACC		10	11	12	1	54
Human Anatomy and Physiology	717	CCP		10	11	12	0.5	54
Introduction to Meteorology	723	CCP		10	11	12	0.5	54
Investigations in Space Science	745	ACC			11	12	0.5	54
AP [®] Biology	737	AP			11	12	1	55
AP [®] Chemistry	735	AP			11	12	1	55
AP [®] Environmental Science	742	AP			11	12	1	55
AP [®] Physics I	734	AP			11	12	1	55
AP [®] Physics II	734A	AP			11	12	1	55

Social Studies Department

Course		Level	Grades				Credits	Page No.
Studies in Civics and Economics	803A	ACC	9				1	57
Studies in Civics and Economics	804C	CCP	9				1	57
Applied Studies in Civics and Economics	TBD	CCP	9	10	11	12	1	57
World History	806	ACC		10			1	57
World History	811	CCP		10			1	57
Applied World History	TBD	CCP		10	11	12	1	58
World Studies	808	ACC/CCP		10			2	58
AP® World History	821	AP		10	11	12	1	61
United States History	807	ACC			11		1	58
United States History	809	CCP			11		1	58
Applied US History	TBD	CCP			11	12	1	58
American Studies	816	ACC/CCP			11		2	58
AP® United States History	819	AP			11	12	1	61
American Values in Film and Music*	841	ACC/CCP			11	12	0.5	59
Behavioral Psychology	840	ACC		10	11	12	0.5	59
Constitutional Law*	832	ACC			11	12	0.5	59
Cultural Geography*	823	CCP		10	11	12	0.5	59
Current Issues	843	CCP		10	11	12	0.5	59
History of Sports	833	ACC/CCP		10	11	12	0.5	59
Law	831	CCP		10	11	12	0.5	59
Popular Culture	834	ACC/CCP		10	11	12	0.5	60
Psychology	839	CCP		10	11	12	0.5	60
Social Science of Well-Being	845	ACC			11	12	0.5	60
Sociology*	835	CCP		10	11	12	0.5	60
NH History	TBD	ACC/CCP			11	12	0.5	60
AP® Psychology	848	AP			11	12	1	61
AP® US Government and Politics	820	AP				12	1	61
AP® Human Geography	822	AP				12	1	61

* indicates that these courses will be offered in alternating school years as outlined below

School year type (start of school year even/ odd)	School year cal- endar numbers	Courses being offered
Even	2026/2027	Cultural Geography
Odd	2027/2028	American Values in Film and Music; Sociology
Even	2028/2029	Cultural Geography
Odd	2029-2030	American Values in Film and Music; Sociology

Special Education Department

Course		Level	Grades				Credits	Page No.
Life Skills—Daily Living	980A	NL	9	10	11	12	1	62
Life Skills—Consumer Math	982A	NL	9	10	11	12	1	62
Life Skills—Career planning	983A	NL	9	10	11	12	0.5	62
Reading	960	NL	9	10	11	12	1	63
Unified and Adaptive Physical Education	418	NL	9	10	11	12	0.5	63

Theater Department

Course		Level	Grades				Credits	Page No.
Introduction to Theater	252	NL	9	10	11	12	0.5	64
Improvisation	267	NL	9	10	11	12	0.5	64
Advanced Acting	265	ACC		10	11	12	0.5	64
Playwriting	253	ACC			11	12	0.5	64

World Language Department

Course		Level	Grades				Credits	Page No.
French I	307	CCP	9	10	11	12	1	66
French II	314	ACC	9	10	11	12	1	66
French II	313	CCP	9	10	11	12	1	66
French III	320	ACC		10	11	12	1	66
French III	319	CCP		10	11	12	1	66
French IV	331	ACC			11	12	1	66
French IV	327	CCP			11	12	1	67
French V	338	ACC				12	1	67
AP® French Language and Culture	342	AP				12	1	67

Spanish I	311	CCP	9	10	11	12	1	67
Spanish II	318	ACC	9	10	11	12	1	67
Spanish II	317	CCP	9	10	11	12	1	67
Spanish III	322	ACC		10	11	12	1	68
Spanish III	321	CCP		10	11	12	1	68
Spanish IV	335	ACC			11	12	1	68
Spanish IV	324	CCP			11	12	1	68
Spanish V	340	ACC				12	1	68
AP® Spanish Language and Culture	343	AP				12	1	68

Career and Technical Education—Salem High School

Course		Level	Grades				Credits	Page No.
Automotive Technology Pathway:								
Automotive Technology 1	861	CCP			11		2	69
Automotive Technology 2	863	CCP				12	2	69
Biomedical Science Pathway:								
Biomedical Science 1	870A	ACC			11		2	70
Biomedical Science 2	872B	ACC				12	2	70
Business Pathway:								
Business Principles	878F	CCP			11		1	70
Marketing	893	CCP			11	12	1	70
Accounting	878E	ACC			11	12	1	70
Business Law	878G	CCP			11	12	1	70
Business Management	878S	CCP			11	12	1	71
Carpentry & Construction Pathway:								
Carpentry & Construction 1	865	CCP			11		2	71
Carpentry & Construction 2	867	CCP				12	2	71
Cosmetology Pathway:								
Cosmetology 1	888	CCP			11		2	72
Cosmetology 2	888A	CCP				12	2	72
Culinary Arts and Hospitality Pathway:								
Culinary Arts 1	881	CCP			11		2	72
Culinary Arts 2	883	CCP				12	2	72
Engineering Pathway:								
Engineering 1	856E	CCP			11	12	1	73
Engineering 2	856E2	CCP			11	12	1	73
Engineering 3	856E3	CCP			11	12	2	73
Graphics & Digital Design Pathway:								
Graphic & Digital Design 1	897B	CCP			11		2	73
Graphic & Digital Design 2	898B	CCP				12	2	73
Health Science and Technology Pathway:								
Health Science Technology 1	889	CCP			11		2	74
Health Science Technology 2	891	CCP				12	2	74
Teacher Pathway:								
Teacher Education 1	857A	CCP			11		2	75
Teacher Education 2	857B	CCP				12	2	75
Television and Media Production Pathway:								
Television and Media Production 1	864	CCP			11		2	75
Television and Media Production 2	858	CCP				12	2	75

Career and Technical Education—Pinkerton Academy

Course		Level	Grades				Credits	Page No.
Animal Science & Management	859AA	CCP			11		2	76
Animal Health & Veterinary Science	859B	CCP				12	2	76
Architecture & Design 1	875A	CCP			11		2	76
Architecture & Design 2	875B	CCP				12	2	76
Electrical Technology I	872	CCP			11		2	77
Electrical Technology II	872A	CCP				12	2	77
Environmental Science Level 1		CCP			11	12	2	78
Environmental Science Level 2		CCP			11	12	2	78
Welding Technology I	874	CCP			11		2	79
Welding Technology II	874A	CCP				12	2	79

EVENING DIVISION (Courses typically offered through Evening Division—Subject to change)**Art**

Course		Level	Grades				Credits	Page No.
Foundations of Art	001	CCP	9	10	11	12	0.5	79

Business

Course		Level	Grades				Credits	Page No.
Microsoft Office Essentials	108	CCP	9	10	11	12	0.5	79

English

Course		Level	Grades				Credits	Page No.
World Literature	221	CCP		10	11	12	1	79
American Literature	218	CCP			11	12	1	79
Expository Writing	217	CCP			11	12	0.5	80
The Short Story and Its Writer	255	CCP			11	12	0.5	80

Health and Physical Education

Course		Level	Grades				Credits	Page No.
Intro to Physical Education	405	CCP		10	11	12	0.5	80
Health I	402	CCP	9	10	11	12	0.5	80
Health II	412	CCP		10	11	12	0.5	80

Math

Course		Level	Grades				Credits	Page No.
Algebra I	609	CCP		10	11	12	1	81
Applied Geometry	616	CCP		10	11	12	1	81
Algebra II Part 1	623	CCP			11	12	1	81

Science

Course		Level	Grades				Credits	Page No.
Physical Science	707	CCP		10	11	12	1	81
Applied Biology	713	CCP		10	11	12	1	81
Environmental Science	721	CCP			11	12	0.5	81
Introduction to Meteorology	723	CCP			11	12	0.5	81

Social Studies

Course		Level	Grades				Credits	Page No.
World History	811	CCP		10	11	12	1	81
United States History	809	CCP			11	12	1	82
American Values in Film and Music	841	CCP			11	12	0.5	82
Cultural Geography	823	CCP			11	12	0.5	82
Current Issues	843	CCP			11	12	0.5	82

Art Department

The Art program is dedicated to developing fundamental visual skills and knowledge about artists and art movements. This is done by requiring students to take Foundations of Art as a prerequisite for any of the art electives. Those who choose to continue with art electives will then begin to develop new skills and gain greater appreciation for art as a means of communication and understanding in society.

Course		Level	Grades				Credits	Notes
Foundations of Art	001	NL	9	10	11	12	0.5	Level 1
2-D Art	002	NL	9	10	11	12	0.5	Level 2
Sculpture	003	NL	9	10	11	12	0.5	Level 2
Graphic Design	016	NL	9	10	11	12	0.5	Level 2
Painting Exploration	019	NL	9	10	11	12	0.5	Level 2
3D Modeling	151	CCP	9	10	11	12	0.5	Level 2
Pottery I	010	NL	9	10	11	12	0.5	Level 2
Pottery II	011	ACC		10	11	12	0.5	Level 3
Drawing	005	NL	9	10	11	12	0.5	Level 2
Cartooning and Animation	008	NL	9	10	11	12	0.5	Level 2
Photography	012	NL	9	10	11	12	0.5	Level 2
Photography II	017	ACC		10	11	12	0.5	Level 3
AP® Studio Art	013	AP			11	12	1	Level 4

Course Descriptions:

Foundations of Art 001

NL
Half Year
0.5 Credit
Gr. 9-12

Two-dimensional and three-dimensional art and design will be explored and applied. Elements of art, drawing and painting skills, expressive ideas and imaginative thinking will be reinforced. Introduction to artists and techniques both contemporary and historic are included to enhance understanding. ***Foundations of Art is a prerequisite to all other Art Department courses. Students wishing to waive this course must apply through the TRHS School Counseling Department. The waiver process requires an 85% grade or better on the Foundations of Art Final Exam and a subsequent portfolio presentation.***

2-D Art 002

NL
Half Year
0.5 Credit
Gr. 9-12

Principles of design are explored in a variety of media and techniques including pencil, acrylic paint, collage, and printmaking. Students will utilize the elements of art to demonstrate understanding of the principles of design within their own work and that of famous artists. ***Prerequisite: Foundations of Art***

Sculpture 003

NL
Half Year
0.5 Credit
Gr. 9-12

The three-dimensional world of visual art is creatively investigated in this course. Media such as clay, wire, and found objects are used to explore creative ways that forms can occupy space. The art of sculptors, architects and designers may be used as examples of how artists apply the elements of art and the principles of design in their work. ***Prerequisite: Foundations of Art***

Graphic Design 016

NL
Half Year
0.5 Credit
Gr. 9-12

Students will use design software to develop an understanding of how visual images affect all aspects of our lives. The principles of design and elements of art will be used as visual problem-solving exercises. The tools, language, techniques, and typography of the graphic design industry will be applied to develop a body of work that demonstrates effective communication. The contribution of significant designers and the history of design will be studied. ***Prerequisite: Foundations of Art***

Painting Exploration 019

NL
Half Year
0.5 Credit
Gr. 9-12

This course is an opportunity for students to explore various painting mediums. Students will develop an understanding for creating an effective composition through utilizing the principles of design and the elements of art. Basic color theory and how it relates to various mediums will also be explored. ***Prerequisite: Foundations of Art***

Pottery I 010

NL
Half Year
0.5 Credit
Gr. 9-12

Hand building techniques will provide students with skills to create pottery that is functional, non-functional and personally expressive. Various clay bodies, glazes, and kiln firing techniques used by potters will be introduced in order to expand students' subject area knowledge. Demonstrations and critiques will accompany assignments. **Prerequisite: Foundations of Art**

Pottery II 011

ACC
Half Year
0.5 Credit
Gr. 10-12

This course is an extension of Pottery I, exploring more advanced techniques of surface decoration, hand building and wheel-throwing. Anatomy of the human skull will be explored through the creation of a portrait sculpture. Student's final project will be self-designed based on individual interests. **Prerequisite: Pottery I**

Drawing 005

NL
Half Year
0.5 Credit
Gr. 9-12

Advanced methods of drawing, self-expression and conceptual imagery, as well as further development in areas of composition, perspective, and observation skills will be explored. The ability to use visual images as non-verbal communication tools will be emphasized. Application of the elements of art and principles of design in one's own artwork as well as those of master artists are included. **Prerequisite: Foundations of Art**

Cartooning and Animation 008

NL
Half Year
0.5 Credit
Gr. 9-12

Advanced methods in Illustration will be explored as well as the history of animation. Students will learn how to develop their own characters, illustrate and design their own comic strip, storyboards, write text/dialog, explore caricatures, pop art and create paper and digital animations. **Prerequisite: Foundations of Art**

3D Modeling 151

CCP
Half Year
0.5 Credit
Gr. 9-12

Students will learn the 3D modeling techniques used in the world today. Using 3D modeling software students will work in this highly skill-based art form to manipulate and sculpt pure imagination into substantial forms. By the end of the course, students will have developed a portfolio of original projects that students can use when applying for an internship, higher education, or a job. **Prerequisite: Foundations of Art**

Photography 012

NL
Half Year
0.5 Credit
Gr. 9-12

Students will explore film and digital photography as an artistic tool. Using the camera as their eye, students will learn the art of creating a dynamic composition while gaining an understanding of the photo printing process using the darkroom and digital printing techniques. The Adobe Creative Suite will be used to edit and enhance photographs, both digital and from the darkroom. A variety of photographers and cultural influences will be studied to gain an appreciation for the aesthetics of photography. **Prerequisite: Foundations of Art**

Photography II 017

ACC
Half Year
0.5 Credit
Gr. 10-12

The objective of Photography II is to achieve a higher level of technical skill developing and printing black and white film. Digital cameras and advanced use of Adobe Photoshop will be used as a tool to enhance students' photography. A photography portfolio that demonstrates a body of work representing skill, personal expression and artistic vision using a wide variety of compositions will be an important aspect of this course. **Prerequisite: Photography I**

AP® Studio Art 013

AP
Full Year
1 Credit
Gr. 11-12

The Advanced Placement program in Studio Art is intended for the highly motivated student interested in the serious study of art. Students should be aware that Advanced Placement curriculum involves significantly more time than the typical high school course and is not for the casually interested art student. Each student will need to work outside the classroom beyond scheduled class time. Students will focus on creating a Drawing 2D or 3D Portfolio consisting of 24 total pieces. Students will then submit the portfolio to the AP Board with the possibility of earning college credit. **Prerequisite: A minimum of two level 2 art classes. Note : Summer preparatory work may be an additional requirement of the course.**

Business Department

The Business Department of Timberlane High School is committed to preparing students for a rapidly changing world by expanding each student's knowledge, experience, and skills in business. We believe the knowledge, skills, and ethics taught are essential for dynamic, life-long participation in a global and information society – promoting success in one's personal, college, and career decisions. The emphasis of our program is active learning of practical business knowledge through collaboration, class discussion, hands-on learning, and innovative problem solving.

Courses		Level	Grades				Credits
Microsoft Office Essentials for Business	108	CCP	9	10	11	12	0.5
Introduction to Business Principles	116	CCP		10	11	12	0.5
Personal Money Management	118	NL	9	10	11	12	0.5
College Accounting I	119	ACC			11	12	0.5
College Accounting II	122	ACC			11	12	0.5
Entrepreneurship	117	ACC			11	12	0.5
Exploring Teaching	140	ACC			11	12	0.5
Marketing	125	CCP			11	12	0.5
Practicing Teaching	142	ACC			11	12	0.5
Sports and Entertainment Management	121	CCP			11	12	0.5

Course Descriptions:

Microsoft Office Essentials for Business 108

CCP
Half Year
0.5 Credit
Gr. 9-12

This hands-on course is designed to develop proficiency in Microsoft Office and enhance decision making, productivity communication and problem solving skills. Instructional strategies include computer/technology applications, interdisciplinary and/or culminating projects, problem solving and critical thinking activities. Integral to the course will be student creation and design of original documents.

Introduction to Business Principles 116

CCP
Half Year
0.5 Credit
Gr. 10-12

This course is designed to teach students business skills that can be used in daily life and in preparation for further business studies. This class provides an exciting overview of the world of business. We will emphasize the importance of the economy, owning and operating a business, small business influences, and buying goods and services. Individual and group assignments will be assigned. This course is intended for students who wish to learn more about business industries and what they have to offer.

Entrepreneurship 117

ACC
Half Year
0.5 Credit
Gr. 11-12

This course is designed for those who wish to own and operate their own business and/or who wish to continue their business studies at a post-secondary institute. It focuses on recognizing a business opportunity, starting a business based on that opportunity, and operating and maintaining that business. Students will be working in groups, where they will develop a business plan and run a business. This will be a fast paced course where students will learn to practice their time management skills and ability to work with others. **Prerequisite: Successful completion of Introduction to Business Principles.**

Personal Money Management 118

NL
Half Year
0.5 Credit
Gr. 10-12

The growing emphasis on financial literacy has highlighted the need for students to learn how to navigate the financial decisions they must make and how to make informed decisions related to managing finances and budgeting, saving and investing, living independently, earning and reporting income, buying goods and services, using credit, banking and protecting against risk. Knowing, understanding and applying these concepts offers the necessary tools for addressing economic issues, both personal and societal.

College Accounting I**119**

ACC
Half Year
0.5 Credit
Gr. 11-12

How do businesses prosper in tough economic times? Explore the language of business and find out! Learn the accounting cycle using manual and computerized accounting systems for sole proprietorships, partnerships and corporations. This semester course is open to any student who wants to understand the flow of money in business. If you are planning a career in business, finance, management, marketing, banking, accounting or plan on going into business on your own, this course is a must!

College Accounting II**(SNHU Dual Enrollment opportunity)****122**

ACC
Half Year
0.5 Credit
Gr. 11-12

Get ahead of the competition and begin your college career with three credits! If you plan on taking accounting, finance, business management, business administration, and/or marketing in college, this course, taught at the first-year college level, is strongly recommended. A continuation of Accounting I, you'll use manual and computerized accounting systems to expand your knowledge of accounting systems. **Prerequisite: Successful completion of College Accounting I. Note: Students will be eligible to apply for college credit through Southern New Hampshire University**

Sports and Entertainment Management**121**

CCP
Half Year
0.5 Credit
Gr. 11-12

This course is designed for students who wish to take their first step into the world of sports and entertainment, by either entering the workforce in an entry level position or continuing onto a post-secondary institution. Management topics discussed include leadership, finance, product management, people management, information management, legal and ethical issues, customer relations, sales management, managing change and career development. Students will work on various projects independently in group settings. **Prerequisite: Successful completion of Introduction to Business Principles.**

Marketing**125**

CCP
Half Year
0.5 Credit
Gr. 11-12

Would you like to write a Super Bowl commercial, design a logo for a new product, or create a social media campaign for your favorite company? Marketing is an introductory course designed for students who are interested in learning and applying the marketing strategies and tactics used in the world's most successful companies. In addition, communication, interpersonal, and technology skills will be developed. Creative, hands-on projects and collaborative activities are an integral part of this course.

Exploring Teaching**140**

ACC
Half Year
0.5 Credit
Gr. 11-12

Have you ever considered being a teacher? Imagine yourself in front of a classroom, teaching what you love. This activity-based course is the first step towards a career in education. Through classroom observations, discussion with experienced educators, and classroom activities, you will learn the "behind the scenes" of being a teacher including how to become a certified teacher, classroom management skills, and creating engaging lessons.

Practicing Teaching**(SNHU Dual Enrollment opportunity)****142**

ACC
Half Year
0.5 Credit
Gr. 11-12

Do you have what it takes to be a teacher? Find out in this follow up course to Exploring Teaching! While completing a 30-hour internship, you will develop your teaching skills under the supervision of an experienced educator at the elementary, middle school, or high school class of your choice. **Prerequisite: successful completion of Exploring Teaching. Note: Students will be eligible to apply for college credit through Southern New Hampshire University.**

For more information on dual enrollment opportunities, please see pg. 10.

Computer Science & Digital Literacy Department

The Computer Science and Digital Literacy Department acknowledges its responsibility to prepare students not just for today's world, but also for their future. Since computers are a significant part of our lives and are designed to play an even greater role; the following courses are designed to prepare students.

Course		Level	Grades				Credits	Notes
Information Technology	157A	CCP	9	10	11	12	0.5	Level 1
Introduction to Computer Science	189	CCP	9	10	11	12	0.5	Level 1
Web Design	141	CCP	9	10	11	12	0.5	Level 1
Game Programming I	164	ACC	9	10	11	12	0.5	Level 2
Game Programming II	165	ACC		10	11	12	0.5	Level 2
AP® Computer Science Principles	167AP	AP	9	10	11	12	1	Level 2
AP® Computer Science A	167	AP		10	11	12	1	Level 2
Evolution of Games	150	CCP	9	10	11	12	0.5	Level 2

NOTE: Successful completion of any of these courses will satisfy the graduation requirement of 0.5 credit in Digital Literacy (EXCEPT Evolution of Games)

Course Description:

Introduction to Computer Science—CCP 189

CCP
Half Year
0.5 Credit
Gr. 9-12

This course teaches the foundations of computer science and basic programming using a modern programming language. It is intended for students with no programming experience, but more advanced students will be able set their own pace and dive deeper into the course concepts.

Information Technology—CCP 157A

CCP
Half Year
0.5 Credit
Gr. 9-12

This course is designed to promote a working knowledge and understanding of computer information technology concepts, skills and capabilities that support academic and professionally related goals and requirements. This is accomplished, in part, by using word processing, spreadsheet, presentation, and database software. Students also learn about the application and science of information technology and the fundamentals of computer information technologies along with issues that affect people today.

Web Design— CCP 141

CCP
Half Year
0.5 Credit
Gr. 9-12

Want to create your own website? This course is designed to learn about the essential elements of effective web page design. Try a little coding by creating web pages using HTML code. Create professional website using CCS styles and designs. Students will build all-inclusive web sites with various formatting techniques, graphics, and links. Professional products will be created through the use of creativity, smart design choices, and problem solving.

Game Programming I 164

ACC
Half Year
0.5 Credit
Gr. 9-12

This semester course is an interactive, project-based course that uses a modern game development engine with a focus on 2D games. Students will learn about the process for designing, developing and iterating on an electronic game, how to break down a complex project into manageable pieces, and about what makes a game compelling and playable. The course promises to be a mix of hard work and fun, with an emphasis on independent learning, complex thinking and creativity. Students will come away with several fully functional games. **Prerequisite: Intro to Computer Science or Instructor approval.**

Game Programming II 165

ACC
Half Year
0.5 Credit
Gr. 11-12

This semester course is an interactive, project-based course that uses a modern game development engine with a focus on 3D games. Students will learn about the process for designing, developing and iterating on modern 2D and 3D electronic games, and about what makes a game compelling and playable. The course promises to be a mix of hard work and fun, with an emphasis on independent learning, complex thinking and creativity. Students will come away with several fully functional games. **Prerequisite: Game Programming I**

Evolution of Games 150

CCP
Half Year
0.5 Credit
Gr. 9-12

Today's professional game designers understand and implement dynamics from many different types of games in their blockbuster hits. In this course, students will explore ancient cultures, their games, and how they designed games using the available technology and resources. Find out more about the benefits game playing has within a society. Students will prototype and play games as well as get hands-on experience by creating their own games. **Please note that this course does NOT meet the 0.5 Digital Literacy Credit as required for graduation.**

AP® Computer Science Principles 167AP

AP
Full Year
1 Credit
Gr. 9-12

This course introduces students to the foundational concepts of computer science and challenges them to explore how computing and technology can impact the world. This course covers other topics in depth including how the internet works, big data and privacy. This course is suitable for both novice and experienced programmers alike. **Prerequisite: Intro to Computer Science or Instructor approval**

AP® Computer Science A 167

AP
Full Year
1 Credit
Gr. 10-12

This full year course is equivalent to a first-semester, college-level course in computer science.

AP Computer Science A introduces students to computer science through programming. Fundamental topics in this course include the design of solutions to problems, the use of data structures to organize large sets of data, the development and implementation of algorithms to process data and the ethical and social implications of computing systems. The course emphasizes object-oriented programming and design.

Prerequisite: Intro to Computer Science or Instructor approval



English Department

Every word wants to be taken literally; else, it decays into a lie. But one mustn't take any word literally; else the world becomes a madhouse. —Robert Musil

The Timberlane English Department is about words. For all four years at Timberlane Regional High School, students will be experiencing the best examples of how words can be shaped into shouts of joy, cries of anguish, cautious warnings, hopeful pleas, and invitations into the limitless possibilities of how words can indeed change the world. Students will also spend the next four years learning how to shape their own words, to learn how to listen to their inner voices, and translate those voices onto paper. They will learn how to listen to other students' words thoughtfully, with respect and with interest. They will learn that words can be communicated non-verbally; presentation, oral reports, and speeches are not just about what one's message is, but about how one says it. Each student in English class will be a word reader, a word shaper, and a word listener. The goal of the Timberlane English Department's dedicated staff is to help each student help him/herself to become one who understands the incredible responsibility and power that comes with the mastery of words.

Course		Level	Grades				Credits
English I	201	ACC	9				1
English I	203	CCP	9				1
Applied English I	TBD	CCP	9	10	11	12	1
World Literature	222	ACC		10			1
World Literature	221	CCP		10			1
Applied World Literature	TBD	CCP		10	11	12	1
World Studies	808	ACC/CCP		10			2
American Literature	216	ACC			11		1
American Literature	218	CCP			11		1
Applied American Literature	TBD	CCP					
American Studies	816	ACC/CCP			11		2
AP® English Language and Composition	270	AP			11		1
Creative Book Transformation	230	ACC/CCP		10	11	12	0.5
Creative Writing I	229	ACC/CCP			11	12	0.5
Creative Writing II	231	ACC			11	12	0.5
Portfolio Writing	172	ACC/CCP		10	11	12	0.5
Applied Portfolio Writing	TBD	CCP				12	0.5
Expository Writing	209	ACC				12	0.5
Expository Writing	217	CCP				12	0.5
Gender Issues in Literature	262	ACC				12	0.5
Graphic Novel as Literature	268	ACC/CCP				12	0.5
Journalism	263	ACC/CCP			11	12	0.5
Modern World Literature	260	ACC				12	0.5
The Short Story and Its Writer	255	CCP				12	0.5
Applied The Short Story and Its Writer	TBD	CCP				12	0.5
AP® English Literature and Composition	227	AP				12	1
Public Speaking & Presentation	266	NL	9	10	11	12	0.5
Mythology and the Classical World	344	ACC	9	10	11	12	0.5

Course Descriptions:

English I—ACC 201

ACC
Full Year
1 Credit
Gr. 9



This course provides a solid foundation in English through an integrated approach to student growth in reading, writing, speaking, and listening. Students will develop their writing skills through the drafting process. The study of literature emphasizes the understanding of selected fiction, poetry, and drama. In addition, students are introduced to the research process and will build on their research skills throughout the year. While investigating literary genres, students will study grammar and vocabulary. This course develops skills at an accelerated pace for students who want experiences that will prepare them for advanced work in a college situation.

English I—CCP 203

CCP
Full Year
1 Credit
Gr. 9



This course provides a solid foundation in English through an integrated approach to student growth in reading, writing, speaking, and listening. Students will develop their writing skills through the drafting process. The study of literature emphasizes the understanding of selected fiction, poetry, and drama. In addition, students are introduced to the research process and will build on their research skills throughout the year. While investigating literary genres, students will study grammar and vocabulary.

Applied English I — CCP TBD

CCP
Full Year
1 Credit
Gr. 9, 10, 11, 12

This course provides a solid foundation in English through an integrated approach to student growth in reading, writing, speaking, and listening. Students will develop their writing skills through the drafting process. The study of literature emphasizes the understanding of selected fiction, poetry, and drama. In addition, students are introduced to the research process and will build on their research skills throughout the year. While investigating literary genres, students will study grammar and vocabulary. This course is designed to support students through more explicit differentiation. **Prerequisite: Departmental and School Counselor approval required.**

World Literature—ACC 222

ACC
Full Year
1 Credit
Gr. 10



In this course, students will explore world literature that is chosen for its relevance as an expression of human thought and its relationship to students' own experiences. Students will learn to analyze texts and research, understand the societies from which they emerged, and recognize the roles those societies played in shaping today's world. Literature will represent a variety of genres and cultures. Students will continue to develop skills through vocabulary acquisition, informational writing, argumentative writing, research, and oral presentations. This course develops skills at an accelerated pace for students who want experiences that will prepare them for advanced work in a college situation.

World Literature—CCP 221

CCP
Full Year
1 Credit
Gr. 10



In this course, students will explore world literature that is chosen for its relevance as an expression of human thought and its relationship to students' own experiences. Students will learn to analyze texts and research, understand the societies from which they emerged, and recognize the roles those societies played in shaping today's world. Literature will represent a variety of genres and cultures. Students will continue to develop skills through vocabulary acquisition, informational writing, argumentative writing, research, and oral presentations.

Applied World Literature— CCP TBD

CCP
Full Year
1 Credit
Gr. 10, 11, 12

In this course, students will explore world literature that is chosen for its relevance as an expression of human thought and its relationship to students' own experiences. Students will learn to analyze texts and research, understand the societies from which they emerged, and recognize the roles those societies played in shaping today's world. Literature will represent a variety of genres and cultures. Students will continue to develop skills through vocabulary acquisition, informational writing, argumentative writing, research, and oral presentations. This course is designed to support students through more explicit differentiation. **Prerequisite: Departmental and School Counselor approval required.**

World Studies 808

ACC/CCP
Full Year
2 Credits
Gr. 10



World Studies is an interdisciplinary course that combines history and literature. This course emphasizes the intricate thematic connections between history and literature. Analysis of historical sources and documents coupled with analysis of literature will be the main focus through reading, writing, and collaborative projects. This course examines problems in the world today and seeks to understand the root historical causes of these issues. This is a team-taught course that meets both 'A' days and 'B' days. It fulfills the graduation requirements for World History and World Literature. Students may contract for accelerated credit.

American Literature—ACC 216

ACC
Full Year
1 Credit
Gr. 11



This course focuses American literacy and cultural themes, as reflected in a variety of literature including poetry, drama, fiction, and non-fiction texts reflecting major movements in American history. Students will continue to develop skills through vocabulary study, literary analysis, research, and composition. This course develops 21st century skills to prepare students to be active participants in society. Class will move at an accelerated pace of students who want experiences that will prepare them to advanced work in college situation.

American Literature—CCP 218

CCP
Full Year
1 Credit
Gr. 11



This course focuses American literacy and cultural themes, as reflected in a variety of literature including poetry, drama, fiction, and non-fiction texts reflecting major movements in American history. Students will continue to develop skills through vocabulary study, literary analysis, research, and composition. This course develops 21st century skills to prepare students to be active participants in society.

Applied American Literature—CCP TBD

CCP
Full Year
1 Credit
Gr. 11-12

This course focuses American literacy and cultural themes, as reflected in a variety of literature including poetry, drama, fiction, and non-fiction texts reflecting major movements in American history. Students will continue to develop skills through vocabulary study, literary analysis, research, and composition. This course develops 21st century skills to prepare students to be active participants in society. This course is designed to support students through more explicit differentiation. **Prerequisite: Departmental and School Counselor approval**

American Studies 816

ACC/CCP
Full Year
2 Credits
Gr. 11



American Studies is an interdisciplinary course that combines historical evidence with an analysis of literature to answer essential questions concerning American culture. Through a variety of activities such as group projects, discussion, oral presentations, simulations, and analysis, students will be given an opportunity to connect the studies of history, literature, art, philosophy, and music. This is a team taught class that meets both 'A' days and 'B' days. This course meets the requirements for both United States History and American Literature courses. Students may contract for accelerated credit.

Creative Book Transformation 230

ACC/CCP
Half Year
0.5 Credit
Gr. 10-12



This course will focus on student-selected literature that influences creative writing. Students will choose their own books to analyze and transform into interpretative, creative pieces. Over the course of the semester, students will have an opportunity to create the following forms of writing: literary analyses, perspective/voice pieces, character letters and diary entries, found and original poetry, research based writing, personal narratives, two-voice and pantomim poetry, news articles and broadcasts, compare and contrast analyses, and more. Creative artistic pieces will also be an integral part of the course. The completed pieces of writing and art will be compiled into two long term book transformation projects. Book transformation is a form of altered art that displays personal writings and art interpreting a text. Students may contract for accelerated credit in this course.

Creative Writing I 229

ACC/CCP
Half Year
0.5 Credit
Gr. 11-12



This course is designed for juniors and seniors who want to explore different genres of creative writing at a more intense level than in Freshman English, World Literature and American Literature. Students will read and write poetry, short fiction, and creative nonfiction. Revision and both peer and teacher writing conferences will be important aspects of the course. Students will write and have an option to share original pieces. Students may contract for accelerated credit.

Creative Writing II 231

ACC
Half Year
0.5 Credit
Gr. 11-12



This course is designed for students who have already explored creative writing in a semester of Creative Writing I. In Creative Writing II, students will focus their writing by completing more intense author/genre studies, peer and teacher conferences, workshops with outside writers and attendance at outside readings; all geared towards the goal of creating individual collections.

Expository Writing—ACC 209

ACC
Half Year
0.5 Credit
Gr. 12



Expository Writing is a course in nonfiction writing designed to foster critical and complex thinking. Students will compose a variety of analytical essays in the following genres: personal, definition, compare and contrast, persuasive, and research. Throughout the course, emphasis will be placed on prewriting, revision, and frequent peer and teacher conferences. In addition, the class will read informational texts as a means of exploring writing strategies and of understanding the links between reading and writing. Vocabulary development and grammar and usage will be regular features of this course. This course develops skills at an accelerated pace for students who want experiences that will prepare them for advanced work in a college situation.

Expository Writing—CCP

217

CCP
Half Year
0.5 Credit
Gr. 12



Expository Writing is a course in nonfiction writing designed to foster critical and complex thinking. Students will compose a variety of analytical essays in the following genres: personal, definition, compare and contrast, persuasive, and research. Throughout the course, emphasis will be placed on prewriting, revision, and frequent peer and teacher conferences. In addition, the class will read informational texts as a means of exploring writing strategies and of understanding the links between reading and writing. Vocabulary development and grammar and usage will be

Gender Issues in Literature

262

ACC
Half Year
0.5 Credit
Gr. 12



In Gender Issues in Literature, students explore the roles, attitudes, and behaviors of men and women throughout the ages as portrayed in literature. Students will make connections between the cultures and traditions of various societies and the impact they have on the relationships of men and women. Selected poetry, non-fiction, informational text, and fiction will serve as prompts for discussion and writing.

Graphic Novel as Literature

268

ACC/CCP
Half Year
0.5 Credit
Gr. 12

The graphic novel is quickly becoming a popular medium of literature and is winning critical acclaim in the literary and academic world. This course will prepare students with the skills to read, critique, and enjoy this mode of literature through choice reading and genre study. Students will explore how fiction and nonfiction work in graphic novels both by reading and creating short comics. Students may contract for accelerated credit.

Portfolio Writing

172

ACC/CCP
Half Year
0.5 Credit
Gr. 10-12



Portfolio Writing is a workshop course that focuses on drafting, editing and revising on topics and issues of the students' choice. Students will choose and analyze a variety of fiction and nonfiction books, poems, and articles and create narrative, informative and argumentative writing pieces to be collected in a quarterly portfolio. Additionally, there is a focus on honing time management skills, independent productivity and collaboration. The course will be a heterogeneous mix of students in which students may choose to contract for accelerated credit.

Applied Portfolio Writing—CCP

TBD

ACC/CCP
Half Year
0.5 Credit
Gr. 10-12

Portfolio Writing is a workshop course that focuses on drafting, editing and revising on topics and issues of the students' choice. Students will choose and analyze a variety of fiction and nonfiction books, poems, and articles and create narrative, informative and argumentative writing pieces to be collected in a quarterly portfolio. Additionally, there is a focus on honing time management skills, independent productivity and collaboration. The course will be a heterogeneous mix of students in which students may choose to contract for accelerated credit. This course is designed to support students through more explicit differentiation. **Prerequisite:** Departmental and School Counselor approval required.

Journalism

263

ACC/CCP
Half Year
0.5 Credits
Gr. 11-12



This course provides students with an opportunity to explore the various types of journalism. There will be a focus on print and radio/broadcast journalism with culminating projects in each field. In addition, students will learn about the legal and ethical demands of a reporter. Students will learn to write a variety of newspaper articles, conduct interviews, and learn editing techniques. This course emphasizes the acquisition and application of 21st century skills, as well as media literacy. Students may contract for accelerated credit.

Modern World Literature

260

ACC
Half Year
0.5 Credit
Gr. 12



In this course, students will explore current human rights issues through the lens of philosophy and contemporary literature. They will build a foundation of various modern philosophical movements, examine current human rights infractions in literature and in world events, and explore how modern cultures affect one another. Students will also work on developing college-level analytical reading and writing skills.

The Short Story and Its Writer

255

CCP
Half Year
0.5 Credit
Gr. 12



Students in this course will trace the development of the art of short story writing from the nineteenth century and twentieth century. Students will study a number of authors and literary movements. Writing skills such as character development, construction of plot, point of view, setting, and figurative language, will be developed through analysis and practice. Students will complete analytical, argumentative and research based essay writing. In addition to the texts that are read and the writing that is completed, class discussions, grammar study, and vocabulary study will be integral components of the course.

Applied The Short Story and Its Writer TBD

CCP
Half Year
0.5 Credit
Gr. 12

Students in this course will trace the development of the art of short story writing from the nineteenth century and twentieth century. Students will study a number of authors and literary movements. Writing skills such as character development, construction of plot, point of view, setting, and figurative language, will be developed through analysis and practice. Students will complete analytical, argumentative and research based essay writing. In addition to the texts that are read and the writing that is completed, class discussions, grammar study, and vocabulary study will be integral components of the course. This course is designed to support students through more explicit differentiation.

Prerequisite: Departmental and School Counselor approval required.

Mythology and the Classical World—Elective 344

ACC
Half Year
0.5 Credit
Gr. 9-12

Mythology and the Classical World aims to familiarize students with the stories, daily lives, languages, and cultural beliefs of the people who lived in ancient Rome and Greece. Through literature, arts, archaeology, politics, and philosophy, students will answer the question, "What can we learn by studying these ancient cultures?" We will open the world of gods, gladiators, philosophers, heroes, bards, the Parthenon, the Seven Wonders, the Colosseum, and the emperors. Through response papers and essays, creative projects that put students in the shoes of ancient people, and even learning the basic building blocks of Latin and Greek, students will make connections between ancient times and today. ***This course does not fulfill graduation requirements for students in English.***

Public Speaking & Presentation 266

ACC/CCP
Half Year
0.5 Credit
Gr. 9-12

Through a focus on strategies and the best practices for public speaking, this course will prepare students to speak and make presentations in front of an audience. The class will provide students opportunities to practice and gain confidence while speaking in a variety of venues. Students will learn how to integrate a speech with visual effects, such as PowerPoint. This class focuses on the Logic and Rhetoric competencies of analyzing problems and developing solutions; understanding the principle of cause and effect; developing critical thinking skills to better identify fact from unverified information; and the skill of speaking and writing as a means of communication or persuasion. Students may contract for accelerated credit. ***This is a graduation requirement starting with the incoming 9th graders in 2026 (graduating class of 2030)***



AP® English Language and Composition 270

AP
Full Year
1 Credit
Gr. 11

The AP English Language and Composition course focuses on the rhetorical analysis of American fiction, poetry, drama, and nonfiction prose. The course cultivates the reading and writing skills that students need for college success and for intellectually responsible civic engagement. The course guides students in becoming curious, critical, and responsive readers of diverse texts, and in becoming flexible, reflective writers of texts addressed to diverse audiences for diverse purposes. Students will expand their understanding of how written language functions rhetorically, especially in terms of argumentation and persuasion to communicate writers' intentions and elicit readers' responses in particular situations. Reading and writing activities in the course also deepen students' knowledge and control of formal conventions of written language. ***A strong background in English is required. This course satisfies the American Literature graduation requirement. Prerequisite: Successful completion of ACC World Literature/Studies or departmental approval. Note : Summer preparatory work may be an additional requirement of the course.***



AP® English Literature and Composition 227

AP
Full Year
1 Credit
Gr. 12

AP Literature and Composition is a humanities course in which we will be examining the literature, art, music and philosophies of our world. In this course, students will read and examine literature from a range of time periods and a range of genres including novels, poetry, drama and short stories. We will be going far beyond plot to identifying the techniques writers use to effectively communicate their complex ideas including examining figurative language, point of view, style, structure of the text and major themes integrated within the text. Students will also complete and revise informal responses and formal critical analysis/argumentative and evaluative essays. The primary goal of this course is to develop students into readers and writers capable of experiencing, interpreting and evaluating great works of literature and of thinking critically about the historical, cultural, psychological and sociological impact of these works. The literature, writing, and projects used in this course are meant to be intellectually stimulating and are often demanding. In order to have an enriching experience, a strong background in English is required. ***Prerequisite: Successful completion of ACC American Literature/Studies, AP Language & composition or departmental approval. Note : Summer preparatory work may be an additional requirement of the course.***



Family and Consumer Science Department

The Family and Consumer Science Department at Timberlane Regional High School provides students the opportunity to explore areas of foods and nutrition, textiles, and home and family living. Through these areas, students are able to develop their cognitive and creative abilities while also understanding themselves, family and society, and career opportunities available. The Home Technology program helps students grow to become more responsible adults in a rapidly changing society.

Course		Level	Grades			Credits
Child Development	501	NL	10	11	12	1
Child Care	503	NL		11	12	1
Creative Sewing	505	NL		11	12	0.5
Designing Homes	525	NL		11	12	0.5
Contemporary Culinary Arts	515	NL	10	11	12	0.5
Gourmet Foods	513	NL		11	12	0.5
Baking and Pastries	512	NL		11	12	0.5

Course Descriptions:

Child Development 501

NL
Full Year
1 Credit
Gr. 10-12

This course offers students a practical understanding of child development from conception through the school-age. Content areas include birth, infants, toddlers, pre-school age children, physical, social, and emotional development, the importance of play, teaching with toys, and language development. Emphasis will be placed on the central role parents play during these formative years.

Child Care 503

NL
Full Year
1 Credit
Gr. 11-12

This in-depth course takes child development one step further in understanding how to teach young children through lesson planning into how an early child care center is successfully operated. Students will be in charge of planning two "Bring a Child to School Days" where they will create an educational environment to go along with a meaningful and developmentally appropriate schedule and activities for young children that are visiting for the day. **Prerequisite: Successful completion of Child Development**

Creative Sewing 505

NL
Half Year
0.5 Credit
Gr. 11-12

Students will put their creativity to work while learning fundamental techniques in sewing and equipment use. Beginners will be steered through projects of their choice such as constructing pillows, togas, sweatpants, and curtains. Machine appliqué, fabric painting, and creative machine stitches will be used to add flair to student projects.

Designing Homes 525

NL
Half Year
0.5 Credit
Gr. 9-12

Home design, a subset of interior designers, are responsible for a residential space's function and decoration. They bring structure and appeal to new homes or rework existing spaces. Students will create home designs with the use of computer-aided design software to create spatial layouts, lighting systems and color schemes. They will select furniture, fabrics and accessories to design functional and aesthetically pleasing spaces.

Contemporary Culinary Arts 515

NL
Half Year
0.5 Credit
Gr. 10-12

After taking this introductory foods course, you will be able to answer the question, "What's cooking?" Topics include buying and storing fresh ingredients, planning delicious meals, understanding the origins of various foods and their composition, plus an understanding of what happens when food is cooked. This course combines practical experience with the basic skills and culinary techniques to teach the fundamentals of food preparation from "soup to nuts." **This course is a prerequisite for Gourmet Foods and Baking and Pastries.**

Gourmet Foods 513

NL
Half Year
0.5 Credit
Gr. 11-12

This course challenges students' creativity while exploring advanced food preparation. A "cook's tour" will find the students learning the art of Chinese and Mexican cooking, discovering how to cook Italian style, and much more. Students will also learn to cook for catered events. **Prerequisites: Successful completion of Contemporary Culinary Arts**

Baking and Pastries 512

NL
Half Year
0.5 Credit
Gr. 11-12

This course offers an insight into the world of baking. Students will decorate cakes, knead dough, frost cupcakes, and much more. Students will be introduced to the art of candy making and learn to bake for catered events. **Prerequisite: Successful completion of Contemporary Culinary Arts**

Health and Physical Education Department

The Health and Physical Education programs at Timberlane Regional High School are designed to develop an awareness of the need for improving and maintaining one's total health. Emphasis is placed on the development of healthy attitudes, which will serve the individual throughout his or her life. All students are required to take Health I along with three of the Health and/or Physical Education electives.

Course		Level	Grades				Credits
Health I	402	CCP	9	10	11	12	0.5
Health II	412	CCP		10	11	12	0.5
Introduction to Physical Education	403	CCP	9				0.5
Introduction to Physical Education	405	CCP		10	11	12	0.5
Introduction to Fitness	414	CCP	9				0.5
Introduction to Fitness	415	CCP		10	11	12	0.5
Fitness II	416A	CCP	9	10	11	12	0.5
Competitive Physical Education	417	CCP	9	10	11	12	0.5
Unified and Adaptive Physical Education	418	CCP	9	10	11	12	0.5
Studies in Women's Health and Wellness	400	CCP		10	11	12	0.5

Course Descriptions:

Introduction to Physical Education	
Grade 9	403
Grade 10-12	405

CCP This is an introductory level course that will allow students to engage in a variety of physical activities including team sports, racket and net games, project adventure, as well as, recreational and leisure activities

Half Year

0.5 Credit

Introduction to Fitness	
Grade 9	414
Grade 10-12	415

CCP This is an introductory course that will allow each student to develop the knowledge and skills needed to live an active, healthy lifestyle. The course will include activities to enhance the five components of physical fitness, such as basic weight training techniques, circuit training, walking/jogging programs, yoga, and more. Students will also learn about the core concepts of nutrition and will have an opportunity to participate in goal setting that will impact their overall wellness.

Half Year

0.5 Credit

Health I	402
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CCP The Health I course is designed for students to develop the essential health skills necessary to adopt, practice, and maintain health-enhancing behaviors. Students will be taught functional health information related to: Personal Health and Skills, Mental and Emotional Health, First Aid, CPR and AED, Alcohol, Tobacco, and Other Drugs, and Human Sexuality. The goal of this course is to shape personal values and beliefs that support healthy behaviors and lifestyles.

Half Year

0.5 Credit

Gr. 9-12

Health II	412
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CCP The Health 2 course will expand upon skills and knowledge developed in Health I. Students will be required to apply functional knowledge in the classroom and community setting. The skills based units will include topics of: Eating Disorders, Addiction and Recovery, Healthy Relationships, Dating Violence, Environmental Health, and basic fitness concepts. The goal of this course is to help support students develop healthy behavior changes to live a healthier life.

Half Year

0.5 Credit

Gr. 10-12

Prerequisite: Successful completion of Health I.

Fitness II	416A
CCP	This course is geared towards motivated students who want to take their fitness training to the next level. This course will continue the development of skills and knowledge gained in Introduction to Fitness, as well as expose students to new and more advanced topics in training methods. The course will explore methods of strength training, speed and agility training, cardiovascular fitness, and flexibility training Prerequisite: Successful completion of Introduction to Fitness and/or Departmental approval.
Half Year	
0.5 Credit	
Gr. 9-12	

Studies in Women's Health and Wellness	400
CCP	The focus of this course is to learn about health issues young women will face in their transition from high school to adulthood. A combination of fitness activities and unique classroom learning experiences will foster self-empowerment for personal health promotion. This course will include topics related to Women's Sexual Health, Safety & Violence Prevention, Career & Leadership Preparation, Consumer Health Information, Common Women's Disease Prevention & Education, and Exercise & Weight Maintenance. Prerequisite: Successful completion of Health 1.
Half Year	
0.5 Credit	
Gr. 10-12	

Competitive Physical Education	417
CCP	Students in this course will participate in a variety of team sports and leisure time activities. Emphasis will be on competitive game play rather than specific skill development. Prerequisite: Successful completion of Introduction to Physical Education and/or Departmental approval.
Half Year	
0.5 Credit	
Gr. 9-12	

Unified/Adaptive Physical Education and Health	418
CCP	This course is designed for students who are interested in sharing their knowledge with students who need one-to-one assistance to succeed in a physical education setting. And help them participate in a range of physical activities, as well as provide support to help them understand topics in health education including but not limited to personal advocacy, safety and violence prevention, nutrition, puberty, mental and emotional health. This ~~course~~ is an excellent course for students considering careers in education or in working with the special needs population. Prerequisite: Successful completion of Introduction to Physical Education, Health 1 and Departmental approval.
Half Year	
0.5 Credit	
Gr. 9-12	

Industrial Technology Department

The Industrial Technology Education Department provides problem-solving instruction and activities of experimenting, designing, constructing, and evaluating through the use of tools, computers, machines, materials, and processes. The applied knowledge and skills acquired through our courses will assist the student in making informed and meaningful school-to-career choices.

Course Descriptions:

Course		Level	Grades				Credits
Introduction to Industrial Trades	550	NL	9	10	11	12	0.5
Materials and Manufacturing / Wood Tech. I	577	NL	9	10	11	12	0.5
Materials and Manufacturing / Wood Tech. II	579	NL		10	11	12	0.5
Materials and Manufacturing / Wood Tech. III	580A	ACC			11	12	0.5
Engineering: Industrial Robotics and Manufacturing	179	CCP	9	10	11	12	1
Engineering Principles	178	ACC	9	10	11	12	1

Introduction to Industrial Trades 550

NL
Half Year
0.5 Credit
Gr. 9-12

This course is designed to provide students with introductory learning in all fields of industrial arts. Woodworking, Welding/metal working, Automotive, Plumbing, Electrical, Power and Energy, HVAC, Masonry, Construction, CNC/CAD/CAM Hands on experiences as well as industry professionals demonstrating specific activities that are the staple to their industry will be explored by students. Students will have the foundations to enter a vocational program and be able to succeed in that selected trade.

Materials and Manufacturing / Wood Tech I 577

NL
Half Year
0.5 Credit
Gr. 9-12

This course is designed to give students interested in this area a sample of various forms of woodworking. Students will cover basic skills and proper safety in the areas of hand tools, power tools, machines, CNC, woodturning and cabinetry.

Engineering Principles 178

ACC
Full Year
1 Credit
Gr. 9 -12

This course provides an overview of engineering and engineering technology. Students develop problem-solving skills by tackling real-world problems. Through theory and practical hands-on experience, students will investigate and practice the concepts and skills used by engineers. The course of study includes an overview and perspective of engineering, simple machines and mechanics, statics, robotics, materials and materials testing, thermodynamics, and statistical analysis. **Prerequisite: successful completion of Algebra I or departmental approval.**

Materials and Manufacturing / Wood Tech II 579

NL
Half Year
0.5 Credit
Gr. 10-12

Students will participate in the problem-solving process to construct various advanced projects using CNC technology, and a variety of manufacturing processes. **Prerequisite: Materials & Manufacturing / Wood Technology I or Departmental approval.**

Materials and Manufacturing / Wood Tech III 580A

ACC
Half Year
0.5 Credit
Gr. 11-12

Advanced students will challenge themselves to create masterful woodworking projects. Students will use their knowledge to benefit the entry level student with one on one interaction. Higher expectation to learn must be used by all advanced students to better improve themselves as craftsman. **Prerequisite: Materials & Manufacturing / Wood Technology II or Departmental approval.**

Engineering: Industrial Robotics and Manufacturing 179

CCP
Full Year
1 Credit
Gr. 9 -12

This hands-on course teaches the fundamentals of computerized and robotics manufacturing technology. Students will learn basic solid modeling skills through 3-D computer software to solve design problems and create parts for milling. They will assess their designs through property analysis, modify those designs, and use prototyping equipment to produce actual 3-D models. This course includes computer modeling, computer numerical control (CNC), computer aided design (CAD), computer aided manufacturing (CAM), rapid prototyping, industrial robot programming, flexible manufacturing systems, and lean manufacturing business concepts

Mathematics Department

In *Math Matters: The Links Between High School Curriculum, College Graduation, and Earnings*, Heather Rose and Julian R. Betts find a strong relationship between taking advanced math courses in high school and earnings ten years after graduation. By its very nature, mathematics lends itself to applications in many different disciplines. A working knowledge of mathematics is a necessity for life. The process of acquiring and utilizing math skills and concepts increase the potential for each student to be successful in any career. All students should consult their mathematics teachers for assistance in determining the sequence of their math courses. The math curriculum is written under the guidance of the Common Core State Standards, which are embedded in the New Hampshire College and Career Ready Standards.

Course		Level	Grades				Credits	Page No.
Math Fundamentals	603	CCP	9				1	45
Algebra I	607	ACC	9				1	45
Algebra I	609	CCP	9	10			1	46
Applied Algebra I with Lab	610	CCP	9				2	46
Geometry	613	ACC	9	10			1	46
Geometry	615	CCP		10	11	12	1	46
Applied Geometry	616	CCP		10	11	12	1	46
Algebra II	619	ACC		10	11	12	1	46
Algebra II	621	CCP		10	11	12	1	46
Algebra II Part 1	623	CCP			11	12	1	46
Algebra II Part 2	624	CCP			11	12	1	47
Probability, Statistics and Trigonometry	641	CCP			11	12	1	47
Probability, Statistics and Trigonometry	642	ACC			11	12	1	47
Finite Mathematics	639	CCP			11	12	1	47
Topics in Mathematics	604	CCP			11	12	1	47
Pre-Calculus	629	ACC			11	12	1	47
Calculus	640	ACC			11	12	1	47
AP® Calculus	633	AP				12	1	48
AP® Statistics	636	AP				12	1	48

Course Descriptions:

Math Fundamentals	603
CCP	Math Fundamentals is designed to provide students a solid foundation to students before they pursue the study of Algebra I. In this highly differentiated program, students will review a variety of fundamental, pre-algebraic, and algebraic concepts and skills. Students will also develop their organizational, study, and test-taking skills, as well as the habits of mind and math practices that support success in future math classes. Notes: This course is open only to students by recommendation. This course does not fulfill the Algebra I requirement.
Full Year	
1 Credit	
Gr. 9	

Algebra I—ACC	607
ACC	Algebra I—ACC will move at a fast pace and is designed for students who have strong mathematical skills and excellent study habits. Students will develop problem-solving skills through the use of algebra, functions, relations, and analysis. They will become fluent in algebraic simplification, solving equations, inequalities, and systems, and analyzing and transforming both linear and non-linear functions. Models, tables, equations, and graphs will form a basis for interpreting and analyzing data. Students will be expected to effectively communicate their processes both orally and in writing, to critique the reasoning of others, and to solve open-ended and non-routine problems. This course solidifies the foundation for all future math courses.
Full Year	
1 Credit	
Gr. 9	



Algebra I—CCP

609

CCP
Full Year
1 Credit
Gr. 9



Students in Algebra I—CCP will develop problem-solving skills through the use of algebra, functions, relations, and analysis. Students will become fluent in algebraic simplification, solving equations, inequalities, and systems, and analyzing and transforming both linear and non-linear functions. Models, tables, equations, and graphs will form a basis for interpreting and analyzing data. Students will be expected to effectively communicate their processes both orally and in writing and to critique the reasoning of others. This course solidifies the foundation for all future math courses.

Applied Algebra I with Lab

610

CCP
Full Year
2 Credit
Gr. 9

This 2 period class is designed to support students to develop problem-solving skills through the use of algebra, functions, relations, and analysis. Students will become fluent in algebraic simplification, solving equations, inequalities, and systems, and analyzing and transforming both linear and non-linear functions. Models, tables, equations, and graphs will form a basis for interpreting and analyzing data. This course is designed to support students through more explicit differentiation.

Geometry—ACC

613

ACC
Full Year
1 Credit
Gr. 9-10



Geometry—ACC is a rigorous course that involves students in a comprehensive study of geometric figures and relationships. Many aspects of geometry are included: theory and application; informal and formal reasoning; symbolic and visual thinking; synthetic, coordinate and transformational methods. Students will form conjectures, which are justified by logical reasoning (proof), with students gradually learning the necessary skills to produce convincing arguments. **Prerequisite: Eighth grade team placement for students entering**

Geometry—CCP

615

CCP
Full Year
1 Credit
Gr. 10-12



Geometry—CCP engages students in the study of geometric figures and relationships. It integrates algebraic skills with the study of shape, size, congruence, similarity, ratio, and proportion and deals primarily with plane figures. Students will use theory and application, informal and formal reasoning, symbolic and visual thinking, as well as synthetic, coordinate and transformational methods. Inductive and deductive reasoning will be incorporated for students to experience the logical reasoning process and presentation of sound arguments. **Prerequisite: Successful completion of Algebra I.**

Applied Geometry

616

CCP
Full Year
1 Credit
Gr. 10-12



This course is designed to support students who have had difficulty with the Algebra I concepts. Applied Geometry will engage and challenge students with all the topics presented in a traditional geometry program. These topics include angle and segment measurement, triangles, quadrilaterals, congruency, parallelism, similarity, circles, and an introduction to trigonometry. The program is designed to appeal to all learners with topics introduced by using hands-on activities that reflect real-life applications. Technological tools and Internet-based resources will be an integral part of classroom activities. This course is designed to support students through more explicit differentiation. **Prerequisite: Departmental and School Counselor approval required.**

Algebra II—ACC

619

ACC
Full Year
1 Credit
Gr. 10-12



Algebra II—ACC is a rigorous, in depth course in the study of functions and applications that model real life situations. Students will refine skills from Algebra I to develop a deeper understanding of the axiomatic system with emphasis on the concepts of sets, functions, graphical representations, and problem solving. **Prerequisites: Successful completion of Algebra I and Geometry.**

Algebra II—CCP

621

CCP
Full Year
1 Credit
Gr. 10-12



Algebra II—CCP is the study of functions and applications that model real life situations. Students will review and refine skills from Algebra I to develop and improve their understanding of sets, functions, graphical representations, and problem solving. **Prerequisites: Successful completion of Algebra I and Geometry.**

Algebra II—Part 1

623

CCP
Full Year
1 Credit
Gr. 11-12



This course provides the student with the basic algebra manipulation skills needed to compute solutions. The algebra topics offered are signed numbers, polynomial operations, solutions of linear equations and inequalities involving numerical and literal terms, factoring polynomials, word problems, formula manipulation, graphing linear equations, systems of linear equations and equations by factoring or the quadratic formula as well as quadratic equations and exponential functions. **Prerequisites: Successful completion of Algebra I and Geometry.**

Algebra II—Part 2

624

CCP
Full Year
1 Credit
Gr. 11-12

This full-year course is designed to follow Algebra II—Part 1. Students complete their study of Algebra II, including exponential, logarithmic, power, and periodic functions. Students will improve their understanding of sets, functions, graphical representations, and problem-solving. **Prerequisite: Successful completion of Algebra II Part 1.**



Probability, Statistics and Trigonometry 642

ACC
Full Year
1 Credit
Gr. 11-12

ACC is a rigorous, in-depth course in the study of advanced algebra topics that model real life situations. Students will review and refine skills from Algebra II to develop and improve their understanding of the world around them. The topics covered include Trigonometry, Probability, Statistics, Sequences and Series, Matrices and Logic Theory. This course is designed to prepare students for PreCalculus and/or college math. **Prerequisite: Successful completion of Algebra II and Teacher Recommendation**



Probability, Statistics and Trigonometry 641

CCP
Full year
1 Credit
Gr. 11-12

CCP is the continuing study of algebra topics that model real life situations. Students will review and refine skills from Algebra II to develop and improve their understanding of the world around them. The topics covered include Trigonometry, Probability, Statistics, Sequences and Series, Matrices and Logic Theory. **Prerequisite: Successful completion of Algebra II**



Finite Mathematics

639

CCP
Full Year
1 Credit
Gr. 11-12

Finite Mathematics provides a survey of mathematical analysis techniques used in the working world. Students will gain valuable experience organizing and analyzing information, with an emphasis on using math to solve real-world problems. Areas of study include matrices, linear programming, combinatorics, probability, statistics, logic, and finance. This course will include significant use of the graphing calculator, which is required for this course (TI-84 calculator is recommended). **Prerequisite: Successful completion of Algebra II or Departmental approval.**



Topics in Mathematics

604

CCP
Full Year
1 Credit
Gr. 11-12

In today's society, individuals need both knowledge and mathematical skills in order to make informed decisions. In this course, students will study topics regarding financial literacy, such as personal finance, purchasing, and investment; statistics, such as professional athletics and voting; and workplace, such as construction and budgeting. Students will develop and apply the math skills needed to successfully navigate these topics in the real world. **Prerequisite: Successful completion of Algebra II part 1 or Departmental approval.**



Pre-Calculus

629

ACC
Full Year
1 Credit
Gr. 11-12

Pre-Calculus is a course that extends and integrates the learning from both Geometry and Algebra 2 courses. It provides an in-depth, rigorous study of functions and their properties. Functions to investigate include Linear, Quadratic, Polynomial, Rational, Radical, Piece-wise, Exponential, Logarithmic, and Trigonometric. Representations and analysis of these topics will occur numerically, algebraically, and/or graphically (both with & without technology). Additional topics to be covered as time permits include Vectors, Law of Sines & Cosines, Polar Coordinate System, Parametric Equations, Analytic Geometry, and Sequences & Series. **Prerequisite: Successful completion of Algebra II ACC or Departmental approval.**



Calculus

640

ACC
Full Year
1 Credit
Gr. 12

Topics to be studied include limits of functions, the derivative, and definite and indefinite integrals. Applications of the derivative and integral will be emphasized. This course will include frequent use of the graphing calculator, which is required for this course (TI-84 calculator is recommended). **Prerequisite: Successful completion of Pre-Calculus or Departmental approval.**



For more information on dual enrollment opportunities, please see pg. 10

AP
Full Year
1 Credit
Gr. 12



Topics discussed will include limits and continuity, the derivative and definite integral with applications of both concepts, transcendental functions, techniques of integration and factors. A packet of summer review work will be required. The course will include significant use of the graphing calculator as aligned with the expectations of the College Board for the Advanced Placement Exam. Students may receive college credit for this course by successfully passing the AP Exam in May (a course expectation). Summer work is required.
Prerequisite: Successful completion of Pre-Calculus or Departmental approval.

AP
Full Year
1 Credit
Gr. 12



AP Statistics immerses students with the major concepts and tools for collecting, analyzing, and drawing conclusions from data. Students will frequently work on projects involving the hands-on gathering and analysis of real world data. Ideas and computations presented in this course have immediate links and connections with actual events, experiments and research. Computers and calculators will assist students in their deepened work on the concepts involved in statistics. Students may receive college credit for this course by successfully passing the AP Exam in May (a course expectation). Summer work is required. **Prerequisite: Completion of Algebra II Accelerated with a final grade of B or higher, or completion of introduction to Probability, Statistics and Trigonometry with a final grade of B or higher, or Department Approval.**

Music Department

The curriculum of the Timberlane Regional High School Music Department is built on the philosophy of providing a comprehensive program for the involvement of persons of all ages in learning music. Our goal is to build a vital musical culture and an enlightened musical public. The curriculum is designed to provide a program of study that correlates performing, creating, and listening to music, and encompasses a diversity of musical behaviors. It is designed to advance the teaching of music of all periods, styles, forms, and cultures. The curriculum offered provides the opportunity for every student at Timberlane, no matter what his/her musical background, to select an offering at his/her particular level of musical knowledge.

Course		Level	Grades				Credits
Band	057	NL	9	10	11	12	1
Orchestra	058	NL	9	10	11	12	1
Concert Choir	055	NL	9	10	11	12	1
Jazz Band	061	ACC	9	10	11	12	1
Survey of Music	051	CCP	9	10	11	12	0.5
Theory I	063	ACC	9	10	11	12	0.5
Theory II	065	ACC	9	10	11	12	0.5
Guitar I	067	CCP	9	10	11	12	0.5
Guitar II	069	CCP	9	10	11	12	0.5
Guitar Orchestra	070	NL	9	10	11	12	1
Chamber Ensemble	056	ACC		10	11	12	1
Chamber Orchestra	071	ACC		10	11	12	1

Course Descriptions:

Band 057

NL
Full Year
1 Credit
Gr. 9-12

Instrumental Performing Arts Band consists of three families of instruments: woodwinds, brass, and percussion. The ensemble is divided into numerous groups throughout the year such as: marching band, concert band, small ensembles, and soloists. The band performs at all football games, two major concerts, competitions, major trips, and parades. Students in all groups are expected to be at all rehearsals and performances and be willing to give additional independent practice at home. **Prerequisite: Director's approval.**

Orchestra 058

NL
Full Year
1 Credit
Gr. 9-12

Instrumental Performing Arts Orchestra prepares string orchestra as well as full orchestra repertoire. The string orchestra instrumentation consists of students performing violin, viola, cello or bass violin and piano only. Winds, brass, and percussion are drawn from the I.P.A. Band when full orchestra works are prepared. The orchestra participates in all school concerts, large group competition, and all major trips. Students are expected to be at all rehearsals and performances and be willing to give additional independent practice at home. **Prerequisite: Director's approval.**

Concert Choir 055

NL
Full Year
1 Credit
Gr. 9-12

The Concert Choir is offered to all students. Students in Concert Choir must accept the responsibility that comes with participation in a large musical ensemble. Through the performance of various genres and musical periods of musical repertoire, students will learn to appreciate the aesthetic value of singing choral music. The Concert Choir will perform three major school concerts, along with competitions such as New Hampshire Music Educators Large Group Festival, and at school/community functions where student participation is part of the course requirements. **Prerequisite: Director's approval.**

Jazz Band—ACC 061

ACC
Full Year
1 Credit
Gr. 9-12

Jazz Band students are selected by the Band Director in April. Every student wishing to be in Jazz Band should express this to the Band Director by March 1 of the year previous in which the course will be taken. Students chosen for Jazz band are selected on their musical abilities in band, with the exception of those wishing to play electric guitar, piano, and electric bass. Students who play the latter instruments mentioned should see the Band Director immediately to arrange for an audition. Jazz Band will perform jazz concerts, assemblies, competitions, trips when applicable, and other activities where Jazz Band would be suitable. **Prerequisite: Director's approval.**

Survey of Music 051

CCP
Half Year
0.5 Credit
Gr. 9-12

Music is all around us. There are not many moments in any given day when we are not influenced by music, yet the understanding of music is a mystery that only a select few seem to understand. This should not be true. Music is enjoyable and meant for all. This course will consist of the study of electronic music, listening, theory, history, hands-on experiences with instruments, the human voice, and acoustics of music. Through this course, all will gain a greater understanding of music and be more discriminating listeners in the future.

Theory I 063

ACC
Half Year
0.5 Credit
Gr. 9-12

Students will study the fundamental elements of music; melodic, rhythmic, and harmonic, through hearing, playing, and the writing of material. Development of sight singing, and aural training in scales, intervals, and rhythmic patterns will be taught. **Prerequisite: Instructor's approval.**

Theory II 065

ACC
Half Year
0.5 Credit
Gr. 9-12

In addition to the materials discussed in Theory I, the students will have individual projects in the areas of arranging and orchestration. Theory II is a continuation of Theory I, which is a prerequisite for this course. **Prerequisite: Successful completion of Theory I.**

Chamber Orchestra 071

ACC
Full Year
1 Credit
Gr. 10-12

Chamber Orchestra students will be selected by the Orchestra Director in September. Every student wishing to be in the Chamber Orchestra should express this to the Orchestra Director by March 1, of the previous year. Students chosen for the Chamber Orchestra will perform in all concerts, assemblies, competitions and trips where applicable and other activities where the Select Ensemble would be suitable. **Prerequisite: Director's approval.**

Guitar I 067

CCP
Half Year
0.5 Credit
Gr. 9-12

Students will explore the fundamental skills of playing acoustic guitar through several different playing styles. Topics covered include strumming open chords, reading sheet music and guitar tablature, playing famous guitar riffs and songs from genres including rock, pop, folk, indie, and beyond. Students enrolled in this course will only be using acoustic guitars. Students are encouraged to use their own acoustic guitars.

Guitar II 069

CCP
Half Year
0.5 Credit
Gr. 9-12

This course is a continuation of Guitar I. Students will study intermediate skills including fingerpicking, barre chords, extended harmonies, picking techniques, playing solos, reading sheet music in other positions on the guitar neck, and classical techniques. Students enrolled in this course will only be using acoustic guitars. Students are encouraged to use their own guitars. **Prerequisite: Successful completion of Guitar I or Director's approval.**

Guitar Orchestra 070

NL
Full Year
1 Credit
Gr. 9-12

Guitar Orchestra prepares guitar students in popular and classical music literature. Guitar Orchestra will consist of acoustic guitars only and will be supplemented by opportunities to perform on bass and baritone guitars. The Guitar Orchestra will participate in three annual school concerts. **Prerequisite: Successful completion of Guitar II or Director's approval.**

Chamber Ensemble 056

ACC
Full Year
1 Credit
Gr. 10-12

Chamber Singers students will be selected by the Chorus Director in September. Every student wishing to be in the Chamber Singers should express this to the Chorus Director by March 1, of the previous year. Students chosen for the Chamber Singers will perform in all concerts, assemblies, competitions and trips where applicable and other activities where the Select Ensemble would be suitable. **Prerequisite: Director's approval.**

Science Department

In planning a course of study in science, each student should consider graduation requirements, educational and career goals, and individual interests. The Timberlane Science Department offers core courses in physical and life sciences and half-year electives in life and earth sciences to support the needs, goals, and interests of Timberlane students. Using laboratory and fieldwork to support classroom instruction and discussion each course develops an appreciation for the nature of science and critical skills for scientific thought, conceptual understanding, experimentation, data acquisition, analysis skills, and facility in communicating experimental results. Courses are offered at College & Career Prep., Accelerated, and Advanced Placement levels to accommodate individual differences in learning style and goals. Students contemplating Accelerated level courses should ensure that they elect a mathematics program of equal rigor. Students and their parents are encouraged to discuss their programs with faculty members early in their careers. The Science Curriculum is written in adherence with the New Hampshire Department of Education Curriculum Frameworks for Science.

Course		Level	Grades				Credits
Physical Science	705	ACC	9				1
Physical Science	707	CCP	9				1
Applied Physical Science	708	CCP	9		11	12	1
Physical Science/ Biology Integrated	710	ACC	9				2
Biology	709	ACC	9	10	11	12	1
Biology	711	CCP		10	11	12	1
Applied Biology	713	CCP		10	11	12	1
Chemistry	727	ACC		10	11	12	1
Chemistry	729	CCP		10	11	12	1
Physics / Chemistry Integrated	730	ACC		10	11	12	2
Physics	731	ACC		10	11	12	1
Physics	733	CCP		10	11	12	1
Environmental Science	722	ACC		10	11	12	0.5
Environmental Science	721	CCP		10	11	12	0.5
Forensics	724	CCP			11	12	0.5
Human Anatomy and Physiology	715	ACC		10	11	12	1
Human Anatomy and Physiology	717	CCP		10	11	12	0.5
Introduction to Meteorology	723	CCP		10	11	12	0.5
Investigations in Space Science	745	ACC			11	12	0.5
AP® Biology	737	AP			11	12	1
AP® Chemistry	735	AP			11	12	1
AP® Environmental Science	742	AP			11	12	1
AP® Physics I	734	AP			11	12	1
AP® Physics II	734A	AP			11	12	1

Physical Science—ACC

705

ACC

Full Year

1 Credit

Gr. 9



Physical Science—ACC provides a comprehensive introduction to the foundational concepts of physics and chemistry and serves as a prerequisite for other science courses. Students are expected to work independently on rigorous problem-solving challenges that apply physical science concepts.

Physical Science—CCP

707

CCP

Full Year

1 Credit

Gr. 9



The purpose of this course is to provide a comprehensive introduction to the foundational concepts of physics and chemistry. This course is designed to serve as a prerequisite for other science courses.

Applied Physical Science—CCP

708

CCP

Full Year

1 Credit

Gr. 9, 11, 12

This course meets the physical science requirement in a way to support students through hands-on activities, and explicit differentiation for their needs. **Prerequisite: Departmental and School Counselor approval required.**

Physical Science/Biology (Integrated)—ACC 710

ACC

Full Year

2 Credits

Gr. 9



This is a year-long set of integrated course that specifically sequences physical science (fundamentals of physics and chemistry) and biology to maximize the learning concepts within both course. This course meets both 'A' days and 'B' days. Physical science is examined in detail in the fall and biology in the spring, with strategic overlap between the two sciences as the year progresses. The nature of science, inquiry based lab techniques, modeling, lab notebook writing, and formal lab report writing skills are emphasized. This course is recommended for students with strong science and mathematics skills that plan to pursue science at the upper levels ***Prerequisites: Science and Algebra I grades of a B or better with a recommendation from the Middle School or Departmental approval for students who are concurrently enrolled in Algebra I—ACC.***

Biology—ACC 709

ACC

Full Year

1 Credit

Gr. 9-12



Biology—ACC is an intensive laboratory-based course studying characteristics of life, cell structure and function, cell reproduction, DNA as the hereditary material, principles of genetics, evolution, a survey of the kingdoms of life, the classification of life diversity and ecology. Students will be expected to partake in independent projects, written work, class work, class discussions and independent student centered laboratory activities. Students taking this course are expected to carry out more independent work both in and out of the classroom.

Biology—CCP 711

CCP

Full Year

1 Credit

Gr. 10-12



Biology—CCP is a laboratory-based course studying characteristics of life, cell structure and function, cell reproduction, DNA as the hereditary material, principles of genetics, evolution, a survey of the kingdoms of life, the classification of life's diversity and ecology. Students will be expected to partake in projects, class work and laboratory activities.

Applied Biology—CCP 713

CCP

Full Year

1 Credit

Gr. 10-12

Applied Biology is a laboratory-based course studying characteristics of life, cell structure and function, cell reproduction, DNA as the hereditary material, principles of genetics, evolution, a survey of the kingdoms of life, the classification of life's diversity and ecology. Students will be expected to partake in projects, classwork, and laboratory activities. This course is designed to support students through hands-on activities, and explicit differentiation for their needs. ***Prerequisite: Departmental and School Counselor approval required.***

Chemistry—CCP 729

CCP

Full Year

1 Credit

Gr. 10-12



Chemistry—CCP is a laboratory-based course dealing with the study of matter, atomic structure, formula and equation writing, chemical reactions, states of matter, gas laws, chemical bonding, acids, bases and pH, equilibrium and environmental chemistry. Algebra is extensively used for problem-solving.

Chemistry—ACC 727

ACC

Full Year

1 Credit

Gr. 10-12



Chemistry—ACC includes the study of the nature of matter, energy, chemical change, stoichiometry, periodicity, atomic structure, behavior of gases, liquids and solids, chemical bonding, acids and bases, thermo dynamics, kinetics, electrochemistry, and equilibrium. Data acquisition and analysis skills are emphasized through laboratory work. Algebra is extensively used for Problem solving. Completion of/or concurrent registration in Algebra II is recommended.

Physics/Chemistry (Integrated)—ACC 730

ACC

Full Year

2 Credits

Gr. 10-12



This is a year-long set of integrated courses that sequences physics and chemistry to maximize learning concepts within both courses. This course meets both 'A' days and 'B' days. Physics is examined in detail in the fall and chemistry in the spring with strategic overlap between the two courses as we progress through the year. This course is recommended for students with strong science and mathematical skills. Algebra is extensively used for problem-solving. ***Prerequisite: Successful completion of/or concurrent registration in Algebra II or Departmental approval.***

Physics—ACC 731

ACC

Full Year

1 Credit

Gr. 10-12



This intensive course is designed for students preparing for a mathematical, scientific or engineering profession. This course incorporates both theory and laboratory work in the following topics: mechanics, electricity, wave motion, atomic physics, and modern physical theories. Data acquisition and analysis skills are emphasized through laboratory work. Algebra is extensively used for problem-solving. Completion of/or concurrent registration in Algebra II is recommended.

Physics—CCP 733

CCP

Full Year

1 Credit

Gr. 10-12



Physics—CCP is intended to provide students with a comprehensive study involving theory and laboratory work in the following topics: mechanics, dynamics, circular motion, electricity and modern physical theories. Algebra is extensively used for problem-solving.

Environmental Science—ACC**722**

ACC
Half Year
0.5 Credit
Gr. 10-12



This course is to provide students with the scientific principles, concepts, and methodologies required to understand the interrelationships of the natural world, to identify and analyze environmental problems both natural and human-made, to evaluate the relative risks associated with these problems, and to examine alternative solutions for resolving and/or preventing them. Students will take part in ecological field work, perform laboratory investigations, and undertake independent research. **Prerequisite: Successful completion of Physical Science and Biology or Departmental approval.**

Environmental Science—CCP**721**

CCP
Half Year
0.5 Credit
Gr. 10-12



This course is to provide students with the scientific principles, concepts, and methodologies required to understand the interrelationships of the natural world, to identify and analyze environmental problems both natural and human-made, to evaluate the relative risks associated with these problems, and to examine alternative solutions for resolving and/or preventing them. Students will take part in outdoor laboratory experiences and gain hands-on experience in environmentally related topics. **Prerequisite: Successful completion of Physical Science and Biology or Departmental approval.**

Forensics—CCP**724**

CCP
Half Year
0.5 Credit
Gr. 11-12



Forensic Science is an elective science course designed for students interested in the science used to solve crimes. The many different types of evidence found at crime scenes will be studied and students will learn methods to collect them safely. Modern technology will be examined to discover how it has made forensic work easier and more reliable over the years. Through hands-on experiments and crime-scene analysis, students will look to use what has been learned to solve “real” crimes. This course will cover many different aspects of science including chemistry, physics, and biotechnology. **Prerequisite: Successful completion of Physical Science and Biology or Departmental approval.**

Human Anatomy and Physiology—ACC**715**

ACC
Full Year
1 Credit
Gr. 10-12



This course offers a systematic exploration of the major systems of the human body, including structure (anatomy) and function (physiology). Using microscopes to view cells and tissues and anatomical models to study organs and organ systems, students collaborate in small groups as well as work independently to better comprehend human structure and function. A combination of teacher presentations, lab activities and online resources are used to learn about the integumentary, skeletal, muscular, digestive, respiratory, cardiovascular, excretory, reproductive and other body systems. There is an expectation that students will demonstrate a high level of individual preparation and independent study. **Prerequisite: Successful completion of Biology—ACC.**

Human Anatomy and Physiology—CCP**717**

CCP
Half Year
0.5 Credit
Gr. 10-12



This course offers a systematic exploration of the major systems of the human body, including structure (anatomy) and function (physiology). Using microscopes to view cells and tissues and anatomical models to study organs and organ systems, students collaborate in small groups as well as work independently to better comprehend human structure and function. A combination of teacher presentations, lab activities and online resources are used to learn about the integumentary, skeletal, muscular, digestive, respiratory, cardiovascular, excretory, reproductive and other body systems. Discussion related to concepts and key understanding of topics will be initiated and reviewed in class. **Prerequisite: Successful completion of Biology or Departmental approval.**

Introduction to Meteorology**723**

CCP
Half Year
0.5 Credit
Gr. 10-12



This course provides a survey of weather study including topics such as history of weather observations, atmospheric structure and composition, earth-sun relationships, air pressure and winds, cloud formation, air masses and resulting precipitation. Weather phenomena, such as hurricanes and tornadoes are investigated and the study of climates is introduced.

Investigations in Space Science**745**

ACC
Half Year
0.5 Credit
Gr. 11-12



This half year elective will focus on student interests in many aspects of space science. Students will be investigating current research, laws, and theories about the Universe and beyond. Topics also may include specific aspects of our solar system and man’s travel and research within. Students will be expected to participate in class discussions, projects, presentations and traditional labs, quizzes, tests and research assignments. **Prerequisites: Successful completion of Physical Science, Biology and Physics or Departmental approval.**

AP® Biology

737

AP
Full Year
1 Credit
Gr. 11-12



The goal of this course is to offer ambitious students the challenge of a college level general biology course. Students are challenged in the areas of biochemistry, cell structure and function, genetics, evolution, and ecology presented in detail as they continue to develop science practices and big ideas. Since classroom time is limited, independent study and supplemental reading are required. Students who select the course are required to take the AP exam in May. **Prerequisite: Grade of 'B' or better in Biology-ACC and Chemistry-ACC or Department approval. Note: Summer preparatory work may**

AP® Chemistry

(SNHU Dual Enrollment opportunity)

735

AP
Full Year
1 Credit
Gr. 11-12



The purpose of this course is to offer ambitious students the challenge of a college level Chemistry program. The course follows the recommendations of the College Board and includes selected enrichment topics. The content is advanced and strong mathematical skills are needed. Since classroom time is limited, independent study and supplemental reading are required. Students who select the course are required to take the AP exam in May. **Prerequisites: Successful completion of Physical Science, Biology, Chemistry and Algebra II, or Departmental approval. Note : Summer preparatory work may be an additional requirement of the course.**

AP® Environmental Science

(SNHU Dual Enrollment opportunity)

742

AP
Full Year
1 Credit
Gr. 11-12



The goal of this course is to provide students with the scientific principles, concepts, and methodologies required to understand the interrelationships of the natural world, to identify and analyze environmental problems both natural and human-made, to evaluate the relative risks associated with these problems and to examine alternative solutions for resolving and/or preventing them. Environmental science is interdisciplinary; it embraces a wide variety of topics from different areas of study. Yet there are several major unifying constructs, or themes, that cut across the many topics included in the study of environmental science. Students who select the course are required to take the AP exam in May. **Prerequisites: Grade of 'B' or better in Biology—ACC and Chemistry—ACC or Departmental approval. Note : Summer preparatory work may be an additional requirement of the course.**

AP® Physics I

(SNHU Dual Enrollment opportunity)

734

AP
Full Year
1 Credit
Gr. 11-12



The course offers ambitious students the opportunity to do college level work in physics without the prior knowledge of calculus. The course follows the recommendations of the College Board, and includes selected enrichment topics in classical physics. The objectives of the course are to understand the basic principles and apply these principles in solving problems. General areas to be covered include: Newtonian mechanics, rotational motion, work, energy, power, mechanical waves, and fluids. Since classroom time is limited, independent study and supplemental reading are required. Students who select the course are required to take the AP exam in May. **Prerequisite: Successful completion of Algebra II and Departmental approval. Note : Summer preparatory work may be an additional requirement of the course.**

AP® Physics II

(SNHU Dual Enrollment opportunity)

734A

AP
Full Year
1 Credit
Gr. 11-12



The course offers ambitious students the opportunity to do college level work in physics without the prior knowledge of calculus. The course follows the recommendations of the College Board, and includes selected enrichment topics in classical and modern physics. The objectives of the course are to understand the basic principles and apply these principles in solving problems. General areas to be covered include: Thermodynamics, heat, kinetic theory, fluids, electrostatics, DC circuits, steady-state RC circuits, magnetism, induction, optics, quantum physics, and nuclear physics. Since classroom time is limited, independent study and supplemental reading are required. Students who select the course are required to take the AP exam in May. **Prerequisite: Successful completion of AP Physics I, Pre-Calculus, and Departmental approval. Note : Summer preparatory work may be an additional requirement of the course.**

For more information on dual enrollment opportunities, please see pg. 10.

Social Studies Department

The mission of the Social Studies curriculum is to provide opportunities for students to develop a global perspective, foster democratic ideals, and understand economic theories. These opportunities will help students understand and appreciate their physical, multi-cultural world so that they may become enlightened and active citizens. The Timberlane graduate will be able to connect the knowledge obtained to personal experience and will apply these to issues in the ever-changing world. The Social Studies Curriculum is written in adherence to the New Hampshire Department of Education Curriculum Frameworks for Social Studies.

Course		Level	Grades				Credits
Studies in Civics and Economics	803A	ACC	9				1
Studies in Civics and Economics	804C	CCP	9				1
Applied Studies in Civics and Economics	TBD	CCP	9	10	11	12	1
World History	806	ACC		10			1
World History	811	CCP		10			1
Applied World History	TBD	CCP		10	11	12	1
World Studies	808	ACC/CCP		10			2
AP® World History	821	AP		10	11	12	1
United States History	807	ACC			11		1
United States History	809	CCP			11		1
Applied US History	TBD	CCP			11	12	1
American Studies	816	ACC/CCP			11		2
AP® United States History	819	AP			11	12	1
American Values in Film and Music*	841	ACC/CCP			11	12	0.5
Behavioral Psychology	840	ACC		10	11	12	0.5
Constitutional Law*	832	ACC/CCP			11	12	0.5
Cultural Geography*	823	CCP		10	11	12	0.5
Current Issues	843	CCP		10	11	12	0.5
History of Sports	833	ACC/CCP		10	11	12	0.5
Law	831	CCP		10	11	12	0.5
Popular Culture	834	ACC/CCP		10	11	12	0.5
Psychology	839	CCP		10	11	12	0.5
Social Science of Well-Being	845	ACC			11	12	0.5
Sociology*	835	CCP		10	11	12	0.5
AP® Psychology	848	AP			11	12	1
AP® US Government and Politics	820	AP				12	1
AP® Human Geography	822	AP				12	1

*indicates that these courses will be offered in alternating school years as outlined below

School year type (start of school year even/ odd)	School year cal- endar numbers	Courses being offered
Even	2026/2027	Cultural Geography
Odd	2027/2028	American Values in Film and Music; Sociology
Even	2028/2029	Cultural Geography
Odd	2029-2030	American Values in Film and Music; Sociology

Studies in Civics and Economics—ACC 803A

ACC
Full Year
1 Credit
Gr. 9



This is a full year integrated course that focuses on the connections between civics and economics at the local, state, national, and international levels. Students will study the reach and limits of power between state and federal governments. In addition, they will analyze the effectiveness and impact of economic and governmental decision making on citizens and markets. The course provides opportunities for students to examine how laws are used or challenged to address issues. Topic studied will include the relationship between federal and state governments with respect to citizens' rights, distribution of taxes, national defense, ensuring states' rights, and government sponsored programs. The course will examine the role that United States government plays in the national economy, international trade and global affairs. This course develops skills at an accelerated pace for students who want experiences that will prepare them for advanced work.

Studies in Civics and Economics—CCP 804C

CCP
Full Year
1 Credit
Gr. 9



This is a full year integrated course that focuses on the connections between civics and economics at the local, state, national, and international levels. Students will study the reach and limits of power between state and federal governments. In addition, they will analyze the effectiveness and impact of economic and governmental decision making on citizens and markets. The course provides opportunities for students to examine how laws are used or challenged to address issues. Topic studied will include the relationship between federal and state governments with respect to citizens' rights, distribution of taxes, national defense, ensuring states' rights, and government sponsored programs. The course will examine the role that United States government plays in the national economy, international trade and global affairs.

Applied Studies in Civics and Economics—CCP

TBD

CCP
Full Year
1 Credit
Gr. 9, 10, 11, 12

This is a full year integrated course that focuses on the connections between civics and economics at the local, state, national, and international levels. Students will study the reach and limits of power between state and federal governments. In addition, they will analyze the effectiveness and impact of economic and governmental decision making on citizens and markets. The course provides opportunities for students to examine how laws are used or challenged to address issues. Topic studied will include the relationship between federal and state governments with respect to citizens' rights, distribution of taxes, national defense, ensuring states' rights, and government sponsored programs. The course will examine the role that United States government plays in the national economy, international trade and global affairs. This courses is designed to support students through more explicit differentiation.
Prerequisite: Departmental and School Counselor approval required.

World History—ACC

806

ACC
Full Year
1 Credit
Gr. 10



World History—ACC builds upon the learning from the middle school curriculum and begins with a study of the Renaissance, moving into the Enlightenment, Age of Exploration and eventually into the 21st Century. This course includes units relating to events in Europe, Asia, Africa and the Americas. Students are asked to write extensively, using classroom learning, to interpret historical events. Analysis of primary sources, Internet and library-based research, field trips, readings from the text and other sources, film analysis, and classroom discussions are all possible learning techniques. Research-based presentations will be employed.

World History—CCP

811

CCP
Full Year
1 Credit
Gr. 10



World History—CCP builds upon the learning from the middle school curriculum and begins with a study of the Renaissance, moving into the Enlightenment, Age of Exploration and eventually into the 21st Century. This course includes units relating to events in Europe, Asia, Africa and the Americas. Students will be asked to use their classroom learning to interpret historical events. Analysis of primary sources, Internet and library-based research, field trips, reading from the text and other sources, film analysis and classroom discussions are all possible learning techniques.

Applied World History—CCP TBD

CCP
Full Year
1 Credit
Gr. 10, 11, 12

World History—CCP builds upon the learning from the middle school curriculum and begins with a study of the Renaissance, moving into the Enlightenment, Age of Exploration and eventually into the 21st Century. This course includes units relating to events in Europe, Asia, Africa and the Americas. Students will be asked to use their classroom learning to interpret historical events. Analysis of primary sources, Internet and library-based research, field trips, reading from the text and other sources, film analysis and classroom discussions are all possible learning techniques. This course is designed to support students through more explicit differentiation. **Prerequisite: Departmental and School Counselor approval required.**

World Studies 808

ACC/CCP
Full Year
2 Credits
Gr. 10

World Studies is an interdisciplinary course that combines history and literature. This course emphasizes the intricate thematic connections between history and the literature of historical periods. Analysis of historical sources and documents coupled with analysis of literature will be the main focus through writing and team-based projects. In addition to the study of history and literature, students will examine art, music, and philosophy related to the central themes studied in this course. This is a team-taught course that meets both 'A' days and 'B' days. It fulfills the graduation requirements for World History and World Literature. Students may contract for accelerated credit.

United States History—ACC 807

ACC
Full Year
1 Credit
Gr. 11

United States History—ACC builds upon the learning from the middle school curriculum and begins with a study of the end of the Civil War. This course takes an in-depth look at the events of the last part of the 19th Century, all of the 20th Century, and uses that learning to analyze the events of the first decade of the 21st Century. Students will be asked to join in classroom discussions, read texts and other materials outside of class, think creatively, present learning to the class, and write extensively. The process of researching and writing a college-style term paper will be included in the course.

United States History—CCP 809

CCP
Full Year
1 Credit
Gr. 11

United States History—CCP builds upon the learning from the middle school curriculum and begins with a study of the end of the Civil War. This course takes an in-depth look at the events of the last part of the 19th Century, all of the 20th Century, and uses that learning to analyze the events of the first decade of the 21st Century. Students will be asked to join in classroom discussion, read outside of class, think creatively and write about their learning. A particular emphasis will be placed on the process of researching and writing a long-form paper.

Applied United States History—CCP TBD

CCP
Full Year
1 Credit
Gr. 11, 12

United States History—CCP builds upon the learning from the middle school curriculum and begins with a study of the end of the Civil War. This course takes an in-depth look at the events of the last part of the 19th Century, all of the 20th Century, and uses that learning to analyze the events of the first decade of the 21st Century. Students will be asked to join in classroom discussion, read outside of class, think creatively and write about their learning. A particular emphasis will be placed on the process of researching and writing a long-form paper. This course is designed to support students through more explicit differentiation. **Prerequisite: Departmental and School Counselor approval required.**

American Studies 816

ACC/CCP
Full Year
2 Credits
Gr. 11

American Studies is an interdisciplinary course that combines historical evidence with an analysis of literature to answer essential questions concerning American culture. Through a variety of activities such as group projects, discussion, oral presentations, simulations, and analysis, students will be given an opportunity to connect the studies of history, literature, art, philosophy, and music. This is a team-taught course that meets both 'A' days and 'B' days. This course meets the requirements for both United States History and American Literature courses. Students may contract for accelerated credit.

American Values in Film and Music * 841

ACC/CCP

Half Year

0.5 Credit

Gr. 11-12

Course will be offered in odd starting school years

This course used film and music to examine traditional and contemporary American values and ethical issues. Students will be able to explain how American values are represented in mass media and how they are perceived by outside sources. Personal traits of courage, love, family and integrity, in addition to social issues of racism, morality, freedom of religion, altruism and social justice will be explored. Because movies and television are filled with historical inaccuracies, the purpose of the course will not be to teach history but to use film and popular music as a vehicle for the students to examine and analyze society and themselves. Students may contract for accelerated credit.

Behavioral Psychology 840

ACC

Half Year

0.5 Credit

Gr. 10-12



Behavioral psychology is an accelerated semester long course designed to introduce students to the systematic and scientific study of the behavior and mental processes of human beings and other animals. Students are exposed to the psychological facts, principles, and phenomena associated with each of the major subfields of psychology. Students also learn about the ethics and methods psychologists use in their science and practice. The course will include extensive reading, weekly writing assignments, lab work, and in-depth classroom discussions.

Constitutional Law * 832

ACC

Half Year

0.5 Credit

Gr. 11-12

Course will be offered in even starting school years

Constitutional Law is a study of the courts in the American political system. The focus of the course is on one of the most vital aspects of politics; interpreting and applying the nation's fundamental rules. The case method is used to analyze constitutional topics including: governmental power, race and gender discrimination, equal protection of the law, rights of the accused, modern constitutional theories, the right to privacy, as well as the First Amendment rights of freedom of speech, press, expression and religion. Students may contract for accelerated credit.



Current Issues 843

CCP

Half Year

0.5 Credit

Gr. 10-12



This course will provide the students with a perspective of events and trends in the world as well as a contemporary view of history in the making. The development of communication, critical-thinking, decision-making, research and geography skills will center around strong student interaction. General topics include political, economic, and social trends, the environment, crime and international relations, and current world events.

History of Sports 833

ACC/CCP

Half Year

0.5 Credit

Gr. 10-12

In this class students will gain knowledge about the historical origins and development of various sports in America as well as worldwide major political, social, cultural, economic, and intellectual concepts throughout the chronological history of sports. Students will understand why and how sports have become a popular cultural phenomenon. They will examine the historical context as well as the significance of gender, race, ethnicity and social class. Students will begin to recognize the influence that commercialization has within the sports world. This historical investigation will be done through readings, primary sources, audio and visual materials, research based individual and collaborative based projects, as well as class discussion.

Law 831

CCP

Half Year

0.5 Credit

Gr. 10-12



This course studies the law from a practical, everyday viewpoint. Students will gain an understanding of their legal rights and responsibilities, knowledge of real life legal problems and the ability to analyze, evaluate, and in some cases, resolve legal disputes. The course will address general problems in the area of criminal, consumer, family, housing and individual rights law. Law will emphasize the application of New Hampshire State Law as well as law practiced throughout the United States.

Cultural Geography * 823

CCP

Half Year

0.5 Credit

Gr. 10-12

Course will be offered in even starting school years

This course deals with the interconnectivity of culture, politics, economics, religion, and human perception and regionalization. Students will recognize that places and regions serve as symbols for individuals and societies. Students will distinguish how cultural traits shape the characteristics of a region, analyze the increasing interdependence of the world's countries, and demonstrate how cooperation and conflict are involved in shaping the distribution of social, political, and economic spaces on Earth. Students will also explain the results of globalization and how changes in the physical environment can diminish its capacity to support human activity.



Popular Culture**834**

ACC/CCP
Half Year
0.5 Credit
Gr. 10-12

This course provides an upper-level introduction to critical issues and approaches in the study of American popular culture. This includes defining popular culture and high culture using the student's own expertise as consumers of popular culture as a take-off point for exploring the various roles played by mass-mediated popular culture in our lives. Part of the task of this course will be to refine further the student's ability to read, research, evaluate, and synthesize materials from different disciplines into the student's own interdisciplinary analyses. The course will look primarily at television, film, advertising, stereotypes, popular music, and computer cyberspace, with occasional forays into other types of pop culture.

Psychology**839**

CCP
Half Year
0.5 Credit
Gr. 10-12



Psychology is the study of human behavior and the mental processes. The course emphasizes participation as a key component to understanding student's behavior and individual thought. The primary method of analysis will be explained by utilizing personal examples. Students will be expected to communicate the principles of each major psychology concept to their own emotions, motivations, and learning experiences. Lastly, students will be synthesizing unit information by both paraphrasing through outlining and presentation formats. Key topics of study include memory, personality, adolescence, social psychology (cognition and behavior), and abnormal psychology.

Sociology ***835**

CCP
Half Year
0.5 Credit
Gr. 10-12

Course will be offered in odd starting school years



Sociology is the study of societies, social groups, and the relationships between people. The field encompasses both the formation of particular societies and social groups, including their continuation, dissolution, and demise as well as the origins, structure and functioning of social groups. Students will learn the basic tools they need to develop a sociological imagination. The sociological imagination is the ability to see the connection between the larger social world and our personal lives. The development of the sociological imagination enables students to examine how society shapes human behavior and beliefs and how such actions and beliefs in turn shape society.

Social Science of Well-Being**845**

ACC
Half Year
0.5 Credit
Gr. 11-12

Simulated by ground-breaking research in the fields of Philosophy and Positive Psychology, both academia and popular media have seen an upsurge of interest in the "Social Science of Well-Being". What influences well-being? Can we measure happiness or peace of mind? What does the latest research and data tell us about the causes of happiness? How can we use the science of well-being to effect positive change in our lives? This course will explore these questions and more while examining the work of philosophers, sociologists, and psychologists from both the East and West who have pioneered the exploration of happiness. Students will examine recent discoveries in the field of the social sciences, reflect in their concrete implications, and consider strategies to integrate these new insights into their personal and professional lives.

AP® World History

821

AP
Full Year
1 Credit
Gr. 10-12



All AP courses are college-level courses and students should be prepared for that level of rigor. Building upon the learning from the standard World History courses, the AP World History course develops greater understanding of the evolution of the global process and intercultural contact. This is achieved through a combination of selected factual knowledge and development of appropriate analytical skills. It emphasizes relevant factual knowledge used in conjunction with leading interpretive issues and types of historical evidence. Students may receive college credit for this course by taking the World History Advanced Placement Exam, which is an expectation. **Note: Summer preparatory work is a required part of the course.**

AP® United States History

819

AP
Full Year
1 Credit
Gr. 11-12



All AP courses have a level of rigor commensurate with a college-level course. Advanced Placement United States History is a chronological study of American History from Columbus to Clinton. The course emphasizes critical thinking, independent reading, research and extensive writing in the style of the AP exam. Should students achieve a score of 3, 4 or 5 on the Advance Placement exam (taking the exam is an expectation) they may receive a college credit. **Note: Summer preparatory work is an additional requirement of the course.**

AP® Psychology

848

AP
Full Year
1 Credit
Gr. 11-12



The AP Psychology course provides a comprehensive introduction to the scientific study of human behavior and mental processes. Through an examination of foundational studies and influential theories, students will engage with core concepts and phenomena across key areas in psychology, including the biological bases of behavior, cognition, development, learning, social psychology, personality, and mental/physical health. Throughout the course, students will also apply psychological principles, utilize research methods, and interpret data to critically evaluate evidence and effectively articulate understanding. Students are required to take the AP exam in May.

AP® Human Geography

822

AP
Full Year
1 Credit
Gr. 12



This course focuses student learning and study on the how and why of global human movement and interaction, its impact on our planet, and our understanding of it. Students will be introduced to the study of geography as a social science through emphasizing the relevance of geographic concepts to human problems. This course seeks to explore various geographic concepts related to human movement and interaction with the environment through the study of the five themes of Human Geography: Location, Human Environmental Interaction, Regions, Place and Movement. Students will critically explore the following topics in relation to human geography: Population, Migration, Cultural landscapes, identity, language, religion, political geography, urban geography, urban geography, development, agriculture, industry, human environment, and globalization. Students are required to take an AP exam in May. **Note: Summer preparatory work is an additional requirement of the course.**

AP® Government

820

AP
Full Year
1 Credit
Gr. 12



All AP courses are college-level courses, and students should be prepared for that level of rigor. The Government course is a study of the American governmental system, including both the nuts and bolts of governing a nation and the influence of politics on decision-making. The course will include extensive reading, weekly writing assignments in the style of the AP exam, outside reading, and classroom discussions. Students may receive college credit for this course by taking the Government and politics US Advanced Placement Exam, which is an expectation. **Note: Summer preparatory work is an additional requirement of the course.**

Special Education Department

Timberlane Regional High School Special Education Department is committed to the New Hampshire Standards for the Education of Students to provide a free and appropriate education for all identified disabled students. We use a model of push in and pull out services.

TRHS follows the proper referral, evaluation, and placement requirements in order for a student to take part in specially designed instruction as a part of the student's IEP. A referral may be made by anyone that is responsible for the education of a student such as but not limited to: parent/guardian, teacher, or outside provider. After it has been determined (through the referral, evaluation and placement process) that a student is educationally disabled, a variety of placement options become available as discussed at an IEP Team Meeting.

Such placements may include, but are not limited to, the following options: targeted skill instruction, consultative assistance, related service provider services, paraprofessional support, transition skills support and/or specially designed instruction.

Course		Level	Grades				Credits
Life Skills—Daily Living	980A	NL	9	10	11	12	1
Life Skills—Consumer Math	982A	NL	9	10	11	12	1
Life Skills—Career planning	983A	NL	9	10	11	12	0.5
Reading	960	NL	9	10	11	12	1
Unified and Adaptive Physical Education	418	NL	9	10	11	12	0.5

Life Skills—Daily Living

980A

NL
Full Year
1 Credit
Gr. 9-12

This special education course offers a structured, comprehensive curriculum that allows students with intensive needs in grades 9-12 to work towards independence by learning functional life and academic skills in the areas of consumer math for community and vocational purposes. This course will focus on basic nutrition and cooking, home management, and personal care and safety. There is an emphasis on functional reading skills as they prepare students for their lives after high school. The classes are structures to meet the goals and objectives identified in these areas in a student's Individualized Education Plan. These classes may be taken as many times as needed. These classes are taken for pass/fail credit and fulfill general elective credit requirements. **Prerequisite: Special Education Team Approval**

Life Skills—Consumer math

982A

NL
Full Year
1 Credit
Gr. 9-12

This special education course offers a structured, comprehensive curriculum that allows students with intensive needs in grades 9-12 to work towards independence by learning functional life and academic skills in the areas of consumer math for community and vocational purposes. This course will focus on making purchases such as buying food and clothing within a budget, earning and budgeting money, and improving your household through managing a budget. The classes are structures to meet the goals and objectives identified in these areas in a student's Individualized Education Plan. These classes may be taken as many times as needed. These classes are taken for pass/fail credit and fulfill general elective credit requirements. **Prerequisite: Special Education Team Approval**

Life Skills—Career Planning

983A

NL
Half Year
0.5 Credit
Gr. 9-12

This special education course will guide students through the process of assessing their interests and determining preliminary career options. These classes may be taken as many times as needed. These classes are taken for pass/fail credit and fulfill general elective credit requirements. **Prerequisite: Special Education Team Approval**

Reading	960
NL	Special Education Reading classes are designed to meet the needs of students with intensive needs or profound needs resulting from reading related disabilities, and to address specific reading goals as part of their Individual Education Plan. Courses are designed to be taken in conjunction with grade level English classes in order to provide specialized instruction needed to help students meet with success in those classes. These courses do not fulfill an English requirement. Full year 1 credit. Class size is limited. <i>Prerequisite Special Education Team approval.</i>
Full Year	
1 Credit	
Gr. 9-12	

Unified/Adaptive Physical Education and Health	418
CCP	This course is designed for students who would be successful in a small, personalized health and physical education setting with support from other students. Students will receive differentiated instruction in association to the Universal Design for Learning that provides a flexible environment to grow. Students will be exposed to a variety of health topics including but not limited to personal advocacy, safety and violence prevention, nutrition, puberty, mental and emotional health in addition to knowledge of how to be physically active for a lifetime, and build community with their peers. <i>Prerequisite: Departmental approval.</i>
Half Year	
0.5 Credit	
Gr. 9-12	

Theater Department

One of the greatest playwrights of all time, Oscar Wilde, once said this about theater: "I regard the theater as the greatest of all art forms, the most immediate way in which a human being can share with another the sense of what it is to be a human being." The best way to find out if what Mr. Wilde has said is true is by exploring the possibilities of theater. By enrolling in any one of the courses that the Theater Department has to offer, you will find yourself in a new learning environment. You will be in a place where a bare stage replaces a blank sheet of paper for assessment, where acting out in class is encouraged, and where you will have a chance to explore your own hidden talents.

By taking any one of the classes offered in Theater, you will have a unique opportunity to look at learning in a new way, where your creativity and talent will be celebrated beyond a test grade or a written assignment. You will be able to transform your class work into performance. You can have the chance to see one of your own scripts actually performed by trained actors. You may find a new direction in life and new ways to express the wonderful qualities that exist in each and every one of us.

We look forward to seeing you on stage soon. To end with another Wilde thought, "The stage is not merely the meeting place of all the arts, but is also the return of art to life."

Course		Level	Grades				Credits
Introduction to Theater	252	NL	9	10	11	12	0.5
Improvisation	267	NL	9	10	11	12	0.5
Advanced Acting	265	ACC		10	11	12	0.5
Playwriting	253	ACC			11	12	0.5

Course Descriptions:

Introduction to Theater 252

NL
Half Year
.5 Credit
Gr. 9-12

This class will offer a general introduction to theater from both a literary and a performance approach. Students will be learning about theater from reading and performing plays. They will also learn about the technical aspects of theater: costuming, sound design, set and prop construction, lighting effects, and special effects. This course is designed to encourage students to recognize the connection between literature and performance. It will allow students to gain confidence both in a classroom setting and on a stage. Actual performance will be a major form of assessment for the class.

Improvisation 267

NL
Half Year
.5 Credit
Gr. 9-12

The basic premise of improvisation is not based upon traditional instructional methods such as practice, memorization, review, and testing; it is actually based on failure more times than not. It is through failure that students learn to keep on trying, taking risks, and learning that how one handles failure is the true test of one's character. This class is based on team building, knowing that we will all make mistakes and risk-taking in an environment that is supporting and nurturing. The class will work on both the well-known short form, as well as the more challenging long-form improvisational styles. Participation through daily performance is the major form of assessment in this class.

Advanced Acting 265

ACC
Half Year
.5 Credit
Gr. 10-12

Advanced Acting will be a continuation of Introduction to Theater. In this class, students will study the craft of acting through a variety of acting techniques. They will learn about stage movement and acting styles demonstrated by masters in the field. This course is geared toward students who possess a serious interest in theater, and it would be beneficial to those who intend to study theater in college or as a career option. **Prerequisite: Departmental approval.**

Playwriting 253

ACC
Half Year
.5 Credit
Gr. 11-12

This class will focus on creative writing. Students taking this class will work on writing scripts for theatrical production. While the class is specifically a creative writing class, students will also be reading a variety of published plays. Students will see their creative efforts turn into actual performances, since they will be able to access the talents of the Timberlane Players who will be performing the scripts during an annual one-act play series. This class is designed to provide students with an outlet for their talents and to help all students realize that what they do in class can have a dramatic impact on themselves and others.

World Language Department

The World Language Department offers courses in French, Latin, and Spanish to students at all levels of learning to support the requirement of most four-year colleges and universities. In our current globalized world, the study of a world language increases a student's connection to global cultures and perspectives, provides more opportunities for both national and international employment, and builds a foundation of linguistics that can apply to both English and his/her chosen language of study. Language courses seek to develop students' language proficiency around modes of communicative competence reflecting real life communication. The language one chooses is a matter of personal choice. There is no "easier" or "more difficult" one to learn. Learning a language requires the desire and willingness to work. It takes time to become proficient in a new language. Regardless of the length of time that students study a language, all students will develop and enhance their language skills and deepen their cultural understanding.

Course		Level	Grades				Credits
French I	307	CCP	9	10	11	12	1
French II	314	ACC	9	10	11	12	1
French II	313	CCP	9	10	11	12	1
French III	320	ACC		10	11	12	1
French III	319	CCP		10	11	12	1
French IV	331	ACC			11	12	1
French IV	327	CCP			11	12	1
French V	338	ACC				12	1
AP® French Language and Culture	342	AP				12	1

Spanish I	311	CCP	9	10	11	12	1
Spanish II	318	ACC	9	10	11	12	1
Spanish II	317	CCP	9	10	11	12	1
Spanish III	322	ACC		10	11	12	1
Spanish III	321	CCP		10	11	12	1
Spanish IV	335	ACC			11	12	1
Spanish IV	324	CCP			11	12	1
Spanish V	340	ACC				12	1
AP® Spanish Language and Culture	343	AP				12	1

French I—CCP

307

CCP
Full Year
1 Credit
Gr. 9-12



French I—CCP is an introductory course for students with who need a basic foundation or have no previous study in the language. The course develops students' reading, writing, listening, and speaking skills through exposure to authentic texts and audio resources. Students will enhance their cultural competence and understanding through a focused study of the products and practices of francophone communities in Canada. Students will acquire vocabulary and basic linguistic structures related to the themes of personal identity, families, schools and communities. This proficiency-based course is conducted in the target language and requires the active participation of all students.

French II—ACC

314

ACC
Full Year
1 Credit
Gr. 9-12



French II—ACC is an intensive course designed for students who have excellent study habits and want experiences that will prepare them for advanced work in the language. In this course, students continue to develop their reading, writing, listening and speaking skills by interacting with authentic texts and audio resources. Students enhance their cultural competence and understanding through a focused study of the products and practices of France. Students will acquire additional vocabulary and linguistic structures related to the themes of cultural celebrations, routines, childhood, health and illness, and traveling around the town. This proficiency-based course is conducted in the target language and requires the active participation of all students.
Prerequisite: Successful completion of Level I.

French II—CCP

CCP
Full Year
1 Credit
Gr. 9-12



In French II—CCP, students continue to develop their reading, writing, listening and speaking skills by interacting with authentic texts and audio resources. Students enhance their cultural competence and understanding through a focused study of the products and practices of France. Students will acquire additional vocabulary and linguistic structures related to the themes of cultural celebrations, routines, childhood, health and illness, and traveling around the town. This proficiency-based course is conducted in the target language and requires the active participation of all students.

French III—ACC

965

ACC
Full Year
1 Credit
Gr. 10-12



French III—ACC is an intensive course designed for students who have excellent study habits and want experiences that will prepare them for advanced work in the language. In this course, students will continue to develop their language skills by interacting with increasingly complex authentic texts and audio resources. Students enhance their cultural competence and understanding through a focused study of the cultural products and practices of francophone countries in Africa. Students will acquire more advanced vocabulary and linguistic structures related to the themes of professions, adolescent leisure activities, cultural identities, arts and culture, and global citizenship and the environment. This proficiency-based course is conducted in the target language and requires the active participation of all students.
Prerequisite: Successful completion of Level II.

French III—CCP

319

CCP
Full Year
1 Credit
Gr. 10-12



In French III—CCP, students will continue to develop their language skills by interacting with increasingly complex authentic texts and audio resources. Students enhance their cultural competence and understanding through a focused study of the cultural products and practices of francophone countries in Africa. Students will acquire more advanced vocabulary and linguistic structures related to the themes of professions, adolescent leisure activities, cultural identities, arts and culture, and global citizenship. This proficiency-based course is conducted in the target language and requires the active participation of all students.
Prerequisite: Successful completion of Level II.

French IV—ACC

331

ACC
Full Year
1 Credit
Gr. 11-12



French IV—ACC is an intensive course designed for students who have excellent study habits and want experiences that will prepare them for advanced work in the language. In this course, students will continue to develop their reading, writing, listening, and speaking skills by interacting with increasingly complex authentic texts and audio resources. Students enhance their cultural competence and understanding through a focused study of the cultural products and practices of francophone countries in the Caribbean and throughout the world. Students will acquire more advanced vocabulary and linguistic structures related to the themes of national identity, gender roles, values, artistic contributions from the target region, technology and the media, and global conflicts. This proficiency-based course is conducted in the target language and requires the active participation of all students.
Prerequisite: Successful completion of Level III.

French IV—CCP

327

CCP
Full Year
1 Credit
Gr. 11-12



In French IV—CCP, students will continue to develop their reading, writing, listening, and speaking skills by interacting with increasingly complex authentic texts and audio resources. Students enhance their cultural competence and understanding through a focused study of the cultural products and practices of francophone countries in the Caribbean and throughout the world. Students will acquire more advanced vocabulary and linguistic structures related to the themes of national identity, gender roles, values, artistic contributions from the target region, technology and the media, and global conflicts. This proficiency-based course is conducted in the target language and requires the active participation of all students. **Prerequisite:** *Successful completion of Level III.*

French V—ACC

338

ACC
Full Year
1 Credit
Gr. 12



In this advanced course, students will develop their listening, speaking, reading, and writing skills to analyze, discuss and compare the perspectives and practices of France and francophone countries throughout the world. The following themes may be studied: immigration, multiculturalism, overcoming stereotypes, family roles and traditions, ethical and moral dilemmas, scientific progress, environmental issues, government, education, healthcare, human rights, and contemporary global challenges. This proficiency-based course is conducted completely in the target language and requires the active participation of all students. **Prerequisite:** *Successful completion of Level IV.*

AP® French Language and Culture

342

AP
Full Year
1 Credit
Gr. 12



The AP French Language and Culture course provides students with opportunities to develop language proficiency across the three modes of communication: Interpretive, Interpersonal, and Presentational. The course focuses on the integration of authentic resources including online print, audio, and audiovisual resources, as well as traditional print resources that include literature, essays, and magazine and newspaper articles with the goal of providing a rich, diverse learning experience. AP French Language and Culture is a language acquisition course designed to provide students with the necessary skills and intercultural understanding to enable them to communicate successfully in an environment where French is spoken and as such, is an immersion experience requiring almost exclusive use of French. Students communicate using rich, advanced vocabulary and linguistic structures as they build proficiency in all modes of communication toward the pre-advanced level. Students are required to take the AP exam in May. **Prerequisite:** *Successful completion of Level IV.*

Spanish I—CCP

311

CCP
Full Year
1 Credit
Gr. 9-12



Spanish I—CCP is an introductory course for students who need a basic foundation or have no previous study in the language. The course develops students' reading, writing, listening, and speaking skills through exposure to authentic texts and audio resources. Students enhance their cultural competence and understanding through a focused study of the products and practices of Spain. Students will acquire vocabulary and basic linguistic structures related to the topics of personal identity, families, schools, and communities. This proficiency-based course is conducted in the target language and requires the active participation of all students.

Spanish II—ACC

318

ACC
Full Year
1 Credit
Gr. 9-12



Spanish II—ACC is an intensive course designed for students who have excellent study habits and want experiences that will prepare them for advanced work in the language. In this course, students will continue to develop their reading, writing, listening and speaking skills by interacting with authentic texts and audio resources. Students enhance their cultural competence and understanding through a focused study of the products and practices of Mexico. Students will acquire additional vocabulary and linguistic structures related to the themes of cultural celebrations, routines, childhood, health and illness, and traveling around the town. This proficiency-based course is conducted in the target language and requires the active participation of all students. **Prerequisite:** *Successful completion of Level I.*

Spanish II—CCP

317

CCP
Full Year
1 Credit
Gr. 9-12



In this course, students will continue to develop their reading, writing, listening and speaking skills by interacting with authentic texts and audio resources. Students enhance their cultural competence and understanding through a focused study of the products and practices of Mexico. Students will acquire additional vocabulary and linguistic structures related to the themes of cultural celebrations, routines, childhood, health and illness, and traveling around the town. This proficiency-based course is conducted in the target language and requires the active participation of all students. **Prerequisite:** *Successful completion of Level I.*

Spanish—III ACC

ACC
Full Year
1 Credit
Gr. 10-12



Spanish III—ACC is an intensive course designed for students who have excellent study habits and want experiences that will prepare them for advanced work in the language. In this course, students will continue to develop their language skills by interacting with increasingly complex authentic texts and audio resources. Students enhance their cultural competence and understanding through a focused study of the cultural products and practices of Latin America and the Caribbean. Students will acquire more advanced vocabulary and linguistic structures related to the themes of professions, adolescent leisure activities, cultural identities, arts and culture, and global citizenship. This proficiency-based course is conducted in the target language and requires the active participation of all students. **Prerequisite: Successful completion of Level II.**

Spanish—III CCP

311

CCP
Full Year
1 Credit
Gr. 10-12



In Spanish III—CCP, students will continue to develop their language skills by interacting with increasingly complex authentic texts and audio resources. Students enhance their cultural competence and understanding through a focused study of the cultural products and practices of Latin America and the Caribbean. Students will acquire more advanced vocabulary and linguistic structures related to the themes of professions, adolescent leisure activities, cultural identities, arts and culture, and global citizenship. This proficiency-based course is conducted in the target language and requires the active participation of all students. **Prerequisite: Successful completion of Level II.**

Spanish—IV ACC

335

ACC
Full Year
1 Credit
Gr. 11-12



Spanish IV—ACC is an intensive course designed for students who have excellent study habits and want experiences that will prepare them for advanced work in the language. In this course, students will continue to develop their reading, writing, listening, and speaking skills by interacting with increasingly complex authentic texts and audio resources. Students enhance their cultural competence and understanding through a focused study of the cultural products and practices of countries in South America. Students will acquire more advanced vocabulary and linguistic structures related to the themes of national identity, gender roles, values, artistic contributions from the target region, technology and the media, and global conflicts. This proficiency-based course is conducted in the target language and requires the active participation of all students. **Prerequisite: Successful completion of Level III.**

Spanish—IV CCP

324

CCP
Full Year
1 Credit
Gr. 11-12



In Spanish IV—CCP students will continue to develop their reading, writing, listening, and speaking skills by interacting with increasingly complex authentic texts and audio resources. Students enhance their cultural competence and understanding through a focused study of the cultural products and practices of countries in South America. Students will acquire more advanced vocabulary and linguistic structures related to the themes of national identity, gender roles, values, artistic contributions from the target region, technology and the media, and global conflicts. This proficiency-based course is conducted in the target language and requires the active participation of all students. **Prerequisite: Successful completion of Level III.**

Spanish V—ACC

340

ACC
Full Year
1 Credit
Gr. 12



In this advanced course, students will develop listening, speaking, reading, and writing skills to analyze, discuss and compare the perspectives and practices of hispanic countries throughout the world. The following themes may be studied: immigration, multiculturalism, overcoming stereotypes, family roles and traditions, ethical and moral dilemmas, scientific progress, environmental issues, government, education, healthcare, human rights, and contemporary global challenges. This proficiency-based course is conducted completely in the target language and requires the active participation of all students. **Prerequisite: Successful completion of Level IV.**

AP® Spanish Language and Culture

343

AP
Full Year
1 Credit
Gr. 12



The AP Spanish Language and Culture course provides students with opportunities to develop language proficiency across the three modes of communication: Interpretive, Interpersonal, and Presentational. The course focuses on the integration of authentic resources including online print, audio, and audiovisual resources, as well as traditional print resources that include literature, essays, and magazine and newspaper articles with the goal of providing a rich, diverse learning experience. AP Spanish Language and Culture is a language acquisition course designed to provide students with the necessary skills and intercultural understanding to enable them to communicate successfully in an environment where Spanish is spoken and, as such, is an immersion experience requiring almost exclusive use of Spanish. Students communicate using rich, advanced vocabulary and linguistic structures as they build proficiency in all modes of communication toward the pre-advanced level. Students are required to take the AP exam in May. **Prerequisite: Successful completion of Level IV.**

Career and Technical Education (CTE)

Courses available at Salem High School and Pinkerton Academy

Those students who wish to gain career and technical training and certification while still in high school should consider the opportunity of attending a regional CTE Center. Students who enroll in the program take their academic courses at Timberlane Regional High School and a two period career and technical course at the CTE Center at Salem High School or Pinkerton Academy. Transportation to Salem High School is provided by Timberlane Regional High School. Students attending Pinkerton programs are required to provide their own transportation.

The following CTE programs are available through the CTE in Salem:

Automotive Technology Pathway	Culinary Arts and Hospitality Pathway
Biomedical Science Pathway	Engineering Pathway
Business Pathway	Graphic & Digital Design Pathway
Carpentry Pathway	Health Science Pathway
Computer Science and Technology Pathway	Teaching Pathway
Cosmetology Pathway	Television and Media Production Pathway

Automotive Technology Pathway

Automotive Technology 1		861	Automotive Technology 2		863
CCP	Full Year 2 Credits Gr. 11	In Automotive Technology 1, you will study many of the major automotive systems while learning how a quality automotive shop operates. Major topics of instruction include: shop safety, shop operations, lubrication, engine components, steering and suspension, brake systems, and vehicle safety inspections. You will also develop an understanding of service write-ups, customer service, and parts management. You will gain valuable hands-on experience performing live work in the Salem AutoTech shop. Appropriate safety instruction is provided and students are required to wear proper footwear, eye wear, and clothing for use in laboratory activities. You will be eligible to earn SP2 safety certification, Valvoline oil certification, as well as industry-driven training from various local companies.	CCP	Full Year 2 Credits (EC) Gr. 12	In Automotive Technology 2, you will use the skills and competencies mastered in Automotive Technology 1, while mastering new competencies in front-end alignment, steering and suspension, emissions, engine principles, cooling and heating systems, electrical diagnosis and repair as well as scan tool use. A continued emphasis on safety, shop management, and proper workplace attitude are important components of this course. You are required to provide proper footwear and clothing for use in laboratory activities. This program is accredited through the ASE Foundation. Automotive related colleges and post-secondary schools visit the program each fall to inform you of post-secondary options. You will be eligible for student level ASE certification and may have the opportunity to compete in the Skills USA competition. Prerequisite: Grade of C+ or better in Automotive Technology 1 or teacher recommendation.

Biomedical Science Pathway

Biomedical Science 1

870A

ACC
Full Year
2 Credit
(EC)
Gr. 11

Biomedical Science is a two-year program for students interested in pursuing a career or college major in the medical sciences, biotechnology, and affiliated fields. This is a hands-on program where students learn skills and techniques in a state-of-the art laboratory while preparing for high-demand jobs and additional post-secondary education. In the first semester of Biomedical Science 1, students focus on forensic analyses which include microbiological techniques (such as aseptic technique, growing cultures, media preparation, and microbial identification) as well as molecular techniques (such as DNA isolation and analysis) and simulated blood analyses. In the second semester, students study the human body systems and perform skills used in medicine such as simulated phlebotomy and measurement of vital signs, while continuing lab work to analyze simulated patient samples. Students practice scientific reasoning, learn industry practices, data analysis and interpretation, and technical writing. Students earn Industry Recognized Credentials, Early College credit, and recognition as HOSA members with opportunity to hold leadership positions and compete in health professions events. Guest speakers from industry and academia visit classes to share their expertise and experience.

This course qualifies for 4 college credits in The Human Body.

Biomedical Science 2

870B

ACC
Full Year
2 Credits
(EC)
Gr. 12

This is the second course in the Biomedical Science & Technology program with a focus on advanced topics and skills including those within molecular biology, biochemistry, microbiology, and biotechnology. Students further technical skills by performing more complex studies in the laboratory to heighten scientific reasoning capabilities. The first semester of the course includes a work-based learning experience on a cutting edge topic in biofabrication while the second semester focuses on a long-term project of the student's choosing as a capstone. HOSA membership provides opportunities to attend conferences, hold leadership positions, and compete in health professions events including biotechnology. Students earn Early College credit, Industry Recognized Credentials, recognition as HOSA members, and a work-based learning experience certificate. Field trips and guest speakers provide insight into the industry and academia.

This course qualifies for 4 college credits in Intro to Biotechnology.

Prerequisite(s): Grade of C or better in Biomedical Science I or teacher recommendation.

Business Pathway

Business Principles

878F

CCP
Half Year
1 Credit
(EC)
Gr. 11

This course is designed to provide you with a basic understanding of the structures and operations of business. You will gain an awareness of social and ethical responsibility as it relates to the environment, consumers, employees, and investors. Business ownership, management, marketing, the global economy, money and investments will also be explored. **Note: This course is the first course in the Business Pathway Program and must be completed before taking any other Business Pathway courses. This course is eligible for three college credits.**

Marketing

893

CCP
Half Year
1 Credit
(EC)
Gr. 11-12

The sales and marketing fields have great opportunities for employment. In this course, you will take an in-depth look into the marketing of goods and services within the diverse marketing industry. Topics include: sports and entertainment, fashion, retail, marketing communication, consumer behavior, product planning, visual merchandising, pricing, and advertising. Students will obtain their skills and knowledge through classroom instruction, activities, and group and individual projects. **Prerequisite: Successful completion of Business Principles. This course is one of the five courses in the Business Pathway Program and is eligible for 3 college credits.**

Accounting, Honors

878E

ACC
Half Year
1 Credit
(EC)
Gr. 11-12

Accounting, Honors is a rigorous, comprehensive study of accounting principles. Students who are interested in a career in accounting, financial management, or who intend to major in business in college should consider this course. The course content is equivalent to a first semester college accounting course. **Prerequisite: C or better in Business Principles. This course is one of the five courses in the Business Pathway Program, and is eligible for 3 college credits.**

Business Law

878G

CCP
Half Year
1 Credit
(EC)
Gr. 11-12

Business Law will increase your understanding of business' responsibility to know, abide by, and enforce laws and regulations that affect business operations and transactions. Students will work with case studies to learn how business and personal law affect organizations and individuals. Topics discussed include: constitutional law for business and on-line commerce, torts and privacy, business and cyber crimes, ethics and social responsibility, and contracts and warranties. **Prerequisite: Successful completion of Business Principles. This course is one of the five courses in the Business Pathways program and is eligible for 3 college credits.**

Business Management

878S

CCP
Half Year
1 Credit
(EC)
Gr. 11-12

In Business Management, you will be introduced to the principles and techniques underlying the successful management of business organizations. Topics you will learn include: supply and demand, market structure, entrepreneurship, leadership, motivational techniques, ethics and social responsibility, management styles, and the functions of management. You will analyze basic management activities and apply knowledge to complete a business plan for a company of your own creation. **Prerequisite: Successful completion of Business Principles with a grade of C or better. This course is one of the five courses in the Business Pathway Program and is eligible for 3 college credits.**

Carpentry and Construction Pathway

Carpentry and Construction 1

865

CCP	In this course, you will learn basic residential carpentry techniques beginning with a comprehensive unit on workplace and tool safety and progressing through residential framing techniques. Units of study will include: tool selection and usage, plan reading, layout, footings and foundations, and floor and wall systems. You should be comfortable on ladders and with working outside in a variety of conditions. Students will complete projects such as sheds, decks, and additions as part of this program. Students are required to have proper work boots and clothing. Financial assistance is always available if needed.
Full Year	
2 Credits	
Gr. 11	

Carpentry and Construction 2

867

CCP	In Carpentry 2, you will expand on your skills from the first year and learn more advanced skills in areas such as roof and stair framing, siding systems, insulating, window installation, roofing, and finish work. Students will complete more advanced projects in this course. You are required to have proper work boots and clothing. Financial assistance is always available if needed. <i>Prerequisite: Grade of C+ or better in Carpentry 1 or permission of instructor.</i>
Full Year	
2 Credits	
Gr. 12	

Cosmetology Pathway

Cosmetology 1 888

CCP
Full Year
2 Credits
Gr. 11

In Cosmetology 1 students will be introduced to the cosmetology industry and associated careers. Students will work in a combined classroom and hands-on environment learning safety and sanitation, and styling techniques, nail technology and esthetics. A cosmetology salon serves as the classroom for working with hair mannequins. All students are required to obtain a cosmetology apprentice license from the State of New Hampshire. Students can expect some modest incidental costs for licenses, uniforms and materials. Financial assistance is always available if needed.

Cosmetology 2 888A

CCP
Full Year
2 Credits
Gr. 12

In Cosmetology 2, students continue to improve and practice their skills from level 1 while learning more advanced hair cutting and styling techniques, coloring techniques and advanced esthetics such as facials and pedicures. Students will learn about the business of salon operations and ownership. Cosmetology 2 students will have the opportunity to work with customers in the salon. An additional cost for advanced tools may be required (\$75). **Prerequisite: Successful completion of Cosmetology 1 with a grade of B- or better or permission of the instructor.**

Culinary Arts and Hospitality Pathway

Culinary Arts 1 881

CCP
Full Year
2 Credits
Gr. 11

In Culinary Arts 1, students will learn about kitchen safety and sanitation, culinary terminology, product identification, baking skills, knife skills and other culinary skills essential to the industry. Students will work as a team to prepare food while gaining foundational technical knowledge. If you enjoy cooking and working as a team in a fast-paced environment and have interest in the food service industry, then Culinary Arts is for you. Opportunity in the culinary and hospitality business is endless and is a profession that you can practice anywhere in the world. You will have the opportunity to leave this course with a ServSafe Food handler certification.

Culinary Arts 2 883

CCP
Full Year
2 Credits
(EC)
Gr. 12

In this course, you will build on your skills from year one and dive deeper into menu development, nutrition, sustainability, and restaurant service. Students will assume all positions within the kitchen, dining room, and bakery. Students can choose to participate in after school functions, competitions, and local meetings. You will have the opportunity to leave this course with a ServSafe Manager certification.

College credit is available through Lakes Region Community College.

Pre-requisite: Grade of a B or better in Culinary Arts 1 or teacher recommendation. Students must have also earned their ServSafe Food handler credential prior to entering this course.

Engineering Pathway

Engineering 1 856E

CCP	The first course in the engineering sequence will introduce you to basic engineering design principles and teach you how to digitally model and physically create objects of your own. Students learn to use advanced computer design software, 3D printers, and basic machinery and techniques in the fabrication lab.
Half Year	
1 Credit (EC)	You will develop marketable, transferable skills useful in multiple career pathways. This course follows the Project Lead the Way, Introduction to Engineering Design curriculum. Prerequisite: C or better in Algebra I or Math 8 Algebra..
Gr. 11	

Engineering 2 856E2

CCP	The second course in the engineering sequence goes beyond the design step to teach you the skills needed to construct and test an object of your own. Emphasis is on build strategies and techniques for testing and analysis. Students work on multiple hands-on projects and problems that integrate intermediate fabrication and solid modeling tools. A focus will be on developing interpersonal and team-based skills essential for career and college success. This course follows the Project Lead the Way, Principles of Engineering curriculum. Prerequisite: C or better in Engineering 1.
Half Year	
1 Credit (EC)	
Gr. 11	

Engineering 3 856E3

CCP	The third course in the engineering sequence, this full-year program incorporates advanced engineering and fabrication techniques as well as computer numeric control (CNC) operation into previously learned engineering skills and processes. Students will also have the opportunity to earn multiple Industry Recognized Certifications in workplace safety and Agile project management. Students will work on team-based capstone designs and develop working prototypes in the fabrication lab. This course follows the Project Lead the Way, Computer Integrated Manufacturing and Engineering Capstone curricula. Students will earn college credit through the Early College program. Prerequisite: C or better in Engineering 2 or teacher recommendation.
Full Year	
2 Credits (EC)	
Gr. 12	

Graphic & Digital Design Pathway

Graphic & Digital Design 1 897B

CCP	This course provides a project based curriculum designed to include a range of learning activities associated with the graphic and digital design industry. Students work in a professional Mac lab environment with access to the Adobe Creative Suite. Additionally, students will have the ability to have hands-on experience with a digital press, large format printer, multi purpose printer including apparel and adhesives and other equipment relevant to project construction. All projects are industry standard and relevant to career success. Skills developed include learning correct technical composition, graphic design principles, vector/photo manipulations, color theory, digital illustration, critical thinking, problem solving, typography and printing standards. Software skills focus on Adobe Photoshop, Illustrator, InDesign and XD. Students will work on a variety of projects ranging from print design to digital design. Students will have opportunities to work with clients and develop communication and professional design expectations for client work. Students will develop a portfolio that will range in project type and complexity as the class progresses.
Full Year	
2 Credit (EC)	
Gr. 11	

Graphic & Digital Design 2 898B

CCP	This is the second year of the Graphic Design program. This class will continue to focus on improving and enhancing the technical and execution skills of students. Students will learn about various design styles in history. Advanced software skills and projects will be emphasized as students continue to develop their portfolio, solidify their career plans, and hone their collaborative and project management skills. Students will focus on higher level problem solving involving critical thinking necessary for digital design professions and learn about wireframing for mobility. Students will have direct client experience working with SHS community members, or students as clients in cross program efforts to design products for immediate need. Students will expand their proficiency in the Adobe Creative Suite (Illustrator, Photoshop, InDesign and XD). Students will regularly partake in design critiques. Opportunities for internships are encouraged. Prerequisite: C or better in Graphic Design 1 or permission of instructor.
Full Year	
2 Credit (EC)	
Gr. 12	

Health Science and Technology Pathway

Health Science Technology 1

889

CCP	Health Science Technology 1 is the first year of a two-year program for primarily juniors who are interested in pursuing a career in the healthcare field. During the first year, the concentration is on establishing a strong foundation in anatomy and physiology, safety protocols, infection control and career exploration. Classroom activities include: lecture, poster presentations, internet projects, competitive games, anatomy labs and audio-visual learning related to diagnosis, treatment and prevention of disease. Skills component includes: vision and hearing testing, height and weight, vital signs (temperature, pulse, respiration and blood pressure), personal protective equipment and hand-washing techniques as well as training in taking EKGs. Students interested in pursuing any career in healthcare would benefit greatly from this course.
Full Year	
2 Credits	
(EC)	
Gr. 11	Students are eligible to receive 3 college credits in medical terminology from Manchester Community College.
Prerequisite: Current grade of B- or better in Biology or Biomedical Science 1 or teacher recommendation.	

Health Science Technology 2

891

CCP	Health Science Technology 2 (HST 2) is the second and culminating course in our Health Science and Technology pathway. The curriculum places a strong emphasis on advanced medical concepts, including anatomy and physiology, pathophysiology (the study of disease processes), infectious diseases, and essential safety training. A key component of this course is the practical application of life-saving skills, with all students earning American Heart Association CPR certification. In HST2 students choose to participate in one of three clinical areas: Emergency Medical Technician (EMT), Licensed Nursing Assistant (NA), or Allied Health Community Internship (MA).
Full Year	
2 Credits	
(EC)	
Gr. 12	The EMT and NA programs require both classroom instruction and clinical rotations conducted at sites such as the Salem Fire Department or Northeast Rehabilitation Hospital. Students should note that these rotations may require commitment outside of the normal school day, including weekend and evening clinical hours. Successful completion of the EMT or NA program, followed by passing the corresponding state licensing exam, leads directly to professional licensure. Students participating in LNA and EMT are eligible for Early College credit upon completion of the program. The Allied Health Community Internship (MA) is designed for students seeking exposure to specialized fields. This track requires classroom hours and a four-month clinical rotation in the community with a preceptor of the student's choice. Our staff provides assistance to help students secure their placement. Potential community sites may include agencies specializing in radiology, pharmacology, internal medicine, dental health, physical or occupational therapy, and veterinary medicine. A clinical interview with the preceptor may be required before placement. Regardless of the chosen path, students will have gained approximately 60 clinical hours of experience by the end of the semester. This entire program promotes the development of critical professional attributes: responsibility, leadership, maturity, communication skills, and professionalism. Note: The prerequisite for enrollment in HST 2 is a grade of B- or better in HST 1 or a teacher recommendation. Successful completion of both HST 1 and HST 2 satisfies the high school graduation requirement for health. Because much of this course involves practical experience within various community healthcare facilities, students are required to meet all mandates set by the host facility. These mandates are not determined by the Salem School District or the Salem Career and Technical Education Center, and they include, but are not limited to, drug testing and vaccinations. Students can expect some modest incidental costs for licenses, uniforms and materials. Financial assistance is always available if needed

Teacher Education Pathway

Teacher Education 1 857A

CCP
Full Year
2 Credits
(EC)
Gr. 11

In this course you will be introduced to education history, theory and methods of teaching. This course provides you with a basic understanding and introduction to the teaching and education profession. The competencies and curriculum focus on education topics similar to those taught in a college curriculum. The nature of this course requires mature, responsible, self-directed learners interested in pursuing a career in the education field. You should have an excellent attendance record. Emphasis is placed on work-ready skills and academic skills and content. You are required to complete observation hours in a variety of classroom settings. Professional attire is required when you are at practicum and observation sites. Students considering careers in all levels of the education field benefit from this program and are well prepared for college. This course is eligible for 4 college credits through SNHU.
Recommendation: Grade of C or better in current English and Math course.

Teacher Education 2 857B

CCP
Full Year
2 Credits
(EC)
Gr. 12

Teacher Education 2 focuses on child growth and development. Theories relevant to individual stages of development are discussed and the sociological, cultural and psychological aspects of human growth and development are studied. An overview of all developmental stages will be covered and students will explain and discuss age and developmentally appropriate experiences for children, particularly in an educational context. Additionally, this course will introduce students to the principles and practices of assessment for teaching and learning. Topics include the types, benefits, and uses of formal and informal assessment as well as the ethical issues of assessment and grading. Students will create assessments aligned with standards based content and understand what educators need to know about the goals, benefits, and uses of formal and informal assessment. Through classroom observations, students will identify developmentally appropriate use of classroom resources, procedures, and assessments. This course is eligible for 6 college credits through SNHU.
Prerequisite: Students enrolling in Teacher Education 2 are expected to have mastered or be proficient in the basic teaching skills learned in Teacher Education 1 and teacher recommendation.

Television and Media Production Pathway

Television and Media Production 1 864

CCP
Full Year
2 Credits
(EC)
Gr. 11

Television and Media Production 1 is designed to help you gain an understanding of the writing and technical skills required for quality video production. Emphasis will be on building a foundation through lecture, readings, writing, and video production. Completing this course will be preparing you for the rigorous production work in level 2. You will utilize state-of-the-art television, computer and multimedia equipment to produce quality media productions. Through interesting and thought-provoking project-based assignments, you will learn the basics of creating clear and concise multimedia presentations. You must be able to work well in a team environment as this class relies heavily on group work. Assignments will range from short films, PSA's, music videos and news production, and finished projects will air on our local educational channel, SLC-6 and our YouTube channel. Active class participation is mandatory, and you should be prepared to perform daily in front of and behind the camera. Students are expected to assist on some productions of after school sports and school-related events as part of the curriculum.

Television and Media Production 2 858

CCP
Full Year
2 Credits
(EC)
Gr. 12

Television and Media Production 2 is an advanced course that builds upon the skills gained in level 1, and exposes you to advanced concepts in television and media production. You will assume the roles of writer, producer, director, actor, camera person, technical and audio director, and editor while applying organizational production skills to produce a weekly newscast among many other projects throughout the year. Projects are designed to solidify your skills. You will direct live studio productions as well as direct and produce ENG and EFP productions. You will demonstrate effective pre-production, production, and post-production skills using best practices all while reinforcing the fundamentals of digital video and broadcast journalism. You are expected to participate in extracurricular production work and assist Salem's SLC-6 channel with the videotaping of sports and school events as part of the curriculum. Students completing this course gain the skills and knowledge needed to advance into a college level program or seek gainful employment in a rapidly growing field.
Prerequisite: Grade of C+ or better in Television and Media Production 1, or permission of the instructor.

**The following CTE programs are available through the regional center at
Pinkerton Academy:**

Animal Science

Animal Science & Management 859AA

CCP
Full Year
2 Credit
Gr. 11

This full-year (2 credit) course meets every day and dives into the world of companion and large animals. In the first semester, focus on understanding the care and behavior of companion animals like dogs, cats, and small mammals, covering topics such as nutrition, health care, and the human-animal bond. Transitioning to the second semester, delve into the management of large agricultural animals such as cattle, horses, and sheep, learning about husbandry practices, nutrition, and reproductive management. Through hands-on experiences, lab activities, and discussions on ethics and animal welfare, students develop essential skills and knowledge to responsibly engage with and advocate for the well-being of animals in various contexts
Prerequisite(s): CTE Application

Animal Health & Veterinary Science 859B

Eligible for Concurrent Credit

CCP
Full Year
2 Credits
(EC)
Gr. 12

This full-year (2 credit) course meets every day. Animal Health & Veterinary Science is designed for students passionate about animals and interested in pursuing careers in veterinary medicine or animal care. The course covers key topics such as veterinary technology and terminology, animal anatomy and physiology, behavior, diseases, training, and basic canine grooming. Students gain practical experience by earning Pet CPR & First Aid through an accredited program and by helping manage the student run business, the Pinkerton Pet Palace. College articulations may be available. Eligibility requirements: per the post-secondary partners students must be in 10th, 11th and 12th grade to enroll for college credit.

Prerequisite(s): Successful completion of Animal Science & Management with a min. grade of 80 and permission from the CTE Director.

Architecture & Design

Architecture & Design 1 875A

CCP
Full Year
2 Credit
(EC)
Gr. 11

This full-year (2-credit) course meets every day and offers an exciting opportunity to explore the worlds of Architecture, Engineering and Design. Students will gain a strong foundation in architectural concepts — from the structures of the Ancient World to the modern elements required to design functional and aesthetic buildings. Throughout the year, you'll get hands-on experience creating your own design projects while learning to use Revit, the industry-standard architectural software used in colleges and professional offices. You'll also develop your creative and presentation skills by showcasing your work through Photoshop, and improve your sketching techniques as you build a professional portfolio. In addition to technical and artistic growth, students will strengthen their teamwork and communication skills — key assets in any design career. College articulations may be available. Eligibility requirements: per the post-secondary partners students must be in 10th, 11th and 12th grade to enroll for college credit.

Architecture & Design 2 875B

CCP
Full Year
2 Credit
(EC)
Gr. 12

This full-year (2-credit) meets everyday course and allows students to continue building their experience in architectural design through a series of engaging projects. Students will create a variety of design works, including participation in the New Hampshire AIA High School Design Competition. Throughout the year, students will develop an impressive portfolio showcasing their creativity and technical growth. The course emphasizes expanding knowledge of architecture and sustainability while strengthening teamwork, problem-solving, and communication skills essential for success in the design field. College articulations may be available. Eligibility requirements: per the post-secondary partners students must be in 10th, 11th and 12th grade to enroll for college credit.

Prerequisite(s): Successful completion of Architecture & Design 1 and permission from the

Electrical Technology

Electrical Technology I

872

CCP

Full Year

2 Credits

Gr. 11

This full-year (2 credit) course meets every day. It is the first half of a 2-year program designed to have the student gain the knowledge and skills necessary to successfully enter the field as an apprentice electrician. The student will acquire skills in all phases of residential wiring including basic electrical theory, safety, test equipment, blueprint reading and local code requirements. Students will complete calculations for normal residential circuits and special purpose wiring systems. This hands-on experience is accomplished in a simulated residential setting. Job searching skills as well as quality workmanship and professionalism will be an integral part of the classroom environment. Students will have the opportunity to obtain their OSHA 10 certification with successful completion of the course.

LAB FEE: Students will be required to obtain the NH Apprentice Electrical license-approximate cost is \$33.

Prerequisite(s): CTE Application and completion of Algebra 1A or B with a 75 or higher, or an 80 for Algebra 1C

Electrical Technology II

872A

CCP

Full Year

2 Credits

Double

Period

Gr. 12

This full-year (2 credit) course meets every day. It is the second half of a 2-year program and intensifies, follows through, and elaborates on material covered in Electrical Technology 1. The course covers industrial, commercial installations and basic generator install and maintenance. Students will also participate in the actual wiring, planning, cost estimation, NEC code requirements, and material acquisition needed to complete various projects. Students will learn how to use power tools, test equipment, specialty tools and control circuits used in the electrical field. Successful completion of the Electrical Technology 1 and 2 programs will credit the student with a portion of classroom and work hours required to obtain a Journeyman Electrical License.

LAB FEE: Students will be required to obtain the NH Apprentice Electrical license-approximate cost is \$33.

Prerequisite(s): Completion of Electrical Technology I with a 80 or higher and permission from the CTE Director.

Welding Technology

Welding Technology I

874

CCP

Full Year

2 Credits

Gr. 11

This full-year (2 credit) course meets every day. It is the first half of a 2-year program and is designed for anyone who wishes to learn welding and metal fabrication. Students are instructed in the safe operation of all tools, material handling and techniques used in welding. Areas of instruction include flame cutting, brazing, arc welding, and metal-fabrication. Personal protective equipment required to be worn.

Prerequisite: CTE Application

Welding Technology II

874A

CCP

Full Year

2 Credits

Gr. 12

This full-year (2 credit) course meets every day. It is the second half of a 2-year program and intensifies, follows through, and elaborates on material covered in Welding Technology 1. Emphasis will be on entry-level job proficiency with gas welding, soldering, cutting skills with ferrous and non-ferrous materials, shielded electrode arc welding equipment, metal fabrication and power tools, metal inert gas (MIG) welding, and tungsten inert gas (TIG) welding. Modern welding techniques developed for aluminum and steel alloys will be skill options available to students. Focus will be on production, fabrication and repair skills rather than home-type objectives. Personal protective equipment required to be worn.

Prerequisite: Successful completion of Welding Tech. 1 with a min. grade of 80 and permission from the CTE Director.

Environmental Science Level I

Exploring Plant & Animal Science 883A		Sustainable Living 883D	
CCP	This half year (0.5 credit) introductory course is for students who are curious about animals, plants, or the environment. This hands-on course introduces you to the world of agriculture and its impact on our planet. You'll learn how plants grow, how animals are cared for, and how modern agriculture connects to science, sustainability, and everyday life. We'll explore real career paths—from animal care, natural resources to environmental science—and help you build skills to succeed in any future job. Lab activities and projects make learning interactive, and you'll have the chance to get involved in FFA for even more leadership and experience opportunities. Grow your knowledge. Build real skills. Explore your future. Note: Students take concurrently with Sustainable Living for the first semester. Prerequisite(s): CTE Application	CCP	This half-year (0.5 credit) course is designed to educate students on the principles and practices of sustainability, with a focus on personal and community-based actions to reduce environmental impact and promote a more sustainable lifestyle. Through interdisciplinary lessons, hands-on activities, and real-world applications, students will explore topics such as renewable energy, waste reduction, conservation, organic gardening, and ethical consumption. By the end of the course, students will be empowered to make informed decisions that contribute to a more sustainable and environmentally conscious society. Every student has the opportunity to enhance their skills by participating in FFA and SEA. Note: Students take concurrently with Exploring Plant & Animal Science for the first semester.
Half Year		Half Year	
0.5 Credits		0.5 Credits	
Gr. 11		Gr. 11	

Horticulture and Landscaping 883C	
CCP	This half-year (0.5 credit) course offers a comprehensive exploration of the vital role and rich diversity of horticulture. Students delve into botany, plant growth, plant materials, floriculture, landscape design, and maintenance while gaining insight into various horticulture occupations. Through hands-on activities and projects, they develop practical skills in plant propagation, landscaping, and floral design. This program not only prepares students for further education at two or four-year colleges but also provides them with the foundational knowledge and skills needed to embark directly on a rewarding career path in horticulture. Every student has the opportunity to enhance their skills by participating in FFA and SEA. Note: Students take this as a stand alone course for the second semester (every other day)
Half Year	
0.5 Credits	
Gr. 11	

Environmental Science Level II

Environmental Science: Advanced Studies 884B		Environmental Science: Work Based Learning / SAE 884C	
CCP	This semester (1 credit) course meets every day. It is for students who wish to further their knowledge and skills in environmental science. Activities include analyzing and applying the skills acquired in classes like Biology, Environmental, Animal science and other ecological sciences. This course will teach students to apply knowledge to global ecosystems, native & invasive wildlife and plants, drinking water and pollution. Students will deploy game cameras on campus to study and understand the diversity of Pinkerton. Students will obtain Industry certifications in outdoor safety. College articulations are available. Related student organizations: FFA and SEA. Note: Students take this first semester. Prerequisite(s): Successful completion of Environmental Science 1 and permission from the CTE Director.	CCP	This full-year (1 credit) course meets every day. It is for students who wish to further their knowledge and skills in environmental science. Activities include analyzing and applying the skills acquired in classes like Biology, Environmental, Animal science and other ecological sciences. This course will teach students to apply knowledge to global ecosystems, native & invasive wildlife and plants, drinking water and pollution. Students will deploy game cameras on campus to study and understand the diversity of Pinkerton. They will participate in a citizenship science project that focuses on responsible stewardship of the environment. There are many hands-on activities and chances to develop industry relations with maple syrup production, NH Fish and Game, NH Audubon, Manchester Water Works and Forsaith Forest in Chester. Students will obtain Industry certifications in outdoor safety. College articulations are available. Related student organizations: FFA and SEA. Note: Students take this second semester. Prerequisite(s): Completion of Environmental Science: Advanced Studies CT0672 with an grade of a minimum of 80%
Full Year		Full Year	
1 Credit		1 Credit	
Gr. 12		Gr. 12	

Evening Division

The Evening Division program offers students a way to learn outside of the traditional school day. Most Evening Division students are taking classes during the daytime as well. Many students use Evening Division courses to supplement their educational program, while others are ‘catching up’ with their credit status. Students in these classes, which utilize the same curricula and many of the same teachers as the day school program, earn CCP credit towards a Timberlane Regional High School diploma. Students wishing to complete their education solely in the evening must complete the exact same requirements as students in the day program. Those interested should contact their school counselor for a schedule of the classes, requirements for entry, and restrictions on the number of absences. Most classes meet one evening a week, from 4:00—7:00 pm. Specific class offerings are finalized in August and December of each school year. For more information, please contact the School Counseling office at the high school.

Courses typically offered through Evening Division (subject to change):

Course Descriptions:

ART

Foundations of Art	001
CCP	Fundamental two-dimensional and three-dimensional art and design will be investigated.
Spring	Elements of art, drawing and painting skills, expressive ideas and imaginative thinking will be reinforced. Introduction to artists and techniques both contemporary and historic are included to enhance understanding. <i>Foundations of Art is a prerequisite to all other Art Department courses.</i>
.5 Credit	
Gr. 9-12	

BUSINESS

Microsoft Office Essentials	108
CCP	This hands-on course is designed to develop proficiency in Microsoft Office and enhance decision making, productivity communication and problem solving skills. Instructional strategies include computer/technology applications, interdisciplinary and/or culminating projects, problem solving and critical thinking activities. Integral to the course will be student creation and design of original documents. This course meets computer requirements for graduation.
Spring	
.5 Credit	
Gr. 9-12	

ENGLISH

World Literature	221
CCP	In this course, students will explore world literature that is chosen for its relevance as an expression of human thought and its relationship to students’ own experiences. Students will learn to analyze texts and research, understand the societies from which they emerged, and recognize the roles those societies played in shaping today’s world. Literature will represent a variety of genres and cultures. Students will continue to develop skills through vocabulary development, informational writing, argumentative writing, research, and oral presentations.
Fall	
1 Credit	
Gr. 10-12	
	

American Literature	218
CCP	This course focuses on the major movements of American Literature including: Puritanism, Romanticism, Realism, Modernism, and Post-Modernism. A variety of texts will be read including: poetry, drama, fiction, and non-fiction that also correspond to the major movements in US history. Students will continue to develop skills through vocabulary study, literary analysis, and composition. A major research paper is an expectation of all students in this course.
Spring	
1 Credit	
Gr. 11-12	
	

Expository Writing**217**

CCP
Fall
.5 Credit
Gr. 11-12



Expository Writing is a course in nonfiction writing designed to foster critical and complex thinking. Students will compose a variety of analytical essays in the following genres: personal, definition, compare and contrast, persuasive, and research. Throughout the course, emphasis will be placed on prewriting, revision and frequent peer and teacher conferences. In addition, the class will read the work of the professional authors as a means of exploring writing strategies and of understanding the links between reading and writing. Regular and varied reading of informational texts and nonfiction is also required. Vocabulary development will be a regular feature of this course.

The Short Story and Its Writer**255**

CCP
Spring
.5 Credit
Gr. 11-12



Students in this course will trace the development of the art of short story writing from the nineteenth century and twentieth century. Students will study a number of authors and literary movements. Writing skills such as character development, construction of plot, point of view, setting, and figurative language, will be developed through analysis and practice. Students will complete analytical, argumentative and research based essay writing. In addition to the texts that are read and the writing that is completed, class discussions, grammar study, and vocabulary study will be integral components of the course.

HEALTH AND PHYSICAL EDUCATION**Intro to Physical Education****405**

CCP
Fall/Spring
.5 Credit
Gr. 10-12

This course will cover the 5 Components of Physical Fitness (Cardio-vascular endurance, muscular strength, muscular endurance, flexibility, and body composition). Students will engage in a variety of activities such as, but not limited to; strength training, yoga, interval training, plyometric workouts, and dance. Students will take responsibility for their own personal fitness levels. Individual fitness plans will be developed and monitored throughout the course.

Health I**402**

CCP
Fall
.5 Credit
Gr. 9-12

The Health I course is designed to provide students with current information regarding the dimensions of health while giving them an opportunity to apply necessary skills for the future to be a healthy person. The topics students will be learning include, but are not limited to: Personal Health and Skills, Mental and Emotional Health, First Aid, CPR and AED, Alcohol, Tobacco, and Other Drugs, Nutrition, and Human Sexuality. The goal of this course is to explore major health topics and help students develop the necessary skills to achieve and maintain high-levels of health.

Health II**412**

CCP
Spring
.5 Credit
Gr. 10-12

Health II will take a deeper look at many of the course topics that were introduced in Health I. These topics may include but are not limited to: Eating Disorders, Addiction and Recovery, Healthy Relationships, and refresh skills in CPR and using an AED. Hands on activities, discussions, technology, and project based learning will be a large component of this class. Students will also be required to complete a service learning component. **Prerequisite: Successful completion of Health I.**

MATH

Algebra I

609

CCP
Fall
1 Credit
Gr. 10-12



Students in Algebra I—CCP will develop problem-solving skills through the use of algebra, functions, relations, and analysis. Students will become fluent in algebraic simplification, solving equations, inequalities, and systems, and analyzing and transforming both linear and non-linear functions. Models, tables, equations, and graphs will form a basis for interpreting and analyzing data. Students will be expected to effectively communicate their processes both orally and in writing and to critique the reasoning of others. This course solidifies the foundation for all future math courses.

Applied Geometry

616

CCP
Fall/Spring
1 Credit
Gr. 10-12



This course is designed to support students who have had difficulty with the Algebra I concepts. Applied Geometry will engage and challenge students with all the topics presented in a traditional geometry program. These topics include angle and segment measurement, triangles, quadrilaterals, congruency, parallelism, similarity, circles, and an introduction to trigonometry. The program is designed to appeal to all learners with topics introduced by using hands-on activities that reflect real-life applications. Technological tools and Internet-based resources will be an integral part of classroom activities. **Prerequisite: Successful completion of Algebra I.**

Algebra II—Part 1

623

CCP
Fall/Spring
1 Credit
Gr. 11-12



This course provides the student with the basic algebra manipulation skills needed to compute solutions. The algebra topics offered are signed numbers, polynomial operations, solutions of linear equations and inequalities involving numerical and literal terms, factoring polynomials, word problems, formula manipulation, graphing linear equations, systems of linear equations and equations by factoring or the quadratic formula as well as quadratic equations and exponential functions. **Prerequisites: Successful completion of Algebra I and Geometry.**

SCIENCE

Physical Science

707

CCP
Fall
1 Credit
Gr. 10-12



The purpose of this course is to provide a comprehensive introduction to the foundational concepts of physics and chemistry. This course is designed to serve as a prerequisite for other science courses.

Applied Biology

713

CCP
Spring
1 Credit
Gr. 10-12

This course involves the practical application of biological concepts to everyday life. Students will learn to be global citizens by studying topics such as environmental issues, animal husbandry, horticulture, and new advances in genetic engineering.

Environmental Science

721

CCP
Fall
.5 Credit
Gr. 11-12



This course is to provide students with the scientific principles, concepts, and methodologies required to understand the interrelationships of the natural world, to identify and analyze environmental problems both natural and human-made, to evaluate the relative risks associated with these problems, and to examine alternative solutions for resolving and/or preventing them. Students will take part in outdoor laboratory experiences and gain hands-on experience in environmentally related topics. **Prerequisite: Successful completion of Physical Science and Biology or Departmental approval.**

Introduction to Meteorology

723

CCP
Half Year
.5 Credit
Gr. 11-12



This course provides a survey of weather study including topics such as history of weather observations, atmospheric structure and composition, earth-sun relationships, air pressure and winds, cloud formation, air masses and resulting precipitation. Weather phenomena, such as hurricanes and tornadoes are investigated and the study of climates is introduced. **Prerequisite: Successful completion of two years of science.**

SOCIAL STUDIES

World History

811

CCP
Fall
1 Credit
Gr. 10-12



World History builds upon the learning from the middle school curriculum and begins with a study of the Renaissance, moving into the Enlightenment, Age of Exploration and eventually into the 21st Century. This course includes units relating to events in Europe, Asia, Africa and the Americas. Students will be asked to use their classroom learning to interpret historical events. Analysis of primary sources, Internet and library-based research, field trips, reading from the text and other sources, film analysis and classroom discussions are all possible learning techniques.

United States History**809**

CCP
Spring
1 Credit
Gr. 11-12



United States History builds upon the learning from the middle school curriculum and begins with a study of the end of the Civil War. This course takes an in-depth look at the events of the last part of the 19th Century, all of the 20th Century, and uses that learning to analyze the events of the first decade of the 21st Century. Students will be asked to join in classroom discussion, read outside of class, think creatively and write about their learning. A particular emphasis will be placed on the process of researching and writing a long-form paper.

Current Issues**843**

CCP
Spring
.5 Credit
Gr. 11-12



This course will provide the students with a perspective of events and trends in the world as well as a contemporary view of history in the making. The development of communication, critical-thinking, decision-making, research and geography skills will center around strong student interaction. General topics include political, economic, and social trends, the environment, crime and international relations, and current world events.

American Values in Film and Music**841**

CCP
Spring
.5 Credit
Gr. 11-12

This course used film and music to examine traditional and contemporary American values and ethical issues. Students will be able to explain how American values are represented in mass media and how they are perceived by outside sources. Personal traits of courage, love, family and integrity, in addition to social issues of racism, morality, freedom of religion, altruism and social justice will be explored. Because movies and television are filled with historical inaccuracies, the purpose of the course will not be to teach history but to use film and popular music as a vehicle for the students to examine and analyze society and themselves. Students may contract for accelerated credit.

Cultural Geography**823**

CCP
Fall
.5 Credit
Gr. 11-12



This course deals with the interconnectivity of culture, politics, economics, religion, and human perception and regionalization. Students will recognize that places and regions serve as symbols for individuals and societies. Students will distinguish how cultural traits shape the characteristics of a region, analyze the increasing interdependence of the world's countries, and demonstrate how cooperation and conflict are involved in shaping the distribution of social, political, and economic spaces on Earth. Students will also explain the results of globalization and how changes in the physical environment can

Timberlane Regional High School



**2026-2027 Program of Studies
For class of 2030**

36 Greenough Road, Plaistow, NH 03865
Timberlane.net

A Message for Students

The Program of Studies is updated yearly to reflect the academic offerings and opportunities available to the students of Timberlane Regional High School. In order to provide flexibility for students meeting their graduation requirements, adjustments and changes have been made to this publication. Timberlane Regional School District is committed to preparing all students with the knowledge and skills to be college and career ready as they successfully transition on to their post secondary experiences.

This Program of Studies is a road map for students and families to use on their academic journeys. We recommend that students connect and collaborate with their teachers, school counselors and family members to make decisions that are best fit for each individual. Everyone's journey is unique and should be prepared thoughtfully.

With all of us working together, I am confident that each of you will have a successful academic experience.

John M. Vaccarezza



It is the policy of the Timberlane Regional School District that there will be no discrimination on the basis of age, gender, race, creed, color, religion, marital status, sexual orientation, national ethnic origin, economic status or disability for employment in, participation in, admission/access to, or operation and administration of any educational program or activity in the School District. See School District Policies AC Nondiscrimination/Equal Opportunity and ACA Nondiscrimination Title IX Grievances.



Timberlane Regional School District

School Board

Katie Knutsen, Chair	Plaistow
Mark Sherwood, Vice Chair	Sandown
Alyssa Kowalczyk	Plaistow
Paul LeCain	Sandown
Shauna Manthorn	Plaistow
Jack Sapia	Atkinson
Marianne Springer	Danville
Brie Woodworth	Danville
Donald Woodworth	Atkinson

Administration

Justin Krieger	Superintendent of Schools
Sandra Allaire	Assistant Superintendent
Dr. Chris Martin	Executive Director of Operations and Special Projects
Ginger Drechsel	Director of Student Services and Title IX Coordinator
Kenneth Henderson	Director of Technology
Mark Pedersen	Director of Secondary Education and Supervisor of Science Department
Angelo Fantasia	Athletics Director
Kurt Schweiss	Director of Music

Timberlane Regional High School

Administration

John Vaccarezza	Principal
Timothy Brown	Assistant Principal: Students last name A-F and Supervisor of Business, IT, FACS, and Art Departments
Ashley Harbel	Assistant Principal: Students last name N-Z and Supervisor of Math Department
Dan Woodworth	Assistant Principal: Students last name G-M and Supervisor of Social Studies Department
Danielle Foley	Assistant Principal of Alternative Programs and Supervisor of World Language Department
Jonathan Verity	Special Education Coordinator
Jennifer Puchlopek	Secondary Curriculum Coordinator and Supervisor of English Department

School Counseling

Maura Maher	Director of Secondary School Counseling
Zachary Champion	Counselor
Alyssa Giorgi	Counselor
Laura Jeffords	Counselor
Sarah Rochefort	Counselor
Judith Winters	Counselor

Table of Contents

<i>A Message for Students from Principal John Vaccarezza</i>	1
<i>Mission Statements</i>	4
<i>General Information</i>	5
<i>Alternative Credit Options</i>	14
<i>New Hampshire Scholars Program</i>	17
<i>NCAA</i>	18
<i>Diploma Planning Worksheet</i>	19
<i>Post-Secondary Education Pathways</i>	20
<i>Mathematics Intensive Credits Options</i>	21
<i>Technology Credit Options</i>	22
<i>Courses Offered at a Glance</i>	23
<i>Art Department</i>	33
<i>Business and Digital Literacy Department</i>	35
<i>Computer Science Department</i>	37
<i>Engineering Department</i>	39
<i>English Department</i>	41
<i>Entertainment Technology Department</i>	46
<i>Family and Consumer Science Department</i>	47
<i>Health & Physical Education Department</i>	48
<i>Industrial Technology Department</i>	49
<i>Mathematics Department</i>	50
<i>Music Department</i>	54
<i>Science Department</i>	56
<i>Social Studies Department</i>	60
<i>Special Education Department</i>	65
<i>Theatre Department</i>	66
<i>World Language Department</i>	67
<i>Career and Technical Education (CTE)</i>	71
<i>Evening Division</i>	80

Mission Statements

Timberlane Regional School District Mission Statement

The mission of the Timberlane Regional School District is to engage all students in challenging and relevant learning opportunities, emphasizing high aspirations and personal growth.

TRHS Statement of Core Values, Beliefs, and 21st Century Learning Expectations

The Timberlane Regional High School community values and nurtures the academic, personal, creative, and social growth of all students. We uphold rigorous academic standards and promote continuous improvement through curriculum and experiences that foster excellence, cooperation, and responsibility.

Core Values

Creativity • Responsibility • Respect • Communication • Critical Thinking • Community • Academic Rigor

Beliefs

- All students have the ability to learn.
- Social interactions, interpersonal relations, and communication with others influence learning.
- Motivation determines, directs, and sustains what students do to learn.
- Personalized instruction and educational opportunities honor students' interests, curiosity, strengths, and contributions.
- Open communication and collaboration among staff, students, parents, and community stakeholders ensure a supportive educational environment.
- Students must learn and apply 21st century skills, such as critical thinking, problem solving, communication, and collaboration.
- Exposure to relevant and challenging curricula fosters lifelong learning through real-life application of knowledge and skills.
- Technology is a tool to support and enhance learning and skill development.

21st Century Learning Expectations — Academics

Timberlane students will:

- Read and apply information from a variety of texts.
- Research and gather information effectively.
- Use critical thinking and problem-solving strategies effectively.
- Write effectively for a variety of purposes and audiences.

21st Century Learning Expectations — Social and Civics

Timberlane students will:

- Offer their best effort and be involved, contributing citizens at school and in the wider community.
- Work cooperatively and resolve conflicts peacefully.
- Live responsibly and lend a helping hand to those in need.
- Speak and act respectfully to all.

General Information

About the TRHS Program of Studies

The TRHS Program of Studies is reviewed and approved each year by the TRHS Administration, the TRSD Administration and the TRSD School Board. The TRHS Program of Studies is printed for distribution to TRHS students in preparation for course selections which occur during the second semester of each school year. For a variety of reasons, the TRHS Program of Studies may undergo revisions after the initial distribution date. ***Therefore the online version of the TRHS Program of Studies will be considered the official TRHS Program of Studies.***

The TRHS Program of Studies can be found on the TRHS website at <https://www.timberlane.net/hs/>

Hours of Operation

High School Student Hours	7:20 am — 2:10 pm
High School Office Hours	7:00 am — 3:00 pm
Superintendent’s Office Hours	8:30 am — 4:00 pm

Phone Numbers

High School Main Phone Number	603-382-6541
High School Principal	603-382-6541 ext. 3900
High School Counseling Department	603-382-6541 ext. 3922
Superintendent’s Office	603-382-6119

Course Levels

Each course in the TRHS Program of Studies is accompanied by a level designation according to the depth and rigor of the curriculum for that course. Courses are designed to meet the student's needs and will have one of four designations: Advanced Placement, Accelerated, College & Career Prep, and Non-Leveled.

Please Note: *There may be prerequisites and/or recommendations associated with courses.*

Prerequisites: Conditions a student must meet in order to enroll in a course.

Recommendations: Conditions a student is encouraged to meet in order to enroll and have success in a course.

Advanced Placement (AP)

Courses at the Advanced Placement level are approved by the College Board. These courses are very rigorous with curriculum specifically designed to prepare students for the equivalent AP Exam. Students enrolled in AP courses are required to take the equivalent AP Exam administered in May.

Accelerated (ACC)

Courses at the Accelerated level develop skills at an accelerated pace for students who want experiences that will prepare them for advanced work in a college situation.

For inclusion in accelerated classes all students:

- Must be recommended by current teacher,
- Must be recommended by counselor,
- Are recommended to have earned a final grade of 80% or higher in previous ACC course, or
- Are recommended to have earned a final grade of 90% or higher in previous CCP course, and
- Must be in compliance with any additional selection criteria established.

College and Career Preparatory (CCP)

Courses at the College and Career Preparatory level are to prepare students for college and/or career placement. Students taking CCP courses will be qualified for furthering their education in 1, 2, or 4-year institutions, certificate programs, or immediately entering the workforce.

Accelerated (ACC)/College and Career Preparatory (CCP)

In specific courses, designated by ACC/CCP in the course description, students may choose to take a course at the ACC or CCP level. Students who contract to the ACC level must adhere to the predetermined contract. Students must declare at which level they are taking the class by the 5th day of the course.

Non-Leveled (NL)

Non-leveled courses are designed to provide enrichment of a student's program but not affect their cumulative grade point average (GPA). Non-leveled courses will be computed in quarterly grade point averages which are used to determine honor roll status.

Course Weightings/Honor Roll

The course level designation for each course is used to determine quality points, which determines a student's Grade Point Average (GPA). Students receive both a quarterly GPA and a cumulative GPA. Quarterly GPAs are calculated at the close of each quarter, and are used to determine students' honor roll status.

Students receiving a grade of "D" or "F" in any subject will not be eligible for Honor Roll, regardless of their GPA.

Honor Roll Designations:

Honors: GPA = 3.00 to 3.666

Honors w/Distinction: GPA = 3.667 and above

Cumulative GPAs are used to determine students' class ranks and are based on completed courses. Cumulative GPAs and class ranks are calculated at the close of Quarter 2 (completion of Semester 1 courses) and the close of Quarter 4 (completion of Semester 2 courses and Year-Long courses). If any students or parents/guardians have questions about GPA and/or Class Rank, they should contact the School Counseling Office.

Grade	CCP	ACC	AP
A +	4.333	4.667	5.000
A	4.000	4.333	4.667
A -	3.667	4.000	4.333
B +	3.333	3.667	4.000
B	3.000	3.333	3.667
B -	2.667	3.000	3.333
C +	2.333	2.667	3.000
C	2.000	2.333	2.667
C -	1.667	2.000	2.333
D +	1.333	1.667	2.000
D	1.000	1.333	1.667
D -	0.667	1.000	1.333
F	0.000	0.000	0.00

Course Selection Process

The course selection process for Freshman, Sophomores, and Juniors is an eight step process:

1. Class meetings are held in late January or early February with students to discuss the course selection process and new course offerings. Students receive their copy of the TRHS Program of Studies at this time.
2. Students review the TRHS Program of Studies with their parents/guardians.
3. Course Selection Day is held soon after class meetings. Students will receive Online Course Selection Instructions and a Course Selection Worksheet. Teachers will conference with students regarding recommended courses/levels for the following year. Teachers will recommend courses through PowerSchool.
4. Students will have a one week window to register for courses online through PowerSchool. Each student's course requests will be posted on PowerSchool for the student's parents/guardians to review.
5. Students will have individual conferences with their counselor to review their course selections and graduation requirements. Changes can be made at that time if necessary.
6. In April the master schedule is created based on the courses selected by students, teacher availability, and room usage requirements.
7. Individual student schedules are generated and reviewed by counseling staff in May.
8. Student schedules are posted on PowerSchool in August.

IMPORTANT: It is standard operating procedure that students consult with their teachers and counselors to review appropriate course placement for the following year.

Change of Course Requests

Counselors are available on designated days in August for schedule change requests prior to the opening of school. A student asking permission to drop a course should initiate discussions with their parents/guardians, teacher, and counselor. Students are expected to meet with their counselor to explore the pros and cons of the decision. After this meeting, the counselor may arrange a meeting with the student, parent, counselor, teacher, and/or an administrator to discuss potential changes.

There will be no changes to student schedules after the opening of school except under the following conditions:

- The student has been misplaced in a course,
- The student has failed a prerequisite for a course now scheduled,
- The student has a study period and wishes to add a class, or
- There is a major change in the student's plans after graduation.

Withdrawing from a Course

While not encouraged, students do have the opportunity to withdraw from a course with no academic penalty; however, the timeframe is limited. It is recommended that students wishing to withdraw from a course do so during the first five days of the course. Students must meet with their counselor and receive approval to drop/ withdraw from any course.

As a result of the differences in curriculum, students may not be permitted to move from an AP course to the corresponding course at the accelerated level. Specific details will be available on the AP course syllabi regarding specific guidelines for each content area.

Students who withdraw from a full year course after the first thirty school days or from a semester course after the first twenty school days will receive a Withdraw-Failure (WF) for the final grade and no credit will be awarded. A Withdraw-Failure is the equivalent of an F for GPA calculations.

Transfer of Credits

Students who are transferring academic credit from institutions outside of Timberlane Regional High School will need to provide an official record of all completed course work. Upon receiving an official record, a review of the course work will be conducted and credit and GPA weight will be awarded.

Auditing Courses

Students who desire to enrich their academic program may request to audit courses. Auditing of required courses, after successful completion of these courses, is acceptable.

To audit a course, a student will adhere to the following requirements:

- Obtain initial approval from the teacher,
- Register through the School Counseling Office,
- Be accountable for all regular classroom attendance, and
- Be accountable for all in-school/out-of-school assignments deemed appropriate by the teacher.

In cases of conflict, the principal will make the final decision.

The classroom teacher will permit the student to take an active part in all classroom activities. Although no formal credit will be given for class audits, the course will be listed on the student's report card and permanent record with the letter "N", and will be recorded each marking period.

An audited course will not be considered to be meeting the minimum standards established for students (required number of courses per year).

Advanced Placement Program

Advanced Placement (AP) examinations are offered by the College Entrance Examination Board (a non-profit membership organization that provides tests and other educational services for students, schools, and colleges). The AP Program helps schools establish one-year, college level courses for high-achieving students and provides examinations to help colleges judge a candidate's qualifications for advanced placement and college credit. These are rigorous courses that require extra diligence and responsibility by students.

To be eligible for college credit, students must take the AP examination given in mid-May. All students enrolled in an AP class are required to take the AP exam. Students should review the advanced placement policies of the colleges in which they are interested in attending to determine how those schools apply the AP test results.

Early College Credit: Concurrent Enrollment, Dual Enrollment, Running Start

Students at Timberlane Regional High School have the opportunity to earn early college credit in conjunction with local colleges and universities. Students who successfully complete specified courses may have the opportunity to earn high school and college credit. To earn college credit, students must complete all requirements set forth by the partnered college or university which may include an application and course fee. After successful completion, the student is responsible for obtaining the associated college transcript which may be applied to credit at other colleges and universities. A course's early college credit status may be dependent on teacher availability, enrollment numbers, and fees.

Southern New Hampshire University at TRHS

Southern New Hampshire University's (SNHU) dual enrollment program allows high school students the opportunity to earn early college credits while in high school. At Timberlane Regional High School, designated courses have been aligned to meet the same content, rigor and learning outcomes as that of SNHU. The high school teachers instructing these courses meet the SNHU adjunct faculty requirements and have been approved by SNHU. **Students will have the opportunity to take advantage of the dual credit opportunities at the beginning of the courses by completing an application and submitting the course registration fee for each class.** Once the registration period closes, students will not be allowed to register for college credit. Since these courses are college courses, grades earned while enrolled in the course are recorded on a SNHU transcript. Portability and transferability of credits rests solely with individual colleges and universities as they have varying policies on accepting transfer credits; thus, it is the student's responsibility to consult with higher educational institutions to determine whether the SNHU course(s) can be transferred.

Early College Program — Dual Enrollment at Northern Essex CC

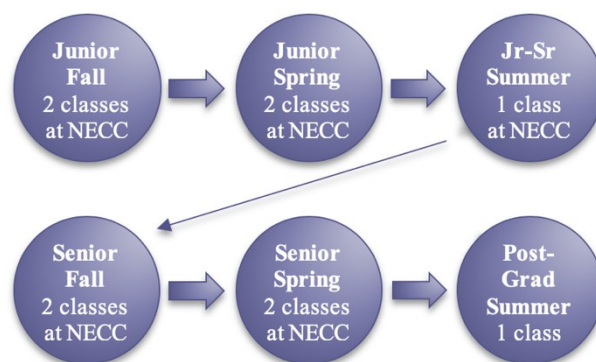


Early College, also known as Dual Enrollment, allows a student to take advantage of college classes on the college campus while still enrolled in high school. Students are able to earn high school and college credits simultaneously. There are many reasons why a student might want to take advantage of this opportunity.

- Get a jump start on your college education while saving a significant amount of money
- Take classes that your high school may not offer
- Explore a variety of career paths
- Experience college while still having the 'safety net' of high school
- Meet students from other high schools who are equally motivated to move forward in their education

The Early College approach is based on the principle that challenging academics, combined with the opportunity to save time and money, is a powerful motivator for students to work hard and meet rigorous intellectual challenges. The Timberlane/ NECC Early College program blends high school and college in a rigorous, yet supportive program that introduces a variety of career related activities in a student's intended field. Should students choose to matriculate at NECC, it would take them less than two years to earn an Associate Degree. The credits in this program are transferable to any public college or university in Massachusetts, and many others in New England and beyond.

Timberlane Regional High School will offer students the opportunity to complete their first year of an Associate Degree from Northern Essex Community College for a reduced fee at the college campus. Students will have access to all NECC campus resources including the library, tutoring center and gym. Students will be able to experience high school and college while exploring career options all at the same time.



In this program, Timberlane students are also NECC students. Both institutions are committed to our students' successful completion of both a high school diploma and the beginning of their Associate Degree. Fall 2025 courses are offered at a reduced rate to be determined closer to the start of the class (for example, 2023-2024 was \$128/ credit) . Students can take advantage of Early College classes at NECC during the summer at the same early college rate.

Current supports for students include:

- Dedicated college advisors who work with the students to promote collaboration between student, faculty and Timberlane
- NECC tutors from the academic support center for several NECC courses
- Access to college resource
- Ongoing support from Timberlane and NECC staff

In order to be eligible for the Early College program students must demonstrate the ability to do college level work and meet college level expectations. Therefore, students must:

- Be passing all of their core academic classes with a C or better
- Be in attendance 85% of the time to TRHS

See the following page for the various pathways available to Timberlane students at NECC.

Early College Pathways

Criminal Justice			
	Fall	Spring	Summer
Year1	English Composition I Psychology/ Sociology	English Composition 2 Criminal Justice	Sociology
Year 2	Computer Applications Ethics	Statistics Criminology	Communications/ Public Speaking
Education			
	Fall	Spring	Summer
Year1	English Composition I Sociology	English Composition 2 Introduction to Teaching	Exploring the Arts or Intrapersonal Communication
Year 2	Math Elective Psychology	Math Elective Computer Applications	Communications/ Public Speaking
Healthcare			
	Fall	Spring	Summer
Year1	English Composition I Psychology	English Composition 2 Learning Strategies Healthcare	Intro to Creative Experience
Year 2	Math Elective Human Biology	Math Elective Chemistry	Communications/ Public Speaking
Business			
	Fall	Spring	Summer
Year1	English Composition I Psychology	English Composition 2 Intro to Business	Sociology
Year 2	Math Elective Microeconomics	Math Elective Macroeconomics	Communications/ Public Speaking
STEM			
	Fall	Spring	Summer
Year1	English Composition I Math Elective	English Composition 2 Math Elective or Intro to Chemistry	Intro to Ethics or Technical Writing
Year 2	Math Elective General Chemistry	Math Elective Computer Apps or a Lab Science	Communications/ Public Speaking
Liberal Arts			
	Fall	Spring	Summer
Year1	English Composition I Intro to Sociology	English Composition 2 Macroeconomics	Intro to Psychology
Year 2	Math Elective Computer Applications	Math Elective US History II	Exploring the Arts

Full course descriptions may be found in the [NECC Academic Catalog](#)

Credit and Competencies Recovery Options

Credit and Competency recovery is available for students who fail a marking period or who do not yet demonstrate an adequate competency level. Recovery methods and availability vary based on the specific course and or competency. Students are encouraged to work with their teacher, school counselor and appropriate assistant principal to determine their credit and competency recovery options.

Guided Study Program

Guided study is designed to provide targeted support for high school students seeking to improve their academic organization and executive functioning skills. Unlike a traditional study hall, guided study focuses specifically on reinforcing practical strategies for managing time, materials, and assignments effectively. Teachers will work with students to review PowerSchool and Google Classroom for missing and current work. Students interested in adding a guided study to their schedule should reach out to their school counselor.

Learning Center

Students may receive their specially designed instruction in a special education setting such as in a learning center. Special Education case coordinators will focus on the goals outlined in the student's individual educational program as determined by the IEP team.

Learning centers are NOT credit bearing, nor is there a curriculum associated with the scheduled learning center placement. Placement in learning center is done through the special education team.

Extended Learning Opportunities

Extended Learning Opportunities (ELOs) are a form of alternative education in which students are engaged in learning about topics of interest outside of the traditional classroom. With the help of a mentor in the school district or greater community, students can design their own curriculum, develop passion projects, and/or complete work-based learning in a field of interest. ELOs are student-driven: the student is responsible for meeting deadlines, communicating appropriately, and completing the four required pillars of an ELO – research, reflection, product, and presentation. As a result, ELOs require self-discipline, intrinsic motivation, commitment, and dedication.

TRHS ELOs may fulfill credit requirements based upon demonstration of competencies. Aside from pre-approved online course work (e.g. VLACS), ELOs are graded as Pass/Fail and do not factor into a student's cumulative GPA.

All students who wish to pursue an Extended Learning Opportunity must receive prior approval through the Assistant Principal of Alternative Education before beginning the alternative credit option.

Types of ELOs

- **Apprenticeship:** Hands-on experience in a specific trade/skilled profession with the goal of potential long-term employment/credential. Must be at least 16 years old and have a state-issued apprenticeship license.
- **Athletics:** Actively participate and engage in team sports in conjunction with demonstrating competencies required for physical education.
- **Career Exploration:** Research and learn about various career opportunities to identify potential fits for your interests and skills. May include job shadow opportunities in more than one work environment.
- **Community Service:** Dedicate your time and efforts to charitable service/projects that benefit the school or greater community. Note: hours acquired for an ELO in community service cannot be applied to those required for other organizations, such as honor societies.
- **Independent Study:** Develop a curriculum/project of your choosing, that is not offered as a class in TRHS Program of Studies, to complete independently with the guidance of a teacher/mentor.
- **Internship:** Introductory career readiness through interaction with professionals and exposure to the work environment. If off campus, must be local.
- **Job Shadow:** Observe a professional in the field to gain a deeper understanding of a specific role. No hands-on tasks. If off campus, must be local.
- **Private Instruction:** Earn high school credit while completing private instruction through an approved outside organization. The cost of the instruction is the responsibility of the student.
- **Work-based learning:** internal or external: Work as an employee in a field and gain high school credit by completing the ELO requirements. Must be local.

Essential Question and The Four Pillars of ELOs

A student's ELO begins with developing their essential question. An **essential question** is open-ended and motivates the student toward a deeper understanding of a topic. In other words, the essential question promotes the student's ownership of their learning and propels the ELO journey toward approaching the answer thoughtfully.

The essential question also provides a focus point for the **four pillars of Extended Learning Opportunities: research, reflection, product, and presentation**. The four pillars are the main assessments for the ELO, and each has its own rubric. In order to earn credit, each student engaged in an ELO must commit to completing the four pillars.

Research – The student researches their ELO topic in whatever ways are appropriate for gathering more information. Articles/books, websites, interviews, surveys, data and statistics – these are all sources for meaningful information.

Reflection – Throughout the ELO process, the student reflects upon their experience. They can record these reflections in a journal, word document, notes app, voice memos, etc. Additionally, students will meet with the ELO Administrator and their mentor regularly for check-ins.

Product – The student creates a final product/project to demonstrate their learning. The type of product depends upon the ELO field and the student's own skills and interests.

Presentation – The ELO experience culminates in the student's final presentation of their learning, including the other three pillars and findings for the essential question. Depending upon the ELO, the presentation can take place at the ELO site or on school campus, independently and/or during a symposium setting. Audience members should consist of the mentor, the ELO administrator, the student's guardians, other individuals of the student's choosing, and professionals in the field.

Mentors

Students completing an Extended Learning Opportunity work closely with an adult mentor. Depending on the type of ELO, a mentor can be a staff member (Teacher Mentor) or member of the greater community, such as an employer or expert in a certain field (Community Partner). A mentor's main responsibilities are to ensure the student's safety and wellbeing and support the student's learning journey. ELOs are meant to be student-driven; therefore, aside from those completing an ELO in private instruction, the student's mentor is not responsible for developing the ELO; they are a guide, not an instructor in the traditional classroom sense.

For more information about TRHS Extended Learning Opportunities, please visit the school's website. If interested in starting an ELO, please contact your school counselor and the Assistant Principal of Alternative Education.

Online Coursework

Timberlane Regional High School students who wish to enroll and transfer online coursework credit are required to meet with their counselor for pre-approval. Students must be granted authorization prior to their enrollment. Students must complete an approval form and receive prior authorization from their counselor. Credit and GPA weight for online courses will be determined during the pre-approval process.

Credit for an online course will not be granted until an official record of the final grade has been received by the TRHS registrar. It is the responsibility of the student to request the grade be sent to the registrar. The student's official school transcript will document that the course was taken online. The numerical grade earned will be transferred and converted to the equivalent letter grade in the TRHS grading system.

Alternative Diploma for Students with Cognitive Disabilities

An Alternate Diploma provides students who may have ordinarily earned certificates of attendance, or completion under New Hampshire Administrative Rule Ed 306.27(q), with the option to earn a diploma. New Hampshire has adopted Dynamic Learning Maps (DLM) as an alternate assessment tool. The DLM assessment measures yearly student progress, and provides independent standards which align with the NH Statewide Assessment. Accordingly, TRSD policy IKFC authorizes the District to award an Alternate Diploma to students who: 1. Have a current Individualized Education Program ("IEP"); 2. Have significant cognitive disabilities; and 3. Participate in the state authorized alternate assessment (currently DLM). The Alternate Diploma is NOT available to students without IEP's, including students with Section 504 plans.

The determination to award the Alternate Diploma is the responsibility of the student's IEP team, including the student's parent(s)/guardian(s). The IEP team's consideration of the appropriateness of an Alternate Diploma should be included in transition planning beginning at age fourteen (14) but can be discussed by the IEP team at any time. Details of this decision shall be included in the student's IEP transition plan in accordance with Ed 1109.03. Students who receive an Alternative Diploma for Students with Cognitive Disabilities, may take coursework described in this program of studies for credit on a pass/fail basis or as determined by the student's IEP team.

Certificate of Completion

Students who are eligible for special education have the option of receiving a Certificate of Completion ("Certificate") as provided in this Section. The intent to receive a Certificate will be documented in the student's current individualized education program (IEP) as part of the student's transition plan. NOTE: Under Ed 306.23(d)(4) a Certificate does not equate to a High School Diploma per the State of New Hampshire Department of Education.

The following conditions will apply to students earning a Certificate:

1.
 - a. The student is identified with an eligible educational disability and is eligible to receive special education services.
 - b. The student has a current, signed IEP with an agreed-upon transition plan, with the Certificate included in the child's transition plan, Individualized Education Program (IEP), or other documentation,
 - c. The student has spent the majority of their high school program in either non-credit, granting courses or was unable to demonstrate competency in required courses as documented in the child's official high school transcript and, therefore, was unable to attain the required credits for a regular high school diploma, AND
 - d. The student was considered/enrolled as a full-time student for a minimum of four years of high school.

The IEP Team will determine if the student has met the criteria for a Certificate as documented and agreed upon in writing by the student's IEP team, which writing shall include the IEP team's decision as to when the student will receive the Certificate in one of three predetermined opportunities:

1. At the time of graduation with common age peers,
2. At the conclusion of the student's agreed-upon IEP program, OR
3. Upon reaching the age of 22

New Hampshire Scholars Program

New Hampshire Scholars is part of the State Scholars Initiative, a national program that uses business leaders to motivate students, beginning in Grade 8, to complete a rigorous course of study in high school – one that will give them a boost in college and careers.

New Hampshire Scholars encourages and motivates all high school students to complete a rigorous course of study that prepares them for successful transition to college coursework or technical training necessary to enter today's competitive job market.

New Hampshire Scholars gives students an edge – one that's of real value to them, the schools they attend, the companies they work for, and the communities where they live.

Parents and students who would like more information about the New Hampshire Scholars are encouraged to visit the New Hampshire Scholars website, www.nhscholars.org.



NCAA: Are College Athletics in your future?

Athletes considering participating in intercollegiate athletics in any Division I or Division II college program must register with the National Collegiate Athletic Association (NCAA) and meet certain requirements regarding the scope and rigor of their academic program (among other requirements). Courses approved by the NCAA at the time of the publication of the TRHS Program of Studies are noted with the NCAA's circular logo. Students should see their counselor or the Athletic Director for more information.

Students and parents/guardians can read and download a guide for Student Athletes at www.ncaa.org/student-athletes, or visit the eligibility center website: <https://web3.ncaa.org/ecwr3/>

Earning of High School Credit– Achievement of Competencies

A high school credit is an acknowledgment that a student has met or exceeded all of the academic standards and other requirements associated with that credit. In virtually all respects, those standards and requirements are identified as “competencies” developed by the state or the district as learning targets within a subject area that represent key content-specific concepts, skills, and knowledge. Students are awarded a credit when they achieve proficiency or, in some cases, mastery of the competencies associated with that credit. In addition to traditional course work, students may demonstrate competencies (and earn credits) through learning opportunities outside of the classroom setting, such as extended learning opportunities (ELOs), Learn Everywhere programs, Career and Technical Education (CTE) programs, and other such learning opportunities described below.

For more information on the earning of High School Credit, please refer to [TRSD Policy IK](#).

Diploma Planning Worksheet

If you are interested in meeting the requirements of the NH Scholar program, see page 17 for additional requirements or consult your counselor.

Program Area	Standard	Technical	Scholastic
Fine Arts (art, music, or theatre)			
Elective 0.5 Credit			
Elective 0.5 Credit			
Digital Literacy (see page 22 for approved courses)			
Elective 0.5 Credit			
English (please note that all English classes are writing intensive)			
English I 1 Credit			
World Literature / World Studies 1 Credit			
American Literature / American Studies 1 Credit			
Senior Elective(s) 1 Credit			
Mathematics (students need to be enrolled in a math intensive course each year, see page 21 for approved courses)			
Algebra I 1 Credit			
Geometry or other Math 1 Credit		Applied or Geometry	Geometry Required
Algebra II or other Math 1 Credit		Part I or Algebra II	Algebra II Required
Mathematics or Science (one additional credit in either)			
Science			
Physical Science 1 Credit			
Biology 1 Credit			
Elective 1 Credit			Chemistry Physics
Social Studies			
Studies in Civics and Economics 1 Credit			
World History / World Studies 1 Credit			
American History / American Studies 1 Credit			
NH History 0.5 Credit			
Constitution Law 0.5 Credit			
World Languages			
World Language 3 Years of the same Language 3 Credits			
Health and Physical Education			
Health Education I 0.5 Credit			
Physical Education 0.5 Credit			
Physical Education 0.5 Credit			
PE/ Health elective 0.5 Credit			
Other Required Course			
Public Speaking and Presentation 0.5 Credit			
Personal Money Management 0.5 Credit			
Technical Courses			
Year One Technical Course			
Year Two Technical Course			
Open Electives	5	0.5 - 3.5	3.5
Total Credits	23	24	26

Post-Secondary Education Pathways

Listed below are suggested pathways for students and parents to consider in the Course Selection Process. Students should choose an academic program that is manageable, yet challenges them to reach their highest academic potential. Students should also communicate regularly with their teachers and their counselors to ensure they are placed appropriately within each academic discipline. While colleges value a demanding academic program, they also consider test scores, GPAs, extra-curricular commitments, and recommendations when evaluating students for admission.

Highly Competitive Four Year Colleges

- 4 Credits: English (AP English Language & AP English Literature)
- 4-5 Credits: Math (Algebra I & II, Geometry, Pre-Calculus, and AP Statistics or AP Calculus)
- 4 Credits: Science (Physical Science, Biology, Chemistry, and Physics)
- 4 Credits: World Language
- 3-4 Credits: Social Studies
- Advanced Placement courses are recommended for multiple subject areas

Very Selective Four Year Colleges

- 4 Credits: English
- 4 Credits: Math (Algebra I & II, Geometry, and Probability, Statistics and Trigonometry, or Finite or Pre-Calculus or Calculus)
- 3-4 Credits: Science (Physical Science, Biology, Chemistry, and/or Physics)
- 3-4 Credits: World Language
- 3.5 Credits: Social Studies
- Advanced Placement courses are recommended for 1-2 subject areas

Selective Four Year Colleges

- 4 Credits: English
- 3-4 Credits: Math (Algebra I & II, Geometry, and Probability, Statistics and Trigonometry or Finite or Pre-Calculus or Calculus)
- 3 Credits: Science (Physical Science, Biology, Chemistry or Physics)
- 2-3 Credits: World Language
- 3 Credits: Social Studies

Two Year Career & Technical Programs

- 4 Credits: English
- 3 Credits: Math (Algebra I & II, and Geometry)
- 3 Credits: Science (Physical Science, Biology, and 3rd year science elective)
- 3 Credits: Social Studies
- Career and Technical courses at Pinkerton Academy or Salem High School

Two Year Community Colleges

- 4 Credits: English
- 3 Credits: Math (Algebra I & II, and Geometry)
- 3 Credits: Science (Physical Science, Biology, and 3rd year science elective)
- 3 Credits: Social Studies

Recommendations for Specific Majors and Programs

Four Year Business Programs

- 4 Credits: Math (Algebra I & II, Geometry, and Probability, Statistics and Trigonometry, or Pre-Calculus or Calculus or AP courses)
- Related Business courses (Introduction to Business Principles, Accounting, Entrepreneurship, Marketing)

Four Year Engineering and Science Programs

- 4 Credits: Math (Algebra I & II, Geometry, and Probability, Statistics and Trigonometry, or Finite or Pre-Calculus or Calculus, or AP courses)
- 4-5 Credits: Science (Physical Science, Biology, Chemistry, and Physics or AP courses)
- Related Engineering courses
- Consider Computer Science courses

Four Year Nursing and Health Professions Programs

- 4 Credits: Math (Algebra I & II, Geometry, and Probability, Statistics and Trigonometry, or Pre-Calculus or AP Courses)
- 4-5 credits: Science (Physical Science, Biology, Chemistry, Physics, and Human Anatomy & Physiology or AP courses)

NOTE: Since standards and admission policies vary from school to school, students and parents are advised to review college admissions websites and college planners provided by the Princeton Review and/or other college admission support publications for school counseling and specific recommendations. Students should see their counselor about specific questions.

Mathematics Intensive Credit Options

Students must be enrolled in a mathematics intensive course every school year. In addition to all mathematics courses, the successful completion of any of the following courses may be used to satisfy the graduation requirement of a mathematics intensive course:

Timberlane Regional High School

3D Modeling (0.5 credit)
Introduction to Computer Science (0.5 credit)
Game Programming I (0.5 credit)
Game Programming II (0.5 credit)
Engineering: Industrial robotics and Manufacturing
Engineering Principles
AP[®] Computer Science A
AP[®] Computer Science Principles
Chemistry
AP Chemistry
Physics
AP Physics I
AP Physics II

Pinkerton Academy CTE

Environmental Science & Natural Resources II
Electrical Technology I
Electrical Technology II
Welding Technology II

Salem High School CTE

Automotive
Carpentry
Engineering
Accounting
Biomedical science
Culinary arts
Computer science

Digital Literacy Credit Options

Successful completion of any of the following courses will satisfy the graduation requirement of 0.5 credit in Digital Literacy:

Information Technology
Microsoft Office Essentials for Business
Web Design
Introduction to Computer Science
Game Programming I
Game Programming II
AP® Computer Science A
AP® Computer Science Principles
Graphic Design
3D Modeling
Engineering: Industrial robotics and Manufacturing
Engineering Principles
Computer Maintenance & Repair (Salem CTE)
Microcomputer Applications 1 (Salem CTE)

Courses Offered at a Glance

Explanation of Codes:

AP	Advanced Placement (as authorized by the College Board)
ACC	Accelerated
CCP	College and Career Prep
ACC/CCP	Offered as ACC or CCP—Students may choose to contract for ACC credit
NL	Non-Leveled

Art Department

Course		Level	Grades				Credits	Page No.
Foundations of Art	001	NL	9	10	11	12	0.5	31
2-D Art	002	NL	9	10	11	12	0.5	31
Sculpture	003	NL	9	10	11	12	0.5	31
Graphic Design	016	NL	9	10	11	12	0.5	31
Painting Exploration	019	NL	9	10	11	12	0.5	31
3D Modeling	151	CCP	9	10	11	12	0.5	31
Pottery I	010	NL	9	10	11	12	0.5	32
Pottery II	011	ACC		10	11	12	0.5	32
Drawing	005	NL	9	10	11	12	0.5	32
Cartooning and Animation	008	NL	9	10	11	12	0.5	32
Photography	012	NL	9	10	11	12	0.5	32
Photography II	017	ACC		10	11	12	0.5	32
AP® Studio Art	013	AP			11	12	1	32

Business Department

Courses		Level	Grades				Credits	Page No.
Microsoft Office Essentials for Business	108	CCP	9	10	11	12	0.5	33
Introduction to Business Principles	116	CCP		10	11	12	0.5	33
Personal Money Management	118	NL		10	11	12	0.5	33
College Accounting I	119	ACC			11	12	0.5	34
College Accounting II	122	ACC			11	12	0.5	34
Entrepreneurship	117	ACC			11	12	0.5	33
Exploring Teaching	140	ACC			11	12	0.5	34
Marketing	125	CCP			11	12	0.5	34
Practicing Teaching	142	ACC			11	12	0.5	34
Sports and Entertainment Management	121	CCP			11	12	0.5	34

Computer Science and Digital Literacy Department

Course		Level	Grades				Credits	Page No.
Information Technology	157A	CCP	9	10	11	12	0.5	35
Introduction to Computer Science	189	CCP	9	10	11	12	0.5	35
Web Design	141	CCP	9	10	11	12	0.5	35
Game Programming I	164	ACC	9	10	11	12	0.5	36
Game Programming II	165	ACC		10	11	12	0.5	36
AP® Computer Science Principles	167AP	AP	9	10	11	12	1	36
AP® Computer Science A	167	AP		10	11	12	1	36
Evolution of Games	150	CCP	9	10	11	12	0.5	36

English Department

Course		Level	Grades				Credits	Page No.
English I	201	ACC	9				1	38
English I	203	CCP	9				1	38
Applied English I	TBD	CCP	9	10	11	12	1	38
World Literature	222	ACC		10			1	38
World Literature	221	CCP		10			1	38
Applied World Literature	TBD	CCP		10	11	12	1	38
World Studies	808	ACC/CCP		10			2	38
American Literature	216	ACC			11		1	39
American Literature	218	CCP			11		1	39
Applied American Literature	TBD	CCP					1	39
American Studies	816	ACC/CCP			11		2	39
AP® English Language and Composition	270	AP			11		1	41
Creative Book Transformation	230	ACC/CCP		10	11	12	0.5	39
Creative Writing I	229	ACC/CCP			11	12	0.5	39
Creative Writing II	231	ACC			11	12	0.5	39
Portfolio Writing	172	ACC/CCP		10	11	12	0.5	40
Applied Portfolio Writing	TBD	CCP				12	0.5	40
Expository Writing	209	ACC				12	0.5	39
Expository Writing	217	CCP				12	0.5	40
Gender Issues in Literature	262	ACC				12	0.5	40
Graphic Novel as Literature	268	ACC/CCP				12	0.5	40
Journalism	263	ACC/CCP			11	12	0.5	40
Modern World Literature	260	ACC				12	0.5	40
The Short Story and Its Writer	255	CCP				12	0.5	40
Applied The Short Story and Its Writer	TBD	CCP				12	0.5	41
AP® English Literature and Composition	227	AP				12	1	41
Public Speaking & Presentation	266	ACC/CCP	9	10	11	12	0.5	41
Mythology and the Classical World (Elective Credit Only)	344	ACC	9	10	11	12	0.5	41

Family and Consumer Science Department

Course		Level	Grades				Credits	Page No.
Child Development	501	NL		10	11	12	1	42
Child Care	503	NL			11	12	1	42
Creative Sewing	505	NL			11	12	0.5	42
Designing Homes	525	NL			11	12	0.5	42
Contemporary Culinary Arts	515	NL		10	11	12	0.5	42
Gourmet Foods	513	NL			11	12	0.5	42
Baking and Pastries	512	NL			11	12	0.5	42

Health and Physical Education Department

Course		Level	Grades				Credits	Page No.
Health I	402	CCP	9	10	11	12	0.5	43
Health II	412	CCP		10	11	12	0.5	43
Introduction to Physical Education	403	CCP	9				0.5	43
Introduction to Physical Education	405	CCP		10	11	12	0.5	43
Introduction to Fitness	414	CCP	9				0.5	43
Introduction to Fitness	415	CCP		10	11	12	0.5	43
Fitness II	416A	CCP	9	10	11	12	0.5	44
Competitive Physical Education	417	CCP	9	10	11	12	0.5	44
Unified and Adaptive Physical Education	418	CCP	9	10	11	12	0.5	44
Studies in Women's Health and Wellness	400	CCP		10	11	12	0.5	44

Industrial Technology Department

Course		Level	Grades				Credits	Page No.
Introduction to Industrial Trades	550	NL	9	10	11	12	0.5	45
Materials and Manufacturing / Wood Tech. I	577	NL	9	10	11	12	0.5	45
Materials and Manufacturing / Wood Tech. II	579	NL		10	11	12	0.5	45
Materials and Manufacturing / Wood Tech. III	580A	ACC			11	12	0.5	45
Engineering: Industrial Robotics and Manufacturing	179	CCP	9	10	11	12	1	45
Engineering Principles	178	ACC	9	10	11	12	1	45

Mathematics Department

Course		Level	Grades				Credits	Page No.
Math Fundamentals	603	CCP	9				1	46
Algebra I	607	ACC	9				1	46
Algebra I	609	CCP	9	10			1	47
Applied Algebra I with Lab	610	CCP	9				2	47
Geometry	613	ACC	9	10			1	47
Geometry	615	CCP		10	11	12	1	47
Applied Geometry	616	CCP		10	11	12	1	47
Algebra II	619	ACC		10	11	12	1	47
Algebra II	621	CCP		10	11	12	1	47
Algebra II Part 1	623	CCP			11	12	1	47
Algebra II Part 2	624	CCP			11	12	1	48
Probability, Statistics and Trigonometry	641	CCP			11	12	1	48
Probability, Statistics and Trigonometry	642	ACC			11	12	1	48
Finite Mathematics	639	CCP			11	12	1	48
Topics in Mathematics	604	CCP			11	12	1	48
Pre-Calculus	629	ACC			11	12	1	48
Calculus	640	ACC			11	12	1	48
AP® Calculus	633	AP				12	1	49
AP® Statistics	636	AP				12	1	49

Music Department

Course		Level	Grades				Credits	Page No.
Band	057	NL	9	10	11	12	1	50
Orchestra	058	NL	9	10	11	12	1	50
Concert Choir	055	NL	9	10	11	12	1	50
Jazz Band	061	ACC	9	10	11	12	1	50
Survey of Music	051	CCP	9	10	11	12	0.5	51
Theory I	063	ACC	9	10	11	12	0.5	51
Theory II	065	ACC	9	10	11	12	0.5	51
Guitar I	067	CCP	9	10	11	12	0.5	51
Guitar II	069	CCP	9	10	11	12	0.5	51
Guitar Orchestra	070	NL	9	10	11	12	1	51
Chamber Ensemble	056	ACC		10	11	12	1	51
Chamber Orchestra	071	ACC		10	11	12	1	51

Science Department

Course		Level	Grades				Credits	Page No.
Physical Science	705	ACC	9				1	52
Physical Science	707	CCP	9				1	52
Applied Physical Science	708	CCP	9		11	12	1	52
Physical Science/ Biology Integrated	710	ACC	9				2	53
Biology	709	ACC	9	10	11	12	1	53
Biology	711	CCP		10	11	12	1	53
Applied Biology	713	CCP		10	11	12	1	53
Chemistry	727	ACC		10	11	12	1	53
Chemistry	729	CCP		10	11	12	1	53
Physics / Chemistry Integrated	730	ACC		10	11	12	2	53
Physics	731	ACC		10	11	12	1	53
Physics	733	CCP		10	11	12	1	53
Environmental Science	722	ACC		10	11	12	0.5	54
Environmental Science	721	CCP		10	11	12	0.5	54
Forensics	724	CCP			11	12	0.5	54
Human Anatomy and Physiology	715	ACC		10	11	12	1	54
Human Anatomy and Physiology	717	CCP		10	11	12	0.5	54
Introduction to Meteorology	723	CCP		10	11	12	0.5	54
Investigations in Space Science	745	ACC			11	12	0.5	54
AP [®] Biology	737	AP			11	12	1	55
AP [®] Chemistry	735	AP			11	12	1	55
AP [®] Environmental Science	742	AP			11	12	1	55
AP [®] Physics I	734	AP			11	12	1	55
AP [®] Physics II	734A	AP			11	12	1	55

Social Studies Department

Course		Level	Grades				Credits	Page No.
Studies in Civics and Economics	803A	ACC	9				1	57
Studies in Civics and Economics	804C	CCP	9				1	57
Applied Studies in Civics and Economics	TBD	CCP	9	10	11	12	1	57
World History	806	ACC		10			1	57
World History	811	CCP		10			1	57
Applied World History	TBD	CCP		10	11	12	1	58
World Studies	808	ACC/CCP		10			2	58
AP® World History	821	AP		10	11	12	1	61
United States History	807	ACC			11		1	58
United States History	809	CCP			11		1	58
Applied US History	TBD	CCP			11	12	1	58
American Studies	816	ACC/CCP			11		2	58
AP® United States History	819	AP			11	12	1	61
American Values in Film and Music*	841	ACC/CCP			11	12	0.5	59
Behavioral Psychology	840	ACC		10	11	12	0.5	59
Constitutional Law	832	ACC/CCP			11	12	0.5	59
Cultural Geography*	823	CCP		10	11	12	0.5	59
Current Issues	843	CCP		10	11	12	0.5	59
History of Sports	833	ACC/CCP		10	11	12	0.5	59
Law	831	CCP		10	11	12	0.5	59
Popular Culture	834	ACC/CCP		10	11	12	0.5	60
Psychology	839	CCP		10	11	12	0.5	60
Social Science of Well-Being	845	ACC			11	12	0.5	60
Sociology*	835	CCP		10	11	12	0.5	60
NH History	TBD	ACC/CCP			11	12	0.5	60
AP® Psychology	848	AP			11	12	1	61
AP® US Government and Politics	820	AP				12	1	61
AP® Human Geography	822	AP				12	1	61

* indicates that these courses will be offered in alternating school years as outlined below

School year type (start of school year even/ odd)	School year cal- endar numbers	Courses being offered
Even	2026/2027	Cultural Geography
Odd	2027/2028	American Values in Film and Music; Sociology
Even	2028/2029	Cultural Geography
Odd	2029-2030	American Values in Film and Music; Sociology

Special Education Department

Course		Level	Grades				Credits	Page No.
Life Skills—Daily Living	980A	NL	9	10	11	12	1	62
Life Skills—Consumer Math	982A	NL	9	10	11	12	1	62
Life Skills—Career planning	983A	NL	9	10	11	12	0.5	62
Reading	960	NL	9	10	11	12	1	63
Unified and Adaptive Physical Education and Health	418	NL	9	10	11	12	0.5	63

Theater Department

Course		Level	Grades				Credits	Page No.
Introduction to Theater	252	NL	9	10	11	12	0.5	64
Improvisation	267	NL	9	10	11	12	0.5	64
Advanced Acting	265	ACC		10	11	12	0.5	64
Playwriting	253	ACC			11	12	0.5	64

World Language Department

Course		Level	Grades				Credits	Page No.
French I	307	CCP	9	10	11	12	1	66
French II	314	ACC	9	10	11	12	1	66
French II	313	CCP	9	10	11	12	1	66
French III	320	ACC		10	11	12	1	66
French III	319	CCP		10	11	12	1	66
French IV	331	ACC			11	12	1	66
French IV	327	CCP			11	12	1	67
French V	338	ACC				12	1	67
AP® French Language and Culture	342	AP				12	1	67

Spanish I	311	CCP	9	10	11	12	1	67
Spanish II	318	ACC	9	10	11	12	1	67
Spanish II	317	CCP	9	10	11	12	1	67
Spanish III	322	ACC		10	11	12	1	68
Spanish III	321	CCP		10	11	12	1	68
Spanish IV	335	ACC			11	12	1	68
Spanish IV	324	CCP			11	12	1	68
Spanish V	340	ACC				12	1	68
AP® Spanish Language and Culture	343	AP				12	1	68

Career and Technical Education—Salem High School

Course		Level	Grades				Credits	Page No.
Automotive Technology Pathway:								
Automotive Technology 1	861	CCP			11		2	69
Automotive Technology 2	863	CCP				12	2	69
Biomedical Science Pathway:								
Biomedical Science 1	870A	ACC			11		2	70
Biomedical Science 2	872B	ACC				12	2	70
Business Pathway:								
Business Principles	878F	CCP			11		1	70
Marketing	893	CCP			11		1	70
Accounting	878E	ACC			11	12	1	70
Business Law	878G	CCP			11	12	1	70
Business Management	878S	CCP			11	12	1	71
Carpentry & Construction Pathway:								
Carpentry & Construction 1	865	CCP			11		2	71
Carpentry & Construction 2	867	CCP				12	2	71
Cosmetology Pathway:								
Cosmetology 1	888	CCP			11		2	72
Cosmetology 2	888A	CCP				12	2	72
Culinary Arts and Hospitality Pathway:								
Culinary Arts 1	881	CCP			11		2	72
Culinary Arts 2	883	CCP				12	2	72
Engineering Pathway:								
Engineering 1	856E	CCP			11	12	1	73
Engineering 2	856E2	CCP			11	12	1	73
Engineering 3	856E3	CCP			11	12	2	73
Graphics & Digital Design Pathway:								
Graphic & Digital Design 1	897B	CCP			11		2	73
Graphic & Digital Design 2	898B	CCP				12	2	73
Health Science and Technology Pathway:								
Health Science Technology 1	889	CCP			11		2	74
Health Science Technology 2	891	CCP				12	2	74
Teacher Pathway:								
Teacher Education 1	857A	CCP			11		2	75
Teacher Education 2	857B	CCP				12	2	75
Television and Media Production Pathway:								
Television and Media Production 1	864	CCP			11		2	75
Television and Media Production 2	858	CCP				12	2	75

Career and Technical Education—Pinkerton Academy

Course		Level	Grades				Credits	Page No.
Animal Science & Management	859AA	CCP			11		2	76
Animal Health & Veterinary Technology	859B	CCP				12	2	76
Architecture & Design 1	875A	CCP			11		2	76
Architecture & Design 2	875B	CCP				12	2	76
Electrical Technology I	872	CCP			11		2	77
Electrical Technology II	872A	CCP				12	2	77
Environmental Science Level 1		CCP			11	12	2	78
Environmental Science Level 2		CCP			11	12	2	78
Welding Technology I	874	CCP			11		2	79
Welding Technology II	874A	CCP				12	2	79

EVENING DIVISION (Courses typically offered through Evening Division—Subject to change)**Art**

Course		Level	Grades				Credits	Page No.
Foundations of Art	001	CCP	9	10	11	12	0.5	79

Business

Course		Level	Grades				Credits	Page No.
Microsoft Office Essentials	108	CCP	9	10	11	12	0.5	79

English

Course		Level	Grades				Credits	Page No.
World Literature	221	CCP		10	11	12	1	79
American Literature	218	CCP			11	12	1	79
Expository Writing	217	CCP			11	12	0.5	80
The Short Story and Its Writer	255	CCP			11	12	0.5	80

Health and Physical Education

Course		Level	Grades				Credits	Page No.
Intro to Physical Education	405	CCP		10	11	12	0.5	80
Health I	402	CCP	9	10	11	12	0.5	80
Health II	412	CCP		10	11	12	0.5	80

Math

Course		Level	Grades				Credits	Page No.
Algebra I	609	CCP		10	11	12	1	81
Applied Geometry	616	CCP		10	11	12	1	81
Algebra II Part 1	623	CCP			11	12	1	81

Science

Course		Level	Grades				Credits	Page No.
Physical Science	707	CCP		10	11	12	1	81
Applied Biology	713	CCP		10	11	12	1	81
Environmental Science	721	CCP			11	12	0.5	81
Introduction to Meteorology	723	CCP			11	12	0.5	81

Social Studies

Course		Level	Grades				Credits	Page No.
World History	811	CCP		10	11	12	1	81
United States History	809	CCP			11	12	1	82
American Values in Film and Music	841	CCP			11	12	0.5	82
Cultural Geography	823	CCP			11	12	0.5	82
Current Issues	843	CCP			11	12	0.5	82

Art Department

The Art program is dedicated to developing fundamental visual skills and knowledge about artists and art movements. This is done by requiring students to take Foundations of Art as a prerequisite for any of the art electives. Those who choose to continue with art electives will then begin to develop new skills and gain greater appreciation for art as a means of communication and understanding in society.

Course		Level	Grades				Credits	Notes
Foundations of Art	001	NL	9	10	11	12	0.5	Level 1
2-D Art	002	NL	9	10	11	12	0.5	Level 2
Sculpture	003	NL	9	10	11	12	0.5	Level 2
Graphic Design	016	NL	9	10	11	12	0.5	Level 2
Painting Exploration	019	NL	9	10	11	12	0.5	Level 2
3D Modeling	151	CCP	9	10	11	12	0.5	Level 2
Pottery I	010	NL	9	10	11	12	0.5	Level 2
Pottery II	011	ACC		10	11	12	0.5	Level 3
Drawing	005	NL	9	10	11	12	0.5	Level 2
Cartooning and Animation	008	NL	9	10	11	12	0.5	Level 2
Photography	012	NL	9	10	11	12	0.5	Level 2
Photography II	017	ACC		10	11	12	0.5	Level 3
AP® Studio Art	013	AP			11	12	1	Level 4

Course Descriptions:

Foundations of Art 001

NL
Half Year
0.5 Credit
Gr. 9-12

Two-dimensional and three-dimensional art and design will be explored and applied. Elements of art, drawing and painting skills, expressive ideas and imaginative thinking will be reinforced. Introduction to artists and techniques both contemporary and historic are included to enhance understanding. ***Foundations of Art is a prerequisite to all other Art Department courses. Students wishing to waive this course must apply through the TRHS School Counseling Department. The waiver process requires an 85% grade or better on the Foundations of Art Final Exam and a subsequent portfolio presentation.***

2-D Art 002

NL
Half Year
0.5 Credit
Gr. 9-12

Principles of design are explored in a variety of media and techniques including pencil, acrylic paint, collage, and printmaking. Students will utilize the elements of art to demonstrate understanding of the principles of design within their own work and that of famous artists. ***Prerequisite: Foundations of Art***

Sculpture 003

NL
Half Year
0.5 Credit
Gr. 9-12

The three-dimensional world of visual art is creatively investigated in this course. Media such as clay, wire, and found objects are used to explore creative ways that forms can occupy space. The art of sculptors, architects and designers may be used as examples of how artists apply the elements of art and the principles of design in their work. ***Prerequisite: Foundations of Art***

Graphic Design 016

NL
Half Year
0.5 Credit
Gr. 9-12

Students will use design software to develop an understanding of how visual images affect all aspects of our lives. The principles of design and elements of art will be used as visual problem-solving exercises. The tools, language, techniques, and typography of the graphic design industry will be applied to develop a body of work that demonstrates effective communication. The contribution of significant designers and the history of design will be studied. ***Prerequisite: Foundations of Art***

Painting Exploration 019

NL
Half Year
0.5 Credit
Gr. 9-12

This course is an opportunity for students to explore various painting mediums. Students will develop an understanding for creating an effective composition through utilizing the principles of design and the elements of art. Basic color theory and how it relates to various mediums will also be explored. ***Prerequisite: Foundations of Art***

Pottery I 010

NL
Half Year
0.5 Credit
Gr. 9-12

Hand building techniques will provide students with skills to create pottery that is functional, non-functional and personally expressive. Various clay bodies, glazes, and kiln firing techniques used by potters will be introduced in order to expand students' subject area knowledge. Demonstrations and critiques will accompany assignments. **Prerequisite: Foundations of Art**

Pottery II 011

ACC
Half Year
0.5 Credit
Gr. 10-12

This course is an extension of Pottery I, exploring more advanced techniques of surface decoration, hand building and wheel-throwing. Anatomy of the human skull will be explored through the creation of a portrait sculpture. Student's final project will be self-designed based on individual interests. **Prerequisite: Pottery I**

Drawing 005

NL
Half Year
0.5 Credit
Gr. 9-12

Advanced methods of drawing, self-expression and conceptual imagery, as well as further development in areas of composition, perspective, and observation skills will be explored. The ability to use visual images as non-verbal communication tools will be emphasized. Application of the elements of art and principles of design in one's own artwork as well as those of master artists are included. **Prerequisite: Foundations of Art**

Cartooning and Animation 008

NL
Half Year
0.5 Credit
Gr. 9-12

Advanced methods in Illustration will be explored as well as the history of animation. Students will learn how to develop their own characters, illustrate and design their own comic strip, storyboards, write text/dialog, explore caricatures, pop art and create paper and digital animations. **Prerequisite: Foundations of Art**

3D Modeling 151

CCP
Half Year
0.5 Credit
Gr. 9-12

Students will learn the 3D modeling techniques used in the world today. Using 3D modeling software students will work in this highly skill-based art form to manipulate and sculpt pure imagination into substantial forms. By the end of the course, students will have developed a portfolio of original projects that students can use when applying for an internship, higher education, or a job. **Prerequisite: Foundations of Art**

Photography 012

NL
Half Year
0.5 Credit
Gr. 9-12

Students will explore film and digital photography as an artistic tool. Using the camera as their eye, students will learn the art of creating a dynamic composition while gaining an understanding of the photo printing process using the darkroom and digital printing techniques. The Adobe Creative Suite will be used to edit and enhance photographs, both digital and from the darkroom. A variety of photographers and cultural influences will be studied to gain an appreciation for the aesthetics of photography. **Prerequisite: Foundations of Art**

Photography II 017

ACC
Half Year
0.5 Credit
Gr. 10-12

The objective of Photography II is to achieve a higher level of technical skill developing and printing black and white film. Digital cameras and advanced use of Adobe Photoshop will be used as a tool to enhance students' photography. A photography portfolio that demonstrates a body of work representing skill, personal expression and artistic vision using a wide variety of compositions will be an important aspect of this course. **Prerequisite: Photography I**

AP® Studio Art 013

AP
Full Year
1 Credit
Gr. 11-12

The Advanced Placement program in Studio Art is intended for the highly motivated student interested in the serious study of art. Students should be aware that Advanced Placement curriculum involves significantly more time than the typical high school course and is not for the casually interested art student. Each student will need to work outside the classroom beyond scheduled class time. Students will focus on creating a Drawing 2D or 3D Portfolio consisting of 24 total pieces. Students will then submit the portfolio to the AP Board with the possibility of earning college credit. **Prerequisite: A minimum of two level 2 art classes. Note : Summer preparatory work may be an additional requirement of the course.**

Business Department

The Business Department of Timberlane High School is committed to preparing students for a rapidly changing world by expanding each student's knowledge, experience, and skills in business. We believe the knowledge, skills, and ethics taught are essential for dynamic, life-long participation in a global and information society – promoting success in one's personal, college, and career decisions. The emphasis of our program is active learning of practical business knowledge through collaboration, class discussion, hands-on learning, and innovative problem solving.

Courses		Level	Grades				Credits
Microsoft Office Essentials for Business	108	CCP	9	10	11	12	0.5
Introduction to Business Principles	116	CCP		10	11	12	0.5
Personal Money Management	118	NL		10	11	12	0.5
College Accounting I	119	ACC			11	12	0.5
College Accounting II	122	ACC			11	12	0.5
Entrepreneurship	117	ACC			11	12	0.5
Exploring Teaching	140	ACC			11	12	0.5
Marketing	125	CCP			11	12	0.5
Practicing Teaching	142	ACC			11	12	0.5
Sports and Entertainment Management	121	CCP			11	12	0.5

Course Descriptions:

Microsoft Office Essentials for Business 108

CCP
Half Year
0.5 Credit
Gr. 9-12

This hands-on course is designed to develop proficiency in Microsoft Office and enhance decision making, productivity communication and problem solving skills. Instructional strategies include computer/technology applications, interdisciplinary and/or culminating projects, problem solving and critical thinking activities. Integral to the course will be student creation and design of original documents.

Introduction to Business Principles 116

CCP
Half Year
0.5 Credit
Gr. 10-12

This course is designed to teach students business skills that can be used in daily life and in preparation for further business studies. This class provides an exciting overview of the world of business. We will emphasize the importance of the economy, owning and operating a business, small business influences, and buying goods and services. Individual and group assignments will be assigned. This course is intended for students who wish to learn more about business industries and what they have to offer.

Entrepreneurship 117

ACC
Half Year
0.5 Credit
Gr. 11-12

This course is designed for those who wish to own and operate their own business and/or who wish to continue their business studies at a post-secondary institute. It focuses on recognizing a business opportunity, starting a business based on that opportunity, and operating and maintaining that business. Students will be working in groups, where they will develop a business plan and run a business. This will be a fast paced course where students will learn to practice their time management skills and ability to work with others. **Prerequisite: Successful completion of Introduction to Business Principles.**

Personal Money Management 118

NL
Half Year
0.5 Credit
Gr. 10-12

The growing emphasis on financial literacy has highlighted the need for students to learn how to navigate the financial decisions they must make and how to make informed decisions related to managing finances and budgeting, saving and investing, living independently, earning and reporting income, buying goods and services, using credit, banking and protecting against risk. Knowing, understanding and applying these concepts offers the necessary tools for addressing economic issues, both personal and societal. **This is a graduation requirement starting with the incoming 9th graders in 2026 (graduating class of 2030)**

College Accounting I**119**

ACC
Half Year
0.5 Credit
Gr. 11-12

How do businesses prosper in tough economic times? Explore the language of business and find out! Learn the accounting cycle using manual and computerized accounting systems for sole proprietorships, partnerships and corporations. This semester course is open to any student who wants to understand the flow of money in business. If you are planning a career in business, finance, management, marketing, banking, accounting or plan on going into business on your own, this course is a must!

College Accounting II**(SNHU Dual Enrollment opportunity)****122**

ACC
Half Year
0.5 Credit
Gr. 11-12

Get ahead of the competition and begin your college career with three credits! If you plan on taking accounting, finance, business management, business administration, and/or marketing in college, this course, taught at the first-year college level, is strongly recommended. A continuation of Accounting I, you'll use manual and computerized accounting systems to expand your knowledge of accounting systems. **Prerequisite: Successful completion of College Accounting I. Note: Students will be eligible to apply for college credit through Southern New Hampshire University**

Sports and Entertainment Management**121**

CCP
Half Year
0.5 Credit
Gr. 11-12

This course is designed for students who wish to take their first step into the world of sports and entertainment, by either entering the workforce in an entry level position or continuing onto a post-secondary institution. Management topics discussed include leadership, finance, product management, people management, information management, legal and ethical issues, customer relations, sales management, managing change and career development. Students will work on various projects independently in group settings. **Prerequisite: Successful completion of Introduction to Business Principles.**

Marketing**125**

CCP
Half Year
0.5 Credit
Gr. 11-12

Would you like to write a Super Bowl commercial, design a logo for a new product, or create a social media campaign for your favorite company? Marketing is an introductory course designed for students who are interested in learning and applying the marketing strategies and tactics used in the world's most successful companies. In addition, communication, interpersonal, and technology skills will be developed. Creative, hands-on projects and collaborative activities are an integral part of this course.

Exploring Teaching**140**

ACC
Half Year
0.5 Credit
Gr. 11-12

Have you ever considered being a teacher? Imagine yourself in front of a classroom, teaching what you love. This activity-based course is the first step towards a career in education. Through classroom observations, discussion with experienced educators, and classroom activities, you will learn the "behind the scenes" of being a teacher including how to become a certified teacher, classroom management skills, and creating engaging lessons.

Practicing Teaching**(SNHU Dual Enrollment opportunity)****142**

ACC
Half Year
0.5 Credit
Gr. 11-12

Do you have what it takes to be a teacher? Find out in this follow up course to Exploring Teaching! While completing a 30-hour internship, you will develop your teaching skills under the supervision of an experienced educator at the elementary, middle school, or high school class of your choice. **Prerequisite: successful completion of Exploring Teaching. Note: Students will be eligible to apply for college credit through Southern New Hampshire University.**

For more information on dual enrollment opportunities, please see pg. 10.

Computer Science & Digital Literacy Department

The Computer Science and Digital Literacy Department acknowledges its responsibility to prepare students not just for today's world, but also for their future. Since computers are a significant part of our lives and are designed to play an even greater role; the following courses are designed to prepare students.

Course		Level	Grades				Credits	Notes
Information Technology	157A	CCP	9	10	11	12	0.5	Level 1
Introduction to Computer Science	189	CCP	9	10	11	12	0.5	Level 1
Web Design	141	CCP	9	10	11	12	0.5	Level 1
Game Programming I	164	ACC	9	10	11	12	0.5	Level 2
Game Programming II	165	ACC		10	11	12	0.5	Level 2
AP® Computer Science Principles	167AP	AP	9	10	11	12	1	Level 2
AP® Computer Science A	167	AP		10	11	12	1	Level 2
Evolution of Games	150	CCP	9	10	11	12	0.5	Level 2

NOTE: Successful completion of any of these courses will satisfy the graduation requirement of 0.5 credit in Digital Literacy (EXCEPT Evolution of Games)

Course Description:

Introduction to Computer Science—CCP 189

CCP
Half Year
0.5 Credit
Gr. 9-12

This course teaches the foundations of computer science and basic programming using a modern programming language. It is intended for students with no programming experience, but more advanced students will be able set their own pace and dive deeper into the course concepts.

Information Technology—CCP 157A

CCP
Half Year
0.5 Credit
Gr. 9-12

This course is designed to promote a working knowledge and understanding of computer information technology concepts, skills and capabilities that support academic and professionally related goals and requirements. This is accomplished, in part, by using word processing, spreadsheet, presentation, and database software. Students also learn about the application and science of information technology and the fundamentals of computer information technologies along with issues that affect people today.

Web Design— CCP 141

CCP
Half Year
0.5 Credit
Gr. 9-12

Want to create your own website? This course is designed to learn about the essential elements of effective web page design. Try a little coding by creating web pages using HTML code. Create professional website using CCS styles and designs. Students will build all-inclusive web sites with various formatting techniques, graphics, and links. Professional products will be created through the use of creativity, smart design choices, and problem solving.

Game Programming I 164

ACC
Half Year
0.5 Credit
Gr. 9-12

This semester course is an interactive, project-based course that uses a modern game development engine with a focus on 2D games. Students will learn about the process for designing, developing and iterating on an electronic game, how to break down a complex project into manageable pieces, and about what makes a game compelling and playable. The course promises to be a mix of hard work and fun, with an emphasis on independent learning, complex thinking and creativity. Students will come away with several fully functional games. **Prerequisite: Intro to Computer Science or Instructor approval.**

Game Programming II 165

ACC
Half Year
0.5 Credit
Gr. 11-12

This semester course is an interactive, project-based course that uses a modern game development engine with a focus on 3D games. Students will learn about the process for designing, developing and iterating on modern 2D and 3D electronic games, and about what makes a game compelling and playable. The course promises to be a mix of hard work and fun, with an emphasis on independent learning, complex thinking and creativity. Students will come away with several fully functional games. **Prerequisite: Game Programming I**

Evolution of Games 150

CCP
Half Year
0.5 Credit
Gr. 9-12

Today's professional game designers understand and implement dynamics from many different types of games in their blockbuster hits. In this course, students will explore ancient cultures, their games, and how they designed games using the available technology and resources. Find out more about the benefits game playing has within a society. Students will prototype and play games as well as get hands-on experience by creating their own games. **Please note that this course does NOT meet the 0.5 Digital Literacy Credit as required for graduation.**

AP® Computer Science Principles 167AP

AP
Full Year
1 Credit
Gr. 9-12

This course introduces students to the foundational concepts of computer science and challenges them to explore how computing and technology can impact the world. This course covers other topics in depth including how the internet works, big data and privacy. This course is suitable for both novice and experienced programmers alike. **Prerequisite: Intro to Computer Science or Instructor approval**

AP® Computer Science A 167

AP
Full Year
1 Credit
Gr. 10-12

This full year course is equivalent to a first-semester, college-level course in computer science.

AP Computer Science A introduces students to computer science through programming. Fundamental topics in this course include the design of solutions to problems, the use of data structures to organize large sets of data, the development and implementation of algorithms to process data and the ethical and social implications of computing systems. The course emphasizes object-oriented programming and design.

Prerequisite: Intro to Computer Science or Instructor approval



English Department

Every word wants to be taken literally; else, it decays into a lie. But one mustn't take any word literally; else the world becomes a madhouse. —Robert Musil

The Timberlane English Department is about words. For all four years at Timberlane Regional High School, students will be experiencing the best examples of how words can be shaped into shouts of joy, cries of anguish, cautious warnings, hopeful pleas, and invitations into the limitless possibilities of how words can indeed change the world. Students will also spend the next four years learning how to shape their own words, to learn how to listen to their inner voices, and translate those voices onto paper. They will learn how to listen to other students' words thoughtfully, with respect and with interest. They will learn that words can be communicated non-verbally; presentation, oral reports, and speeches are not just about what one's message is, but about how one says it. Each student in English class will be a word reader, a word shaper, and a word listener. The goal of the Timberlane English Department's dedicated staff is to help each student help him/herself to become one who understands the incredible responsibility and power that comes with the mastery of words.

Course		Level	Grades				Credits
English I	201	ACC	9				1
English I	203	CCP	9				1
Applied English I	TBD	CCP	9	10	11	12	1
World Literature	222	ACC		10			1
World Literature	221	CCP		10			1
Applied World Literature	TBD	CCP		10	11	12	1
World Studies	808	ACC/CCP		10			2
American Literature	216	ACC			11		1
American Literature	218	CCP			11		1
Applied American Literature	TBD	CCP					
American Studies	816	ACC/CCP			11		2
AP® English Language and Composition	270	AP			11		1
Creative Book Transformation	230	ACC/CCP		10	11	12	0.5
Creative Writing I	229	ACC/CCP			11	12	0.5
Creative Writing II	231	ACC			11	12	0.5
Portfolio Writing	172	ACC/CCP		10	11	12	0.5
Applied Portfolio Writing	TBD	CCP				12	0.5
Expository Writing	209	ACC				12	0.5
Expository Writing	217	CCP				12	0.5
Gender Issues in Literature	262	ACC				12	0.5
Graphic Novel as Literature	268	ACC/CCP				12	0.5
Journalism	263	ACC/CCP			11	12	0.5
Modern World Literature	260	ACC				12	0.5
The Short Story and Its Writer	255	CCP				12	0.5
Applied The Short Story and Its Writer	TBD	CCP				12	0.5
AP® English Literature and Composition	227	AP				12	1
Public Speaking & Presentation	266	NL	9	10	11	12	0.5
Mythology and the Classical World	344	ACC	9	10	11	12	0.5

Course Descriptions:

English I—ACC 201

ACC
Full Year
1 Credit
Gr. 9



This course provides a solid foundation in English through an integrated approach to student growth in reading, writing, speaking, and listening. Students will develop their writing skills through the drafting process. The study of literature emphasizes the understanding of selected fiction, poetry, and drama. In addition, students are introduced to the research process and will build on their research skills throughout the year. While investigating literary genres, students will study grammar and vocabulary. This course develops skills at an accelerated pace for students who want experiences that will prepare them for advanced work in a college situation.

English I—CCP 203

CCP
Full Year
1 Credit
Gr. 9



This course provides a solid foundation in English through an integrated approach to student growth in reading, writing, speaking, and listening. Students will develop their writing skills through the drafting process. The study of literature emphasizes the understanding of selected fiction, poetry, and drama. In addition, students are introduced to the research process and will build on their research skills throughout the year. While investigating literary genres, students will study grammar and vocabulary.

Applied English I — CCP TBD

CCP
Full Year
1 Credit
Gr. 9, 10, 11, 12

This course provides a solid foundation in English through an integrated approach to student growth in reading, writing, speaking, and listening. Students will develop their writing skills through the drafting process. The study of literature emphasizes the understanding of selected fiction, poetry, and drama. In addition, students are introduced to the research process and will build on their research skills throughout the year. While investigating literary genres, students will study grammar and vocabulary. This course is designed to support students through more explicit differentiation. **Prerequisite: Departmental and School Counselor approval required.**

World Literature—ACC 222

ACC
Full Year
1 Credit
Gr. 10



In this course, students will explore world literature that is chosen for its relevance as an expression of human thought and its relationship to students' own experiences. Students will learn to analyze texts and research, understand the societies from which they emerged, and recognize the roles those societies played in shaping today's world. Literature will represent a variety of genres and cultures. Students will continue to develop skills through vocabulary acquisition, informational writing, argumentative writing, research, and oral presentations. This course develops skills at an accelerated pace for students who want experiences that will prepare them for advanced work in a college situation.

World Literature—CCP 221

CCP
Full Year
1 Credit
Gr. 10



In this course, students will explore world literature that is chosen for its relevance as an expression of human thought and its relationship to students' own experiences. Students will learn to analyze texts and research, understand the societies from which they emerged, and recognize the roles those societies played in shaping today's world. Literature will represent a variety of genres and cultures. Students will continue to develop skills through vocabulary acquisition, informational writing, argumentative writing, research, and oral presentations.

Applied World Literature— CCP TBD

CCP
Full Year
1 Credit
Gr. 10, 11, 12

In this course, students will explore world literature that is chosen for its relevance as an expression of human thought and its relationship to students' own experiences. Students will learn to analyze texts and research, understand the societies from which they emerged, and recognize the roles those societies played in shaping today's world. Literature will represent a variety of genres and cultures. Students will continue to develop skills through vocabulary acquisition, informational writing, argumentative writing, research, and oral presentations. This course is designed to support students through more explicit differentiation. **Prerequisite: Departmental and School Counselor approval required.**

World Studies 808

ACC/CCP
Full Year
2 Credits
Gr. 10



World Studies is an interdisciplinary course that combines history and literature. This course emphasizes the intricate thematic connections between history and literature. Analysis of historical sources and documents coupled with analysis of literature will be the main focus through reading, writing, and collaborative projects. This course examines problems in the world today and seeks to understand the root historical causes of these issues. This is a team-taught course that meets both 'A' days and 'B' days. It fulfills the graduation requirements for World History and World Literature. Students may contract for accelerated credit.

American Literature—ACC 216

ACC
Full Year
1 Credit
Gr. 11



This course focuses American literacy and cultural themes, as reflected in a variety of literature including poetry, drama, fiction, and non-fiction texts reflecting major movements in American history. Students will continue to develop skills through vocabulary study, literary analysis, research, and composition. This course develops 21st century skills to prepare students to be active participants in society. Class will move at an accelerated pace of students who want experiences that will prepare them to advanced work in college situation.

American Literature—CCP 218

CCP
Full Year
1 Credit
Gr. 11



This course focuses American literacy and cultural themes, as reflected in a variety of literature including poetry, drama, fiction, and non-fiction texts reflecting major movements in American history. Students will continue to develop skills through vocabulary study, literary analysis, research, and composition. This course develops 21st century skills to prepare students to be active participants in society.

Applied American Literature—CCP TBD

CCP
Full Year
1 Credit
Gr. 11-12

This course focuses American literacy and cultural themes, as reflected in a variety of literature including poetry, drama, fiction, and non-fiction texts reflecting major movements in American history. Students will continue to develop skills through vocabulary study, literary analysis, research, and composition. This course develops 21st century skills to prepare students to be active participants in society. This course is designed to support students through more explicit differentiation. **Prerequisite: Departmental and School Counselor approval required.**

American Studies 816

ACC/CCP
Full Year
2 Credits
Gr. 11



American Studies is an interdisciplinary course that combines historical evidence with an analysis of literature to answer essential questions concerning American culture. Through a variety of activities such as group projects, discussion, oral presentations, simulations, and analysis, students will be given an opportunity to connect the studies of history, literature, art, philosophy, and music. This is a team taught class that meets both 'A' days and 'B' days. This course meets the requirements for both United States History and American Literature courses. Students may contract for accelerated credit.

Creative Book Transformation 230

ACC/CCP
Half Year
0.5 Credit
Gr. 10-12



This course will focus on student-selected literature that influences creative writing. Students will choose their own books to analyze and transform into interpretative, creative pieces. Over the course of the semester, students will have an opportunity to create the following forms of writing: literary analyses, perspective/voice pieces, character letters and diary entries, found and original poetry, research based writing, personal narratives, two-voice and pantomim poetry, news articles and broadcasts, compare and contrast analyses, and more. Creative artistic pieces will also be an integral part of the course. The completed pieces of writing and art will be compiled into two long term book transformation projects. Book transformation is a form of altered art that displays personal writings and art interpreting a text. Students may contract for accelerated credit in this course.

Creative Writing I 229

ACC/CCP
Half Year
0.5 Credit
Gr. 11-12



This course is designed for juniors and seniors who want to explore different genres of creative writing at a more intense level than in Freshman English, World Literature and American Literature. Students will read and write poetry, short fiction, and creative nonfiction. Revision and both peer and teacher writing conferences will be important aspects of the course. Students will write and have an option to share original pieces. Students may contract for accelerated credit.

Creative Writing II 231

ACC
Half Year
0.5 Credit
Gr. 11-12



This course is designed for students who have already explored creative writing in a semester of Creative Writing I. In Creative Writing II, students will focus their writing by completing more intense author/genre studies, peer and teacher conferences, workshops with outside writers and attendance at outside readings; all geared towards the goal of creating individual collections.

Expository Writing—ACC 209

ACC
Half Year
0.5 Credit
Gr. 12



Expository Writing is a course in nonfiction writing designed to foster critical and complex thinking. Students will compose a variety of analytical essays in the following genres: personal, definition, compare and contrast, persuasive, and research. Throughout the course, emphasis will be placed on prewriting, revision, and frequent peer and teacher conferences. In addition, the class will read informational texts as a means of exploring writing strategies and of understanding the links between reading and writing. Vocabulary development and grammar and usage will be regular features of this course. This course develops skills at an accelerated pace for students who want experiences that will prepare them for advanced work in a college situation.

Expository Writing—CCP

217

CCP
Half Year
0.5 Credit
Gr. 12



Expository Writing is a course in nonfiction writing designed to foster critical and complex thinking. Students will compose a variety of analytical essays in the following genres: personal, definition, compare and contrast, persuasive, and research. Throughout the course, emphasis will be placed on prewriting, revision, and frequent peer and teacher conferences. In addition, the class will read informational texts as a means of exploring writing strategies and of understanding the links between reading and writing. Vocabulary development and grammar and usage will be

Gender Issues in Literature

262

ACC
Half Year
0.5 Credit
Gr. 12



In Gender Issues in Literature, students explore the roles, attitudes, and behaviors of men and women throughout the ages as portrayed in literature. Students will make connections between the cultures and traditions of various societies and the impact they have on the relationships of men and women. Selected poetry, non-fiction, informational text, and fiction will serve as prompts for discussion and writing.

Graphic Novel as Literature

268

ACC/CCP
Half Year
0.5 Credit
Gr. 12

The graphic novel is quickly becoming a popular medium of literature and is winning critical acclaim in the literary and academic world. This course will prepare students with the skills to read, critique, and enjoy this mode of literature through choice reading and genre study. Students will explore how fiction and nonfiction work in graphic novels both by reading and creating short comics. Students may contract for accelerated credit.

Portfolio Writing

172

ACC/CCP
Half Year
0.5 Credit
Gr. 10-12



Portfolio Writing is a workshop course that focuses on drafting, editing and revising on topics and issues of the students' choice. Students will choose and analyze a variety of fiction and nonfiction books, poems, and articles and create narrative, informative and argumentative writing pieces to be collected in a quarterly portfolio. Additionally, there is a focus on honing time management skills, independent productivity and collaboration. The course will be a heterogeneous mix of students in which students may choose to contract for accelerated credit.

Applied Portfolio Writing—CCP

TBD

ACC/CCP
Half Year
0.5 Credit
Gr. 10-12

Portfolio Writing is a workshop course that focuses on drafting, editing and revising on topics and issues of the students' choice. Students will choose and analyze a variety of fiction and nonfiction books, poems, and articles and create narrative, informative and argumentative writing pieces to be collected in a quarterly portfolio. Additionally, there is a focus on honing time management skills, independent productivity and collaboration. The course will be a heterogeneous mix of students in which students may choose to contract for accelerated credit. This course is designed to support students through more explicit differentiation. **Prerequisite:** Departmental and School Counselor approval required.

Journalism

263

ACC/CCP
Half Year
0.5 Credits
Gr. 11-12



This course provides students with an opportunity to explore the various types of journalism. There will be a focus on print and radio/broadcast journalism with culminating projects in each field. In addition, students will learn about the legal and ethical demands of a reporter. Students will learn to write a variety of newspaper articles, conduct interviews, and learn editing techniques. This course emphasizes the acquisition and application of 21st century skills, as well as media literacy. Students may contract for accelerated credit.

Modern World Literature

260

ACC
Half Year
0.5 Credit
Gr. 12



In this course, students will explore current human rights issues through the lens of philosophy and contemporary literature. They will build a foundation of various modern philosophical movements, examine current human rights infractions in literature and in world events, and explore how modern cultures affect one another. Students will also work on developing college-level analytical reading and writing skills.

The Short Story and Its Writer

255

CCP
Half Year
0.5 Credit
Gr. 12



Students in this course will trace the development of the art of short story writing from the nineteenth century and twentieth century. Students will study a number of authors and literary movements. Writing skills such as character development, construction of plot, point of view, setting, and figurative language, will be developed through analysis and practice. Students will complete analytical, argumentative and research based essay writing. In addition to the texts that are read and the writing that is completed, class discussions, grammar study, and vocabulary study will be integral components of the course.

Applied The Short Story and Its Writer TBD

CCP
Half Year
0.5 Credit
Gr. 12

Students in this course will trace the development of the art of short story writing from the nineteenth century and twentieth century. Students will study a number of authors and literary movements. Writing skills such as character development, construction of plot, point of view, setting, and figurative language, will be developed through analysis and practice. Students will complete analytical, argumentative and research based essay writing. In addition to the texts that are read and the writing that is completed, class discussions, grammar study, and vocabulary study will be integral components of the course. This course is designed to support students through more explicit differentiation.

Prerequisite: Departmental and School Counselor approval required.

Mythology and the Classical World –Elective 344

ACC
Half Year
0.5 Credit
Gr. 9-12

Mythology and the Classical World aims to familiarize students with the stories, daily lives, languages, and cultural beliefs of the people who lived in ancient Rome and Greece. Through literature, arts, archaeology, politics, and philosophy, students will answer the question, "What can we learn by studying these ancient cultures?" We will open the world of gods, gladiators, philosophers, heroes, bards, the Parthenon, the Seven Wonders, the Colosseum, and the emperors. Through response papers and essays, creative projects that put students in the shoes of ancient people, and even learning the basic building blocks of Latin and Greek, students will make connections between ancient times and today. ***This course does not fulfill graduation requirements for students in English.***

Public Speaking & Presentation 266

CCP/ACC
Half Year
0.5 Credit
Gr. 9-12

Through a focus on strategies and the best practices for public speaking, this course will prepare students to speak and make presentations in front of an audience. The class will provide students opportunities to practice and gain confidence while speaking in a variety of venues. Students will learn how to integrate a speech with visual effects, such as PowerPoint. This class focuses on the Logic and Rhetoric competencies of analyzing problems and developing solutions; understanding the principle of cause and effect; developing critical thinking skills to better identify fact from unverified information; and the skill of speaking and writing as a means of communication or persuasion. Students may contract for accelerated credit. ***This is a graduation requirement starting with the incoming 9th graders in 2026 (graduating class of 2030)***

AP® English Language and Composition 270

AP
Full Year
1 Credit
Gr. 11

The AP English Language and Composition course focuses on the rhetorical analysis of American fiction, poetry, drama, and nonfiction prose. The course cultivates the reading and writing skills that students need for college success and for intellectually responsible civic engagement. The course guides students in becoming curious, critical, and responsive readers of diverse texts, and in becoming flexible, reflective writers of texts addressed to diverse audiences for diverse purposes. Students will expand their understanding of how written language functions rhetorically, especially in terms of argumentation and persuasion to communicate writers' intentions and elicit readers' responses in particular situations. Reading and writing activities in the course also deepen students' knowledge and control of formal conventions of written language. ***A strong background in English is required. This course satisfies the American Literature graduation requirement. Prerequisite: Successful completion of ACC World Literature/Studies or departmental approval. Note : Summer preparatory work may be an additional requirement of the course.***

AP® English Literature and Composition 227

AP
Full Year
1 Credit
Gr. 12

AP Literature and Composition is a humanities course in which we will be examining the literature, art, music and philosophies of our world. In this course, students will read and examine literature from a range of time periods and a range of genres including novels, poetry, drama and short stories. We will be going far beyond plot to identifying the techniques writers use to effectively communicate their complex ideas including examining figurative language, point of view, style, structure of the text and major themes integrated within the text. Students will also complete and revise informal responses and formal critical analysis/argumentative and evaluative essays. The primary goal of this course is to develop students into readers and writers capable of experiencing, interpreting and evaluating great works of literature and of thinking critically about the historical, cultural, psychological and sociological impact of these works. The literature, writing, and projects used in this course are meant to be intellectually stimulating and are often demanding. In order to have an enriching experience, a strong background in English is required. ***Prerequisite: Successful completion of ACC American Literature/Studies, AP Language & composition or departmental approval. Note : Summer preparatory work may be an additional requirement of the course.***

Family and Consumer Science Department

The Family and Consumer Science Department at Timberlane Regional High School provides students the opportunity to explore areas of foods and nutrition, textiles, and home and family living. Through these areas, students are able to develop their cognitive and creative abilities while also understanding themselves, family and society, and career opportunities available. The Home Technology program helps students grow to become more responsible adults in a rapidly changing society.

Course		Level	Grades			Credits
Child Development	501	NL	10	11	12	1
Child Care	503	NL		11	12	1
Creative Sewing	505	NL		11	12	0.5
Designing Homes	525	NL		11	12	0.5
Contemporary Culinary Arts	515	NL	10	11	12	0.5
Gourmet Foods	513	NL		11	12	0.5
Baking and Pastries	512	NL		11	12	0.5

Course Descriptions:

Child Development 501

NL
Full Year
1 Credit
Gr. 10-12

This course offers students a practical understanding of child development from conception through the school-age. Content areas include birth, infants, toddlers, pre-school age children, physical, social, and emotional development, the importance of play, teaching with toys, and language development. Emphasis will be placed on the central role parents play during these formative years.

Child Care 503

NL
Full Year
1 Credit
Gr. 11-12

This in-depth course takes child development one step further in understanding how to teach young children through lesson planning into how an early child care center is successfully operated. Students will be in charge of planning two "Bring a Child to School Days" where they will create an educational environment to go along with a meaningful and developmentally appropriate schedule and activities for young children that are visiting for the day. **Prerequisite: Successful completion of Child Development**

Creative Sewing 505

NL
Half Year
0.5 Credit
Gr. 11-12

Students will put their creativity to work while learning fundamental techniques in sewing and equipment use. Beginners will be steered through projects of their choice such as constructing pillows, togas, sweatpants, and curtains. Machine appliqué, fabric painting, and creative machine stitches will be used to add flair to student projects.

Designing Homes 525

NL
Half Year
0.5 Credit
Gr. 9-12

Home design, a subset of interior designers, are responsible for a residential space's function and decoration. They bring structure and appeal to new homes or rework existing spaces. Students will create home designs with the use of computer-aided design software to create spatial layouts, lighting systems and color schemes. They will select furniture, fabrics and accessories to design functional and aesthetically pleasing spaces.

Contemporary Culinary Arts 515

NL
Half Year
0.5 Credit
Gr. 10-12

After taking this introductory foods course, you will be able to answer the question, "What's cooking?" Topics include buying and storing fresh ingredients, planning delicious meals, understanding the origins of various foods and their composition, plus an understanding of what happens when food is cooked. This course combines practical experience with the basic skills and culinary techniques to teach the fundamentals of food preparation from "soup to nuts." **This course is a prerequisite for Gourmet Foods and Baking and Pastries.**

Gourmet Foods 513

NL
Half Year
0.5 Credit
Gr. 11-12

This course challenges students' creativity while exploring advanced food preparation. A "cook's tour" will find the students learning the art of Chinese and Mexican cooking, discovering how to cook Italian style, and much more. Students will also learn to cook for catered events. **Prerequisites: Successful completion of Contemporary Culinary Arts**

Baking and Pastries 512

NL
Half Year
0.5 Credit
Gr. 11-12

This course offers an insight into the world of baking. Students will decorate cakes, knead dough, frost cupcakes, and much more. Students will be introduced to the art of candy making and learn to bake for catered events. **Prerequisite: Successful completion of Contemporary Culinary Arts**

Health and Physical Education Department

The Health and Physical Education programs at Timberlane Regional High School are designed to develop an awareness of the need for improving and maintaining one's total health. Emphasis is placed on the development of healthy attitudes, which will serve the individual throughout his or her life. All students are required to take Health I along with three of the Health and/or Physical Education electives.

Course		Level	Grades				Credits
Health I	402	CCP	9	10	11	12	0.5
Health II	412	CCP		10	11	12	0.5
Introduction to Physical Education	403	CCP	9				0.5
Introduction to Physical Education	405	CCP		10	11	12	0.5
Introduction to Fitness	414	CCP	9				0.5
Introduction to Fitness	415	CCP		10	11	12	0.5
Fitness II	416A	CCP	9	10	11	12	0.5
Competitive Physical Education	417	CCP	9	10	11	12	0.5
Unified and Adaptive Physical Education	418	CCP	9	10	11	12	0.5
Studies in Women's Health and Wellness	400	CCP		10	11	12	0.5

Course Descriptions:

Introduction to Physical Education	
Grade 9	403
Grade 10-12	405

CCP This is an introductory level course that will allow students to engage in a variety of physical activities including team sports, racket and net games, project adventure, as well as, recreational and leisure activities

Half Year

0.5 Credit

Introduction to Fitness	
Grade 9	414
Grade 10-12	415

CCP This is an introductory course that will allow each student to develop the knowledge and skills needed to live an active, healthy lifestyle. The course will include activities to enhance the five components of physical fitness, such as basic weight training techniques, circuit training, walking/jogging programs, yoga, and more. Students will also learn about the core concepts of nutrition and will have an opportunity to participate in goal setting that will impact their overall wellness.

Half Year

0.5 Credit

Health I	402
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CCP The Health I course is designed for students to develop the essential health skills necessary to adopt, practice, and maintain health-enhancing behaviors. Students will be taught functional health information related to: Personal Health and Skills, Mental and Emotional Health, First Aid, CPR and AED, Alcohol, Tobacco, and Other Drugs, and Human Sexuality. The goal of this course is to shape personal values and beliefs that support healthy behaviors and lifestyles.

Half Year

0.5 Credit

Gr. 9-12

Health II	412
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CCP The Health 2 course will expand upon skills and knowledge developed in Health I. Students will be required to apply functional knowledge in the classroom and community setting. The skills based units will include topics of: Eating Disorders, Addiction and Recovery, Healthy Relationships, Dating Violence, Environmental Health, and basic fitness concepts. The goal of this course is to help support students develop healthy behavior changes to live a healthier life.

Half Year

0.5 Credit

Gr. 10-12

Prerequisite: Successful completion of Health I.

Fitness II	416A
CCP	This course is geared towards motivated students who want to take their fitness training to the next level. This course will continue the development of skills and knowledge gained in Introduction to Fitness, as well as expose students to new and more advanced topics in training methods. The course will explore methods of strength training, speed and agility training, cardiovascular fitness, and flexibility training Prerequisite: Successful completion of Introduction to Fitness and/or Departmental approval.
Half Year	
0.5 Credit	
Gr. 9-12	

Studies in Women's Health and Wellness	400
CCP	The focus of this course is to learn about health issues young women will face in their transition from high school to adulthood. A combination of fitness activities and unique classroom learning experiences will foster self-empowerment for personal health promotion. This course will include topics related to Women's Sexual Health, Safety & Violence Prevention, Career & Leadership Preparation, Consumer Health Information, Common Women's Disease Prevention & Education, and Exercise & Weight Maintenance. Prerequisite: Successful completion of Health 1.
Half Year	
0.5 Credit	
Gr. 10-12	

Competitive Physical Education	417
CCP	Students in this course will participate in a variety of team sports and leisure time activities. Emphasis will be on competitive game play rather than specific skill development. Prerequisite: Successful completion of Introduction to Physical Education and/or Departmental approval.
Half Year	
0.5 Credit	
Gr. 9-12	

Unified/Adaptive Physical Education and Health	418
CCP	This course is designed for students who are interested in sharing their knowledge with students who need one-to-one assistance to succeed in a physical education setting. And help them participate in a range of physical activities, as well as provide support to help them understand topics in health education including but not limited to personal advocacy, safety and violence prevention, nutrition, puberty, mental and emotional health. This ~~course~~ is an excellent course for students considering careers in education or in working with the special needs population. Prerequisite: Successful completion of Introduction to Physical Education, Health 1 and Departmental approval.
Half Year	
0.5 Credit	
Gr. 9-12	

Industrial Technology Department

The Industrial Technology Education Department provides problem-solving instruction and activities of experimenting, designing, constructing, and evaluating through the use of tools, computers, machines, materials, and processes. The applied knowledge and skills acquired through our courses will assist the student in making informed and meaningful school-to-career choices.

Course Descriptions:

Course		Level	Grades				Credits
Introduction to Industrial Trades	550	NL	9	10	11	12	0.5
Materials and Manufacturing / Wood Tech. I	577	NL	9	10	11	12	0.5
Materials and Manufacturing / Wood Tech. II	579	NL		10	11	12	0.5
Materials and Manufacturing / Wood Tech. III	580A	ACC			11	12	0.5
Engineering: Industrial Robotics and Manufacturing	179	CCP	9	10	11	12	1
Engineering Principles	178	ACC	9	10	11	12	1

Introduction to Industrial Trades 550

NL
Half Year
0.5 Credit
Gr. 9-12

This course is designed to provide students with introductory learning in all fields of industrial arts. Woodworking, Welding/metal working, Automotive, Plumbing, Electrical, Power and Energy, HVAC, Masonry, Construction, CNC/CAD/CAM Hands on experiences as well as industry professionals demonstrating specific activities that are the staple to their industry will be explored by students. Students will have the foundations to enter a vocational program and be able to succeed in that selected trade.

Materials and Manufacturing / Wood Tech I 577

NL
Half Year
0.5 Credit
Gr. 9-12

This course is designed to give students interested in this area a sample of various forms of woodworking. Students will cover basic skills and proper safety in the areas of hand tools, power tools, machines, CNC, woodturning and cabinetry.

Engineering Principles 178

ACC
Full Year
1 Credit
Gr. 9 -12

This course provides an overview of engineering and engineering technology. Students develop problem-solving skills by tackling real-world problems. Through theory and practical hands-on experience, students will investigate and practice the concepts and skills used by engineers. The course of study includes an overview and perspective of engineering, simple machines and mechanics, statics, robotics, materials and materials testing, thermodynamics, and statistical analysis. **Prerequisite: successful completion of Algebra I or departmental approval.**

Materials and Manufacturing / Wood Tech II 579

NL
Half Year
0.5 Credit
Gr. 10-12

Students will participate in the problem-solving process to construct various advanced projects using CNC technology, and a variety of manufacturing processes. **Prerequisite: Materials & Manufacturing / Wood Technology I or Departmental approval.**

Materials and Manufacturing / Wood Tech III 580A

ACC
Half Year
0.5 Credit
Gr. 11-12

Advanced students will challenge themselves to create masterful woodworking projects. Students will use their knowledge to benefit the entry level student with one on one interaction. Higher expectation to learn must be used by all advanced students to better improve themselves as craftsman. **Prerequisite: Materials & Manufacturing / Wood Technology II or Departmental approval.**

Engineering: Industrial Robotics and Manufacturing 179

CCP
Full Year
1 Credit
Gr. 9 -12

This hands-on course teaches the fundamentals of computerized and robotics manufacturing technology. Students will learn basic solid modeling skills through 3-D computer software to solve design problems and create parts for milling. They will assess their designs through property analysis, modify those designs, and use prototyping equipment to produce actual 3-D models. This course includes computer modeling, computer numerical control (CNC), computer aided design (CAD), computer aided manufacturing (CAM), rapid prototyping, industrial robot programming, flexible manufacturing systems, and lean manufacturing business concepts

Mathematics Department

In *Math Matters: The Links Between High School Curriculum, College Graduation, and Earnings*, Heather Rose and Julian R. Betts find a strong relationship between taking advanced math courses in high school and earnings ten years after graduation. By its very nature, mathematics lends itself to applications in many different disciplines. A working knowledge of mathematics is a necessity for life. The process of acquiring and utilizing math skills and concepts increase the potential for each student to be successful in any career. All students should consult their mathematics teachers for assistance in determining the sequence of their math courses. The math curriculum is written under the guidance of the Common Core State Standards, which are embedded in the New Hampshire College and Career Ready Standards.

Course		Level	Grades				Credits	Page No.
Math Fundamentals	603	CCP	9				1	45
Algebra I	607	ACC	9				1	45
Algebra I	609	CCP	9	10			1	46
Applied Algebra I with Lab	610	CCP	9				2	46
Geometry	613	ACC	9	10			1	46
Geometry	615	CCP		10	11	12	1	46
Applied Geometry	616	CCP		10	11	12	1	46
Algebra II	619	ACC		10	11	12	1	46
Algebra II	621	CCP		10	11	12	1	46
Algebra II Part 1	623	CCP			11	12	1	46
Algebra II Part 2	624	CCP			11	12	1	47
Probability, Statistics and Trigonometry	641	CCP			11	12	1	47
Probability, Statistics and Trigonometry	642	ACC			11	12	1	47
Finite Mathematics	639	CCP			11	12	1	47
Topics in Mathematics	604	CCP			11	12	1	47
Pre-Calculus	629	ACC			11	12	1	47
Calculus	640	ACC			11	12	1	47
AP® Calculus	633	AP				12	1	48
AP® Statistics	636	AP				12	1	48

Course Descriptions:

Math Fundamentals 603

CCP
Full Year
1 Credit
Gr. 9

Math Fundamentals is designed to provide students a solid foundation to students before they pursue the study of Algebra I. In this highly differentiated program, students will review a variety of fundamental, pre-algebraic, and algebraic concepts and skills. Students will also develop their organizational, study, and test-taking skills, as well as the habits of mind and math practices that support success in future math classes. **Notes: This course is open only to students by recommendation. This course does not fulfill the Algebra I requirement.**

Algebra I—ACC 607

ACC
Full Year
1 Credit
Gr. 9



Algebra I—ACC will move at a fast pace and is designed for students who have strong mathematical skills and excellent study habits. Students will develop problem-solving skills through the use of algebra, functions, relations, and analysis. They will become fluent in algebraic simplification, solving equations, inequalities, and systems, and analyzing and transforming both linear and non-linear functions. Models, tables, equations, and graphs will form a basis for interpreting and analyzing data. Students will be expected to effectively communicate their processes both orally and in writing, to critique the reasoning of others, and to solve open-ended and non-routine problems. This course solidifies the foundation for all future math courses.

Algebra I—CCP

609

CCP
Full Year
1 Credit
Gr. 9



Students in Algebra I—CCP will develop problem-solving skills through the use of algebra, functions, relations, and analysis. Students will become fluent in algebraic simplification, solving equations, inequalities, and systems, and analyzing and transforming both linear and non-linear functions. Models, tables, equations, and graphs will form a basis for interpreting and analyzing data. Students will be expected to effectively communicate their processes both orally and in writing and to critique the reasoning of others. This course solidifies the foundation for all future math courses.

Applied Algebra I with Lab

610

CCP
Full Year
2 Credit
Gr. 9

This 2 period class is designed to support students to develop problem-solving skills through the use of algebra, functions, relations, and analysis. Students will become fluent in algebraic simplification, solving equations, inequalities, and systems, and analyzing and transforming both linear and non-linear functions. Models, tables, equations, and graphs will form a basis for interpreting and analyzing data. This course is designed to support students through more explicit differentiation.

Geometry—ACC

613

ACC
Full Year
1 Credit
Gr. 9-10



Geometry—ACC is a rigorous course that involves students in a comprehensive study of geometric figures and relationships. Many aspects of geometry are included: theory and application; informal and formal reasoning; symbolic and visual thinking; synthetic, coordinate and transformational methods. Students will form conjectures, which are justified by logical reasoning (proof), with students gradually learning the necessary skills to produce convincing arguments. **Prerequisite: Eighth grade team placement for students entering**

Geometry—CCP

615

CCP
Full Year
1 Credit
Gr. 10-12



Geometry—CCP engages students in the study of geometric figures and relationships. It integrates algebraic skills with the study of shape, size, congruence, similarity, ratio, and proportion and deals primarily with plane figures. Students will use theory and application, informal and formal reasoning, symbolic and visual thinking, as well as synthetic, coordinate and transformational methods. Inductive and deductive reasoning will be incorporated for students to experience the logical reasoning process and presentation of sound arguments. **Prerequisite: Successful completion of Algebra I.**

Applied Geometry

616

CCP
Full Year
1 Credit
Gr. 10-12



This course is designed to support students who have had difficulty with the Algebra I concepts. Applied Geometry will engage and challenge students with all the topics presented in a traditional geometry program. These topics include angle and segment measurement, triangles, quadrilaterals, congruency, parallelism, similarity, circles, and an introduction to trigonometry. The program is designed to appeal to all learners with topics introduced by using hands-on activities that reflect real-life applications. Technological tools and Internet-based resources will be an integral part of classroom activities. This course is designed to support students through more explicit differentiation. **Prerequisite: Departmental and School Counselor approval required.**

Algebra II—ACC

619

ACC
Full Year
1 Credit
Gr. 10-12



Algebra II—ACC is a rigorous, in depth course in the study of functions and applications that model real life situations. Students will refine skills from Algebra I to develop a deeper understanding of the axiomatic system with emphasis on the concepts of sets, functions, graphical representations, and problem solving. **Prerequisites: Successful completion of Algebra I and Geometry.**

Algebra II—CCP

621

CCP
Full Year
1 Credit
Gr. 10-12



Algebra II—CCP is the study of functions and applications that model real life situations. Students will review and refine skills from Algebra I to develop and improve their understanding of sets, functions, graphical representations, and problem solving. **Prerequisites: Successful completion of Algebra I and Geometry.**

Algebra II—Part 1

623

CCP
Full Year
1 Credit
Gr. 11-12



This course provides the student with the basic algebra manipulation skills needed to compute solutions. The algebra topics offered are signed numbers, polynomial operations, solutions of linear equations and inequalities involving numerical and literal terms, factoring polynomials, word problems, formula manipulation, graphing linear equations, systems of linear equations and equations by factoring or the quadratic formula as well as quadratic equations and exponential functions. **Prerequisites: Successful completion of Algebra I and Geometry.**

Algebra II—Part 2

624

CCP
Full Year
1 Credit
Gr. 11-12

This full-year course is designed to follow Algebra II—Part 1. Students complete their study of Algebra II, including exponential, logarithmic, power, and periodic functions. Students will improve their understanding of sets, functions, graphical representations, and problem-solving. **Prerequisite: Successful completion of Algebra II Part 1.**



Probability, Statistics and Trigonometry 642

ACC
Full Year
1 Credit
Gr. 11-12

ACC is a rigorous, in-depth course in the study of advanced algebra topics that model real life situations. Students will review and refine skills from Algebra II to develop and improve their understanding of the world around them. The topics covered include Trigonometry, Probability, Statistics, Sequences and Series, Matrices and Logic Theory. This course is designed to prepare students for PreCalculus and/or college math. **Prerequisite: Successful completion of Algebra II and Teacher Recommendation**



Probability, Statistics and Trigonometry 641

CCP
Full year
1 Credit
Gr. 11-12

CCP is the continuing study of algebra topics that model real life situations. Students will review and refine skills from Algebra II to develop and improve their understanding of the world around them. The topics covered include Trigonometry, Probability, Statistics, Sequences and Series, Matrices and Logic Theory. **Prerequisite: Successful completion of Algebra II**



Finite Mathematics

639

CCP
Full Year
1 Credit
Gr. 11-12

Finite Mathematics provides a survey of mathematical analysis techniques used in the working world. Students will gain valuable experience organizing and analyzing information, with an emphasis on using math to solve real-world problems. Areas of study include matrices, linear programming, combinatorics, probability, statistics, logic, and finance. This course will include significant use of the graphing calculator, which is required for this course (TI-84 calculator is recommended). **Prerequisite: Successful completion of Algebra II or Departmental approval.**



Topics in Mathematics

604

CCP
Full Year
1 Credit
Gr. 11-12

In today's society, individuals need both knowledge and mathematical skills in order to make informed decisions. In this course, students will study topics regarding financial literacy, such as personal finance, purchasing, and investment; statistics, such as professional athletics and voting; and workplace, such as construction and budgeting. Students will develop and apply the math skills needed to successfully navigate these topics in the real world. **Prerequisite: Successful completion of Algebra II part 1 or Departmental approval.**



Pre-Calculus

629

ACC
Full Year
1 Credit
Gr. 11-12

Pre-Calculus is a course that extends and integrates the learning from both Geometry and Algebra 2 courses. It provides an in-depth, rigorous study of functions and their properties. Functions to investigate include Linear, Quadratic, Polynomial, Rational, Radical, Piece-wise, Exponential, Logarithmic, and Trigonometric. Representations and analysis of these topics will occur numerically, algebraically, and/or graphically (both with & without technology). Additional topics to be covered as time permits include Vectors, Law of Sines & Cosines, Polar Coordinate System, Parametric Equations, Analytic Geometry, and Sequences & Series. **Prerequisite: Successful completion of Algebra II ACC or Departmental approval.**



Calculus

640

ACC
Full Year
1 Credit
Gr. 12

Topics to be studied include limits of functions, the derivative, and definite and indefinite integrals. Applications of the derivative and integral will be emphasized. This course will include frequent use of the graphing calculator, which is required for this course (TI-84 calculator is recommended). **Prerequisite: Successful completion of Pre-Calculus or Departmental approval.**



For more information on dual enrollment opportunities, please see pg. 10

AP
Full Year
1 Credit
Gr. 12



Topics discussed will include limits and continuity, the derivative and definite integral with applications of both concepts, transcendental functions, techniques of integration and factors. A packet of summer review work will be required. The course will include significant use of the graphing calculator as aligned with the expectations of the College Board for the Advanced Placement Exam. Students may receive college credit for this course by successfully passing the AP Exam in May (a course expectation). Summer work is required.
Prerequisite: Successful completion of Pre-Calculus or Departmental approval.

AP
Full Year
1 Credit
Gr. 12



AP Statistics immerses students with the major concepts and tools for collecting, analyzing, and drawing conclusions from data. Students will frequently work on projects involving the hands-on gathering and analysis of real world data. Ideas and computations presented in this course have immediate links and connections with actual events, experiments and research. Computers and calculators will assist students in their deepened work on the concepts involved in statistics. Students may receive college credit for this course by successfully passing the AP Exam in May (a course expectation). Summer work is required. ***Prerequisite: Completion of Algebra II Accelerated with a final grade of B or higher, or completion of introduction to Probability, Statistics and Trigonometry with a final grade of B or higher, or Department Approval.***

Music Department

The curriculum of the Timberlane Regional High School Music Department is built on the philosophy of providing a comprehensive program for the involvement of persons of all ages in learning music. Our goal is to build a vital musical culture and an enlightened musical public. The curriculum is designed to provide a program of study that correlates performing, creating, and listening to music, and encompasses a diversity of musical behaviors. It is designed to advance the teaching of music of all periods, styles, forms, and cultures. The curriculum offered provides the opportunity for every student at Timberlane, no matter what his/her musical background, to select an offering at his/her particular level of musical knowledge.

Course		Level	Grades				Credits
Band	057	NL	9	10	11	12	1
Orchestra	058	NL	9	10	11	12	1
Concert Choir	055	NL	9	10	11	12	1
Jazz Band	061	ACC	9	10	11	12	1
Survey of Music	051	CCP	9	10	11	12	0.5
Theory I	063	ACC	9	10	11	12	0.5
Theory II	065	ACC	9	10	11	12	0.5
Guitar I	067	CCP	9	10	11	12	0.5
Guitar II	069	CCP	9	10	11	12	0.5
Guitar Orchestra	070	NL	9	10	11	12	1
Chamber Ensemble	056	ACC		10	11	12	1
Chamber Orchestra	071	ACC		10	11	12	1

Course Descriptions:

Band 057

NL
Full Year
1 Credit
Gr. 9-12

Instrumental Performing Arts Band consists of three families of instruments: woodwinds, brass, and percussion. The ensemble is divided into numerous groups throughout the year such as: marching band, concert band, small ensembles, and soloists. The band performs at all football games, two major concerts, competitions, major trips, and parades. Students in all groups are expected to be at all rehearsals and performances and be willing to give additional independent practice at home. **Prerequisite: Director's approval.**

Orchestra 058

NL
Full Year
1 Credit
Gr. 9-12

Instrumental Performing Arts Orchestra prepares string orchestra as well as full orchestra repertoire. The string orchestra instrumentation consists of students performing violin, viola, cello or bass violin and piano only. Winds, brass, and percussion are drawn from the I.P.A. Band when full orchestra works are prepared. The orchestra participates in all school concerts, large group competition, and all major trips. Students are expected to be at all rehearsals and performances and be willing to give additional independent practice at home. **Prerequisite: Director's approval.**

Concert Choir 055

NL
Full Year
1 Credit
Gr. 9-12

The Concert Choir is offered to all students. Students in Concert Choir must accept the responsibility that comes with participation in a large musical ensemble. Through the performance of various genres and musical periods of musical repertoire, students will learn to appreciate the aesthetic value of singing choral music. The Concert Choir will perform three major school concerts, along with competitions such as New Hampshire Music Educators Large Group Festival, and at school/community functions where student participation is part of the course requirements. **Prerequisite: Director's approval.**

Jazz Band—ACC 061

ACC
Full Year
1 Credit
Gr. 9-12

Jazz Band students are selected by the Band Director in April. Every student wishing to be in Jazz Band should express this to the Band Director by March 1 of the year previous in which the course will be taken. Students chosen for Jazz band are selected on their musical abilities in band, with the exception of those wishing to play electric guitar, piano, and electric bass. Students who play the latter instruments mentioned should see the Band Director immediately to arrange for an audition. Jazz Band will perform jazz concerts, assemblies, competitions, trips when applicable, and other activities where Jazz Band would be suitable. **Prerequisite: Director's approval.**

Survey of Music 051

CCP
Half Year
0.5 Credit
Gr. 9-12

Music is all around us. There are not many moments in any given day when we are not influenced by music, yet the understanding of music is a mystery that only a select few seem to understand. This should not be true. Music is enjoyable and meant for all. This course will consist of the study of electronic music, listening, theory, history, hands-on experiences with instruments, the human voice, and acoustics of music. Through this course, all will gain a greater understanding of music and be more discriminating listeners in the future.

Theory I 063

ACC
Half Year
0.5 Credit
Gr. 9-12

Students will study the fundamental elements of music; melodic, rhythmic, and harmonic, through hearing, playing, and the writing of material. Development of sight singing, and aural training in scales, intervals, and rhythmic patterns will be taught. **Prerequisite: Instructor's approval.**

Theory II 065

ACC
Half Year
0.5 Credit
Gr. 9-12

In addition to the materials discussed in Theory I, the students will have individual projects in the areas of arranging and orchestration. Theory II is a continuation of Theory I, which is a prerequisite for this course. **Prerequisite: Successful completion of Theory I.**

Chamber Orchestra 071

ACC
Full Year
1 Credit
Gr. 10-12

Chamber Orchestra students will be selected by the Orchestra Director in September. Every student wishing to be in the Chamber Orchestra should express this to the Orchestra Director by March 1, of the previous year. Students chosen for the Chamber Orchestra will perform in all concerts, assemblies, competitions and trips where applicable and other activities where the Select Ensemble would be suitable. **Prerequisite: Director's approval.**

Guitar I 067

CCP
Half Year
0.5 Credit
Gr. 9-12

Students will explore the fundamental skills of playing acoustic guitar through several different playing styles. Topics covered include strumming open chords, reading sheet music and guitar tablature, playing famous guitar riffs and songs from genres including rock, pop, folk, indie, and beyond. Students enrolled in this course will only be using acoustic guitars. Students are encouraged to use their own acoustic guitars.

Guitar II 069

CCP
Half Year
0.5 Credit
Gr. 9-12

This course is a continuation of Guitar I. Students will study intermediate skills including fingerpicking, barre chords, extended harmonies, picking techniques, playing solos, reading sheet music in other positions on the guitar neck, and classical techniques. Students enrolled in this course will only be using acoustic guitars. Students are encouraged to use their own guitars. **Prerequisite: Successful completion of Guitar I or Director's approval.**

Guitar Orchestra 070

NL
Full Year
1 Credit
Gr. 9-12

Guitar Orchestra prepares guitar students in popular and classical music literature. Guitar Orchestra will consist of acoustic guitars only and will be supplemented by opportunities to perform on bass and baritone guitars. The Guitar Orchestra will participate in three annual school concerts. **Prerequisite: Successful completion of Guitar II or Director's approval.**

Chamber Ensemble 056

ACC
Full Year
1 Credit
Gr. 10-12

Chamber Singers students will be selected by the Chorus Director in September. Every student wishing to be in the Chamber Singers should express this to the Chorus Director by March 1, of the previous year. Students chosen for the Chamber Singers will perform in all concerts, assemblies, competitions and trips where applicable and other activities where the Select Ensemble would be suitable. **Prerequisite: Director's approval.**

Science Department

In planning a course of study in science, each student should consider graduation requirements, educational and career goals, and individual interests. The Timberlane Science Department offers core courses in physical and life sciences and half-year electives in life and earth sciences to support the needs, goals, and interests of Timberlane students. Using laboratory and fieldwork to support classroom instruction and discussion each course develops an appreciation for the nature of science and critical skills for scientific thought, conceptual understanding, experimentation, data acquisition, analysis skills, and facility in communicating experimental results. Courses are offered at College & Career Prep., Accelerated, and Advanced Placement levels to accommodate individual differences in learning style and goals. Students contemplating Accelerated level courses should ensure that they elect a mathematics program of equal rigor. Students and their parents are encouraged to discuss their programs with faculty members early in their careers. The Science Curriculum is written in adherence with the New Hampshire Department of Education Curriculum Frameworks for Science.

Course		Level	Grades				Credits
Physical Science	705	ACC	9				1
Physical Science	707	CCP	9				1
Applied Physical Science	708	CCP	9		11	12	1
Physical Science/ Biology Integrated	710	ACC	9				2
Biology	709	ACC	9	10	11	12	1
Biology	711	CCP		10	11	12	1
Applied Biology	713	CCP		10	11	12	1
Chemistry	727	ACC		10	11	12	1
Chemistry	729	CCP		10	11	12	1
Physics / Chemistry Integrated	730	ACC		10	11	12	2
Physics	731	ACC		10	11	12	1
Physics	733	CCP		10	11	12	1
Environmental Science	722	ACC		10	11	12	0.5
Environmental Science	721	CCP		10	11	12	0.5
Forensics	724	CCP			11	12	0.5
Human Anatomy and Physiology	715	ACC		10	11	12	1
Human Anatomy and Physiology	717	CCP		10	11	12	0.5
Introduction to Meteorology	723	CCP		10	11	12	0.5
Investigations in Space Science	745	ACC			11	12	0.5
AP® Biology	737	AP			11	12	1
AP® Chemistry	735	AP			11	12	1
AP® Environmental Science	742	AP			11	12	1
AP® Physics I	734	AP			11	12	1
AP® Physics II	734A	AP			11	12	1

Physical Science—ACC

705

ACC

Full Year

1 Credit

Gr. 9



Physical Science—ACC provides a comprehensive introduction to the foundational concepts of physics and chemistry and serves as a prerequisite for other science courses. Students are expected to work independently on rigorous problem-solving challenges that apply physical science concepts.

Physical Science—CCP

707

CCP

Full Year

1 Credit

Gr. 9



The purpose of this course is to provide a comprehensive introduction to the foundational concepts of physics and chemistry. This course is designed to serve as a prerequisite for other science courses.

Applied Physical Science—CCP

708

CCP

Full Year

1 Credit

Gr. 9, 11, 12

This course meets the physical science requirement in a way to support students through hands-on activities, and explicit differentiation for their needs. **Prerequisite: Departmental and School Counselor approval required.**

Physical Science/Biology (Integrated)—ACC 710

ACC

Full Year

2 Credits

Gr. 9



This is a year-long set of integrated course that specifically sequences physical science (fundamentals of physics and chemistry) and biology to maximize the learning concepts within both course. This course meets both 'A' days and 'B' days. Physical science is examined in detail in the fall and biology in the spring, with strategic overlap between the two sciences as the year progresses. The nature of science, inquiry based lab techniques, modeling, lab notebook writing, and formal lab report writing skills are emphasized. This course is recommended for students with strong science and mathematics skills that plan to pursue science at the upper levels ***Prerequisites: Science and Algebra I grades of a B or better with a recommendation from the Middle School or Departmental approval for students who are concurrently enrolled in Algebra I—ACC.***

Biology—ACC 709

ACC

Full Year

1 Credit

Gr. 9-12



Biology—ACC is an intensive laboratory-based course studying characteristics of life, cell structure and function, cell reproduction, DNA as the hereditary material, principles of genetics, evolution, a survey of the kingdoms of life, the classification of life diversity and ecology. Students will be expected to partake in independent projects, written work, class work, class discussions and independent student centered laboratory activities. Students taking this course are expected to carry out more independent work both in and out of the classroom.

Biology—CCP 711

CCP

Full Year

1 Credit

Gr. 10-12



Biology—CCP is a laboratory-based course studying characteristics of life, cell structure and function, cell reproduction, DNA as the hereditary material, principles of genetics, evolution, a survey of the kingdoms of life, the classification of life's diversity and ecology. Students will be expected to partake in projects, class work and laboratory activities.

Applied Biology—CCP 713

CCP

Full Year

1 Credit

Gr. 10-12

Applied Biology is a laboratory-based course studying characteristics of life, cell structure and function, cell reproduction, DNA as the hereditary material, principles of genetics, evolution, a survey of the kingdoms of life, the classification of life's diversity and ecology. Students will be expected to partake in projects, classwork, and laboratory activities. This course is designed to support students through hands-on activities, and explicit differentiation for their needs. ***Prerequisite: Departmental and School Counselor approval required.***

Chemistry—CCP 729

CCP

Full Year

1 Credit

Gr. 10-12



Chemistry—CCP is a laboratory-based course dealing with the study of matter, atomic structure, formula and equation writing, chemical reactions, states of matter, gas laws, chemical bonding, acids, bases and pH, equilibrium and environmental chemistry. Algebra is extensively used for problem-solving.

Chemistry—ACC 727

ACC

Full Year

1 Credit

Gr. 10-12



Chemistry—ACC includes the study of the nature of matter, energy, chemical change, stoichiometry, periodicity, atomic structure, behavior of gases, liquids and solids, chemical bonding, acids and bases, thermo dynamics, kinetics, electrochemistry, and equilibrium. Data acquisition and analysis skills are emphasized through laboratory work. Algebra is extensively used for Problem solving. Completion of/or concurrent registration in Algebra II is recommended.

Physics/Chemistry (Integrated)—ACC 730

ACC

Full Year

2 Credits

Gr. 10-12



This is a year-long set of integrated courses that sequences physics and chemistry to maximize learning concepts within both courses. This course meets both 'A' days and 'B' days. Physics is examined in detail in the fall and chemistry in the spring with strategic overlap between the two courses as we progress through the year. This course is recommended for students with strong science and mathematical skills. Algebra is extensively used for problem-solving. ***Prerequisite: Successful completion of/or concurrent registration in Algebra II or Departmental approval.***

Physics—ACC 731

ACC

Full Year

1 Credit

Gr. 10-12



This intensive course is designed for students preparing for a mathematical, scientific or engineering profession. This course incorporates both theory and laboratory work in the following topics: mechanics, electricity, wave motion, atomic physics, and modern physical theories. Data acquisition and analysis skills are emphasized through laboratory work. Algebra is extensively used for problem-solving. Completion of/or concurrent registration in Algebra II is recommended.

Physics—CCP 733

CCP

Full Year

1 Credit

Gr. 10-12



Physics—CCP is intended to provide students with a comprehensive study involving theory and laboratory work in the following topics: mechanics, dynamics, circular motion, electricity and modern physical theories. Algebra is extensively used for problem-solving.

Environmental Science—ACC

722

ACC
Half Year
0.5 Credit
Gr. 10-12



This course is to provide students with the scientific principles, concepts, and methodologies required to understand the interrelationships of the natural world, to identify and analyze environmental problems both natural and human-made, to evaluate the relative risks associated with these problems, and to examine alternative solutions for resolving and/or preventing them. Students will take part in ecological field work, perform laboratory investigations, and undertake independent research. **Prerequisite: Successful completion of Physical Science and Biology or Departmental approval.**

Environmental Science—CCP

721

CCP
Half Year
0.5 Credit
Gr. 10-12



This course is to provide students with the scientific principles, concepts, and methodologies required to understand the interrelationships of the natural world, to identify and analyze environmental problems both natural and human-made, to evaluate the relative risks associated with these problems, and to examine alternative solutions for resolving and/or preventing them. Students will take part in outdoor laboratory experiences and gain hands-on experience in environmentally related topics. **Prerequisite: Successful completion of Physical Science and Biology or Departmental approval.**

Forensics—CCP

724

CCP
Half Year
0.5 Credit
Gr. 11-12



Forensic Science is an elective science course designed for students interested in the science used to solve crimes. The many different types of evidence found at crime scenes will be studied and students will learn methods to collect them safely. Modern technology will be examined to discover how it has made forensic work easier and more reliable over the years. Through hands-on experiments and crime-scene analysis, students will look to use what has been learned to solve “real” crimes. This course will cover many different aspects of science including chemistry, physics, and biotechnology. **Prerequisite: Successful completion of Physical Science and Biology or Departmental approval.**

Human Anatomy and Physiology—ACC

715

ACC
Full Year
1 Credit
Gr. 10-12



This course offers a systematic exploration of the major systems of the human body, including structure (anatomy) and function (physiology). Using microscopes to view cells and tissues and anatomical models to study organs and organ systems, students collaborate in small groups as well as work independently to better comprehend human structure and function. A combination of teacher presentations, lab activities and online resources are used to learn about the integumentary, skeletal, muscular, digestive, respiratory, cardiovascular, excretory, reproductive and other body systems. There is an expectation that students will demonstrate a high level of individual preparation and independent study. **Prerequisite: Successful completion of Biology—ACC.**

Human Anatomy and Physiology—CCP

717

CCP
Half Year
0.5 Credit
Gr. 10-12



This course offers a systematic exploration of the major systems of the human body, including structure (anatomy) and function (physiology). Using microscopes to view cells and tissues and anatomical models to study organs and organ systems, students collaborate in small groups as well as work independently to better comprehend human structure and function. A combination of teacher presentations, lab activities and online resources are used to learn about the integumentary, skeletal, muscular, digestive, respiratory, cardiovascular, excretory, reproductive and other body systems. Discussion related to concepts and key understanding of topics will be initiated and reviewed in class. **Prerequisite: Successful completion of Biology or Departmental approval.**

Introduction to Meteorology

723

CCP
Half Year
0.5 Credit
Gr. 10-12



This course provides a survey of weather study including topics such as history of weather observations, atmospheric structure and composition, earth-sun relationships, air pressure and winds, cloud formation, air masses and resulting precipitation. Weather phenomena, such as hurricanes and tornadoes are investigated and the study of climates is introduced.

Investigations in Space Science

745

ACC
Half Year
0.5 Credit
Gr. 11-12



This half year elective will focus on student interests in many aspects of space science. Students will be investigating current research, laws, and theories about the Universe and beyond. Topics also may include specific aspects of our solar system and man’s travel and research within. Students will be expected to participate in class discussions, projects, presentations and traditional labs, quizzes, tests and research assignments. **Prerequisites: Successful completion of Physical Science, Biology and Physics or Departmental approval.**

AP® Biology

737

AP
Full Year
1 Credit
Gr. 11-12



The goal of this course is to offer ambitious students the challenge of a college level general biology course. Students are challenged in the areas of biochemistry, cell structure and function, genetics, evolution, and ecology presented in detail as they continue to develop science practices and big ideas. Since classroom time is limited, independent study and supplemental reading are required. Students who select the course are required to take the AP exam in May. **Prerequisite: Grade of 'B' or better in Biology-ACC and Chemistry-ACC or Department approval. Note: Summer preparatory work may**

AP® Chemistry

(SNHU Dual Enrollment opportunity)

735

AP
Full Year
1 Credit
Gr. 11-12



The purpose of this course is to offer ambitious students the challenge of a college level Chemistry program. The course follows the recommendations of the College Board and includes selected enrichment topics. The content is advanced and strong mathematical skills are needed. Since classroom time is limited, independent study and supplemental reading are required. Students who select the course are required to take the AP exam in May. **Prerequisites: Successful completion of Physical Science, Biology, Chemistry and Algebra II, or Departmental approval. Note : Summer preparatory work may be an additional requirement of the course.**

AP® Environmental Science

(SNHU Dual Enrollment opportunity)

742

AP
Full Year
1 Credit
Gr. 11-12



The goal of this course is to provide students with the scientific principles, concepts, and methodologies required to understand the interrelationships of the natural world, to identify and analyze environmental problems both natural and human-made, to evaluate the relative risks associated with these problems and to examine alternative solutions for resolving and/or preventing them. Environmental science is interdisciplinary; it embraces a wide variety of topics from different areas of study. Yet there are several major unifying constructs, or themes, that cut across the many topics included in the study of environmental science. Students who select the course are required to take the AP exam in May. **Prerequisites: Grade of 'B' or better in Biology—ACC and Chemistry—ACC or Departmental approval. Note : Summer preparatory work may be an additional requirement of the course.**

AP® Physics I

(SNHU Dual Enrollment opportunity)

734

AP
Full Year
1 Credit
Gr. 11-12



The course offers ambitious students the opportunity to do college level work in physics without the prior knowledge of calculus. The course follows the recommendations of the College Board, and includes selected enrichment topics in classical physics. The objectives of the course are to understand the basic principles and apply these principles in solving problems. General areas to be covered include: Newtonian mechanics, rotational motion, work, energy, power, mechanical waves, and fluids. Since classroom time is limited, independent study and supplemental reading are required. Students who select the course are required to take the AP exam in May. **Prerequisite: Successful completion of Algebra II and Departmental approval. Note : Summer preparatory work may be an additional requirement of the course.**

AP® Physics II

(SNHU Dual Enrollment opportunity)

734A

AP
Full Year
1 Credit
Gr. 11-12



The course offers ambitious students the opportunity to do college level work in physics without the prior knowledge of calculus. The course follows the recommendations of the College Board, and includes selected enrichment topics in classical and modern physics. The objectives of the course are to understand the basic principles and apply these principles in solving problems. General areas to be covered include: Thermodynamics, heat, kinetic theory, fluids, electrostatics, DC circuits, steady-state RC circuits, magnetism, induction, optics, quantum physics, and nuclear physics. Since classroom time is limited, independent study and supplemental reading are required. Students who select the course are required to take the AP exam in May. **Prerequisite: Successful completion of AP Physics I, Pre-Calculus, and Departmental approval. Note : Summer preparatory work may be an additional requirement of the course.**

For more information on dual enrollment opportunities, please see pg. 10.

Social Studies Department

The mission of the Social Studies curriculum is to provide opportunities for students to develop a global perspective, foster democratic ideals, and understand economic theories. These opportunities will help students understand and appreciate their physical, multi-cultural world so that they may become enlightened and active citizens. The Timberlane graduate will be able to connect the knowledge obtained to personal experience and will apply these to issues in the ever-changing world. The Social Studies Curriculum is written in adherence to the New Hampshire Department of Education Curriculum Frameworks for Social Studies.

Course		Level	Grades				Credits
Studies in Civics and Economics	803A	ACC	9				1
Studies in Civics and Economics	804C	CCP	9				1
Applied Studies in Civics and Economics	TBD	CCP	9	10	11	12	1
World History	806	ACC		10			1
World History	811	CCP		10			1
Applied World History	TBD	CCP		10	11	12	1
World Studies	808	ACC/CCP		10			2
AP® World History	821	AP		10	11	12	1
United States History	807	ACC			11		1
United States History	809	CCP			11		1
Applied US History	TBD	CCP			11	12	1
American Studies	816	ACC/CCP			11		2
AP® United States History	819	AP			11	12	1
American Values in Film and Music*	841	ACC/CCP			11	12	0.5
Behavioral Psychology	840	ACC		10	11	12	0.5
Constitutional Law	832	CCP/ACC			11	12	0.5
Cultural Geography*	823	CCP		10	11	12	0.5
Current Issues	843	CCP		10	11	12	0.5
History of Sports	833	ACC/CCP		10	11	12	0.5
Law	831	CCP		10	11	12	0.5
Popular Culture	834	ACC/CCP		10	11	12	0.5
Psychology	839	CCP		10	11	12	0.5
Social Science of Well-Being	845	ACC			11	12	0.5
Sociology*	835	CCP		10	11	12	0.5
NH History	TBD	ACC/CCP			11	12	0.5
AP® Psychology	848	AP			11	12	1
AP® US Government and Politics	820	AP				12	1
AP® Human Geography	822	AP				12	1

*indicates that these courses will be offered in alternating school years as outlined below

School year type (start of school year even/ odd)	School year calendar numbers	Courses being offered
Even	2026/2027	Cultural Geography
Odd	2027/2028	American Values in Film and Music; Sociology
Even	2028/2029	Cultural Geography
Odd	2029-2030	American Values in Film and Music; Sociology

Studies in Civics and Economics—ACC 803A

ACC
Full Year
1 Credit
Gr. 9



This is a full year integrated course that focuses on the connections between civics and economics at the local, state, national, and international levels. Students will study the reach and limits of power between state and federal governments. In addition, they will analyze the effectiveness and impact of economic and governmental decision making on citizens and markets. The course provides opportunities for students to examine how laws are used or challenged to address issues. Topic studied will include the relationship between federal and state governments with respect to citizens' rights, distribution of taxes, national defense, ensuring states' rights, and government sponsored programs. The course will examine the role that United States government plays in the national economy, international trade and global affairs. This course develops skills at an accelerated pace for students who want experiences that will prepare them for advanced work.

Studies in Civics and Economics—CCP 804C

CCP
Full Year
1 Credit
Gr. 9



This is a full year integrated course that focuses on the connections between civics and economics at the local, state, national, and international levels. Students will study the reach and limits of power between state and federal governments. In addition, they will analyze the effectiveness and impact of economic and governmental decision making on citizens and markets. The course provides opportunities for students to examine how laws are used or challenged to address issues. Topic studied will include the relationship between federal and state governments with respect to citizens' rights, distribution of taxes, national defense, ensuring states' rights, and government sponsored programs. The course will examine the role that United States government plays in the national economy, international trade and global affairs.

Applied Studies in Civics and Economics—CCP

TBD

CCP
Full Year
1 Credit
Gr. 9, 10, 11, 12

This is a full year integrated course that focuses on the connections between civics and economics at the local, state, national, and international levels. Students will study the reach and limits of power between state and federal governments. In addition, they will analyze the effectiveness and impact of economic and governmental decision making on citizens and markets. The course provides opportunities for students to examine how laws are used or challenged to address issues. Topic studied will include the relationship between federal and state governments with respect to citizens' rights, distribution of taxes, national defense, ensuring states' rights, and government sponsored programs. The course will examine the role that United States government plays in the national economy, international trade and global affairs. This courses is designed to support students through more explicit differentiation.
Prerequisite: Departmental and School Counselor approval required.

World History—ACC

806

ACC
Full Year
1 Credit
Gr. 10



World History—ACC builds upon the learning from the middle school curriculum and begins with a study of the Renaissance, moving into the Enlightenment, Age of Exploration and eventually into the 21st Century. This course includes units relating to events in Europe, Asia, Africa and the Americas. Students are asked to write extensively, using classroom learning, to interpret historical events. Analysis of primary sources, Internet and library-based research, field trips, readings from the text and other sources, film analysis, and classroom discussions are all possible learning techniques. Research-based presentations will be employed.

World History—CCP

811

CCP
Full Year
1 Credit
Gr. 10



World History—CCP builds upon the learning from the middle school curriculum and begins with a study of the Renaissance, moving into the Enlightenment, Age of Exploration and eventually into the 21st Century. This course includes units relating to events in Europe, Asia, Africa and the Americas. Students will be asked to use their classroom learning to interpret historical events. Analysis of primary sources, Internet and library-based research, field trips, reading from the text and other sources, film analysis and classroom discussions are all possible learning techniques.

Applied World History—CCP TBD

CCP
Full Year
1 Credit
Gr. 10, 11, 12

World History—CCP builds upon the learning from the middle school curriculum and begins with a study of the Renaissance, moving into the Enlightenment, Age of Exploration and eventually into the 21st Century. This course includes units relating to events in Europe, Asia, Africa and the Americas. Students will be asked to use their classroom learning to interpret historical events. Analysis of primary sources, Internet and library-based research, field trips, reading from the text and other sources, film analysis and classroom discussions are all possible learning techniques. This course is designed to support students through more explicit differentiation. **Prerequisite: Departmental and School Counselor approval required.**

World Studies 808

ACC/CCP
Full Year
2 Credits
Gr. 10

World Studies is an interdisciplinary course that combines history and literature. This course emphasizes the intricate thematic connections between history and the literature of historical periods. Analysis of historical sources and documents coupled with analysis of literature will be the main focus through writing and team-based projects. In addition to the study of history and literature, students will examine art, music, and philosophy related to the central themes studied in this course. This is a team-taught course that meets both 'A' days and 'B' days. It fulfills the graduation requirements for World History and World Literature. Students may contract for accelerated credit.

United States History—ACC 807

ACC
Full Year
1 Credit
Gr. 11

United States History—ACC builds upon the learning from the middle school curriculum and begins with a study of the end of the Civil War. This course takes an in-depth look at the events of the last part of the 19th Century, all of the 20th Century, and uses that learning to analyze the events of the first decade of the 21st Century. Students will be asked to join in classroom discussions, read texts and other materials outside of class, think creatively, present learning to the class, and write extensively. The process of researching and writing a college-style term paper will be included in the course.

United States History—CCP 809

CCP
Full Year
1 Credit
Gr. 11

United States History—CCP builds upon the learning from the middle school curriculum and begins with a study of the end of the Civil War. This course takes an in-depth look at the events of the last part of the 19th Century, all of the 20th Century, and uses that learning to analyze the events of the first decade of the 21st Century. Students will be asked to join in classroom discussion, read outside of class, think creatively and write about their learning. A particular emphasis will be placed on the process of researching and writing a long-form paper.

Applied United States History—CCP TBD

CCP
Full Year
1 Credit
Gr. 11, 12

United States History—CCP builds upon the learning from the middle school curriculum and begins with a study of the end of the Civil War. This course takes an in-depth look at the events of the last part of the 19th Century, all of the 20th Century, and uses that learning to analyze the events of the first decade of the 21st Century. Students will be asked to join in classroom discussion, read outside of class, think creatively and write about their learning. A particular emphasis will be placed on the process of researching and writing a long-form paper. This course is designed to support students through more explicit differentiation. **Prerequisite: Departmental and School Counselor approval required.**

American Studies 816

ACC/CCP
Full Year
2 Credits
Gr. 11

American Studies is an interdisciplinary course that combines historical evidence with an analysis of literature to answer essential questions concerning American culture. Through a variety of activities such as group projects, discussion, oral presentations, simulations, and analysis, students will be given an opportunity to connect the studies of history, literature, art, philosophy, and music. This is a team-taught course that meets both 'A' days and 'B' days. This course meets the requirements for both United States History and American Literature courses. Students may contract for accelerated credit.

American Values in Film and Music * 841

ACC/CCP

Half Year

0.5 Credit

Gr. 11-12

Course will be offered in odd starting school years

This course used film and music to examine traditional and contemporary American values and ethical issues. Students will be able to explain how American values are represented in mass media and how they are perceived by outside sources. Personal traits of courage, love, family and integrity, in addition to social issues of racism, morality, freedom of religion, altruism and social justice will be explored. Because movies and television are filled with historical inaccuracies, the purpose of the course will not be to teach history but to use film and popular music as a vehicle for the students to examine and analyze society and themselves. Students may contract for accelerated credit.

Behavioral Psychology 840

ACC

Half Year

0.5 Credit

Gr. 10-12



Behavioral psychology is an accelerated semester long course designed to introduce students to the systematic and scientific study of the behavior and mental processes of human beings and other animals. Students are exposed to the psychological facts, principles, and phenomena associated with each of the major subfields of psychology. Students also learn about the ethics and methods psychologists use in their science and practice. The course will include extensive reading, weekly writing assignments, lab work, and in-depth classroom discussions.

Constitutional Law 832

ACC/CCP

Half Year

0.5 Credit

Gr. 11-12



Constitutional Law is a study of the courts in the American political system. The focus of the course is on one of the most vital aspects of politics; interpreting and applying the nation's fundamental rules. The case method is used to analyze constitutional topics including: governmental power, race and gender discrimination, equal protection of the law, rights of the accused, modern constitutional theories, the right to privacy, as well as the First Amendment rights of freedom of speech, press, expression and religion. Students may contract for accelerated credit. **This is a graduation requirement starting with the incoming 9th graders in 2026 (graduating class of 2030)**

Current Issues 843

CCP

Half Year

0.5 Credit

Gr. 10-12



This course will provide the students with a perspective of events and trends in the world as well as a contemporary view of history in the making. The development of communication, critical-thinking, decision-making, research and geography skills will center around strong student interaction. General topics include political, economic, and social trends, the environment, crime and international relations, and current world events.

History of Sports 833

ACC/CCP

Half Year

0.5 Credit

Gr. 10-12

In this class students will gain knowledge about the historical origins and development of various sports in America as well as worldwide major political, social, cultural, economic, and intellectual concepts throughout the chronological history of sports. Students will understand why and how sports have become a popular cultural phenomenon. They will examine the historical context as well as the significance of gender, race, ethnicity and social class. Students will begin to recognize the influence that commercialization has within the sports world. This historical investigation will be done through readings, primary sources, audio and visual materials, research based individual and collaborative based projects, as well as class discussion.

Law 831

CCP

Half Year

0.5 Credit

Gr. 10-12



This course studies the law from a practical, everyday viewpoint. Students will gain an understanding of their legal rights and responsibilities, knowledge of real life legal problems and the ability to analyze, evaluate, and in some cases, resolve legal disputes. The course will address general problems in the area of criminal, consumer, family, housing and individual rights law. Law will emphasize the application of New Hampshire State Law as well as law practiced throughout the United States.

Cultural Geography * 823

CCP

Half Year

0.5 Credit

Gr. 10-12

Course will be offered in even starting school years



This course deals with the interconnectivity of culture, politics, economics, religion, and human perception and regionalization. Students will recognize that places and regions serve as symbols for individuals and societies. Students will distinguish how cultural traits shape the characteristics of a region, analyze the increasing interdependence of the world's countries, and demonstrate how cooperation and conflict are involved in shaping the distribution of social, political, and economic spaces on Earth. Students will also explain the results of globalization and how changes in the physical environment can diminish its capacity to support human activity.

Popular Culture

834

ACC/CCP

Half Year

0.5 Credit

Gr. 10-12

This course provides an upper-level introduction to critical issues and approaches in the study of American popular culture. This includes defining popular culture and high culture using the student's own expertise as consumers of popular culture as a take-off point for exploring the various roles played by mass-mediated popular culture in our lives. Part of the task of this course will be to refine further the student's ability to read, research, evaluate, and synthesize materials from different disciplines into the student's own interdisciplinary analyses. The course will look primarily at television, film, advertising, stereotypes, popular music, and computer cyberspace, with occasional forays into other types of pop culture.

Psychology

839

CCP

Half Year

0.5 Credit

Gr. 10-12



Psychology is the study of human behavior and the mental processes. The course emphasizes participation as a key component to understanding student's behavior and individual thought. The primary method of analysis will be explained by utilizing personal examples. Students will be expected to communicate the principles of each major psychology concept to their own emotions, motivations, and learning experiences. Lastly, students will be synthesizing unit information by both paraphrasing through outlining and presentation formats. Key topics of study include memory, personality, adolescence, social psychology (cognition and behavior), and abnormal psychology.

NH History

TBD

ACC/CCP

Half Year

0.5 Credit

Gr. 11-12

TBD

This is a graduation requirement starting with the incoming 9th graders in 2026 (graduating class of 2030)

Sociology *

835

CCP

Half Year

0.5 Credit

Gr. 10-12

Course will be offered in odd starting school years



Sociology is the study of societies, social groups, and the relationships between people. The field encompasses both the formation of particular societies and social groups, including their continuation, dissolution, and demise as well as the origins, structure and functioning of social groups. Students will learn the basic tools they need to develop a sociological imagination. The sociological imagination is the ability to see the connection between the larger social world and our personal lives. The development of the sociological imagination enables students to examine how society shapes human behavior and beliefs and how such actions and beliefs in turn shape society.

Social Science of Well-Being

845

ACC

Half Year

0.5 Credit

Gr. 11-12

Simulated by ground-breaking research in the fields of Philosophy and Positive Psychology, both academia and popular media have seen an upsurge of interest in the "Social Science of Well-Being". What influences well-being? Can we measure happiness or peace of mind? What does the latest research and data tell us about the causes of happiness? How can we use the science of well-being to effect positive change in our lives? This course will explore these questions and more while examining the work of philosophers, sociologists, and psychologists from both the East and West who have pioneered the exploration of happiness. Students will examine recent discoveries in the field of the social sciences, reflect in their concrete implications, and consider strategies to integrate these new insights into their personal and professional lives.

AP® World History

821

AP
Full Year
1 Credit
Gr. 10-12



All AP courses are college-level courses and students should be prepared for that level of rigor. Building upon the learning from the standard World History courses, the AP World History course develops greater understanding of the evolution of the global process and intercultural contact. This is achieved through a combination of selected factual knowledge and development of appropriate analytical skills. It emphasizes relevant factual knowledge used in conjunction with leading interpretive issues and types of historical evidence. Students may receive college credit for this course by taking the World History Advanced Placement Exam, which is an expectation. **Note: Summer preparatory work is a required part of the course.**

AP® United States History

819

AP
Full Year
1 Credit
Gr. 11-12



All AP courses have a level of rigor commensurate with a college-level course. Advanced Placement United States History is a chronological study of American History from Columbus to Clinton. The course emphasizes critical thinking, independent reading, research and extensive writing in the style of the AP exam. Should students achieve a score of 3, 4 or 5 on the Advance Placement exam (taking the exam is an expectation) they may receive a college credit. **Note: Summer preparatory work is an additional requirement of the course.**

AP® Psychology

848

AP
Full Year
1 Credit
Gr. 11-12



The AP Psychology course provides a comprehensive introduction to the scientific study of human behavior and mental processes. Through an examination of foundational studies and influential theories, students will engage with core concepts and phenomena across key areas in psychology, including the biological bases of behavior, cognition, development, learning, social psychology, personality, and mental/physical health. Throughout the course, students will also apply psychological principles, utilize research methods, and interpret data to critically evaluate evidence and effectively articulate understanding. Students are required to take the AP exam in May.

AP® Human Geography

822

AP
Full Year
1 Credit
Gr. 12



This course focuses student learning and study on the how and why of global human movement and interaction, its impact on our planet, and our understanding of it. Students will be introduced to the study of geography as a social science through emphasizing the relevance of geographic concepts to human problems. This course seeks to explore various geographic concepts related to human movement and interaction with the environment through the study of the five themes of Human Geography: Location, Human Environmental Interaction, Regions, Place and Movement. Students will critically explore the following topics in relation to human geography: Population, Migration, Cultural landscapes, identity, language, religion, political geography, urban geography, urban geography, development, agriculture, industry, human environment, and globalization. Students are required to take an AP exam in May. **Note: Summer preparatory work is an additional requirement of the course.**

AP® Government

820

AP
Full Year
1 Credit
Gr. 12



All AP courses are college-level courses, and students should be prepared for that level of rigor. The Government course is a study of the American governmental system, including both the nuts and bolts of governing a nation and the influence of politics on decision-making. The course will include extensive reading, weekly writing assignments in the style of the AP exam, outside reading, and classroom discussions. Students may receive college credit for this course by taking the Government and politics US Advanced Placement Exam, which is an expectation. **Note: Summer preparatory work is an additional requirement of the course.**

Special Education Department

Timberlane Regional High School Special Education Department is committed to the New Hampshire Standards for the Education of Students to provide a free and appropriate education for all identified disabled students. We use a model of push in and pull out services.

TRHS follows the proper referral, evaluation, and placement requirements in order for a student to take part in specially designed instruction as a part of the student's IEP. A referral may be made by anyone that is responsible for the education of a student such as but not limited to: parent/guardian, teacher, or outside provider. After it has been determined (through the referral, evaluation and placement process) that a student is educationally disabled, a variety of placement options become available as discussed at an IEP Team Meeting.

Such placements may include, but are not limited to, the following options: targeted skill instruction, consultative assistance, related service provider services, paraprofessional support, transition skills support and/or specially designed instruction.

Course		Level	Grades				Credits
Life Skills—Daily Living	980A	NL	9	10	11	12	1
Life Skills—Consumer Math	982A	NL	9	10	11	12	1
Life Skills—Career planning	983A	NL	9	10	11	12	0.5
Reading	960	NL	9	10	11	12	1
Unified and Adaptive Physical Education and Health	418	NL	9	10	11	12	0.5

Life Skills—Daily Living

980A

NL
Full Year
1 Credit
Gr. 9-12

This special education course offers a structured, comprehensive curriculum that allows students with intensive needs in grades 9-12 to work towards independence by learning functional life and academic skills in the areas of consumer math for community and vocational purposes. This course will focus on basic nutrition and cooking, home management, and personal care and safety. There is an emphasis on functional reading skills as they prepare students for their lives after high school. The classes are structures to meet the goals and objectives identified in these areas in a student's Individualized Education Plan. These classes may be taken as many times as needed. These classes are taken for pass/fail credit and fulfill general elective credit requirements. **Prerequisite: Special Education Team Approval**

Life Skills—Consumer math

982A

NL
Full Year
1 Credit
Gr. 9-12

This special education course offers a structured, comprehensive curriculum that allows students with intensive needs in grades 9-12 to work towards independence by learning functional life and academic skills in the areas of consumer math for community and vocational purposes. This course will focus on making purchases such as buying food and clothing within a budget, earning and budgeting money, and improving your household through managing a budget. The classes are structures to meet the goals and objectives identified in these areas in a student's Individualized Education Plan. These classes may be taken as many times as needed. These classes are taken for pass/fail credit and fulfill general elective credit requirements. **Prerequisite: Special Education Team Approval**

Life Skills—Career Planning

983A

NL
Half Year
0.5 Credit
Gr. 9-12

This special education course will guide students through the process of assessing their interests and determining preliminary career options. These classes may be taken as many times as needed. These classes are taken for pass/fail credit and fulfill general elective credit requirements. **Prerequisite: Special Education Team Approval**

Reading 960	
NL	Special Education Reading classes are designed to meet the needs of students with intensive needs or profound needs resulting from reading related disabilities, and to address specific reading goals as part of their Individual Education Plan. Courses are designed to be taken in conjunction with grade level English classes in order to provide specialized instruction needed to help students meet with success in those classes. These courses do not fulfill an English requirement. Full year 1 credit. Class size is limited. Prerequisite Special Education Team approval.
Full Year	
1 Credit	
Gr. 9-12	

Unified/Adaptive Physical Education and Health 418	
CCP	This course is designed for students who would be successful in a small, personalized health and physical education setting with support from other students. Students will receive differentiated instruction in association to the Universal Design for Learning that provides a flexible environment to grow. Students will be exposed to a variety of health topics including but not limited to personal advocacy, safety and violence prevention, nutrition, puberty, mental and emotional health in addition to knowledge of how to be physically active for a lifetime, and build community with their peers. Prerequisite: Departmental approval.
Half Year	
0.5 Credit	
Gr. 9-12	

Theater Department

One of the greatest playwrights of all time, Oscar Wilde, once said this about theater: "I regard the theater as the greatest of all art forms, the most immediate way in which a human being can share with another the sense of what it is to be a human being." The best way to find out if what Mr. Wilde has said is true is by exploring the possibilities of theater. By enrolling in any one of the courses that the Theater Department has to offer, you will find yourself in a new learning environment. You will be in a place where a bare stage replaces a blank sheet of paper for assessment, where acting out in class is encouraged, and where you will have a chance to explore your own hidden talents.

By taking any one of the classes offered in Theater, you will have a unique opportunity to look at learning in a new way, where your creativity and talent will be celebrated beyond a test grade or a written assignment. You will be able to transform your class work into performance. You can have the chance to see one of your own scripts actually performed by trained actors. You may find a new direction in life and new ways to express the wonderful qualities that exist in each and every one of us.

We look forward to seeing you on stage soon. To end with another Wilde thought, "The stage is not merely the meeting place of all the arts, but is also the return of art to life."

Course		Level	Grades				Credits
Introduction to Theater	252	NL	9	10	11	12	0.5
Improvisation	267	NL	9	10	11	12	0.5
Advanced Acting	265	ACC		10	11	12	0.5
Playwriting	253	ACC			11	12	0.5

Course Descriptions:

Introduction to Theater 252

NL
Half Year
.5 Credit
Gr. 9-12

This class will offer a general introduction to theater from both a literary and a performance approach. Students will be learning about theater from reading and performing plays. They will also learn about the technical aspects of theater: costuming, sound design, set and prop construction, lighting effects, and special effects. This course is designed to encourage students to recognize the connection between literature and performance. It will allow students to gain confidence both in a classroom setting and on a stage. Actual performance will be a major form of assessment for the class.

Improvisation 267

NL
Half Year
.5 Credit
Gr. 9-12

The basic premise of improvisation is not based upon traditional instructional methods such as practice, memorization, review, and testing; it is actually based on failure more times than not. It is through failure that students learn to keep on trying, taking risks, and learning that how one handles failure is the true test of one's character. This class is based on team building, knowing that we will all make mistakes and risk-taking in an environment that is supporting and nurturing. The class will work on both the well-known short form, as well as the more challenging long-form improvisational styles. Participation through daily performance is the major form of assessment in this class.

Advanced Acting 265

ACC
Half Year
.5 Credit
Gr. 10-12

Advanced Acting will be a continuation of Introduction to Theater. In this class, students will study the craft of acting through a variety of acting techniques. They will learn about stage movement and acting styles demonstrated by masters in the field. This course is geared toward students who possess a serious interest in theater, and it would be beneficial to those who intend to study theater in college or as a career option. **Prerequisite: Departmental approval.**

Playwriting 253

ACC
Half Year
.5 Credit
Gr. 11-12

This class will focus on creative writing. Students taking this class will work on writing scripts for theatrical production. While the class is specifically a creative writing class, students will also be reading a variety of published plays. Students will see their creative efforts turn into actual performances, since they will be able to access the talents of the Timberlane Players who will be performing the scripts during an annual one-act play series. This class is designed to provide students with an outlet for their talents and to help all students realize that what they do in class can have a dramatic impact on themselves and others.

World Language Department

The World Language Department offers courses in French, Latin, and Spanish to students at all levels of learning to support the requirement of most four-year colleges and universities. In our current globalized world, the study of a world language increases a student's connection to global cultures and perspectives, provides more opportunities for both national and international employment, and builds a foundation of linguistics that can apply to both English and his/her chosen language of study. Language courses seek to develop students' language proficiency around modes of communicative competence reflecting real life communication. The language one chooses is a matter of personal choice. There is no "easier" or "more difficult" one to learn. Learning a language requires the desire and willingness to work. It takes time to become proficient in a new language. Regardless of the length of time that students study a language, all students will develop and enhance their language skills and deepen their cultural understanding.

Course		Level	Grades				Credits
French I	307	CCP	9	10	11	12	1
French II	314	ACC	9	10	11	12	1
French II	313	CCP	9	10	11	12	1
French III	320	ACC		10	11	12	1
French III	319	CCP		10	11	12	1
French IV	331	ACC			11	12	1
French IV	327	CCP			11	12	1
French V	338	ACC				12	1
AP® French Language and Culture	342	AP				12	1

Spanish I	311	CCP	9	10	11	12	1
Spanish II	318	ACC	9	10	11	12	1
Spanish II	317	CCP	9	10	11	12	1
Spanish III	322	ACC		10	11	12	1
Spanish III	321	CCP		10	11	12	1
Spanish IV	335	ACC			11	12	1
Spanish IV	324	CCP			11	12	1
Spanish V	340	ACC				12	1
AP® Spanish Language and Culture	343	AP				12	1

French I—CCP

307

CCP
Full Year
1 Credit
Gr. 9-12



French I—CCP is an introductory course for students with who need a basic foundation or have no previous study in the language. The course develops students' reading, writing, listening, and speaking skills through exposure to authentic texts and audio resources. Students will enhance their cultural competence and understanding through a focused study of the products and practices of francophone communities in Canada. Students will acquire vocabulary and basic linguistic structures related to the themes of personal identity, families, schools and communities. This proficiency-based course is conducted in the target language and requires the active participation of all students.

French II—ACC

314

ACC
Full Year
1 Credit
Gr. 9-12



French II—ACC is an intensive course designed for students who have excellent study habits and want experiences that will prepare them for advanced work in the language. In this course, students continue to develop their reading, writing, listening and speaking skills by interacting with authentic texts and audio resources. Students enhance their cultural competence and understanding through a focused study of the products and practices of France. Students will acquire additional vocabulary and linguistic structures related to the themes of cultural celebrations, routines, childhood, health and illness, and traveling around the town. This proficiency-based course is conducted in the target language and requires the active participation of all students.
Prerequisite: Successful completion of Level I.

French II—CCP

CCP
Full Year
1 Credit
Gr. 9-12



In French II—CCP, students continue to develop their reading, writing, listening and speaking skills by interacting with authentic texts and audio resources. Students enhance their cultural competence and understanding through a focused study of the products and practices of France. Students will acquire additional vocabulary and linguistic structures related to the themes of cultural celebrations, routines, childhood, health and illness, and traveling around the town. This proficiency-based course is conducted in the target language and requires the active participation of all students.

French III—ACC

965

ACC
Full Year
1 Credit
Gr. 10-12



French III—ACC is an intensive course designed for students who have excellent study habits and want experiences that will prepare them for advanced work in the language. In this course, students will continue to develop their language skills by interacting with increasingly complex authentic texts and audio resources. Students enhance their cultural competence and understanding through a focused study of the cultural products and practices of francophone countries in Africa. Students will acquire more advanced vocabulary and linguistic structures related to the themes of professions, adolescent leisure activities, cultural identities, arts and culture, and global citizenship and the environment. This proficiency-based course is conducted in the target language and requires the active participation of all students.
Prerequisite: Successful completion of Level II.

French III—CCP

319

CCP
Full Year
1 Credit
Gr. 10-12



In French III—CCP, students will continue to develop their language skills by interacting with increasingly complex authentic texts and audio resources. Students enhance their cultural competence and understanding through a focused study of the cultural products and practices of francophone countries in Africa. Students will acquire more advanced vocabulary and linguistic structures related to the themes of professions, adolescent leisure activities, cultural identities, arts and culture, and global citizenship. This proficiency-based course is conducted in the target language and requires the active participation of all students. **Prerequisite: Successful completion of Level II.**

French IV—ACC

331

ACC
Full Year
1 Credit
Gr. 11-12



French IV—ACC is an intensive course designed for students who have excellent study habits and want experiences that will prepare them for advanced work in the language. In this course, students will continue to develop their reading, writing, listening, and speaking skills by interacting with increasingly complex authentic texts and audio resources. Students enhance their cultural competence and understanding through a focused study of the cultural products and practices of francophone countries in the Caribbean and throughout the world. Students will acquire more advanced vocabulary and linguistic structures related to the themes of national identity, gender roles, values, artistic contributions from the target region, technology and the media, and global conflicts. This proficiency-based course is conducted in the target language and requires the active participation of all students. **Prerequisite: Successful completion of Level III.**

French IV—CCP

327

CCP
Full Year
1 Credit
Gr. 11-12



In French IV—CCP, students will continue to develop their reading, writing, listening, and speaking skills by interacting with increasingly complex authentic texts and audio resources. Students enhance their cultural competence and understanding through a focused study of the cultural products and practices of francophone countries in the Caribbean and throughout the world. Students will acquire more advanced vocabulary and linguistic structures related to the themes of national identity, gender roles, values, artistic contributions from the target region, technology and the media, and global conflicts. This proficiency-based course is conducted in the target language and requires the active participation of all students. **Prerequisite:** *Successful completion of Level III.*

French V—ACC

338

ACC
Full Year
1 Credit
Gr. 12



In this advanced course, students will develop their listening, speaking, reading, and writing skills to analyze, discuss and compare the perspectives and practices of France and francophone countries throughout the world. The following themes may be studied: immigration, multiculturalism, overcoming stereotypes, family roles and traditions, ethical and moral dilemmas, scientific progress, environmental issues, government, education, healthcare, human rights, and contemporary global challenges. This proficiency-based course is conducted completely in the target language and requires the active participation of all students. **Prerequisite:** *Successful completion of Level IV.*

AP® French Language and Culture

342

AP
Full Year
1 Credit
Gr. 12



The AP French Language and Culture course provides students with opportunities to develop language proficiency across the three modes of communication: Interpretive, Interpersonal, and Presentational. The course focuses on the integration of authentic resources including online print, audio, and audiovisual resources, as well as traditional print resources that include literature, essays, and magazine and newspaper articles with the goal of providing a rich, diverse learning experience. AP French Language and Culture is a language acquisition course designed to provide students with the necessary skills and intercultural understanding to enable them to communicate successfully in an environment where French is spoken and as such, is an immersion experience requiring almost exclusive use of French. Students communicate using rich, advanced vocabulary and linguistic structures as they build proficiency in all modes of communication toward the pre-advanced level. Students are required to take the AP exam in May. **Prerequisite:** *Successful completion of Level IV.*

Spanish I—CCP

311

CCP
Full Year
1 Credit
Gr. 9-12



Spanish I—CCP is an introductory course for students who need a basic foundation or have no previous study in the language. The course develops students' reading, writing, listening, and speaking skills through exposure to authentic texts and audio resources. Students enhance their cultural competence and understanding through a focused study of the products and practices of Spain. Students will acquire vocabulary and basic linguistic structures related to the topics of personal identity, families, schools, and communities. This proficiency-based course is conducted in the target language and requires the active participation of all students.

Spanish II—ACC

318

ACC
Full Year
1 Credit
Gr. 9-12



Spanish II—ACC is an intensive course designed for students who have excellent study habits and want experiences that will prepare them for advanced work in the language. In this course, students will continue to develop their reading, writing, listening and speaking skills by interacting with authentic texts and audio resources. Students enhance their cultural competence and understanding through a focused study of the products and practices of Mexico. Students will acquire additional vocabulary and linguistic structures related to the themes of cultural celebrations, routines, childhood, health and illness, and traveling around the town. This proficiency-based course is conducted in the target language and requires the active participation of all students. **Prerequisite:** *Successful completion of Level I.*

Spanish II—CCP

317

CCP
Full Year
1 Credit
Gr. 9-12



In this course, students will continue to develop their reading, writing, listening and speaking skills by interacting with authentic texts and audio resources. Students enhance their cultural competence and understanding through a focused study of the products and practices of Mexico. Students will acquire additional vocabulary and linguistic structures related to the themes of cultural celebrations, routines, childhood, health and illness, and traveling around the town. This proficiency-based course is conducted in the target language and requires the active participation of all students. **Prerequisite:** *Successful completion of Level I.*

Spanish—III ACC

ACC
Full Year
1 Credit
Gr. 10-12



Spanish III—ACC is an intensive course designed for students who have excellent study habits and want experiences that will prepare them for advanced work in the language. In this course, students will continue to develop their language skills by interacting with increasingly complex authentic texts and audio resources. Students enhance their cultural competence and understanding through a focused study of the cultural products and practices of Latin America and the Caribbean. Students will acquire more advanced vocabulary and linguistic structures related to the themes of professions, adolescent leisure activities, cultural identities, arts and culture, and global citizenship. This proficiency-based course is conducted in the target language and requires the active participation of all students. **Prerequisite: Successful completion of Level II.**

Spanish—III CCP

311

CCP
Full Year
1 Credit
Gr. 10-12



In Spanish III—CCP, students will continue to develop their language skills by interacting with increasingly complex authentic texts and audio resources. Students enhance their cultural competence and understanding through a focused study of the cultural products and practices of Latin America and the Caribbean. Students will acquire more advanced vocabulary and linguistic structures related to the themes of professions, adolescent leisure activities, cultural identities, arts and culture, and global citizenship. This proficiency-based course is conducted in the target language and requires the active participation of all students. **Prerequisite: Successful completion of Level II.**

Spanish—IV ACC

335

ACC
Full Year
1 Credit
Gr. 11-12



Spanish IV—ACC is an intensive course designed for students who have excellent study habits and want experiences that will prepare them for advanced work in the language. In this course, students will continue to develop their reading, writing, listening, and speaking skills by interacting with increasingly complex authentic texts and audio resources. Students enhance their cultural competence and understanding through a focused study of the cultural products and practices of countries in South America. Students will acquire more advanced vocabulary and linguistic structures related to the themes of national identity, gender roles, values, artistic contributions from the target region, technology and the media, and global conflicts. This proficiency-based course is conducted in the target language and requires the active participation of all students. **Prerequisite: Successful completion of Level III.**

Spanish—IV CCP

324

CCP
Full Year
1 Credit
Gr. 11-12



In Spanish IV—CCP students will continue to develop their reading, writing, listening, and speaking skills by interacting with increasingly complex authentic texts and audio resources. Students enhance their cultural competence and understanding through a focused study of the cultural products and practices of countries in South America. Students will acquire more advanced vocabulary and linguistic structures related to the themes of national identity, gender roles, values, artistic contributions from the target region, technology and the media, and global conflicts. This proficiency-based course is conducted in the target language and requires the active participation of all students.

Prerequisite: Successful completion of Level III.

Spanish V—ACC

340

ACC
Full Year
1 Credit
Gr. 12



In this advanced course, students will develop listening, speaking, reading, and writing skills to analyze, discuss and compare the perspectives and practices of hispanic countries throughout the world. The following themes may be studied: immigration, multiculturalism, overcoming stereotypes, family roles and traditions, ethical and moral dilemmas, scientific progress, environmental issues, government, education, healthcare, human rights, and contemporary global challenges. This proficiency-based course is conducted completely in the target language and requires the active participation of all students. **Prerequisite: Successful completion of Level IV.**

AP® Spanish Language and Culture

343

AP
Full Year
1 Credit
Gr. 12



The AP Spanish Language and Culture course provides students with opportunities to develop language proficiency across the three modes of communication: Interpretive, Interpersonal, and Presentational. The course focuses on the integration of authentic resources including online print, audio, and audiovisual resources, as well as traditional print resources that include literature, essays, and magazine and newspaper articles with the goal of providing a rich, diverse learning experience. AP Spanish Language and Culture is a language acquisition course designed to provide students with the necessary skills and intercultural understanding to enable them to communicate successfully in an environment where Spanish is spoken and, as such, is an immersion experience requiring almost exclusive use of Spanish. Students communicate using rich, advanced vocabulary and linguistic structures as they build proficiency in all modes of communication toward the pre-advanced level. Students are required to take the AP exam in May. **Prerequisite: Successful completion of Level IV.**

Career and Technical Education (CTE)

Courses available at Salem High School and Pinkerton Academy

Those students who wish to gain career and technical training and certification while still in high school should consider the opportunity of attending a regional CTE Center. Students who enroll in the program take their academic courses at Timberlane Regional High School and a two period career and technical course at the CTE Center at Salem High School or Pinkerton Academy. Transportation to Salem High School is provided by Timberlane Regional High School. Students attending Pinkerton programs are required to provide their own transportation.

The following CTE programs are available through the CTE in Salem:

- Automotive Technology Pathway
- Biomedical Science Pathway
- Business Pathway
- Carpentry Pathway
- Computer Science and Technology Pathway
- Cosmetology Pathway
- Culinary Arts and Hospitality Pathway
- Engineering Pathway
- Graphic & Digital Design Pathway
- Health Science Pathway
- Teaching Pathway
- Television and Media Production Pathway

Automotive Technology Pathway

Automotive Technology 1861		Automotive Technology 2863	
CCP	In Automotive Technology 1, you will study many of the major automotive systems while learning how a quality automotive shop operates. Major topics of instruction include: shop safety, shop operations, lubrication, engine components, steering and suspension, brake systems, and vehicle safety inspections. You will also develop an understanding of service write-ups, customer service, and parts management. You will gain valuable hands-on experience performing live work in the Salem AutoTech shop. Appropriate safety instruction is provided and students are required to wear proper footwear, eye wear, and clothing for use in laboratory activities. You will be eligible to earn SP2 safety certification, Valvoline oil certification, as well as industry-	CCP	In Automotive Technology 2, you will use the skills and competencies mastered in Automotive Technology 1, while mastering new competencies in front-end alignment, steering and suspension, emissions, engine principles, cooling and heating systems, electrical diagnosis and repair as well as scan tool use. A continued emphasis on safety, shop management, and proper workplace attitude are important components of this course. You are required to provide proper footwear and clothing for use in laboratory activities. This program is accredited through the ASE Foundation. Automotive related colleges and post-secondary schools visit the program each fall to inform you of post-secondary options. You will be eligible for student level ASE certification and may have the opportunity to compete in the Skills USA competition. Prerequisite: Grade of C+ or better in Automotive Technology 1 or teacher recommendation.
Full Year		Full Year	
2 Credits		2 Credits	
Gr. 11		(EC) Gr. 12	

Biomedical Science Pathway

Biomedical Science 1 870A

ACC
Full Year
2 Credit
(EC)
Gr. 11

Biomedical Science is a two-year program for students interested in pursuing a career or college major in the medical sciences, biotechnology, and affiliated fields. This is a hands-on program where students learn skills and techniques in a state-of-the art laboratory while preparing for high-demand jobs and additional post-secondary education. In the first semester of Biomedical Science 1, students focus on forensic analyses which include microbiological techniques (such as aseptic technique, growing cultures, media preparation, and microbial identification) as well as molecular techniques (such as DNA isolation and analysis) and simulated blood analyses. In the second semester, students study the human body systems and perform skills used in medicine such as simulated phlebotomy and measurement of vital signs, while continuing lab work to analyze simulated patient samples. Students practice scientific reasoning, learn industry practices, data analysis and interpretation, and technical writing. Students earn Industry Recognized Credentials, Early College credit, and recognition as HOSA members with opportunity to hold leadership positions and compete in health professions events. Guest speakers from industry and academia visit classes to share their expertise and experience.

This course qualifies for 4 college credits in The Human Body.

Biomedical Science 2 870B

ACC
Full Year
2 Credits
(EC)
Gr. 12

This is the second course in the Biomedical Science & Technology program with a focus on advanced topics and skills including those within molecular biology, biochemistry, microbiology, and biotechnology. Students further technical skills by performing more complex studies in the laboratory to heighten scientific reasoning capabilities. The first semester of the course includes a work-based learning experience on a cutting edge topic in biofabrication while the second semester focuses on a long-term project of the student's choosing as a capstone. HOSA membership provides opportunities to attend conferences, hold leadership positions, and compete in health professions events including biotechnology. Students earn Early College credit, Industry Recognized Credentials, recognition as HOSA members, and a work-based learning experience certificate. Field trips and guest speakers provide insight into the industry and academia. This course qualifies for 4 college credits in Intro to Biotechnology. Prerequisite(s): Grade of C or better in Biomedical Science I or teacher recommendation.

Business Pathway

Business Principles 878F

CCP
Half Year
1 Credit
(EC)
Gr. 11

This course is designed to provide you with a basic understanding of the structures and operations of business. You will gain an awareness of social and ethical responsibility as it relates to the environment, consumers, employees, and investors. Business ownership, management, marketing, the global economy, money and investments will also be explored. **Note: This course is the first course in the Business Pathway Program and must be completed before taking any other Business Pathway courses. This course is eligible for three college credits.**

Marketing 893

CCP
Half Year
1 Credit
(EC)
Gr. 11-12

The sales and marketing fields have great opportunities for employment. In this course, you will take an in-depth look into the marketing of goods and services within the diverse marketing industry. Topics include: sports and entertainment, fashion, retail, marketing communication, consumer behavior, product planning, visual merchandising, pricing, and advertising. Students will obtain their skills and knowledge through classroom instruction, activities, and group and individual projects. **Prerequisite: Successful completion of Business Principles. This course is one of the five courses in the Business Pathway Program and is eligible for 3 college credits.**

Accounting, Honors 878E

ACC
Half Year
1 Credit
(EC)
Gr. 11-12

Accounting, Honors is a rigorous, comprehensive study of accounting principles. Students who are interested in a career in accounting, financial management, or who intend to major in business in college should consider this course. The course content is equivalent to a first semester college accounting course. **Prerequisite: C or better in Business Principles. This course is one of the five courses in the Business Pathway Program, and is eligible for 3 college credits.**

Business Law 878G

CCP
Half Year
1 Credit
(EC)
Gr. 11-12

Business Law will increase your understanding of business' responsibility to know, abide by, and enforce laws and regulations that affect business operations and transactions. Students will work with case studies to learn how business and personal law affect organizations and individuals. Topics discussed include: constitutional law for business and on-line commerce, torts and privacy, business and cyber crimes, ethics and social responsibility, and contracts and warranties. **Prerequisite: Successful completion of Business Principles. This course is one of the five courses in the Business Pathways program and is eligible for 3 college credits.**

Business Management 878S

CCP
Half Year
1 Credit
(EC)
Gr. 11-12

In Business Management, you will be introduced to the principles and techniques underlying the successful management of business organizations. Topics you will learn include: supply and demand, market structure, entrepreneurship, leadership, motivational techniques, ethics and social responsibility, management styles, and the functions of management. You will analyze basic management activities and apply knowledge to complete a business plan for a company of your own creation. **Prerequisite: Successful completion of Business Principles with a grade of C or better. This course is one of the five courses in the Business Pathway Program and is eligible for 3 college credits.**

Carpentry and Construction Pathway

Carpentry and Construction 1 865

CCP
Full Year
2 Credits
Gr. 11

In this course, you will learn basic residential carpentry techniques beginning with a comprehensive unit on workplace and tool safety and progressing through residential framing techniques. Units of study will include: tool selection and usage, plan reading, layout, footings and foundations, and floor and wall systems. You should be comfortable on ladders and with working outside in a variety of conditions. Students will complete projects such as sheds, decks, and additions as part of this program. Students are required to have proper work boots and clothing. Financial assistance is always available if needed.

Carpentry and Construction 2 867

CCP
Full Year
2 Credits
Gr. 12

In Carpentry 2, you will expand on your skills from the first year and learn more advanced skills in areas such as roof and stair framing, siding systems, insulating, window installation, roofing, and finish work. Students will complete more advanced projects in this course. You are required to have proper work boots and clothing. Financial assistance is always available if needed. ***Prerequisite: Grade of C+ or better in Carpentry 1 or permission of instructor.***

Cosmetology Pathway

Cosmetology 1 888

CCP
Full Year
2 Credits
Gr. 11

In Cosmetology 1 students will be introduced to the cosmetology industry and associated careers. Students will work in a combined classroom and hands-on environment learning safety and sanitation, and styling techniques, nail technology and esthetics. A cosmetology salon serves as the classroom for working with hair mannequins. All students are required to obtain a cosmetology apprentice license from the State of New Hampshire. Students can expect some modest incidental costs for licenses, uniforms and materials. Financial assistance is always available if needed.

Cosmetology 2 888A

CCP
Full Year
2 Credits
Gr. 12

In Cosmetology 2, students continue to improve and practice their skills from level 1 while learning more advanced hair cutting and styling techniques, coloring techniques and advanced esthetics such as facials and pedicures. Students will learn about the business of salon operations and ownership. Cosmetology 2 students will have the opportunity to work with customers in the salon. An additional cost for advanced tools may be required (\$75). **Prerequisite: Successful completion of Cosmetology 1 with a grade of B- or better or permission of the instructor.**

Culinary Arts and Hospitality Pathway

Culinary Arts 1 881

CCP
Full Year
2 Credits
Gr. 11

In Culinary Arts 1, students will learn about kitchen safety and sanitation, culinary terminology, product identification, baking skills, knife skills and other culinary skills essential to the industry. Students will work as a team to prepare food while gaining foundational technical knowledge. If you enjoy cooking and working as a team in a fast-paced environment and have interest in the food service industry, then Culinary Arts is for you. Opportunity in the culinary and hospitality business is endless and is a profession that you can practice anywhere in the world. You will have the opportunity to leave this course with a ServSafe Food handler certification.

Culinary Arts 2 883

CCP
Full Year
2 Credits
(EC)
Gr. 12

In this course, you will build on your skills from year one and dive deeper into menu development, nutrition, sustainability, and restaurant service. Students will assume all positions within the kitchen, dining room, and bakery. Students can choose to participate in after school functions, competitions, and local meetings. You will have the opportunity to leave this course with a ServSafe Manager certification.

College credit is available through Lakes Region Community College.

Pre-requisite: Grade of a B or better in Culinary Arts 1 or teacher recommendation. Students must have also earned their ServSafe Food handler credential prior to entering this course.

Engineering Pathway

Engineering 1 856E

CCP	The first course in the engineering sequence will introduce you to basic engineering design principles and teach you how to digitally model and physically create objects of your own. Students learn to use advanced computer design software, 3D printers, and basic machinery and techniques in the fabrication lab.
Half Year	
1 Credit (EC)	
Gr. 11	You will develop marketable, transferable skills useful in multiple career pathways. This course follows the Project Lead the Way, Introduction to Engineering Design curriculum. Prerequisite: C or better in Algebra I or Math 8 Algebra..

Engineering 2 856E2

CCP	The second course in the engineering sequence goes beyond the design step to teach you the skills needed to construct and test an object of your own. Emphasis is on build strategies and techniques for testing and analysis. Students work on multiple hands-on projects and problems that integrate intermediate fabrication and solid modeling tools. A focus will be on developing interpersonal and team-based skills essential for career and college success. This course follows the Project Lead the Way, Principles of Engineering curriculum. Prerequisite: C or better in Engineering 1.
Half Year	
1 Credit (EC)	
Gr. 11	

Engineering 3 856E3

CCP	The third course in the engineering sequence, this full-year program incorporates advanced engineering and fabrication techniques as well as computer numeric control (CNC) operation into previously learned engineering skills and processes. Students will also have the opportunity to earn multiple Industry Recognized Certifications in workplace safety and Agile project management. Students will work on team-based capstone designs and develop working prototypes in the fabrication lab. This course follows the Project Lead the Way, Computer Integrated Manufacturing and Engineering Capstone curricula.
Full Year	
2 Credits (EC)	
Gr. 12	
	Students will earn college credit through the Early College program.
	Prerequisite: C or better in Engineering 2 or teacher recommendation.

Graphic & Digital Design Pathway

Graphic & Digital Design 1 897B

CCP	This course provides a project based curriculum designed to include a range of learning activities associated with the graphic and digital design industry. Students work in a professional Mac lab environment with access to the Adobe Creative Suite. Additionally, students will have the ability to have hands-on experience with a digital press, large format printer, multi purpose printer including apparel and adhesives and other equipment relevant to project construction. All projects are industry standard and relevant to career success. Skills developed include learning correct technical composition, graphic design principles, vector/photo manipulations, color theory, digital illustration, critical thinking, problem solving, typography and printing standards. Software skills focus on Adobe Photoshop, Illustrator, InDesign and XD. Students will work on a variety of projects ranging from print design to digital design. Students will have opportunities to work with clients and develop communication and professional design expectations for client work. Students will develop a portfolio that will range in project type and complexity as the class progresses.
Full Year	
2 Credit (EC)	
Gr. 11	

Graphic & Digital Design 2 898B

CCP	This is the second year of the Graphic Design program. This class will continue to focus on improving and enhancing the technical and execution skills of students. Students will learn about various design styles in history. Advanced software skills and projects will be emphasized as students continue to develop their portfolio, solidify their career plans, and hone their collaborative and project management skills. Students will focus on higher level problem solving involving critical thinking necessary for digital design professions and learn about wireframing for mobility. Students will have direct client experience working with SHS community members, or students as clients in cross program efforts to design products for immediate need. Students will expand their proficiency in the Adobe Creative Suite (Illustrator, Photoshop, InDesign and XD). Students will regularly partake in design critiques. Opportunities for internships are encouraged. Prerequisite: C or better in Graphic Design 1 or permission of instructor.
Full Year	
2 Credit (EC)	
Gr. 12	

Health Science and Technology Pathway

Health Science Technology 1

889

CCP	Health Science Technology 1 is the first year of a two-year program for primarily juniors who are interested in pursuing a career in the healthcare field. During the first year, the concentration is on establishing a strong foundation in anatomy and physiology, safety protocols, infection control and career exploration. Classroom activities include: lecture, poster presentations, internet projects, competitive games, anatomy labs and audio-visual learning related to diagnosis, treatment and prevention of disease. Skills component includes: vision and hearing testing, height and weight, vital signs (temperature, pulse, respiration and blood pressure), personal protective equipment and hand-washing techniques as well as training in taking EKGs. Students interested in pursuing any career in healthcare would benefit greatly from this course.
Full Year	
2 Credits	
(EC)	
Gr. 11	Students are eligible to receive 3 college credits in medical terminology from Manchester Community College.

Prerequisite: Current grade of B- or better in Biology or Biomedical Science 1 or teacher recommendation.

Health Science Technology 2

891

CCP	Health Science Technology 2 (HST 2) is the second and culminating course in our Health Science and Technology pathway. The curriculum places a strong emphasis on advanced medical concepts, including anatomy and physiology, pathophysiology (the study of disease processes), infectious diseases, and essential safety training. A key component of this course is the practical application of life-saving skills, with all students earning American Heart Association CPR certification. In HST2 students choose to participate in one of three clinical areas: Emergency Medical Technician (EMT), Licensed Nursing Assistant (NA), or Allied Health Community Internship (MA).
Full Year	
2 Credits	
(EC)	
Gr. 12	The EMT and NA programs require both classroom instruction and clinical rotations conducted at sites such as the Salem Fire Department or Northeast Rehabilitation Hospital. Students should note that these rotations may require commitment outside of the normal school day, including weekend and evening clinical hours. Successful completion of the EMT or NA program, followed by passing the corresponding state licensing exam, leads directly to professional licensure. Students participating in LNA and EMT are eligible for Early College credit upon completion of the program.

The Allied Health Community Internship (MA) is designed for students seeking exposure to specialized fields. This track requires classroom hours and a four-month clinical rotation in the community with a preceptor of the student's choice. Our staff provides assistance to help students secure their placement. Potential community sites may include agencies specializing in radiology, pharmacology, internal medicine, dental health, physical or occupational therapy, and veterinary medicine. A clinical interview with the preceptor may be required before placement. Regardless of the chosen path, students will have gained approximately 60 clinical hours of experience by the end of the semester. This entire program promotes the development of critical professional attributes: responsibility, leadership, maturity, communication skills, and professionalism.

Note: The prerequisite for enrollment in HST 2 is a grade of B- or better in HST 1 or a teacher recommendation. Successful completion of both HST 1 and HST 2 satisfies the high school graduation requirement for health. Because much of this course involves practical experience within various community healthcare facilities, students are required to meet all mandates set by the host facility. These mandates are not determined by the Salem School District or the Salem Career and Technical Education Center, and they include, but are not limited to, drug testing and vaccinations. Students can expect some modest incidental costs for licenses, uniforms and materials. Financial assistance is always available if needed

Teacher Education Pathway

Teacher Education 1 857A

CCP
Full Year
2 Credits
(EC)
Gr. 11

In this course you will be introduced to education history, theory and methods of teaching. This course provides you with a basic understanding and introduction to the teaching and education profession. The competencies and curriculum focus on education topics similar to those taught in a college curriculum. The nature of this course requires mature, responsible, self-directed learners interested in pursuing a career in the education field. You should have an excellent attendance record. Emphasis is placed on work-ready skills and academic skills and content. You are required to complete observation hours in a variety of classroom settings. Professional attire is required when you are at practicum and observation sites. Students considering careers in all levels of the education field benefit from this program and are well prepared for college. This course is eligible for 4 college credits through SNHU.
Recommendation: Grade of C or better in current English and Math course.

Teacher Education 2 857B

CCP
Full Year
2 Credits
(EC)
Gr. 12

Teacher Education 2 focuses on child growth and development. Theories relevant to individual stages of development are discussed and the sociological, cultural and psychological aspects of human growth and development are studied. An overview of all developmental stages will be covered and students will explain and discuss age and developmentally appropriate experiences for children, particularly in an educational context. Additionally, this course will introduce students to the principles and practices of assessment for teaching and learning. Topics include the types, benefits, and uses of formal and informal assessment as well as the ethical issues of assessment and grading. Students will create assessments aligned with standards based content and understand what educators need to know about the goals, benefits, and uses of formal and informal assessment. Through classroom observations, students will identify developmentally appropriate use of classroom resources, procedures, and assessments. This course is eligible for 6 college credits through SNHU.
Prerequisite: Students enrolling in Teacher Education 2 are expected to have mastered or be proficient in the basic teaching skills learned in Teacher Education 1 and teacher recommendation.

Television and Media Production Pathway

Television and Media Production 1 864

CCP
Full Year
2 Credits
(EC)
Gr. 11

Television and Media Production 1 is designed to help you gain an understanding of the writing and technical skills required for quality video production. Emphasis will be on building a foundation through lecture, readings, writing, and video production. Completing this course will be preparing you for the rigorous production work in level 2. You will utilize state-of-the-art television, computer and multimedia equipment to produce quality media productions. Through interesting and thought-provoking project-based assignments, you will learn the basics of creating clear and concise multimedia presentations. You must be able to work well in a team environment as this class relies heavily on group work. Assignments will range from short films, PSA's, music videos and news production, and finished projects will air on our local educational channel, SLC-6 and our YouTube channel. Active class participation is mandatory, and you should be prepared to perform daily in front of and behind the camera. Students are expected to assist on some productions of after school sports and school-related events as part of the curriculum.

Television and Media Production 2 858

CCP
Full Year
2 Credits
(EC)
Gr. 12

Television and Media Production 2 is an advanced course that builds upon the skills gained in level 1, and exposes you to advanced concepts in television and media production. You will assume the roles of writer, producer, director, actor, camera person, technical and audio director, and editor while applying organizational production skills to produce a weekly newscast among many other projects throughout the year. Projects are designed to solidify your skills. You will direct live studio productions as well as direct and produce ENG and EFP productions. You will demonstrate effective pre-production, production, and post-production skills using best practices all while reinforcing the fundamentals of digital video and broadcast journalism. You are expected to participate in extracurricular production work and assist Salem's SLC-6 channel with the videotaping of sports and school events as part of the curriculum. Students completing this course gain the skills and knowledge needed to advance into a college level program or seek gainful employment in a rapidly growing field.
Prerequisite: Grade of C+ or better in Television and Media Production 1, or permission of the instructor.

**The following CTE programs are available through the regional center at
Pinkerton Academy:**

Animal Science

Animal Science & Management 859AA

This full-year (2 credit) course meets every day and dives into the world of companion and large animals. In the first semester, focus on understanding the care and behavior of companion animals like dogs, cats, and small mammals, covering topics such as nutrition, health care, and the human-animal bond. Transitioning to the second semester, delve into the management of large agricultural animals such as cattle, horses, and sheep, learning about husbandry practices, nutrition, and reproductive management. Through hands-on experiences, lab activities, and discussions on ethics and animal welfare, students develop essential skills and knowledge to responsibly engage with and advocate for the well-being of animals in various contexts

Prerequisite(s): CTE Application

CCP

Full Year

2 Credit

Gr. 11

Animal Health & Veterinary Science 859B

Eligible for Concurrent Credit

CCP

Full Year

2 Credits

(EC)

Gr. 12

This full-year (2 credit) course meets every day. Animal Health & Veterinary Science is designed for students passionate about animals and interested in pursuing careers in veterinary medicine or animal care. The course covers key topics such as veterinary technology and terminology, animal anatomy and physiology, behavior, diseases, training, and basic canine grooming. Students gain practical experience by earning Pet CPR & First Aid through an accredited program and by helping manage the student run business, the Pinkerton Pet Palace. College articulations may be available. Eligibility requirements: per the post-secondary partners students must be in 10th, 11th and 12th grade to enroll for college credit.

Prerequisite(s): Successful completion of Animal Science & Management with a min. grade of 80 and permission from the CTE Director.

Architecture & Design

Architecture & Design 1 875A

This full-year (2-credit) course meets every day and offers an exciting opportunity to explore the worlds of Architecture, Engineering and Design. Students will gain a strong foundation in architectural concepts — from the structures of the Ancient World to the modern elements required to design functional and aesthetic buildings. Throughout the year, you'll get hands-on experience creating your own design projects while learning to use Revit, the industry-standard architectural software used in colleges and professional offices. You'll also develop your creative and presentation skills by showcasing your work through Photoshop, and improve your sketching techniques as you build a professional portfolio. In addition to technical and artistic growth, students will strengthen their teamwork and communication skills — key assets in any design career. College articulations may be available. Eligibility requirements: per the post-secondary partners students must be in 10th, 11th and 12th grade to enroll for college credit.

CCP

Full Year

2 Credit

(EC)

Gr. 11

Architecture & Design 2 875B

This full-year (2-credit) meets everyday course and allows students to continue building their experience in architectural design through a series of engaging projects. Students will create a variety of design works, including participation in the New Hampshire AIA High School Design Competition. Throughout the year, students will develop an impressive portfolio showcasing their creativity and technical growth. The course emphasizes expanding knowledge of architecture and sustainability while strengthening teamwork, problem-solving, and communication skills essential for success in the design field. College articulations may be available. Eligibility requirements: per the post-secondary partners students must be in 10th, 11th and 12th grade to enroll for college credit.

CCP

Full Year

2 Credit

(EC)

Gr. 12

Prerequisite(s): Successful completion of Architecture & Design 1 and permission from the

Electrical Technology

Electrical Technology I 872

CCP
Full Year
2 Credits
Gr. 11

This full-year (2 credit) course meets every day. It is the first half of a 2-year program designed to have the student gain the knowledge and skills necessary to successfully enter the field as an apprentice electrician. The student will acquire skills in all phases of residential wiring including basic electrical theory, safety, test equipment, blueprint reading and local code requirements. Students will complete calculations for normal residential circuits and special purpose wiring systems. This hands-on experience is accomplished in a simulated residential setting. Job searching skills as well as quality workmanship and professionalism will be an integral part of the classroom environment. Students will have the opportunity to obtain their OSHA 10 certification with successful completion of the course.

LAB FEE: Students will be required to obtain the NH Apprentice Electrical license-approximate cost is \$33.

Prerequisite(s): CTE Application and completion of Algebra 1A or B with a 75 or higher, or an 80 for Algebra 1C

Electrical Technology II 872A

CCP
Full Year
2 Credits
Double Period
Gr. 12

This full-year (2 credit) course meets every day. It is the second half of a 2-year program and intensifies, follows through, and elaborates on material covered in Electrical Technology 1. The course covers industrial, commercial installations and basic generator install and maintenance. Students will also participate in the actual wiring, planning, cost estimation, NEC code requirements, and material acquisition needed to complete various projects. Students will learn how to use power tools, test equipment, specialty tools and control circuits used in the electrical field. Successful completion of the Electrical Technology 1 and 2 programs will credit the student with a portion of classroom and work hours required to obtain a Journeyman Electrical License.

LAB FEE: Students will be required to obtain the NH Apprentice Electrical license-approximate cost is \$33.

Prerequisite(s): Completion of Electrical Technology I with a 80 or higher and permission from the CTE Director.

Welding Technology

Welding Technology I 874

CCP
Full Year
2 Credits
Gr. 11

This full-year (2 credit) course meets every day. It is the first half of a 2-year program and is designed for anyone who wishes to learn welding and metal fabrication. Students are instructed in the safe operation of all tools, material handling and techniques used in welding. Areas of instruction include flame cutting, brazing, arc welding, and metal-fabrication. Personal protective equipment required to be worn.

Prerequisite: CTE Application

Welding Technology II 874A

CCP
Full Year
2 Credits
Gr. 12

This full-year (2 credit) course meets every day. It is the second half of a 2-year program and intensifies, follows through, and elaborates on material covered in Welding Technology 1. Emphasis will be on entry-level job proficiency with gas welding, soldering, cutting skills with ferrous and non-ferrous materials, shielded electrode arc welding equipment, metal fabrication and power tools, metal inert gas (MIG) welding, and tungsten inert gas (TIG) welding. Modern welding techniques developed for aluminum and steel alloys will be skill options available to students. Focus will be on production, fabrication and repair skills rather than home-type objectives. Personal protective equipment required to be worn.

Prerequisite: Successful completion of Welding Tech. 1 with a min. grade of 80 and permission from the CTE Director.

Environmental Science Level I

Exploring Plant & Animal Science 883A		Sustainable Living 883D	
CCP	This half year (0.5 credit) introductory course is for students who are curious about animals, plants, or the environment. This hands-on course introduces you to the world of agriculture and its impact on our planet. You'll learn how plants grow, how animals are cared for, and how modern agriculture connects to science, sustainability, and everyday life. We'll explore real career paths—from animal care, natural resources to environmental science—and help you build skills to succeed in any future job. Lab activities and projects make learning interactive, and you'll have the chance to get involved in FFA for even more leadership and experience opportunities. Grow your knowledge. Build real skills. Explore your future. Note: Students take concurrently with Sustainable Living for the first semester. Prerequisite(s): CTE Application	CCP	This half-year (0.5 credit) course is designed to educate students on the principles and practices of sustainability, with a focus on personal and community-based actions to reduce environmental impact and promote a more sustainable lifestyle. Through interdisciplinary lessons, hands-on activities, and real-world applications, students will explore topics such as renewable energy, waste reduction, conservation, organic gardening, and ethical consumption. By the end of the course, students will be empowered to make informed decisions that contribute to a more sustainable and environmentally conscious society. Every student has the opportunity to enhance their skills by participating in FFA and SEA. Note: Students take concurrently with Exploring Plant & Animal Science for the first semester.
Half Year		Half Year	
0.5 Credits		0.5 Credits	
Gr. 11		Gr. 11	

Horticulture and Landscaping 883C	
CCP	This half-year (0.5 credit) course offers a comprehensive exploration of the vital role and rich diversity of horticulture. Students delve into botany, plant growth, plant materials, floriculture, landscape design, and maintenance while gaining insight into various horticulture occupations. Through hands-on activities and projects, they develop practical skills in plant propagation, landscaping, and floral design. This program not only prepares students for further education at two or four-year colleges but also provides them with the foundational knowledge and skills needed to embark directly on a rewarding career path in horticulture. Every student has the opportunity to enhance their skills by participating in FFA and SEA.
Half Year	
0.5 Credits	
Gr. 11	

Note: Students take this as a stand alone course for the second semester (every other day)

Environmental Science Level II

Environmental Science: Advanced Studies 884B		Environmental Science: Work Based Learning / SAE 884C	
CCP	This semester (1 credit) course meets every day. It is for students who wish to further their knowledge and skills in environmental science. Activities include analyzing and applying the skills acquired in classes like Biology, Environmental, Animal science and other ecological sciences. This course will teach students to apply knowledge to global ecosystems, native & invasive wildlife and plants, drinking water and pollution. Students will deploy game cameras on campus to study and understand the diversity of Pinkerton. Students will obtain Industry certifications in outdoor safety. College articulations are available. Related student organizations: FFA and SEA. Note: Students take this first semester. Prerequisite(s): Successful completion of Environmental Science 1 and permission from the CTE Director.	CCP	This full-year (1 credit) course meets every day. It is for students who wish to further their knowledge and skills in environmental science. Activities include analyzing and applying the skills acquired in classes like Biology, Environmental, Animal science and other ecological sciences. This course will teach students to apply knowledge to global ecosystems, native & invasive wildlife and plants, drinking water and pollution. Students will deploy game cameras on campus to study and understand the diversity of Pinkerton. They will participate in a citizenship science project that focuses on responsible stewardship of the environment. There are many hands-on activities and chances to develop industry relations with maple syrup production, NH Fish and Game, NH Audubon, Manchester Water Works and Forsaith Forest in Chester. Students will obtain Industry certifications in outdoor safety. College articulations are available. Related student organizations: FFA and SEA. Note: Students take this second semester. Prerequisite(s): Completion of Environmental Science: Advanced Studies CT0672 with an grade of a minimum of 80%
Full Year		Full Year	
1 Credit		1 Credit	
Gr. 12		Gr. 12	

Evening Division

The Evening Division program offers students a way to learn outside of the traditional school day. Most Evening Division students are taking classes during the daytime as well. Many students use Evening Division courses to supplement their educational program, while others are ‘catching up’ with their credit status. Students in these classes, which utilize the same curricula and many of the same teachers as the day school program, earn CCP credit towards a Timberlane Regional High School diploma. Students wishing to complete their education solely in the evening must complete the exact same requirements as students in the day program. Those interested should contact their school counselor for a schedule of the classes, requirements for entry, and restrictions on the number of absences. Most classes meet one evening a week, from 4:00—7:00 pm. Specific class offerings are finalized in August and December of each school year. For more information, please contact the School Counseling office at the high school.

Courses typically offered through Evening Division (subject to change):

Course Descriptions:

ART

Foundations of Art	001
CCP	Fundamental two-dimensional and three-dimensional art and design will be investigated.
Spring	Elements of art, drawing and painting skills, expressive ideas and imaginative thinking will be reinforced. Introduction to artists and techniques both contemporary and historic are included to enhance understanding. <i>Foundations of Art is a prerequisite to all other Art Department courses.</i>
.5 Credit	
Gr. 9-12	

BUSINESS

Microsoft Office Essentials	108
CCP	This hands-on course is designed to develop proficiency in Microsoft Office and enhance decision making, productivity communication and problem solving skills. Instructional strategies include computer/technology applications, interdisciplinary and/or culminating projects, problem solving and critical thinking activities. Integral to the course will be student creation and design of original documents. This course meets computer requirements for graduation.
Spring	
.5 Credit	
Gr. 9-12	

ENGLISH

World Literature	221
CCP	In this course, students will explore world literature that is chosen for its relevance as an expression of human thought and its relationship to students’ own experiences. Students will learn to analyze texts and research, understand the societies from which they emerged, and recognize the roles those societies played in shaping today’s world. Literature will represent a variety of genres and cultures. Students will continue to develop skills through vocabulary development, informational writing, argumentative writing, research, and oral presentations.
Fall	
1 Credit	
Gr. 10-12	
	

American Literature	218
CCP	This course focuses on the major movements of American Literature including: Puritanism, Romanticism, Realism, Modernism, and Post-Modernism. A variety of texts will be read including: poetry, drama, fiction, and non-fiction that also correspond to the major movements in US history. Students will continue to develop skills through vocabulary study, literary analysis, and composition. A major research paper is an expectation of all students in this course.
Spring	
1 Credit	
Gr. 11-12	
	

Expository Writing**217**

CCP
Fall
.5 Credit
Gr. 11-12



Expository Writing is a course in nonfiction writing designed to foster critical and complex thinking. Students will compose a variety of analytical essays in the following genres: personal, definition, compare and contrast, persuasive, and research. Throughout the course, emphasis will be placed on prewriting, revision and frequent peer and teacher conferences. In addition, the class will read the work of the professional authors as a means of exploring writing strategies and of understanding the links between reading and writing. Regular and varied reading of informational texts and nonfiction is also required. Vocabulary development will be a regular feature of this course.

The Short Story and Its Writer**255**

CCP
Spring
.5 Credit
Gr. 11-12



Students in this course will trace the development of the art of short story writing from the nineteenth century and twentieth century. Students will study a number of authors and literary movements. Writing skills such as character development, construction of plot, point of view, setting, and figurative language, will be developed through analysis and practice. Students will complete analytical, argumentative and research based essay writing. In addition to the texts that are read and the writing that is completed, class discussions, grammar study, and vocabulary study will be integral components of the course.

HEALTH AND PHYSICAL EDUCATION**Intro to Physical Education****405**

CCP
Fall/Spring
.5 Credit
Gr. 10-12

This course will cover the 5 Components of Physical Fitness (Cardio-vascular endurance, muscular strength, muscular endurance, flexibility, and body composition). Students will engage in a variety of activities such as, but not limited to; strength training, yoga, interval training, plyometric workouts, and dance. Students will take responsibility for their own personal fitness levels. Individual fitness plans will be developed and monitored throughout the course.

Health I**402**

CCP
Fall
.5 Credit
Gr. 9-12

The Health I course is designed to provide students with current information regarding the dimensions of health while giving them an opportunity to apply necessary skills for the future to be a healthy person. The topics students will be learning include, but are not limited to: Personal Health and Skills, Mental and Emotional Health, First Aid, CPR and AED, Alcohol, Tobacco, and Other Drugs, Nutrition, and Human Sexuality. The goal of this course is to explore major health topics and help students develop the necessary skills to achieve and maintain high-levels of health.

Health II**412**

CCP
Spring
.5 Credit
Gr. 10-12

Health II will take a deeper look at many of the course topics that were introduced in Health I. These topics may include but are not limited to: Eating Disorders, Addiction and Recovery, Healthy Relationships, and refresh skills in CPR and using an AED. Hands on activities, discussions, technology, and project based learning will be a large component of this class. Students will also be required to complete a service learning component. **Prerequisite: Successful completion of Health I.**

MATH

Algebra I

609

CCP
Fall
1 Credit
Gr. 10-12



Students in Algebra I—CCP will develop problem-solving skills through the use of algebra, functions, relations, and analysis. Students will become fluent in algebraic simplification, solving equations, inequalities, and systems, and analyzing and transforming both linear and non-linear functions. Models, tables, equations, and graphs will form a basis for interpreting and analyzing data. Students will be expected to effectively communicate their processes both orally and in writing and to critique the reasoning of others. This course solidifies the foundation for all future math courses.

Applied Geometry

616

CCP
Fall/Spring
1 Credit
Gr. 10-12



This course is designed to support students who have had difficulty with the Algebra I concepts. Applied Geometry will engage and challenge students with all the topics presented in a traditional geometry program. These topics include angle and segment measurement, triangles, quadrilaterals, congruency, parallelism, similarity, circles, and an introduction to trigonometry. The program is designed to appeal to all learners with topics introduced by using hands-on activities that reflect real-life applications. Technological tools and Internet-based resources will be an integral part of classroom activities. **Prerequisite: Successful completion of Algebra I.**

Algebra II—Part 1

623

CCP
Fall/Spring
1 Credit
Gr. 11-12



This course provides the student with the basic algebra manipulation skills needed to compute solutions. The algebra topics offered are signed numbers, polynomial operations, solutions of linear equations and inequalities involving numerical and literal terms, factoring polynomials, word problems, formula manipulation, graphing linear equations, systems of linear equations and equations by factoring or the quadratic formula as well as quadratic equations and exponential functions. **Prerequisites: Successful completion of Algebra I and Geometry.**

SCIENCE

Physical Science

707

CCP
Fall
1 Credit
Gr. 10-12



The purpose of this course is to provide a comprehensive introduction to the foundational concepts of physics and chemistry. This course is designed to serve as a prerequisite for other science courses.

Applied Biology

713

CCP
Spring
1 Credit
Gr. 10-12

This course involves the practical application of biological concepts to everyday life. Students will learn to be global citizens by studying topics such as environmental issues, animal husbandry, horticulture, and new advances in genetic engineering.

Environmental Science

721

CCP
Fall
.5 Credit
Gr. 11-12



This course is to provide students with the scientific principles, concepts, and methodologies required to understand the interrelationships of the natural world, to identify and analyze environmental problems both natural and human-made, to evaluate the relative risks associated with these problems, and to examine alternative solutions for resolving and/or preventing them. Students will take part in outdoor laboratory experiences and gain hands-on experience in environmentally related topics. **Prerequisite: Successful completion of Physical Science and Biology or Departmental approval.**

Introduction to Meteorology

723

CCP
Half Year
.5 Credit
Gr. 11-12



This course provides a survey of weather study including topics such as history of weather observations, atmospheric structure and composition, earth-sun relationships, air pressure and winds, cloud formation, air masses and resulting precipitation. Weather phenomena, such as hurricanes and tornadoes are investigated and the study of climates is introduced. **Prerequisite: Successful completion of two years of science.**

SOCIAL STUDIES

World History

811

CCP
Fall
1 Credit
Gr. 10-12



World History builds upon the learning from the middle school curriculum and begins with a study of the Renaissance, moving into the Enlightenment, Age of Exploration and eventually into the 21st Century. This course includes units relating to events in Europe, Asia, Africa and the Americas. Students will be asked to use their classroom learning to interpret historical events. Analysis of primary sources, Internet and library-based research, field trips, reading from the text and other sources, film analysis and classroom discussions are all possible learning techniques.

United States History**809**

CCP
Spring
1 Credit
Gr. 11-12



United States History builds upon the learning from the middle school curriculum and begins with a study of the end of the Civil War. This course takes an in-depth look at the events of the last part of the 19th Century, all of the 20th Century, and uses that learning to analyze the events of the first decade of the 21st Century. Students will be asked to join in classroom discussion, read outside of class, think creatively and write about their learning. A particular emphasis will be placed on the process of researching and writing a long-form paper.

Current Issues**843**

CCP
Spring
.5 Credit
Gr. 11-12



This course will provide the students with a perspective of events and trends in the world as well as a contemporary view of history in the making. The development of communication, critical-thinking, decision-making, research and geography skills will center around strong student interaction. General topics include political, economic, and social trends, the environment, crime and international relations, and current world events.

American Values in Film and Music**841**

CCP
Spring
.5 Credit
Gr. 11-12

This course used film and music to examine traditional and contemporary American values and ethical issues. Students will be able to explain how American values are represented in mass media and how they are perceived by outside sources. Personal traits of courage, love, family and integrity, in addition to social issues of racism, morality, freedom of religion, altruism and social justice will be explored. Because movies and television are filled with historical inaccuracies, the purpose of the course will not be to teach history but to use film and popular music as a vehicle for the students to examine and analyze society and themselves. Students may contract for accelerated credit.

Cultural Geography**823**

CCP
Fall
.5 Credit
Gr. 11-12



This course deals with the interconnectivity of culture, politics, economics, religion, and human perception and regionalization. Students will recognize that places and regions serve as symbols for individuals and societies. Students will distinguish how cultural traits shape the characteristics of a region, analyze the increasing interdependence of the world's countries, and demonstrate how cooperation and conflict are involved in shaping the distribution of social, political, and economic spaces on Earth. Students will also explain the results of globalization and how changes in the physical environment can

Archived Classes

The following classes have previously been part of the TRHS Program of Studies, but have now been archived. TRHS administration have selected these courses to be archived due to years of low enrollment/ requests, lack of adequately trained staff, budgetary impact, etc. All of the classes in this archive have previously been approved as part of the Program of Studies, and may be brought back into the Program of Studies if deemed necessary.

Courses			Level	Grades				Credits	Year of Original Archive
Art	Traditional Painting Methods	007	NL	9	10	11	12	0.5	2023
Business	Human Relations in Organizations	149	ACC		10	11	12	0.5	2024
Computer Science	Programming in C#	168	ACC	9	10	11	12	0.5	2024
Computer Science	Cyber Security	190	ACC	9	10	11	12	0.5	2024
Engineering	Introduction to Engineering Design	180	ACC	9	10	11	12	1	2024
Engineering	Principles of Education	181	ACC		10	11	12	1	2024
Engineering	Aerospace Engineering	186	ACC		10	11	12	1	2024
Engineering	Civil Engineering and Architecture	188	ACC		10	11	12	1	2024
Engineering	Computer Integrated Manufacturing	183	ACC		10	11	12	1	2024
Engineering	Digital Electronics	182	ACC			11	12	1	2024
Engineering	Engineering Design and Development	184	ACC			11	12	1	2024
Engineering	AutoCAD I	551	NL		10	11	12	0.5	2024
Engineering	AutoCAD II	552	NL		10	11	12	0.5	2024
Engineering	Architectural Drawing	559	NL		10	11	12	0.5	2024
Engineering	Engineering Drawing	557	NL		10	11	12	0.5	2024
English	Analysis of Literary Movements	271	ACC				12	1	2023
English	Introduction to Critical Analysis	224	ACC				12	0.5	2023
English	Introduction to Critical Analysis	223	CCP				12	0.5	2023
English	Shakespeare	235	ACC				12	0.5	2023
English	Film Studies	264	ACC/CCP		10	11	12	0.5	2025
Science	Botany	743 A	ACC		10	11	12	0.5	2023
Science	Botany	743	CCP		10	11	12	0.5	2023
Science	Marine Biology	739	ACC		10	11	12	0.5	2023
Science	Oceanography	741	ACC		10	11	12	0.5	2023
Science	Zoology	744 A	ACC		10	11	12	0.5	2023
Science	Zoology	744	CCP		10	11	12	0.5	2023
Social Studies	AP European History	844	AP			11	12	1	2024

Traditional Painting Methods 007	
NL Half Year 0.5 Credit Gr. 9-12	Traditional techniques in acrylic and watercolor paint will be explored with an emphasis on creating more personal and powerful compositions. Assignments that inspire and challenge will require innovative thinking and creative problem solving. Traditional and non-traditional artists' techniques will be studied. Painting critiques will focus on the application and understanding of the elements of art and principles of design. Prerequisite: Foundations of Art

Human Relations in Organizations 149	
ACC Half Year 0.5 Credit Gr. 10-12	The objective of this course is to make students aware of and prepared for the business world with respect to the importance of human relations management in organizations. This hands-on, performance-based course develops students' understandings and the skills needed to build interpersonal relationships that will foster the development of business etiquette, behavior management, conflict resolution, work place ethics, networking, and team building. Prerequisite: Successful completion of Introduction to Business Principles.

Programing in C# - ACC 168	
ACC Half Year 0.5 Credit Gr. 9-12	This semester course is recommended for students interested in computer programming. Students will expand problem-solving skills by developing algorithms, designing graphical user interfaces, and writing programs in the Microsoft Visual C# programming language. These skills will be applied to a wide variety of problems. Topics include: variables, data types, selection and repetition structures, loops, strings, arrays, menus, and simple graphics. Prerequisite: Intro to Computer Science or Instructor Approval.

Cyber Security ACC 190	
ACC Half Year 0.5 Credit Gr. 9-12	As our world becomes increasingly dependent on technology, cybersecurity is a topic of growing importance. It is crucial that we all take precautions to protect ourselves from the growing threat of cyber attacks. Students will learn foundational cybersecurity topics including digital citizenship and cyber hygiene, the basics of cryptography, software security, and networking fundamentals. Prerequisite: Intro to Computer Science or Instructor approval.

Engineering Department

The engineering courses at Timberlane Regional High School offer students a four year sequence of courses which, when combined with college preparatory mathematics and science courses at TRHS, introduces students to the scope, rigor, and discipline of engineering and engineering technology prior to entering college. Introduction at the high school level will prepare more students for a potential future in engineering, while allowing students to determine if engineering is the career they may desire. Students participating in the engineering courses at TRHS will be better prepared for success in college engineering programs.

Level One

Introduction to Engineering Design*

Level Two

Principles of Engineering
Aerospace Engineering
Civil Engineering & Architecture

Levels Three and Four

Digital Electronics
Prerequisite: Principles of Engineering

Engineering Design & Development

*Opportunity for NHTI Dual Enrollment

Introduction to Engineering Design (NHTI Dual Enrollment opportunity)		180
ACC Full Year 1 Credit Gr. 9-12	This course emphasizes the development of design. Students use computer software to produce, analyze, and evaluate models for project solutions. They study the design concepts of form and function, and then use state-of-the-art technology to translate conceptual design into reproducible products. This course teaches students to understand and apply design process to solve problems in teams, apply adaptive design concepts, explore careers and develop portfolios	
Principles of Engineering		181
ACC Full Year 1 Credit Gr. 10-12	This course provides an overview of engineering and engineering technology. Students develop problem-solving skills by tackling real-world problems. Through theory and practical hands-on experience, students address the emerging social and political consequences of technological change. The course of study includes an overview and perspective of engineering, design process, communication and documentation, engineering systems, statics, robotics, materials and materials testing, thermodynamics, engineering for quality and reliability and dynamics. Prerequisite: Successful completion of Introduction to	

Aerospace Engineering		186
ACC Full Year 1 Credit Gr. 10-12	This course is the study of the engineering discipline which develops new technologies for use in aviation, defense systems, and space exploration. The course explores the evolution of flight, flight fundamentals, navigation and control, aerospace materials, propulsion, space travel, orbital mechanics, ergonomics, remotely operated systems and related careers. In addition the course presents alternative applications for aerospace engineering concepts. Prerequisite: Successful completion of Introduction to Engineering Design and current enrollment in	

Civil Engineering and Architecture (NHTI Dual Enrollment opportunity)		188
ACC Full Year 1 Credit Gr. 10-12	This course is the study of the design and construction of residential and commercial building projects. The course includes an introduction to many of the varied factors involved in building design and construction including building components and systems, structural design, storm water management, site design, utilities and services, cost estimation, energy efficiency, and careers in the design and construction industry. Prerequisite: Successful completion of Introduction to Engineering Design or Departmental approval.	

Computer Integrated Manufacturing 183	
ACC Full Year 1 Credit Gr. 10-12	This course teaches the fundamentals of computerized and robotics manufacturing technology. It builds on the solid-modeling skills developed through the Introduction to Engineering Design course. Students use 3-D computer software to solve design problems. They assess their solutions through mass proprietary analysis (the relationship of design, function and materials), modify their designs, and use prototyping equipment to produce 3-D models. This course includes these integrated concepts: computer modeling, computer numerical control (CNC) equipment, computer-aided manufacturing (CAM), robotics and flexible manufacturing systems. Course may be taken concurrently with Digital Electronics. Prerequisite: <i>Successful completion of Introduction of Engineering Design or</i>
Digital Electronics 182	
ACC Full Year 1 Credit Gr. 11-12	This course introduces students to applied digital logic, a key element of careers in engineering technology. This course explores the smart circuits found in watches, calculators, video games and computers. Students use industry-standard computer software in testing and analyzing digital circuitry. They design circuits to solve problems, export their designs to a printed circuit auto-routing program that generates printed circuit boards, and use appropriate components to build their designs. Students use mathematics and science in solving real-world engineering problems. Prerequisite: <i>Successful completion of Introduction to Engineering Design and Principles of Engineering or</i>

Architectural Drawing 559	
NL Half Year 0.5 Credit Gr. 10-12	This course is designed for students who have an interest in pursuing a career in a construction or architecture-related field of study. Students will be introduced to Revit software to create a 3D computer model of a residential structure and to produce a set of architectural plans to industry standards.

Engineering Design and Development 184	
ACC Full Year 1 Credit Gr. 11-12	This course lets students apply what they have learned in academic and pre-engineering courses as they complete challenging, self-directed projects. Students work in teams to design and build solutions to authentic engineering problems. An engineer from the school's partnership team mentors each student team. Examples of projects include a robotic mascot for the school, a remote controlled hovercraft, or a solar-powered device. Student teams make progress reports to their peers, mentor and instructor and exchange constructive criticism and consultation. Teams present their research paper and defend their projects to a panel of engineers, business leaders, and engineering college educators for professional review and feedback. This course equips students with the independent study of skills they will need in postsecondary education and careers in engineering and engineering technology. Prerequisite: <i>Successful completion of Introduction to Engineering Design and Principles of Engineering and Aerospace</i>
AutoCAD I 551	
AutoCAD II 552	
(NHTI Dual Enrollment opportunity)	
NL Half Year 0.5 Credit Gr. 10-12	Through step-by step instruction, these courses take the student from beginning to advanced levels of competency in using the AutoCAD electronic drawing system. Classes must be taken in sequence.

Engineering Drawing 557	
NL Half Year 0.5 Credit Gr. 10-12	This course is for students who want to explore a career in a technical or engineering related field. Students will use 3D modeling software to solve design problems, create technical plans to engineering standards, and draw parts and assemblies for fabrication by the 3D printer.

Analysis of Literary Movements		271
ACC Full Year 1 Credit Gr. 12 	This year long accelerated course will take students through prominent literary movements in Western Civilization. Beginning with the Renaissance, students will examine the cause and the impact of significant literary movements from the 14th century through the 20th century. The course will center on literature from each period. Students will study not only the movement itself, but also the response to movement. Students will make connections between cultures and traditions and the art they influence, as literature and philosophy change from one period to the next. Selected poetry, non-fiction, drama, informational text, and fiction will serve as prompts for discussion and writing.	
Shakespeare		235
ACC Half Year 0.5 Credit Gr. 12 	Students in Shakespeare engage in analysis of Shakespeare's works. Representative plays and poetry will be read and critiqued through discussion and writing. In addition, the literature will be studied within the historical and cultural context of Elizabethan/Jacobean England. Each student will be required to complete a research project on one aspect of Shakespeare's work. Students will read scholarly works on Shakespeare.	

Introduction to Critical Analysis—ACC		224
ACC Half Year 0.5 Credit Gr. 12 	This course prepares students to read, write, speak, and listen in order to critically analyze a variety of genres of text. Emphasis will be placed on analysis strategies for developing effective critiques on literary and informational topics. Additional focus will be placed on evaluating opinions and collaborating through discussion as a means to critique literary and informational texts. This course develops skills at an accelerated pace for students who want experiences that will prepared them for	
Introduction to Critical Analysis—CCP		223
CCP Half Year 0.5 Credit Gr. 12 	This course prepares students to read, write, speak, and listen in order to critically analyze a variety of genres of text. Emphasis will be placed on analysis strategies for developing effective critiques on literary and informational topics. Additional focus will be placed on evaluating opinions and collaborating through discussion as a means to critique literary and informational texts.	
Film Studies—Elective		264
ACC/CCP Half Year 0.5 Credit Gr. 10-12	This course will introduce filmmakers and their works which have had significant influence on the medium and the society to which they were presented. Students will watch and critique films, learn about the process of creating a film, and become familiar with the terminology that goes into a production. Students may contract for accelerated credit. <i>This course does not fulfill graduation requirements for students in English.</i>	

Botany—ACC 743A	
ACC Half Year 0.5 Credit Gr. 10-12 	This half-year, laboratory based course will cover the basic structure and function of plants; including plant cell, tissue, and organ systems. The course will explore topics such as plant diversity, plant anatomy, evolutions of plants, plant pest and disease relationships, ecology, and fruit and flower formation. This in-depth course is designed for students who are considering future endeavors in biological sciences. Students will gain experience in plant classification, field studying, and lab-based research. Prerequisite: Grade of 'B' or better in Biology—ACC or Departmental approval.
Botany—CCP 743	
CCP Half Year 0.5 Credit Gr. 10-12 	This half-year, laboratory based course will cover the basic structure and function of plants; including plant cell, tissue, and organ systems. The course will explore topics such as plant diversity, plant anatomy, ecology, and fruit and flower formation. This course is designed for students interested in gaining hands on experience in handling, collecting, and growing plants. Prerequisites: Successful completion of

Zoology—ACC 744A	
ACC Half Year 0.5 Credit Gr. 10-12 	The in-depth classification, anatomy and physiology of vertebrates is presented in a comparative phylogenetic manner. Topics include vertebrate evolution, cladistics, vertebrate development, evolutionary pressures, and various body systems and their evolutionary significance. This course is an in-depth study designed for students considering a career in science. Student dissection of various examples of vertebrates is required. Prerequisite: Grade of 'B' or better in Biology—ACC or Departmental approval.
Zoology—CCP 744	
CCP Half Year 0.5 Credit Gr. 10-12 	The classification, anatomy and physiology of vertebrates is presented in a comparative manner. Topics include vertebrate evolution, vertebrate development, and various body systems and their organs. Student dissection may be required. Prerequisites: Successful completion of Physical Science and Biology.

Marine Biology 739	
ACC Half Year 0.5 Credit Gr. 10-12 	This course will introduce the major marine biomes and the inhabitants of each. Emphasis will be on wildlife and fisheries management issues designed to sustain the viability of these biomes through the 21st Century. A variety of audio-visual materials will supplement lectures, discussions, and required papers or projects. Prerequisite: Grade of 'B' or better in Biology—ACC or Departmental approval.

Oceanography—ACC 741	
ACC Half Year 0.5 Credit Gr. 10-12 	The purpose of this course is to examine the oceans and the processes that influence them. Topics will include the history of oceanography, the influence of oceans on human culture, the chemistry of seawater, currents, waves, tides, and shore- lines. The geology of the sea floor is examined. Resources from the ocean and problems of sustainability will be emphasized. The course is multi-disciplinary with links to other discipline areas; independent study and projects are required. Prerequisites: Successful completion of Biology; Successful completion of or concurrent registration in Chemistry or

AP

Full Year

1 Credit

Gr. 11-12

The study of European history since 1450 introduces students to cultural, economic, political and social developments that played a fundamental role in shaping the world in which they live. Without this knowledge, we would lack the context for understanding the development of contemporary institutions, the role of continuity and change in present-day society and politics, and the evolution of current forms of artistic impression and intellectual discourse. In addition to providing a basic narrative of events and movements, the goals of the AP program in European History are to develop (a) an understanding of some of the principal themes in modern European History, (b) an ability to analyze historical evidence and historical interpretation and (c) an ability to express historical understanding in writing. Students are required to take the AP exam in May. ***Note: Summer preparatory work is an additional***



EXECUTIVE SUMMARY

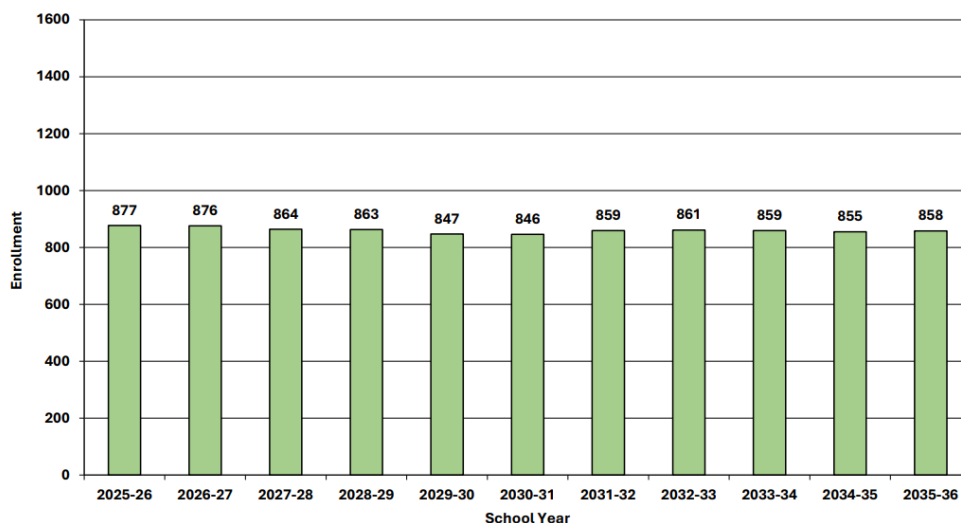
December 4, 2025

FALL 2025 NESDEC Report Part 2

At the November 3, 2025 School Board presentation, there were two questions about the NESDEC data and subsequent report.

The first question was around the methodology that NESDEC uses to make their projections. According to the NESDEC report, a “modified” “Cohort component (survival) technique” is used to prepare enrollment projections. A cohort component technique divides a population into age cohorts to analyze how the population changes over time based on birth (actual or projected from fertility rates), death (actual and projected based on mortality rates) and migration. NESDEC then uses “historical enrollment data to determine a reliable percentage of increase or decrease in enrollment between any two grades.” Although migration (moving in or moving out of the community) would have a factor in the cohort component technique, and in actual students enrolled, NESDEC does not reference the direct use of data that tracks families moving into or out of the community, or possible families based on new homes being built.

The second question was specific to Sandown, and if there were any ‘blips’ seen in that town’s NESDEC data. Other than a 1.5% (13 students total) increase in 2031-2032 and a 0.2% (2 student total) increase in 2032-2033 for K-12 enrollment, all other years are projected to have a decrease in enrollment from the previous year. But, as seen in the visual below, these changes are very insignificant and the K-12 enrollment from Sandown is projected to be relatively stable with an overall decrease of 2.2% over the next ten years.



Respectfully submitted,

Mark Pedersen
Director of Secondary Education
Timberlane Regional School District



EXECUTIVE SUMMARY

Overnight Trip - Students Travel to Germany

TRHS is proposing the annual German American Partnership Program spring trip. This cultural exchange between Timberlane High School and the Christophorusschule in Droyßig, Germany has been a partnership for almost 30 years. Timberlane families hosted students from Germany this fall and now those guests will host our students on their 3 week trip to Germany and Austria. The visit includes time at the school/with host families and a number of cultural sightseeing experiences.

Trip Information

Destination:

Eastern Germany (Berlin to Munich) and central Austria

The home stay: Leipzig area

Sister School: Droyßig Germany

Lodging:

2 weeks with host families, 1 week in hostels (Munich, Nuremberg, and Salzburg)

Dates:

June 13th-July 6th 2026

Students:

9th-11th

Number of students:

18

Number of chaperones:

2

Travel:

Air, Train, Bus

Cost:

3,000-3,500 per student

Tentative Itinerary

June 14th: Meet host families

June 15th: Visit the school, walking tour of Droyßig village, Castle tour

June 16th: Shadow host student at school, visit English classes



NH School Administrative Unit 106 | Timberlane Regional School District

30 Greenough Road, Plaistow, NH 03865 Voice: (603) 382-6119 Fax: (603) 382-3334

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June 17th: All-day field trip to Leipzig, Germany

City tour including Bach's Church (Thomaskirche) and Nikolai Kirche

Stasi Museum

The Monument to the Battle of the Nations (Völkerschlachtdenkmal)

June 18th: Berlin Day 1

East side gallery

FAT TIRE Co. Bike Tour of Berlin

View of the city from the Berliner Fernsehturm (TV tower)

June 19th: Berlin Day 2

Deutsches Historisches Museum

Kaiser Wilhelm Memorial Church

Mauer Safari in Potsdam in the afternoon to find pieces of the Berlin wall to take home

June 20th & 21st: Weekend with host families

June 22nd: All-day field trip to Moedlareuth (Little Berlin)

Family caravan to Moedlaureth

June 23rd: Shadow host student at school

Walk to Kretzschauer

June 24th: All-day field trip to Dresden, Germany.

City tour of Dresden

Marienkirche & walk up to the top of the dome

June 25th: Shadow host student at school OR visit Zeitz & underground

June 26th: Shadow host student at school

June 27nd & 28th: Weekend with host families

June 29th: Nuremberg

Altstadt – English tour of torture dungeon

Walk by Albrecht Dürer house and Statue, cathedrals, fountain, town square

Nazi Rally Site Zeppelin field and blood flag site

June 30th: Day 1 in Munich

Marienplatz for Glockenspiel

Hofbrauhaus

Cathedral, Odeonplatz, FuhrerBau, White Rose Memorial

English Garden / surfers



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July 1st: Day 2 in Munich

Dachau

Olympic Village

July 2nd: Royal Castle tour of Neuschwanstein & Linderhof

July 3rd: Day 1 Salzburg

Mirabel Garden

“Sound of Music Bike Tours” trip around Salzburg

Festung (fortress) on the funicular railway

July 4th: Day 2 Salzburg

Hitler’s “tea house” – the “Eagle’s Nest” in the Austrian Alps

Berchtesgaden Salt mine

July 5th: Day 3 Salzburg

Boat trip to St. Bartholomew's Church across the Konigsee

July 6th: Travel home

Respectfully submitted,

Jennifer Puchlopek, Secondary Curriculum Coordinator



EXECUTIVE SUMMARY

Overnight Trip - Students Travel to Quebec City

The TRMS/TRHS World Language department is proposing their annual spring trip to Canada. Visiting Quebec City will provide the opportunity for students to use their French language skills and immerse themselves in history and culture. The TRSD French teachers are working with the travel company, Students Love Travel, to finalize their planning.

Trip Information

Destination: Quebec City, Canada

Dates: May 15-17, 2026

Students: 8th graders and 10th graders

Number of students: fewer than 30

Number of chaperones: 4

Travel Company for Trip Planning: Students Love Travel

Travel: Coach Bus

Hotel: Hotel Clarendon (Old Quebec City)

Cost: \$900-1150 per student (some fundraising will offset the cost)

Trip Highlights

- Dinner and breakfast at local restaurants such as Saprستي Bistro, Les Trois Garçons, and Cochon Dingue
- Exploration of the neighborhoods within the walls of Old Quebec City
- Interactive group activity at Plains of Abraham Museum
- Guided walking tour (or ghost tour) of Old Quebec City
- Group activity at the Morrin Centre, or tour of the Château Frontenac
- An evening of Quebecois culture and dinner at a nearby maple sugar shack
- Visit to Sainte-Anne-de-Beaupré Basilica and Montmorency Falls
- Workshop at Albert Gilles Copper Museum

Respectfully submitted,

Jennifer Puchlopek, Secondary Curriculum Coordinator



EXECUTIVE SUMMARY

K-12 PE/Health Curriculum Revisions

Our TRSD Physical Education/Health courses include the national standards from SHAPE America (Society of Health and Physical Educators). In 2024, SHAPE published revised language for the standards. For Physical Education, the number of standards has changed from five to four. For Health, the number of standards remains the same (eight), but there are slight changes to the language of each standard. These new 2024 standards were previously approved by the TRSD school board on June 19th, 2025 when the Board voted unanimously to approve the TRSD Academic Standards Approval Template for all identified content areas. All TRSD Physical Education/Health curriculum documents (K-12) have been updated with the new language of the 2024 SHAPE Standards.

While all other elements of the curriculum for K-5 Physical Education/Health and 6-12 Physical Education are not changing, there are some revisions and additions to the 6-12 Health curriculum. Some units are remaining the same, some units have a few minor language shifts, and some units are new or have current content merging with new content. All changes are detailed in the “Summary of Standards and Curriculum Changes” document.

Current TRSD curriculum content pertaining to sexual health education aligns with the 2003 NH Health Education Guidelines. SHAPE America endorses the National Sex Education Standards (Core Content and Skills, K-12 Second Edition) that was updated in 2020. The new grade 6, grade 7, and grade 8 sexual health education content aligns with these more up to date National Standard guidelines. As always, Policy IGE and Policy AB provides parents the opportunity to opt out of the content.

Respectfully submitted,

Jennifer Puchlopek, Secondary Curriculum Coordinator

New PE/Health SHAPE Standards

PE

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| Standard 1 | SHAPE.1 Develops a variety of motor skills. |
| Standard 2 | SHAPE.2 Applies knowledge related to movement and fitness concepts. |
| Standard 3 | SHAPE.3 Develops social skills through movement. |
| Standard 4 | SHAPE.4 Develops personal skills, identifies personal benefits of movement, and chooses to engage in physical activity. |

Health

- | | |
|------------|--|
| Standard 1 | SHAPE 1. Use functional health information to support health and well-being of self and others. |
| Standard 2 | SHAPE 2. Analyze influences that affect health and well-being of self and others. |
| Standard 3 | SHAPE 3. Access valid and reliable resources to support health and well-being of self and others. |
| Standard 4 | SHAPE 4. Use interpersonal communication skills to support health and well-being of self and others. |
| Standard 5 | SHAPE 5. Use a decision-making process to support health and well-being of self and others. |
| Standard 6 | SHAPE 6. Use a goal-setting process to support health and well-being of self and others. |
| Standard 7 | SHAPE 7. Demonstrate practices and behaviors to support health and well-being of self and others. |
| Standard 8 | SHAPE 8. Advocate to promote health and well-being of self and others. |

Physical Education- 6-12 - Summary of Curriculum Changes

G6 PE

-New SHAPE standards

All units changed from old standards 1-5 to new standards 1-4

G7 PE

-New SHAPE standards

All units changed from old standards 1-5 to new standards 1-4

G8 PE

-New SHAPE standards

All units changed from old standards 1-5 to new standards 1-4

Adventure Ed

-New SHAPE standards

All units changed from old standards 1-5 to new standards 1-4

Competitive PE

-New SHAPE standards

2 units changed from old standards 1, 2, 4, 5 to new standards 1-4

1 unit changed from old standards 1-5 to new standards 1-4

Fitness II

-New SHAPE standards

All units changed from old standards 1-5 to new standards 1-4

Intro to Fitness

-New SHAPE standards

3 units changed from old standards 1-5 to new standards 1-4

1 unit changed from health standards 1 and 6 to new health standards 1 and 6

Intro to PE

-New SHAPE standards

All units changed from old standards 1-5 to new standards 1-4

Unified PE

-New SHAPE standards

3 units changed from old standards 1-5 to new standards 1-4

1 unit changed from old standards 1, 2, 4, 5 to new standards 1-4

Health- 6-12 - Summary of Curriculum Changes

G6 Health

- New SHAPE standards
- Communication/Alcohol, Tobacco & Drugs
 - Title changed to: Communication/ Alcohol & Drugs
 - Students will know statements "ATOD" changed to "AOD"
 - Students will know statements "tobacco" changed to "nicotine"
- Additional Unit:
 - Self Management - Understanding Growth and Development

G7 Health

- New SHAPE standards
- Decision Making/Safety & Injury Prevention
 - Students will know statement about weapons
 - changed from: that it is important not to carry a weapon and when/how to report weapons, as well as gun safety
 - changed to: that it is important to understand when/how to report when weapons are carried and/or used inappropriately
- Goal Setting/Nutrition & Fitness
 - Students will know statement addition:
 - the importance of maintaining a quality sleep routine
 - Vocabulary addition:
 - My Plate (nutrition guide)
- Additional Unit:
 - Accessing Valid and Reliable Information/ Sexual Health

G8 Health

- New SHAPE standards
- Accessing Information/Alcohol and Drugs
 - Students will know statements "ATOD" changed to "AOD"
- Advocacy/Social and Emotional Health
 - Vocabulary change:
 - "bullycide" changed to "suicide"
- Decision Making/ Relationships and Growth and Development
 - changed to: Communication/ Relationships and Sexual Health

Health I:

- New SHAPE standards

Health II:

- New SHAPE standards

Studies in Women's Health:

- New SHAPE standards
- Accessing Information for Women's Health Promotion
 - PE Competencies removed
- Goal Setting/ Fitness and Body Image
 - PE SHAPE standards added to standards section
- Factors Influencing Women's Health
 - PE Competencies removed
 - Transfer statement revised
 - Enduring Understanding statements revised
 - Two vocab words removed
- Safety & Violence Prevention
 - PE Competencies removed

Grade 6: Communication / Alcohol & Drugs

Stage 1 Desired Results		
ESTABLISHED GOALS: <u>Competencies:</u> - Students will demonstrate the ability to apply knowledge and practice health behaviors and recognize health risks in order to promote a healthy lifestyle. - Students will demonstrate the ability to use interpersonal communication and advocacy skills in order to promote personal and community health. - Students will demonstrate the ability to analyze and summarize text and integrate knowledge to make meaning of discipline-specific materials. - Students will demonstrate the ability to produce coherent and supported writing in order to communicate effectively for a range of discipline-specific tasks, purposes, and audiences. - Students will demonstrate the ability to speak purposefully and effectively by strategically making decisions about content, language use, and discourse style. <u>Content Standards:</u> - SHAPE 1. Use functional health information to support health and well-being of self and others. - SHAPE 4. Use interpersonal communication skills to support health and well-being of self and others. - SHAPE 7. Demonstrate practices and behaviors to support health and well-being of self and others.	Transfer	
	Students will be able to independently use their learning to make informed decisions in order to lead a healthy lifestyle.	
	Meaning	
	ENDURING UNDERSTANDINGS Students will understand that... verbal and non verbal skills allow people to interact and express themselves and their needs in a healthy way—including their decision to stay substance free.	ESSENTIAL QUESTIONS - Why is it important to stand up to peer pressure? - Why should you just say no?
	Acquisition	
	Students will know... - that assertive communication skills and body language are important in dealing with AOD situations. - that there are a variety of refusal skills that can be used in AOD (alcohol, nicotine, and other drugs) situations (leave the situation, say “no”, provide an excuse, etc...). - characteristics of nonverbal communication. - that physical, social, and emotional effects of AOD use exist. - the effects of binge drinking, inhalant use, and cough syrup abuse (DXM). - to be aware of situations that could involve AOD and avoid them. - the effects of using a variety of nicotine products (chew, cigarettes, and e-cigarettes). - the relationship between AOD use and transportation/other injuries. - that dependence and addiction are risks of using any substance. - the relationship between AOD use and mental health. - the benefits of not using AOD (physical, social, emotional, legal, financial). - that there are many positive and negative	Students will be skilled at... - demonstrating interactions among individuals. - demonstrating message tactics and strategies, e.g., clear, organized ideas or beliefs, use of “I” messages, respectful tone, body language. - effective speaking and listening, (I-statements, eye contact, assertiveness, reflective listening. - demonstrating refusals, e.g., clear “no” statement, walk away, provide a reason, delay, change the subject, repeat refusal, provide an excuse, put it off. - handling pressures from others to use. - encouraging others not to use. - expressing needs, wants, and feelings appropriately in a variety of situations.

	influences on your decision to use/be drug free. • that a person will have to accept personal responsibility for choices about AOD use, which involved healthy decision making. • that an individual will understand how to make a personal commitment not to use. <u>vocabulary:</u> assertiveness, body language, refusal skills, influences, marijuana, binge drinking, depression, addiction, e-cigarettes, chewing tobacco, DXM	
Content Area Literacy Standards		21st Century Skills
• RST.6-8.1 Cite specific textual evidence to support analysis of science and technical texts. • RST.6-8.2 Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions. • RST.6-8.4 Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6-8 texts and topics. • WHST.6-8.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.		• <i>communicate clearly</i> • <i>make judgments and decisions</i> • <i>access and evaluate information</i>

Stage 2 - Evidence	
<i>Evaluative Criteria</i>	<i>Assessment Evidence</i>
1.8.1 Analyze the relationship between healthy behaviors and personal health. 1.8.2 Describe the interrelationships of emotional, intellectual, physical, and social health in adolescence. 1.8. Analyze how the environment affects personal health. 1.8.4 Describe how family history can affect personal health. 1.8.5 Describe ways to reduce or prevent injuries and other adolescent health problems. 1.8. Describe the benefits of and barriers to practicing healthy behaviors. 1.8.8 Examine the likelihood of injury or illness if engaging in unhealthy behaviors. 1.8.9 Examine the potential seriousness of injury or illness if engaging in unhealthy behaviors. 4.8.1 Apply effective verbal and nonverbal communication skills to enhance health. 4.8.2 Demonstrate refusal and negotiation skills that avoid or reduce health risks. 4.8.4 Demonstrate how to ask for assistance to enhance the health of self and others. 7.8.1 Explain the importance of assuming responsibility for personal health behaviors.	PERFORMANCE TASK(S):
	OTHER EVIDENCE:

Stage 3 – Learning Plan	
<i>Summary of Key Learning Events and Instruction</i>	
<i>Language Arts Integration</i>	<i>Mathematics Integration</i>
1.OA.1 Use	1.OA.1 Use

<i>Technology Integration</i>	<i>District Materials</i>
• 1.OA.1 Use	

Grade 6: Self Management

Understanding Growth and Development

Stage 1 Desired Results		
ESTABLISHED GOALS: <u>Competencies:</u> - Students will apply knowledge and practice health behaviors and recognize health risks in order to promote a healthy lifestyle. - Students will demonstrate the ability to analyze and summarize text and integrate knowledge to make meaning of discipline-specific materials. - Students will demonstrate the ability to produce coherent and supported writing in order to communicate effectively for a range of discipline-specific tasks, purposes, and audiences. - Students will demonstrate the ability to speak purposefully and effectively by strategically making decisions about content, language use, and discourse style. <u>Content Standards:</u> SHAPE 1. Use functional health information to support health and well-being of self and others. SHAPE 7. Demonstrate practices and behaviors to support health and well-being of self and others.	Transfer	
	Students will be able to independently use their learning to develop practices, routines, and behaviors to promote healthy habits into all dimensions of wellness over a lifespan.	
	Meaning	
	ENDURING UNDERSTANDINGS Students will understand that... - it is crucial to develop and apply practices and behaviors that support media balance and digital wellness - self management of behaviors and practices are vitally important to one's health - in a variety of contexts (friendships, family, digital, intimate relationships), there are individual and collective responsibilities that contribute to one's health	ESSENTIAL QUESTIONS What are healthy habits for managing my sexual health as it relates to my overall health?
	Acquisition	
	Students will know... that there are male and female growth and development stages during adolescence (primary and secondary sex characteristics) that the human reproductive systems include external and internal body parts and their functions that there are naturally occurring variations in human bodies including vulvas and circumcised or intact penises	Students will be skilled at... analyzing ways to build upon self management strengths and assets to support individual and collective health and well-being. analyzing how self management practices and behaviors support a variety of dimensions of wellness. analyzing self management behaviors that reduce or prevent illnesses.

	that the media, including sexually explicit media, impacts one's body image and self-esteem that there are strategies to use social media safely, legally, and respectfully that there are similarities and differences between friendships and romantic relationships that one's body changes during puberty and there are ways to maintain proper hygiene that there are daily hygiene habits that are needed for maintaining good sexual health that the menstrual cycle is connected to reproduction that there are strategies to manage the effects of PMS and TSS on one's health <u>vocabulary:</u> puberty, hygiene, primary sex characteristics, secondary sex characteristics, female reproductive system terms (vagina, vulva, urethra, uterus, ovaries, endometrium), egg, menstrual cycle, menstruation, ovulation, male reproductive system terms (penis, scrotum, testicles), sperm, circumcision, erection, ejaculation, semen, PMS, TSS	analyzing self management practices and behaviors that support health and well-being, including how to manage health conditions. analyzing connections between self management health literacy and health outcomes. analyzing how individual self management, interpersonal, community, and environmental factors impact health and well-being. explaining how self management health care promotes personal health. examining supports and barriers to health-related self management practices and behaviors. analyzing self management practices and behaviors that support personal and community health and well-being. demonstrating self management practices and behaviors that support personal and community health and well-being.
Content Area Literacy Standards		21st Century Skills
● RST.6-8.1 Cite specific textual evidence to support analysis of science and technical texts. ● RST.6-8.2 Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions. ● RST.6-8.4 Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6-8 texts and topics. ● WHST.6-8.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.		<i>problem solve</i> <i>think critically</i> <i>make judgments and decisions</i> <i>access and evaluate information</i>

Stage 2 - Evidence	
<i>Evaluative Criteria</i>	<i>Assessment Evidence</i>
	PERFORMANCE TASK(S):
	OTHER EVIDENCE:

Stage 3 – Learning Plan	
Summary of Key Learning Events and Instruction	
<i>Language Arts Integration</i>	<i>Mathematics Integration</i>
1.OA.1 Use	1.OA.1 Use
<i>Technology Integration</i>	<i>District Materials</i>
1.OA.1 Use	

Grade 7: Accessing Valid and Reliable Information- Sexual Health

Stage 1 Desired Results		
ESTABLISHED GOALS: <u>Competencies:</u> - Students will demonstrate the ability to apply knowledge and practice health behaviors and recognize health risks in order to promote a healthy lifestyle. - Students will demonstrate the ability to access valid information, products, and services to promote a healthy lifestyle. - Students will demonstrate the ability to analyze and summarize text and integrate knowledge to make meaning of discipline-specific materials. - Students will demonstrate the ability to produce coherent and supported writing in order to communicate effectively for a range of discipline-specific tasks, purposes, and audiences. - Students will demonstrate the ability to speak purposefully and effectively by strategically making decisions about content, language use, and discourse style. <u>Content Standards:</u> Shape 1. Use functional health information to support health and well-being of self and others. Shape 3. Access valid and reliable resources to support health and well-being of self and others.	Transfer	
	Students will be able to independently use their learning to make healthy decisions based on reliable information throughout their lifetime.	
	Meaning	
	ENDURING UNDERSTANDINGS Students will understand that... - it is essential to access valid and reliable sources pertaining to sexual health. - it is crucial to comprehend core concepts related to sexual health. - there are several modern day medical advancements in sexual health prevention and treatment.	ESSENTIAL QUESTIONS - Why is it important to be able to access valid and reliable information as it pertains to sexual health? - How does one ensure that decisions associated with sexual health will lead to safe outcomes?
	Acquisition	
	Students will know... that abstinence is the most reliable method of pregnancy prevention that there are tests and signs/symptoms to detect pregnancy that sexual consent and sexual agency are important elements of healthy relationships. that there is a range of sexual identities and most people have a sexual orientation	Students will be skilled at... analyzing ways to build upon strengths and assets to support individual and collective sexual health and well-being. analyzing how practices and behaviors of accessing valid and reliable information supports a variety of dimensions of sexual health wellness. analyzing behaviors of accessing valid and reliable information that reduce or prevent sexual health illnesses. analyzing practices and behaviors of accessing valid and reliable information that support sexual health and well-being, including how to manage health conditions.

	that it is important to be able to find valid and reliable sources of information about puberty, adolescent development, sexual health, gender, gender identity, gender expression, sexual orientation, STDs, and HIV. that STDs and HIV are transmittable and preventable. that although some STDs produce signs and symptoms, some STDs may not have recognizable signs and symptoms. that there are some vaccines and medicines available for STIs and HIV prevention and treatment. that there are effective ways to prevent STIs. that there are contraceptive methods that lower the risk of pregnancy and STIs. that there are sexual and nonsexual ways that a person can transmit STIs to another person. that there are many methods of short and long term contraception that are safe and effective. that there are potential outcomes and consequences to engaging in sexual behaviors. vocabulary: pregnancy, sexual consent, sexual agency, gender identity, gender expression, sexual orientation, sexual identity, HIV, vaccine, STDs, STIs, contraception, condom, abstinence, fertilization, signs of pregnancy, embryo, fetus	analyzing connections between accessing valid and reliable information of sexual health literacy and sexual health outcomes. analyzing how accessing valid and reliable information for individual, interpersonal, community, and environmental factors impact sexual health and well-being. explaining how accessing valid and reliable information related to sexual health care promotes personal health. describing situations that pertain to sexual health may require support from trusted adults, other individuals, and health professionals. identifying supports and barriers to accessing valid and reliable sexual health information, products, services, and other resources. accessing valid and reliable sources of sexual health information, products, services, and other resources. analyzing the validity, reliability, and accessibility of sexual health information, products, services, and other resources. using strategies to manage misinformation and disinformation pertaining to sexual health.
Content Area Literacy Standards	21st Century Skills	
- RST.6-8.1 Cite specific textual evidence to support analysis of science and technical texts. - RST.6-8.2 Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions.	<i>problem solve</i> <i>think critically</i> <i>make judgments and decisions</i>	

• RST.6-8.4 Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6-8 texts and topics. • WHST.6-8.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	<i>access and evaluate information</i>
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Stage 2 - Evidence	
<i>Evaluative Criteria</i>	<i>Assessment Evidence</i>
	PERFORMANCE TASK(S):
	OTHER EVIDENCE:

Stage 3 – Learning Plan	
<i>Summary of Key Learning Events and Instruction</i>	
<i>Language Arts Integration</i>	<i>Mathematics Integration</i>
• 1.OA.1 Use	• 1.OA.1 Use
<i>Technology Integration</i>	<i>District Materials</i>
• 1.OA.1 Use	

Grade 7: Decision Making/ Safety & Injury Prevention

Stage 1 Desired Results		
ESTABLISHED GOALS: <u>Competencies:</u> - Students will demonstrate the ability to apply knowledge and practice health behaviors and recognize health risks in order to promote healthy lifestyle. - Students will demonstrate the ability to analyze consequence of decisions, problem solve and set goals in order to promote healthy lifestyle. - Students will demonstrate the ability to analyze and summarize text and integrate knowledge to make meaning of discipline-specific materials. - Students will demonstrate the ability to produce coherent and supported writing in order to communicate effectively for a range of discipline-specific tasks, purposes, and audiences. - Students will demonstrate the ability to speak purposefully and effectively by strategically making decisions about content, language use, and discourse style. <u>Content Standards:</u> - SHAPE 1. Use functional health information to support health and well-being of self and others. - SHAPE 5. Use a decision-making process to support health and well-being of self and others.	Transfer	
	Students will be able to independently use their learning to make informed decisions in order to lead a healthy lifestyle.	
	Meaning	
	ENDURING UNDERSTANDINGS Students will understand that ... - the decision making process can help to make the best choice for a person who has a difficult decision to make. - there are outcomes (positive and negative) to every choice a person makes. - considering consequences in advance can help a person make the best choice.	ESSENTIAL QUESTIONS Is the right decision the same for everyone?
	Acquisition	
	Students will know.... - that the DECIDE Model steps are: determine the decision to be made, evaluate the options, consider the consequences, identify your values, decide on a choice and take action, evaluate/reflect on the decision. - the situations that require a thoughtful decision making process.	Students will be skilled at... - applying the decision making steps in the DECIDE model to a personal health decision. - determining personal situations regarding safety and injury prevention when healthy decision making is necessary. - reflecting on past decision making and lessons learned from those experiences.

	- the situations that require an individual vs. collaborative decision. - how alcohol or drugs can affect healthy decision-making. - strategies for water safety: strategies for self-rescue, rescuing others and precautions around water. - when to use protective equipment. - that it is important to understand when/how to report when weapons are carried and/or used inappropriately. - that there are universal precautions (infection control procedures). - the steps for rescue breathing, to stop bleeding, and to clear respiratory obstructions (choking). - the steps to prevent and to care for burns and poisonings. <u>Vocabulary:</u> <i>DECIDE model</i>	- identifying ways to improve personal decision making related to health choices. - using protective equipment. - using motorized vehicles safely. - using public transportation safely. - assessing the situation and getting help.
Content Area Literacy Standards		21st Century Skills
- RST.6-8.1 Cite specific textual evidence to support analysis of science and technical texts. - RST.6-8.2 Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions. - RST.6-8.4 Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6-8 texts and topics. - WHST.6-8.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.		<i>reason effectively</i> <i>use and manage information</i> <i>communicate clearly</i> <i>collaborate with others</i>

Stage 2 - Evidence

Evaluative Criteria

Assessment Evidence

PERFORMANCE TASK(S):

	OTHER EVIDENCE:

Stage 3 – Learning Plan	
Summary of Key Learning Events and Instruction	
Language Arts Integration	Mathematics Integration
• <u>1.OA.1</u> Use	• <u>1.OA.1</u> Use

<i>Technology Integration</i>	<i>District Materials</i>
• <u>1.OA.1</u> Use	

Grade 7: Goal Setting/ Nutrition & Fitness

Stage 1 Desired Results		
ESTABLISHED GOALS: <u>Competencies:</u> - Students will demonstrate the ability to apply knowledge and practice health behaviors and recognize health risks in order to promote healthy lifestyle. - Students will demonstrate the ability to analyze consequence of decisions, problem solve, and set goals in order to promote healthy lifestyle. - Students will demonstrate the ability to analyze and summarize text and integrate knowledge to make meaning of discipline-specific materials. - Students will demonstrate the ability to produce coherent and supported writing in order to communicate effectively for a range of discipline-specific tasks, purposes, and audiences. - Students will demonstrate the ability to speak purposefully and effectively by strategically making decisions about content, language use, and discourse style. <u>Content Standards:</u> - SHAPE 1. Use functional health information to support health and well-being of self and others. - SHAPE 6. Use a goal-setting process to support health and well-being of self and others. - SHAPE 7. Demonstrate practices and behaviors to support health and well-being of self and others.	Transfer	
	Students will be able to independently use their learning to make informed decisions in order to lead a healthy lifestyle.	
	Meaning	
	ENDURING UNDERSTANDINGS Students will understand that... goals that are well planned and executed can help people move forward in life and improve their health.	ESSENTIAL QUESTIONS What does it mean to be healthy?
	Acquisition	
	Students will know.... - the benefits of healthful eating (short-term and long-term benefits and risks) - the foods associated with respective food groups and proportions of foods (using Harvard Healthy Eating Plate) - the foods associated with the six essential nutrients and the benefits (carbs, fats, proteins, minerals, vitamins and water) - the benefits of decreasing fat and sugar intake	Students will be skilled at... - identifying an area of nutrition or fitness needing improvement. - writing a personalized SMART goal related to healthy meal planning. - determining blockers and enablers to completing the goal. - planning three healthy meals for a typical day as well as healthy drinks and snacks based on personal calorie needs.

	- the suggested serving sizes of foods on all food groups. - personal blockers and enablers (helpers) that you will face to a relative goal. - strategies for following through with a goal and planning for success. - that reflection throughout the goal setting process encourages progress and growth. - strategies for overcoming barriers to healthful eating. - how energy is expended during exercise/activity. - healthful weight management practices. - the importance of maintaining a healthy sleep routine. <u>Vocabulary:</u> SMART goals (Specific, Measurable, Adjustable, Realistic, Time based), blockers, enablers, Harvard Healthy Eating Plate/My Plate, carbohydrates, proteins, fats, minerals, vitamins, water (sources & benefits), calories, calorie balance, sugars and artificial sweeteners, diabetes, obesity, heart disease	- assessing personal nutritional needs, preferences, and practices. - assessing food intake to determine energy intake.
Content Area Literacy Standards		21 st Century Skills
- RST.6-8.1 Cite specific textual evidence to support analysis of science and technical texts. - RST.6-8.2 Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions. - RST.6-8.4 Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to <i>grades 6-8 texts and topics</i>. - WHST.6-8.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.		<i>use and manage information</i> <i>analyze media</i> <i>make judgments and decisions</i> <i>think creatively</i>

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Stage 2 - Evidence

Evaluative Criteria

Assessment Evidence

PERFORMANCE TASK(S):

	OTHER EVIDENCE:
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Stage 3 – Learning Plan	
Summary of Key Learning Events and Instruction	
Language Arts Integration	Mathematics Integration
• <u>1.OA.1</u> Use	• <u>1.OA.1</u> Use

<i>Technology Integration</i>	<i>District Materials</i>
• <u>1.OA.1</u> Use	

8th Grade Communication - Relationships and Sexual Health

Stage 1 Desired Results		
ESTABLISHED GOALS: <u>Competencies:</u> - Students will apply knowledge and practice health behaviors and recognize health risks in order to promote a healthy lifestyle. - Students will demonstrate the ability to use interpersonal communication and advocacy skills in order to promote personal and community health. - Students will demonstrate the ability to analyze and summarize text and integrate knowledge to make meaning of discipline-specific materials. - Students will demonstrate the ability to produce coherent and supported writing in order to communicate effectively for a range of discipline-specific tasks, purposes, and audiences. - Students will demonstrate the ability to speak purposefully and effectively by strategically making decisions about content, language use, and discourse style. <u>Content Standards:</u> SHAPE 1. Use functional health information to support health and well-being of self and others. SHAPE 4. Use interpersonal communication skills to support health and well-being of self and others.	Transfer	
	Students will be able to independently use their learning to navigate a variety of situations, interactions, and relationships in their lives.	
	Meaning	
	ENDURING UNDERSTANDINGS Students will understand that... - there are strategies and skills to use to advocate for one's self. - there are a variety of interactions and relationships that have an impact on one's health. - being aware and knowledgeable of sexual health is one factor in helping to keep one safe - there are circumstances that require thoughtful decision-making. - there are outcomes (positive and negative) to every choice a person makes. - considering consequences in advance can help a person make the best choice.	ESSENTIAL QUESTIONS - How does one evaluate the health and safety of relationships and interactions with others? - Why are community resources important as they relate to self advocacy? - Why is self advocacy important as it relates to sexual violence?
Acquisition		
Students will know... that the DECIDE Model steps are: Determine the decision to be made, Evaluate the options, Consider the consequences, Identify your values, Decide on a choice and take action, Evaluate/reflect on the decision. the situations that require a thoughtful decision making process. that there are some situations that require an individual vs. collaborative decision.		Students will be skilled at... analyzing ways to build upon communication strengths and assets to support individual and collective health and well-being in relationships. analyzing how communicative practices and behaviors support a variety of dimensions of wellness in relationships. analyzing communicative behaviors that reduce or prevent illnesses and injuries.

	that there will be short term and long-term impacts to one's life based on the decisions made. that reflection on a past decision helps to learn from past experiences. that there are state and federal laws related to age of consent, minors ability to consent to health care, confidentiality in a healthcare setting, child pornography, sexting, safe haven, and sex trafficking. that there are characteristics of healthy and unhealthy relationships and specific strategies one might use to end an unhealthy relationship. that power differences may impact relationships. that technology impacts relationships. that there are factors that can affect one's ability to give or perceive consent to sexual activity. that instances of interpersonal sexual violence (sexual harassment, sexual assault, incest, rape, domestic violence, coercion, and dating violence) should never be blamed on the victim and may impact that victim's health. that there are strategies that sex traffickers employ to recruit youth. that there are community and other resources that one can turn to if he/she is a victim or someone he/she knows is a victim of sexual violence. <u>vocabulary:</u> DECIDE model, consequence, reflection, reputation, consent, minor, pornography, sexting, safe haven, sex trafficking, sexual harassment, sexual assault, incest, rape, domestic violence, sexual coercion, dating violence, victim	analyzing communicative practices and behaviors that support health and well-being, including how to manage health conditions and have safe relationships. analyzing connections between communicative health literacy and health outcomes. analyzing how communication about individual, interpersonal, community, and environmental factors impact health and well-being in relationships. explaining how communication about health care promotes personal health in safe relationships. using effective communication skills across various modes of communication to support health and well-being of self and relationships with others. applying active listening skills and strategies in a variety of interpersonal contexts to support healthy relationships. using various communication strategies to seek and offer support and assistance to promote healthy relationships. demonstrating ways to communicate relationship boundaries and consent for a variety of situations. using refusal skills and strategies in a variety of relationship situations. using skills and strategies to prevent, manage, or resolve conflict in relationships. using collaboration skills in a variety of relationship situations. using negotiation skills in a variety of relationship situations. demonstrating strategies to communicate with others with different perspectives and values in a relationship.
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		demonstrating ways to communicate empathy and compassion in relationships.
Content Area Literacy Standards		21st Century Skills
● RH.6-8.1 Cite specific textual evidence to support analysis of primary and secondary sources. ● RH.6-8.2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions. ● RH.6-8.4 Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies. ● RH.6-8.7 Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts ● WHST.6-8.2 Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes. ● WHST.6-8.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. ● WHST.6-8.8 Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. ● WHST.6-8.9 Draw evidence from informational texts to support analysis, reflection, and research.		● <i>make judgments and decisions</i> ● <i>communicate clearly</i> ● <i>collaborate with others</i> ● <i>manage goals and time</i> ● <i>be self-directed learners</i>

Stage 2 - Evidence	
<i>Evaluative Criteria</i>	<i>Assessment Evidence</i>
	PERFORMANCE TASK(S):
	OTHER EVIDENCE:

Stage 3 – Learning Plan	
Summary of Key Learning Events and Instruction	
<i>Language Arts Integration</i>	<i>Mathematics Integration</i>
1.OA.1 Use	1.OA.1 Use
<i>Technology Integration</i>	<i>District Materials</i>
1.OA.1 Use	

Grade 8: Accessing Information/Alcohol & Drugs

Stage 1 Desired Results		
ESTABLISHED GOALS: <u>Competencies:</u> - Students will demonstrate the ability to apply knowledge and practice health behaviors and recognize health risks in order to promote healthy lifestyle. - Students will demonstrate the ability to be able to access valid information, products and services to promote healthy lifestyle. - Students will demonstrate the ability to analyze and summarize text and integrate knowledge to make meaning of discipline-specific materials. - Students will demonstrate the ability to produce coherent and supported writing in order to communicate effectively for a range of discipline-specific tasks, purposes, and audiences. - Students will demonstrate the ability to speak purposefully and effectively by strategically making decisions about content, language use, and discourse style. <u>Content Standards:</u> - SHAPE 1. Use functional health information to support health and well-being of self and others. - SHAPE 3. Access valid and reliable resources to support health and well-being of self and others.	Transfer	
	Students will be able to independently use their learning to make informed decisions in order to lead a healthy lifestyle.	
	Meaning	
	ENDURING UNDERSTANDINGS Students will understand ... - There are many different sources of health information available but not all are valid and accurate. - There is help for personal and family substance abuse.	ESSENTIAL QUESTIONS How do I know if my information is valid? Does substance use only affect the individual's life?
	Acquisition	
	Students will know.... - the home, school and community resources that can provide accurate factual information vs. opinion. - how false advertising by tobacco companies affects consumers/teens. - that advertising strategies that are used to target children/teenagers (flavorings, candy like	Students will be skilled at... - applying the ACCESS acronym while researching health information. - identifying or citing specific sources. - evaluating validity of sources. - Providing a rationale for the appropriateness

	products—candy cigs, big league chew, mint like products, pouches of tobacco, beef jerky imitating dip). • that there are local help services for overdose, addiction, or other substance abuse issues (cessation programs, self-help or family-help resources). • the risks of dependence and addiction (brain still developing along with other body systems) • that there are physical, social, and emotional effects of AOD use. • the signs and behaviors of AOD use. • the effects of AOD use including but not limited to alcohol and binge drinking, inhalants, marijuana (grinding, dabs and vaping), synthetic drugs (K2/Spice, Bath Salts). • the relationship between AOD use and injuries (transportation and other). • the relationship between AOD use and sexual behavior. • the relationship between AOD use and mental health. • the benefits of not using AOD (physical, social, emotional, legal, financial). <u>Vocabulary:</u> Al Anon/Alateen, false advertising, strategic advertising, FDA, vaping, binge drinking, dabbing, synthetic drugs, cessation programs, addiction/dependency	of sources. • demonstrating the ability to access appropriate community resources to meet specific needs. • identifying the type of help available from a source. • identify local help services for overdose, addiction, or other substance abuse issues.
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<i>Content Area Literacy Standards</i>	<i>21st Century Skills</i>
• RST.6-8.1 Cite specific textual evidence to support analysis of science and technical texts. • RST.6-8.2 Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions. • RST.6-8.4 Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to <i>grades 6-8 texts and topics</i>. • WHST.6-8.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	• solve problems • think creatively • communicate clearly • collaborate with others • interact effectively with others

Stage 2 - Evidence

<i>Evaluative Criteria</i>	<i>Assessment Evidence</i>
	PERFORMANCE TASK(S):
	OTHER EVIDENCE:

Stage 3 – Learning Plan

Summary of Key Learning Events and Instruction

Language Arts Integration

- 1.OA.1 Use

Mathematics Integration

- 1.OA.1 Use

Technology Integration

- 1.OA.1 Use

District Materials

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Grade 8: Advocacy/ Social & Emotional Health

Stage 1 Desired Results		
ESTABLISHED GOALS: <u>Competencies:</u> - Students will demonstrate the ability to apply knowledge and practice health behaviors and recognize health risks in order to promote healthy lifestyle. - Students will demonstrate the ability to analyze consequence of decisions, problem solve and set goals in order to promote healthy lifestyle. - Students will demonstrate the ability to analyze and summarize text and integrate knowledge to make meaning of discipline-specific materials. - Students will demonstrate the ability to produce coherent and supported writing in order to communicate effectively for a range of discipline-specific tasks, purposes, and audiences. - Students will demonstrate the ability to speak purposefully and effectively by strategically making decisions about content, language use, and discourse style. <u>Content Standards:</u> - SHAPE 1. Use functional health information to support health and well-being of self and others. - SHAPE 7. Demonstrate practices and behaviors to support health and well-being of self and others. - SHAPE 8. Advocate to promote health and well-being of self and others.	Transfer	
	Students will be able to independently use their learning to make informed decisions in order to lead a healthy lifestyle.	
	Meaning	
	ENDURING UNDERSTANDINGS Students will understand that... - advocacy messages can be used in society to change opinions/norms positively and negatively. - the source of an advocacy message should be analyzed to determine validity and reliability.	ESSENTIAL QUESTIONS Does what I think about myself affect how I interact with others? Is advocacy effective?
	Acquisition	
	Students will know.... - the strategies to communicate respect for diversity, including mental and physical disabilities, culture, race/ethnicity, identity, as well as stigmas associated with anxiety and depression. - that effective advocacy includes a clear persuasive message (slogan), facts that support the health stance, engages the audience using a variety of media/images, and evokes emotion/thought.	Students will be skilled at... - advocating for the needs and rights of others. - advocating for a healthy social environment. - identifying a school health issue that needs to be addressed. - communicating respect for diversity. - analyzing stressors, e.g., death, ending relationships, changing schools, rejection. - applying coping strategies to reduce stress. - taking a clear, health-enhancing stand.

	• that an effective ad message clearly states the action to be taken. • the coping strategies to reduce, manage, or avoid stress. • the strategies for transitioning into high school and beyond. • the signs, behaviors, and symptoms of depression and other mental illness, including suicide and bullying. • the interaction of alcohol and other drug use with mental illness. • the when, why and where to get help for emotional issues. <u>vocabulary:</u> advocacy, persuasiveness, anxiety, depression, stressor, eustress, distress, suicide, coping	• supporting their position with relevant information. • demonstrating awareness of audience. • encouraging others to make healthful choices. • creating an effective/persuasive ad campaign that evokes thought or action.
Content Area Literacy Standards		21st Century Skills
• RST.6-8.1 Cite specific textual evidence to support analysis of science and technical texts. • RST.6-8.2 Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions. • RST.6-8.4 Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6-8 texts and topics. • WHST.6-8.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.		• <i>solve problems</i> • <i>think creatively</i> • <i>communicate clearly</i> • <i>collaborate with others</i> • <i>interact effectively with others</i>

Stage 2 - Evidence

Evaluative Criteria

Assessment Evidence

PERFORMANCE TASK(S):

	OTHER EVIDENCE:

Stage 3 – Learning Plan
<i>Summary of Key Learning Events and Instruction</i>

<i>Language Arts Integration</i>	<i>Mathematics Integration</i>
• <u>1.OA.1</u> Use	• <u>1.OA.1</u> Use
<i>Technology Integration</i>	<i>District Materials</i>
• <u>1.OA.1</u> Use	

Studies in Women's Health & Wellness:

Goal Setting, Fitness & Body Image

Stage 1 Desired Results		
ESTABLISHED GOALS: <u>Competencies:</u> - Students will apply knowledge and practice health behaviors and recognize health risks in order to promote a healthy lifestyle. (Health Comp 1) - Students will be able to analyze consequences of decisions, problem-solve, and set goals to enhance health or reduce health risks. (Health Comp 2) - Students will be able to analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors. (Health Comp 5) - Students will demonstrate the ability to analyze and summarize text and integrate knowledge to make meaning of discipline-specific materials. - Students will demonstrate the ability to produce coherent and supported writing in order to communicate effectively for a range of discipline-specific tasks, purposes, and audiences. - Students will demonstrate the ability to speak purposefully and effectively by strategically making decisions about content, language use, and discourse style. - Participate in physical activity in order to achieve and maintain an appropriate level of personal fitness. (PE Comp 1) - Recognize that physical activity provides opportunities for enjoyment, challenge, self-expression, improved self-confidence and positive social interaction in order to lead a healthy lifestyle. (PE Comp 3) <u>Content Standards:</u> - Health - SHAPE 2. Analyze influences that affect health and well-being of self and others. - Health - SHAPE 6. Use a goal-setting process to support health and well-being of self and others. - Health - SHAPE 7. Demonstrate practices and behaviors to support health and well-being of self and others. - PE - SHAPE.1 Develops a variety of motor skills. - PE - SHAPE.4 Develops personal skills, identifies personal benefits of movement, and chooses to engage in physical activity.	<i>Transfer</i>	
	Students will be able to independently use their learning to create a personal goal for self improvement in the area of health and wellness.	
	<i>Meaning</i>	
	ENDURING UNDERSTANDINGS Students will understand that... - body image affects self esteem and ultimately overall wellness in all dimensions. - an individual can be proactive in building positive body image to then build self esteem, happiness, and healthy choices. - media, technology, perceptions or norms can impact body image positively and negatively.	ESSENTIAL QUESTIONS How does positive self image and self esteem affect personal health choices?
	<i>Acquisition</i>	
	Students will know... - benefits and risks of physical activity - exercise needs: frequency, intensity, duration and type - types of exercise: cardiorespiratory, muscular strength and endurance, and flexibility - physiological responses to physical activity (energy expenditure, heart rate, respiratory rate, resting heart rate) - components of health-related fitness - personal physical activity levels - how to develop plans that include types and amounts of activity and focus on health related physical fitness	Students will be skilled at... - demonstrating personal introspection. - clarify personal expectations of self and others. - demonstrate personal responsibility to make health-enhancing choices. - identifying a realistic goal and writing a clear goal statement. - creating a plan for reaching a realistic goal. - identifying a reward for reaching a goal set. - examining the correlation between self empowerment and goal setting.

	• <i>strategies for overcoming barriers to physical activity</i> • <i>the importance of healthful eating and physical activity</i> • <i>how to assess personal nutritional needs, preferences and practices</i> • <i>strategies for overcoming barriers to healthful eating</i> • <i>how mood and emotions affect food choices</i> • <i>relationship between healthful physical activity and body composition</i> • <i>healthful weight management practices</i> • <i>how to develop and demonstrate a sense of empowerment</i> • <i>how to develop and demonstrate a positive body image</i> • <i>behaviors and symptoms of depression and other mental illness, e.g., obsessive compulsive disorder, impulse control disorders</i> • <i>interaction of alcohol and other drugs with mental illness</i> • <i>symptoms of eating disorders</i> • <i>When, where, why and how to get help</i> • <i>types of stressors, e.g., death, ending relationships, changing schools, rejection</i> • <i>coping strategies to reduce stress, including exercise</i> • <i>ways to avoid stress</i> • <i>how the use of social media is connected to health risk and health promotion</i> <u>vocabulary:</u> <i>body image, body talk, self image, self esteem, LGBT, gender identity, gender expression, transgender, self empowerment, eating disorders, stress, coping strategies, barriers to exercise</i>	
Content Area Literacy Standards		21st Century Skills
• RST.11-12.1 CITE SPECIFIC TEXTUAL EVIDENCE TO SUPPORT ANALYSIS OF SCIENCE AND TECHNICAL TEXTS, ATTENDING TO IMPORTANT DISTINCTIONS THE AUTHOR MAKES AND TO ANY GAPS OR INCONSISTENCIES IN THE ACCOUNT. • RST.11-12.2 DETERMINE THE CENTRAL IDEAS OR CONCLUSIONS OF A TEXT; SUMMARIZE COMPLEX CONCEPTS, PROCESSES, OR INFORMATION PRESENTED IN A TEXT BY PARAPHRASING THEM IN SIMPLER BUT STILL ACCURATE TERMS.		• <i>Goal Setting</i> • <i>Problem Solving</i> • <i>Reflecting</i>

- • **RST.11-12.3** FOLLOW PRECISELY A COMPLEX MULTISTEP PROCEDURE WHEN CARRYING OUT EXPERIMENTS, TAKING MEASUREMENTS, OR PERFORMING TECHNICAL TASKS; ANALYZE THE SPECIFIC RESULTS BASED ON EXPLANATIONS IN THE TEXT.
- • **RST.11-12.4** DETERMINE THE MEANING OF SYMBOLS, KEY TERMS, AND OTHER DOMAIN-SPECIFIC WORDS AND PHRASES AS THEY ARE USED IN A SPECIFIC SCIENTIFIC OR TECHNICAL CONTEXT RELEVANT TO GRADES **11-12** TEXTS AND TOPICS.
- • **WHST.11-12.4** PRODUCE CLEAR AND COHERENT WRITING IN WHICH THE DEVELOPMENT, ORGANIZATION, AND STYLE ARE APPROPRIATE TO TASK, PURPOSE, AND AUDIENCE.

Stage 2 - Evidence

<i>Evaluative Criteria</i>	<i>Assessment Evidence</i>
	PERFORMANCE TASK(S):
	OTHER EVIDENCE:

Stage 3 – Learning Plan

Summary of Key Learning Events and Instruction

<i>Language Arts Integration</i>	<i>Mathematics Integration</i>
• 1.OA.1 Use	• 1.OA.1 Use
<i>Technology Integration</i>	<i>District Materials</i>
• 1.OA.1 Use	

Studies in Women's Health & Wellness:

Factors Influencing Women's Health

Stage 1 Desired Results		
ESTABLISHED GOALS: <u>Content Competencies:</u> - Students will apply knowledge and practice health behaviors and recognize health risks in order to promote a healthy lifestyle. (Health Comp 1) - Students will be able to analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.(Health Comp 5) - Students will demonstrate the ability to analyze and summarize text and integrate knowledge to make meaning of discipline-specific materials. - Students will demonstrate the ability to produce coherent and supported writing in order to communicate effectively for a range of discipline-specific tasks, purposes, and audiences. - Students will demonstrate the ability to speak purposefully and effectively by strategically making decisions about content, language use, and discourse style. - Participate in physical activity in order to achieve and maintain an appropriate level of personal fitness. (PE Comp 1) - Recognize that physical activity provides opportunities for enjoyment, challenge, self-expression, improved self-confidence and positive social interaction in order to lead a healthy lifestyle. (PE Comp 3) <u>Content Standards:</u> - SHAPE 1. Use functional health information to support health and well-being of self and others. - SHAPE 2. Analyze influences that affect health and well-being of self and others. - SHAPE 7. Demonstrate practices and behaviors to support health and well-being of self and others.	Transfer Students will be able to independently use their learning to identify and analyze influences on women, including: gender roles, sexual identity, race, economic security, and social classes.	
	Meaning ENDURING UNDERSTANDINGS Students will understand that... - women are portrayed in the media in various ways which can impact norms and behaviors. - the media's portrayal of women can influence the thoughts, feelings, and behaviors of all people. - media uses sexuality, violence, and gender roles to appeal to senses, to sell products, or to promote media. - various influences on women's thoughts, feelings, and behaviors can lead to potential outcomes affecting their health. ESSENTIAL QUESTIONS - What positive influences can teens surround themselves with and how can these influences positively impact their health behaviors?	
	Acquisition Students will know... - intrinsic, extrinsic, positive, and negative influences on a person's health and wellness - the connection between positive influences and positive health behaviors - ways to use social media safely, legally, and respectfully. - the impact of social media on one's health - the different ways sexuality is used in the media. Students will be skilled at... - examining who/what influences positively promote healthy behaviors in various dimensions of health. - identifying positive influences to directly promote their own health and well being. - analyzing the external influences and societal messages that impact attitudes about bullying, sexual harrassment, sexual abuse, sexual assault, incest, rape, and dating violence.	

• 2.12.8 Analyze the influence of personal values and beliefs on individual health practices and behaviors. • 2.12.9 Analyze how some health risk behaviors can influence the likelihood of engaging in unhealthy behaviors. • 2.12.10 Analyze how public health policies and government regulations can influence health promotion and disease prevention. • 7.12.1 Analyze the role of individual responsibility for enhancing health. • 7.12.2 Demonstrate a variety of healthy practices and behaviors that will maintain or improve the health of self and others.	• <i>how media can influence one's beliefs about what constitutes a healthy sexual relationship</i> • <i>sexuality in the media can lead to different types of violence</i> - assault - rape - domestic violence - emotional/verbal abuse - physical abuse • <i>the variety of media forms that portray women in the media and their motivations.</i> • <i>how cultural views of women have changed with the development of current media vs. historical media</i> • <i>how messages of gender roles and stereotypes can have an influence on attitudes, beliefs, and behaviors</i> • <i>people can become more aware of gender role messages around us and make decisions about which ones to accept and to reject</i> • <i>how the feminism movement impacts women's health and role in society</i> <u>vocabulary:</u> feminism, gender roles, racism, desensitization, sexualization, connotation, consumers, demographics, critical viewing, media literacy, mass media, homophobia, sexist, slant, bias, stereotype, phallic symbolism, objectification of women, sexual orientation, and sexism	• <i>evaluating the impact of technology and the media on societal norms.</i> • <i>determining the consequences to health because of media in our culture.</i> • <i>analyzing the effect of media on personal and family health practices.</i> • <i>demonstrate a variety of healthy practices and behaviors that will maintain or improve the health of self and others.</i> • <i>analyzing how personal behaviors can lead to unhealthy risky behaviors due to media impact and values.</i>
Content Area Literacy Standards		21st Century Skills
• RST.11-12.1 CITE SPECIFIC TEXTUAL EVIDENCE TO SUPPORT ANALYSIS OF SCIENCE AND TECHNICAL TEXTS, ATTENDING TO IMPORTANT DISTINCTIONS THE AUTHOR MAKES AND TO ANY GAPS OR INCONSISTENCIES IN THE ACCOUNT. • RST.11-12.2 DETERMINE THE CENTRAL IDEAS OR CONCLUSIONS OF A TEXT; SUMMARIZE COMPLEX CONCEPTS, PROCESSES, OR INFORMATION PRESENTED IN A TEXT BY PARAPHRASING THEM IN SIMPLER BUT STILL ACCURATE TERMS.		• Life & Career Skills • Learning & Innovation Skills • Communication, collaboration, creativity, and critical thinking • Information, Media & Technology Skills

• RST.11-12.3 FOLLOW PRECISELY A COMPLEX MULTISTEP PROCEDURE WHEN CARRYING OUT EXPERIMENTS, TAKING MEASUREMENTS, OR PERFORMING TECHNICAL TASKS; ANALYZE THE SPECIFIC RESULTS BASED ON EXPLANATIONS IN THE TEXT. • RST.11-12.4 DETERMINE THE MEANING OF SYMBOLS, KEY TERMS, AND OTHER DOMAIN-SPECIFIC WORDS AND PHRASES AS THEY ARE USED IN A SPECIFIC SCIENTIFIC OR TECHNICAL CONTEXT RELEVANT TO GRADES 11-12 TEXTS AND TOPICS. • WHST.11-12.4 PRODUCE CLEAR AND COHERENT WRITING IN WHICH THE DEVELOPMENT, ORGANIZATION, AND STYLE ARE APPROPRIATE TO TASK, PURPOSE, AND AUDIENCE.	
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Stage 2 - Evidence	
<i>Evaluative Criteria</i>	<i>Assessment Evidence</i>
	PERFORMANCE TASK(S):
	OTHER EVIDENCE:

Stage 3 – Learning Plan		
Summary of Key Learning Events and Instruction		
<i>Science Integration</i>	<i>College, Career, and Civic Life Integration</i>	<i>Technology Integration</i>
<i>District Materials</i>	<i>Distance Learning/Field Trips</i>	<i>Technology Resources</i>

Studies in Women's Health & Wellness:

Safety & Violence Prevention

Stage 1 Desired Results			
ESTABLISHED GOALS: <u>Competencies:</u> - Students will apply knowledge and practice health behaviors and recognize health risks in order to promote a healthy lifestyle. (Health Comp 1) - Students will demonstrate the ability to use interpersonal communication and advocacy skills in order to promote personal and community health. (Health Comp 3) - Students will demonstrate the ability to analyze and summarize text and integrate knowledge to make meaning of discipline-specific materials. - Students will demonstrate the ability to produce coherent and supported writing in order to communicate effectively for a range of discipline-specific tasks, purposes, and audiences. - Students will demonstrate the ability to speak purposefully and effectively by strategically making decisions about content, language use, and discourse style. <u>Content Standards:</u> - SHAPE 1. Use functional health information to support health and well-being of self and others. - SHAPE 4. Use interpersonal communication skills to support health and well-being of self and others. - SHAPE 7. Demonstrate practices and behaviors to support health and well-being of self and others.	Transfer Students will be able to independently use their learning to communicate and advocate for personal safety and injury prevention in a variety of situations.		
	Meaning ENDURING UNDERSTANDINGS Students will understand that... - proactive communication (verbal and non verbal) can create healthy relationships and solve differences with others peacefully. - individuals can use a variety of strategies for preventing injuries and staying safe from accidents, manipulation, coercion, etc. - violence and injuries can have short term and long term effects to one’s overall well being (in all dimensions). - prevention and building personal skills to increase safety and awareness can enhance a person’s health. - advocating for healthy communities increases the safety and well being of everyone. ESSENTIAL QUESTIONS - How does an individual’s communication skills affect his/her personal safety and well being?		
	Acquisition Students will know... - ways to communicate respect for self and others - diversity of relationships, e.g., family, friends, dating, marriage, same sex relationships - situational awareness tactics, principles of protection (self defense) Students will be skilled at... - demonstrating self defense tactics - demonstrate specific first-aid techniques - demonstrate personal responsibility to make health-enhancing choices - demonstrate interactions among individuals		

SHAPE 8. Advocate to promote health and well-being of self and others.	• <i>strategies for refusing unwanted or unprotected sex</i> • <i>benefits of setting sexual limits, e.g., staying in school, reputation, achieving future goals</i> • <i>importance of respecting sexual limits of others</i> • <i>strategies for dealing with pressures to cross sexual limits</i> • <i>effects of alcohol and other drug use on sexual behavior</i> • <i>influences on sexual behavior, e.g., family, peers, religion, media, culture, internal</i> • <i>influences of violence, e.g., date rape and other abuse</i> • <i>human trafficking (e.g. influences, cycle, prevention)</i> • <i>valid sources of information and help for violence, abuse, sexual assault</i> • <i>online dating safety strategies, (apps, websites)</i> • <i>how to build and maintain relationships, including appropriate ways to end relationships</i> • <i>ways to avoid threatening situations</i> • <i>causes of conflict</i> • <i>conflict resolution techniques</i> • <i>how to avoid fighting/bullying</i> • <i>the importance of not carrying a weapon</i> • <i>how to prevent dating violence</i> • <i>how to prevent sexual assault</i> • <i>how to recognize sexual harassment</i> • <i>influence of AOD in conflict situations</i> • <i>nonviolent ways to calm charged situations</i> • <i>appropriate ways to end relationships</i> • <i>techniques for negotiation and compromise</i> • <i>how to advocate for needs and rights of others</i> • <i>how to advocate for healthy social environment</i> • <i>how to advocate for fairness</i> • <i>how to advocate for health services in the community</i> • <i>universal precautions (infection control procedures)</i> • <i>steps for CPR</i> • <i>techniques to give care for someone choking</i> • <i>first aid steps for severe injuries, e.g., bleeding, broken bones</i>	• <i>demonstrate message tactics and strategies</i> • <i>demonstrate refusal skills</i> • <i>Evaluate the potentially positive and negative roles of technology and social media in relationships</i> • <i>advocate a health message and persuade others to make healthful choices using passion and conviction</i> • <i>advocate for safe environments that encourage dignified and respectful treatment of everyone</i>
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vocabulary: situational awareness, self defense principles, conflict resolution strategies, sexual assault, healthy & unhealthy dating characteristics, sexual harrassment, human trafficking, sex trafficking cycle, types of human trafficking, grooming, coercion, and advocacy.

Content Area Literacy Standards

- RST.11-12.1 CITE SPECIFIC TEXTUAL EVIDENCE TO SUPPORT ANALYSIS OF SCIENCE AND TECHNICAL TEXTS, ATTENDING TO IMPORTANT DISTINCTIONS THE AUTHOR MAKES AND TO ANY GAPS OR INCONSISTENCIES IN THE ACCOUNT.
- • RST.11-12.2 DETERMINE THE CENTRAL IDEAS OR CONCLUSIONS OF A TEXT; SUMMARIZE COMPLEX CONCEPTS, PROCESSES, OR INFORMATION PRESENTED IN A TEXT BY PARAPHRASING THEM IN SIMPLER BUT STILL ACCURATE TERMS.
- • RST.11-12.3 FOLLOW PRECISELY A COMPLEX MULTISTEP PROCEDURE WHEN CARRYING OUT EXPERIMENTS, TAKING MEASUREMENTS, OR PERFORMING TECHNICAL TASKS; ANALYZE THE SPECIFIC RESULTS BASED ON EXPLANATIONS IN THE TEXT.
- • RST.11-12.4 DETERMINE THE MEANING OF SYMBOLS, KEY TERMS, AND OTHER DOMAIN-SPECIFIC WORDS AND PHRASES AS THEY ARE USED IN A SPECIFIC SCIENTIFIC OR TECHNICAL CONTEXT RELEVANT TO GRADES 11-12 TEXTS AND TOPICS.
- • WHST.11-12.4 PRODUCE CLEAR AND COHERENT WRITING IN WHICH THE DEVELOPMENT, ORGANIZATION, AND STYLE ARE APPROPRIATE TO TASK, PURPOSE, AND AUDIENCE.

21st Century Skills

- Critical thinking
- Communication skills
- Creativity
- Problem solving
- Collaboration
- Information literacy
- Technology skills and digital literacy
- Media literacy
- Global awareness
- Self-direction
- Social skills
- Literacy skills
- Social responsibility
- Thinking skills

Stage 2 - Evidence	
<i>Evaluative Criteria</i>	<i>Assessment Evidence</i>
	PERFORMANCE TASK(S):
	OTHER EVIDENCE:

Stage 3 – Learning Plan	
Summary of Key Learning Events and Instruction	
<i>Language Arts Integration</i>	<i>Mathematics Integration</i>
1.OA.1 Use	1.OA.1 Use
<i>Technology Integration</i>	<i>District Materials</i>
1.OA.1 Use	

Studies in Women's Health & Wellness:

Accessing Information for Women's Health Promotion

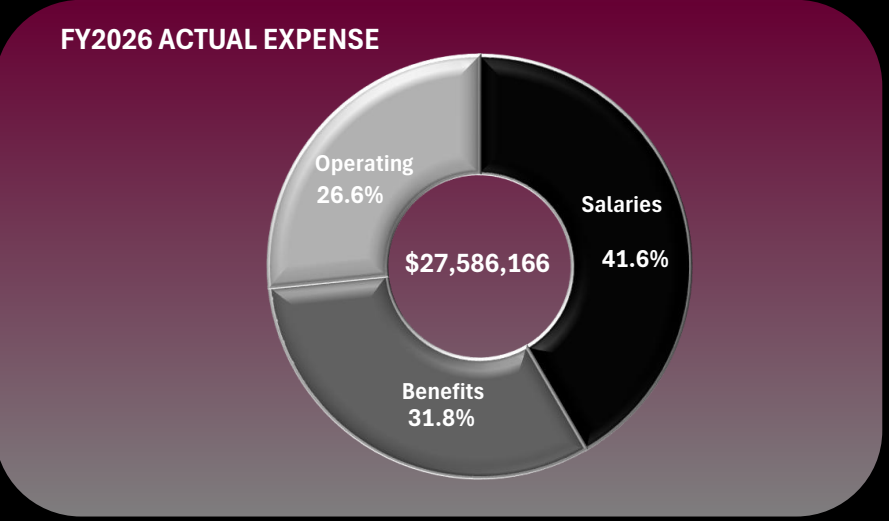
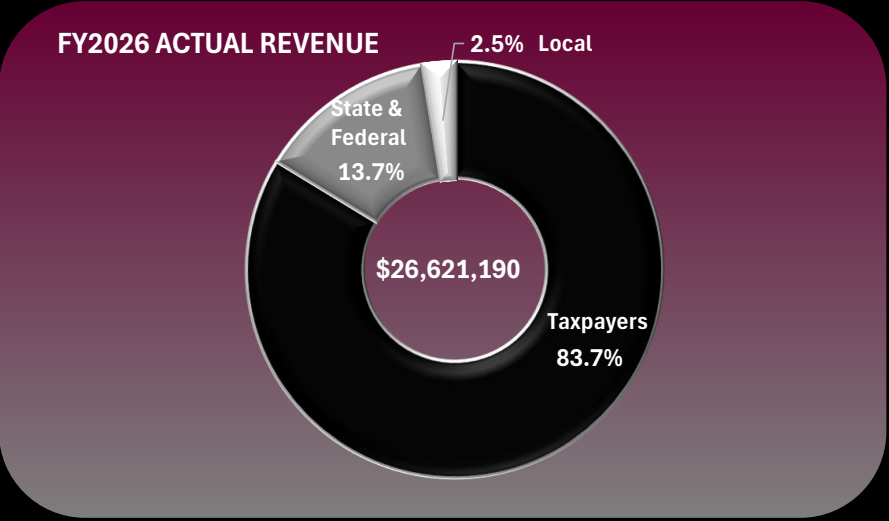
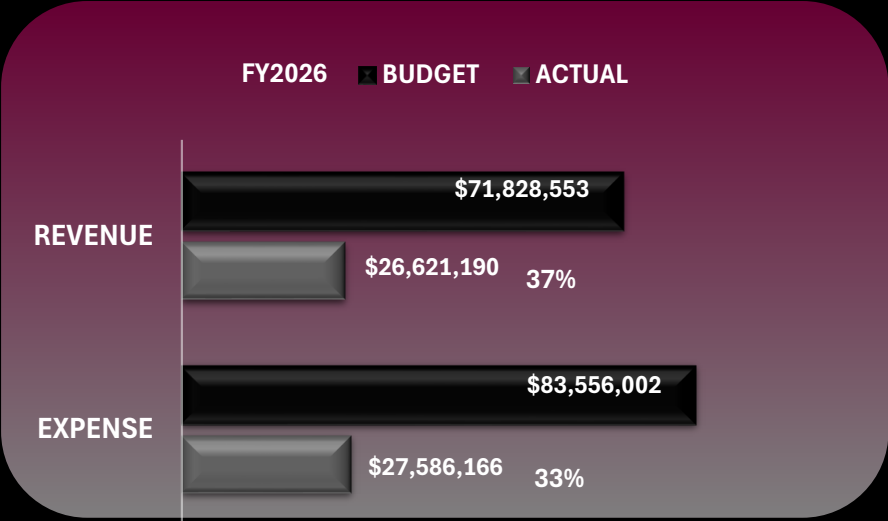
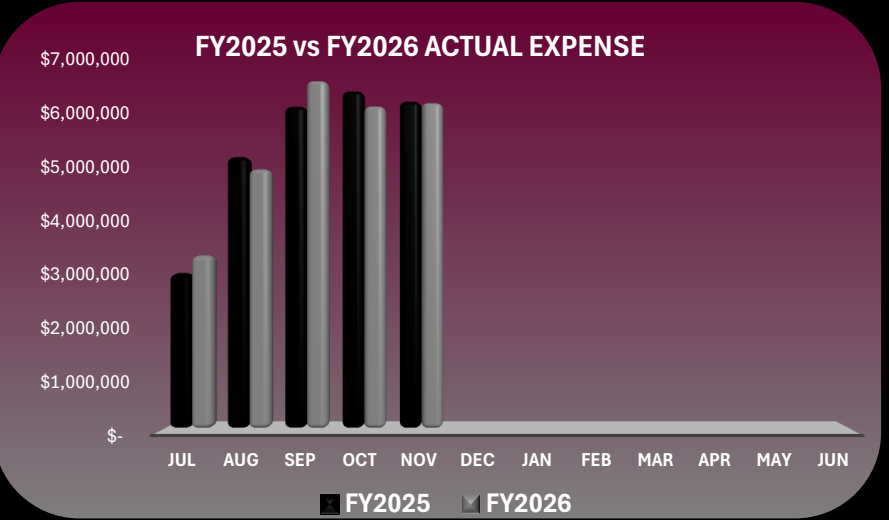
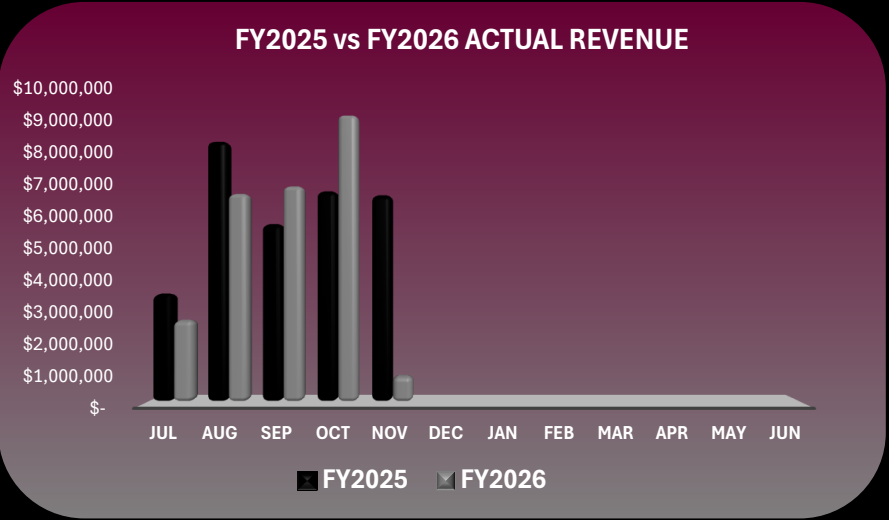
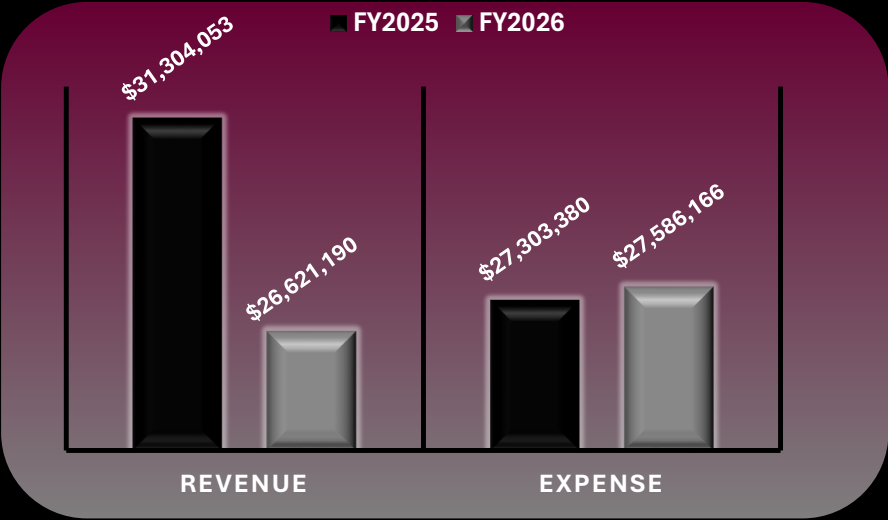
Stage 1 Desired Results		
ESTABLISHED GOALS: <u>Competencies:</u> - Students will apply knowledge and practice health behaviors and recognize health risks in order to promote a healthy lifestyle. (Health Comp 1) - Students will be able to access valid information and products and services to enhance health. (Health Comp 4) - Students will demonstrate the ability to analyze and summarize text and integrate knowledge to make meaning of discipline-specific materials. - Students will demonstrate the ability to produce coherent and supported writing in order to communicate effectively for a range of discipline-specific tasks, purposes, and audiences. - Students will demonstrate the ability to speak purposefully and effectively by strategically making decisions about content, language use, and discourse style. <u>Content Standards:</u> - SHAPE 3. Access valid and reliable resources to support health and well-being of self and others. - SHAPE 5. Use a decision-making process to support health and well-being of self and others.	<i>Transfer</i>	
	<i>Students will be able to independently use their learning to identify and access valid health information and health-promoting products and services to achieve health literacy and enable prevention, early detection, and treatment of health problems.</i>	
	<i>Meaning</i>	
	ENDURING UNDERSTANDINGS <i>Students will understand that...</i> - not all health claims for information, products and services are valid and accurate. - using reliable accurate sources of information (apps, websites, etc) checking can help a person make informed decisions about products and services that can enhance health.	ESSENTIAL QUESTIONS How can valid vs. invalid health information, products and services affect one's health?
	<i>Acquisition</i>	
	<i>Students will know...</i> - common symptoms of and treatment for STI's, including HIV - laws related to sexual health care services, including STD & HIV testing and treatment. - signs of pregnancy, pregnancy options (i.e IVF) - prenatal care services that contribute to or threaten healthy pregnancies. - compare and contrast laws related to pregnancy, adoption, abortion and parenting. - laws related to sexual and reproductive health care services (i.e. contraception, pregnancy options, safe surrender policies, prenatal care) - how to evaluate claims of performance-enhancing drugs and nutritional supplements - how to select products, services and facilities related to physical activity	<i>Students will be skilled at...</i> - access accurate and valid information and resources. - knowing that there is local testing and treatment services available. - identify or cite specific sources - provide reason for needing to access information - evaluate validity of source - provide rationale for appropriateness of source - demonstrate ability to access appropriate community resources to meet specific needs - similarities and differences among a variety of health care products - demonstrating a thoughtful decision making process: show what options were considered, evaluating pros and cons of options, a clear decision statement, and reflection of the decision

	• <i>how to validate fitness claims</i> • <i>validity of claims of nutritional supplements and weight loss products</i> • <i>prevention strategies associated with primary health care (i.e. BSE, pap smear, blood lipid panels)</i> • <i>benefits/risks of vaccinations</i> • <i>ways to promote skin health and factors that may affect skin health/aging</i> <u>vocabulary:</u> <i>common STIs, HIV, prenatal care, types of adoption, abortion, contraception, safe surrender, supplements, personal care products, carcinogens, product claims, “green washing”</i>	
Content Area Literacy Standards	21st Century Skills	
• RST.11-12.1 CITE SPECIFIC TEXTUAL EVIDENCE TO SUPPORT ANALYSIS OF SCIENCE AND TECHNICAL TEXTS, ATTENDING TO IMPORTANT DISTINCTIONS THE AUTHOR MAKES AND TO ANY GAPS OR INCONSISTENCIES IN THE ACCOUNT. • RST.11-12.2 DETERMINE THE CENTRAL IDEAS OR CONCLUSIONS OF A TEXT; SUMMARIZE COMPLEX CONCEPTS, PROCESSES, OR INFORMATION PRESENTED IN A TEXT BY PARAPHRASING THEM IN SIMPLER BUT STILL ACCURATE TERMS. • RST.11-12.3 FOLLOW PRECISELY A COMPLEX MULTISTEP PROCEDURE WHEN CARRYING OUT EXPERIMENTS, TAKING MEASUREMENTS, OR PERFORMING TECHNICAL TASKS; ANALYZE THE SPECIFIC RESULTS BASED ON EXPLANATIONS IN THE TEXT. • RST.11-12.4 DETERMINE THE MEANING OF SYMBOLS, KEY TERMS, AND OTHER DOMAIN-SPECIFIC WORDS AND PHRASES AS THEY ARE USED IN A SPECIFIC SCIENTIFIC OR TECHNICAL CONTEXT RELEVANT TO GRADES 11-12 TEXTS AND TOPICS. • WHST.11-12.4 PRODUCE CLEAR AND COHERENT WRITING IN WHICH THE DEVELOPMENT, ORGANIZATION, AND STYLE ARE APPROPRIATE TO TASK, PURPOSE, AND AUDIENCE.		

Stage 2 - Evidence	
<i>Evaluative Criteria</i>	<i>Assessment Evidence</i>
	PERFORMANCE TASK(S):
	OTHER EVIDENCE:

Stage 3 – Learning Plan	
Summary of Key Learning Events and Instruction	
<i>Language Arts Integration</i>	<i>Mathematics Integration</i>
1.OA.1 Use	1.OA.1 Use
<i>Technology Integration</i>	<i>District Materials</i>
1.OA.1 Use	

TIMBERLANE REGIONAL SCHOOL DISTRICT
DASHBOARD OF THE GENERAL FUND AS OF NOVEMBER 2025



EXPENSES	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Total
FY2025 ACTUAL	\$ 3,008,044	\$ 5,246,734	\$ 6,218,312	\$ 6,513,697	\$ 6,316,593	\$ 5,996,547	\$ 8,638,655	\$ 6,246,131	\$ 5,971,723	\$ 6,298,802	\$ 6,393,570	\$ 16,622,874	\$ 83,471,682
As a % of Total	4%	6%	7%	8%	8%	7%	10%	7%	7%	8%	8%	20%	
FY2026 ACT. / PROJ.	\$ 3,353,881	\$ 5,011,506	\$ 6,710,480	\$ 6,223,800	\$ 6,289,200	\$ 6,106,341	\$ 8,796,824	\$ 6,360,494	\$ 6,081,061	\$ 6,414,129	\$ 6,510,633	\$ 16,707,230	\$ 84,565,577
As a % of Total	4%	6%	8%	7%	7%	7%	10%	8%	7%	8%	8%	20%	
Increase (Decrease)	\$ 345,837	\$ (235,228)	\$ 492,169	\$ (289,898)	\$ (27,394)	\$ 109,793	\$ 158,169	\$ 114,363	\$ 109,339	\$ 115,327	\$ 117,063	\$ 84,355	\$ 1,093,895
Numbers in red indicate months with three pay period. Numbers in green indicate projected expenses.													



3,210 STUDENTS



594 EMPLOYEES



65 CONTRACTORS

Timberlane Regional School District
FY2026 Cash Flow Report

	July	August	September	October	November	YTD
Beginning Cash Balance	8,382,199	8,828,700	10,867,382	12,108,657	15,203,122	8,382,199
Deposits						
Adequacy Aid	-	-	2,113,931	2,113,931		4,227,862
Appropriation - Atkinson	1,404,641	1,685,419	1,545,155	983,098	702,320	6,320,633
Appropriation - Danville	950,470	1,140,462	1,045,551	665,227		3,801,710
Appropriation - Plaistow	-	2,250,000	2,000,000	2,000,000		6,250,000
Appropriation - Sandown	-	1,488,436	-	3,423,297		4,911,733
Impact Fees - Atkinson	6,313	-	-	-		6,313
Impact Fees - Danville	-	-	50,000	-		50,000
Impact Fees - Plaistow	-	-	27,277	-		27,277
Impact Fees - Sandown	75,000	-	-	-		75,000
Tuition	88,075	111,807	144,672	75,559	71,110	491,223
Voc Ed Transportation	-	-	-	-	57,766	57,766
Special Education Aid	-	-	55,390	-		55,390
Medicaid	-	58,499	-	-	16,626	75,125
Interest Income	32,230	17,598	15,909	23,516	25,054	114,307
Other Local Revenue	489	3,447	2,946	22,893	6,507	36,281
Grants	34,906	134,194	40,159	42,953	33,593	285,805
Food Service Government	-	21,997	-	38,284		60,281
Food Service Parents	4,310	50,238	130,705	148,387	110,248	443,888
PAC Income	-	-	-	12,411		12,411
Total Deposits	2,596,433	6,962,097	7,171,693	9,549,558	1,023,223	27,303,004
Disbursements						
Payroll	764,464	3,572,106	4,477,250	4,713,691	4,643,771	18,171,282
Accounts Payable	1,385,468	1,351,309	1,453,169	1,741,402	1,937,527	7,868,875
Total Disbursements	2,149,932	4,923,415	5,930,419	6,455,093	6,581,298	26,040,157
Ending Cash Balance	8,828,700	10,867,382	12,108,657	15,203,122	9,645,047	9,645,047



EXECUTIVE SUMMARY

RFP for Student Chromebooks

This executive summary presents the results and recommendations from the RFP process for procuring 525 student Chromebooks. These devices support our annual dedicated device program for students entering 6th and 9th grades. They will be distributed to current 5th and 8th graders during the final week of school for use throughout their middle and high school years. The new Chromebooks will also be used at the high school for spring SAT and NHSAS Science assessments.

The RFP was posted on our website and emailed to vendors on November 12, 2025, with a submission deadline of December 3, 2025. Sixteen vendors submitted bids. After review, the administration recommends awarding the contract to Arch Angel of Miami, FL, which provided the lowest-priced qualifying bid.

Respectfully Submitted,
Kenneth Henderson
Director of Technology



NH School Administrative Unit 106 | Timberlane Regional School District

30 Greenough Road, Plaistow, NH 03865 Voice: (603) 382-6119 Fax: (603) 382-3334

Timberlane.net

@TimberlaneRegional

@TimberlaneRSD

@TimberlaneRSD

Bid Opening Record

Bid: 2025-2026 Chromebooks (Page 1)

Date: 12/03/2025

Ref. Policy DJE

<u>Bidder</u>	<u>Address</u>	<u>Description</u>	<u>Qty</u>	<u>Unit Price</u>	<u>Total Amount</u>	<u>Attended</u>
Archangel		Asus Chromebook Google License	525 525	249.00 31.79	147,414.75	
AztekC		Asus Chromebook Missing Google License	525	257.00	134,925.00 Missing Lic	
CDW		Lenovo Chromebook -Wrong Make Google License	525 525	230.00 31.00	137,025.00	
Connection		Asus Chromebook Google License	525 525	261.00 31.50	153,562.50	
Milliard		Asus Chromebook Google License	525 525	263.50 29.99	154,082.25	
MUR Trading		Asus Chromebook Google License	525 525	229.50 31.41	136,977.75	
MVation		Asus Chromebook Missing Google License	525	271.08	142,317.00 Missing Lic	
RTI Bid		Asus Chromebook Google License	525 525	265.00 30.00	154,875.00	
Southern Computer		Asus Chromebook Google License	525 525	266.57 29.87	155,631.00	
STS Education		Asus Chromebook Google License	525 525	272.57 31.00	159,374.25	
The Repair Depot		Asus Chromebook Google License	525 525	272.00 29.70	158,392.50	
Tyler Communications		Asus Chromebook Missing Google License	525	292.00	153,300.00 Missing Lic	

Witnesses:

<i>Kenneth Henderson</i>	

Recorder:

Heather Greenfield
Name

Heather Greenfield
Signature

Low bidder submittal will be reviewed to insure compliance with bid specs.
Reference checks will be completed prior to awarding of bid.
This form will be on file in the District Office for one year and attached to electronic Purchase Requisition.

The mission of the Timberlane Regional School District is to engage all students in challenging and relevant opportunities, emphasizing high aspirations and personal growth.



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Bid Opening Record

Bid: 2025-2026 Chromebooks (Page 2)

Date: 12/03/2025

Ref. Policy DJE

<u>Bidder</u>	<u>Address</u>	<u>Description</u>	<u>Qty</u>	<u>Unit Price</u>	<u>Total Amount</u>	<u>Attended</u>
Virtucom		Asus Chromebook CR11 Google License	525 525	260.00 30.00	152,250.00	
Virtucom		Asus Chromebook CZ11 - Wrong Model Google License	525 525	248.00 30.00	145,950.00	
Vivacity		Asus Chromebook - Wrong Model Google License	525 525	198.00 32.00	120,750.00	
Whalley		Asus Chromebook Missing Google License	525 525	267.00	140,900.00 Missing Lic	
SunnyTech		Asus Chromebook Google License	525 525	251.00 29.99	147,519.75	

Witnesses:

<i>Kenneth Henderson</i>	

Note: Highlighted equipment/
services is incorrect or missing
equipment/services from the RFP.

Recorder:

Heather Greenfield

Name

Heather Greenfield

Signature

Vendor Unresponsive

Low bidder submittal will be reviewed to insure compliance with bid specs.

Reference checks will be completed prior to awarding of bid.

This form will be on file in the District Office for one year and attached to electronic Purchase Requisition.

The mission of the Timberlane Regional School District is to engage all students in challenging and relevant opportunities, emphasizing high aspirations and personal growth.

CERTIFICATE *of* SIGNATURE

REF. NUMBER
CPTUZ-BUURD-UCRSI-DFMQF

DOCUMENT COMPLETED BY ALL PARTIES ON
04 DEC 2025 15:44:02
UTC

SIGNER

HEATHER GREENFIELD

EMAIL
HEATHER.GREENFIELD@TIMBERLANE.NET

TIMESTAMP

SENT
03 DEC 2025 19:36:07

SIGNED
03 DEC 2025 19:36:07

SIGNATURE

Heather Greenfield

IP ADDRESS
50.237.135.14

LOCATION
HAMPSTEAD, UNITED STATES

KEN HENDERSON

EMAIL
KEN.HENDERSON@TIMBERLANE.NET

SENT
03 DEC 2025 19:36:07

VIEWED
04 DEC 2025 15:43:46

SIGNED
04 DEC 2025 15:44:02

Kenneth Henderson

IP ADDRESS
50.237.135.14

LOCATION
HAMPSTEAD, UNITED STATES

RECIPIENT VERIFICATION

EMAIL VERIFIED
04 DEC 2025 15:43:46





**Invitation to Bid
Timberlane Regional School District
TRSD 2025-2026 Student Chromebooks**

11/5/2025

The Timberlane Regional School District located in Atkinson, Danville, Plaistow, and Sandown, NH will receive emailed bids for **525 ASUS student chromebooks**.

All Bids must be received by email (time stamped by our email system) no later than December 2, 2025 at 2:00pm.

Questions on this bid should be sent to the Director of Technology at **kenneth.henderson@timberlane.net**. The public bid opening will be located at the Timberlane Regional School District/SAU106 central office at 30 Greenough Rd. Plaistow, NH 03865 on December 2, 2025 at 2:30pm.

Instructions:

Please email your bid submission to only Heather Greenfield at the SAU106 Business Office at heather.greenfield@timberlane.net

Please label the subject of the email the following **“TRSD 2025-2026 Chromebooks”**.

The bidder shall submit a statement with the bid, indicating school relevant experience together with the names of school districts previously and/or currently served, the dates involved, and the scope of the services performed and three (3) references.

The bidder shall submit a written statement of their warranty policy, as pertains to the warranty requirements set forth in the bid specifications.

All equipment must be shipped or delivered to schools located in the Timberlane Regional School District, as determined by the Director of Technology, at no additional cost.

Proposals may be held by the Superintendent for a period not to exceed thirty (30) days from the date of the opening of the proposals for the purpose of investigating the qualifications of the bidder prior to the awarding of the contract.



The Superintendent may make investigation, as they deem necessary to determine the ability of the Bidder to perform the work. The Bidder shall furnish to the Superintendent all such information and data for this purpose as the Superintendent may request. The Superintendent reserves the right to accept or reject any and all bids or any item(s) thereof, and to waive any informalities in the bid process and to cancel in part or in its entirety the request for bid and to award the contract as the Superintendent deems to be in the best interests of the School District. The Timberlane Regional School District further reserves the right to select the bid that best meets the District's needs as determined by the Superintendent, in its sole discretion.

While price will be a substantial factor in the District's decision, the District reserves the right to select a vendor without the lowest cost proposal.

Any deviation from the conditions and specifications must be clearly expressed by each Bidder in the appropriate space on the bid forms. Unless so stated by the Bidder and accepted by the District, all conditions and specifications apply.

Any fraudulent or inaccurate statements or willful concealment of relevant information by the Bidder are grounds for rejection of that bid and for the termination of any subsequent contract there from.

Bidders may not withdraw bids for thirty (30) days after bid opening.

The successful Bidder, hereinafter referred to as the contractor, shall be prepared to enter into a written contract with the Timberlane Regional School District within Thirty (30) days of written acceptance of the bid by the District.



The following is a description of work requested and quantity desired, and the minimum specifications required for equipment.

Please also state any warranty or advanced replacement plans you will provide.

Qty
525

Component

ASUS Chromebook Model CR1104CTA-YZ42

- Must be a new model with at least 5 years before the Google Auto Update Expiration date is met.**
- ASUS Chromebook CR1104CTA-YZ42**
- Intel N-series**
- Chrome OS**
- 4 GB RAM**
- 11.6" TN 1366 x 768 (HD)**
- mineral gray**
- 180-degree hinge design**
- N150 / up to 3.6 GHz**
- UHD Graphics**
- 32 GB eMMC**
- Wi-Fi 6E, Bluetooth**
- Chrome Management License (please quote this separately)**

Shipping Requirements - The 525 chromebooks will be broken up and sent to four (4) different schools. Any additional shipping costs should be reflected in your bid.



REQUIRED - All equipment must be delivered by 1/15/2026 unless other arraignments have been made. Please be advised that TRSD is a Sourcewell client and requests your pricing through them if you participate in Sourcewell. Timberlane's Sourcewell Client ID is 174740.

Timberlane Regional School District

TRSD 2025-2026 Chromebooks

Please itemize below being sure to separate equipment costs and installation costs.

Bid Worksheet

* you can attach a separate quote page in lieu of completing this table but please complete the fields under the table.

Quantity	Item Description	Unit Cost	Extended Costs

Total Cost: \$_____

Submitted by: _____ Date: _____

Company Name: _____

Street Address: _____

City/Town: _____ State: _____ Zip Code: _____

Telephone: _____ Fax: _____

Signature: _____



TRSD POLICY COMMITTEE'S RECOMMENDATIONS TO THE SCHOOL BOARD

December 18, 2025

Second Read/Adoption

Policy	Changes/Recommendations
IHBI – Alternative Learning Programs and Individual Plans	<i>Changes since first read: Policy Committee has lowered the threshold for special expenditures requiring School Board approval from \$4,000 to \$2,000.</i> Revised to align with the changes in 306 Rules specifically towards alternative plans/programs for individual or groups of identified students, and not for separate continuing, standing programs.

First Read

Policy	Changes/Recommendations
BGAA – Policy Development, Adoption and Review	New policy for TRSD. Updated to require that policies be posted and accessible on school websites (per Ed 306.04). Addresses public transparency and ADA accessibility.
EHAG – Use of Generative Artificial Intelligence	New policy. Addresses guidelines for the proper management and responsible use of Generative AI in the district's educational and working environments and directs the Superintendent to create and maintain a Plan for the Responsible Use of Generative Artificial Intelligence.

Timberlane Regional School District	Policy Code: IHBI
Adopted: 03-04-10 Re-affirmed: 12-19-13 Revised: 01-03-19	Page 1 of 5

ALTERNATIVE LEARNING ~~PLANS~~ PROGRAMS & INDIVIDUAL PLANS

Purpose

~~In an effort to reduce the number of students who do not complete the requirements to graduate from high school and earn a diploma, the Board establishes a program for alternative learning plans for students to obtain a high school diploma or its equivalent. The District, through an Alternative Learning Plan team comprised of teachers, administrators, and guidance counselors, are directed to identify students who may be at risk for dropping out of high school, for developing alternative learning plans consistent with this policy, and for assisting students who are participating in alternative learning plans.~~

~~Alternative learning plans may include, but are not limited to, extended learning opportunities, independent study, private instruction, performing groups, internships, community service, apprenticeships, online courses/distance education, or other opportunities approved by the Superintendent or his/her designee, in conjunction with Board policies.~~

~~The purposes of alternative learning plans are to provide students with educational experiences that are meaningful, to provide students with opportunities to explore and achieve at high levels, and to meet State and District requirements to obtain a high school diploma or its equivalent. In order to maximize student achievement, this policy permits students to employ alternative learning plans that fulfill or exceed the expectations set forth by State minimum standards and applicable Board policy.~~

~~Alternative learning plans may include extended learning opportunities taken for credit or taken to supplement regular academic courses. If the alternative learning plan includes extended learning opportunities taken for credit, the provisions of Policies IMBC, Alternative Credit Options and IHBH, Extended Learning Opportunities, will apply. The granting of credit shall be based on a student's mastery of course competencies, as defined by Policies ILBA, Assessments and ILBAA, High School Competency Assessments. Highly Qualified Teachers and the Principal must authorize the granting of credit for learning accomplished through extended learning opportunities. If credit is not granted, the extended learning opportunity may be used to fulfill prerequisite requirements for other courses.~~

~~Parents/guardians and/or students may appeal decisions rendered by the Principal within the provisions set forth in procedure IHBI-R.~~

~~Students interested in Alternative Learning Plans shall follow procedure IHBI-R.~~

Legal References:

~~*RSA 193:1, Duty of Parent; Compulsory Attendance by Student*
Ed 306.04(a)(13), Alternative Means Of Earning Credit Toward A
High School Diploma Ed 306.04(a)(14), Alternative Means Of
Demonstrating Achievement Of Competencies Ed 306.21,
Alternative Programs~~

Timberlane Regional School District	Policy Code: IHBI
Adopted: 03-04-10 Re-affirmed: 12-19-13 Revised: 01-03-19	Page 2 of 5

A. Purpose

Alternative learning plans are designed to address the needs of individual students or groups of students that might be different from the needs of the general student population and includes delivery of learning opportunities through individualization, personalization and differentiated methods. Such plans may be designed for students who might otherwise be at risk for dropping out of school, or who require a more rigorous course of studies than otherwise offered by the District. The District, through its teachers, administrators, and school counselors, will endeavor to identify students who may be at risk of dropping out of high school, or who may otherwise benefit from an alternative learning plan or program..

Alternative learning programs and plans under this policy may include, but are not limited to, independent study, extended learning opportunities (ELOs), independent study, private instruction, performing groups, internships, community service, apprenticeships, remote learning, or other opportunities by the Superintendent or his/her designee, in conjunction with Board policies. If such a plan or program requires special expenditures beyond \$2,000, the Superintendent will present the plan to the School Board for approval.

The purposes of alternative learning plans are to provide students with educational experiences that are meaningful, to provide students with opportunities to explore and achieve at high levels, and to meet State and District requirements to obtain a high school diploma or its equivalent. In order to maximize student achievement, this policy permits students to employ alternative learning plans that fulfill or exceed the expectations set forth by State minimum standards and applicable Board policy.

Alternative learning plans may include extended learning opportunities taken to achieve competencies and earn full or partial credits, or taken to supplement regular academic courses. If the alternative learning plan includes extended learning opportunities to achieve identified competencies and earn full or partial high school credits, the provisions of Board policies IK and IHBH, Extended Learning Opportunities, will apply.

B. Roles and Responsibilities

Alternative learning plan components shall have specific instructional objectives aligned with the State minimum standards and District curriculum and competency standards. All alternative learning plans will comply with applicable laws and regulations, including child labor laws and regulations governing occupational safety.

Teachers, School Counselors and Administrators should inform students of the District's promotion of alternative learning plans and similar programs. District employees who believe a student may be at risk for dropping out of high school, or who would otherwise benefit from an alternative learning plan/program, should inform either the Principal or the School Counselor of the employee's concerns. The Principal will then schedule a meeting with the student, the Principal, the School Counselor, and the

Timberlane Regional School District	Policy Code: IHBI
Adopted: 03-04-10 Re-affirmed: 12-19-13 Revised: 01-03-19	Page 3 of 5

student's parent/guardian to discuss the student's participation in an alternative learning program. Students expressing interest in pursuing such a plan or program should be referred to the School Counselor, Principal, or the Principal's designee.

The School Counselor or Principal's designee is responsible for assisting students and their parents/guardians in preparing application forms and other necessary paperwork for alternative learning plans. The alternative learning plan components will be determined through a team consisting of the student, school personnel, parent/guardian and other appropriate people based on the individual student needs.

The Principal or Principal's designee and the designated team will have primary responsibility and authority for initial approval of alternative learning plans. If the alternative learning plan is approved by the Superintendent, or if required, the School Board, the Principal will have responsibility for overseeing implementation of the plan. The Principal will be responsible for reviewing and approving determinations that district competencies have been achieved and related credits awarded toward the attainment of a high school diploma or its equivalent.

Students approved for alternative learning plans must have parent/guardian permission to participate in such a program. Such permission will be granted through a Alternative Learning Plan Agreement Form and returned to the district before beginning the program. For alternative learning plans that require off-campus attendance, the District will require a signed agreement among the school, the student, and a designated agent of the third-party host. The agreement should specify the roles and responsibilities of each party.

Students engaged in alternative learning plans will remain as enrolled students of the District. Alternative learning plans that are approved by the District become the responsibility of the District to facilitate implementation.

C. Approval Process

1. The student and parent/guardian shall meet with the school counselor or principal to discuss alternative learning plan options and initiate the formation of an alternative learning plan team. The team, including the student and parent/guardian, will meet to design the alternative learning plan. In order to be approved, the alternative learning plan must comply with and address the applicable elements included in Ed 306.17.
2. The Superintendent or Superintendent's designee will review the paperwork and will determine whether or not to approve the alternative learning plan. Ideally, the Superintendent or designee's decision will be made within twenty (20) days of receipt of the paperwork. As indicated above, however, if the plan will require District expenditures exceeding the dollar limit specified above, then the Superintendent will present the plan with a recommendation to the School Board at the

Timberlane Regional School District	Policy Code: IHBI
Adopted: 03-04-10 Re-affirmed: 12-19-13 Revised: 01-03-19	Page 4 of 5

next scheduled meeting of the Board (unless an extension is requested by the parent). The parent/guardian will be permitted to address the Board, and the matter will be in public or non-public at the election of the parent/guardian. The student and parent/guardian will be notified in writing of the decision. If additional information is requested, the information must be submitted within ten (10) days of receipt of the request.

3. It is the student's responsibility to complete the approved program. Any failure to complete an approved program may jeopardize the student's ability to remain in the program, achieve the identified competencies, and, if applicable, receive credit towards obtaining a high school diploma or its equivalent. The student and parent/guardian recognize that in the event the student withdraws from an approved program, the District cannot placement in an equivalent District-offered course or program.
4. The District reserves the right to determine the competencies to be recognized, and , if applicable, the number of credits to be awarded. The course name and actual grade earned will be noted on the student's official transcript.

D. Evaluation Criteria

The Superintendent or designee will evaluate all applications of students wishing to participate in an alternative learning plan or program. At a minimum, any alternative learning plans must meet the following criteria:

1. Provides for proper administration and supervision of the program or plan,
2. Provides that certified school personnel oversee and monitor the program,
3. Includes age-appropriate academic rigor and the flexibility to incorporate the student's interests and manner of learning, and
4. Are developed and amended, if necessary, in consultation with the student, a school Guidance Counselor, the school Principal and at least one parent/guardian of the student.

E. Program Integrity

In order to insure the integrity of the learning experience approved under this program, the student will be required periodically or upon demand to provide evidence of progress. The Principal will be responsible for certifying completion of the plan, and ensuring that proper assessments are administered for determining achievement of competencies, and, if applicable, the awarding of credits, consistent with the District's policies (see, e.g., Board policy IK.

If a student is unable to complete the alternative learning plan for valid reasons, the Principal will evaluate the experience completed to date and make a determination for the recognition of achievement

Timberlane Regional School District	Policy Code: IHBI
Adopted: 03-04-10 Re-affirmed: 12-19-13 Revised: 01-03-19	Page 5 of 5

of competencies and, if applicable, award of full or partial credits. The Principal will determine the validity of such reasons on a case-by-case basis, and when appropriate, may recommend an alternative experience.

If a student ceases to attend or is unable to complete alternative learning plan for insufficient reason (lack of effort, failure to follow through, indecision, etc.), the Principal may determine that the student's transcript be adjusted to reflect the experience as a failure.

References:

RSA 193:1 Duty of Parent; Compulsory Attendance by Pupil
RSA 91-A:3 Non-Public Sessions

Timberlane Regional School District	Policy Code: BGAA
Adopted:	Page 1 of 5

Policy Development, Adoption, and Review

The development and adoption of policies that govern the School District is one of the School Board's most important functions. Board policies establish the goals, direction and structure of the district under the authority of applicable statutes and regulations. In addition to policies required by state and federal laws and regulations, the Board adopts policies to provide direction to the Superintendent and other administrators in the management of the district, to guide the education program, and to provide clear expectations for school staff, students and parents.

Board policies are intended to provide the framework for district operations and the educational system. In general, the operational details as to how policies will be implemented are contained in administrative procedures developed by the administration. However, the Board may adopt administrative procedures concerning its own operations, or when an issue is of sufficient legal importance to warrant a Board-level procedure.

- A. Policy Committee Responsibilities and Meetings. The Board's Policy Committee with the advice and counsel of the Superintendent, is responsible for recommending policies and policy actions to the full Board for its consideration, including adopting new policies, revising existing policies and deleting obsolete policies.
- B. Policy Committee Meetings and Agendas. The Superintendent or his/her designee, in consultation with the Policy Committee Chair shall prepare all agendas for the meetings of the Policy Committee.
- C. Review of Existing Manual. The Policy Committee shall establish a schedule for reviewing existing Board policies, and forming recommendations regarding the same for the Board.
- D. Procedures for Policy Development and Review.
 1. Individual Board members, Board standing or special committees, the Superintendent or other interested persons may submit policy suggestions, concerns, and/or drafts to the Policy Committee, in care of the Superintendent.
 2. The Superintendent or designee is responsible for notifying the Board and the Policy Committee of all policy updates and revisions provided by the New Hampshire School Boards Association. The Policy Committee will review such

Timberlane Regional School District	Policy Code: BGAA
Adopted:	Page 2 of 5

updates and make recommendations deemed appropriate under this policy.

3. The Policy Committee, with the assistance of the Superintendent, will review and research policy suggestions and prepare draft policies, as appropriate. The Policy Committee may delegate research and initial drafting to other Board standing committees, to District staff or others at the discretion of the Policy Committee and the Superintendent. (E.g., a policy concerning computer use may first be delegated to the Technology Committee.) If a policy is referred to a committee, staff, professional or other person for initial review/drafting, the policy shall be reviewed by the Policy Committee before submission to the full Board.
 4. The Superintendent, should seek counsel of the School Board's attorney or the New Hampshire School Boards Association when there may be a question of legality or proper legal procedure in the substance of any proposed or current board policy.
 5. The Policy Committee may also seek input from other affected persons and/or groups as appropriate.
 6. The Policy Committee will provide reports to the full Board monthly. The reports will include the Policy Committee's recommendations for new policies (including full text of policies/revisions to be considered for action by the Board), as well as recommendations for repeal of existing policies. Policy Committee reports should also include any information requested by the full board, and any other information deemed appropriate by the Policy Committee.
- E. Board Actions Required to Approve, Revise or Repeal Policies. Any final action regarding the approval of a new policy, or revision or repeal of an existing policy, requires a majority vote of a quorum of the board at a public meeting.
1. Policy Committee reports shall be placed on the agenda of a regular Board meeting and will be made part of the agenda package for that meeting.
 2. All new policies, and/or revisions to existing board policies are subject to a "first reading" by the full board to occur at a regular board meeting. (There is no requirement that proposed policies/revisions be read aloud at the meeting, although either a majority of the Board or the Chair may determine that actual

Timberlane Regional School District	Policy Code: BGAA
Adopted:	Page 3 of 5

reading is appropriate).

3. The Board will allow opportunity for public comment on policy proposals per Board policy BEDH, as follows: _____.
4. Any changes agreed upon or requested by the Board during the first reading shall be made by the Policy Committee prior to the second reading.
5. At the next Board meeting (or a later meeting if so agreed by the Board), the policy shall be placed on the agenda for a second (or additional) reading, and action. Amendments may be made and acted upon at that meeting, or may be referred for further revision, etc.
6. Prior to final approval by the Board, each policy will be titled, dated, and coded consistent with the classification system used by the New Hampshire School Boards Association.
7. Board action regarding the adoption, revision or repeal of policies will be included in the minutes of the meeting at which the official action is taken.
8. Approved policies become effective immediately unless the motion to approve the policy, or the policy itself, includes a specific implementation date.

F. Minor Revisions by Policy Committee.

The Board authorizes the Policy Committee to make non-substantive corrections and minor changes to existing policies provided that the Policy Committee shall document such modifications and report the same at the next meeting of the School Board. For the purposes of this policy, “non-substantive changes” shall include: grammatical, typographical or other clerical changes; addition or deletion of legal, cross or other references; policy code or policy class designation changes; or correcting misidentified or modified job titles (e.g., “school counselor” in place of “guidance counselor”). Upon review of such a report from the Policy Committee, the Board may take such action as the Board deems appropriate, including accepting the report without objection or other formal action.

G. Suspension or Waiver of Policy Process.

Timberlane Regional School District	Policy Code: BGAA
Adopted:	Page 4 of 5

1. The Board may adopt, amend, or repeal written policies at any meeting by a majority vote of Board members in attendance, provided that public notice of the proposed action was given at least two (2) weeks at a previous Board meeting and that each Board member was notified of the proposed action. For purposes of notification, a meeting agenda delivered to each Board member is deemed sufficient if it identifies the policy to be acted upon.
2. On matters of unusual or unexpected urgency, the Board may waive the second meeting limitation and take immediate action to adopt a new policy, or to suspend or revise an existing policy. In such instances, the meeting minutes should reflect the nature of the circumstances warranting the suspension of the normal procedures.

H. Policy Dissemination, Records and Manual Updates.

1. All Board policies, and any written administrative rules and regulations implementing such policies constitute governmental records and are subject to the provisions of RSA 91-A.
2. All current Board policies shall be readily available, including on the School District's website, with separate, clearly identified links on each school's independent website. Information about the location of the policies shall be included in all parent/student and employee handbooks.
3. The Superintendent will ensure that information about new Board policies and any Board policy revisions, repeals, or other changes is included in a timely manner on the District's website, is otherwise made publicly available, and is specifically communicated to affected groups (i.e., school staff, students, parents).
4. The Superintendent shall ensure that copies of all policies deleted from the Board policy manual as well as copies of former versions of revised policies are retained as permanent records of the School Board.
5. An up-to-date policy manual shall be maintained on the District's website with a hard copy, in the Superintendent's Office.

Timberlane Regional School District	Policy Code: BGAA
Adopted:	Page 5 of 5

References:

RSA 189:74 School Board Public Comment Period

RSA 91-A:2 Meetings Open to Public

Timberlane Regional School District	Policy Code: EHAG
Adopted:	Page 1 of 8

USE OF GENERATIVE ARTIFICIAL INTELLIGENCE

A. PURPOSE AND GENERAL POLICY STATEMENT

The School Board recognizes the potential that Generative Artificial Intelligence ("Generative AI") offers in enhancing educational opportunities, streamlining operations and preparing students for a future that demands adaptability, critical thinking and digital literacy. When incorporated and used in a responsible and ethical manner, Generative AI can support dynamic education and working experiences.

The ultimate goal of this policy is to support learning, creativity, and innovation, all the while safeguarding student and employee data, academic integrity, and digital citizenship. The policy establishes the general guidelines for the responsible, ethical, and equitable selection and use of Generative AI in the District's educational and working environments, and directs the Superintendent to create and maintain a Plan for the Responsible Use of Generative AI.

The Board directs that the use of Generative AI in the educational and working environments shall be limited, as provided in this policy, to approved Generative AI tools or resources and approved purposes.

B. DEFINITIONS

"Artificial Intelligence (AI)" – means technology designed to mimic human intelligence and perform tasks requiring human-like intelligence, such as reasoning, learning, and decision-making, such as analyzing data, recognizing patterns and making decisions.

"Generative Artificial Intelligence (Generative AI)" – is an advanced subset of AI that is capable of displaying human-like capabilities for cognitive tasks such as reasoning, learning, planning, and creativity. Generative AI tools and resources may adapt their behavior to a certain degree by analyzing the effects of previous actions and operating under varying and unpredictable circumstances without significant human oversight. As such, Generative AI tools and resources have the capacity to generate new content from

Timberlane Regional School District	Policy Code: EHAG
Adopted:	Page 2 of 8

learned data and pattern recognition across various mediums such as text, code, images, audio and video data. **The focus of this policy is Generative AI.**

"Non-generative Artificial Intelligence" means AI technology/applications which can analyze, classify, or make decisions based on existing data, but, unlike Generative AI, is unable to create new content.

"AI Literacy" means the ability to understand, use and interact with AI systems effectively, efficiently and responsibly.

"AI-generated content" refers to any text, image, audio, video, or code that is created in whole or in part by a Generative AI tool rather than being directly authored by a human.

"Generative AI tool" means a software application or platform that uses generative AI to create new content (e.g., text, images, music). The user interacts directly with the Generative AI tool (e.g., ChatGPT, Google Gemini, Microsoft Copilot) to generate content based on prompts or inputs.

"Generative AI resource" means any material, guide, or support content that helps users understand, use, or teach about Generative AI tools. A Generative AI resource supports learning about or how to use generative AI tools (e.g., lesson plans on AI ethics, tutorials on using Generative AI, policy documents/videos, etc.), rather than generating content itself.

"Deepfake" means a video, audio, or any other media of a person in which their face, body, or voice has been digitally altered so that they appear to be someone else, they appear to be saying something that they have never said or to manipulate the actual statement to suggest a meaning that the original statement did not convey, or they appear to be doing something that they have never done.

Timberlane Regional School District	Policy Code: EHAG
Adopted:	Page 3 of 8

C. APPROVAL OF GENERATIVE AI TOOLS AND RESOURCES

No Generative AI tool may be introduced into the District's computer and network systems without prior written approval from the Superintendent or designee. Prior to such approval, the Superintendent or designee will ensure that a Generative AI tool is (1) reviewed by personnel appropriate to the anticipated use of that Generative AI tool (e.g., Curriculum Coordinator, IT Director, Business Administrator, and (2) vetted and approved according to the provisions of Board policy EHAB and the District's Data Governance and Privacy Plan, and included in the District's Student Data Privacy Agreement Database.

When selecting and approving Generative AI tools and resources, the District will use the following as guiding principles:

1. Students and educators remain at the center of education;
2. Evidence-based Generative AI technology can and should enhance the educational experience;
3. The District has a responsibility to ensure equitable access to and use of Generative AI tools;
4. The District has a responsibility to protect student and employee data, and other confidential information (e.g., through using a "privacy-preserving AI interface" or "sandboxed AI deployment" rather than Generative AI tools that are only "open-source");
5. The Board has a responsibility to use District resources efficiently; and
6. Effective, responsible and ethical use of Generative AI requires ongoing and meaningful training for students, educators and administrative personnel.

The District's technology protection measures, including content filters, shall be enforced during use of Generative AI tools or resources on District computers/devices and network resources.

Timberlane Regional School District	Policy Code: EHAG
Adopted:	Page 4 of 8

The availability of access to Generative AI tools and resources provided to students and staff does not imply endorsement by the School Board or the District of a Generative AI tool or resource, nor does the District guarantee the accuracy of the information received from Generative AI tools or resources. The District shall not be responsible for any information that may be lost, damaged or unavailable when using a Generative AI tool or resource. The District shall not be responsible for the dissemination, replication or alteration of information or data input by any student or staff into any Generative AI tool or resource. Nothing in this policy is intended to limit the District's obligations under applicable law or regulations.

The District shall not be responsible for any unauthorized charges or fees resulting from access or use of Generative AI tools or resources.

D. GUIDELINES FOR USE OF GENERATIVE AI

D1. GUIDELINES FOR ADMINISTRATORS

1. Ensure staff compliance with this policy.
2. Support the review and approval process.
3. Monitor the impact of Generative AI tools on teaching and learning.
4. Inform parents and guardians about the use of Generative AI in classrooms.
5. Maintain a public list of approved Generative AI tools and their intended uses.
6. Ensure compliance with district data governance policies and applicable laws.

D2. GUIDELINES FOR TEACHERS

1. Teachers may only use Generative AI tools that have been formally approved by the district or school.

Timberlane Regional School District	Policy Code: EHAG
Adopted:	Page 5 of 8

2. Clearly communicate to students when and how Generative AI tools are being used.
3. Ensure Generative AI-generated content is age-appropriate and aligned with curriculum standards.
4. Avoid using Generative AI to replace core instructional responsibilities unless explicitly approved.
5. Actively supervise student use of Generative AI tools by monitoring their activities, setting clear usage boundaries, and providing ongoing instruction on ethical and responsible AI use, including issues such as plagiarism, data privacy, bias, and appropriate attribution.
6. Participate in training on Generative AI literacy and responsible classroom integration.

D3. GUIDELINES FOR STUDENTS

1. Students may only use Generative AI tools that have been reviewed and approved by the school or district.
2. Use must be directly tied to instructional goals.
3. Students must use Generative AI tools ethically and honestly.
4. Clearly label or cite AI-generated content in assignments.
5. Follow teacher instructions regarding Generative AI use.
6. Do not input personal or sensitive information into Generative AI tools unless authorized.

Timberlane Regional School District	Policy Code: EHAG
Adopted:	Page 6 of 8

E. EXAMPLES OF ACCEPTABLE USES OF GENERATIVE AI

1. Administrators.

- a. Drafting communications.
- b. Policy summaries, and/or creation of policy aligned administrative regulations/procedures/forms.
- c. Strategic planning.
- d. Professional development and training.

2. Teachers.

- a. Lesson planning, activities, or differentiated instructional strategies.
- b. Assessment creation (quiz questions, writing prompts, or rubrics aligned with learning objectives).
- c. Language support.

3. Students.

- a. Brainstorming ideas for essays or projects.
- b. Practicing writing or coding with **Generative** AI feedback.
- c. Exploring creative expression through AI-generated art or stories.
- d. Using **Generative** AI to summarize reading passages or generate quiz questions.
- e. Enhancing accessibility (g., text-to-speech or language translation).

F. PROHIBITED USES OF GENERATIVE AI

- 1. Using **Generative** AI to complete assignments or work tasks without permission.
- 2. Submitting AI-generated work without proper attribution.

Timberlane Regional School District	Policy Code: EHAG
Adopted:	Page 7 of 8

3. Generating or sharing inappropriate, violent, or discriminatory content.
4. Creating or spreading deepfakes or impersonations.
5. Using Generative AI for cyberbullying or harassment.
6. Fabricating news, data, or sources.
7. Uploading or inputting any personal data or confidential information that is not solely owned by the person uploading/inputting.
8. Circumventing school filters or accessing restricted content.
9. Any other use that violates state or federal laws or regulations, Board policies, or any District, School or Teacher rules, regulations or procedures.

G. CONSEQUENCES FOR VIOLATIONS OR IMPROPER USE

Violations of this policy can result in:

1. Revocation of access to Generative AI tools;
2. Disciplinary action in accordance with the student or staff handbooks and Code(s) of Conduct;
3. Notification to parents/guardians (for student violations);
- ~~4. [Other???]; and/or~~
4. Reporting to appropriate authorities if laws are violated.

H. CREATION, REVIEW AND MAINTENANCE OF DISTRICT GENERATIVE AI USE PLAN.

The Superintendent shall develop and maintain a Generative AI Use Plan that operationalizes this policy and provides clear guidance for implementation across the district. The Plan shall address and include:

- a. Procedures for ongoing review and approval of current and new Generative AI tools and resources;

Timberlane Regional School District	Policy Code: EHAG
Adopted:	Page 8 of 8

- b. Specific acceptable use provisions for teachers, students and administrative personnel, age appropriate when necessary;
- c. Identification of methods of ensuring equitable access to Generative AI tools and resources;
- d. Provisions for improved and ongoing training in the responsible use of Generative AI;
- e. Dissemination of information regarding use of Generative AI in the District to students, parents, teachers and other appropriate groups;
- f. Integration of Generative AI information or provisions into the Districts Acceptable Use policies and agreements;
- ~~g. [Other??]; and/or~~
- g. Provisions for obtaining stakeholder input (e.g., administrative committee(s), parent surveys/engagement, etc.).

The Superintendent in consultation with appropriate personnel (curriculum and building administrators, IT personnel, teacher representatives, shall review the District Use of Generative AI Plan and present to the school board annually.

References:

NH Statutes Description
RSA 189:65 Definitions
RSA 189:66 Data Inventory and Policies Publication
RSA 189:67 Limits on Disclosure of Information
RSA 189:68 Student Privacy
RSA 189:68-a Student Online Personal Information
Federal Statutes Description
15 U.S.C. §§ 6501-6506 Children's Online Privacy Protection Act (COPPA)
20 U.S.C. § 1232h Protection of Pupil Rights Amendment (PPRA)
20 U.S.C. § 1400-1417 Individuals with Disabilities Education Act (IDEA)
20 U.S.C. §1232g Family Educational Rights and Privacy Act (FERPA)

2026 Timberlane Regional School District Warrant

State of New Hampshire

To the inhabitants of the School District of the Towns of Atkinson, Danville, Plaistow, and Sandown, New Hampshire, qualified to vote in District affairs:

First Session of Annual Meeting (Deliberative)

You are hereby notified to meet at the Timberlane Performing Arts Center, 40 Greenough Road, Plaistow, New Hampshire, on Thursday, the 5th day of February 2026, at 7:00 p.m. This session shall consist of explanation, discussion, and debate of warrant articles number 2 through number X. Warrant articles may be amended subject to the following limitations: (a) warrant articles whose wording is prescribed by law shall not be amended, (b) warrant articles that are amended shall be placed on the official ballot for a final vote on the main motion, as amended, and (c) no warrant article shall be amended to eliminate the subject matter of the article.

Second Session of Annual Meeting (Voting)

Voting on warrant articles number 1 through number X will be conducted by official ballot to be held in conjunction with town meeting voting to be held on Tuesday, the 10th day of March 2026, at the Town election polls in Atkinson, Danville, Plaistow, and Sandown, New Hampshire.

Atkinson	Voting will be conducted at the Atkinson Community Center from 7 a.m.-8 p.m.
Danville	Voting will be conducted at the Danville Community Center from 8 a.m.-8 p.m.
Plaistow	Voting will be conducted at the Plaistow Fish and Game Club from 7 a.m.-7 p.m.
Sandown	Voting will be conducted at the Sandown Town Hall from 8 a.m.-8 p.m.

Article 1 – Election of Officers

To choose the following school district officers:

Atkinson Voters	School Board Member	3-Year Term
Danville Voters	School Board Member	3-Year Term
Plaistow Voters	School Board Member	3-Year Term
Atkinson Voters	Budget Committee Member	3-Year Term
Danville Voters	Budget Committee Member	3-Year Term
Plaistow Voters	Budget Committee Member	3-Year Term
Plaistow Voters	Budget Committee Member	1-Year Term
All Towns	District Moderator	3-Year Term

2024-2025 Cost Per Pupil: \$X

ELA Proficiency: X%; Math Proficiency: X%; Science Proficiency: X%

Article 2 – Operating Budget

Shall the voters of the School District raise and appropriate as an operating budget, not including appropriations by special warrant articles and other appropriations voted separately, the amounts set forth on the budget posted with the warrant or as amended by vote of the first session, for the purposes set forth therein, totaling ~~\$X \$87,970,069~~? Should this article be defeated, the operating budget shall be ~~\$90,497,479~~ ~~\$89,347,430~~, which is the same as last year, with certain adjustments required by previous action of the Timberlane Regional School District or by law; or the governing body may hold one special meeting, in accordance with RSA 40:13, X and XVI, to take up the issue of a revised operating budget only. Note: Warrant Article 2 (the operating budget) does not include appropriations proposed under any other warrant articles. (MAJORITY VOTE REQUIRED)

Recommended by the School Board

Recommended by the Budget Committee

Estimated Education Tax Impact will be a (DECREASE/INCREASE) as follows:

If Article passes - Atkinson: \$X, Danville: \$X, Plaistow: \$X, Sandown: \$X per \$1,000

If Article fails - Atkinson: \$X, Danville: \$X, Plaistow: \$X, Sandown: \$X per \$1,000

Article 3 – 3 Year Collective Bargaining Agreement (Timberlane Support Staff Union)

Shall the voters of the School District approve the cost items included in the collective bargaining agreement reached between the Timberlane Support Staff Union and the Timberlane Regional School Board, which calls for the following increases in salaries and benefits at the current staffing levels over the amount paid in the prior fiscal year:

Fiscal Year	<u>2026-27</u>	<u>2027-28</u>	<u>2028-29</u>
Estimated Increase			
3-Year Total			

And further to raise and appropriate the sum of \$X for the 2026-27 fiscal year, such sum representing the additional costs attributable to the increase in salaries and benefits required by the new agreement over those that would be paid at the current staffing levels? (MAJORITY VOTE REQUIRED)

Recommended by the School Board

Recommended by the Budget Committee

Estimated Education Tax Impact will be a (DECREASE/INCREASE) as follows:

Atkinson: \$X, Danville: \$X, Plaistow: \$X, Sandown: \$X per \$1,000

Article 4 – Authorization for Special Meeting on Cost Items

Shall the voters of the School District, if Article 3 is defeated, authorize the Timberlane Regional School Board to call one special meeting, at its option, to address Article 3 cost items only? (MAJORITY VOTE REQUIRED)

Recommended by the School Board

Article 5 – 3 Year Collective Bargaining Agreement (Timberlane Administrative Assistants/Secretaries and Skilled Maintenance Employees)

Shall the voters of the School District approve the cost items included in the collective bargaining agreement reached between the Timberlane Administrative Assistants/Secretaries and Skilled Maintenance Employees’ Union and the Timberlane Regional School Board, which calls for the following increases in salaries and benefits at the current staffing levels over the amount paid in the prior fiscal year:

Fiscal Year	<u>2026-27</u>	<u>2027-28</u>	<u>2028-29</u>
Estimated Increase			
3-Year Total			

And further to raise and appropriate the sum of \$X for the 2026-27 fiscal year, such sum representing the additional costs attributable to the increase in salaries and benefits required by the new agreement over those that would be paid at the current staffing levels? (MAJORITY VOTE REQUIRED)

Recommended by the School Board

Recommended by the Budget Committee

Estimated Education Tax Impact will be a (DECREASE/INCREASE) as follows:

Atkinson: \$X, Danville: \$X, Plaistow: \$X, Sandown: \$X per \$1,000

Article 6 – Authorization for Special Meeting on Cost Items

Shall the voters of the School District, if Article 5 is defeated, authorize the Timberlane Regional School Board to call one special meeting, at its option, to address Article 5 cost items only? (MAJORITY VOTE REQUIRED)

Recommended by the School Board

Article 7 – 3 Year Collective Bargaining Agreement (Timberlane Administrators’ Union)

Shall the voters of the School District approve the cost items included in the collective bargaining agreement reached between the Timberlane Administrators’ Union and the Timberlane Regional School Board, which calls for the following increases in salaries and benefits at the current staffing levels over the amount paid in the prior fiscal year:

Fiscal Year	<u>2026-27</u>	<u>2027-28</u>	<u>2028-29</u>
Estimated Increase			
3-Year Total			

And further to raise and appropriate the sum of **\$X** for the 2026-27 fiscal year, such sum representing the additional costs attributable to the increase in salaries and benefits required by the new agreement over those that would be paid at the current staffing levels? (MAJORITY VOTE REQUIRED)

Recommended by the School Board

Recommended by the Budget Committee

*Estimated Education Tax Impact will be a **DECREASE/INCREASE** as follows:*

*Atkinson: **\$X**, Danville: **\$X**, Plaistow: **\$X**, Sandown: **\$X** per \$1,000*

Article 8 – Authorization for Special Meeting on Cost Items

Shall the voters of the School District, if Article 7 is defeated, authorize the Timberlane Regional School Board to call one special meeting, at its option, to address Article 7 cost items only? (MAJORITY VOTE REQUIRED)

Recommended by the School Board

Article 9 – 3 Year Collective Bargaining Agreement (Timberlane **Certified Specialists Union)**

Shall the voters of the School District approve the cost items included in the collective bargaining agreement reached between the Timberlane **Certified Specialists’** Union and the Timberlane Regional School Board, which calls for the following increases in salaries and benefits at the current staffing levels over the amount paid in the prior fiscal year:

Fiscal Year	<u>2026-27</u>	<u>2027-28</u>	<u>2028-29</u>
Estimated Increase			
3-Year Total			

And further to raise and appropriate the sum of **\$X** for the 2026-27 fiscal year, such sum representing the additional costs attributable to the increase in salaries and benefits required by the new agreement over those that would be paid at the current staffing levels? (MAJORITY VOTE REQUIRED)

Recommended by the School Board

Recommended by the Budget Committee

*Estimated Education Tax Impact will be a **DECREASE/INCREASE** as follows:*

*Atkinson: **\$X**, Danville: **\$X**, Plaistow: **\$X**, Sandown: **\$X** per \$1,000*

Article 10 – Authorization for Special Meeting on Cost Items

Shall the voters of the School District, if Article 9 is defeated, authorize the Timberlane Regional School Board to call one special meeting, at its option, to address Article 9 cost items only? (MAJORITY VOTE REQUIRED)

Recommended by the School Board

Article 11 – Capital Reserve Fund by Surplus

Shall the Timberlane School District vote to discontinue the School Building Construction, Reconstruction, Capital Improvement and Land Purchase Capital Reserve Fund established in 1996, said fund with accumulated interest to the date of withdrawal are to be transferred to the School District's general fund; and further, to raise and appropriate the sum of **\$490,937.20**, (which is the total amount in the Capital Reserve Fund to be discontinued) to be placed in a Capital Reserve Fund established under the provisions of RSA 35:1 to be known as the “Timberlane Regional School District Capital Improvement and Maintenance Fund” for the purpose of funding the construction, reconstruction, improvement, and maintenance of the School District’s buildings and grounds; and to authorize the use of that amount from the June 30 Unreserved Fund Balance (surplus) available for transfer on July 1, and further to name the school board as agents to expend this fund?

No amount to be raised from additional taxation. (MAJORITY VOTE REQUIRED)

Recommended by the School Board

Recommended by the Budget Committee

Article 12 – Capital Improvement and Maintenance Fund

If Article 11 is adopted, shall the Timberlane Regional School District raise and appropriate **\$250,000** to be placed in the Timberlane Regional School District Capital Improvement and Maintenance Fund? (MAJORITY VOTE REQUIRED)

Estimated Education Tax Impact will be a (DECREASE/INCREASE) as follows:

Atkinson: **\$X**, Danville: **\$X**, Plaistow: **\$X**, Sandown: **\$X** per \$1,000

Recommended by the School Board

Recommended by the Budget Committee

Article ~~12~~ 13 – Fund Balance Retention

Shall the School District vote to authorize, indefinitely until rescinded, to retain year-end unassigned general funds in an amount not to exceed, in any fiscal year, 2.5% of the current fiscal year's net assessment, in accordance with RSA 198:4-b, II? (MAJORITY VOTE REQUIRED)

Recommended by the School Board

Recommended by the Budget Committee

Article ~~13~~ 14 – Full-Day Kindergarten

Shall the School District vote to amend the Timberlane Regional School District's Articles of Agreement and to implement a full day kindergarten in the District as follows (existing language that is removed is ~~struck through~~):

Amend the first sentence of Article 3 of the Articles of Agreement for the Timberlane Regional School District as follows:

The Timberlane Regional School District shall be responsible for the public education of pupils in Kindergarten through grade 12 ~~as mandated by the State of NH.~~

and further raise and appropriate the sum of **\$271,012** to implement full day kindergarten? (TWO-THIRDS MAJORITY VOTE REQUIRED)

Recommended by the School Board

Recommended by the Budget Committee

*Estimated Education Tax Impact will be a **DECREASE/INCREASE** as follows:*

*Atkinson: **\$X**, Danville: **\$X**, Plaistow: **\$X**, Sandown: **\$X** per \$1,000*

Article ~~14~~ 15 – Interest on Invested Lease Proceeds

~~Shall the Timberlane Regional School District vote to raise and appropriate the sum of **\$68,714.59** for the purpose of **X**, and to authorize the use of that amount from the June 30 fund balance for this purpose? This amount represents the interest earned on the proceeds of the Lease Purchase Agreement authorized by a vote on Article 3 at the March 14, 2023 school district meeting which will be transferred to the general fund on or before June 30. No amount to be raised from additional taxation. (MAJORITY VOTE REQUIRED)~~

Shall the Timberlane Regional School District vote to raise and appropriate, a supplemental appropriation for the current fiscal year of **\$68,714.59** for the purpose of **X**? This amount will be funded from existing revenues and represents the interest earned on the proceeds of the Lease Purchase Agreement authorized by a vote on Article 3 at the March 14, 2023 school district meeting. (MAJORITY VOTE REQUIRED)

Recommended by the School Board

Recommended by the Budget Committee

Given under our hands this **X** day of January 2026.

Timberlane Regional School Board

Katie Knutsen, Chair

Mark Sherwood, Vice Chair

Alyssa Kowalczyk

Paul LeCain

Shauna Manthorn

Jack Sapia

Marianne Springer

Brienna Woodworth

Donald Woodworth

A true copy of Warrant – Attest

Timberlane Regional School Board

Katie Knutsen, Chair

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Shauna Manthorn

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Marianne Springer

Brienna Woodworth

Donald Woodworth

Timberlane Regional School District
FY2027 REVISED Default Budget

Salaries	39,180,460
Benefits	21,345,096
Operating	21,809,357
FY2026 Voted Budget	82,334,912

1	Salaries	2,079,034
2	Benefits	2,625,942
3	Sped Contracted Services	2,349,767
4	Sped Transportation	445,004
5	Tuition Vocational / Other LEAs	30,000
6	Lease Payment	844,115
7	Sped Tuition	(68,823)
8	One Time Expenses	(142,471)
	Total Adjustments	8,162,567

FY2027 Default Budget (including capital reserve contribution)	90,497,479
<i>Increase / (Decrease) %</i>	9.9%

9	Removal of Phase IV of the Lease	(900,050)
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FY2027 REVISED Default Budget (including capital reserve contribution)	89,597,430
Less Capital Reserve Contribution	(250,000)
FY2027 REVISED Default Budget	89,347,430

Notes:

1	Salaries	
	Increase per TTA union CBA	
	Increase per TCU union CBA	
	Increase per TCWU union CBA	
2	Benefits	
	Increase per Healthtrust GMR for medical and dental	
	FICA adjustment to projected salaries	
	NHRS adjustment to projected salaries	
3	Increase due to SPED professional services to provide required services	
4	Increase due to SPED transportation required services	
5	Required amount for students attending other LEAs	
6	Phase II Payment Due	786,701
	Phase III Payment Due	218,363
	Phase IV Estimated Payment	900,050
	FY2027 Original Estimated Lease Payment Due	1,905,115
	FY2026 Voted Budget Lease Payment	(1,061,000)
	Original Default Increase	844,115
7	Decrease due to reduction in out of district students	
8	Decrease due to one time expenses excluded from default budget	
9	Removal of estimated payment for Phase IV	

Job Postings

As of 12/12/25

JobId	Category	Position Type	Additional Title	Location	Date Posted	Closing Date	Date Available	For Fiscal Year	Time To Fill	AppCount
Administration										
5191	Administration	Director of Facilities	Director of Facilities cc2637	Timberlane Regional School District	11/4/2025	Open until filled	As soon as possible	2025-2026	38	14
Athletics/Activities										
5197	Athletics/Activities	Coaching	TRHS Varsity Girls Softball Coach	Timberlane Regional High School	12/9/2025	open until filled	Mar-26	2025-2026	3	4
5198	Athletics/Activities	Coaching	TRHS Varsity Girls Tennis Coach	Timberlane Regional High School	12/9/2025	open until filled	3/2/2026	2025-2026	3	0
Elementary School Teaching										
5193	Elementary School Teaching	Primary - Grades 1, 2, 3	Long Term Substitute - Grade 3 Classroom Teacher	Sandown North	11/13/2025	3/1/2026	2/3/2026	2025-2026	29	3
High School Teaching										
5136	High School Teaching	Mathematics	High School Mathematics Teacher cc311	Timberlane Regional High School	6/20/2025	Open until filled	8/25/2025	2025-2026	175	10
5192	High School Teaching	Music - Vocal	High School Musical Vocal Director	Timberlane Regional High School	11/5/2025	Open until filled	As soon as possible	2025-2026	37	3
Instructional Support Staff										
5152	Instructional Support Staff	Academic Tutor	Academic Tutor	Timberlane Regional School District	7/10/2025	Open until filled	8/25/2025	2025-2026	155	5
5196	Instructional Support Staff	Regular education Paraeducator	Library Media Assistant cc1426	Danville Elementary	11/25/2025	Open until filled	1/5/2026	2025-2026	17	9
5046	Instructional Support Staff	Regular education Paraeducator	Regular Education Paraeducator cc2386	The Learning Center at Sandown Central	1/24/2025	Open until filled	as soon as possible	2024-2025	322	13
5174	Instructional Support Staff	Title I Tutor	Title I Tutor cc2232	Pollard School	9/17/2025	Open until filled	As soon as possible	2025-2026	86	5
Maintenance/Custodial										
5123	Maintenance/Custodial	Custodian	Substitute Custodians	Timberlane Regional School District	6/9/2025	Open until filled	8/25/2025	2025-2026	186	2
Middle School Teaching										
5173	Middle School Teaching	Science	Long Term Substitute - STEAM Teacher	Timberlane Regional Middle School	9/15/2025	Open until filled	1/5/2026	2025-2026	88	1
PAC TECHNOLOGY AND INSTRUCTORS										
5162	PAC TECHNOLOGY AND INSTRUCTORS	Chamber Coaches	Chamber Music Coach	Performing Arts Center	8/1/2025	Open until filled	As soon as possible	2025-2026	133	6
5124	PAC TECHNOLOGY AND INSTRUCTORS	Private Music Instructors	Private Music Instructors	Performing Arts Center	6/9/2025	Open until filled	7/1/2025	2025-2026	186	10
Special Education										
5194	Special Education	Special Education Teacher	Long Term Substitute - Special Education Teacher	Sandown North	11/13/2025	6/1/2026	3/2/2026	2025-2026	29	1
Substitute										
5122	Substitute	Substitute Teacher	Substitute Teachers, Paraeducators, and LNA 2025-2026 School Year	Timberlane Regional School District	6/9/2025	Open until filled	8/25/2025	2025-2026	186	43