

TIMBERLANE REGIONAL SCHOOL BOARD

ATKINSON, DANVILLE, PLAISTOW, SANDOWN

THURSDAY, DECEMBER 6, 2018

Regular Meeting - 7:30PM

Dr. Earl Metzler, II, Superintendent
Dr. Roxanne Wilson, Asst. Superintendent

Superintendent's Office
30 Greenough Road , Plaistow, NH
Susan Sherman, Chairman
Brian Boyle, Vice Chairman

AGENDA

1. **7:30 PM** Call to Order – Chair
2. Roll Call – Clerk
3. Pledge of Allegiance
4. Approval of Minutes
 - a. November 1st meeting
5. Student Representative
6. Delegates and Individuals
7. Current Business
 - a. **7:35PM** American Essay Contest Winners – INFORMATIONAL (20 minutes)
 - b. **7:55PM** School Action Plan* - TRMS – INFORMATIONAL (30 minutes)
 - c. **8:25PM** Business Consultant – INFORMATIONAL/ACTION (30 minutes)
 - d. **8:55PM** Transportation Update* – INFORMATIONAL (15 minutes)
 - e. **9:10PM** Program of Studies (first read) – ACTION (20 minutes)
 - f. **9:30PM** Strategic Plan Subcommittee Update – INFORMATIONAL (10 minutes)
 - g. **9:40PM** Default Budget (first draft) – INFORMATION/ACTION (20 minutes)
 - h. **10:00PM** Budget Update – INFORMATIONAL (20 minutes)
 - i. **10:20PM** Warrant Articles – INFORMATION (5 minutes)
 - j. **10:25PM** Policies (first read) – ACTION (10 minutes)
8. **10:35PM** Administrator's Report
9. **10:40PM** Personnel Report
10. **10:45PM** Committee Reports/Reports of the School Board
11. Correspondence Folder
12. Vendor and Payroll Registers
13. **10:50PM** Other Business
14. Non-public (if needed)
15. Future Dates

DATE	MEETING TYPE	LOCATION	TIME
December 20	Regular Board Meeting	SAU	7:30PM
January 3	Regular Board Meeting	SAU	7:30PM
January 4	Deadline for Bond Article Citizen's Petitions	SAU	5:00PM
January 8	Deadline for Petitioned Warrant Articles	SAU	5:00PM
January 10	Public Hearing on Budget/Bond	PAC	7:00PM
January 17	Regular Board Meeting	SAU	7:30PM
January 23	First Day of Filing Period/Last Day 2/1/19	SAU	
January 24	Last Day for Budcom WA Recommendations		
January 28	Last Day to Post Warrant		

*PowerPoint Presentation

estimated times

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.

ADMINISTRATOR'S REPORT

Administrator's Report for December 6, 2018 School Board Meeting

1-3. OPEN MEETING *Self-explanatory.*

4. APPROVAL OF MINUTES *(November 1st – one set)*

5-6. STUDENT REP AND DELEGATES AND INDIVIDUALS

7. CURRENT BUSINESS

a. Essay Contest Winners – INFORMATIONAL

Winners from grades 2, 5, 7 and 10 to read their essays and receive certificate and gift card from Barnes and Nobles. Essay topics were related to promoting a welcoming and inclusive school environment.

b. TRMS Action Plan – INFORMATIONAL

Middle School team to present review of 2017-18 action plan goals and new goals for 2018-19.

c. Business Consultant – INFORMATIONAL/ACTION

Greg Colby to present a report on his review of the business department's practices, preparation for the annual audit, and staffing recommendations.

d. Transportation Update – INFORMATIONAL/ACTION

Sandy Hodgkins and Tom Geary to provide an update on transportation services specific to routes, ridership and times.

e. Program of Studies – ACTION

Mark Pedersen to present the Program of Studies for first read. Second read scheduled for 12/20/18.

f. Strategic Plan Subcommittee Update – INFORMATIONAL

Dr. Wilson to provide an update on their committees' progress (academics, facilities, and culture).

g. Default Budget – INFORMATIONAL/ACTION

Geoff Dowd to present first draft of the 2019-20 proposed default budget.

h. Budget Update – INFORMATIONAL

Geoff Dowd to provide update on the proposed 2019-20 budget development process.

i. Warrant Articles – INFORMATIONAL

The board to continue discussion on drafting articles for the 2019 warrant. To date the board has considered articles for: the collective bargaining agreement (TTA), the PAC wall, Capital Reserve Fund, and changing the Trustees of the Trust Fund (or establishing district specific officers).

j. Policies – ACTION

Policies ACE Procedural Safeguards and JLCE First Aid and Emergency Medical Care to be presented for first read. The Policy Committee is looking for board input relative to the paragraphs concerning Naloxone/Narcan and Opioid Antagonists in policy JLCE.

8. ADMINISTRATOR'S REPORT – Dr. Metzler to present

a. Update on District Activities

9. PERSONNEL REPORT – Dr. Metzler to present

10. COMMITTEE REPORTS/REPORTS OF THE SCHOOL BOARD – Committee Chairs to update board on current initiatives (these topics were combined by the Chair).

11. CORRESPONDENCE – All correspondence now forwarded to board members as it comes in.

12. VENDOR AND PAYROLL REGISTERS – please be sure to review and sign vendor and payroll registers.

13. OTHER BUSINESS – Board members to provide agenda items for future meeting consideration.

14. NON-PUBLIC – if needed.

15. FUTURE DATES – As indicated.

UPCOMING REGULAR MEETING AGENDAS

This information is provided for informational purposes only. Agenda items are subject to change.

The official agenda will be distributed one week prior to its scheduled meeting.

December 20, 2018	
Policies	
Warrant Article	<i>Standing item until Warrant is finalized</i>
Budget Update/Default Budget	
SPED Audit Update	
Bullying Prevention Update	
Program of Studies	<i>(Second read)</i>
Ratify TTA CBA (tentative)	<i>For placement on ballot</i>
Annual Report Article	<i>Designate board member to write</i>
SAT/AP Report (tentative)	
December Goals Review	

January 3, 2019	
Policies	
Warrant Articles	<i>Standing item until Warrant is finalized</i>
Default Budget	
Budget Update	

January 10, 2019	
Public Hearing on Budget	
Presentation of Default Budget	
Special Meeting	<i>Make recommendations on Warrant Articles – or wait until January 17th meeting.</i>

January 17, 2019	
Policies	
Warrant Articles	<i>Finalize Warrant for Deliberative Session</i>
Annual Report Article	<i>Approve SB article in January</i>

Back Burner List	
SPED Trend Report	
TTA/TSSU Updates	
Instructional Tools/Assessment Reporting	<i>Throughout the year</i>
Treasurer's Report (quarterly)	<i>August/November/February/May</i>
Athletic Track	
Strategic Plan Progress Update	<i>September/March</i>
Service Contract Inventory	<i>In process</i>



Timberlane Regional School District
Superintendent's Leadership Team's

AMERICAN EDUCATION WEEK ESSAY CONTEST

GREAT PUBLIC SCHOOLS: *A Basic Right and Our Responsibility*

In recognition of American Education week, students are asked to write an essay in 500 words or less on the following:

“GREAT Schools Include All People”

GRADE 2

Name and describe two things that you could do to make your classmates feel welcome in your school.

GRADE 5

Why is it important to accept people for who they are? What advice would you give to your classmates to promote an inclusive school?

GRADE 7

What role do students play in promoting an inclusive and positive school environment?

GRADE 10

You have been selected to design a campaign for your school to promote acceptance of all learners. What message would be the focus of your campaign and how would you share it with others?

Three finalists in each level will be chosen by each school.

Finalist's essays to SAU by November 1st

District winners chosen by November 7th

1st Place winners to present to School Board on November 15th

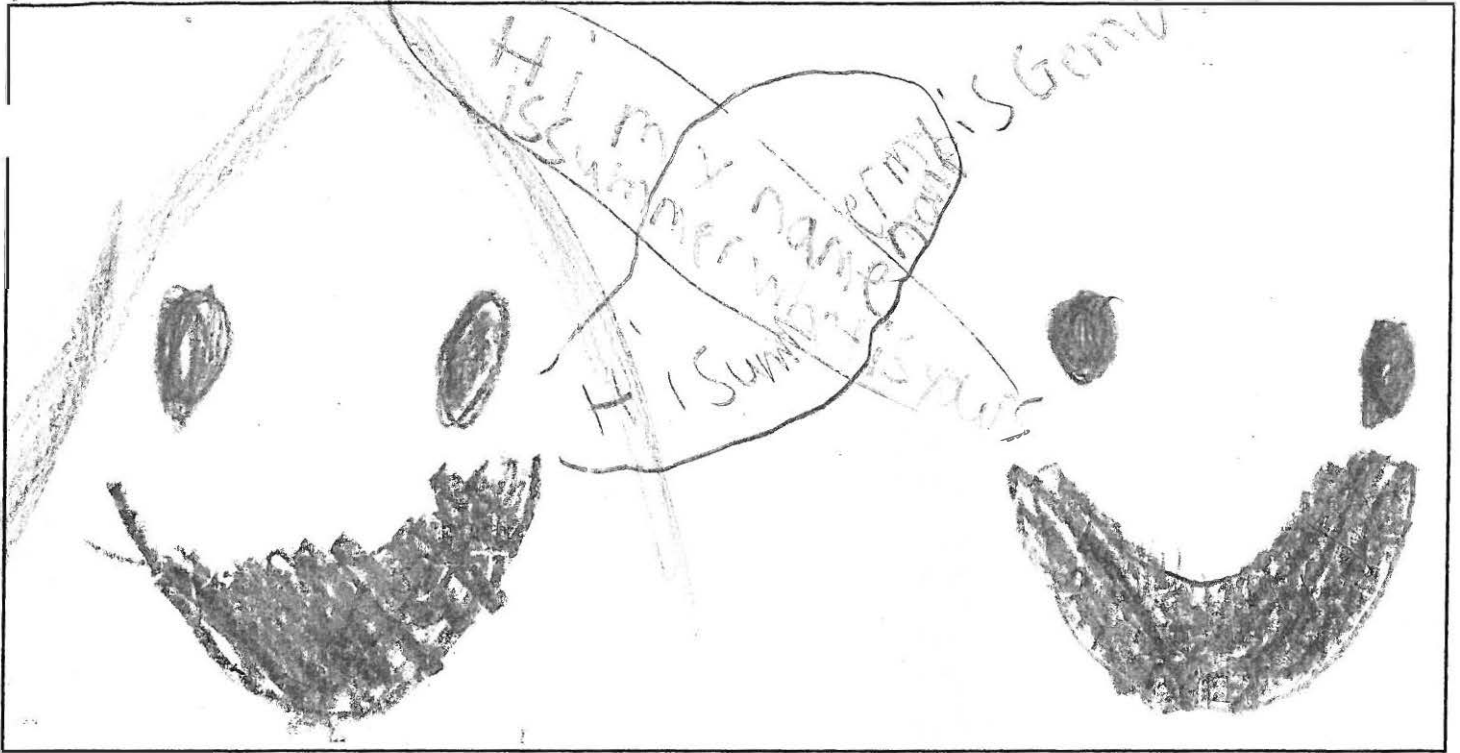
A M E R I C A N E D U C A T I O N W E E K : N O V E M B E R 1 2 - 1 6 , 2 0 1 8

DE Summer Callahan

Name:

Date:

2



I would welcome a new

student in my class.

First I would show

them a tour around the

school and other room's

Of the school because

then they would feel more

cumferble and safe and

redy to learn on the first

day for them at school. I

am a **AWESOME!**

firend. When new kids

come in later in the year

I get nervis because I don't

know if thier meat is or nice

but when I get to me them

my nervis sedl down

and then we are playing

whik ech other at recess

it would be AWESOME!

to have a new student

Accepting People For Who They Are

By: Hadley Decourcey

I think it is important to accept people for who they are because what people look like on the outside might not be the same on the inside. Everybody has feelings so put yourself in other people's shoes and feel how they are feeling. You wouldn't want somebody changing their whole personality so that they could just fit in. Everybody's different so don't make fun of people if they look a little different or if they disability. Just because they look different from everybody else does not mean that you can't be friends. If you just give it a try and say hi and talk to them for a little while you might have a lot in common. So, you shouldn't base people off of their looks but on there personality. So if you see someone sitting alone who has some differences don't make fun of them, do the opposite and go say hi.

My first reason is you should not base people off of their looks but on their personality. Somebody might look different but if you go say hi and talk to them for a little bit you might have a lot in common but if you don't take that chance you could miss a chance to have a really good friend. There isn't anything bad that could happen either you go over, say hi, and if they are being mean you can just walk away. If that person is having a bad day maybe just talking for five minutes or helping them with something can change there whole day.

My second reason is that somebody shouldn't change their personality to fit in. Everybody should feel fine being themselves. Nobody should have to worry if they are doing something perfectly or if they are being stared at. That would be a terrible thing to have to go through every day. You wouldn't want to make somebody change their whole personality, what they wear, and what their hobbies are.

My last reason is that everybody has feelings. If you looked different or had a disability you wouldn't want to be made fun of. That person who looks different is just like you they have feelings they also have the potential to do the things that you can do so treat everybody the way you want to be treated and they will do the same. If you are stuck in a bad position like your friends are making fun of somebody but you don't think it's right but you don't want to lose your firends. Do the right thing and don't do it. Just walk away. Or do something even better than that and tell them to stop and maybe play with that kid who was being made fun of.

This is why you should accept people for who they are. Because everybody is different and that is not a bad thing. This would be a very boring world if everybody was the same. Everybody has feelings and nobody should have to change there whole life not to be made fun of and you should not judge people off of their looks because what you can see from the outside might not be the same on the inside.

Great Schools Should Include all People

Great schools should include everyone. Students should be inclusive of everyone in school. Every student should be able to participate in every part of school. No student should not be left out of something they want to participate in. If someone wants to participate in something they should at least be given the chance. They have every right to try it. If someone has a disability or not it shouldn't matter. They should be included in whatever they can be included in.

Students play an extremely important role in promoting an inclusive and positive learning environment. It is up to students to include their classmates in school. If there is a new student in class, it is the job of their new classmates to make them feel welcome included and accepted for who they are. Little acts of kindness can open the door for a new student becoming fully included in school. A student can be partners with a new classmate, showing them around even sitting next to them. Just talking to them can help a them become comfortable and welcome at their new school. If a student has a disability it shouldn't make including them any different. The other students shouldn't treat them any different or be mean to them just because they have a disability. For example, if someone is in a wheelchair students should find a way to include them even if it is just sitting and talking to them. Students can even help create a positive environment for their teachers. Being respectful and listening to a teacher no matter who they are helps create a positive learning environment. Overall, whether a school is inclusive of everyone or not is up to the students.

For a school to be great they have to include everyone and create a positive learning environment. Everyone in a school should be included and accepted, no matter who they are, or if they have a disability. Students have to respect one another and their teachers to create a positive learning environment. Students must be kind to everyone that is part of their school. Ultimately, in order for a school to be great they must include everyone and treat everyone as equals.

Alessandra Rera

World Literature

Vigars

Changes Big and Small: Accepting all Learners

For about the first 18 years of our lives, we wake up and go to school, where we spend the next seven hours of our day. Monday through Friday, 180 days a year, students at Timberlane and across the country spend most of the day sitting in classrooms, taking notes, quizzes, and tests. For most of us, this methodic academic system works, although it tends to get boring sometimes. But for some, high school is a place where many students struggle to do their best. These students may have difficulties learning or fitting in because they don't feel accepted in how they express themselves or how they learn. To create an environment where all students are accepted regardless of their personal opinions, expressions, or their learning style, schools- or better yet, the people inside them- need to change the way they function.

It doesn't take much to make everyone feel like he/she can do his/her best in school. Most students are held back by the fact that they just want to fit in, which is typical of anyone around our age. A student might be capable of doing really well, but holds him or herself back to be like their friends, or even the opposite: maybe a student needs extra help, but doesn't want to ask because he/she is afraid of being different, or of being judged. A healthy message to spread would be for every student and teacher to try to change their attitudes to be more open and positive so everyone feels accepted. Spreading this message might be tougher than simply putting up posters in the hallway that most kids will just pass right by. If we were to take advantage of the fact that students are working and learning in the digital age, the effects could be powerful. Teachers could create lessons online, customizable to all types of learners, so everyone could learn their best. No matter how the school chooses to spread it, this message is one everyone should be aware of no matter what, in high school and after.

There may not really be a campaign to promote acceptance of all learners, but there are still steps we as students and faculty can take to make everyone feel comfortable learning at Timberlane. As teachers and faculty, it could be something as small as individually checking in with students that seem to be having trouble with their assignments, students that look stressed, or even just checking in with them all, no matter what their outward appearance says. As students, it's as simple as opening up our lives to new friends and ideas. If we all lived by the idea of doing one nice thing a day that we otherwise wouldn't do, the attitude of the entire school would be turned around. One random act of kindness could make someone's day, and who knows, could even get you a brand new friend.

TIMBERLANE



Timberlane Middle School Action Plan

Review of 2017-18

Preview of 2018-19





Goal 1

- By June 2018, 70% of all students at each grade level will have met the Student Growth Percentile (SGP) expectation of 50 or greater in the area of Reading as measured by the STAR Reading Assessment.
- Grade 6 = 65% Grade 7 = 67% Grade 8 = 64%



Goal 2 - Met

- In the 2017-2018 school year, TRMS teachers will increase their knowledge and ability in extended learning times.
 - Tripod-consolidate
 - Instructional Rounds
 - PD offered:
 - Natasha Kolehmainen
 - Peer observations
 - Coffee & Conversations – Teacher led - Academic Dean facilitated
 - Summer Academy
 - Less hectic (for students and staff)...fewer transitions away from learning
 - Staff got to know students on a deeper level academically and personally
 - More focused time on curriculum



Goal 3 – In Progress

- In the 2017-2018 school year, TRMS will continue to cultivate a positive learning climate and increase levels of support and communication with all stakeholders (students, teachers, parents, communities)
 - Teachers and students completed multiple Cleaner Greener initiatives.
 - Increased and more consistent use of School Messenger
 - 6th and 7th grade transition nights
 - 8th grade promotion ceremony
 - TPAF
 - Team and personal meetings with all staff members
 - “Pie in the Face” fundraiser...Pets for Vets
 - Hat & Mitten Drive
 - Senior Tea
 - Judge Broderick

Timberlane Regional Middle School
2018-2019 Goals



Student Achievement: By June 2019, 70% of all students at each grade level will have met the Student Growth Percentile (SGP) expectation of 50 or greater in the area of Reading as measured by the STAR Reading Assessment.

Culture-Climate-Social Emotional : In the 2018-2019 school year, TRMS will continue to cultivate a positive learning climate and increase levels of support and communication with all stakeholders (students, teachers, parents, communities).

Teaching and Learning: In the 2018-2019 school year, TRMS staff will focus on effective teaching and learning practices through the implementation of personalized learning strategies.

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Members of the School Board
Timberlane Regional School District

Re: Final Report on Services Provided

Contract Purpose:

- Year end Audit Preparation
- Grant Accounting and Compliance Support
- Process and Workflow Recommendation for Business Office Operations

Beginning in August, work commenced in the above areas identified in the Independent Contractor Agreement. Numerous visits have been conducted and the Board updated with progress to date by two previous memos.

TRSD has provided me with unencumbered access to the financial software, records and any related documents and employees as needed to complete the tasks identified. Although, not complete, as the year end audit preparation and finalization of that task is ongoing, I feel I have had enough exposure to present relevant information with regards to the Business Office as it specifically relates to Process and Workflow recommendations.

Status Report:

Year End Audit Preparation - Task is significantly complete. Currently working on the few remaining outstanding items and answering auditor questions and inquiries to complete fieldwork as soon as possible.

Grant Accounting and Compliance Support - In process with Business Administrator

Process and Workflow Recommendation for Business Office Operations -

Currently the SAU oversees the budget and finances for 3 entities; SAU# 55 and its member districts, Timberlane Regional and Hampstead. The combined budget total of all 3 entities is close to \$100,000,000.

Roughly 7,000-9,000 checks and 9,000-12,000 vouchers are being processed thru accounts payable on a yearly basis.

Payroll for over 1,000 employees is being processed bi-weekly thru-out the year, resulting in excess of 25,000 payroll transactions.

Tracking, monitoring and bookkeeping for 25-35 State and Federal grants. To include meeting Federal and State requirements over the accounting for and expenditure of the grants, along with monthly

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reporting to the State of NH for each. As well as ensuring the District is in compliance with all State and Federal requirements under the Single Audit Act.

The business office also handles cash receipts and deposits, free and reduced lunch applications and verifications, annual food service field review, completion and filing of applicable state and federal forms, tuition tracking, providing support to the Treasurers and schools with regards to their student activities and collections of monies, as well as providing support to each School Board, Budget Committee and District staff.

This work is not just limited to those functions identified, but to provide a sense of the significant amount of tasks and work that the Business Office is responsible for. Currently, this is being performed by the Business Administrator and 3 staff.

As part of this process, I have also contacted several SAU's and School Districts across the State to determine staffing levels, controls and other pertinent information. Given this and my experience it is my conclusion that the SAU is understaffed in the Business Office.

Recommendations:

1. Hiring of mid to upper level accounting personnel to assist with the oversight of day to day accounting functions; available for AP and Payroll to answer questions etc.; approval of staff work, journal entries etc.
2. Strong consideration of the hiring of additional staff for day to day processing of work in addition to current staff; or reassignment of duties and utilization of current office staff not in the Business Office.
3. Create work environment that is better suited for the completion of work, i.e. more private and secure for processing of payroll; also less hectic and quieter to ensure privacy of data.

This additional manpower would allow for:

- Cross training of all staff for back up and emergencies
- Monitoring of school student activity accounts, including spot checks and audit of procedures
- Update and improvement of controls, segregation of duties and processing of information
- Timely recording of all activity into the financial accounting system
- Having one person dedicated to grants management and control with proper oversight/segregation of duties
- Monitoring and inspection of Food Service activities, including spot checks and internal audits of procedures
- Improved reporting to Boards and Committees as well as State and Federal Agencies
- Improved analytical reviews of overall financial position
- Better ability to implement ongoing process improvements
- Given significance of amount of activity, additional time to implement state-wide and best practices operational improvements

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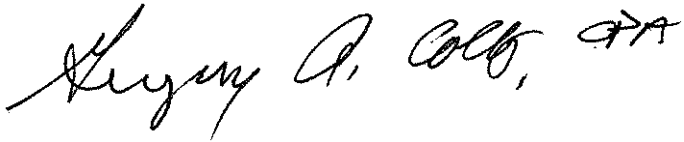
Conclusion:

The Business Office and finances as a whole, play an integral part in the operations of the District. I cannot stress enough the importance of adequate staffing, training and controls over this area, as well as the support of the School Board.

To date, I have spent approximately 60-70 hours towards this project. I plan to continue to assist the Business Office thru the completion of the audit and will be able to accomplish this well within the contract.

I also would like to recognize the Administration and staff for the time that they have given to me in completing the work in accordance with the contract. I would also like to thank the Board for the opportunity to provide these services to the School District.

I look forward to discussing and answering any questions that the Board may have.

A handwritten signature in black ink that reads "Gregory A. Colby, CPA". The signature is written in a cursive, flowing style.

SCHOOL TRANSPORTATION UPDATE

2018-2019 SCHOOL YEAR



fact:
STUDENTS ARE ABOUT
70 TIMES MORE LIKELY
TO GET TO SCHOOL SAFELY
IF THEY RIDE IN THE SCHOOL
BUS INSTEAD OF A CAR.



(US NATIONAL HIGHWAY TRAFFIC SAFETY ASSOCIATION)

TIMBERLANE “HOMETO SCHOOL” TRANSPORTATION

29

SCHOOL BUSES ON
THE ROAD EACH DAY

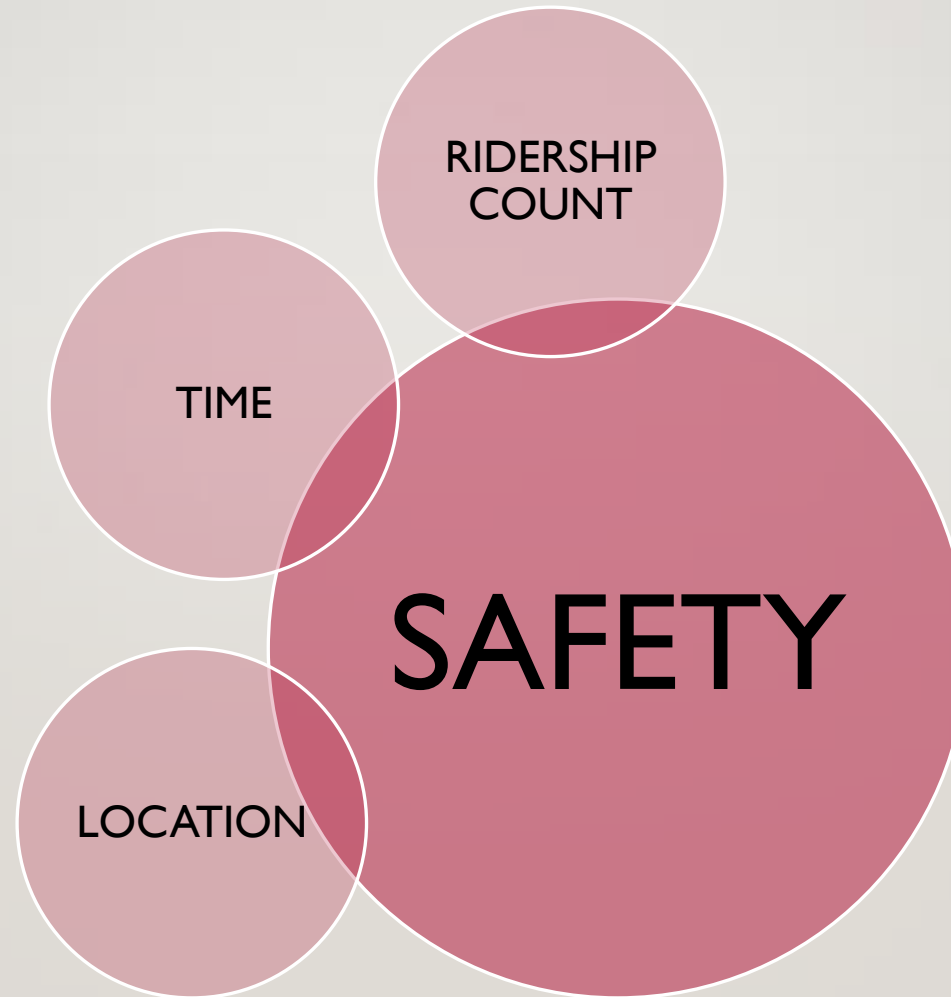
2400 +/-

STUDENTS
TRANSPORTED PER
DAY

2,280

MILES COVERED PER
DAY

HOW ARE ROUTES DEVELOPED?



OUTLINE OF SPECIFICATIONS WHEN PLANNING FOR TRANSPORTATION SERVICES

SAFETY

- AGE OF STUDENT
- IDENTIFYING SAFE BUS STOPS
- LENGTH OF WALK TO STOP
- WINTER CONDITIONS

OUTLINE OF SPECIFICATIONS WHEN PLANNING FOR TRANSPORTATION SERVICES

TIME

- MAXIMUM TRAVEL TIME ON BUS

45 MINUTES OR LESS

OUTLINE OF SPECIFICATIONS WHEN PLANNING FOR TRANSPORTATION SERVICES

LOCATION

- MINIMUM OF 110 FT. BETWEEN BUS STOPS
- ADJCENCIES TO OTHER STOPS FOR EFFICIENCY

OUTLINE OF SPECIFICATIONS WHEN PLANNING FOR TRANSPORTATION SERVICES

RIDERSHIP COUNT

- PLAN FOR ALL STUDENTS GRADE K-11 TO RIDE
- ENROLLMENT DATA PROVIDED BY SCHOOLS DURING SUMMER

High School

TRSD
2017-18 2018-19 Transportation Comparison

	<30 Minutes	31-45 minutes	>46 Minutes
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TRHS

	BUS	Planned Ridership	Actual Ridership	AM	PM	Stops		Planned Ridership	Actual Ridership	AM	PM	Stops
	Atkinson							Atkinson				
	106	102	35	6:05 - 6:58	2:20 - 3:10	63		91	26	6:15 - 6:55	2:20 - 2:50	58
	117	69	24	6:17 - 7:01	2:19 - 3:03	44		67	21	6:17 - 6:56	2:17 - 2:49	42
2017	118	48	37	6:24 - 7:05	2:19 - 2:59	37	2018	56	23	6:20 - 7:01	2:20 - 2:45	34
	Danville							Danville				
	108	63	44	6:13 - 6:47	2:21 - 3:00	37		55	27	6:18 - 6:48	2:28 - 2:51	37
	109	61	53	6:08 - 6:50	2:27 - 3:11	37	8	58	28	6:11 - 6:53	2:29 - 3:02	32
	127	57	34	6:20 - 6:59	2:22 - 3:01	27		63	23	6:23 - 6:54	2:22 - 2:50	25
2018	Plaistow						2019	Plaistow				
	100	76	35	6:21 - 7:01	2:21 - 3:00	45		86	41	6:19 - 6:51	2:19 - 2:50	47
	104	79	42	6:12 - 7:05	2:18 - 3:11	53	1	76	30	6:23 - 6:48	2:24 - 2:48	55
8	124	87	36	6:17 - 7:00	2:19 - 3:06	52	9	88	29	6:20 - 6:58	2:21 - 2:58	52
	Sandown							Sandown				
	116	70	40	6:18 - 6:50	2:29 - 3:02	41		62	29	6:31 - 7:06	2:39 - 3:06	36
	119	73	52	6:05 - 6:45	2:27 - 3:03	46		68	32	6:17 - 6:47	2:27 - 2:53	45
	128	68	34	6:11 - 6:48	2:27 - 2:58	38		55	33	6:08 - 6:42	2:28 - 2:55	37
	132	84	57	6:10 - 6:52	2:26 - 3:08	52		81	41	6:08 - 6:58	2:30 - 3:13	46
	TOTAL	937	523	55.80%				906	383	42.2 % ridership		

Middle School

TRSD
2017-18 2018-19 Transportation Comparison

	<30 Minutes	31-45 minutes	>46 Minutes
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TRMS

	BUS	Planned Ridership	Acutal Ridership	AM	PM	Stops		Planned Ridership	Acutal Ridership	AM	PM	Stops
	Atkinson											
	103	53	33	6:43 - 7:13	2:27 - 2:56	38		69	51	6:45 - 7:13	2:27 - 2:57	39
	107	61	45	6:24 - 7:12	2:28 - 3:09	44		53	44	6:26 - 7:10	2:28 - 3:10	37
	112	46	26	6:29 - 7:00	2:35 - 3:02	28		44	25	6:35 - 7:03	2:30 - 2:52	27
	126	40	27	6:31 - 7:09	2:30 - 3:02	31		52	34	6:32 - 7:13	2:25 - 3:05	35
2	Danville						2					
0	120 *	52	38	6:20 - 7:06	2:28 - 3:09	29	0	44	29	6:20 - 7:04	2:26 - 3:04	28
1	131	54	48	6:26 - 6:59	2:38 - 3:07	32	1	53	42	6:23 - 6:59	2:37 - 3:08	36
7	135	49	41	6:26 - 6:56	2:40 - 3:08	20	8	37	28	6:26 - 6:56	2:40 - 3:05	25
	Plaistow											
2	101	54	51	6:37 - 7:13	2:29 - 3:06	30	2	59	55	6:40 - 7:08	2:29 - 2:59	32
0	102	59	37	6:27 - 7:14	2:28 - 3:12	44	0	61	39	6:30 - 7:07	2:30 - 3:06	43
1	123	64	36	6:35 - 7:13	2:29 - 3:07	40	1	63	38	6:40 - 7:13	2:28 - 2:55	39
8	130	64	58	6:45 - 7:17	2:27 - 2:58	37	9	58	47	6:43 - 7:19	2:31 - 3:01	35
	Sandown											
	110	60	43	6:24 - 7:00	2:35 - 3:07	34		65	46	6:22 - 7:00	2:36 - 3:10	34
	114 **	50	37	6:30 - 7:01	2:38 - 3:04	31		54	45	6:21 - 7:06	2:35 - 3:15	40
	121	60	56	6:24 - 6:55	2:40 - 3:10	27		54	56	6:26 - 6:56	2:43 - 3:09	26
	137	48	41	6:41 - 7:06	2:43 - 3:07	23		59	44	6:35 - 7:13	2:34 - 3:09	27
	138	52	53	6:20 - 6:53	2:38 - 3:11	33		59	48	6:19 - 7:02	2:37 - 3:12	31
	TOTAL	866	617	71.20%				884	671	75.9% ridership		

*Also stops in Plaistow ** Also stops in Danville

Atkinson Academy

TRSD
2017-18 Aand 2018-19 Routing Comparisons

	<30 Minutes	31-45 minutes	>46 Minutes
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ATKINSON ACADEMY

2	BUS	Planned Ridership	Acutal Ridership	AM	PM	Stops	2	Planned Ridership	Acutal Ridership	AM	PM	Stops
0	106	49	34	7:40 - 8:19	3:18 - 3:51	32	0	54	36	7:43 - 8:21	3:16 - 3:49	32
1	107	66	47	7:55 - 8:20	3:25 - 3:58	27	1	69	59	7:52 - 8:25	3:35 - 3:55	25
7	112	68	46	7:42 - 8:18	3:17 - 3:51	35	8	60	37	7:45 - 8:17	3:15 - 3:44	31
	117	52	34	7:54 - 8:25	3:15 - 3:57	28		54	32	7:56 - 8:25	3:14 - 3:51	28
2	118	55	44	7:37 - 8:15	3:17 - 3:55	30	2	56	36	7:39 - 8:15	3:22 - 3:55	29
0	126	55	42	7:36 - 8:25	3:15 - 4:04	33	0	61	48	7:40 - 8:23	3:23 - 4:02	38
1							1					
8	TOTAL	345	247	71.50%			9	354	248	70.0 % ridership		

Pollard Elementary

TRSD

2017-18 Aand 2018-19 Routing Comparisons

	<30 Minutes	31-45 minutes	>46 Minutes
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POLLARD ELEMENTARY

	BUS	Planned Ridership	Acutal Ridership	AM	PM	Stops		Planned Ridership	Acutal Ridership	AM	PM	Stops
2	100	63	38	7:47 - 8:19	3:15 - 3:51	36	2	65	42	7:45 - 8:14	3:24 - 3:49	38
0	101	66	55	7:46 - 8:20	3:20 - 3:59	35	0	52	51	7:48 - 8:19	3:16 - 3:58	34
1	102	56	31	7:44 - 8:17	3:19 - 3:51	25	1	72	48	7:41 - 8:18	3:22 - 4:00	32
7	103	60	62	7:55 - 8:11	3:22 - 3:45	17	8	43	35	7:57 - 8:05	3:25 - 3:35	11
	104	71	42	7:45 - 8:15	3:20 - 3:46	35		69	48	7:47 - 8:06	3:21 - 3:45	32
2	123	48	31	7:48 - 8:16	3:18 - 3:49	23	2	43	39	7:44 - 8:09	3:21 - 3:48	22
0	124	62	48	7:41 - 8:14	3:20 - 3:55	28	0	63	48	7:41 - 8:12	3:17 - 3:48	34
1	130	66	60	7:47 - 8:21	3:14 - 3:49	32	1	70	53	7:48 - 8:20	3:23 - 3:44	33
8							9					
	TOTAL	492	367	74.50%				477	364	76.3 % ridership		

Sandown North Elementary

TRSD
2017-18 Aand 2018-19 Routing Comparisons

	<30 Minutes	31-45 minutes	>46 Minutes
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Sandown North Elementary

	BUS	Planned Ridership	Actual Ridership	AM	PM	Stops		Planned Ridership	Actual Ridership	AM	PM	# Stops
2	110	63	49	7:41 - 8:12	3:30 - 3:59	39	2	40	36	7:52 - 8:14	3:30 - 3:50	28
0	116	50	45	7:45 - 8:13	3:09 - 3:36	27	0	53	36	7:47 - 8:16	3:15 - 3:44	33
1	119	76	59	7:54 - 8:22	3:10 - 3:46	36	1	58	51	7:55 - 8:21	3:13 - 3:42	31
7	121	56	43	7:34 - 8:20	3:16 - 3:59	38	8	59	51	7:50 - 8:27	3:22 - 4:02	30
	128	57	53	7:44 - 8:16	3:14 - 3:44	26		50	46	7:49 - 8:24	3:18 - 3:48	28
2	137	42	28	7:49 - 8:16	3:15 - 3:41	26	2	58	43	7:41 - 8:17	3:24 - 3:57	33
0	138	30	61	7:50 - 8:12	3:22 - 3:41	21	0	27	48	7:46 - 8:14	3:30 - 3:55	20
1							1					
8	TOTAL	374	338	90.30%			9	345	311	90.1% ridership		

TLC @ Sandown Central

TRSD
2017-18 Aand 2018-19 Routing Comparisons



| |

TLC @ Sandown Central

	BUS	Planned Ridership	Actual Ridership	AM	PM	Stops		Planned Ridership	Actual Ridership	AM	PM	# Stops
1	114	n/a	n/a	n/a	n/a	n/a	1	14	8	8:09 - 8:37	3:30 - 3:59	11
7	132	25	17	8:10 - 8:42	3:23 - 4:06		8	23	21	8:05 - 8:35	3:32 - 4:02	15
	135	26	25	8:10 - 8:33	3:24 - 4:10			23	16	8:05 - 8:35	3:29 - 3:55	23
1							1					
8	TOTAL	51	42	82.30%			9	60	45	75% ridership		

Danville Elementary



DANVILLE ELEMENTARY

2017	BUS	Planned Ridership	Acutal Ridership	AM		Stops	2018	Planned Ridership	Acutal Ridership	AM		Stops
					PM						PM	
0	108	67	39	7:42 - 8:20	3:16 - 3:45	39	0	46	31	7:42 - 8:18	3:14 - 3:47	30
1	109	67	47	7:42 - 8:26	3:17 - 4:01	31	1	53	42	7:45 - 8:16	3:18 - 3:54	25
7	120	55	45	7:43 - 8:20	3:20 - 3:58	33	8	64	45	7:45 - 8:15	3:19 - 3:46	35
	127	60	53	7:44 - 8:14	3:18 - 3:45	21		54	54	7:48 - 8:10	3:17 - 3:42	21
2	131	54	49	7:42 - 8:17	3:12 - 3:48	35	2	49	32	7:44 - 8:15	3:20 - 3:49	34
0							0					
1							1					
8	TOTAL	303	233	76.80%			9	266	204	76.6 % ridership		

TRACKING REPORTS FROM PARENTS

2017-18 (1 July – 31 October)	2018-19 (1 July – 31 October)
Number of Concerns Reported	Number of Concerns Reported
41	5

WHAT'S COMING DOWN THE ROAD...



FIRSTVIEW APP - GO
LIVE JANUARY 2ND 2018



NEW FLEET OF BUSES IS
BEGINNING TO ARRIVE.
ESTIMATED DATE FOR
FINAL BUS TO ARRIVE IS
4 DECEMBER 2018

History & Evaluation of TRSD Transportation (Oct 22, 2018)

Respectfully Submitted by Sandra Hodgkins, Transportation Coordinator, SAU #55

Feb 2002 Sandy Hodgkins became Transportation Coordinator

- Routing was done by Laidlaw who was contracted since 2001. Howard Anderson was the General Manager. Before 2001 First Student was the contractor and defaulted on their busing contract.

Up to June 2003

- 29 buses
- High School and Middle School students riding on the same bus
- Sandown North and Sandown Central riding on the same bus
- At dismissal: half of buses were parked in front of TRHS; half of buses were parked in front of TRMS. When loaded they would continue to the alternate school to load rest of students before starting the route.
- Many bus misconduct issues due to mostly 8th graders and freshman or other upperclassman not getting along.

September 2003

- TRHS and TRMS students were separated on buses. No change in # of buses (29 buses)
 1. Improved efficiency of arrivals and dismissal of buses at both schools.
 2. Able to work on individual school schedules
 3. Less traffic congestion
 4. Student management improved; Drivers and Administrators dealing with one group.
- Sandown North and Sandown Central were separated on buses
 1. No change in # of buses (9 buses)
 2. Save time at dismissal so buses could leave for route as soon as loaded without having to go to the other school.
 3. Student management became less problematic and could be dealt with better by each school's administrator pertaining to the students riding on the bus of the same school.

September 2005

- 30 buses
 1. One (1) bus was added for Danville/Sandown Middle School and SN Elementary due to increase in student counts on middle school buses and allow for shorter rides for Sandown North students.

September 2008

- Contract renewed with Laidlaw (2008 – 2013)

September 2009

- Edulog Transportation software implemented
- Web Query available to parents to find bus stops (newspapers no longer printing routes)
- Dismissal buses are moved from front of TRMS and TRHS to back of schools
- AM drop off continues at back of school
- School times adjusted to meet student needs and accommodate bus arrival and dismissal times to help with flow of traffic and buses not late to elementary schools (see updated schedules)

1. TRHS 5 minutes earlier (7:20 – 2:10) from (7:25 – 2:15) Buses drop between 7 – 7:10
2. TRMS 15 minutes later (7:30 – 2:20) from (7:15 – 2:05) Buses drop between 7:15 – 7:25
3. Elementary Schools 10 minutes later (8:40 – 3:10) from (8:30 – 3:00) Buses drop between 8:20 – 8:30

September 2012

- 29 buses
 1. Reduce one (1) bus for budget reasons (Superintendent Richard LaSalle)
 2. Eliminated a Plaistow middle school route and Atkinson elementary route

September 2013

- Contract renewed with Laidlaw (2013 – 2018)
 1. During school year Laidlaw was merged with First Student
 2. No change in Division & General management made for smooth transition

May 2017

- Discussion on combining middle school and high school students on same buses
 1. Will not diminish cost (29 buses will still be needed to cover elementary level)
 2. TRMS would have to move time up to coincide with TRHS arrival by 7:10 AM for CTE bus
 3. Routes may not become much shorter depending on dismissal routine and distance to Sandown and Danville. Most routes would still be about 30 – 45 minutes long.
 4. Shorter routes do not necessarily mean shorter time as larger bus stops must be considered and the time to load and unload students.
 5. Must consider the long length of parked buses behind schools (single file) and allow ample time for students to board from both schools.
 6. Cannot double up buses in line up for safety concerns and blocking emergency access.
 7. Consider how student management issues will be handled when involving students who attend either school
 8. Some drivers prefer not to drive middle school students as historically this group of students has the most student management issues.

September 2018

- Contract renewed with First Student 2018 – 2021 (with extended option to 2023); New buses ordered per contract. New Division manager who actually started Nov 2017.
- Sandown North realigned school times with all elementary (8:40 – 3:10)
- Add bus to Sandown Central to eliminate AM shuttle bus from SN
- Waiting to roll out First View parent app to track student at bus stop.
- October 22: realigned 2 Sandown MS buses to distribute student counts better.

Notes:

- If 5th grade is considered to attend at TRMS we would need more buses to accommodate the extra number of students to be transported
- If Sandown 1st graders go to Sandown Central one (1) bus from Sandown North would possibly added to Sandown Central and eliminate one from Sandown North.

2008 – 2009
TRMS – Previous Schedule

2009 to 2018
TRMS – Current Schedule

Earliest Bus Pick up	6:10 AM	6:20 AM
Buses arrive at school	7:10 AM	7:15 – 7:25 AM
School Starts	7:15 AM	7:30 AM (advisory)
First Period Starts	7:43 AM	TBD
School Dismissal	2:05 PM	2:20 PM

TRHS – Previous Schedule

TRHS – Current Schedule

Earliest Bus Pick up	6:10 AM	6:10 AM
Buses arrive at School	7:15 AM	7:10 AM
School & First Period Start	7:25 AM	7:20 AM
School Dismissal	2:15 PM	2:10 PM

AA, DE, PS – Previous Schedule

AA, DE, PS – Current Schedule

Earliest Bus Pick up	7:40 AM	7:45 AM
Bus arrival for Breakfast	8:17 – 8:20 AM	8:20 – 8:30 AM
School Starts	8:30 AM	8:30 AM
School Dismissal	3:00 PM	3:10 PM
Last bus drop	no later than 4:00 PM	no later than 4:10 PM

Sandown North	Previous Schedule (2009 – 2015)	Current Schedule (2018-2019)
Earliest Bus Pick up	7:45 AM	7:45 AM
Bus arrival for Breakfast	8:27 – 8:30 AM	8:17 – 8:20 AM
School Starts	8:40 AM 8:20 (2015-18)	8:30 AM
School Dismissal	3:10 PM 3 PM (2015-18)	3:10 PM
Last bus drop	no later than 4:10 PM	no later than 4:10 PM

KINDERGARTEN (AA, DE, PS)

PK PROGRAM (AA, DE, PS)

AM CLASS 8:40 AM TO 11:10
PM CLASS 12:40 AM TO 3:10 PM

AM CLASS 8:40 AM – 11:10 (M – TH)

SANDOWN CENTRAL SCHOOL - TLC (2015 – 2018)

TLC AM PROGRAM 9:00 AM TO 11:30 AM (M – TH)
TLC PM PROGRAM 12:40 PM TO 3:10 PM (TU – F)

K AM PROGRAM 8:50 AM TO 11:20 (M – F)
K PM PROGRAM 12:50 PM TO 3:20 PM (M – F)

Major talking points as of 11/13/18

1. Throughout - .5 credit to 0.5 credit
2. Throughout- Changes the name of ICT (technology) to 'Digital Literacy' in light of the state recommendations
3. Page 5 Cover Design.....
4. Page 19 Math 'intensive' list includes ONLY the Pinkerton CTE classes that give Math intensive credit.
5. Art changes
 - a. Page 31: Move illustration and Cartooning to a 10-12 grade (level 2) class
 - b. Page 32: Rename Drawing to Advanced Drawing to reflect the course description
 - c. Page 32 Rename Painting to: Traditional Painting methods to reflect the course description
 - d. Remove Digital Arts
6. Engineering:
 - a. Page 38: New Description of -Engineering Drawing
7. English
 - a. Page 39: Graphic Novel as Literature: move from Junior and Senior, to just senior
 - b. Page 40: New descriptions for American Literature
 - c. Page 40 & 41: Studies Classes- change 'two period' statement to 'Meets both A day and B day'- goes for Social Studies as well
8. Music
 - a. Page 52: Change Course description of Concert Choir
 - b. Page 53: Change the name of 'Select Ensemble' to 'Chamber Ensemble' to reflect the course description
9. Social Studies
 - a. Page 60: Page Studies Classes- Studies Classes- change 'two period' statement to 'Meets both A day and B day' goes for english as well
 - b. Eliminate Geography of Life
10. Special Ed
 - a. Page 64: New description of the intro
 - b. Page 64: New Descriptions of Life Skills, and Reading
 - c. TEP Studies in Civics and Economics- to match the 'regular' class
11. World Language
 - a. Remove German
 - b. Page 68, 69 & 71, 72 Changes in Spanish and French
 - i. Move "and the environment" from level 1 to level 3
 - ii Change "travel around the town" to "travel" in level 2 classes

A Message for Students

Each year the Program of Studies is updated to reflect the academic opportunities that are available for all students. The changes in this publication have been made to provide flexibility in meeting graduation requirements. Our course offerings are designed to prepare every student with the background and knowledge to successfully transition from high school to an appropriate college and career path.

Students, please use the Program of Studies to map out your academic journey. Check with your teachers, counselors and parents for help with this process, and make informed decisions. I am confident that working together, we can ensure a successful learning experience for you.

Donald H. Woodworth
Principal



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

Susan Sherman, Chair	Plaistow
Brian Boyle, Vice Chair	Atkinson
Lee Dube	Sandown
Dr. Kimberly Farah	Danville
Shelia Lowes	Sandown
Sarah Machemer	Plaistow
Shawn O'Neil	Danville
Kristen Savage	Plaistow
Jennifer Silva	Atkinson

Administration

Dr. Earl Metzler	Superintendent of Schools
Dr. Roxanne Wilson	Assistant Superintendent
Anthony DiBartolomeo	Director of Music
Angelo Fantasia	Director of Athletics
Kenneth Henderson	Director of Technology
Christi Michaud	Director of Data, Assessment, and Accountability
Susan Rasicot	Director of Pupil Personnel services/Special Education
Sandra Allaire	Director of Curriculum and Professional Learning
Dan Woodworth	Student Services Coordinator

Timberlane Regional High School

Administration

Donald Woodworth	Principal
Scott Strainge	Associate Principal
Timothy Brown	Assistant Principal
Heather Roy	Assistant Principal
Mark Pedersen	Director of Secondary Curriculum
Timothy Guanci	Academic Dean of Science, Technology, Engineering, & Mathematics
Jennifer Michitson	Academic Dean of Art, Business/ Digital Literacy, FACS, Freshmen Academy, RTI, & Social Studies
Jennifer Puchlopek	Academic Dean of English , Language Arts, and World Language
Lorin Caffelle	Director of Special Education—Secondary

School Counseling

Barry Chooljian	Director of School Counseling—
A. James Fish	Counselor
Maura Maher	Counselor
Robyn Mahoney	Counselor
Lisa Petry	Counselor
Sarah Rochefort	Counselor

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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 www.timberlanehs.com.

Cover of the TRHS Program of Studies

A special thank you goes to Mrs. Dessa Landry and her Graphic Design students for submitting designs for the cover of the TRHS Program of Studies. Submissions were voted on by the TRHS faculty. This year’s winning design was created by XXXXXXXXXX, Class of 20XXX. Congratulations to XXXX on a wonderful design!

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

Grade Designation

Students achieve grade designation by virtue of credit accumulation. Students must earn five (5) credits as a freshman to be considered a sophomore, earn ten (10) credits by the end of sophomore year to be considered a junior, and fifteen (15) credits by the end of junior year to be considered a senior. In addition, junior status is achieved upon completion of two years of English, Math, and Science. Homeroom, class meetings, privileges, and parking are examples of programs or groupings that are impacted by grade designation.

Course Selection Process

The course selection process for Freshmen, 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 or mailed home 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.

Dual Enrollment

Students at Timberlane Regional High School have the opportunity to take dual enrollment courses in conjunction with local colleges and universities. Students who successfully complete dual enrollment 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. A course's dual enrollment 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.

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.

Excel Study Program

The Excel Study Program addresses the needs of those students who, for various reasons, need a more structured study environment. The program has a tutorial advisor who monitors the student’s study time in a smaller class environment. Students may receive additional assistance in the areas of organizational skills development and study skills relevant to their success as a high school student. Additional monitoring will take place with weekly progress reports and monthly conferences with the school counselor. Placement in the Excel Study Program is done through the high school counselors only.

Academic Support Center

The Academic Support Center is a place that students can utilize as a quiet workspace, work collaboratively with each other, have access to computers, and receive extra help from staff and/or peer tutors. The Academic Support Center is open to all students blocks 2—4 and after school. The Academic Support Center instructor is available to assist all students with their academic needs, as well as help facilitate peer tutoring for students through the honor societies as TRHS.

Alternative Credit Options

Credit may be earned through alternative methods outside of regular classroom-based instruction offered by the district schools. Awarding of credits to be applied toward high school graduation will be determined by the building principal or designee, and will be granted only if the request fulfills the following:

- The request is submitted with a plan to achieve competency that meets or exceeds the rigorous academic standards required by the school for students enrolled in a credit course offered by the school.
- The plan includes clear expectations for performance.
- The plan includes clearly defined methods and expectations for assessment.
- Verification of the plan's merit can be evaluated in a timely fashion and does not cause unnecessary burden of the resources of the administration.
- The student demonstrates mastery of the competencies per board policy.

All students who wish to pursue an alternative credit option must receive prior approval through the School Counseling Department before beginning the alternative credit option.

Extended Learning Opportunities

The purpose of extended learning opportunities (ELO) is to provide educational experiences that are meaningful and relevant, and that provide students with opportunities to explore and achieve at high levels. Extended learning opportunities may include, but are not limited to, independent study, private instruction, performing groups, internships, community service, apprenticeships, online education, or other opportunities approved by the Superintendent or his/her designee, in conjunction with Board policies.

All programs of study must meet or exceed the proficiencies and skills identified by the New Hampshire State Board of Education, applicable rules and regulations of the Department of Education, all applicable Board policies, and TRSD competencies as outlined by approved curriculum documents. All programs of study proposed through this program shall have specific instructional objectives aligned with the State minimum standards and District curriculum standards. All extended learning opportunities will comply with applicable laws and regulations, including child labor laws and regulations governing occupational safety.

Students wishing to pursue programs of study under these guidelines must first present their proposal to the school's ELO coordinator(s) for approval. The name and contact information for the school's ELO coordinator(s) will be found in the Student/Parent Handbook or by contacting the Principal's office or the School Counseling Department. The designated ELO coordinator will assist students in preparing the application form and other necessary paperwork.

Independent Study

Students who desire to pursue individual interests that are not offered in the Timberlane Regional High School curriculum may opt to contract for an independent study program. Circumstances may also warrant that a student pursue regular school subjects on an independent basis. The Independent Study Program fulfills such needs. Students must use the following procedure in order to be accepted into the program:

- The student enlists a faculty sponsor that will assist in developing the independent study proposal.
- The student presents the proposal to the department chairperson/coordinator for approval and/or adjustments.
- The student presents the proposal to their counselor and the Director of School Counseling for approval and/or adjustments.
- The student will present the proposal to the student's parent/guardian for approval.
- The student meets with the assigned administrator for final approval.
- The student completes and submits the necessary paperwork provided by the school counseling department.

Internships

The Internship Program is an opportunity for students to gain first-hand knowledge about one or more career paths that they may be planning to pursue. It allows them to learn what skills are used in a particular profession, what other preparation (college and/or training) may be needed, and how what they are learning in the classroom relates to an actual workplace. Participating in an internship may help students gain full-time employment after graduation, or improve their chances for college admission. In some college programs, an internship is in fact required for admission. Internships may be paid or unpaid, and are available to juniors and seniors.

Internships are open to students who:

- Submit an application giving the reasons for seeking the internship, identifying the proposed internship site, and outlining the process for initiating and completing the internship.
- Are enrolled in at least five full-time classes for the current quarter—the internship may count as one of the five courses.
- Have no suspensions or other disciplinary adjustments in the previous quarter.
- Have the application approved by the student's parent, his/her counselor, and the Internship Coordinator.
- Communicate with the Internship Coordinator a minimum of once every two weeks to review the student's progress in the internship.
- Agree to notify the Internship Coordinator and their counselor when the internship has been completed, or if it has been terminated for any reason.

The student will be awarded one-half credit (based on a total of at least 75 hours on the internship site), or one full credit (based on a minimum 150 hours on-site). In order for credit to be awarded for an Independent Study Internship, the student must fulfill all of these requirements:

- Maintain regular attendance at his/her internship site for a minimum of one semester.
- Attend required meetings with the coordinator.
- Keep a log of internship activities and hours to be reviewed periodically by the coordinator.
- Submit a portfolio which summarizes and demonstrates the learning, career information, and value the student has acquired from the internship.
- Present the portfolio in a scheduled meeting.

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.

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 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.

NH Scholars Core Curriculum	NH Scholars w/STEM Emphasis	NH Scholars w/Arts Emphasis
• 4 Credits of English (English I, World Literature/World Studies, American Literature/American Studies/AP Language, and 1 additional credit) • 4 Credits of Mathematics (Algebra I, Geometry, Algebra II, and 1 additional credit) • 3 Credits of Lab-Science (Biology, Chemistry, and Physics recommended) • 3.5 Credits of Social Studies (Studies in Civics and Economics, World History/World Studies/AP World History, US History/American Studies/AP US History, and an additional 0.5 credit) • 2 Credits of World Language (French, Latin, or Spanish)	• 4 Credits of English (English I, World Literature/World Studies, American Literature/American Studies/AP Language, and 1 additional credit) • 4 Credits of Mathematics (Algebra I, Geometry, Algebra II, and 1 additional credit) • 4 Credits of Science/Engineering (Biology, Chemistry, and Physics required with 1 additional credit) • 3.5 Credits of Social Studies (Studies in Civics and Economics, World History/World Studies/AP World History, US History/American Studies/AP US History, and an additional 0.5 credit) • 2 Credits of World Language (French, Latin, or Spanish) • 1 credit of STEM (Computer Science, Engineering, or Digital Literacy course) • 3.2/4.0 minimum GPA	• 4 Credits of English (English I, World Literature/World Studies, American Literature/American Studies/AP Language, and 1 additional credit) • 4 Credits of Mathematics (Algebra I, Geometry, Algebra II, and 1 additional credit) • 3 Credits of Lab-Science (Biology, Chemistry, and Physics recommended) • 3.5 Credits of Social Studies (Studies in Civics and Economics, World History/World Studies/AP World History, US History/American Studies/AP US History, and an additional 0.5 credit) • 2 Credits of World Language (French, Latin, or Spanish) • 2 Credits of Arts (Art, Music, and/or Theatre courses) • 3.2/4.0 minimum GPA

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 at http://web1.ncaa.org/ECWR2/NCAA_EMS/NCAA_EMS.html#



Diploma Planning Worksheet

If you are interested in meeting the requirements of the NH Scholar program, see page 15 for additional requirements or consult your counselor.

Program Area	Standard	Technical	Scholastic
Fine Arts (<i>art, music, or theatre</i>)			
.5 Credit Elective			
.5 Credit Elective			
Digital Literacy (<i>see page 20 for approved courses</i>)			
.5 Credit Elective			
English			
English I			
World Literature / World Studies			
American Literature / American Studies			
1 Credit Senior Electives			
Mathematics (<i>students need to be enrolled in a math intensive course each year, see page 19 for approved courses</i>)			
Algebra I			
1 Credit Geometry or other Math		Applied or Geometry	Geometry Required
1 Credit Algebra II or other Math		Part I or Algebra II	Algebra II Required
Mathematics or Science (one additional credit in either)			
Science			
Physical Science			
Biology			
1 Credit Elective			Chemistry Physics
Social Studies			
Studies in Civics and Economics			
World History / World Studies			
American History / American Studies			
World Languages (<i>must all be the same language</i>)			
World Language Year 1			
World Language Year 2			
World Language Year 3			
Health and Physical Education			
Health Education I (0.5 Credit)			
Physical Education 1 Credit			
0.5 Credit Elective			
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
- 3-4 Credits: Math (Algebra I & II, Geometry, and Trigonometry/Probability and Statistics or Discrete 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 Trigonometry/Probability and Statistics or Discrete 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 Trigonometry/Probability and Statistics 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 Trigonometry/Probability and Statistics or Discrete 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 (Intro to Engineering Design, Principles of Engineering, Engineering elective options)
- Consider Computer Science courses

Four Year Nursing and Professional Health Programs

- 4 Credits: Math (Algebra I & II, Geometry, and Trigonometry/Probability and Statistics 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:

3D Modeling (.5 credit)
Computer Concepts I (0.5 credit)
Computer Concepts II (0.5 credit)
Intro to C++ Programming (0.5 credit)
Intro to Java (0.5 credit)
Game Programming I (0.5 credit)
Game Programming II (0.5 credit)
AP® Computer Science
Engineering Drawing (0.5 credit)
Architectural Drawing (0.5 credit)
AutoCAD I (0.5 credit)
AutoCAD II (0.5 credit)
Introduction to Engineering Design
Principles of Engineering
Aerospace Engineering

Civil Engineering and Architecture
Digital Electronics
Computer Integrated Manufacturing
Engineering Design and Development
Chemistry
AP Chemistry
Physics
AP Physics I
AP Physics II

Pinkerton Academy CTE

Environmental Studies/Outdoor skills
Electrical Technology 2
Welding Technology 2

Digital Literacy Credit Options

Successful completion of any of the following courses will satisfy the graduation requirement of .5 credit in Digital Literacy:

Microsoft Office Essentials
Desktop Publishing & Presentation
Web Design
Emerging Technologies
Creating Mobile Applications
Computer Concepts I
Computer Concepts II
Intro to C++ Programming
Intro to Java
Game Programming I
Game Programming II
AP® Computer Science
Digital Arts
Information Technology

Graphic Design
Engineering Drawing
Architectural Drawing
AutoCAD I
AutoCAD II
Introduction to Engineering Design
Principles of Engineering
Digital Electronics
Computer Integrated Manufacturing
Engineering Design and Development
3D Modeling
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
3-D / 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
Pottery I	010	NL	9	10	11	12	0.5	32
Pottery II	011	ACC		10	11	12	0.5	32
Advanced Drawing	005	ACC		10	11	12	0.5	32
Illustration and Cartooning	008	ACC		10	11	12	0.5	32
Traditional Painting Methods	007	ACC		10	11	12	0.5	32
Photography I	012	ACC		10	11	12	0.5	32
Photography II	017	ACC		10	11	12	0.5	32
AP® Art: General Portfolio	013	AP			11	12	1	32

Business and Digital Literacy Department

Courses		Level	Grades				Credits	Page No.
Desktop Publishing and Presentations	103	ACC	9	10	11	12	0.5	33
Emerging Technologies	120	ACC	9	10	11	12	0.5	33
Microsoft Office Essentials	108	CCP	9	10	11	12	0.5	33
Web Design	141	ACC	9	10	11	12	0.5	33
Information Technology	157A	ACC		10	11	12	0.5	33
Introduction to Business Principles	116	CCP		10	11	12	0.5	33
Human Relations in Organizations	149	ACC		10	11	12	0.5	33
Personal Money Management	118	CCP		10	11	12	0.5	34
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	34
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 Department

Course		Level	Grades				Credits	Page No.
Creating Mobile Applications	160A	ACC	9	10	11	12	0.5	35
Computer Concepts I	155	ACC	9	10	11	12	0.5	35
Computer Concepts I	153	CCP	9	10	11	12	0.5	35
Computer Concepts II	136	ACC	9	10	11	12	0.5	35
Intro to C++ Programming	156	ACC		10	11	12	0.5	35
Intro to Java	166	ACC			11	12	0.5	35
Game Programming I	164	ACC			11	12	0.5	36
Game Programming II	165	ACC			11	12	0.5	36
AP® Computer Science	167	AP			11	12	1	36

Engineering Department

Course		Level	Grades				Credits	Page No.
Introduction to Engineering Design	180	ACC	9	10	11	12	1	37
Principles of Engineering	181	ACC		10	11	12	1	37
Aerospace Engineering	186	ACC		10	11	12	1	37
Civil Engineering and Architecture	188	ACC		10	11	12	1	37
Computer Integrated Manufacturing	183	ACC		10	11	12	1	38
Digital Electronics	182	ACC			11	12	1	38
Engineering Design and Development	184	ACC			11	12	1	38
AutoCAD I	551	NL		10	11	12	0.5	38
AutoCAD II	552	NL		10	11	12	0.5	38
Architectural Drawing	559	NL		10	11	12	0.5	38
Engineering Drawing	557	NL		10	11	12	0.5	38

English Department

Course		Level	Grades				Credits	Page No.
English I	201	ACC	9				1	40
English I	203	CCP	9				1	40
World Literature	222	ACC		10			1	40
World Literature	221	CCP		10			1	40
World Studies	808	ACC/CCP		10			2	40
American Literature	216	ACC			11		1	40
American Literature	218	CCP			11		1	40
American Studies	816	ACC/CCP			11		2	41
AP® English Language and Composition	270	AP			11		1	41
Analysis of Literary Movements	271	ACC				12	1	41
Creative Book Transformation	230	ACC/CCP		10	11	12	0.5	41
Creative Writing I	229	ACC/CCP			11	12	0.5	41
Creative Writing II	231	ACC			11	12	0.5	41
Expository Writing	209	ACC				12	0.5	41
Expository Writing	217	CCP				12	0.5	42
Gender Issues in Literature	262	ACC				12	0.5	42
Graphic Novel as Literature	268	ACC/CCP				12	0.5	42
Introduction to Critical Analysis	224	ACC				12	0.5	42
Introduction to Critical Analysis	223	CCP				12	0.5	42
Journalism	263	ACC/CCP			11	12	1	42
Modern World Literature	260	ACC				12	0.5	42
Portfolio Writing	172	ACC/CCP		10	11	12	0.5	42
Shakespeare	235	ACC				12	0.5	42
The Short Story and Its Writer	255	CCP				12	0.5	43
AP® English Literature and Composition	227	AP				12	1	43
Film Studies (Elective Credit Only)	264	ACC/CCP		10	11	12	0.5	43
Public Speaking (Elective Credit Only)	266	ACC/CCP		10	11	12	0.5	43

Entertainment Technologies Department

Course		Level	Grades				Credits	Page No.
Evolution of Games	150	CCP	9	10	11	12	0.5	44
3D Modeling	151	CCP	9	10	11	12	0.5	44
Screenwriting	158A	CCP	9	10	11	12	0.5	44

Family and Consumer Science Department

Course		Level	Grades				Credits	Page No.
Child Development: Ages and Stages	501	NL		10	11	12	1	45
Child Care	503	NL			11	12	1	45
Creative Sewing	505	NL			11	12	0.5	45
Designing Homes	525	NL			11	12	0.5	45
Contemporary Culinary Arts	515	NL		10	11	12	0.5	45
Gourmet Foods	513	NL		10	11	12	0.5	45
Baking and Pastries	512	NL		10	11	12	0.5	45

Health and Physical Education Department

Course		Level	Grades				Credits	Page No.
Health I	402	CCP	9	10	11	12	0.5	46
Health II	412	CCP		10	11	12	0.5	46
Introduction to Physical Education	403	CCP	9				0.5	46
Introduction to Physical Education	405	CCP		10	11	12	0.5	46
Introduction to Fitness	414	CCP	9				0.5	46
Introduction to Fitness	415	CCP		10	11	12	0.5	46
Advanced Strength Training and Conditioning	416	CCP	9	10	11	12	0.5	46
Competitive Physical Education	417	CCP	9	10	11	12	0.5	46
Unified and Adaptive Physical Education	418	CCP	9	10	11	12	0.5	46

Industrial Technology Department

Course		Level	Grades				Credits	Page No.
Introduction to Industrial Trades	550	NL	9	10	11	12	.5	47
Materials and Manufacturing / Wood Tech. I	577	NL	9	10	11	12	.5	47
Materials and Manufacturing / Wood Tech. II	579	NL		10	11	12	.5	47
Materials and Manufacturing / Wood Tech. III	580A	ACC			11	12	.5	47

Mathematics Department

Course		Level	Grades				Credits	Page No.
Math Fundamentals	603	CCP	9				1	48
Algebra I	607	ACC	9				1	48
Algebra I	609	CCP	9	10			1	49
Algebra Lab	610	NL	9				1	49
Geometry	613	ACC	9	10			1	49
Geometry	615	CCP		10	11	12	1	49
Applied Geometry	616	CCP		10	11	12	1	49
Algebra II	619	ACC		10	11	12	1	49
Algebra II	621	CCP		10	11	12	1	49
Algebra II Part 1	623	CCP			11	12	1	49
Algebra II Part 2	624	CCP			11	12	1	50
Discrete Mathematics	635	ACC			11	12	1	50
Finite Mathematics	639	CCP			11	12	1	50
Introduction to Probability and Statistics	632	CCP			11	12	0.5	50
Topics in Mathematics	604	CCP			11	12	1	50
Trigonometry	631	CCP			11	12	0.5	50
Pre-Calculus	629	ACC			11	12	1	50
Calculus	640	ACC			11	12	1	50
AP® Calculus	633	AP				12	1	51
AP® Statistics	636	AP				12	1	51

Music Department

Course		Level	Grades				Credits	Page No.
Band	057	NL	9	10	11	12	1	52
Orchestra	058	NL	9	10	11	12	1	52
Concert Choir	055	NL	9	10	11	12	1	52
Jazz Band	061	ACC	9	10	11	12	0.5	52
Jazz Band	062	CCP	9	10	11	12	0.5	53
Survey of Music	051	CCP	9	10	11	12	0.5	53
Theory I	063	ACC	9	10	11	12	0.5	53
Theory II	065	ACC	9	10	11	12	0.5	53
Introduction to Basic Guitar	067	CCP	9	10	11	12	0.5	53
Guitar II	069	CCP	9	10	11	12	0.5	53
Guitar Orchestra	070	NL	9	10	11	12	1	53
Chamber Ensemble	056	ACC		10	11	12	1	53

Science Department

Course		Level	Grades				Credits	Page No.
Physical Science	705	ACC	9				1	54
Physical Science	707	CCP	9				1	54
Physical Science/ Biology Integrated	710	ACC	9				2	54
Biology	709	ACC	9	10	11	12	1	55
Biology	711	CCP		10	11	12	1	55
Applied Biology	713	CCP		10	11	12	1	55
Chemistry	727	ACC		10	11	12	1	55
Chemistry	729	CCP		10	11	12	1	55
Physics / Chemistry Integrated	730	ACC		10	11	12	2	55
Physics	731	ACC		10	11	12	1	55
Physics	733	CCP		10	11	12	1	55
Applied Physical Science	708	CCP			11	12	1	55
Botany	743A	ACC		10	11	12	0.5	56
Botany	743	CCP		10	11	12	0.5	56
Environmental Science	722	ACC		10	11	12	0.5	56
Environmental Science	721	CCP		10	11	12	0.5	56
Human Anatomy and Physiology	715	ACC		10	11	12	1	56
Human Anatomy and Physiology	717	CCP		10	11	12	0.5	56
Introduction to Meteorology	723	CCP		10	11	12	0.5	56
Investigations in Space Science	745	ACC			11	12	0.5	56
Marine Biology	739	ACC		10	11	12	0.5	57
Oceanography	741	ACC		10	11	12	0.5	57
Zoology	744A	ACC		10	11	12	0.5	57
Zoology	744	CCP		10	11	12	0.5	57
AP® Biology	737	AP			11	12	1	57
AP® Chemistry	735	AP			11	12	1	57
AP® Environmental Science	742	AP			11	12	1	57
AP® Physics I	734	AP			11	12	1	58
AP® Physics II	734A	AP			11	12	1	58

Social Studies Department

Course		Level	Grades				Credits	Page No.
Studies in Civics and Economics	803A	ACC	9				1	59
Studies in Civics and Economics	804C	CCP	9				1	59
World History	806	ACC		10			1	60
World History	811	CCP		10			1	60
World Studies	808	ACC/CCP		10			2	60
AP® World History	821	AP		10	11	12	1	60
United States History	807	ACC			11		1	60
United States History	809	CCP			11		1	60
American Studies	816	ACC/CCP			11		2	60
AP® United States History	819	AP			11	12	1	60
American Values in Film and Music	841	ACC/CCP			11	12	0.5	61
Behavioral Psychology	840	ACC		10	11	12	0.5	61
Constitutional Law	832	ACC			11	12	0.5	61
Cultural Geography	823	CCP		10	11	12	0.5	61
Current Issues	843	CCP		10	11	12	0.5	61
History of Sports	833	ACC/CCP		10	11	12	0.5	61
Law	831	CCP		10	11	12	0.5	61
Popular Culture	834	ACC/CCP		10	11	12	0.5	62
Psychology	839	CCP		10	11	12	0.5	62
Social Science of Well-Being	845	ACC			11	12	0.5	62
Sociology	835	CCP		10	11	12	0.5	62
AP® European History	844	AP				12	1	62
AP® Government	820	AP				12	1	62
AP® Human Geography	822	AP				12	1	63

Special Education Department

Course		Level	Grades				Credits	Page No.
Learning Center	900	NL	9	10	11	12	0.5	64
Life Skills	980	CCP	9	10	11	12	0.5	64
Reading	960	NL	9	10	11	12	1	64
TEP English I	964	CCP	9				1	64
TEP English II	965	CCP		10			1	65
TEP English III	966	CCP			11		1	65
TEP Portfolio Writing	967D	CCP				12	0.5	65
TEP Short Story	967C	CCP				12	0.5	65
TEP Algebra I	969	CCP	9	10			1	65
TEP Geometry	985	CCP		10	11		1	65
TEP Foundations of College Math	969B	CCP			11	12	1	65
TEP Studies in Civics and Economics	968G	CCP	9	10			0.5	65
TEP World History	971	CCP		10	11		1	66
TEP US History	970	CCP		10	11	12	1	66

Theater Department

Course		Level	Grades				Credits	Page No.
Introduction to Theater	252	NL	9	10	11	12	0.5	67
Improvisation	267	NL	9	10	11	12	0.5	67
Advanced Acting	265	ACC		10	11	12	0.5	67
Playwriting	253	ACC			11	12	0.5	67

World Language Department

Course		Level	Grades				Credits	Page No.
French I	307	CCP	9	10	11	12	1	68
French II	314	ACC	9	10	11	12	1	68
French II	313	CCP	9	10	11	12	1	68
French III	320	ACC		10	11	12	1	68
French III	319	CCP		10	11	12	1	69
French IV	331	ACC			11	12	1	69
French IV	327	CCP			11	12	1	69
French V	338	ACC				12	1	69
AP® French Language and Culture	342	AP				12	1	69

Latin I	341	ACC	9	10	11	12	1	70
Latin I	341L	CCP	9	10	11	12	1	70
Latin II	341L2	ACC		10	11	12	1	70
Latin II	341LC	CCP		10	11	12	1	70
Latin III	341L3	ACC			11	12	1	70

Spanish I	311	CCP	9	10	11	12	1	71
Spanish II	318	ACC	9	10	11	12	1	71
Spanish II	317	CCP	9	10	11	12	1	71
Spanish III	322	ACC		10	11	12	1	71
Spanish III	321	CCP		10	11	12	1	71
Spanish IV	335	ACC			11	12	1	72
Spanish IV	324	CCP			11	12	1	72
Spanish V	340	ACC				12	1	72
AP® Spanish Language and Culture	343	AP				12	1	72

Introduction to the Classical World (Elective Only)	344	ACC	9	10	11	12	0.5	72
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Career and Technical Education—Salem High School

Course		Level	Grades				Credits	Page No.
Automotive Technology:								
Automotive Technology 1	861	CCP			11		2	73
Automotive Technology 2	863	CCP				12	2	73
Biomedical Science:								
Microbiology	870	CCP			11		1	74
Biomedical Science 1	870A	CCP			11		1	74
Biomedical Science 2	872B	CCP				12	1	74
Business Pathways:								
Business Principles	TBA	CCP			11		1	74
College Accounting	TBA	CCP			11		1	74
Business Management	TBA	CCP				12	1	74
Business Law	TBA	CCP				12	1	74
Computer Science Technology Pathway:								
Computer Science and Technology 1	873A	CCP			11		2	75
Computer Science and Technology 2	873B	CCP				12	2	75
Digital Graphics Pathway:								
Digital Graphics Applications 1	897B	CCP			11		2	75
Digital Graphics Applications 2	898A	CCP				12	2	75
Carpentry and Construction Technology:								
Carpentry and Construction Technology 1	865	CCP			11		2	76
Carpentry and Construction Technology 2	867	CCP				12	2	76
Culinary Arts and Hospitality:								
Culinary Arts 1	881	CCP			11		2	76
Culinary Arts 2	883	CCP				12	2	76
Health Science Pathway:								
Health Science Technology 1	889	CCP			11		2	77
Health Science Technology 2	891	CCP				12	2	77
Marketing Pathway:								
Marketing 1	893	CCP			11		2	78
Marketing 2	895	CCP				12	2	78
Teacher Pathway:								
Teacher Preparation 1	857A	CCP			11		2	78
Teacher Preparation 2	857B	CCP				12	2	78
Television and Media Production:								
Television and Media Production 1	864	CCP			11		2	79
Television and Media Production 2	858	CCP				12	2	79
Cosmetology Pathway:								
Cosmetology 1	848	CCP			11		2	79
Cosmetology 2	849	CCP				12	2	79

Career and Technical Education—Pinkerton Academy

Course		Level	Grades				Credits	Page No.
Introduction to Animal Science	859A	CCP			11		.5	80
Animal Business Management	859	CCP			11		1	80
Animal Health & Veterinary Technology	859B	CCP				12	2	80
Electrical Technology I	872	CCP			11		2	80
Electrical Technology II	872A	CCP				12	2	80
Environmental Studies / Outdoor Skills	884A	CCP			11	12	2	81
Forestry Technology I	884	CCP			11	12	2	81
Welding Technology I	874	CCP			11		2	81
Welding Technology II	874A	CCP				12	2	81

EVENING DIVISION

Art

Course		Level	Grades				Credits	Page No.
Foundations of Art	ED57	CCP	9	10	11	12	0.5	82

Business

Course		Level	Grades				Credits	Page No.
Microsoft Office Essentials	ED33	CCP	9	10	11	12	0.5	82

English

Course		Level	Grades				Credits	Page No.
World Literature	ED36	CCP		10	11	12	1	82
American Literature	ED34	CCP			11	12	1	82
Expository Writing	ED142	CCP			11	12	0.5	83
Introduction to Critical Analysis	ED143	CCP			11	12	0.5	83
Shakespeare	ED45	CCP			11	12	0.5	83
The Short Story and Its Writer	ED46	CCP			11	12	0.5	83

Health and Physical Education

Course		Level	Grades				Credits	Page No.
Fitness Education	ED55	CCP		10	11	12	0.5	83
Health I	ED17	CCP	9	10	11	12	0.5	83
Health II	ED17B	CCP		10	11	12	0.5	83

Math

Course		Level	Grades				Credits	Page No.
Algebra I	ED26	CCP		10	11	12	1	84
Applied Geometry	ED24	CCP		10	11	12	1	84
Foundations of Algebra II	ED30	CCP			11	12	1	84

Science

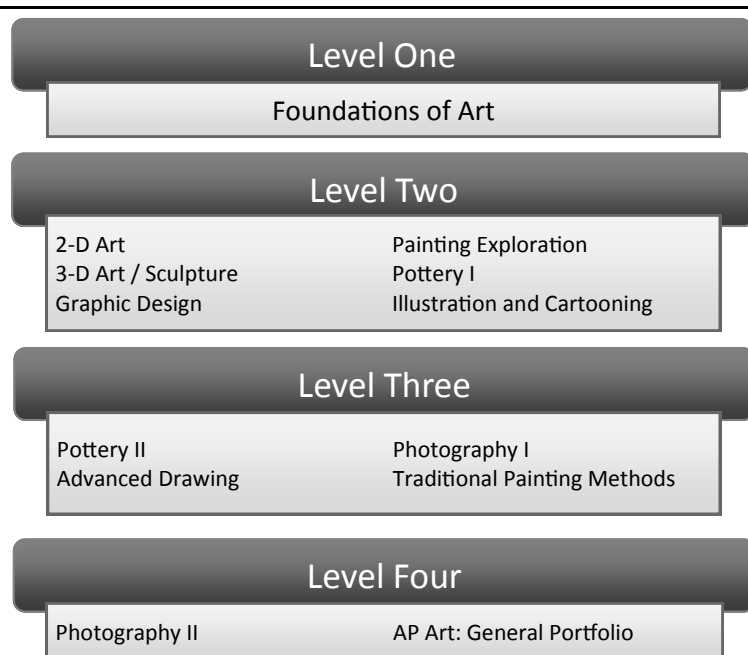
Course		Level	Grades				Credits	Page No.
Physical Science	ED19	CCP		10	11	12	1	84
Applied Biology	ED54	CCP		10	11	12	1	84
Environmental Science	ED42	CCP			11	12	0.5	84
Introduction to Meteorology	ED145	CCP			11	12	0.5	84

Social Studies

Course		Level	Grades				Credits	Page No.
World History	ED35	CCP		10	11	12	1	84
United States History	ED16	CCP			11	12	1	85
American Values in Film and Music	ED52	CCP			11	12	0.5	85
Cultural Geography	ED58	CCP			11	12	0.5	85
Current Issues	ED48	CCP			11	12	0.5	85

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 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 or Departmental approval.**

3-D / 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 or Departmental approval.**

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 or Departmental approval.**

Painting Exploration 019

NL
Half Year
0.5 Credit
Gr. 9-12

This course is an entry level painting course. 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 media will also be explored. Students will explore a variety of topics including various painting techniques, simple nature studies, imaginative illustrations, still life, abstraction, and landscapes. This course is an opportunity for students to explore their expressive potential through water media painting. **Prerequisite: Foundations of Art or Departmental approval.**

Pottery I 010

NL
Half Year
0.5 Credit
Gr. 9-12

Hand building and wheel throwing 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 or Departmental approval.**

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 or Departmental approval.**

Advanced Drawing 005

ACC
Half Year
0.5 Credit
Gr. 10-12

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: 2-D Art, Painting Exploration, or Departmental approval.**

Illustration and Cartooning 008

ACC
Half Year
0.5 Credit
Gr. 10-12

Advanced methods in illustration and cartooning will be explored as well as the history of cartooning from super heroes to development of comics in other countries. Students will learn how to develop their own cartoon characters, illustrate and design their own comic strip, write text/dialog, explore caricatures and create single frame studies that reflect current events. **Prerequisite: 2-D Art, Painting Exploration, Graphic Design, or Departmental approval.**

Traditional Painting Methods 007

ACC
Half Year
0.5 Credit
Gr. 10-12

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: 2-D Art, Painting Exploration, or Departmental approval.**

Photography I 012

ACC
Half Year
0.5 Credit
Gr. 10-12

Photography I is an exploration of photography using a combination of film and digital cameras as artistic tools. Students will gain an understanding of the darkroom and digital printing process. Using the camera as their eye, students will apply knowledge of good composition. Students will work with Adobe Photoshop to enhance their photographs. Photographers and cultural influences will be studied to gain an appreciation for the aesthetics of photography. **Prerequisite: 2-D Art or 3-D/Sculpture, Graphic Design, Painting Exploration, Pottery I, or Departmental approval.**

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 or Departmental approval.**

AP® Art: General Portfolio 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 or 2D 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 Level 2 and Level 3 art class, and Departmental approval.**

Business and Digital Literacy Department

The Business and Digital Literacy 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 and computer technology. 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.

Course Descriptions:

Desktop Publishing and Presentations 103

ACC
Half Year
0.5 Credit
Gr. 9-12

Use your creativity to produce real world publications and presentations. This course is designed to integrate computer technology and develop communication skills by creating effective and informative products. Areas of instruction will include multimedia desktop publishing, layout and design techniques, and other advanced applications. Instructional strategies will include computer/technology application, interdisciplinary and/or culminating projects, decision-making, problem-solving, and critical thinking activities.

Emerging Technologies 120

ACC
Half Year
0.5 Credit
Gr. 9-12

This course allows users to collaborate with others, communicate through online communities, and be creative by generating various types of Web content. Students will learn about current trends in technology and new web applications. The interactive sharing of information will be experienced through different web-based programs. Students will learn Web 2.0 concepts and skills to integrate into their personal and professional lives.

Microsoft Office Essentials 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.

Web Design 141

ACC
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.

Information Technology (SNHU Dual Enrollment opportunity) 157A

ACC
Half Year
0.5 Credit
Gr. 10-12

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. **Note: Students enrolled in this course will be eligible to apply for college credit through Southern New Hampshire University.**

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.

Human Relations in Organizations (SNHU Dual Enrollment opportunity) 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.**

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

Personal Money Management 118

CCP
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

et 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**

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.

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.

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.

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.**

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: Introduction to Business or Departmental approval.**

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

Computer Science Department

The Computer Science 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.

NOTE: Successful completion of any of these courses will satisfy the graduation requirement of .5 credit in Technology.

Course Descriptions:

Creating Mobile Applications 160A

ACC
Half Year
0.5 Credit
Gr. 9-12

Want to use your imagination to create Android apps? Mobile apps can help make our world a better place! This semester course is recommended for students interested in an introduction to developing mobile applications. Students will expand problem-solving skills, design graphical user interfaces, and create mobile applications. Students will use an emulator or mobile device to test and run their Android programs. Expectations of the student include the ability to: successfully multiply fractions, move objects on an x and y coordinate plane, read course material carefully, and follow very specific directions.

Computer Concepts I—ACC 155

ACC
Half Year
0.5 Credit
Gr. 9-12

What makes an app easy to use? This semester course is an introduction to computer programming using a graphical user interface (GUI). Students will learn to design and create simple interactive applications using buttons, checkboxes, labels, pictures, and textboxes. This course is an in-depth, fast-paced study of introductory topics in Visual Basic and program design. Students will read word problems and use their math skills to solve these problems in the Visual Basic language. Designing the programs is an important part of this course. **Prerequisite: Successful completion of Algebra 1.**

Computer Concepts I—CCP 153

CCP
Half Year
0.5 Credit
Gr. 9-12

What makes an app easy to use? This semester course is an introduction to computer programming using a graphical user interface (GUI). Students will learn to design and create simple interactive applications using buttons, checkboxes, labels, pictures, and textboxes. This course is a study of introductory topics in Visual Basic and the design of programs. Students will read word problems and use their math skills to solve these problems in the Visual Basic language. Designing the programs is an important part of this course. **Prerequisite: Successful completion of Algebra 1.**

Computer Concepts II—ACC 136

ACC
Half Year
.05 Credit
Gr. 9-12

How can we create useful and powerful solutions to some of our existing problems? This semester course is a continuation of Visual Basic Programming I. Students create GUI (graphical user interface) apps using Visual Basic. Students will work on more complex programs to improve their problem solving skills. Students may attempt to create programs to solve real world problems. **Prerequisite: Successful completion of Visual Basic Programming I or Departmental approval.**

Intro to C++ Programming 156

ACC
Half Year
0.5 Credit
Gr. 10-12

Which is more limited, the human brain or a computer processor? Students will be introduced to Microsoft Visual C++, an object-oriented programming language. Students taking this course will design algorithms then translate them into C++ programs using various data types, control structure, strings, loops, inputs/outputs and functions. You are not expected to know these concepts before the first class starts; you will learn them in the course. This course provides the student with excellent preparation for most technical fields such as engineering, IT, medical, and science careers. C++ skills can help you make a difference in the world. **Prerequisite: Departmental approval.**

Intro to Java 166

ACC
Half Year
0.5 Credit
Gr. 11-12

Want to learn one of the most popular computer languages? This semester course gives an introduction to Java, an object oriented programming language that runs on almost all computers. Using console apps and graphical user interfaces students will learn key concepts of Java: classes, data types, inheritance, and encapsulation. Good programming design and style is emphasized. Object oriented programming will be introduced and used in this course. Java skills help you succeed in quickly writing powerful programs that run on any platform. **Prerequisite: Departmental approval.**

Game Programming I

164

ACC
Half Year
0.5 Credit
Gr. 11-12

Would you like to work on art and music computer projects? This semester course is an interactive, project-based course that offers students an opportunity for self-expression through animation and sound. Students learn to manipulate shapes or characters on the computer screen in this introductory course. Expectations of the student include: independent learner, complex thinker, and producer of quality solutions. If you like art or music, this is the computer class for you. We will work to create computer generated music and manipulate shapes using tools such as Sonic Pi and Processing. This course is the place where creativity and programming can “make” magic together. **Prerequisite: Departmental approval.**

Game Programming II

165

ACC
Half Year
0.5 Credit
Gr. 11-12

What makes a game engaging and reliable? This semester course is an interactive, project-based course that uses advanced animation programming. Students will program using game software, apply the design process, demonstrate programming concepts, and create a storyline. Students may learn scripting, string manipulation, looping, decision structures, and event handlers. Expectations of the student include: independent learning, complex thinking, and producing quality solutions. If you think you’re a serious gamer or you want to speak C++ more fluently, this is where you will find out what’s behind the “screen”. Your ability to create games may help you change the way knowledge is shared globally. **Prerequisite: Successful completion of Intro to C++ Programming.**

AP® Computer Science

167

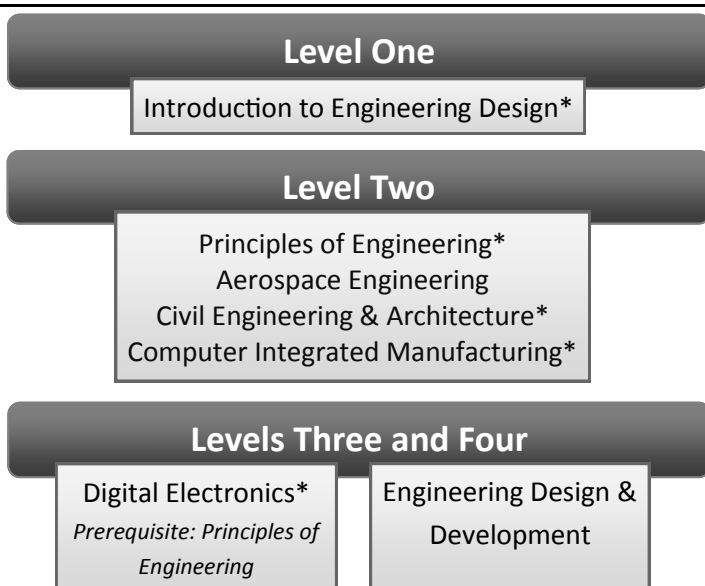
AP
Full Year
1 Credit
Gr. 11-12



How is computer science taught in college? This course follows the curriculum guidelines put forth by the College Board. This is an intense study of computer science. Students use the Java programming language to learn and apply object-orientated concepts. Object-oriented design will be stressed throughout the course. Students will learn the essentials of the language as well as inheritance, classes, arrays, interfaces, and recursion. Case studies will be used. Expectations of the student include: independent learner, complex thinker, and producer of quality solutions. If you haven’t taken a computer science class before but are a good student, you can succeed in this course! Or you can build on previous computer experience to better respond to real life problems. Students are required to take the AP exam in May. **Prerequisite: Algebra II strongly suggested or Departmental 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.



*Opportunity for NHTI Dual Enrollment

Course Descriptions:

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 of their designs.

Principles of Engineering (NHTI Dual Enrollment opportunity) 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 Engineering Design or Departmental approval.**

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 Physics and Algebra 2 or Departmental approval.**

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.**

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

Computer Integrated Manufacturing (NHTI Dual Enrollment opportunity) 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: *Successful completion of Introduction of Engineering Design or Departmental approval.*

Digital Electronics (NHTI Dual Enrollment opportunity) 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:** *Successful completion of Introduction to Engineering Design and Principles of Engineering or Departmental approval.*

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

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: *Successful completion of Introduction to Engineering Design and Principles of Engineering, and Aerospace Engineering, Civil Engineering, or Computer Integrated Manufacturing or Departmental approval.*

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.

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 Drawing 557

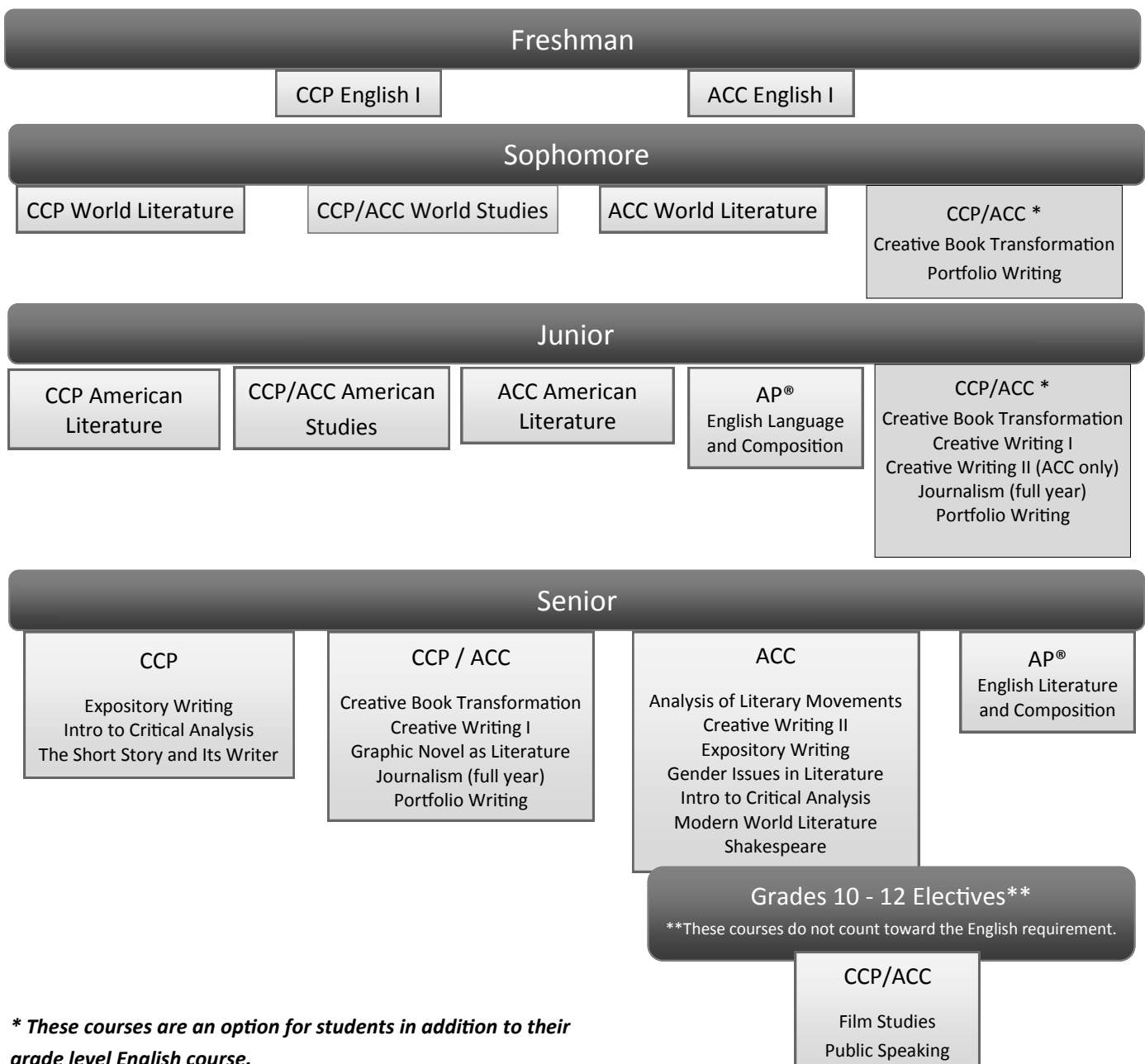
NL
Half Year
0.5 Credit
Gr. 10-12

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.

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 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.

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.

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 for 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.

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.



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.**



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.



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 pantoum 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 regular features of this course.

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 and fascinating medium of literature and is winning critical acclaim in the literary and academic world. This course will prepare students with the skills to read, interpret, and enjoy this mode of literature. Specifically, students will learn and write about visual literacy and art interpretation through the lens of literature. Understanding the interplay between images and words will arm students with cutting edge skills such as critical analysis, creative thinking, and attention to fine detail. The course will explore fiction and nonfiction and culminate in a student created mini graphic novel that exhibits the characteristics of the genre and highlights the students' critical analysis and creative skills. Students may contract for accelerated credit.

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 advanced work in a college situation.

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.

Journalism**263**

ACC/CCP
Full Year
1 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.

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.

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.

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.



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.**



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. ***This course does not fulfill graduation requirements for students in English.***

Public Speaking—Elective

266

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

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. Students may contract for accelerated credit. ***This course does not fulfill graduation requirements for students in English.***

Entertainment Technology

The Entertainment Technology Department introduces students to the world of computer design. Students have the opportunity to explore course work that prepares them for the real world of computer design. Students will learn and use the same techniques and programs that professionals use in designing the visuals for state of the art video games and Pixar movies. Students will be able to utilize their creativity and learn valuable technology skills.

Course Descriptions:

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.

Screenwriting 158A

CCP
Full Year
0.5 Credit
Gr. 9-12

Why do we cry at movies? Or cheer? Why do thrillers put us on the edge of our seats? With this course you'll learn the nuts and bolts of dramatic story writing. You'll then create your own journey using the Hero's Journey as your guide as you apply your skills to writing your own video game narrative and script! You'll improve your skills in creative writing, character development, collaborative storytelling, and creative self-confidence to develop the storyline for what could become a video game sensation!

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 3DS Max, 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: Successful completion of Evolution of Games.**

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 Descriptions:

Child Development: Ages and Stages 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 or Departmental approval.**

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. 11-12

Decorating a living space is shown to be one of the most basic, universal and oldest human activities traceable back to cave painting. Students will design a home using the computer programs available to configure unique furniture arrangements, lighting, and window décor based on their personalities and lifestyles.

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."

Gourmet Foods 513

NL
Half Year
0.5 Credit
Gr. 10-12

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 or Departmental approval.**

Baking and Pastries 512

NL
Half Year
0.5 Credit
Gr. 10-12

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 or Departmental approval.**

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 Descriptions:

Health I 402

CCP
Half Year
0.5 Credit
Gr. 9-12

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, Nutrition, and Human Sexuality. The goal of this course is to shape personal values and beliefs that support healthy behaviors and lifestyles.

Health II 412

CCP
Half Year
0.5 Credit
Gr. 10-12

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.

Prerequisite: Successful completion of Health I.

Introduction to Physical Education

Grade 9 403
Grade 10-12 405

CCP
Half Year
0.5 Credit

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

Introduction to Fitness

Grade 9 414
Grade 10-12 415

CCP
Half Year
0.5 Credit

This course will allow each student to develop the knowledge and skills needed to live an active, healthy lifestyle. This is an introductory course that will focus on the five components of physical fitness; cardiovascular endurance, muscular strength, muscular endurance, flexibility, and body composition. The course will include, but will not be limited to, basic weight training techniques, walking/jogging programs, yoga, and more.

Advanced Strength Training and Conditioning 416

CCP
Half Year
0.5 Credit
Gr. 9-12

This course is geared towards motivated individuals, who want to take their fitness training to the next level. The focus of this course will be advanced weight training techniques using Olympic style lifts; power clean, dead lift, split jerk, back squat, as well as other functional strength training exercises. This course will include speed and agility training utilizing bodyweight exercises, cone drills, and agility ladders. This course will also cover fitness based yoga to help improve flexibility. **Prerequisite:** Successful completion of Introduction to Fitness and/or Departmental approval.

Competitive Physical Education 417

CCP
Half Year
0.5 Credit
Gr. 9-12

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.

Unified/Adaptive Physical Education 418

CCP
Half Year
0.5 Credit
Gr. 9-12

This course is designed for students who are interested in sharing their knowledge with students who need one-on-one assistance to succeed in a physical education setting. The course will allow the student the opportunity to work with special needs students to help them participate in a range of physical education activities. The course is an excellent choice for students considering careers in education or in working with the special needs population. **Prerequisite:** Successful completion of Introduction to Physical Education and Departmental approval.

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:

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.

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.**

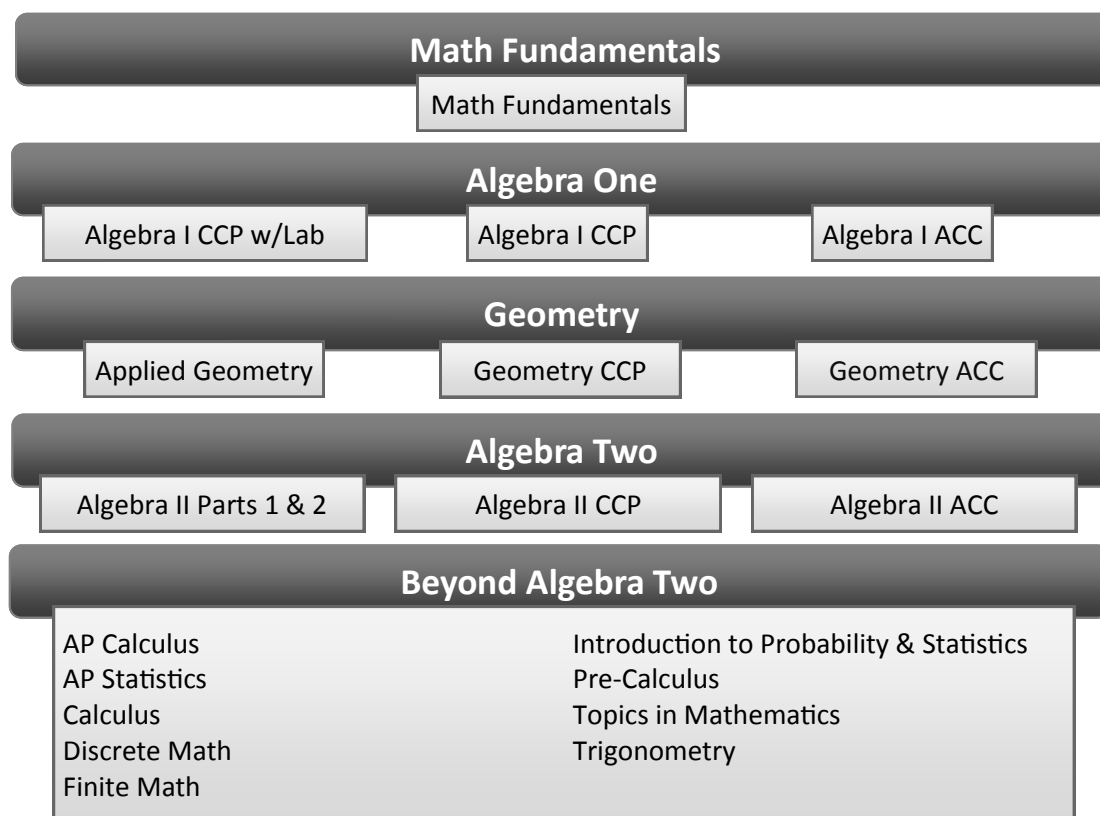
Materials and Manufacturing / Wood Tech III 580A

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.**

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 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.



Algebra Lab 610

NL
Full Year
1 Credit
Gr. 9

This course will run concurrent with Algebra I—CCP classes. Students are assigned to the Algebra Lab based upon teacher recommendations. This Lab course is aligned conceptually and chronologically to the Algebra I—CCP course and provides students with the extra instruction and practice needed to be successful in Algebra I. **Note: This course does not fulfill graduation requirements for students in mathematics.**

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 ninth grade. Successful completion of Algebra I.**



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. **Prerequisite: Successful completion of Algebra I.**

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.**



Discrete Mathematics (SNHU Dual Enrollment opportunity) 635

ACC
Full Year
1 Credit
Gr. 11-12

Discrete Mathematics is the study of objects and ideas that can be divided into discontinuous parts and is needed for the investigation of settings where functions are defined on finite sets of numbers. Problems in discrete mathematics can be categorized as existence, counting, or optimization problems. In this challenging course, students will study a broad range of concepts, including operations on sets, logic, truth tables, proofs, counting, relations and digraphs, functions, trees and graph theory. A significant goal of this course is to improve students' critical-thinking and problem-solving skills. **Prerequisite: Successful completion of Algebra II or Departmental approval.**



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.**



Introduction to Probability and Statistics 632

CCP
Half Year
0.5 Credit
Gr. 11-12

This course is designed to provide students with the fundamental concepts in statistical analysis. Topics will include descriptive statistical concepts and methods, inferential statistical concepts and methods, probability, simulation, binomial and normal distributions and their application, hypothesis testing and confidence. Applications are emphasized throughout the course. **Prerequisites: 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.**

Trigonometry 631

CCP
Half Year
0.5 Credit
Gr. 11-12

Trigonometry is a rigorous, in depth semester course in the study of triangle measurements, comparisons of these, and relating a right triangle and circle to study the unit circle. Students will utilize many skills developed in Algebra 2 and refine those not yet fully developed with emphasis on the concepts of estimating trig answers, precise answers, graphs of the trig functions, writing equations of trig graphs, and real life applications of trig to include both right and oblique triangle trig. **Prerequisite: Successful completion of Algebra II 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 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: Successful completion of Pre-Calculus or Introduction to Probability and Statistics or Departmental 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 Descriptions:

Band 057	
NL	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.
Full Year	
1 Credit	
Gr. 9-12	

Orchestra 058	
NL	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.
Full Year	
1 Credit	
Gr. 9-12	

Concert Choir 055	
NL	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.
Full Year	
1 Credit	
Gr. 9-12	

Jazz Band—ACC 061	
ACC	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.
Half Year	
0.5 Credit	
Gr. 9-12	

Jazz Band—CCP 062

CCP
Half Year
0.5 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.**

Introduction to Basic Guitar 067

CCP
Half Year
0.5 Credit
Gr. 9-12

In this course, the student will learn how to play guitar. Involved will be class instruction in the basic elements of music theory, which will include: scale and chord construction; basic harmony and rhythm; and strumming with pick and finger picking. Due to the nature of this offering, class size will be limited to 15 and students will use ONLY ACOUSTIC GUITARS. **Note: Students must provide their own acoustic or folk guitar and have no formal guitar experience.**

Guitar II 069

CCP
Half Year
0.5 Credit
Gr. 9-12

This course will be a continuation of Intro to Basic Guitar. Guitar II will involve more intermediate and advanced theory including scale and chord construction as well as intermediate harmony and rhythm studies. Guitar II will emphasize classical guitar performance techniques. Due to the nature of this offering, class size will be limited to 15 and students will use ONLY ACOUSTIC GUITARS. Students may contract for accelerated credit. **Prerequisite: Successful completion of Intro to Basic Guitar or Director's approval. Note: Each student must provide his/her own acoustic or folk guitar.**

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 bass and baritone guitars supplied by the district. Guitar Orchestra will participate in three annual school concerts. **Prerequisite: Successful completion of Guitar II or Director's approval. Note: Each student must provide his/her own acoustic or folk guitar.**

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 Descriptions:

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

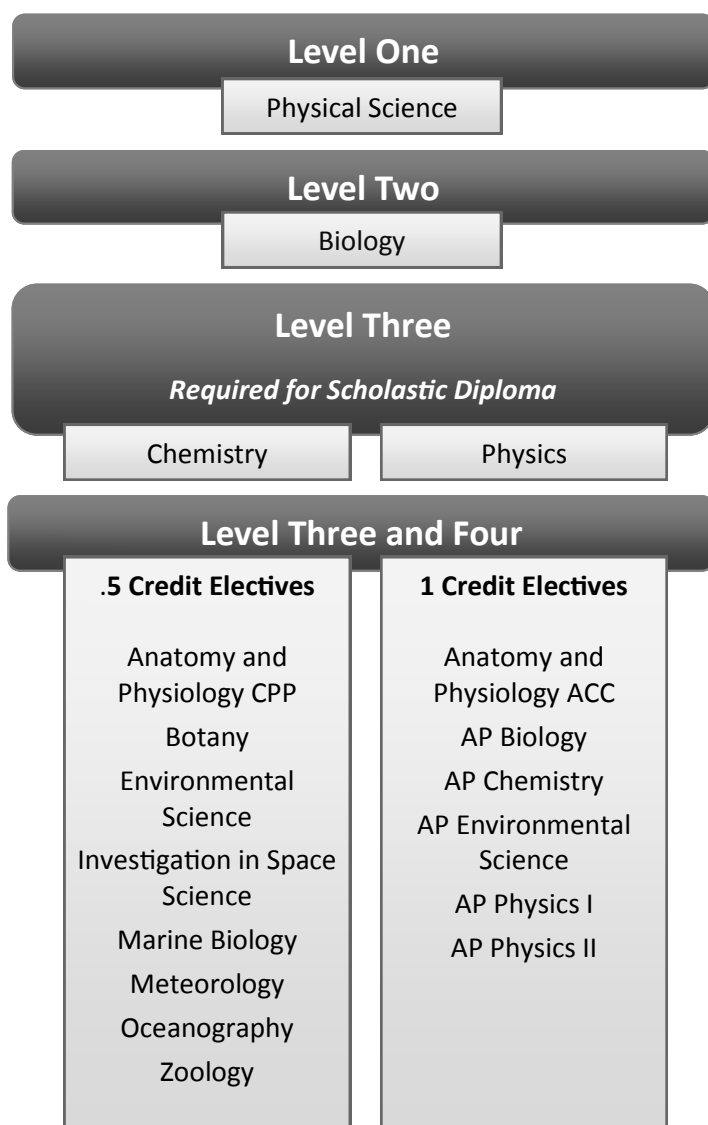
The purpose of this course is to provide a comprehensive introduction to the foundational concepts of physics and chemistry. This course is designed to serve as a prerequisite for other science courses.



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 and want to take biology in their freshman year. **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 Guidance approval required.

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.

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.

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.

Applied Physical Science—CCP**708**

CCP
Full Year
1 Credit
Gr. 11-12

This course meets the graduation requirements for junior or senior year students who do not have a credit in Physical Science. It is not open to a student who has passed Physical Science or the equivalent.

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 Physical Science and Biology.*

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.*

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.*

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

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 Physics; or Departmental approval.**



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.**

AP® Biology

737

AP
Full Year
1 Credit
Gr. 11-12

Advanced Placement Biology meets the objectives of a general biology course at the college level. Students are challenged in the areas of biochemistry, cell structure and function, genetics, evolution, basic botany and zoology, vertebrate physiology, and ecology presented in detail. 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 Biology and Chemistry, or Departmental approval.**



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.**



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.**



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

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, sound, electrostatics, and introductory DC circuits. 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.**

AP® Physics II
(SNHU Dual Enrollment opportunity) 734A

AP
Full Year
1 Credit
Gr. 11-12

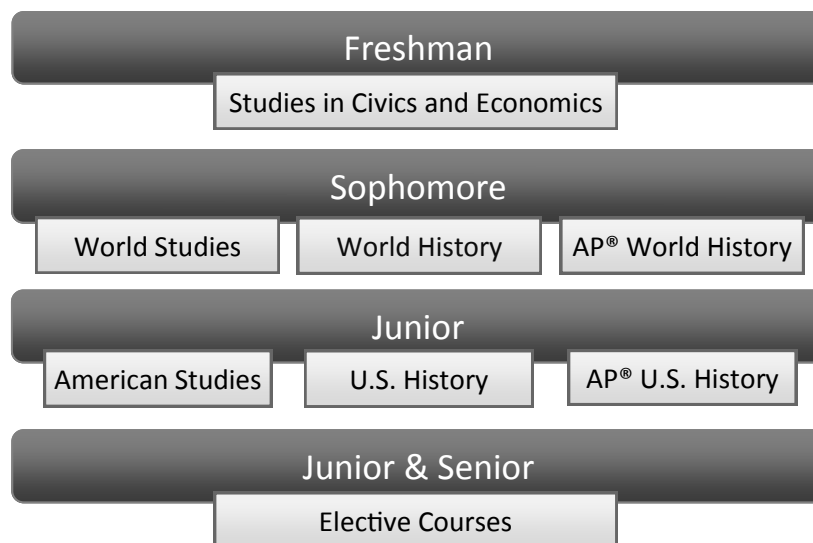


The course offers ambitious students the opportunity to do college level work in physics without the prior knowledge of calculus. The course follows the recommendations of the College Board, and includes selected enrichment topics in classical and modern physics. The objectives of the course are to understand 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.**

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 Descriptions:

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.

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.



World Studies 808

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.



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.**



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.



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.



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.**



American Values in Film and Music 841

ACC/CCP
Half Year
0.5 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.

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

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.

Cultural Geography 823

CCP
Half Year
0.5 Credit
Gr. 10-12

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 diminish its capacity to support human activity.

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.

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 cyberculture, 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.

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.

Sociology 835

CCP
Half Year
0.5 Credit
Gr. 10-12

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.

AP® European History 844

AP
Full Year
1 Credit
Gr. 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 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.**

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.**

Special Education Department

The purpose of the Special Education Department is to provide services and supports to enable students with disabilities access to the high school curriculum as specified by their Individual Education Program (IEP).

The Special Education Department consists of several different areas of support and instruction. These include specialized instruction toward IEP goals, specialized reading classes, modified academic classes, Transitional Services, a Targeted Educational Program (TEP), a program for students with multiple physical and cognitive challenges (Intensive Needs), a program to support students with emotional disabilities, and a program to support students on the Autism Spectrum (ASD). Referral and placement into any of these programs/classes is through the Special Education Team process. Parents wishing more information concerning special education services should contact the Department of Special Education. (603) 382-6541 ext. 3930.

Learning Center 900

NL
Half Year
0.5 Credit
Gr. 9-12

This course is delivered in a special education setting. It is designed to focus on the goals outlined in the student's individual educational program. **Prerequisite: Special Education Team approval.**

Life Skills 980

CCP
Half Year
0.5 Credit
Gr. 9-12

These special education courses offer 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 particularly in the areas of math skills and the integration of basic reading, writing, and oral communication skills for community and vocational purposes. The classes are structures to meet the goals and objectives identified in these areas in a student's Individualized Education Plan. They provide a format for students to build their own life skills portfolios which follow them through the grades and can be used for their post-secondary experiences. 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
Full Year
1 Credit
Gr. 9-12

Special Education Reading classes are designed to meet the needs of struggling/at-risk readers who have 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.**

TEP English I 964

CCP
Full Year
1 Credit
Gr. 9

This course is delivered in a special education setting while mirroring the regular education 9th grade English curriculum with differentiated instruction and modifications for student needs. The course provides a solid foundation in English through an integrated approach to student growth in reading, writing, speaking and listening. The research process, composition, access to school library resources, investigation of a variety of literary genres, grammar and vocabulary will all be addressed throughout the course via four major topics: Self-Discovery, Role in Society, Human Nature, and Injustice vs. Justice. **Prerequisite: Special Education Team approval.**

TEP English II	965
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CCP	This course is delivered in a special education setting while mirroring the regular education 10th grade World Literature curriculum with differentiated instruction and modifications for student needs. Students will confront literature that is chosen for its relevance as an expression of human thought and its relations to students' own experiences. Students will learn to research and analyze the texts, 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 cultural heritage. Vocabulary development, expository writing, analytical writing, research, class participation, and oral presentations will constitute the assessment of student performance. Prerequisite: Special Education Team approval.
Full Year	
1 Credit	
Gr. 10	

TEP English III	966
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CCP	This course is delivered in a special education setting while mirroring the regular education 11th grade American Literature curriculum with differentiated instruction and modifications for student needs. American Literature is a challenging course in which students will continue to develop their vocabulary, writing, research, and reading skills. A major research project and paper is an expectation of all students in this course. Prerequisite: Special Education Team approval.
Full Year	
1 Credit	
Gr. 11	

TEP Portfolio Writing	967D
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CCP	This course is delivered in a special education setting while mirroring the regular education Portfolio Writing curriculum with differentiated instruction and modifications for student needs. Portfolio Writing is a writers' workshop that focuses on drafting, editing and revision skills, creation of a variety of writing forms, peer and teacher conferencing, oral presentations and analysis of a variety of short fiction and nonfiction reading selections. Prerequisite: Special Education Team approval.
Half Year	
0.5 Credit	
Gr. 12	

TEP Short Story	967C
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CCP	This course is delivered in a special education setting while mirroring the regular education The Short Story and Its Writer curriculum with differentiated instruction and modifications for student needs. Students in this course will trace the development of the art of short story writing from the nineteenth century and twentieth century. Writing skills such as character development, construction of plot, point of view, setting, and figurative language, will be developed through analysis and practice. Creative writing, vocabulary study, and essay writing will be regular components of this course. Prerequisite: Special Education Team approval.
Half Year	
0.5 Credit	
Gr. 12	

TEP Algebra I	969
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CCP	This course is delivered in a special education setting while mirroring the regular Algebra 1 curriculum. It explores subjects ranging from the properties of real numbers through solving equations, linear systems, functions, graphing, and simplifying rational and radical expressions. Prerequisite: Special Education Team approval.
Full Year	
1 Credit	
Gr. 9-10	

TEP Geometry	985
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CCP	This course is delivered in a special education setting while mirroring the regular Geometry curriculum. It involves students in a comprehensive study of geometric figures and relationships including theory and application, reasoning, symbolic and visual thinking, synthetic, coordinate, and transformational methods. Prerequisite: Special Education Team approval.
Full Year	
1 Credit	
Gr. 10-11	

TEP Foundations of College Math	969B
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CCP	This course is delivered in a special education setting while mirroring the regular Foundations of College Math curriculum. Topics covered will include signed numbers, polynomials, inequalities, factoring, word problems, graphing, and quadratic equations. Prerequisite: Special Education Team approval.
Full Year	
1 Credit	
Gr. 11-12	

TEP Studies in Civics and Economics	968G
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CCP	This course is delivered in a special education setting while mirroring the regular education Government curriculum which explores the structure and dynamics of the American political system. The student will gain the knowledge to be an informed, contributing citizen covering the foundations of our government as well as the three branches that make it up and explore the role of the United States in international politics. It also mirrors the regular education Economics Curriculum which focuses on personal finance, basic economic concepts, business structures, intervention of the government in the economy, monetary policy, and global economic interactions. Full Year 1 credit. Prerequisite: Special Education Team approval.
Half Year	
1 Credit	
Gr. 9-10	

CCP
Full Year
1 Credit
Gr. 10-11

This course is delivered in a special education setting while mirroring the regular education World History curriculum which begins with the study of the renaissance, moving through the Enlightenment, Age of Exploration, and into the 21st Century. ***Prerequisite: Special Education Team approval.***

CCP
Full Year
1 Credit
Gr. 10-12

This course is delivered in a special education setting while mirroring the regular education US History curriculum. This course takes a look at the events of the last part of the 19th Century, all of the 20th Century, and touches upon the first decade of the 21st Century . ***Prerequisite: Special Education Team approval.***

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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 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 Descriptions:

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, 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, childhood, health and illness, and travel. 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, childhood, health and illness, and travel. 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 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 adolescence, professions, 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 adolescence, professions, 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 823

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.

Latin I—ACC 341

ACC
Full Year
1 Credit
Gr. 9-12

Latin I—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. Students will be introduced to basic Latin grammatical concepts and vocabulary. Over the course of the year, students will recognize the relationship between Latin and other languages, especially English. Through four course units—Family Life and Values, Geography and Social Status, Institutions and Origins of Public Life, and Technology and the Legacy of Roman Civilization—students will be exposed to the complexities of Roman culture and history. In turn, students will consider the implications of studying ancient cultures in today's radically different world.



Latin I—CCP 341L

CCP
Full Year
1 Credit
Gr. 9-12

Latin I—CCP is an introductory course designed to introduce students to basic Latin grammatical concepts and vocabulary. Over the course of the year, students will recognize the relationship between Latin and other languages, especially English. Through four course units—Family Life and Values, Geography and Social Status, Institutions and Origins of Public Life, and Technology and the Legacy of Roman Civilization—students will be exposed to the complexities of Roman culture and history. In turn, students will consider the implications of studying ancient cultures in today's radically different world.



Latin II—ACC 341L2

ACC
Full Year
1 Credit
Gr. 10-12

Latin 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 further their knowledge of Latin grammar and vocabulary. Over the course of the year, students will take on more complex cultural and grammatical terrain with the goal of progressing toward reading short passages of adapted Latin literature and inscriptions. Through four course units—Mythology and Values, Daily Life in Rome, Science and Engineering in the Roman World, and History in the Republican Period—students will be exposed to the complexities of Roman culture and history. In turn, students will consider the implications of studying ancient cultures in today's radically different world. **Prerequisite: Successful completion of Level I.**



Latin II—CCP 341LC

CCP
Full Year
1 Credit
Gr. 10-12

In Latin II—CCP, students will further their knowledge of Latin grammar and vocabulary. Over the course of the year, students will take on more complex cultural and grammatical terrain with the goal of progressing toward reading short passages of adapted Latin literature and inscriptions. Through four course units—Mythology and Values, Daily Life in Rome, Science and Engineering in the Roman World, and History in the Republican Period—students will be exposed to the complexities of Roman culture and history. In turn, students will consider the implications of studying ancient cultures in today's radically different world. **Prerequisite: Successful completion of Level I.**



Latin III—ACC 341L3

ACC
Full Year
1 Credit
Gr. 11-12

Latin 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 expand upon their knowledge of Latin grammatical concepts and vocabulary. Over the course of the year, students will begin to read adapted passages of authentic Latin literature, including the poetry of imperial Rome. Since the course is focused on translating and interpreting Roman texts, students will discuss basic literary theory and principles of interpretation. Through four course units—Origins of the Roman Empire, Public Life in Rome, Mythology in Roman Literature, and Gender and Identity in Rome—students will be exposed to the challenges of understanding Roman culture and history. In turn, we will consider the implications of studying ancient cultures in today's radically different world. **Prerequisite: Successful completion of Level II.**



Spanish I—CCP

311

CCP
Full Year
1 Credit
Gr. 9-12

Spanish 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 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, 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, childhood, health and illness, and travelling 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, childhood, health and illness, and travelling 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 adolescence, professions, 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 adolescence, professions, 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.**

Introduction to the Classical World - Elective

344

ACC
Half Year
0.5 Credit
Gr. 9-12



Introduction to the Classical World: Empires, Gods, and Etymologies aims to familiarize students with a selected range of cultural, historical, and linguistic aspects of Classical Rome and Ancient Greece. Extracts from a range of ancient sources (read in translation) provide a platform for the study of the literature, myths, religion, and politics of the Classical world. The art and architecture of Classical Athens and Rome are explored using the visual media. Students also undertake an introductory beginners' course in Latin vocabulary, accidence, and syntax and will memorize the Ancient Greek alphabet and key Ancient Greek terms. **Note: This course is an elective and does not count toward the World Language graduation requirement for the Scholastic Diploma.**

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 vocational courses at the CTE Centers 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

Computer Science and Technology Pathway

Digital Graphics Pathway

Carpentry Construction Pathway

Culinary Arts and Hospitality Pathway

Health Science Pathway

Marketing Pathway

Teaching Pathway

Television and Media Production Pathway

Cosmetology Pathway

Program and Course Descriptions:

Automotive Technology

Automotive Technology is a two year program aimed at preparing students for careers in the automotive industry such as: automotive technicians, service writers, engineers, parts distributor, and aviation and diesel technicians. Many students their education at community and technical colleges and gain employment. Students can earn industry credentials and college credit through Manchester Community College.

Automotive Technology 1 861

CCP
Full Year
2 Credits
Double
Period
Gr. 11

In Automotive Technology 1, students 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. Students will also develop an understanding of service write-ups, customer service, and parts management. Students 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, eyewear, and clothing for use in laboratory activities. The National Institute for Automotive Service Excellence (ASE) recognizes the Salem Automotive Technology program as a certified training program and it has achieved National Automotive Technicians Education Foundation (NATEF) certification. Students will be eligible to earn SP2 safety certification, Valvoline oil certification, as well as industry-driven training from various local companies.

Automotive Technology 2

863

CCP
Full Year
2 Credits
Double
Period
Gr. 12

In Automotive Technology 2, students 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. Students are required to provide proper footwear and clothing for use in laboratory activities. Automotive related colleges and post-secondary schools visit the program each fall to inform students of post-secondary options. Students will be eligible for student level ASE certification and have the opportunity to compete in Skills USA competition. **Prerequisite: Grade of C or better in Automotive Technology 1 or teacher recommendation.**

Biomedical Science

Biomedical Science is a laboratory-based, three semester program aimed at preparing students for a variety of careers and professions in the life science, biotechnology and medical fields. This program will prepare students for careers in medicine, genetics, biotechnology, pharmaceuticals, biochemistry, biomedical engineering, and research. Students will have access to state-of-the art equipment and technology which rivals many post-secondary programs.

Microbiology 870

CCP
Half Year
1 Credits
Double Period
Gr. 11

The primary focus of this course is on microbiology concepts and techniques. You will learn about aseptic technique, growing cultures, preparing media, microbial genetics, microbial diagnosis, microbial identification, human interaction with microorganisms, and virology. This course has a strong emphasis on hands-on laboratory experiences and you will become proficient in many aspects of microbiology. This is a required course in the CTE Biomedical Science program. Prerequisite: Grade of C or better in Integrated Science.

Biomedical Science 1 870A

CCP
Half Year
1 Credit
Double Period
Gr. 11

Biomedical Science 1 is a course for students who are interested in learning hands-on laboratory skills related to life sciences, chemistry, biochemistry, and the health sciences. Students studying biomedical science go on to careers in research, medicine, pharmaceuticals, genetics, forensic science, and many other sciences. Experience working in a state-of-the-art biotechnology lab while gaining an appreciation of how biotechnology affects our everyday lives. Students will study techniques in DNA manipulation, cell culture, protein, purification, drug discovery, microbiology, bioinformatics, and much more. This course provides skills that are applicable to the medical, biotechnology, and life

Biomedical Science 2 870B

CCP
Full Year
2 Credits
Double Period
Gr. 12

better in Integrated Science.
This is the third course in the biomedical science program with a focus on advanced topics and skills related to biomedical science, biochemistry and biotechnology. Students will further their skills in areas including recombinant DNA technology, protein production, purification, DNA 'barcoding', and plant and animal cell culture techniques. As experienced scientists, students are given the opportunity to gain experience working independently on a number of long term research projects. Microbiology is not a prerequisite for this course; however, all three courses must be successfully completed to become a biotechnology program completer. **Prerequisite: Grade of C or better in Biomedical Science 1.**

Business Pathway

The Business Pathway is a four course program that offers students the opportunity to earn 12 college credits through Manchester Community College which may be transferred to many 4 year colleges and universities. Suggested sequence is Business Principles, College Accounting, Business Management and Business Law.

Business Principles

CCP
Half Year
1 Credit
Double Period
Gr. 11

This course will provide students with a basic understanding of the structure and operation of business. Students 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. ***This is the first of four courses in the Business Pathway Program. Eligible for 3 college credits.***

College Accounting

CCP
Half Year
1 Credit
Double Period
Gr. 11

College Accounting 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: B or better in Accounting I or a 3.2 GPA. Eligible for 3 college credits.**

Business Management

CCP
Half Year
1 Credit
Double Period
Gr. 12

In Business Management students will be introduced to the principles and techniques underlying the successful management of business organizations. Topics students will learn include: supply and demand, market structure, entrepreneurship, leadership, motivational techniques, ethics and social responsibility, management styles, and the functions of management. Students will analyze basic management activities and apply knowledge to complete a business plan for a company of their own creation. **Prerequisite: Successful completion of Business Principles. Eligible for 3 college credits.**

Business Law

CCP
Half Year
1 Credit
Double Period
Gr. 12

Business Law will increase students' 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. Eligible for 3 college credits.**

Computer Science Technology Pathway

The Computer Science Pathway is designed for students who are interested in careers in the information technology sector such as networking, security, computer repair, programming, software development and computer engineering.

Computer Science and Technology 1 873A

CCP
Full Year
2 Credit
Double
Period
Gr. 11

The first year of the Computer Science program provides a solid understanding of computers and computer systems, operating systems, computer networks and cyber security. Students will learn to diagnose and repair computer issues as well as configure, install, and optimize computer performance. Students will spend time learning about home and professional networks, protocols, network design, implementation, security and trouble shooting.

Computer Science and Technology 2 873B

CCP
Full Year
2 Credit
Double
Period
Gr. 12

This course builds on the concepts learned in level one and transitions students from the hardware and networks into the world of object oriented programming. Students will learn entry level languages such as Python and JavaScript and will transition into object oriented language of Java and C#. A hands-on project based approach will be integrated in the acquisition of programming skills and logic. This program qualifies for college credit.

Digital Graphics Pathway

The Digital Graphics Application program provides students with a diverse exposure to multiple digital media types and digital graphic layout and design. A strong focus on learning and applying Adobe Creative Cloud Application including Indesign, Photoshop, Illustrator, Premier, and Flash. 12 college credits are available through the Running Start Program.

Digital Graphics Applications 1 897B

CCP
Full Year
2 Credit
Double
Period
Gr. 11

In a fun, hands on environment, students will learn how to use the Adobe Creative Suite to create quality brochures, pamphlets, posters, signs, window decals, automotive wraps, and visual graphics designed for websites and mobile applications. Focusing on Adobe Indesign and Photo Shop, students will have the opportunity to earn 6 transferable college credits in page layout & design and digital imaging.

Digital Graphics Applications 2 898A

CCP
Full Year
2 Credit
Double
Period
Gr. 12

.Students will have the opportunity to create a wide variety of tangible products in a rich, project based environment while applying the skills and knowledge in level 1. The course will continue with the emphasis on the Adobe Creative Suite with new units on creating vector graphic with illustrator, producing digital animation with flash, designing website using HTML and CSS, and learning the basics of developing mobile apps.

Carpentry and Construction Technology

Construction technology is a program designed to prepare students for a career in the construction industry. Students interested in residential and commercial construction, construction management, architecture, and engineering will benefit from this program. The course is a blend of classroom theory and on-site, hands-on construction projects where students will learn basic building systems and techniques.

Carpentry and Construction 1 865

CCP
Full Year
2 Credits
Double
Period
Gr. 11

In this course, students 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. Students 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.

Carpentry and Construction 2 867

CCP
Full Year
2 Credits
Double
Period
Gr. 12

In Carpentry and Construction 2, students will expand on their 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. Students are required to have proper work boots and clothing. **Prerequisite: Grade of C or better in Carpentry and Construction 1.**

Culinary Arts and Hospitality

Do you love to cook? Do you enjoy serving people and making them happy? The culinary and hospitality industry provides a wealth of opportunity to work and travel. Tourism is one of the largest industries in New Hampshire and demand for quality trained cooks and chefs is high. Students will gain excellent industry experience in this highly hands-on program learning their way around a commercial kitchen and restaurant. Students will work with a team of peers to successfully operate the on-site restaurant as well as catering a variety of functions.

Culinary Arts 1 881

CCP
Full Year
2 Credits
Double
Period
Gr. 11

In Culinary Arts I 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 preparing food for the Three Seasons restaurant and other catering and culinary functions. If students enjoy cooking and working with a fun team in a fast-paced environment, then culinary arts is for them. Opportunity in the culinary and hospitality business is endless and is a profession that students can practice anywhere in the world.

Culinary Arts 2 883

CCP
Full Year
2 Credits
Double
Period
Gr. 12

In this course, students will build on their skills from year one and take on a leadership role in menu design, working brigade positions such as Sous Chef, dining room manager, expediting, and lead baker. Students assume all upper management positions within the kitchen, dining room, and bakery. Students will further refine their skills and knowledge by completing a culinary arts electronic portfolio. This project serves to document their cooking, baking pastry and employability skills, as well as their knowledge of safety and sanitation. Students may also participate in after school functions and banquets. College credit is available through Lakes Region Community College. **Prerequisite: Grade of a C or better in Culinary Arts 1 or teacher recommendation.**

Health Science Technology

The health care industry is one of the top 3 industries in New Hampshire and abroad. The employment opportunity is vast in this diverse field of study. This outstanding program will prepare students for a variety of healthcare jobs. The program completers are highly successful and typically go on to be nurses, EMT's, physicians, occupational and physical therapists, pharmacists and physicians assistants to name a few.

Health Science Technology 1

889

CCP

Full Year

2 Credits
Double
Period

Gr. 11

Health Science Technology is a two-year program for juniors and seniors who are interested in pursuing a career in the healthcare field. During the first year students will concentrate on establishing a strong foundation in anatomy and physiology, safety issues, infection control and career exploration. Students are eligible to receive 3 college credits in medical terminology from Manchester Community College. 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 include: vision and hearing testing, vital signs, (temperature, pulse, respiration and blood pressure), gown, glove and hand washing techniques as well as training in taking EKGs. The clinical experience for first year students includes vision and hearing testing at local elementary schools and Salem High School. Students also have the opportunity to assist in the annual "sport physicals" offered through the Athletic Department. Students interested in pursuing any career in healthcare would benefit greatly from this course. **Prerequisite: Grade of B- or better in Biology. Requirement: Immunization records, including a current PPD Test (within the last year) and name tag.**

Health Science Technology 2

891

CCP

Full Year

2 Credits
Double
Period

Gr. 12

Health Science Technology 2 continues with the completion of studies in anatomy and physiology, pathophysiology, infectious disease, and safety training. American Heart Association CPR certification is provided to all level two students. During second semester, students choose to participate in one of three clinical rotations: Emergency Medical Technician (EMT), Nursing Assistant (NA), or Allied Health Community Internship (MA). The EMT and NA program require both classroom and clinical rotations at the Salem Fire Department or the Northeast Rehabilitation Hospital. These rotations will require some weekend and evening clinical hours. Upon successful completion of the EMT or NA program, and the corresponding state licensing exam, licensing will occur. Students in the NA program are responsible for coordinating and assisting with an annual blood drive. Students enrolled in the Allied Health Community Internship program (MA) require both classroom hours and a four month clinical rotation in the community with a preceptor of their choice. A clinical interview with the clinical preceptor is required for all students. At the end of the semester, students will have approximately 60 clinical hours of experience. Available community sites include agencies specializing in radiology, pharmacology, internal medicine, dental health, physical or occupational therapy and veterinarian medicine. Health Science Technology promotes responsibility, leadership, maturity, communication skills and professional behavior. **Successful completion of HST 1 and HST 2 satisfies the graduation requirement for health. Prerequisite: Grade of B- or better in HST 1 and teacher recommendation. Requirements: EMT course: EMT book and uniform approximate cost \$150.00 – NA course: book and uniform approximate cost \$100.00 – financial aid is available. NA students are required to have a flu vaccine prior to clinical. Name tag and immunization records with updated PPD within the year are also required.**

Marketing Pathway

According to the Bureau of Labor Statistics, careers in sales and marketing are in high demand and can be quite lucrative. This program will provide students with the fundamental knowledge about the sales and marketing industry and provide students with school-based experiences to help them make informed decisions about their post-secondary pathway. If students enjoy working with teams of peers on competitive projects then marketing is for them.

Marketing 1

893

CCP
Full Year
2 Credits
Double
Period
Gr. 11

The sales and marketing field have great opportunity for employment. In this course, students 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, group and individual projects, and will get hands-on experience working in a school-based enterprise.

Marketing 2

895

CCP
Full Year
2 Credits
Double
Period
Gr. 12

In this course, students will study how businesses promote their products and services. You will learn the core marketing and advertising tools and concepts needed to develop a successful marketing communications campaign. Topic coverage will include marketing research, promotion, advertising, integrated marketing communications, advertising media, print advertisements, media rate, planning, competition and project management. Students will work with a team to develop an advertising campaign for an actual business. Students will obtain their skills and knowledge in these functions through classroom instruction, group and individual projects, and the operation of a school-based enterprise. **Prerequisite: Grade of C or better in Marketing 1 or teacher recommendation.**

Teaching Pathway

Are you considering a career as a teacher or in the education field? This program will prepare students to work in a school, for any grade or subject. Students will spend time in the classroom learning education theory and teaching strategies, working in the on-site preschool, or observing classrooms at various grade levels. If students who are considering school counseling, speech or occupational therapy, special education or teaching, this program will give them an excellent preparation for work in college.

Teacher Preparation 1

857A

CCP
Full Year
2 Credits
Double
Period
Gr. 11

Students who are considering a career in any level of education to education history, theory, and methods of teaching. This course provides students with a basic understanding of an introduction to teaching and the education profession. The competencies and curriculum focus on education topics similar to those taught in a college course. The nature of this course requires mature, responsible, self directed learners interested in pursuing a career in the education field. Teacher Prep 1 also requires students to complete observation hours in a variety of classroom settings. This course earns 4 college credits from SNHU. Prerequisite: Grade of C+ or better in previous Math and English classes. .

Teacher Preparation 2

857B

CCP
Full Year
2 Credits
Double
Period
Gr. 12

Teacher Prep 2 focusses on child growth and development. Theories relevant to individual stages of development are discussed in the sociological , cultural and psychological aspects of human growth and development are studied. This course will introduce students to the principles and practices of assessment for teaching and learning.

Grade of C+ or better in Teacher Prep 1.

Television and Media Production

Television and Video Production is a program designed for students who are interested in careers in the visual arts, broadcasting and production. This highly hands-on, project oriented program teaches students a multitude of skills and techniques which rivals many college programs. If students have an interest or passion for film, broadcasting, TV and production, this is where they belong. Many of graduates have gone on to lucrative jobs and careers in this profession.

Television and Media Production 1 864

CCP
Full Year
2 Credits
Double
Period
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, writings, and video production. You will utilize state of the art television, computer, and multimedia equipment to produce quality media production.

Television and Media Production 2 858

CCP
Full Year
2 Credits
Double
Period
Gr. 12

Television and Media Production 2 is an advanced course where students master basic TV production techniques and gain greater experience in TV production. You will assume the role 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. Prerequisite: Grade of C+ or better in Television and Media Productions 1.

Cosmetology Pathway

Cosmetology is the newest program offered at the Salem CTE where a brand new salon and classroom have been constructed. Cosmetology is a high demand area with a strong employment outlook. The State of New Hampshire requires 1500 hours of education and clinical experience for licensing. Through partnerships with post-secondary cosmetology schools, students can earn up to 300 clinical hours over the 2 year CTE program. Students should have strong communication skills as this is a very social environment. Because clinical hours are accrued, all absences must be made up to account for lost hours. Students are responsible for obtaining an apprentice license (\$25.00) and a cosmetologist's kit and mannequin (\$100.00). Financial and fundraising assistance is available.

Cosmetology 1 848

CCP
Full Year
2 Credits
Double
Period
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, hair cutting and styling techniques, nail technology and esthetics. A newly constructed 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 and purchase a cosmetology kit and mannequin head (approx.. \$100.00).

Cosmetology 2 849

CCP
Full Year
2 Credits
Double
Period
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).

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

Animal Science
Electrical Technology

Environmental Studies / Outdoor Skills
Forestry Technology
Welding Technology

Course Descriptions:

Introduction to Animal Science 859A

CCP
Half Year
.5 Credit
Gr. 11-12

This half-year (0.5 credits) course is designed for students who might be considering a career in some phase of animal science such as animal management/trainer, veterinary science, or agribusiness. Selected units of instruction will include zoonoses, reproduction, digestive systems, and nutrition of companion and livestock animals. **Note: This course is a prerequisite (with a grade of 85 or better) for students planning to continue on to Animal Business Management.**

Animal Business Management 859

CCP
Full Year
1 Credit
Gr. 11-12

In this full-year (1 credit) course, students will learn to manage a successful grooming business, Pinkerton Pet Palace, as well as learning software used in veterinarian offices and grooming businesses. Students will become proficient in learning how to properly operate a veterinarian or grooming office and keep proper records and accounts. [DOE CIP code is 010901 Animal Sciences, General.] **Prerequisite: Successful completion of Introduction to Animal Science with a minimum grade of 85. Note: Registration through the CTE Office is required.**

Animal Health & Veterinary Technology 859B

CCP
Full Year
2 Credits
Double Period
Gr. 12

This full-year (2 credits) course is designed for students who are interested in a future career with animals in the health and veterinary technology field. Specific units of instruction will include but are not limited to; Introduction to veterinary technology, Veterinary terminology, veterinary technology skills, animal diseases, animal welfare ethics and treatment, animal first aid. Students will also learn how to properly groom canines and run a student CTE enterprise "The Pinkerton Pet Palace". **Prerequisite: Successful completion of Animal Business Management with a minimum grade of 80 and permission from the CTE director.**

Electrical Technology I 872

CCP
Full Year
2 Credits
Double Period
Gr. 11

This full-year (2 credits) course 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, special tools, and test equipment, blueprint reading, and local requirement calculations, normal residential circuits, and special purpose wiring systems. Hands-on experience is accomplished in a realistic residential setting. Job searching skills as well as quality workmanship and professionalism will be an integral part of the classroom environment. Students will be required to obtain the NH Apprentice Electrical license-approximate cost is \$30. [DOE CIP code is 460302 Electrician.] **Note: Registration through the CTE Office is required.**

Electrical Technology II 872A

CCP
Full Year
2 Credits
Double Period
Gr. 12

This full-year (2 credits) course is the second half of a 2-year program and intensifies, follows through, and elaborates on material covered in Electrical Technology 1. It covers small appliance repair, industrial electricity and motors, basic CAT 5 and fiber terminations, and work with transformers and generators. Students will also participate in the actual wiring, planning, cost estimation, NEC code requirements, and material acquisition needed to complete various renovations and repairs on the Pinkerton campus. 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. *Eligible for Running Start credit.* **Prerequisite: Completion of Electrical Technology 1 and permission from the CTE Director.**

Environmental Studies / Outdoor Skills 884A

CCP
Full Year
2 Credits
Double
Period
Gr. 11-12

This full-year (2 credits) program is designed for students interested in environmental sciences and natural resource management. Active learning and hands-on activities assist the student to better understand and work in outdoor environments. Topics include plant and wildlife studies, habitat types, weather patterns, outdoor recreation and ecotourism, conservation and protection of natural resources, ecology, open space preservation, environmental ethics and legal responsibilities, wetland studies, resource management organizations, invasive species. Outdoor skills include map, compass, and GPS use; knots; snowshoeing; first aid; survival training; low-impact hiking and camping techniques; outdoor equipment selection and use; and backcountry travel and safety. Special emphasis is placed upon dealing with weather-related dangers, insect pests, terrain hazards, poisonous plants, and recognizing unsafe situations. The student will participate in the New England tradition of making maple syrup by helping to operate the Academy's sugar house. Development of the Forsaith Forest Nature Trail in Chester is also an ongoing class activity. The student must enjoy outdoor activities and be willing to engage in safe, productive learning outside the classroom. [DOE CIP code is 030101 Natural Resources/Conservation.] **Note:** *Registration through the CTE Office is required.*

Forestry Technology I 884

CCP
Full Year
2 Credits
Double
Period
Gr. 11-12

This full-year (2 credits) active-learning program is designed to develop the skills, knowledge, and attitude necessary for pursuing a successful career in forestry, environmental science and natural resource conservation. Topics include tree identification, protecting forests from diseases, insects and fire, surveying, wildlife management, ecology, timber harvesting and reforestation, urban forestry/arboriculture, measurement and marketing of forest products, NH timber harvesting laws, public relations, sustainable forestry, outdoor recreation, and responsible management practices. Students must enjoy outdoor activities and be willing to engage in safe, productive learning outside the classroom. Unique opportunities exist through use of the program's 66-acre Forsaith Forest Area in Chester, our own Christmas tree farm, a firewood business, and one of the few operating sugar houses in the area. [DOE CIP code is 030101 Natural Resources/Conservation.] **NOTE:** Introduction to Natural Resources is NOT a prerequisite for this course. **Note: Registration through the CTE Office is required.**

Welding Technology I 874

CCP
Full Year
2 Credits
Double
Period
Gr. 11

This full-year, 2 credit, course 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, gas welding, arc welding, and metal-fabrication.

Welding Technology II 874A

CCP
Full Year
2 Credits
Double
Period
Gr. 12

This full-year, 2 credit, course is the second half of a 2-year program and intensifies, follows through, and elaborates on material covered in Welding Technology I. 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.

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		ED57
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		ED33
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		ED36
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		ED34
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

ED142

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.

Introduction to Critical Analysis

ED143

CCP
Fall
.5 Credit
Gr. 11-12



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. All formal writing assignments will be process-centered; that is, pre-writing, peer and teacher conferencing, and frequent revision. Additional focus will be placed on evaluating opinions and collaborating through discussion as a means to critique literary and informational texts. Vocabulary study is an expectation of each student.

Shakespeare

ED45

CCP
Spring
.5 Credit
Gr. 11-12



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.

The Short Story and Its Writer

ED46

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

Fitness Education

ED55

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

ED17

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

ED17B

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

ED26

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

ED24

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

ED30

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

ED19

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

ED54

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

ED42

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

ED145

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

ED35

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**ED16**

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.

American Values in Film and Music**ED52**

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**ED58**

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 diminish its capacity to support human activity.

Current Issues**ED48**

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.

Timberlane Regional School District

Budget - TRSD

Fiscal Year: 2018-2019

☐ Print accounts with zero balance
 ☐ Round to whole dollars
 ☐ Account on new page
☐ Exclude inactive accounts with zero balance
 Definition: Default View

From Date: 7/1/2019

To Date: 6/30/2020

Account	Description	2020 Default	2019 Voted	Difference
100.1100.112.00.00.00000	Salaries-Teachers	\$16,550,439.85	\$16,568,152.85	(\$17,713.00)
100.1100.114.00.00.00000	Educational Assistants Salarie	\$1,259,143.25	\$1,241,401.73	\$17,741.52
100.1100.115.00.00.00000	Office Salaries	\$29,372.00	\$29,372.00	\$0.00
100.1100.122.00.00.00000	Substitute Salaries- Teachers	\$310,000.00	\$310,000.00	\$0.00
100.1100.123.00.00.00000	Long Term Substitutes	\$175,000.00	\$175,000.00	\$0.00
100.1100.124.00.00.00000	Substitute Salaries- Assistants	\$2.00	\$2.00	\$0.00
100.1100.140.00.00.00000	Sabbatical Leave Salaries	\$5.00	\$5.00	\$0.00
100.1100.320.00.00.00000	Professional Edu Services	\$1,000.00	\$1,000.00	\$0.00
100.1100.330.00.00.00000	Other Professional Services	\$39,850.00	\$39,850.00	\$0.00
100.1100.430.00.00.00000	Repair and Maintenance	\$62,318.00	\$62,318.00	\$0.00
100.1100.550.00.00.00000	Printing	\$4,700.00	\$4,700.00	\$0.00
100.1100.561.00.00.00000	Tuition-Other LEA's in State	\$1.00	\$1.00	\$0.00
100.1100.580.00.00.00000	Travel/Workshops	\$8,608.00	\$8,608.00	\$0.00
100.1100.610.00.00.00000	Supplies	\$545,100.50	\$545,100.50	\$0.00
100.1100.640.00.00.00000	Books & Info Resources	\$223,851.00	\$223,851.00	\$0.00
100.1100.643.00.00.00000	Information Access Fees	\$238,051.00	\$238,051.00	\$0.00
100.1100.650.00.00.00000	Software	\$104,627.00	\$104,627.00	\$0.00
100.1100.733.00.00.00000	New Equipment	\$1.00	\$1.00	\$0.00
100.1100.734.00.00.00000	New Computer/Netwk Equip	\$1.00	\$1.00	\$0.00
100.1100.737.00.00.00000	Replacement Equipment	\$57,837.00	\$57,837.00	\$0.00
100.1100.738.00.00.00000	Replacement Computer/Netw	\$214,739.00	\$214,739.00	\$0.00
100.1100.810.00.00.00000	Dues and Fees	\$9,306.00	\$9,306.00	\$0.00
FUNC: REGULAR EDUCATION - 1100		\$19,833,952.60	\$19,833,924.08	\$28.52

Timberlane Regional School District

Budget - TRSD

Fiscal Year: 2018-2019

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 Definition: Default View

From Date: 7/1/2019

To Date: 6/30/2020

Account	Description	2020 Default	2019 Voted	Difference
100.1200.111.00.00.00000	Administrative Salaries	\$273,984.00	\$361,946.00	(\$87,962.00)
100.1200.112.00.00.00000	Teacher/Specialist Salaries	\$3,659,639.80	\$3,707,908.80	(\$48,269.00)
100.1200.114.00.00.00000	Educational Assistants Salaries	\$2,690,992.98	\$2,633,363.90	\$57,629.08
100.1200.115.00.00.00000	Office Salaries	\$70,220.83	\$70,220.83	\$0.00
100.1200.117.00.00.00000	Home Instruction / ESOL	\$48,294.40	\$48,294.40	\$0.00
100.1200.124.00.00.00000	Substitute Salaries- Assistants	\$50,000.00	\$50,000.00	\$0.00
100.1200.330.00.00.00000	Other Professional Services	\$446,900.00	\$375,500.00	\$71,400.00
100.1200.430.00.00.00000	Repair and Maintenance	\$1,500.00	\$1,500.00	\$0.00
100.1200.561.00.00.00000	Tuition-Other LEA's in State	\$2,084,833.07	\$2,084,833.07	\$0.00
100.1200.563.00.00.00000	Tuition-Public Academies	\$275,001.00	\$275,001.00	\$0.00
100.1200.564.00.00.00000	Tuition-Private	\$6,306.00	\$6,306.00	\$0.00
100.1200.569.00.00.00000	Residential Cost	\$49,171.00	\$49,171.00	\$0.00
100.1200.580.00.00.00000	Travel/Workshops	\$26,245.00	\$26,245.00	\$0.00
100.1200.610.00.00.00000	Supplies	\$18,000.00	\$18,000.00	\$0.00
100.1200.640.00.00.00000	Books & Info Resources	\$28,974.00	\$28,974.00	\$0.00
100.1200.643.00.00.00000	Information Access Fees	\$18,000.00	\$18,000.00	\$0.00
100.1200.733.00.00.00000	New Equipment	\$13,080.00	\$13,080.00	\$0.00
100.1200.734.00.00.00000	New Computer/Netwk Equip	\$1.00	\$1.00	\$0.00
100.1200.737.00.00.00000	Replacement Equipment	\$2,410.00	\$2,410.00	\$0.00
100.1200.738.00.00.00000	Replacement Computer/Netw	\$30,000.00	\$30,000.00	\$0.00
100.1200.810.00.00.00000	Dues and Fees	\$1.00	\$1.00	\$0.00
FUNC: SPECIAL EDUCATION - 1200		\$9,793,554.08	\$9,800,756.00	(\$7,201.92)
100.1300.112.00.00.00000	Teacher/Specialist Salaries	\$1.00	\$1.00	\$0.00

Timberlane Regional School District

Budget - TRSD

Fiscal Year: 2018-2019

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☐ Exclude inactive accounts with zero balance
 Definition: Default View

From Date: 7/1/2019

To Date: 6/30/2020

Account	Description	2020 Default	2019 Voted	Difference
100.1300.115.00.00.00000	Office Salaries	\$1.00	\$1.00	\$0.00
100.1300.561.00.00.00000	Tuition-Other LEA's in State	\$72,000.00	\$72,000.00	\$0.00
FUNC: VOCATIONAL EDUCATION - 1300		\$72,002.00	\$72,002.00	\$0.00
100.1410.112.00.00.00000	Teacher/Specialist Salaries	\$106,146.50	\$106,146.50	\$0.00
100.1410.610.00.00.00000	Supplies	\$40,101.00	\$40,101.00	\$0.00
100.1410.810.00.00.00000	Dues and Fees	\$15,004.00	\$15,004.00	\$0.00
100.1410.890.00.00.00000	Miscellaneous Expense	\$33,260.00	\$33,260.00	\$0.00
FUNC: STUDENT ACTIVITIES - 1410		\$194,511.50	\$194,511.50	\$0.00
100.1420.111.00.00.00000	Administrative Salaries	\$107,121.00	\$107,121.00	\$0.00
100.1420.112.00.00.00000	Teacher/Specialist Salaries	\$269,666.00	\$269,666.00	\$0.00
100.1420.115.00.00.00000	Office Salaries	\$40,351.40	\$40,351.40	\$0.00
100.1420.320.00.00.00000	Professional Edu Services	\$1.00	\$1.00	\$0.00
100.1420.330.00.00.00000	Other Professional Services	\$29,325.00	\$29,325.00	\$0.00
100.1420.390.00.00.00000	Game Expenses	\$91,449.00	\$91,449.00	\$0.00
100.1420.430.00.00.00000	Repair and Maintenance	\$7,700.00	\$7,700.00	\$0.00
100.1420.520.00.00.00000	Insurance	\$9,800.00	\$9,800.00	\$0.00
100.1420.580.00.00.00000	Travel/Workshops	\$975.00	\$975.00	\$0.00
100.1420.610.00.00.00000	Supplies	\$55,350.00	\$55,350.00	\$0.00
100.1420.643.00.00.00000	Information Access Fees	\$2,475.00	\$2,475.00	\$0.00
100.1420.810.00.00.00000	Dues and Fees	\$8,850.00	\$8,850.00	\$0.00
100.1420.880.00.00.00000	Miscellaneous Expense	\$5,500.00	\$5,500.00	\$0.00
100.1420.890.00.00.00000	Miscellaneous Expense	\$30,600.00	\$30,600.00	\$0.00
FUNC: ATHLETICS - 1420		\$659,163.40	\$659,163.40	\$0.00

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Account	Description	2020 Default	2019 Voted	Difference
100.1430.111.00.00.00000	Administrative Salaries	\$2.00	\$2.00	\$0.00
100.1430.112.00.00.00000	Teacher/Specialist Salaries	\$25,081.00	\$25,081.00	\$0.00
100.1430.320.00.00.00000	Professional Edu Services	\$3,000.00	\$3,000.00	\$0.00
100.1430.610.00.00.00000	Supplies	\$300.00	\$300.00	\$0.00
100.1430.640.00.00.00000	Books & Info Resources	\$1.00	\$1.00	\$0.00
FUNC: SUMMER SCHOOL - 1430		\$28,384.00	\$28,384.00	\$0.00
100.1600.111.00.00.00000	Administrative Salaries	\$1.00	\$1.00	\$0.00
100.1600.112.00.00.00000	Teacher/Specialist Salaries	\$120,000.00	\$120,000.00	\$0.00
100.1600.115.00.00.00000	Office Salaries	\$9,720.00	\$9,720.00	\$0.00
100.1600.320.00.00.00000	Professional Edu Services	\$10,000.00	\$10,000.00	\$0.00
100.1600.610.00.00.00000	Supplies	\$7,755.00	\$7,755.00	\$0.00
100.1600.640.00.00.00000	Books & Info Resources	\$1,000.00	\$1,000.00	\$0.00
100.1600.643.00.00.00000	Information Access Fees	\$29,120.00	\$29,120.00	\$0.00
100.1600.650.00.00.00000	Software	\$1.00	\$1.00	\$0.00
FUNC: ALTERNATIVE/CONTINUING EDUC. - 1600		\$177,597.00	\$177,597.00	\$0.00
100.1820.118.00.00.00000	Community Service	\$1.00	\$1.00	\$0.00
FUNC: COMMUNITY SERVICES - 1820		\$1.00	\$1.00	\$0.00
100.2112.111.00.00.00000	Administrative Salaries	\$2.00	\$2.00	\$0.00
100.2112.112.00.00.00000	Teacher/Specialist Salaries	\$1.00	\$1.00	\$0.00
100.2112.320.00.00.00000	Professional Edu Services	\$2.00	\$2.00	\$0.00
100.2112.580.00.00.00000	Travel/Workshops	\$1.00	\$1.00	\$0.00
FUNC: ATTENDANCE - 2112		\$6.00	\$6.00	\$0.00

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Account	Description	2020 Default	2019 Voted	Difference
100.2122.111.00.00.00000	Administrative Salaries	\$97,851.00	\$97,851.00	\$0.00
100.2122.112.00.00.00000	Teacher/Specialist Salaries	\$1,009,189.86	\$1,009,189.86	\$0.00
100.2122.115.00.00.00000	Office Salaries	\$131,389.40	\$131,389.40	\$0.00
100.2122.123.00.00.00000	Long Term Substitutes	\$1.00	\$1.00	\$0.00
100.2122.320.00.00.00000	Professional Edu Services	\$8,905.00	\$8,905.00	\$0.00
100.2122.534.00.00.00000	Postage	\$100.00	\$100.00	\$0.00
100.2122.550.00.00.00000	Printing	\$2,356.00	\$2,356.00	\$0.00
100.2122.580.00.00.00000	Travel/Workshops	\$250.00	\$250.00	\$0.00
100.2122.610.00.00.00000	Supplies	\$7,037.00	\$7,037.00	\$0.00
100.2122.640.00.00.00000	Books & Info Resources	\$2,127.00	\$2,127.00	\$0.00
100.2122.733.00.00.00000	New Equipment	\$8.00	\$8.00	\$0.00
100.2122.737.00.00.00000	Replacement Equipment	\$1,622.00	\$1,622.00	\$0.00
100.2122.810.00.00.00000	Dues and Fees	\$1.00	\$1.00	\$0.00
FUNC: GUIDANCE - 2122		\$1,260,837.26	\$1,260,837.26	\$0.00
100.2134.113.00.00.00000	Nurses Salaries	\$650,846.68	\$650,846.68	\$0.00
100.2134.115.00.00.00000	Office Salaries	\$48,486.80	\$48,486.80	\$0.00
100.2134.140.00.00.00000	Sabbatical Leave Salaries	\$1.00	\$1.00	\$0.00
100.2134.330.00.00.00000	Other Professional Services	\$2,900.00	\$2,900.00	\$0.00
100.2134.340.00.00.00000	Technical Services	\$5,000.00	\$5,000.00	\$0.00
100.2134.430.00.00.00000	Repair and Maintenance	\$1,300.00	\$1,300.00	\$0.00
100.2134.580.00.00.00000	Travel/Workshops	\$201.00	\$201.00	\$0.00
100.2134.610.00.00.00000	Supplies	\$19,007.00	\$19,007.00	\$0.00
100.2134.640.00.00.00000	Books & Info Resources	\$406.00	\$406.00	\$0.00

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Account	Description	2020 Default	2019 Voted	Difference
100.2134.733.00.00.00000	New Equipment	\$5.00	\$5.00	\$0.00
100.2134.734.00.00.00000	New Computer/Netwk Equip	\$1.00	\$1.00	\$0.00
100.2134.737.00.00.00000	Replacement Equipment	\$782.00	\$782.00	\$0.00
100.2134.738.00.00.00000	Replacement Computer/Netw	\$1.00	\$1.00	\$0.00
100.2134.810.00.00.00000	Dues and Fees	\$1.00	\$1.00	\$0.00
FUNC: HEALTH SERVICES - 2134		\$728,938.48	\$728,938.48	\$0.00
100.2143.112.00.00.00000	Teacher/Specialist Salaries	\$329,155.95	\$329,155.95	\$0.00
100.2143.330.00.00.00000	Other Professional Services	\$8,000.00	\$8,000.00	\$0.00
100.2143.580.00.00.00000	Travel/Workshops	\$700.00	\$700.00	\$0.00
100.2143.610.00.00.00000	Supplies	\$11,515.00	\$11,515.00	\$0.00
100.2143.640.00.00.00000	Books & Info Resources	\$525.00	\$525.00	\$0.00
100.2143.733.00.00.00000	New Equipment	\$2.00	\$2.00	\$0.00
100.2143.734.00.00.00000	New Computer/Netwk Equip	\$1.00	\$1.00	\$0.00
100.2143.737.00.00.00000	Replacement Equipment	\$1.00	\$1.00	\$0.00
100.2143.738.00.00.00000	Replacement Computer/Netw	\$1.00	\$1.00	\$0.00
FUNC: PSYCHOLOGICAL SERVICES - 2143		\$349,900.95	\$349,900.95	\$0.00
100.2152.112.00.00.00000	Teacher/Specialist Salaries	\$665,125.40	\$731,264.40	(\$66,139.00)
100.2152.114.00.00.00000	Educational Assistants Salarie	\$196,665.25	\$196,056.00	\$609.25
100.2152.320.00.00.00000	Professional Edu Services	\$1.00	\$1.00	\$0.00
100.2152.330.00.00.00000	Other Professional Services	\$158,200.00	\$158,200.00	\$0.00
100.2152.580.00.00.00000	Travel/Workshops	\$200.00	\$200.00	\$0.00
100.2152.610.00.00.00000	Supplies	\$10,175.00	\$10,175.00	\$0.00

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Account	Description	2020 Default	2019 Voted	Difference
100.2152.640.00.00.00000	Books & Info Resources	\$1,385.00	\$1,385.00	\$0.00
100.2152.643.00.00.00000	Information Access Fees	\$30,000.00	\$30,000.00	\$0.00
100.2152.733.00.00.00000	New Equipment	\$1.00	\$1.00	\$0.00
100.2152.734.00.00.00000	New Computer/Netwk Equip	\$1.00	\$1.00	\$0.00
100.2152.737.00.00.00000	Replacement Equipment	\$1.00	\$1.00	\$0.00
100.2152.738.00.00.00000	Replacement Computer/Netw	\$1.00	\$1.00	\$0.00
100.2152.810.00.00.00000	Dues and Fees	\$1.00	\$1.00	\$0.00
FUNC: SPEECH - 2152		\$1,061,756.65	\$1,127,286.40	(\$65,529.75)
100.2190.112.00.00.00000	Teacher/Specialist Salaries	\$100,000.00	\$100,000.00	\$0.00
100.2190.330.00.00.00000	Other Professional Services	\$3.00	\$3.00	\$0.00
FUNC: OTHER PUPIL SERVICES - 2190		\$100,003.00	\$100,003.00	\$0.00
100.2210.112.00.00.00000	Teacher/Specialist Salaries	\$2.00	\$2.00	\$0.00
100.2210.320.00.00.00000	Professional Edu Services	\$60,325.00	\$60,325.00	\$0.00
100.2210.330.00.00.00000	Other Professional Services	(\$3,499.00)	(\$3,499.00)	\$0.00
FUNC: IMPROVEMENT OF INSTRUCTION - 2210		\$56,828.00	\$56,828.00	\$0.00
100.2213.111.00.00.00000	Administrative Salaries	\$127,721.00	\$127,721.00	\$0.00
100.2213.112.00.00.00000	Teacher/Specialist Salaries	\$26,001.00	\$26,001.00	\$0.00
100.2213.140.00.00.00000	Sabbatical Leave Salaries	\$1.00	\$1.00	\$0.00
100.2213.240.00.00.00000	Tuition Reimbursement	\$213,249.00	\$213,249.00	\$0.00
100.2213.320.00.00.00000	Professional Edu Services	\$139,127.00	\$139,127.00	\$0.00
100.2213.321.00.00.00000	Prof Services for Instruction	\$9,116.00	\$9,116.00	\$0.00

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Account	Description	2020 Default	2019 Voted	Difference
100.2213.580.00.00.00000	Travel/Workshops	\$4,001.00	\$4,001.00	\$0.00
100.2213.610.00.00.00000	Supplies	\$4,000.00	\$4,000.00	\$0.00
100.2213.640.00.00.00000	Books & Info Resources	\$2,500.00	\$2,500.00	\$0.00
FUNC: PROFESSIONAL IMPROVEMENT - 2213		\$525,716.00	\$525,716.00	\$0.00
100.2219.610.00.00.00000	Supplies	\$4,506.00	\$4,506.00	\$0.00
FUNC: OTH IMPROVEMENT OF INSTRUCTION - 2219		\$4,506.00	\$4,506.00	\$0.00
100.2222.112.00.00.00000	Teacher/Specialist Salaries	\$394,378.00	\$394,378.00	\$0.00
100.2222.114.00.00.00000	Educational Assistants Salarie	\$157,220.69	\$153,363.43	\$3,857.26
100.2222.330.00.00.00000	Other Professional Services	\$1.00	\$1.00	\$0.00
100.2222.430.00.00.00000	Repair and Maintenance	\$1.00	\$1.00	\$0.00
100.2222.610.00.00.00000	Supplies	\$8,336.00	\$8,336.00	\$0.00
100.2222.640.00.00.00000	Books & Info Resources	\$58,502.00	\$58,502.00	\$0.00
100.2222.641.00.00.00000	Library Periodicals	\$13,103.00	\$13,103.00	\$0.00
100.2222.643.00.00.00000	Information Access Fees	\$53,781.00	\$53,781.00	\$0.00
100.2222.733.00.00.00000	New Equipment	\$2,303.00	\$2,303.00	\$0.00
100.2222.737.00.00.00000	Replacement Equipment	\$769.00	\$769.00	\$0.00
FUNC: SCHOOL LIBRARY SERVICES - 2222		\$688,394.69	\$684,537.43	\$3,857.26
100.2223.112.00.00.00000	Teacher/Specialist Salaries	\$902.00	\$902.00	\$0.00
100.2223.430.00.00.00000	Repair and Maintenance	\$1,282.00	\$1,282.00	\$0.00
100.2223.580.00.00.00000	Travel/Workshops	\$2.00	\$2.00	\$0.00
100.2223.610.00.00.00000	Supplies	\$4,304.00	\$4,304.00	\$0.00

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Account	Description	2020 Default	2019 Voted	Difference
100.2223.640.00.00.000000	Books & Info Resources	\$6,951.00	\$6,951.00	\$0.00
100.2223.733.00.00.000000	New Equipment	\$406.00	\$406.00	\$0.00
100.2223.737.00.00.000000	Replacement Equipment	\$1,705.00	\$1,705.00	\$0.00
FUNC: AUDIO VISUAL - 2223		\$15,552.00	\$15,552.00	\$0.00
100.2224.340.00.00.000000	Technical Services	\$1.00	\$1.00	\$0.00
FUNC: EDUCATIONAL TV - 2224		\$1.00	\$1.00	\$0.00
100.2311.111.00.00.000000	Administrative Salaries	\$9,200.00	\$9,200.00	\$0.00
FUNC: SCHOOL BOARD STIPEND - 2311		\$9,200.00	\$9,200.00	\$0.00
100.2312.115.00.00.000000	Office Salaries	\$5,040.00	\$5,040.00	\$0.00
100.2312.610.00.00.000000	Supplies	\$360.00	\$360.00	\$0.00
FUNC: SCHOOL BOARD CLERK - 2312		\$5,400.00	\$5,400.00	\$0.00
100.2313.111.00.00.000000	Administrative Salaries	\$3,400.00	\$3,400.00	\$0.00
100.2313.610.00.00.000000	Supplies	\$1,000.00	\$1,000.00	\$0.00
FUNC: TREASURER - 2313		\$4,400.00	\$4,400.00	\$0.00
100.2314.340.00.00.000000	Technical Services	\$2,000.00	\$2,000.00	\$0.00
100.2314.550.00.00.000000	Printing	\$6,500.00	\$6,500.00	\$0.00
100.2314.610.00.00.000000	Supplies	\$5,000.00	\$5,000.00	\$0.00
FUNC: DISTRICT MEETING - 2314		\$13,500.00	\$13,500.00	\$0.00

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Account	Description	2020 Default	2019 Voted	Difference
100.2317.330.00.00.00000	Other Professional Services	\$47,000.00	\$47,000.00	\$0.00
FUNC: AUDIT - 2317		\$47,000.00	\$47,000.00	\$0.00
100.2318.330.00.00.00000	Other Professional Services	\$90,000.00	\$90,000.00	\$0.00
FUNC: LEGAL FEES - 2318		\$90,000.00	\$90,000.00	\$0.00
100.2319.115.00.00.00000	Office Salaries	\$3,720.00	\$3,720.00	\$0.00
100.2319.330.00.00.00000	Other Professional Services	\$1.00	\$1.00	\$0.00
100.2319.340.00.00.00000	Technical Services	\$2,000.00	\$2,000.00	\$0.00
100.2319.540.00.00.00000	Advertising	\$8,000.00	\$8,000.00	\$0.00
100.2319.580.00.00.00000	Travel/Workshops	\$4,000.00	\$4,000.00	\$0.00
100.2319.810.00.00.00000	Dues and Fees	\$16,000.00	\$16,000.00	\$0.00
100.2319.890.00.00.00000	Miscellaneous Expense	\$25,000.00	\$25,000.00	\$0.00
FUNC: OTHER SCHOOL BOARD SERVICES - 2319		\$58,721.00	\$58,721.00	\$0.00
100.2320.310.00.00.00000	Official/Admin Services	\$1,641,692.00	\$1,641,692.00	\$0.00
FUNC: SAU #55 BUDGET - 2320		\$1,641,692.00	\$1,641,692.00	\$0.00
100.2330.111.00.00.00000	Administrative Salaries	\$212,182.00	\$212,182.00	\$0.00
100.2330.112.00.00.00000	Teacher/Specialist Salaries	\$34,622.00	\$34,622.00	\$0.00
100.2330.115.00.00.00000	Office Salaries	\$98,088.10	\$98,088.10	\$0.00
100.2330.330.00.00.00000	Other Professional Services	\$1.00	\$1.00	\$0.00
100.2330.531.00.00.00000	Telephone	\$240.00	\$240.00	\$0.00
100.2330.534.00.00.00000	Postage	\$500.00	\$500.00	\$0.00

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Account	Description	2020 Default	2019 Voted	Difference
100.2330.580.00.00.00000	Travel/Workshops	\$9,200.00	\$9,200.00	\$0.00
100.2330.610.00.00.00000	Supplies	\$600.00	\$600.00	\$0.00
100.2330.640.00.00.00000	Books & Info Resources	\$1.00	\$1.00	\$0.00
100.2330.733.00.00.00000	New Equipment	\$1.00	\$1.00	\$0.00
100.2330.737.00.00.00000	Replacement Equipment	\$1.00	\$1.00	\$0.00
100.2330.810.00.00.00000	Dues and Fees	\$1.00	\$1.00	\$0.00
FUNC: SPECIAL AREA ADMINISTRATIVE SERVICES - 2330		\$355,437.10	\$355,437.10	\$0.00
100.2340.111.00.00.00000	Administrative Salaries	\$99,912.00	\$99,912.00	\$0.00
100.2340.115.00.00.00000	Office Salaries	\$34,854.70	\$34,854.70	\$0.00
100.2340.330.00.00.00000	Other Professional Services	\$1.00	\$1.00	\$0.00
100.2340.580.00.00.00000	Travel/Workshops	\$6,001.00	\$6,001.00	\$0.00
100.2340.610.00.00.00000	Supplies	\$10,001.00	\$10,001.00	\$0.00
100.2340.640.00.00.00000	Books & Info Resources	\$4,000.00	\$4,000.00	\$0.00
100.2340.733.00.00.00000	New Equipment	\$3.00	\$3.00	\$0.00
100.2340.737.00.00.00000	Replacement Equipment	\$3.00	\$3.00	\$0.00
100.2340.810.00.00.00000	Dues and Fees	\$3.00	\$3.00	\$0.00
FUNC: DIRECTORS OF CURRICULUM - 2340		\$154,778.70	\$154,778.70	\$0.00
100.2410.111.00.00.00000	Administrative Salaries	\$1,997,825.00	\$2,059,110.00	(\$61,285.00)
100.2410.114.00.00.00000	Educational Assistants Salaries	\$1.00	\$1.00	\$0.00
100.2410.115.00.00.00000	Office Salaries	\$626,704.29	\$651,519.99	(\$24,815.70)
100.2410.140.00.00.00000	Sabbatical Leave Salaries	\$4.00	\$4.00	\$0.00
100.2410.531.00.00.00000	Telephone	\$184,938.00	\$184,938.00	\$0.00

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Account	Description	2020 Default	2019 Voted	Difference
100.2410.534.00.00.000000	Postage	\$5,000.00	\$5,000.00	\$0.00
100.2410.580.00.00.000000	Travel/Workshops	\$5,600.00	\$5,600.00	\$0.00
100.2410.610.00.00.000000	Supplies	\$113,436.00	\$113,436.00	\$0.00
100.2410.640.00.00.000000	Books & Info Resources	\$3,802.00	\$3,802.00	\$0.00
100.2410.733.00.00.000000	New Equipment	\$8.00	\$8.00	\$0.00
100.2410.737.00.00.000000	Replacement Equipment	\$42,031.00	\$42,031.00	\$0.00
100.2410.810.00.00.000000	Dues and Fees	\$25,106.00	\$25,106.00	\$0.00
100.2410.890.00.00.000000	Miscellaneous Expense	\$1.00	\$1.00	\$0.00
FUNC: OFFICE OF THE PRINCIPAL - 2410		\$3,004,456.29	\$3,090,556.99	(\$86,100.70)
100.2490.111.00.00.000000	Administrative Salaries	\$84,049.00	\$84,049.00	\$0.00
100.2490.112.00.00.000000	Teacher/Specialist Salaries	\$91,295.00	\$91,295.00	\$0.00
100.2490.140.00.00.000000	Sabbatical Leave Salaries	\$1.00	\$1.00	\$0.00
100.2490.610.00.00.000000	Supplies	\$27,500.00	\$27,500.00	\$0.00
FUNC: OTHER SERVICES.SCHOOL ADMINISTRATION - 2490		\$202,845.00	\$202,845.00	\$0.00
100.2510.310.00.00.000000	Official/Admin Services	\$55,000.00	\$55,000.00	\$0.00
FUNC: CONTRACTED SERVICES-MEDICAID - 2510		\$55,000.00	\$55,000.00	\$0.00
100.2610.111.00.00.000000	Administrative Salaries	\$2.00	\$88,001.00	(\$87,999.00)
100.2610.116.00.00.000000	Custodial Salaries	\$3.00	\$3.00	\$0.00
FUNC: SUPERVISION AND OPERATION OF PLANT - 2610		\$5.00	\$88,004.00	(\$87,999.00)
100.2620.115.00.00.000000	Office Salaries	\$5,000.00	\$5,000.00	\$0.00

Timberlane Regional School District

Budget - TRSD

Fiscal Year: 2018-2019

☐ Print accounts with zero balance ☐ Round to whole dollars ☐ Account on new page
☐ Exclude inactive accounts with zero balance
Definition: Default View

From Date: 7/1/2019

To Date: 6/30/2020

Account	Description	2020 Default	2019 Voted	Difference
100.2620.116.00.00.00000	Custodial Salaries	\$1,562,540.99	\$1,562,540.99	\$0.00
100.2620.126.00.00.00000	Substitute Salaries-Custodian	\$8,000.00	\$8,000.00	\$0.00
100.2620.290.00.00.00000	Other Employee Benefits	\$31,000.00	\$31,000.00	\$0.00
100.2620.330.00.00.00000	Other Professional Services	\$50,920.00	\$50,920.00	\$0.00
100.2620.410.00.00.00000	Water/Sewer/Septic	\$30,000.00	\$30,000.00	\$0.00
100.2620.420.00.00.00000	Cleaning Services	\$91,200.00	\$91,200.00	\$0.00
100.2620.430.00.00.00000	Repair and Maintenance	\$195,000.00	\$195,000.00	\$0.00
100.2620.441.00.00.00000	Rental Land & Buildings	\$1.00	\$1.00	\$0.00
100.2620.520.00.00.00000	Insurance	\$195,000.00	\$195,000.00	\$0.00
100.2620.580.00.00.00000	Travel/Workshops	\$12,000.00	\$12,000.00	\$0.00
100.2620.610.00.00.00000	Supplies	\$184,355.00	\$184,355.00	\$0.00
100.2620.621.00.00.00000	Natural Gas	\$207,004.00	\$207,004.00	\$0.00
100.2620.622.00.00.00000	Electricity	\$665,009.00	\$665,009.00	\$0.00
100.2620.623.00.00.00000	Bottled Gas	\$18,002.00	\$18,002.00	\$0.00
100.2620.624.00.00.00000	Fuel Oil	\$176,704.00	\$176,704.00	\$0.00
100.2620.629.00.00.00000	Other Energy	\$1.00	\$1.00	\$0.00
100.2620.643.00.00.00000	Information Access Fees	\$6,300.00	\$6,300.00	\$0.00
100.2620.733.00.00.00000	New Equipment	\$1.00	\$1.00	\$0.00
100.2620.737.00.00.00000	Replacement Equipment	\$73,003.00	\$73,003.00	\$0.00
FUNC: OPERATING BUILDINGS SERVICES - 2620		\$3,511,040.99	\$3,511,040.99	\$0.00
100.2630.420.00.00.00000	Cleaning Services	\$34,000.00	\$34,000.00	\$0.00
100.2630.422.00.00.00000	Snow Removal	\$11,000.00	\$11,000.00	\$0.00
100.2630.430.00.00.00000	Repair and Maintenance	\$6,500.00	\$6,500.00	\$0.00

Timberlane Regional School District

Budget - TRSD

Fiscal Year: 2018-2019

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From Date: 7/1/2019

To Date: 6/30/2020

Account	Description	2020 Default	2019 Voted	Difference
100.2630.610.00.00.00000	Supplies	\$50,000.00	\$50,000.00	\$0.00
100.2630.733.00.00.00000	New Equipment	\$1.00	\$1.00	\$0.00
100.2630.737.00.00.00000	Replacement Equipment	\$10,500.00	\$10,500.00	\$0.00
FUNC: CARE AND OPERATION OF GROUNDS - 2630		\$112,001.00	\$112,001.00	\$0.00
100.2640.430.00.00.00000	Repair and Maintenance	\$155,000.00	\$155,000.00	\$0.00
FUNC: CARE AND UPKEEP OF EQUIPMENT - 2640		\$155,000.00	\$155,000.00	\$0.00
100.2650.430.00.00.00000	Repair and Maintenance	\$5,000.00	\$5,000.00	\$0.00
100.2650.626.00.00.00000	Gasoline	\$18,000.00	\$18,000.00	\$0.00
100.2650.733.00.00.00000	New Equipment	\$1.00	\$1.00	\$0.00
100.2650.737.00.00.00000	Replacement Equipment	\$1.00	\$1.00	\$0.00
FUNC: VEHICLE OPERATION AND MAINTENANCE - 2650		\$23,002.00	\$23,002.00	\$0.00
100.2660.330.00.00.00000	Other Professional Services	\$66,001.00	\$66,001.00	\$0.00
100.2660.340.00.00.00000	Technical Services	\$19,402.00	\$19,402.00	\$0.00
100.2660.430.00.00.00000	Repair and Maintenance	\$12,001.00	\$12,001.00	\$0.00
100.2660.490.00.00.00000	Other Purchased Property Ser	\$4,995.00	\$4,995.00	\$0.00
100.2660.610.00.00.00000	Supplies	\$40,007.00	\$40,007.00	\$0.00
100.2660.733.00.00.00000	New Equipment	\$7.00	\$7.00	\$0.00
100.2660.737.00.00.00000	Replacement Equipment	\$12,000.00	\$12,000.00	\$0.00
FUNC: SECURITY SERVICES - 2660		\$154,413.00	\$154,413.00	\$0.00
100.2721.519.00.00.00000	Student Transportation	\$2,198,543.00	\$1,972,738.64	\$225,804.36
FUNC: REGULAR PROGRAM TRANSP - 2721		\$2,198,543.00	\$1,972,738.64	\$225,804.36

Timberlane Regional School District

Budget - TRSD

Fiscal Year: 2018-2019

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From Date: 7/1/2019

To Date: 6/30/2020

Account	Description	2020 Default	2019 Voted	Difference
100.2722.519.00.00.00000	Student Transportation	\$1,169,796.00	\$920,723.00	\$249,073.00
FUNC: SPECIAL EDUCATION TRANSP - 2722		\$1,169,796.00	\$920,723.00	\$249,073.00
100.2723.519.00.00.00000	Student Transportation	\$78,122.00	\$70,846.00	\$7,276.00
FUNC: VOCATIONAL TRANSPORTATION - 2723		\$78,122.00	\$70,846.00	\$7,276.00
100.2724.519.00.00.00000	Student Transportation	\$104,470.00	\$104,320.00	\$150.00
FUNC: ATHLETIC TRANSPORTATION - 2724		\$104,470.00	\$104,320.00	\$150.00
100.2725.519.00.00.00000	Student Transportation	\$34,630.00	\$34,630.00	\$0.00
FUNC: FIELD TRIP TRANSPORTATION - 2725		\$34,630.00	\$34,630.00	\$0.00
100.2729.519.00.00.00000	Student Transportation	\$13,500.00	\$13,500.00	\$0.00
FUNC: MUSIC TRANSPORTATION - 2729		\$13,500.00	\$13,500.00	\$0.00
100.2840.111.00.00.00000	Administrative Salaries	\$103,001.00	\$103,001.00	\$0.00
100.2840.114.00.00.00000	Educational Assistants Salarie	\$43,117.80	\$43,117.80	\$0.00
100.2840.330.00.00.00000	Other Professional Services	\$20,000.00	\$20,000.00	\$0.00
100.2840.430.00.00.00000	Repair and Maintenance	\$16,325.00	\$16,325.00	\$0.00
100.2840.532.00.00.00000	Data Communications	\$1.00	\$1.00	\$0.00
100.2840.610.00.00.00000	Supplies	\$15,000.00	\$15,000.00	\$0.00
100.2840.643.00.00.00000	Information Access Fees	\$94,968.00	\$94,968.00	\$0.00
100.2840.650.00.00.00000	Software	\$89,668.00	\$89,668.00	\$0.00
100.2840.733.00.00.00000	New Equipment	\$1.00	\$1.00	\$0.00

Timberlane Regional School District

Budget - TRSD

Fiscal Year: 2018-2019

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 Definition: Default View

From Date: 7/1/2019

To Date: 6/30/2020

Account	Description	2020 Default	2019 Voted	Difference
100.2840.734.00.00.0.00000	New Computer/Netwk Equip	\$1.00	\$1.00	\$0.00
100.2840.737.00.00.0.00000	Replacement Equipment	\$1.00	\$1.00	\$0.00
100.2840.738.00.00.0.00000	Replacement Computer/Netwk	\$2,000.00	\$2,000.00	\$0.00
FUNC: COMPUTER SERVICES - 2840		\$384,083.80	\$384,083.80	\$0.00
100.2900.210.00.00.0.00000	Group Insurance	\$9,968,746.60	\$9,429,006.30	\$539,740.30
100.2900.220.00.00.0.00000	FICA	\$2,687,123.42	\$2,717,123.42	(\$30,000.00)
100.2900.231.00.00.0.00000	Non-teacher Retirement	\$822,756.62	\$847,756.62	(\$25,000.00)
100.2900.232.00.00.0.00000	Teacher Retirement	\$5,011,161.56	\$5,011,161.56	\$0.00
100.2900.250.00.00.0.00000	Unemployment Compensation	\$30,000.00	\$30,000.00	\$0.00
100.2900.260.00.00.0.00000	Worker's Compensation	\$193,272.00	\$193,272.00	\$0.00
100.2900.290.00.00.0.00000	Other Employee Benefits	\$3,000.00	\$3,000.00	\$0.00
FUNC: SUPPORT SERVICES-OTHER - 2900		\$18,716,060.20	\$18,231,319.90	\$484,740.30
100.4600.450.00.00.0.00000	Construction Services	\$500,001.00	\$500,001.00	\$0.00
FUNC: BUILDING IMPROVEMENT - 4600		\$500,001.00	\$500,001.00	\$0.00
100.5110.910.00.00.0.00000	Principal	\$1,600,000.00	\$1,600,000.00	\$0.00
FUNC: PRINCIPAL ON DEBT - 5110		\$1,600,000.00	\$1,600,000.00	\$0.00
100.5120.830.00.00.0.00000	Interest	\$42,000.00	\$126,000.00	(\$84,000.00)
FUNC: INTEREST ON DEBT - 5120		\$42,000.00	\$126,000.00	(\$84,000.00)
100.5221.930.00.00.0.00000	Fund Transfers	\$1,375,000.00	\$1,275,000.00	\$100,000.00
FUNC: FOOD SERVICE FUND - 5221		\$1,375,000.00	\$1,275,000.00	\$100,000.00

Timberlane Regional School District

Budget - TRSD

Fiscal Year: 2018-2019

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Definition: Default View

From Date: 7/1/2019

To Date: 6/30/2020

Account	Description	2020 Default	2019 Voted	Difference
100.5222.930.00.00.0.00000	Fund Transfers	\$1,300,000.00	\$1,167,500.00	\$132,500.00
FUNC: FEDERAL PROJECTS - 5222		\$1,300,000.00	\$1,167,500.00	\$132,500.00
100.5223.930.00.00.0.00000	Fund Transfers	\$77,500.00	\$77,500.00	\$0.00
FUNC: PERFORMING ARTS CTR PROGRAMS - 5223		\$77,500.00	\$77,500.00	\$0.00
100.5250.930.00.00.0.00000	Fund Transfers	\$1.00	\$250,001.00	(\$250,000.00)
FUNC: CAPITAL RESERVE FUNDS - 5250		\$1.00	\$250,001.00	(\$250,000.00)
Grand Total:		\$72,743,204.69	\$72,120,606.62	\$622,598.07

End of Report

DRAFT DOCUMENT – DEVELOPMENT IN PROCESS

2019 Timberlane Regional School District Warrantⁱ

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 High School, 36 Greenough Road, Plaistow, New Hampshire, on Thursday, the 7th day of February 2019, at 7:00 p.m. This session shall consist of explanation, discussion, and debate of warrant articles number 2 through number ____ 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 6 will be conducted by official ballot to be held in conjunction with town meeting voting to be held on Tuesday, the 12th day of March, 2019, at the Town election polls in Atkinson, Danville, Plaistow, and Sandown, New Hampshire.

Atkinson	Voting will be conducted at the Atkinson Community Center from 7am-8pm
Danville	Voting will be conducted at the Danville Community Center from 8am-7pm
Plaistow	Voting will be conducted at Pollard School from 7am-8pm
Sandown	Voting will be conducted at the Sandown Town Hall from 8am-8pm

Article 1 - Election of Officers

To choose the following school district officers:

Danville Voters	School Board Member	3-Year Term
Plaistow Voters	School Board Member	3-year Term
Sandown Voters	School Board Member	3-year Term
Danville Voters	Budget Committee Member	3-Year Term
Plaistow Voters	Budget Committee Member	3-Year Term
Sandown Voters	Budget Committee Member	3-Year Term

Article ____ Operating Budget

Shall the voters of the Timberlane Regional 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 \$_____? Should this article be defeated, the operating budget shall be \$_____ 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 /Not recommended by the School Board (INSERT TALLY)

Recommended /Not recommended by the Budget Committee (INSERT TALLY)

DRAFT DOCUMENT – DEVELOPMENT IN PROCESS

Article ____ - Capital Reserve Fund

Shall the voters of the Timberlane Regional School District raise and appropriate up to \$_____ to be placed in the School Building Construction, Reconstruction, Capital Improvement and Land Purchase Capital Reserve Fund established in 1996, with such amount to be transferred from those funds in the June 30, 2019 unassigned fund balance available for transfer on July 1 of this year which were apportioned as Capital Expenses in 2018-2019 in accordance with Article 6 of the Timberlane Regional School District Articles of Agreement? No amount to be raised by taxation. (MAJORITY VOTE REQUIRED)

Recommended /Not recommended by the School Board (INSERT TALLY)

Recommended /Not recommended by the Budget Committee (INSERT TALLY)

Article ____ - Performing Arts Center Outer Wall Replacement

Shall the voters of the Timberlane Regional School District raise and appropriate the sum of \$_____ to remove and replace portions of the cement board siding on the outside wall of the Timberlane Performing Arts Center with non-insulated metal panels and to authorize the District to withdraw up to the sum of \$_____ from the existing School Building Construction, Reconstruction, Capital Improvements and Land Purchase Capital Reserve Fund? (MAJORITY VOTE REQUIRED)

Recommended /Not recommended by the School Board (INSERT TALLY)

Recommended /Not recommended by the Budget Committee (INSERT TALLY)

Article ____ - Three Year Collective Bargaining Agreement (Timberlane Teachers Association)

Shall the voters of the Timberlane Regional School District approve the cost items included in the collective bargaining agreement reached between the Timberlane Teachers Association 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>2019-20</u>	<u>2020-21</u>	<u>2021-22</u>
Estimated Increase	\$XXXXXX	\$XXXXXX	\$XXXXXX
		3-Year Total	\$XXXXXX

And further to raise and appropriate the sum of \$_____ for the 2019-20 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 /Not recommended by the School Board (INSERT TALLY)

Recommended /Not recommended by the Budget Committee (INSERT TALLY)

Article ____ - General Acceptance of Reports

Shall the voters of the Timberlane Regional School District accept reports of agents, auditors, and committees as written in the 2018 Annual Report? (MAJORITY VOTE REQUIRED)

2019 TIMBERLANE REGIONAL SCHOOL DISTRICT WARRANT

DRAFT DOCUMENT – DEVELOPMENT IN PROCESS

Recommended /Not recommended by the School Board (INSERT TALLY)

Article ____ - SAU55 Withdrawal Study by Petition of Stefanie Dube et al (180 signatures certified by district towns)

Shall the Timberlane Regional School District pursuant to RSA 194-C, I, create a Planning Committee to study the advisability of the withdrawal of the Timberlane Regional School District from SAU#55 in accordance with RSA 194-C:2, IV(a), for its organization, operation and control, and the advisability of constructing, maintaining and operating a School Administrative Unit to serve the needs of the Timberlane Regional School District.

Recommended /Not recommended by the School Board (INSERT TALLY)

ⁱ All language in this draft warrant (with the exception of citizen's petitions) is subject to change pending legal review and finalization by the Timberlane Regional School Board.

2019 TIMBERLANE REGIONAL SCHOOL DISTRICT WARRANT

TIMBERLANE POLICY COMMITTEE RECOMMENDATIONS TO THE SCHOOL BOARD FIRST READ

- 1 **ACE PROCEDURAL SAFEGUARDS – NONDISCRIMINATION ON BASIS OF HANDICAP/DISABILITY** (This policy was originally repealed (2010) because the topic was covered under policies ACAA and ACAB. NHSBA then updated the language as a general statement with reference to safeguards under federal and state law. Policies ACAA and ACAB were updated in 2016 with the assistance of legal counsel and ACAA-R was updated in 2018 with legal assistance as well. ACAB-R was last updated in 2016. This is a required policy.)
 - 2 **JLCE FIRST AID AND EMERGENCY MEDICAL CARE** (This policy was last updated in 2011. The proposed language is from NHSBA. This is a required policy; however, the *new language regarding Narcan is optional*. The Policy Committee is recommending the entire board weigh in on the Narcan piece.)
-

Timberlane Regional School Board	Policy Code: ACE
Revised: 12-03-98 Revised: 02-24-05 Revised: 06-19-08 Revised:	REPEALED <i>Page 1 of 1</i>

PROCEDURAL SAFEGUARDS - NONDISCRIMINATION ON BASIS OF HANDICAP/DISABILITY

This policy was repealed by the Timberlane Regional School Board on September 16, 2010.

The school district will ensure that all students with a handicap or disability are provided all necessary procedural safeguards as are required by law. Such procedural safeguards are found in pertinent federal and state laws and regulations. In addition, all staff, students, parents and other interested persons are directed to the New Hampshire Department of Education Procedural Safeguards Handbook.

Legal References:

*NH Department of Education Administrative Rules, Ed 1120, Procedural Safeguards
34 C.F.R. Part 104, Nondiscrimination on the Basis of Handicap
Section 504 of The Rehabilitation Act of 1973*

*Reference: ~~ACAA-R~~
~~ACAB-R~~*

NHSBA Note, September 2016: Significant changes and amendments are made to this Sample Policy following NHSBA consultation with the NHDOE Special Education Department and other special education practioners. The NHDOE has updated and revised its Procedural Safeguard Handbook, effective February 2016. Since such safeguards are required to be followed by all school districts, recitation of those safeguards via school board policy is unnecessarily repetitive and duplicative. Rather, a statement directing interested persons to the NHDOE's Procedural Safeguards is within the school board's policy-making role. Procedures ACAA-R and ACAB-R are directed appendices to policies ACAA and ACAB thus should be stricken from this newly amended policy.

Revised: September 2016

Revised: September 2008, April 2011

Timberlane Regional School District	Policy Code: JLCE
Adopted: 07-99 Revised: 04-03-08 Revised: 12-15-11 Revised:	Page 1 of 3

FIRST AID AND EMERGENCY MEDICAL CARE

All School personnel have responsibilities in connection with injuries and emergencies occurring in school and at school-sponsored events, which may be classified as follows: (1) administering first aid; (2) summoning medical assistance; (3) notifying administration; (4) notifying parents; and (5) filing accident/injury/incident reports.

School personnel must use reasonable judgment in handling injuries and emergencies. Caution should be exercised not to minimize or maximize any injury or illness. All personnel will understand the proper steps to be taken in the event of an injury or emergency. ~~The procedure for accident/injury/incident reporting is to be reviewed at the start of each school year by the principal and the staff in each school.~~

The Superintendent will ensure that at least one other person on staff and accessible to students, aside from the school nurse, has current first aid and cardiopulmonary certification (CPR). If the school nurse or licensed practical nurse is not available, the person(s) who have current first aid and CPR certification is authorized to administer first aid and CPR as needed.

The school will obtain, at the start of each school year, emergency contact information of parents or legal guardian for each student and staff member. The school physician, school nurse, or specially trained staff members shall respond in the event of injuries or emergency situations. ~~Such individuals have~~~~The school nurse has~~ the authority to administer oxygen in case of a medical emergency, if available and if appropriate. This authorization extends to administering oxygen to students without prior notification to parents/guardians ~~or licensed prescriber's order.~~

The school nurse or other designated personnel may administer other medications to students in emergency situations, provided such personnel has all training as is required by law. Such medication may also be administered in emergency situations if a student's medical action plan has been filed and updated with the school district to the extent required by law. The district will maintain all necessary records relative to the emergency administration of medication and will file all such reports as may be required.

Additionally, the school physician or the school nurse may also administer epinephrine to any student in case of a medical emergency, if appropriate. This authorization extends to administering epinephrine without prior notification to parents/guardians or ~~licensed prescriber's order.~~

For significant injuries, the staff person witnessing the event must fill out an accident/injury/incident report, which must be submitted to administration so that he/she is informed and a basis is established for the proper processing of insurance claims and remediation if necessary.

The District makes it possible for parents to subscribe to student accident insurance at low

Timberlane Regional School District	Policy Code: JLCE
Adopted: 07-99 Revised: 04-03-08 Revised: 12-15-11 Revised:	Page 2 of 3

rates. This program is offered each year during September. The District does not provide student accident insurance.

Naloxone/Narcan and Opioid Antagonists:

The Board authorizes the District to obtain, store and administer naloxone/Narcan and/or other opioid antagonists for emergency use in schools.

The school nurse or other properly trained staff member may administer such medication in emergency situations. Opioid antagonists will be available during the regularly scheduled school day. They may be available at other times at the discretion of the Superintendent.

The Superintendent is authorized to procure such medication on behalf of the District.

All such medication will be clearly marked and stored in a secure space in the school nurse's office or other appropriate location. Such medication will be locked at all times except when needed for administration. The school nurse is responsible for storing the medication consistent with the manufacturer's instructions.

Local law enforcement and emergency medical service personnel will be notified if such medication is administered by the District.

Records related to the administration of such medication shall be made and maintained by the school nurse. The school nurse will follow other first aid reporting protocols, as may be determined by other Board policy or administrative directive.

Legal References:

RSA 200:40, Emergency Care

RSA 200:40-a, Administration of Oxygen by School Nurse

~~NH Code of Administrative Rules—Section Ed. 306.12(b), School Health Services~~

RSA 200:44-a, Anaphylaxis Training Required

RSA 200:54, Supply of Bronchodilators, Spacers or Nebulizers

RSA 200:55, Administration of Bronchodilator, Space or Nebulizer

Ed 306.04(a)(21), Emergency Care For Students And School Personnel

Ed 306.12, School Health Services

NHSBA Note, September 2016: Amendments to this Sample Policy are necessary due to the passage of SB 25, which adds a new statute, RSA 200:44-a, relative to pupil use of epinephrine; and SB 322, which amends RSA 200 by adding RS 200:53, :54, :55, :56 and :57, relative to the use of bronchodilators, spacers and nebulizers in school. Paragraph 6 of this Sample Policy is added to the requirements of new legislation. RSA 200:44-a and RSA 200:57 are added to the Legal References.

NHSBA Note, April 2016: Amendments to this policy include a new section relative to the obtaining and administration of naloxone/Narcan and other opioid antagonists by the District. These amendments are in response to significant NHSBA member feedback and request for policy guidance on this subject.

Timberlane Regional School District	Policy Code: JLCE
Adopted: 07-99 Revised: 04-03-08 Revised: 12-15-11 Revised:	Page 3 of 3

Please note this policy is required by law. However, the provisions relative to naloxone/Narcan are not required by law and are provided as guidance only. NHSBA recommends these provisions by review by necessary school district staff and, if necessary, by local legal counsel prior to adoption.