

# TIMBERLANE REGIONAL SCHOOL BOARD

ATKINSON, DANVILLE, PLAISTOW, SANDOWN

THURSDAY, DECEMBER 6, 2012

Regular Meeting - 7:30 PM

Superintendent's Office

*Dr. Earl Metzler, II, Superintendent*  
*Winfried Feneberg, Asst. Superintendent*

*Robert Collins, Chair*  
*Lori Aubrey, Vice Chair*

## AGENDA

1. **Call to Order – Chair**
2. **Roll Call – Clerk**
3. **Pledge of Allegiance**
4. **Approval of Minutes**
  - a. November 15, 2012 (public and nonpublic)
5. **Delegations or Individuals**
6. **Current Business**
  - a. Science NECAP (Assessment Report) – INFORMATIONAL (30 minutes)
  - b. Math Pilot – INFORMATIONAL (5 minutes)
  - c. Program of Studies – ACTION (5 minutes)
  - d. High School Early Release Day Schedule – ACTION (15 minutes)
  - e. Policies – ACTION (5 minutes)
  - f. Race to No Where – ACTION (10 minutes)
  - g. Remote School Board Meetings – ACTION (10 minutes)
  - h. Budget Update – INFORMATIONAL (15 minutes)
  - i. Articles of Agreement – INFORMATIONAL (5 minutes)
  - j. School Board Retreat/CCSC Workshop – ACTION (10 minutes)
7. **Administrator's Report**
  - a. Update on School Activities – INFORMATIONAL
8. **Personnel Report**
9. **Committee Report/Reports of the School Board**
10. **Correspondence Folder**
11. **Vendor and Payroll Registers**
12. **Other Business**
  - a. Non-public (if needed)
13. **Future Dates**

DATE	MEETING TYPE	LOCATION	TIME
December 20	Regular School Board Meeting	SAU	7:30 pm
January 3	Regular School Board Meeting	SAU	7:30 pm
January 8	Deadline for Citizen's Petition	SAU	4:00 pm
January 10	Public Hearing on Budget	PAC	7:00 pm

*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**

To: *Timberlane Regional School Board Members*

From: *Dr. Earl Metzler, Superintendent of Schools*

Date: *November 30, 2012*

Re: *Administrator's Report for December 6, 2012 School Board Meeting*

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

### **4. APPROVAL OF MINUTES**

*Two sets: November 15<sup>th</sup> public and nonpublic.*

### **5. DELEGATION OR INDIVIDUALS**

### **6. CURRENT BUSINESS**

#### **a. Science NECAP – 30 minutes**

*Kelli Kellen, Scott Strainge and Mark Pedersen to present NECAP scores for science in all levels. INFORMATIONAL*

#### **b. Math Pilot – 5 minutes**

*Kelli Kellen to submit materials for this item with full report and discussion scheduled for January 17<sup>th</sup> meeting. INFORMATIONAL*

#### **c. Program of Studies – 5 minutes**

*Scott Strainge to present 2013-14 high school program of studies for first reading. ACTION*

#### **d. High School Early Release Day Schedule – 15 minutes**

*Dr. Metzler, Scott Strainge and Don Woodworth to present three options for the remaining early release days in the 2012-13 school year. ACTION*

#### **e. Policies – 10 minutes**

*Michael Mascola to present four policies for first reading: AA School District Legal Status, GBEBD Employee Use of Social Networking Websites, KCB Community Involvement in Decision Making, and KE Public Complaints. ACTION*

#### **f. Race to No Where – 10 minutes**

*Michael Mascola to present Race to No Where, a documentary to challenge school districts in how best to prepare students in being contributing citizens. ACTION*

#### **g. Remote School Meetings – 10 minutes**

*Entertain discussion on board meeting held at Danville School and propose the December 20<sup>th</sup> meeting be held at Sandown Central. ACTION*

#### **h. Budget Update – 15 minutes**

*George Stokingier to provide latest update on budget process. INFORMATIONAL*

#### **i. Articles of Agreement – 5 minutes**

*Chairman Collins to discuss possible amendments to Articles of Agreement. INFORMATIONAL*

#### **j. School Board Retreat/CCSC Workshop – 10 minutes**

*Board to set dates for their retreat with the Superintendent and the Common Core Standards Curriculum workshops. ACTION*

### **7-9. REPORTS**

**7.** *Administrator's Report – Dr. Metzler to present*

*a. Update on happenings and activities with each of the district schools*

**8.** *Personnel Report – Mr. Metzler to present (if needed)*

**9.** *Committee Reports and Reports of the School Board*

### **10. CORRESPONDENCE**

### **11. VENDOR AND PAYROLL REGISTERS**

## **12. OTHER BUSINESS**

*Non-public (if needed)*

## **13. FUTURE DATES**

THE BOARD WILL MEET IMMEDIATELY AFTER ADJOURNMENT TO DISCUSS UPCOMING COLLECTIVE BARGAINING MATTERS. THIS MEETING IS CONSIDERED A NON-MEETING EXEMPT FROM THE PROVISIONS OF RIGHT-TO-KNOW (SEE RSA 91-A;2,I). *(Notice of non-meeting and minutes are not required.)*

## 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.*

<b>December 20, 2012</b>	
Program of Studies	<i>Annual approval (2<sup>nd</sup> reading)</i>
TTA Contract	<i>Finalize for warrant (tentative)</i>
Budget/Warrant Update	
Policies	<i>Second Reading</i>
Standards-Based Report Cards Update	
Assessment	<i>Mark Pedersen &amp; John Leary</i>
Florida Trip	<i>Tony DiBartolomeo</i>
Articles of Agreement	<i>Proposed amendments</i>

<b>January 3, 2013</b>	
Freshman Academy	<i>New data/Scott</i>
Policies	<i>First Reading</i>
Budget/Warrant Update	

<b>January 10, 2013</b>	
Public Hearing on Budget	

<b>January 17, 2013</b>	
Policies	<i>Second Reading</i>
NEWEA Data	<i>Scott &amp; Kelli</i>
Math Pilot	<i>Materials distributed at 12/6 mtg</i>

### Back-Burner List

Committee Self-Evaluations	<i>Waiting on online evaluation/results</i>
Standards-based Report Card	<i>11/15, 2/7, 4/18, &amp; 6/20</i>

NECAP Results – Science—grade 4

Proficient

	% Level 4/3				
	2008	2009	2010	2011	2012
<b>Atkinson</b>					
<b>State</b>	51	53	54	55	53
<b>All</b>	58	66	67	80	80
<b>IEP</b>	38	36	*	*	*
<b>ES</b>	*	*	60	*	*

	% Level 4/3				
	2008	2009	2010	2011	2012
<b>Danville</b>					
<b>State</b>	51	53	54	55	53
<b>All</b>	64	53	51	47	58
<b>IEP</b>	*	*	0	*	38
<b>ES</b>	*	*	29	*	58

	% Level 4/3				
	2008	2009	2010	2011	2012
<b>Pollard</b>					
<b>State</b>	51	53	54	55	53
<b>All</b>	43	53	37	37	34
<b>IEP</b>	11	29	25	0	6
<b>ES</b>	42	*	*	42	29

	% Level 4/3				
	2008	2009	2010	2011	2012
<b>Sandown</b>					
<b>State</b>	51	53	54	55	53
<b>All</b>	60	68	78	61	59
<b>IEP</b>	57	53	68	59	64
<b>ES</b>	54	*	67	55	40

	% Level 4/3				
	2008	2009	2010	2011	2012
<b>District</b>					
<b>State</b>	51	53	54	55	53
<b>All</b>	55	60	57	56	59
<b>IEP</b>	34	45	36	26	35
<b>ES</b>	46	37	48	46	42









## Disaggregated Science NECAP Scores - 4th Grade

	% Level 4			% Level 3			% Level 2			% Level 1		
	2010	2011	2012	2010	2011	2012	2010	2011	2012	2010	2011	2012
<b>Grade 4 Science</b>												
<b>All</b>	1	1	1	57	55	58	34	37	36	8	6	5
<b>IEP</b>	0	0	0	36	26	35	40	57	53	25	17	12
<b>ED</b>	0	0	0	48	46	42	35	51	53	17	3	6
<b>Male</b>	1	1	1	58	53	58	33	40	37	8	6	4
<b>Female</b>	2	1	0	55	58	57	36	35	35	7	6	7
<b>State</b>	1	1	1	53	55	52	35	37	37	10	6	10

NECAP Results – Science—grade 4

Proficient

	% Level 4/3				
	2008	2009	2010	2011	2012
<b>State</b>	<b>51</b>	<b>53</b>	<b>54</b>	<b>55</b>	<b>53</b>
<b>District</b>	<b>55</b>	<b>60</b>	<b>57</b>	<b>56</b>	<b>59</b>
<b>Exeter</b>	<b>51</b>	<b>73</b>	<b>73</b>	<b>76</b>	<b>70</b>
<b>Derry</b>	<b>50</b>	<b>55</b>	<b>50</b>	<b>55</b>	<b>53</b>
<b>Londonderry</b>	<b>51</b>	<b>52</b>	<b>48</b>	<b>58</b>	<b>55</b>
<b>Salem</b>	<b>61</b>	<b>56</b>	<b>53</b>	<b>56</b>	<b>47</b>
<b>Sanborn</b>	<b>34</b>	<b>38</b>	<b>49</b>	<b>50</b>	<b>47</b>
<b>Windham</b>	<b>66</b>	<b>56</b>	<b>64</b>	<b>68</b>	<b>63</b>

# **NECAP Science Spring 2012**



**DATA AND RESULTS – TRMS/TRHS**

# Results



Science Grade 11	% Level 4			% Level 3			% Level 2			% Level 1		
	10	11	12	10	11	12	10	11	12	10	11	12
All	0	1	1	16	16	20	56	52	52	27	31	28
IEP	0	0	0	4	6	5	28	23	35	68	71	60
State	1	1	2	23	26	31	49	47	45	27	26	22

# Results



Science Grade 8	% Level 4			% Level 3			% Level 2			% Level 1		
	10	11	12	10	11	12	10	11	12	10	11	12
<b>All</b>	1	1	1	38	29	42	50	54	47	12	17	9
<b>IEP</b>	0	0	0	9	9	11	47	43	58	45	48	31
<b>State</b>	<1	1	1	27	27	31	52	52	49	21	21	19

# Analysis



- Life Science
- Physical Science
- Earth and Space Science
  - Not required to be taught at the high school level, yet is assessed on the exam. A comprehensive Earth and Space Science Curriculum exists in 8<sup>th</sup> grade only.
- Inquiry
  - Reading comprehension (analysis and interpretation)
  - Math Skills (data analysis and probability)
  - Most significant area for growth

# Using Data to Improve Instruction



- Aligning current science curriculum to CCSS Science Literacy
- Align current science curriculum to the approaching Next Generation Science Standards
- Focus inquiry skills (analysis, reading comprehension, synthesis, etc.) in Physical Science and Biology that all students take.
- Evaluate and coordinate K-12 Science education in the district, so that students practice inquiry skills from the start of their education in Timberlane.

Math Pilot Implementation Checklist

November 2012

Component	Progress	Notes
Begin pilot	Done	Began on Oct. 1
Materials/online	Done	All three programs, Everyday Math, Math in Focus, Envision
Training	Done	All pilot teachers have received training, last sessions—2 days in Dec.
Parent letter for beginning	Done	Was sent the week of Oct. 1
Budget for new materials	In progress	Money was included in the 2013-14 budget Waiting on cost estimates from Math in Focus and Envision
Collecting data from each program	In progress	Everyday Math teachers are collecting data on the alignment with Common Core Other two programs are collecting data on the differences between EDM and the programs they are using. Programs already align with CC.
Use of NWEA scores	In progress	The first NWEA tests have been completed. Students in pilot classrooms will take a shorter NWEA test in the early winter, and the longer test again in the spring.
Pilot teachers to meet 3 times per year	In progress	The first meeting was in November. Collect information on Math in Focus and Envision.
Observations by administration	In progress	An observation form was designed and given to all elementary principals and assistant principals. The expectation is that 2 observations per pilot classroom will be done by each before the holiday break. Data will be collected and analyzed during the administrative plc.
Parent information	In progress	An initial letter was sent, report cards are being discussed in terms of math and another letter will be sent with the first report cards
Parent feedback	In progress	The first parent survey has been designed and is awaiting input from the pilot teachers. Will be sent home to parents in early Dec.
Student feedback	In progress	The first student survey has been designed and is awaiting input from the pilot

		teachers. Will be done with parents in early Dec.
Site visits by pilot teachers to other schools	In progress	Plan is to schedule during January.
Criteria checklist to rate all programs	In progress	A first draft has been designed. Will get feedback from pilot teachers and administration for final list. Plan is to have all groups rate programs in January and February.
Check all programs against school board policies	None	
Data collected	In progress	The first round of data from pilot teachers, administration observations, parent and student surveys is due before the holiday break.
Final recommendation to C and A committee and school board	none	

Dear Families,

As your teacher was preparing for report cards for the first trimester, it became apparent that the current report card was not going to work with the math learning that your child has been receiving through the Math in Focus program. The current report card is aligned to New Hampshire's Frameworks, while your child has been learning the Common Core Standards.

In order to provide accurate information on your child's progress in math, the math pilot teachers have come together and devised the attached information which they feel will best give you an indication of the math skills your child currently has and what your child needs to work on in math.

Attached is a sample of what you will see when your child's report packet comes home in a couple of weeks. The cover page tells you the chapters that have been completed thus far and the Common Core Standards that your child has been learning in the first four chapters. You will have a skills report for each chapter and benchmark test results. The benchmark assesses skills that your child learned in the four chapters.

Attached you also have the Common Core Standards for your child's grade level. These are the standards that are to be mastered by the end of the year. As part of the last report in June, you will receive this cumulative report showing what your child has mastered in math and also the areas where your child may need more time and practice for mastery.

In place of a traditional report card for math, you will be receiving this packet of information after each benchmark test, approximately three more times this year, plus the cumulative report at the end of the year.

As always, if you have questions or concerns, please do not hesitate to contact your child's classroom teacher, your curriculum coordinator, or myself.

Sincerely,



Kelli R. Killen

Director of Elementary Education

# MATH – Common Core State Standards

## Chapter Report

Attached please find your child's Benchmark Assessment and Chapter Reports (1-4).

Chapter 1:	Numbers to 10
Chapter 2:	Number Bonds
Chapter 3:	Addition Facts to 10
Chapter 4:	Subtraction Facts to 10

Reports provide you with two pieces of information:

1. a list of skills that your child has successfully completed
2. a list skills that your child will continue to work on this year

**Successful completion of any skill means that your child has demonstrated grade level progress toward mastery of the following end-of-year grade level standards:**

- Represents and solves problems involving addition and subtraction within 20.
- Understands and applies properties of operations and the relationship between addition and subtraction.
- Adds and subtracts within 20.
- Works with addition and subtraction equations.

**If you have any questions regarding this information, please contact your child's classroom teacher.**

Student:           SAMPLE          

Date: \_\_\_\_\_

## Math in Focus Chapter (1) Report: Numbers to 10

### Big Idea: Counting and Comparing Numbers to 10

Children used countable objects to develop the association between the physical representation of the number, the number symbol, and the number word. Besides counting the objects in a set, and creating a set with a given number of objects, children also differentiated between numbers of objects in sets, a skill that forms a basis for number comparison. They learned to recognize relationships between numbers, such as 1 more than and 1 less than.

**Based upon a variety of informal and formal assessments, your child successfully completed the following skills. Skills that we will continue to work upon are also identified.**

Skill	Successfully Completed	Continued Work Required
Count from 0 to 10 objects		
Read and write 0 to 10 in numbers and words		
Compare two sets of objects by using one-to-one correspondence		
Identify the set that has more, fewer, or the same number of objects		
Identify the number that is greater than or less than another number		
Make number patterns		

**Comments:**

Timberlane Regional School District  
**Report Card Pilot for Common Core--Third  
 2012-2013**

**MATH—Common Core Standards**

Math	Mastery
<b>Effort (X+, X, X-)</b>	
<b>Operations and Algebraic Thinking</b>	
Represents and solves problems involving multiplication and division within 100.	
Understands properties of multiplication and the relationship between multiplication and division.	
Multiplies and divides within 100.	
Solves problems involving the four operations, and identifies and explains patterns in arithmetic.	
<b>Number and Operations in Base Ten</b>	
Uses place value understanding and properties of operations to perform multi-digit arithmetic.	
<b>Number and Operations--Fractions</b>	
Develops understanding of fractions as numbers.	
<b>Measurement and Data</b>	
Solves problems involving measurement and estimation of intervals of time, liquid volumes, and masses of objects.	
Represents and interprets data (scaled picture and bar graphs, using ruler with halves and fourths).	
Geometric measurement: understands concepts of area and relates area to multiplication and to addition.	
Geometric measurement: recognizes perimeter as an attribute of plane figures and distinguishes between linear and area measures.	
<b>Geometry</b>	
Reasons with shapes and their attributes (divide shapes into equal areas).	

**Mastery (M)** – Performance demonstrates mastery of the grade level standard.

**Progress (P)** – Performance demonstrates progress toward, but not mastery of, the grade level standard.

Parent Survey

Dear Parents,

As part of our Math Pilot this year, we are seeking parent input regarding each program being taught. If you could take a few minutes to complete this survey, we would greatly appreciate it!! Thank you!

	YES	More Yes than No	More No than Yes	NO
My child is responding positively to the math materials ( <b>workbook pages, student text book, HW, etc..</b> ) used in this pilot.				
The math materials ( <b>workbook pages, student text book, HW, etc..</b> ) used in this pilot are challenging my child appropriately.				
I know what's going on in my child's math class most of the time.				
My child is able to complete the homework independently, and in a reasonable amount of time.				
I am able to support my child with the math as needed.				

Please rate your level of satisfaction with your child's math experience this year.	outstanding	very good	good	fair	poor
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What do you like about this pilot math program?

What questions do you have about the math program your child is piloting?

Other Comments:

GRADE: \_\_\_\_\_

Student Survey

	YES	KIND OF	NO
I like math this year. The lessons are fun!			
I like the math materials I'm using this year.			
I understand what I'm learning in math this year.			
I can do my math homework all by myself most of the time.			
My parents can help me with my homework if I'm having trouble.			
I like using the online materials.			

Which math program do you like better, this one or the one you used last year? Why?

GRADE: \_\_\_\_\_

Dear Families,

As your teacher was preparing for report cards for the first trimester, it became apparent that the current report card was not going to work with the math learning that your child has been receiving through the Envision program. The current report card is aligned to New Hampshire's Frameworks, while your child has been learning the Common Core Standards.

In order to provide accurate information on your child's progress in math, the math pilot teachers have come together and devised the attached information which they feel will best give you an indication of the math skills your child currently has and what your child needs to work on in math.

Attached is a sample of what you will see when your child's report packet comes home in a couple of weeks. The cover page tells you the topics (chapters) that have been completed thus far and the Common Core Standards that your child has been learning in the first four topics. You will see your child's test results for each of the topic (chapters) tests. You will also see benchmark test results. The benchmark assesses skills that your child learned in the four topics.

Attached you also have the Common Core Standards for your child's grade level. These are the standards that are to be mastered by the end of the year. As part of the last report in June, you will receive this cumulative report showing what your child has mastered in math and also the areas where your child may need more time and practice for mastery.

In place of a traditional report card for math, you will be receiving this packet of information after each benchmark test, approximately three more times this year, plus the cumulative report at the end of the year.

As always, if you have questions or concerns, please do not hesitate to contact your child's classroom teacher, your curriculum coordinator, or myself.

Sincerely,



Kelli R. Killen

Director of Elementary Education

# **MATH – Common Core State Standards**

## **Topic Report**

**Attached please find your child’s Benchmark and Test Reports for Topics 1-4.**

Topic 1:	Numeration
Topic 2:	Number Sense: Addition and Subtraction
Topic 3:	Using Place Value to Add and Subtract
Topic 4:	Meanings of Multiplication

**Reports provide you with three pieces of information:**

1. an overall test score
2. a list of skills that your child has successfully completed
3. a list skills that your child will continue to work on this year

**Successful completion of any skill means that your child has demonstrated grade level progress toward mastery of the following end-of-year grade level standards:**

- Represent and solve problems involving multiplication and division.
- Solve problems involving the four operations, and identify and explain patterns in arithmetic.
- Use place value understanding and properties of operations to perform multi-digit arithmetic.

**If you have any questions regarding this information, please contact your child’s classroom teacher.**

# SAMPLE

Help Close

Student

Teacher

**Pereira Pereira**

**Pereira - Pereira test**

→ \* Topic 2 Test

### Test Report

Your score is 14 out of 20 : **70%**

#### Successfully completed:

- Lesson 2-6: Estimating Sums
- Lesson 2-1: Addition Meanings and Properties
- Lesson 2-7: Estimating Differences
- Lesson 2-8: Making Sense of Addition and Subtraction Equations

#### You need to continue working on :

- Lesson 2-5: Rounding
- Lesson 2-9: Problem Solving: Reasonableness
- Lesson 2-3: Using Mental Math to Add
- Lesson 2-4: Using Mental Math to Subtract
- Lesson 2-2: Subtraction Meanings

Question Number			
1	●	11	✘
2	●	12	●
3	●	13	●
4	●	14	●
5	✘	15	●
6	✘	16	●
7	✘	17	●
8	✘	18	●
9	●	19	✘
10	●	20	●

● = Correct	✘ = Incorrect
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# SAMPLE

Help Close

STUDENT

TEACHER

Pereira Pereira, Pereira - Pereira test  
 Benchmark Test 1

## Test Report

Your score is 18 out of 24 : **75%**

### Successfully completed:

- Lesson 1-2: Ways to Name Numbers
- Lesson 1-1: Representing Numbers
- Lesson 3-3: Adding 3-Digit Numbers
- Lesson 2-5: Rounding
- Lesson 1-6: Comparing Numbers
- Lesson 2-7: Estimating Differences
- Lesson 3-6: Subtracting with an Expanded Algorithm
- Lesson 4-2: Arrays and Multiplication
- Lesson 1-7: Ordering Numbers
- Lesson 4-3: The Commutative Property
- Lesson 2-6: Estimating Sums
- Lesson 3-4: Adding 3 or More Numbers

### You need to continue working on :

- Lesson 3-10: Problem Solving: Draw a Picture and Write a Number Sentence
- Lesson 4-1: Multiplication as Repeated Addition
- Lesson 3-1: Adding with an Expanded Algorithm
- Lesson 3-9: Subtracting Across Zero
- Lesson 2-8: Making Sense of Addition and Subtraction Equations

Question Number						
1	●	11	●	21	●	
2	●	12	×	22	●	
3	×	13	×	23	●	
4	●	14	●	24	●	
5	●	15	●			
6	●	16	×			
7	●	17	●			
8	●	18	●			
9	●	19	×			
10	●	20	×			

● = Correct      × = Incorrect

Timberlane Regional School District  
**Report Card Pilot for Common Core--Third  
 2012-2013**

**MATH—Common Core Standards**

Math	Mastery
<b>Effort (X+, X, X-)</b>	
<b>Operations and Algebraic Thinking</b>	
Represents and solves problems involving multiplication and division within 100.	
Understands properties of multiplication and the relationship between multiplication and division.	
Multiplies and divides within 100.	
Solves problems involving the four operations, and identifies and explains patterns in arithmetic.	
<b>Number and Operations in Base Ten</b>	
Uses place value understanding and properties of operations to perform multi-digit arithmetic.	
<b>Number and Operations--Fractions</b>	
Develops understanding of fractions as numbers.	
<b>Measurement and Data</b>	
Solves problems involving measurement and estimation of intervals of time, liquid volumes, and masses of objects.	
Represents and interprets data (scaled picture and bar graphs, using ruler with halves and fourths).	
Geometric measurement: understands concepts of area and relates area to multiplication and to addition.	
Geometric measurement: recognizes perimeter as an attribute of plane figures and distinguishes between linear and area measures.	
<b>Geometry</b>	
Reasons with shapes and their attributes (divide shapes into equal areas).	

**Mastery (M)** – Performance demonstrates mastery of the grade level standard.

**Progress (P)** – Performance demonstrates progress toward, but not mastery of, the grade level standard.

Parent Survey

Dear Parents,

As part of our Math Pilot this year, we are seeking parent input regarding each program being taught. If you could take a few minutes to complete this survey, we would greatly appreciate it!! Thank you!

	YES	More Yes than No	More No than Yes	NO
My child is responding positively to the math materials ( <b>workbook pages, student text book, HW, etc..</b> ) used in this pilot.				
The math materials ( <b>workbook pages, student text book, HW, etc..</b> ) used in this pilot are challenging my child appropriately.				
I know what's going on in my child's math class most of the time.				
My child is able to complete the homework independently, and in a reasonable amount of time.				
I am able to support my child with the math as needed.				

Please rate your level of satisfaction with your child's math experience this year.	outstanding	very good	good	fair	poor
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What do you like about this pilot math program?

What questions do have about the math program your child is piloting?

Additional comments :

Grade: \_\_\_\_\_

Student Survey

	YES	KIND OF	NO
I like math this year. The lessons are fun!			
I like the math materials I'm using this year.			
I understand what I'm learning in math this year.			
I can do my math homework all by myself most of the time.			
My parents can help me with my homework if I'm having trouble.			

Which math program do you like better, this one or the one you used last year? Why?

Grade: \_\_\_\_\_

11/26/2012 9:13 AM

Cover Design by Cassidy Holmes, Class of 2013

Thanks to all of Mrs. Landry's students who submitted design ideas for our cover.

Photos courtesy of Geskus, TMA, and TRHS Yearbook

# A Message for Students

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We are excited about the new courses being offered this year. We have made a strong curriculum even stronger. New offerings in the Business, Science, Art, English and Social Studies departments will provide students with opportunities to explore areas of study that may open doors to future college study or career pursuits.

Please take the time to map out your academic journey. Check with your teachers, guidance counselors and parents for help with this process, and make informed decisions. Use the Program of Studies to gain insight into the experiences that are in front of you; then, apply all of your skill and effort into making the most of your days at Timberlane.

Donald H. Woodworth  
Principal



*It is the policy of the Timberlane Regional School District not to discriminate in its educational programs, activities, or employment practices on the basis of a person's race, language, sex, age, or physical handicap under the provisions of Title VI or IX of the 1972 Educational Amendments; Section 504 of the Rehabilitation Act of 1973.*





## Timberlane Regional School District

### *School Board*

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Robert Collins, Chair	Danville
Lori Aubrey, Vice Chair	Sandown
Roger Barczak	Sandown
Peter Bealo	Plaistow
Kate Delfino	Atkinson
Elizabeth Kosta	Plaistow
Michael Mascola	Atkinson
Nancy Steenson	Danville
Lisa Withee	Plaistow

### *Administration*

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Dr. Earl Metzler	Superintendent of Schools
Winfried Feneberg	Assistant Superintendent
Scott Strainge	Director of Secondary Education
Kelli Killen	Director of Elementary Education
Roxanne Wilson	Director of Pupil Personnel Services

## Timberlane Regional High School

### *Administration*

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Donald H. Woodworth	Principal
John Leary	Associate Principal
Maria Di Nola	Assistant Principal
Brian O'Connell	Assistant Principal
Mary Widman	Assistant Principal
Mark Pedersen	Curriculum Coordinator
Renzo Binaghi	Evening Division
Patricia Mangini	Secretary to the Principal
Brenda Laycock	Asst. Principal Secretary
Susan Rosenberg	Asst. Principal Secretary

### *Guidance Department*

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Barry Chooljian	Director
A. James Fish	Counselor
Bethany Corkum	Counselor
Maura Maher	Counselor
Robyn Mahoney	Counselor
Heather Roy	Counselor
Sandra Master	Registrar
Donna Reardon	Secretary



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# Mission Statements

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## Timberlane Regional School District Mission

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.

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## Timberlane Regional High School Mission and Expectations

### *Mission Statement:*

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.


### *Academic Expectations:*

Timberlane students will:

- Write effectively.
- Use problem-solving strategies effectively.
- Research and gather information effectively.

### *Social and Civic Expectations:*

Timberlane students will:

- 
- A large, stylized owl logo in the background, wearing a graduation cap and holding a rolled-up diploma. The owl is grey and serves as a backdrop for the 'OWLS' acronym.
- O** Offer their best effort and be involved, contributing citizens at school and in the wider community.
- W** Work cooperatively and resolve conflicts peacefully.
- L** Live responsibly and lend a helping hand to those in need.
- S** Speak and act respectfully toward all.



# General Information

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## Hours of Operation:

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

## Phone Numbers:

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

## Course Levels:

Each course in the Program of Studies is accompanied by a designation according to the ability level that is required of a student to successfully complete the course. Courses are designed to meet the student's needs on three ability levels: Accelerated, College & Career Prep, and Non-Level.

### ***Advanced Placement (AP)***

Courses at the Advanced Placement level are approved by the College Board. These courses are very rigorous, equivalent to a college-level class. Students enrolling should expect to work much harder than in other courses at TRHS.

### ***Accelerated (ACC)***

Courses at this 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, students entering the 9th Grade must be:

- Recommended by current teacher
- Recommended by guidance counselor
- In compliance with any additional selection criteria established by the subject area department at the High School.

Current high school students seeking accelerated placement must be:

- Recommended by teacher or Teacher Leader or
- Recommended by guidance counselor or
- In compliance with all course prerequisites.

### ***College and Career Preparatory (CCP)***

Courses at this level are to prepare students for college and/or career placement. Students graduating from this program would be qualified for furthering their education in 1, 2, or 4-year institutions, certificate programs or immediately entering the workforce.

### ***Non-Leveled (NL)***

These courses are designed to provide enrichment of a student's program but not affect their grade point average (G.P.A.). It should be noted courses are graded and awarded elective credit only.



## Course Weightings/Honor Roll

The level designation given to courses is important as it is used to determine quality points, which determines a student's Grade Point Average (GPA). GPA is used to determine honor roll status and class rank.

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 = 2.80 to 3.49

**Honors w/ Distinction:** GPA = 3.50 to 4.80

Grade	CCP	ACC	AP
A +	4.30	4.60	4.80
A	4.00	4.30	4.50
A -	3.70	4.20	4.20
B +	3.30	3.60	3.80
B	3.00	3.30	3.50
B -	2.70	3.00	3.20
C +	2.30	2.60	2.80
C	2.00	2.30	2.50
C -	1.70	2.00	2.20
D +	1.30	1.60	1.80
D	1.00	1.30	1.50
D -	0.70	1.00	1.20
F	0.00	0.00	0.00

## Process for Course Selection and Adding / Withdrawing

### ***Scheduling of classes in the preceding year***

Scheduling of classes for each school year begins early in the second semester of the preceding year. Each student, therefore, has at least six months prior to the opening of the school year in which to consider the courses he/she will be taking. 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.
- There is a major change in the student's plans after graduation.

If a change occurs in a student's program, notice is given to each teacher involved. No withdrawals or admission to class should take place until this notification has been received.

### ***Schedule changes prior to the opening of a semester***

***Counselors are available in August for schedule change requests prior to the opening of school.***

A student asking permission to drop a course should initiate discussions with parent/guardian, the teacher, and their guidance counselor. The following protocol is recommended:

- Meet with a counselor to explore the pros and cons of the decision.
- After this meeting, the guidance counselor may arrange a meeting with the student, parent, guidance counselor, teacher, Teacher Leader, and/or an administrator to discuss changes.

***Students who withdraw from a full year course after the first thirty days or from a semester course after the first twenty days, will receive a Withdraw-Failure (WF) for the final grade and no credit will be awarded.***

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

If a student or parent would like a review of placement for the following year, it may be done at the time of the annual course selection process. A formal request should be made to the student's guidance counselor to begin any process of review or appeal. This process is open to incoming freshman through an appointment with their high school guidance counselor.



## New Courses

There have been some changes in the Program of Studies for the 2013-2014 school year. To keep the curriculum current and responsive to our students' needs and suggestions, we have added the following courses pending school board approval:

AP® Human Geography  
Aerospace Engineering  
Biotechnical Engineering  
Civil Engineering and Architecture  
Cultural Geography Unit 1: The World in Spatial Terms  
Discrete Mathematics Unit 1: Logic  
Geography of Life Unit 1: The World in Spatial Terms  
History of Sports  
Popular Culture

## 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 take the AP examination given in mid-May. All students enrolled in an AP class are **required** to take the AP exam. Students pay approximately eighty-seven dollars (\$87.00) to take each exam (students eligible for the free and reduced lunch programs are eligible for a reduced fee). 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.

Timberlane Regional High School offers the following Advanced Placement courses:

AP® Art	AP® English	AP® Statistics
AP® Biology	AP® Environmental Science	AP® US History
AP® Calculus (AB)	AP® European History	AP® World History
AP® Chemistry	AP® Government	
AP® Computer Science	AP® Physics	

## Project Running Start

Students who participate in Running Start are able to earn high school credit and college credit simultaneously. The courses taught through the Running Start program are college courses delivered at the high school by credentialed high school faculty as part of the daily class schedule.

Taking a college course while still in high school helps students learn about college expectations and sharpen academic skills while offering them a chance to discover what college classes are like before they arrive on a college campus. That means students will have a "Running Start" on other first-year students who have no prior college experience. Accepting the challenge of taking college coursework shows that a student is serious and wants to make the most of his/her educational career.



## On-Line/Virtual Coursework

Timberlane Regional High School students who wish to enroll and transfer on-line/virtual coursework credit are advised to speak with their guidance counselor about the process. Students must complete an approval form and receive prior authorization from their guidance counselor. Credit for an on-line/virtual 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 on-line. The numerical grade earned will be transferred and converted to the equivalent letter grade in the Timberlane grading system.

## SNHU in the High School

### Dual Enrollment Program

*SNHU in the High School's* 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 the University. The high school teachers instructing these courses met the University's adjunct faculty requirement and have been approved by the University. 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 students' responsibility to consult with higher educational institutions to determine whether the SNHU course(s) can be transferred. Additional information regarding the program can be directed to Mr. Barry Chooljian, Director of guidance. Currently, the courses offered for dual credit include: AP Chemistry, AP Environmental Science, AP Physics and College Accounting II.



# 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.



## NEW HAMPSHIRE STATE SCHOLARS CORE CURRICULUM

<u>COURSES</u>	<u>YEARS</u>
<b>English</b> – English 1, World Literature, American Literature, Senior Electives	4
<b>Mathematics</b> – Algebra I, Geometry, Algebra II or higher	3
<b>Science</b> – Biology, Chemistry, and Physics (preferred)	3
<b>Social Studies</b> - Chose from U.S. History, World History, Psychology, Sociology, World Geography, Economics, Civics, Government	3.5
<b>Languages</b> – 2 consecutive years of the same language other than English	2

<u>Grad Req.</u>	<u>COURSE</u>	<u>Grade 9</u>	<u>Grade 10</u>	<u>Grade 11</u>	<u>Grade 12</u>	<u>TOTAL CREDITS</u>
4 cr.	<b>English</b>	English I	World Lit World Studies	American Lit American Studies	2 Senior English Electives AP English	4
3 cr.	<b>Mathematics</b>	Algebra I	Geometry	Algebra II	Pre-Calculus Trigonometry AP Math Courses	3
3 cr.	<b>Science</b>	Physical Science	Biology	Chemistry	Physics AP Science Courses	3
3.5 cr.	<b>Social Studies</b>	Govt/Econ	World History World Studies AP World	US History American Studies AP US History Cultural Geography Geography of Life	Psychology Sociology Law AP Government AP European History Cultural Geography Geography of Life	3.5
2 cr.	<b>Foreign Language</b>	French German Spanish I	French German Spanish II	French German Spanish III	French German Spanish IV or V	2



# Course Selection Process/NCAA



## Course Selection:

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

1. Class meetings are held in late January or early February with students to discuss the course selection process, new course offerings, and to receive their copy of the *Program of Studies*.
2. Students review the Program of Studies with their parents/guardians.
3. Course Selection Day—mid February: Students receive course selection sheets and teachers mini-conference with them regarding recommended courses/levels for the following year. Teachers sign their recommendations on the course selection sheets, which are collected at the end of the day.
4. Students have individual conferences in early March with their guidance counselor to review course selections and graduation requirements.
5. Later in March, student course requests are posted on PowerSchool for parents to review.
6. In early April the master schedule is built, based on the courses selected by students, teacher availability, and room usage requirements.
7. Individual student schedules are generated and reviewed by guidance staff in early May.
8. Student schedules are posted on PowerSchool or mailed home in August.

## 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 this booklet went to press are noted with the NCAA's circular logo. Please see your guidance counselor or the Athletic Director for more information.



You can also read and download a guide for student Athletes at [ncaastudent.org](http://ncaastudent.org), or visit the clearinghouse website at [web1.ncaa.org/eligibility\\_center/common/](http://web1.ncaa.org/eligibility_center/common/)





# Graduation Requirements Worksheet, Class of 2014

Program Area		Standard Diploma	Technical Diploma	Scholastic Diploma
		Credits Required		
<b>Fine Arts</b> • Art, Music or Theater	<input checked="" type="checkbox"/>	.5 <input type="checkbox"/>	.5 <input type="checkbox"/>	1 <input type="checkbox"/>
<b>Technology</b> • For a full listing of eligible courses please see page 14.		.5 <input type="checkbox"/>	.5 <input type="checkbox"/>	.5 <input type="checkbox"/>
<b>English</b> • Freshman English, World Literature or World Studies, American Literature or American Studies, Senior English Elective Courses.		4 <input type="checkbox"/>	4 <input type="checkbox"/>	4 <input type="checkbox"/>
<b>Mathematics</b> • An Algebra I credit, a Geometry credit and one additional math credit.		3 <input type="checkbox"/>	3 <input type="checkbox"/>	3 <input type="checkbox"/> Including Alg. II
<b>Math or Science (one additional credit in either)</b>				1 <input type="checkbox"/>
<b>Science</b> • A Life Science credit, a Physical Science credit, and one additional Science credit.		2 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/> Chemistry or Physics for Scholastic Diploma (Required)
<b>Social Studies</b> • Government Today, Economics, World History or World Studies, American History or American Studies.		3 <input type="checkbox"/>	3 <input type="checkbox"/>	3 <input type="checkbox"/>
<b>World Languages</b> • French, German, or Spanish (three years of the same language during high school).		optional may be an elective	optional may be an elective	3 <input type="checkbox"/>
<b>Health and Physical Education</b> All students are required to take Health I and choose three of the five Health/PE Electives in order to meet graduation requirements.	Health Education I (required for all students to graduate)	.5 <input type="checkbox"/>	.5 <input type="checkbox"/>	.5 <input type="checkbox"/>
	Health Education II	.5 <input type="checkbox"/>	.5 <input type="checkbox"/>	.5 <input type="checkbox"/>
	Fitness Education	.5 <input type="checkbox"/>	.5 <input type="checkbox"/>	.5 <input type="checkbox"/>
	Personal Activities and Life Skills	.5 <input type="checkbox"/>	.5 <input type="checkbox"/>	.5 <input type="checkbox"/>
	Intro to Team Sports	.5 <input type="checkbox"/>	.5 <input type="checkbox"/>	.5 <input type="checkbox"/>
	Competitive Fitness and Activities	.5 <input type="checkbox"/>	.5 <input type="checkbox"/>	.5 <input type="checkbox"/>
<b>Courses in Area of Concentration</b> • 2 years successful completion at a regional career and technical center or concentrated credit clusters at TRHS.		N/A	3.5 - 5.5 <input type="checkbox"/>	N/A
<b>Open Electives</b>		7 <input type="checkbox"/>	2.5 - 4.5 <input type="checkbox"/>	4.5 <input type="checkbox"/>
<b>Total Credits</b>				
<b>Total Credits Needed</b>		<b>22</b>	<b>23</b>	<b>25</b>





# Graduation Requirements Worksheet, Class of 2015 and Beyond

Program Area		Standard Diploma	Technical Diploma	Scholastic Diploma
		Credits Required		
<b>Fine Arts</b> • Art, Music or Theater	<input checked="" type="checkbox"/>	.5 <input type="checkbox"/>	.5 <input type="checkbox"/>	1 <input type="checkbox"/>
<b>Technology</b> • For a full listing of eligible courses please see page 14.		.5 <input type="checkbox"/>	.5 <input type="checkbox"/>	.5 <input type="checkbox"/>
<b>English</b> • Freshman English, World Literature or World Studies, American Literature or American Studies, Senior English Elective Courses		4 <input type="checkbox"/>	4 <input type="checkbox"/>	4 <input type="checkbox"/>
<b>Mathematics</b> • An Algebra I credit, a Geometry credit and one additional math credit		3 <input type="checkbox"/>	3 <input type="checkbox"/>	3 <input type="checkbox"/> Including Alg. II
<b>Math or Science (one additional credit in either)</b>				1 <input type="checkbox"/>
<b>Science</b> • A Life Science credit, a Physical Science credit, and one additional Science credit.		3 <input type="checkbox"/>	3 <input type="checkbox"/>	3 <input type="checkbox"/> Chemistry or Physics for Scholastic Diploma (Required)
<b>Social Studies</b> • Government Today, Economics, World History or World Studies, American History or American Studies		3 <input type="checkbox"/>	3 <input type="checkbox"/>	3 <input type="checkbox"/>
<b>World Languages</b> • French, German, or Spanish (three years of the same language during high school)		optional may be an elective	optional may be an elective	3 <input type="checkbox"/>
<b>Health and Physical Education</b> All students are required to take Health I and choose three of the five Health/PE Electives in order to meet graduation requirements.	Health Education I (required for all students to graduate)	.5 <input type="checkbox"/>	.5 <input type="checkbox"/>	.5 <input type="checkbox"/>
	Health Education II	.5 <input type="checkbox"/>	.5 <input type="checkbox"/>	.5 <input type="checkbox"/>
	Fitness Education	.5 <input type="checkbox"/>	.5 <input type="checkbox"/>	.5 <input type="checkbox"/>
	Personal Activities and Life Skills	.5 <input type="checkbox"/>	.5 <input type="checkbox"/>	.5 <input type="checkbox"/>
	Intro to Team Sports	.5 <input type="checkbox"/>	.5 <input type="checkbox"/>	.5 <input type="checkbox"/>
	Competitive Fitness and Activities	.5 <input type="checkbox"/>	.5 <input type="checkbox"/>	.5 <input type="checkbox"/>
<b>Courses in Area of Concentration</b> • 2 years successful completion at a regional career and technical center or concentrated credit clusters at TRHS.		N/A	3.5 - 5.5 <input type="checkbox"/>	N/A
<b>Open Electives</b>		6 <input type="checkbox"/>	2.5 - 4.5 <input type="checkbox"/>	4.5 <input type="checkbox"/>
<b>Total Credits</b>				
<b>Total Credits Needed</b>		<b>22</b>	<b>23</b>	<b>25</b>

## Computer Requirement and Options



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

Microsoft Office Essentials  
Desktop Publishing & Presentation  
Web Design  
Web 2.0  
Visual Basics I  
Introduction to C++  
C++ II  
Introduction to JAVA  
Game Programming/Animation  
Game Programming/Web Game Design  
AP® Computer Science  
Computer Maintenance & Repair (Salem Vocational Center)  
Microcomputer Applications 1

Digital Arts  
Graphic Design  
Engineering Drawing  
Architectural Drawing  
AUTO CAD 1  
Introduction to Engineering Design  
Principles of Engineering  
Digital Electronics  
Computer Integrated Manufacturing  
Engineering Design & Development  
CAD I (Salem Vocational Center)



# Courses Offered at a Glance

## Explanation of Codes:

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

## Art Department

Course	Level	Grades	Credits	Page No.
Introduction to Art	001	CCP	9 10 11 12	.5 20
Intermediate Art 2-D Drawing & Painting	002	CCP	9 10 11 12	.5 20
Intermediate Art 3-D Sculpture	003	CCP	9 10 11 12	.5 20
Graphic Design	016	CCP	9 10 11 12	.5 20
Pottery	010	CCP	9 10 11 12	.5 20
Pottery II	011	ACC	10 11 12	.5 20
Drawing	005	CCP	10 11 12	.5 21
Illustrating and Cartooning	008	CCP	10 11 12	.5 21
Painting	007	CCP	10 11 12	.5 21
Photography I	012	CCP	10 11 12	.5 21
Photography II	017	ACC	10 11 12	.5 21
Digital Arts	018	CCP	11 12	.5 21
AP® Art: General Portfolio	013	AP	11 12	1 21

## Computer Programming Department

Course	Level	Grades	Credits	Page No.
Visual Basic Programming I	155	ACC	9 10 11 12	.5 22
Visual Basic Programming I	153	CCP	9 10 11 12	.5 22
Visual Basic Programming II	136	ACC	9 10 11 12	.5 22
Visual Basic Programming II	154	CCP	9 10 11 12	.5 22
Intro to C++ Programming	156	ACC	10 11 12	.5 22
C++ Programming II	159	ACC	10 11 12	.5 22
Intro to Java	166	ACC	11 12	.5 23
Game Programming / Animation	164	ACC	11 12	.5 23
Game Programming / Web Game Design	165	ACC	11 12	.5 23
AP® Computer Science	167	AP	11 12	1 23

## English Department

Course	Level	Grades	Credits	Page No.
Freshman English	201	ACC	9	1 24
Freshman English	203	CCP	9	1 24
READ 180	OA8	NL	9	1 25
World Literature	222	ACC	10	1 25
World Literature	221	CCP	10	1 25
World Studies	808	ACC/CCP	10	2 25
American Studies	816	ACC/CCP	11	2 25
American Literature	216	ACC	11	1 25
American Literature	218	CCP	11	1 25
Creative Book Transformation	230	ACC/CCP	11 12	.5 25
Creative Writing Workshop	229	ACC/CCP	11 12	.5 26
Creative Writing Workshop II	231	ACC/CCP	11 12	.5 26



Film Studies	264	ACC/CCP			11	12	.5	26
Graphic Novel as Literature	268	ACC/CCP			11	12	.5	26
Journalism	263	ACC/CCP			11	12	1	26
Public Speaking	266	ACC/CCP			11	12	.5	26
Gender Issues in Literature	262	ACC				12	.5	26
Expository Writing		ACC/CCP				12	.5	26
Introduction to Critical Analysis	223	ACC/CCP				12	.5	27
Modern World Literature	260	ACC				12	.5	27
Portfolio Writing	172	ACC/CCP			11	12	.5	27
Shakespeare	235	ACC				12	.5	27
The Short Story and Its Writer	255	CCP				12	.5	27
AP® English Literature & Composition	227	AP				12	1	27
Yearbook	290	NL		10	11	12	1	27

## Health & Physical Education Department

Course		Level		Grades			Credits	Page No.
PE/Introduction to Team Sports	403TS	CCP	9				.5	28
PE/Introduction to Team Sports	405TS	CCP		10	11	12	.5	28
PE/Personal Activities and Life Skills	403LS	CCP	9				.5	28
PE/Personal Activities and Life Skills	405LS	CCP		10	11	12	.5	28
PE/Competitive Fitness and Activities	407FA	CCP		10	11	12	.5	28
Health I	402	CCP	9	10	11	12	.5	28
Health II	412	CCP		10	11	12	.5	28
Fitness Education	413	CCP		10	11	12	.5	28

## Mathematics Department

Course		Level		Grades			Credits	Page No.
Algebra I	607	ACC	9				1	29
Algebra I	609	CCP	9				1	29
Algebra Lab	610	NL	9				1	30
Geometry	613	ACC	9	10			1	30
Geometry	615	CCP		10	11	12	1	30
Applied Geometry	616	CCP		10	11	12	1	30
Algebra II	619	ACC		10	11	12	1	30
Algebra II	621	CCP		10	11	12	1	30
Discrete Mathematics Unit 1: Logic		CCP/ACC			11	12	1	30
Foundations of Algebra II	637	CCP			11	12	1	30
Introduction to Probability & Statistics	632	CCP			11	12	.5	31
Pre-Calculus	629	ACC			11	12	1	31
Trigonometry	631	CCP			11	12	.5	31
College Mathematics—Running Start	638	CCP			11	12	1	31
AP® Calculus	633	AP				12	1	31
AP® Statistics	636	AP				12	1	31

## Music Department

Course		Level		Grades			Credits	Page No.
Band	057	NL	9	10	11	12	1	32
Chorus	052	NL	9	10	11	12	1	32
Orchestra	058	NL	9	10	11	12	1	32
American Music Theater	053	CCP	9	10	11	12	.5	32
Concert Choir	055	NL	9	10	11	12	1	32
Jazz Band—ACC	061	ACC	9	10	11	12	.5	32
Jazz Band—CCP	062	CCP	9	10	11	12	.5	33
Survey of Music	051	CCP	9	10	11	12	.5	33



Theory I	063	ACC	9	10	11	12	.5	33
Theory II	063	ACC	9	10	11	12	.5	33
Introduction to Basic Guitar	067	CCP	9	10	11	12	.5	33
Guitar II	069	CCP	9	10	11	12	.5	33
Guitar Orchestra	070	NL	9	10	11	12	1	33
Select Ensemble	056	ACC		10	11	12	1	33

## Theater Department

Course		Level	Grades				Credits	Page No.
Introduction to Theater	252	NL	9	10	11	12	.5	34
Improvisation	267	NL	9	10	11	12	.5	34
Advanced Acting	265	ACC		10	11	12	.5	34
Playwriting	253	ACC			11	12	.5	34

## Science Department

Course		Level	Grades				Credits	Page No.
Physical Science (blocked)	707	CCP	9				1	35
Physical Science (blocked)	705	ACC	9				1	35
Biology	709	ACC	9	10	11	12	1	35
Biology	711	CCP		10	11	12	1	36
Applied Biology	713	CCP		10	11	12	1	36
Chemistry	727	ACC		10	11	12	1	36
Chemistry	729	CCP		10	11	12	1	36
Chemistry (blocked)	727BL	ACC		10	11	12	1	36
Physics (blocked)	731BL	ACC		10	11	12	1	36
Physics	731	ACC		10	11	12	1	36
Physics	733	CCP		10	11	12	1	36
Applied Physical Science	708	CCP		10	11	12	1	36
Environmental Science	721	ACC/CCP			11	12	.5	36
Human Anatomy and Physiology	715	ACC			11	12	.5	36
Human Anatomy and Physiology	717	CCP			11	12	.5	36
Introduction to Meteorology	723	CCP			11	12	.5	37
Marine Biology	739	ACC			11	12	.5	37
Oceanography	741	ACC			11	12	.5	37
Botany	743	ACC/CCP			11	12	.5	38
Zoology	744	ACC/CCP			11	12	.5	38
Investigations in Space Science	745	ACC			11	12	.5	38
AP® Biology	737	AP			11	12	1	37
AP® Chemistry	735	AP			11	12	1	37
AP® Physics	734	AP			11	12	1	37
AP® Environmental Science	742	AP			11	12	1	38

## Social Studies Department

Course		Level	Grades				Credits	Page No.
Economics	826	ACC	9				.5	39
Economics	828	CCP	9				.5	39
Government Today	803	ACC	9				.5	39
Government Today	804	CCP	9				.5	39
World History	806	ACC		10			1	40
World History	811	CCP		10			1	40
World Studies	808	ACC/CCP		10			2	40
American Studies	816	ACC/CCP			11		2	40
United States History	807	ACC			11		1	40
United States History	809	CCP			11		1	40



American Values in Film & Music	841	ACC/CCP			11	12	.5	41
Constitutional Law	832	ACC			11	12	.5	41
Cultural Geography Unit 1: The World in Spatial Terms		CCP			11	12	.5	41
Current Issues	843	CCP			11	12	.5	41
Geography of Life Unit 1: The World in Spatial Terms		CCP			11	12	.5	41
History of Sports		CCP/ACC			11	12	.5	41
Law	831	CCP			11	12	.5	41
Popular Culture		CCP/ACC			11	12	.5	41
Psychology	839	CCP			11	12	.5	42
Sociology	835	CCP			11	12	.5	42
AP® United States History	819	AP			11	12	1	42
AP® World History	821	AP		10	11	12	1	40
AP® European History	844	AP				12	1	42
AP® Government	820	AP				12	1	42
AP® Human Geography		AP				12	1	42

## Technology Department

Business & Office Courses		Level	Grades				Credits	Page No.
Microsoft Office Essentials	108	CCP	9	10	11	12	.5	44
Desktop Publishing & Presentations	103	ACC	9	10	11	12	.5	44
Web Design	141	ACC	9	10	11	12	.5	44
Web 2.0	120	ACC	9	10	11	12	.5	44
Introduction to Business Principles	116	CCP		10	11	12	.5	45
Personal Money Management	118	CCP		10	11	12	.5	45
College Accounting I	119	ACC			11	12	.5	45
College Accounting II	122	ACC			11	12	.5	45
Entrepreneurship	117	ACC			11	12	.5	45
Exploring Teaching	140	ACC			11	12	.5	45
Practicing Teaching	142	ACC			11	12	.5	45
Marketing	125	CCP			11	12	.5	45
Sports and Entertainment Management	121	CCP			11	12	.5	45
Industrial Courses		Level	Grades				Credits	Page No.
Engineering Drawing	557	NL		10	11	12	.5	46
Architectural Drawing	559	NL		10	11	12	.5	46
Materials & Manufacturing / Wood Tech. I	577	NL		10	11	12	.5	46
Materials & Manufacturing / Wood Tech. II	579	NL		10	11	12	.5	46
AutoCad I	551	NL		10	11	12	.5	46
AutoCad II	552	NL		10	11	12	.5	46
AutoCad III	553	NL			11	12	.5	46
Family and Consumer Science Courses		Level	Grades				Credits	Page No.
Child Development: Ages & Stages	501	NL		10	11	12	1	47
Advanced Child Development	503	NL			11	12	1	47
Creative Sewing	505	NL			11	12	.5	47
Designing Homes	525	NL			11	12	.5	47
Contemporary Culinary Arts	515	NL		10	11	12	.5	47
Gourmet Foods	513	NL		10	11	12	.5	47
Baking and Pastries	512	NL				12	.5	47
Engineering Courses		Level	Grades				Credits	Page No.
Introduction to Engineering Design I	181	ACC	9	10	11	12	1	48
Principles of Engineering II	180	ACC		10	11	12	1	48
Aerospace Engineering		ACC			11	12	1	48



Biotechnical Engineering		ACC			11	12	1	48
Civil Engineering and Architecture		ACC			11	12	1	48
Digital Electronics III	182	ACC			11	12	1	48
Computer Integrated Manufacturing IV	183	ACC			11	12	1	48
Engineering Design & Development V	184	ACC			11	12	1	48

## World Language Department

Course		Level	Grades				Credits	Page No.
French I	307	CCP	9	10	11		1	50
French II	314	ACC	9	10	11	12	1	50
French II	313	CCP	9	10	11	12	1	50
French III	320	ACC		10	11	12	1	50
French III	319	CCP		10	11	12	1	51
French IV	331	ACC			11	12	1	51
French IV	327	CCP			11	12	1	51
French V	337	CCP				12	1	51
French V	338	ACC				12	1	51

German I	309	CCP	9	10	11		1	50
German II	316	ACC		10	11	12	1	50
German II	315	CCP		10	11	12	1	50
German III	323	ACC			11	12	1	50
German IV	333	ACC				12	1	51

Spanish I	311	CCP	9	10	11		1	50
Spanish II	318	ACC	9	10	11	12	1	50
Spanish II	317	CCP	9	10	11	12	1	50
Spanish III	322	ACC		10	11	12	1	50
Spanish III	321	CCP		10	11	12	1	51
Spanish IV	335	ACC			11	12	1	51
Spanish IV	324	CCP			11	12	1	51
Spanish V	339	CCP				12	1	51
Spanish V	340	ACC				12	1	51



Photograph by Kyla Marcelonis  
Class of 2013



Drawing by Cara Bishop  
Class of 2012

## Career and Technical Education—Salem High School

Course	Level	Grades	Credits	Page No.
Automotive Technology I	861	CCP	11	2 52
Automotive Technology II	863	CCP	12	2 52
Building Trades I	865	CCP	11	2 52
Building Trades II	867	CCP	12	2 52
Business Technology I	899	CCP	11	2 53
Business Technology II	903	CCP	12	2 53
Computer Aided Drafting & Design I	877	CCP	11	2 53
Computer Aided Drafting & Design II	879	CCP	12	2 53
Computer Maintenance & Repair I	873	CCP	11	2 53
Computer Maintenance & Repair II	875	CCP	12	2 53
Culinary Arts I	881	CCP	11	2 54
Culinary Arts II	883	CCP	12	2 54
Early Childhood Education I	813	CCP	11	2 54
Early Childhood Education II	815	CCP	12	2 54
Health Science and Technology I	889	CCP	11	2 55
Health Science and Technology II	891	CCP	12	2 55
Marketing Education I	893	CCP	11	2 55
Marketing Education II	895	CCP	12	2 55
Microcomputer Applications I	897	CCP	11	2 56
Microcomputer Applications II	899	CCP	12	2 56
Television Production I	864	CCP	11	2 56
Television Production II	858	CCP	12	2 56

## Career and Technical Education—Pinkerton Academy

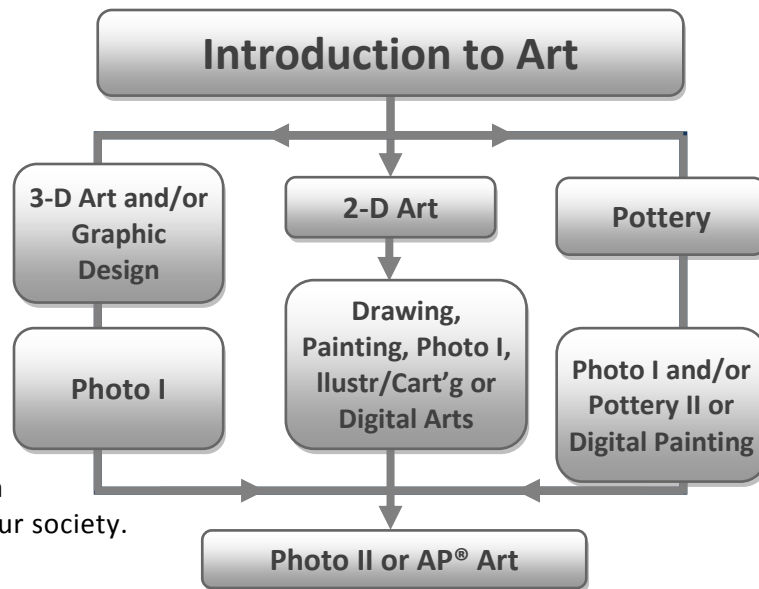
Course	Level	Grades	Credits	Page No.
Introduction to Animal Science	721	CCP	11	.5 57
Animal Business Management	664	CCP	11	1 57
Animal Health & Veterinary Technology	659	CCP	12	2 57
Electrical Technology I	753	CCP	11	2 57
Electrical Technology II	754	CCP	12	2 57
Environmental Studies/Outdoor Skills	777	CCP	11 12	2 58
Forestry Technology I	747	CCP	11 12	2 58
Landscape Installation & Maintenance	738	CCP	11 12	1 58
Welding Technology I	771	CCP	11	2 58
Welding Technology II	772	CCP	12	2 58



# Art Department

Dessa Landry, Teacher Leader

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



## Course Descriptions:

### Introduction to Art 001

CCP  
Half Year  
.5 Credit  
Gr. 9-12

Topics fundamental to two-dimensional and three-dimensional art and design will be investigated. 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. **Introduction to Art is a prerequisite to all other Art Department courses. Students wishing to be waived through this course must apply through the TRHS Guidance Department. The waiver process requires an 85% grade or better on the Intro Art competency tests and a subsequent portfolio presentation.**

### Graphic Design 016

CCP  
Half Year  
.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 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: Introduction to Art or Teacher/Teacher Leader recommendation.**

### Intermediate 2-D Art Drawing/Painting 002

CCP  
Half Year  
.5 Credit  
Gr. 9-12

Basic drawing, painting skills and visual art concepts are creatively introduced in this course. The illusion of a three-dimensional world on a two-dimensional surface is investigated through a variety of media including pencil, inks, acrylic paint, and soft/oil pastels. Artists from different genres will be included in an effort to better understand and appreciate the application of the elements of art and principles of design. **Prerequisite: Introduction to Art or Teacher/Teacher Leader recommendation.**

### Pottery 010

CCP  
Half Year  
.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: Introduction to Art or Teacher/Teacher Leader recommendation.**

### Intermediate 3-D Art Sculpture 003

CCP  
Half Year  
.5 Credit  
Gr. 9-12

The 3-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: Introduction to Art or Teacher/Teacher Leader recommendation.**

### Pottery II 011

ACC  
Half Year  
.5 Credit  
Gr. 10-12

This course is an extension of Pottery 1, 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 or Teacher/Teacher Leader recommendation.**



Drawing		005
CCP	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. <b>Prerequisite: Intermediate Art 2D or Teacher/Teacher Leader recommendation.</b>	
Half Year		
.5 Credit		
Gr. 10-12		

Illustration and Cartooning		008
CCP	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. <b>Prerequisite: Intermediate 2-D Art or Graphic Design or Teacher/Teacher Leader recommendation.</b>	
Half Year		
.5 Credit		
Gr. 10-12		

Painting		007
CCP	Advanced 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. <b>Prerequisite: Intermediate 2-D Art or Teacher/Teacher Leader recommendation.</b>	
Half Year		
.5 Credit		
Gr. 10-12		

Photography I		012
CCP	Exploration of photography using a variety of cameras as artistic tools. Students will gain an understanding of the photographic process for developing film, printing black and white photography, and basic darkroom techniques. Using the camera as their eye, students will apply knowledge of good composition. Adobe Photoshop will be used to colorize and enhance prints. Photographers and cultural influences will be investigated to gain a better appreciation for the aesthetics of photography. <b>Prerequisite: Intermediate 2-D or 3-D Art, Graphic Design or Pottery or Teacher/Teacher Leader recommendation.</b>	
Half Year		
.5 Credit		
Gr. 10-12		

Photography II		017
ACC	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. <b>Prerequisite: Photography I or Teacher/Teacher Leader recommendation.</b>	
Half Year		
.5 Credit		
Gr. 10-12		

AP® Art: General Portfolio		013
AP	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 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. <b>Prerequisite: An intermediate art class (such as 2-D, 3-D, Graphic Design or Pottery) plus an advanced art class or Teacher/Teacher Leader recommendation.</b>	
Full Year		
1 Credit		
Gr. 11-12		

Digital Arts		018
CCP	The objective of the digital arts course is to achieve a high level of technical skills when using the digital SLR camera. Students will create digital paintings of their photography utilizing Adobe Photoshop. Stop motion animation will also be explored. Artists from different genres will be included in an effort to better understand and appreciate the application of the elements of art and the principles of design in one's own artwork and that of others. <b>Prerequisite: Intermediate 2-D or 3-D Art or Graphic Design or Pottery or Teacher/Teacher Leader recommendation.</b>	
Half Year		
.5 Credit		
Gr. 11-12		



# Computer Programming

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The Computer Technology 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:

### Visual Basic Programming I—ACC 155

ACC This semester course is recommended for students interested in an introduction to computer programming. Students will expand problem-solving skills by developing algorithms, designing graphical user interfaces, and writing programs in the Microsoft Visual Basic programming language. These skills will be applied to a wide variety of problems.

Half Year  
.5 Credit  
Gr. 9-12

### Visual Basic Programming I—CCP 153

CCP This semester course is recommended for students interested in an introduction to computer programming. Students will develop problem-solving skills by developing algorithms and writing programs in the Microsoft Visual Basic programming language. These skills will be applied to a wide variety of problems. Topics include: objects, variables, selection, repetition, strings, menus, multiple forms, and graphical user interface design.

Half Year  
.5 Credit  
Gr. 9-12

### Visual Basic Programming II—ACC 136

ACC This semester course is a continuation of Visual Basic Programming I. Students will create Windows and Web applications using Visual Basic. Students will be working on more complex programs to develop their problem solving skills. Topics introduced will include procedures and functions, standard modules, arrays, structures, database concepts and management, file input/output, abstract data types, and further exploration of ASP.NET. **Prerequisite: Successful completion of Visual Basic Programming I or Teacher/Teacher Leader recommendation.**

Half Year  
.5 Credit  
Gr. 9-12

### Visual Basic Programming II—CCP 154

CCP This semester course is a continuation of Visual Basic Programming I. Students will create Windows and Web applications using Visual Basic. Students will be working on more complex programs to develop their problem solving skills. Topics introduced will include procedures and functions, standard modules, arrays, structures, database concepts and management, file input/output, abstract data types, and further exploration of ASP.NET. **Prerequisite: Successful completion of Visual Basic Programming I or Teacher/Teacher Leader recommendation.**

Half Year  
.5 Credit  
Gr. 9-12

### Intro to C++ Programming 156

ACC 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 structures, strings, loops, input/output and functions. This course provides the student with excellent preparation for most technical fields. **Prerequisite: Teacher/Teacher Leader recommendation.**

Half Year  
.5 Credit  
Gr. 10-12

### C++ Programming II 159

ACC This semester course is a continuation of Introduction to C++ Programming. Students will further develop their programming abilities in this language. Object-oriented design and concepts will be introduced and explored. Topics will include data file basics, arrays, objects, and classes. **Prerequisite: Successful completion of Intro to C++ Programming or Teacher/Teacher Leader recommendation.**

Half Year  
.5 Credit  
Gr. 10-12



**Intro to Java - ACC**

166

ACC  
Half Year  
.5 Credit  
Gr. 11-12

This course provides an introduction to Java, an object-oriented programming language. Through an introduction to console applications, graphical user interfaces, Java applets, and programmable robots students will learn key concepts of Java: objects, primitive data types, program statements, class definitions, and encapsulation. Good programming design and style is stressed. Object-oriented programming will be introduced, applied, and reinforced throughout the semester.  
**Prerequisite:** *Teacher/Teacher Leader recommendation.*

**Game Programming I / Animation**

164

ACC  
Half Year  
.5 Credit  
Gr. 11-12

This semester course is an interactive project-based course that offers students an opportunity to express themselves through animation and develop skills with Flash. The class sets up students as "interns" in a high tech company participating in the design, development, and presentation of animation that meets customer criteria. Students learn FLASH animation basics in this introductory course. Topics include creating character, timelines, staging and layout, storyboarding, motion effects and tweens, lip-synching, and drawing tools. **Prerequisite:** *Teacher/Teacher Leader recommendation.*

**Game Programming II / Web Game Design**

165

ACC  
Half Year  
.5 Credit  
Gr. 11-12

This semester course is an interactive project-based course that uses advanced Flash programming skills. Students will work as "interns" in a high tech company to develop and present web games for a client. Students will program using FLASH software, apply the design process, demonstrate programming concepts, and create a storyline by using ActionScript basics, concatenating strings, loops, "if" statements, and mouse listeners. **Prerequisite:** *Teacher/Teacher Leader recommendation.*

**AP<sup>®</sup> Computer Science**

167

AP  
Full Year  
1 Credit  
Gr. 11-12

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-oriented 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. Students are expected to take the AP exam in May. **Prerequisite:** *Algebra II strongly suggested or Teacher/Teacher Leader recommendation.*

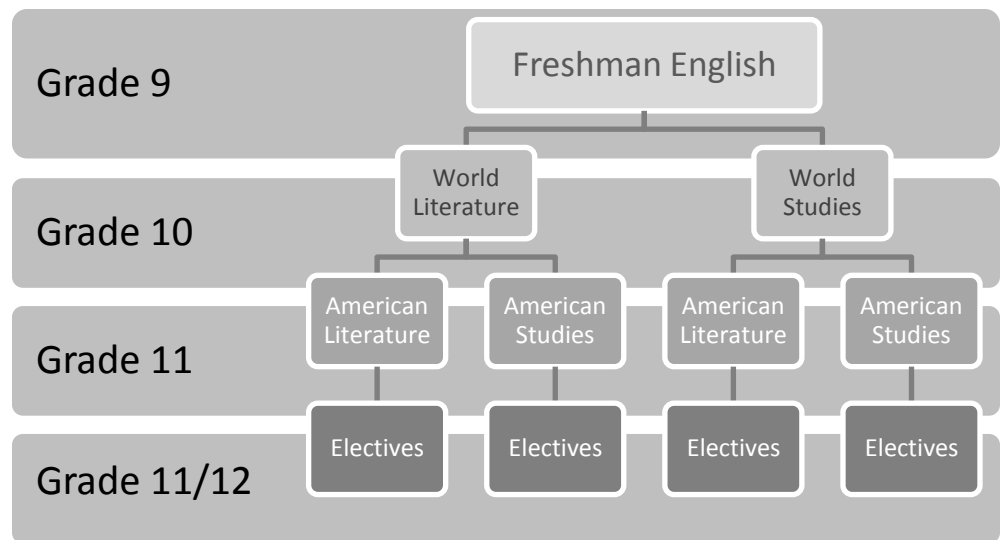


# English Department


Brian Deveney and Jennifer Puchlopek, Teacher Leaders


*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 themselves to become people who understand the incredible responsibility and power that comes with the mastery of words.



## Course Descriptions:

Freshman English—ACC		201
ACC	Accelerated Freshman English is composed of students who are highly motivated to learn and who read at or above grade level. The reading curriculum is rigorous, with a focus on English and American Literature. The program provides a solid foundation in English through an integrated approach to student growth in reading, writing, speaking, and listening. Throughout the year, students will focus on the writing process, from personal essays, critical analysis of literature, and research papers. While investigating literary genres, students will study grammar and vocabulary.	
Full Year		
1 Credit		
Gr. 9		
		

Freshman English—CCP		203
CCP	CCP Freshman English provides a solid foundation in English through an integrated approach to student growth in reading, writing, speaking, and listening. For example, an extensive review of grammatical concepts emphasizes the integration of grammar with writing and speaking skills. Composition stresses student growth through utilization of the writing process. The study of literature emphasizes the understanding of selected fiction, poetry, and drama. Outside reading, book reports, and speeches are required. In addition, the research process is studied and each class is introduced to the features of the high school library. While investigating literary genres, students will study grammar and vocabulary.	
Full Year		
1 Credit		
Gr. 9		
		



**Read 180**

OA8

NL  
Full Year  
1 Credit  
Gr. 9

READ 180 is an extensive reading intervention program designed to meet the needs of students whose reading achievement is below the proficient level. The program directly addresses individual needs through adaptive and instructional software, high interest literature, and direct instruction in reading skills. This course does not count towards the English requirements for graduation.

**World Literature—ACC**

222

ACC  
Full Year  
1 Credit  
Gr. 10

Students who have successfully completed Freshman English are eligible for this challenging journey through the development of world literature from Antiquity to the present day. 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.

**World Literature—CCP**

221

CCP  
Full Year  
1 Credit  
Gr. 10

In World Literature 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.

**World Studies**

808

ACC/CCP  
Full Year  
2 Credits  
Double Period  
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, double period course. It fulfills the graduation requirements for World History and World Literature. Students may contract for accelerated credit.

**American Studies**

816

ACC/CCP  
Full Year  
2 Credits  
Double Period  
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 two-period course meets the requirements for both United States History and American Literature courses. Students may contract for accelerated credit.

**American Literature—ACC**

216

ACC  
Full Year  
1 Credit  
Gr. 11

American Literature is a course that focuses on significant developments in philosophy and religion, political thought, and cultural identity as expressed in literature. These themes correspond directly to those covered in American History in order to emphasize the relevance of poetry, drama, and non-fiction. Students will continue to develop skills through vocabulary study, literary analysis, and composition. A major research project and paper is an expectation of all students in this course.

**American Literature—CCP**

218

CCP  
Full Year  
1 Credit  
Gr. 11

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.

**Creative Book Transformation**


230

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

This course will focus on student-selected literature that influences creative writing. Students will choose their own books to analyze and transform in interpretative, creative pieces. Over the course of the semester, students will create the following forms of writing: opinionated reflections, literary analyses, perspective/voice pieces, found and original poetry and descriptive scene creations from sketches. The completed pieces of writing will be compiled into a long-term book transformation project, which is a form of altered art displaying personal writings and art pieces that interpret the text and make connections to the reader, other literature and society. Students may contract for accelerated credit.




**Creative Writing Workshop 229**

ACC/CCP  
Half Year  
.5 Credits  
Gr. 12  



This course is designed for juniors and seniors of all abilities 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 perform original works and may have the opportunity to submit their work to a variety of publications throughout the semester course. Students may contract for accelerated credit.

**Creative Writing Workshop II 231**

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


This course is designed for students who have already explored creative writing in a semester of CWW. In CWW 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 which students will self-publish as "chapbooks", using our latest technological resources. The semester will culminate with a series of "book releases" similar to A.P. English presentations. Students may contract for accelerated credit.

**Film Studies 264**

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



This course will introduce films which have had significant influence on the medium and the society to which they were presented. Students will watch and critique films, study how professional critics approach their work, 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.

**Graphic Novel as Literature 268**

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


The graphic novel is quickly becoming a popular and fascinating genre of literature and is winning critical acclaim in the literary and academic world as more and more quality pieces emerge. 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 several thematic units and will 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.

**Journalism 263**

ACC/CCP  
Full Year  
1 Credit  
Gr. 11-12  



Journalism is designed to provide the students with a solid background in the historical, legal and ethical aspects of journalism. Students will learn to write a variety of newspaper and magazine articles, conduct interviews, and learn editing techniques. The student will write stories with the goal of publishing their work in the school paper, and/or area periodicals. Students may contract for accelerated credit.

**Public Speaking 266**

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



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, both large and small. Students will work with hand-held microphones and body-pack microphones and learn how to integrate a speech with visual effects, such as PowerPoint. Students may contract for accelerated credit.

**Gender Issues in Literature 262**

ACC  
Half Year  
.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. Student selected poetry, non-fiction, drama, and fiction will serve as prompts for discussion and writing. The course will employ frequent projects and group work.

**Expository Writing 209**


ACC/CCP  
Half Year  
.5 Credits  
Gr. 12  


Expository Writing is a course in nonfiction writing designed to foster critical and complex thinking and the expression of that through coherent and forceful essays. Students will compose weekly in a variety of modes including narrative, descriptive, persuasive, extended definition, comparison and contrast, and analytical. Throughout the course, emphasis will be placed on prewriting, revision and frequent peer and teacher conferences. In addition, the class will read extensively the work of the professional authors as a means of exploring writing strategies and models, and of understanding the links between reading and writing. Regular and varied reading of newspapers and periodicals is also required. Vocabulary development will be a regular feature of this course.




## Introduction to Critical Analysis 223

ACC/CCP Introduction to Critical Analysis prepares students to write college level analysis of fiction, nonfiction, poetry, and drama. Emphasis will be placed on strategies for developing effective essays on literary topics. All formal writing assignments will be process-centered; that is, pre-writing, peer, and teacher conferencing, and frequent revision. Vocabulary study is an expectation of each student. Students may contract for accelerated credit.

Half Year  
.5 Credits  
Gr. 12  


## Modern World Literature 260

ACC Modern World Literature broadens the scope of student awareness of universal issues as presented in contemporary world literature. The study of significant literature will combine with developments in recent history to bring to light the common hopes, fears, and tendencies of all humanity.

Half Year  
.5 Credit  
Gr. 12  



## Yearbook H290

NL This course has been designed to provide students with journalism skills and the ability to apply those skills to the actual production of the yearbook. Actual work results in the current volume of the school's yearbook. The publication strives to maintain a tradition of excellence in which the school and the community can take pride. Mastery of the competencies will fully verse staff members (students) in all areas of publication production. **NOTE: This course does not qualify as an English elective credit.**

Full Year  
1 Credit  
Gr.10-12


## Portfolio Writing 172

ACC/CCP 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 non-fiction reading selections. The course will be heterogeneous mix, a split between accelerated and college prep students. Students may contract for accelerated credit.

Half Year  
.5 Credits  
Gr. 12  



## Shakespeare 235

ACC 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.

Half Year  
.5 Credit  
Gr. 12  



## The Short Story and Its Writer 255

CCP Students in this course will trace the development of the art of short story writing from the nineteenth and twentieth century's. 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.

Half Year  
.5 Credit  
Gr. 12  


## AP® English—Literature & Composition 227

AP Advanced Placement English offers a humanities approach to the study of the evolution of western civilization. Students will pursue a chronological approach to the study of literature, history, philosophy, the fine arts, and religion as reflections of the worldviews of the people who created them. Above all, AP English seeks to imbue students with critical habits of mind and patterns of thought which will prepare them for the college experience. As such, this is a course for students who seek the challenge and growth of an academically rigorous class. As a culminating experience and a sign of academic competence, students will give an in-depth public presentation in which they demonstrate their understanding of the development of an area of human endeavor. Students are expected to take the AP examination in May.

Full Year  
1 Credit  
Gr. 12  




# Health & Physical Education

Angelo Fantasia, District Athletic Director

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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 and choose three of the five Health/PE Electives.

## PE/Introduction to Team Sports

Grade 9	403TS
Grade 10-12	405TS

CCP  
Half Year  
.5 Credit

Students will engage in a variety of team sports in an attempt to gain an appreciation and understanding of the various aspects of the activities. Aside from the participation component, the students may be required to fulfill other roles related to team sports such as, coaching, officiating and acting as a member of the media. Activities may include, but not limited to: soccer, flag football, volleyball, basketball, lacrosse, and speedball. Meets graduation requirements for PE.

## PE/Personal Activities and Life Skills

Grade 9	403LS
Grade 10-12	405LS

CCP  
Half Year  
.5 Credit

This course will focus more activities on a personal level. The students will develop an appreciation for some outdoor activities, as well as for some lifelong recreational activities. Some of the activities that may be included in this course would be: orienteering, project adventure activities, snowshoeing, pickle ball, archery, bocce and power walking. Meets graduation requirements for PE.

## Fitness Education

413

CCP  
Half Year  
.5 Credits  
Gr. 10-12

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

## Health I

402

CCP  
Half Year  
.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 & Skills, Mental & Emotional Health, First Aid, CPR, & AED, Alcohol, Tobacco, & Other Drugs, Nutrition, and Human Sexuality. The goal of this course is to explore major health topics and help students develop the necessary skills to achieve and maintain high-levels of health.

## Health II

412

CCP  
Half Year  
.5 Credits  
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.**

## PE/Competitive Fitness and Activities

407FA

CCP  
Half Year  
.5 Credits  
Gr. 11-12

This elective course will be an intense combination of both team sports and fitness training. The students will be expected to participate regularly and to demonstrate working knowledge of imbedded concepts in a high-level fitness program that may include but not be limited to: weight training, aerobics, cardio-kickboxing, and plyometric activities. This class will include competitive components such as a "fitness challenge", in which students will be scored in a variety of personal and collaborative challenges. **Prerequisite: Completion of both Intro to Team Sports and Personal Activities and Life Skills.**

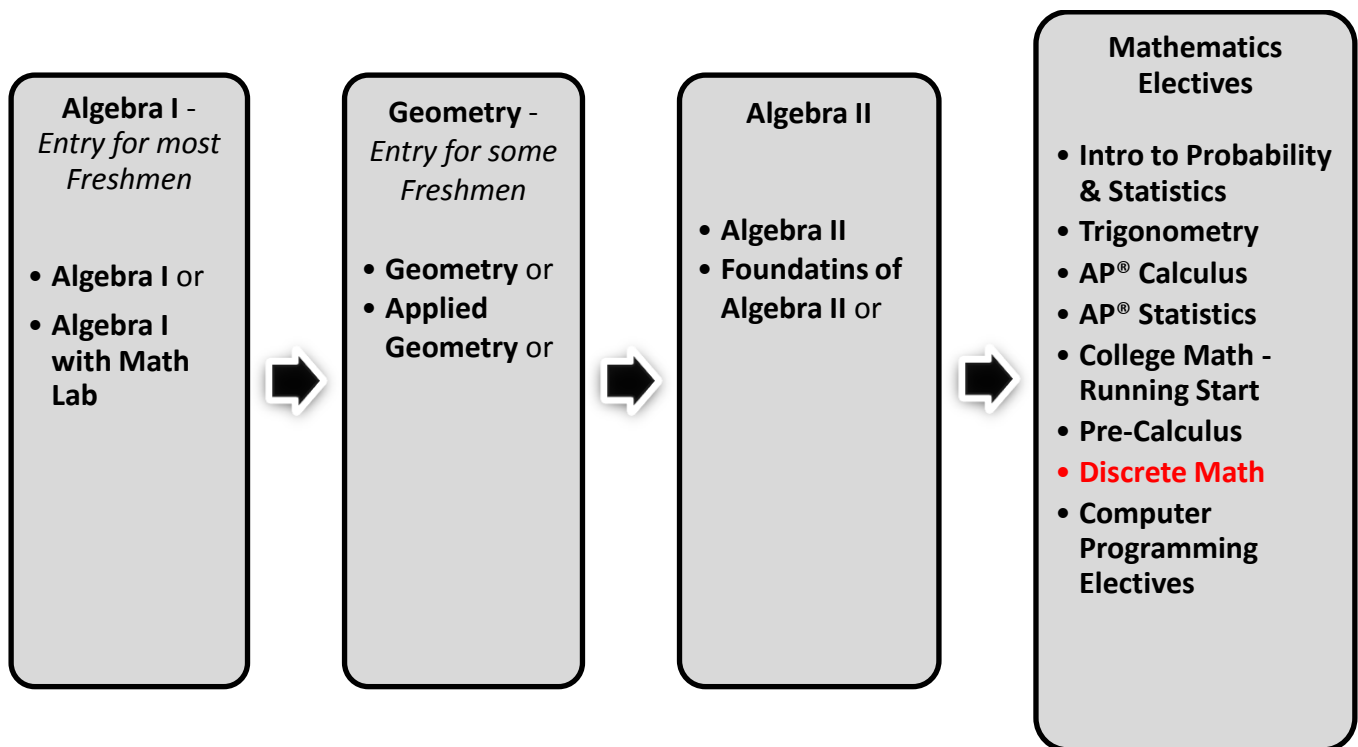


# Mathematics Department

Lee Daneau, Teacher Leader

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 New Hampshire Department of Education Mathematics Curriculum Frameworks, which is the basis for the assessment tests administered state wide during grade 11, guided by National Standards.



## Mathematics Course Descriptions:


### Algebra I—ACC 607

ACC  
Full Year  
1 Credit  
Gr. 9

 This entry level mathematics course involves students in exploring and discovering mathematical concepts. Algebra is connected to the real world and deeply applied in other subjects such as chemistry and physics. The course emphasizes the use of functions, equations, graphs, quadratics and exponents to solve problems. This course connects algebra to geometry, statistics and probability.

### Algebra I—CCP 609

CCP  
Full Year  
1 Credit  
Gr. 9

 This algebra course solidifies the foundation for all future math courses. It explores subjects ranging from the properties of real numbers through solving equations, linear systems and functions to graphing linear equations and systems as well as simplifying rational expressions and square roots. Mastery of these skills is a requirement for success in all future math courses.






### Algebra Lab 610

NL  
Full Year  
1 Credit  
Gr. 9

This course will run concurrent with Algebra 1 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. ***This course does not fulfill graduation requirements for students in mathematics.***

### Geometry—ACC 613


ACC  
Full Year  
1 Credit  
Gr. 9-10



This course 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. Interactive computer software is used to help students form conjectures, which are then justified by logical reasoning (proof). Students gradually learning the necessary skills to produce convincing arguments. Summer work will be required. ***Prerequisite: Algebra 1 ACC or Eighth Grade Team placement for students entering ninth grade.***

### Geometry—CCP 615

CCP  
Full Year  
1 Credit  
Gr. 10-12



This course 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. Interactive computer software is used to help students form conjectures, which are then justified by logical reasoning (proof). Students gradually learning the necessary skills to produce convincing arguments. ***Prerequisite: Algebra 1.***


### 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 1 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: Algebra 1.***

### Algebra II—ACC 619


ACC  
Full Year  
1 Credit  
Gr. 10-11



This course places an emphasis on the concepts of sets, functions, quadratics, graphical representations and problem solving. It is highly rigorous and requires a serious commitment to learning deeper mathematics concepts. ***Prerequisite: Algebra 1 and Geometry.***

### Algebra II—CCP 621

CCP  
Full Year  
1 Credit  
Gr. 11-12



Students engage in a review of the real number system, factoring, coordinate geometry, functions, quadratic equations, trigonometry, complex numbers, systems of equations, exponents and logarithms, and polynomial equations. The curriculum includes an in-depth review of a variety of word problems. ***Prerequisite: Algebra 1 and Geometry.***

### Discrete Mathematics Unit 1: Logic

CCP/ACC  
Full Year  
1 Credit  
Gr. 11-12

***This course will provide students with the ability to use mathematical reasoning in order to comprehend and construct mathematical arguments.***


### Foundations of Algebra II 637

CCP  
Full Year  
1 Credit  
Gr. 11-12

The course provides the student with the support with basic algebra manipulation skills to Algebra II computations and the competencies needed to compute solutions within the NHCTC curriculum. 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 solution of equations by factoring or the quadratic formula as well as quadratic equations and exponential functions. ***Prerequisites: Algebra 1 and Geometry.***




## Introduction to Probability & Statistics 632

CCP  
Half Year  
.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: Algebra 2, or Teacher/Teacher Leader recommendation.**

## Pre-Calculus 629

ACC  
Full Year  
1 Credit  
Gr. 11-12  


This course is designed for the serious student planning to take Calculus at the high school or college level. A variety of functions will be examined, including polynomial, rational, trigonometric, exponential, and logarithmic functions. Students will also be exposed to topics in Linear Algebra, Analytic Geometry, Complex Variables, as well as accelerated study of Trigonometry. **Prerequisite: Algebra 2, or Teacher/Teacher Leader recommendation.**

## Trigonometry 631

CCP  
Half Year  
.5 Credit  
Gr. 11-12  



This course, designed for students not taking Pre-Calculus or Calculus, and is an in-depth study of trigonometric functions introduced through the unit circle. This study includes both right and oblique triangles, trigonometric functions and their inverses and trigonometric identities. Applications are explored throughout the course. **Prerequisite: Algebra 2 or Teacher/Teacher Leader recommendation.**

## College Mathematics—Running Start 638

CCP  
Full Year  
1 Credit  
Gr. 11-12


This course is designed to expose the student to a wide range of general mathematics. Problem Solving and Critical Thinking skills, along with the use of technology, will be emphasized and reinforced throughout the course as the student becomes actively involved solving applied problems. Topics to be covered include: number theory and systems, functions and modeling, finance, geometry and measurement, set theory, probability and statistics, and selected subtopics related to the student's major field of study. **Prerequisites: Satisfactory placement test scores as defined by the Mathematics Accuplacer test and Great Bay Community College Mathematics Department.**

## AP<sup>®</sup> Calculus 633

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: Pre-Calculus or Teacher/Teacher Leader recommendation.**

## AP<sup>®</sup> Statistics 636

AP  
Full Year  
1 Credit  
Gr. 11-12  


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. This course prepares students for the AP examination in Statistics, which is an expectation of all students in the class. Summer work is required. **Prerequisite: Pre-Calculus or Probability & Statistics or Teacher/Teacher Leader recommendation.**



# Music Department

Anthony J. DiBartolomeo, District Music Director

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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.**

### Chorus 052

NL Chorus is offered to incoming ninth grade or first year chorus students. The literature will be for Soprano, Alto, Tenor or Bass configuration. An emphasis will be placed on music reading, with special attention being paid to sight singing. Students will participate in the same concert schedule as the Concert and Select Choirs. This is a one year course and continuation in the choral program will be encouraged. The performing ensemble will serve as an introductory course for the Concert Choir and/or Select Ensemble. **Prerequisite: Director's approval.**

### 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.**

### American Music Theater 053

CCP This course is offered to all students who are interested in learning about the history and development of the American Musical Theater. Through the use of multi-media, the course will explore the origins and trends of this musical tradition.

### Concert Choir 055

NL The Concert Chorus is offered to all students with the exception of freshman females or women who have not had previous high school choral experience. These students should enroll in the Chorus. Students enrolled in Concert Choir must accept the responsibility that comes with participation in a large musical ensemble. Through the performance of all types of literature, students will come to appreciate the enjoyment of singing choral music from the classics to contemporary music. The Concert Choir will perform three major concerts, competitions, and school and community functions. **Prerequisite: Director's approval.**

### 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 to that 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.**



## Jazz Band—CCP 062

CCP  
Half Year  
.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 to that 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  
.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  
.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 063

ACC  
Half Year  
.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 1, which is a prerequisite for this course.

## Introduction to Basic Guitar 067

CCP  
Half Year  
.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. **Prerequisite: Students must provide their own acoustic or folk guitar and have no formal guitar experience.**

## Guitar II 069

CCP  
Half Year  
.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 emphasis 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. Each student must provide his/her own acoustic or folk guitar.**

## Guitar Orchestra 070

NL  
Full Year  
1 Credit  
Gr. 9-12

Instrumental Performing Guitar Orchestra prepares guitar students in the popular and classical music literature. The Guitar Orchestra will consist of acoustic guitars only and will be supplemented by bass and baritone guitars supplied by the district. The Guitar Orchestra will participate in three annual school concerts. Students may contract for accelerated credit. **Prerequisite: Successful completion of Guitar II or Director's approval. Each student must provide his/her own acoustic or folk guitar.**

## Select Ensemble 056

ACC  
Full Year  
1 Credit  
Gr. 10-12

Select Ensemble students will be selected by the Chorus Director in April. Every student wishing to be in the Select Ensemble should express this to the Chorus Director by March 1, of the previous year. Students chosen for the Select Ensemble 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.**



# Theater Department

“Making new choices that last a lifetime”

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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.”

Move on to the next stage in your life by standing on our stage. See you soon, Eric Constantineau.

## 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: Must see Mr. Constantineau for a recommendation**

### 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.



# Science Department

Lou Broad, Teacher Leader

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 and 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 “K-12” Science Curriculum Frameworks.

## Course Descriptions:

### Physical Science—CCP (blocked) 707

CCP 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.

Half Year

1 Credit

Double Period



### Physical Science—ACC (blocked) 709BL

ACC Blocked Physical Science 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.

Half Year

1 Credit

Double Period



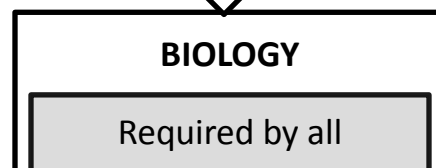
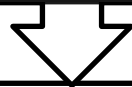
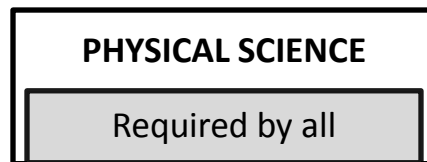
### Biology—ACC 709

ACC Accelerated biology 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.

Full Year

1 Credit

Gr. 9-12



**Biology—CCP** 711

CCP  
Full Year  
1 Credit  
Gr. 10-12

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 diversity and ecology. Students will be expected to partake in projects, class work and lab oratory activities.

**Applied Biology** 713

CCP  
Full Year  
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. Students electing this course should expect it to be their last required sequential science course before graduation.

**Chemistry—ACC** 727

ACC  
Full Year  
1 Credit  
Gr. 10-12

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

**Chemistry—ACC (blocked)** 727BL**Physics—ACC (blocked)** 731BL

Paired courses

ACC  
Full Year  
Double period  
1 Credit each  
Gr. 10-12

Chemistry and Physics: This is a year-long set of blocked courses (90 minutes as periods are back-to-back) that sequences chemistry and physics to maximize the learning of concepts within both courses. Physics is examined in detail in the fall and chemistry in the spring, with strategic overlap between the two sciences as we progress through the year. This course is recommended for students with strong science and mathematics skills. Algebra is extensively used for problem-solving. Completion of/or concurrent registration in Algebra II is recommended.

**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** 708

CCP  
Full Year  
1 Credit  
Gr. 10-12

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.

**Environmental Science** 721

ACC/CCP  
Half Year  
.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 may be required to perform ecological field work, perform laboratory investigations, and undertake independent research. **Prerequisite: Student will have completed Physical Science and Biology or department approval.**

**Human Anatomy and Physiology—ACC** 715

ACC  
Half Year  
.5 Credit  
Gr. 11-12

This intensive course is designed for the student who wishes to pursue a professional career in the health sciences. The course will involve laboratory activities for the various human systems. **Prerequisite: Successful completion of Biology ACC.**

**Human Anatomy and Physiology—CCP** 717

CCP  
Half Year  
.5 Credit  
Gr. 11-12

This course is designed to provide a comprehensive study of selected systems. It is intended for those who wish to know more about the human body or need the knowledge for an allied career. **Prerequisite: Successful completion of Biology or approval of previous Teacher/Teacher Leader.**



## Introduction to Meteorology 723

CCP  
Half Year  
.5 Credit  
Gr. 11-12

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



## Marine Biology 739

ACC  
Half Year  
.5 Credit  
Gr. 11-12

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:** *Successful completion of Biology. Oceanography and Chemistry recommended; or approval of previous Teacher/Teacher Leader.*



## Oceanography 741

ACC  
Half Year  
.5 Credit  
Gr. 11-12

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; completion of or concurrent registration in Chemistry or Physics; or approval of previous Teacher/Teacher Leader.*



## 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 expected to take the AP exam in May. **Prerequisite:** *Successful completion of Biology and Chemistry, and approval of previous Teacher/Teacher Leader.*



## AP® Chemistry (College Credit Course) 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 are expected to take the AP Exam in May. **Prerequisites:** *Successful completion of Physical Science, Biology, Chemistry and Algebra II, and approval of previous Teacher/ Teacher Leader.*



## AP® Physics (College Credit Course) 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 and modern physics. The objectives of the course are to understand the basic principles and apply these principles in solving problems. Five general areas will be covered: Newtonian mechanics, thermal physics, electricity and magnetism, waves and optics, and atomic and nuclear physics. Since classroom time is limited, independent study and supplemental reading are required. Students who select the course are expected to take the AP Exam for Physics B in May. **Prerequisite:** *Successful completion of Physics and Algebra II, and approval of previous Teacher/ Teacher Leader.*



## AP® Environmental Science

H742

(College Credit Course)

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. **Recommendation: Successful completion of Physical Science, Biology and Chemistry.**

## Botany

H743

CCP/ACC

Half Year

.5 Credit

Gr. 11-12

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, evolution of plants, plant pest and disease relationships, ecology, and fruit and flower formation. Students will gain experience in plant classification, field studying and lab-based research. **Prerequisites: Successful completion of Physical Science and Biology.**

## Zoology

H744

CCP/ACC

Half Year

.5 Credit

Gr. 11-12

This half year course will focus on the classification, anatomy and physiology of vertebrates as presented in a comparative manner. Topics include vertebrate evolution, vertebrate development, and various body systems and their organs. Student dissection of various examples of vertebrates is required. **Prerequisites: Successful completion of Physical Science and Biology.**

## Investigations in Space Science

H745

ACC

Half Year

.5 Credit

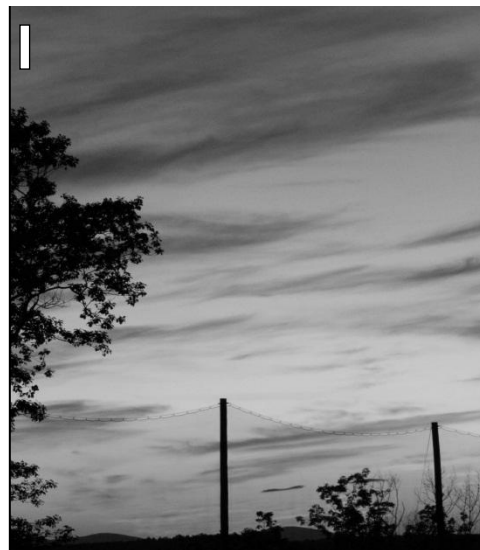
Gr. 11-12

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.**



Photograph by Audrey Renehan  
Class of 2012

Photograph by Haley Blinn  
Class of 2012

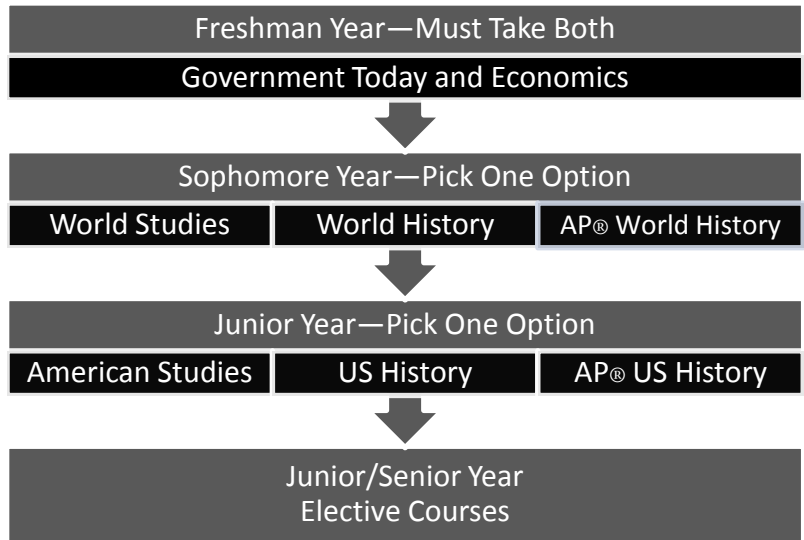


# Social Studies Department

John Dube, Teacher Leader

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 Social Studies Curriculum Frameworks.



## Course Descriptions:


### Economics—ACC 826

ACC  
Half Year  
.5 Credit  
Gr. 9

 One half of the Freshman Social Studies sequence is Economics. Economics focuses on personal finance, basic economic concepts, business structures, intervention of the government in the economy, monetary policy, and global economic interactions. Additional skills developed through the activities of the course include critical thinking, analysis of political cartoons, decision-making, peer interaction, research skills, effective discussion techniques, and written analysis. It is the expectation of that student will write weekly article reviews based on current economic issues discussed in class, and read one novel per quarter introducing concepts pertaining to the units discussed.


### Government Today-ACC 803

ACC  
Half Year  
.5 Credit  
Gr. 9

 One half of the Freshman Social Studies sequence is Government Today. The course will explore the three branches of the American government system: legislative, executive and judicial, as well as the foundations of American democracy, and state and local government. Students will also focus on increasing their understanding of the Bill of Rights and how it relates directly to them as Americans. Several group and individual projects are part of the course and students will be given the opportunity to practice their presentation and research skills. Library-based research will be included with an integrated citation lesson.


### Economics—CCP 828

CCP  
Half Year  
.5 Credit  
Gr. 9

 One half of the Freshman Social Studies sequence is Economics. Economics focuses on personal finance, basic economic concepts, business structures, intervention of the government in the economy, monetary policy, and global economic interactions. Additional skills developed through the activities of the course include critical thinking, analysis of political cartoons, decision-making, peer interaction, research skills, effective discussion techniques, and written analysis.


### Government Today-CCP 804

CCP  
Half Year  
.5 Credit  
Gr. 9

 One half of the Freshman Social Studies sequence is Government Today. The course will explore the three branches of the American government system:




**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 advance 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. **Summer preparatory work is a required part of the course.**

**World History-ACC 806**

ACC  
Full Year  
1 Credit  
Gr. 10  



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 20<sup>th</sup> 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 events of their lifetimes 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 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 20<sup>th</sup> 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 events of their lifetimes. 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**

ACC/CCP  
Full Year  
2 Credits  
Double Period  
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, double period course. It fulfills the graduation requirements for World History and World Literature. Students may contract for accelerated credit.

**American Studies 816**

ACC/CCP  
Full Year  
2 Credits  
Double Period  
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 two-period course meets the requirements for both United States History and American Literature courses. Students may contract for accelerated credit.

**United States History-ACC 807**

ACC  
Full Year  
1 Credit  
Gr. 11  


United State 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 19<sup>th</sup> Century, all of the 20<sup>th</sup> Century, and used that learning to analyze the events of the first decade of the 21<sup>st</sup> 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 State History—CCP 218**

CCP  
Full Year  
1 Credit  
Gr. 11  


United State 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 19<sup>th</sup> Century, all of the 20<sup>th</sup> Century, and used that learning to analyze the events of the first decade of the 21<sup>st</sup> 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 & Music 841

ACC/CCP  
Half Year  
.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.

## Constitutional Law 832

ACC  
Half Year  
.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 & 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 Unit 1: The World in Spatial Terms

CCP  
Half Year  
.5 Credit  
11-12

This course will provide students with the ability to use maps, mental maps, globes, and other graphic tools and technologies to acquire, process, report, and analyze geographic information.

## Current Issues 843

CCP  
Half Year  
.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.

## Geography of Life Unit 1: The World in Spatial Terms

CCP  
Half Year  
.5 Credit  
11-12

This course will provide students with the ability to use maps, mental maps, globes, and other graphic tools and technologies to acquire, process, report, and analyze geographic information.

## History of Sports

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

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 also 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  
.5 Credit  
Gr. 11-12

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

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

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. The course will use 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 your 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 Psychology is the study of human behavior and the mental processes. This course emphasized participation as a key component to understanding student's behavior and individual thought. Key topics of study include memory, personality, adolescence, consciousness, learning and abnormal psychology.

Half Year

.5 Credit

Gr. 11-12



## Sociology 835

CCP 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.

Half Year

.5 Credit

Gr. 11-12



## AP® United States History 819

AP 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. ***Summer preparatory work is an additional requirement of the course***

Full Year

1 Credit

Gr. 11-12



## AP® European History 844

AP 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.

Full Year

1 Credit

Gr. 12



## AP® Human Geography

AP 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.

Full Year

1 Credit

Gr. 12

## AP® Government 820

AP 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. ***Summer preparatory work is a required part of this course***

Full Year

1 Credit

Gr. 12



# Special Education Department

Rosalyn Moriarty, Department Chairperson  
Toni Mealey and William Mealey, Teacher Leaders

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The purpose of Special Education is to ensure students with disabilities have full access to mainstream classes, and to assist identified students in meeting with success in the educational process. Students referred to special education are evaluated to determine individual needs and assess strengths and weaknesses. Team meetings are held to review evaluation results. Parent, student and classroom teachers are valued participants in this team process.

An Individual Education Program (IEP) is developed whenever a student meets the eligibility criteria as set forth in both Federal and State regulations. The IEP sets learning goals and objectives that will allow the student to grow educationally. The IEP recognizes individual learning styles, abilities, and potential. The program must be approved by the parent before implementation. Students over the age of eighteen years of age have the right to approve their own Individual Education Programs.

The Special Education Department consists of several different areas of support and instruction. These include modified academic classes, specialized instruction toward IEP goals in a learning center, a partially self contained Transitional Educational Program (TEP), a program for students with multiple physical and cognitive challenges (Intensive Needs), a program to support students with emotional disabilities focusing on personal and social responsibility, and a program to support students on the Autistic Spectrum (ASD). In addition, there are several levels of specialized reading classes. Referral and placement into any of these programs/classes is through the Special Education Team process.

In addition, regular and special education students have the opportunity to participate in running the school store, the "Owl's Nest", which is under the supervision of a special educator. Participating students have the opportunity to work collaboratively to learn many aspects of retail and customer service. Money earned from the store goes to student scholarships and special education programs and initiatives.



# Technology Division

Susan Takesian, Teacher Leader

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The Business Department of Timberlane High School is committed to preparing students for a rapidly changing world by expanding each student's knowledge, experience and skills in business 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.

## **Technology Courses:**

### **Microsoft Office Essentials 108**

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

Half Year  
.5 Credit  
Gr. 9-12

### **Web 2.0 120**

ACC Web 2.0 technologies allow 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 experience through different web-based programs. Students will learn Web 2.0 concepts and skills to integrate into their personal and professional lives.

Half Year  
.5 Credit  
Gr. 9-12

### **Desktop Publishing and Presentations 103**

ACC This course is designed to integrate computer technology and develop communication skills using Power Point/Excel and Microsoft Publisher. Areas of instruction will include multimedia desktop publishing, layout and design techniques, on-line searching, and other advanced applications. Instructional strategies will include computer/technology application, interdisciplinary and/or culminating projects, decision-making, problem-solving and critical thinking activities.

Half Year  
.5 Credit  
Gr. 9-12

### **Web Design 141**

ACC Students will learn essential elements of effective web page design utilizing Microsoft Expression Web and HTML code. Students will create multiple page web sites, creating links between pages and other web sites, format text, include Web graphics, and enhance design with Cascading Style Sheets (CSS). In a final project they will have an opportunity to research, write, organize, and code current and new web sites that serve the school community.

Half Year  
.5 Credit  
Gr. 9-12



## Business Courses:

### College Accounting I 119

ACC 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.

Half Year

.5 Credit

Gr. 11-12 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 (College Credit Course) 122

ACC Get ahead of the competition and begin your college career with three credits! If you plan on taking accounting, finance, business management, business administration, and/or marketing in college, this course, taught at the first-year college level, is strongly recommended. A continuation of Accounting I, you'll use manual and computerized accounting systems to expand your knowledge of accounting systems.

Half Year

.5 Credit

Gr. 11-12 **Prerequisite: Successful completion of College Accounting I** NOTE: Students enrolled in this dual credit course may earn three college credits through Southern New Hampshire University.

### Entrepreneurship 117

ACC 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.

Half Year

.5 Credit

Gr. 11-12

### Exploring Teaching 140

ACC This course is designed for students who want to learn about a career in education. It targets high school juniors and seniors in a series of activities that include classroom observations, teaching mini-lessons, attending related workshops and discussions with experienced educators. Exploring Teaching can serve as the first step towards a career in education. *Students successfully completing Exploring Teaching and Practicing Teaching with a grade "B" or better will qualify for college credit. Prerequisite: Application process including recommendation of guidance counselor; minimum 2.5 GPA.*

Half Year

.5 Credit

Gr. 11-12

### Practicing Teaching (College Credit Course) 142

ACC This hands-on course is a practicum that serves as a follow-up to Exploring Teaching. Emphasis is placed on preparation and execution of lesson plans. Students will develop their skills under the supervision of experienced educators at the elementary, middle school and high school levels. *Students successfully completing Exploring Teaching and Practicing Teaching with a grade "B" or better will qualify for college credit. Prerequisite: Grade of "B-" or better in Exploring Teaching.*

Half Year

.5 Credit

Gr. 11-12

### Introduction to Business Principles 116

CCP This course is designed to teach students business skills that can be used in your 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 emphasize practical applications of the above topics. This course is intended for students who wish to learn more about business industries and what they have to offer.

Half Year

.5 Credit

Gr. 10-12

### Marketing 125

CCP Explore the exciting world of advertising! Students will examine current trends in broadcast and print media; create magazine and newspaper ads as well as radio and television commercials. Creative hands-on projects and group work are an integral part of this course.

Half Year

.5 Credit

Gr. 11-12

### Personal Money Management 118

CCP 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. Understanding economic principles and developing sound financial literacy skills provide the basis for responsible citizenship, financial wealth and career success.

Half Year

.5 Credit

Gr. 10-12

### Sports & Entertainment Management 121

CCP This course is designed for students who wish to take their first step into the world of sports and entertainments, 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.**

Half Year

.5 Credit

Gr. 11-12



# Industrial Technology

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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.

## Engineering Drawing 557

NL  
Half Year  
.5 Credit  
Gr. 10-12

This course is designed for students who have an interest in pursuing a career in a manufacturing related field. CAD instruction is individualized with a heavy emphasis on lab time using a "hands-on" drawing format. Inventor 3D modeling software will be introduced, which provides state-of-the-art computer drawings of the highest quality.

## Architectural Drawing 559

NL  
Half Year  
.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 use problem-solving techniques to design an energy-efficient, cost-effective, solar-oriented home for which plans are drawn. Students will be introduced to AutoCAD software to electronically complete a set of professional style plans.

## Materials & Manufacturing/Wood Tech I 577

NL  
Half Year  
.5 Credit  
Gr. 10-12

These courses are designed to provide students with a problem-solving laboratory experience using wood products as the material of choice. Students are encouraged to experiment, develop and participate in a variety of activities, using CNC technology, and a variety of manufacturing processes.

## Materials & Manufacturing/ Wood Tech II 579

NL  
Half Year  
.5 Credit  
Gr. 10-12

Students will participate in the problem-solving process to construct a teacher facilitated computer designed cabinet using CNC technology, and a variety of manufacturing processes. **Prerequisite: Materials & Manufacturing / Wood Technology I or approval of previous Teacher/Teacher Leader.**

## AutoCAD I 551

## AutoCAD II 552

## AutoCAD III 553

NL  
Half Year  
.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.



Drawing by Kate Estep  
Class of 2013

# Family and Consumer Science

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The Family and Consumer Science Department at Timberlane Regional High School provides students the opportunity to explore areas of foods and nutrition, textiles, 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.

## Child Development: Ages & 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.

## Advanced Child Development 503

NL  
Full Year  
1 Credit  
Gr. 11-12

This in-depth course takes child development one step further in understanding young children. Actual experiences with young children will occur through visitations and observations at local daycare and preschool facilities. Students are responsible for transportation to and from most visitations to the observation site. **Prerequisite: Child Development or approval of previous Teacher/Teacher Leader.**

## Creative Sewing 505

NL  
Half Year  
.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 stuffed animals, sweatshirts, denim bags, and items to personalize their rooms at home. Machine appliqué, fabric painting, and creative machine stitches will be used to add flair to student projects. Students will learn to use up-to-date Serger (overlock) sewing machines and use computer applications for creative designing.

## Designing Homes 525

NL  
Half Year  
.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  
.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 nutritious and delicious meals, understanding the origins of various foods and their composition, plus an understanding of what happens to happens when food is cooked. This course combines practical experience with basic skills and culinary techniques to teach the fundamentals of food preparation from "soup to nuts."

## Gourmet Foods 513

NL  
Half Year  
.5 Credit  
Gr. 10-12

This course challenges students' creativity while exploring advanced food preparation. A "cook's tour" will find the students preparing American regional foods such as Southern barbecued ribs or, with an ethnic flair, an Italian veal piccata followed by an Austrian apple strudel for dessert. A major focus of the course will be the operation of a faculty dining program and gourmet catering service. **Prerequisites: Grade of "B" or better in Culinary Classics, Contemporary Culinary Arts or approval of previous Teacher/Teacher Leader.**

## Baking and Pastries 512

NL  
Half Year  
.5 Credit  
Gr. 12

This course is a partner to Gourmet Foods. Students will prepare the breads and pastries that will compliment the faculty dining program. Students will bake a variety of country style breads, delectable cakes, flaky pies, tasty cookies, and "show stopping" desserts. **Prerequisite: Culinary Classics or approval of previous Teacher/Teacher Leader.**



# Engineering Technology

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**Project Lead the Way (PLTW)** is a four year sequence of courses which, when combined with college preparatory mathematics and science courses in high school, introduces students to the scope, rigor and discipline of engineering and engineering technology prior to entering college. Introduction at this level will prepare more students for engineering, and will allow students, while still in high school, to determine if engineering is the career they desire. Students participating in PLTW courses are better prepared for college engineering programs and more likely to be successful in these college programs.

## Introduction to Engineering Design I 181

ACC  
Full Year  
1 Credit  
Gr. 9-12

This course emphasizes the development of a design. Students use computer software to produce, analyze, and evaluate models of 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 II 180

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, materials and materials testing, thermodynamics, engineering for quality and reliability and dynamics.

## Aerospace Engineering

ACC  
Full Year  
1 Credit  
Gr. 11-12

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.

## Biotechnical Engineering

ACC  
Full Year  
1 Credit  
Gr. 11-12

The major focus of this course is to expose students to the diverse fields of biotechnology including biomedical engineering, bio-molecular genetics, bioprocess engineering and agricultural and environment engineering. Lessons engage students in engineering design problems that can be accomplished in a high school setting related to biomechanics, cardiovascular engineering, genetic engineering, agricultural biotechnology, tissue engineering, biomedical devices, human interface, bioprocesses, forensics, and bio-ethics.

## Civil Engineering and Architecture

ACC  
Full Year  
1 Credit  
Gr. 11-12

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.

## Digital Electronics III 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 Principles of Engineering and Introduction of Engineering Design or approval of previous Teacher/Teacher Leader.**



## Computer Integrated Manufacturing IV 183

ACC This course teaches the fundamentals of computerized 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: Principles of Engineering and Introduction of Engineering Design or approval of previous Teacher/Teacher Leader.**

## Engineering Design and Development V 184

ACC 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 Principles of Engineering and Introduction of Engineering Design, Digital Electronics or Computer Integrated Manufacturing or approval of previous Teacher/Teacher Leader.**



# World Language Department

Amy O'Leary, Teacher Leader

The World Language Department offers courses in French, German, and Spanish to students at all levels of learning. The study of foreign languages helps students to understand foreign culture, increases employment opportunities, enhances English and communication skills, and gives the students a new perspective of their own culture. It is important that U.S. citizens be concerned with global issues and knowledge of other languages and cultures in today's increasingly interdependent world. Most four-year colleges and universities in the U.S. require foreign languages for entrance. Some institutions give college credit or exempt students from degree requirements in languages for demonstrated proficiency in high school courses. Oral proficiency is an important objective. Therefore, foreign languages center on five crucial elements:

- Language taught in context
- Situation-based practice on elements of realism
- Personalization of material to grasp meaning more readily
- Student participation
- Extensive development of aural comprehension

The language you choose 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 fluent in a new language. If you choose to study a language for three years, limited basic communication and reading skills are attainable objectives. If you choose to study longer, you can progress toward fluency. In either case, you will find that languages open doors.

Note: All **Level I** World Language courses are taught at the CCP level.

## Level I Language Courses:

French I	(Gr. 9-11)	307
German I	(Gr. 9-11)	309
Spanish I	(Gr. 9-11)	311

CCP Level I courses are an introduction for students with no previous study in the language. The course focuses on development and acquisition of the four language skills: Listening, speaking, reading and writing. Students will be able to read and comprehend stories and novels at the level of instruction.

Full Year  
1 Credit



## Level II Language Courses—CCP:

French II	(Gr. 9-12)	313
German II	(Gr. 10-12)	315
Spanish II	(Gr. 9-12)	317

Full Year In level II, audio-lingual skills are expanded; vocabulary is increased; more complex structures are mastered; and oral fluency is developed through pattern practices in class. Reading and writing skills are further developed through readings and writing compositions.

1 Credit



## Level II Language Courses—ACC:

French II	(Gr. 9-12)	314
German II	(Gr. 9-12)	316
Spanish II	(Gr. 9-12)	318

Full Year In level II, the four language skills are expanded; vocabulary is increased; more complex structures are practiced and oral fluency is further developed through classroom activities and comprehensible input via textbook materials or storytelling techniques. Reading and writing skills are also further developed through increased reading and writing. This course is faster paced than Level II CCP and will cover more material.

1 Credit



## Level III Language Courses—ACC:

French III	(Gr. 10-12)	320
German III	(Gr. 10-12)	323
Spanish III	(Gr. 10-12)	322

Full Year Level III ACC continues the building of audio-lingual skills with emphasis on the development of vocabulary through the reading of short stories, articles, and novels. Grammatical structures and writing of compositions are further expanded. This course is faster paced and covers more material than Level III CCP.

1 Credit



### Level III Language Courses—CCP:

French III	(Gr. 10-12)	319
Spanish III	(Gr. 10-12)	321

Full Year Level III CCP continues the building of audio-lingual skills and further development of structure and self-expression in the writing of compositions. The reading of short stories, novels and cultural projects are an integral part of the course.

1 Credit



### Level IV Language Courses—ACC:

French IV	(Gr. 11-12)	331
German IV	(Gr. 11-12)	333
Spanish IV	(Gr. 11-12)	335

Full Year Level IV ACC continues the development of the audio-lingual skills, further expands student oral and written self-expression, and the reading and appreciation of literature. The course is conducted exclusively in the target language.

1 Credit



### Level IV Language Courses—CCP:

French IV	(Gr. 11-12)	327
Spanish IV	(Gr. 11-12)	324

Full Year Level IV CCP is a continuation of audio-lingual skills, structure and the writing of compositions. Students will read short literary works and engage in conversation in the target language. The course is conducted in the target language.

1 Credit



### Level V Language Courses—ACC: Contemporary Issues

French V	(Gr. 12)	338
Spanish V	(Gr. 12)	340

Full Year In this advanced course, students will develop listening, speaking, reading and writing skills to analyze, discuss and compare the perspectives and practices of the cultures studied. The following themes will be studied: 1) social classes and ethnicity, 2) religion and family, 3) education and urbanization, and 4) economic development, environment, globalization, and politics. This course is conducted completely in French or Spanish. **Prerequisite: completion of Level IV.**

1 Credit



### Level V Language Courses—CCP: Conversation and Real World Application

French V	(Gr. 12)	337
Spanish V	(Gr. 12)	339

Full Year In this course, students will develop their listening, speaking, reading, and writing skills, however, there will be more emphasis on the conversational skills as they learn to apply the language to real life situations, such as 1) healthcare and public safety, 2) the hospitality industry, 3) travel & tourism, and 4) environmental issues. The course is conducted completely in French or Spanish. **Prerequisite: completion of Level IV.**

1 Credit



# Career and Technical Education (CTE)

*Courses available at Salem High School and Pinkerton Academy*

Terry Berube, Salem High School Student Services Coordinator

Tracy Untiet, Pinkerton Academy Assistant Director of Career & Technical Education

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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 classes at Timberlane Regional High School and a two period vocational session at the CTE Centers at Salem High School or Pinkerton Academy. Transportation to Salem HS 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 regional center in Salem:**

Automotive Technology  
Building Trades  
Business Technology  
Computer Aided Drafting and Design  
Computer Maintenance & Repair  
Culinary Arts

Early Childhood Education  
Graphic Communications & Desktop Publishing  
Health Science and Technology  
Marketing  
Microcomputer Applications  
Television Production

## Automotive Technology I 861

CCP Students in Automotive Technology 1 develop an understanding of the major automotive systems. Full Year Major topics of instruction will include lubrication, engine principals, and engine tune-ups, maintenance of vehicle systems, inspections, and testing. Students will also develop an understanding of shop service and parts management. Appropriate safety instruction is provided and students are required to provide proper footwear and clothing for use in laboratory activities. Gr. 11

## Building Trades I 865

CCP Students will participate in a variety of classroom and laboratory activities providing instruction in four areas of Building Trades: carpentry, electricity, plumbing, and basic masonry found at most home construction sites. Students will develop fundamental skills in these trade areas through the completion of construction projects. Full Year Safety instruction in each trade area will be provided and students will be required to provide appropriate clothing for use with certain laboratory activities. Gr. 11

## Automotive Technology II 863

CCP Students are expected to be able to use all of the acquired competencies from Automotive Technology 1 while developing new advanced competencies in; front-end alignment, steering and suspension, emissions, advanced tune-ups, OBD II-On Board Diagnostics, and brake systems including ABS. Continued emphasis on safety, shop management, and proper workplace attitudes are important components of this course. Automotive students have the opportunity to "off-site" as interns at local automobile dealerships or service center. Students are required to provide proper footwear and clothing for use in laboratory activities. **Prerequisite: Grade of C or better in Automotive Technology 1 or teacher recommendation.** Full Year Gr. 12

## Building Trades II 867

CCP Students in Building Trades 2 will be involved with challenging framing projects such as: "hip and valley" roofs, dormers and staircases. They will utilize these skills and competencies to participate in a variety of community projects ranging from remodeling homes in the community to construction of new buildings. Work in the areas of carpentry, electricity, plumbing and masonry will be included to achieve completion of these class/community projects. Emphasis will be placed on continued safety instruction, developing related work attitudes, and management of the work place as it relates to the building trades. **Prerequisite: Grade of C or better in Building grades 1 or teacher recommendation.** Full Year Gr. 12



## Business Technology I 899

CCP  
Full Year  
2 Credits—  
double  
period  
Gr. 11

Students in Office Technology 1 develop an understanding of human relation skills, business correspondence, calculators, telephone etiquette, word processing and databases, proofreading and editing, precision filing, mail handling, and proper business ethics. Students become involved in realistic office simulation with emphasis on office etiquette, communication skills, and career development. All phases of employment from the job application and resume writing through the actual interview and job placement are included in this course.

## Business Technology II 903

CCP  
Full Year  
2 Credits—  
double  
period  
Gr. 12

Office Technology 2 is designed to prepare students for entry-level employment in an office position and/or continued study at the post-secondary level. OT 2 provides students with further training in *Microsoft Office Professional*. Topics covered include spreadsheets, word processing, database management, Internet office projects, and office simulation packets in specialized areas. Clinical placements working in businesses throughout the community start during the second quarter and continue throughout the year in a variety of business environments. **Prerequisite: Grade of C or better in Office Technology 1 or teacher recommendation.**

## Computer Aided Drafting & Design I 877

CCP  
Full Year  
2 Credits—  
double  
period  
Gr. 11

Students in CADD 1 will develop an understanding of and gain hands on experience in the practical use of basic and intermediate skills needed to produce and print/plot drawings utilizing the AutoCAD software. The course will concentrate mainly on two dimensional CADD drafting and design but will also touch on the beginning basic concepts of three-dimensional drawing. Topics such as Architectural Engineering and Mechanical Drawing disciplines will be explored through the course.

## Computer Aided Drafting and Design II 879

CCP  
Full Year  
2 Credits—  
double  
period  
Gr. 12

CADD 2 builds upon the skills learned in CADD 1 and allows the student to develop a greater in depth knowledge of the AutoCAD software. The course will focus on advanced two dimensional drawing skills and practices along with a greater focus on topics such as shade and render that are used in three dimensional drawing. The student will also be introduced to other programs related to AutoCAD such as Architectural Desktop, and Mechanical Desktop. **Prerequisite: Grade of B or better in Computer Aided Drafting and Design I or teacher recommendation.**

## Computer Maintenance and Repair Computer Maintenance & Repair I 873

Students taking Computer Maintenance & Repair I must take **both** of the following courses.

### Intro. to Computer Maintenance & Repair

CCP  
Full Year  
1 Credit  
Gr. 11

Introduction to Computer Maintenance and Repair provides students with an excellent opportunity to learn more about how computers really work. Students will have the opportunity to construct an actual PC computer. Students will learn how to troubleshoot, diagnose and repair computer problems as well as how to configure, install, and optimize. Time will be spent using computer simulation software which allows student to get hands-on experience repairing computers. Qualified students are eligible to receive the CompTIA IT Essentials certification.

### Computer Networking

CCP  
Full Year  
1 Credit  
Gr. 11

Computer Networking provides students with a basic understanding of computer networks. The course presents current coverage of networking hardware and software along with the skills necessary to succeed in the dynamic field of computer networking. Thorough explanations of networking fundamentals such as protocols, network design and implementation, and troubleshooting will be covered. Qualified students are eligible for certification in networking through the CompTIA's Network certification exam. **Prerequisite: C+ or better in Introduction to Computer Maintenance and Repair or Permission of Instructor.**

## Computer Maintenance and Repair II 875

CCP  
Full Year  
2 Credits—  
double  
period  
Gr. 12

Students returning for a second year of Computer Maintenance and Repair will spend a good deal of class time working as entry-level technicians. Tasks will include assembly of new computer systems, installation and configuration of systems and peripherals, assist staff with a variety of computer needs, and repair and maintain a two-hundred node network. Class time will be dedicated to preparation for the A+ Technician Certification Exam. Upon graduation, students are able to work as entry-level technicians and sales and support personnel in a wide variety of technical fields. Further study is recommended for those wishing to pursue this highly technical field. A majority of graduates do elect to pursue further study at 2 or 4-year colleges. **Prerequisite: Grade of C+ or better in both Introduction to Computer Maintenance & Repair and Computer Networking or permission of the instructor.**



## Culinary Arts I 881

CCP  
Full Year  
2 Credits—  
double  
period  
Gr. 11

Students in this class will develop skills in preparing a variety of foods for a full-service restaurant and catered events. Some food items will include, appetizers, soups, salads, salad dressings, sandwiches, entrees and desserts. Students will also learn culinary techniques, background information, history and vocabulary. Specific topics to be covered are sanitation, safety, knife skills, small and large equipment identification and use, and proper moist and dry cooking techniques. *All students are required to purchase a uniform and attend three catered functions.*

## Culinary Arts II 883

CCP  
Full Year  
2 Credits—  
double  
period  
Gr. 12

Students will run all aspects of a full-service restaurant, both front and back of the house. Front of the house positions will include host/hostess, waiter/waitress, and cashier. Back of the house positions will include prep cook, line cook, expediter, sous chef, and pastry chef. Specific topics to be covered are customer service, purchasing, cost control, menu planning, training, scheduling, and management skills. Every student will contribute to writing menus and participate in managing catered functions. At times, the restaurant business/classroom can be a stressful environment. Every effort is made to accommodate students' needs during this "real world experience". A minimum of three catered events must be attended. Skills acquired in this program should enable the student to successfully transition to the world of work or to a culinary college. *All students are required to purchase a uniform. Prerequisite: Grade of C+ or better in Culinary Arts 1 or teacher recommendation.*

## Early Childhood Education I 813

CCP  
Full Year  
2 Credits—  
double  
period  
Gr. 11

Students in this program learn a great deal of theory related to early childhood education, as well as skills that are necessary to work with preschool age children. The program includes working alternate weeks in the classroom studying theory and working in an actual on-site preschool. Students become "employees" of the Salem Preschool and put "theory" into "practice" as they develop the skill and work ethic necessary for successful employment as a teacher or childcare worker. The nature of this course requires that students be responsible, self-directed, mature, have an excellent attendance record and have a strong desire to pursue a career working with children. Appropriate attire is required when working in the preschool. Students considering careers such as Early Childhood Educators, Public School Teachers, Day Care Workers, Teacher / Special Education Assistants, and Education Specialists (speech, physical or occupational therapists, psychologists, guidance counselors) would benefit from this course.

## Early Childhood Education II 815

CCP  
Full Year  
2 Credits—  
double  
period  
Gr. 12

Early Childhood Education II focuses on preschool learning areas/activities, as well as preparing holiday celebrations, field trips, bulletin boards, and newsletters. In the preschool, emphasis is placed on the development and use of leadership skills and the refinement of previously learned skills. During the second semester, students assume the responsibilities of the teacher leader, plan curriculum, supervise student aides as well as preschoolers, and deal with the daily issues that arise in a preschool setting. Students must maintain excellent attendance and dress professionally while in the preschool. ***Prerequisite: Grade of 80 or better in Early Childhood Education I.***



## Health Science and Technology I 889

CCP Health Science and Technology is a two year program for juniors and seniors who are interested in pursuing a career in the health care field. During the first year, we concentrate on establishing a strong foundation in anatomy and physiology, safety issues, infection control, health care reform and career exploration. Included during the first year is a college level Medical Terminology course. Students who successfully complete this course are eligible to receive 3 college credits from Manchester Community College through Project Running Start. 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 technique as well as training in taking EKG's. The clinical experience for first year students include 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 health care would benefit greatly from this course. **Prerequisite: B- or better in Biology.**

## Health Science and Technology II 891

CCP Health Science and Technology level II continues with the completion of studies in anatomy and physiology, pathophysiology, infectious disease, and safety training. 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), Licensed Nursing Assistant (LNA), or Allied Health Community Internship. The EMT and LNA 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 LNA program, and the corresponding state licensing exam, licensing will occur. Students in the LNA program are responsible for coordinating and assisting with an annual blood drive. Students enrolled in the Allied Health Community Internship program 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. **Prerequisite: Grade of B- or better in HST I and teacher recommendation.**

## Marketing Education I 893

CCP *Assistant Manager Trainee*-Manage store operations including recruitment and training of personnel, shift scheduling, loss control and overall operations that enhance store profitability. Full Year Complete on-the-job training will be provided in retail trade: sales, financial, purchasing, advertising, customer service, shipping/receiving, and inventory control. If you're thinking about a career in business then this job will enhance your ability to prepare for the future. If you are a team player, interested in a business career, and would like the opportunity to dive in and get things done, then sign on and become a member of the Marketing team.

## Marketing Education II 895

CCP *Marketing Coordinator Trainee*-Marketing program seeks aggressive self-starters to fill a multi-faceted marketing position. Students must be prepared to become computer literate and develop strong written and verbal communications skills. This "hands-on" position includes: planning public relations, direct mail campaigns, brochure development, promotion development and coordination, product development and market research. **Prerequisite: Grade of B- or better in Marketing 1 or recommendation of teacher.**



## Microcomputer Applications

Students in Microcomputer Applications will take four semester courses at Salem High School. Students completing all four courses may be eligible for nine college credits (three courses) through the Running Start program.

### Microcomputer Applications I 897

Students taking Microcomputer Applications I must take **both** Introduction to MS Office and Advanced MS Office.

#### Introduction to MS Office

CCP This course will introduce students to the basic elements of the MS Office suite and the use of common computer peripherals (digital cameras, scanners, microphones, etc.). Using Windows-based PC's in a hands-on environment, students will complete the following basic units: MS Word (word processing), Excel (Spreadsheets), Access (databases), and PowerPoint (electronic presentations). Students will also be exposed to computer terminology used in the IT industry.

Full Year  
1 Credit  
Gr. 11

#### Advanced MS Office

CCP Students in this course will be exposed to the more advanced features of the powerful MS Office suite in a rigorous, but stimulating hands-on environment (typically, the topics in this course are reserved for college-level classes or in sessions offered at computer training centers). Advanced units will be completed in this exciting course using MS Word (word processing), Excel (spreadsheets), Access (databases), and the integration of the various components of MS Office. Students will have the opportunity to obtain the MOS (MS Office Specialist) certification, which is currently required at many of the nation's leading MBA (masters in business administration) programs. Strong basic math and analytical skills are recommended. **Prerequisite: Grade of B- or better in Intro to MS Office.**

Full Year  
1 Credit  
Gr. 11

### Microcomputer Applications II 899

Students taking Microcomputer Applications II must take **both** Advanced Computer Applications I and II.

#### Advanced Computer Applications I

CCP Using several programs from the Adobe CS suite (In-Design, Photoshop, and Illustrator), students will learn the essential elements of desktop publishing including the editing of images, photographs, and the creation of vector illustrations. The skills acquired in this course will aid students in college since they are able to produce exceptional printed materials as part of their assignments. These valuable skills will also help distinguish the student after college in their career. **Prerequisite: B- or better in Introduction to MS Office.**

Full Year  
1 Credit  
Gr. 12

## Advanced Computer Applications II

CCP Students in this course will have the exciting opportunity to learn more advanced applications such as: video editing, DVD authoring, and web page design skills in a fun hands-on environment. Adobe Premiere and Microsoft Front-Page will be the primary applications utilized, but the student will also apply many of the skills learned in the first three courses of the Computer Software and Media Applications program. The skills acquired in this course will provide students with the opportunity to create unique and powerful presentations/projects in college and will certainly distinguish themselves with unique software applications skills throughout their career. **Prerequisite: Grade of C or better in Advanced Computer Applications I.**

Full Year  
1 Credit  
Gr. 12

### Television Production I 864

CCP Television Production 1 is designed to introduce students to the use and practical application of TV production techniques. Through both formal classroom presentations and practical hands-on experience, students will be introduced to camera operation, audio techniques, character generator, special effects generator, sets, graphics, editing, storyboarding, script writing, and operation of field production equipment. Working as members of a production crew, students will produce, write, direct and videotape their own productions, as well as SHS activities.

Full Year  
2 Credits—  
double  
period  
Gr. 11

### Television Production II 858

CCP Television Production 2 is an advanced course where students master basic TV production techniques and gain greater experience in TV technology. Students work independently and in crews, producing, writing, directing, and videotaping school district activities for Salem's Channel SLC 6. Advanced editing techniques are taught and students have opportunity to produce, their own, creative video projects. Studio and on-location productions serve as the medium for nurturing concepts learned in TV Production 1. Students are required to participate in after school activities. **Prerequisite: Grade of B- or better in TV 1 or teacher recommendation.**

Full Year  
2 Credits—  
double  
period  
Gr. 12



**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

**Introduction to Animal Science 721**

CCP This 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.

Half Year  
.5 Credit—  
Gr. 11-12

**Animal Business Management 664**

CCP Students will learn to manage a successful grooming business, Pinkerton Pet Palace, as well as learn how to use 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. **Prerequisite: Successful completion of Introduction to Animal Science (721) with a grade of 85 or better, or permission from the CTE Director**

Full Year  
1 Credit—  
Gr. 11-12

**Animal Health & Veterinary Technology 659**

CCP This 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 Nutrition, Animal Diseases, Animal Welfare Ethics and Treatment, Animal First Aid, Animal Grooming Operation, Veterinary Technology skills and terminology, FFA, and All Aspects of Industry. Classroom lab animals will be used to gain valuable skills needed to advance in the industry. **Prerequisite: Successful completion of Animal Business Management (664) with a grade of 80 or better, and permission from the CTE Director.**

Full Year  
2 Credits—  
double  
period  
Gr. 11

**Electrical Technology I 753**

CCP This full-year, 2 credit,) 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.

Full Year  
2 Credits—  
double  
period  
Gr. 11

**Electrical Technology II 754**

CCP This full-year, 2 credit, course is the second half of a two-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.

Full Year  
2 Credits—  
double  
period  
Gr. 12



## Environmental Studies/Outdoor Skills 777

CCP  
Full Year  
2 Credits—  
double  
period  
Gr. 11-12

This full-year (2 credit) program is designed for students interested in the environmental sciences and natural resource management. Active learning and hands-on activities assist the student to better understand and work in the natural world. 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 and agencies, invasive species, natural history of New England and outdoor career opportunities. The student will also develop the skills and attitude necessary to function successfully in an outdoor setting. 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.

## Forestry Technology I 747

CCP  
Full Year  
2 Credits—  
double  
period  
Gr. 11-12

This full-year (2 credit) 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, responsible management practices, and outdoor career opportunities. 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, a portable sawmill and one of the few operating sugar houses in the area.

## Landscape Installation & Maintenance 738

CCP  
Half Year  
1 Credit—  
double  
period  
Gr. 11-12

This half-year double period (1 credit) Horticulture course is designed to prepare students for careers in the landscape industry, nursery management, and in the sale and marketing of related products and services. Class projects include designing and executing landscape plans and assisting with the maintenance of the grounds around the Pinkerton campus. Identification, propagation, and care of all types of landscape materials are important components of this class. *This course is only offered second semester.*

## Welding Technology I 771

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 772

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 1. Emphasis will be on entry level job proficiency with gas welding, soldering, cutting skills with ferrous and non ferrous materials, shielded electrode arc welding equipment, metal fabrication and power tools, metal inert gas (MIG) welding and tungsten inert gas (TIG) welding. Modern welding techniques developed for aluminum and steel alloys will be skill options available to students. Focus will be on production, fabrication, and repair skills rather than home type objectives.



# Evening Division

Renzo Binaghi, Director

603-382-6541 ext.3907

## Evening Division Diploma Course

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 guidance 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 6:00—9:00 pm. Specific class offerings are finalized in August and December of each school year. For more information, please contact the guidance office at the high school.



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

- Expository Writing
- Critical Analysis
- World Literature
- American Literature
- Short Story
- Shakespeare
- Economics
- Government Today
- World History
- US History
- Current Issues
- American Values in Film/Music
- Psychology
- Algebra I
- Applied Geometry
- Foundations of Algebra II
- Physical Science
- Applied Biology
- Meteorology
- Environmental Science
- Microsoft Office Essentials
- Physical Education
- Health I
- Health II
- Introduction to Art

## GED Diploma Option Program

The GED Diploma Option Program is a state-authorized program where students complete specifically targeted, computer-delivered curricula which prepare them for successful completion of the GED Exam. Students successfully completing all components of the program (nightly lessons for at least a semester, a workforce readiness component, and the GED Exam), will earn a standard TRHS diploma. Students in these classes must be seniors, at least sixteen years old, demonstrate at least 8th grade ability in reading, writing and mathematics and be significantly behind their peer class prior to entry. Participating students are considered full-time students, and may participate in co-curricular activities other than athletics. Interested students should contact the program director or their guidance counselor for more information.

## Credit for Alternative Educational Experiences

Credit may be granted to students who successfully complete a college-level course. To take such courses, prior approval would have to be obtained from the Principal. Only under highly unusual circumstances may such courses be taken for credit in lieu of required courses available through the regular high school program.

## Auditing Courses

Students who desire to enrich their academic program may request to audit courses. To audit a course, a student will adhere to the following policy:

- Obtain initial approval from the teacher, Teacher Leader, guidance counselor and assistant principal.
- Register through the Guidance Office.
- Be accountable for all regular classroom attendance.
- Be accountable for all in-school or out-of-school assignments given by the teacher.

Please note the following:

- The student will be encouraged to take an active part in the classroom activities, but will not be required to take exams or write term papers.
- No formal credit is given for an audited class. The student will receive a "N" on the report card and the permanent record.
- An audited course will not be considered meeting the minimum standards established for students (required number of courses per year).
- Auditing required courses, after successful completion of those courses is acceptable.
- Students cannot switch to auditing a course once that course is in its fourth week.

The building principal will be the final arbiter for any appeal of placement in an audited course. A student's placement must be completed by the end of the fourth week of each year, with absolutely no change in placement occurring after the first quarter progress report (or in the situation of a spring semester course, after the third quarter progress report).

## 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 Guidance Counselor and the Director of Guidance 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 drop/add form provided by the guidance department.



## Credit Recovery Options

In order to successfully recover a passing grade for a prior quarter, students must complete all of the outlined NovaNET modules. NovaNET is an educational network program through which credit recovery is implemented. Ideally, students will have access to the NovaNET system in room 301 one period per day, but may also work on lessons at home or 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 posttests, 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 NovaNET software. Passing grades typically are 80%. Students successfully using NovaNET to recover from 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 overall grade for *the course* will be calculated using the 60% grade.

### Currently available curricula

Algebra I	Physical Science	Economics
Geometry	Biology	Government
Algebra II	Chemistry	US History
Foundations Alg. II	Physics	World History

## English Credit Recovery Options

In order to successfully recover a passing grade for a prior quarter, students must complete all of the outlined assignments. Students will meet with the Credit Recovery Instructor once a week to receive and review the assigned work.

In general, a passing grade is determined by receiving passing scores on all of the assigned work in a unit. The work may be revised for a passing score. The passing grade for all work will be determined by the Credit Recovery Instructor. Passing grades normally are 80%. Students who are successful will recover from a failing quarter and 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 overall grade for *the course* will be calculated using the 60% grade.

## 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 students' 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 guidance counselor. Placement in the Excel Study Program is done through the high school guidance counselors only.



## 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 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 at least a 2.10 GPA for the most recent semester.
- Have no suspensions or other disciplinary adjustments in the previous quarter.
- Have the application approved by the student's parent, his/her guidance 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 and on portfolio.
- Agree to notify the Internship Coordinator and their guidance 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. Alternative tools are available.
- Present the portfolio in a scheduled meeting.



## EARLY RELEASE DAY SCHEDULE OPTIONS

SCHEDULE	PROS	CONS
<p><b>Option A:</b> All 8 periods meet for 30 minutes apiece</p>	<ul style="list-style-type: none"> <li>• Every teacher gets to meet with each class</li> <li>• Continuity of pacing is a high priority. All sections of a course will meet.</li> </ul>	<ul style="list-style-type: none"> <li>• Meeting times are only 30 minutes.</li> <li>• Hectic pace to the day</li> </ul>
<p><b>Option B:</b> 4 full periods (odds or evens) and one assembly period – each with approximately five additional minutes.</p> <p>1-3-Assemblies-5-7 (Odd)</p> <p>2-4 Assemblies-6-8 (Even)</p>	<ul style="list-style-type: none"> <li>• Good meeting time lengths</li> <li>• Assembly period allows for alternative presentations</li> <li>• Assembly period doubles as required prep period for teachers whose regular prep period is not scheduled</li> <li>• The all odds # periods or all even # periods ensure double blocked classes would meet for at least one period.</li> </ul>	<ul style="list-style-type: none"> <li>• Continuity of pacing is thrown off with some sections of a course meeting and others not.</li> <li>• At least one period will be a lunch/study for each student meaning a lengthy unstructured period in a classroom of the cafeteria.</li> <li>• The assembly period would allow for two classes at most in the PAC auditorium. As second assembly would have to take place in the gym for the other two classes.</li> <li>• Teacher would meet with 3 of their 5 classes at best and possibly with as few as 1.</li> </ul>
<p><b>Option C:</b> All 8 periods (4 odd #s followed by 4 even #s) with 4 separate assembly periods of 2 periods each. The assembly periods would be 9<sup>th</sup>: 1 + 3; 10<sup>th</sup>: 5 + 7; 11<sup>th</sup>: 2 + 4; 12<sup>th</sup>: 6 + 8</p> <p>Order: 1-3-5-7-2-4-6-8 with single class assemblies every two periods</p>	<ul style="list-style-type: none"> <li>• Each grade level would have its own assembly periods to address pertinent issues.</li> <li>• The odd-even split would make sure a double blocked period would meet for at least one of its periods and not be completely eliminated by an assembly block.</li> <li>• Teacher prep periods would be built in.</li> </ul>	<ul style="list-style-type: none"> <li>• Continuity of pacing could be thrown off with the assembly period replacing 1 or 2 scheduled classes. This would result in some sections of a course meeting and others not.</li> <li>• The length of the</li> </ul>

## EARLY RELEASE DAY SCHEDULE OPTIONS

	<ul style="list-style-type: none"> <li>Teachers would meet with at least three of their 5 classes and possibly all five.</li> </ul>	<p>periods is only 30 minutes.</p> <ul style="list-style-type: none"> <li>Hectic pace to the day</li> </ul>

### Other considerations:

- Teachers overwhelmingly prefer to stay with option A specifically due to continuity of pacing issues.
- Two back to back Early Release Days would make option B a good choice because continuity of pacing would not be disrupted. However, this would not eliminate the problem of finding two large spaces for parallel assemblies two days in a row. However this is not insurmountable.
- Option C is a hybrid with many of the same pros and cons of the first two options.
- Early Release days call for flexibility in scheduling. They cannot be viewed as a regular school day.

# TIMBERLANE POLICY COMMITTEE

## FIRST READING

1. **AA – SCHOOL DISTRICT LEGAL STATUS**
  - a. last updated in 2001
  - b. NHSBA language proposed
  - c. verified the statute referenced as it relates to Timberlane being an SB2 school district
  - d. added statutory references
2. **GBEBD – EMPLOYEE USE OF SOCIAL NETWORKING WEBSITES**
  - a. new policy drafted by technology
  - b. establishes acceptable uses (work-related)
3. **KCB – COMMUNITY INVOLVEMENT IN DECISION MAKING**
  - a. last updated in 1998
  - b. proposed language to SB in May but sent back to PC to incorporate more of original language
  - c. provides for the consideration of public advice in the decision-making process
4. **KE – PUBLIC COMPLAINTS**
  - a. last updated in 1993
  - b. outlines the chain of command for submitting complaints

<p><b>Timberlane Regional School District</b></p>	<p><b>Policy Code: AA</b></p>
<p><b>Adopted: 10-04-90</b>  <b>Revised: 10-03-96</b>  <b>Revised: 12-03-98</b>  <b>Revised: 09-20-01</b>  <b>Revised:</b></p>	<p><b>Page 1 of 1</b></p>

## SCHOOL DISTRICT LEGAL STATUS

The legal basis for education is vested in the will of the people as expressed in the Constitution of New Hampshire, the statutes\* pertaining to education, court interpretation of these laws and the powers implied in them, and the rules and regulations of the State Board of Education

In New Hampshire, school districts are political subdivisions of the state and as such are considered municipal corporations.

~~School district~~*Board* policies are established by the ~~elected local School~~ Board, which serves as an agent of the school district. Funds for school operating expenses are approved by a majority of qualified voters voting by official ballot. *As an SB2 district, -except that* bond issues require a three-fifths vote (60%).

The administration of the schools is under the executive direction of the Superintendent of Schools, who works under the local School Board policies (see BBG) in addition to S.A.U. policies, *state statutes*, and State Board of Education policies, rules and regulations.

**Statutory/Case Law References:**

- New Hampshire Constitution, Pt. 2 Article 83*
- Claremont School District vs. Governor, 138 NH 183 (1993)*
- RSA Chapter 33, Municipal Finance Act*
- RSA 194:2, School Districts to be Corporations*
- RSA 195:6, Powers and Duties of Cooperative School Districts*
- RSA 197:1, Annual School District Meetings*
- RSA 40:13, Use of Official Ballot*
- Clough v. Osgood 37 NH 444 (1935)*
- \* The majority of state laws on education are in RSA Chapters 186 through 200H.*

<b>Timberlane Regional School District</b>	<b>Policy Code: GBEED</b>
<b>Adopted:</b>	<b>Page 1 of 2</b>

## **EMPLOYEE USE OF SOCIAL NETWORKING WEBSITES**

### A. Introduction/Purpose

1. Social networking technology can serve as a powerful tool to enhance education, communication, and learning. This technology can provide both educational and professional benefits, including helping students to succeed in their educational and career endeavors.
2. The School Board is committed to ensuring that all stakeholders who utilize social networking technology for professional purposes, including staff and students, do so in a safe and responsible manner.
3. This policy establishes acceptable use guidelines regarding practices for social networking communication between school district staff, as well as social networking communication between staff and students.

### B. Definition of Social Networking

Social networking is defined as any form of online publication or presence that allows interactive communication, including, but not limited to, social networks, blogs, Internet websites, Internet forums, and wikis. Examples of social networking websites include, but are not limited to, Facebook, Twitter, and Google+.

1. **Professional social networking** is a work-related social networking activity that is district or school based. (e.g., the School District establishing a Twitter account for community communication, or a teacher establishing a Moodle site for his/her class).
2. **Personal social networking** is a non work-related social networking activity (e.g., a staff member establishing a Facebook page or a Twitter account for his/her own personal use).

### C. Social Networking Use

1. The School Board strongly discourages school district staff from socializing with students on personal social networking websites. Further, the School District disclaims all liability for any lawsuits, damages, or other actions resulting from said conduct;
2. All school district employees, faculty and staff shall not post any school district data, documents, photographs or other district owned or created information on any personal social networking website;
3. The posting of any private or confidential school district material on any social networking website is strictly prohibited, including but not limited to student education records that are protected by the Family Educational Rights and Privacy Act (FERPA);

<p><b>Timberlane Regional School District</b></p>	<p><b>Policy Code: GBEBD</b></p>
<p><b>Adopted:</b></p>	<p><b>Page 2 of 2</b></p>

4. School district employees are prohibited from engaging in conduct on any social networking website that violates the law, school board policies and procedures, or other school district standards of conduct. Employees who violate this policy may face discipline and/or termination, in line with other school board policies and/or collective bargaining agreements, if applicable;
5. Acceptable professional use of social networking websites include district provided resources including but not limited to, Moodle and Google Apps for Education, and comparable social networking websites that do not contain offensive or inappropriate textual and/or graphic material;
6. The use of any social networking website for professional purposes must be for educational use only, that directly supports classroom instruction, community communication, or other official district or school business;
7. School district staff shall not post electronic files of student photos and/or videos, etc. of students that they are prohibited from publishing, as previously requested by parents in writing to the school principal;
8. School district staff shall not require other staff members or students to disclose or furnish their credentials to any of their personal social networking website accounts. Doing so may violate their right of privacy.

D. Guidance Regarding Professional Social Networking

1. School district staff should treat professional social networking space and communication like a classroom and/or a professional workplace. The same standards expected in school district professional settings are expected on professional social networking websites;
2. School district staff should not use their personal email address for professional social networking activities. The professional social networking presence should utilize a professional email address and should be completely separate from any personal social networking presence maintained by the staff member;
3. School district staff should use privacy settings to control access to their professional social networking websites to ensure that professional social networking communications only reach their intended audience.

<b>Timberlane Regional School Board</b>	<b>Policy Code: KCB</b>
<b>Adopted: 10-04-90</b> <b>Reaffirmed: 09-08-95</b> <b>Revised: 12-03-98</b> <b>Revised:</b>	<b>Page 1 of 1</b>

## COMMUNITY INVOLVEMENT IN DECISION MAKING

*The Board shall encourage the involvement of citizens to fulfill the mission of the schools through such means as hearings, surveys, informational meetings, etc., where the Board may hear and evaluate community opinions as it conducts its responsibilities.*

~~The School Board recognizes that the public has vast resources of training and experience useful to schools. The strength of the local school district is in large measure determined by the degree to which these resources are tapped for advisory purposes and to the degree that these resources are involved in supporting the improvement of the local educational program.~~

~~The Board shall encourage the involvement of citizens both as individuals and as groups to act as advisers and resource people in ways such as the following:~~

- ~~1. In solving specific problems through positive proactive means and proper communication channels.~~
- ~~2. In extending the instructional services of the classroom teacher in those instances where the specific talents of the lay person or persons complement such services.~~
- ~~3. In serving as advisory people to curriculum development projects.~~
- ~~4. By serving on committees, task forces, volunteering, etc. as solicited by the school board.~~
- ~~5. Become actively involved in the development of school district philosophy, mission, policies, goals and objectives.~~
- ~~6. By keeping themselves informed about school district activities through attendance at meetings, hearings, forums, etc.~~

The advice of the public will be given consideration. In the evaluation of such contributions, the first concern will be for the educational program as it affects the pupils. The final decision may depart from this advice when in the judgment of the administrative staff and the Board, current educational practice, or within the reach of the financial resources available.

<b>Timberlane Regional School District</b>	<b>Policy Code: KE</b>
<b>Revised: 06-17-93</b> <b>Revised:</b>	<b>Page 1 of 2</b>

## PUBLIC COMPLAINTS

*The Board believes that complaints and grievances are best handled and resolved by the parties directly concerned. Therefore, the proper channeling of complaints involving instruction, discipline, or learning materials will be as follows:*

1. Teacher
2. Principal
3. Superintendent

*Any complaint presented directly to the Board about school personnel without proper administrative channeling shall be referred back through the proper administrative channels.*

*If the complaint is escalated from Teacher to Principal to the Superintendent by the person making the complaint, the Superintendent will make the final decision in the matter.*

*If the person making a complaint is dissatisfied with the Superintendent's decision, the person may make a written request in the form of an appeal for the complaint to be heard by the Board. The Board is not obligated to hear any complaint and there must be a majority vote by the board to accept the appeal to hear the complaint. If the Board votes not to accept the appeal to hear the complaint, then the Superintendent's decision shall continue to remain as final. If the Board votes to accept the appeal and hear the complaint, then all Board decisions shall be final.*

~~The Board believes that generally complaints and grievances are best handled and resolved by the parties directly concerned.<sup>1</sup> Therefore, the proper channeling of complaints involving instruction, discipline or learning materials will be as follows:~~

- ~~1. Teacher~~
- ~~2. Principal~~
- ~~3. Superintendent~~
- ~~4. School Board~~

~~Any complaint presented to the Board about school personnel shall be referred back through proper administrative channels. The Board will not hear complaints from individuals until such complaints have first been brought forth through the appropriate and applicable administrative procedures. Exceptions to this provision are for complaints~~

<sup>1</sup> ~~Certain types of complaints or grievances involving matters such as bullying, harassment and discrimination are addressed in other board policies and procedures. Students who have been suspended or recommended for expulsion have due process rights outlined in other board policies.~~

<p><b>Timberlane Regional School District</b></p>	<p><b>Policy Code: KE</b></p>
<p><b>Revised: 06-17-93</b> <b>Revised:</b></p>	<p><b>Page 2 of 2</b></p>

~~that relate solely to Board actions or Board operations.~~

~~In the event a complaint is made directly to an individual Board member, the procedure outlined below shall be followed:~~

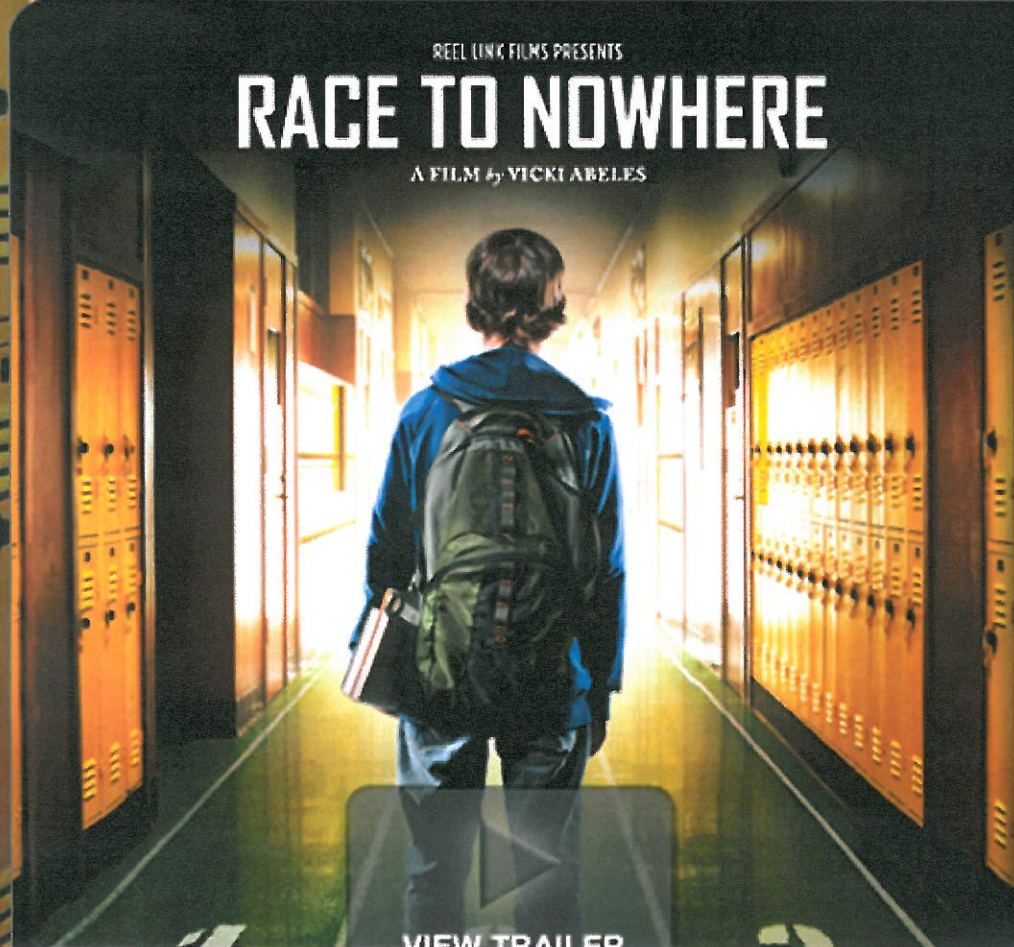
- ~~1. The Board member shall refer the person making the complaint to the Superintendent or for investigation. The Superintendent may delegate the investigation to the Principal.~~
- ~~2. If the member of the public will not personally present the complaint to the Superintendent or Principal, the Board member shall then ask that the complaint be written and signed. The Board member will then refer the complaint to the Superintendent for investigation.~~
- ~~3. If the person making a complaint is dissatisfied with the Superintendent's response, the person may request that the complaint be heard by the Board. The Board will hear and act upon the complaint only by majority vote. If the Board does hear and act upon the complaint, all Board decisions shall be final.~~

~~While the School Board recognizes its obligation to be available to the public at all times, it also believes that individual complaints can usually be resolved most effectively by parties directly concerned. The Board, therefore, expects that such complaints be directed first to the child's teacher. If the complaint is not resolved the complaint should be referred to the Principal. If the complaint is not resolved at the building level it should be referred to the District Director of Curriculum, Instruction and Assessment and finally to the Superintendent.~~



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THE DOCUMENTARY

# RACE TO NOWHERE

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The Community Screening License fee for the FILM is \$395.00, plus shipping & handling and sales tax.

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In the event of any breach of this Agreement or any portion thereof by LICENSEE, LICENSOR shall have the right to terminate this Agreement by notice to LICENSEE. If LICENSOR terminates this Agreement, then without limitation of LICENSOR's rights and remedies, all rights granted to LICENSEE in this Agreement shall automatically and without notice revert to LICENSOR and LICENSEE shall thereupon return the Educational Tool Kit and DVD to LICENSOR at LICENSEE's sole cost and expense.

Agreed and accepted by: \_\_\_\_\_  
SIGNATURE

\_\_\_\_\_  
PRINT NAME

\_\_\_\_\_  
NAME OF SCHOOL OR INSTITUTION/SITE LICENSE HOLDER

# ARTICLES OF AGREEMENT AMONG THE TOWNS OF ATKINSON, DANVILLE, PLAISTOW AND SANDOWN, NEW HAMPSHIRE

TIMBERLANE REGIONAL SCHOOL DISTRICT ARTICLES OF AGREEMENT

TIMBERLANE REGIONAL SCHOOL DISTRICT ARTICLES OF AGREEMENT

<b>1</b>	The School District of Atkinson, Danville, Plaistow and Sandown shall be combined to form a cooperative school district which shall be named Timberlane Regional School District.																														
<b>2</b>	<p>There shall be nine members of the cooperative school board of the Timberlane Regional School District. The voters of each pre-existing district shall be entitled to elect qualified voters of their district as members of the school board by separate ballot at the annual town meeting held in each pre-existing district. All elected district officials shall be elected in the same manner as school board members. The pre-existing districts of Atkinson, Danville and Sandown shall be entitled to two members and the pre-existing district of Plaistow, three members. The members of the cooperative school board who are elected and qualified at the organizational meeting shall hold office until their respective successors have been elected at the annual meeting of the cooperative school district held in the years indicated below:</p> <table style="margin-left: 40px;"> <tr> <td style="padding-right: 20px;">Atkinson</td> <td style="padding-right: 20px;">1 member</td> <td style="padding-right: 20px;">1966</td> <td style="padding-right: 20px;">Plaistow</td> <td style="padding-right: 20px;">1 member</td> <td style="padding-right: 20px;">1965</td> </tr> <tr> <td></td> <td>1 member</td> <td>1967</td> <td></td> <td>1 member</td> <td>1966</td> </tr> <tr> <td></td> <td></td> <td></td> <td></td> <td>1 member</td> <td>1967</td> </tr> <tr> <td style="padding-right: 20px;">Danville</td> <td style="padding-right: 20px;">1 member</td> <td style="padding-right: 20px;">1965</td> <td style="padding-right: 20px;">Sandown</td> <td style="padding-right: 20px;">1 member</td> <td style="padding-right: 20px;">1965</td> </tr> <tr> <td></td> <td>1 member</td> <td>1966</td> <td></td> <td>1 member</td> <td>1967</td> </tr> </table> <p>All members of the cooperative school board shall be elected for three-year terms except those members elected at the organizational meeting. The members of the cooperative school board shall assume office at the close of the organizational meeting and thereafter at the close of annual meeting. All members of the cooperative school board shall be elected by the use of the non-partisan ballot system under RSA 59.</p>	Atkinson	1 member	1966	Plaistow	1 member	1965		1 member	1967		1 member	1966					1 member	1967	Danville	1 member	1965	Sandown	1 member	1965		1 member	1966		1 member	1967
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	1 member	1967		1 member	1966																										
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	1 member	1966		1 member	1967																										
<b>3</b>	The Timberlane Regional School District shall be responsible for the public education of grades 1 through 12. Pupils in the pre-existing districts shall be assigned by the Regional Board to attend the elementary schools in the pre-existing districts in which they reside for no less than the first five years of formal schooling. Resident parents or guardians may voluntarily request that their elementary student(s) be assigned to another in-district public elementary school on an annual basis as long as seats are available and that no additional costs (transportation, etc.) be incurred by the School District. The Regional School Board may assign pupils to a school other than one in the pre-existing district in which they reside for the purpose of special education not available in the pre-existing district. Grades 6 through 12 may be maintained in central schools within the Cooperative District.																														
<b>4</b>	<p>The Timberlane Regional School District shall acquire all the property, including equipment and district-owned buses, of the several pre-existing districts, and such property shall be conveyed to the Timberlane Regional School District in accordance with RSA 195:9, in order that after appraisal by the State Tax Commission an equity shall be established for each of the pre-existing school districts. The following is the property that will be acquired by the Timberlane Regional School District:</p> <table style="margin-left: 40px;"> <tr> <td style="padding-right: 20px;">Atkinson</td> <td>Rockwell School, Academy School</td> </tr> <tr> <td>Danville</td> <td>Danville Elementary School</td> </tr> <tr> <td>Plaistow</td> <td>Pollard School</td> </tr> <tr> <td>Sandown</td> <td>Sandown Central School</td> </tr> </table>	Atkinson	Rockwell School, Academy School	Danville	Danville Elementary School	Plaistow	Pollard School	Sandown	Sandown Central School																						
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<b>5</b>	The operating expenses of the Timberlane Regional School District payable in each fiscal year shall be apportioned on the average daily membership of pupils residing in each pre-existing district of the cooperative school district during the second preceding fiscal year as determined by the State Department of Education.																														
<b>6</b>	The capital expenses of the Timberlane Regional School District payable in each fiscal year shall be apportioned on the equalized valuation as most currently available as determined by the State Tax Commission.																														
<b>7</b>	A schedule of payments based on the sum of the respective shares of the pre-existing districts for operating expenses and capital expenses shall be established from time to time by the cooperative school board and the selectmen of the several towns.																														

<b>8</b>	The Timberlane Regional School District shall assume all the indebtedness of the pre-existing districts, which is outstanding on the date of operation responsibility.
<b>9</b>	<p>The State Foundation Aid, to which each pre-existing district would be entitled to if it were not part of the cooperative school district, shall be credited to such pre-existing district's share of the total operating budget.</p> <p>Aid which may be available to the Timberlane Regional School District which has been computed by the State solely on a per pupil basis shall be applied to reduce the total operating budget prior to the apportionment of costs under the provisions of Article 5.</p> <p>The State Building Aid which may be available to the Timberlane Regional School District shall be applied to reduce the total capital expenditure prior to the apportionment of costs under the provisions of Article 6.</p> <p>Special School Aid which may be available as a result of legislative action to assist certain specific school districts, to which a pre-existing district of the Timberlane Regional School District may be entitled, shall be credited to that pre-existing district's share of the total operating budget.</p> <p>Any other school aid which may be available shall be credited pursuant to a vote of the cooperative school board, unless otherwise provided by law.</p>
<b>10</b>	All trust funds held by the pre-existing districts shall be held and applied to such pre-existing districts as the terms of the trust indicate.
<b>11</b>	The Timberlane Regional School District shall construct and equip a grade 7-12 Junior-Senior High School in the general location of the Plaistow-Hampstead-Atkinson line.
<b>12</b>	The Timberlane Regional School District shall provide transportation for all pupils grades 1 through 12, to the schools within the district, consistent with the provisions of RSA 189:8, except that until the Timberlane Regional Junior-Senior High School is operative, present regulations pertaining to high school transportation shall apply, and any costs to the Regional School District for this transportation shall be charged to the pre-existing district in which the students reside, who incur this expense.
<b>13</b>	The school property and buildings of the Timberlane Regional School District may be used as they are presently being utilized and for other civic and town purposes, as determined by policies adopted by the cooperative school board. The original Atkinson Academy building shall not have its front or tower altered in any manner which would destroy its historic value and appearance.
<b>14</b>	The date of the operating responsibility of the Timberlane Regional School District shall be July 1, 1965, as provided in RSA 195:5.
<b>15</b>	These Articles of Agreement may be amended by the Timberlane Regional School District, except that no amendment shall be effective, unless the questions of adopting such amendment is submitted at a cooperative school district meeting to the voters of the district voting by ballot with the use of the checklist after reasonable opportunity for debate in open meeting, and unless two-thirds of the voters of the district who are present and voting shall vote in favor of adopting such amendment. Furthermore, no amendment to these articles shall be considered except at an annual meeting of the cooperative school district unless the text of such amendment is included in an appropriate article in the warrant for such meeting. It shall be the duty of the cooperative school board to hold a public hearing concerning the adoption of any amendment to these Articles of Agreement at least ten days before such annual meeting and to cause notice of such hearing and the text of the proposed amendment to be published in a newspaper having a general circulation in the district at least fourteen days before such hearing. Until the date of operating responsibly is assumed, the Regional School Board is empowered to call a special district meeting under the procedures outlined above for the purpose of amending the Articles of Agreement.

*Original Approved:* April 30, 1964  
*Revised Article 3:* September 4, 1970  
*Revised Article 2:* March 11, 1978  
*Revised Article 3:* March 5, 1994  
*Revised Article 3:* March 9, 1999