Lisbon Regional School

PROGRAM OF STUDIES

2024-2025

TABLE OF CONTENTS

MISSION STATEMENT

Lisbon Regional School's mission is to prepare students to become lifelong learners who respect themselves and others, work cooperatively as well as independently, reason at complex levels, communicate effectively, contribute to their community and the democratic process, and appreciate the changing world's aesthetic and cultural diversity. Inherent in this education program is the concern for the intellectual, physical, social, and emotional well-being of every student.

INTRODUCTION

This booklet has been prepared for the purpose of providing information to both students and parents. Lisbon Regional High School has made a continuous effort to upgrade its course offerings as new and accepted programs are developed on local, state, and national levels. Because of this, programs are subject to change.

Students' course selections are approved by their parents, the school counselor, and the principal. In addition to the graduation requirements, a variety of elective courses are available. Teacher assignments are based upon these selections, state requirements, and professional certification. Course selections require careful study, and the guidance office is available to assist in this important task.

The State of New Hampshire and the local School Board require that certain courses be passed in order to qualify for a diploma. The guidance office will provide information to students and parents concerning the various requirements for all post-secondary programs of study. Students and parents are encouraged to discuss this program of studies with the school counselor on an individual basis.

IMPORTANT NOTICE

The Lisbon Regional School District, Lisbon, New Hampshire, hereby notifies all applicants for admission and employment, all students and employees, all employee organizations or unions, and all referral agencies that the Lisbon Regional School District does not discriminate on the basis of sex in the educational programs and activities which it operates; and that such discrimination is prohibited by Title II of the Education Amendments of 1972. The Superintendent of SAU #35, Mt. Eustis Commons, 262 Cottage Street, Littleton, New Hampshire 03561, 444-3925, is designated to coordinate the district's efforts in compliance with Title II. This notice is required by Title II of the Education Amendments of 1972 and by section 86.8 of Title II.

SCHOOL COUNSELING MESSAGE

The selection of courses for the next school year is an important task. We encourage students and parents to spend time studying the Program of Studies so they will understand school and state requirements and enhance individual skills and interests. As freshmen and sophomores, there are limited electives, but as students fulfill their requirements, more electives become available.

Long-range planning is helpful in making good choices when selecting courses. We encourage parents and students to consider career paths based on the student's strengths, academic successes, and interests. Planning then helps these dreams become realities. Plans should include

post-high school possibilities and ensure that course selections make these choices possible. Lisbon Regional School has worked with Littleton High School and Profile High School to see how curriculum offerings can be increased to help students obtain a challenging, relevant, and engaging education. Lisbon Regional School is also developing partnerships with local businesses to create work-study programs for students. If you have a request that does not appear in our Program of Studies, please contact the school counselor. Investing time and thought to plan your courses will help us meet your needs and give you more choices in the future. High School is an exciting and rewarding time, and we will help you plan to achieve your goals.

GRADUATION REQUIREMENTS

In order to qualify for a Lisbon Regional High School diploma, each graduate shall successfully complete at least 27.5 credits selected from the school's program of studies. Students also must complete performance-based graduation requirements.

The courses students must successfully complete are as follows:

Arts Education - 1/2 Credit
English/Language Arts - 4 Credits (1 course required each year)
Mathematics - 4 Credits (Includes Math 1-3) (1 course required each year)
Science - 3 Credits (including one credit of Physical Science; one unit of Biological Science; one Science elective)
Social Studies - 3 ½ Credits (US History 1 credit; World History 1 credit; US Government/Civics 1 credit; Economics 1/2 credit)
Physical Education - 1 Credit
Health Education - 1/2 Credit
Occupational Preparation (Career Planning) - 1/2 Credit
Foreign Language - 1 Credit
Senior Project (Digital Portfolio/Information & Computer Technologies) - 1 Credit
Speech and Research - 1 Credit
Open electives - 7.5 Credits (Must be selected from the LRS program of studies)

TOTAL 27.5 CREDITS

In order to pass from one grade to the next, a student must earn the following credits:

6-½ Credits to enter 10th Grade
13 Credits to enter 11th Grade
19-½ Credits to enter 12th Grade

PLANNING YOUR PROGRAM

The purpose of the program of studies is to provide you with information to help you achieve your educational and career goals. The decisions required in planning your high school program are important and should be based on factual information gathered from parents, teachers, counselors, and research. If you plan to go directly to work, your courses in high school should prepare you for job entry. Please consider taking courses that will reflect the needs of this workforce. If you plan to pursue a college education (college, business school, vocational-technical colleges, and other specialized

programs), you must prepare with an "academic" program. This may mean that in-depth preparation in English, social studies, mathematics, science, and foreign languages will be necessary.

We have arranged a regular transportation schedule so our students can take advantage of the Hugh J. Gallen Career and Technical Center courses at Littleton High School. These classes provide training in such areas as building trades, automotive technology, aviation, business administration, teacher education, bicycle technology, computer technology, health science, and digital video production. This requires special scheduling. Careful planning may make it possible to prepare for further education in a vocational-technical college or a specialized training school program if this is your goal.

SUGGESTED CAREER EXPLORATORY PROGRAM

GRADE 9

English 9, Integrated Math 1, Physical Science, World History, Spanish 1, Physical Education, Art/Band/Music/Tech/Culinary/Business Electives

GRADE 10

British Literature, Integrated Math 2, Biology, Economics, Health, Art/Band/Music/Tech/Culinary/Business/PE Electives.

GRADE 11

Career & Tech Center course, Composition & Analysis 11, Integrated Math 3, Science (3rd), U.S. Govt and Politics or U.S. History, Art/Band/Music/Tech/Culinary/Business/PE Electives

GRADE 12

Career & Tech Center course, Composition, Film & Lit 12, U.S. Govt and Politics or U.S. History, Senior Math Topics or AP Statistics, Career Planning, Art/Band/Music/Tech/Culinary/Business/PE Electives, Internship

SUGGESTED COLLEGE PREPARATORY PROGRAM

GRADE 9

English 9, Integrated Math 1, Physical Science, World History, Spanish 1, Physical Education, Art/Band/Music/Tech/Culinary/Business Electives.

GRADE 10

Survey of British Literature, Integrated Math 2, Biology, Economics, Health, Spanish 2, Art/Band/Music/Tech/Culinary/Business/PE Electives.

GRADE 11

College Composition 11, Integrated Math 3, Science (3rd), Spanish 3, AP U.S. Govt and Politics, AP US History, AP Statistics, Art/Band/Music/Tech/Culinary/Business/PE Electives.

GRADE 12

American Literature 12, Pre-Calculus, Calculus, Science (4th), Spanish 4, AP U.S. Govt and

Politics, AP US History, AP Statistics, Career Planning, Art/Band/Music/Tech/Culinary/Business/PE Electives, Internship.

PERFORMANCE-BASED GRADUATION

We at Lisbon Regional School believe that in an ever-changing society, all members of the school community:

1. Possess individual worth and need to treat themselves and others with respect and dignity.
2. Learn in a safe, positive, and nurturing environment.
3. Possess creative potential.
4. Learn, given enough time and the appropriate approach.
5. Are role models.
6. Learn best with a strong home/community/school partnership.
7. Can become lifelong learners.

EXIT OUTCOMES

A graduate of Lisbon Regional School:

1. Has a broad base of essential knowledge.
2. Is committed to lifelong learning.
3. Has an internal model of quality work.
4. Has a collaborative work ethic.
5. Possesses a healthy sense of mind and body.
6. Communicates effectively.
7. Makes wise, informed decisions.
8. Understands and appreciates diversity.
9. Participates as a responsible citizen in our local, state, national and global communities. 10. Possesses the competencies and skills to master various bodies of knowledge in order to reason at complex levels and be an effective problem solver.

COURSE OFFERINGS

Note: Some courses are offered on a rotating basis. An asterisk denotes courses available in 2025-2026.

ART

Art teaches students to understand and communicate in a visual language. Visual arts skills can be applied to many careers, and students will develop these skills and learn a variety of techniques and art mediums. The following courses are offered on a rotating basis:

***Ceramics** (Credit 1)

Students will be introduced to the three methods of hand building with clay: pinch, coil, and slab techniques. They will learn these processes to construct both relief and three-dimensional forms. Well-thought-out forms, designs, and functional uses, along with good craftsmanship, are emphasized. They will also make forms that are decorative and functional. Students will work with white and brown clays as well as a variety of glazes. This course will introduce students to the fundamental vocabulary

of ceramics. Ceramic artists and world cultures will be introduced, studied, discussed, and used for inspirational ideas. Students will also have exposure to working on the potter's wheel.

***Drawing** (Credit .5)
Students will learn a number of drawing techniques to create 2D drawings. We will explore a variety of artists, as well as a variety of materials to help improve students' direct observational skills, as well as working from their memory. Based on student interests, we will explore different artists and time periods.

***Color and Design** (Credit .5)
Color and Design combines the best of several other classes. Students will learn various skills, such as photography, drawing, painting, print-making, and sculpture. They will create both 2D and 3D work as they solve real-world design problems. We will explore how others have created innovative designs that have addressed issues worldwide.

***Digital Media** (Credit .5)
Digital Media students will be exposed to different areas of multimedia, including photography, advertising, animation, and video. Students will use school cameras to create both photos, single-image art, and short-form videos. Becoming familiar with tools that manipulate text, create images, and produce simple animations. Additionally, students will be introduced to art history and the principles and processes associated with digital media and design. Foundation students will apply components of design to develop several pieces of digital art as well as printed products.

***Painting** (Credit .5)
This class will begin by learning the basics of drawing using different drawing materials and techniques. Then, we will use those skills to create images for paintings. Acrylic, watercolor, and tempera are three basic materials that you will learn to use while exploring your painting style. You will also learn the basics of color theory and how to manipulate the paint for a variety of effects. We will paint 3D objects as well as on traditional canvas and paper.

Graphic Novels & Comic Arts (Credit .5)
This class is all about exploring storytelling through graphic arts. We will work on creating characters and telling both short-form and long-form stories about these characters. Inspirations will come from comic books as well as graphic novels. You may join this class, whether you have an expansive knowledge of graphic arts, or whether you are new to this medium entirely!

Sculpture (Credit 1)
We live in a 3D world, and sculpture is one of the oldest art forms. In this class, students will learn about a variety of sculptural techniques while building 3D art. We will use paper, clay, plaster, cardboard, paint, and found materials to create the sculpture. Students will gain an understanding of how sculpture has changed over time and how contemporary artists are using materials to create their work.

Mixed Media (Credit 1)
This course provides students with the opportunity to learn a little bit of many art materials! Students will learn about both 2D and 3D works, which may include drawing, painting, printmaking, collage, photography, clay, paper mache, plaster, beading, and more! The goal is to create many pieces in a variety of mediums to expose students to many different techniques in art.

MUSIC

Through participation in musical activities, a student learns to work and cooperate in a group situation while developing his or her own individual skills. He or she also gains confidence and satisfaction in being able to perform successfully in the rehearsal as well as in the concert hall. The following courses are offered on a rotating basis:

***Jazz Band** (Credit .5)
Welcome to the vibrant world of jazz music! In this course, students will immerse themselves in the rich history, theory, and performance techniques of jazz as they participate in a dynamic and engaging ensemble experience. Designed for musicians of all skill levels, this course provides a supportive environment for students to explore and develop their individual musical talents within the context of a collaborative ensemble. High school band is repeatable.

Instrumentals (Credit .5)
Are you new to playing an instrument? It is not too late to learn, and you have a great opportunity to work in a small group or one-on-one setting with the instrument of your choice!

***Modern Band** (Credit .5)
Modern band gives students the opportunity and resources to explore popular musical styles. Those enrolled in Modern Band gain foundational knowledge in instruments like drums, bass, guitar, keyboard, and vocals. The focus extends to genres such as rock, pop, Latin, R&B, country, electronic dance music, and emerging contemporary styles.

***Piano** (Credit .5)
This course is an opportunity to learn basic piano skills and play chords of pop, rock, and favorite tunes so students can accompany any song.

Guitar (Credit .5)
This introductory guitar class will teach students how to read and play all notes and over a dozen basic chords in first position, read, play, and identify barre and power chords in all keys, learn basic tablature and bass technique, as well as play with proper classical technique. In addition to playing the guitar, students will learn basic guitar maintenance and repair, including changing the strings and tuning.

***Chorus** (Credit .5)
This course is available to any student who wishes to sing in a vocal ensemble. Students study basic vocal techniques using proper posture and breath support and demonstrate the ability to sight-sing

simple vocal exercises. Literature selected each year is geared to the level of the students in the ensemble and represents various styles. The focus is to introduce students to some traditional vocal works, multi-cultural compositions and more contemporary vocal works. Students perform at several concerts and music festivals throughout the year. Participation in the Solo Festival, North Country Festival, and All-State Auditions is only possible for students who participate in the High School Chorus. NO PREVIOUS MUSICAL EXPERIENCE IS NECESSARY. This course is repeatable.

Music Theory (Credit .5) (Dual Credit)
Every musician needs to learn the basics of music theory. This includes note reading, intervals, scales, and much more. It also teaches how music works, allowing musicians to enjoy music more.

***Film Music** (Credit .5)
Film music is a survey of movie soundtracks from the days of silent films to the present. We will watch films, analyze them, and discuss the music. By the end of the semester, students will be able to score their own short films.

***World Drumming** (Credit .5)
Learning about drumming around the world! Include how to read rhythms and improvisation and become a percussionist. We will also use everyday items to create music.

BUSINESS EDUCATION

***Introduction to Business** (Credit 1 - Fulfills Economics credit requirement)
Students will be introduced to the most current practices of business ownership and management. They will learn the skills necessary to manage a business in all its aspects, including assessing consumer needs and wants, selling products or services, business ethics, marketing, advertising, human resources, and financial management.

Accounting (Credit 1)
The first-year course is designed to provide the skills and knowledge necessary for entry-level employment in accounting and other business occupations. Accounting is a very beneficial course for those students entering the job market or planning to continue their education in any phase of business. Accounting provides an individual with the knowledge necessary for maintaining personal financial records, and it is an important aspect of nearly all businesses. A study of accounting involves an understanding of the basic principles of double-entry bookkeeping as they apply to financial records, such as income statements, balance sheets, tax reports, and other statements.

***Personal Finance** (Credit 1)
This semester-long personal finance course covers all of the essential personal finance topics necessary to become a financially capable student. By the end of this course, students will have a thorough understanding of personal finance topics and be prepared to handle the financial responsibilities that exist after graduation.

***Economics** (Credit .5)
Students will learn about the important roles they play and the responsibilities they have as workers, consumers, and citizens. They will see the financial relationship and impact each of these roles plays

in a community, a business, a state, and a nation. Discussion, reading, projects, and class activities are designed to teach students how society chooses scarce resources to satisfy its needs and wants.

***Career Planning** (Credit .5) (**Required junior or senior year beginning with the Class of 2028**.) In this quarter-long course we will explore students' potential careers and spend time planning and preparing for college, trade schools, and the workforce. We will also learn how to budget, how to fill out tax forms, and answer general questions about life skills that will be needed after leaving high school. We will discuss how to live within your means, how to get good credit scores, and the potential pitfalls of using credit cards without a way to pay them off immediately.

ENGLISH

Students must follow a sequence, taking at least one of the following English courses each year:
Grade 9: English 9
Grade 10: British Literature, Survey of British Literature
Grade 11: Composition & Analysis 11, AP English Language & Composition, College Composition 11
Grade 12: Composition, Film, & Literature 12, American Literature 12

***English 9** (Credit 1) **(Required)**
This course consists of a challenging program for writing, literature study, vocabulary, oral work, and the study of informational texts, which prepares each student for the literature, reading, and writing assignments in all other English courses. There are extensive writing assignments which include the narrative, explanatory and information writing, and the argument, as well as creative fiction and poetry work. There will be a wide range of reading approaches used, with an emphasis on understanding and analytical skills. The thematic approach to literature focuses on the themes of family and caretaking; this provides the students with writing topics that relate to both the works studied and their own experiences.

***Speech & Research** (Credit 1) **(Required)**
Speech and Research is a required semester-long course designed to prepare students for in-depth research and presentation. Students will learn how to research, analyze, integrate, and present information in oral and written formats. They will study techniques used in informative and persuasive speaking and writing. Students will also learn the fundamentals of communication and develop skills in the preparation, organization, and presentation of speeches.

***British Literature** (Credit 1)
This course is designed and devoted to an in-depth chronological study of the literature of early Britain and the United Kingdom to 1900, as captured in several key works of the masters of British Literature. Beginning with the Anglo-Saxon period, students are exposed to the various periods and styles of British literature and the ideas and social concerns that shaped the writing of those times. Students are challenged to study how various genres of writing and speaking transformed as insular societies transformed into the British Empire of Victorian times. The course focuses on historical as well as literary themes through reading, a variety of writing approaches that include the narrative, explanatory and information writing, argument, creative fiction and poetry work, listening/viewing, and speaking. The analysis, interpretation, and appreciation of the many aspects of British literature and related informational texts are emphasized throughout the course. By the end of this course, students will have developed an intimate familiarity with the British literary tradition while also acquiring a firm grasp on the ways in which ideas can be communicated and connected to our world today.

***Survey of British Literature** (Credit 1) (Dual Credit - 3 credits)
This course will introduce many of the "great works" of the British literary tradition and will follow a historical chronology. Students will make connections between the literature of the time periods and the social elements that both inform and are influenced by historical events, beginning with the Anglo-Saxons and ending in the mid-20th century. Students study how various genres of writing and speaking helped transform insular societies into what became the British Empire.

***College Composition 11** (Credit 1) (Dual Credit - 3 credits)
Students learn the fundamentals of a variety of forms of academic writing and discourse by engaging in scholarly research using documentation in both MLA and APA formats, literary analysis, oral presentation styles, and formal and informal types of personal writing. Additionally, students will read a variety of texts, including nonfiction essays, novels, short stories, and poems. There will be required films and/or online sources used for the class as well.

***Composition and Analysis 11** (Credit 1)
Composition and Analysis 11 provides students with the opportunity to read rigorous texts from various eras and in different genres, analyzing the big ideas of rhetorical situations, claims/evidence, reasoning/organization, and style. Students use given texts to reach the goal of effective writing and analysis: they will read and annotate texts from a critical perspective in order to craft well-reasoned essays and personal reflections in response.
The course is structured as themed skill units that increase in rigor over the semester. The overarching theme is power. The readings include both fiction and nonfiction texts, and the work includes at least one major research paper, narrative writing, mechanical skills, and at least one major oral presentation.

***AP English Language and Composition** (Credit 1)
This course provides students with the opportunity to read rigorous texts from various eras and in different genres, analyzing the big ideas of rhetorical situations, claims/evidence, reasoning/organization, and style. Students use given texts to reach the goal of effective writing and analysis: they will read and annotate texts from a critical perspective in order to craft well-reasoned essays and personal reflections in response.

***American Literature 12** (Credit 1) (Dual Credit - 3 credits)
This course provides a historical approach to American literature, covering works from 1865 to the present, with particular emphasis on one or more eras within that span. A few earlier texts may be considered to provide a contextual framework for later works. Students will read, discuss, and analyze works by major authors closely and critically from a literary perspective (genre, context, and style), as well as from the range of social, historical, political, and cultural perspectives they represent. Students will read, speak, and write knowledgeably about the development of American thought and values as reflected in the historical development of American Literature, connecting their personal insights to the works studied and various aspects of current American culture. Literary genres covered include the novel, the short story, the poem, the autobiography, and the essay. Informational texts and selected films will also be studied. as they enrich and connect to the literature being studied.

***Composition, Film, and Literature 12** (Credit 1)
Composition, Film, and Literature 12 is a student-input-guided course that covers important required ELA and literary skills, including but not limited to literary interpretation, grammar, narrative and

argument writing, research papers, and oral presentations centered around a student-chosen genre (chosen by a class vote prior to the beginning of the course). In the past, genres have included dystopian fiction and horror. Students will learn the origins of their chosen genre, general analytical skills, and analytical structures specific to their genre.

***Introduction to Creative Writing** (Credit 1) (Dual Credit - 3 credits)
Students will explore both the traditions and the craft of creative writing through readings, writing, and revision in a workshop-style class. We will study various forms of poetry, fiction, drama, and the literature of place through daily and weekly writing prompts and assignments. A final, personal anthology will be the end result of the semester's work.

***Survey of Western Poetry** (Credit 1)
Students will explore both the traditions and the craft of creative writing through readings, writing, and revision in a workshop-style class. We will study various forms of poetry, fiction, drama, and the literature of place through daily and weekly writing prompts and assignments. A final personal anthology will be the end result of the semester's work.

FAMILY AND CONSUMER SCIENCE

***Foods 101** (Credit 1, CTE)
Foods 101 is an elective course for high school that teaches students the basics of cooking, baking, and reading recipes. We also cover nutrition, menu planning, careers in the food industry, table etiquette, savvy food buying, and budgeting.

***Foods 102** (Credit 1, CTE) Prerequisite: Foods 101
In Foods 101, we learned basic cooking techniques. In Foods 102, we will expand upon those basic techniques to make some more complicated dishes. We will also spend time looking into foods from countries around the world. We will do research on each country before we make anything and look at how foods are affected by the culture and the geography of an area.

***Introduction to Human Growth & Development** (Credit 1) (Online)
There is a set of principles that characterizes the pattern and process of growth and development. These principles or characteristics describe typical development as predictable and orderly. We will learn that most children will develop at the same rate and at the same time as other children. Although there are individual differences in children's personalities, activity levels, and timing of developmental milestones, such as ages and stages, the principles and characteristics of development are universal.

***Nutrition and Wellness** (Credit 1) (Online)
This course will focus on food and nutrition topics that impact daily nutrition and wellness practices on long-term health and wellness; physical, social and psychological aspects of healthy nutrition and wellness choices; selection and preparation of Guidelines and Food Guide Pyramid; safety, sanitation, storage, and recycling processes.

***Real-World Parenting** (Credit 1) (Online)
Whether you are currently a parent or a parent-to-be, it is quite likely that at some time in the future, you will be faced with the reality of having children. Unlike so many other important situations in life,

most of us are not particularly well prepared for this crucial role. Real World Parenting helps you begin the lifelong process of learning about child development and parenting.

WORLD LANGUAGE

The world language program offers four levels of Spanish. Classes are usually small, and the development of communicative skills is stressed. Successful completion of one year of a world language is a requirement for graduation.

***Spanish 1** (Credit 1)
This course emphasizes communication. The proficiency-based approach helps students build the four basic skills: listening, speaking, reading, and writing. This course also aims to increase the students' knowledge and appreciation of the diverse cultures of Spanish-speaking countries.

***Spanish 2** (Credit 1) Prerequisite: Spanish 1
Students continue from the point at which they ended in Spanish 1. The proficiency-based approach is used with an emphasis on communication. The course also aims to increase the students' knowledge and appreciation of the diverse cultures of Spanish-speaking countries.

***Spanish 3 & 4** (Credit 1)
Students continue to build upon the skills developed in Spanish 1 and 2. Students will read, listen, speak and write in Spanish. The focus continues to be on the 5 C's – communication, cultures, connections, comparisons and communities.

HEALTH

Health (Credit .50) **(Required)**
This course promotes the concept of wellness. The class stresses the skills needed to make the right decision regarding substance use and abuse, personal health, nutrition, prevention of sexually transmitted diseases, consumer health, and family life. Students participate in the American Red Cross Standard First Aid Course, with certification available upon satisfactory completion. Open to grades 9-12

PHYSICAL EDUCATION

***Physical Education & Sports** (Credit 1)
Physical education is a part of the school curriculum which aims to develop the student through physical activity as well as mental activity. The primary concern of physical education is to develop the whole person as an integral part of the entire school, to foster health growth, and to lead to a better understanding of one's physical, social, and mental self. Activities include: Fall: softball, soccer, pickleball, speedball, ultimate football, street hockey, ring hockey, scooters, and fitness testing. Winter: basketball, gym hockey, volleyball, pickleball, scooters, and badminton. Spring: softball, street hockey, lifetime sports, frisbee activities, nerf ball games, cricket, ultimate football, and fitness testing.

***Sports in Society** (Credit 1)
This class provides an introduction to the sociology of sports and encourages students to ask questions and think critically about sports as part of social life. The emphasis is on sports and sport-related behaviors as they occur in social and cultural-related contexts.

***Outdoor Fitness** (Credit .5 or 1)
Outdoor fitness will be a physical education elective class offered to students in grades 9-12. The class will consist of weight training, hiking, bike riding, and other outdoor cardiovascular activities. Students will need to be prepared to be outside in all weather for this class.

MATHEMATICS

At Lisbon Regional School, we offer an integrated mathematics curriculum for high school students. We have chosen the *Core-Plus Mathematics Project*, which is one of the National Science Foundation (NSF) supported curricula and is based on the National Council of Teachers of Mathematics (NCTM) Principals *and Standards* document. Lisbon Regional School completely switched to a Standards-Based curriculum many years ago, beginning with K-6 implementing *Everyday Math*, continuing with the middle school adopting *Connected Math 3*, and now concludes in the high school. As students go off to their chosen vocation and diverse post-secondary schools, we are pleased with the performance and achievement students continue to show.

The *Core-Plus* curriculum builds upon the theme of mathematics as sense-making with a focus on problem-solving, reasoning, and communication. Students develop a deep and rich understanding of mathematics topics through investigations of real-life contexts. The curriculum is designed to make mathematics accessible to more students while challenging the most able students. This integrated curriculum replaces the traditional sequence of courses (Algebra I, Geometry, Algebra II), bringing them together through the interwoven strands of algebra and functions, geometry and trigonometry, statistics and probability, and discrete mathematics.

Although all classes will have students of varying mathematics abilities, there are still two paths for students to follow once they have completed the first three integrated courses. This choice should be based on student needs and future career choices. Students who are intending to study mathematics or science at a four-year college or university should choose sequence A. This sequence is also for students who want to keep their future options open or simply enjoy mathematics. In order to complete all courses in this sequence, students must take more than one course in their junior or senior year. Students who are interested in a two-year vocational/technical degree or immediately entering the workforce may choose sequence B. All students are encouraged to take any of the other mathematics electives offered as their schedule permits.

Taking mathematics electives is especially important for students choosing sequence B. The *Making the Transition from High School to College* research report (conducted right here in NH) found that 90% of all high school students will someday attend college. According to the Community College System of NH, 50% of students enrolled in “developmental math courses” fail (these courses usually carry no credits but are required because student math skills are too weak). Since students have not completed this entry-level course, they are not allowed to continue working toward their degree. Students who take four or more years of college preparation math usually do not need to take these courses and pass their normal credit-earning courses.

Sequence A

Grade 9: Integrated Math 1
Grade 10: Integrated Math 2

Grade 11: Integrated Math 3 & AP Statistics
Grade 12: AP Precalculus & AP Calculus AB

Sequence B

Grade 9: Integrated Math 1
Grade 10: Integrated Math 2
Grade 11: Integrated Math 3
Grade 12: AP Statistics or Senior Math Topics

***Integrated Mathematics 1, 2, & 3** (Credit 1 for each course) **(Required)**
Each of the three courses of *Core-Plus Mathematics* consists of as many as eight units. Each unit contains two to four multi-day lessons in which major mathematical ideas are developed through investigations focused on sense-making and reasoning. Most investigations are developed from rich applied problems or by examining mathematical patterns and procedures. Prerequisite for Integrated Mathematics 1: Passing Math 8 in Middle School; Prerequisite for Integrated Mathematics 2 & 3: Passing the previous Integrated Mathematics course or equivalent.

Mathematics Topics Studied by Course

Integrated Mathematics 1, Integrated Mathematics 2, Integrated Mathematics 3
Patterns of Change Functions, Equations & Systems Reasoning & Proof Patterns in Data Matrix Methods Inequalities & Linear Programming Linear Functions Coordinate Methods Similarity & Congruence Exponential Functions Regression & Correlation Samples & Variation Patterns in Shape Non-Linear Functions & Equations Polynomial & Rational Functions Quadratic Functions Trigonometric Methods Circles & Circular Functions Patterns in Chance Probability Distributions Recursion and Iteration Inverse Functions

***Senior Math Topics** (Credit 1)
This course is for any student who has completed Math 1, 2, and 3. It is a fourth level mathematics course designed for seniors who are looking to continue to study everyday applications of math. This course is project-based. Topics included (but not limited to): surface area and volume as used in the workplace; determining the amount of materials to carpet floors in a house, paint walls, and shingle roofs; the amount of storage space in closets and attics; cost of materials to complete outside landscaping projects; use of linear equations and inequalities to determine amounts of products that will produce the largest profit (linear programming); world population growth to determine if a mathematical model can predict the future growth (regression models); investments and deprecation as it applies to financial calculations (exponential growth and decay); paychecks, hourly vs salary wages, deductions and taxes; probability and chance. Prerequisites: Math 1, 2, & 3, their equivalent or the approval of the Math Department.

***AP Statistics** (Credit 1) (Dual Credit- 4 credits)
This course is for any student who has completed Math 1 and Math 2, Math 3 may be concurrent. Statistics is the mathematics of collecting, organizing, and analyzing numeric data for the purpose of making inferences or predictions. It is, by nature, a much-applied area of mathematics that is used in nearly every professional job as well as in everyday life. Topics studied will include (but are not limited to) summarizing data and graphical displays, the normal distribution, finding and interpreting regression
models, finding samples and designing experiments, probability, random variables, and binomial and

geometric distributions. Prerequisite: Integrated Mathematics 1 – 3 or the approval of the Math Department. Students have the opportunity to take the advanced placement test.

***AP Precalculus** (Credit 1) (Dual Credit - 4 credits)
Pre-Calculus provides knowledge of trigonometry (the study of triangles and their measure) and functions in preparation for calculus or other higher level STEM (Science, Technology, Engineering and Mathematics) courses. Emphasis in this course is placed on mathematical modeling (application), graphing technology, process (not just answers), communication, and problem solving. Topics include right triangle trigonometry, area, the laws of sine and cosine, trigonometric identities, circular trigonometry, polynomial, rational and exponential functions, polynomial inequalities, operations on functions, translating functions, and logarithms. Prerequisites: Integrated Math 1, 2, & 3 or their equivalents. Students have the opportunity to take the advanced placement test.

***AP Calculus AB** (Credit 1) (Dual Credit - 4 credits)
This course focuses on describing the way that variables change in relation to one another by studying functions and their derivatives. This enables mathematicians to solve complicated real-world problems in sophisticated ways that reduce the number of necessary calculations. This first course in calculus will focus on the study of functions, limits, and derivatives and provide an introduction to integration, along with the connection between differentiation and integration. The course will include the use of technology and emphasizes the conceptual understanding of the mathematical topics studied while building procedural fluency. Prerequisite: Pre-Calculus. Students have the opportunity to take the advanced placement test.

SCIENCE

***Physical Science** (Credit 1) **(Required)**
A physical science class covers the major areas of introductory chemistry and introductory physics. This is a lab-oriented class. This is a required science course and is recommended for all 9th graders.

***Biology** (Credit 1) **(Required)**
Modern principles and concepts of biology. This course will cover the structure and internal processes of cells, the concept of biological diversity, the structure and function of animals and plants, and an introduction to ecology. This is a required science course and is recommended for all 10th graders.

***Anatomy and Physiology** (Credit 1) (Dual Credit - 4 credits)
Anatomy and Physiology focuses on the human body. Concepts include cells and tissues, organs and organ systems, and the chemical functioning of the body. Students must have completed 10th-grade biology prior to enrolling in Anatomy. This course can be taken for 4 Running Start credits. Students who are interested in careers in the health field are encouraged to enroll in Anatomy.

***Chemistry** (Credit 1)
Chemistry is the study of matter and its interactions. Topics include atomic structure, bonding and chemical reactions, gas laws, solution chemistry, acids and bases, and an introduction to organic chemistry. Lab experiences include demonstrations and hands-on labs.

Advanced Biology (Credit 1) (Dual Credit - 4 credits)
Advanced Biology offers a more in-depth look into biological concepts. Advanced biology will cover the fundamental concepts of the molecular basis of life, cell theory, cell division, cellular respiration,

photosynthesis, DNA and RNA, genetics, a survey of life, and an introduction to taxonomy, evolution, and basic ecology.

***Forensics** (Credit 1) (Prerequisite: Physical Science and Biology)
This course will be a laboratory and case-study-based class on how forensic scientists collect and process evidence that is crucial for solving crimes. Types of evidence may include ballistics, DNA and traditional fingerprinting, and identifying unknown substances, including fire debris, controlled substances, and gunshot residue.

***Environmental Science** (Credit 1) (Dual Credit - 4 credits)
Upon completing this course, students will be able to identify basic ecological principles (energy flow, ecosystem structure, resource use), list and describe Earth's major terrestrial and aquatic biomes, and make connections to local natural resources. This course can be taken for four college credits through the Early College program with the Community College System of NH.

SOCIAL STUDIES

Three of the stated *Exit Outcomes* for learning experiences at Lisbon Regional School are to develop students who make wise, informed decisions, understand and appreciate diversity, and participate in society as a responsible citizen. The Social Studies Department is charged with engaging students in historical inquiry. Historical thinking matters in a society that requires people to understand and solve the precarious problems of our time. History is filled with controversies: the quest for power, the inequality of status, and the freedoms of individuals versus the needs of society. All of these issues must be examined, re-examined, and studied in their historical context to develop citizens who are informed, involved, and equipped to be a citizen.

***World History and Geography** (Credit 1) **(Required)**
The focus of this survey course is the study of the historical development of people, places, and patterns of life from approximately 8,000 BCE to the present. Students will develop historical skills and geographical analysis to explore human history. Students will analyze the interaction between geography and the development of civilization(s).

***United States History or AP United States History** (Credit 1) **(Required)**
This thought-provoking survey course analyzes the political, economic, and social changes and developments during the history of the United States. In an era being defined by confrontation and division, students will learn to cultivate historical thinking habits—to gain historical knowledge, critically evaluate historical evidence, and produce an authentic argument. Students have the opportunity to take the advanced placement test.

***U.S. Govt & Politics or AP United States Government and Politics** (Credit 1) **(Required)**
This course analyzes the various institutions, groups, beliefs, and ideas that constitute the United States government and politics. Students learn to analyze and interpret basic data relevant to U. S. government and politics. Through the examination of fundamental constitutional principles; the organization of government at the federal, state, and local level; the rights and responsibilities of citizenship; the policy-making process; political parties and elections; comparative government and foreign policy; and the American economic system, students learn the skills that will enable them to effectively participate in civic life in the United States and the world. Students have the opportunity to

take the advanced placement test.

DISTANCE LEARNING EDUCATION PROGRAM

The Distance Learning Program provides students with additional quality educational opportunities. Through accredited online schools and Edgenuity courseware, students are given opportunities to advance their studies in a direction and content area they choose. With over 600 online course opportunities available, Lisbon Regional School recognizes that preparing each student for lifelong learning, college, and the workforce requires educational leadership and innovation. Lisbon Regional School is a leader in helping students reach their 21st-century learning needs and goals.

Through the Distance Learning Program, students are strongly encouraged to enroll in a course offered through a rigorous online school program. Available courses include all academic levels: *Advanced Placement, Honors, Dual Credit (college level), Standard, and Competency Recovery.* Expanding learning opportunities for our students gives them a broader pathway toward their chosen career path.

Online courses are intended to supplement in-person learning but not replace LRS courses. Students choose their courses and have them approved by the distance learning teacher and high school counselor. The school counselor and distance learning teacher may also evaluate whether online learning is a good fit for a student based on their ability to work independently in a quiet environment. Students should maintain steady progress with their online courses during the semester. If a student finishes with adequate time, the student is expected to add a full or partial credit course.

A student can be enrolled in one or more of the following online schools or courseware: Virtual High School (thevhscollaborative.org), Early College Online (Community College System of New Hampshire), and Edgenuity courseware.

Please see Mrs. Blake or Mr. Dunn to learn more about the Distance Learning Program and to see a list of course options.

TECHNOLOGY EDUCATION

***Photoshop** (Credit .5)
Photoshop allows you to manipulate existing images and create new content digitally. Students will learn to use filters and apply special effects to whole images or specific elements. By the end of the course, you can produce realistic photos of you on vacation in exotic places or meeting celebrities. You'll create your own currency and design album art for your favorite band.

***Robotics** (Credit 1)
Students will learn basic robotics coding using VEX CodeV5. VEX V5 parts will be used to create a variety of robots to complete many different tasks. Once students have a basic understanding of the platform, they will be invited to solve the problem posed annually for the VEX robotics challenge. Any student who wants to compete in one of the regional competitions will have that opportunity. This course is repeatable.

***Broadcast & Media Production** (Credit 1)
Students will study current trends in online media, including podcasts, web video streaming, social media, and video production. Students will also examine the principles of writing news and

information for radio, TV, podcasts, and live streaming.

***Residential Design** (Credit .5)
Residential Design immerses students into architecture and interior design, providing a comprehensive understanding of creating functional and aesthetically pleasing living spaces. Throughout the course, students delve into the fundamentals of architectural drafting, exploring principles of space utilization, structural design, and sustainable building practices.

***Drones** (Credit .5)
This course comprehensively explores drones, encompassing their history, technology, applications, and ethical considerations. Students will delve into theoretical concepts and practical skills, equipping them with the knowledge and proficiency to navigate the rapidly evolving landscape of drone technology.

***Solving the Problem** (Credit .5)
In today's dynamic world, problem-solving skills are more crucial than ever. Solve the Problem is a high school course designed to equip students with the essential tools and strategies to tackle challenges effectively inside and outside the classroom. Throughout this course, students will engage in hands-on activities, collaborative projects, and real-world scenarios to sharpen their problem-solving abilities.

***Internship** (Credit 1)
The North Country Workplace Education Program (NCWEP) is a partnership between local businesses and Lisbon Regional School designed to build, maintain, and expand a skilled workforce through high school internships. Internships are available for juniors and seniors who are interested in exploring real-world opportunities and career paths. Students participate in internships during school hours and can receive credit for successful participation in the program. Student internships are available in a number of different locations and job types. Paid internships are also available.

Through planned activities and learning objectives, students will have the opportunity to:

- Experience the connection between things learned in school and skills and knowledge needed in the workplace.
- Explore various careers, jobs, and worker tasks to help interns consider possible careers and education for the future.
- Develop entry-level job skills.
- Develop the responsibility and maturity necessary for functioning in the workplace.
- Earn academic credit for workplace experiences.

To achieve an internship credit, students must complete the following:

- Complete the internship application
- Create a formal cover letter and resume
- Sit for an interview with a perspective site supervisor
- Once accepted, regularly attend the placement, and;
- Maintain a daily journal of the placement,
- Develop and complete site-specific competencies individually created by the student and site

supervisor to meet the learning goals of the student and the needs of the business.

Interested students should see Mr. Dunn or Mr. McKeever.

Career Education (Teacher Assistant Internship) (Credit 1)
This individualized instruction program utilizes the talents of qualified students to enrich the curriculum of elementary school children and to provide other special services as needed.
1. The school counselor at the elementary level will provide educational materials and supervision in cooperation with the classroom teacher.
2. Coordinator and the classroom teacher provide plans to be carried out by the tutors.
3. This program enables elementary students to receive the individual attention they require.
4. Weekly reports are turned in to the coordinator. Monthly meetings are held to discuss areas of concern. Daily journals are kept and checked by the classroom teacher.
5. A check-list evaluation of the tutor is submitted by the classroom teacher to the coordinator.

INFORMATION TECHNOLOGY

Senior Project (Portfolio Defense) (Credit 1) (**Required: Fulfills ICT Requirement**)
Students may develop a digital portfolio demonstrating competency in the following:

1. Use of common productivity and web-based software
2. Use of a variety of multimedia software and equipment
3. Configuring computers and basic network configurations
4. Apply programming concepts used in software development

SPECIAL EDUCATION INCLUSION PROGRAM

The Special Education Room for grades seven through twelve provides the following services.

1. Individualized educational plans for educationally handicapped students who qualify under PL 94-142.
2. Individualized instruction and group instruction for identified students in language arts and math, and other subject areas as needed.
3. Back-up and consultation support for classroom teachers who need subject assistance in making instructional and programming modifications for mainstreamed students.
4. Behavioral contracts and conflict-resolution instruction.
5. Life Skills program to include:
    a. Basic health and nutrition d. Using community resources
    b. Cooking e. Recreation and leisure activities c. Banking f. Independent living skills
6. Transition planning for identified seniors.
7. Monitor students' progress in mainstream classes.
8. Academic testing services for referred students and triennial review20

HUGH J. GALLEN CAREER & TECHNICAL CENTER
at LITTLETON HIGH SCHOOL

PROGRAM OF STUDIES

In order for a LRS student to be eligible to take classes at The Hugh Gallen Regional Career and Technical Center they must be junior status with 13 credits earned by the end of their sophomore year.
The mission of Hugh J. Gallen Regional Career & Technical Center is to "empower students with the skills necessary for continuous development, education, and employment." Making learning relevant is one of the best ways to ensure students stay interested in their coursework while also preparing them for college and the workforce.

The Hugh J. Gallen Career and Technical Center has four main goals which focuses on students being "College and Career Ready"-

- For students to complete program and industry competencies.
- To prepare students with skills and credentials that will give them an advantage in the job market.
- To prepare students to continue their education at two or four-year post-secondary institutions, colleges and universities.
- To develop employability skills (soft skills).

Career and Technical programs provide our students with the theory and practical application through the use of state-of-the-art technologies. Our students leave our programs with the knowledge and skills necessary to be competitive at entry level employment or at post-secondary studies. All of our students must successfully meet national competencies. Our students also often achieve a recognized industry credential. In all of our programs, students have the opportunity to also earn college credit.
Programs offered at the Center include:

- Accounting
- Automotive Technology
- Broadcast Technology/Technology Ed
- Computer Systems Technology
- Construction Technology
- Essentials of Finance/Global Commerce
- Health Science Technologies
- Teacher Education
- Technology/Engineering
- Work Site Learning/Student Services

Post-Secondary Agreements:

Faculty members have worked hard to align their courses with post-secondary programs and as a result of their efforts, students have the option of earning college credit for their work in each CTE program. Credits are fully transferable to other two or four-year institutions.

- Accounting: 3 credits Accounting I (White Mountains Community College)
- Automotive Technology: 3 credits Introduction to Automotive Technology (White Mountains Community College, Central Maine Community College)
- Construction Technology: 3 credits exempted Construction Management Program(Southern New Hampshire University)
- Computer Technology: 3 credits IT Essentials (White Mountains Community College)
- Essentials of Finance/Global Commerce: 3 exempted (Southern New Hampshire University)
- Health Science Technology: 3 credits each: Medical Terminology (White Mountains Community College) and Exercise Science (Manchester Community College)
- Teacher/Education: 3 credits Foundations of Early Childhood, Health Safety and Nutrition, Infant and Toddler Curriculum (White Mountains Community College)
- Pre-Engineering/Engineering-Project Lead the Way (numerous colleges)

Career and Technical Education (CTE) Program curricula are designed for four semesters or a two-year sequence. Students should begin their Career and Technical Program their junior year. Due to student enrollment limitations, students enrolled in a CTE program should be committed to the program for a minimum of two years or four semesters. All CTE programs are a two-year course of study, designed for juniors and seniors and follow the state and nationally approved curriculum and competencies. Early withdrawal from a CTE program could result in loss of credit.

CTE programs also offer students the opportunity to participate in a Career and Technical Student Organization (CTSO). Students are encouraged to join the CTSO which is affiliated with each program in the CTE center. Members of the CTSO will have the opportunity to engage in state and national competitions as well as local community service projects throughout the school year.

~ THE FOLLOWING COURSES ARE FOR JUNIORS AND SENIORS ONLY ~

AVIATION (New 2024-25)

AVIATION PILOT PROGRAM

11th-grade: Private Pilot Fundamentals

This course will include topics such as pilot and aircraft qualifications, principles of flight, aerodynamics, spin awareness, flight maneuvers, pre- and post-flight procedures, airport operations, regulations, safety, weather, aircraft systems, weight and balance, human factors, cockpit management, emergency procedures, night operations, aeronautical decision-making, cross-country flight planning, airspace, and other topics that help prepare students to take and pass the Federal Aviation Administration written examination per the requirement of the Federal Aviation Regulations FAR 61-05 Section 61.3.

12th-grade: Aviation Safety & Pilot Training (Capstone)

After having prepared for the Private Pilot Knowledge Test and Part 107 Remote Pilot Test in the previous year, students will examine advanced aviation topics and aviation career options. Instrument flight, commercial aviation, and advanced aircraft systems begin the semester. Looking into the future, students then explore new horizons in the aerospace industry. What might aviation look like five, ten, or twenty years into the future? The focus then turns to business development opportunities in aviation. Finally, students learn about and conduct different types of research in preparation for their capstone project. Leveraging partnerships with local flight instructors, aviation facilities, and FAA-certified flight simulators, students, having met all prerequisites, will have the opportunity to accrue hours towards earning their 14 CFR Part 61 Subpart E Private Pilots Certificate. The Program Advisory Committee will support students with applying for relevant scholarships to offset the costs of logging flight hours.

Postsecondary: Workforce, 2 and 4-year programs, business ownership

Small Unmanned Aircraft Systems Pathway

11th-grade: UAS Operations

This course is an introduction to the fundamental concepts of unmanned aircraft systems. Topics include small unmanned aircraft systems regulations, airspace classification, and operating requirements, flight restrictions affecting small unmanned aircraft operation, safety protocols, weight and balance, operating environments, aviation weather sources and effects of weather (micro-meteorology) on small unmanned aircraft performance, small unmanned aircraft loading and performance, emergency procedures, and crew resource management. This course will prepare students for the Federal Aviation Administration (FAA) knowledge test to become a certified Remote Pilot under the FAA's UAS Rule (Part 107).

12th-grade: UAS Design & Applications (Capstone)

Practical applications of UAS operations including agriculture, public safety, photography, ethics, preventative maintenance, commerce, environmental studies, and other contemporary uses will be explored. Students will work as individuals or in small groups to study and report on an approved aviation topic of their choosing. The goal of this capstone course is to allow students to demonstrate an understanding of a contemporary topic in aviation-related to unmanned aircraft operations.

Postsecondary: Workforce, 2 and 4-year programs, business ownership

Aerospace Engineering Pathway

11th-grade: Aerospace Engineering and Design I

Students will explore the dynamic intersection of materials science, aerospace engineering, and computer programming in this hands-on and intellectually engaging course. Designed for high school students interested in pursuing careers in aerospace engineering, aviation, or related engineering

fields, this course provides a comprehensive introduction to the fundamental concepts and skills essential to employment in the aerospace industry or related engineering field. Successful completion of this course prepares students for further studies in aerospace engineering, materials science, robotics, computer programming, or related fields at the post-secondary level.

To broaden student opportunities for career exploration, this course integrates an Introduction to Programming course module created by the FIRST Robotics Competition. In this module, students learn Java programming fundamentals using the WPIlib. embedded lessons that correlate with content found in an Introduction to Java or AP Java course taken as a certification or concurrent enrollment course. It includes concepts such as objects, methods, conditionals, advanced conditionals, command-based programming, and command groups.

12th-grade: Aerospace Engineering and Design II (Capstone)

This course builds upon concepts covered in Aerospace Engineering and Design I by providing students with the opportunity to design a capstone project aligned with a specific engineering field. To support students in the design and execution of their engineering capstone project, this course integrates two different CAD modules developed by the FIRST Robotics Competition that help students pursue industry certifications while also connecting that knowledge to the skills they will use on their FIRST team. These courses include concepts such as sketching, part modeling, assembly, and drawings. Students document their learning with a learning portfolio and self-assessments and these tools help students monitor their learning on their path to an industry certification. These courses are available for Solid Edge Mechanical Associate and Onshape Certified Associate certification.

Postsecondary: Workforce, 2 and 4-year programs

Aviation Maintenance Pathway

11th-grade: Aviation Maintenance I

This two-part course aligns with the Choose Aerospace Aviation Maintenance curriculum. This curriculum was developed in partnership with Clemson University Center for Workforce Development (CUCWD), ARCS Aviation, the Aviation Technician Education Council (ATEC), labor organizations, industry employers, and education partners. This program puts students on a direct path to FAA mechanic certification (Part 147). The Choose Aerospace curriculum aligns with emerging FAA Mechanic Airman Certification Standards (ACS) to cover the general knowledge and skills required for FAA mechanic certification. Curriculum subjects cover every one of the knowledge, skill, and risk mitigation elements set forth in the general portion of the ACS.

12th-grade: Aviation Maintenance II

The 12th-grade Aviation Maintenance course covers the remaining FAA Mechanic Airman Certification Standards (ACS). Students who complete the Choose Aerospace coursework can pursue FAA mechanic or repairman certification through work experience or by finishing the required coursework

at one of 190 Federal Aviation Administration (FAA)-certificated aviation maintenance schools. The PAC will build local pathways for students, either through matriculation agreements with FAA-certificated programs or direct-hire agreements with local aviation companies.

ARCHITECTURE & CONSTRUCTION

CAREER CLUSTER

BUILDING CONSTRUCTION TECHNOLOGY

Building Construction Technology 1

Course #740 Y 2.0 Credits Grades 11-12

This is the first year of a two-year sequence of courses designed to teach students the basics of residential construction and help them explore career opportunities in the construction industry. The first semester focuses on safety on the jobsite, identifying and using tools safely, design and construction of floor systems, framing walls, and roof systems. In our new facility students have the opportunity to construct module homes in an outdoor friendly environment. Students also work on other construction projects including sheds and smaller structures. Students also have the opportunity to develop skills around the electrical and plumbing industry. Students will have the opportunity to complete their OSHA Ten Hour Safety Certification online.

Building Construction Technology II

Course #742Y 2.0 Credits Grades 11-12

Prerequisite: Building Construction Technology I

Students who have a serious interest in the construction industry will find this course gives them the skills to enter the job market and also prepares them to go on to a two or four-year college program in a construction related field. The class will work on larger structures using hand tools and power tools. They may also choose to take the National Metal Building Contractors Training Course and test online to earn this credential. Each of these certifications is a valuable credential for students to add to their professional portfolio.

ART, AUDIO/VISUAL

TECHNOLOGY & COMMUNICATIONS

CAREER CLUSTER

DIGITAL MEDIA PRODUCTION

This program is in transition. Students who have already completed Digital Video Production I will complete Digital Video Production II to become CTE completers. Students entering year one of the

program will begin the Digital Media Production program and have the opportunity to be completers in the Digital Media Production program.

Digital Media Production I

Course #CTC720Y 2.0 credits Grades 11-12

This course is designed to introduce students to the basics of multimedia communications through the practice of in-studio and class projects, while also exploring 2D and 3D mediums. Students will use professional-grade equipment, learn to shoot quality video, and run our video production studio. We will additionally cover topics relating to graphic design and 3D modeling/visual effects for film using several industry-relevant software packages. Students are encouraged to tell stories that not only inform but entertain. They will learn about the various stages of film production by writing scripts, creating storyboards, set and lighting design, interviewing subjects, editing footage, and performing on camera. Competencies are derived from the NH-CTE Digital Communication and Media/Multimedia guidelines, as well as elements from the National Association of Photoshop Professionals and the International Society for Technology Education.

Digital Video Production II

Course #CTC721Y 2.0 credits Grades 11-12

Prerequisite: Digital Video Production I

This course is designed to introduce students to the basics of multimedia communications through the practice of in-studio and class projects, while also exploring 2D and 3D mediums. Students will use professional-grade equipment to shoot quality video, and run our video production studio. We will additionally cover topics relating to graphic design and 3 modeling/visual effects for film using several industry-relevant software packages. Students are encouraged to tell stories that not only inform but entertain. They will learn about the various stages of film production by writing scripts, creating storyboards, set and lighting design, interviewing subjects, editing footage, and performing on camera. Competencies are derived from the NH-CTE Digital Communication and Media/Multimedia guidelines, as well as elements from the National Association of Photoshop Professionals and the International Society for Technology Education.

PROJECT BIKE TECH

Do you like working with your hands? Do you prefer learning by doing? Do you like bikes? Project Bike Tech is a two year course that teaches you how to work on bikes and about the bike industry. You get to build bikes, work on bikes, and ride bikes. You will learn valuable job skills that will make you more appealing to employers. You will learn about the many types of jobs in the bike industry.

Bike Tech I

Course #HJG798Y 2.0 credits Grades 11-12

Year one of the two-year Project Bike Tech Program is designed to introduce students to career pathways within the bicycle industry and prepare them for entry-level positions as bicycle technicians or retail associates.

Bike Tech II

Course #HJG799Y 2.0 credits Grades 11-12

Prerequisite: Bike Tech I

Year two of Project Bike Tech includes more complex bicycle mechanics: front and rear suspension, hydraulic brakes, to include complete overhauls. In depth understanding of the bike industry will be explored. Industry recognized certificates of achievement are available.

BUSINESS AND FINANCE CAREER CLUSTER

ACCOUNTING

Accounting I R.S.

Course #700S 1.0 credit Grades 11-12

Is there business in your future? In Accounting I, students will build critical skills for a career as a bookkeeper, accountant, business administrator or manager. It is also a valuable skill for use in dealing with personal financial situations. Students will learn to use the basic accounting equation to analyze, journalize and post business transactions. Preparation of financial statements and payroll records as well as maintaining a checkbook will also be covered. Accounting is a web-based class. Computer simulations will be used to put all the pieces together using software that mimics industry standard software like QuickBooks. This course will help prepare students to enter the job market. CTSO Affiliate: FBLA.

Accounting II

Course #701S 1.0 credit Grades 11-12

Prerequisite: Accounting I

Accounting II is designed for those students who are planning to study business or accounting after they graduate from high school. Accounting II will pick up where Accounting I left off. There will be an emphasis on departmentalized accounting, corporate management, and cost accounting. Students will complete computerized simulations to practice their skills. Accounting II will require mastery of basic computer skills and advanced thinking skills as students analyze, interpret and compare information. This class will also cover an introduction to QuickBooks accounting software. CTSO

Affiliate: FBLA

BUSINESS & MARKETING

Business Entrepreneurship R.S.

Course #703Y 2.0 credits Grades 11-12

Are you interested in owning your own business? Perhaps you are interested in business management, marketing, advertising, or sales? If you are interested in any of these areas, this is the course for you. Business Entrepreneurship is a project-based course that will introduce you to the business career-path one that can take you from managing a retail business to the marketing and social media of your favorite sports team. This class will prepare you to enter a wide variety of business careers. We will focus this year on the skills needed to become an entrepreneur and own your own business. Time will be spent exploring the entrepreneurial mindset, the types and organization of business in the United States, how business works in the American economy, business ethics and law, human resources, and what it takes to be a good employee in the business world today. Business Entrepreneurship is the first year of a two-year business program. Students describe this course as "helpful, interactive, entertaining, brilliant, and an opportunity to learn real world information." CTSO Affiliate: FBLA

Global Entrepreneurship & Marketing

Course #705Y 2.0 credits Grades 11-12

Prerequisite: Business Entrepreneurship

Global Entrepreneurship & Marketing is the second year of the two-year business program. This project-based class will pick up where Business Entrepreneurship ended. This year will be broken down into two semesters, the first semester will focus on how to operate a business outside of the United States. Expanding a business around the globe brings a variety of challenges to businesses both small and large. Diverse cultures, laws, languages and currencies add to the mix of challenges. The second semester will focus on the world of marketing-including sales, advertising, promotion, distribution, pricing and the career pathways in business and marketing. This course is designed for those students who have an interest in pursuing a career in business, global business or marketing as well as those who just want to broaden their knowledge in the business field. Students who have taken this course in the past describe it as "Awesome, educational, interesting, and phenomenal. What a great way to prepare for my college courses." CTSO Affiliate: FBLA

OUTDOOR LEADERSHIP/MARKETING (New 2024-2025)

OUTDOOR LEADERSHIP/MARKETING I and II

Learn and develop the skills necessary to plan for, and lead guests on their next outdoor adventure!

Prerequisites: None

This course is designed to prepare students to work in the Outdoor Recreation Industry. Skills learned in this program can be transferred to virtually any career you choose. This course is open to Sophomores and juniors. This is a two-year program.

You will acquire practical skills including:

- Leadership Communication
- Training less experienced peers
- Problem Solving
- Employing effective time and project management strategies to complete work
- efficiently and proficiently
- Decision Making
- Wilderness First Aid
- Work-based learning opportunity in the industry
- Learning strategies to safely work in a variety of workspaces and locations

Units of study include:

- Conservation and Stewardship of NH ecosystems
- Education and workforce training in the Outdoor Recreation Industry of NH
- Outdoor Recreation development on the state and national level
- Access to Outdoor Recreation opportunities in the community
- The social, emotional, and physical benefits of Outdoor recreation activities
- Economics of Outdoor Recreation on a state and national level including laws and regulations, revenue and economic development in the state, and business models
- Leadership, management and teamwork concepts and principles along with a working understanding of the tools, strategies, and systems needed to access, process, maintain, evaluate, and disseminate information to assist business decision-making
- Ethical standards that govern business operations and transactions, and employee behavior

Outdoor Recreation Leadership students can earn industry recognized certificates in:

- Wilderness First Aid
- Lifeguarding
- Leave No Trace
- Level 1 Trail Building
- AIARE 1 Avalanche Safety

EDUCATION & TRAINING CAREER CLUSTER

TEACHER EDUCATION, MULTIPLE LEVELS

Students will learn to provide safe and appropriate care to young children. Through coursework and work in a preschool program, students will learn skills and knowledge for teacher aide and assistant positions in early education programs and for continued education in the education or health/human service fields.

Teacher Preparation I

Course # Full Year 2.0 credits Grades 11-12

This course is the first of two courses required to be considered a "completer" for the Teacher Ed Multiple Levels program. Students will develop beginning teaching skills including classroom management and behavioral interventionist strategies. Reading, writing, research methods, and hands-on activities are incorporated throughout the program to develop the skills necessary for students to pursue post-secondary employment or to continue the program to develop the skills necessary for students to pursue post-secondary employment or to continue toward a degree in education or a related field. There will be opportunities to work in our on-site laboratory and within other schools in our community. Students are required to maintain a pre-professional teaching portfolio.

Teacher Preparation II

Course # Full Year 2.0 credits Grades 11-12

Prerequisite: Teacher Preparation I

This course is the second of two courses required to be considered a "completer" for the Teacher Ed Multiple Levels program. Students continue developing foundational skills from Teacher Preparation I coursework. Students will demonstrate proficiency in course competencies by developing learning opportunities for a variety of developmental stages and ages. They will conduct observations, perform assessments, offer academic interventions, and write and reflect on lesson plans for the learning opportunities they design. Students are required to maintain a pre-professional teaching portfolio.

Teacher Preparation III

Course # Full Year 2.0 credits Grades 11-12

Prerequisite: Teacher Preparation I and II

This course is an extension of the Teacher Ed Multiple Levels completer program. Students will be placed in the community to further enhance their skills from the program. Students will have a choice of the grade level and/or subject area that they are most interested in and will be assigned to an opportunity that best fits their interests. Students are required to maintain a pre-professional teaching portfolio and complete all necessary daily documentation. CTSO: Educators Rising

HEALTH SCIENCE CAREER CLUSTER

HEALTH SCIENCE TECHNOLOGY

Health Science Technology 1 R.S.

Course #780Y 2.0 credits Grades 11-12

Prerequisite: Biology

Health Science Technology is an exciting program for students interested in pursuing a health career or a career in the human service field. This two-year course of study follows a state and nationally-approved curriculum. Students pursue academic studies combined with "hands-on" clinical work. First-year students learn about the broad spectrum of health careers available through audio/visuals, guest speakers, and job shadows. They study the body systems (Anatomy and Physiology), patient safety, medical law and ethics, medical terminology, basic aspects of patient care, communication, and leadership skills. First-year students will become certified in CPR. Students can also take Medical Terminology, a 3-credit college Running Start course. Leadership and career development skills are offered through participation in HOSA. This includes competitions at the state and national levels. CTSO Affiliate: HOSA-Future Health Professional.

Health Science Technology II

Course # 778Y 2.0 credits Grades 11-12

Prerequisite: Health Science Technology I

Note: This course may be used to fulfill a science credit. During the 2nd year of the program, students complete their study of anatomy and physiology and concentrate on completing all the required HST competencies at a proficient level. The curriculum is designed to meet the individual needs of the students with more in-depth healthcare career choices of study. In year two, the students build on the skills they learned during year one. Students will continue to develop clinical assessment, leadership, and communication skills in the classroom, lab, and the Healthcare community. Second-year students may participate in the State of New Hampshire Board of Nursing Approved, Licensed Nursing Assistant (LNA) certification program. After meeting the attendance, knowledge and skills requirements of the program, students receive a Certificate of Completion which allows students to take the NH BON Licensure tests. With passing the State Licensing Exam, students can obtain their LNA and are eligible for employment as an LNA. This option is ideal for students with a desire for higher education in the Healthcare field with a goal of becoming a Doctor, RN, CMA, Physical or Occupational Therapist, Sports Medicine, or Athletic Trainer, etc. CTSO Affiliate: HOSA-Future Health Professionals.

DENTAL ASSISTING PROGRAM

DENTAL ASSISTING PROGRAM

Course # 2.0 credits Grades 11-12

Prerequisite: Health Science Technology 1

During the second year of study, students will continue in the Health Science Technology Program in a dental pathway. Students will gain knowledge during classroom coursework in Tooth Morphology, Oral Histology, Dental Image Processing, Landmarks of the face and Oral Cavity, Nutrition and Preventive Dentistry, Dental Caries and Dental Charting. During dental Lab sessions students will acquire "hands-on" clinical skills in OSHA approved Dental Treatment Room Disinfection and Dental Instrument Processing and Sterilization Techniques. Students will also be able to perform intra oral exams on a patient and oral cancer screenings, seat a patient and update a dental and medical history, Dental Instrument Identification, Moisture Control and Chairside Dental Assisting using the 4 handed technique. Upon passing clinical competencies, students can continue their skills in the dental community through internships as a Dental Assistant in local dental offices. Students will also be required to pass the OSHA internships as a Dental Assistant in local dental offices. Students will also be required to pass the OSHA Blood borne Pathogen Standard for dental employees. Upon successful completion of the Dental Assisting Program, students will be job ready as a Traditional Dental Assistant and have the option to continue with the 3500 clinical chairside hours needed to take the CDA exam through DANB. They can also continue their post-secondary education in Dental Hygiene or Dentistry.

Students have the option of taking the E-start course in Dental Assisting Science 1 and transferring 3 credits into the NHTI Dental Assisting Program in Concord, NH.

INFORMATION TECHNOLOGY

CAREER CLUSTER

COMPUTER INSTALLATION AND REPAIR

Curriculum encompasses the building and maintenance of personal computers. Students will learn how to assemble, upgrade, and install computer operating systems, perform preventive maintenance, and conduct diagnostic system tests. Emphasis shall be placed on learning how to troubleshoot computer hardware and software problems using diagnostic software and electronic test equipment.

Computer Installation & Repair I R.S.

Course #762Y 2.0 credits Grades 11-12

Prerequisites: Algebra I and Computer Literacy

The Computer Installation & Repair Program prepares students to enter a career in computer support

as part of an Information Technology team. Students will learn how to diagnose and solve computer problems, upgrade computer systems, properly install computer components, and maintain computers in a Windows or network environment. Students gain necessary skills to become support/service/bench or helpdesk technicians. This program prepares students to take national exams which can earn them professional industry certifications such as the A+ (Computer Service Technician) often required by Information Technology support staff. CTSO Affiliate: Skills USA

Computer Installation & Repair II R.S.

Course#764Y 2.0 credits Grades 11-12

Prerequisite: Computer Installation & Repair 1

Students will develop an understanding of Computer Network Basics, including Binary and Hexadecimal Number Systems, Basic Networking Terminology, and Internetworking Concepts; Identifying the Major Components of a Network System, including Clients and Servers, Network Interface Cards (NICs), Internetworking Devices, Media, and Topologies; Describing the Functions, Operations, and Primary Components of Local Area Networks (LANs), Wide Area Networks (WANs), Metropolitan Area Networks (MANs), Storage Area Networks (SANs) Content Networks (CNs), and Virtual Private Networks (VPNs); Describing the Major Network Access Methods and Outlining the Key Features of Each; Describing the Functions and Operations of Switching Technologies; Explaining the Format and Significance of IP Addressing, Classes, Reserved Address Space, and Subnetting; Calculating Valid Subnetwork Addresses and Mask Values; Explaining the Purposes of Networking Addresses, Routing Protocols, and Routed Protocols: Describing the Functions, Operations, and Primary Components of Wan Technologies; Describing the Function, Operation, and Primary Components Required to Provide Remote Access Services; Designing or Modifying a simple Local Area Network (LAN) using Cisco Products; Managing System Image and Device Configuration Files; and Implementing Access Lists. CTSO Affiliate: Skills USA

TRANSPORTATION, DISTRIBUTION

& LOGISTICS CAREER CLUSTER

AUTOMOTIVE TECHNOLOGY

Students will learn skills through a combination of classroom and shop activities. Work, including all makes and models of cars and trucks, is used in our hands-on activities. Students will be challenged through assignments and projects and gain experience being a member of a team environment.

Automotive Technology I

Course #725Y 2.0 credits Grades 11-12

If you are interested in the fast-growing automotive and transportation industry including auto technician, truck and diesel technician, auto collision technician, motorcycle and boat maintenance as

well as many engineering and fabrication industries, this course is

for you. This is the first in a two-year program designed for juniors and seniors. This program follows an ASE-certified curriculum and is sponsored by the NH Auto Dealers Association. Students gain hands-on skills working on vehicles in the newly constructed shop with nine vehicle lifts. First year students will learn about safe tool usage, shop practices and lift safety, as well as preventive maintenance, braking, and suspension systems. Students will earn the SP2 safety certification, ALI Lift certification, and Valvoline Oil certification. This course will prepare students to take the ASE certification tests in brake and suspension systems. CTSO Affiliate: Skills USA

Automotive Technology II

Course #727Y 2.0 credits Grades 11-12

Prerequisite: Automotive Technology 1

This program completes an ASE certified curriculum which is sponsored by the NH Auto Dealers Association. This course will cover two sections-electrical fundamentals and engine performance. The electrical section will include fundamentals and auto systems troubleshooting. The engine performance section will cover engine rebuilding and the latest in computerized engine scanner diagnostics and check engine codes. The second-year student will also have the opportunity to learn welding and fabrication skills. The Auto Club, a chapter of Skills USA, is involved in two auto competitions with many scholarships available to top competitors. Auto II students are encouraged to take part in the Co-op Program to work in local shops and dealerships in the community. We are visited by colleges offering auto technology, truck and diesel technology, collision repair, airplane technology, welding technology, motorcycle and boat technician technology. This course will prepare the student to take the ASE certification tests in electrical and engine performance. CTSO Affiliate: Skills USA

INTERSCHOLASTIC ATHLETICS

PHILOSOPHY-A good athletic program is an integral part of our total school program. It will develop a feeling of pride and accomplishment within the school. In Lisbon Regional High School, all sports and related activities are important and should receive equal consideration. Students have an opportunity to compete in a worthwhile activity that otherwise might not have been possible. It is our hope that from this competition, Lisbon athletes will be able to develop positive attitudes and leadership skills that will be beneficial to them throughout their lives. In essence, the major aim is to develop a fine athletic program without losing sight of educational values such as sportsmanship, health, and scholastic achievement. The program is to occupy a position in the curriculum comparable to that of other academic subjects or co-curricular activities and is to aid in promoting school morale.

Objectives

1. The athletic program will constantly stress sportsmanship.
2. Development of physical vigor of desirable habits in health, sanitation and safety should be fostered.

3. Athletics will afford athletes an opportunity to make real friendships with their own squad members and lasting friendships with members of competitive teams.
4. Athletes will realize that athletic competition is a privilege that carries with it definite responsibilities.

Scope of Program

Lisbon Regional High School participates in the following varsity sports: soccer, basketball, fishing, baseball and softball.

Eligibility

Our eligibility requirements are in compliance with those adopted by the New Hampshire Interscholastic Athletic Association (NHIAA) and some areas are more restrictive. These apply to both boys and girls. A complete copy of NHIAA eligibility rules is available from the Athletic Director and Principal. In order for a boy or girl to compete in interscholastic athletics, he or she must comply completely with all regulations and requirements set forth by the NHIAA. The major state requirements are as follows:

1. May compete in athletics during the school year if his or her 20th birthday is after September 1, providing a student has not enrolled in high school for more than eight semesters.
2. May compete if he/she satisfactorily completes four units of work during the previous ranking period (Lisbon Regional Junior/Senior High students must have a passing grade in all subjects).
3. May compete if he/she has been in attendance beyond eighth grade for no more than eight semesters.
4. May compete if he/she is considered a permanent resident of the school district and/or the responsibility of the school. (See NHIAA handbook exception.)
5. May compete if he/she has passed a physical examination by a doctor.