Lisbon Regional School

PROGRAM OF STUDIES

2026-2027

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 of the changing world. 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 to provide information to both students and parents. Lisbon Regional High School has continuously upgraded its course offerings as new and accepted programs are developed locally, statewide, and nationally. 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, various 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 crucial task.

The State of New Hampshire and the local School Board require that specific courses be passed 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 individually.

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, 760 Main Street, Franconia, New Hampshire 03580, 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 helps make 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. Please contact the school counselor if your request does not appear in our Program of Studies. Investing time and thought into planning 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 (Classes of 2027, 2028, and 2029)

Lisbon Regional School Diploma

To qualify for a Lisbon Regional School diploma, each graduate shall complete at least 27.5 credits selected from the school's Program of Studies. Students also must complete performance-based graduation requirements and pass the state civics exam.

Students must earn the following credits:

Arts Education - .5 credit
English/Language Arts - 4 credits (1 course required each year)
Mathematics - 4 credits (1 course required each year, including Math 1-3 and a math elective. These courses will cover algebraic concepts and .5 credit in statistical analysis)
Science - 3 credits (Physical Science, Biology, Science elective)
Social Studies - 3.5 credits (World History 1 credit; US & NH History 1 credit; US & NH Government/Civics 1 credit; Economics & Personal Finance .5 credit)
Physical Education - 1 credit
Health Education - .5 credit
Career & Financial Planning - .5 credit
World Language - 1 credit
Digital Portfolio & Defense (Digital Literacy) - 1 credit
Speech & Research - 1 credit
Electives - 7.5 credits (Must be selected from the LRS Program of Studies)
TOTAL - 27.5 CREDITS

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

6.5 - Credits to enter 10th Grade
13 - Credits to enter 11th Grade
19.5 - Credits to enter 12th Grade

Core Diploma

There may be circumstances in which a student is significantly behind in credits and is at risk of not graduating with the standard 27.5-credit Lisbon High School diploma. In this case, at the recommendation of the student's support team, a student may seek a 20-credit diploma with approval from parents/guardians and the principal. To qualify, students must be at least 16 years of age and have a credit deficit. The 20-credit diploma is not a pathway for early graduation. Students on this plan may have a different schedule and be restricted from certain school activities.

The 20-credit diploma meets the State of New Hampshire's minimum graduation requirements. Students must pass the state civics exam and earn the following credits:

Arts Education - .5 credit
Digital Literacy - .5 credit
English - 4 Credits (1 course required each year)
Mathematics - 3 Credits (including algebra)
Physical Science - 1 credit
Biology - 1 credit
US & NH History - 1 credit
US & NH Government/Civics - .5 credit
Economics (including Personal Finance)- .5 credit
World History, Global Studies, or Geography - .5 credit
Physical Education - 1 credit
Health Education - .5 credit
Open electives - 6 credits
TOTAL - 20 CREDITS

UPDATED GRADUATION REQUIREMENTS (Class of 2030)

Lisbon Regional School Diploma

To qualify for a Lisbon Regional School diploma, each graduate shall complete at least 27.5 credits selected from the school's Program of Studies. Students also must complete performance-based graduation requirements and pass the state civics exam.

Students must earn the following credits:

Arts Education - .5 credit
English/Language Arts - 4 credits (1 course required each year)
Mathematics - 4 credits (1 course required each year, including Math 1-3 and a math elective. These courses will cover algebraic concepts and .5 credit in statistical analysis)
Science - 3 credits (Physical Science, Biology, Science elective)
Social Studies - 4 credits (World History 1 credit; US & NH History 1 credit; US & NH Government 1 credit; Economics .5 credit; Civics .5 credit)
Physical Education - 1 credit
Health Education - .5 credit
Career & Financial Planning - .5 credit
World Language - 1 credit
Digital Portfolio & Defense - 1 credit
Speech & Research (Logic & Rhetoric)- 1 credit
Electives - 7 credits (Must be selected from the LRS Program of Studies)
TOTAL - 27.5 CREDITS

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

6.5 - Credits to enter 10th Grade
13 - Credits to enter 11th Grade
19.5 - Credits to enter 12th Grade

Core Diploma (Class of 2030)

The 20-credit diploma meets the State of New Hampshire's minimum graduation requirements. Students must pass the state civics exam and earn the following credits:

Arts Education - .5 credit
Digital Literacy - .5 credit
English - 3.5 Credits (including .5 credit in writing)
Mathematics - 3 Credits (including algebra and a .5 credit in statistics or data analysis)
Physical Science - 1 credit
Biology - 1 credit
US History - .5 credit
NH History - .5 credit
Logic and Rhetoric - .5 credit
Civics - .5 credit
US & NH Government and Constitution - 1 credit
Economics - .5 credit
Financial Literacy - .5 credit
World History, Global Studies, or Geography - 1 credit
Physical Education - 1 credit
Health Education - .5 credit
Open electives - 4 credits
TOTAL - 20 CREDITS

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 essential 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, business administration, teacher education, bicycle technology, engineering/aviation, and health sciences. This requires special scheduling. If this is your goal, careful planning may help you prepare for further education at a vocational-technical college or a specialized training school program.

SUGGESTED CAREER EXPLORATORY COURSES

GRADE 9

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

GRADE 10

English 10, Integrated Math 2, Physical Science or Biology, Economics, Health, Art/Band/Music/Tech/Culinary/Business/PE Electives.

GRADE 11

Career & Tech Center course, American Lit, 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, Film & Lit, U.S. Govt and Politics, or U.S. History, Accounting or AP Statistics, Career and Financial Planning, Art/Band/Music/Tech/Culinary/Business/PE Electives, Internship

SUGGESTED COLLEGE PREPARATORY COURSES

GRADE 9

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

GRADE 10

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

GRADE 11

AP English Language & Composition, Integrated Math 3, Science elective, AP U.S. Govt and Politics, Spanish 3, AP US History, AP Statistics, Art/Band/Music/Tech/Culinary/Business/PE Electives.

GRADE 12

AP English Literature & Composition, Precalculus, Calculus, Science elective, Spanish 4, AP U.S. Govt and Politics, AP US History, AP Statistics, Career and Financial 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.

COMPETENCY SCALE & WEIGHTED GPA's

On July 1 2026, all students' GPA's will be recalculated, with select courses weighted more than others. Switching to a weighted GPA system recognizes the increased rigor and academic challenge of certain courses.	
Advanced Placement, College, and Dual-Credit Courses: Grade x 1.25	GPA Cap = 5.0
Courses resulting in a professional certification (as determined by the principal): Grade x 1.125	GPA Cap = 4.5
General Course: Grade x 1.0	GPA Cap = 4.0

Lisbon Regional Competency Scale		
Score	**Descriptor**	**Outcome**
3.6 - 4.0	Proficient with Distinction	Competent/Pass
2.5 - 3.5	Proficient	Competent/Pass
2.0 - 2.4	Basically Proficient	Competent/Pass
1.0	Incomplete	Not Competent/Fail
0	No Attempt/Progress	Not Competent/Fail

GRADE POINT AVERAGE	CLASS RANK
Course grades are based on a 4.0 competency scale, as outlined above. The GPA is calculated by multiplying each course's final grade by the course credit earned, with a higher multiplier (as outlined above) for weighted courses.	Weighted GPA's and are used in determining class rank. For graduation ceremony and scholarship purposes, the class rank will not include 12th-grade, Semester 2 grades.
ADDITIONAL CIRCUMSTANCES	
Courses graded as Pass/Fail (P/F)	Does not count in GPA or Class Rank.

COURSE OFFERINGS

Note: Some courses alternate yearly.

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 various techniques and art media. Art courses rotate; the following courses are offered this year:

Art Studio (1 credit)
Are you not sure what kind of art you like best? Or do you like every kind of art? This class allows the student to be creative across many different media. Students will create a ceramic project, a painting, a T-Shirt print, a sculpture, a drawing, and more.

Color & Design (.5 credit)
Color and Design combines the best of several other classes. Students will learn several skills such as photography, drawing, painting, print-making, and sculpture. Students will create both 2D and 3D work while solving real-world design problems. We will explore how others have developed innovative designs that have addressed issues around the world.

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

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

Painting (.5 credit)
This class will begin with the basics of drawing, using various materials and techniques. Then we will use those skills to create images and paintings. Acrylic, watercolor, and tempera are three basic materials you will use as you explore your painting style. You will learn the basics of color theory and how to manipulate paint to achieve a variety of effects. We will paint 3D objects as well as on traditional canvas and paper.

MUSIC

Through participation in musical activities, a student learns to work and cooperate in group settings while developing their skills. Students gain confidence and satisfaction in performing successfully in rehearsal as well

as in the concert hall.

Band (.5 credit)
Band is a performance-based music elective focused on advancing instrumental concert band music skills. Students who have taken instrumental lessons in elementary and middle school will continue to learn to perform pieces from various genres and styles. The course emphasizes musicality, discipline, and teamwork, and is repeatable.

Choir (.5 credit)
Chorus is a performance-based music elective focused on vocal technique, music literacy, and ensemble skills through diverse literature. No previous musical experience is necessary. The course fosters collaboration, discipline, and musicality in an inclusive environment and is repeatable.

Drama (1 credit)
Drama provides a comprehensive introduction to theater, focusing on acting techniques, improvisation, character analysis, and script interpretation. Students explore theater history, technical elements, and collaborate to produce scenes or short plays. No previous acting experience is necessary. The course fosters communication, confidence, and collaborative skills.

BUSINESS EDUCATION

Accounting (1 credit) **May be used as a fourth math credit.**
The course is designed to provide the skills and knowledge necessary for entry-level employment in accounting and other business occupations. Accounting is a beneficial course for those students entering the job market or planning to continue their education in any phase of business. Accounting provides individuals with the knowledge necessary to maintain personal financial records, and is an important aspect of nearly all businesses. A study of accounting involves understanding the basic principles of double-entry bookkeeping as they apply to financial records, such as income statements, balance sheets, tax reports, and other statements. Students will learn to use business technology applications, including spreadsheet development, word processing, and database management.

Career & Financial Planning (.5 credit) **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 about personal finance, such as how to budget, fill out tax forms, and answer general life skills questions that will be needed after leaving high school. We will discuss how to live within your means, how to build good credit scores, and the potential pitfalls of using credit cards without the ability to pay them off in full each month.

***Introduction to Business** (1 credit) ***Alternates yearly. Next offered in 2027-2028.**
Students will be introduced to the most current business ownership and management practices. 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.

Personal Finance (1 credit)
This semester-long course covers the essential personal finance topics necessary to become a financially capable student. We look at the financial impact of career and college choices; banking and budgeting for good money management; taxes; investments and retirement; and consumer awareness. By the end of this course, students will thoroughly understand personal finance topics and be prepared to handle the financial responsibilities that exist after graduation.

ENGLISH

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

English 9 (1 credit) **Required**
This course consists of a foundational program for writing, literature study, grammar and usage, and the study of informational texts, which prepares each student for the literature, reading, and writing assignments in all other high school courses. Writing assignments will include creative and informational, and the basics of MLA and documentation will be introduced. The thematic approach to literature focuses on family and caretaking; this provides students with writing topics related to the works studied and their own experiences.

Survey of British Literature (1 credit) SNHU dual-credit option: 3 college credits
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 and literary themes through reading various writing approaches, including 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 how ideas can be communicated and connected to our world today.

English 10 (1 credit)
This course consists of a program for writing, literature study, grammar and usage, and the study of informational texts, which prepares each student for the literature, reading, and writing assignments in all other high school courses. Writing assignments will include creative and informational, and will continue to build the understanding of MLA and documentation skills developed in English 9. The thematic approach to literature focuses on the themes of external and internal journeys; this provides the students with writing topics relating to the works studied and their own experiences.

Speech & Research (1 credit) **Required: Fulfills Logic and Rhetoric requirement**
Speech and Research is a required semester-long course to prepare students for in-depth research and presentation. Students will learn 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 preparing, organizing, and presenting speeches.

AP English Language and Composition/College Composition (1 credit) SNHU dual-credit option
AP Language and Composition introduces students to various forms of academic discourse. Students are required to prepare essays in a variety of rhetorical modes, including exposition, description, argumentation, and analysis. In addition to out-of-class writing assignments, students will be required to compose in-class essays in response to readings and other prompts. This course introduces students to process-writing techniques, library research, and MLA documentation procedures. There will be a brief introduction to APA documentation and writing requirements. The primary focus of the course is to help students acquire the writing skills they need to succeed in an academic environment.

AP English Literature and Composition/Writing about Literature (1 credit) WMCC dual-credit option
Students learn and practice critical reading and writing skills through using various forms of literary analysis that enable them to read, understand, and analyze literary works. Students will read, discuss, and write about a variety of works of narrative prose fiction (short stories and novels), poetry, and drama. The writing practices include both analysis and research, with the end goal for each student being the ability to read critically and to communicate clearly and effectively.

American Literature (1 credit)
This course provides a historical approach to American literature, covering works from the colonial era to the present, with particular emphasis on one or more eras within that span. Students will read, discuss, and analyze works by major authors closely and critically from a literary perspective (genre, context, and style) and 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 insights to the works studied and various aspects of current American culture. Literary genres include novels, short stories, poems, autobiographies, and essays. Informational texts and selected films will also be studied.

Film and Literature (1 credit)
This course covers several genres of literature, including science fiction, historical fiction, and drama, as well as key components of film, such as cinematography and performance. Students will read, discuss, and analyze works by major authors closely and critically from a literary perspective (genre, context, and style), including novels and short stories. Students will read informational texts related to literature and films studied in class. Students will watch, discuss, and analyze works by major and minor directors critically from both an audience's perspective and a director's perspective. Students will write and present their works of analysis, research, and creative writing.

Introduction to Creative Writing (1 credit) SNHU dual-credit option: 3 college credits
In a workshop-style class, students will explore the traditions and the craft of creative writing through reading, writing, and revision. We will study various forms of poetry, fiction, the epic, drama, and the literature of place through daily and weekly writing prompts and assignments. A final, personal anthology will result from the semester's work. This course can be taken twice for high school credit as Advanced Creative Writing.

FAMILY AND CONSUMER SCIENCE

Foods 101 (1 credit, CTE)
Foods 101 is an elective course 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 (1 credit, CTE) Prerequisite: Foods 101
In Foods 101, we learned basic cooking techniques. In Foods 102, we will expand upon those basic techniques to make more complicated dishes. We will also spend time looking into foods from countries around the world. We will research each country before making anything and examine how food is influenced by an area's culture and geography.

Introduction to Human Growth & Development (1 credit) Distance Learning
A set of principles 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 the timing of developmental milestones (e.g., ages and stages), the principles and characteristics of development are universal.

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

Real-World Parenting (1 credit) Distance Learning
It is likely that you will face the reality of having children at some time in the future. Unlike many other important situations in life, most of us are not 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. Completing one year of a world language is a requirement for graduation.

Spanish 1 (1 credit)
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 (1 credit) Prerequisite: Spanish 1
Students continue from where they left off in Spanish 1. The proficiency-based approach emphasizes communication. The course also aims to increase the students' knowledge and appreciation of the diverse cultures of Spanish-speaking countries.

Spanish 3 (1 credit) Prerequisites: Spanish 1 and 2
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 on the 5 C's – communication, cultures, connections, comparison,s and communities.

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

communities.

French 1 (1 credit) Distance Learning
Students are introduced to the French language and cultures in four key areas: listening, speaking, reading, and writing. The course includes video and text presentations about people, places, and events in French-speaking regions.

French 2 (1 credit) Distance Learning
Students continue their introduction to French by reviewing the building blocks of listening, speaking, reading, and writing. Each unit has a new vocabulary theme and grammar concept, reading and listening comprehension activities, speaking and writing activities, and cultural presentations.

HEALTH

Health (.5 credit) **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, mental health, and family life. Students participate in the American Red Cross Standard First Aid Course, with certification available upon satisfactory completion.

PHYSICAL EDUCATION

Physical Education & Sports (1 credit)
Physical education is a part of the school curriculum that aims to develop students through physical and mental activity. The primary concern of physical education is to develop the whole person as an integral part of the school, to foster physical, social, and mental health, and to foster 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 (1 credit)
This class introduces the sociology of sports and encourages students to question 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 contexts. Students may also exercise at the Evergreen Center up to two times per week. This involves a $30/month membership. If the cost is prohibitive, the school will make arrangements.

Outdoor Fitness (.5 credit)
Outdoor fitness includes weight training, hiking, biking, and other cardiovascular activities. Students must be prepared to be outside in all weather for this class. Students may also exercise at the Evergreen Center up to two times per week. This involves a $30/month membership. If the cost is prohibitive, the school will make arrangements.

MATHEMATICS

At Lisbon Regional School, we offer an integrated mathematics curriculum for high school students. We have

chosen the *Core-Plus Mathematics Project*, one of the National Science Foundation (NSF) supported curricula based on the National Council of Teachers of Mathematics (NCTM) Principles *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 concluding in the high school. As students go off to their chosen vocations and diverse post-secondary schools, we are pleased with the performance and achievements they continue to show.

The *Core-Plus* curriculum builds upon the theme of mathematics as sense-making, focusing on problem-solving, reasoning, and communication. Students develop a deep, rich understanding of mathematical 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 include students with varying mathematical abilities, there are still two paths for students to follow after they complete the first three integrated courses. This choice should be based on student needs and future career choices. Students 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. To complete all courses in this sequence, students must take more than one course in their junior or senior year. Students interested in a two-year vocational/technical degree or immediately entering the workforce may choose sequence B. All students are encouraged to take additional mathematics electives as their schedules permit.

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 students' math skills are too weak). Since students have not completed this entry-level course, they cannot 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 can instead pass their regular 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 Accounting

Integrated Mathematics 1, 2, & 3 (1 credit 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

AP Statistics (1 credit) WMCC dual-credit option: 4 college credits
This course is for students who have completed Math 1 and Math 2; Math 3 may be concurrent. Statistics is the mathematics of collecting, organizing, and analyzing numeric data to make inferences or predictions. It is, by nature, a widely applied area of mathematics used in nearly every professional job and 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 (1 credit) WMCC dual-credit option: 4 college 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. This course emphasizes 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, polynomials, 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 (1 credit) WMCC dual-credit option: 4 college credits
This course focuses on describing how 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 use technology and emphasize 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 (1 credit) **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 or 10th-graders.

Biology (1 credit) **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 9th or 10th-graders.

***Advanced Biology** (1 credit) WMCC dual-credit option: 4 college credits. ***Alternates yearly. Next offered in 2027-2028.**
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.

Anatomy and Physiology (1 credit) WMCC dual-credit option: 4 college credits
Anatomy and Physiology focuses on the human body. Concepts include cells and tissues, organs and organ systems, and the body's chemical functioning. Students must have completed 10th-grade biology before enrolling in Anatomy. Students interested in careers in the health field are encouraged to enroll in Anatomy.

Forensics (1 credit)
This course will be a laboratory and case-study-based class on how forensic scientists collect and process evidence 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.

***Physics** (1 credit) ***Alternates yearly. Next offered in-person in 2027-2028. Distance learning is available if necessary.**
This course focuses on understanding physics principles through real-world applications and everyday examples. Students will explore key topics such as motion, forces, energy, and waves while developing critical thinking and problem-solving skills. Through hands-on activities, demonstrations, and discussions, this course builds a strong conceptual foundation in physics.

Chemistry (1 credit)
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.

Environmental Science (1 credit) WMCC dual-credit option: 4 college credits
Upon completing this course, students can 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.

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 responsible citizens. 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. These issues must be examined, re-examined, and studied in their

historical context to develop informed, involved, and equipped citizens.

World History (1 credit) **Required**
This survey course focuses on studying the historical development of people, places, and life patterns 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).

Economics & Personal Finance (.5 credit) **Required**
Students will learn about the crucial roles they play and the responsibilities they have as workers, consumers, and citizens. They will see the financial relationship and the 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.

US & NH History or AP United States History (1 credit) **Required**
This thought-provoking survey course analyzes the political, economic, and social changes and developments in the history of the United States. In an era of 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.

***US & NH Government & Politics or AP United States Government and Politics** (1 credit) **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 the U.S. government and politics. Through the examination of fundamental constitutional principles; the organization of government at the federal, state, and local levels; 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. This course covers citizenship and character and prepares students for the NH civics test.

Social Studies Electives (1 credit each) Distance Learning
Sociology, Anthropology, History of the Holocaust, Psychology, Philosophy, and other social studies courses are available online through Edgenuity or Early College Online. See the school counselor for more information.

TECHNOLOGY EDUCATION

Photoshop & Solving the Problem (.5 credit each; subject switches between Quarters 1 and 2.)
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 this part 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. Solving the Problem is designed to equip students with the essential tools and strategies to tackle challenges effectively inside and outside the classroom. Throughout this part of the course, students will engage in hands-on activities, collaborative projects, and real-world scenarios to sharpen their problem-solving abilities.

Robotics 1, 2, or 3 (1 credit)
Students will learn basic robotics coding using VEX CodeV5. VEX V5 parts will be used to build a variety of

robots capable of performing many different tasks. Once students have a basic understanding of the platform, they will be invited to solve the annual problem posed in 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; Advanced Broadcast & Media Production (1 credit each)
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.

Drones 1 or 2 (1 credit each)
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 drone technology landscape. With the successful completion of Drones 1, students will be prepared to sit for the FAA Part 107 exam and become nationally certified Small Unmanned Aircraft System pilots. This is a certification test run conducted outside the school directly by the FAA. Students must be 16 years old in order to hold a sUAS license. The Drones 2 course covers everything from different drone types, and the ethics of flying drones, to career options, equipment purchasing decisions, business planning, and setting up websites for business use.

Cinematography (1 credit)
Cinematography is a hands-on course that introduces students to the art and technique of visual storytelling through film and video. Students will learn how filmmakers use camera angles, shot composition, lighting, movement, and framing to create mood, meaning, and emotion on screen. Through a combination of film analysis and practical projects, students will explore the principles of cinematography and develop their own visual style.

Extended Learning Opportunities (ELO)

Internship (1 credit)
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 to juniors and seniors wnterested 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 tasks to help interns consider possible future careers and education.
- 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 prospective site supervisor
- Once accepted, regularly attend the placement
- Maintain a daily journal of the placement,
- Develop and complete site-specific competencies, individually created by the student and site supervisor, to meet the student's learning goals and the business's needs.

Interested students should see the high school counselor. To be considered for work releases rather than internships, students must be in 12th-grade and on track to graduate with enough elective credits. Students do not earn credits for work releases. Students must also provide proof of work completion, such as timesheets.

Career Education (Teacher Assistant Internship) (1 credit)
This individualized instruction program leverages qualified students' talents to enrich elementary school children's curriculum and provide additional 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. The 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 checklist evaluation of the tutor is submitted by the classroom teacher to the coordinator.

Digital Literacy and Computer Science

Digital Portfolio & Portfolio Defense (1 credit) (**Required: Fulfills Digital Literacy Requirement**)
Students will develop a digital portfolio highlighting their high school accomplishments and demonstrate 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

Computer Science Principles (1 credit) Distance Learning
Students will explore the foundations of computer science using videos, hands-on activities, programming, investigations, and projects. They will experience much of what computer programmers do in planning, developing, testing, and refining software. Security is a key topic, and students will learn techniques for recognizing and guarding against security threats. Every unit has two to three projects, allowing students to write programs and develop security policies, analyze real-world data, solve network problems, plan a mobile app, and more. Interwoven throughout the course are spotlights on a wide

Fundamentals of Digital Media (1 credit) Distance Learning
Fundamentals of Digital Media presents high school students with an overview of the different types of digital media and how they are used in the world today. This course examines the impact that digital media has on culture and lifestyle. The course reviews the basic concepts for creating compelling digital media and introduces several different career paths related to digital media. Students learn about the tools used and best practices employed for creating digital media. In the course, students explore topics such as the use of social media, digital media in advertising, digital media on the World Wide Web, digital media in business, gaming and

simulations, e-commerce, and digital music and movies. Students also review the ethics and laws that impact digital media use or creation.

DISTANCE LEARNING EDUCATION PROGRAM

The Distance Learning Program provides students with additional quality educational opportunities. Through accredited online schools and Edgenuity courseware, students can advance their studies in the 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 paths.

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 evaluate whether online learning is a good fit for students based on their ability to work independently in a quiet environment. Additionally, online courses are not advised for 9th graders under normal circumstances. Each block is limited to fewer than 10 students. 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 the school counselor to learn more about the Distance Learning Program and to see a list of course options.

SPECIAL EDUCATION INCLUSION PROGRAM

Special education for grades seven through twelve provides the following services.

1. Individualized educational plans for students who qualify under PL 94-142.
2. Individualized instruction and group instruction for identified students in language arts, math, and other subject areas as needed.
3. Consultation support for classroom teachers in making instructional and programming modifications for mainstreamed students.
4. Behavioral contracts and conflict-resolution instruction.
5. Life skills instruction.
6. Transition planning.
7. Monitor students' progress in mainstream classes.
8. Formal evaluations for students identified as having special needs.

LRS 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. We hope that, through this competition, Lisbon athletes will develop positive attitudes and leadership skills that will benefit 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 and desirable health, sanitation, and safety habits should be fostered.
3. Athletics will allow athletes to make genuine friendships with their squad members and lasting friendships with members of competitive teams.
4. Athletes will realize that athletic competition is a privilege with definite responsibilities.

Scope of Program

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

Eligibility

Our eligibility requirements comply 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 the NHIAA eligibility rules is available from the Athletic Director and Principal. For a boy or girl to compete in interscholastic athletics, he or she must comply entirely with all regulations and requirements set forth by the NHIAA. The primary state requirements are as follows:

1. May compete in athletics during the school year if his or her 20th birthday is after September 1, provided 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 school's responsibility. (See NHIAA handbook exception.)
5. May compete if he/she has passed a physical examination by a doctor.

Hugh J. Gallen Career & Technical Center
Located at Littleton High School
CTE Principal: Mrs. Rachelle Cox

PROGRAM MISSION
The mission of the **Hugh J. Gallen Career & Technical Center** is to empower students with the academic knowledge, technical skills, and professional experiences needed for **college, careers, and lifelong learning**. CTE programs make learning relevant by combining classroom instruction with hands-on learning opportunities that prepare students for both postsecondary education and employment.

CTE ACCESS AND ENROLLMENT:

In accordance with New Hampshire law (RSA 188-E), the Hugh J. Gallen Career and Technical Center participates in a Regional Career and Technical Education Agreement that ensures access for students from participating sending districts. Beginning August 2026, eligible students may enroll at Hugh J Gallen CTC, either part-time or full-time, in approved CTE programs and CTE elective courses, provided prerequisites are met, and space is available. The Regional Career and Technical Education Agreement and New Hampshire Department of Education rules govern tuition, transportation, and scheduling.

Starred Courses are offered for the first block and the Completers Program.

Why Choose CTE?

Students who participate in CTE programs:

- Learn through hands-on, project-based instruction
- Explore career interests while earning high school credit
- Gain real-world experience and employability skills
- May earn college credit at no cost
- Graduates are better prepared for college, careers, and life beyond high school

COLLEGE AND CAREER READINESS
(RSA 188:5 Alignment)

In alignment with **RSA 188:5**, CTE programs at Littleton High School are designed to ensure students graduate with:

- Strong academic foundations
- Industry-aligned technical skills

- Opportunities to earn postsecondary credit
- Preparation for high-skill, high-wage, and high-demand careers

PROGRAM GOALS

CTE programs support students in becoming **College and Career Ready** by:

- Preparing students to pursue education at a two or four-year college or university
- Providing students with technical skills, credentials, and certifications
- Supporting multiple postsecondary pathways, including:
- College and university programs
- Apprenticeships
- Military Service
- Direct entry into the workforce

PROGRAM STRUCTURE AND STUDENT COMMITMENT

- CTE programs are designed as two-year sequences consisting of four or more semesters.
- Students typically begin CTE coursework in Grade 10 or Grade 11 (some courses can begin at Grade 9
- Due to limited enrollment, students who enroll in a CTE program are expected to:
- Commit to the program for a minimum of two years
- Maintain regular attendance and active participation
- CTE coursework follows state-approved and nationally recognized standards.
- Early withdrawal from a CTE program may result in loss of academic credit

CAREER AND TECHNICAL STUDENT ORGANIZATIONS (CTSOs)

Each CTE program is affiliated with a **Career and Technical Student Organization (CTSO)**.
Student participation is strongly encouraged.
CTSOs provide opportunities to:

- Participate in **state and national competitions**
  Engage in **community service and leadership activities**
  Develop employability skills such as teamwork, communication, and professionalism
  Apply technical skills in real-world contexts

COLLEGE CREDIT OPPORTUNITIES

Early College is offered through the following courses:

CTE Course	Post-Secondary School	Available Credit	CTE Program
Accounting I	WMCC	3	Business Elective
Business Ethics	WMCC	3	Business Elective
Business Technology	WMCC	3	Business Elective
Financial Accounting	WMCC	3	Business Elective
Intro to Business Administration	WMCC	3	Business Administration & Technology I
Marketing	WMCC	3	Business Administration & Technology II
Medical Terminology	WMCC	3	Health Science I
Dental Assisting	NHTI	3	Health Science II
Welding	WMCC	3	Automotive

ARTICULATION AGREEMENTS

CTE programs at the Hugh J. Gallen Career & Technical Center offer **articulation agreements** with postsecondary institutions. These agreements enable students to earn college credit for completed high school coursework upon enrollment at the participating institution.

Note: Articulation agreements are subject to change. Students should confirm current contracts with the CTE Principal.

CTE Program	Post-Secondary School	Available Credit
Automotive Technology	Central Maine Community College	5 credits
Automotive Technology	Lincoln Technical Institute	2 courses (and corresponding credit)
Automotive Technology	Universal Technical Institute	4 tests (and corresponding credit)
Automotive Technology	University of Northwestern Ohio	12 credits
Building Construction Technology	Keene State College	8 credits
Business Administration & Technology	Keene State College	8 credits
Careers in Education	Keene State College	8 credits
Careers in Education	White Mountains Community College	6 credits
Health Science Technology	White Mountains Community College	6 credits

ARCHITECTURE AND CONSTRUCTION CAREER CLUSTER

***Building Construction Technology I -** *Course #481001*
Y 2.0 credits Grades 11-12
Potential Embedded Credit: Math
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 job site, identifying and using tools safely, designing and constructing floor systems, framing walls, and roof systems. In our new facility, students have the opportunity to construct module homes in an indoor-friendly environment. Students also work on other construction projects, including sheds and smaller structures. Students also have the opportunity to develop skills in the electrical and plumbing industry. Students will have the opportunity to complete their OSHA Ten-Hour Safety Certification online.

***Building Construction Technology II -** *Course # 481102*
Y 2.0 credits Grades 11-12
Prerequisite: *Building Construction Technology I*
Potential Embedded Credit: Math
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. Students will build bathrooms and kitchens, incorporating wiring and plumbing proficiencies. They may also choose to take the OSHA 30 program and test to complete the certification. Each of these certifications is a valuable credential for students to add to their professional portfolio.

BUSINESS AND ACCOUNTING CAREER CLUSTER

Business Administration & Technology (BAT) Program
The Business Administration & Technology (BAT) Program is a two-year Career and Technical Education pathway that serves as a gateway to understanding how today's businesses really work—while developing the skills needed for success in college, careers, and life. This hands-on, career-focused program blends real-world business experiences, cutting-edge technology, leadership development, and college-level coursework to prepare students for success in a competitive global economy.
By completing the two-year Business Administration & Technology Program, students graduate with:

- Up to 6 college credits from White Mountains Community College
- Multiple Industry-Recognized Credentials
- Leadership, competition, and networking experience through FBLA
- College-, career-, and workforce-ready skills
- A competitive advantage for employment, internships, and postsecondary education

The following is a breakdown of the two-year Business Administration & Technology Program.

***Business Administration & Technology I -** *Course #481009*
Y 2.0 credits Grades 10-12
Includes the Dual-Enrollment Course "Intro to Business Administration" - 3 credits from WMCC *EC - Course #481010*
Potential Embedded Credit: English, Math
CTSO Affiliate: FBLA
Year 1 of the BAT program provides students with a strong foundation in how businesses operate while building essential professional, technical, and leadership skills. Students engage in project-based learning, business simulations, collaborative activities, and technology-driven tasks that mirror real workplace expectations.
Students develop skills in:

- Business fundamentals and ethics
- Financial literacy and basic accounting concepts

- Marketing principles and customer engagement
- Professional communication and workplace technology
- Collaboration, problem-solving, and decision-making

Students complete Introduction to Business Administration, a three-credit dual-enrollment course through White Mountains Community College. In this course, students explore business fundamentals through real-world case studies, application-focused content, and workforce-aligned examples. Emphasis is placed on how modern business functions interact within a changing business environment. Topics include ethics, marketing, accounting and finance, operations management, and the global economic and legal environment.

Students will earn the following Industry Recognized Credentials (IRCs) that strengthen résumés and demonstrate job-ready skills:

- ***ServSafe Food Handler Certification*** – Confirms knowledge of food safety, sanitation, and workplace responsibility, increasing employability in hospitality, food service, and customer service industries.
- ***Gemini Certification for Students*** – Demonstrates proficiency in business technology, professional software applications, and digital workplace skills.
- ***Social Media Marketing Certification (HubSpot)*** – Shows mastery of social media strategy, content creation, analytics, and digital marketing tools used by modern businesses.

All students are active members of Future Business Leaders of America (FBLA). Students:

- Develop leadership and teamwork skills
- Participate in academic and career-based competitions
- Compete at the FBLA State Leadership Conference
- Have the opportunity to qualify for the FBLA National Leadership Conference

***Business Administration & Technology II -** *Course #481111*
Y 2.0 credits Grades 11-12
Includes the Dual-Enrollment Course "Marketing" - 3 credits from WMCC - *EC Marketing - #481112*
Potential Embedded Credit: English, Math
CTSO Affiliate: FBLA

Year 2 of the BAT program builds on foundational business knowledge with a strong emphasis on marketing strategy, consumer behavior, leadership, and applied career skills. Students engage in authentic, project-based learning experiences that require higher-level thinking, creativity, collaboration, and data-driven decision-making.

Students strengthen skills in:

- Marketing theory and applied marketing practice
- Consumer behavior, motivation, and pricing strategies
- Sales promotion and brand development
- Marketing research and data analysis
- Professional communication and leadership

Students complete **Marketing**, a three-credit dual-enrollment course through White Mountains Community College. This course focuses on marketing theory and practice, including consumerism, pricing, motivation, and sales promotion. Students develop and implement a marketing plan for a school-based department, applying their knowledge in a real-world setting.

Students will earn the following Industry Recognized Credentials (IRCs) that strengthen résumés and demonstrate job-ready skills:

- ***OSHA-10 General Industry Certification*** – Validates understanding of workplace safety standards and risk prevention, a credential respected across all industries.
- ***Digital Marketing Certification (HubSpot) -*** Validates skills in digital marketing strategy, multi-channel content creation, brand storytelling, and data-driven decision-making. This credential prepares students for careers in marketing, communications, entrepreneurship, and media-related fields.
- ***Sports Marketing Essentials (Front Office Learning)*** - Provides valuable insights into the business side of sports, covering real-world strategies from major brands like Pepsi, digital marketing, athlete endorsements, and data use, helping students develop marketable skills,

understand diverse career paths (beyond just playing), build portfolios, and gain an edge for future college or career opportunities in the booming sports and entertainment industry, all while earning verifiable badges for their profiles

- ***American Heart Association AED/CPR & First Aid Certification*** – Certifies students in lifesaving skills and emergency response, a valuable credential for leadership roles, workplaces, and community involvement.

Students continue to be actively involved in FBLA, expanding their leadership skills through:

- Advanced competitive events
- Team leadership and mentoring opportunities
- Career preparation and professional networking
- Continued participation in state and national FBLA opportunities

ENGINEERING, MANUFACTURING, AND TECHNOLOGY CAREER CLUSTER

Career Pathways in Technology
***Robotics, Aerospace, & Design I -** *Course #481113*
Y 2.0 credit Grades 11-12
Potential Embedded Credit: Math & Science
This two-part dynamic program offers students the opportunity to select and customize a pathway in the areas of robotics, aviation (including private pilot training), drones, engineering, CAD, and computer science. Participants will develop foundational knowledge to support their pathway focus through hands-on, project-based learning. Learning will take place in an environment designed to reflect industry standards and support success by providing access to the latest technology, including 3D printers, CNC machines, a laser cutter, flight simulators, drones, and robotics systems. Students will gain relevant pathway experience by executing flight plans, building computer systems, assembling and programming robots, designing video games, flying drones, creating custom CAD projects, and much more. Students interested in careers in aviation/aerospace, robotics, engineering, computer science, and related fields are encouraged to enroll. This program offers opportunities to work towards or earn an industry-recognized credential in the areas of aviation, CAD, coding, computer repair, and OSHA general industry. Each participant is required to showcase their learning by completing a capstone presentation as part of a RAD Open Gallery during the final week of the course. ***CTSO Affiliate:*** *FIRST Robotics*

***Robotics, Aerospace, & Design II -** *Course # 481115*
Y 2.0 credit Grades 11-12
Prerequisite: *Robotics, Aerospace, & Design I*
Potential Embedded Credit: Math & Science
This advanced course is the second part of a two-year Career and Technical Education program designed to deepen students' expertise in robotics, aerospace, engineering design, and computer science. Students will engage in advanced career pathway study to develop capstone projects and pursue industry-recognized credentials that prepare them for relevant careers. Classwork will be supplemented by excursions, field work, and interactions with industry professionals. Each pathway offers the following unique opportunities:

Advanced Aviation and UAS Applications: Building on the foundational knowledge from RAD I, students explore advanced topics such as instrument flight, commercial aviation, and future innovations in the aerospace industry. Hands-on learning opportunities include partnerships with local flight instructors, FAA-certified flight simulators, and the potential to log flight hours toward earning a 14 CFR Part 61 Subpart E Private Pilot Certificate. Students also examine practical UAS applications in agriculture, public safety, commerce, and environmental studies, while considering the ethical and maintenance challenges associated with them. This pathway

prepares students for the contemporary challenges and career pathways in aviation. Students who meet the preliminary competencies will have the option to enroll in a local ground school program.

Engineering and Robotics: Students expand their skills learned in RAD I to include more advanced topics in engineering and robotics, such as production workflow and the design process, component/product design and prototyping, advanced CAD/CAM applications, data collection and analysis, and industry-relevant presentation and collaboration. Students will work in an environment designed to mimic current industry practices while maintaining high safety and design standards. Highly motivated students who demonstrate proficiency in CAD/CAM applications will be allowed to take the Certified SolidWorks Associate (CWSA) exam. Additional advanced certification programs are also available from HAAS and SolidWorks. This pathway prepares students for a variety of careers in engineering, manufacturing, and design.

Computer Science: The second part of this broad pathway requires students to specialize in one particular area of computer science, including networking, system repair, cybersecurity, AI, or game development. Students will have access to a variety of equipment and software to expand their knowledge base and skills. This rapidly changing pathway is designed for students seeking employment in the tech sector. Students who have met the preliminary requirements for this pathway will have the opportunity to enroll in CompTIA training courses to earn relevant industry certifications.

Capstone Project and Research: Students design and execute a personalized capstone project aligned with their interests in aviation, robotics, engineering, or computer science. By conducting in-depth research and collaborating in small groups or independently, students demonstrate mastery of a contemporary topic in one or more RAD-related fields. Capstone projects integrate knowledge from prior coursework and culminate in a professional presentation of findings.

Portfolio Development and Career Preparation: Students create a learning portfolio to document their progress, self-assess, and refine their skills as they work toward credentials. With the support of the Program Advisory Committee, students can explore aviation scholarships to offset flight hour costs, positioning them for further studies or immediate employment in high-demand industries.

This course equips students with the technical skills, practical experience, and industry-recognized certifications necessary to succeed in careers related to aerospace, robotics, and engineering.

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 #480919*
Y 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. Bicycle building and maintenance is learned through the building of new bikes, inspection and maintenance of bikes brought to the classroom, and as part of the classroom fleet.

Students will earn certifications in CPR and First Aid through the class.

***Bike Tech II -** *Course #481021*
Y 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, electronic components (shifting and dropper-posts), and complete overhauls. An in-depth understanding of the bike industry will be explored.

EDUCATION AND TRAINING CAREER CLUSTER

***Careers in Education I -** *Course #481023*
Y 2.0 credits Grades 11-12
Careers in Education I provides students with opportunities to explore the skills and knowledge necessary for careers, including teaching, social work, child psychology, school counseling, speech or occupational therapy, and other professions working with children and families. Units of study include growth and development, learning theory, psychology, and a range of topics related to the ethical, legal, and professional responsibilities of working in the education field. Students have the opportunity to work directly with children in our on-site learning lab, Little Leopards Learning Center. College credits and industry-recognized credentials can be earned in this course.

***Careers in Education II -** *Course #481125*
Y 2.0 credits Grades 11-12
Potential Embedded Credit: English Language Arts
Prerequisite: *Careers in Education I*
Students in Careers in Education II are expected to demonstrate proficiency in the competencies covered in Careers in Education I. This course builds on foundational knowledge of the skills, strategies, and professional practices required for careers working with children and families. Students will explore advanced topics in child development, curriculum design, and supporting diverse learners. Emphasis is placed on professional decision-making, ethical practices, and preparing for real-world experiences. Real-world experiences at the on-site Little Leopards Learning Center enable students to apply theory to practice. College credits and industry-recognized credentials can be earned in this course.

HEALTH SCIENCE CAREER CLUSTER

***Health Science Technology I** - *Course #481047*
Y 2.0 credits Grades 11-12
Includes the Dual-Enrollment Course "Medical Terminology" - 3 credits from WMCC *EC - Course #481048*
Prerequisite: *Biology*
Potential Embedded Credit: English
Health Science Technology is an exciting program for students interested in pursuing a career in health or human services. 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 to them through audio/visuals, guest speakers, and job shadows. They study body systems (anatomy and physiology), patient safety, medical law and ethics, medical terminology, and basic aspects of patient care, including vital signs, communication, and leadership. First-year students will receive CPR certification. Students can also take Medical Terminology, a 3-credit Early College 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 Professionals. Articulation agreement with Keene State College.

***Health Science Technology II (L) -** *Course #481149*
Y 2.0 credits Grades 11-12
Potential Embedded Credits for HS2 Social Studies (Legal and Ethical considerations, policy and procedure) and Science (Anatomy and Physiology)
Prerequisite: *Health Science Technology I*
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 can be tailored to the individual needs of the student, with more in-depth career choices of study and the completion of clinical student internships. Students will build on the skills they learned during the 1st year and will continue to develop clinical, leadership, assessment, and communication skills in the classroom, lab, and in the healthcare community. Second-year students may take the LNA (Licensed Nursing Assistant) course. After passing the State Licensing Exam, they can obtain their LNA and are eligible for employment as an LNA. The EMT career tract is also offered to students interested in pursuing a career as an EMT or Paramedic. Students have the option of taking the Other career tract options include Dental and Medical Assisting. An Option for Anatomy and Physiology 1 with a lab (Off-Site) is offered as a dual enrollment option. This is not human biology but a dual enrollment in Anatomy and Physiology, eligible for 4 college credits, and would not have to be retaken at the college level, as previously it was coded as human biology.
CTSO Affiliate: HOSA–Future Health Professionals and Skills USA

***Health Science Technology II – Dental Assisting |** *Course #481151*
1.0 Credit | Grades 11–12
This second-year Health Science Technology course prepares students for careers in dental assisting through a combination of classroom instruction, hands-on lab work, and supervised clinical experiences. Students learn foundational dental science topics and develop essential clinical skills such as instrument processing, patient assessment, dental charting, infection control, and four-handed dentistry while following OSHA safety standards. Completion of OSHA Bloodborne Pathogens training is required. Qualified students may participate in clinical internships at local dental offices. Successful completion supports employment as a Traditional Dental Assistant and provides clinical hours toward the Certified Dental Assistant (CDA) exam or further study in dental hygiene or dentistry.
Course Requirement: Students must wear professional scrubs daily (3–4 sets recommended).
***Potential* 1 Embedded Academic Credit: Applied Science (Biology, Anatomy, and Physiology)**
Human Anatomy, Oral Histology, Microbiology, infection control, and dental science.

TRANSPORTATION, DISTRIBUTION & LOGISTICS CAREER CLUSTER

***Automotive Technology I -** *Course #481053*
Y 2.0 credits Grades 10-12
***Potential* Embedded Credit Math**
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 New Hampshire 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 and the SP2 Lift certification. This course will prepare students to take the ASE certification tests in brake and suspension systems. Students can also earn certificates from AVI. *CTSO Affiliate: Skills USA*

***Automotive Technology II -** *Course #481*

Y 2.0 credits Grades 11-12
***Potential* Embedded Credit Math**
Prerequisite: *Automotive Technology I*
This program completes an ASE-certified curriculum, which is sponsored by the New Hampshire 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 SkillsUSA, 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. Students can also earn certificates from AVI. CTSO Affiliate: Skills USA