

Milford High School
&
Applied Technology
Center



- A Career Focus Planning Guide -

Milford High School

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2007 - 2008 PROGRAM OF STUDIES

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*Cover Photo by Jean Traveyn,
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**Milford High School
&
Applied Technology Center:
Statement of Mission and
Expectations***

The mission of Milford High School & Applied Technology Center is to educate individuals to be life-long learners with the skills and thinking processes necessary to be responsible, contributing members of society in a changing world.

All students will demonstrate the attributes of the following academic, civic, and social expectations for student learning:

Academic Expectations:

1. *Knowledgeable Person:*
 - a. Acquires, integrates and applies essential knowledge from each content area.
 - b. Communicates knowledge clearly in a variety of forms to diverse audiences.
 - c. Reads with comprehension at or above grade level.
 - d. Employs technology effectively as a research and communication tool.
2. *Complex Thinker:*
 - a. Uses a variety of techniques and resources to gather information.
 - b. Selects and uses appropriate strategies to make decisions, solve problems, and evaluate information.
 - c. Applies mathematical and reasoning skills to solve problems appropriately.
 - d. Utilizes core knowledge in real world applications.
3. *Self-Directed Learner:*
 - a. Creates a positive vision of his/her future.
 - b. Seeks different perspectives and considers choices before selecting a course of action.

- c. Establishes clear goals and manages progress towards achieving them.
- d. Generates and pursues personal standards of performance.

4. *Quality Producer:*

- a. Creates or constructs products which meet or exceed all established criteria.
- b. Incorporates theory, best practices, and appropriate resources into products.
- c. Evaluates own work, responds to feedback and modifies products appropriately.
- d. Expresses individuality and originality in his/her work.

Civic Expectations:

5. *Community Contributor:*

- a. Participates positively as an informed community member.
- b. Recognizes relationships between individual action and its impact on community.
- c. Demonstrates respect and sensitivity for diversity within the community.

Social Expectations:

6. *Collaborative Worker:*

- a. Accepts personal responsibility for collaborating to accomplish common goals.
- b. Utilizes effective communication skills.
- c. Demonstrates respect for the contributions of others.
- d. Acts with concern for the physical and emotional well being of others.

*Most course descriptions in this program of studies now indicate one expectation which will be emphasized and assessed in that course.

INTRODUCTION

This program of studies has been structured to help students and parents choose courses which fit the students' needs. The information below will aid in the understanding of the program format and the requirements that must be fulfilled by all students.

Students are responsible for satisfying all academic policies and prerequisites. A student may not receive credit for the same course twice. See the Student Handbook/Assignment Planner for details of academic policies.

Graduation Requirements

(For the class of 2008)

English	4.0
Math	4.0
Science	3.0
Social Studies	3.0
Applied Technology*	1.0
Computer (MMS)	0.5
Fine Art	0.5
Wellness (P.E. & Health)	2.0
Career Focus Electives	2.0
Open Electives	5.0
Total	25.0

Graduation Requirements

(For the class of 2009)

English	4.0
Math	4.0
Science	3.0
Social Studies	3.0
Applied Technology*	1.0
Fine Art	1.0
Wellness (P.E. & Health)	2.0
Career Focus Electives	2.0
Open Electives	6.0
Total	26.0

* *Derived from any of the following programs or courses:*
All Career & Technical Studies Courses except in Family & Consumer Sciences

Graduation Requirements

(For the class of 2010 and beyond)

Graduation requirements beginning with class of 2010 remain the same as those in 2009 with the following additional requirement:

- One credit in an Applied Technology course that meets advanced information and communication technology (ICT) standards; chosen from a list of approved courses.
- **OR** one credit in a non ICT Applied Technology course along with a .5 credit digital portfolio.

Minimum Yearly Enrollment Requirements

Students in Grades 9-10	7.5 credits
Students in Grade 11	7.0 credits
Students in Grade 12	6.0 credits

Promotion Requirements

Promotion to the next grade is based upon the number of accumulated credits at the end of the school year. Retained students will be promoted at mid-year if they have obtained the necessary credits. Minimum requirements for promotion are as follows:

	Class of 2008	Class of 2009 and beyond
Senior status	17 credits	18 credits
Junior status	10 credits	11 credits
Sophomore status	5 credits	5 credits

Course Designations

Level designations have been given to almost all academic courses and to several in Technical Studies. All course levels are referenced in the Program of Studies after the Course title. Remaining courses do not carry designations. The designations indicate the level of expectation in each course as explained below.

Honors/AP programs:

These advanced programs are demanding and require a significant amount of original, independent study. Students in these programs should have demonstrated outstanding academic and analytical skills while being able to deal with abstract concepts. Teacher recommendation and previous achievement are considered in placement into advanced courses.

Standard programs:

These mainstream programs are intended to provide students with a college preparatory curriculum. These courses require analysis, critical thinking, and a commitment to meeting high academic standards. Success in standard courses is expected by colleges or employers and provides the foundation needed for post-secondary educational success. *Standard A designation indicates an increased level of academic challenge, while a Standard B emphasizes a developmental approach for students who need to strengthen their academic skills.*

Supported programs:

Courses in our supported programming are designed to provide learning structures to increase student competencies needed for transition to further education and job training. Skill development is emphasized in a supportive, resource-intensive environment which seeks to meet individual learning styles and encourage academic progress.

GRADING and RANKING

The student's grade point average and class rank are computed by using the final grade in academic subjects.

LETTER GRADE	NUMERICAL EQUIVALENT	COURSE LEVEL DESIGNATIONS				
		<i>Supported</i>	<i>Standard B</i>	<i>Standard</i>	<i>Standard A</i>	<i>Honors/AP</i>
A+	97-100	3.7	4.1	4.3	4.5	4.9
A	93-96	3.4	3.8	4.0	4.2	4.6
A-	90-92	3.1	3.5	3.7	3.9	4.3
B+	87-89	2.7	3.1	3.3	3.5	3.9
B	83-86	2.4	2.8	3.0	3.2	3.6
B-	80-82	2.1	2.5	2.7	2.9	3.3
C+	77-79	1.7	2.1	2.3	2.5	2.9
C	73-76	1.4	1.8	2.0	2.2	2.6
C-	70-72	1.1	1.5	1.7	1.9	2.3
D+	67-69	.7	1.1	1.3	1.5	1.9
D	63-66	.4	.8	1.0	1.2	1.6
D-	60-62	.1	.5	.7	.9	1.3
F	Below 60	0	0	0	0	0

Grading and Ranking

The student's grade point average and rank are computed by using the final grade in the following academic and career & technical areas : Math, English, Science, Social Studies, Foreign Language, Biotechnology, Computer Technology, Pre-Engineering, and certain Computer courses. The grade point average is computed using the scale shown above.

College Prep Program

College entrance requirements vary. Catalogs should be checked carefully for specific admission policies. The following is a general guideline highlighting what four year colleges often require as a high school program:

<i>Subject Area</i>	<i>Credits</i>
English	4
Foreign Language	3 or more
College Prep Math	3 or more
Science	3 or more
Social Studies	3 or more

COUNSELING and GUIDANCE

In addition to individual educational and career planning sessions, the following group programs are conducted in classrooms by the Milford High School guidance counselors. Each consists of a series of workshops with a culminating activity or assignment to be completed by the student.

Grade 9 - The Choices Program

This program consists of a series of workshops conducted by guidance counselors in the 9th Grade. The classes emphasize the importance of education, an orientation to M.H.S., academic policies, and decision making skills.

Grade 10 - The Career Research Program

Counselors conduct workshops to help students sharpen decision making skills, develop a realistic understanding of the world of work, and increase self-understanding. Each student completes a career project using the computer in the Career Resource Center.

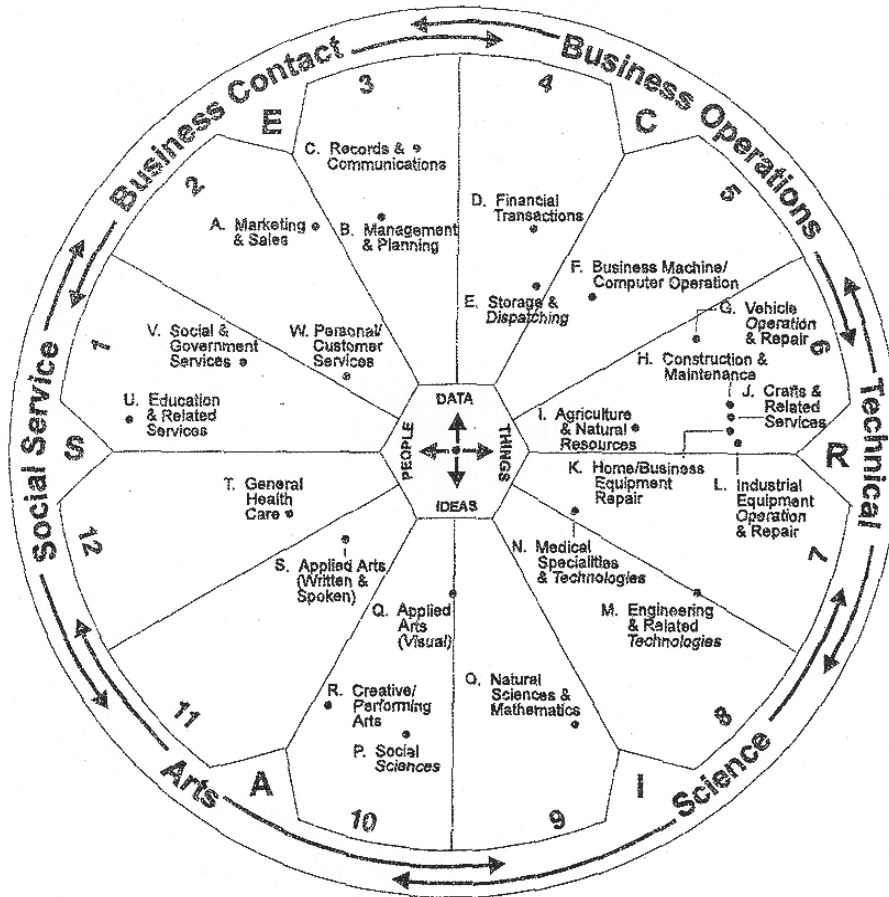
Grade 11 -The College and Work Assessment Program

These classes cover information research, policies, application procedures, and a variety of other topics related to developing appropriate choices. Job search information is included for all students.

Grade 12 -The Transition Program

These classes cover additional educational and career planning material. Graduation and financial aid information are added to the curriculum. Students are reminded to plan carefully to meet all deadlines. Career and college exploration computer programs are available to all students upon request. It consists of several interest inventories and career research suggestions. Students should ask their counselors for more information.

The World of Work Map



The Milford High School and Applied Technology Center career focus program explained on the next page employs the World of Work Map to identify the four quadrants of career interests: *People*, *Data*, *Things*, and *Ideas*. These correlate to the four career clusters used in our program.

Career Focus at Milford High School

To students and parents: All courses and experiences at Milford High have been examined to include, wherever possible, a career focus. This will help provide the essential connection between school and career planning and preparation. Students are encouraged to select a career path suited to their interests and abilities. We commonly use and reference the four clusters below.

Arts and Humanities

(Ideas)

This cluster is designed to meet the needs of students considering careers which utilize skills from the fine arts and humanities. Students will be provided with a broad base of information to support a range of careers which may include musician, artist, journalist, lawyer, teacher, librarian, screenwriter, graphic artist, designer or radio/TV announcer. Students will consider courses that study topics such as commercial art, photography, drawing, writing, social studies, literature, and foreign language.



Health and Human Services

(People)

This cluster is designed to meet the needs of students who plan to enter the health and human services work environments. Careers in this cluster include health care, customer service, cosmetology, fashion design, tourism, education, social work, interior decoration, hotel/hotel management, food service or nutrition. Students will consider courses that study human services, early childhood education, design, nutrition and foods, together with the dynamics of communication and interaction.



Business and Information Systems

(Data)

This cluster is designed to meet the needs of students considering careers in business and related areas. Emphasis will range from clerical to management to accounting, and will include entrepreneurship. A solid foundation will prepare students for opportunities within the business sector. Students choosing this cluster could benefit from courses that study human relations, employability skills, marketing, computer applications and presentations.



Math, Science, and Technology

(Things)

This cluster is designed to meet the needs of students considering careers in technical, industrial, mathematic, scientific, and engineering fields of study. Students will consider courses that study topics from the areas of communications, construction, manufacturing, energy, power and transportation. Students choosing this cluster will learn about such topics as electronics, computer-aided drafting, graphic communications, robotics, machine technology, mathematics, and scientific or technical research and development.

School to Career Opportunities include options such as:

Job Shadowing: is a work experience option where students learn about a job by walking through the work day as a shadow to a competent worker. The job shadowing work experience is a temporary, unpaid exposure to the workplace in an occupational area of interest to the student.

Service Learning: integrates community service into the school curriculum. Service learning engages young people in voluntary community activities while they learn and practice employability and work skills.

Cooperative Education: is a Technical Studies program for students who, through a cooperative arrangement between the school and the employers, receive technical educational instruction by alternation of study in school with a job in that occupational field.

Internship: provides actual work experience as part of a career preparation and exploration course. Students work for an employer for a specified period of time to learn about a particular industry or occupation. This school campus itself is a great source of work-based learning opportunities. We offer an internship seminar elective for students interested in earning credit for their experiences.

2007-2008 Course Offerings

Accounting

Accounting I
Accounting II
Accounting III

Art

Visual Studies
Pottery
Advanced Pottery
Photography
Studio Painting
Studio Drawing
Portfolio Preparation
AP Studio Art

Biotechnology

Biotechnology I Standard A
Biotechnology II Honors
Biotechnology III

Running Start Program - College Credit

Business Technology

Business Technology I
Business Technology II
Business Technology III
Fashion Merchandising

Computer Science and Technology

Database & Web Design Standard A
Introduction to Programming Standard
Java Programming Honors
Data Structures & Algorithms Honors/AP
Networking Standard A
Systems Standard A

Construction Technology

Blueprint Reading & Design
Construction Technology
Advanced Construction Technology

Culinary

Introduction to Culinary
Culinary Arts I
Culinary Arts II
Culinary Arts III

English

English 9 Honors
English 9 Standard A or B
English 9 Supported
English 10 Honors
English 10 Standard A or B
English 10 Supported
English 11 Honors
English 11 Standard A or B
English 11 Supported
English 12 Honors/AP
English 12 Standard A or B
Essay Writing Supported
SAT Prep/Essay Writing Standard
Shakespeare Standard A
Speech Standard
Journalism
Modern Literature Standard
Poetry: Analysis & Composition Standard
English Recovery

Family & Consumer Sciences

Child Development
Clothing
Advanced Clothing
Foods
Housing & Interior Design
Marriage and Family

Foreign Language

French I Standard A
French II Standard A
French III Standard A
French IV Honors
French V Honors
Spanish I Standard A
Spanish II Standard A
Spanish III Standard A
Spanish IV Honors
Spanish V Honors
Latin I Standard A
Latin II Standard A
Latin III Standard A
Latin IV Honors

Graphic Arts

Commercial Art
Graphic Arts I
Graphic Arts II
Graphic Arts III Independent Study
Graphic Arts Cooperative Education

Marketing Education

Marketing Education I
Marketing Education II
Marketing Education III
Sports & Entertainment Marketing

Course Offerings Continued

Mathematics

Foundations of Mathematics I	Supported
Foundations of Mathematics II/III	Supported
Introduction to Algebra	Standard B
Algebra I with Study Support	Standard
Essentials of Algebra & Geometry	Standard B
Algebra I	Standard
Algebra II	Standard or Honors
Geometry	Standard or Honors
Math SAT Prep	
Algebra III with Trigonometry	Standard A or Honors
Probability & Statistics	Standard or Honors
Precalculus	Standard A or Honors
Calculus	Standard A
Calculus AP	Honors
Math Recovery	

Music

Music Appreciation
Instrumental Lab
Music Theory
Chorus
Color Guard
Band: Concert & Marching
Voice Workshop

Precision Machining

Precision Machining
Advanced Precision Machining

Project Lead the Way Pre-Engineering

Introduction to Pre-Engineering	
PLTW - Engineering Design	Standard
PLTW - Engineering Capstone	Standard A
PLTW - Electronics	Standard
Robotics/CIM	Standard

Science

Introductory Physical Science (IPS)	Honors
Introductory Physical Science (IPS)	Standard A or B
Introductory Physical Science (IPS)	Supported
Biology	Honors
Biology	Standard A or B
Biology	Supported
Chemistry	Honors
Chemistry	Standard A or B
AP Chemistry	Honors/AP
Physics	Honors
Physics	Standard A
Physics	Supported
Anatomy & Physiology	Standard A
Environmental Science	Standard A or B
The Human Body	Standard B
Genetics	Standard A
Oceanography	Standard B

Social Studies

World Studies	Standard A or B
World Studies	Supported
American Studies I	Standard A or B
American Studies I	Honors
American Studies I	Supported
American Studies II	Standard A or B
American Studies II	Honors
American Studies II	Supported
Consumer and Legal Problems	Standard
Contemporary Asia	Standard A/Standard
Constitutional Law	Standard
Introduction to Social Science	Standard
Topics in History I & II	Standard

Television Production

Introduction to Television Production
Television Production I
Television Production II
Television Production III
Introduction to Radio Broadcasting
EPortfolio

Theatre & Film Arts

Theatre Arts I
Theatre Arts II
Theatre Production & Management

Wellness Education

Health and Wellness
Advanced Physical Education
Advanced Health

Woodworking Technology

Woodworking Technology I
Advanced Woodworking Technology

Career Focus Icons:



Arts/Humanities



Business/Information
Systems



Health/Human
Services



Math/Science/
Technology

NCAA COLLEGE SPORTS

High School Academic Requirements for Student-Athletes

Students who wish to participate in NCAA sanctioned sports in college must meet academic eligibility requirements. Required core courses and registration information is available at: www.ncaaclearinghouse.net

Here's an example of the requirements for student-athletes in Division I schools - 2008 and later:

If you enroll in a Division I college in 2008 or later and want to participate in athletics or receive an athletics scholarship during your first year, you must:

- * Graduate from high school;
- * Complete these **16** core course units:
 - 4 years of English
 - 3 years of math (Algebra 1 or higher)
 - 2 years of natural or physical science (including one year of lab science if offered by your high school)
 - 1 extra year of English, math or natural or physical science
 - 2 years of social science
 - 4 years of extra core courses (from any category above, or foreign language, nondoctrinal religion or philosophy);
- * Earn a minimum required grade-point average in your core courses; and
- * Earn a combined SAT or ACT sum score that matches your core-course grade-point average and test score sliding scale (for example, a 2.400 core-course grade-point average needs a 860 SAT).



Programs

Accounting

Accounting I



1 Credit

1420

Grades 10-12

Accounting I is a good foundation course for the field of business and advanced accounting. Explore the language of business. Learn the accounting cycle using manual and computerized accounting systems for sole proprietorships, partnerships, and corporations. This semester course is open to any student in grades 10-12 who wants to understand the flow of money in a business. If you plan a career in accounting, business, finance, management, marketing, banking or plan on going into business on your own, this course is a must.

Expectation: *Complex Thinker*

Accounting II



1 Credit

1421

Grades 10-12

Students will expand upon the foundation skills established in Accounting I. Focus will be on departmentalized and corporate accounting systems as well as financial analysis, accounting for plant assets, and accrued accounting. Students will reinforce their learning by completing computerized projects and simulations that provide a realistic approach to problem solving. Students may have the opportunity to keep the financial records for various programs within the school. With such increased competency, the student will be better prepared for entry into any post-secondary business program, or pursue work in the business field.

Expectation: *Complex Thinker*

Recommendation: *Successful completion of Accounting I.*



Accounting III



1 Credit

1423

Grades 11, 12

You love accounting and computers, and you want more! Expand your knowledge; in Accounting III you will learn budgetary planning and control, cost accounting, and not-for-profit accounting. You will also have the opportunity to use real world accounting software such as Peach Tree Accounting. In this self-paced course, you will work individually to reinforce your skills by completing a variety of computerized projects and activities that simulate real-world applications.

Expectation: *Complex Thinker*

Recommendation: *"C" or better in Accounting II.*

Art

The *Visual Studies* course is a prerequisite for all of the advanced art courses. Students are encouraged to enroll in this basic introductory course to enable them to take the more advanced courses later in high school. Students may receive a waiver of the *Visual Studies* requirement for entrance into advanced courses based on teacher recommendation and/or the submission of a portfolio of representative work.

Visual Studies (1/2 Credit)

1601

Visual Studies (1 Credit)

1602

Grades 9-12



This preliminary course (offered as either a 1/2 block or full block) is designed to introduce the student to the visual world and make them more aware of the great potential and importance of visual perception. Students will explore design, composition, and color, while emphasizing the elements of art in a variety of mediums. The course is oriented to form a sound basic introduction to studio art but also includes areas of art appreciation and criticism. A grade of "C" or better in this course or a portfolio approved waiver is recommended for entrance into all other art elective courses.

Expectation: *Quality Producer*

Pottery

1619



1 Credit

Grades 10-12

This studio course will move the student through basic clay handbuilding techniques in preparation for learning more advanced methods of clay construction. The second half of the course will concentrate on mastering the potters' wheel and sculptural techniques. Creativity will be emphasized in the construction of bowls, goblets, boxes, masks, and sculptures. These projects then become the property of the students.

Expectation: *Quality Producer*

Recommendation: *Successful completion of Visual Studies.*

Advanced Pottery

1620



1 credit

Grades: 11-12

Advanced Pottery is a studio course that builds on skills and methods learned in Pottery class. Students in this course will further develop their skills on the wheel and in hand building construction, explore slip casting, mold making methods, larger scale tile projects, sculpture, advanced glazing or decorating techniques, and learn more about cultures and artists noted for their work in clay. Emphasis is on providing students opportunities to utilize and expand on clay skills learned in Pottery to create more in-depth and

personal work. The course will culminate with a final independent project in which students expand upon earlier work and demonstrate their mastery of one particular area in clay.

Expectation: *Self-Directed Learner*

Photography

1625

1 Credit

Grades 10-12



This course will provide the student with a basic knowledge of cameras, black and white film, and darkroom equipment. Students will learn to develop their own film and make prints from it. Artistic composition and self expression will be emphasized. Students must have the use of an adjustable 35 mm camera since they will shoot most of their photographs outside of class (a limited number of cameras will be available for use). The second half of the course will introduce advanced photographic techniques such as photomontage, studio lighting, historical research, digital imaging and hand tinting.

Expectation: *Complex Thinker*

Recommendation: *Successful completion of Visual Studies.*



Studio Painting

1629

1 Credit

Grades 10-12



In this course students will study and apply a variety of painting techniques. Using watercolors and acrylic paints, they will be encouraged to explore and experiment on projects ranging from landscapes to canvas paintings and mural designs. Students will also study paintings from art history and the contemporary art world.

Expectation: *Community Contributor*

Studio Drawing

1639

1 Credit

Grades 10-12



This is an integral course selection for all serious art students. Good drawing skills are basic for any type of art work. This course explores drawing techniques in various media, with emphasis on line, texture, tone, shape, color, and composition. Art appreciation and criticism are also an important part of this course, as well as the study of good composition and design.

Expectation: *Complex Thinker*

Portfolio Preparation

1635

1 Credit

Grades 11, 12



Portfolio preparation is a course designed for the serious art student. Projects will be geared to developing a strong portfolio for college admission. Quality of work and experimentation in use of art mediums will be emphasized. Students will also study late nineteenth century and early modern painters.

Expectation: *Self-Directed Learner*

Recommendation: *Teacher recommendation.*

AP Studio Art

1636

1 Credit

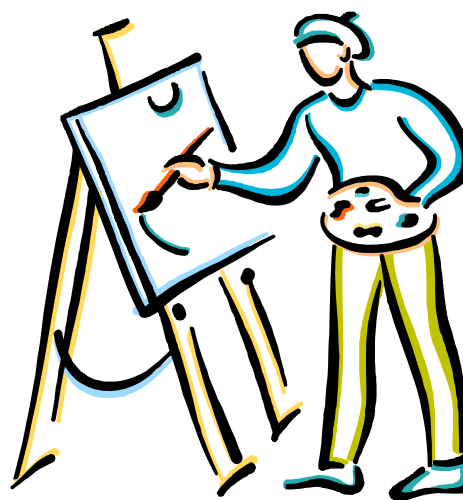
Grades 11, 12



The *AP Studio Art* course is designed for students who are seriously interested in the practical experience of art. *AP Studio Art* is not based on a written examination; instead, students submit portfolios for evaluation at the end of the school year. *AP Studio Art* candidates prepare their portfolios through organized AP instruction. By the end of the course the student will be required to show, through a portfolio of work, a fundamental competence and range of understanding in visual concerns and methods.

Expectation: *Complex Thinker*

Recommendation: *Teacher recommendation.*



Biotechnology

Biotechnology is advanced science, offering a series of courses in preparation for industry or college. College credit from the New Hampshire Community Technical College can be earned through the Running Start Program described below.

Biotechnology I (Std A) 1830 (Microbiology)



2 Credits Grades 10-12*

Biotechnology I is an advanced laboratory and activity based program meant to introduce students to principles and practices of biology and medical microbiology. Biology-related topics covered include cell biology, basic biochemistry, molecular biology, genetics, evolution, and ecology. Microbiology-related topics include growth and reproduction of bacteria, viruses, fungi, protists and helminths, microbial identification, epidemiology, clinical features and laboratory diagnosis of microbes and control of microbial diseases. Students must be able to work well with others in groups.

Note: This full year advanced course fulfills the one credit Grade 10 Biology requirement, meeting the state Life Sciences requirement. This course is approved for four college credits through the Running Start Program.

Expectation: *Complex Thinker, Quality Producer*

Recommendation: *Successful completion of a freshman science and completion of Algebra I with a C or better. *Enrollment preference given to 10th and 11th grades.*

Biotechnology II (Honors) 1832 (General College Biology)



2 Credits Grades 11-12

Biotechnology II takes the student further into the field of Biotechnology by applying techniques in molecular biology, protein expression, fermentation, assay development and development of monoclonal antibodies. Through re-creations of actual industry investigations and intense laboratory efforts, students will perform individual research projects. Students will maintain lab equipment and will gain experience writing technical labs, protocols, and a formal research paper. Personal portfolios and resumes will be generated. Guest speakers will highlight the course work and industry related field trips. Mini-internships are available for the very motivated students.

Note: This full year honors level course can be used to fulfill a one credit science elective as long as the student has at least two other science credits, not including *Biotechnology I*. This course is

approved for four college credits through the Running Start Program.

Expectation: *Complex Thinker, Quality Producer*

Recommendation: *Completion of *Biotechnology I* with a "B" or better.*

Biotechnology III 1833 (Biotechnology Internship)



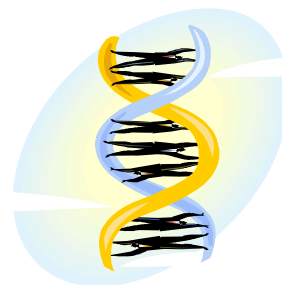
2 Credits Grade 12

This course is designed for the serious Biotechnology student who has successfully completed *Biotechnology I and II*. Initially students will be expected to develop an approved research proposal that includes a collaborative relationship with an outside scientist. Students will conduct a majority of their research in-house though some work may be required off-site. At the conclusion students will be expected to complete a formal research paper and present their findings to other scientists, faculty, as well as their peers.

Note: This course is approved for three college credits through the Running Start Program.

Expectation: *Complex Thinker, Quality Producer*

Recommendation: *Successful completion of *Biotechnology I and II*.*



Running Start Program

- Students who enroll in *Biotechnology I, II, or III* have the option of registering and enrolling with the New Hampshire Community Technical College (NHCTC) in order to receive college credit. The registration fee for this option is \$100.
- Students who successfully complete *Biotechnology I* will receive four college credits in Microbiology (Biol 210). Students who successfully complete *Biotechnology II* will receive four credits in General Biology (Biol 108). The student who successfully completes *Biotechnology III* will earn three credits in Biotechnology Internship (Biotech 223).

Business Technology

Business Technology I 1481



1 Credit Grades 10-12

This course will cover topics and assignments applicable to the skills needed in a business environment. The roles of employees in the business world have changed significantly in recent years. Business Technology will address the skills needed by executives as well as the office workers who will assist those executives. Students will learn current Microsoft Office applications such as Word, Excel, and PowerPoint. These skills will also be applicable to projects and presentations needed for college success. Also addressed will be time management issues, career planning, protocol, proofreading, records management, and leadership development in the community. Since excellent interpersonal skills are vital for success in virtually all occupations, there will be significant emphasis on interpersonal communication.

Expectation: *Quality Producer, Self-Directed Learner*

Business Technology II 1482



1 Credit Grades 10-12

This course covers advanced topics and assignments applicable to the skills needed in a business environment. Students will refine skills already acquired in *Business Technology I*. There will be a concentration on advanced applications in Word, Excel, PowerPoint, Access and the Internet. In addition, the student will be eligible to become certified as a Microsoft Office Specialist. The focus of this course will be the integration of all aspects of the Microsoft Office program. Other topics include: human resource management, organizational behavior, leadership development, and common business management practices.

Expectation: *Quality Producer, Self-Directed Learner*

Recommendation: *Successful completion of Business Technology I.*

Business Technology III 1483



1 Credit Grades 11, 12

This self-paced course is offered for those students having completed *Business Technology I and II* who wish to become experts in all facets of Microsoft Office with the emphasis on complete integration. Emphasis will also be placed on leadership in the community, by performing business related community service such as the school-wide Blood Drive with the American Red Cross and work with other local community service organizations.

Expectation: *Quality Producer, Self-Directed Learner*

Recommendation: *Successful completion of Business Technology II.*

Fashion Merchandising 1491



1 Credit Grades 11-12

This is a specialized course for students with an interest in the fashion industry. Students will gain a basic knowledge of the principles and concepts identified with fashion merchandising. In addition to an economics and marketing overview, students will become proficient in selling, fashion promotion, historical costume, merchandising, and the varieties of colors and lines. Additionally, students will obtain a thorough understanding of career choices in the fashion industry, as well as developing employability skills. Technology will be incorporated throughout the curriculum. During the course, the class will take a field trip to the retail district of downtown Boston.

Expectation: *Self-Directed Learner*

Preference will be given to students who have successfully completed *Marketing I, Accounting I, or Business Technology I.*



Computer Science & Technology

Computer Science and Technology courses offer students with basic computer knowledge and skills the opportunity to explore more advanced computing that will prepare them for this 21st century communication media. Two pathways are available: Computer Programming and Computer Technologies. Database and Web Design offers students the opportunity to either explore web based computing or expand their computer technology or graphic arts skills. Courses emphasize problem solving, critical thinking, and communications skills. Students will be required to comply with all classroom and school guidelines for acceptable use of computers and the Internet.

Computer Programming Sequence:

Database and Web Design, Introduction to Programming, Java Programming, Data Structures & Algorithms

Computer Technologies:

Networking, Systems

Database and Web Design (Std A) 1858



1 Credit Grades 10-12

This is an introduction to web pages and how they interact with databases. Students will learn how to create web pages using Dreamweaver and how to efficiently use databases to collect information. Students will also gain an understanding of creating and using relational databases and simple query structures.

Expectation: *Quality Producer, Collaborative Worker*

Recommendation: *Successful completion of Algebra I with a C or better.*

Introduction to Programming (Std) 1032



1 Credit Grades 10-12

Intended for students with no prior experience with computer programming. Students will first be introduced to logic, ethics, number systems, and other fundamental computer science topics. During the second part of the course, students learn to write computer code using the assistance of *Karel the Robot* and the Java programming language.

Expectation: *Complex Thinker*

Recommendation: *Successful completion of Algebra I with a C or better.*

Java Programming (Honors) 1034



1 Credit Grades 10-12

Intended for students who have completed *Introduction to Programming* or who have prior experience with computer programming. Students

will be expected to complete written and programming assignments on various concepts as well as basic data structures. Emphasis will be placed on procedural programming techniques, documentation and development of algorithms to process numerical information and text, as well as coding and debugging techniques.

Expectation: *Quality Producer*

Recommendation: *Successful completion of Algebra I and Intro to Programming.*

Data Structures & Algorithms (Honors/AP) 1040



1 Credit Grades 10-12

This is a course in the study of program methodology, algorithms, and data structures as implemented in *Java*. Numerous applications of computing provide the context in which these subjects are treated. Computer systems and social implications of computing are also integrated into the course. The course is designed as an Advanced Placement course, and students taking this course will be expected to take the standardized Advanced Placement test in May through which they can earn college credit by a qualifying score on the test.

Expectation: *Complex Thinker, Quality Producer*

Recommendation: *A grade of "B" or better in Java Programming.*

Networking (Std A) 1859



1 Credit Grades 10-12

This course is intended as an introduction to networking. Topics will support the understanding of how networks function and how we can use them to communicate. The OSI 7 Layer Model will be investigated. Emphasis will be placed on both theoretical and practical understanding of the material.

Expectation: *Complex Thinker*

Recommendation: *Successful completion of Algebra I with a C or better.*

Systems (Std A) 1861



1 Credit Grades 10-12

This is an overview of computer systems. Studies and comparisons will be made into the area of operating systems (Linux and Windows) and hardware. Students will apply their learning in both physical and virtual lab situations. Activities will primarily revolve around individual work, but students will be expected to be able to work in a group for some labs.

Expectation: *Complex Thinker*

Recommendation: *Successful completion of Algebra I with a C or better.*

Construction Technology

Blueprint Reading and Design

1770

1 Credit

Grades 9-12



This course provides critical skills for students interested in construction technology, engineering design or careers in construction and architecture industries. Students will engage in a variety of print reading and design projects in the residential and commercial construction. Activities include applied print reading and design resulting in construction of model size houses. This is a course for beginning students and advanced students, and those already enrolled in Construction Technology or Engineering Design.

Expectation: *Quality Producer*



Construction Technology

1765

1 Credit

Grades 10-12



This is the first semester of the Construction Technology Program. It will be an introduction to basic residential construction and wiring; appropriate use of construction related hand and power tools; over-all safety; blue print reading and project building. Students will engage in a variety of modules to learn skills, practice those skills and demonstrate proficiency in basic construction technology program competencies.

Skills USA activities are an important part of the student experience in this program.

Students successfully completing Construction Technology should consider taking Advanced Construction Technology to complete all of the content competencies for the Construction Technology Program.

Expectation: *Quality Producer*

Recommendation: *Students are encouraged to complete Woodworking Technology.*

Advanced Construction Technology

1766

1 Credit

Grades 10-12

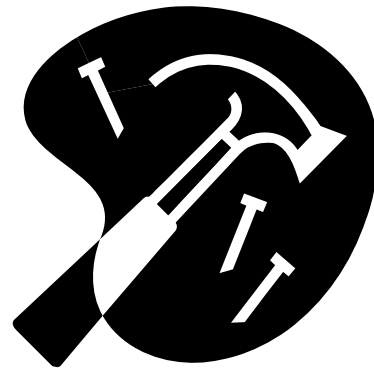


This course is the continuation of the Construction Technology Program. Students in Advanced Construction Technology review many of the same skills learned in Construction Technology but will use these skills to perform more complex and challenging operations and projects such as stair building, advanced finish work and advanced framing. Advanced students are expected to take leadership roles in Skills USA activities.

Students who have completed one semester of Advanced Construction Technology with a grade of “C: or better are encouraged to take as many semesters of Advanced Construction Technology as necessary to complete the Construction Technology Program competencies and to become proficient through practice.

Expectation: *Quality Producer*

Recommendation: *Successful completion of Construction Technology.*



Culinary Arts

The Culinary Arts program provides hands-on instruction in the basics of baking and cooking principles. This is an exciting and challenging career choice that requires a good attitude and the willingness to work hard. For a better understanding of the Food Service industry and all that it demands, a minimum of two years is recommended.

Introduction to Culinary Arts 1836



1 Credit Grades 9-10

This one semester class is offered to give students maximum exposure to the Hospitality Industry in a minimal length of time. Students will participate in all facets of an operating restaurant and retail bakeshop. The students will participate during the early morning hours serving guests pastry and coffee, learning tableside demeanor and serving techniques as well as counter skills. They will also take lunch orders to be served later in the day, mastering the features of a Point of Sale system used in industry today. Throughout the course there will be an emphasis on proper hygiene and sanitation habits and procedures.

Expectation: *Quality Producer*

Culinary Arts I 1837



2 Credits Grades 10-12*

This introduction to the professional kitchen includes sanitation and safety in a food production area. Attention is focused on food-borne illnesses and their origins along with knife skills and equipment identification. Students will learn techniques in baking to produce breads, rolls, breakfast items, cookies, and cakes. Students will be introduced to basic cake decoration and pastry production. Students will become proficient in preparing stocks and soups and learn the proper techniques of preparing delicious vegetables, salads, and dressings. In doing so, students will learn to work well on a team, cooperate with fellow workers, and build a strong foundation in desirable skills.

Expectation: *Quality Producer*

***Enrollment preference given to 10th and 11th grades.**

Culinary Arts II 1838



2 Credits Grades 11-12

This continuation of *Culinary Arts I* builds upon the foundation skills learned in Level I as students produce a more refined product. Areas of study include: sauces, (demi-glace, veloute, béchamel, tomato, hollandaise), cooking techniques, (sautéing, stir-frying, pan and deep-frying, grilling broiling etc.), seafood cookery, and refining knife skills. Working as part of a team in our restaurant/bakery, *Windows on West Street*, students will learn dining room service, experience retail sales and training (with an introduction to a Point of Sales System), menu-planning, and food and labor costs.

Expectation: *Quality Producer*

Recommendation: *Successful completion of Culinary I with a "C" or better.*

Culinary Arts III 1839

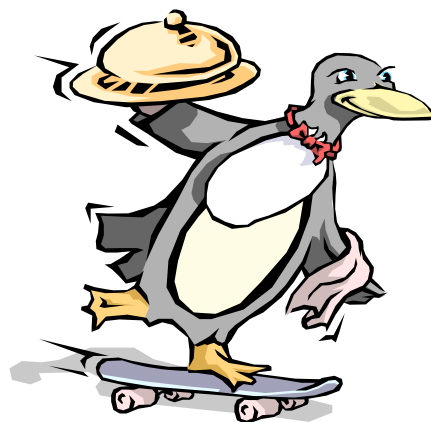


2 Credits Grade 12

In this program greater emphasis is placed on developing the professionalism necessary for working successfully in the food service industry. Students who take *Culinary III* may focus on their preferred career path: the line (hot and cold foods), baking and pastry, or front of the house, with the desired outcome to elevate their skills. *Culinary III* students need to plan their schedule to accommodate the time-block most appropriate for their preferred career path.

Expectation: *Quality Producer*

Recommendation: *Successful completion of Culinary II with a "C" or better.*



English

Four full credits of English are required of all students to fulfill graduation requirements. Our full credit English courses focus on writing and thinking skills needed for success beyond high school as well as the development of a student's vocabulary and appreciation of literature. (*Reading lists are available online for each course*).

The English Department also offers several electives to further develop skills in writing, grammar, poetry, speaking, journalism, and/or literary analysis.

English 9 (Honors) 105

1 Credit Grade 9

This course includes a study of the characteristics of myths, epics, romance, tragedy and comedy as revealed in literature expressive of these types. Students are expected to write related interpretative and creative essays and other original works. Through intensive independent reading and research, as well as class readings and discussions, a development of our cultural heritage in literature is emphasized. Research skills will be taught.

Expectation: *Quality Producer*



English 9 (Std A) 104

English 9 (Std B) 102

1 Credit Grade 9

Emphasis will be placed on reading and writing skills, critical thinking skills, test taking skills, and vocabulary for success in high school and college. Emphasis is on reading and writing. Students will demonstrate the acquisition of these skills through oral presentations, in-class tests, writing and revisions, and projects.

Expectation: *Complex Thinker (Std A)*

Collaborative Worker (Std B)

English 9 (Supt) 101

1 Credit Grade 9

This course is designed for the student who needs support in order to accomplish the goals of the English 9 curriculum. A smaller adult-student ratio is maintained so that assistance will be available to the student in organizing, reading, and writing.

Expectation: *Self-Directed Learner*

English 10 (Honors) 116

1 Credit Grade 10

This is a challenging course designed for the student with a demonstrated interest and ability in language arts. Literary selections will provide a challenge to the student's reading and thinking ability, and writing will be assigned at an accelerated pace. The student should expect the exploration of literary themes, imagery, and symbolism. Students will write a research paper. Please note: summer reading may be required. **Informative speaking techniques are emphasized.**

Expectation: *Quality Producer*

Recommendation: *Teacher recommendation required.*

English 10 (Std A) 114

English 10 (Std B) 112

1 Credit Grade 10

In these courses emphasis will be placed on reading, speaking, and writing skills, as well as grammar and vocabulary essential for college. Students will demonstrate the acquisition of these skills through written and oral assignments as well as in-class projects. The writing focus is on developing thesis statements and multi-paragraph papers, stressing the proper and effective use of language for written communication. Students will complete a research paper.

Expectation: *Complex Thinker (Std A)*

Self-Directed Learner (Std B)

Recommendation: *Successful completion of English 9.*

English 10 (Supt) 110

1 Credit Grade 10

This course is designed for the student who needs support in order to accomplish the goals of the English 10 curriculum. A smaller adult-student ratio is maintained so that assistance will be available to the student in need of support in organization, reading, and writing.

Expectation: *Complex Thinker*

Recommendation: *Successful completion of English 9.*

English 11 (Honors) 126

1 Credit Grade 11

This is a course designed for the student with a demonstrated interest and ability in the subject. Literary selections will provide a challenge to the student's reading and thinking ability, and writing will be assigned at an accelerated pace. The student should expect and enjoy a sophisticated analysis of great works in American literature. Persuasive

techniques are presented in preparation for the Kaley Speaking Competition. Please note: summer reading may be required.

Expectation: *Complex Thinker*

Recommendation: *Successful completion of English 10H or a teacher recommendation.*

English 11 (Std A) 124

English 11 (Std B) 122

1 Credit Grade 11

Emphasis will be placed on grammar, writing, vocabulary, and speech in preparation for college. The development of a strong thesis statement and a multi-paragraph paper culminates in the writing of the research paper. Discussion and writing assignments will be driven by a study of American literature. Persuasive techniques are presented in preparation for the annual Kaley Speaking Competition. Some sections of English 11 (Std A) may be teamed with American Studies II (Std A).

Expectation: *Complex Thinker (Std A)*

Self-Directed Learner (Std B)

Recommendation: *Successful completion of English 10.*

English 11 (Supt) 120

1 Credit Grade 11

This course is designed for the student who needs assistance in order to accomplish the goals of the English 11 curriculum. A smaller adult-student ratio is maintained so that help will be available to the student in need of support in organization, reading, and writing.

Expectation: *Collaborative Worker*

Recommendation: *Successful completion of English 10.*

AP English (Honors/AP) 138

1-1/2 Credits Grade 12

Advanced Placement English (AP English) is an enrichment course at a college level covering approximately thirty major literary works. Students taking this course will be expected to take the standardized Advanced Placement test in May in which they can earn college credit by a qualifying score on the test. This class is designed for the student with exceptional ability and interest in English and will require extensive reading and writing. Students electing this course will read and analyze poetry, prose, and drama and react in numerous papers as well as on traditional essay tests. Please note: summer reading and two papers are required.

Expectation: *Complex Thinker*

Recommendation: *Successful completion of Honors English 11 and teacher recommendation.*

English 12 (Honors) 136

1 Credit Grade 12

This is a challenging course designed for the student with a demonstrated interest and ability in English. Literary and writing assignments will provide challenges to the students' reading and thinking abilities and they will be assigned at an accelerated pace. Both an enjoyment of, as well as skill in, sophisticated literary analysis are essential. Students who elect this course must be able to work independently. Discussion and writing topics will be driven by the study of World and British literature beginning with the Anglo-Saxon tradition. Please note: summer reading may be required.

Expectation: *Complex Thinker*

Recommendation: *Teacher recommendation required.*

English 12 (Std A) 134

English 12 (Std B) 132

1 Credit Grade 12

Discussion and writing topics will focus on World and British literature beginning with the Anglo-Saxon tradition. Reading and writing work will develop critical thinking and reasoning through class discussion, short papers, nightly readings, and daily discussions.

Expectation: *Quality Producer (Std A)*

Community Contributor (Std B)

English 12 (Supt) 130

1 Credit Grade 12

This course is designed for the student who needs support in order to accomplish the goals of the English 12 Standard Program. A smaller adult-student ratio is maintained so that assistance will be available to the student in need of support in organization, reading, and writing.

Expectation: *Community Contributor*



ENGLISH ELECTIVES

Electives may be taken in addition to required graduation courses. They may not be substituted for regular English courses.

Essay Writing (Std) 187

1/2 Credit Grade 12



This is a graded course designed to challenge the student who wants to complete required essays, improve proofreading, prepare for the SAT, and review the fundamentals of expository, narrative, persuasive, and research writing. Emphasis is placed on the mastery of grammatical and stylistic skills in 2-4 page essays and timed writing, proofreading and vocabulary quizzes. In addition, collegiate level published essays will be critiqued as models for student writers.

Expectation: Quality Producer

SAT Prep/Essay Writing (Pass/Fail) 184

1/2 Credit Grades 11, 12



This pass/fail course is designed for students who need help with essays, proofreading, preparing for the SAT's, and writing. Emphasis is placed on the improvement of grammatical and stylistic skills in 1-2 page papers. Second semester juniors may enroll in a spring section of this course.

Expectation: Quality Producer

Shakespeare (Std A) 188

1 Credit Grades 11, 12



This performance-based course is for the student who enjoys the study of great theatre. It is designed to provide the student with a background in Shakespeare -- the man, his times, his plays, his ideas, and his language. An accelerated reading pace, in-class performances, and the viewing of professional productions are all used to enhance the student's enjoyment and understanding of the subject. Frequent literary analysis through short papers and discussion as well as a love of language and great ideas are all required.

Speech (Std) 189

1/2 Credit Grades 11, 12



This course is designed to prepare students for the variety of public speaking opportunities that arise in careers ranging from coaching to the presidency. Some of these include interviews, both audio and in-person; introductions; extemporaneous, informative and persuasive speeches; debate; and presentations. A variety of exercises is used to help students overcome reluctance and gain confidence. Fundamentals of poise, etiquette, and vocal variety will be covered. Research standards, including MLA formatting, as taught in other English courses, will be incorporated to ensure quality content and accuracy.

Expectation: Quality Producer

Journalism 164

1/2 Credit Grades 11, 12



This course is designed for the student who is interested in learning various aspects of journalism and newspaper production including writing, layout, and finance. This is a performance based course where students write basic news stories as well as a variety of more specialized stories and articles for the school paper. Experienced students will be expected to choose an area of journalism or newspaper production in which they will specialize and become the in-house expert to assist with peer training.

Expectation: Collaborative Worker

Modern Literature (Std) 190

1 Credit Grades 11-12



Modern Literature focuses on the post World War II era. We will explore such topics as escapism, the use and abuse of power, and differing voices on war. Students will consider works and viewpoints of often overlooked minority and women authors. Texts include: 1984, Slaughterhouse 5, Catch-22, The Color Purple, One Flew Over the Cuckoo's Nest, A Yellow Raft in Blue Water, Things Fall Apart.

Expectation: Quality Producer

Poetry: Analysis & Composition (Std) 186

1/2 Credit Grade 11-12



This is a course designed to explore the genre of poetry in depth. In addition to interpreting famous and contemporary poetry, using appropriate literary language and techniques, students will engage in writing, revising and preparing for public reading a variety of styles of poems. Ultimately, students will self and peer-evaluate to choose from their portfolios a series of poems to submit for a grade.

Expectation: Community Contributor

English Recovery

This will be an individualized, evening credit completion program for students needing to get on track after struggling to successfully master a regular academic English course needed for completion of their four year English requirement. Students failing a course will not have to wait a whole year to redress their deficit. This program will offer a prescriptive plan of instruction for learners, based on their prior performance and competency. Students will work from a competency checklist being developed for each course, and will focus primarily on those they have not met at least a basic level.

(No advance registration-program will be offered during the school year with teacher recommendation required)

Family & Consumer Sciences

Child Development 1750



1/2 Credit Grades 10-12
Learn the skills and techniques of being a responsible caregiver and parent. The focus is on the development of a child from conception to six years and the impact a parent or caregiver has on the emotional, social and intellectual development of a child. This course explores families and how they affect children.

Expectation: *Community Contributor*

Recommended for those interested in careers in education, day care, as well as those who are considering parenthood.



Clothing 1745



1 Credit Grades 9-12
This course is designed with the beginning sewer in mind. Students will learn how to operate a sewing machine, follow a pattern and construct seven projects. Students are required to supply fabric for their projects.

Expectation: *Quality Producer*

Advanced Clothing 1746



1 Credit Grades 10-12
This class continues to improve skills in clothing construction. Students will learn techniques to enable them to produce more detailed projects. Students are required to construct eight garments and supply fabric for their projects.

Expectation: *Quality Producer*

Recommendation: *Successful completion of Clothing.*

Foods 1744



1 Credit Grades 9-12
This course stresses the basics of good nutrition, kitchen safety and sanitation, food handling and cooking skills. The class allows for hands on experience in the kitchen with opportunities to make a range of different recipes. The course offers a combination of classroom, research and practical application of the materials covered.

Expectation: *Quality Producer*

Housing & Interior Design 1753



1/2 Credit Grades 10-12
The course will provide the students with the understanding of the principles and elements of design, color, construction methods, and career opportunities. The students will explore the advantages and disadvantages of various styles of housing, furniture design, and home ownership.

Expectation: *Complex Thinker*

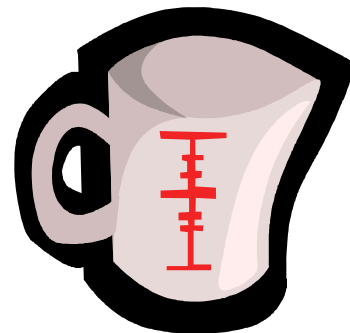
Recommended for those interested in construction technology, architecture, interior design, and art.

Marriage and Family 1749



1/2 Credit Grades 11, 12
Learn about yourself and your relationships with your family and others. Discover how your childhood and life experiences impact who you are and how you relate to others. This course will show you the importance of communicating and getting along with others.

Expectation: *Self-Directed Learner*



Can you measure up?

Foreign Language

Students study a foreign language for several reasons. They either want to be exposed to a new language or culture, or want to study it to fulfill their college admissions requirements. Many students today recognize that being able to communicate with other cultures and nations is an important skill for world citizenship.

The Foreign Language Department offers courses in: French, Spanish, and Classical Latin.

French

French I (Std A)

501

1 Credit

Grades 9-12



This is a course to develop the ability to read, write, speak, and understand basic French used in daily living. Accurate pronunciation and fundamentals of good usage in writing and speaking are stressed. Tapes are used as aids to oral comprehension.

Expectation: Collaborative Worker

French II (Std A)

510

1 Credit

Grades 9-12



Emphasis is put on a clear and workable understanding of grammar and syntax. Oral skills are enhanced through dialogues, tapes, small group exercises, and communication activities. Students will gain a greater understanding of French culture through a study of the geography of France and Paris.

Expectation: Quality Producer

Recommendation: French I with a "C" or better and/or teacher recommendation.

French III (Std A)

515

1 Credit

Grades 10-12



The finer points of grammar and syntax are studied this year. Vocabulary and oral skills are expanded in various ways. The study of contemporary French life leads to a greater understanding of the culture.

Expectation: Complex Thinker

Recommendation: French II with a "C" or better and or teacher recommendation.



French IV (Honors)

550

1 Credit

Grades 11, 12



The purpose of this course is to develop and strengthen the student's reading, writing, and speaking abilities. In addition, there will be an in-depth review and study of grammar and verb tenses. Students will also study the culture, civilization, and history of France through readings, discussions, and films. Contemporary vocabulary for everyday situations is also presented on a weekly basis.

Expectation: Self-Directed Learner

Recommendation: Successful completion of French III and teacher recommendation.

French V (Honors)

555

1 Credit

Grades 12



This course is designed to be an in-depth study of the history, literature, and culture of 20th Century France. Several 20th Century authors are studied through the reading and analysis of their novels. In addition to the above, one day each week is spent on a review of grammar and one day is devoted entirely to conversation. French is spoken at all times and students are expected to maintain a "B" average.

Expectation: Self-Directed Learner

Recommendation: French IV with a "B" or better and/or teacher recommendation

Spanish

Spanish I (Std A)

566

1 Credit

Grades 9-12



This course develops the ability to understand, speak, read, and write simple Spanish. Pronunciation and oral skills are reinforced with the use of tapes, videos, conversational interaction between teacher and student, and dialogues between students.

Expectation: Collaborative Worker

Spanish II (Std A)

570

1 Credit

Grades 9-12



Emphasis is on increasing a workable understanding of Spanish through the completion of basic grammar, verb tenses, pronunciation, and conversational skills. Short stories are read to increase comprehension. Oral skills are enhanced through dialogues, oral presentations, and small group exercises. Writing skills are augmented by the use of textbook, supplementary exercises, and short creative writings. A greater knowledge of the Spanish-speaking culture is acquired through group projects.

Expectation: Quality Producer

Recommendation: Spanish I with a "C" or better and/or teacher recommendation.

Spanish III (Std A)

575

1 Credit

Grades 10-12



Students in this course will review and build on the grammatical skills developed in *Spanish I and II*. Greater emphasis is placed on increasing vocabulary and conversational skills through prepared and impromptu presentations, video production, and skit performance. Students will acquire some understanding of culture through a study of geography, art, music, and customs of Spain and Latin America. Reading comprehension and writing skills will be enhanced by creating skits, short stories, and reading authentic materials. Work may be performed individually or in a group.

Expectation: *Complex Thinker*

Recommendation: *Spanish II with a "C" or better and/or teacher recommendation.*

Spanish IV (Honors)

584

1 Credit

Grades 11-12



Honors Spanish IV is offered for the student who is highly motivated, industrious, able to work independently and who has a demonstrated ability and interest in Spanish. Students will read and discuss modern short stories and poems as well as the works of some classical authors. Students are required to submit and present reports in the Spanish language on Spanish literature, Hispanic art, and a variety of other topics. Conversational and written skills are emphasized through class discussion, video production, journal entries, reading of short stories, and compositions. Spanish is spoken at all times.

Expectation: *Self-Directed Learner*

Recommendation: *Successful completion of Spanish III with a "B" or better and teacher recommendation.*

Spanish V (Honors)

581

1 Credit

Grade 12



This course will continue a study of advanced grammar. The primary focus will be on 20th Century Latin American literature. There will also be an in-depth study of Latin American culture as found in the Spanish speaking community here in the United States. Vocabulary will be increased through the use of current idioms. Students will write their own children's story, a travel guide booklet, and an original legend based on materials read in class. They will also read an adapted version of *Don Quixote de la Mancha*. Spanish will be used at all times.

Expectation: *Community Contributor*

Recommendation: *Spanish IV with a "B" or better and/or teacher recommendation.*

Latin

Latin I (Std A)

586

1 Credit

Grades 9-12



Latin I introduces the student to the study of the Latin language. Basic grammar as well as Roman culture and English derivatives are studied at this level.

Expectation: *Collaborative Worker*

Latin II (Std A)

590

1 Credit

Grades 10-12



Latin II continues grammar skills begun in *Latin I*. Emphasis is on derivative study and its value in the expansion of the student's English vocabulary. The Romans in Britain and Egypt are closely examined.

Expectation: *Quality Producer*

Recommendation: *Latin I with a "C" or better and/or teacher recommendation.*

Latin III (Std A)

593

1 Credit

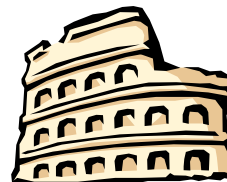
Grades 11-12



At this level, emphasis is placed on more complicated grammatical constructions as encountered in prose. Book A deals culturally and historically with the military in a Roman-British setting. Book B deals with Rome's buildings, entertainments, economy, religion, and power struggles. Much attention is again given to the influence of Latin on English vocabulary.

Expectation: *Complex Thinker*

Recommendation: *Latin II with a "C" or better, and/or teacher recommendation.*



Latin IV (Honors)

595

1 Credit

Grades 11-12



Book A is set in Rome and deals with life under the emperors, Roman marriage, law, and the study of Latin literature (prose). Advanced grammatical structures are studied. Attention is given to English derivatives. Book B deals with myths, Roman provinces, and Roman history through original sources (Ovid, Pliny, Catullus and Vergil) including both poetry and prose.

Expectation: *Self-Directed Learner*

Recommendation: *Latin III with a "C" or better, and/or teacher recommendation.*

Graphic Arts

Commercial Art



1 Credit

1851

Grades 9,10

Commercial Art will give students a semester introduction to what will be included in the full year *Graphic Arts* program focusing on pre-press responsibilities. Students will learn to create and execute comprehensive designs that promote public consumption of materials, products or services, and to influence the opinions of individuals or organizations through printed communications.

The program is designed to give students an understanding of color, digital photography, design, typography, layout and advertising principles. They will develop manual as well as digital illustration and layout techniques to create solutions to marketing communication problems.

Expectation: *Quality Producer*

Graphic Arts I



2 Credits

1850

Grades 10, 11

The *Graphic Arts I* program is a broad based curriculum designed to include a wide range of activities in the graphics arts industries. The content is based on the process of conceptual thinking, thumbnail sketches, roughs, finished art, and production art to prepare a piece to be printed. These operations will include: Composition (including Macintosh computer and all standard software programs including *Quarkxpress*, *Illustrator* and *Adobe Photoshop*), digital photography, typography, offset press, screen printing, and finishing operations. Identifying career opportunities in graphic arts and portfolio preparation will be included.

Expectation: *Quality Producer*

***Enrollment preference given to 10th and 11th grades.**

Graphic Arts II



2 Credits

1852

Grades 11, 12

The *Graphic Arts II* program is designed to train the student in the basic tools, design methods, and problem solving techniques in the graphic arts industries. These techniques include: layout, line and halftone photography, digital cameras, offset printing press, flexo printing press, screen printing and bindery operations. Students will be involved with desktop publishing and design utilizing standard software programs, including *Quarkxpress*, *Illustrator*, and *Adobe Photoshop*. Students will have an opportunity to develop the technical skills and knowledge necessary to obtain entry level employment in the graphic arts industry as well as be prepared for post secondary study. Students will continue portfolio development begun in *Graphic Arts I*.

This course is approved for 6 college credits through the Running Start Program.

Expectation: *Quality Producer*

Graphic Arts III Independent Study Half Year



1/2 Credit

1853

Grade 12

Open only to students who have completed *Graphic Arts II* enrolled at Milford High School in good academic standing. Independent study is a program designed for students who are interested in pursuing learning on their own and in their own way. Important factors in approving a student for independent study are his/her self-directedness, dependability, conscientiousness, and sincerity in pursuing learning.

Expectation: *Quality Producer*

Graphic Arts Cooperative Education (Co-op) Half Year



1 Credit

1854

Grade 12

Open only to students who have completed *Graphic Arts II* enrolled at Milford High School in good academic standing and have D Block open. The purpose is to provide students with the opportunity to earn credit through an extended work based learning experience with supervision and evaluation by Milford High School staff. The Co-op experience is designed to be a project that is a new and unique workplace experience.

Expectation: *Quality Producer*

Running Start Program

Students who enroll in *Graphic Arts II* have the option of registering and enrolling with the New Hampshire Community Technical College (NHCTC) in order to receive college credit. The registration fee for this option is \$100 per course.

Students enrolled in *Graphic Arts II* can receive 6 college credits from NHCTC Manchester for *Electronic Publishing I* and *Illustration*.



Marketing Education

Marketing Education I 1761



1 Credit Grades 10-12*

Have you ever bought something and a few days later wondered why you spent all your money on it? In this course you will obtain the skills you need to understand the world of MARKETING. You will learn purchasing, financing, distribution, psychological pricing, risk management the marketing mix, market research, and designing a marketing plan. Students will develop a portfolio of their best work to bring to a job or college interview. Operation of the school store will give students the practical experience they can apply to the competencies studied. Also, job seeking and keeping skills will be explored. You will be encouraged to join DECA, a student organization, whose goal is for students to develop a "career success kit" to carry into their business and personal lives!

Expectation: *Self-Directed Learner*



Marketing Education II 1762



1 Credit Grades 10, 12

Continue learning MARKETING through practical experiences gained in the school store, marketing research, and becoming a leader of the DECA club. Here, you will be exposed to marketing experiences that will reinforce the skills you have, and add competencies like, operations administration, leadership and business management. *Marketing Education II* students will be the merchandise category managers of the school store, and in charge of finance. Students will continue to place selected work in their personal marketing portfolios for use during job and college interviews.

Expectation: *Self-Directed Learner*

Recommendation: *Successful completion of Marketing I.*

Marketing Education III 1763



1 Credit Grade 12

Marketing Education III is a semester course designed for the serious marketing student who has successfully completed all state competencies in *Marketing Education I and II*. Students perform topical research and invest time in marketing businesses doing real world tasks. Students will have the opportunity to choose individualized projects every marking period, each with a career focus. Active participation in the national youth organization, DECA, is strongly encouraged.

Expectation: *Self-Directed Learner*

Recommendation: *Successful completion of Marketing I. & II. Accounting is suggested.*

Sports & Entertainment Marketing 1492



1 Credit Grade 11, 12

This is a specialized course for students with an interest in sports or entertainment marketing. Students can build on competencies previously mastered as their study progresses into two specific fields of marketing. Students will gain competencies in sponsorship and promotion for both of these fields. They will be exposed to a variety of sports and entertainment activities through organizations such as NASCAR, the Nashua Pride, the Manchester Monarchs, Fisher Cats, and the I-Max Theater. Learn about the many career options available in these fields. Practical applications of learning will be demonstrated by managing a line of sports and entertainment items in the school store.

Expectation: *Self-Directed Learner*

Preference will be given to students who have successfully completed *Marketing I, Accounting I, or Business Technology I.*



Mathematics

Because we recognize the critical need for mathematical skills and fluency, we now require all students to complete four credits in mathematics. Many colleges require three or more years of high school mathematics including Trigonometry. Our courses develop problem solving, and critical thinking skills, and seek to instill an appreciation of the value of mathematics. Students are encouraged to purchase their own calculators.

Sequence of Courses*:

9th Grade (Must take one)

Honors

Geometry H

Standard (Choose 1)

Intro to Algebra

Algebra I with Study Support (Full Year)

Algebra I

Supported

Foundations I

10th Grade (Must take two in sequence)

Honors

Algebra II H

Algebra III H

Standard

Intro to Algebra I

Essentials of Algebra/Geometry

Algebra I with Study Support (Full Year)

Algebra I

Geometry

Algebra II (May be taken prior to Geometry)

Supported

Foundations II/III

11th & 12 Grades

(Elect any in sequence)

Honors

Precalculus H

AP Calculus

Probability & Statistics H

Standard

Algebra III A

Precalculus A

Calculus A

Probability & Statistics

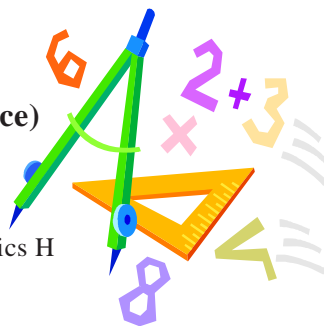
Math SAT Prep

Supported

Foundations III

Intro to Algebra

Essentials of Algebra/Geometry



*Note: Students may retake any course in the sequence once only. Summer school will be available for subsequent retakes.

Foundations of Mathematics I (Supt) 311

1 Credit

Grades 9

This course is designed for students who had significant difficulty with the content of eighth grade mathematics. It will focus on a review of the basic operations with whole numbers, fractions and decimals, as well as using ratios, proportions and percents. The course also covers the basic concepts of probability and statistics, measurement and the geometry of two-dimensional figures.

Expectation: Collaborative Worker

Recommendation: Teacher recommendation.

Foundations of Mathematics II/III (Supt) 313

1-2 Credits

Grades 10-11

This course is designed for students who passed *Foundations of Math I* but continue to need support before electing an algebra course. It will focus on a review of the basic operations with positive and negative numbers, fractions and decimals, as well as using ratios, proportions and percents. The course also covers the basic concepts of probability and statistics, measurement, the geometry of two- and three-dimensional figures, and basic algebra skills.

Expectation: Collaborative Worker

Recommendation: Teacher recommendation.

Introduction to Algebra (Std B) 319

1 Credit

Grades 9-12

Topics include integers, solutions of equations, basic statistics, basic probability, percents, and a review of basic operations with fractions and decimals. This course is designed to strengthen the necessary skills required for success in *Algebra I Standard*.

Expectation: Quality Producer

Algebra I with Study Support

Full Year (Std)

330

1 Credit

Grades 9-11

This course is designed to cover all of the topics in the traditional Algebra I curriculum, however, the course will last for the entire school year. During each block Algebra I will be taught for 45 minutes and then students will have a structured study hall for 45 minutes where they will be required to organize notebooks, complete assignments, finish tests if needed, get extra help, and begin homework assignments both for Algebra I and for their other classes.

Expectation: Quality Producer

Recommendation: Teacher recommendation.

Essentials of Algebra & Geometry (Std B) 320

1 Credit Grades 10-12

Topics include rational numbers, linear equations, percents, geometric vocabulary, triangles, areas of polygons, surface area and volume of 3-dimensional objects. This course is designed to strengthen skills required for success in *Algebra I Standard*.

Expectation: *Quality Producer*

Recommendation: *Teacher recommendation only. Students must have passed Intro to Algebra.*

Algebra I (Std) 328

1 Credit Grades 9-12



Topics include rational numbers, functions and relations, solutions of linear equations, solutions of inequalities and absolute value equations, polynomials, and graphs of linear equations.

Expectation: *Quality Producer*

Geometry (Std) 334

Geometry (Honors) 335

1 Credit Grades 9-12



Topics include inductive and deductive reasoning, and the relationship and practical applications in triangles, quadrilaterals, and other geometric figures. It is also offered at the Honors level for the student with the ability and interest to pursue a faster paced and more challenging level.

Expectation: *Self-Directed Learner*

Recommendation: *Students taking this course must have successfully completed Algebra I.*

Algebra II (Std) 344

Algebra II (Honors) 345

1 Credit Grades 10-12



Topics include relations and functions, systems of equations, matrices, polynomial and radical expressions, complex numbers, and quadratic functions, and inequalities. This course is also offered at the Honors level for the student with the ability and interest to pursue a faster pace and more challenging level of algebra.

Expectation: *Complex Thinker*

Recommendation: *Students taking this course must have successfully completed Algebra I.*



Math SAT Prep 380

1/2 Credit Grades 10-12



This course helps a student prepare for the mathematical portion of the SAT or PSAT tests. This is a pass/fail course.

Expectation: *Self-Directed Learner*

Recommendation: *Students must have completed or are presently taking a Geometry course.*

Algebra III/Trigonometry (Std A) 367

Algebra III/Trigonometry (Honors) 368

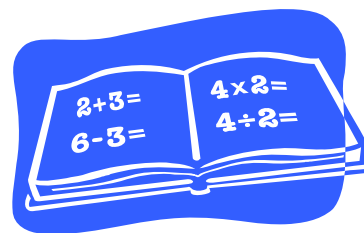
1 Credit Grades 10, 11, 12



Topics include Trigonometry, circles, area, volume, and rational expressions. This course is also offered at the Honors level for the student with the ability and interest to pursue a faster pace and more challenging level.

Expectation: *Complex Thinker*

Recommendation: *Students taking this course must have successfully completed Algebra II and Geometry.*



Probability & Statistics (Std) 375

Probability & Statistics (Honors) 376

1 Credit Grades 11, 12



This course is valuable to those students planning to enter the fields of economics, business, education, psychology, sociology, biology, mathematics, or engineering. It includes the fundamental concepts of probability and mathematical expectation. Statistical coverage includes descriptive statistics, including frequency distributions, standard deviation, and random sampling. This course is also offered at the Honors level for the student with the ability and interest to pursue a faster pace and more challenging level.

Expectation: *Community Contributor*

Recommendation: *Students must have successfully completed or are presently taking Algebra II.*

Precalculus (Std A) 374
Precalculus (Honors) 369



1 Credit Grades 11, 12

Topics include conic sections, an introduction to sequences and series, logarithms and exponential functions, higher order polynomial equations, and limits. This course is also offered at the Honors level for the student with the ability and interest to pursue a faster paced and more challenging level of mathematics.

Expectation: *Complex Thinker*

Recommendation: *Successful completion of Algebra III.*



Calculus (Std A) 372



1 Credit Grade 12

This course seeks to prepare students to succeed in a college level calculus course. Topics include limits, derivatives of implicit and explicit algebraic functions, derivatives of transcendental functions, applications of derivatives, integrals, basic applications of integrals and separable differential equations. Graphing calculators will be used extensively in this course and we recommend each student have his/her own.

Expectation: *Self-Directed Learner*

Recommendation: *Successful completion of Precalculus.*

Calculus AP (Honors) 370



1-1/2 Credits Grade 12

This course is an enrichment course covering Analytic Geometry and Calculus at the college level. Students will be expected to take the standardized Advanced Placement test in May; in which they can earn college credit or advanced placement with a qualifying score on the test.

Expectation: *Self-Directed Learner*

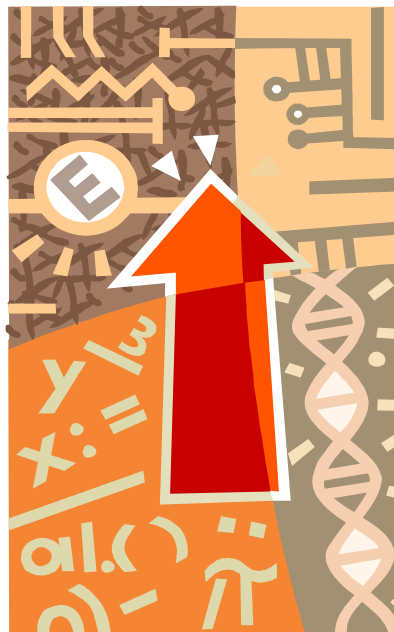
Recommendation: *Successful completion of Precalculus.*

Math Recovery

This will be an individualized, evening credit completion program for students needing to get back on track after struggling to successfully complete a regular academic Math course needed for completion of their four year Math requirement. In Math recovery we will diagnose student needs and plan an individualized program for each student, with the goal being to return them to our four year program. Students will work from a competency checklist being developed for each course, and will focus primarily on those they have not met at least a basic level.

We expect most students to be in the Pre-Algebra or Algebra levels of development when they enter the Math Recovery. The successful student will complete this program ready to enter Algebra, Geometry or Algebra II.

(No advance registration-program will be offered during the school year with teacher recommendation required)



Music

The Music Program at Milford High School is designed to provide a broad-based, comprehensive musical experience for all students. The program, therefore, is built on the musical skills, conceptual understanding, and notational abilities developed in earlier grades, thereby helping students to deepen their awareness of musical expression, form, and style.

The program's purpose is to develop an awareness of music as an art, musical understanding and skills, a knowledge of music literature, and an increasing ability to recognize quality music.


Opportunities to participate in instrumental and vocal groups, and music electives are offered to stimulate and challenge the student's intellectual and musical abilities, talents, and interests while fostering self-discipline and self-esteem.




General Requirements for All Performing Groups


1. Certain requirements of attendance and participation in performances and rehearsals are necessary to receive credit and/or maintain membership in performing groups. Members are **expected to perform at all concerts** and attend all special rehearsals, music festivals, and musical productions outside of the regular school day.
2. Reasonable standards of appropriate dress and personal appearance are required for members of performing groups. Members are required to provide appropriate accessories to complement the uniform or concert dress required for performances.

Course Offerings


 **Music Appreciation** **1670**
1 Credit Grades 9-12
This course is open to anyone interested in music. The course is designed to provide a "banquet" or sampling approach to music and to develop the students' understanding and appreciation for a multitude of types of music. Areas of study range from American Composers to Jazz and Blues and the History of Rock n' Roll.
Expectation: Quality Producer

 **Instrumental Lab** **1676**
1 Credit Grades 9-12
This course is for any student who wants to begin or continue playing a musical instrument of their choice. Beginners may try any of the following instruments: flute, clarinet, saxophone, trumpet, trombone, guitar, or piano. Experienced musicians may wish to use the lab to develop a secondary instrument along with their principle one. Throughout this class students will learn note reading, rhythm reading, sound production, and general playing proficiency on the instrument of their choice. If the school does not have an instrument available to lend to the student, the student must rent or purchase the instrument through an outside company. Please see the music teacher to check the availability of school instruments to be loaned, and to get information on rentals.

Expectation: Self-Directed Learner


 **Music Theory** **1674**
1 Credit Grades 9-12
This course is designed for students serious about learning the structure of music. In depth study of music theory such as notation, rhythms, scales, key signatures, with emphasis on chord structure and four-part chorale style composition is the primary focus of this course.

Expectation: Quality Producer

 **Chorus (Full Year)** **1685**
Chorus (Semester) **1688**
1 Credit or 1/2 credit Grades 9-12
A variety of vocal styles are studied and performed. Music reading is also emphasized. The choir performs at various concerts at the school and in the community throughout the school year.

Expectation: Quality Producer

Requirement: Attendance at all dress rehearsals and performances is mandatory.

 **Color Guard** **1682**
1/2 Credit Grades 9-12
The Milford High School Color Guard is the visual component of the Marching Band. Students use flags, rifles, and varying equipment to add color and special effects to the band's fall field shows. The band and guard also perform for school and community functions such as the Labor Day, Veteran's Day parades, football games, and school assemblies.
Expectation: Collaborative Worker
Requirement: Attendance at all dress rehearsals and performances is mandatory. Students are required to attend the Summer Band Camp (see below).

Band: Concert & Marching 1681



1 Credit

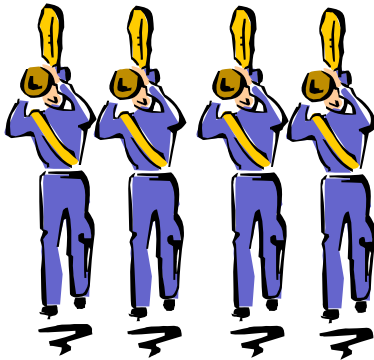
Grades 9-12

Emphasis will be on improving musical ability and expanding repertoire. Open to all students who play a band instrument and those wishing to begin playing a band instrument. **Membership in the marching band is required.** The band performs for school and community functions such as the Labor Day, Veterans' Day, and Memorial Day parades, football games, school assemblies, and concerts.

Expectation: *Community Contributor*

Requirement: *Attendance at all dress rehearsals and performances is mandatory*

SUMMER BAND CAMP: All band and Color Guard members are required to attend this camp held at Milford High School during the latter part of August (dates to be announced). Preparation for the fall football field show and parade formations will be held on scheduled days from 8:00 a.m. to 3:00 p.m. **NOTE: Fall sports participants are encouraged to also participate in Band and Color Guard.**



Voice Workshop 1689



1 credit

Grades 9-12

Taught by our vocal music instructor, this class will provide an introduction to vocal music with emphasis on the fundamentals of voice production including: posture, breath control, support, tone, resonance, diction, phrasing, and interpretation. Students will learn various singing techniques and gain confidence through group singing. Repertoire will be chosen to suit the voices of the students enrolled. Students will gain experience and confidence in singing in small ensembles, solo, or a *cappella*. No audition required.

Expectation: *Quality Producer*

Precision Machining

Precision Machining 1777



1 Credit

Grades 10, 11

This is the first semester of the Precision Machining Program. It will be an introduction to basic machine operations and blueprint reading which includes instruction in lathes, milling machines, surface grinders, and drill presses. Students learn basic measuring techniques which incorporate the use of micrometers, depth micrometers, vernier calipers, and dial indicators. Students develop skills to machine parts using raw materials with information from a blueprint. Skills USA activities are an important part of the student experience in this program.

Students successfully completing Precision Machining should consider taking Advanced Precision Machining to complete all of the content competencies for the Precision Machining Program.

Expectation: *Quality Producer*

Recommendation: *Successful completion of one credit of math.*

Advanced Precision Machining 1778



1 Credit

Grades 10-12

This course is the continuation of the Precision Machining Program. Students in *Advanced Precision Machining* review many of the same skills learned in *Precision Machining* but will use these skills to perform more complex and challenging operations. Students will design and manufacture projects using MasterCam. A strong emphasis is placed on Numeric Control and Computer Numeric Control (NC/CNC) programming. Students will write their own programs to machine parts on the Anilam1400 and 3300 controlled milling machines, Prototrack milling machine, lathes as well as all Intellitek machines. This course relies heavily on applied activities with many opportunities for students to take on projects of their own design. Advanced students are expected to take leadership roles in Skills USA activities.

Students who have completed one semester of Advanced Precision Machining with a grade of "C" or better are encouraged to take as many semesters of Advanced Precision Machining as necessary to complete the Precision Machining Program competencies and to become proficient through practice.

Expectation: *Quality Producer*

Recommendation: *Successful completion of Precision Machining.*

Project Lead the Way Pre-Engineering

The *Project Lead The Way Pre-Engineering Program* provides students an opportunity to experience several different areas of engineering to aid their decisions about careers in this profession. The project-based curriculum challenges students to use mathematical, scientific, and technological principles in solving real-world problems. Students completing at least the first two levels will:

- 1) *Learn the scientific process, problem-solving, and application of technology in engineering,*
- 2) *Use mathematical principles to solve-problems,*
- 3) *Apply appropriate technological systems in analyzing and solving problems,*
- 4) *Communicate effectively through reading, writing, listening, and speaking,*
- 5) *Be prepared for the challenges of college-level programs in engineering and engineering technology.*

Running Start Program

Students who enroll in Engineering Design, Engineering Capstone or Electronics have the option of registering and enrolling with the New Hampshire Community Technical College system in order to receive college credit. The registration fee for this option is \$100 per course.

- Students enrolled in *Engineering Design* can receive 3 college credits from NHCTC-Manchester for AutoCad.
- Students enrolled in *Engineering Design* can receive 4 college credits from New Hampshire Technical Institute for Introduction to Engineering Design.
- Students enrolled in *Engineering Capstone* can receive 4 college credits from New Hampshire Technical Institute for Principles of Engineering.
- Students enrolled in *Electronics* can receive 4 college credits from New Hampshire Technical Institute for Digital Electronics.

Introduction to Pre-Engineering 1714

1 Credit Grades 9-10

This one semester course provides a taste of the topics covered in our Pre-Engineering program. Students will work with representative examples of materials from all the pre-engineering programs. Upon completion, students will be able to make informed

decisions about further course selection in this program area.

Expectation: *Complex Thinker*

Recommendation: *Successful completion of Introduction to Algebra or Middle School Algebra with a C or better.*

Engineering Design (Std)

1715

2 Credits

Grades 10, 11



This course allows students to develop problem-solving skills with an emphasis on visualization and communication within the engineering environment. Students begin with the basics including board drafting, and the ACES Autodesk's software package. The Autodesk products are used for various projects ranging from 2D drawings to 3D drawings utilizing *Inventor*. This course integrates math, science, and technology with practical and applied applications. Students will develop a broad understanding of ANSI drafting standards and geometric tolerances.

Note: This course approved for seven college credits through Running Start.

Expectation: *Complex Thinker*

Recommendation: *Successful completion of Intro to Pre-Engineering (C or better) or completion of Algebra I and Freshman/Sophomore Science with C or better.*

Engineering Capstone (Std A)

1721

2 Credits

Grade 12

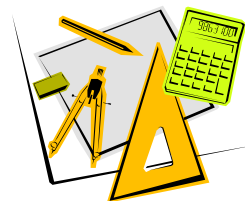


The capstone course provides students with the opportunity to focus on a particular pre-engineering discipline of interest. Students may choose Design, Electronics, Robotics, Manufacturing, Architecture, or other related areas for their year-long project. They will be paired with a mentor(s), and together the student and mentor will develop a problem statement and generate a final product. On completion, the student must present progress reports, submit a final written report and defend/present solutions to a panel of outside reviewers.

Note: This course meets the requirements for a third credit in science. This course approved for four college credits through Running Start.

Expectation: *Complex Thinker*

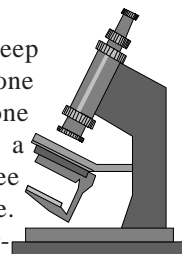
Recommendation: *Successful completion of Engineering Design, Electronics, or Robotics.*



Science

Science Department courses serve a twofold goal: first, to insure that students receive sufficient education in science to function effectively as responsible citizens and second, to prepare students pursuing science-related careers with the foundation of facts, concepts, and skills necessary for further education and training.

In selecting science courses, keep in mind that each student must have one credit in a physical science **and** one credit in a biological science, **and** a third credit in either for a total of three science credits required to graduate. Any student planning to attend a four-year college or train in a science/technical area should complete additional courses.



Electronics (Std)

1840



2 Credits

Grades 10, 11

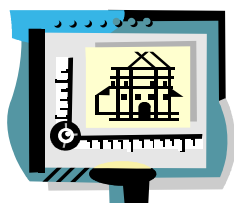
Electronics introduces the student to Electrical Systems Engineering as a career and provides a sampler of the opportunities existing in our technology driven world.

Instruction is with lectures supported by laboratory activities, with the goal of completing the course project. Projects encourage creativity, innovation, and critical thinking.

Note: This course approved for four college credits through Running Start.

Expectation: *Complex Thinker*

Recommendation: *Successful completion of Intro to Pre-Engineering with a C or better or completion of Algebra I and Freshman/Sophomore Science with C or better.*



Robotics/Computer Integrated Manufacturing (Std)

1842



1 Credit

Grades 11, 12

Robotics connects skills learned in prior coursework to today's automated manufacturing technologies. Students explore the latest and most exciting 3D modeling tools available to define mechanical elements and produce documentation. With this high productivity, students will be creating within days of introduction. Students then use software to seamlessly couple designs to the machines that fabricate parts and assemblies. They will use Computer Aided Manufacturing (CAM) software to translate concept drawings into reality on computer controlled machines such as lathes, milling machines and routers.

The course is taught by a team of teachers with lectures and relies heavily on applied laboratory activities with numerous opportunities for students to take on projects of their own design.

Expectation: *Complex Thinker*

Recommendation: *Successful completion of Engineering Design, Electronics, or Precision Machining with a C or better.*

IPS (Honors)

46

1 Credit

Grade 9

The *Introductory Physical Science* (IPS H) course provides rigorous preparation for students planning to follow an intensive science program. Laws and concepts are introduced through laboratory experimentation and interpretation. The theme of IPS is the "development of evidence for an atomic model of matter." Honors is designed for students who are exceptional in mathematics and have demonstrated excellent analytical abilities and writing skills. An accelerated pace is maintained throughout the semester. Cooperative teamwork, significant homework and outside reading are required. Students will prepare and keep science binders, which are an integral part of the course. Contact lenses cannot be worn in the laboratory.

Expectation: *Complex Thinker*

Recommendation: *Completion of or currently taking Algebra I.*

IPS (Std A)

45

1 Credit

Grade 9

IPS A is designed for students who are interested in science and are planning to pursue four years or more post high school education. This laboratory-centered course provides students with concepts and skills common throughout science. Topics include basic measurements, properties of matter and the atomic model of matter. The development of laboratory techniques, analysis of data and realistic problem-solving skills are emphasized. Students are required to complete work outside of class. Formal lab reports are required. Additionally, students will prepare and keep science binders, an integral part of the course. Contact lenses cannot be worn in the laboratory.

Expectation: *Collaborative Worker*

IPS (Std B) 44

1 Credit Grade 9

IPS B is for students intending to pursue two years or less of post high school education. This laboratory-centered course provides students with concepts and skills common throughout all science courses. Topics include basic measurements, properties of matter and the atomic model of matter. Students will develop skills in the areas of writing, note-taking, test taking, laboratory work and organization. Some work is required out of class. Additionally, students will prepare and keep science binders, which are an integral part of the course. Contact lenses cannot be worn in the laboratory.

Expectation: *Collaborative Worker*

IPS (Supt) 43

1 Credit Grade 9

IPS Supported focuses on the practical applications of science in the areas of physics and chemistry but without a rigorous mathematical approach. The course is for students who need additional support to work toward academic independence. Some class time will be given to complete activities and assignments. Additionally, students will prepare and keep science binders, which are an integral part of the class. Contact lenses cannot be worn in the laboratory.

Expectation: *Collaborative Worker*

Biology (Honors) 57

1 Credit Grade 10

Honors Biology will cover the concepts presented in *Standard Biology* in more depth. Students taking this course must be highly motivated and able to learn at an accelerated pace. Reading should be at grade



level or above. Significant homework and laboratory experiences will be integral parts of the course. Cooperative teamwork on out-side-of-class projects will be required. The textbook will take a molecular perspective of biology. If you are interested in a science or biology related career, this course is strongly recommended. An independent research project will be required.

Expectation: *Complex Thinker*

Biology (Std A) 56

1 Credit Grade 10

Biology A is a college level preparatory biology program which surveys modern topics dealing with living organisms including: ecology, biomolecules, genetics, DNA science, evolution, cells, energy, and physiology. Homework and lab work will be critical to success. This course is designed for the stronger academic student who will attend a four-year college. This course is often a prerequisite to other elective biology courses. An independent research project will be required.

Expectation: *Quality Producer*

Biology (Std B) 54

1 Credit Grade 10

Biology B standard will provide a survey of modern topics in biology including: the environment, biomolecules, cells and energy, DNA science, heredity, evolution, and physiology. Most of the topics will be approached through activities and laboratory investigations and student projects. Students will be offered more academic support to achieve course objectives. This course is designed for students intending to take two years or less of post high school education.

Expectation: *Collaborative Worker*

Biology (Supt) 53

1 Credit Grade 10

Students taking this level of biology will receive support to complete and understand the concepts of biology. Some class time will be allowed to complete activities and assignments. Activities will be used continually to reinforce concepts. Concepts will be covered at an introductory level to achieve biological literacy.

Expectation: *Collaborative Worker*

Chemistry (Std A) 60

1 Credit Grades 11, 12

This course is for students preparing to attend a four-year college. *Chemistry* is a study of the concepts and theories used to understand the composition, structure, and properties of matter and the changes it undergoes. Students are expected to have developed clear and concise writing skills and diverse quantitative skills. Students must be self-motivated and industrious. Contact lenses cannot be worn in the laboratory.

Expectation: *Complex Thinker*

Recommendation: *Completion of or currently taking Algebra II.*

Chemistry (Std B) 59

1 Credit Grades 11, 12

Chemistry B is for students planning to pursue further study, but not in a scientific, medical, or engineering field. Students will be guided in making informed decisions regarding science and technology issues. An overview of chemical concepts is presented through numerous student-oriented activities and laboratory experiments. Contact lenses cannot be worn in the laboratory.

Expectation: *Community Contributor*

Recommendation: *Completion of Algebra I.*

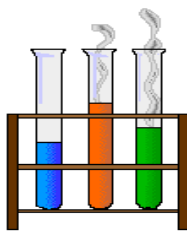
Chemistry (Honors) 62

1 Credit Grades 11, 12

This course offers a challenging, intense study of chemistry for the college preparatory student who is planning to pursue a career in science, medicine, engineering, or technology. A more in-depth study of standard chemistry topics is undertaken. Students must be self-motivated, able to work independently, and industrious. Students will work in the laboratory throughout the course. Contact lenses cannot be worn in the laboratory.

Expectation: *Complex Thinker*

Recommendation: *Completion of Algebra II.*



AP Chemistry (Honors/AP) 63

1 Credit Grades 11,12

This advanced course provides in-depth study of topics as thermodynamics, chemical equilibrium, kinetics, electrochemistry, and nuclear chemistry. Students must have a strong grasp of the chemical concepts covered in the Standard A or *Honors* courses. Projects, use of instruments, and applications of chemical principles will be stressed. Contact lenses cannot be worn in the laboratory. Students taking this course will be expected to take the standardized Advanced Placement test in May in which they can earn college credit with a qualifying score on the test. **Note: Students wishing to take AP Chemistry should enroll in Chemistry Honors or Chemistry A in the fall semester of the year.**

Expectation: *Complex Thinker*

Recommendation: *Completion of Standard A or Honors Chemistry with a grade of "B" or better or by permission of the instructor.*

Physics (Honors) 75

1 Credit Grades 11, 12

This course is for any student who wants a serious challenge in science. The following topics are studied from both a theoretical and experimental basis: electricity, mechanics, wave motion, and modern physical theories including relativity.

Expectation: *Complex Thinker*

Recommendation: *Completion of Algebra II.*

Physics (Std A) 70

1 Credit Grades 11, 12

This course is for the college-bound student who wants a good general background in physics. Topics include: a) basic concepts of motion, forces, conservation of energy, conservation of momentum, electricity, and optics; b) development of skills in scientific investigation; c) applying physics to real-life situations through a problem solving approach.

Expectation: *Complex Thinker*

Recommendation: *Algebra I with a C or better.*



Physical Science (Supt) 69

1 Credit Grade 11,12

This course provides a hands-on approach to the physical sciences. Fundamental concepts such as Newton's Laws, energy and work, electricity, and optics are studied with real world applications and lab activities to assist the learning process. This course is designed to assist the student who needs additional support to work toward academic independence.

Expectation: *Collaborative Worker*

Recommendation: *Teacher recommendation.*

Anatomy & Physiology 80

(Std A)

1 Credit Grades 11, 12

Anatomy & Physiology is a course designed for those who plan careers in health related fields or biological sciences. A detailed study of the relationships between structure and function of the human and mammalian body is the primary purpose. Medical terminology will be explored and applied to the course. Hands-on activities including dissection will be done to supplement the course work.

Expectation: *Self-Directed Learner*

Recommendation: *Completion of Biotechnology or Biology (Standard A or Honors) with a grade of "B" or better or permission of the instructor.*

Environmental Science (Std A) 82



1 Credit

Grades 11, 12

This course examines the interrelationships among organisms, populations, communities in the living and nonliving environment. There is a major emphasis on the cycling of Earth's materials, as well as humankind's impact on the environment. Students who take this course should have a strong interest in the life sciences and be prepared for outdoor activities, laboratory exercises, formal lab reports, independent readings, and research. There is a strong expectation of critical thinking and personal reflection. This course is highly recommended for college-bound students interested in Wildlife/Conservation Biology or Environmental Science.

Expectation: *Community Contributor*

Recommendation: *Completion of Standard A Biology with a "B" or better or permission of the instructor.*

Environmental Science (Std B) 81



1 Credit

Grades 11, 12

This project-based course examines the basic interrelationships among organisms, populations, communities, and their environment. We will explore adaptation, evolution, trophic levels and ecosystem energy flows. Humankind's modification of and impact on the environment will be considered as well. Students who take this course should have a strong interest in the life sciences and should be prepared for outdoor activities and laboratory exercises. This course is highly recommended for those students interested in Wildlife/Conservation Biology or Environmental Science.

Expectation: *Community Contributor*

Recommendation: *Completion of Biology with a "C" or better or permission of the instructor.*

The Human Body (Std B) 79



1 Credit

Grades 11, 12

This course is geared towards the student taking a third year of Science. It is presented at the standard B level for juniors and seniors. This course will provide the student with a greater understanding of personal health and well-being. Emphasis is placed on current issues and topics for maintaining a healthy body and lifestyle. Students will be provided with knowledge of human anatomy and physiology as it applies to living well.

Expectation: *Self-Directed Learner*

Recommendation: *Successful completion of Biology.*

Genetics (Std A) 86



1 Credit

Grades 11, 12

The first half of the course encompasses classical genetic studies covering Mendelian genetics, pedigree studies, chromosome mapping, and genetic disorders. There is a strong emphasis on laboratory project work. The second half of the course involves biotechnology, which includes DNA extraction, transformation, genetic engineering and electrophoresis. Historical development of DNA science and ethical considerations of the advancements in biotechnology will be discussed throughout the course.

Expectation: *Quality Producer*

Recommendation: *Completion of Biotechnology or Biology (Standard A or Honors) with a grade of "C" or better, or permission of the instructor.*

Oceanography (Std B) 93



1 credit

Grades 11, 12

Oceanography is a course designed to investigate the concepts in oceanography in a way that it is understandable to the layperson. We will explore the following topics: marine biology, physical oceanography (tides, erosion, wave motion, etc.), environmental science as it pertains to the ocean, ocean technology used to explore the depths of the ocean, and private or government oceanographic organizations. Students will be expected to take notes and engage in laboratory activities. Field trips are possible depending on funding and the capabilities or interests of the class. Students will be offered more academic support to achieve course objectives. Some work is required outside of class. Students with an inherent interest in the ocean should thoroughly enjoy this course.

Expectation: *Collaborative Worker*



Social Studies

The Milford High School Social Studies Department offers a variety of required and elective courses in response to student needs and interests. Drawn from the realms of history, social sciences, and related disciplines, all the courses aim to meet our fundamental goal of producing students equipped with the skills and knowledge needed to be effective and productive citizens.

Refer to the chart below and the front of this book for assistance in choosing courses.

Required Programs:

(class of 2010 and before)

Grade 9 -- World Studies (1 credit)

Grade 10 -- American Studies I (1 credit)

Grade 11 -- American Studies II (1 credit)

(class of 2011 and beyond)

Grade 9 -- American Studies I (1 credit)

Grade 10 -- American Studies II (1 credit)

Grade 11 -- World Studies (1 credit)

American Studies I (Std A) 230

American Studies I (Std B) 231

American Studies I (Honors) 232

American Studies I (Supt) 233

(Class of 2011)

1 Credit

Grade 9

This course is the first of a new, two-year program in *American Studies* at grades 9 and 10. *American Studies I* will begin with the post-Civil War Era and emphasize the economic and social development of the United States as it entered the early 20th century. There will also be a special emphasis on basic economic concepts and principles in the study of the Industrial and Progressive Eras, World War I and the Great Depression. Students will be introduced to the use of a variety of primary and secondary historical sources in projects, discussion, and presentations that develop their academic and real-life skills.

Expectation: *Complex Thinker (Std A)*

Self-Directed Learner (Std B), Quality Producer

(Honors), Collaborative Worker (Supt)

World Studies (Std A) 240

World Studies (Std B) 239

World Studies (Supt) 238

1 Credit

Grade 9

World Studies takes a variety of approaches to world history, beginning circa the 11th century up into the 20th century. *World Studies* will emphasize the enduring achievements and culture of western

civilizations, while highlighting the contributions of selected non-western civilizations (Asian, African, and Middle Eastern). Throughout the course students will acquire strengthened geography skills through their application in the study of history and culture. This course is required of all freshmen from the class of 2010 or earlier.

Expectations: *Complex Thinker (Std A) Community Contributor (Std B)*

American Studies I (Std A) 247

American Studies I (Std B) 246

1 Credit

Grade 10

This course is the first year of a two year program in *American Studies*. *American Studies I* will emphasize the formation and development of our nation and society from the Constitutional Convention to 1900. Emphasis will be placed on the Federalist Period, the Jacksonian Era, the Antebellum Period, the Civil War and Reconstruction, and the beginnings of industrialization. Students will use varied texts, complete projects, debate, and work with maps and documents while developing both real life and academic skills.

Expectation: *Complex Thinker (Std A)*

Self-Directed Learner (Std B)

American Studies I (Honors) 248

1 Credit

Grade 10

The Advanced program follows the same sequence as *American Studies A and B*, but is intended for the highly motivated student seeking to work above and beyond requirements. Students will be expected to actively participate through in-depth reading, analysis, discussion, and testing. Greater emphasis is placed on the examination of values, ideals, and trends in American history and culture through work with primary materials, art, literature, and critical writings.

Expectation: *Quality Producer*

Recommendation: *Teacher recommendation required.*

American Studies I (Supt) 245

1 Credit

Grade 10

This course follows the same sequence as *American Studies IA and B*. These classes will focus more intensively on academic and social studies skills needed for continuing success in our programs. Texts and materials are selected for ease of use and readability while still conveying essential content.

Expectation: *Collaborative Worker*



American Studies II (Std A) 252
American Studies II (Std B) 251

1 Credit Grade 11

This second year of a two year program in American Studies focuses on the Twentieth Century. Emphasis will be placed on, but not limited to, World War I, the Twenties, the Great Depression, World War II, Korea, Civil Rights, the Vietnam Conflict, and issues into the present day. Students will use varied texts, complete projects, debate, and work with maps and documents while continuing to develop both real life and academic skills. Some sections of American Studies II (Std A) may be teamed with English 11 (Std A).

Expectation: *Complex Thinker (Std A)*
Self-Directed Learner (Std B)

American Studies II (Honors) 253

1 Credit Grade 11

The honors program follows the same sequence as *American Studies II A and B* levels, but is intended for the highly motivated student seeking to work above and beyond requirements. Students will be expected to actively participate through in-depth reading, analysis, discussion, and testing. Greater emphasis is placed on the examination of values, ideals, and trends in American history and culture through work with primary materials, art, literature, and critical writings.

Expectation: *Quality Producer*
Recommendation: *Teacher recommendation required.*

American Studies II (Supt) 250

1 Credit Grade 11

This course will follow the plan for *American Studies II A and B* levels. Attention will not be focused solely upon political events, but will be directed as well to the values, beliefs, and ideals that have shaped Twentieth Century America. Elements of citizenship, economics, and geography will be incorporated into the course for the benefit of students for whom this may be the last high school Social Studies class.

Expectation: *Collaborative Worker*

Consumer and Legal Problems (Std) 280



1/2 Credit Grades 10-12

This course will educate students in dealing with problems and legal issues in areas of consumer and criminal law. As a practical course, activities will involve resolving typical legal or consumer issues. Emphasis will be on working within the political/

legal systems using resources and exercising rights. Activities might include field trips, mock trials, guest lectures, films, complaint writing, and other real-life approaches to confronting and solving legal problems as an adult citizen and consumer.

Expectation: *Community Contributor*

Contemporary Asia (Std A) 286
Contemporary Asia (Std) 281



1 Credit Grades 11-12

This course will trace the contemporary and cultural traditions of Asia, with an emphasis on India, China and Japan. Students will explore the coexistence of Asian traditional values with ever-increasing Western values. The politics and economics of Asia will be introduced as well as contemporary life-styles -- from music to film to cuisine! Active class participation is an important aspect of this course. Students may enroll for A level credit. This will involve significant outside of class effort.

Expectation: *Community Contributor*



Constitutional Law (Std) 282



1 Credit Grades 11-12

This course emphasizes the study of the U.S. Judicial system from the Judiciary Act of 1789 to the present. Students will concentrate on landmark cases that have shaped our history, the makeup of our Supreme Court, and how the attitudes and values of the time shape our Supreme Court decisions. Students will analyze our federal and state constitutions, as well as Supreme Court opinions. If the course is offered in the first semester, students enrolled in the program must compete in the "We the People..." Competition. If the course is offered in the second semester, students must compete in the state mock trial program.

Expectation: *Community Contributor*

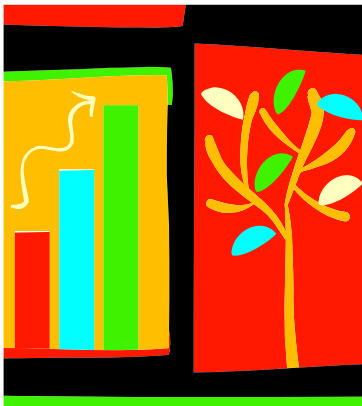
Introduction to Social Science (Std) 283

1 Credit Grades 11, 12



This course is designed to acquaint the student with the study of human behavior. As social scientists, we will pursue answers to questions relating to psychological and sociological method and terminology, human behavioral development and personality, emotions and the intellect, families and social groups, and finally, topics for which answers as yet do not exist, such as extrasensory perception, causes of psychosis, prejudice, and the future of humans. Requirements include papers, tests, lab activities, and class participation.

Expectation: *Complex Thinker*



Topics in History I (Std) 284

1 Credit Grades 11-12



The first part of the course will introduce students to the political, social, and economic causes of genocide in general, and the Nazi Holocaust in particular. An examination of what made the Jews vulnerable to persecution, the three step plan that Hitler and the Third Reich instituted for the annihilation of the Jewish people, and the roles of perpetrators, victims, rescuers, and bystanders will be undertaken using a variety of resources. Our study will also address the questions and controversies raised by the Holocaust. The second part of the course will be an exploration of American social history through the study of baseball. This uniquely American sport affords an opportunity to look at social history

as reflected in our national pastime. From colonialism through the corporate giants of the 21st century, the study of baseball allows a glimpse into racism, the labor movement, the effects of war on society and the development of corporate America as well as numerous other social history topics.

Expectation: *Self-Directed Learner*

Topics in History II (Std) 285

1 Credit Grades 11-12



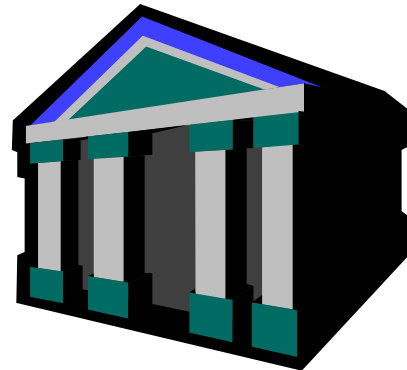
This course is open to all students who have successfully completed World Studies and American Studies I and consists of two units:

America at War: 1941-45 will focus on the military and foreign policy history of the United States during the Second World War. We will be taking an in-depth look at major military campaigns, the policies behind them, and their consequences for the United States.

Peace in Our Time: The United Nations will be offered during the second quarter of the semester. This section will focus on the historical development of the concept of the United Nations and its role in our world today. We will examine the UN's involvement in major world crisis during the 20th century. We will also work toward a simulation of the United Nations where students will represent countries forced to deal with a world crisis.

It is suggested that only students with a sincere interest in history and strong reading and writing skills take this course. There will also be a major project required for each unit.

Expectation: *Self-Directed Learner*



Television Production

Introduction to Television Production 1844



1 Credit Grades 9-10
This is a beginners course designed to give students the basics of camera operation and audio production. Projects may include the blocking and videotaping of theatre arts productions as well as commercial production. Students will be exposed to TV terminology and use of the latest digital and editing technology. Students should expect to work in groups toward common artistic goals.

Expectation: Collaborative Worker

Television Production I 1845



2 Credits Grades 10-12*
Students in this program will develop skills in video and audio production. They will learn on studio/field/post-production equipment. While there is a large amount of hands-on experience in this course, students should recognize that a significant amount of "note-taking" will also take place.

Students should expect to do work outside of class to gain skills through special event and on-location shoots and expect to volunteer significant hours to school and community productions; they may also be employed part-time with professional producers.

Basic competencies will be developed on individual equipment and through small group production projects. This program includes the use of non-linear computer-based editing, as well as the use of computer generated graphics.

Expectation: Collaborative Worker

**Enrollment preference given to 10th and 11th grades.*

Television Production II 1848



2 Credits Grades 11-12
Continuing from *Television Production I*, students will further develop their skills in audio/video production. In addition to the work started in *Television Production I*, planning and writing are a significant part of this course. Students will do more volunteer work in community productions; and may be employed part-time in paid-internships with professional producers.

This program continues in the use of non-linear editing, computer generated graphics and special effects, utilizing some of the latest technology and techniques in the field.

Expectation: Collaborative Worker

Television Production III 1849



2 Credits Grade 12
This is a program of independent study for students who have completed *Television Production I & II*. After an assessment of the student's strengths and weaknesses, all assignments are tailored to the student's individual development, giving him or her a well-rounded, solid foundation in Television Production. Assignments are developed through one-on-one discussions with the instructor.

The student should be prepared to do a considerable amount of work in the community as part of her or his assignments. Students are expected to produce professional quality work in this class.

Expectation: Collaborative Worker

Introduction to Radio Broadcasting 098



1/2 Credit Grades 9-12
This course begins with having students explore the history, vocabulary, and copyright guidelines of radio and similar communication technologies. Students then learn how to deploy their own broadcasts over FM and Internet radio. Lastly, broadcast projects will connect radio technology to science, social studies, and language arts.

The class will meet 45 minutes each school day and be geared towards students with an interest in radio, such as those participating in the MHS Broadcast Club. The grading is Pass/Fail. The class' structure will be divided into three parts: Learn Radio Communication History; Learn Radio Terminology and Short Procedures; and Apply Radio Technology to Science, Social Studies, and Language Arts.

Expectation: Community Contributor

EPortfolio Projects 099



.5 credits Grades 11-12
This class will help students access and learn to use various electronic media to compile a body of completed work from one or more academic or co-curricular subjects into a finished electronic portfolio. Students will access all the library and media center resources and equipment as they are guided in their project work. EPortfolios can be a great means to capture in-depth work required for another class or a college entrance requirement, or serve as a showcase of skills and accomplishments for employment or admissions. Juniors and seniors will have enrollment preference. This is will be a Pass/Fail course, earning 1/2 credit in computer technology and offered C5 or C6 only.

Expectation: Quality Producer

Theatre Arts

The Theatre Arts Program at Milford High School takes pride in producing works of outstanding quality. It is the philosophy of the theatre program that students learn by doing. Students are exposed to all components of theatre production -- advertising and promotion, design, set construction, costuming, lighting, sound, makeup, and acting with a "hands-on" approach. The goals of the program are five-fold:


- 1) to develop a life-long appreciation for theatre as an art form,
- 2) to produce high quality theatre works,
- 3) to foster a sense of ensemble,
- 4) to provide students with technical and artistic theatre skills,
- 5) to nurture, enhance, and develop student talents.

Theatre Arts I

1 Credit

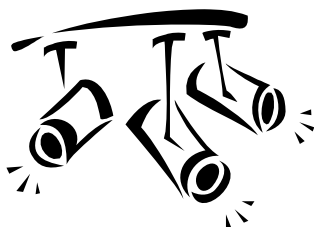
1660

Grades 9-12

 *Theatre Arts I* is designed for those with a strong interest in the performing arts. Through creative dramatics, improvisation, monologues, and scenes, students are given a variety of opportunities to develop and enhance acting skills. Students are also exposed to all areas of technical theatre through a "hands on" approach. Opportunities exist to participate in set construction and design, lighting, sound, and properties for major productions.

Theatre Arts I classes are integral to the support of school productions and, in addition to work in promotion and fundraising, all students are expected to devote 10 hours outside of class to major or laboratory productions.

Expectation: *Quality Producer*




Theatre Arts II

1 Credit

1663

Grades 10-12

 Students work on all aspects of theatre production. Since this is an advanced performance course, acting techniques are emphasized. Students are required to perform or serve as a crew member on a full scale theatrical production.

Expectation: *Quality Producer*


Recommendation: *Teacher recommendation and successful completion of Theatre Arts I.*

Theatre Production & Management

1/2 Credit

1668

Grades 10-12

 This first semester course offers opportunities to explore individual areas of talent and in-depth experiences in production and stage management. Students will assume direct design, production, and administrative responsibilities for major and laboratory productions. Theatre management skills will be stressed. Students will also engage in individual projects for portfolio development. This course is for the highly motivated theatre student who is interested in a leadership position in play production.

Expectation: *Quality Producer*

Recommendation: *Completion of Theatre Arts I or II.* This course may be repeated for credit.

Wellness Education

A well-rounded education experience includes participation in a variety of team and individual sports along with activities that enhance physical fitness and promote a healthful lifestyle. Upon completion of the wellness requirement a student should have the knowledge and skills necessary to perform a variety of physical activities. These include participating regularly in physical activity, being physically fit, knowing the implications of and the benefit derived from involvement in physical activity, and valuing physical activity and its contributions to a healthful lifestyle.

Health and Wellness

2 Credits

2550, 2551

Grade 9

This required program provides students with an understanding of fitness as it relates to physical activity. Emphasis is on developing an understanding of fitness principles for a healthful life; refining motor skills, and developing leadership and group responsibility skills. Students will learn the role of physical activity and fitness in the reduction of cardiovascular disease and other health risks. The opportunity to explore the social impact of sports activity will enhance understanding of the importance of sport and physical activity. Further, students will learn the skills, strategies, and rules necessary to enjoy a variety of leisure and physical fitness pursuits that sustain lifelong health and well-being.

Units of health study include: nutrition, behavior, substance abuse, diseases, and human growth and development. The major goal of this program is to allow students to make knowledgeable decisions in leading a meaningful, healthy life. At the conclusion of the program, students will be required to do a final project incorporating the information learned during the semester.

Expectation: *Community Contributor, Self-Directed Learner*

Advanced Physical Education 2500



1 Credit Grades 10-12

This elective course will provide students with an opportunity gain a basic knowledge in the areas of coaching, officiating, cardiovascular fitness, strength training; and to develop new skills and strategies in selected sports and adventure activities not normally part of freshman PE.

Coaching, officiating and other wellness careers will be explored in this course. Opportunities will be provided for the students to practice coaching and officiating strategies. Students will also design and undertake their own leisure and physical fitness program.

Students need to be aware that research and class work will be expected of all students on a regular basis. Grades will be based on a combination of projects, participation, and classroom activities like logs, notes, and worksheets.

Expectation: *Self-Directed Learner*

Recommendation: *Successful completion of Physical Education 2550.*

Advanced Health 2004



1 Credit Grades 11, 12

This elective course provides students with a greater understanding of personal health and community problems. Emphasis is placed on providing updated information on substance abuse, communicable disease, nutrition, and growth and development changes through discussion and outside readings. The major goal of the program is to provide students with knowledge and strategies needed to cope with current and future health issues.

Expectation: *Community Contributor*



Woodworking Technology



Woodworking Technology I 1700

1 Credit Grades 9-12

Woodworking students will learn the safe use of hand and stationary power tools used in cabinet making, home repair and other woodworking and construction occupations. Safe instruction is given on the band saw, table saw, radial arm saw, thickness planer, jointer, drill press, wood lathe, routers, and their accessories as well as hand and power hand tools. Students learn to work from a project plan, a bill of material, and assembly instructions. The accurate use of layout tools is also stressed. All student-selected and student-constructed projects may be kept by the students.

Expectation: *Quality Producer*

Note: *Recommended prerequisite for Construction Technology.*



Advanced Woodworking Tech 1704



1 Credit Grades 10-12

This course is for Construction Technology or Woodworking students who want to pursue a higher level of carpentry through cabinet making and more advanced use of tools. Students will demonstrate their skills through the competent use of tools and the successful completion of course and student selected projects.

Expectation: *Quality Producer*

Recommendation: *Successful completion of Woodworking Technology I with a grade of a "C" or better.*

Students can take more than one semester of Advanced Woodworking as long as the student has successfully completed one semester of Advanced Woodworking with a grade of a "B" or better.

***Career & Technical programs
available to Milford students
at other technical centers:***

Alvirne High School

Horticulture/Floriculture/Greenhouse
Management
Landscaping
Diesel & Heavy Equipment Technology
Veterinary Technology

Nashua High School

Automotive Service Technology
Cosmetology
Early Childhood Education
Electrical Trades Technology
Financial Services
Health Occupations
Hospitality & Tourism
HVAC

*For more details on these program offerings, please
see your guidance counselor.*

Student Services

Career Focus Internship

1/2 Credit/Semester

3002

Grade 12

This course provides students with the opportunity to earn credit through an extended work based learning experience with supervision and evaluation by Milford High School staff. The Internship experience is designed to be a project that is career-related and a new and unique workplace experience.



Special Education Services

Students identified as educationally handicapped and/or requiring accommodations through Section 504 are offered a wide variety of services within the high school. The Special Education staff works with parents, classroom teachers, and students to assist the students in fulfilling graduation requirements by providing appropriate services.

Depending upon the student's identified needs, services may include: monitoring, academic assistance, in-class support, individual remediation, and full or part-time self-contained settings. Related services including but not limited to, speech therapy, occupational therapy, physical therapy, and psychological services are also provided in a variety of settings and situations based on the identified needs of the students.

Reading Services

Reading Workshop

1/2 Credit

1901

Grade 9-12

This course is designed to provide individualized instruction in basic reading/decoding skills, spelling/encoding skills, and reading comprehension skills for students who need intensive support with the reading processes.

Expectation: *Self-Directed Learner*

ESL Education Services

English as a Second Language (ESL) **600**

1 Credit

Grades 9-12

The ESL program is offered to students whose primary, home or dominant language is one other than English. English language skills are developed through grammar instruction and vocabulary expansion by way of materials adapted specifically for ESL learners. Class discussions concerning similarities and differences between American society and way of life and students' societies enable students to go through the acculturation process. Specific oral and written projects are assigned to acquaint students with the American public school system and its academic requirements. In addition, the ESL program serves as a link to assist in communication among students, teachers, student services and home.

High School Course Planning Worksheet

You may use the following chart to help select your courses. Under the programs you are selecting list the name(s) of the course(s). Please refer to the graduation requirements to aid you in your decision making process.

English

Grade 9 _____

Grade 10 _____

Grade 11 _____

Grade 12 _____

Mathematics

Grade 9 _____

Grade 10 _____

Grade 11 _____

Grade 12 _____

Science

Grade 9 _____

Grade 10 _____

Grade 11 _____

Grade 12 _____

Social Studies

Grade 9 _____

Grade 10 _____

Grade 11 _____

Grade 12 _____

Health & Physical Education

Grade 9 _____

Grade 10 _____

Grade 11 _____

Grade 12 _____

Career & Technical Studies

Grade 9 _____

Grade 10 _____

Grade 11 _____

Grade 12 _____

Special Education

Grade 9 _____

Grade 10 _____

Grade 11 _____

Grade 12 _____

Computer Science & Technology

Grade 9 _____

Grade 10 _____

Grade 11 _____

Grade 12 _____

Fine Arts - (Art, Music, Theatre Arts)

Grade 9 _____

Grade 10 _____

Grade 11 _____

Grade 12 _____

Foreign Language

Grade 9 _____

Grade 10 _____

Grade 11 _____

Grade 12 _____

Alternative Electives

(Back-up courses you would take if you can't get your 1st choice)

Grade 9 _____

Grade 10 _____

Grade 11 _____

Grade 12 _____

IMPORTANT REMINDER:

Students need to select courses carefully each year. Due to scheduling conflicts and class size limitations, it is often impossible to change schedules after your initial selections. Please note: Various academic consequences are outlined in the Student Handbook/Assignment Planner for changing or dropping courses. All students are responsible for knowing these policies.

Non Discrimination Policies

NON-DISCRIMINATION

The Milford School District shall not discriminate in any of its educational programs, activities, or employment practices on the basis of age, race, color, religion, national origin, gender, marital status, physical or mental disability. Further, it shall affirm equal opportunity in all of its educational programs, activities, and employment practices.

The policy is in compliance with the provisions of Title VI and Title VII of the Civil Rights Act of 1964, the Age Discrimination Act of 1967, Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, the Education of All Handicapped Children Act of 1975, The Civil Rights Restoration Act of 1991, and the Americans with Disabilities Act of 1991. Any person having inquiries concerning the Milford School District's compliance with the regulations which implement these laws may contact the District's Gender/Title IX Coordinator, English as a Second Language (ESL) Coordinator, or the Assistant Superintendent of Schools, Laurel Johnson, 100 West Street, Milford, NH 03055, (603) 673-2202.



The Road Not Taken

Two roads diverged in a yellow wood,
And sorry I could not travel both
And be one traveler, long I stood
And looked down one as far as I could
To where it bent in the undergrowth;

Then took the other, as just as fair,
And having perhaps the better claim,
Because it was grassy and wanted wear;
Though as for that, the passing there
Had worn them really about the same,

And both that morning equally lay
In leaves no step had trodden black.
Oh, I kept the first for another day!
Yet knowing how way leads on to way,
I doubted if I should ever come back.

I shall be telling this with a sigh
Somewhere ages and ages hence:
Two roads diverged in a wood, and I--
I took the one less traveled by,
And that has made all the difference.

Robert Frost