PROGRAM OF STUDIES

Milton High School
2019-2020
MILTON HIGH SCHOOL

CORE VALUES AND BELIEFS

Milton High School is an inclusive and supportive educational community for students, educators, parents, and the community. Our educational community believes students must take ownership of their learning - thinking critically, creatively, and globally across disciplines, and adapting to a rapidly-changing world. We foster a collaborative partnership among teachers, parents, students and community. In addition to learning in the classroom, co-curricular educational opportunities take place so that Milton students value wellness, cultural literacy and global awareness.

All students have challenging 21st Century learning opportunities. Instruction is personalized, research-based, and data-driven. Curriculum, assessments, and instruction, aided by technology, involve students in authentic learning opportunities that require curiosity, imagination, and healthy risk-taking while embracing their personal learning styles. Students, educators and school leaders engage in active and purposeful learning within an organizational structure that promotes collaborative learning partnerships and instills school pride. Assessments provide variety and choice that inform on both the formative and summative level. The Milton learning community values technology as a way of leveraging learning beyond the traditional boundaries of the school. We actively encourage and support student education beyond the secondary level.

BOARD OF SCHOOL TRUSTEES AND ADMINISTRATION

Board of Trustees
- Michael Joseph, Chair
- Rae Couillard
- Rick Dooley
- Emily Hecker
- Jeremy Metcalf

Superintendent of Schools
- Amy Rex

High School Co-Principals
- Anne Blake
- MaryJane Stinson

Guidance Counselors
- Jennifer Haas
- Nicole Martel
- Matthew Rector

School Telephone
- 893-5400
# EXPECTATIONS FOR STUDENT LEARNING

## Vermont Transferable Skills

### Academic Expectations

| Vt. Transferable Skill # 1 | a. Demonstrate organized and purposeful communication.  
b. Use evidence and logic appropriately in communication.  
c. Integrate information gathered from active speaking and listening.  
d. Adjust communication based on the audience, context, and purpose.  
e. Demonstrate effective, expressive, and receptive communication, including oral, written, multi-media, and performance.  
f. Use technology to further enhance and disseminate communication.  
g. Collaborate effectively and respectfully. |
|-----------------------------|---------------------------------------------------------------|
| Creative and Practical      | a. Observe and evaluate situations in order to define problems. 
b. Frame questions, make predictions, and design data collection and analysis strategies.  
c. Identify patterns, trends, and relationships that apply to solutions.  
d. Analyze, evaluate, and synthesize evidence, arguments, claims, and beliefs.  
e. Generate a variety of solutions; use evidence to build a case for best responses, critically evaluate the effectiveness of responses and repeat the process to generate alternate solutions.  
f. Identify opportunities for innovation and collaboration.  
g. Use a range of tools, including technology, to solve problems.  
h. Persist in solving challenging problems and learn from failure. |
| Vt. Transferable Skill # 3 |-----------------------------------------------------------------|
| Informed and Integrative    | a. Apply knowledge from various disciplines and contexts to real life situations.  
b. Analyze, evaluate and synthesize information from multiple sources to build on knowledge.  
c. Apply systems thinking to understand the interaction and influence of related parts on each other, and on outcomes.  
d. Use evidence and reasoning to justify claims.  
e. Develop and use models to explain phenomena.  
f. Use technology to support and enhance the critical thinking process. |
| Vt. Transferable Skill # 5 |-----------------------------------------------------------------|

### Civic Expectations

| Vt. Transferable Skill # 4 | a. Participate in and contribute to the enhancement of community life.  
b. Take responsibility for personal decisions and actions.  
c. Demonstrate ethical behavior and the moral courage to sustain it.  
d. Respect diversity and differing points of view.  
e. Demonstrate a commitment to personal and community health and wellness.  
f. Practice responsible digital citizenship. |
|-----------------------------|---------------------------------------------------------------|

### Social Expectations

| Vt. Transferable Skill # 2 | a. Identify, manage, and assess new opportunities related to learning goals.  
b. Integrate knowledge from a variety of sources to set goals and make informed decisions.  
c. Apply knowledge in familiar and new contexts.  
d. Demonstrate initiative and responsibility for learning.  
e. Demonstrate flexibility, including the ability to learn, unlearn, and relearn.  
f. Analyze the accuracy, bias, and usefulness of information.  
g. Collaborate as needed to advance learning.  
h. Persevere in challenging situations.  
i. Use technology and digital media strategically and capably. |
|-----------------------------|---------------------------------------------------------------|

*Collaboration, Innovation, Inquiry and Use of Technology are EQS-required Transferable Skills that are woven throughout the Performance Indicators.*
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**GRADUATION REQUIREMENTS**

Twenty-four credits are required for graduation. These include the following subjects. Success in each class is based upon Proficiency Based Graduation Requirements.

- English
- Social Studies (1 credit of Global Studies and U.S. History/AP United States History)
- Math (Algebra I, Geometry, Algebra II and Statistics option)
- Science (Biology/Physical-Earth/Chemistry)
- Physical Education (Freshman Project Adventure/Lifetime Team/Personal Fitness)
- Fine Arts (Visual & Performing Arts)
- Health (10th Grade)
- Service Learning/Internships
- Computer Literacy (9th Grade)
- Personal Finance (12th Grade)
- World Language

4 Units of Credit

3 1/2 Units of Credit

3 1/2 Units of Credit

3 Units of Credit

1 1/2 Units of Credit

1 Unit of Credit

1/2 Unit of Credit

1/2 Unit of Credit

1/2 Unit of Credit

1 Unit of Credit

We strongly encourage all students to take an Advanced Placement course, a college course through dual enrollment or an on-line class.

**SAMPLE FOUR-YEAR PLAN**

(Minimum six credits/year total)

<table>
<thead>
<tr>
<th>GRADE 9*</th>
<th>CREDITS</th>
<th>GRADE 10</th>
<th>CREDITS</th>
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<tbody>
<tr>
<td>English 9</td>
<td>1</td>
<td>English 10</td>
<td>1</td>
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<tr>
<td>Global Studies 9</td>
<td>1</td>
<td>Global Studies 10</td>
<td>1</td>
</tr>
<tr>
<td>Algebra I</td>
<td>1</td>
<td>Geometry</td>
<td>1</td>
</tr>
<tr>
<td>Biology</td>
<td>1</td>
<td>Physical &amp; Earth Science/ “The Geophysical World”</td>
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</tr>
<tr>
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<td>Physical Education</td>
<td>0.5</td>
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<tr>
<td>Fine Arts</td>
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<td>0.5</td>
</tr>
<tr>
<td>World Languages</td>
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<td>Health</td>
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<tr>
<td>Computer Literacy</td>
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<td>World Languages</td>
<td>1-2</td>
</tr>
<tr>
<td>Electives</td>
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<td>Statistics</td>
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</tr>
</tbody>
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*Minimum 8 credits

<table>
<thead>
<tr>
<th>GRADE 11</th>
<th>CREDITS</th>
<th>GRADE 12</th>
<th>CREDITS</th>
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<td>English 11 or AP Language</td>
<td>1-2</td>
<td>English 12 or AP Literature</td>
<td>1-2</td>
</tr>
<tr>
<td>US History or AP US History</td>
<td>1-2</td>
<td>1/2 Credit of Social Studies Required</td>
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<tr>
<td>Algebra II</td>
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<td>Math</td>
<td>1</td>
</tr>
<tr>
<td>Chemistry</td>
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<td>Personal Finance</td>
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</tr>
<tr>
<td>Physical Education</td>
<td>0.5</td>
<td>Science</td>
<td>1</td>
</tr>
<tr>
<td>Service Learning/Internships</td>
<td>0.5</td>
<td>World Languages</td>
<td>1-2</td>
</tr>
<tr>
<td>World Languages</td>
<td>1-2</td>
<td>Physical Education</td>
<td>0.5</td>
</tr>
<tr>
<td>Electives</td>
<td>1-2</td>
<td>Electives (including Arts)</td>
<td>1-2</td>
</tr>
</tbody>
</table>

*Minimum 8 credits
COLLEGE ENTRANCE REQUIREMENTS

The following are the general requirements for admission to different types of colleges. Admission requirements vary greatly from one college to the next, and from one program to the next in the same college. The only way to be sure of the entrance requirements is to check the individual college catalogs or websites.

1. FOUR-YEAR COLLEGE  In addition to Milton High School’s graduation requirements, most four-year colleges require the following minimum for admission:

   Two years of World Language (third year is recommended)
   Three years of Mathematics (including Algebra II)
   Two Lab Sciences (This is dependent on the individual college or university requirements.)

It is highly recommended that there should be extra emphasis in whatever area a student intends to major. Almost all of these colleges require either the SAT or the ACT for admission. Some colleges also ask for achievement tests.

2. TWO-YEAR COLLEGE—This category would include junior colleges, business colleges and some associate programs in regular four-year colleges. Admission requirements vary greatly in this area. A World Language usually isn’t required. Three years of high school mathematics are required. Some Lab Science is helpful but usually not necessary (except for particular programs).

3. TECHNICAL COLLEGES—Most of the technical colleges expect applicants to have a heavy emphasis in Math and Science. Admission depends greatly on the program desired but typically a student should have Algebra, Geometry, and Algebra II for Math and three Science credits, including Chemistry (at least one being an advanced lab science).

4. COMMUNITY COLLEGE/TECHNICAL INSTITUTE/MILITARY—Students should have a high school diploma for admission. Students will have a better chance of success if they have some very practical work-related experience. Students should emphasize courses that relate directly to their intended careers.

Below is a guide for the course work you should consider in each subject area to gain the post-secondary goals indicated. This is a general guide – there may be exceptions that can be checked by reading college catalogs or discussing your individual needs with employers, admissions officers or counselors.

<table>
<thead>
<tr>
<th>GOALS</th>
<th>DIRECT EMPLOYMENT</th>
<th>2 YEAR COLLEGE</th>
<th>TECHNICAL COLLEGE</th>
<th>4 YEAR COLLEGE</th>
<th>4 YEAR SELECTIVE* COLLEGE</th>
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</thead>
<tbody>
<tr>
<td>ENGLISH</td>
<td>4.0</td>
<td>4.0</td>
<td>4.0</td>
<td>4.0</td>
<td>4.0+</td>
</tr>
<tr>
<td>HISTORY</td>
<td>3.5</td>
<td>3.5</td>
<td>3.5</td>
<td>3.5</td>
<td>4.0+</td>
</tr>
<tr>
<td>MATH</td>
<td>3.5</td>
<td>3.5</td>
<td>3.5</td>
<td>3.5</td>
<td>4.0+</td>
</tr>
<tr>
<td>SCIENCE (LAB)</td>
<td>3.0</td>
<td>3.0</td>
<td>3.0</td>
<td>3.0</td>
<td>4.0+</td>
</tr>
<tr>
<td>WORLD LANGUAGE</td>
<td>1.0</td>
<td>1.0-2.0</td>
<td>1.0-2.0</td>
<td>3.0</td>
<td>4.0-5.0+</td>
</tr>
<tr>
<td>COMPUTER SCIENCE/TECH</td>
<td>1.0</td>
<td>1.0</td>
<td>0.5-2.0</td>
<td>0.5-2.0</td>
<td>0.5-2.0</td>
</tr>
<tr>
<td>FINE ARTS</td>
<td>1.0</td>
<td>1.0</td>
<td>1.0</td>
<td>1.0</td>
<td>1.0-2.0</td>
</tr>
<tr>
<td>SERVICE LEARNING</td>
<td>0.5</td>
<td>0.5</td>
<td>0.5</td>
<td>0.5</td>
<td>1.0+</td>
</tr>
</tbody>
</table>

*ADVANCED PLACEMENT COURSE WORK IS REQUIRED.
PROFICIENCY-BASED LEARNING - CLASS OF 2020

Proficiency-Based Learning is a component of Act 77 and the Vermont State Board of Education's Education Quality Standards (EQS). Vermont public schools must provide students with "flexible and personalized pathways" for progressing through grade levels and to graduation. Students can only advance when they demonstrate the attainment of skills and knowledge, irrelevant of time spent in a classroom. These changes are underway now and will be implemented fully for the class of 2020. The following are the Proficiency Based Graduation Requirements (PBGR):

**Language Arts** - Learners:

- comprehend, interpret, analyze and evaluate a wide range and level of complex literary and informational texts. (Reading)

- produce clear and coherent writing for a range of tasks, purposes and audiences. (Writing)

- conduct short and sustained research projects based on focused questions, demonstrating understanding of the subject under investigation. (Writing Research)

- initiate and participate effectively in a range of discussions, responding thoughtfully to diverse perspectives and expressing ideas clearly and persuasively. (Speaking and Listening)

- present information, findings and supporting evidence conveying a clear and distinct perspective. (Speaking and Listening)

- demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (Language)

**Social Studies** - Learners:

- propose solutions to local and world issues by using geographic tools to analyze data and examine cultural information. (Geography)

- make economic decisions through their understanding of the interaction between humans, the environment, government and the economy. (Economics)

- use historical inquiry, including the use of primary and secondary sources to gather information about the past that will help them make sense of the present and decisions about the future. (History)

- act as citizens by understanding how governments function and by exercising their rights and responsibilities within their current societal structure(s). (Civics)

- make sense of the world around them through questioning, analyzing information to develop reasonable explanations that support inquiry and communicate in ways that foster the exchange of ideas in a democratic society. (Inquiry)
**Mathematics** - Learners:

- use mathematics to help make sense of the real world: identify variables, formulate a model describing the relationship between the variables, interpret results and validate and report conclusions and the reasoning behind them. (Modeling)

- reason, describe and analyze quantitatively, using units and number systems to solve problems. (Numbers and Quantity)

- create, interpret, use and analyze expressions, equations and inequalities. (Algebra)

- use functions, including linear, quadratic, trigonometric and exponential, to interpret and analyze a variety of contexts. (Functions)

- understand geometric concepts and constructions, prove theorems and apply appropriate results to solve problems. (Geometry)

- interpret and apply statistics and probability to analyze data, reach and justify conclusions and make inferences. (Statistics/Probability)

**Science** - Learners, as demonstrated through the integration of disciplinary core ideas:

- question and define problems and plan and carry out investigations.

- develop and use models.

- use mathematics and computational thinking and analyze and interpret data.

- construct explanations and design solutions.

- engage in argument from evidence and obtain, evaluate and communicate information.

**World Languages** - Learners:

- engage in conversations and informal written correspondence on a variety of topics. (Interpersonal Communication)

- understand and interpret written and spoken language on a variety of topics. (Interpretive Communication)

- present information, concepts and ideas, orally and in writing, to an audience of listeners or readers on a variety of topics. (Presentational Communication)

- compare the nature of language and the culture(s) of the target language with one’s own language and culture. (Comparison of Practices, Products and Perspectives)

**Visual and Performing Arts** - Learners:

- show literacy in the arts through understanding and demonstrating concepts, skills, terminology and processes.

- use a variety of approaches to practice when completing their work.

- describe, analyze, interpret and evaluate art (dance, music, theatre and visual arts).

- understand the relationship among the arts, history and world culture; and then make connections among arts and disciplines, to goal setting and to interpersonal interaction.

- create, perform and express ideas through the arts.
Health - Learners:

- comprehend concepts related to health promotion and disease prevention to enhance health.

- analyze influences: analyze the influence of family, peers, culture, media, technology and other factors on health behaviors.

- access information: demonstrate the ability to access valid information and products and services to enhance health.

- practice interpersonal communication and advocacy: demonstrate the ability to use interpersonal communication skills; to advocate for personal, family and community health to enhance health and avoid or reduce risks.

- practice decision-making and goal setting: demonstrate the ability to use decision making skills and goal setting to enhance health.

- practice self-management: demonstrate the ability to practice Health Enhancing Behaviors and avoid/reduce health risk.

Physical Education - Physically literate learners:

- demonstrate competency in a variety of motor skills and movement patterns.

- apply knowledge of concepts, principles, strategies and tactics related to movement and performance.

- demonstrate the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.

- exhibit responsible personal and social behavior that respects self and others.

- recognize the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.

Service Learning

Learners participate in, and contribute to, the enhancement of community life through creating and enacting a proposal for an improvement in the community which takes positive action to resolve conflict, promote equity and/or solve community problems.

PERSONALIZED LEARNING PLAN (PLP)

Personalized Learning Plans (PLPs) provide students the opportunity to reflect upon learning, their future and enables the adults in school to better understand the student and how to best support their learning and goals. While the PLP can be seen as a written plan that students develop, consider it a "living" document that can change as needs and ideas change. Student’s commitment to this process is paramount to the end results having a positive impact. Parent PLP meetings are required Fall & Spring.
Personal Learning Plans (PLPs) document student learning and allow for input by students, their families, and their teachers. PLPs are a guide to help students meet their goals. Considering personal goals and the common learning expectations set forth by Milton High School, students will want to map out an academic plan. With the help of people at school, students will learn ways that can meet the common learning expectations that have been identified for all students at Milton High School. From there, students can identify choices in courses and learning experiences that will help the student meet the school’s requirements and personalized student goals. All students will be required to have a personalized learning plan in order to graduate. To learn more about Personalized Learning Plans statewide, please visit the Vermont Agency of Education website: http://education.vermont.gov/plp-working-group/main.

![Diagram of the learning cycle]

**HIGH SCHOOL CREDITS AND PROMOTION**

Students at Milton High School are promoted through grades 9 to 12 on a schedule based upon credits earned and Proficiency Based Graduation Requirements. The schedule and credit system are as follows (these are minimum):

- Sophomore standing: 6 credits
- Junior standing: 11 credits
- Senior standing: 17 credits

The board further supports the attainment of these credits through regular academic courses in these areas or through multi-year plans.

**CREDITS FOR HOME-SCHOoled STUDENTS**

Students enrolling at Milton High School who have had high school level home schooling may apply for high school credit. The granting of such credit should not be viewed as automatic. In order for Milton High School personnel to fairly and accurately assess home school work for academic credit, it is necessary that the home-schooled students provide certain information.

The following information and procedures are provided to assure that home-schooled students understand what information is needed by the high school to make decisions regarding the awarding of credit for home school work:

- **Students must be, or must have been, in a State approved program of home study.** The high school will not consider awarding high school academic credit for students who are not enrolled in such a program.

- **When students are enrolled in approved home school programs, they need to provide the high school with a portfolio of their academic work in the area that academic credit is requested (e.g. for 9th grade English credit, the student must provide documentation of having achieved the equivalent of grade 9 English work). Students may be required to pass a written examination, similar to that of students enrolled in the course in the high school.**
- A committee comprised of at least one faculty member in the subject area, the high school Principal or designee and a guidance counselor will review the submitted portfolios and examinations according to Proficiency Based Graduation Requirements.

- Once students’ portfolios and/or written examinations have been reviewed by the committee, students will be notified, in writing, of the amount and type of academic credit awarded by the high school.

**CREDIT OPTIONS**

Pre-approved independent study with a certified or qualified teacher will be approved for credit toward a Milton High School diploma.

Credits from schools defined as recognized by the Vermont Department of Education will be accepted toward a Milton High School diploma.

Credits from schools defined as approved by the Vermont Department of Education will be accepted toward a Milton High School Diploma.

Credits from an accredited college or university will be accepted at the rate of one high school credit for each three-credit college course toward a diploma from Milton High School. College-level course grades will not be considered in the computation of grade point averages.

Correspondence courses will be considered by a Review Committee consisting of the Coordinator of Curriculum, a guidance counselor, a teacher, a student, a community member and a high school instructional leader. Their decision may be appealed to the Superintendent of Schools and the Milton School Board.

Credits may be obtained through the Virtual High School (Page 51).

**ACT 129/HIGH SCHOOL CHOICE**

Under the revisions to ACT 129, beginning in March of 2013, students from Vermont’s 61 public high schools may apply to attend any other high school.

Here are important provisions of the law:

- Each school district will set a cap on the number of students allowed to transfer in and transfer out under the provisions of School Choice.

- There is an application process. Each school will conduct a lottery to determine students who will be accepted into their school under the provisions of School Choice.

- In order for a student's application to be reviewed and the student to be accepted, a student must be, "in good standing" academically and behaviorally.

- The application process is open until **March 1st**.

- Preference will be given to transfer requests of students whose request to transfer to school was denied in the prior year.

- Students will be notified by **April 1st** of their acceptance, denial, or waiting list status.

- For students who are interested in High School Choice, please contact Jennifer Saunders in the District Office.
GENERAL INFORMATION

1. All requirements in this book are minimum. Students are strongly encouraged to enroll in courses that will challenge them both personally and academically.

2. Students must be enrolled in the following minimum courses as established by the Milton School Board:

<table>
<thead>
<tr>
<th></th>
<th>Freshman</th>
<th>8 credits</th>
<th>Sophomore</th>
<th>6 credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year</td>
<td>Junior</td>
<td>6 credits</td>
<td>Senior</td>
<td>6 credits</td>
</tr>
</tbody>
</table>

All students in grades 9 - 12 will be enrolled in a minimum of three credits each semester. Each course must be eligible for high school graduation credit. *Seniors can be less than a full-time student with permission from their parents or guardians and the Administration. This permission will be granted based on the approval of school/work plans. If a student is less than full-time, he/she will not be allowed to participate in extra-curricula’s.

3. Students dropping a one-quarter course must do so within the first two-week period of the quarter. Students dropping a semester course must do so before or at the half way point of the course. Courses dropped after these deadlines will be recorded as either WP for withdrawn passing or WF for withdrawn failing or with the approval of the administration. Students dropping a course resulting in a course load of less than six credits within a school year can do so only with the principal’s approval. No student may drop a course one week prior to the mid-term or final exam.

4. All co-curricular members must be actively enrolled in three credits per semester AND be enrolled in three block periods of instruction per day during each season/production.

5. If you are thinking about playing sports in college, you should be aware of the NCAA Clearinghouse regulations. There is an approved list of courses in the guidance office that is updated every year. Visit the web site for more information – ncaaclearinghouse.net.

6. The Milton Town School District has an obligation to provide an approved educational program for the community of Milton. The primary recipients of those services shall be the students who are enrolled in the Milton Schools.

The Milton Town School District acknowledges that there are others who could benefit from Milton school programs and welcomes those individuals who desire to attend on a part-time basis. These others include, but are not necessarily limited to, Milton resident students who are enrolled in a state-approved course of home study, in a private reporting school, or a private approved school. Also welcome are residents of Milton who are not enrolled in any course of study, on a space-available basis.

Since space in some classes may be limited, the following students shall have priority in seeking enrollment:

- high school seniors.
- any student who was previously eligible for enrollment, but was denied enrollment due to class size. These students include any person enrolled in a regular Milton School District program, or any Milton resident who is enrolled in another state-recognized or approved program.
- others, regardless of age or previous educational background, who could benefit from participating in the course.
- Following satisfaction of the requirements of policy, priority for students seeking enrollment in courses will be determined by grade level at the time of registration. Enrollment in spaces available at a later date will be made on a grade level basis at the time of request as determined by the Guidance Department.
GUIDANCE SERVICES

Guidance services at Milton High School exist for all students. These services include:

- help in evaluating abilities, achievement, aptitudes, interests, needs, and values,
- assistance in becoming familiar with courses available,
- help in making decisions about the programs of study,
- assistance in planning for the student's future - including post-secondary (college) education,
- help in making the best adjustment to school situations, other pupils, and teachers,
- help in thinking through and working through personal problems,
- participation and support in various student individualized assessments, including IEP’s, 504’s and MTSS (Multi-Tiered System of Support).

The Guidance Department recognizes that students sometimes need someone to talk to about personal issues, and that students need to have the assurance that what they share will be held in confidence. On the other hand, guidance counselors recognize the need for parents to be involved in personal matters regarding their children. The Guidance Department encourages direct communication between students and their parents and will assist in promoting this communication.

Under certain circumstances, a guidance counselor is legally and/or ethically obligated to disclose certain information obtained during counseling. These circumstances may include, but are not limited to, the following:

- when the counselor is legally compelled to disclose information, for example by the courts and/or police,
- when the life of the student or another person is at risk or is threatened,
- when there is suspicion of neglect, physical abuse, emotional abuse, or sexual abuse,

COLLEGE TESTING

Many colleges require candidates for admission to take an entrance test. College catalogs refer to these test requirements under Admissions Procedures. Most colleges require examinations given by the College Entrance Examination Board or the American College Testing Program. Advanced Placement Exams and CLEP Exams should be explored by students in order to obtain college credits and/or placement in advanced course work. Guidance counselors will make all students aware of these tests, the dates, and places they are administered on an annual basis. In addition, we offer the SAT 10 test for grade 10, the PSAT for grade 11 and will cover the cost of one AP test for students enrolled in AP classes. Students may take additional AP tests at their own expense. Students will be offered the opportunity to take the SAT in school during their junior year.

GRADING SYSTEM

<table>
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<tr>
<th>Letter</th>
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GRADUATION RECOGNITION

Students with the following GPAs at the end of the 3rd quarter of their senior year will be recognized at graduation according to the Latin Honors categories listed below.

- Summa Cum Laude: 4.1-4.33
- Magna Cum Laude: 3.8-4.09
- Cum Laude: 3.5-3.79

HONOR ROLL/RECOGNITION

This is an annual recognition of your school year GPA. The following grade points are needed to qualify for the Honor Roll:

- High Honor Roll: 4.0 - 4.33
- Honor Roll: 3.5 - 3.99

COLLEGE INFORMATION

The Guidance Counselors will assist students to use electronic resources to explore and apply to colleges. Students should be working with their Guidance Counselors regularly to create a post-secondary action plan. Counselors help guide students with the application process and registration for SAT/ACT/AP exams. Each year the guidance department promotes field trips to various college fairs. Counselors will work with students individually and through Teacher Advisory to meet their post-secondary goals.

SCHOLARSHIP AND FINANCIAL AID INFORMATION

The Guidance Department hosts two different financial aid nights for students and parents each fall and spring. Materials on scholarships and financial aid are available at the Guidance Office, the Guidance web page and Naviance. This includes area scholarships. Scholarship information is always available from financial aid offices at colleges as well.
CAREER EDUCATION PROGRAM

The Guidance Office works with faculty, students and the community in both individual and group sessions to foster career awareness and exploration. The chart below is the Guidance Curriculum at each grade level.

<table>
<thead>
<tr>
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<th>Grade 9</th>
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<td>SAT/ACT</td>
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Facets of the career education program include workshops, arranging for shadowing experiences, co-op programs, guest speakers, college and military service representatives, vo-tech orientation, assisting in job placement, and surveys of post-graduates. Interest surveys are used on an individual and group basis. Individual sessions and guidance curriculum delivered through Teacher Advisory also assist the student in developing their career objectives and plans for the future.

GRADING/STUDENT MANAGEMENT SYSTEM

PowerSchool is our web-based student information system that helps Milton High School students and parents access and maintain student, staff, and schedule information. The PowerSchool Parent and Student Portals give students and parents access to real-time information including attendance, grades, detailed assignments descriptions, and even personal messages from teachers.

The web address for parents/students is: https://classroom.powerschool.com. There is also a link on the Milton High School web page.
NAVIANCE

Naviance is a college and career readiness program that partners with high schools to provide students with college planning and career assessment tools. Milton High School students use Naviance in a variety of ways to support their post high school planning, including the college application process. For more information please contact your son or daughter’s guidance counselor.

UNIFIED CLASSROOM

Unified Classroom is an online program that ties in a learning management system, teacher gradebook, student portal and parent portal all in one platform. This program allows teachers to create and manage academic courses for their students. It provides teachers with a method of delivering lessons, engaging students, sharing content, and connecting with other educators to better their practice. It provides students with a suite of organizational tools, enhances the learning environment, and increases collaboration and productivity. Unified Classroom provides parents and guardians with the ability to access course resources, and better support their student’s success.

STUDENT SUPPORT

Milton High School strives to ensure that every student has what they need to be successful in school. Resources are available to students, parents, and teachers to help facilitate the academic and developmental success of all students. At MHS, we work in partnership to support students through guidance services, the MTSS (Multi-Tier System of Supports) system, and case management of students with 504 and IEP plans. Consulting Teachers and Speech and Language Pathologists are assigned to teaching teams as a collaborator to meet all students’ needs within the classroom. In addition, classes are co-taught between content area teachers and Consulting Teachers or Speech and Language Pathologists. Beyond the classroom, School Clinicians provide services to students to address barriers within child, home, school and community that interfere with student achievement.

We strive to promote belonging within the school and the community and foster independence so that the student will be successful inside and outside of school. We encourage students to be lifelong learners and active participants in our community.
# 2019-2020 Counselor Caseloads

All Guidance Counselors will make regular appointments with their students to keep track of their credits and career goals and to be sure sufficient courses are taken during both semesters of the senior year for Graduation. Guidance Counselors will meet with all students to assist with their post-secondary plans.

Students are assigned to counselors according to their TA. Listed below are the TAs assigned to each counselor.

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<td>John-Paul Lavoie</td>
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<td>Sylvie Shanks</td>
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### 2019-2020 COURSE OFFERINGS

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<td>01003 English 11: Critical Perspectives</td>
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<td>04065 Holocaust Studies</td>
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<tr>
<td>05170B Studio Art (Independent Study)</td>
<td>10-12</td>
</tr>
<tr>
<td>05159A Clay and Pottery</td>
<td>9-12</td>
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<tr>
<td>05159B Advanced Clay and Pottery</td>
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<td>21003B S.T.E.A.M.</td>
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<tr>
<td>05166A Metalworking/Jewelry</td>
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<tr>
<td>05166B Adv. Metalworking/Jewelry</td>
<td>10-12</td>
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<tr>
<td>05157 Painting</td>
<td>9-12</td>
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<td>05156 Drawing</td>
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<tr>
<td>FAMILY AND CONSUMER SCIENCE</td>
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<tr>
<td>22020B Teen Cuisine</td>
<td>9-12</td>
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<td>HEALTH</td>
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<td>08051 Health Education</td>
<td>9-12</td>
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<td>DRIVER EDUCATION</td>
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<tr>
<td>08152 Driver Education</td>
<td>10-12</td>
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<td>0451 Driver Education Clinic</td>
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<td>PHYSICAL EDUCATION</td>
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<td>08001 Freshman Project Adventure</td>
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<td>08002 Lifetime/Team Sports</td>
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<td>08005 Personal Fitness</td>
<td>11-12</td>
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<td>PERFORMING ARTS/DRAMA</td>
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<tr>
<td>05101 Senior High Band</td>
<td>9-12</td>
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<tr>
<td>05102 Stage Band</td>
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<td>051101A Senior High Chorus</td>
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<td>051101B Select Ensemble</td>
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<td>051113 Music Theory &amp; Composition</td>
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<td>05108 Basic Guitar</td>
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<td>05119 Bucket Drumming</td>
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<td>CAREER &amp; WORKFORCE DEVELOPMENT</td>
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<td>08198 Transportation &amp; Independence</td>
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<td>004B Job Development Online Course</td>
<td>9-12</td>
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<td>004D Job Development &amp; Career Exploration</td>
<td>11-12</td>
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<td>22998 Work Based Learning Experience</td>
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<td>003A Career &amp; Community Exploration</td>
<td>9-12</td>
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<td>SERVICE LEARNING/INTERNSHIPS</td>
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<tr>
<td>22104 Service Learning/Internships</td>
<td>9-12</td>
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<tr>
<td>TEACHER ADVISORY PROGRAM</td>
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<td>See Page 52</td>
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<tr>
<td>VIRTUAL LEARNING - ON-LINE COURSES – See Page 53</td>
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<tr>
<td>DUAL ENROLLMENT OPPORTUNITIES – See Page 54</td>
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<tr>
<td>TECHNICAL CENTERS</td>
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<tr>
<td>Burlington Technical Center – See Page 55</td>
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<tr>
<td>Center for Technology, Essex – See Page 57</td>
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<tr>
<td>GUIDANCE INFORMATION – See Page 1</td>
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</table>
# Four-Year Student Plan

**Student Name:** ___________________________________________  **Year of Graduation:** __________

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Grade 9</th>
<th>Grade 10</th>
<th>Grade 11</th>
<th>Grade 12</th>
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<tbody>
<tr>
<td>English (4 Credits)</td>
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<tr>
<td>Social Studies (3.5 Credits)</td>
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<tr>
<td>Global Studies/US History</td>
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<tr>
<td>Science (3 Credits)</td>
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<tr>
<td>Biology/Physical-Earth/Chemistry</td>
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<tr>
<td>Math (3.5 Credits)</td>
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<td>Algebra I/Geometry/Algebra II and SAT Prep or</td>
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<td>Stats or AP Stats or Geometry w/Intervention or</td>
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<tr>
<td>Principles of Math</td>
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<td>Physical Education (1.5 Credits)</td>
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<td>Project Adventure/Lifetime Team Sports/Personal</td>
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<td>Fine Art - Visual &amp; Performing (1 Credit)</td>
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<td>World Language (1 Credit)</td>
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<td>Personal Finance (.5 Credit)</td>
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<tr>
<td>Computer Literacy (.5 Credit)</td>
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<td>Health (.5 Credit)</td>
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<tr>
<td>Service Learning (.5 Credit)</td>
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<td>Electives</td>
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<td>Credit Earned at Tech. Centers</td>
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<td>Required for Promotion</td>
<td>6 credits needed to be promoted to Grade 10</td>
<td>11 credits to be promoted to grade 11</td>
<td>17 credits to be promoted to grade 12</td>
<td>24 credits to graduate</td>
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<tr>
<td>Total (24 Credits)</td>
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</tbody>
</table>
ENGLISH

All students will take Foundations of Language and Literature in ninth grade and Contemporary World Literature in tenth grade. All students will take Critical Perspectives or Advanced Placement Language and Composition in 11th grade. For the fourth required credit, students will take one semester of Senior English or Advanced Placement Literature and Composition. Students can choose any of the electives for additional credit (9-12).

The following table is designed to give students and parents an idea of the sequence for English courses.

<table>
<thead>
<tr>
<th>GRADE 9</th>
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</thead>
<tbody>
<tr>
<td>English 9:</td>
<td>Foundations of Language and Literature (Required)</td>
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<table>
<thead>
<tr>
<th>GRADE 10</th>
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</thead>
<tbody>
<tr>
<td>English 10:</td>
<td>Contemporary World Literature (Required)</td>
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<table>
<thead>
<tr>
<th>GRADE 11</th>
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<tbody>
<tr>
<td>English 11:</td>
<td>Critical Perspectives or</td>
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<tr>
<td></td>
<td>AP Language and Composition (Required)</td>
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</table>

<table>
<thead>
<tr>
<th>GRADE 12</th>
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<tbody>
<tr>
<td>English 12 or</td>
<td></td>
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<tr>
<td></td>
<td>AP Literature and Composition (Required)</td>
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</tbody>
</table>

ELECTIVES

- Feminists in the Fourth Wave: The Final March for Equity (11-12)
- Holocaust Studies (9-12)
- Literacy Lab (9-12)
- Modern European Literature (9-12)
- Read, Read and Read Some More (9-12)
- Strategic Reading (9-12)
- Write, Write, Write (9-12)

ENGLISH REQUIREMENTS

ENGLISH 9: 01001 1 UNIT OF CREDIT
FOUNDATIONS OF LANGUAGE AND LITERATURE (Required)

(Full Year/Alternate Days)

English 9 includes four units of study that reinforce the exploration, relevance, and critical analysis of the following themes: Self-Exploration and Goal Setting, The Hero’s Journey, Relationships, and Leadership. Each unit consists of modern and classic literature along with the teaching and practice of specific writing genres including Informational/Explanatory, Argument Techniques and Narrative Techniques through writer’s workshops, journals, On-demand prompts and a variety of other mediums. Within each unit, students will participate in various discussions, create, read, compose, and find who they are as learners.

Core Texts: The Absolutely True Diary of a Part-Time Indian, American Born Chinese, Romeo and Juliet, Animal Farm and The 7 Habits of Highly Effective Teens.

Choice Texts: Right Behind You, Girl at War, The Rules of Survival and more....

Independent Reading: In addition to the required readings and student choice, students will select books from a variety of library lists including, but not limited to: Ultimate Reads, Best Fiction, Quick Reads, Community Book Discussion and many more. Within both semesters of this one-year course, there will be student-led choice of various texts.
ENGLISH 10: CONTEMPORARY WORLD LITERATURE (Required)

In this course of study, students will explore a variety of themes designed to help them understand individual identity, social agency, and their place in the world. Through the study of a variety of classic and modern novels as well as short stories and non-fiction pieces, students will develop an understanding of what it means to find courage, take a stand, overcome adversity, examine different perspectives, and analyze the nature of the use and abuse of power. Then, students strive to develop their personal beliefs and the best approach to standing up for them. In asserting their beliefs and evaluating the perspectives of others, students will discuss the impacts of adversity, tolerance, and intolerance on individuals and communities. In the final unit of study, students will discover that to be a catalyst for positive change occasionally means rebelling against the accepted norms of a society.

Core texts include: *March Ill, To Kill a Mockingbird, Night, Things Fall Apart,* and *Macbeth*

Student choice texts for literature circles include: *The Help, Persepolis, The Hate U Give, The Curious Incident of the Dog in the Nighttime, Red Scarf Girl, Lord of the Flies, Kaffir Boy* among others as well as selected poetry from various authors.

Independent Reading- In addition to the required readings and student choice, students will select books from a variety of library lists including, but not limited to: Ultimate Reads, Best Fiction, Quick Reads, Community Book Discussion and many more. Within both semesters of this one-year course, there will be student-led choice of various texts.

ENGLISH 11 CRITICAL PERSPECTIVES (Required)

Using a selection of non-fictional and fictional short essays, short stories, articles, novels and novel excerpts, students will progress through units of study encouraging them to think and express their ideas critically. Students will analyze different perspectives through which information is presented to include the rhetorical analysis of selected readings. They will develop an understanding of how awareness of one’s surroundings can allow for better decision-making. Students will question, and then explore how an individual’s fight can impact one’s personal transformation from innocence to experience. Lastly, students will evaluate how background, race, gender, and occupation can influence one’s perspective, and how one is perceived by others, especially as it involves one’s pursuit of the “American Dream and Work”.

Core texts: *The Things They Carried or Fallen Angels, selected chapters and reading excerpts from: The Language of Composition and Advanced Language & Literature.*

Choice materials can include: *Of Mice and Men, The Great Gatsby, A Raisin in the Sun, Death of a Salesman* and selected essays, short stories, articles, and film clips...

Independent Reading- In addition to the required readings and student choice, students will select books from a variety of library lists including, but not limited to: Ultimate Reads, Best Fiction, Quick Reads, Community Book Discussion and many more. Within both semesters of this one-year course, there will be student-led choice of various texts.
ENGLISH 12 (Required) 01004
1 UNIT OF CREDIT
(One Semester)

In this course of studies, students begin with an exploration of the specific skills and writing samples that will benefit seniors as they prepare for the world outside of high school. Emphasis on the development of strong reflective, analytical, persuasive, and personal writing skills will continue throughout the semester. By means of classroom discussions and debates surrounding texts such as Hamlet, Into the Wild and All Quiet on the Western Front, non-fiction articles, and various short stories, students will explore the various means of recognizing, accepting, and dealing with change as they prepare to shape a future for themselves in the real world.

Sample texts may include: Into the Wild, Hamlet, The Catcher in the Rye and Oedipus the King.

Student choice texts that may be read: The Scarlet Letter; A Lesson before Dying and Fallen Angels.

AP LANGUAGE AND COMPOSITION* 01005
2 UNITS OF CREDIT
(Full Year)

AP Language and Composition is a college-level rhetoric and composition class taught in a high school setting. One goal of this course is to raise students' critical reading skills by analyzing primarily non-fiction texts that delve deeply into important historic and current debates. Students also experience the challenge of reading classic texts from the American Literature canon. Another goal of this course is for students to develop the stylistic maturity of their writing for both on-demand and process writing pieces. Writing assigned will include rhetorical analysis, argument and synthesis. Topics covered will be: the American Dream; the citizen and the state; the economy, opportunity and poverty; and race, gender and society.

Core texts include: The Great Gatsby, Death of a Salesman, Othello, Their Eyes Were Watching God and selected essays.

RECOMMENDATION: Successful completion of summer reading and writing requirements.

AP LITERATURE AND COMPOSITION* 01006
2 UNITS OF CREDIT
(Full Year)

Students will develop, through extensive reading and writing assignments, an understanding of literary analysis in preparation for taking the AP test. As a result of the extensive reading for this class, students will have a greater exposure to "the classics" which are often referenced on the AP exam, and will be given extensive instruction on how to write appropriate responses to the literature (from oral essay notes to term papers) at the AP level. All AP students are expected to take at least one AP exam.

There will be a summer reading assignment in preparation for the first unit. Unit One, Dystopian/Utopian Literature, will consider what the future will look like politically and in regard to personal freedoms. The basic concepts in this unit will be the use/misuse of language and the writers' craft. Orwell’s 1984, and his essay, "Politics and the English Language," would be combined with either Lightman's The Diagnosis or Atwood’s The Handmaid's Tale. The second unit is a Short Story Unit which will explore the question of how writers use strategies and techniques to imply theme. This unit will conclude with the students writing their own short stories then pod casting them. The next unit will examine moral dilemmas in fiction and non-fiction. What is the morally correct thing to do? Heart of Darkness will be the anchor for this unit. The fourth unit is a drama unit that will consider how and why modern theater is influenced by or parodies the ancients. Sophocles' Oedipus Rex is the model from antiquity; Hamlet is the Elizabthan model and Rosencrantz and Guildenstern Are Dead is the modern drama which gives the nod to Shakespeare and makes fun of his era at the same time. There will be a Poet Study so each student can learn one poet in depth in preparation for the AP Exam’s poetry analysis. The final unit will focus on society’s flaws with one of the following novels: Crime and Punishment, A Hundred Years of Solitude, or Beloved. Students will have independent reading choices in addition to the curriculum assignments. AP Literature students will be encouraged to be leaders for the Community Book Discussions each month.
*The AP course must be completed in its entirety for credit. Early withdrawal will result in no credit with a WP (Withdrawn Passing) or a WF (Withdrawn Failing) on the Transcript.

ENGLISH ELECTIVES

FEMINISTS IN THE FOURTH WAVE: 04299 1 UNIT OF CREDIT
THE FINAL MARCH FOR EQUITY (One Semester)

This semester long interdisciplinary course gives students an opportunity to study history and literature through the critical and analytical lens of feminism. Students will understand U.S. history and culture through the experience and knowledge of women. This means studying the forces that create inequality for women, feminist movements from the suffragettes to the #metoo movement and the intersection of sexism with other forms of oppression such as racism. Students will also think critically about the connection between gender and sexuality including the construction of masculinity and the recognition of trans and nonconforming genders. Students will collaborate to take action on a current issue of concern for women and girls in Vermont. Students will develop high level critical thinking, reading, research and composition skills.

Recommendation: completion of Global Studies and English 9 and 10.

HOLOCAUST STUDIES 04065 1/2 UNIT OF CREDIT
(One Quarter)

This elective course focuses on why, how, what, when and where the Holocaust took place, including key historical trends/antecedents that led up to and culminated in the "Final Solution" as well as survivor accounts. Unit topics include: Anti-Semitism throughout history, Nazi Germany, Ghettos, the Final Solution, Resistance groups, Survivors, Collaborators, Bystanders, Refugees and Legacy. Various course texts will be offered including: The Diary of a Young Girls by Anne Frank, Number the Stars, All but my Life, Haven, The Book Thief, I have lived a Thousand Years, Sunflowers, The Periodic Table, and The Storyteller. We will also examine films such as The Wave, Schindler's List, Playing for Time, White Rose and Fanny's Journey.

LITERACY LAB (GRADE 9) 01009 1 UNIT OF CREDIT
LITERACY LAB (GRADES 10-12) 01009A (A/B days/Full Year)

The Literacy Lab provides a systematic and structured reading approach that will help students improve in the areas of comprehension and fluency. Our primary focus in the program is to ensure that students have an opportunity to read with competence, confidence, and understanding. On a daily basis, students monitor their fluency rate, comprehension, and crucial reading skills (vocabulary expansion, fact and opinion, sequence of events, inferences, and main idea). The students monitor their growth, mastery, and areas that desire improvement on a daily basis. Throughout the year – different genres are introduced, writing on self-selected topics and question-response sessions are incorporated.

Formal assessment is administered to all students in the program (pre and post testing) in order to identify strengths and weaknesses, direct instruction across-the-curriculum, and record academic growth. Assessment scores are shared with parents, the student, and the academic team for accountability. Students who enroll in this program learn to celebrate reading and learn more about the world.

RECOMMENDATION: This course is recommended for students in grades 9 and 10 whose reading score(s) are below grade level.
MODERN EUROPEAN LITERATURE 01057 1/2 UNIT OF CREDIT (One Quarter)

This elective course invites students to read, discuss, and write about challenging and culturally formative texts of the last 50 years from European authors. Students will consider themes as central and far reaching as the nature of truth, the role of power and ambition in society, the meaning of artistic freedom the complications of race and gender and the role of fate and free will in literature and culture. Students will hone and expand writing skills, crafting analytical and creative pieces and responding to literary scholarship in order to deepen an understanding of the texts. Texts may include: Wartime Lies by Louis Begley, Transmission by Hari Kunzru, Black Swan Green by David Mitchell, My Brilliant Friend by Elena Ferrante, A Final Reckoning by Petros Markaris, Three Strong Women by Marie Ndlaye and Look Who’s Back by Timur Vermes.

READ, READ AND READ SOME MORE 01053 1/2 UNIT OF CREDIT (One Quarter)

Spend a quarter exploring your interests by reading books that matter to you. Put together a list of books that you want to read and knock them out one at a time. Become an expert on vampire literature or figure out what makes an excellent graphic novel. Read different fantasy novels and understand how to make an imaginary world or discover Victorian England. Tackle the classics; prepare for AP courses and college reading. You will read and share your findings with the rest of the class. Read from one genre or across a range of genres! It’s up to you! Just read, read and read some more, and then share it with the world.

STRATEGIC READING 01068B 1 UNIT OF CREDIT (Full Year)

Reading fluency and comprehension skills are targeted for students in need of urgent intervention based on SBAC and STAR Reading scores.

RECOMMENDATION: Permission of the instructor

WRITE, WRITE, WRITE 01066 1/2 UNIT OF CREDIT (One Quarter)

This elective course of study focuses on reading and writing short pieces of literature. With a myriad of new digital ways to communicate, we often need to get our point across quickly. Practice the art of effective writing through crafting short stories, personal narratives, editorials, blog posts, yelp rants, and more. Continue your love of literature and language - rap, create poetry, or tweet - effectively communicate in your style.
Social Studies courses are designed to help students understand the past, interpret the present, and prepare for the future. All students are required to take Global Studies in grades 9 and 10, United States History or AP United States History in grade 11. In addition to the required courses, all students elect to take a variety of elective courses noted below. Courses offering one (1) unit of credit meet every other day for a year or daily for a semester; those offering a half (½) unit of credit meet daily for a quarter. Three and a half (3½) credits in social studies are required of all students.

The following table is designed to give students and parents an idea of the sequence for social studies courses.

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<tr>
<th>GRADE 9</th>
<th>GRADE 10</th>
<th>GRADE 11</th>
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<tbody>
<tr>
<td>Global Studies 9 (Required)</td>
<td>Global Studies 10 (Required)</td>
<td>United States History or AP United States History (Required)</td>
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</tbody>
</table>

**ELECTIVES**

- AP Psychology (11-12)
- AP United States Government & Politics (12)
- Anthropology: Beyond Bones & Stones (9-12)
- Applied Psychology (9-12)
- Criminal Justice I (9-12)
- Criminal Justice II (9-12)
- DIY: Social Studies Investigation (10-12)
- Economics (9-12)
- Feminists in the Fourth Wave:
- The Final March for Equity (11-12)
- History through Film (9-12)
- Personal Finance (9-12)
- Philosophy (9-12)
- Race & Anti-Racism in the US (9-12)
- Sports in America (9-12)

**SOCIAL STUDIES REQUIREMENTS**

**GLOBAL STUDIES 9**

04051A

(Grade 9)

(1 UNIT OF CREDIT)

(Full Year/Alternate Days)

*Global Studies 9* takes a thematic approach to teaching key concepts and developments throughout human history. The two main themes explored in GS9 include the interaction between humans and the environment, and the development and interaction of cultures. The curriculum consists of five units of study, each embedded with a variety of tasks that develop our learners' capacity toward critical thinking, coordination and collaboration, inquiry skills, history, geography, civic and economic knowledge, as well as the development of research, technology, and public speaking skills.
GLOBAL STUDIES 10

Global Studies 10 is an exploration of modern world history from 1700 to the present. Students learn to use history to apply a thoughtful, consistent approach to engaging with the past, while integrating new ideas, information and the use of evidence to construct effective arguments. The course is organized around three primary themes: 1.) State Building, Expansion, and Conflict. 2.) Creation, Expansion, and the Interaction of Economic Systems, and 3.) Development and Transformation of Social Structures. To explore these themes, we will look at the expansion of connection between continents and nations in the 1700’s. We will examine the American and French Revolutions of the late 1700’s. The industrial revolution of the 1700 and 1800’s and the changes it brought to nations and people and the impact of a global economy will be examined. The World Wars of the 20th century and their impact on history will be studied as well as the Holocaust and other genocides of the last 100 years will be discussed. Students will also create a project for National History Day. National History Day is an in-depth, inquiry-based learning opportunity with a different theme each year. Students create a final product to demonstrate their learning.

UNITED STATES HISTORY

U.S. History is a required semester-length theme-based exploration of citizenship and justice through the American experience. Core themes include economic growth, rights and reform, cultural change, movement of people, and foreign policy and conflict. Through examining past events and their impact on today’s world, students’ will form their own definition of citizenship and justice.

RECOMMENDATION: Successful completion of Global Studies 9 and 10

AP UNITED STATES HISTORY*

Advanced Placement (AP) United States History is a full year length course available to 11th and 12th grade students interested in earning college credit while they are in high school. The course is designed to give students factual knowledge and analytic skills necessary to critically deal with the materials and problems in United States history. The program prepares students for intermediate and advanced college courses by making demands upon them equivalent to those made by full-year introductory college courses. All students are expected to take at least one AP exam. The cost of the AP exam is approximately $92. This may be used to meet the Grade 11 United States History requirement.

RECOMMENDATION: Successful completion of Global Studies 9 and 10

SOCIAL STUDIES ELECTIVES

Students are encouraged to take elective courses offered by the Social Studies Department. The following courses are intended to broaden students’ understanding of the world around them, prepare them for adult life and responsibilities, and promote readiness for post-secondary education.

AP PSYCHOLOGY

A.P. Psychology is an exploration into the human mind. Why do we think the things that we think? Why do we do the things that we do? Do we change over time or stay the same? Are we a product of nature or nurture? While these questions and many others like it will be examined, this course is designed to introduce students to the systematic and scientific study of the behavior and mental processes of human beings and other animals. Students will be exposed to the psychological facts, principles, and phenomena associated with each of the major subfields within psychology. Students will also learn about the ethics and methods psychologists use in their science and practice.
AP UNITED STATES GOVERNMENT AND POLITICS* 04157 1 & 1/2 UNITS OF CREDIT (Three Quarters)

This course, which will prepare a student for the Advanced Placement Exam, provides an analytical perspective on government and politics in the United States. The course will include both the study of general concepts used to interpret U.S. politics as well as specific case studies. The various institutions, groups, beliefs and ideas that constitute U.S. political reality will be explored. The following specific topics will be studied: Constitutional Underpinnings of the U.S. Government, Political Beliefs and Behaviors, Political Parties and Interest Groups, Institutions of the National Government, Public Policy, Civil Rights and Civil Liberties. All AP students are expected to take at least one AP exam.

RECOMMENDATION: Completion of U.S. History

*The AP course must be completed in its entirety for credit. Early withdrawal will result in no credit with a WP (Withdrawn Passing) or a WF (Withdrawn Failing) on the transcript.

ANTHROPOLOGY: BEYOND BONES & STONES 04251 1/2 UNIT OF CREDIT (One Quarter)

Ever wanted to be an archaeologist? Fascinated by what makes different groups of humans similar and different? How did humans evolve to who we are today, physically and culturally? All of these questions, and so many more, are the foundations of anthropology. This one quarter course explores the four domains of anthropology: cultural, biological, linguistic, and archaeology. Students will have the opportunity to examine the culture in which they live, as well as other aspects of cultures around the world.

CRIMINAL JUSTICE I 15051A 1/2 UNIT OF CREDIT (One Quarter)

Criminal Justice is a nine-week elective course that examines the criminal justice system in the United States. Topics of study will include the constitutional foundations of the legal system, methods of investigation, the criminal court process, theories and types of punishment, and the juvenile justice system. Explorations of various careers in the criminal justice system will be a part of the course. Students will have the opportunity to explore topics of interest, and the class may elect to conduct a mock trial.

CRIMINAL JUSTICE II: EXAMINING 21ST CENTURY TRENDS 15051B 1/2 UNIT OF CREDIT (One Quarter)

This course examines trends within the Criminal Justice Field that are unique to the 21st century. Topics to be covered include crimes utilizing social media, digital identity theft, auction fraud, electronic mail and network crime, and more. Students will examine and work with these topics through several self-directed, in-depth learning opportunities.

RECOMMENDATION: Criminal Justice I

DIY: SOCIAL STUDIES INVESTIGATION 04999 1/2 UNIT OF CREDIT (One Quarter)

Have you ever had a big question about history or the modern world that you wanted to explore but never had the chance? If you answered yes and are ready for a new type of class, this is the class for you! There are so many topics in social studies just waiting to be explored. In this class, students will write the curriculum. This is an interest based, independent study course in which students are in the drivers' seats of their own learning. All social studies related topics are on the table. This is an opportunity for students to explore something new and exciting. The teachers will support the students, but the students will become the teachers. Over a nine-week period, students will become experts on their topic(s) while they inquire, discuss, question and investigate.
ECONOMICS 04207 1/2 UNIT OF CREDIT (One Quarter)

At times the subject economics has been termed the dismal science, but economics is anything but dismal as we make many economic decisions regularly. Economics is about human behavior, especially how people choose to use resources. In this course we will examine some principles of economics through a modern lens of knowledge, technology, entrepreneurship and innovation. This course will examine what is needed for economic growth and how new ideas, new technology and entrepreneurial skills work in today’s world.

FEMINISTS IN THE FOURTH WAVE: 04299 1 UNIT OF CREDIT
THE FINAL MARCH FOR EQUITY (One Semester)

This semester long interdisciplinary course gives students an opportunity to study history and literature through the critical and analytical lens of feminism. Students will understand U.S. history and culture through the experience and knowledge of women. This means studying the forces that create inequality for women, feminist movements from the suffragettes to the #metoo movement and the intersection of sexism with other forms of oppression such as racism. Students will also think critically about the connection between gender and sexuality including the construction of masculinity and the recognition of trans and nonconforming genders. Students will collaborate to take action on a current issue of concern for women and girls in Vermont. Students will develop high level critical thinking, reading, research and composition skills.

Recommendation: completion of Global Studies and English 9 and 10.

HISTORY THROUGH FILM 05059 1/2 UNIT OF CREDIT (One Quarter)

There is more than one way to study and engage in history. History through Film offers an exciting opportunity to access historical narratives and social trends by screening films, analyzing their content and messages, and using film as a springboard to authentic socio-political discourse. In addition to screening films from around the world, students will engage in Socratic discussion, research historical accuracy, and collaborate to better understand some of the cultural, religious, political, and social movements of human history.

PHILOSOPHY 04306 1/2 UNIT OF CREDIT (One Quarter)

Philosophy means the "love of wisdom." In this class students have the opportunity to further develop their sense of wonder. What makes an action right or wrong? Who am I? What is the meaning of life? What makes a word mean anything? How can we know if there is anything outside of our own minds? People’s analytical capacities are highly developed before a great deal about the world is known. Many people start to think about philosophical problems on their own—about what really exists, or whether we can know anything. The main concern of this class is to question, argue, try out new ideas, and find understanding about common ideas that all people use every day without thinking about them.

APPLIED PSYCHOLOGY 04254 1/2 UNIT OF CREDIT (One Quarter)

Applied Psychology will take students on an exploration of the many ways that psychology is part of their everyday lives. Psychological research underlies many areas of life that impact people and this class will address how issues such as money, the law, sports, health, technology, school, work and family are influenced by the study and application of modern psychology. Psychology is a diverse field that has much to offer society in terms of both theoretical and practical knowledge. Students will change the way they think about themselves and the world around them as they apply the practical concepts from this course.
RACE AND ANTI-RACISM IN THE US 04259B 1/2 UNIT OF CREDIT (One Quarter)

This social studies course will provide students the opportunity to survey and explore the history of race and racism in the United States. Students will explore race as a social construct, and how the idea of race has developed and changed over time. This course will examine the influence that science, religion, nationalism, politics, and economics have had in shaping the definition of race and how varying races are impacted by these changes. Students will consider the role race has played in various current and historical events such as the institution of slavery, segregation, American Indian removal and relocation, Japanese Internment, Hawaiian annexation, the rise of Islamaphobia, etc. Students will use historical documents, news reports, films, documentaries, and selected literature to gain a better understanding of how and why racism persists today. This course will create opportunities for students to practice empathy, compassion, acceptance, and gain a greater understanding of what it means to be human. The knowledge and skills from this course will continue to be relevant within the modern world, especially in the United States, as we continue to be a more ethnically and racially diverse nation.

SPORTS IN AMERICA 04299A 1/2 UNIT OF CREDIT (One Quarter)

Sports are an important part of American Culture. This course will focus on the evolving role of Sports in American Society. Students will examine the history of sports and its relationship with race, gender, economics & politics in the United States. Additional topics will include: pressures of sports from adolescence through college, supplement & drug abuse, violence in sports, and exploring sport-related careers. Students will also develop skills in historical research, analysis, and interpretation. Current issues in sports will also be discussed.

PERSONAL FINANCE (Required) 22209 1/2 UNIT OF CREDIT (One Quarter)

The focus of this class is for students to look at future goals and how to invest in themselves to make them happen. For most students, the decisions they make and the actions they take now will significantly impact their future. Students will profile their personality to match to future career paths and then explore various options that they may wish to pursue. Decision-making, goal setting and financial survival skills after high school will be addressed. Other topics such as preparing a budget, banking, avoiding credit pitfalls, taxes, and deciphering legalese will be included in this course to prepare students.
Milton Mathematics course offerings provide learning opportunities for students to achieve mathematical confidence and literacy through skill development, problem solving, communication, reasoning, and connections. Milton mathematics teachers provide learning opportunities that enable students to explore mathematical ideas in ways that maintain their enjoyment of and curiosity about mathematics, help them develop depth of understanding, and reflect real-world applications.

The following table is designed to give students and parents an idea of the sequence for math courses.

<table>
<thead>
<tr>
<th>GRADE 9</th>
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<tbody>
<tr>
<td>Algebra I and Geometry</td>
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<tr>
<td>or</td>
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<tr>
<td>Algebra I with Intervention</td>
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<table>
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<tr>
<th>GRADE 10</th>
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<tbody>
<tr>
<td>Geometry and/or Algebra II</td>
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<td>or</td>
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<tr>
<td>Geometry with Intervention</td>
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<table>
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<tr>
<th>GRADES 10-12</th>
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<tbody>
<tr>
<td>Algebra II and/or electives</td>
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<tr>
<td>or</td>
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<tr>
<td>Algebra II with Intervention</td>
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<tr>
<td>or</td>
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<tr>
<td>SAT Prep, Statistics, AP Statistics, Principles of Mathematics</td>
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**ELECTIVES**

<table>
<thead>
<tr>
<th>AP Calculus (11-12)</th>
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<tr>
<td>AP Statistics (11-12)</td>
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<tr>
<td>Calculus (10-12)</td>
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<tr>
<td>Trigonometry and Pre-Calculus (10-12)</td>
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<tr>
<th>SAT Prep (11-12)</th>
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<tbody>
<tr>
<td>Principles of Mathematics (11-12)</td>
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<tr>
<td>Life Skills Math (11-12)</td>
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<tr>
<td>Statistics (11-12)</td>
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**MATHEMATICS REQUIREMENTS**

<table>
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<tr>
<th>ALGEBRA I</th>
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<tr>
<td>ALGEBRA I WITH INTERVENTION</td>
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<tr>
<th>02052 (One Semester)</th>
<th>1 UNIT OF CREDIT</th>
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<tbody>
<tr>
<td>02069 (Full Year)</td>
<td>2 UNITS OF CREDIT</td>
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This course will emphasize algebraic concepts pertaining to linear, exponential and quadratic functions, systems of equations, systems of inequalities and mathematical models. This class is a study of the language, concepts, and techniques of algebra that will prepare students to approach and solve problems following a logical succession of steps. Skills taught in this course lay groundwork for upper level math and science courses and have practical uses.

<table>
<thead>
<tr>
<th>GEOMETRY</th>
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<tr>
<td>GEOMETRY WITH INTERVENTION</td>
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<tr>
<th>02072 (One Semester)</th>
<th>1 UNIT OF CREDIT</th>
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<tbody>
<tr>
<td>02079 (Full Year)</td>
<td>2 UNITS OF CREDIT</td>
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This course will emphasize geometric concepts pertaining to two dimensional and three-dimensional figures such as: area through transformations, similarity and congruence through transformations, distance and midpoint formulas, right triangle trigonometry, proofs and constructions. This class integrates technology through use of various applications including but not limited to Geogebra.
ALGEBRA II 02056  (One Semester) 1 UNIT OF CREDIT
ALGEBRA II WITH INTERVENTION 02058  (Three Quarters) 1½ UNITS OF CREDIT

Algebra II promotes the understanding of non-linear forms, as well as the relationship between text, equations, graphs, and tables through the mathematical modeling of realistic situations. Students study quadratic, polynomial, exponential, logarithmic, and trigonometric functions. This course integrates and extends the concepts learned in Algebra I and Geometry.

RECOMMENDATION: Algebra I completion.

MATHMATICS ELECTIVES

AP CALCULUS (AB)* 02124  2 UNITS OF CREDIT (Full Year)

This course is intended for the student who has a thorough knowledge of college preparatory mathematics, including Algebra, Geometry, Trigonometry, Analytic Geometry, and Pre-Calculus Mathematics. The curriculum will follow the College Board Advanced Placement (AP) curriculum. The course covers elementary functions, limits, the derivatives and integrals of basic algebraic and transcendental functions and their applications. The student choosing this course must understand that he/she is making a commitment to a consistent amount of hard work and more than a normal amount of outside-of-class preparation.

RECOMMENDATION: Pre-Calculus completion.

AP STATISTICS (AB)* 02203  2 UNITS OF CREDIT (Full Year)

This course is intended for the student who has a thorough knowledge of college preparatory mathematics, including algebra, geometry, probability, and functions. Statistics is divided into four major themes: exploratory analysis, planning a study, probability, and statistical inference. Students will be provided the opportunity to understand and interpret data, look at various sampling methods, understand sampling bias, and design and carry out sampling methods. Successful completion of this course will prepare students for the Advanced Placement Statistics exam. All AP students are expected to take at least one AP exam.

RECOMMENDATION: Algebra II completion, 11th grade standing, or permission of the instructor.

*The AP course must be completed in its entirety for credit. Early withdrawal will result in no credit with a WP (Withdrawn Passing) or a WF (Withdrawn Failing) on the Transcript.

CALCULUS 02121  1 UNIT OF CREDIT (One Semester)

This course is a semester long introductory level calculus class. The course will review pre-calculus topics such as the unit circle and limits and trig ratios. The course topics will also include derivatives, anti-derivatives and integration techniques. This course is designed for the student whom isn't ready to commit to an AP level math class and its rigor but would like some experience with calculus before moving on to college.

LIFE SKILLS MATH 02154  1 UNIT OF CREDIT (One Semester)

This course is designed to enhance basic math calculations and math problem solving skills. These skills are then applied to real-world scenarios. Students learn to keep a budget, pay bills, write checks, fill out deposit slips and balance a budget sheet. Students also learn to count money and make correct change in preparation for work.
experience. Vocabulary and math language are incorporated into instruction.

**PRINCIPLES OF MATHEMATICS** 02153 1 UNIT OF CREDIT  
(One Semester)

This course is an introduction to technical mathematics at the college level and taught with curriculum from Vermont Technical College with an opportunity to receive college credit. It is a dual enrollment course and, as such, will require you to use one of your dual enrollment vouchers. It will provide the skills necessary to be successful in technical mathematics. It is designed for students who have taken two years of high school algebra, have scored at least a 2 on the SBAC, in the 50th percentile for the STAR assessment and have a math SAT/PSAT score of at least 480. Topics covered include fundamental algebraic concepts; geometry; right triangle trigonometry; factoring and algebraic functions; systems of equations; quadratic equations; radicals and exponents.

**RECOMMENDATION:** Completion of Algebra II.

**SAT PREP** 02993 1/2 UNIT OF CREDIT  
(One Quarter)

This course is designed to help prepare students for the Math section on the SAT. Designed for Juniors and Seniors.

**TRIGONOMETRY AND PRE-CALCULUS** 02105 1 UNIT OF CREDIT  
(One Semester)

This course will emphasize an in-depth study of trigonometry functions, graphs, identities, trigonometric equations, oblique triangles, complex numbers, algebraic functions, and limits. In addition to content mastery, the course goals are to further develop students’ problem-solving and critical thinking skills.

**STATISTICS** 02201 1/2 UNIT OF CREDIT  
(One Quarter)

Statistics is the art of distilling meaning from real world data. No matter what path a student ends up exploring, understanding and using statistics and probability will give them the edge in that career. In this course, real world data will be gathered and analyzed to discover meaning that is not apparent. Students will be given the tools to critically understand and evaluate statistical conclusions, to be able to interpret the validity of the information they will encounter in everyday life. Topics in the course include:

- Interpreting categorical and quantitative data
- Making inferences and justifying conclusions
- Using conditional probability
- Using probability to make decisions

**RECOMMENDATION:** Completion of Algebra I.
The science program at Milton High School endorses the National Science Education Standards, which contribute to the broader mission of our school.

Our science course offerings are designed to equip students with a scientific understanding of the natural world through knowledge of the basic concepts of science, scientific modes of inquiry, the nature of scientific work, and the historical and social contexts of science. Students will understand the basic concepts of the particular discipline they study, will be able to apply them to aspects of their own lives, and will be able to utilize them in combination with skills and knowledge obtained from other fields. The scientific literacy they develop will enable them to make informed decisions in the home, community, and workplace. In addition, all programs are designed to offer students experiences to develop a solid foundation and skills necessary for success in future careers in science.

Students engaged in Science coursework will learn how to:

- Analyze information and concepts, building upon knowledge and thinking strategies
- Listen, reflect and re-evaluate one's point of view
- Accept responsibilities for effective group process
- Access appropriate resources to apply knowledge
- Be self-disciplined and assume responsibility for learning
- Benefit from failure as well as success
- Exhibit self-confidence and seek appropriate challenges
- Create and evaluate options for success

The following table is designed to give students and parents an idea of the sequence for science courses.

### REQUIRED COURSES

- Biology (9)
- Physical & Earth Science/"The Geophysical World" (10)
- Chemistry

### ELECTIVES

<table>
<thead>
<tr>
<th>Course</th>
<th>Teacher</th>
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<tbody>
<tr>
<td>AP Biology (11-12)</td>
<td>Intro to Forensic Science (10-12)</td>
</tr>
<tr>
<td>Chemistry (10-12)</td>
<td>Physics I (10-12)</td>
</tr>
<tr>
<td>Advanced Chemistry (11-12)</td>
<td>AP Physics I (11-12)</td>
</tr>
<tr>
<td>Environmental Applications (9-12)</td>
<td>Science &amp; Technology (10-12)</td>
</tr>
<tr>
<td>Human Anatomy &amp; Physiology (11-12)</td>
<td>Technology and Society Connections (TASC) (9-12)</td>
</tr>
</tbody>
</table>
SCIENCE REQUIREMENTS

BIOLOGY 03051 1 UNIT OF CREDIT
(Full Year)

In the first unit students use mathematical and computer models to determine the factors that affect the size and diversity of populations in ecosystems, including the availability of resources and interactions between organisms. In the second unit students make a model that links photosynthesis and respiration in organisms to cycles of energy and matter in the Earth system. They gather evidence about the linked history of Earth's biosphere and atmosphere. They also explore the macronutrients in our diet and the energy transformations that occur as they eat and process food. The third and fourth units focus on how organisms grow, maintain themselves, and pass along genetic information. In the fifth unit students develop a model about how rock layers record evidence of evolution as fossils. Building on their learning from previous grades, they focus on effectively communicating this evidence and relate it to principles of natural selection. The final unit focuses on ecosystem stability and the response to climate change.

RECOMMENDATION: Required of all 9th graders. This is a Lab Science.

PHYSICAL & EARTH SCIENCE/
"THE GEOPHYSICAL WORLD" 03001 1 UNIT OF CREDIT
(Full Year)

This course will integrate major themes in earth science and physics as we investigate the question – How do the choices I make affect the world around me? This project-based course focuses on essential understandings and inquiry skills. Each unit will ask you to take your learning beyond the classroom walls and transfer what you have learned to real world situations. The four units of study for the course and major are: Unit 1 – Weather and Climate Change; Unit 2 – Energy Transfer and Transformation – The Rube Goldberg Project; Unit 3 – Disasters: Plate Tectonics and Newton’s Laws of Motion; and Unit 4 – Nutrient Cycles/Human Impact Inquiry.

RECOMMENDATION: Required of all 10th graders. This is a Lab Science.

CHEMISTRY 03101 1 UNIT OF CREDIT
(One Semester)

Chemistry is a course designed for the 10th through 12th grade student who has made a serious commitment to academic pursuits. First quarter topics include compounds, elements, atomic theory, the periodic table, and chemical nomenclature (naming chemicals and their formulas). In the second quarter, nomenclature and atomic theory are revisited. However, chemical reactions, and stoichiometry (the measurement of components of a chemical reaction), are the main focus. Mathematics will be used to develop many topics in chemistry.

SCIENCE ELECTIVES

AP BIOLOGY* 03056 2 UNITS OF CREDIT
(Full Year)

The AP Biology course is designed to be the equivalent of an introductory biology course usually taken by biology majors during their first 2 semesters of college. The goals of the course are to prepare students for an advanced college lab science experience and to inspire students toward pursuing careers in the biology field. We begin the year studying ecology. The second quarter explores molecular biochemistry and cellular biology from the level of the cell to the body system (focusing on the nervous, endocrine and immune systems). The third quarter explores genetics and biotechnology before finishing the year exploring evolution. Students will spend 20% of class time engaged in inquiry-based labs, including field work in the Milton school forest and school garden.

RECOMMENDATION: Completion of Biochemical Me. This is a Lab Science.
ADVANCED CHEMISTRY 03102 1 UNIT OF CREDIT (One Semester)

This second part of the Chemistry course is designed for the student with a keen mind and a strong drive to excel in the field of science or math. This course will be a continuation of the first semester of Chemistry and will cover gas behavior + equilibrium, energy of reactions + chemical kinetics, acid/base chemistry, equilibrium and electrochemistry.

RECOMMENDATION: Completion of Chemistry. This is a Lab Science.

ENVIRONMENTAL APPLICATIONS

18503 (Qtr 1)
18504 (Qtr 2)
18301 (Qtr 3)
18305 (Qtr 4)

1/2 UNIT OF CREDIT (Per Quarter)

These 4 quarter-long Environmental Application classes are designed to be taken individually. Students may choose to take all 4 during their high school career and can take them in any order. The work of each quarter’s class is unique because they are based on the different seasonal growing needs here at Milton High School.

"The food you eat can either be the safest and most powerful form of medicine or the slowest form of poison" Students will study the vast science and connection involved in growing, preparing and eating food. The curriculum applies knowledge in plant biology, ecology, chemistry and environmental science to real systems that students can relate to whether or not they plan to enter into a science-based job or program after high school. These include connections between those who eat and those who produce food, between our own health and the health of our environment, and between what happens in the classroom, the cafeteria and the community.

Student strengths are leveraged to help the group to meet our collective goals. Our goals are to produce a good amount of food for our local community. In addition, our goals are that every student learns more about the food they eat and to see themselves as empowered producers as well as knowledgeable consumers. We build community by eating together as well as working together and learning together.

Activities are mostly outside, mostly hands-on and mostly completed in-class. As our “lab”, we use the school garden, the kitchen, the nearby forests and waterways as well as the traditional science lab classroom space. Students will feed their body, feed their mind and never look at food the same way!

HUMAN ANATOMY & PHYSIOLOGY 03053 1 UNIT OF CREDIT (One Semester)

This is a college preparatory course designed to give students a detailed understanding of the structure and function of the human body. The skeletal, digestive, circulatory, respiratory, urinary, nervous, endocrine, and reproductive systems will be studied in detail, with an emphasis on normal function and clinical aspects of disease and injury. Laboratory work is included.

RECOMMENDATION: Successful completion of Biology and Chemistry or with approval of instructor. This is a Lab Science.

INTRODUCTION TO FORENSIC SCIENCE 03099 1/2 UNIT OF CREDIT (One Quarter)

Introduction to Forensic Science is a nine-week hands-on investigative science course designed to expose students to the field of forensics. In this course students will learn how to apply the processes and technologies of science to problems associated with identifying and analyzing evidence in criminal events. Some of the topics that will be covered will include analysis of fingerprints, DNA, hair and fiber, blood, glass, and soil. A strong emphasis will be placed on developing scientific inquiry principles and skills.

RECOMMENDATION: Completion of Biology and Physical & Earth Science. This is a Lab Science.
SCIENCE & TECHNOLOGY 03212 1/2 UNIT OF CREDIT
(One Quarter)

This course will combine science and technology in a new way. Science, math, and technology concepts will be experienced as students work on self-directed projects. Projects will involve students in research, design, and prototype building. Students will get hands-on experience with 3D design software, 3D printing, electronics, and programming.

RECOMMENDATION: Completion of 9th and 10th grade science.

PHYSICS I 03151A 1 UNIT OF CREDIT
(One Semester)

This course is designed to introduce physics to students with a wide range of backgrounds and abilities. It shows students how physics is related to their lives and the world around them. This course offers a unique balance of conceptual development and quantitative applications, covering kinematics and dynamics. A knowledge of algebra is required for this course. Understanding the basic principles involved and the ability to apply these principles in solution of problems is the major goal of the course.

RECOMMENDATION: Successful completion of 9th and 10th grade science, geometry and statistics. This is a Lab Science.

AP PHYSICS I* 03155 2 UNITS OF CREDIT
(Full Year)

AP Physics 1 is a year-long algebra-based, introductory college-level physics course that explores topics such as Newtonian mechanics (including rotational motion); work, energy, and power; mechanical waves and sound; and introductory, simple circuits. Through inquiry-based learning, students will develop scientific critical thinking and reasoning skills. All AP students are expected to take at least one AP exam.

RECOMMENDATION: Successful completion of 9th and 10th grade science, and Pre-calculus. This is a Lab Science.

TECHNOLOGY AND SOCIETY CONNECTIONS (TASC) 03210 1/2 UNIT OF CREDIT
(Qtr 1)

The Technology and Society Connections (TASC) course is designed to spur innovation and research into the engineering and design process. Students interested in improvement, redesign and testing hypotheses will enjoy this course. Through this engineering course, students will participate in the UVM TASC competition. The competition poses a problem and requires students to work on possible solutions. Through the engineering and design process, students will test hypotheses about their solution, redesign their solution, retest and repeat. The TASC competition is a Saturday in November and attendance is required as part of this course. Past TASC competition topics have included sorting batteries, renewable energy to power a fan, robotics and obstacle course maneuvering.

*The AP course must be completed in its entirety for credit. Early withdrawal will result in no credit with a WP (Withdrawn Passing) or a WF (Withdrawn Failing) on the transcript.
WORLD LANGUAGES

World languages are important in today's world, and all students are encouraged to take advantage of Milton's offerings in French, German, Latin, and Spanish. College preparatory students need to complete at least a Level II course in one world language, although some colleges recommend completion of at least Level III in one or more languages. Students are encouraged to complete Levels I, Part 1 & 2, and Level II without any semester breaks in between.

<table>
<thead>
<tr>
<th>Electives</th>
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<tbody>
<tr>
<td>French I (Part 1 &amp; 2), II, III, IV, V</td>
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<tr>
<td>AP French Language &amp; Culture</td>
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<tr>
<td>French Internship</td>
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<tr>
<td>German I (Part 1 &amp; 2), II, III</td>
</tr>
<tr>
<td>German Pre AP</td>
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<tr>
<td>AP German Language &amp; Culture</td>
</tr>
<tr>
<td>German Internship</td>
</tr>
<tr>
<td>Spanish I (Part 1 &amp; 2), II, III, IV, V</td>
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<tr>
<td>Spanish Pre AP</td>
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<tr>
<td>AP Spanish Language &amp; Culture</td>
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<td>Spanish Internship</td>
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**FRENCH I (Part 1) – 1 SEMESTER 06121A**
**FRENCH I (Part 2) – 1 SEMESTER 06121B**

1 UNIT OF CREDIT PER SEMESTER

Students will practice expressing themselves in French, in practical, real-life situations, as outlined by the standards for foreign language learning (Communication, Cultures, Connections, Comparisons and Communities). They will develop their listening, speaking, reading, and writing skills through functional and proficiency-based activities. Students will learn to understand and manipulate the structures of the language necessary for basic communication. They will become familiar with French culture and customs.

**FRENCH II 06122**

1 UNIT OF CREDIT (One Semester)

Students will continue language study in the five areas as outlined by the standards for foreign language learning (Communication, Cultures, Connections, Comparisons and Communities). They will continue to develop their listening, speaking, reading, and writing skills begun in French I. They will become more proficient in spontaneous use of the language and will continue to make real-life and functional applications. Audio-visual resources, the Internet, and printed materials will supplement regular classroom activities. The students will study the culture of France, Canada, and other French speaking countries and will understand the role of French customs and peoples in the United States.

**RECOMMENDATION:** Recommended grade of C+ or better in French I

**FRENCH III 06123**

1 UNIT OF CREDIT (One Semester)

The focus of this class is on oral comprehension and speaking fluency in French. Students will communicate at a more advanced level as they expand their vocabularies and become proficient with more complex grammatical structures. French III uses a thematic approach to present vocabulary and grammar in context. In addition, students will research relevant cultural and social topics in the francophone world. Students are expected to communicate in French during class; therefore, a commitment to speaking French is essential.

**RECOMMENDATION:** Grade of C+ or better in French II
FRENCH IV* 06124 1 UNIT OF CREDIT (One Semester)

Students will experience some of the literature, history, and contemporary culture of the French-speaking World. This course will continue to develop the students’ breadth of language structures in the target language and build upon the students’ prior language skills. Audio-visual materials, the internet, magazines, and newspapers will supplement regular classroom activities. Activities focus on the five areas outlined in the standards for foreign language learning (Communication, Cultures, Connections, Comparisons and Communities). Connections with the greater community are highlighted. A commitment to speaking French is essential for this level of French.

RECOMMENDATION: C+ or better in French III and teacher recommendation.

FRENCH V* 06125 1 UNIT OF CREDIT (One Semester)

This course will have an emphasis on literature from the French-speaking world, composition, and speaking. The curriculum will continue to support the five areas as outlined by the standards for foreign language learning (Communication, Cultures, Connections, Comparisons and Community). The use of audio-visual, audio-reading, podcast, blogging (with classmates), internet, magazines and newspapers will support the curriculum. The course will be differentiated to accommodate students intending to take the AP exam. This course is not offered annually. It will be offered as enrollment and staffing allow.

RECOMMENDATION: A grade of B or better in French IV. A commitment to speaking French is essential.

AP FRENCH LANGUAGE AND CULTURE 06132 2 UNITS OF CREDIT (Full Year)

This course is equivalent to a third-year college course and is taught exclusively in French. It is intended for those students who have chosen to continue to develop their language proficiency in the four skill areas of listening, speaking, reading, and writing. The course focuses on interpersonal, interpretive, and presentational communication, and encourages cultural awareness. The course reviews all grammar topics and emphasizes listening and reading comprehension. Students will be prepared to analyze critically, the form and the content of authentic works, have discussions on current topics, write essays in different formats, and hold daily conversations, all in French. The thematic units include global challenges, contemporary life, beauty and aesthetics, science and technology, family, community, personal, and public identity. The course helps students develop the language skills that can be applied beyond the French course, to further study and everyday life. The course will prepare the students to take the Advanced Placement exam in May.

RECOMMENDATION: Success in French IV and a recommendation from the French teacher.

FRENCH INTERNSHIP 06199 1/2-2 UNITS OF CREDIT (One Quarter to Full Year)

A student in this program will work as an assistant in French I and/or French II classrooms. Students will take an active role in cultural and instructional activities. This course is only offered to juniors and seniors who are enrolled in French III or above. Teacher’s permission is required.

*Depending on the enrollment and students’ schedules, French IV and/or French V may be offered every other day for the entire academic year for 1 UNIT OF CREDIT.
This is a two semester sequence of German, where students will express themselves in German in practical, real-life situations as outlined by the standards for foreign language learning (Communication, Cultures, Connections, Comparisons and Communities). Students will develop their listening, speaking, reading and writing skills through functional and proficiency based activities. Audio-visual resources, the Internet and printed materials will supplement regular classroom activities. Students will learn to understand and manipulate the structures of the language necessary for basic communication. They will be familiar with present and past Germanic culture and customs.

GERMAN II

Students will continue language study in the five areas as outlined by the standards of foreign language learning (Communication, Cultures, Connections, Comparisons and Communities). They will continue to develop their listening, speaking, reading, and writing skills begun in German I. They will become more proficient in spontaneous use of the language and will continue to make real-life and functional applications. Audio-visual resources, the Internet and printed materials will supplement regular classroom activities. The students will study the cultures of Germany, Austria, and Switzerland and will understand the role of Germanic customs, history and people in the United States. Students will also develop the functional skills necessary to use the language for work, travel, academics and personal goals.

**RECOMMENDATION:** Grade of C+ or better in German I (Part 2) or recommendation of the teacher.

GERMAN III

Students will experience some of the literature, history and contemporary culture of the Germanic World. These courses will continue to develop the students' breadth of language structures in the target language and build upon their prior skills. Movies, music, online sources, magazines and newspapers will supplement regular classroom activities. Activities focus on the five areas outlined in the standards for foreign language learning (Communication, Cultures, Connections, Comparisons and Communities). Students are expected to extend their learning beyond the classroom and incorporate the German language into their personal use.

**RECOMMENDATION:** Grade of C+ or better in German II and a commitment to speaking actively in German.

GERMAN PRE AP

Pre AP German is a full year or semester course available to 11th and 12th grade students who have successfully completed at least German III and are interested in furthering their knowledge and abilities in German. By taking Pre AP, students are preparing themselves for AP level courses and rigor. The course is centered around the six themes of AP (Global Challenges, Science and Technology, Beauty and Aesthetics, Personal and Public Identities, Contemporary Life and Families and Communities). The course is taught in German, daily participation of speaking in German is expected.

**RECOMMENDATION:** Grade of B- or higher in German III and recommendation of the teacher.
AP GERMAN LANGUAGE AND CULTURE 06112 2 UNITS OF CREDIT (Full Year)

Advanced Placement (AP) German is a full year course available to 11th and 12th grade students who have successfully completed at least German III and are interested in earning college credit while they are in High School. The course is intended to be roughly equivalent, both in content and in difficulty, to a third year college course (fifth semester). This course examines, in depth, the cultures of all German speaking countries and their history. This course is taught in the target language. The AP German Language and Culture course is structured around six themes: Global Challenges, Science and Technology, Beauty and Aesthetics, Personal and Public Identities, Contemporary Life, Families and Communities. The AP test is given in the spring and contains elements of reading, writing, speaking and listening around the six themes.

RECOMMENDATION: Grade of A- or higher in German III and recommendation of the teacher.

GERMAN INTERNSHIP 06259 1/2-2 UNITS OF CREDIT (One Quarter to Full Year)

For students who have successfully completed at least level 1 of the language and would like to intern and assist in a lower-level German class. The duration can range from one quarter to a year-long and is an individualized plan based on students’ desired outcomes and career goals. Please see Frau ahead of time if you are interested.

RECOMMENDATION: Strong basic language skills, desire to help others and recommendation of teacher.

SPANISH I (Part 1) – 1 SEMESTER 06101B 1 UNIT OF CREDIT
SPANISH I (Part 2) – 1 SEMESTER 06101C PER SEMESTER

Students will practice expressing themselves in Spanish in practical, real-life situations as outlined by the standards for foreign language learning (Communication, Cultures, Connections, Comparisons and Communities). They will develop their listening, speaking, reading, and writing skills through functional and proficiency-based activities. Students will learn to understand and manipulate the structures of the language necessary for basic communication. They will become familiar with Hispanic culture and customs.

SPANISH II 06102 1 UNIT OF CREDIT (One Semester)

Students will continue language study in the five areas as outlined by the standards for foreign language learning (Communication, Cultures, Connections, Comparisons and Communities). They will continue to develop their listening, speaking, reading, and writing skills begun in Spanish I. They will become more proficient in spontaneous use of the language and will continue to make real-life and functional applications. Audio-visual resources, the Internet and printed materials will supplement regular classroom activities. The students will study the culture of Spain and Latin America and will understand the role of Hispanic customs and peoples in the United States.

RECOMMENDATION: Grade of C+ or better in Spanish I (Part 2)

SPANISH III 06103 1 UNIT OF CREDIT (One Semester)

This course will continue language study in the five areas as outlined by the standards for foreign language learning (Communication, Cultures, Connections, Comparisons and Communities) to further develop the listening, speaking, reading and writing skills of the previous level. Students will become more proficient in the use of the language and more familiar with the Hispanic culture and civilization of Spain, Latin America and the United States. Students will develop further the functional skills necessary to use the language for work, travel and personal goals. Students are expected to extend their learning beyond the classroom and to incorporate the Spanish language into their personal use. This course will be conducted at least 75% of the time in Spanish.

RECOMMENDATION: Grade of C+ or better in Spanish II
SPANISH IV* 06104 1 UNIT OF CREDIT
(One Semester)

Students will experience some of the literature, history, and contemporary culture of the Hispanic World. This course will continue to develop the students’ breadth of language structures in the target language and build upon the students’ prior language skills. Audio-visual materials, the internet, magazines, and newspapers will supplement regular classroom activities. Activities focus on the five areas outlined in the standards for foreign language learning (Communication, Cultures, Connections, Comparisons and Communities). Students are expected to extend their learning beyond the classroom and incorporate the Spanish language for personal use. This course will be conducted 90% of the time in Spanish.

RECOMMENDATION: Grade of B- or better in Spanish III and commitment to speaking Spanish is essential.

SPANISH V* 06105 1 UNIT OF CREDIT
(One Semester)

This course will have an emphasis on literature from the Spanish Speaking World, composition and speaking. The curriculum will continue to support the five areas as outlined by the standards for foreign language learning (Communication, Cultures, Connections, Comparisons and Community). The use of audio-visual, audio-reading, podcast, blogging (with classmates), internet, magazines and newspapers will support the curriculum. This course will be conducted entirely in Spanish.

RECOMMENDATION: Grade of B or better in Spanish IV and teacher recommendation. A commitment to the use of Spanish is essential.

AP SPANISH LANGUAGE AND CULTURE 06212 2 UNITS OF CREDIT
(Full Year)

Advanced Placement (AP) Spanish is a full year course available to 11th and 12th grade students who have successfully completed at least Spanish III and are interested in earning college credit while they are in High School. The course is intended to be roughly equivalent, both in content and in difficulty, to a third year college course (fifth semester). This course examines, in depth, the cultures of all Spanish speaking countries and their history. This course is taught in the target language. The AP Spanish Language and Culture course is structured around six themes: Global Challenges, Science and Technology, Beauty and Aesthetics, Personal and Public Identities, Contemporary Life, Families and Communities. The AP test is given in the spring and contains elements of reading, writing, speaking and listening around the six themes. This course is taught exclusively in Spanish.

RECOMMENDATION: Grade of A- or higher in Spanish IV and recommendation of the teacher.

SPANISH INTERNSHIP 06199A 1/2-2 UNITS OF CREDIT
(One Quarter to Full Year)

For students who have successfully completed at least level 1 of the language and would like to intern and assist in a lower-level Spanish class. The duration can range from quarter to year-long and is an individualized plan based on students’ desired outcomes and career goals. Please see your Spanish teacher ahead of time if you are interested.

RECOMMENDATION: Strong basic language skills, desire to help others and recommendation of teacher.

*Depending on the enrollment and students’ schedules, Spanish IV and/or Spanish V may be offered every other day for the entire academic year for 1 UNIT OF CREDIT.
COMPUTER SCIENCE/TECHNOLOGY

The Computer Science/Technology Department addresses the needs of all students regardless of their post high school intentions. Our courses provide students with a background to meet the challenges they will face in higher education and all courses are essential for today's job market. The skills and knowledge that are achieved by taking Computer Science courses can easily be transferred from one subject area to another. The goal of the Computer Science Department is to broaden our students' technological and employment skills to better compete in today's changing world.

The following table is designed to give students and parents an idea of the sequence for Computer Science courses.

| GRADE 9 |
| Computer Literacy (Required) |
| ELECTIVES |
| AP Computer Science A (11-12) | Intro to Coding (9-12) |
| Computer Animation (9-12) | Student Internship (11-12) |
| Computer Mechanics/Hardware (9-12) | Virtual Reality and Digital Citizenship (9-12) |
| Game Design (9-12) | Web Design (9-12) |

COMPUTER SCIENCE REQUIREMENT

<table>
<thead>
<tr>
<th>COMPUTER LITERACY (Required)</th>
<th>10049</th>
<th>1/2 UNIT OF CREDIT</th>
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<td>(Full Year/1 Day per Week)</td>
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Today's students must be able to effectively use technology to research, organize, create, evaluate, and communicate information. This course provides a foundation in the skills and concepts that define computer literacy in the 21st century and to develop a sense of digital citizenship. These skills include Internet searching techniques, audio/visual creations, communication, basic hardware components and troubleshooting problems. This class will give an introduction to some of the tools necessary to support effective technology integration into high school, college and lifelong learning. We know that technology has the promise of increasing student's passions to learn, know, and understand their ever-changing world.

COMPUTER SCIENCE ELECTIVES

<table>
<thead>
<tr>
<th>COMPUTER ANIMATION</th>
<th>10202</th>
<th>1/2 UNIT OF CREDIT</th>
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<td>(One Quarter)</td>
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This course will cover the basics of creating 2D and 3D digital art and how to develop animations using both styles. This is a project-based course where we will learn by doing. Throughout the course students will develop a portfolio of work that can be easily transferred or shared. No artistic talent is needed to succeed in this course, and we will work to improve your skills at any level.
COMPUTER MECHANICS/HARDWARE 10251 1/2 UNIT OF CREDIT
(One Quarter)

In this hands-on course we will examine the physical foundation of computers. We will start with a look at binary counting and its link to electronic systems. Students will learn the basic parts of modern computers by disassembling and reassembling desktop computers and we will cover part compatibility. Students will be introduced to electronics through Arduinos and may look at simple programming if they choose so.

INTRO TO CODING 10156 1/2 UNIT OF CREDIT
(One Quarter)

Interested in computer programming but don’t know where to start? This course serves as an introduction to writing code to perform a variety of computer functions. We will cover the foundations of programming including variables, conditional statements, loops and functions. This course is designed for beginners and will be taught using the Python programming language.

STUDENT INTERNSHIP 12999 1/2 UNIT OF CREDIT
(Fall/Spring Semester)

This is the course for students who have completed Computer Literacy and want to gain real-world work experience. This could include assisting with a computer literacy course or working with the school IT department. The students benefit by examining the use of technology from both an educational perspective and a business perspective. Students will be able to gain experience that expands existing skills and may lead to a reference for future work. Independent projects with detailed documentation are also considered. This work will help you stand out from the crowd on your college applications.

VIRTUAL REALITY AND DIGITAL CITIZENSHIP 10203 1/2 UNIT OF CREDIT
(One Quarter)

Experience the cutting edge of technology as we explore Virtual and Augmented Reality applications. This class will focus on reading and watching science-fiction and discussing potential impacts on society. Students can expect to read a novel-length equivalent and watch 2-3 films that explore virtual reality and sci-fi topics. We will create virtual environments, program an artificial intelligence and write our own sci-fi short story.

WEB DESIGN 10201 1/2 UNIT OF CREDIT
(One Quarter)

Discover the artistic and technical aspects of web design. This course will primarily focus on front-end development using the Big 3 (HTML, CSS and Javascript) to create and style personal websites. We will learn how to write websites from scratch and look at modern tools that can assist the process. By the end of the course students will have developed and launched a webpage.

GAME DESIGN 10203B 1/2 UNIT OF CREDIT
(One Quarter)

Enjoy playing video games, board games or card games? Have you ever wanted to create your own? In this course we will look at the way digital games are created. Students will learn to use Unity, a popular free game engine, to make simple games and the course will finish with students applying their skills to construct a personalized game.

Prerequisites: Prior Programming Experience (Intro to Coding OR AP Computer Science)
This course is intended for college-bound juniors and seniors who are considering a career in computers, math, science and/or engineering. This course will cover the foundations of programming in Java and build into topics such as designing solutions, object-oriented programming, debugging and data structures and abstractions. This is a challenging course that will require you to re-evaluate how you approach and solve problems, but the skills that you gain in computational thinking can be applied to all content areas.

Prerequisite: Completion or current enrollment in Algebra II. The motivated student does not need prior programming experience.

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**CREATIVE MEDIA**

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**ELECTIVES**

- Filmmaking I (9-12)
- Filmmaking II (9-12)
- Gold Records and Glory: Audio Engineering Technique (9-12)
- Yellow Jacket Television (9-12)

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**FILMMAKING I**

This is an introductory course to digital filmmaking and is a prerequisite to Movie Production Two. Students will learn the language and skills to create their own movies in this 9-week course using digital HD cameras and Apple’s iMovie and Final Cut Pro. Students will work individually and in groups to write, direct, light, and edit their own original productions. We will analyze scenes from groundbreaking films, understand the technology of filmmaking today, and work together to entertain and enlighten the world. This class will culminate in a film festival, and individual DVDs of student projects to use in college applications. After successful completion, interested students can then sign up for Movie Production Two, which is a semester-long course dedicated to creating full-length films. This class is brought to you by the Milton Media Lab.

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**FILMMAKING II**

This is an advanced course in digital filmmaking and requires that participants successfully complete Movie Production One. Students will work in crews to write screenplays, direct, and edit short films using Canon HD cameras and Apples’ Final Cut Pro. The concept of this course is to use a full semester to create advanced films that we can submit into local and national student film festivals. This course will culminate in a local film festival, and individual DVDs of student projects to use in college applications. This course is brought to you by the Milton Media Lab.

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GOLD RECORDS AND GLORY: AUDIO ENGINEERING TECHNIQUE 11153 1/2 UNIT OF CREDIT (One Quarter)

This is a multi-level audio engineering course designed to teach students how to use digital audio recording technology to make music. Whether you are a trained musician or someone who just loves music, but does not play an instrument, this course is designed for everyone. Students will be introduced to recording technique and theory and work to complete a variety of individual and group projects using Apple's Garageband, Logic Pro, and the Protools Recording Suite. We will culminate in a listening party and CDs will be made available for participants. This course is brought to you by the Milton Media Lab.

YELLOW JACKET TELEVISION 11103 2 UNITS OF CREDIT (Full Year)

Yellow Jacket TV is an opportunity for students to create a monthly news and variety show to be screened for the entire student body, as well as made available online. This class is for any student interested in camera operation, sound mixing, content editing, or on-air talent such as anchorpersons, weather experts, and sports commentators. This is a unique opportunity for dedicated students to produce a valuable resource to the school and broader community, and to become a star both in front of, and behind the camera. No prior broadcasting experience necessary. This course is brought to you by the Milton Media Lab and will adhere to journalistic standards.

DESIGN TECHNOLOGY

WOODWORKING 17006A 1/2 UNIT OF CREDIT (One Quarter)

This is a project-oriented class, which enables the student to use woodworking hand tools and power machinery. This course will also familiarize the student with some of the different types of wood and their characteristics. Students will develop a greater working vocabulary and develop safe work habits. This class would be beneficial for those students continuing in carpentry, furniture making, cabinet making, or basic home repairs. This course can fulfill the Fine Arts requirement for graduation with permission of the instructor and will be offered upon availability and interest.

INTERMEDIATE/ADVANCED WOODWORKING 17006B 1/2 UNIT OF CREDIT (One Quarter)

Intermediate Woodworking is designed for ninth through twelfth grade students who have successfully completed Basic Woodworking and wish to advance their woodworking skills. This project-oriented course will explore such topics as advanced joinery, power tool routing, and lathe-wood turning. Through the construction of assigned and self-designed projects, students learn elements of cabinetmaking as well as safe woodworking practices and tool use.

RECOMMENDATION: Successful completion of intermediate woodworking and instructor approval.
The following table is designed to give students and parents a list of the courses offered in visual arts.

<table>
<thead>
<tr>
<th>REQUIRED</th>
<th>ELECTIVES</th>
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<tbody>
<tr>
<td>Art I (9-12)</td>
<td>Art II (9-12)</td>
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<tr>
<td></td>
<td>Advanced Clay and Pottery (10-12)</td>
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<tr>
<td></td>
<td>AP Art (10-12)</td>
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<tr>
<td></td>
<td>S.T.E.A.M. (9-12)</td>
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<tr>
<td></td>
<td>Art History (9-12)</td>
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<tr>
<td></td>
<td>Metalworking/Jewelry (10-12)</td>
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<tr>
<td></td>
<td>Clay and Pottery (9-12)</td>
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<tr>
<td></td>
<td>Adv. Metalworking/Jewelry (10-12)</td>
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<tr>
<td></td>
<td>Drawing (9-12)</td>
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<td></td>
<td>Studio Art Independent Study (10-12)</td>
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<tr>
<td></td>
<td>Painting (9-12)</td>
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</tbody>
</table>

**VISUAL ARTS REQUIREMENT**

**ART 1**

05154A 1/2 UNIT OF CREDIT
(Alternate Days/One Semester)

In this quarter foundational course, students will explore several different artistic media and techniques. The elements and principles of design are studied through drawing, painting, printmaking, sculpture and other media. Projects will incorporate study of historical and contemporary artist while allowing students freedom to explore their creativity. This course is required for those students desiring to pursue any of the advanced courses offered in the fine arts.

**VISUAL ARTS ELECTIVES**

**ART II**

05154B 1/2 UNIT OF CREDIT
(One Quarter)

This quarter course is designed to further the exploration of various media while learning advanced techniques. We will explore drawing, painting, printmaking and sculpture. The course will focus on developing observational skills while fostering creative imagination. Students will examine the styles of both historical and contemporary American Artists while developing their own personal style of expression.

**AP STUDIO ART: 2D DESIGN**

05171 2 UNITS OF CREDIT
(Full Year)

AP Art is intended for highly motivated students who wish to pursue art in college. Observational drawing will be stressed as students continue to develop personal visual imagery through intensive work in drawing, painting, mixed media, printmaking and sculpture. As with other art courses, the projects will be based on artists from contemporary and historical times as a springboard for creativity.
ART HISTORY 05152 1/2 UNIT OF CREDIT
(One Quarter)

In this class you will learn about art and artists from the 1400’s to the present. We will discuss these famous works of art and artists in depth, learning about why they made specific works of art and who they were as people. We will also use the techniques these artists used to make art, through our own projects. This class is both a lecture and a hands-on art making experience.

STUDIO ART (INDEPENDENT STUDY) 05170B VARIABLE CREDIT
(Full Year Flexible Schedule)

Art Studio is an opportunity for students who have taken at least two classes of art to pursue independent work with the support of an Art teacher. Credit will be based on portfolio review.

CLAY AND POTTERY 05159A 1/2 UNIT OF CREDIT
(One Quarter)

In this quarter course, the student will express him/herself in clay to make functional pottery. Students will explore line, shape, form, color, texture and pattern as tools of expression and use basic building techniques including pinch, coil, slab, sculpting and wheel.

ADVANCED CLAY AND POTTERY 05159B 1/2 UNIT OF CREDIT
(One Quarter)

Clay and Pottery II is an extension of Clay and Pottery I with an emphasis placed on creativity and individual interests. Projects, which may be thrown on the potter’s wheel or hand constructed, will include sculptural and functional forms traditional to clay. Experimentation with techniques will be encouraged, as will works of depth and complexity.

RECOMMENDATION: Completion of Clay and Pottery I

S.T.E.A.M. 21003B 1/2 UNIT OF CREDIT
(One Quarter)

Science, Technology, Engineering, ART and Mathematics
Through a variety of hands on projects that combine science, art and engineering students will explore a variety of technologies from laser engraving, 3D printing and e-textiles.

METALWORKING/JEWELRY 05166A 1/2 UNIT OF CREDIT
(One Quarter)

This class will explore the basics of jewelry making. You will learn to cut and file metal, solder, set stones, bend metal, create linkages and more. In addition to creating, you will learn some history of the art and you will be expected to learn about a famous jewelry designer and do a presentation for the class.

RECOMMENDATION: One art class or permission of instructor.
ADVANCED METALWORKING/JEWELRY  05166B  1/2 UNIT OF CREDIT (One Quarter)

Students will learn advanced techniques in metalworking. They will move beyond basic metal forming techniques and begin perfecting craftsmanship and move into self-expression through metal. Students will learn advanced metal forming techniques including synclastic and anticlastic forming, chasing and repousse. We will also be working with bronze PMC, or precious metal clay. This is a very new material developed in the 1990s. The material acts like clay, but when fired becomes pure metal. Students will have opportunities to plan and produce their own designs in both sheet metal and PMC.

PAINTING  05157  1/2 UNIT OF CREDIT (One Quarter)

In this class, students will develop their painting skills and techniques using watercolor and acrylic paint. Students will explore the style of many artists throughout history, while developing their own paintings. The subjects considered and studied will include landscapes, still-life, the figure and abstraction.

RECOMMENDATION: Art 1

DRAWING  05156  1/2 UNIT OF CREDIT (One Quarter)

Drawing is highly recommended as a foundation for every type of art. Students will learn about the fundamental skills of drawing. This class will focus on drawing from life (figure and still life), realistic shading, shadow, perspective, human form, foreshortening, etc. We will use different drawing mediums such as pencil, charcoal, ink, etc.

FAMILY AND CONSUMER SCIENCE

Teen Cuisine  22202B  1/2 UNIT OF CREDIT (One Quarter)

If you are interested in food, wellness and understanding the relationship between food, the environment, the local economy and how cooking the food plays a role in maintaining a healthy life, then this class is for you. Students will explore the fundamental cooking skills and scientific principles of food and nutrition, with a focus on the foods that are in-season.
HEALTH

HEALTH EDUCATION

08051
1/2 UNIT OF CREDIT
(Alternate Days/One Semester)

Health Education is a course that is focused on the skills we all need in order to evaluate, choose and advocate for healthy options to enhance our lives. Within a skills-based model, communication skills, advocacy skills, evaluating reliable information, problem solving, decision making, analyzing influences, goal setting and self-management, students will learn and practice the skills needed to become a powerful advocate for their own health.

RECOMMENDATION: Grade 10

DRIVER EDUCATION

DRIVER EDUCATION

08152
1/2 UNIT OF CREDIT
(A/B for Semester)

The Driver Education course is designed to develop the student driver and teach traffic safety, to assist drivers in the study of traffic crash prevention, and to acquire knowledge and skills leading to the safe operation of motor vehicles. The class consists of classroom instruction and behind the wheel driving/observing. Students are required to drive outside of class for at least 20 hours during the course in order to obtain a “yellow card.” Students should expect to spend about 30 minutes outside of class (each day) on reading and various worksheets to enhance their learning. There is a mandatory parent/student meeting near the beginning of the class to help aide parents/students about their roles in this process.

Students must have a learner’s permit before the course begins and ideally have 10 hours of driving practice. This is NOT OPEN TO FRESHMEN without the permission of the guidance counselor.

All 11th and 12th grade students attending the Center for Technology, Essex will need to register for Driver’s Education at Essex. Essex Pre-Tech students are not eligible for Driver’s Education in Milton or Essex.

DRIVER EDUCATION CLINIC
(Students enrolled in Driver Education)

045I
(1 Semester)

This course is designed to provide support to students in completing the homework portion of the class and may need extra time to practice skills.

RECOMMENDATION: Permission of Driver’s Ed Instructor
FRESHMAN PROJECT ADVENTURE 08001 1/2 UNIT OF CREDIT
(Required for grade 9) (Semester/Alternate Days)

The objective of this class is to increase mutual support within a group, work cooperatively, solve problems, think critically in order to solve problems and get students moving. The course is based on the assumption that anyone, who conscientiously tries, should be respected and can be successful. Success and failure are less important than making an effort.

The aim of many of the activities is to allow the students to view themselves as increasingly capable and competent. By attempting a graduated series of activities which involve physical or emotional risk and succeeding or sometimes failing in a supportive group atmosphere, a student may begin to develop true self-esteem and group trust.

This class meets alternate days for one semester.

LIFETIME/TEAM SPORTS 08002 1/2 UNIT OF CREDIT
(Required for grade 10) (Semester/Alternate Days)

The purpose of this class is to offer students opportunities to develop new skills through participation in activities and to develop desirable physical, mental, emotional, and social traits. It is our goal to help students find ways to live healthy active lifestyles outside of high school. Heart Rate Monitors (HRM's) are used in class to assist the students in tracking their intensity level during exercise and assist with student assessment. Some of the activities that may be used as a vehicle towards fitness and wellness are Archery, Badminton, Basketball, Circuit Training, Cross Country Skiing, Dance, Field Hockey, Flag Football, Floor Hockey, Lacrosse, New Games/Name Games/Trust Activities, Pickleball, Racquetball, Snowshoeing, Soccer, Team Handball, Tennis, Ultimate Frisbee, Volleyball, Walk/Jog/Run, etc.

This class meets alternate days for one semester.

PERSONAL FITNESS 08005 1/2 UNIT OF CREDIT
(Required) (One Quarter)

This class is designed for 11th and 12th grade students to dive deeply into the areas of personal fitness and involves academic and hands on ways to achieve personal fitness. The students will be assessing, refining and maintaining a comprehensive personal fitness plan based on personal performance on a nationally recognized fitness assessment. They will show knowledge of physiological effects and adjust their physical activity to achieve the physiological response. Through class discussions, readings, hands on experience and reflections the students will learn about the four components of fitness and how to include them in their lives. This class will use technology almost exclusively as the main way to document progress and learning towards national personal fitness standards.

This class meets every day for one quarter.
PERFORMING ARTS/DRAMA

The following table is designed to give students and parents a list of the courses offered in performing arts & drama.

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<thead>
<tr>
<th>ELECTIVES</th>
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<tbody>
<tr>
<td>Senior High Band (9-12)</td>
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<td>Stage Band (9-12)</td>
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<tr>
<td>Senior High Chorus (9-12)</td>
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<tr>
<td>Select Ensemble (9-12)</td>
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<tr>
<td>Music Theory &amp; Composition (9-12)</td>
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<tr>
<td>Basic Guitar (9-12)</td>
</tr>
<tr>
<td>Bucket Drumming (9-12)</td>
</tr>
</tbody>
</table>

SENIOR HIGH BAND 05101 1 UNIT OF CREDIT
(Full Year/Alternate Days)

This course is designed to give the student an opportunity to study and perform advanced band literature of various styles. The student will learn to appreciate, to understand, to perform, and to criticize with discrimination within the area of instrumental music. Members from this group may audition for the District, All-State, and New England Music Festivals. The Music Department acknowledges the importance of these music festivals and views them as a reward for excellence and a means to obtain excellence in musicianship. This is a full year course.

STUDENTS WILL PERFORM AT LEAST THREE TIMES A YEAR. ATTENDANCE AT PERFORMANCES IS MANDATORY.

RECOMMENDATION: Minimum of two years of study (private or public) on an accepted band instrument. Demonstrated ability to perform level two music. By permission of instructor.

STAGE BAND 05102 1/2 UNIT OF CREDIT
(Full Year/Once a Week)

This course is a performance organization, which explores jazz, pop, and rock music in a small instrumental group. Instrumentation includes trumpets, alto saxes, tenor saxes, baritone sax, trombones, and a rhythm section consisting of piano, guitar, bass, and drum set. This is a half-credit course, which meets once per week after school. This course will not appear on the student's schedule; sign up for this course is for roster purposes only. Students must audition to participate.

SENIOR HIGH CHORUS 51101A 1 UNIT OF CREDIT
(Full Year/Alternate Days)

The Milton High School Chorus is for all students who like or would like to sing. The course is designed for students who wish to extend their knowledge of music through performance of vocal music. Music selections will include a variety of styles stressing regular choral repertoire including classical, spirituals, sacred, madrigals, and pop music. There will also be opportunities for students to do solo and small group work, as well as to audition for and participate in a variety of music festivals. The goals for students who are members of the chorus experience are to learn to sing as a group in multi-part harmony, to develop the ability to read music, to gain an understanding for basic music theory, to gain the knowledge of various styles of music, to perform as often as possible, to contribute to the musical life of the school and community, and to participate in special events and festivals. Homework: Extensive rehearsal and practice - occasional written work. Method of Evaluation: Teacher observation, participation in class and lessons, aural exams, quizzes and occasional tests.

RECOMMENDATION: Middle School Chorus or permission of instructor

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SELECT ENSEMBLE 051101B 1/2 UNIT OF CREDIT (Full Year/Once a Week)

This course is an advanced co-curricular offering of the music department. Advanced vocal music will be emphasized. Students will perform at least 4 times per year in a variety of settings. Rehearsals are held outside of school time at least 1 time per week.

RECOMMENDATION: Successful vocal audition including sight reading, commitment to weekly rehearsals, and prior Middle School or High School vocal experience.

MUSIC THEORY AND COMPOSITION 051113 1/2 UNIT OF CREDIT (Full Year/Once a Week)

Music Theory and Composition is a course designed for motivated students interested in learning about music language: scales, keys, chord structure and harmony. Students will study and analyze the music elements and be given opportunities to compose and arrange their own music.

RECOMMENDATION: Permission of instructor, 2 years study in vocal or instrumental music performance.

BASIC GUITAR 05108 1/2 UNIT OF CREDIT (One Quarter)

This course is designed to appeal to students coming from various musical backgrounds and is a springboard to greater understanding of music. Basic concepts include tuning, meter, rhythm, notation, composition and improvisation. The chromatic, major, minor, pentatonic and blues scales with their formulas are taught as well as first position and barred chords. Course concentrates on acoustic guitar. Note: Students may bring their own acoustic guitar.

BUCKET DRUMMING 05119 1/2 UNIT OF CREDIT (One Quarter)

Bucket drumming is a course designed to get students, regardless of experience, involved in music. Throughout this course students will learn aspects of music, including rhythm and music notation. Students will be given the opportunity to collaborate musically with one another and perform for others. By the end of this course, students will be able to transfer skills learned to a traditional band setting with the goal to begin creating a more inclusive music program at Milton High School.
TRANSPORTATION & INDEPENDENCE 08198 1/2 UNIT OF CREDIT (One Quarter or 1 Semester Alternate Days)

This is a course offered to support students with acquiring their driver's education permit. This class starts to explore the responsibilities that come with independent living and owning a vehicle by developing transferable skills and worker traits.

JOB DEVELOPMENT ONLINE 004B 1/2 UNIT OF CREDIT (One Quarter)

This course is available in an online format. The course is designed to provide students with the specific skills and competencies needed to be successful employees, advanced students, entrepreneurs and leaders. The course helps students be informed and explore career education, planning and preparation beyond high school. Students explore the following need to know topics: worker rights, labor laws, identity theft, professional presentation, job searching, resumes and cover letters.

JOB DEVELOPMENT & CAREER EXPLORATION 004D 1/2 UNIT OF CREDIT (One Quarter)

This course covers the same material addressed in the online version but also goes out into the community to explore various career options. The course is designed to provide students with the specific skills and competencies needed to be successful employees, advanced students, entrepreneurs and leaders. The course helps students be informed and explore career education, planning and preparation beyond high school. Students explore the following need to know topics: worker rights, labor laws, identity theft, professional presentation, job searching, resumes and cover letters.

WORK BASED LEARNING EXPERIENCE 22998 1/2 TO 2 UNITS OF CREDIT (Full Year)

Students can earn up to two academic credits by documenting hours of employment and showing new learning. This must be approved through your school counselor before you begin earning credit. Students will be required to fill out a Work Agreement Plan outlining learning objectives and meet with Work Based Learning Coordinator or Employment Specialist for a mid-point and final evaluation.

RECOMMENDATION: Grades 11-12. Enrolled in or completing Job Development/Job Development On-line

CAREER and COMMUNITY EXPLORATION 003A 1 UNIT OF CREDIT (Full Year)

Students in this community-based program prepare for life after high school by exploring vocational opportunities, community resources, life skills trainings and recreational options. Vocational opportunities include: business tours, job shadowing, internships and training programs. Community exploration focuses on accessing public transportation, human resource agencies and cultural activities, such as museums, theaters, sports, music and public events. Life skill training includes learning about housing options, handling money, cooking basic meals, learning to shop for clothing, food and personal needs items, and much more. Credits can be earned in the community for a variety of subjects, as advised by the consulting teacher and administration.

RECOMMENDATION: Permission of the instructor
Internship/Service Learning provides each Milton High School student the opportunity to design and carry out a personally meaningful educational experience. This experience includes making connections with the community beyond the school. Volunteering can help students gain confidence by giving them a chance to try something new and build a real sense of achievement. Volunteering can have a real and valuable positive affect on people, communities and society in general and allow students the opportunity to learn new skills, gain experience and possible qualifications. Through volunteering students can challenge themselves to try something different, achieve personal goals, practice using their skills and discover hidden talents.

This graduation requirement’s guiding principle is that all students must demonstrate the ability to research a subject of their own choosing, take part in a meaningful internship directly related to that subject, and demonstrate learning through keeping a record of learning and the creation of a final presentation.

Exploration of a student’s internship/service learning begins in the first year of advisory. Students will map out interests and begin exploring opportunities for completion of the project. Requirements include:

1. Completing the mapping process in teacher advisory

2. Meeting with the Service Learning coordinator to discuss possibilities for the internship/service experience and to finalize logistics and details. Students will complete the preparation form and have the contract signed by parents/guardians and the site coordinator.

3. Completion of 30 hours of internship/service experience dedicated to the project

4. Presentation of the project to their Teacher Advisory group and written reflection submission of the experience.

Students may begin this at any time during their high school career and must be fully completed by January of a student’s year of graduation.
TEACHER ADVISORY PROGRAM

TEACHER ADVISORY (Parent Conferences Fall & Spring) 1/4 UNIT OF CREDIT
(Pass/Fail Class) (Full Year)

The purpose of the Teacher Advisory Program at Milton High School is to:
- Develop peer and adult relationships
- Promote achievement of personal goals (social, emotional, academic)
- Establish community
- Guide students through high school and plan for the future

The result of peer and adult relationships:
- Advocacy
  1. Advisees will see advisor at student meetings
  2. Advisor will engage with advisees in and out of Advisory
  3. Advisor will provide support throughout high school career
  4. Advisees will use advisor as a resource
- Growth
  1. Advisees will learn how to navigate the school system, adult relationships and peer to peer relationships
  2. Advisories will celebrate progress and achievement of goals
  3. Advisees will develop an awareness of and plan for academic growth
  4. Advisees will address personal growth through a development of a plan for success beyond high school
- Community
  1. Advisees will celebrate others and feel invested in the success of others
  2. Advisees will support and be supported by other advisory group members in discussing and facing common problems and concerns of growing up
VIRTUAL LEARNING — ON-LINE COURSES

Is there a class or subject you have always wanted to take but it is not offered at Milton High School? Milton offers courses through The Virtual High School Collaborative (VHS). VHS offers a wide variety of courses in an on-line learning environment. Courses offered are either a semester or one year in length. All classes are teacher facilitated and limited to 25 students. Classes take place entirely online. Assignments are due at specified weekly intervals, but students may complete assignments at any time during that week. To examine the course offerings please refer to the VHS website: www.thevhscollaborative.org. If you are interested in an on-line course, please see Ms. Haas.

Courses are designed to augment and not replace existing courses at Milton High School. Milton High School recognizes there are times when a required course does not fit in to a daily school schedule. Students can access online courses for these exceptions.

Listed below are some of the courses available through The VHS Collaborative (Virtual High School), but not offered at Milton High School.

Advanced Placement
AP Art History
AP Computer Science
AP Economics
AP Environmental Science
AP European History
AP French Language and Culture
AP Human Geography
AP Music Theory
AP Physics C
AP World History

Arts
Art History: Art of the Caribbean
Creating Art History
History of Photography
Music Listening and Critique
Music: Fundamentals of Composition

Business
Business and Personal Law
Business Math
Entrepreneurship
International Business
Investing in the Stock Market
Marketing and the Internet

Computer Science & Technology
Computational Science
And Engineering Using Java
Computer Science Honors
Creating Effective PowerPoint Presentations
Creative Programming with Scratch
Programming in Visual Basic
Video Game Design Using
Game Maker
Web Design - Advanced
Web Design - Basics
Engineering
CAD
Engineering for Sustainable Energy
Engineering Principles

Language Arts
101 Ways to Write a Short Story
Academic Writing
Around the World in 80 Days
Creative Writing
Essay Writing
Fantasy and Science Fiction
Short Stories
Film and Literature
Folklore and Literature of Myth, Magic and Ritual
Ghoulies, Ghosties, and Long Legged Beasts
Horror Writers
Journalism in the Digital Age
Literacy Skills
Literature of the World
Mythology
Poetry Writing
Screenwriting Fundamentals
Shakespeare in Film
To Kill a Mockingbird
Twentieth Century Women Authors
Young Adult Literature

Social Studies
 Constitutional Law
 Contemporary Issues in
 American Law and Justice
 Criminology
 Digital Citizenship
 Eastern and Western Thought
 Economics Honors
 Modern Middle East
 Peacemaking
 Practical Law
 Psychology of Crime
 Sociology
 Sports and Society
 The Glory of Ancient Rome
 The Holocaust
 U.S. Foreign Policy
 U.S. Government
 World Conflict, a United Nations Introduction
 World History: 1450-Present
 World History: Pre-history-1500
 World Religions

World Language
French Language and Culture
German Language and Culture
Italian Language and Culture
Latin 1
Latin 2
Mandarin Chinese Language and Culture
Portuguese 1
Russian Language and Culture
Spanish Culture and 20th Century Hispanic Literature
Vermont’s Dual Enrollment Programs are supported by the State of Vermont’s Act 77 Flexible Pathways Initiative, GEAR-UP, the Vermont Agency of Education, and colleges and universities throughout Vermont. [https://dualenrollment.vermont.gov/vtde](https://dualenrollment.vermont.gov/vtde)

CCV offers a course entitled “Introduction to College Studies.” This free, non-college credit course helps you develop skills and strategies for college success. Students can take this course beginning their sophomore year. You’ll learn about:

- Note and test taking
- Study and communication skills
- Time and stress management
- Goal setting and organizational skills
- Financial aid
- ...and more.

Students are eligible for two vouchers from the end of sophomore year until graduation. Remedial courses are not eligible to be covered by a voucher. **Textbooks, lab fees, comprehensive fees, and other materials and supplies are not covered by the voucher and are the responsibility of the student/family.**

Final grades for the course will be Pass/Fail and will not be included in GPA and class rank, but will appear on the student’s high school transcript and be awarded one credit. If you want to have a letter grade included for your high school transcript, you must make that determination before the class begins.

**EARLY COLLEGE**

Colleges and Universities may develop an early admission program that allows high school seniors to take a full year of college-level classes while completing their high school degree. The Early College Program (ECP) simultaneously serves as a student's senior year of high school and a full year of college credit. Students may take a year-long course of study in any discipline. To see the participating Early College Programs please visit the Vermont Agency of Education website: [http://education.vermont.gov/flexible-pathways/early-college](http://education.vermont.gov/flexible-pathways/early-college)

*Funds are available for students who receive free and reduced lunch.
BTC Daytime Program of Studies Information
2019-2020

Programs Offered

- Design Tech (Freshman or Sophomore Program)
- Auto Body Repair- 4826
- Automotive Science and Technology- 4822
- Aviation and Aerospace Technology- 4834
- Criminal Justice - 4850
- Culinary Arts / Professional Foods- 4772
- Design and Illustration- 4750
- Digital Media Lab- 4767
- Health Sciences Academy- 4780
- Human Services- 4776
- Programming, Websites, & Cybersecurity- 4765
- Welding and Metal Fabrication- 4832

Introduction

Burlington Technical Center (BTC) provides students with the opportunity to explore careers and acquire skills in comprehensive technical programs of study. All students are supported in working toward individual goals through immersive, hands-on study with highly trained professional instructors, experts in their career fields, in state-of-the-art labs and classrooms, and through experiential learning opportunities.

Our half-day programs are a unique opportunity for students to develop academic and technical knowledge and skills in a morning or afternoon session while attending classes at their sending high school. BTC offers a one-year Tech Foundational Program for students in grades 9 or 10, and eleven (11) two-year Technical Programs for students in grades 10 and 11. Students attend BTC daily in one session: morning (9:35-11:47 a.m.) or afternoon (12:09-2:21 p.m.).

Freshman or sophomores complete a Tech Foundational Program in one year. Each student who completes a Tech Foundational program will be awarded three high school credits. See program description for specific academic and elective credits awarded.

Juniors and seniors complete a Technical Program in two years. Each student who completes a technical program will be awarded six high school credits. See individual program descriptions for specific academic and elective credits awarded. In addition, many BTC programs offer students dual enrollment credits through articulation agreements with local colleges/universities.
BTC programs support students’ **Personalized Learning Plan (PLP) goals**, offering **Flexible Pathways** to graduation, careers, and postsecondary education through high school credits, dual enrollment/college credits, internships and work-based learning opportunities (Co-op), and industry recognized credentials and/or licenses.

**High School Credits:**
BTC students earn core academic credits which are approved by the Vermont State Board of Education and meet state high school graduation requirements. Full details on credits are listed in each of the program descriptions below.

**VT Proficiency-Based Graduation Requirements (PBGRs):** BTC is currently in the process of aligning PBGRs for all programs.

**Dual Enrollment/College Credits:**
Many BTC programs offer students dual enrollment college credits (up to 17 credits) for free or at a significantly reduced rate within the program’s integrated curriculum. Dual enrollment credits and the opportunity to build a college transcript with transferable credits are valuable for students pursuing postsecondary education goals. In addition to the two dual enrollment course vouchers (for up to 8 credits) that students receive from their sending high school, students may use two additional dual enrollment course vouchers (for up to 8 credits) at BTC (Fast Forward) which are only offered through technical centers.

**Professional Certifications:**
Many BTC programs offer pathways to earn professional certifications, industry-recognized credentials (IRCs) and/or licenses related to their technical fields as students build specialized and transferable skills.

**Work-Based Learning and Cooperative Work Experience (Co-op):**
Students participate in Work-Based Learning experiences, and may be eligible for paid work (Co-op) positions across technical fields at BTC through partnerships with local businesses and organizations.

**Career Technical Student Organizations (CTSOs):**
Students in BTC programs opt to participate in the National Technical Honor Society, HOSA, DECA, and/or SkillsUSA activities and competitions as they prepare for the workforce, higher education, and continued community involvement.

**Interdisciplinary Studies:**
BTC offers students connections across fields and programs through working and collaborating with other students on challenging projects in program labs and classrooms, and in the makerspace.

For additional information, news, photos, and videos, visit: [burlingtontech.org](http://burlingtontech.org)
Or contact our Guidance Coordinator, Zac Poland: zpoland@bsdvt.org
CTE Program of Studies 2019-2020

Mission Statement

The Center for Technology, Essex provides comprehensive technical programs for all students which include career exploration, preparation and technical literacy in a respectful learning environment. All students will be afforded the opportunity to acquire skills necessary to reach their individual goals.

Visit our web site www.gocte.org for more details and photos.

The Center for Technology, Essex (CTE) operates a full day, flexible block schedule. This schedule allows juniors and seniors to complete a technical program in one year. Students attend CTE daily, from 9:40 a.m. - 2:05 p.m. Every program offers two to three academic credits (math, science, English, social studies, etc.) as well as up to four elective credits toward high school graduation. In addition, many students take separate academic courses (e.g. algebra, chemistry) at CTE, Essex High School, or a local college to meet graduation or college entry requirements. Our schedule allows flexibility for serious students.

The primary objective of our CTE programming is to provide each student with specific knowledge, skills, and theory to enable him/her to either obtain employment upon completion of the program and/or to pursue post-secondary education. All eligible students participate in a “Career Work Experience” (internship) related to their technical field during their program at CTE. For successful students, this may evolve into a paid work (Co-op) position. Industry credentials and/or licenses are affiliated with all programs.

College Connection: Many CTE programs qualify for dual enrollment credits that award eligible students college credit for their CTE program. These agreements include college transcripts and transferable credit. CTE students in all programs are also offered the opportunity to take college courses for free or at a reduced rate at area colleges.

Admission Requirements:

1) visit the program
2) submit a complete application with transcript, attendance and discipline records attached by March 1 deadline
3) attend Step-Up Day
4) documentation indicates a minimum of 10 high school credits (including 2 credits each in math, science, social studies and English) by June. Schools articulating progress in proficiencies need to submit the scale showing students are on track for their applicable grade level of entry.
   *our Pre-Tech Exploration program has separate credit entrance requirements
5) good attendance (no more than 15 absences, unless there are extenuating circumstances)
6) ability to work both independently and in group situations
7) ability and willingness to follow safety instructions
   respect for self, others, the environment, the learning process, and the CTE employability skills
For Eleventh and Twelfth Grade Students

Automotive Technology I & II
Building Technology: Residential
Building Technology: Systems
Childhood Education/Human Services I & II
Computer Animation & Web Page Design I & II
Computer Systems Technology I & II
Cosmetology Arts and Sciences I & II
Dental Assisting
Design & Creative Media I & II
Engineering/Architectural Design I & II
Health Informatics
Natural Resources and Agri-science Technology:
   Mechanical Science
Natural Resources and Agri-science Technology: Forestry
Professional Food Services I & II
Apprenticeship Training / Internship

Grading System:

Listed below are the grading scales used by Milton High School and Center for Technology, Essex. The Milton High School report card/transcript will reflect the Milton High School grade scale and GPA for all courses. Reports sent from Center for Technology, Essex will reflect their grade scale.

**MILTON HIGH SCHOOL REPORT CARD/TRANSCRIPT**

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<tr>
<th>Letter Grade</th>
<th>Numeric Grade</th>
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<tbody>
<tr>
<td>A+</td>
<td>97 to 100</td>
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<tr>
<td>A</td>
<td>93 to 96</td>
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<tr>
<td>A-</td>
<td>90 to 92</td>
</tr>
<tr>
<td>B+</td>
<td>87 to 89</td>
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<tr>
<td>B</td>
<td>83 to 86</td>
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<tr>
<td>B-</td>
<td>80 to 82</td>
</tr>
<tr>
<td>C+</td>
<td>77 to 79</td>
</tr>
<tr>
<td>C</td>
<td>73 to 76</td>
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<tr>
<td>C-</td>
<td>70 to 72</td>
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<td>F</td>
<td>0 to 69</td>
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**CENTER FOR TECHNOLOGY, ESSEX REPORT CARD**

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<th>Numeric Grade</th>
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</thead>
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<td>97 to 100</td>
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<tr>
<td>A</td>
<td>93 to 96</td>
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<td>D</td>
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<td>D-</td>
<td>60 to 62</td>
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<td>NM (Not Met)</td>
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