



Wilton-Lyndeborough  
Cooperative  
High School

PROGRAM OF STUDIES  
2026 – 2027  
for the Graduating class of 2030

57 School Road  
Wilton, NH 03086  
603-732-9230

**WILTON-LYNDEBOROUGH COOPERATIVE HIGH SCHOOL**

57 School Road, Wilton New Hampshire 03086

Phone: 603.732-9230 Fax 603.654-2104

[wcmhs.sau63.org](http://wcmhs.sau63.org)

**Administration**

Thomas Ronning, Principal

Kathryn Gosselin, Assistant Principal

**School Counseling**

Phone: 603.732-9313

Amanda J. Kovaliv, School Counseling Coordinator

Sharon L. Coffey, Registrar, School Counseling Administrative Assistant

**Core Values:**

Achievement

Collaboration

Diversity

Integrity

Responsibility

**Beliefs About Learning:**

All students have the potential to achieve.

We inspire lifelong learning and achievement through a broad range of experiences.

It is vital to maintain a safe, productive, and inclusive learning environment.

We recognize that students, parents and staff share responsibility for open communication to maintain a thriving school community.

**Vision of the Graduate:**

The WLC Graduate will be an effective communicator, a strong collaborator, a creative problem solver, a self-directed learner, and a responsible citizen.

**Student Records and Privacy (FERPA)**

The school is committed to protecting the privacy of student education records in accordance with the **Family Educational Rights and Privacy Act (FERPA)**.

Parents and legal guardians have the right to review their child's education records, which may include course enrollments, grades, transcripts, assessment results, and related academic records. Requests to access records must be made in writing to the school administration.

Education records are maintained to support instructional planning, academic progress monitoring, graduation requirements, and student services. Personally identifiable information from student records will not be disclosed without prior written consent, except as permitted by law.

Certain information may be designated as directory information and released unless a parent or eligible student opts out in writing.

FERPA rights transfer to students upon reaching 18 years of age. At that point, students assume responsibility for access to and control of their education records, subject to exceptions allowed by law.

## INTRODUCTION

This Program of Studies has been prepared to assist students and their parents in deciding which courses to take at Wilton-Lyndeborough Cooperative High School. It provides information on course descriptions, suggested course sequences, required and elective courses, credit requirements, special programs, and selected school policies.

The careful selection of required and elective courses is an important first step toward a successful educational experience at Wilton-Lyndeborough Cooperative High School. Students should review the Program of Studies with their parents. Counselors, along with the student's advisor, will meet with students to hand out registration information, explain the registration process and discuss program planning. Students should consult with their core teachers to determine appropriate placement before course registration begins. Be sure to pay particular attention to course prerequisites, required courses, and college admissions requirements when selecting courses.

The Program of Studies is a comprehensive listing of programs and courses offered at WLC. Due to scheduling demands and student interests, courses offered will depend on the number of students who enroll for each course.

### **School Counseling Services**

The mission of the Wilton-Lyndeborough Cooperative High School Counseling Department is to provide a comprehensive program that encourages the successful academic, career and social-emotional development of each individual. We believe through collaboration with students, families, school staff, and community members we can assist students in reaching their full potential.

### **Academic Achievement**

- A. Students will acquire the attitudes, knowledge and skills contributing to effective learning in school and across the lifespan.
- B. Students will complete school with the academic preparation essential to choose from a wide range of substantial post-secondary options, including college.
- C. Students will understand the relationship of academics to the world of work, life at home and in the community.

### **Career Planning**

- A. Students will acquire the skills to investigate the world of work in relation to knowledge of self and to make informed career decisions.
- B. Students will employ strategies to achieve future career goals with success and satisfaction.
- C. Students will understand the relationship between personal qualities, education, training and the world of work.

### **Personal Social Development**

- A. Students will acquire the knowledge, attitudes and interpersonal skills to help them understand and respect self and others.
- B. Students will make decisions, set goals and take necessary action to achieve goals.
- C. Students will understand safety and survival skills.

### **School Counseling Services & Compliance with Federal and State Laws**

The Wilton-Lyndeborough Cooperative School District complies with all Federal and state laws that apply to schools. These include:

- ✓ Family Education Rights and Privacy Act (FERPA)
- ✓ Individuals with Disabilities Education Act (IDEA)
- ✓ Child Find Notice: Children With Disabilities Under IDEA or Section 504 (ADA)
- ✓ Notice of Procedural Safeguards Under Section 504 and the ADA
- ✓ Child Neglect and Abuse
- ✓ Section 504 of the Americans with Disabilities Act (ADA)
- ✓ Section 504/Title II Grievance Procedure.

Visit the Wilton-Lyndeborough Cooperative High School Web Site: [WLC WEBPAGE](#)

## WILTON-LYNDEBOROUGH COOPERATIVE HIGH SCHOOL GRADUATION REQUIREMENTS

Students must earn 24 credits to graduate with a Wilton-Lyndeborough Cooperative High School Diploma. This diploma indicates that the student has completed a rigorous high school curriculum which exceeds the state requirements. The following courses are graduation requirements. The credit given for each course is included with the respective course description.

Students, who have not met the 24 credit requirement, will not receive a diploma at graduation. Any senior taking online course(s) MUST complete and receive a grade prior to graduation in order to take part in graduation rehearsals and walk at graduation.

Note: A course cannot be used to earn credit in more than one category.

SUBJECT	WLC DIPLOMA 2030	NH SCHOLARS CORE	NH STATE STANDARD DIPLOMA
<b>ENGLISH</b>	4.0 World Literature, American Literature & Writing, British Literature with Logic & Rhetoric and 2 Semester-Long 0.5 credit English elective(s) during senior year.	4.0 World Literature, American Literature & Writing, British Literature with Logic & Rhetoric and 2 Semester-Long 0.5 credit English elective(s) during senior year.	3.5 World Literature, American Literature & Writing, British Literature with Logic & Rhetoric and 1 Semester-Long 0.5 credit English elective.
<b>SOCIAL STUDIES</b>	4.0 World History 1.0, US & NH History 1.0 and US & NH Civics, Government & Economics 2.0	4.0 World History 1.0, US & NH History 1.0 and US & NH Civics, Government & Economics 2.0	4.0 World History 1.0, US & NH History 1.0 and US & NH Civics, Government & Economics 2.0
<b>SCIENCE</b>	3.0 Biology, Integrated Science + 1 Full-year 1.0 credit OR 2 Semester-Long 0.5 credit Science elective(s)	4.0 Lab Sciences Including 3 years of labs chosen from; Biology, Chemistry, Physics, etc.	2.0 Biology and Integrated Science
<b>MATH</b>	3.5 Algebra I & Data Analysis, Geometry, Algebra II, and Financial Literacy	4.0 Algebra I & Data Analysis, Geometry, Algebra II, Financial Literacy and 0.5 other Math credit.	3.0 Including Algebra I & Data Analysis, Financial Literacy, and 1.5 other Math credits
<b>WORLD LANGUAGE</b>	0.0	2.0 credits in the same Language	0.0
<b>HEALTH</b>	0.5	0.5	0.5
<b>PHYSICAL EDUCATION</b>	1.0	1.0	1.0
<b>ART &amp; DESIGN, MUSIC, FACS, TECH ED, DIGITAL/BUSINESS EDUCATION</b>	1.5	1.5	0.5
<b>INFORMATION &amp; COMPUTER TECHNOLOGY</b>	0.5	0.5	0.5
<b>SENIOR PROJECT</b>	1.0	0.0	Optional
<b>ELECTIVE OFFERINGS</b>	5.0	1.5	5.0
<b>TOTAL CREDITS</b>	24	24	20

## NEW HAMPSHIRE SCHOLARS



Wilton-Lyndeborough Cooperative is proud to be the 20<sup>th</sup> school to join New Hampshire Scholars. New Hampshire Scholars is a federally funded program developed and administered through a partnership between the New Hampshire College and University Council, the New Hampshire Forum on the Future, the New Hampshire Department of Education and the National State Scholars Initiative Network. Students take a more rigorous Core Course of Study in high school. Students will contract to the program by means of a 4-year planner - a personalized education plan - to complete the recommended Core Course of Studies. All New Hampshire Scholar students will be acknowledged during Senior Awards Night and will receive a pin to wear at graduation.

### NEW HAMPSHIRE STATE STANDARD DIPLOMA

A New Hampshire State Standard Diploma for Academic Achievement may be awarded to any student who completes the state minimum required 20 units of credit as defined by Ed306.27(m) but who does not qualify for a Wilton-Lyndeborough Cooperative Diploma.

The WLC State Standards Diploma Program is intended for students who have experienced difficulty earning credits, are no longer able to graduate on time with their age cohorts, or need an alternative route to completing their education. Students must be at least 16 years of age. Students need to be a junior and fill out the required paperwork to be reviewed by Administrative Staff. In order to participate in the WLC State Standards Diploma Program, both the student and parent (if student is under the age of 18) must affirm that they understand the purpose and structure of the program.

Students and parents must acknowledge the following:

- Participation in the WLC NH State Diploma
- NH State Standard Diploma Program Application must be approved by administration.
- Other means of education have been considered (Credit Recovery, Summer School, VLACS).
- Successful completion of the WLC State Standards Diploma Program will result in receipt of a NH State Standards Diploma (not WLC diploma).
- Students are permitted to take part in the high school graduation ceremony.
- A detailed plan outlining attainment of required credits must be prepared with the school counseling coordinator and followed by the student.

### SENIOR PROJECT - GRADUATION REQUIREMENT

Senior Project provides high school seniors the opportunity to employ the “core competencies” they have acquired at WLC to demonstrate their skills as creative, future-oriented problem solvers.

**Honors Level Senior Project is designed for students who are top-level, highly motivated students, who demonstrate critical thinking skills, and look to exceed expectations.**

Students are asked to identify their “passion”. (By “passion” we mean: A subject or activity in which a student has a keen interest). Once they have articulated their passion, students select an in-district mentor and an out-of-school expert. With the assistance of the mentor and expert, the student designs an essential question to guide their research and the application of that research. At the end of a year of exploration, study, and practice, students present their findings in a public setting to a panel of judges for evaluation. After the public presentation, students are required to write a reflective essay about their journey and present it to the program coordinator(s).

This is a full-year requirement and earns 1.0 Credit.

*\* Transfer students who arrive from other schools **BEFORE** November 15, are required to complete the Senior Project Requirement for graduation. Transfer students from schools with an existing Senior Project Program are expected to continue the Senior Project they began in their school before they transferred to WLC. Transfer students who arrive at WLC **AFTER** November 15 are exempt from the Senior Project Requirement.*

## **WLC SERVICE LEARNING/COMMUNITY SERVICE - GRADUATION REQUIREMENT**

Each student at WLC is required to complete a minimum of 24 hours of Service Learning during their high school career in order to graduate. Juniors entering the year in September must have 12 hours of community service documented and seniors entering the year in September must have 18 hours documented. Students may begin accruing hours beginning the summer prior to ninth grade. The yearly community service requirement may be satisfied by participation in either a single activity or a combination of approved activities. \*Transfer students must contact the School Counseling Office to determine the amount of time required.

Students are required to complete the [Service Learning Form](#) (available in the School Counseling Office and online). The form requires the student to reflect on his/her service and to share his/her thoughts in writing. WLC students are expected to produce at a minimum a well-written paragraph for this section. Service learning credit can be delayed if this section is not completed satisfactorily.

If a student does not complete the required 24 hours, the student does not attain the privileges accorded to his/her class, including but not limited to Senior privileges and parking privileges. Graduating seniors must complete and have accepted all service learning hours no later than the Friday prior to graduation to participate in Senior Week activities, including graduation. Students may complete more than 6 hours of service a year, but any hours over 6 does not "carry over" to the next year. We believe at WLC that service to the community is an ongoing activity.

Service learning opportunities may be found on the [Service Learning webpage](#).

## **CIVICS TEST & COMPETENCY GRADUATION REQUIREMENT**

House Bill 157:1 (effective 7/1/2023) requires students to pass a locally developed competency assessment in civics, and pass the naturalization examination developed by the 2020 United States Citizen and Immigration Services with a 70 percent or better, in order to graduate from high school. Opportunities to pass these requirements are embedded in the U.S. Civics, Government and Economics course required for all WLC students to take in grade 11.

## WLC REMEDIATION PROCESS

- Note: Remediation is available only for summative assignments, excluding midterms and finals, and only if a student made a “good faith” attempt on their first try. Remediation is also not available in the following Honors-Level Early College (formerly Running Start) classes; Pre-calculus, Calculus, Composition 101, and College Composition 102.

### Process:

1. **Complete any missing formative assessments related to the summative assessment.**
2. **Learn!**
  - Is there anything else that you still don't really understand that you need to in order to be successful? Read, study, receive tutoring, do more practice examples -- do whatever you need to in order to fill in those knowledge gaps.
3. **Demonstrate that you fully understand the mistakes you made in the original assessment.**
  - This step will look different depending on the subject and assignment. In math, for example, you will be expected to fix all of your mistakes, as well as explain what you did wrong and how you corrected it using clear, complete sentences. Your teacher will tell you exactly what is expected of you.
4. **Retake a new assessment.**
  - This may require retaking an entire assessment, or it may only require redoing one section focused on a specific competency that you did not meet. Your teacher will tell you exactly what needs to be completed.

### Grading:

1. **Traditional Grade:** In addition to earning the competency, students who complete steps 1-3 above **within 5 school days** of the original assessment being returned can improve their score by **up to 1 full letter grade** (i.e. a student who earns an 82 on the original assessment can improve their score to a maximum of a 92, while students who score an F on the original assessment can improve their score to a maximum of 65).

*Note: For students with accommodations, this timeline will be extended in accordance with their 504/IEP. Other exceptions, such as injury or illness, will also be taken into consideration.*

2. **Competencies:** Students who complete all of the above, but not within the allotted time, will earn the competency, but will not have their traditional score adjusted.

## WLC Student Learning Expectations

A WLC Student is academically knowledgeable and demonstrates the following:

	4- Distinguished	3- Proficient	2- Progressing	1- Emerging
	Student does...		Student...	
<b>An Effective Communicator</b>	<p>Express opinions, ideas and facts in an outstanding manner in all formats</p> <p>Present developed and clear ideas using evidence and/or details</p> <p>Interpret information with unique insights based upon sufficient evidence</p> <p>Deliver high quality information based upon a wide range of reliable sources</p> <p>Cite/ credit all sources accurately</p>	<p>Express opinions, ideas, and facts clearly and effectively through a variety of formats (oral, written, visual, digital), considering the audience</p> <p>Present developed and clear ideas using evidence and/or detail</p> <p>Interpret information logically, based upon sufficient evidence</p> <p>Obtain and deliver information based upon a variety of resources</p> <p>Cite/credit sources of information accurately.</p>	<p>Sometimes lacks clarity when expressing opinions, ideas, and facts.</p> <p>Communicates effectively in some formats</p> <p>Presents somewhat developed and clear ideas using a limited amount of evidence and/or detail</p> <p>Information may be interpreted with limited detail</p> <p>Obtain and deliver information based upon limited resources</p> <p>Cites/credit few sources of information</p>	<p>Expresses opinions, ideas, and fact with limited clarity</p> <p>Has difficulty communicating in most formats</p> <p>Rarely presents developed and clear ideas using evidence and/or detail</p> <p>Information may be interpreted with little or no evidence</p> <p>Obtain information based upon little or no supporting evidence</p> <p>Rarely cites sources</p>
<b>A Strong Collaborator</b>	<p>Highly cooperative with a high level of respect, considering the perspectives of others</p> <p>Listen attentively; share resources freely and ideas respectfully</p> <p>Fulfill roles in a high quality manner</p> <p>Incorporate different points of view to achieve a common goal</p> <p>Demonstrate great flexibility and willingness to compromise with a strong focus on the common goal</p>	<p>Cooperate with peers and adults respectfully</p> <p>Listen attentively; share ideas and resources respectfully</p> <p>Accept and fulfill roles</p> <p>Respect and consider different/multiple points of view, diverse cultures, and global issues</p> <p>Exercise flexibility and willingness to compromise in order to achieve a common goal</p>	<p>Cooperation with peers and adults varies</p> <p>Sometimes listens and shares ideas and resources</p> <p>Is somewhat reluctant to participate and fulfill roles</p> <p>Sometimes contributes in a less than respectful manner or not considering the ideas or feelings of others</p> <p>Is somewhat flexible and willing to compromise in order to achieve a common goal</p>	<p>Has difficulty cooperating with peers and/or adults</p> <p>Appears to rarely listen to others ;rarely shares ideas and resources</p> <p>Rarely participates or performs assigned roles</p> <p>Frequently contributes in less than a respectful manner or not considering the ideas and feelings of others</p> <p>Is rarely flexible and willing to compromise in order to achieve a common goal</p>
<b>A Creative Problem Solver</b>	<p>Think, create, and solve problems in highly innovative ways</p> <p>Recognize social and cultural differences to create new ideas and increase both innovation and quality of work</p> <p>Consider a wide variety of ideas, strategies, and solutions</p> <p>Incorporate a wide range of high quality sources</p> <p>Apply highly effective and/or cutting edge technology</p> <p>Apply inferences and data interpretations to solutions</p>	<p>Solve problems, sometimes in innovative ways</p> <p>Demonstrates creativity/unique approaches</p> <p>Frequently considers a variety of ideas, strategies, solutions, and contexts (subject areas or environment)</p> <p>Incorporate many different resources</p> <p>Apply appropriate technology</p> <p>Make inferences and interpret data</p>	<p>Uses more typical ways of thinking, creating, and solving problems</p> <p>Considers a narrow range of ideas, strategies, and solutions</p> <p>Incorporates limited resources</p> <p>Attempts to apply appropriate technology</p> <p>Inferencing and data interpretation are limited</p>	<p>Thoughts and solutions are basic recall of previous learning</p> <p>Considers few, if any, ideas, strategies, or solutions</p> <p>Incorporates few, if any, resources</p> <p>Applies little technology</p> <p>Struggles with making inferences and interpreting data</p>

	4- Distinguished	3- Proficient	2- Progressing	1- Emerging
	Student does...		Student...	
<b>A Self-Directed Learner</b>	<p>Persevere to completion of complex, challenging tasks</p> <p>Demonstrate a highly positive attitude</p> <p>Take a high level of responsibility and self-motivation for own learning, self-assessment, and personal development</p> <p>Engage mentors and stakeholders to gain support for ideas or projects</p> <p>Demonstrate a high level of curiosity and self-inquiry, sometimes outside a prescribed learning context</p> <p>Model personal accountability and high quality work habits</p>	<p>Persevere with complex, challenging tasks</p> <p>Demonstrate a “can do” attitude</p> <p>Take an active role/initiative in learning and personal development, including goal setting and self-assessment</p> <p>Work independently</p> <p>Seek out other, including stakeholders, to learn from or gain support</p> <p>Initiate inquiry often</p> <p>Take personal accountability and demonstrate effective work habits (punctuality, managing time, including deadlines and work load)</p>	<p>Shows limited perseverance in completing complex, challenging tasks</p> <p>Sometimes has a positive attitude</p> <p>May rely on others for initiating learning and development</p> <p>Works independently some of the time</p> <p>Occasionally engages others in own learning or projects</p> <p>Relies on others to initiate and prescribe inquiry opportunities</p>	<p>Gives up easily when facing complex and/or challenging tasks</p> <p>Infrequently demonstrates a positive attitude</p> <p>Takes a limited role in own learning and personal development; needs external motivation</p> <p>Resists or struggles with independent work</p> <p>Ideas or projects are pursued with little or no input from others</p> <p>resists efforts by others to prescribe inquiry opportunities</p>
<b>A Responsible Citizen</b>	<p>Act in a highly responsible manner with respect for others</p> <p>Demonstrate leadership as a contributing member of the larger community</p> <p>Initiate school activities that demonstrate school and community pride</p> <p>Recognize ethical behavior in others while demonstrating integrity in their influence</p> <p>Make decisions with the best interest of others in mind</p> <p>Respect cultural difference and work effectively with people from a range of social and cultural backgrounds</p> <p>Initiates, maintains, and encourages activities that service the community</p> <p>Convey a greater appreciation of the arts</p>	<p>Accept responsibility and understand the impact of personal actions</p> <p>Demonstrate an awareness of individual rights and responsibilities as contributing members of the larger community</p> <p>Exhibit school pride through support of school activities and involvement in community life</p> <p>Model ethical and lawful behavior as responsible and accountable citizens; do what’s “right”</p> <p>Make decisions considering how others think and feel</p> <p>Demonstrate empathy toward others</p> <p>Demonstrate social awareness and interpersonal skills to establish and maintain positive relationships</p> <p>Participate in service to the community</p> <p>Value the arts (performing and visual) as forms of human expression</p>	<p>Exhibits limited responsibility for the impact personal actions have on the community</p> <p>Needs reminders about the rights of others</p> <p>Participates in limited school activities</p> <p>Acts in an appropriate manner most of the time to do what is right</p> <p>Needs reminders to consider how others think and feel</p> <p>Social awareness and interpersonal skills need development</p> <p>Limited participation in school and community service</p> <p>Is beginning to understand that people express themselves through the arts</p>	<p>Infrequently accepts responsibility for personal actions</p> <p>Frequently trespasses on the rights of others</p> <p>Little to no participation in the school community</p> <p>Frequently speaks negatively about our school</p> <p>Disrespectful of school property</p> <p>Lacks consideration for others</p> <p>Lacks awareness of the impact on others</p> <p>Is not community-minded</p> <p>Limited interest in the arts</p>

# Alternative Methods of Earning Academic Credit

## EXTENDED LEARNING OPPORTUNITIES

(ELOS)

Internship  
Independent Study

## ONLINE COURSES

Virtual Learning Academy  
Charter School  
Courses

## COLLEGE COURSES

(Dual Credit)

Early College  
EStart  
Early College

Generally, courses required for graduation are taken at Wilton-Lyndeborough Cooperative High School. Students who wish to take courses through an extended learning opportunity and/or online programs may do so in consultation with the School Counselor and pre-approval of the principal. In all cases, an Alternative Credit Application must be completed and permission obtained prior to the commencement of the class/program. For these courses to obtain credit, they must be taken at an accredited high school, college or university and an official transcript must be provided to the school registrar.

### EXTENDED LEARNING OPPORTUNITIES (ELOS)

Extended Learning Opportunities are programs or opportunities in which the primary acquisition of knowledge and skills is through instruction or study outside of the traditional classroom methodology, including but not limited to apprenticeships, independent study, internships, and performing groups. ELOs allow students to earn credit towards graduation outside of the traditional classroom methodologies. ELOs are supervised, competency-based programs or studies that allow students to expand their learning environment.

The purpose of ELOs is to provide learning that is meaningful and relevant to the student and/or school or community. ELOs provide students with opportunities to explore and achieve at high levels. Extended learning opportunities should be stimulating and intellectually challenging and enable students to fulfill or exceed the expectations set forth by State minimum standards and applicable Board policies.

These courses will reflect either a Pass (P) or Fail (F) letter grade on the WLC transcript. Pass will receive credit and Fail will not. GPA is excluded from these courses, and therefore is not tabulated in overall GPA.

#### *ELO Philosophy*

The WLC High School believes that students should have access to Extended Learning Opportunities as they support the WLC MS/HS Mission. We believe that ELOs allow students to experience education in diverse settings and with non-traditional methodologies that may address the different learning styles of our students. ELOs allow for in-depth learning that allows students to explore and immerse themselves in an area of their own interest. ELOs are a part of the educational program which provides students with the best possible education and options to reach their potential at WLC HS.

Students interested in an ELO should see the School Counseling Coordinator.

### INTERNSHIPS

WLC believes students should be provided with community-based Extended Learning Opportunities (ELOS) that support students earning non-traditional credit. The primary acquisition of knowledge and skills through instruction or study outside of the traditional classroom methodology. We believe that students have many different learning styles and that they should have many experiences available to them outside of the traditional classroom environment. Our goal is to provide the best possible education for students at WLC by having more options to reach their potential. GPA is excluded from these courses, and therefore is not tabulated in overall GPA.

### INDEPENDENT STUDY

Students may investigate independent studies by contacting the specific teacher the student wishes to work with. The school counselor will assist in determining if the student is eligible. The supervising teacher and the student complete an ELO form for approval before the semester begins. Teachers must be certified in the course content area. Independent Study courses fulfill an elective graduation requirement; these courses are graded Pass or Fail. GPA is excluded from these courses, and therefore is not tabulated in overall GPA.

## ONLINE COURSES

**VLACS** - We offer students the opportunity to take online classes through Virtual Learning Academy Charter School. VLACS offers a variety of courses that are not offered at WLC and allow students to further explore their own interests to complete their elective and extracurricular requirements. Virtual Learning Academy Charter School can begin at any time during the school year and students complete the course at their own pace earning a half or full credit based on course selection. VLACS courses require permission from the School Counselor. These courses will reflect the actual letter grade earned and the GPA associated with it, this will be tabulated and included in overall GPA. For more information you can visit the VLACS website at [www.VLACS.org](http://www.VLACS.org)

**Taking Core Classes Online Policy:** Students are strongly encouraged to take all credit requirements at WLC. However, in some circumstances students are allowed to take such a class online. Students must first try the WLC offered course in the classroom setting. If it is apparent that the student's education would further benefit from an alternative setting in order to gain course credit, a meeting with the student, parent/guardian, teacher and school counselor will take place to explore further options. Upon further review, permission must be granted by administration and school counselor in order for the student to take the online course.

### COLLEGE/UNIVERSITY CREDIT = DUAL CREDIT

With prior approval from the school counselor and before the beginning of a semester a student must be approved for college level courses. Students earn high school and college level credit simultaneously. All applications must be completed and approval granted from the school counselor. Credit will be granted for a college course provided that a passing grade is earned. 0.5 credit will be awarded for a semester-long course and 1.0 for year-long courses. **These courses are considered honor level high school courses and will be awarded honors GPA.**

**Early College Online:** Early College Online is a dual credit program that affords NH high school students the opportunity to take 100% online college courses through the Community College System of New Hampshire (CCSNH), SNHU and UNH while earning both high school AND college credit simultaneously. Students are responsible for the cost of courses and textbooks.

This program allows students to earn high school AND college credit for the same online course. They can access their class anytime/anywhere to fit their busy schedule. Students will learn from highly qualified CCSNH faculty and gain valuable experience with college coursework. The credits earned transfer to many colleges and universities. Tuition is \$150 plus the cost of textbooks.

**Early College:** The Early College program allows high school students to take Community College System of NH (CCSNH) courses for high school AND college credit while still in high school. Courses offered through the Early College program are college courses taught at the high school by CCSNH college credentialed high school faculty as part of the daily class schedule. Currently the tuition price per credit is \$150.00 plus the cost of textbook(s). College courses are generally either 3 or 4 credits.

Each student, along with their parent(s) are required to sign a contract to ensure that all parties understand the agreement, costs and terms.

## MILFORD APPLIED TECHNOLOGY CENTER/CTE

### College Credits in partnership with:

#### Community College System of NH Early College program - Grades 10-12

- These credits may be transferred to other post-secondary institutions

#### SNHU in the High School program - Grades 10-12

- These credits may be transferred to other post-secondary institutions

### Articulation Agreement for CTE program completers:

**[CTE Articulation Agreement possible for Keene State College bound students](#)** : Keene State College will award college credits for CTE program completers who attend Keene State College. Students must earn a "B" average. Please use the link above to pursue this credit with Keene State College.

Requesting a College Transcript for your Dual Enrollment Course taken at MHS/ATC

Click on the appropriate school link below to request a transcript from your course post-secondary partner. They will send your transcript to your school(s) of choice for credit transfer review.

[Great Bay Community College](#)

[Manchester Community College](#)

[Nashua Community College](#)

For further information and write-ups on the courses available to WLC students click below:

[Milford Applied Technology Center](#)

Milford High School & Applied Technology Center Courses	Post-Secondary Course Equivalent	# of college credits	Transcript Credit thru Post-Secondary Partner
College Accounting	ACC201 Financial Accounting	3	SNHU
Quickbooks	ACC315-Accounting Info. Systems	3	SNHU
Culinary Arts I *	CULA105N- Food Safety & Sanitation	3	Early College- NCC
Culinary Arts II *	CULA103N- Culinary Skills & Procedures	3	Early College- NCC
Calculus Honors	MATH210N- Calculus I	4	Early College- NCC
Engineering Design I *	ADMT112M- Intro to Engineering & Solid Modeling	3	Early College- MCC
Engineering Design I *	ADMT115M- Engineering Print Reading	4	Early College- MCC
Engineering Design II *	ROBO211M- Robotic Design	3	Early College- MCC
Engineering Design II *	ADMT110M- Manuf. Processes	3	Early College- MCC
Engineering Design II *	ADMT245M- Manufacturing Internship	4	Early College- MCC
Graphic Design II *	ARTS120- Intro to Graphic Design	3	Early College- NCC
Graphic Design III *	GDES115- Digital Imaging	3	Early College- MCC
Health Science Occupations I *	HLTH110N Medical Terminology	3	Early College- NCC
Precision Machining I *	MTTN118N Machining Tech	3	Early College- NCC
Precision Machining II *	MTTN111N- Machine Tool Theories and Processes I	6	Early College- NCC
Video Production I *	DGMT165- Intro to Video Production	3	Early College- GBCC

## CREDIT ACCUMULATION GUIDELINES

It is the student's responsibility to meet periodically with his/her counselor to ensure all graduation and credit requirements are completed.

### **Middle School Students Enrolled in High School Courses**

Students who take high school course(s) while enrolled in middle school will earn credit towards high school graduation. These courses are tabulated in their overall High School GPA. The course will appear on their high school transcript and will count towards graduation credits. However, students are still required to fulfill all math course requirements for graduation within their 4 years of high school.

### **Official Snapshot for Seniors**

Each October a snapshot of senior classes and current grades will be saved and sent to the specific colleges and universities that students are applying to along with their official transcript. This date will be announced and emailed to students.

### **Report Cards**

Report cards are generated and credit is assigned for F1, F2 and YL. Semester long classes earn 0.5 credit and year long courses earn 1.0 credit. Grades, assignments and attendance information is available to families through the PowerSchool Parent Portal 24/7. If you require hard copies of your students' report card, you may request them at the end of S1 and S2. Please contact Sharon Coffey, Registrar - [s.coffey@sau63.org](mailto:s.coffey@sau63.org).

S1 (Semester 1 Grade) + E1 (Exam Grade) = F1 (Final Grade for Semester 1)

S2 (Semester 2 Grade) + E2 (Exam Grade) = F2 (Final Grade for Semester 2)

YL=Yearlong Grade for YL Class = F1 (50%) + F2 (50%)

Year-long credits are equally divided over two individual semesters. Wilton-Lyndeborough Cooperative High School grants credit at the end of each semester for both year-long and semester-long courses. Students are expected to pass each semester of year-long courses and meet all course competencies to obtain full credit for each course.

## **DIGITAL/BUSINESS EDUCATION REQUIREMENT**

All students are expected to earn 0.5 credit in Digital Education, either in 8th grade or in high school. Students who completed and passed their E-Portfolio/Digital Literacy in 8th Grade may choose to take any Digital Education course for elective credit, but this is not required. Students who have not earned 0.5 credit in E-Portfolio/Digital Literacy are required to complete any Digital Education course to satisfy the Digital Literacy requirement

## WLC GRADE SCALE

### Academic Program

Listed below is an explanation of the three academic programs and their criteria. All levels may not be offered every year. Honors, Dual Credit (Early College) and Advanced Placement courses from each major department carry the same "Honors" weight in calculating Grade Point Average.

<b>Advanced Placement</b>	WLC offers several Advanced Placement courses per year. They are designed to develop higher-level reading, critical thinking, verbal, and writing skills and to develop an understanding of complex concepts. Students should expect significant homework and/or research assignments.
<b>Honors &amp; Dual Credit Courses</b>	These are rigorous courses offered at Wilton-Lyndeborough Cooperative. They are designed for students with high motivation. The goal is to develop advanced reading, critical thinking, verbal, and writing skills and to develop an understanding of complex concepts and themes through extensive investigation. These courses require a significant amount of homework and the ability to plan for both short and long term assignments. Enrollment in these courses is based upon instructor recommendation.
<b>General Course of Study</b>	These courses offer a curriculum designed to meet the needs of students who require a more basic approach to the subject. They are designed to develop reading, critical thinking, verbal, and writing skills. These courses will require homework and the ability to complete research assignments.

Taking into consideration a student's interests, abilities and performance, different levels may be selected for different subject areas. The student may have the opportunity to adjust their level when appropriate.

### COURSE WEIGHTINGS AND RANK IN CLASS PROCEDURES

Grade	Honors Level	General Course of Study	Percentage	Grade
A +	4.9	4.5	98 - 100	A +
A	4.6	4.2	93 - 97	A
A -	4.3	3.9	90 - 92	A -
B +	3.9	3.5	88 - 89	B +
B	3.6	3.2	83 - 87	B
B -	3.3	2.9	80 - 82	B -
C +	2.9	2.5	78 - 79	C +
C	2.6	2.2	73 - 77	C
C -	2.3	1.9	70 - 72	C -
D +	1.9	1.5	68 - 67	D +
D	1.6	1.2	66 - 67	D
D -	1.3	0.9	65	D -
F	0.0	0.0	64 and below	F

### Graduate Distinctions

To recognize our graduating seniors, WLC will determine; Summa Cum Laude, Magna Cum Laude and Cum Laude as well as the positions of Senior Class Valedictorian and Salutatorian distinction. This information will be calculated two weeks after Semester 1 grades close. At this time credit and GPA will be awarded for both Semester 1 and Year Long courses. These results are to be absolute. This pertains to those students graduating with a WLC 24 credit diploma.

- Summa Cum Laude - GPA of 3.7+ (these graduates will be recognized)
- Magna Cum Laude - GPA of 3.4-3.69
- Cum Laude - GPA of 3.0-3.39

## HONOR ROLL

The scholastic Honor Roll is prepared and published twice a year. Students who drop a class and receive a grade of “WDF” are not eligible for the honor roll.

### HONOR ROLL CLASSIFICATIONS

High Honors: Students who have received a grade of A- or higher in all subjects  
Honors: Students who have received a grade of B- or higher in all subjects

### SENIOR PRIVILEGES

Senior Privileges allow 12th grade students in good academic standing, including Senior Project and Service Learning, to manage their time during the day when they are not scheduled for a class. An application, found in the school counseling office, needs to be completed before approval.

### FOREIGN EXCHANGE STUDENTS

Foreign exchange students upon entering WLC are enrolled as Junior, they do not receive a diploma.

### ADVANCED PLACEMENT COURSES & EXAMS

The Advanced Placement program offers students the opportunity to participate in college level courses and earn possible college credits based on his or her scores on the College Board AP exams given in May of each year.

The graph below displays each AP course offered at WLC and the school year that it will run, please pay careful attention when choosing your courses.

	Open to:	2026-2027	2027-2028	2028-2029	2029-2030
AP Biology	10 <sup>th</sup> - 12 <sup>th</sup>	✓		✓	
AP Environmental Science	11 <sup>th</sup> - 12 <sup>th</sup>		✓		✓
AP 2D Art and Design	11 <sup>th</sup> - 12 <sup>th</sup>	✓	✓	✓	✓
AP 3D Art and Design	11 <sup>th</sup> - 12 <sup>th</sup>	✓	✓	✓	✓
AP Drawing	11 <sup>th</sup> - 12 <sup>th</sup>	✓	✓	✓	✓

### AP Exam Day

Students taking an advanced placement exam are not required to attend their regular classes on the day of their AP Exam. Students must arrive 15 minutes prior to the exam start time to ensure their attendance and to complete the required paperwork.

## **COURSE REGISTRATION PROCEDURES**

Course registration begins in January/February for upcoming freshmen and returning high school students. The process is announced by teachers and the School Counseling Department, to provide students and parents information to make appropriate course selections. Many courses have prerequisites and honors or AP level core courses require approval from the current teacher for enrollment. Students should discuss levels with their current teachers or core class instructors to ensure correct placement in courses. Course registration deadlines are important. Students should always work with their counselor if they have any questions or concerns. A separate contract must be signed by students and their parent(s) for any students who wish to take Early College, eStart or Early College Courses to ensure that all parties understand the agreement, costs and terms.

## **TEACHER RECOMMENDATIONS/OVERRIDES**

Teachers recommend the appropriate course selection for students. Experience has confirmed our belief that a student's current teacher is the most qualified person to make this recommendation based not only on the student's performance, but also on the teacher's evaluation of the student's potential and ability.

At times, parents may disagree with the teacher recommendation. When this occurs, we strongly encourage you to discuss the course selection with your child, the teacher and school counselor. Parents and students are highly cautioned about completing a Course Override Form. If a parent overrides a teacher recommendation and the student begins to experience difficulty in the class, moving the student to a lower level may not be possible. In addition, your child's transcript will permanently reflect a Grade of WDF (withdraw/fail). Please consider this decision carefully before taking this course of action. Students who receive a snapshot Grade of WDF are ineligible for Honor Roll.

## **TAKING HIGHER LEVEL COURSES WITHOUT TEACHER RECOMMENDATION POLICY**

Any students interested in taking a higher level class at WLC for which they have not been recommended must have a meeting with their parent/guardian, previous subject teacher, teacher of higher level course and school counselor. This meeting must take place during the academic school year.

## **DROP/ADD PROCEDURES**

Students may withdraw from a course prior to the add/drop period of a semester without academic penalty, and without the course being listed on the student's transcript. After the Add/Drop period, but before deficiency notices are issued, a student may withdraw from a course with a "WDF" grade ("withdrawal with failure"). Please consider this decision carefully prior to taking this course of action; the students' transcript will permanently reflect a "WDF". Students will receive no partial withdrawal credit for time spent in the course. The failing grade will be computed in GPA, often resulting in a lower GPA. Students receiving a WDF are ineligible for the Honor Roll. This policy applies to all, but is not limited to; all courses taught at WLC, courses offered to WLC students via Contoocook Valley, Mascenic Regional High School or Milford Technical High School. Virtual Learning Academy Charter School (vlacs.org), Early College, eStart and ELOs. Students who withdraw from classes after the add/drop period must have, in writing, permission from Teacher, School Counselor, and Parent(s)/Guardian(s). A withdrawal/fail grade will be assigned for all such withdrawals.

## **ASSESSING OUT OF HIGH SCHOOL CLASS(ES) POLICY**

In order for students to test out of a high school class, they must adhere to the following; have a meeting with their parent/guardian, teacher, and school counselor during the academic school year. Students must earn a grade of 65 or higher on the assessment in order to gain their credit. Grades will show up on academic transcripts as P (pass) with no numerical grade counting for or against a student's GPA. A student will not be able to receive Honors credit for the course. Subject matter and competency requirements for the test will depend on specific curriculum and standards set forth by the teacher.

## ACADEMIC EXTENSION/STUDY HALLS

Academic Extensions and Study Halls are offered at WLC for students who need extra study time; these classes do not carry credit or GPA and will not be listed on the Transcript.

### AUDIT POLICY

With the recommendation of the receiving and sending teacher, students may request to Audit. The purpose of the Audit is to participate in a course in an effort to further develop academic knowledge and build a stronger academic foundation. Students must complete an Audit Agreement (located in the School Counseling office) to be signed by parent, teacher, and school counselor. **Please note: audited courses are not taken for credit and do not impact GPA.**

### OVERVIEW OF COLLEGE ADMISSION REQUIREMENTS

The choice of a high school curriculum and course selection may limit or enhance college entrance opportunities and achievement in college. Students are strongly encouraged to take as demanding a schedule as possible where they will be successful. Most successful candidates for admission to college have taken at least four years of English, three plus years of college preparatory mathematics, laboratory science, and social studies. Successful candidates have also completed three years of study in a single world language. However, students must read specific college catalogs to be certain of their particular requirements especially in areas such as engineering, nursing and physical therapy. A major factor leading to success in college admission and as a college student is the academic preparation a student achieves in high school. Students need to consider this as they plan for their course selection each year.

### COLLEGE SELECTIVITY

Colleges may be classified according to their standards for admission. Students should carefully review these categories as they plan for college.

**Most Competitive:** Even superior students will encounter a great deal of competition for admission to these colleges. In general, these colleges require a class rank in the top ten percent and grade point average of 3.8 and above. The strongest curriculum possible in high school is required. Average test scores of admitted students are 700-800 on each section of the Critical Reasoning SAT and 30 or above on the ACT. These colleges typically require at least three SAT Subject Tests. These colleges admit a small percentage of those who apply.

**Highly Competitive:** The group of colleges is looking for students with minimum grade point averages of 3.65 and accepts most of their students for the upper 10 to 20 percent of the high school class. A very strong high school curriculum is required. Average test scores of admitted students are 650-800 on each section of the Critical Reasoning SAT and 28 and above on the ACT. These colleges recommend that prospective students take at least three SAT Subject tests.

**Very Competitive:** The colleges in the category admit students whose grade point averages are no less than 3.5 or above, who rank in the top 25-30 percent of their graduating class, and who have taken a solid college preparatory and honors program in high school. Average test scores are in the 600-700 range on each section of the Critical Reasoning SAT and from 28 above on the ACT.

**Competitive:** These schools enroll students with average test scores from 500-650 on each section of the Critical Reasoning SAT and from 23 to 28 on the ACT. Many colleges prefer students in the top 30 to 40 percent of the graduating class.

**Less Competitive:** The colleges in this category look for students in the upper half of their graduating class who have taken a college preparatory program and have scored around 500 on each section of the Critical Reasoning SAT and 20-26 on the ACT. They admit students with a GPA range of 2.3-2.8

**Noncompetitive:** Colleges in this category require only evidence of graduation from an accredited high school program or equivalent. Some require entrance examinations for course placement purposes.

### **SPECIAL COLLEGES**

These colleges feature specialized programs of study. They include professional schools of art, music, or theater arts, or seminaries preparing students for the clergy. In general, admission requirements are not based on academic criteria but on evidence of talent or special interest in the area of study and often require an audition or portfolio of the students work in order to be admitted.

### **POST HIGH SCHOOL EDUCATION**

Some students benefit from a post graduate year of study. Students who do not feel academically, socially or emotionally ready to attend college have often found success with this option after graduation. There are a variety of schools that offer this year of study that helps students solidify their academic foundation enabling them to move on to a college experience of their choice.

### **POST HIGH SCHOOL EMPLOYMENT**

Students interested in going on to a career immediately after high school may take advantage of career opportunities offered throughout their high school experience in order to enhance their opportunities. Employers will base their decision to employ a student on a variety of factors. These factors include high school diploma, grades, attendance record, recommendations from teachers and counselors, extracurricular activities, and personal characteristics.

### **TRADE SCHOOLS/APPRENTICESHIPS IN NEW HAMPSHIRE**

Each year WLC invites representatives from the following two institutions to visit our students to provide information and an overview of their specific programs. [NH School of Mechanical Trades](#) or [ApprenticeshipNH](#).

## COLLEGE PREPARATORY TESTING

### PSAT 8/9

#### ***-Administered to ALL 9th grade students in the Spring at WLC***

The PSAT 8/9 measures the same skills and knowledge in ways that make sense for different grade levels, so it's easier for students, parents, and educators to monitor student progress. The tests are designed to:

- Measure the essential ingredients for college and career readiness and success, as shown by research.
- Have a stronger connection to classroom learning.
- Inspire productive practice.

As students advance from grade to grade, the tests will keep pace, matching the scope and difficulty of work found in the classroom.

### PSAT 10

#### ***-Administered to ALL 10th grade students in the Spring at WLC***

The PSAT 10 and the PSAT/NMSQT are the same test, offered at different times of year and have these benefits in common:

- They are both great practice for the SAT because they test the same skills and knowledge as the SAT — in a way that makes sense for your grade level.
- They both provide score reports you can use to personalize your Khan Academy® SAT practice
- These score reports also list which AP courses you should check out

### PSAT/NMSQT

#### ***-Administered to ALL 11th grade students in October at WLC***

National Merit® Scholarship Program is an academic competition for recognition and scholarships that began in 1955. High school students enter the National Merit Program by taking the Preliminary SAT/National Merit Scholarship Qualifying Test, a test which serves as an initial screen of approximately 1.5 million entrants each year, and by meeting published program entry and participation requirements.

Each October the PSAT is administered to all WLC juniors. The PSAT/NMSQT has been redesigned to mirror the redesigned SAT®. Participation in the PSAT/NMSQT is an important step in preparing for college.

Students can prepare for this exam by taking the PSAT/NMSQT Practice Test. Khan Academy®, partnering with College Board, released free interactive practice programs to support students to familiarize themselves with the redesigned exam. The customized test preparation offers skill based videos to support the redesigned key changes for students who take the PSAT/NMSQT. When students get their test results, they can connect their College Board and Khan Academy accounts to get free personalized SAT study recommendations.

### SAT

#### ***-Administered to ALL 11<sup>th</sup> grade students in the Spring at WLC***

#### ***-Available to 11th and 12th grade students, please visit [www.collegeboard.org](http://www.collegeboard.org)***

The SAT is a globally recognized college admission test that lets you show colleges what you know and how well you can apply that knowledge. It tests your knowledge of reading, writing and math, subjects that are taught every day in high school classrooms. Almost all colleges and universities use the SAT to make admission decisions.

Taking the SAT is the first step in finding the right college for you — the place where you can further develop your skills and pursue your passions. But SAT scores are just one of many factors that colleges consider when making their admission decisions. High school grades are also very important. In fact, the combination of high school grades and SAT scores is the best predictor of your academic success in college.

The SATs are offered several times a year. Most students take the SAT for the first time during the spring of their junior year and a second time during the fall of their senior year.

By state law, all juniors at WLC High School are required to take the reading, writing and mathematics portions of the SAT at WLC during the school day in March or April with a make-up day in April. The results of these SATs are used to evaluate WLC School District, and in most cases can be used by the student in the college application process.

## **ACT**

- Available to 11th and 12th grade students, please visit [www.actstudent.org](http://www.actstudent.org) to register on their own.

The ACT is accepted by all 4-year colleges and universities in the United States.

The ACT multiple-choice tests are based on what you're learning.

The ACT is not an aptitude or an IQ test. The test questions on the ACT are directly related to what you have learned in your high school courses in English, mathematics, reading, and science. Every day you attend class you are preparing for the ACT. The harder you work in school, the more prepared you will be for the test.

There are many ways to prepare for the ACT.

Taking challenging courses in high school is the best way to prepare, but ACT also offers a number of test preparation options including free online practice tests, testing tips for each subject area tested, and the free student booklet *Preparing for the ACT*. This booklet includes complete practice tests (with a sample writing prompt and example essays). ACT Online Prep™, the only online test preparation program developed by ACT, is another tool to help you be ready for test day.

Your ACT score is based only on what you know.

The ACT is the only national college admission test based on the number of correct answers—you are not penalized for guessing.

### ***Optional Writing Test.***

Because not all colleges require a writing test for admission, ACT offers you the choice of whether or not you want to spend the extra time and money taking the writing test. Writing is an important skill for college and work, but schools use different methods to measure your writing skills.

## **ASVAB CAREER EXPLORATION PROGRAM**

WLC administers the [ASVAB Program](#) to all grade 10 students in the Fall. This is a great opportunity to help with students' College & Career planning and counts toward their College & Career Readiness participation. No student passes or fails the ASVAB test, however, it's important to complete the test using their best effort, so they can get an accurate measure of their academic skills. This program provides information on the students academic skills and abilities.

[ASVAB CEP test results](#) are sent to schools so participants can explore career options. The scores report how the student performed on each subtest area, and how their scores compare with others who took the test. Participants receive three composite scores in verbal, math and science/technical skills used for career exploration, and the AFQT score is also reported.

**Good to Know:** ASVAB CEP participants who want to enlist in the Military can access their AFQT at [asvabprogram.com](http://asvabprogram.com). They can also access their Service-specific line scores at [careersinthemilitary.com](http://careersinthemilitary.com).

## NCAA COLLEGE SPORTS

### High School Academic Requirements for Student-Athletes

Students who wish to participate in NCAA sanctioned sports in college must meet academic eligibility requirements. Required core courses and registration information is available at [eligibilitycenter.org](http://eligibilitycenter.org).

#### Division I Requirements:

To be eligible to practice, compete and receive athletics scholarships in your first full-time year at a Division I school, you must graduate high school and meet ALL the following requirements:

1. Complete 16 NCAA core courses at College-Prep. A or Honor level:
  - Four years of English;
  - Three years of math (Algebra I or higher);
  - Two years of natural/physical science;
  - Two years of social science;
  - One additional year of English, math or natural/ physical science; and
  - Four additional years of English, math, natural/ physical science, social science, foreign language, comparative religion or philosophy.
2. Complete 10 core courses, including seven in English, math or natural/physical science, before the start of your seventh semester. Once you begin your seventh semester, you may not repeat or replace any of those 10 courses for GPA improvement.
3. Earn at least a 2.3 GPA in your core courses (calculated using the NCAA method)
4. Earn an SAT combined score or ACT sum score that matches your core-course GPA on the Division I sliding scale for students enrolling on or after August 1, 2016 (see Guide for College-Bound Student Athletes ).

#### Division II Requirements:

College-bound student-athletes first enrolling at an NCAA Division II school on or after Aug. 1, 2018, need to meet new academic rules to practice, compete and receive athletics scholarships during their first year.

1. Complete 16 core courses
  - Three years of English;
  - Two years of math (Algebra I or higher);
  - Two years of natural/physical science;
  - Two years of social science;
  - One additional year of English, math or natural/ physical science; and
  - Four additional years of English, math, natural/ physical science, social science, foreign language, comparative religion or philosophy.
2. Earn a core-course GPA of at least 2.200
3. Earn the ACT/SAT score matching your core-course GPA on the Division II full qualifier sliding scale (see Guide for College-Bound Student Athletes )
4. Graduate High School

# 2026-2027 COURSE OFFERINGS

2030

# ENGLISH / LANGUAGE ARTS

4 English Credits are required for Graduation, as well as meeting Competencies.

	9th Grade	10th Grade	11th Grade	12th Grade
<b>Full Year Course Offerings (1.0 credit)</b>	<b>World Literature 1.0</b>	<b>American Literature &amp; Writing 1.0</b>	<b>British Literature w/ Logic &amp; Rhetoric 1.0</b>	<b>Choose two 0.5 courses</b>
	<b>Honors World Literature 1.0</b>	<b>Honors American Literature &amp; Writing 1.0</b>	<b>Honors British Literature w/ Logic &amp; Rhetoric 1.0</b>	
<b>Semester Offerings (0.5 credit)</b>	<b>Creative Writing 0.5</b>			
	<b>Science Fiction &amp; Fantasy 0.5</b>			
	<b>Speech &amp; Debate 0.5</b>			
	<b>The Hero's Journey Through Film &amp; Literature 0.5</b>			
				<b>College Composition 101 (EC) 0.5</b>
				<b>College Composition 102 (EC) 0.5</b>
				<b>Horror A-Z 0.5</b>
				<b>Madness &amp; Media 0.5</b>
			<b>Yearbook &amp; Journalism I 0.5</b>	
			<b>Yearbook &amp; Journalism II 0.5</b>	

**World Literature**  
1.0 Credit/Year Long Requirement  
Grade 9

Students will demonstrate the ability to effectively analyze world literature of various societies, from Classical Times through to the Modern Era. Materials include novels, selected readings, and various media appropriate to the themes. Student evaluation is based on various summative and formative assessments, including research.

**Honors World Literature**  
1.0 Credit/Year Long Requirement  
Grade 9

This course is designed for students who enjoy extensive reading and writing. Students will demonstrate the ability to effectively analyze world literature of various societies, from Classical Times through to the Modern Era. Materials include novels, selected readings, and various media appropriate to the themes. Student evaluation is based on various summative and formative assessments, including research.

Grade 8 teacher recommendation.

**American Literature & Writing**  
1.0 Credit/Year Long Requirement  
Grade 10

This course is a chronological survey of American literature, non-fiction essays, and foundational documents, which provides students the opportunity to learn about how different periods and groups, such as the Native Americans, the Romantics, the Depression, etc. have influenced and been influenced by the history, values, and culture of our country. Students analyze literature to explore their relationship with the world around them, including themes of identity, war, and government. Students are required to read, write, and participate in class discussions. In addition to literature, students study grammar, complete research, and work on vocabulary development. This course also meets the state requirement for writing.

**Honors American Literature & Writing**  
1.0 Credit/Year Long Requirement  
Grade 10

This course is a chronological survey of American literature, non-fiction essays, and foundational documents, which provides students the opportunity to learn about how different periods and groups, such as the Native Americans, the Romantics, the Depression, etc. have influenced and been influenced by the history, values, and culture of our country. Students analyze literature to explore their relationship with the world around them, including themes of identity, war, and government. Students are required to read, write, and participate in class discussions. In addition to literature, students study grammar, writing, complete research, vocabulary, and presentation skills and informational texts. This course also meets the state requirement for writing.

Grade 9 teacher recommendation.

**British Literature w/Logic & Rhetoric**

1.0 Credit/Year Long Requirement  
Grade 11

This course will combine the study of British Literature from Anglo-Saxon times to the Modern Age. Students in this course are encouraged to improve their close reading, writing, vocabulary and critical thinking skills. Evaluation is based on formative and summative assessments such as; written assignments, research, and individual and collaborative projects. This course also meets the state requirement for Logic & Rhetoric.

**Honors British Literature w/ Logic & Rhetoric**

1.0 Credit/Year Long Requirement  
Grade 11

This will combine a study of British Literature from Anglo-Saxon times to the Modern Age. Students in this course are encouraged to improve their close reading, writing, vocabulary and critical thinking skills. Evaluation is based on formative and summative assessments such as: written assignments, research, and individual and collaborative projects. This course also meets the state requirement for Logic and Rhetoric.

Grade 10 teacher recommendation.

**Creative Writing**

0.5 Credit/Semester  
Elective  
Grades 9-12

Students will explore various types of writing (narrative, descriptive, dialogue) with the ultimate goal of writing short stories. Poetry and one-act plays will also be studied and written. Multiple genres will be explored in each style of writing.

**Science Fiction & Fantasy**

0.5 Credit/Semester  
Elective  
Grades 9-12

In this survey course, students will study the works of contemporary science fiction and fantasy writing through both works of literature and film. Students will examine themes such as morality, survival, and innovation, by studying topics such as utopias, dystopias, clones, biological warfare, and the apocalypse. Students will have the opportunity to explore more of their interests in this topic through creative projects, simulations, and games.

**Speech & Debate**

0.5 Credit/Semester  
Elective  
Grades 9-12

Do you like to defend your point of view? Would you like to be a better presenter or to do well in an interview? This class is an introduction to the skills of public speaking and debate. In a safe atmosphere, students learn to enhance their public speaking skills for interviews, the classroom, the workplace, and for special events. Activities include speeches, debates, interviews, TED Talks, film, understanding mass media, and classroom exercises.

**The Hero's Journey Through Film & Literature**

0.5 Credit/Semester  
Elective  
Grades 9-12

What makes someone a hero? Joseph Campbell, a world-renowned mythologist, believed that the hero's journey is a pattern of human experience that underlies virtually all literature and film and applies to our own lives as well. The hero's journey is both timeless and contemporary. This elective is a film-based course, supplemented with short stories, nonfiction, myths, and personal experience to examine the world of the hero.

### **College Composition 101**

Elective

0.5 Credit/Semester/ **Early College**  
Grades 11 & 12

4.0 Early College Credits are available through Nashua Community College. There is a fee of \$150.00.

If the student does not meet NCC requirements for College Composition 101 credit they are not eligible to take College Composition 102.

In this course, students learn to write clearly and effectively for defined audiences through a variety of strategies. Emphasis is on the writing process from pre-writing through drafting, revising and editing. Students gain confidence through learning the basic principles of effective expository composition and the application of these principles in writing essays and documented papers. Students become aware of the variety of strategies, behaviors, habits and attitudes, and choose those that help them improve. Students will also read and examine a wide variety of writers and writing styles.

In order to earn college credit, students must score a 74%, or above at the end of the semester. WLC credit can still be earned with a traditional passing grade.

Note: Assessments in this class are not eligible for remediation.

### **College Composition 102: Writing About Literature**

Elective

0.5 Credit/Semester/**Early College**  
Grades 11 & 12

4.0 Early College Credits are available through Nashua Community College. There is a fee of \$150.00.

Building upon skills learned in College Composition 101 this writing and literacy course further explores the dimensions of writing based on selected readings that explore relevant themes and issues in today's world. Emphasis is placed on expository disciplines. The objective of the course is to enhance the depth and quality of students' written expression through sustained engagement in the semester theme. The student will practice writing about that theme for various purposes and audiences with systematic feedback from peers and the instructor. The course employs a workshop approach that incorporates critical reading, discussion, and a series of intense writing activities including analysis of rhetorical strategies used by other writers, and reading and responding to the work of others. Working in small groups, students will develop original ideas about the semester theme through active discussion and critique.

In order to earn college credit, students must score a 74%, or above at the end of the semester. WLC credit can still be earned with a traditional passing grade.

Note: Assessments in this class are not eligible for remediation.

### **Horror A-Z**

0.5 Credit/Semester

Elective

Grades 11 & 12

Why is the horror genre dynamic, yet misunderstood? Why are gothic tales dark yet romantic? The literary genre known as "horror" has evolved since it first began. At the very core, the genre was designed to instill terror in people. In this course students will read, watch, write and analyze classic, modern, and contemporary short stories and works in visual media, with an emphasis on the historical development of the horror and gothic genre and gothic elements that have stood the test of time. Why does this genre attract so many readers and viewers? Attention will be given to relevant local, social, and historical true horror stories. Evaluation is based on summative and formative assessments such as: written assignments, research, and individual and collaborative projects.

### **Madness & Media**

0.5 Credit/Semester

Elective

Grades 11 & 12

Students who take this course will delve into literary works that are based on mental illness, criminality and breaking societal stereotypes. Through film, personal accounts, poetry, novels, art, and other collected works, students will explore how mental health issues have been depicted in literature and how society has broken through stereotypes.

Students will be able to explore their personal interests, learn from each other, and have a variety of ways to demonstrate their understanding of the course. Evaluation is based on formative and summative assessments such as: written assignments, research, and individual and collaborative projects.

**Yearbook & Journalism I**

0.5 Credit/Semester

Elective

Grades 11 &amp; 12

This course is designed to provide students with a collaborative environment to produce the school's annual yearbook. Students will learn the basics of desktop publishing, the basic elements of photography, and how to market the yearbook to the WLC community. Students take part in all aspects of production of the yearbook, including creating a theme, designing the cover and layout, and writing articles. Students will be required to make and meet weekly production goals. There will be required journalism elements of this course which will have students doing research, interviews, and article writing.

**Yearbook & Journalism II**

0.5 Credit/Semester

Elective

Grades 11 &amp; 12

This course is designed to provide students with a collaborative environment to produce the school's annual yearbook. Students will learn the basics of desktop publishing, the basic elements of photography, and how to market the yearbook to the WLC community. Students take part in all aspects of production of the yearbook, including creating a theme, designing the cover and layout, and writing articles. Students will be required to make and meet weekly production goals. Students will also learn the fundamentals of publishing within journalism—including ethics, news literacy, multimedia usage, and reporting. Students will be responsible for researching current events, writing coherent articles, including modern media, and photography.

# MATH

3.5 Math Credits including Financial Literacy are Required for Graduation as well as meeting Competencies.

- Students who take Honors Algebra I & Data Analysis in 8th grade must still complete 3.5 math credits including Financial Literacy in high school.
- *EC* designates Early College classes. Students who earn a C or better ( $\geq 73$ ) in Early College classes simultaneously earn credit at Nashua Community College and WLC.
- Students who take Honors Algebra I & Data Analysis in 9th grade, but are determined to take Calculus as a senior, can take both Geometry and Algebra II Honors during their sophomore year with a teacher recommendation.

	8th Grade	9th Grade	10th Grade	11th Grade	12th Grade
Full Year Offerings (1.0 Credit)	Honors Algebra I & Data Analysis 1.0	Honors Geometry 1.0	Honors Algebra II 1.0	Honors Pre-Calculus (EC) 1.0	Honors Calculus I & Calculus II (EC) 1.0
		Honors Algebra I & Data Analysis 1.0	Honors Geometry 1.0	Honors Algebra II 1.0	Honors Pre-Calculus (EC) 1.0
		Algebra I & Data Analysis 1.0	Geometry 1.0	Quantitative Reasoning w/ Algebra II (EC) 1.0	Quantitative Reasoning w/ Algebra II (EC)
Semester Offerings (0.5 credit)				Financial Literacy 0.5 (Requirement)	Financial Literacy 0.5 (Requirement)
				Statistics I (EC) 0.5	Statistics I (EC) 0.5
				Stock Market Game (0.5)	Stock Market Game (0.5)
				Math for the Trades (0.5)	Math for the Trades (0.5)

## Algebra I & Data Analysis

1.0 Credit/Year Long Requirement  
Grade 9

*Teacher recommendation and/or successful completion of 8th grade math.*

Algebra I is the first in a series of courses taken by students who plan to prepare themselves for two- or four-year colleges. This course embeds key data analysis competencies.

Students will work with algebraic and numeric expressions, properties of real numbers including integers, distributive property, and square roots, absolute value, solving linear equations and inequalities, ratio and proportions, and linear functions. Students will solve and graph linear equations and inequalities, exponents, polynomials, and quadratic equations and functions.

In addition, students will explore data analysis through: Creating and interpreting scatter plots and lines of best fit; Understanding correlation and interpreting slope/intercept in real-world contexts; Modeling data using linear, quadratic, and exponential functions; Working with two-way tables, frequency tables, and relative frequencies; and Introducing concepts of probability and conditional probability.

These data analysis components are fully integrated into the Algebra I curriculum, ensuring that students not only gain strong algebraic foundations but also develop essential skills in analyzing and making sense of real-world data.

## **Honors Algebra I & Data Analysis**

1.0 Credit/Year Long

Requirement

Grades 8-9

*Grade 8 or Grade 9 with teacher/math placement committee recommendation.*

Honors Algebra I is the first in a series of courses for students preparing for competitive four-year colleges. It is the entry point to the Honors Math curriculum and may be taken in either 8th grade or 9th grade with teacher permission. This course embeds key data analysis competencies,

Students will continue to grow their mathematical skills with a strong focus on linear and quadratic equations and functions, while also extending their understanding of exponents, polynomials, absolute value, and inequalities. The course emphasizes both symbolic and graphical approaches, with the graphing calculator and graphing computer software used extensively to model, extend, and apply these concepts.

In addition, students will engage deeply with data analysis through: Creating and interpreting scatter plots and lines of best fit; Understanding correlation and interpreting slope/intercept in real-world contexts; Modeling real data using linear, quadratic, and exponential functions; Working with two-way tables, frequency tables, and relative frequencies; and Introducing probability and conditional probability concepts.

By integrating these data analysis skills alongside algebraic reasoning, Honors Algebra I builds a rigorous foundation for future honors-level mathematics courses while ensuring students meet key state competencies.

## **Geometry**

1.0 Credit/Year Long

Requirement

Grades 9-11

*Teacher recommendation and successful completion of Algebra 1.*

Geometry is the second course in the core math curriculum. The course is designed to give the student a more complete understanding of lines, angles, polygons, and circles, their relationships and their properties, as well as areas of 2-dimensional figures and surface area and volume of 3-dimensional shapes. Students will apply basic logic skills to the principles of geometric proof, and will build on their algebra skills in connection with geometric relationships both on and off the coordinate plane.

## **Honors Geometry**

1.0 Credit/Year Long

Requirement

Grades 9-11

*Teacher recommendation and successful completion of Honors Algebra 1.*

Honors Geometry is the second course in the series of courses taken by students who plan to prepare themselves for competitive four-year colleges. The course is designed to give the student a more formal understanding of lines, angles, polygons, and circles, their relationships and their properties, as well as areas of 2-dimensional figures and surface area and volume of 3-dimensional shapes. Students will “learn the language” of geometry and apply logical reasoning strategies to the principles of geometric proof; they will build on their algebra skills in connection with geometric relationships both on and off the coordinate plane, including word problem applications. Students will also construct accurate representations of geometric figures using various methods.

## **Quantitative Reasoning w/Algebra II**

1.0 Credit/Year Long/*Early College*

Elective

Grades 11-12

*Successful completion of Algebra I and Geometry.*

Students will earn a college credit through the Early College Dual Enrollment program while boosting their transcripts with the addition of Algebra II. Students will cover Algebra II topics such as polynomial functions, radicals, exponents, logarithms, and rational equations, while focusing on real-world applications, problem solving strategy, and preparing for the SAT.

In order to earn college credit, students must score a 73%, or above at the end of the semester. WLC credit can still be earned with a traditional passing grade.

Note: Assessments in this class are eligible for remediation.

**Honors Algebra II**

1.0 Credit/Year Long  
Requirement  
Grades 10-12

*Teacher recommendation and successful completion of Honors Geometry.*

Honors Algebra II is the third course in the honors series of courses taken by students who plan to prepare themselves for competitive four-year colleges. In this course, students will develop the algebraic skills needed in higher mathematics. They will recognize algebra as the study of the structure of the system of numbers including complex numbers. Students will extend their skills in operating with different types of functions, including linear, quadratic, polynomial, exponential and logarithmic functions. Other topics such as matrices and linear programming may be covered as time permits.

**Financial Literacy**

0.5 Credit/Semester  
Requirement  
Grades 11-12

*Successful completion of at least two high school mathematics credits.*

*This course satisfies the New Hampshire requirements for financial literacy.*

Students will learn financial literacy and planning by immersing themselves in a series of real-life projects, including but not limited to: budgeting for a cross-country road-trip; researching careers and potential salaries; searching for a dream house and calculating the mortgage payments; creating a monthly budget to account for transportation, food, entertainment and college debt expenses, in addition to their mortgage payments; estimating the future value of an investment portfolio to help plan for retirement. Students will use online tools such as Google Sheets to perform the calculations in order to develop these increasingly relevant career skills. This course will satisfy the New Hampshire requirements for financial literacy.

**Statistics I**

Honors  
0.5 Credit/Semester/**Early College**  
Elective  
Grades 11-12

*Successful completion of Algebra II*

Introduction to Statistics is a course for any student interested in careers in business, social sciences, or any math/science related field. The course is designed to show the student how to understand and interpret statistical results and data more accurately. Topics include scales of measurement, random sampling, graphs and tables, measures of central tendency, probability and probability distributions, confidence interval, error and sample size estimation, hypothesis testing, linear correlation, regression analysis, and prediction. The graphing calculator will be used extensively in this course.

**Honors Pre-Calculus**

1.0 Credit/Year Long/**Early College**  
Elective  
Grades 11-12

*Teacher recommendation and successful completion of Algebra II.*

*If the student does not meet NCC requirements for Pre-Calculus I credit they are not eligible to take Calculus I.*

Pre-Calculus is designed for the student who desires preparation for studies in college calculus. This course will provide the student with a solid understanding of the trigonometric ratios from both a triangle and a function perspective; the student will relate the graphs to the properties of the ratios, solve real-world problems that apply these ratios, and develop and apply identities that relate the trigonometric functions to each other. Students will also work with various other function types, including polynomial, rational, radical, exponential and logarithmic expressions. Students will develop and apply concepts related to vectors and parametric equations.

*Note: Assessments in this class are not eligible for remediation.*

**Honors Calculus I & II**1.0 Credit/Year Long/**Early College**

Elective

Grade 12

*Teacher recommendation and successful completion of Honors Pre-Calculus.*

*If the student does not meet NCC requirements for Calculus I credit they are not eligible to take Calculus II.*

Students will earn college credit for Calculus I and Calculus II through the Early College Dual Enrollment program. During the fall semester, students will undergo an in-depth analysis of derivatives, including: the role limits played in their discovery, the rules for differentiating various functions, and using derivatives to solve optimization problems. In the spring, students will focus on solving problems using integration, such as finding the area under a curve, and the volume of a solid formed by rotating an irregular shape around an axis. Students will also study sequences, series, and convergence.

*Note: Assessments in this class are not eligible for remediation.*

**Stock Market Game**

0.5 Credit/Semester

Elective

Grades 11-12

*Successful completion of at least two high school mathematics credits.*

Trade stocks and bonds in real-time while competing in the Stock Market Game --a nationwide, online competition where students compete for a \$500 grand prize. Learn how financial markets work, why companies issue stocks and bonds, and the strategies needed to invest your money successfully. Explore the mathematical techniques needed to analyze past results and predict future behavior, such as percent change, compound growth, the average rate of change, and return on investment.

Other Topics Explored Include: Simple vs. Compound Interest, Linear & Quadratic Regression, Pattern Recognition, Benchmarking.

**Math For The Trades**

0.5 Credit/Semester

Elective

Grades 11-12

Math For The Trades is designed for students interested in pursuing a career in the trades. The course starts by building the fundamental math skills required across the trades, including working with whole numbers, fractions, decimals and percentages. Students will practice making accurate linear and angular measurements, as well as rounding and estimating to appropriate place values. Students will practice these skills in a variety of hands-on situations related to carpentry, landscaping, construction management, and other trade careers. Upon successful completion of the course, students will know (and be able) to measure twice and cut once.

# SCIENCE

**3 Science Credits Required for Graduation as well as meeting Competencies**

	9th Grade	10th Grade	11th Grade	12th Grade
<b>Full Year Offerings (1.0 Credit)</b>	<b>Biology 1.0</b>	<b>Integrated Science 1.0</b>		
	<b>Honors Biology 1.0</b>	<b>Honors Integrated Science 1.0</b>		
		<b>Anatomy &amp; Physiology 1.0 Honors Option</b>		
		<b>AP Biology 1.0 2026-2027</b>		
		<b>AP Environmental Science 1.0 2027-2028</b>		
		<b>Chemistry in the Earth System 1.0 Honors Option</b>		
			<b>Honors Physics 1.0</b>	
<b>Semester Offerings (0.5 credit)</b>	<b>Astronomy 0.5</b>			
	<b>Environmental Conservation 0.5</b>			
	<b>Forensics 0.5</b>			
	<b>Intro to Geology 0.5</b>			
			<b>Animal Sciences 0.5</b>	
			<b>Meteorology 0.5</b>	
<b>MILFORD HIGH SCHOOL &amp; APPLIED TECHNOLOGY CENTER OFFERINGS</b>				
<b>CTE PROGRAMS FULL-YEAR</b>			<b>HEALTH SCIENCE OCCUPATIONS Health Occupations I (EC) 2.0 Health Occupations II (EC) 2.0</b>	

**Biology**

1.0 Credit/Year Long Requirement  
Grade 9

This course introduces students to many of the fundamental biological concepts thus increasing the students' understanding of themselves as living organisms. Main topics include- Unity and Diversity among life forms, Structures and Processes, Heredity and Evolution. Students will through investigations and activities explore the themes and concepts. Students will be able to understand that science plays a significant role in our everyday lives.

**Honors Biology**

1.0 Credit/Year Long Requirement  
Grade 9

Students will engage in learning topics in Biology in greater depth and application. Through hands-on activities, problem solving and scientific reading and writing students will gain understanding of Structures and Processes, DNA, Genetics and Heredity, Unity and Diversity of life forms and Natural Selection and Evolution. Honors students will problem solve creatively, study independently and communicate effectively for formative and summative assessments.

*Middle School Math and Science Teacher Recommendation.*

**Integrated Science**

1.0 Credit/Year Long Requirement  
Grade 10

This course is designed to develop a students' understanding of Earth and Space and Physical Science concepts. Students will gain mastery of relevant science topics through inquiry based activities, reading passages, lectures, videos, and summative projects. Students will develop an awareness of the importance of scientific principles in everyday life and will develop critical thinking skills essential in science and in life. By the end of this course, students will be able to create physical and conceptual models, describe the process governing the formation, evolution and workings of the universe and Earth's place in it; demonstrate an understanding of the forces and motions on Earth and demonstrate an understanding of human impact on Earth's systems.

## **Honors Integrated Science**

1.0 Credit/Year Long  
Requirement  
Grade 10

This course is designed to develop a students' understanding of Earth and Space and Physical Science concepts with an emphasis on mathematics and computational thinking. Students will gain mastery of relevant science topics through inquiry based activities, reading passages, lectures, videos, and summative projects. Students will develop an awareness of the importance of scientific principles in everyday life and will develop critical thinking skills essential in science and in life. By the end of this course, students will be able to create physical and conceptual models, describe the process governing the formation, evolution and workings of the universe and Earth's place in it; demonstrate an understanding of the forces and motions on Earth and demonstrate an understanding of human impact on Earth's systems.

## **Forensics**

0.5 Credit/Semester  
Elective  
Grades 9-12

Forensic science is course rich in inquiry based exploration and lab investigation which applies many disciplines of scientific study such as biology/anatomy, chemistry, and physics to solving crimes. This course uses a structured and scientific approach to the investigation of crimes of assault, abuse and neglect, domestic violence, accidental death, homicide, and the psychology of criminal behavior. Students will learn terminology and investigative procedures related to crime scene, questioning, interviewing, criminal behavior characteristics, truth detection, and scientific procedures used to solve crimes. Using inquiry based scientific methods, students will collect and analyze evidence through case studies and simulated crime scenes such as fingerprint analysis, forensic odontology, handwriting analysis and forgery, trace analysis, ballistics, DNA fingerprinting and blood spatter analysis.

## **Honors Anatomy & Physiology**

1.0 Credit/Year Long  
Elective  
Grades 10-12

This is a year- long course designed for students interested in learning about the human body and interested in pursuing a career in a health- related field. Students will explore the systems of the human body through lectures, lab models and dissection of various organs such as heart, brain, eyes and kidneys. Content addressed will include- orientation of the human body, histology and various complex systems of the human body. To be successful a student will demonstrate effective time management and good study skills.

*Successful completion of Honors Biology or Biology with a grade of C+.*

## **AP Biology**

Honors  
1.0 Credit/Year Long  
Elective  
Grades 11-12

The Advanced Placement Biology course is designed to be the equivalent of a college introductory biology course. It aims to provide students with the conceptual framework, factual knowledge, and analytical skills necessary to deal critically with the rapidly changing science of biology. Students are challenged with new ideas and greater detail in the eight major themes of biology: evolution, energy transfer, continuity and change, relationship of structure and function, regulation, interdependence in nature, science as a process, and science, technology, and society. Major units include biochemistry, cellular biology, energy, genetics, molecular genetics, evolution, anatomy and physiology, plant and animal diversity, and ecology. Laboratory skills, including dissection, are developed and reinforced through the AP labs. Students will take the AP College Board exam in May

*Prerequisites: successful completion of Honors Biology is highly recommended;*

*Successful completion of Honors Chemistry is highly recommended*

## **Astronomy**

0.5 Credit/Semester  
Elective  
Grades 9-12

This course is an introduction to modern astronomy. The course adopts a conceptual approach to understand the nature of science and physics concepts through the eyes of astronomy. Topics will include the motion of the night sky, the nature of light, stars and stellar evolution, black holes, the Big Bang Theory, universal expansion, and Einstein's theory of relativity. Methods of assessment will include tests, projects, computer simulations, laboratory experiments and activities.

**Chemistry in the Earth System  
Honors option**

1.0 Credit/Year Long  
Elective  
Grades 11-12

*Teacher recommendation and  
successful completion of Honors  
Algebra I with a grade of B.*

This course explains how chemical processes help drive the Earth's four spheres. Students will investigate the fundamentals of matter and chemistry (combustion, atoms, elements, molecules, chemical equations, and reactions) in order to interpret processes that shape the Earth's system such as plate tectonics, climate change, and ocean acidification.

**Environmental Conservation**

0.5 Credit/Semester  
Elective  
Grades 9-12

This course will provide an understanding of the biodiversity of our local ecosystems and what we can do to conserve them for future generations. Topics will include understanding the human generated environmental impacts with a focus on the Nature of Science and learn proper field techniques for collecting data. By the end of this course, students will be able to create physical and conceptual models of Earth's interrelated systems (geosphere, hydrosphere, biosphere and atmosphere), demonstrate an understanding of the human impact on Earth's systems and analyze the values and beliefs inherent in environmental decision-making and the decisions of private and governmental decisions on the management of natural resources in the environment.

**AP Environmental Science**

Honors  
1.0 Credit/Year Long  
Elective  
Grades 11-12

*Successful completion of Honors  
Physical Science, Honors Biology and  
Honors Algebra I*

The AP Environmental Science course is designed to engage students with the scientific principles, concepts, and methodologies required to understand the interrelationships within the natural world. The course requires that students identify and analyze natural and human-made environmental problems, evaluate the relative risks associated with these problems, and examine alternative solutions for resolving or preventing them. Environmental science is interdisciplinary, embracing topics from geology, biology, environmental studies, environmental science, chemistry, and geography. The AP Environmental Science course is designed to be the equivalent of a one-semester, introductory college course in environmental science. Students will take the AP Test in May.

**Honors Physics**

1.0 Credit/Year Long  
Elective  
Grades 11-12

*(Prerequisite of B+ in Algebra II)*

Physics is for the student aiming for a career in sciences, engineering, and some areas of medicine; for example, physical therapy. Students who are considering a 2-year program in a technical area should also consider this course. Topics studied include measurement, vectors and vector analysis, the laws of motion and their application, momentum, forces, work and energy, heat, waves, light and optics, electricity and magnetism. Modern physics and other topics will be studied as time allows. Laboratory work is an integral part of the course. Students will be evaluated on tests, quizzes, laboratory work, class work and reports.

**Intro to Geology**

0.5 Credit/Semester  
Elective  
Grades 9-12

*(Prerequisite of B+ in Algebra II)*

This course will explore the interactions between the four major Earth spheres including the geosphere, atmosphere, hydrosphere, and biosphere in order to explain Earth's formation, processes, history, landscapes, and how and why Earth changes over time. The course will also explore how humans interact with and affect Earth's spheres, leading to local and global changes. Topics to be addressed include, but are not limited to science and engineering practices, nature of science, measurement, mapping Earth's surface, minerals, rocks, plate tectonics, earthquakes, volcanoes, geologic time, meteorology, and Earth's place in the universe. Students will participate in laboratory exercises, small group activities, web-based investigations and simulations, class discussions, projects, and research.

**Animal Sciences****Honors option**

0.5 Credit/Semester

Elective

Grades 11-12

This course provides an in-depth study of animal biology, behavior, and the various roles animals play in agriculture, research, and ecosystems. Students will examine topics such as animal anatomy and physiology, genetics, nutrition, health, and reproductive science. The course also delves into ethical considerations in animal care and management, as well as sustainable practices in livestock and pet industries. Through hands-on activities, students will gain practical skills in animal handling, care, and behavior assessment. By the end of the course, students will understand the complexities of animal welfare and the scientific and ethical responsibilities involved in animal-related fields.

**Meteorology**

0.5 Credit/Semester

Elective

Grades 11-12

This course offers students a comprehensive look into the science of weather and atmospheric phenomena. Students will explore key topics, including the structure and dynamics of the Earth's atmosphere, weather patterns, forecasting techniques, and the technology used in weather prediction. By studying air masses, fronts, and severe weather events such as hurricanes, tornadoes, and blizzards, students will gain a deeper understanding of the factors that drive weather systems. The class will also cover climate science, the impact of human activity on the environment, and the role of meteorologists in society. Practical labs and data analysis exercises will equip students with skills to interpret weather models and predict local and regional weather patterns.

# SOCIAL STUDIES

4 Credits of Social Studies are required for Graduation as well as meeting Competencies.

	9th Grade	10 <sup>th</sup> Grade	11th Grade	12 <sup>th</sup> Grade
Full Year Offerings (1.0 - 2.0 Credits)	World History 1.0	US & NH History 1.0	* US & NH Civics, Government & Economics 2.0	
	Honors World History 1.0	Honors US & NH History 1.0	* Honors US & NH Civics, Government & Economics 2.0	
Semester Offerings (0.5 Credit)	Crime & Punishment 0.5			
	Intro to Psychology 0.5			
	World at War 0.5			

**\* CIVICS TEST & COMPETENCY GRADUATION REQUIREMENT\***

**Students are required to pass a locally developed competency assessment in civics, and pass the naturalization examination developed by the 2020 United States Citizen and Immigration Services with a 70 percent or better, in order to graduate from high school. Opportunities to pass these requirements are embedded in the U.S. Civics, Government and Economics course required for all WLC students to take in grade 11.**

**World History**

1.0 Credit/Year Long Requirement  
Grade 9

This course is designed to focus on the social, economic, political, geographical and cultural aspects of various societies, from medieval times through to the modern era. Materials include various activities and selected readings for the various units of study. Student evaluation is based on research projects, oral and written assignments, periodic tests, quizzes and essays.

**Honors World History**

1.0 Credit/Year Long Requirement  
Grade 9

*Grade 8 teacher recommendation.*

This course is designed for students who have a strong aptitude for social studies and will focus on the social, economic, political, geographical and cultural aspects of various societies, from medieval times through to the modern era. Materials include various activities, selected readings and appropriate themes. Student evaluation is based on classroom participation, written and oral assignments, collaborative projects, periodic quizzes, research projects and document based essays.

**US & NH History**

1.0 Credit/Year Long Requirement  
Grade 10

U.S. History is designed to engage students in an intense examination of American history from the civil war to today. This course will focus on the economic, social, cultural, and political movements that have influenced the course of American history, while at the same time promoting an understanding of our changing role in world affairs. Materials will include various media, text and sources appropriate to the themes. Student evaluation is based on classroom participation, periodic quizzes, written and oral assignments, and research projects. This course embeds key New Hampshire history into unit work and assessments to meet the state requirement for New Hampshire History.

**Honors US & NH History**

1.0 Credit/Year Long  
Requirement  
Grade 10

*Grade 9 teacher recommendation.*

Honors U. S. History is designed for students who have a strong aptitude in Social Studies and a willingness to pursue the thematic study of U. S. History in depth and using a variety of methods. The basic text will serve as a student resource and will be supplemented by various assigned readings. A high degree of class participation will be expected of students. Oral and written assignments, position papers, and serious research will make up the basis of evaluation. Students should have strong reading and writing skills, and be capable of dealing with large amounts of material. Students should expect a course with strict standards.

This course embeds key New Hampshire history into unit work and assessments to meet the state requirement for New Hampshire History. This course embeds key New Hampshire history into unit work and assessments to meet the state requirement for New Hampshire History.

**US & NH Civics, Government & Economics \***

2.0 Credits/Year Long  
Requirement  
Grade 11

**\* CIVICS TEST & COMPETENCY  
GRADUATION REQUIREMENT\***

This survey course is designed as an introduction to the political and economic practices of the United States. The first semester is dedicated to the foundations of democracy and developing a critical understanding of the constitutional framework of the national and NH state government. This course meets the state requirement for US & NH Government and Civics, because it embeds unit work and assessments on NH Government and includes the state mandated Citizenship Test and Competency based project.

The second semester will focus on the fundamental principles of economics and the role this discipline has on the decision-making process of the individual. Students will focus on the function of supply and demand in the capitalist market system, macroeconomic theory, money and banking, and the government's role in creating fiscal and monetary policy. The second semester meets the state requirement for economics.

**Honors US & NH Civics,  
Government & Economics \***

2.0 Credits/Year Long  
Requirement  
Grade 11

*Grade 10 teacher recommendation.*

**\* CIVICS TEST & COMPETENCY  
GRADUATION REQUIREMENT\***

This course is designed as an introduction to the political and economic practices of the United States. The first semester is dedicated to the foundations of democracy and developing a critical understanding of the constitutional framework of the national and NH state government. This course meets the state requirement for US & NH Government and Civics, because it embeds unit work and assessments on NH Government and includes the state mandated Citizenship Test and Competency based project.

The second semester will focus on the fundamental principles of economics and the role this discipline has on the decision-making process of the individual. Students will focus on the function of supply and demand in the capitalist market system, macroeconomic theory, money and banking, and the government's role in creating fiscal and monetary policy. The second semester meets the state requirement for economics.

**Crime & Punishment**

0.5 Credit/Semester  
Elective  
Grades 9-12

The subject matter introduced in this course includes a study of crime in America, criminal law, and court procedures. Time is also devoted to the study of our penal system. Students will learn about major Supreme Court decisions and other significant criminal cases in American society. This course also introduces students to civil law and includes topics such as civil rights and personal legal responsibilities. This includes the study of the US Constitution and Bill of Rights, types and classes of crime, and criminal psychology. Projects, movies, documentaries and simulations are utilized to provide a better understanding of the legal process. Major assessments include: formal discussions, traditional tests/quizzes, case studies, research projects, and if time and class size allows, a mock trial.

**Intro to Psychology**

0.5 Credit/Semester

Elective

Grades 9-12

Why do humans think and act the way they do? This course serves as an introduction to psychology and focuses on the study of human behavior. Topics including personality, the science of learning, and the history of human behavior will be explored. Students will access material and be assessed in a variety of ways including simulations, oral presentations, periodic tests/quizzes, and research projects.

**The World at War**

0.5 Credit/Semester

Elective

Grades 9-12

This course examines the history and evolution of warfare from ancient times to today. Included in the topics of study are the causes of war, examples of different technologies and weapons over time, deep dives into major wars (including but not limited to WWI and WWII), and how warfare has played a major role in shaping society today. Students will access material and be assessed in a variety of ways including simulations, oral presentations, periodic tests/quizzes, and research projects.

2030

# WORLD LANGUAGES

Most 4-year colleges require a minimum of 2.0 credits in a world language; many competitive colleges require 3.0 or 4.0 credits. Students need 2 years of the same world language to be considered a NH Scholar

9th Grade	10 <sup>th</sup> Grade	11th Grade	12 <sup>th</sup> Grade
Spanish I			
	Spanish II		
	Spanish III		

## Spanish I

1.0 Credit/Year Long  
Elective  
Grades 9-12

Students are introduced to the fundamentals of Spanish grammar and vocabulary through listening, speaking, reading, and writing in Spanish. Spoken language exercises are used extensively. An important part of the course is the study of the culture of the Hispanic world through the exploration of geography, history, holidays, cuisine, and the arts. Evaluation is based on the four world language competencies; interpretive communication, interpersonal communication, presentational communication, and language control.

## Spanish II

Credit/Year Long  
Elective  
Grades 10-12

Spanish II continues the development of listening, speaking, reading, and writing skills in the Spanish language with a continuation of the fundamentals of Spanish grammar. Hispanic culture is studied through selected readings, videos, and other media. The course continues the study of the cultures of the Hispanic world through the exploration of geography, history, holidays, cuisine, and the arts. , music, TV. Evaluation is based on the three world language competencies; comprehension, production and communication.

*Successful completion of Spanish I*

*It is recommended that students take Spanish II the year immediately following taking Spanish I*

## Spanish III

Credit/ Year Long  
Elective  
Grades 11-12

Spanish III continues the development of listening, speaking, reading, and writing skills in the Spanish language with a continuation of the fundamentals of Spanish grammar, as well as continued emphasis on Hispanic culture, studied through history, holidays, cuisine, and the arts. The use of the language as a tool for communication is stressed, and students are encouraged to converse in Spanish. Evaluation is based on the three world language competencies; production, comprehension and communication for summative assessments. Evaluation is based on the three world language competencies; comprehension, production and communication.

*Successful completion of Spanish II*

*It is recommended that students take Spanish III the year immediately following taking Spanish II*

## ART & DESIGN

**1.5 Credits in Art, Music, Technical Education, or Family and Consumer Science are required for Graduation as well as meeting Competencies.**

	9th Grade	10 <sup>th</sup> Grade	11th Grade	12 <sup>th</sup> Grade
Semester Offerings 0.5 Credit	Drawing, Painting & Printmaking – Level 1 0.5			
	Pottery & 3-D Art – Level 1 0.5			
	Drawing, Painting & Printmaking – Level 2 0.5			
	Pottery & 3-D Art – Level 2 0.5			
	Drawing, Painting & Printmaking – Level 3 0.5			
	Pottery & 3-D Art – Level 3 0.5			
	AP 2D Art & Design 1.0			
	AP 3D Art & Design 1.0			
<b>MILFORD HIGH SCHOOL &amp; APPLIED TECHNOLOGY CENTER OFFERINGS</b>				
CTE PROGRAMS FULL-YEAR	GRAPHIC ARTS PROGRAM			
	Graphic Design I (EC) 1.0 Semester 1			
	Graphic Design II (EC) 1.0 Semester 2			
	Graphic Design III (EC) 1.0 Semester 1			
	VIDEO PRODUCTION			
	Video Production I (EC) 2.0			
Video Production II (EC) 2.0				

**Drawing, Painting & Printmaking - Level 1**

0.5 Credit/Semester  
Elective  
Grades 9 -12

Completion of 2D Art serves as a prerequisite for Drawing Level 2 & Level 3.

WLC students will have the opportunity to increase their fundamental understanding and appreciation of the visual arts through making, and responding to, two-dimensional images through drawing. Our materials in this visual practice are traditional drawing pencils, colored pencils, charcoal, chalk pastels, markers, ink (pen, brush and other objects), and exploratory drawing mediums.

Curriculum will explore styles of European and Western art history from Impressionism to Surrealism, while comparing and contrasting them to other global contemporary artists. Individual and group experiences will promote problem solving, creative thinking, and self-expression through both observational and imaginative drawing practices. Practices of art criticism will enhance the depth of our learning (observing a work of art to examine the visual elements, analyze the parts and the entire piece of art, and interpret the artist's meaning).

**Drawing, Painting & Printmaking - Level 2**

0.5 Credit/Semester

Elective

Grades 10 -12

Completion of Drawing: Level 1 required.

The student will follow along with the curriculum in Level 2 with the exception of working on developing their own evolving style of drawing. The student will set specific goals to intentionally focus on the improvement of certain drawing techniques that they would like to improve upon. They will also be asked to give a small presentation of an artist who inspires their own growing interest in drawing and why.

**Drawing, Painting & Printmaking - Level 3**

0.5 Credit/Semester

Elective

Grades 10 -12

Completion of Drawing: Level 2 required and Teacher permission required

This is a student-led studio course with full student choice of materials within their chosen area(s) of study (themes, subject matter), and artist research. They will be working on their own projects while in the same room with students in level. This class requires the participating student to work on a piece of artwork to enter into the NH Scholastic Art Awards.

**Pottery & 3-D Art - Level 1**

0.5 Credit/Semester

Elective

Grades 9-12

Completion of this course serves as a prerequisite for Pottery & 3D Art Level 2 and Level 3

3D Art: Level 1, 2 & 3

WLC students will have the opportunity to increase their understanding and appreciation of the arts through making, and responding to, three-dimensional objects of form and/or function. Primary materials of this visual practice are paper, felt, textiles, and ceramics. For ceramics, students will learn the methods of working with clay such as coiling, slab building, and throwing on the wheel. The curriculum will explore styles of Eastern and Western art history from ancient Japanese and Chinese ceramics, while comparing and contrasting them to other global contemporary artists of today. Individual and group experiences will promote problem solving, creative thinking, and self-expression through art making and practices of art criticism (observing a work of art to examine the visual elements, analyze the parts and the entire piece of art, and interpret the artist's meaning).

**Pottery & 3-D Art - Level 2**

0.5 Credit/Semester

Elective

Grades 10-12

Completion of this course serves as a prerequisite for Pottery & 3D art Level 2 and Level 3.

Students will continue their comprehension of three-dimensional objects and art criticism. In this Level 2 course, the student will follow along with the curriculum in Level 1 with the exception of working on developing their own evolving style and interest in sculpture. The student will set specific goals to intentionally focus on the improvement of certain sculptural techniques that they would like to improve upon. They will also be asked to give a small presentation of an artist who inspires their own growing interest in drawing and why.

**Art as Collaborative Environment Sculpting: Existing in an Artistic Space; Living Art!**

0.5 Credit/Semester

Elective

Grades 9-12

Dive into interactive, hands-on art where you explore light, sound, video, projections, voice, and design to create immersive experiences. Work in small groups to build objects, combine different media, and design installations that people can walk into and explore. Think Yayoi Kusama's Infinity Mirror Rooms or William Kentridge's The Refusal of Time—we'll create art that is big, exciting, and interactive. Projects take place in indoor and outdoor spaces, including the forest, school garden, and other places around town. The class ends with a final installation, which could be shown in the school, a downtown building, or a local gallery. Come create art that people can see, hear, touch, and experience!

### **Pottery & 3-D Art - Level 3**

0.5 Credit/Semester

Elective

Grades 9-12

A student-led studio course with full student choice of materials within their chosen area(s) of study (themes, subject matter), and artist research. This class requires the participating student to work on a piece of artwork to enter into the NH Scholastic Art Awards.

Completion of Pottery & 3D Art Level

I & II, and teacher permission

required

### **Community Art in Wilton and Lyndeborough**

0.5 Credit/Semester

Elective

Grades 9-12

Bring art directly to the community! In this course, students collaborate with local businesses, organizations, and residents to create public art projects. Activities include meeting shop owners to see what art they want, designing pop-up installations like a “giving tree,” creating a thematic ceramic sculpture garden, adding sculptures to the disc golf course, repainting storm drain murals, or creating murals in school hallways. This class focuses on hands-on, community-based projects that engage the town, allow students to earn community service hours, and give you the chance to see your work displayed in public spaces. Make your mark on the community and help bring more art into everyday life!

### **AP 2D Art & Design 2026-2027**

1.0 Credit/Year Long

Elective

Grades 11-12

In AP 2-D Art and Design you’ll develop skills using materials and processes such as graphic design, photography, collage, printmaking, fashion illustration, and others. As the course concludes you’ll submit a portfolio that demonstrates your ability to practice, experiment, and revise your own work while communicating your ideas about art and design. To learn more about the course visit the [AP 2-D Art and Design course page](#).

AP 2D Art & Design will touch upon the following:

- Graphic design
- Digital imaging
- Photography
- Collage
- Fabric design
- Weaving
- Fashion design
- Illustration
- Painting
- Printmaking

### **AP 3D Art & Design 2026-2027**

1.0 Credit/Year Long

Elective

Grades 11-12

In AP 3-D Art and Design you’ll learn how to create art in different disciplines such as sculpture, architectural rendering, metal work, ceramics, and others. At the end of the course you’ll submit a portfolio that demonstrates your knowledge of art skills using three-dimensional materials. To learn more about the course visit the [AP 3-D Art and Design course page](#).

AP 3D Art & Design will touch upon the following:

- Figurative or nonfigurative sculpture
- Architectural models
- Metal work
- Ceramics
- Installation
- Performance
- Assemblage
- 3-D fabric/fiber arts

### **AP Drawing 2026-2027**

1.0 Credit/Year Long

Elective

Grades 11-12

In this course you’ll experiment with a variety of materials and processes as you develop your drawing skills. At the end of the course you’ll submit a portfolio that demonstrates the different drawing abilities taught in the course, which include mark-making, line, surface, space, light and shade, and composition. To learn more about the course visit [AP Drawing course page](#).

AP 2D Art & Design will touch upon the following:

- Drawing (analog or digital)
- Painting
- Printmaking
- Mixed media work

# DIGITAL/BUSINESS EDUCATION

All students are expected to earn 0.5 credit in Digital Education, either in 8th grade or in high school. Students who completed and passed their E-Portfolio/Digital Literacy in 8th Grade may choose to take any Digital Education course for elective credit, but this is not required. Students who have not earned 0.5 credit in E-Portfolio/Digital Literacy are required to complete any Digital Education course to satisfy the Digital Literacy requirement.

	9th Grade	10th Grade	11th Grade	12th Grade
<b>Semester Offerings (0.5 Credit)</b>	<b>Game Development 0.5</b>			
	<b>Coding with Python (Robot/Video Game) 0.5</b>			
	<b>Computer Graphics 0.5</b>			
	<b>Intro to Computers 0.5</b>			
	<b>Videography 0.5</b>			
<b>MILFORD HIGH SCHOOL &amp; APPLIED TECHNOLOGY CENTER</b>				
<b>CTE PROGRAMS FULL-YEAR</b>	<b>COMPUTER SCIENCE</b>			
	<b>Network &amp; Cybersecurity (EC) 1.0</b>			
	<b>Software Engineering (EC) 1.0</b>			
	<b>ACCOUNTING</b>			
	<b>Accounting (EC) 1.0</b>			
	<b>College Accounting (EC) 1.0</b>			
	<b>QuickBooks (EC) 1.0</b>			
	<b>BUSINESS MARKETING FUNDAMENTALS</b>			
	<b>Business Management &amp; Entrepreneurship (EC) 1.0</b>			
<b>Sports Entertainment Marketing (EC) 1.0</b>				

**Intro to Computers**  
0.5 Credit/Semester  
Elective  
Grades 9-12

**Course Description:**  
Students will work on the primary foundations of a computer. This includes the impact of modern technology, an introduction to coding, and an intense dive into the various Google Suite Applications. Students will emphasize and work on their communication skills as a student through utilizing computer technology, such as organizing a hard drive of important documents. Basic computer and internet skills will be used to create common documents and presentations while learning how to incorporate good rules of design.

**Game Development**  
0.5 Credit/Semester  
Elective  
Grades 9-12

This course will explore different aspects of app development, from the history of applications and the teams that build them to the creation of games, websites and other software. Students will learn basic coding skills to plan and develop a variety of applications as part of a development team and individually as solo developers.

**Coding with Python (Robot/Video Game)**  
0.5 Credit/Semester  
Elective  
Grades 9-12

Students will learn to code using the text-based programming language of Python. We will program a small robot for the first half of the course and then spend the second half programming a video game on the desktops.

Students will learn creative problem-solving and independent learning skills, as well as algorithmic thinking, foundational computer science principles, and best-practices for coding.

**Computer Graphics**

0.5 Credit/Semester

Elective

Grades 9-12

Utilizing tools such as Photoshop and Illustrator, students will become familiar with the processes used to create both raster and vector-based images. Once that foundation is set, students will then be able to dive into the 3rd dimension and explore the basics of 3D modelling and texturing. Projects will center around creating advertisements, logos, and artistic renderings.

**Videography**

0.5 Credit/Semester

Elective

Grades 9-12

This course will pursue all aspects of creating, filming, editing, directing, and producing. We will work with Green Screen technology, digital video editing with WeVideo, creative story-telling, filmmaking, and more! Our class will also work to produce segments for our Student Run News Show.

This class will work to be a co-curricular course with Communication Arts: Graphic Design, Animation, and Video course to collaborate and design media/graphics for our production!

2030

# FAMILY AND CONSUMER SCIENCE

**1.5 Credits in the following; Art, Music, Technical Education, or Family and Consumer Science are required for Graduation as well as meeting Competencies.**

9th Grade	10th Grade	11th Grade	12th Grade
<b>Creative Arts I</b>			
<b>For The Love of Leftovers</b>			
		<b>Creative Arts II</b>	
		<b>Creative Cooking I</b>	
		<b>Creative Cooking II</b>	
<b>MILFORD HIGH SCHOOL &amp; APPLIED TECHNOLOGY CENTER</b>			
		<b>Culinary Arts I 2.0</b>	
		<b>Culinary Arts II 2.0</b>	

**Creative Arts I**  
0.5 Credit/Semester  
Elective  
Grades 9-12

Welcome to Creative Arts! This class is designed to enable students to use a variety of techniques and mediums to effectively communicate ideas. Students will demonstrate a respect and appreciation for diversity and creativity in others, and will also self- assess their own works of art. This is a project based class that allows students to work independently and at their own pace. Creative Arts is a very unique class and provides you with an opportunity to “just breathe” and let your creative juices flow.

**Creative Arts II**  
0.5 Credit/Semester  
Elective  
Grades 10-12

Welcome to Creative Arts! This class is designed to enable students to use a variety of techniques and mediums to effectively communicate ideas. Students will demonstrate a respect and appreciation for diversity and creativity in others, and will also self- assess their own works of art. This is a project based class that allows students to work independently and at their own pace. Creative Arts is a very unique class and provides you with an opportunity to “just breathe” and let your creative juices flow. ***Students in Creative Arts II will act as teacher assistants, perform art demonstrations, and work on advanced art projects.***

**Creative Cooking I**  
0.5 Credit/Semester  
Elective  
Grades 10-12

I want to satiate your palate with good eats! Welcome to Creative Cooking! A class designed to give you experience cooking a variety of different foods..... You may have a passion for cooking or may just be plain afraid of tackling recipes and stepping into the kitchen. Creative Cooking is an introductory course in food preparation and safety and sanitation. It is a semester-long course designed to give you a collaborative cooking experience with your peers, and an opportunity to host on special occasions. You will demonstrate the ability to prepare, store, and serve aesthetically pleasing foods. Please join us as we discover superfoods and also feast on some traditional comfort foods.

**Creative Cooking II**  
0.5 Credit/Semester  
Elective  
Grades 10-12

I want to satiate your palate with good eats! Welcome to Creative Cooking! A class designed to give you experience cooking a variety of different foods..... You may have a passion for cooking or may just be plain afraid of tackling recipes and stepping into the kitchen. Creative Cooking is an introductory course in food preparation and safety and sanitation. It is a semester-long course designed to give you a collaborative cooking experience with your peers, and an opportunity to host on special occasions. You will demonstrate the ability to prepare, store, and serve aesthetically pleasing foods. Please join us as we discover superfoods and also feast on some traditional comfort foods. ***Students in Creative Cooking 2 will act as teacher assistants, perform cooking demonstrations, and do food-based research.***

**For The Love of Leftovers**

0.5 Credit/Semester

Elective

Grades 9-12

You get the best of both worlds: a little bit of Creative Cooking and a little bit of Creative Arts! Come join us in a relaxing atmosphere to transform everyday items into works of arts. In this class we have adopted the philosophy of “gathering all the scraps and making sure nothing is lost”. Students will be required to come up with appealing dishes from the leftovers we have accumulated and also create pieces of art work from unthinkable items. Get ready for loads of fun, coming up with ideas and drawing on other resources to see what you can create. This class is both collaborative and individual.

2030

# MUSIC

1.5 Credits in the following; Art, Music, Technical Education, or Family and Consumer Science are required for Graduation as well as meeting Competencies.

9 <sup>th</sup> Grade	10 <sup>th</sup> Grade	11 <sup>th</sup> Grade	12 <sup>th</sup> Grade
<b>Chorus 0.5</b>			
<b>Concert Band 0.5</b>			
<b>Musical Theatre Master Class 0.5</b>			
<b>Rock N' Roll, Pop Past &amp; Present 0.5</b>			
<b>Strings &amp; Keys 0.5</b>			

## **Chorus**

0.5 Credit/Full Year  
Elective  
Grades 9-12

This class is open to all students who want to sing. Students will learn the fundamentals of good singing technique, be able to sing in three or four part harmony, learn about choral music of different times and styles, and hopefully acquire an interest in choral singing as a recreational activity that could continue into adult years. Qualified students will be encouraged to participate in area and state music festivals. Attendance at all class functions, including rehearsals and concerts is mandatory.

## **Concert Band**

0.5 Credit/Full Year  
Elective  
Grades 9-12

This instrumental music class is designed for students who play, or who want to play a concert band instrument (brass, woodwind, or percussion). It is open to students with prior music experience as well as beginners. Students will learn the basics of musicianship and ensemble playing, and will be exposed to music of different times and styles. Qualified students will be encouraged to participate in area and state music festivals. Instruction will be through individual lessons and group rehearsals. Attendance at all class functions, including rehearsals and concerts is mandatory.

## **Musical Theatre Master Class**

0.5 Credit/Semester  
Elective  
Grades 9-12

This class is an exploration of American Musical Theatre. Students will study the work of the actor/singer/dancer and use their gained knowledge to develop as performers. Students will prepare and present as soloists as well as members of small groups and larger ensembles.

## **Rock N' Roll, Pop Past & Present**

0.5 Credit/Semester  
Elective  
Grades 9-12

This class is designed for students who want to take a music class, but don't want to be in a performing group. Students will explore how American Popular music has evolved. They will use multiple sources and media to learn about the roots of Rock and Roll – where it came from and who the major figures were. Topics will include the origins of Rock, the major contributors, how Rock and Roll is influenced by American culture and how Rock and Roll morphed into other popular musical genres.

## **Strings & Keys**

0.5 Credit/Semester  
Elective  
Grades 9-12

This class is designed for students who want to acquire basic and intermediate knowledge of the piano and acoustic guitar. A combination of group and individual instruction will be used to meet the needs and abilities of the class. Piano and keyboard students will use a traditional piano method to learn the fundamentals of technique, musicianship and music theory, with a goal of being able to supplement the method book with music of their choice. Guitar students will aim for the same basic goals by using a combination of traditional music notation and guitar tablature. All students will be encouraged to explore the use of internet sites for tutorials and other supplemental projects. The basics of music theory will be taught mainly through application and classwork. (This course is not intended for the accomplished guitarist who wants a place to jam.) This course may be repeated with permission of the teacher.



# HEALTH

**0.5 Credit of Health is required for Graduation as well as meeting Competencies.**

**High School Health**  
0.5 Credit/Semester  
Requirement  
Grade 10

The purpose of high school health is to give students a platform of knowledge so they can move from healthy adolescents to a healthy adulthood. With this goal in mind the course addresses issues that are facing teenagers today. As the issues change, so does the course. Areas covered include, but are not limited to Fitness and exercise, anatomical systems, mental health and mental disorders. Tobacco, alcohol and drug use, human reproduction and birth, STD's, nutrition, non-infectious and infectious disease. CPR and/or First Aid may be offered.

# PHYSICAL EDUCATION

**1.0 Credit in Physical Education is required for Graduation as well as meeting Competencies.**

9th Grade	10th Grade	11th Grade	12th Grade
<b>Physical Education I 0.5</b>			
<b>Physical Education II 0.5</b>			
<b>Life Time Sports</b>			
<b>Racquet Sports 0.5</b>			
<b>Weight Training 0.5</b>			

**Physical Education I**  
0.5 Credit/Semester  
Elective  
Grades 9-12

The essential aim of the physical education department is to provide each student with a basic knowledge and understanding of various sports and activities, to develop, through practice, some skill; and to formulate positive, healthy attitudes and behaviors so they may participate in lifetime activities. During the class the student will be involved in a program of activity choices designed to give experiences in different sports and recreational activities.

**Physical Education II**  
0.5 Credit/Semester  
Elective  
Grades 9-12

Physical Education II is an elective course open to students who wish to participate in an advanced physical education course. It is a prerequisite for this course that students have taken, and completed at least two semesters of P.E prior to the start of the class. Emphasis will be placed on lifetime activities, but team sports will also be covered. Activities include: Adventure Education, volleyball, softball, team handball, soccer, and more. Evaluation is based on the three key Physical Education Competencies: Movement, Fitness, and Self-Assessment. Each competency will be assessed throughout the athletic process. Students in this course are expected to display advanced levels of sportsmanship, knowledge of sports rules, and physical fitness as it pertains to individual health. Racquet & Net Sports 0.5 Credit/Semester PE Elective Grade 10-12

**Lifetime Sports**  
0.5 Credit/Semester  
Elective  
Grades 9-12

This class is designed for those students who desire a non-competitive atmosphere. The curriculum has a direct lifetime carry-over value. The activities include but are not limited to: croquet, horseshoes, corn hole, bocce ball, badminton, walking, frisbee golf, frisbee, volleyball, and ping pong. There is a personal fitness unit which may include using the weight room. Students are required to have proper attire for all activities, which may include sneakers, shorts or sweatpants, and a t-shirt.

**Weight Training**

0.5 Credit/Semester

Elective

Grade 9-12

This course is designed to help students improve their strength and fitness level. The class follows a prescribed workout routine and the students undergo periodic fitness testing.

**Racquet Sports**

Elective

0.5 Credit/Semester

Grades 9-12

This course is designed to introduce students to sports that are played with racquets such as Tennis, Badminton, Volleyball and Pickle ball. Students will learn game history and rules. Emphasis will be placed on improvement of introductory and advanced sport skills and techniques. Each unit, students will participate in games and tournaments to utilize newly acquired and refined sport skills. Students will also strive to improve on personal physical fitness and the cardio-respiratory endurance needed to play these activities.

# TECHNOLOGY EDUCATION

**1.5 Credits in the following; Art, Music, Technical Education, or Family and Consumer Science are required for Graduation as well as meeting Competencies.**

9th Grade	10th Grade	11th Grade	12th Grade
<b>Engineering Design &amp; Problem Solving 0.5</b>			
<b>Entrepreneurship 0.5</b>			
<b>Woodworking &amp; Design I 0.5</b>			
<b>Woodworking &amp; Design II 0.5</b>			
<b>MILFORD HIGH SCHOOL &amp; APPLIED TECHNOLOGY CENTER</b>			
<b>CARPENTRY</b>			
<b>Carpentry I 2.0</b>			
<b>Carpentry II 2.0</b>			
<b>ENGINEERING</b>			
<b>Engineering Design I 2.0</b>			
<b>Engineering Design II 2.0</b>			
<b>MACHINING &amp; WELDING</b>			
<b>Precision Machining I 2.0</b>			
<b>Precision Machining II 2.0</b>			

**Engineering Design & Problem Solving**

0.5 Credit/Semester  
Elective  
Grades 9-12

This course emphasizes solving engineering problems, well-defined problems, and open ended problems all of which can include real world applications. Students will apply critical thinking skills to justify a solution from multiple design options. Students will use the engineering design process to investigate, design, plan, create and evaluate solutions. By the end of this course students will be able to apply multiple tools to produce and present working drawings, solid model renderings, and prototypes designed for people's needs, values, and social patterns. Students will analyze a major global challenge to specify qualitative and quantitative criteria and constraints for solutions that account for societal needs and wants. Students will also analyze a solution to a complex real-world problem based on prioritized criteria and trade-offs that account for a range of constraints, including cost, safety, reliability, and aesthetics as well as possible social, cultural, and environmental impacts.

**Woodworking & Design I**

0.5 Credit/Semester  
Elective  
Grades 9-12

This course is appropriate for students with a range of woodworking experience, from "beginner" to "advanced." This course has a strong academic planning and design element in addition to hands-on practice, and students can expect to research and write extensively. Course content will be shaped in part by the interests and abilities of each class. Content will include shop safety, tools and equipment, planning and the design process, CAD (Computer Aided Design), selection of materials, materials assembly and final surface preparation. The class will promote a familiarity with traditional hand tools as well as portable power and machine tools. Students will expand their knowledge and experience through various projects, lessons, and vocabulary. The projects are designed to provide students with as much experience as possible in a wide variety of industrial, woodworking and joinery techniques, using skills that transfer well to the postsecondary economy.

**Woodworking & Design II**

0.5 Credit/Semester

Elective

Grades 9-12

Prerequisite: Woodworking &amp; Design I

This course builds on the techniques of Woodworking & Design I while exploring the design process through the medium of traditional woodworking and joinery. Orthographic drawing and the use of CAD (Computer Aided Design) technologies will be employed in the planning of projects that will otherwise largely use hand tools and traditional joinery techniques. This course has a strong academic planning and design element as well as hands-on practice, students can expect to research and write extensively. With an emphasis on experiential learning, course content will cover shop safety, tool maintenance and use, planning and design, material selection and assembly and final surface preparation. Many of the projects will begin with raw or green wood, and employ techniques for shaping wood that have been practiced by artisans for thousands of years. Skills practiced may include hewing, carving, riving, shaving, steam and green bending, and green to dry joinery. Students will expand their knowledge and experience through group and individual projects, lessons, and vocabulary. This course will focus on mindfulness, craft, and materials knowledge, using hard and soft skills that transfer well to the postsecondary economy.

**Entrepreneurship**

0.5 Credit/Semester 1

Elective

Honors Option

Grades 11-12

This hands-on course immerses students in the process of building and running a business by guiding them through a series of projects focused on essential business skills. For each project, students will study a new business concept—such as product design, marketing, pricing strategies, and financial planning, and apply it by creating and launching a product to be sold in the school store. Throughout the year, students will develop comprehensive business plans that include market research, budgeting, production, and sales forecasting. The course culminates in a “Shark Tank” style presentation, where students will pitch and defend their business plans to a panel of judges, refining their entrepreneurial skills and gaining real-world experience in business development and strategy.