



♦ Art ♦ Business Education ♦ English ♦ Family and Consumer Science ♦ Health ♦ Interdisciplinary ♦ Mathematics ♦ Music ♦ Physical
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Program of Studies

2008-09

Milford Public Schools

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JONATHAN LAW HIGH SCHOOL

Janet Garagliano
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Richard Kramer
Assistant Principal

Robert Swan
Assistant Principal

JOSEPH A. FORAN HIGH SCHOOL

Edward Schuck
Interim Principal

Christina Magnuson
Assistant Principal

Rita McDougald-Campbell
Assistant Principal

TABLE OF CONTENTS

Joseph A. Foran Mission	1	Entrance Requirements for College	9
Jonathan Law Mission	2	NCAA Certification	10
What's New in 2008-2009?	3		
SCHOOL-BASED PROGRAMS			
COURSE SELECTION		CERTO Program	10
Timeline	3	Community Service	10
Role of Guidance Dept.	3	Independent Study	10
Course Adjustments	3	Tech Prep	10
New Student Registration	3	Work Study	11
		Alternative Education	11
COURSE LEVELS AND REQUIREMENTS			
Course Load/Credits	4	SUMMER SCHOOL	
Required Courses vs. Electives	4	Summer School	11
Levels	4		
Advanced Placement	4	OUT OF DISTRICT	
Waivers	4	SPECIALIZED PROGRAMS	
Contracting Up	5	Bridgeport Vocational Aquaculture	12
Promotion Requirements	5	ECA	12
Graduation Requirements	5	University Courses	12
Technology Graduation Requirement ..	5	Interdistrict Magnet Schools	12
Performance Standard Requirement ...	6	Center for Global Studies	12
		Trumbull Regional Agriscience	12
		Porter & Chester Institute	12
GRADES			
Grade Assignments	6	COURSE LISTINGS	
Grade Points	7	Art	13
Weighted Grade Points	7	Business Education	14
Comparing GPA and WGPA	7	English	15
Exemption from Grade Points	7	ESOL	16
Exams and Final Grades	7	Family and Consumer Science	18
Honor Roll	8	Interdisciplinary	19
Class Rank	8	Mathematics	20
Graduation Honors	9	Music	23
		Physical Education/Health	24
		Science	25
ADDITIONAL INFORMATION			
Attendance	9	Social Studies	27
Homebound	9	Special Education	29
Withdrawals	9	Technology Education	32
Reports to Parents	9	World Languages	35
Course Selection for College	9		

Planning Chart: Graduating Class of _____

Department	Grade 9	Grade 10	Grade 11	Grade 12	Total
ENGLISH	1.0 English 1	1.0 English 2	1.0 English Elective	1.0 English Elective	4.0
SOCIAL STUDIES	1.0 Modern World History	1.0 Survey of America	1.0 Global (0.5) Civics (0.5)		3.0
MATH	1.0 Math	1.0 Math	1.0 Math		3.0
SCIENCE	1.0 Physical Science	1.0 Biology	1.0 Science Elective		3.0
WORLD LANGUAGE					
HEALTH & PHYSICAL EDUCATION	1.0 Health 911 (0.5) Phys. Ed. 914 (0.5)	0.5 Phys. Ed. (0.5)			1.5
ELECTIVES (see notes, right panel)	0.5	1.0	1.5	4.5	7.5
GRAD. REQ.	*Performance/Graduation Req. standards are achieved over the 4-year period (0.1 each for math, technology, writing, and reading). This will equal .4 total credits.				0.4
TOTAL FOR PROMOTION	5.5 credits	11.0 credits	16.5 credits	22.4 credits	22.4

Graduation Requirements

All students must carry from 5.5 to 7.0 credits each year. All students must meet the performance requirements in mathematics, writing, reading, and technology.

Students in Level 1 classes are encouraged to take Civics and Survey of America concurrently.

Additional Graduation Contingencies:

English: 0.5 of the 4.0 English credits must fulfill the writing course requirement.

Mathematics: 1.0 of the 3.0 Mathematics credits must fulfill the Algebra requirement.

Electives: 1.5 of the 7.5 elective credits must be in business, technology, family and consumer science, art or music.

Technology Requirement: All students must pass one course that fulfills the technology requirement, in addition to successfully completing the project in the course.

Timeline for Course Selection/Scheduling, 2008-09

February/March	<p>Teachers will complete necessary recommendations for students in Grades 8-11.</p> <p>Students will receive the 2008-2009 Program of Studies.</p> <p>Students will participate in Orientation Sessions on the scheduling process.</p> <p>Students will register for courses online through the Naviance scheduling program.</p> <p>After-school sessions will be held for students and parents who do not have internet access.</p> <p>Guidance Counselors will review students' course selections and work with the students and parents to make necessary adjustments.</p>
March/April	<p>Courses with insufficient enrollment eliminated from the schedule. Guidance counselors will work with students to make new course selections.</p>
May/June	<p>The master student schedule will be completed.</p> <p>Teachers will review their course recommendations for their students signing up for courses with grade prerequisites.</p> <p>Guidance counselors will resolve schedule conflicts with students.</p> <p>Tentative student course schedule is mailed; students with remaining conflicts will contact their schools.</p>
July/August	<p>All student course changes must be made prior to July 15th. / New students are registered. Courses are balanced.</p>
August 2008	<p>Final schedules are distributed on the first day of school.</p>

Student's Responsibility in Scheduling

- All students must carry from 5.5 to 7.0 credits each year.
- Responsibility for fulfilling graduation requirements lies with the student.
- Students should be sure they meet the prerequisites for courses they choose.
- Students are expected to enroll in courses and levels for which they have teacher recommendations.
- If a student wishes to enroll in a course or level other than that recommended by a teacher, a parent/guardian should contact the Guidance Department to arrange a conference with the counselor and/or teacher. When permitted, to override a teacher's recommendation, the parent/guardian must complete and submit a waiver form, available in the Guidance Department.

Planning for the Future

Obviously, it is critical to have a plan in place for the future beyond high school. Planning for the future now will definitely help you in choosing the appropriate courses throughout your high school years.

Post Secondary Plans:

- ___ 4-Year College
- ___ 2-Year College
- ___ Technical School
- ___ Business School
- ___ Military School
- ___ Full Time Employment

Possible Careers:

-
-
-
-
-
-

JOSEPH A. FORAN HIGH SCHOOL



MISSION STATEMENT: STRIVE AND THRIVE

Joseph A. Foran High School is a partnership comprised of educators, parents, students and the community devoted to helping students strive to become responsible, educated, and productive citizens who will thrive in a changing world.

In order to achieve our mission, we will focus ourselves on the following schoolwide expectations:

ACADEMIC EXPECTATIONS: THE FORAN FOUR

- Communicate:** Listen well and respond appropriately; successfully process ideas and information from verbal and non-verbal sources.
- Read:** Read, analyze, and evaluate a variety of texts.
- Problem Solve:** Apply acquired knowledge in new and challenging situations.
- Write:** Write proficiently for a variety of purposes and audiences.

SOCIAL AND CIVIC EXPECTATIONS: THE FORAN FIVE

- Responsibility:** Be accountable for choices; make and meet commitments.
- Engagement:** Be actively involved in school and community; make learning a lifelong pursuit.
- Trustworthiness:** Be truthful and honest; speak directly and sincerely.
- Respect:** Respect the rights and property of others; appreciate diversity.
- Productivity:** Acknowledge effort and process; value accomplishment and success.

2

JONATHAN LAW HIGH SCHOOL



MISSION STATEMENT

Jonathan Law High School is a community that exists to maximize the intellectual, the social, and the emotional growth of each student in a safe, stable, supportive environment. We believe that a positive, collaborative atmosphere fosters high expectations and recognizes individual differences. In partnership with students, parents, and the community, we are committed to developing the skills necessary for educational, career, and life choices.

ACADEMIC EXPECTATIONS

Jonathan Law High School students will:

1. READ EFFECTIVELY

- ◆ Students will read and be able to comprehend, analyze, interpret and evaluate a variety of texts.

2. WRITE EFFECTIVELY

- ◆ Students will produce an expository essay that meets the standards of the Graduation Writing Requirement.

3. COMMUNICATE EFFECTIVELY

- ◆ Students will speak, listen to, and communicate ideas accurately for a variety of purposes and audiences.

4. COMPUTE EFFECTIVELY

- ◆ Students will show proficiency in mathematics by meeting the Graduation Requirements.

5. USE TECHNOLOGY TO OBTAIN, ORGANIZE AND PROCESS APPROPRIATE INFORMATION

- ◆ Students will use appropriate technology to solve a real world challenge or problem.

6. DEMONSTRATE THE ABILITY TO WORK COOPERATIVELY AS WELL AS INDEPENDENTLY

- ◆ Students will work cooperatively and independently to complete learning goals.

7. DEMONSTRATE PROBLEM-SOLVING AND CRITICAL THINKING SKILLS

- ◆ Students will apply previously acquired knowledge to new and unfamiliar situations.

SOCIAL EXPECTATIONS

Jonathan Law High School students will:

TAKE RESPONSIBILITY FOR THEIR ACTIONS

- ◆ Students will understand that choices have consequences that must be accepted.

DEMONSTRATE RESPECT FOR OTHERS

- ◆ Students will follow the standards of acceptable behavior as outlined in the *Parent-Student Handbook* by the classroom teacher.

DEVELOP AN UNDERSTANDING OF THE BENEFITS OF A HEALTHY LIFESTYLE

- ◆ Students will meet the course requirements in Health and Physical Education as prescribed by the Milford Board of Education.

DEMONSTRATE THE PERSISTENCE NECESSARY FOR SUCCESS IN SCHOOL

- ◆ Students will exhibit the resilience necessary to accept and overcome challenges.

CIVIC EXPECTATIONS

Jonathan Law High School students will:

DEMONSTRATE AN UNDERSTANDING OF THE RESPONSIBILITIES OF CITIZENSHIP IN A DEMOCRATIC SOCIETY

- ◆ Students will successfully meet the requirements of a Civics course.

DEVELOP AWARENESS OF GLOBAL ISSUES

- ◆ Students will successfully meet course requirements for a Global Studies course.

WHAT'S NEW IN 2008-09?

New Courses

We are pleased to introduce a few new courses that will be offered this year. Prerequisites may apply. Please check the listings carefully when selecting any of the courses listed below.

Contemporary Fiction (Dept: English)

In this new English Level 2 elective, students' literature study will be based on works of fiction written within the last 50 years.

Contemporary Young Adult Literature (Dept: English)

In this new English Level 3 elective, students will explore works of contemporary literature that have high appeal to young adults.

Robotics (Dept: Technology Education)

Students in this course will explore the field of robotics while gaining valuable experience in problem solving. The study of robotics draws from many key areas of education, such as math, science, English, and social studies. All of these subject areas will be used in the development and problem solving areas of robotic systems.

Spanish 5 Level 3 (Dept: World Languages)

This class will continue to teach and review language patterns and vocabulary. While this course continues to develop listening, reading and writing skills, the main emphasis is on the development of conversational skills.

Entrepreneurship (Dept: Business Education)

In this dynamic course students will explore ways to create a business plan that could be executed in the real world.

Senior Internship/Research Project

Seniors will continue to have the opportunity to participate in an internship or research project during their second semester. Students interested in an internship will be able to work in the community in order to gain hands-on experience in a field of interest. Students interested in a research project will be able to design an activity project around an area of interest using the knowledge and skills they have acquired during high school. Information regarding these programs is available in the Guidance Office.

3

GENERAL INFORMATION

Timeline

In January, the distribution of this *Program of Studies Handbook* to all students, grades 8-11, marks the beginning of the course selection process.

Eighth-graders will have an orientation with the high school guidance departments and administrators. Middle school teachers also offer advice and make recommendations to students for their course selections.

For students in grades 9-11, classroom teachers will profile upcoming courses for their respective departments and the prerequisites that may be in place for those courses.

The Guidance Department will then conduct a general review with students concerning post secondary options and promotion and graduation requirements.

Students will then review the course selections with their parents. Students will then go online and, using the Naviance software program, will review the courses available to them, along with their complete descriptions. At that point, with their parent's/guardian's assistance, students will select the courses they would like to take in the upcoming

school year. While the Naviance program enables students to preview a variety of courses, it only allows students to select courses for which they have fulfilled any prerequisites that are in place. Waivers of prerequisites can only be obtained through the Guidance Department (see *Waivers* later in this booklet). Once students have entered their selections into Naviance, the Guidance Department will continue the scheduling process by reviewing the student's choices and working with students and parents to make any necessary adjustments. Please note that as the master schedule is developed, some courses may not run due to insufficient enrollment.

The Role of the Guidance Department

The Guidance Department provides educational, vocational, and personal help to students throughout the year. During the course selection process, in particular, the Guidance Department conducts:

- ◆ orientation sessions for all students (Gr. 8-11) to explain the high school Program of Studies;
- ◆ individual conferences with students to develop an appropriate program of study;
- ◆ an adjustment of student

schedules if conflicts occur;

- ◆ ongoing counseling during the school year related to academic concerns; and
- ◆ a review of criteria for entrance to certain courses if courses are over-enrolled.

Course Adjustments

After courses have been selected, any necessary changes should be made as soon as possible, preferably by the end of the school year. If changes become necessary over the summer, new requests should be made by **July 15**. Changes after the start of school are rare and are made only for academic reasons with the approval of the principal or his/her designee. Changes are not made during the school year for lack of effort or changing levels.

New Student Registration

Students new to the school should register during the summer and select a program. Parents should bring their child's transcripts and medical records in order to complete the registration process. In certain situations, new students will be asked to complete diagnostic placement assessments prior to scheduling to help ensure proper placement.

COURSE LEVELS AND REQUIREMENTS

Course Load/ Credits Per Year

Students must carry between 5.5 credits and 7.0 credits in the regular school year. In general, no students are permitted to exceed 7.0 credits.

Required Courses Vs. Electives

In order to strategically prepare for graduation, students will be required to take courses in several designated subjects throughout their high school

years. In their freshman year, nearly all of the courses they take will be *required* courses. As students move on to subsequent years, however, they will have fewer required courses and be able to take more courses of their choosing; these are called *electives*. Guidance counselors will explain this to students in more detail as they prepare their course selection for the upcoming year and for the years beyond.

Levels

Each offered course has a level indicator. The level of a course indicates the degree of difficulty of the class. There are five levels of difficulty in our school system: *Advanced Placement (AP), Level 1, Level 2, Level 3* and *Level 4*. AP and Level 1 courses are extremely rigorous and fast-paced; Level 2 courses are considered college preparatory

classes, as well. Courses offered in Level 3 and 4 are geared for students who may not be planning to go to a post-secondary institution or who may need to work at a slower pace.

Advanced Placement

Advanced Placement courses continue to be offered in English, social studies, mathematics, science, and world languages. The AP program promotes high achievement and helps students avoid needless repetition of courses in college. By taking AP examinations, administered nationally each spring, students can receive college credit and be placed in appropriate courses in college. Students enrolled in AP courses are required to take the AP exam and have it scored. If the school budget allows, the exam fee may be subsidized to a maximum of two-thirds of the cost. In special cases, the principal may exempt a student from the AP exam.

Students enrolled in Advanced Placement courses for UCONN credit are required to pay a per credit fee. As the fee varies from year to year, specific cost information is available from the Guidance Office or the applicable AP Teacher.

Waivers

Previous academic performance (the grade in a prior course) is one of the best predictors of academic success in the next course. For this reason, most courses have a minimum grade listed in the prerequisite. However, sometimes there are other factors which affect the final grade. Thus, the school district allows parental waivers under *limited* conditions.

Occasionally, a student and parent may disagree with a teacher's recommendation for the course levels for the upcoming year. A parent may ask for a waiver if all prerequisites have been met with the exception of the final grade. A student who is

Course Load

Credits

Required vs.
Elective

Levels

Advanced
Placement

Waivers

Guidance Counselor Assignments

JOSEPH A. FORAN

Assignments made by student's last name:

Lana Perkins	A, B, C, D-Da
Mary Jude Cook	Db-Dz, E, F, G, H
Sheila Hughes	I, J, K, L, M
Laura Dolins	N, O, P, Q, R, Sa-Sp
Susan Unger	Sq-Sz, T, U, V, W, X, Y, Z

JONATHAN LAW

Assignments made by student's last name and grade:

	<u>Class of 2011</u>	<u>Class of 2010</u>	<u>Class of 2009</u>
Paulette Reeves	A-Dr	A-Co	A-D
Lorraine Morlath	Du-Kn	Cp-Ke	E-Le
Beatrice Javian	Ko-Pa	Kf-Pe	Lf-Paq
Barbara Kovacs	Pe-S	Pf-Stf	Par-St
Marguerite Raymo	T-Z	Stg-Z	Su-Z

within 1 partial grade of the prerequisite is eligible for a parental waiver (for example, the student's grade is a B and the prerequisite is a B+). **When a final grade is more than one mark away from the prerequisite, a parental waiver is not an option.**

When a parent signs a waiver, it is with the understanding the parent agrees to supervise the student's homework, support the student in school and communicate regularly with the teacher to help ensure the student's success. Please understand that being able to exercise a waiver of this type once the school year begins is unlikely, due to space and/or scheduling needs.

Contracting Up

In a limited number of courses not offered at Level 1 or Level 2, a student may contract to take the course at a higher level. *Contracting up* is primarily designed to allow students to take electives in music, art, business education, family and consumer science, and technical education at a more challenging and intellectually rigorous level. Students are not able to contract up in their required physical education and/or health courses.

If a Level 1 sequence is available in a department, students may contract up in another course in that department. Please note: to contract up to Level 1 in English, mathematics, science, or social studies, a student must already be enrolled in an appropriate Level 1 course in that department. Contracting up is not an option when a student selects a course because of a conflict in the schedule.

Students will draft a contract with the teacher of the course in which they are contracting up. The contract is then approved by the principal. A learning contract may include (but is not limited to) additional study, reading assignments, writing assignments, projects, research and oral presentations. *The contract must*

reflect the intellectual rigor of a Level 2 over a Level 3 and Level 1 over Level 2. To contract up one level (Level 3 to Level 2 or Level 2 to Level 1), a student must be maintaining a grade of B+. To contract up two levels (Level 3 to Level 1), a student must be maintaining a grade of A-.

The student will be expected to meet the objectives of the course in addition to the objectives specified in the contract. The contract is automatically revoked if a student does not meet the requirements of the learning contract, including completing assignments by specified deadlines or if the student is not achieving an appropriate level in the regular course work. In addition, for the contract to remain in force, the student must attend regularly and be an active participant in all class discussions and activities.

The Contracting Up form must be completed and submitted to Guidance within the first two weeks of a course.

Promotion Requirements

In order for a student to be promoted from one class to another, he/she must meet specific promotion requirements. To be placed in a sophomore homeroom a student must:

- ◆ have a minimum of 5.5 credits, and
- ◆ pass English 1.

To be placed in a junior homeroom a student must:

- ◆ have a minimum of 11.0 credits,
- ◆ have passed English 2,
- ◆ have passed 1 year of mathematics,
- ◆ have passed 1 year of social studies, and
- ◆ have passed 1 year of science.

To be placed in a senior homeroom a student must:

- ◆ have a minimum of 16.5 credits, and
- ◆ have fulfilled enough of the graduation requirements to allow the student to graduate in June.

Graduation Requirements

In order to graduate from a Milford high school, a student must fulfill the following requirements:

- ◆ acquire 22.4 credits
- ◆ acquire 4.0 credits of English (including .5 in a writing course)
- ◆ acquire 3.0 credits of mathematics (including one year of Algebra)
- ◆ acquire 3.0 credits of social studies (including 1.0 in Survey of America, .5 in Civics, and .5 in Global community)
- ◆ acquire 3.0 credits of science
- ◆ acquire 1.0 credit of physical education
- ◆ acquire 0.5 credit of health
- ◆ acquire 1.5 credits in vocational/arts electives (business education, technology education, family and consumer science, art, or music)
- ◆ complete one project utilizing technology to solve significant problems (.1 credit)
- ◆ demonstrate competency in writing (.1 credit), and
- ◆ demonstrate competency in math (.1 credit), and
- ◆ demonstrate competency in reading (.1 credit).

The Technology Graduation Requirement

The goal of this requirement is to have a student independently design a solution to an authentic, complex problem; select the appropriate technology (such as computers, advanced calculators, or computer-assisted machinery); and use the technology independently to solve the problem. Some examples of appropriate projects are the task of manufacturing a part, a small business simulation, a design problem in drafting or art, or a communication/information task. Guidelines for the technology requirement are available in the Guidance Department.

The courses listed in the accompanying chart include projects that meet the technology graduation

Contracting Up

Promotion

Graduation Requirements

Technology Requirement

tion requirement. To receive the technology credit, the student must pass the course and successfully complete the technology project.

The Performance Standard Graduation Requirements

To continue to elevate academic standards and increase student achievement, the Milford Board of Education has adopted a requirement that all students satisfactorily demonstrate a performance standard in writing, reading, and mathematics as a requirement for graduation. During Grades 11 and 12, students will have several opportunities to complete the tasks for graduation credit.

The Math Performance Standard

To meet the mathematics standard, all students must satisfactorily complete multi-step mathematical problems that require basic math operations, including fractions or decimals, and explain in writing how they arrived at each answer. The assessment requires basic math operations, including fractions, decimals or percents, as well as measuring with a ruler. The open-ended questions require an explanation in writing that explain how the student arrived at the answer. Students will be exempt from the performance standard in Mathematics by meeting the State goal on the CAPT math test or by achieving a designated score on the math portion of the SAT. Students who have not satisfactorily demonstrated the district's performance standard in mathematics, or who do not qualify for an exemption, will be required to take a mathematics course, other than a computer mathematics course, in the senior year.

The Writing Performance Standard

To meet the writing standard, students must produce an essay that is focused, organized, elaborated and suitably edited. Students will be exempt from the performance standard in writing if they achieve a raw score of 8 or better on one or

more of the CAPT Interdisciplinary sections. Students who have not satisfactorily demonstrated the district's performance standard in writing, or who do not qualify for an exemption, will be required to take a writing course in their senior year.

The Reading Performance Standard

To meet the reading standard, students will need to demonstrate proficiency in overall understanding of a text which includes inferential as well as literal meaning. Students will need to be able to extend the ideas of a text by:

- 1) making inferences;
- 2) drawing conclusions; and
- 3) making connections to text, self and world.

A "proficient level" will be defined as equivalent to a proficient score or above on the *Reading Across the Disciplines* section of the Connecticut Academic Performance Test (CAPT). Students will be exempt from the Reading Performance Standard by demonstrating proficiency on the Connecticut Academic Performance Test (CAPT) *Response to Literature* or *Reading for Information* subtests or other district reading assessments. **Students who perform at the "intervention level" on the**

district's performance standard in literacy shall be required to take a reading course designated by the principal beginning in the student's freshman year.

This includes students entering high school reading in the Basic or Below Basic (intervention) levels on the most recent CMT or DRP and students who have poor reading performance in the classroom. These students will be enrolled in a reading program until the student passes the Milford Literacy requirement. If a student passes the requirement while in a reading course, the student must complete that course.

GRADES

Grade Assignments

All incomplete grades must be made up within eight days of the closing of the marking period. Grades not made up within eight days will automatically become an F unless some other arrangement has been approved by the principal.


Performance Requirement

Grades

Grade Assignments

Courses Fulfilling Tech Requirement

Art:	Cartooning (#744) Graphic Art and Design (#753)	Music:	Music Technology 1 (#808)
Business:	Advanced Keyboarding (#523) Accounting (#531) College Computer Skills (#532)	Spec. Ed:	Functional Word Process. (#570) Math 4 (#964) Math 4B (#1107) Math 4 (#1147)
English:	Journalism 1 (#237) Mass Media (#261) Television Production (#270)	Tech Ed:	Graphic Communication 2 (#636) Video Production (#667)
FCS:	Lab Assistant (#787) Family Life Ed. (#791)		
Interdisc:	Online Communication (#613)		

These courses are designated by a  in the course descriptions. Periodically, other courses are added to this list. The Guidance Department will have current information. Certain courses offered at the Vocational Regional Aquaculture School in Bridgeport and at ECA in New Haven also fulfill the technology requirement.

It is strongly recommended that a student in a Level 1 course who earns lower than a B- elect a Level 2 class for the following year.

To be eligible for all extracurricular activities, including participation on sports teams, a student must have a 2.0 average in the previous marking period. See the *Parent-Student Handbook* for more.

Grade Points

The Grade Point Average (GPA) is computed by dividing the total grade points by the number of grade point courses. Grade points are not awarded in Alternative Education, CERTO, Independent Study, Keyboarding (#525), Reading Lab, Special Education, Summer School, and Work-Study.

Weighted Grade Points

To recognize and reward individual achievement and at the same time to acknowledge different degrees of difficulty among courses and levels, a weighted scale is applied to student grades to determine class rank and graduation honors and may be used to calculate the Honor Roll. For example, an A in a Level 1 course is weighted more heavily than an A in a Level 2 course, and so on. All courses that carry grade points are weighted.

Levels for all courses are indicated with the course description. The level assigned to elective courses is based on prerequisites, location in a sequence, and level of difficulty. Introductory courses are usually Level 3, while the last course in a three-year sequence is designated Level 2 because of the advanced knowledge required in that subject area.

Comparing GPA and Weighted GPA

To illustrate the difference between the two methods of calculating GPA, consider the example for one marking period (next page). The primary difference between the two methods is found in the amount of

grade points received. Students carrying more difficult courses that result in better grades will receive more grade points in the weighted grade point scenario. For example, an A in Level 3 Biology will receive the same grade points as a C+ in a Level 1 Biology course. The weighted GPA method is used to determine class rank and graduation honors. Marking period honors can be earned with either method.

Exemption from Grade Points

Beyond the courses required for graduation, a student may choose to take up to 2.0 credits (two full-year courses or four semester courses) **without grade points**. The student will be ex-

pected to do all the work of the class and will receive a grade, but the grade will not be used in calculating the Honor Roll or rank in class. Exemptions cannot be used in Advanced Placement or Level 1 courses or in courses taken to meet graduation requirements.

In order to take a course without grade points, a form must be completed and submitted to Guidance within the first two weeks of a course.

Examinations and Final Grades

Semester examinations are given in all appropriate subjects. All students enrolled in a course must take its examination. A student who takes an AP

Grade Points

Comparing GPA to WGPA

Exemption from Grade Points

Exams and Final Grades

Grades, Grade Point Averages, and Weighted GPA

Grade	Grade Range	GPA	Weighted GPA					
			AP	Level 1	Level 2A	Level 2	Level 2B	Levels 3 & 4
A+	97 - 100	4.7	4.75	4.50	4.24	3.97	3.58	3.18
A	93 - 96	4.4	4.49	4.24	3.98	3.71	3.31	2.91
A-	90 - 92	4.0	4.22	3.97	3.71	3.44	3.05	2.65
B+	87 - 89	3.7	3.96	3.71	3.45	3.18	2.78	2.38
B	83 - 86	3.4	3.69	3.44	3.18	2.91	2.52	2.12
B-	80 - 82	3.0	3.43	3.18	2.92	2.65	2.25	1.85
C+	77 - 79	2.7	3.16	2.91	2.65	2.38	1.99	1.59
C	73 - 76	2.4	2.90	2.65	2.39	2.12	1.72	1.32
C-	70 - 72	2.0	2.63	2.38	2.12	1.85	1.46	1.06
D+	67 - 69	1.7	2.37	2.12	1.86	1.59	1.19	0.79
D	63 - 66	1.4	2.10	1.85	1.59	1.32	0.93	0.53
D-	60 - 62	1.0	1.84	1.59	1.33	1.06	0.66	0.26
F	less than 60	0.00	0.00	0.00	0.00	0.00	0.00	0.00

A comparison of GPA and Weighted GPA

Course	Grade	GPA	Weighted GPA
Geometry, Lev. 2	B	3.4	2.91
Phys. Ed., Lev. 3	A+	4.7	3.18
Biology, Lev. 2	A-	4.0	3.44
English 2, Lev. 2	A	4.4	3.71
Spanish 3, Lev. 2	B	3.4	2.91
U.S. History, Lev. 2	A	4.4	3.71
<u>Keyboarding, Lev. 3</u>	<u>A</u>	<u>4.4</u>	<u>2.91</u>
Total		28.7	22.77

Average (divided by 7 courses) **4.1 GPA** **3.253 WGPA**

Honor Roll

The Honor Roll, which is announced after each marking period, is determined by grade points or by weighted grade points. The requirements are:

USING REGULAR GPA SCALE

High Honors

GPA of 4.4 or better; No grade below A-

First Honors

GPA of 4.0 or better; No grade below B-

Second Honors

GPA of 3.4 or better; No grade below C+

USING WEIGHTED GPA SCALE

High Honors

WGPA of 3.97 or better; No grade below A-

First Honors

WGPA of 3.71 or better; No grade below B-

Second Honors

WGPA of 3.18 or better; No grade below C+ Special Education honor roll and homebound honor roll will be determined separately.

Class Rank

Class rank, which is frequently requested by colleges, is based on the Weighted Grade Point Average. Thus a student who is achieving Bs in a Level 1 course may rank higher than a student achieving As in lower level classes.

Class rank is calculated repeatedly over the course of a student's academic career. Depending on how the ranking will be used, some calculations use the Weighted GPA for a student's performance in Grades 9, 10, and 11, while others require the student's WGPA from the first semester of Grade 12, as well. Only grade point subjects are used in determining rank.

exam and has it scored is excused from a final exam in that course unless a final examination is required (i.e. AP Eng./UConn Early College Experience credit). **Final grades are determined as follows:**

Full Year Courses	100%
First Marking Period	20%
Second Marking Period	20%
First Semester Exam	10%
Third Marking Period	20%
Fourth Marking Period	20%
Second Semester Exam	10%
Semester Courses	100%
First Marking Period	40%
Second Marking Period	40%
Semester Exam	20%

Final Exam Exemption for Seniors

Graduating seniors with a second semester average of B+ or above and no cuts in a course are exempt from taking the final exam in June. **Seniors in first semester courses -- which only run for 1 semester -- are eligible to be exempt from the course's final exam if they are a CAPT scholar, in addition to having a first semester average of B+ and no cuts in the course.**

For exempt students, final grades are determined as follows.

Full-Year Courses

First marking period	22.5%
Second marking period	22.5%
First Semester Exam	10.0%
Third marking period	22.5%
Fourth marking period	22.5%
<u>Second Semester Exam</u>	<u>Exempt</u>
	100.0%

First/Second Semester Courses

First/Third marking period	50%
Second/Fourth marking period	50%
<u>Semester Exam</u>	<u>Exempt</u>
	100%

Please note: Students enrolled in the Tech Prep program may be required to take a final exam to fulfill the requirements of Gateway or Housatonic Community Colleges.

Honor Roll

Class Rank

A student must be enrolled in the Milford Public Schools on the first day of his/her senior year to be included in the class rank.

Graduation Honors

Graduation honors, including the assignment of valedictorian and salutatorian, will be based on the Weighted Grade Point Average for the first three years and the first three marking periods of the senior year.

Honors Designation

Summa cum Laude (highest honors)

Weighted GPA of 3.97 or better

Magna cum Laude (high honors)

Weighted GPA of 3.71-3.96, inclusive

Cum Laude (honors)

Weighted GPA of 3.18-3.70, inclusive

Distinction for Community Service

Upon graduation, students who have completed 200 hours or more of community service during their high school years will be awarded a Diploma with Distinction for Community Service.

Community service is voluntary time (without compensation) spent on selfless acts which benefit the school community and/or the wider community.

Guidelines for community service hours may be found in each school's Guidance Office.

ADDITIONAL INFORMATION

Attendance

Students will **lose credit** for a course in which they have 8 or more unexcused absences in a one-half

year course or 16 or more unexcused absences in a full year course. Loss of credit may affect a student's promotion to the next grade and/or graduation. After credit has been lost in a course, to qualify for summer school a student must attend 75% of the remaining classes in that course and earn a grade of 50 or better.

Homebound

Please refer to the current *Parent-Student Handbook* for information on homebound instruction.

Withdrawals

Withdrawals from a full-year course after the first marking period or from a semester course after the progress report date may result in a final grade of F.

Report cards and transcripts will be marked WF (Withdrawn-Failing) or WP (Withdrawn-Passing).

Reports to Parents

Regular reports of grades are made to parents four times each year. The reports are given to the students at the end of each marking period and may be retained by parents, since copies are placed in the student's permanent record. The report cards contain a letter grade based on achievement for each subject, the grade point average for the marking period, and attendance and tardy records. Midway through each marking period, progress reports are sent to all parents. Parents who are concerned about a student's progress in a class should first contact the teacher and then may contact the Guidance Department. The Guidance Department and the school administration are ready to assist parents with school problems. The Guidance Department on request will arrange a conference for the parent(s) with one or any number of a student's teachers. Guidance counselor phone numbers and e-mail addresses are listed in the back of this booklet.

General Entrance Requirements Post-Secondary 4 Year Schools

English	4 years (Level 1 or 2)
Math	3 years, (minimum) 3-4 preferred, inc. Algebra and Geometry
Science	3 years, (minimum) 3-4 preferred, inc. lab courses
Language	2 years, (minimum) in one language, 3-4 years preferred
Social Studies	3 years, (minimum) including U.S. History; 4 yrs. preferred

Course Selection in Preparation for College

More than 80% of Milford's graduates go on to higher learning. As such, it is very important that students plan their course selection carefully -- even as freshmen -- to make sure they are taking the courses they will need in order to enter college. To help students choose their courses, we have included *General Entrance Requirements for Post-Secondary Schools*, and the *NCAA Guidelines* in this section, as well as the *Recommended Sequence Charts* within many department sections. For a sense of perspective, we also suggest students use the *Tentative Four-Year Plan* found at the beginning of this booklet in order to begin thinking about future course selections in subsequent years. Another factor to consider in the pursuit of post-secondary education is preparation for the Scholastic Achievement Test (SAT). A strong Critical Reading and Writing score on the SAT is achieved through extensive reading, both in school and out. The Math portion of the SAT requires knowledge of Algebra I, Algebra II, and Geometry.

Entrance Requirements for Post-Secondary Schools

The chart above shows general entrance require-

Graduation Honors

Attendance

Homebound

Withdrawals

Reports to Parents

Preparing for College

Entrance Requirements for Post-Secondary

ments for most 4-year post-secondary schools. Students should consult their guidance counselors for the specific requirements of a particular school. Please note: The competitive nature of today's admissions process often requires students to take more advanced and/or additional years.

NCAA Certification

The NCAA Clearinghouse website is www.ncaaclearinghouse.net. You may access the Clearinghouse Home Page directly or through links from the NCAA's website at www.ncaa.org. From the NCAA Clearinghouse website, prospective student-athletes will be able to access information needed to understand the Division I and Division II eligibility requirements, register with the Clearinghouse, and access individual Clearinghouse records.

Toll-free phone numbers

Customer Service Line: (877) 262-1492
24-hour voice response: (877) 861-3003
Customer Service Hours: 8:00 a.m. - 5:00 p.m.,
(Monday through Friday, Central Time)

For a complete and updated list of Milford's Approved NCAA Courses, please visit www.ncaaclearinghouse.net. Click on *Prospective Student Athletes* and then select *List of Approved Courses* from the left hand bar. You will need to enter the following information to view the list:

For students at Jonathan Law:

Code: 070423; School Name: Jonathan Law High School; State: CT

For students at Joseph Foran:

Code: 070424; School Name: Joseph A. Foran High School; State: CT

You can then select ALL courses and continue on to look at the NCAA-approved courses.

Core Units Required for NCAA Certification

For Division I or Division II programs, students are required to have completed 16 core courses, as dictated by the NCAA.

Core Units Required: 16-Core Course Rule

	Div. I	Div. II
English Core	4 years	3 years
Math Core	3* years	3* years
Social Science Core	2 years	2 years
Science Core <i>Including 1 year of lab science</i>	2 years	2 years
From English, Math or Science	1 year	2 years
Additional Core <i>[Additional Core: choose from English, Math, Science, Social Science, Foreign Language, Computer Science, Philosophy, or Nondoctrinal Religion]</i>	4 years	4 years

*at the Algebra I level or above

SCHOOL-BASED PROGRAMS

CERTO Program

CERTO (Community Educational Resources Training Opportunity) is a secondary educational program designed to help students develop intellectual curiosity, interest and maturity through a personal exploration of in-school and community educational opportunities. Participation in CERTO is by invitation only. To elect CERTO, a student must be carrying at least 5.5 additional credits.

Community Service

This program encourages students to develop social responsibility and enriches their academic studies with the significant learnings that community service offers. Credit is given for 30 hours or more of pre-authorized community service work. Students must receive administrative approval prior to engaging in a community service project for credit.

Independent Study

Independent study is for students who are capable of initiating and carrying out learning projects on their own, with the advice and assistance of a teacher. Students are not required to attend regularly scheduled classes for the subject in which they are involved in an independent study project. Applications are available in the Guidance Office.

Tech Prep

This program combines academic and applied education. The Tech Prep program operates on a '2 plus 2' basis. Students will take courses during their last two years of high school and complete their education at a two-year college. Our district is associated with Housatonic Community College and Gateway Community College.

NCAA
Certification

CERTO
Program

Community
Service

Independent
Study

Tech Prep

Work Study

The work-study program is designed to provide meaningful work experience for those students who may have difficulty pursuing a strictly academic program. A student must carry at least 5.5 credits in addition to work-study.

The Academy (Alternative Education)

Located in a separate facility, this alternative education program is offered to students who have not been successful in the traditional high school setting. The primary goals are to ensure that these students receive a quality education, earn credits toward graduation, and learn practical job skills.

Work Study

Alternative
Education

Summer
School

SUMMER SCHOOL

Summer School

The primary purpose of summer school is to provide students with the opportunity to make up courses that were not successfully completed during the regular school year. Students may also take summer school courses for enrichment but do not receive any credits for these enrichment courses.

One credit courses are in session for 2.5 hours a day for 24 days. Half credit courses are in session for 2.5 hours a day for 12 days. Normally, courses will only be offered if there is adequate enrollment. Only high school senior English courses will be offered regardless of enrollment in these courses.

A fee is charged for all summer school courses.

Permission of the student's school principal must be obtained before a student may take an advanced course for credit or take a summer school course in another school district. Grades for these courses will be noted on the student's transcript, but the grade will not be included in class ranking.

The maximum number of credits a student may acquire through summer school during his or her high school career is 4.0.

Summer School Eligibility Requirements

A student can only make up a course during the same school year the course was taken. For a course that was failed during the school year, the student must have attained a final grade of 50-59 and have met the attendance requirements for the course. Summer course grading is recorded on a *Pass* or *Fail* basis. Appropriate credit only will be awarded upon successful completion of the summer school course. For a course in which credit was not earned due to a failure to meet the Attendance requirement, a student must have attended at least 75% of the classes after the date of notification of Loss of Credit. Credit will be awarded and appropriate GPA points will be earned upon successful completion of the summer school course. For students who have a GPA of less than 2.00 for the 4th Marking Period: A student must have received a grade of F, D-, D or D+ during the 4th Marking Period. Upon successful completion of the summer school course, only the GPA points for the 4th Marking Period will be awarded.

OUT OF DISTRICT SPECIAL PROGRAMS

Bridgeport Aquaculture

The Bridgeport Regional Vocational Aquaculture School, located at Captain's Cove Seaport in Bridgeport, offers unique educational opportunities in marine technology and marine science. There are two programs available: one combines classroom instruction with practical application of classroom learning aboard the school's instructional vessel, the 57-foot *M/V Catherine Moore*, the second is designed for seniors who are seriously considering one of the many diverse areas of marine-related science and/or technology as a career, with a daily four-hour program with classroom instruction and extensive field work.

Students interested in marine-oriented careers will be served by this program. Students who are not sure about their career path but who enjoy science, technology and the sea will have an unparalleled opportunity to explore their interests.

Enrollment is limited. The list of available subjects is available in the Guidance Office.

Educational Center for the Arts (ECA)

Students who are talented and gifted in the performing and visual arts (theater, music, dance, visual arts, and creative writing) may attend classes with other students from the Greater New Haven area at the Audubon Street Arts Center in New Haven. Students leave school early to attend this program.

Admission to ECA is competitive. After selection of candidates by the ECA staff, an equal number of places will be allotted to Law and Foran. Further information is available from the Guidance Department.

University Courses

Under special circumstances, arrangements can be made for highly motivated students to attend college or universities. With the approval of the principal, such courses will count toward graduation requirements and prerequisites in school but will not be considered in a student's GPA. Any costs are the responsibility of the student's family.

Some examples of university-level programs available include the Yale Co-op Program in foreign languages, the Yale-New Haven Saturday Seminar series, the Taste of College Program at Sacred Heart University, and the Outstanding High School Senior Program at the University of New Haven. More information on all these programs is available in Guidance.

Interdistrict Magnet Schools

Attendance in a Magnet High School located in New Haven is available to Milford students in Grades 9-12. Selection of students is by lottery. More information on all these programs is available in Guidance

Career/Hill Regional High School

Specializes in the fields of allied health professions, business or computers.

Cooperative Arts and Humanities High School

Uses an arts-focused curriculum within the context of a comprehensive college preparatory program.

High School in the Community

Uses a non-traditional schedule, with extended class periods that provide opportunities for field trips, cooperative learning experiences, individual and group projects, as well as lectures and class discussions.

The Hyde Leadership School

Emphasizes a family program, an approach to discipline based on personal responsibility.

The Metropolitan Business High School

Prepares students to successfully manage and own business enterprises in a 21st century global economy.

New Haven Academy

Provides a rigorous education that prepares every student for college in an active class environment.

Center for Global Studies

The Center for Global Studies (CGS) magnet school provides students from Southern Fairfield County high schools an opportunity to study Japanese, Chinese, and Middle Eastern culture through language, literature and social studies at Brien McMahon High School in Norwalk. Please see your guidance counselor for more information.

Regional Agriscience and Technology Program (Trumbull)

The Regional Vocational Agriscience Center, located at Trumbull High School, allows students to study various aspects of Animal Science, Plant Science, Biotechnology, Natural Resources and Environment, Food Science, Agri-Mechanics and Agri-Business. Further information is available in the Guidance Department. Acceptance will be determined by budgetary constraints.

Porter and Chester Institute

Our high school students have the opportunity to take **tuition free**, semester long, introductory courses at Porter and Chester Institute in Stratford, in the Technology Career areas including HVAC, CAD, Medical Technology, and Electrical for credit toward their high school graduation. A "Sampler" class is recommended first semester of the academic year, consisting of four week rotating sessions in each of the four career areas. Please see your guidance counselor for more information.

Bridgeport
Aquaculture

ECA

University
Courses

Interdistrict
Magnet
Schools

Center for
Global Studies

Regional
Agriscience

Porter and
Chester

ART

From an introductory course in two- and three-dimensional design through specialized advanced courses, the Art Department focuses upon understanding, appreciation, skill-building and enjoyment of art. Whether students are preparing a portfolio for art school or just expanding their interests, they are encouraged to explore their own talent and to experience the joy of creativity.

Students may begin art study at any grade level. **Design 1**, however, is a prerequisite for **Design 2, Graphic Art and Design, and Fine Art Studio**.

⚠ For designated courses, ALL students must obtain permission from a department teacher IN ADDITION to meeting all specified course prerequisites.

Courses	Grade Offered				Length	Levels Offered	Credit	Correlation to School Missions			
	9	10	11	12				Communicate	Read	Problem solve	Write
711 Design 1	9	10	11		Full year	3	1.0			x	
722 Design 2		10	11	12	Semester	2	0.5			x	
742 Drawing		10	11	12	Semester	3	0.5			x	
743 Painting		10	11	12	Semester	3	0.5			x	
744 Cartooning [ⓧ]		10	11	12	Semester	3	0.5			x	
745 Ceramics and Pottery		10	11	12	Semester	3	0.5			x	
746 Sculpture		10	11	12	Semester	3	0.5			x	
748 Printmaking		10	11	12	Semester	3	0.5			x	
749 Art for Seniors				12	Full Year	3	1.0			x	
751 Crafts		10	11	12	Semester	3	0.5			x	
753 Graphic Art and Design [ⓧ]			11	12	Semester	2	0.5			x	
754 Fine Art Studio			11	12	Semester	2	0.5			x	
755-756 Independent Study [⚠]			11	12	Semester/Full Year	--	0.5/1.0				

[ⓧ] Course meets technology graduation requirement




14

BUSINESS EDUCATION

The Business Education Department offers a wide variety of courses designed to meet the needs of students in an ever-changing technological world. The department is equipped with new networked computer equipment and utilizes the Internet in many of its courses. With the increased demand for computer literacy and good communication skills, students should elect as many business courses as their program will allow in order to prepare for the challenges of higher education and/or the global workplace.

Students are urged to take courses in Keyboarding, Advanced Keyboarding, College Computer Skills, and Personal Finance. Courses in Accounting, Marketing, and Business Law are highly recommended to students considering business-related college programs and careers. Students interested in a career in business should also consider offerings in the Technology Education section. Accounting is a Tech Prep course.

 For designated courses, ALL students must obtain permission from a department teacher IN ADDITION to meeting all specified course prerequisites.

Courses	Grade Offered				Length	Levels Offered		Credit	Correlation to School Missions			
	9	10	11	12		3	2		Communicate	Read	Problem solve	Write
522 Keyboarding	9	10	11	12	Semester	3	0.5	x				
523 Advanced Keyboarding 	9	10	11	12	Semester	3	0.5	x				
524 Introduction to Business	9	10	11	12	Semester	3	0.5	x				
525 Keyboarding (No Grade Pts.)		10	11	12	Semester	--	0.5				x	
531 Accounting* 		10	11	12	Full year	2	1.0			x		
532 College Computer Skills 		10	11	12	Semester	2	0.5			x		
536 Marketing & Management		10	11	12	Full year	2	1.0			x		
538 Business Law		10	11	12	Semester	2	0.5			x		
540 Personal Finance		10	11	12	Semester	3	0.5			x		
573 Marketing & Management: School-to-Career Work Exp.				12	Full year	2	1.0	x				
574 Entrepreneurship			11	12	Full year	2	1.0			x		
575 Sports and Entertainment Mktg.			11	12	Semester	2	0.5			x		

*Fulfills 1.0 credit of mathematics graduation requirement

 Course meets technology graduation requirement

ENGLISH

The English Department seeks to develop reading, writing, listening, and speaking skills through a variety of required and elective courses. Freshmen at all levels take English 1, which focuses on all forms of literature—short stories, poetry, novels, drama and nonfiction. The required sophomore course concentrates on American literature. In the junior and senior years, students may choose from a wide range of electives, including journalism courses, which produce the school newspaper. Students are required to take at least one writing course during their junior or senior year. All English classes reinforce critical reading and the writing process, vocabulary development and effective oral communication. Students must pass 4.0 credits in English in order to graduate. It is highly recommended that students take 1.0 credit of English each year.

⚠ For designated courses, ALL students must obtain permission from a department teacher IN ADDITION to meeting all specified course prerequisites.

Courses	Grade Offered			Length	Levels Offered	Credit	Correlation to School Missions			
							Communicate	Read	Problem solve	Write
210-212 English 1	9			Full Year	1, 2, 3	1.0		x		
213 Reading for Success 1 English ⚠	9			Full Year	4	1.0		x		
220-222 English 2		10		Full Year	1, 2, 3	1.0		x		
224 Reading for Success 2 English ⚠		10		Full Year	3	1.0		x		
231 Language and Literature			11 12	Full Year	2	1.0				x
233 English Studies A* ('09-'10)			11 12	Full Year	4	1.0		x		
234 English Studies B* ('08-'09)			11 12	Full Year	4	1.0		x		
235 AP English Lit & Composition ⚠			11	Full Year	AP	1.0				x
236 Craft of Writing			11 12	Semester	3	0.5				x
237 Journalism 1 ☼		10	11 12	Full Year	2	1.0				x
239 Fairy Tales & Folk Literature			11 12	Semester	2	0.5		x		
241 Expository Writing			11 12	Semester	2	0.5				x
244 Film as Literature			11 12	Semester	2	0.5	x			
247 Journalism 2			11 12	Full Year	2	1.0				x
248 Journalism 3			12	Full Year	2	1.0				x
250 AP/English Language/UConn ⚠			12	Full Year	AP	1.0				x
252 Introduction to Philosophy			11 12	Full Year	1	1.0		x		
253 English 3			11 12	Full Year	3	1.0				x
254 Creative Writing			11 12	Semester	2	0.5				x
256 Short Story			11 12	Semester	2	0.5		x		

16 ENGLISH, *(continued)*

Courses	Grade Offered				Length	Levels Offered	Credit	Correlation to School Missions			
								Communicate	Read	Problem solve	Write
259 The Dramatic Experience			11	12	Semester	2	0.5		x		
260 Contemporary Fiction			11	12	Semester	2	0.5				
261 Mass Media ☼			11	12	Semester	2	0.5	x			
267 Mystery*			11	12	Semester	3	0.5				
266 Personal and Social Identity			11	12	Semester	3	0.5		x		
268 Personal Communication			11	12	Semester	3	0.5	x			
269 Public Communication			11	12	Semester	3	0.5	x			
270 Television Production ¹			11	12	Full Year	2	0.5 + 0.5	x			
271 Shakespeare on Film			11	12	Semester	2	0.5		x		
273 Contemporary Young Adult Lit.			11	12	Semester	3	0.5				
618 What Happened In/To the '60s			11	12	Full Year	2	1.0		x		
1280-1284 Reading Lab	9	10	11	12	2 - 5 days/week	3	0.2 - 0.5		x		
289-292 Critical Reading/College Prep.	9	10	11	12	2 - 5 days/week	--	0.2 - 0.5		x		
245, 246 Independent Study ⚠				12	Full Year, Sem.	--	1.0, 0.5				

* Offered in alternate years

☼ Course meets technology graduation requirement

¹ The TV Production course awards 0.5 credit in English as well as 0.5 credit in Electives.

English for Speakers of Other Languages (ESOL)

The courses within the ESOL Program are intended for students whose knowledge of English is limited. Students can and should enroll in multiple sections of ESOL and may repeat courses in subsequent years. Instruction in all courses is individualized to meet each student's academic and communication needs.

Courses	Grade Offered				Length	Levels Offered	Credit	Correlation to School Missions			
285-286 English Language Learning/ Communication Skills ⚠	9	10	11	12	Semester	--	0.5	x			
287-288 English Language Learning/ Academic Skills A/B ⚠	9	10	11	12	Semester	3	0.5	x			

ENGLISH, *(continued)*

Recommended Sequence for English Courses				
Grade	Level 1	Level 2	Level 3	Level 4
9	English 1	English 1	English 1	English 1
10	English 2	English 2	English 2	English 2
11	AP English Literature and Composition**	Contemporary Fiction Creative Writing Dramatic Experience Expository Writing** Fairy Tales/Folk Literature Film as Literature Journalism 1** Journalism 2 Language and Literature** Mass Media Shakespeare on Film Short Story Television Production	Contemporary Young Adult Lit. Craft of Writing** English 3** Fairy Tales/Folk Literature Mass Media Mystery ('08-'09) Personal and Social Identity Personal Communication Public Communication Television Production	English Studies A** ('09-'10) English Studies B** ('08-'09)
12	AP English Lang./UConn Early College Experience** Elective: Intro to Philosophy**	Same list as for Grade 11 Journalism 3	Same list as for Grade 11	English Studies A** ('09-'10) English Studies B** ('08-'09)

* *Conflict/Conduct/Character is a Level 2 Course, open to Level 3 students.*

** *All students must take **at least one** of the following required writing courses in their Junior or Senior year: Expository Writing, Craft of Writing, Language and Literature, AP English Literature, AP English/UConn Early College Experience, Journalism 1, Intro to Philosophy, English Studies A or B, or English 3.*

18

FAMILY AND CONSUMER SCIENCE

The Family and Consumer Science Department offers courses intended to give all students the basic personal, social and consumer skills necessary for personal well-being, family life and parenthood. Courses also prepare students for careers in the food industry, child care, and human services professions.

Students interested in a career in culinary arts or child care should consult the Tech Prep description in the Special Programs section, found further on in this handbook.

⚠ For designated courses, ALL students must obtain permission from a department teacher IN ADDITION to meeting all specified course prerequisites.



Courses	Grade Offered				Length	Levels Offered		Credit	Correlation to School Missions			
	9	10	11	12		3	2		Communicate	Read	Problem solve	Write
764 Food Fundamentals	9	10	11	12	Semester	3	0.5				x	
771 Advanced Foods	9	10	11	12	Semester	3	0.5				x	
782 Child Development 1		10	11	12	Semester	3	0.5				x	
783 Child Development 2		10	11	12	Semester	3	0.5				x	
784 Child Care Lab			11	12	Semester	3	0.5				x	
787 Lab Assistant Ⓢ			11	12	Semester	2	0.5				x	
788 Vocational Foods (JLAW only)			11	12	Full/double	3	2.0				x	
791 Family Life Education Ⓢ			11	12	Full Year	3	1.0				x	
795-796 Independent Study ⚠				12	Semester/Full	--	0.5/1.0					

Ⓢ Course meets technology graduation requirement

INTERDISCIPLINARY

This section includes courses incorporating material from several different fields of study. Please review the requirements that are included with each course listed here and seek the advice of your guidance counselor when selecting a course in this section.

⚠ For designated courses, ALL students must obtain permission from a department teacher IN ADDITION to meeting all specified course prerequisites.

Courses	Grade Offered			Length	Levels Offered	Credit	Correlation to School Missions				
	10	11	12				Communicate	Read	Problem solve	Write	
613 Online Communication 		10	11	12	Semester	2	0.5	x			
270 Television Production ¹ 			11	12	Full Year	2	0.5 + 0.5	x			
668-669 Yearbook			11	12	Semester	2	0.5				x
681-683 Sr. Internship/Research Proj.				12	Semester	2	0.5 - 1.5			x	

 Course meets technology graduation requirement



¹ The TV Production course awards 0.5 credit in English as well as 0.5 credit in Electives.

20 MATHEMATICS

The Mathematics Department offers courses that meet a range of needs, from math for successful daily living to preparation for a career in mathematics. All math courses foster the development of problem-solving and critical thinking as well as computational skills. All students are required to pass 3.0 credits in mathematics and achieve goal on the 10th-grade CAPT or subsequent Departmental Alternative Assessment.

Students must pass a minimum of one year of Algebra as part of the three-year math sequence. Algebra I (Level 1 or 2), or Algebra IA will meet this requirement.

 For designated courses, ALL students must obtain permission from a department teacher IN ADDITION to meeting all specified course prerequisites.

Courses	Grade Offered				Length	Levels Offered	Credit	Correlation to School Missions			
	9	10	11	12				Communicate	Read	Problem solve	Write
301 General Math	9				Full Year	4	1.0			x	
302 Pre-Algebra	9	10	11	12	Full Year	3	1.0			x	
305 Algebra IA	9	10	11	12	Full Year	3	1.0			x	
306 Algebra IB		10	11	12	Full Year	3	1.0			x	
311 Algebra I	9	10	11	12	Full Year	2	1.0			x	
330-331 Algebra II	9*	10	11	12	Full Year	1, 2	1.0			x	
342 Algebra IIA			11	12	Full Year	3	1.0			x	
320-321 Geometry		10	11	12	Full Year	1, 2	1.0			x	
332 Applied Geometry		10	11	12	Full Year	3	1.0			x	
340-341 Pre-Calculus			11	12	Full Year	1, 2	1.0			x	
350 AP Calculus 				12	Full Year	AP	1.0			x	
349 Calculus				12	Full Year	2A	1.0			x	
355 Applied Trigonometry			11	12	Semester	2	0.5			x	
356 Statistics with Probability			11	12	Semester	2	0.5			x	
370-372 Math Lab/Problem Solving	9	10	11	12	2-4 days/week	3	0.2-0.4			x	
374-375 Math Lab/Problem Solving	9	10	11	12	Semester	3	0.5			x	
381-384 College Math Review	9	10	11	12	2-5 days/week	--	0.2-0.5			x	
377 AP Statistics			11	12	Full Year	AP	1.0			x	
346-348 Independent Study 				12	Semester	--	0.2-0.5				

*Students who achieve a B+ or better on the Milford Middle School Algebra I Final Exam and have a final grade of B+ or better and teacher recommendation should elect Algebra II Level 1. Students who achieve a B- or better on the Milford Final Exam or have a final grade of B- or better and teacher recommendation should elect Algebra II Level 2.

MATHEMATICS, *(continued)*

Recommended Sequence of Math Courses

The Mathematics Department recommends that you consult the charts below and on the next page to determine the most appropriate course for you to select. Remember that all prerequisites listed in the course descriptions including minimum grade requirements and teacher recommendations must be met.

For Students Currently in 8th Grade

Cross reference your current grade in math (on the left) with the course you are taking to determine the math course you should register for as a 9th grade student.

	Algebra I	Pre-Algebra	Basic Pre-Algebra
A	Algebra II (330) Level 1	Algebra I (311) Level 2	Pre-Algebra (302) Level 3
B	Algebra II (330)* Level 1 -or- Algebra II (331)* Level 2	Algebra I (311) Level 2 -or- Algebra IA (305) Level 3	Pre-Algebra (302) Level 3
C	Algebra I (311) Level 2	Algebra IA (305) Level 3	Pre-Algebra (302) Level 3
D	Algebra IA (305) Level 3 -or- Algebra I (311) Level 2	Algebra IA (305) Level 3 -or- Pre-Algebra (302) Level 3	General Math (301) Level 4
F	Algebra IA (305) Level 3	Pre-Algebra (302) Level 3	General Math (301) Level 4

For Students Currently in High School

Grade	Level 1	Level 2	Level 3	Level 4
9	Algebra II	Algebra II - or - Algebra I	Pre-Algebra - or - Algebra IA	General Math
10	Geometry	Geometry	Algebra IA - or - Algebra IB	Pre-Algebra Level 3
11	Pre-Calculus	Pre-Calculus - or - Algebra II	Algebra IB - or - Applied Geometry	Algebra IA Level 3
12	AP Calculus - and/or - AP Statistics	Calculus - or - Pre-Calculus or Trig/Statistics	Applied Geometry - or - Algebra IIA	Algebra IB Level 3

**Students who achieve a B+ or better on the Milford Middle School Algebra I Final Exam and have a final grade of B+ or better and teacher recommendation should elect Algebra II Level 1. Students who achieve a B- or better on the Milford Final Exam or have a final grade of B- or better and teacher recommendation should elect Algebra II Level 2.*

For 9th-12th Graders: Cross reference the last math course you took with the grade you received for that course in order to determine the next math course you should be taking.

Course Last Taken	Level	A		B		C		D		F	
		Next Course	Level	Next Course	Level	Next Course	Level	Next Course	Level	Next Course	Level
General Math	4	Pre-Algebra	3	Pre-Algebra	3	Pre-Algebra	3	Pre-Algebra	3	General Math	4
Pre-Algebra	3	Algebra IA	2	Algebra IA	3	Algebra IA	3	Algebra IA	3	Pre-Algebra	3
Algebra IA	3	Algebra IB	3	Algebra IB	3	Algebra IB	3	Algebra IB	3	Algebra IA	3
Algebra IB	3	Applied Geometry	3	Applied Geometry	3	Applied Geometry	3	Applied Geometry	3	Algebra IB	3
Algebra I	2	Geometry	2	Geometry	2	Geometry or Applied Geometry	2 3	Applied Geometry	3	Algebra IA	3
Algebra II (9th gr.)	1	Geometry	1	Geometry	1	Geometry	2	Geometry	2	Geometry	2
Algebra II (9th gr.)	2	Geometry	2	Geometry	2	Geometry	2	Applied Geometry	3	Applied Geometry	3
Algebra II	1	Pre-Calculus	1	Pre-Calculus	1	Pre-Calculus	2	Pre-Calculus	2	Algebra II	2
Algebra II	2	Pre-Calculus	2	Pre-Calculus	2	Trig/Statistics	2	Trig/Statistics	2	Algebra IIA	3
Algebra II A	3	Trig/Statistics	2	Trig/Statistics	2	Trig/Statistics	2	Trig/Statistics	2	Algebra IIA	3
Geometry (from 9th gr. Algebra II/Lv. 2)	2	Pre-Calculus	2	Pre-Calculus	2	Trig/Statistics	2	Trig/Statistics	2	Applied Geometry	3
Geometry (from 9th gr. Algebra I/Lv. 2)	1	Algebra II	1	Algebra II	1	Algebra II	2	Algebra II	2	Geometry	2
Geometry (from 9th gr. Algebra I/Lv. 2)	2	Algebra II	2	Algebra II	2	Algebra II (or) Algebra IIA	2 3	Algebra IIA	3	Applied Geometry	3
Geometry (from Alg. II/Lv. 1)	1	Pre-Calculus	1	Pre-Calculus	1	Pre-Calculus	2	Pre-Calculus (or) Trig/Statistics	2 2	Geometry	2
Applied Geom.	3	Algebra IIA	3	Algebra IIA	3	Algebra IIA	3	Algebra IIA	3	Applied Geometry	3

MUSIC

The Music Department provides a range of activities through which students can broaden their knowledge, appreciation, and enjoyment of music. Courses such as Jazz Band and Music Theory are geared to experienced music students. Others build sequentially on the music program in the middle schools and provide the foundation for lifelong participation and enjoyment of music.

⚠ For designated courses, ALL students must obtain permission from a department teacher IN ADDITION to meeting all specified course prerequisites.

Courses	Grade Offered				Length	Levels Offered	Credit	Correlation to School Missions			
	9	10	11	12				Communicate	Read	Problem solve	Write
835 Choir**	9	10	11	12	Full Year	2	0.6	x			
819 Advanced Ensemble**	9	10	11	12	Full Year	2	0.4	x			
815 Band (JLaw)	9	10	11	12	Full Year	2	0.6	x			
816 Band (Foran)	9	10	11	12	Full Year	2	0.8	x			
817 Jazz Band**	9	10	11	12	Full Year	2	0.4	x			
808 Music Technology 1 ⓘ	9	10	11	12	Semester	3	0.5			x	
818 Music Technology 2	9	10	11	12	Semester	3	0.5			x	
809 Guitar 1	9	10	11	12	Semester	3	0.5	x			
811 Guitar 2	9	10	11	12	Semester	3	0.5	x			
813 Piano 1	9	10	11	12	Semester	3	0.5	x			
814 Piano 2	9	10	11	12	Semester	3	0.5	x			
820 Music Theory 1	9	10	11	12	Semester	2	0.5			x	
821 Music Theory 2	9	10	11	12	Semester	2	0.5			x	

**Class may be taken more than once for credit

ⓘ Course meets technology graduation requirement

ADDITIONAL INFORMATION ABOUT BAND AND/OR JAZZ BAND:

For more information about the Band program or the Jazz Band program, please contact **Jessica Shearer** at Foran (jshearer@milforded.org) or **Paul Marino** at Law (pmarino@milforded.org).

PHYSICAL EDUCATION/HEALTH

Physical Education

The Physical Education Department endeavors to promote total wellness — physical, mental, emotional and social — through a planned, sequential program of selected activities. Each semester, physical education will have one quarter of fitness education and one quarter of individual and team sports. The fitness education component will be based on an individual assessment of fitness. The goals of the program are to develop:

- ◆ knowledge and appreciation of the lifetime benefits of maintaining individual fitness;
- ◆ health-related physical fitness; and
- ◆ skill-related physical fitness.

Students who are excused from Physical Education class by a physician have the opportunity to make up the classes when released by a physician. Students who cannot make up the classes by the end of the semester must retake the course.

⚠ For designated courses, ALL students must obtain permission from a department teacher IN ADDITION to meeting all specified course prerequisites.

Courses	Grade Offered				Length	Levels Offered	Credit	Correlation to School Missions				
	9	10	11	12				Communicate	Read	Problem solve	Write	
914 Physical Education 1	9				Semester	3	0.5					x
924 Physical Education 2		10			Semester	3	0.5					x
938 Physical Education Elective		10	11	12	Semester	3	0.5					x
936 Peer Assistive Physical Education			11	12	Semester	3	0.5			x		
Health Education												
The Health Education program encourages students to accept responsibility for their personal health habits and to realize the profound effect these habits will have on the quality of their lives in the future.												
⚠ For designated courses, ALL students must obtain permission from a department teacher IN ADDITION to meeting all specified course prerequisites.												
911 Health Education 1	9				Semester	3	0.5				x	
931 What's New in Health?			11	12	Semester	3	0.5				x	
945 - 947 Substance Abuse Prevention Education		10	11	12	17 sessions each year	--	0.1				x	

SCIENCE

The Science Department offers a program of study to students who are interested in preparing for a career in science and to all students seeking to become more knowledgeable about scientific technology. A sequential course of study is offered in both the biological and physical sciences. In addition to the required and recommended courses in the sequence, the Science Department offers a variety of electives designed to satisfy student interests and career goals.

The Science Department offers three AP courses; interest at the enrollment phase will determine the course(s) that will run. Historically, one or two AP courses will run each year.

All students are required to pass 3.0 credits of science.








 For designated courses, ALL students must obtain permission from a department teacher IN ADDITION to meeting all specified course prerequisites.

Communicate

Read

Problem solve

Write

Courses	Grade Offered			Length	Levels Offered	Credit	Correlation to School Missions			
010-013 Physical Science 	9			Full Year	1, 2, 3, 4	1.0			x	
020-023 Biology 	9	10		Full Year	1, 2, 3, 4	1.0			x	
030-032 Chemistry 		10	11	12	Full Year	1, 2, 2B	1.0			x
034 Nurse Assistant			11	12	Full Year	3	1.0		x	
035 Environmental Science			11	12	Semester	3	0.5		x	
037 Issues in Science			11	12	Semester	3	0.5		x	
040-041 Physics			11	12	Full Year	1, 2	1.0		x	
043 Technology 2000			11	12	Semester	3	0.5		x	
054 Human Biology			11	12	Full Year	2	1.0	x		
055, 057 Astronomy			11	12	Semester	2, 3	0.5			x
056 Marine Science			11	12	Full Year	2	1.0	x		
050 AP Chemistry 			11	12	Full Year	AP	1.3		x	
060 AP Biology 			11	12	Full Year	AP	1.3		x	
070 AP Environmental Science 			11	12	Full Year	AP	1.3	x		
081 Observational Astronomy (JAF, only)			11	12	Semester	3	0.5			x
052 Human Biology/Medical Awareness			11	12	Semester	3	0.5	x		
045-046 Independent Study 			11	12	Semester/Full	--	0.5/1.0			

26

SCIENCE, *(continued)*

Recommended Sequence for Science Courses

Grade	Level 1	Level 2	Level 3	Level 4
9	Physical Science or Biology*	Physical Science	Physical Science	Physical Science
10	Biology or Chemistry	Biology	Biology	Biology
11	Physics Chemistry AP Biology	Chemistry Marine Science Human Biology Human Biology/Medical Awareness Astronomy Observational Astronomy Nurse Assistant	Environ. Science Issues in Science Astronomy Human Bio/Medical Awareness Nurse Assistant	Environ. Science Issues in Science Astronomy Nurse Assistant
12	Physics -- and / or -- AP Biology, AP Chemistry, or AP Environmental Science	Physics -- and/or -- AP Biology, AP Chemistry, or AP Environmental Science Astronomy Observational Astronomy Nurse Assistant	Astronomy Human Biology Human Biology/Med. Awareness Technology 2000 Nurse Assistant	Technology 2000 Human Bio/Med. Awareness Astronomy Nurse Assistant

*Students who have an average of A- or better and the recommendation of the Grade 8 science teacher may elect Level 1 Biology.

SOCIAL STUDIES

The Social Studies Department offers courses that give students an understanding of the past, an awareness of the domestic and global problems of the present, and the ability to make informed and responsible choices as citizens of the future.

The State of Connecticut requires that all students successfully complete a minimum of 3.0 credits in history and social studies, including 1.0 credit in American history. Milford requires all Grade 9 students to take Modern World History and all Grade 10 students to take Survey of America in the 20th Century. Students must also pass one semester course of global community or meet the global community requirement by passing AP European History.








The State of Connecticut requires that all students earn a 0.5 credit in civics. Civics and American Government (467, 468, 469) fulfills this requirement. Most students will take this course in their junior year. It is strongly recommended, however, that a student interested in the Level 1 social studies sequence take Civics and American Government (467) in his/her sophomore year, in addition to Survey of America in the 20th Century.

Communicate

Read

Problem solve

Write

Courses	Grade Offered			Length	Levels Offered	Credit	Correlation to School Missions			
410-412 Modern World History	9			Full Year	1, 2, 3	1.0				x
413 Readings in Modern World History 	9			Full Year	4	1.0		x		
420-422 Survey 20th Century America		10		Full Year	1, 2, 3	1.0				x
423 Readings/Survey 20th Century America 		10		Full Year	3	1.0		x		
427 Issues in Civics & Global Commun. 			11	Full Year	3	1.0		x		
435-436 History Crime & Violence			11 12	Semester	2, 3	0.5				x
438-439 Ancient History			11 12	Semester	2, 3	0.5		x		
448 Anthropology			11 12	Semester	2	0.5		x		
455-456 Women in the World			11 12	Semester	2, 3	0.5				x
458-459 Economics			11 12	Semester	2, 3	0.5			x	
467-469 Civics and American Gov.		10	11 12	Semester	1, 2, 3	0.5	x			
490 AP Economics 			11 12	Full Year	AP	1.0			x	
491 AP American History 			11 12	Full Year	AP	1.0				x
492 AP European History 			11 12	Full Year	AP	1.0				x
494-495 The Global Community I			11 12	Semester	2, 3	0.5	x			
496-497 The Global Community 2			11 12	Semester	2, 3	0.5	x			
498-499 Youth and Government		10	11 12	Semester (1st)	1, 2	0.5	x			
475-476 Independent Study 			11 12	Full Year, Sem	--	1.0/0.5				

SOCIAL STUDIES *(continued)*

Recommended Sequence				
Grade	Level 1	Level 2	Level 3	RFS Level 4/3
9	Modern World History	Modern World History	Modern World History	Readings in World History
10	Survey of America <i>and</i> Civics <or> Youth and Government	Survey of America	Survey of America	Readings in 20th Century American History
11/12	AP European History* AP American History AP Economics	Civics Global Community I Electives Ancient History Anthropology Crime and Violence Economics Global Community II Youth and Government Women in the World	Civics Global Community I Electives Ancient History Crime and Violence Economics Global Community II Women in the World	Issues in Civics, American Government, and the Global Community Electives Ancient History Crime and Violence
*fulfills the Global Community requirement. Students in Level 1 classes who do not take AP European need to take 1 semester of Global Community.				

SPECIAL EDUCATION

The programs at Joseph A. Foran High School and Jonathan Law High School provide an excellent environment for students with special needs. Students are evaluated and placed in the program that will best meet their individual needs. Periodically, students are re-evaluated and, when appropriate, programs are modified. The opportunity exists for students to participate in many regular programs that are appropriate to meet their needs.

The academic portion of a student's program includes mathematics, English, science and history. The emphasis is on acquiring functional skills and developing practical strategies in these areas. Another portion of the program focuses on developing vocational skills. This goal is accomplished through a combination of classroom instruction and work experience.

Special education courses do not have levels and are not included in class rank.

Communicate	Read	Problem solve	Write
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Courses	Grade Offered	Length Offered	Levels	Credit	Correlation to School Missions
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Learning Center

The Learning Centers at Foran and Law offer academic and emotional support to students who are deemed eligible through their Planning and Placement Teams. In addition, organizational/study skills and test-taking strategies are stressed. Help is available on either an alternative day or an everyday basis. The purpose of the Learning Center is to facilitate successful and independent learning. *Learning Center grades are not calculated in a student's GPA.*

(various #s) Learning Center	9	10	11	12	1-5 days	--	0.1-0.5				
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Courses	Grade Offered	Length Offered	Levels	Credit	Correlation to School Missions
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936 Peer Assistive Physical Education	9	10	11	12	Semester	--	0.5	x			
415 Community Experience Skills Funct. (J. Law Only)	9	10	11	12	Full Year	--	1.0	x		x	
1100-1107 Math 1-4	9	10	11	12	Semester	--	0.5	x	x	x	
1108-1115 English 1-4	9	10	11	12	Semester	--	0.5	x	x		x
1118-1119 Reading Enrichment (Foran Only)	9	10	11	12	Semester	--	0.5		x		
(various #s) Study Skills	9	10	11	12	5 or 3 days/week	--	0.5, 0.3				
948-949 U.S. History	9	10	11	12	Semester	--	0.5	x	x		
997-998 Contemporary Issues	9	10	11	12	Semester	--	0.5	x	x		
965 Civil Law	9	10	11	12	Semester	--	0.5	x	x		
966 Criminal Law	9	10	11	12	Semester	--	0.5	x	x		
994 Occupational Education	9	10	11	12	Semester	--	0.5	x		x	

30

SPECIAL EDUCATION *(continued)*

Courses	Grade Offered				Length	Levels	Credit	Correlation to School Missions			
	9	10	11	12				Communicate	Read	Problem solve	Write
920 Health	9	10	11	12	Semester	--	0.5	x	x	x	
981 General Science	9	10	11	12	Semester	--	0.5	x	x	x	
979 Life Science	9	10	11	12	Semester	--	0.5	x	x	x	
978 Environmental Science	9	10	11	12	Semester	--	0.5	x	x		
1170-1171 Independent Study	9	10	11	12	Semester	--	0.5				
987-988 Work Study	9	10	11	12	Semester	--	0.5				

Success Every Day

These courses are designed to meet the individual needs of the students who are placed in our Success Every Day program through their Planning and Placement Teams. The curriculum provides a planned and coordinated program of study that is directed towards successful individual outcomes for students. English, math, social studies, and science are taught in a block, for a total of 3.5 credits. Social studies and science alternate between .5 and 1.0 credit each year.

Courses	Grade Offered				Length	Levels	Credit	Correlation to School Missions			
	9	10	11	12		--					
1901-1908 Success Every Day English 1-4	9	10	11	12	Semester	--	0.5	x	x	x	x
1909-1916 Success Every Day Math 1-4	9	10	11	12	Semester	--	0.5	x		x	
1917-1924 Success Every Day Social Studies 1-4	9	10	11	12	Semester	--	0.5	x	x		
1932-1940 Success Every Day Science 1-4	9	10	11	12	Semester	--	0.5	x	x	x	
1925-1932 Success Every Day Personal Dev. 1-4	9	10	11	12	Semester	--	0.5	x			

SPECIAL EDUCATION *(continued)*

LIFTS - Learning Independent Functional Skills for Today's Society

These courses are designed to meet the individual needs of students who are placed in our program through their Planning and Placement Teams. The curriculum will provide a sequential program of studies that will foster independent living skills and community participation. Students will have the opportunity to learn and apply skills in real life situations. The goal of these opportunities is to foster successful outcomes for the students. The curriculum is based on full year courses that have one credit each. Courses are taught in a block-scheduling format. Electives are based on each individual student's needs to fulfill the district's graduation requirements.

Courses	Grade Offered				Length	Levels	Credit	Correlation to School Missions			
	9	10	11	12				Communicate	Read	Problem solve	Write
1152-1156 Functional Social Studies	9	10	11	12	Full Year	--	1.0		x	x	
1144-1147 Functional Math	9	10	11	12	Full Year	--	1.0		x	x	
1148-1151 Functional Science	9	10	11	12	Full Year	--	1.0		x	x	
1140-1143 Functional English	9	10	11	12	Full Year	--	1.0	x	x		x
1157-1160 Funct. Personal Development	9	10	11	12	Full Year	--	1.0	x			
987-988 Work Study		10	11	12	Semester	--	0.5				

32 TECHNOLOGY EDUCATION

The Technology Education Department offers courses not only for students interested in a career in technology but also for all students seeking to become more knowledgeable and self-sufficient in an increasingly technological world. These courses help prepare students to enter the work force directly after graduation or to enter college or technical schools.

Students interested in a career in drafting or graphics should consult the chart on the next page, indicating the recommended course sequence for those fields.

⚠ For designated courses, ALL students must obtain permission from a department teacher IN ADDITION to meeting all specified course prerequisites.



Communicate	Read	Problem solve	Write
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Courses	Grade Offered				Length	Levels Offered	Credit	Correlation to School Missions			
611 Technology Education 1	9				Full Year	3	1.0			x	
622 Drafting Technology 1A	9	10	11	12	Semester	2	0.5			x	
623 Drafting Technology 1B	9	10	11	12	Semester	2	0.5			x	
631 Drafting Technology 2		10	11	12	Full Year	2	1.0			x	
641 Drafting Technology 3			11	12	Full Year	2	1.0			x	
624 Materials Processing 1		10	11	12	Semester	3	0.5			x	
634 Materials Processing 2		10	11	12	Semester	3	0.5			x	
644 Materials Processing 3			11	12	Full Year	2	1.0			x	
626 Graphic Communications 1 (JAF only)		10	11	12	Semester	3	0.5			x	
636 Graphic Communications 2 Ⓢ (JAF only)		10	11	12	Semester	3	0.5			x	
646 Graphic Communications 3 (JAF only)			11	12	Full Year	2	1.0			x	
627 Power Technol. 1/Small Gas Engines		10	11	12	Semester	3	0.5			x	
637 Power Technology 2		10	11	12	Semester	3	0.5			x	
647 Power Technology 3			11	12	Full Year	2	1.0			x	
628 Electromechanical 1		10	11	12	Semester	3	0.5			x	
638 Electromechanical 2		10	11	12	Semester	3	0.5			x	
649 Construction Technology			11	12	Semester	3	0.5			x	
661 Engineering Prep		10	11	12	Semester	2	0.5			x	
662 Photography 1		10	11	12	Semester	3	0.5			x	

Ⓢ Course meets technology graduation requirement

(continued on next page)

TECHNOLOGY EDUCATION *(continued)*

Courses	Grade Offered			Length	Levels Offered	Credit	Correlation to School Missions			
	10	11	12				Communicate	Read	Problem solve	Write
663 Photography 2	10	11	12	Semester	3	0.5			x	
664 Photography 3		11	12	Full Year	2	1.0			x	
667 Video Production 	10	11	12	Semester	3	0.5			x	
043 Technology 2000		11	12	Semester	3	0.5			x	
680 Automotive Ownership/Maintenan.		11	12	Semester	3	0.5			x	
685 Marine Technology		11	12	Semester	3	0.5			x	
686 Robotics	10	11	12	Semester	2	0.5			x	
640-650 Independent Study 			12	Semester/Full	--	0.5/1.0				

**DRAFTING
TECHNOLOGY**

Draftsman
CADD Operator
Architect
Designer
Engineer

Grade 9

Technology Education 1
Drafting Technology 1A
Drafting Technology 1B

Grade 10

Drafting Technology 1A
Drafting Technology 1B
Materials Processing 1

Grade 11

Drafting Technology 2
Materials Processing 2
Engineering Prep
Technology 2000

Grade 12

Drafting 3
Materials Processing 3

**MATERIALS
PROCESSING/
MANUFACTURING**

Tool Maker
Machinist
Carpenter
CAM Operator
Plumber

Grade 9

Technology Education 1

Grade 10

Drafting Technology 1A
Drafting Technology 1B
Materials Processing 1

Grade 11

Materials Processing 2

Grade 12

Construction Technology
Materials Processing 3

**CONSTRUCTION
TECHNOLOGY**

Carpenter
Roofer
Stone Mason

Grade 9

Technology Education 1

Grade 10

Drafting Technology 1A
Drafting Technology 1B
Materials Processing 1

Grade 11

Materials Processing 2
Engineering Preparation
Construction Technology

Grade 12

Materials Processing 3
Construction Technology

**GRAPHIC
COMMUNICATION**

Graphic Designer
Layout Person
Image Assembly Person
Photographer
Pressman
Multimedia Producer

Grade 9

Technology Education 1

Grade 10

Graphic Communication 1
Photography 1
Video Production

Grade 11

Graphic Communication 2
Photography 2
Drafting Technology 1A
Drafting Technology 1B

Grade 12

TV Production
Graphic Communication 3
Photography 3

**ENERGY-POWER
TRANSPORTATION**

Auto Mechanic Technician
Engineer
Electronic Technician

Grade 9

Technology Education 1

Grade 10

Power Technology 1
Electromechanical 1
Robotics

Grade 11

Power Technology 2
Engineering Preparation
Electromechanical 2
Desktop Computer Syst.
Automotive Ownership
Marine Technology
Robotics

Grade 12


Power Technology 3
Desktop Computer Syst.
Automotive Ownership
Marine Technology
Robotics

WORLD LANGUAGES

The World Languages Department provides students with an opportunity to acquire essential language skills and to become familiar with the historical and cultural bases of different languages. Offerings in French, Spanish, Latin, and Conversational Italian serve as vehicles for understanding and respecting both cultural heritage and cultural differences. In this way, the World Languages Department prepares students for citizenship in the global community of the 21st century and equips them with the language proficiency, knowledge and critical insight necessary for further study. French and Latin are offered in a four-year sequence and Spanish has a five-year sequence, including Advanced Placement. Conversational Italian is a one year course offered to both schools through the Distance Learning Program.

The Board of Education will not guarantee three years or more of a language sequence without adequate enrollment. Previous experience indicates the need for at least two sections in the first year of a language to ensure adequate enrollment in the third and/or fourth year. If the sequence starts with two sections or more, at least three years will be offered. If fewer students elect the first year of a language, the class may be offered, but upper levels of the sequence are not guaranteed.

When enrollment warrants, Level 1 classes will be scheduled separately from Level 2 classes. This is not always possible and some combined classes are necessary. They are treated as different groups for most instructional purposes and graded accordingly.

Admission to Level 1 courses is based on various measures of ability, past achievement, and recommendations of teachers. Except in unusual circumstances, students in Level 1 courses should maintain at least a B- average throughout the year to remain in that level. Students should have an average of at least a C+ and teacher recommendation to continue in a Level 2. Students who are entering the Spanish Program from the middle school, and high school students who have completed Spanish 1 should have a B- average and teacher recommendation to continue with Spanish 2 Level 2 classes. Movement between levels will be based on student performance but should not be made without a teacher conference and/or recommendation. In Spanish only, a Level 3, in addition to Level 1 and Level 2, is offered. For further information, please refer to the specific prerequisites included in the course descriptions. **For designated courses , ALL students must obtain permission from a department teacher IN ADDITION to meeting all specified course prerequisites.**

Why Study French?

In the 16th and 17th centuries, French replaced Latin as a common language for international and especially diplomatic communication in Europe. It continues to be used for that purpose. It is one of the working languages of the Secretariat of the United Nations. French is spoken by the people in France -- and in more than 45 other countries, worldwide! French is still considered an official language of many government agencies and businesses across the globe. Acquiring knowledge of French can enhance one's opportunities for further education as well as future employment.

Studying French can and is an enjoyable experience. Students will soon realize that there are many similarities between French and English, making French easy to speak and understand.

Communicate			
	Read		
		Problem solve	
			Write


Courses	Grade Offered				Length	Levels Offered	Credit	Correlation to School Missions				
	9	10	11	12				Communicate	Read	Problem solve	Write	
110-111 French 1					Full Year	1, 2	1.0					x
120-121 French 2					Full Year	1, 2	1.0					x
130-131 French 3					Full Year	1, 2	1.0					x
140-141 French 4					Full Year	1, 2	1.0					x

36

WORLD LANGUAGES *(continued)*

Why Study Latin?



The study of Latin can be an effective way to strengthen English vocabulary and grammar skills, which facilitate both written and oral communication. Since 60% of English words are derived from Latin, this language helps students improve their vocabulary skills and, consequently, their verbal SAT scores. The study of Roman culture deepens awareness of and respect for other cultures.

Courses	Grade Offered				Length	Levels Offered	Credit	Correlation to School Missions			
	9	10	11	12				Communicate	Read	Problem solve	Write
114-115 Latin 1	9	10	11	12	Full Year	1, 2	1.0				x
124-125 Latin 2		10	11	12	Full Year	1, 2	1.0				x
134-135 Latin 3			11	12	Full Year	1, 2	1.0				x
145 Latin 4			11	12	Full Year	2	1.0				x
116 AP Latin Literature 			11	12	Full Year	AP	1.0				x

Why Study Spanish?

Spanish has become a very prominent language in our society. The recent strengthening of trade relations with Mexico and the potential for increased trade with other Latin American countries has prompted many companies to hire people who can speak Spanish. The diversity of the United States population has further heightened the demand for people who speak both English and Spanish. A knowledge of Spanish has become essential in the fields of law, medicine, social services, and the judicial system.

Spanish is offered at three levels, depending on your aptitude and study habits. A variety of creative teaching techniques, including computers and the Internet, will make your Spanish learning experience an enjoyable one.

117, 119 Spanish 1	9	10	11	12	Full Year	2, 3	1.0				x
126-129 Spanish 2	9	10	11	12	Full Year	1, 2, 3	1.0				x
136-139 Spanish 3		10	11	12	Full Year	1, 2, 3	1.0				x
146-149 Spanish 4			11	12	Full Year	1, 2, 3	1.0				x
156 AP Spanish Language 			11	12	Full Year	AP	1.0				x
157-159 Spanish 5			11	12	Full Year	2, 3	1.0				x
160 Independent Study 				12	Full Year	--	1.0				

WORLD LANGUAGES *(continued)*

Why Study Italian?

Increased travel opportunities and international contacts offered by the Internet make everyone a world citizen. The Distance Learning Italian course allows students to gain a conversational knowledge of Italian, to enrich their appreciation of Italian culture, and to observe the similarities to other Romance languages like French and Spanish.

Courses	Grade Offered			Length	Levels Offered	Credit	Correlation to School Missions			
							Communicate	Read	Problem solve	Write
112 Conversational Italian	10	11	12	Full Year	2	1.0	x			

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