



MILTON ACADEMY

C O U R S E C A T A L O G U E 2 0 2 4 - 2 0 2 5

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The courses, requirements and information included in this catalogue were accurate at the time of publication. The most up-to-date version of this catalogue can be found on the Milton Academy Web site at www.milton.edu.

Dear Student,

This catalogue holds within its pages myriad opportunities for you as a scholar. The courses described enrich the Milton Academy curriculum, and I encourage you to take your time as you read about and consider the offerings you'll find here.

The various disciplines will allow you to cultivate passions, explore new interests, and examine different perspectives. Course selection is an opportunity for you to build a program that complements your interests in the classroom, your activities on Milton's campus, and your ambitions for the future.

Here are a few strategies that may guide you as you make your choices:

- Outline the courses that you may want to take over your entire Milton career, keeping in mind graduation requirements. Some courses have prerequisites; many do not need to be taken in a particular year.
- Second choices can be important, as some courses may fill up and others may not run if enrollment is insufficient.
- Advisors, classroom teachers, students, and the registrar can be helpful to you as you make your decisions. Ask questions, and take advantage of their wisdom and guidance.

Milton students are truly creative and critical thinkers, and engaged and independent learners. I encourage you to use this catalogue as a valuable tool, as it gives you the freedom to develop your own rigorous academic curriculum, which is at the core of a Milton education. Expand your knowledge, challenge your perceptions of the world, and commit yourself to a learning experience that will inspire and transform you.

Heather Sugrue
Academic Dean

Course Levels & Expectations

Milton has several designations for accelerated work: Honors, Accelerated, and Advanced.

Full-year courses may expect 4.5 to 5.5 hours per week of student learning time, including time spent in class. Class IV students may expect a maximum of 4.5 hours per week, including class time. Therefore, homework assignments should average 30 minutes in preparation for each class meeting for Class IV students and 30 to 45 minutes in preparation for each class meeting for students in Classes I–III.

Diploma Course Load Requirements

Entering Class IV	18 credits
Entering Class III	13 credits
Entering Class II	9 credits

The typical course load for an Upper School student is five credits. Milton offers three types of courses: a full course, meeting all year and earning one credit; a half course, meeting all year and earning one half credit; and a semester course, meeting for one semester and earning one half credit. Students can earn the correct number of credits by taking a combination of full, half, and semester courses. A student must carry at least four academic credits at all times and may never carry more than five and one half credits.

Although we hope to offer all the courses described in this catalogue, courses that do not directly fulfill a diploma requirement will be offered only if enrollment is sufficient.

Students must earn a passing grade in a course in order to receive diploma credit. To be promoted in any one year, a student must earn a minimum of four credits, one of which must be English, and earn grades of C– or better in at least three of those credits.

Departmental Diploma Requirements

Milton encourages the development of individualized programs of study and the in-depth exploration of subjects of interest. The school's departmental diploma requirements facilitate these objectives, and students typically go beyond the diploma requirements in many academic disciplines. Below are the general requirements for each department. Successful completion of the courses listed below will meet these minimum requirements. Please refer to individual departments for more specific guidelines.

English

One full course each year

Mathematics

Proof & Problem Solving
Algebraic Concepts

Languages

Level 3

Science

Chemistry or Physics
Biology

History

Ancient Civilizations *or*
World History: Challenges & Changemakers
and
U.S. History
or
United States in the Modern World 1 and 2

Arts Program

One full-year course after Class IV
(see note in Arts Program section)
or
Music Package

Physical Education

Class IV: Three seasons
Class III: Three seasons, including
Fitness Concepts
Class II: Two seasons, including CPR
Class I: Two seasons (CPR if not taken in
Class II)

Public Speaking

One ten-week course in Class III (or Class II)

Required Non-credit Courses

Introductory courses in Music, Performing
Arts, and Visual Arts; and a course in
Health and Project Adventure

The Mountain School

The Mountain School of Milton Academy, a semester program open to Class II students, offers rigorous courses that allow students to fulfill Milton Academy's diploma requirements while living and learning on a working farm in Vermont. The Mountain School cultivates a diverse and interdependent community of scholars who learn to know a place and take care of it. Through collaborative learning and shared work, students emerge from their semester prepared to reach beyond the self and focus on the common good.

Students take five academic classes for a full semester credit. English and Environmental Science are required, and students choose three of the following courses based on continuity with their program at Milton: Math, Language (French, Spanish, Latin, Chinese), U.S. History, Physics, Chemistry (spring only), Humanities, or Studio Art. Every student participates in the Outdoor Program, which counts as a Physical Education credit. All classes are all offered at the Honors or AP level.

A full description of the Mountain School's curriculum is available at www.mountainschool.org or from the associate dean of students. Applications are due in February of the Class III year for the following fall or spring semester.

Arts Program

Arts Program courses foster creative thinking and introduce students to new ways of perceiving and interpreting ideas. All are full-credit, graded courses, and students should expect to do some preparation outside of class. All students entering Milton before their Class II year must take one Arts Program course. This requirement is normally fulfilled in Class II or III. Students are welcome to take additional Arts Program courses after they have fulfilled the diploma requirement, and many advanced arts courses require a particular Arts Program course as a prerequisite. Arts Program courses do not presuppose any special talents but do require energetic participation and effort. Any one of the courses listed below satisfies the Arts Program diploma requirement.

NOTE: Students entering in Class II are not required to complete an Arts Program course except as a prerequisite to advanced-level elective courses.

Courses fulfilling Arts Program requirement:

Architecture + Design
Creative Writing
Dance
Design for the Theatre
Drama
Drawing|Painting + Design
Filmmaking + Design
Jazz Improvisation
Music Package
Page to Stage
Photography|Digital Imaging + Design
Sculpture|Ceramics + Design
Technology|Media + Design

NOTE: The courses listed above are open to
Classes I–III only.

Music

Chamber Orchestra

(Half Course)

Classes I, II, & III

The chamber orchestra consists of woodwind, brass, string, or percussion players. Students will experience and perform a repertoire of other ensemble types (e.g., wind band, string orchestra, chamber music), gaining core competencies to become collaborative, creative, ensemble-oriented musicians. A virtual audition will be required during the summer to section students prior to the opening of the fall semester.

Chamber Singers

(Half Course)

Classes I, II, & III

This is a performing organization that emphasizes tone and detail of phrasing. Students study and perform great choral literature from every period, especially literature written for smaller choral groups. Individuals improve their sight-reading skills, their vocal technique, and their knowledge of musical styles. Membership in Glee Club and an audition are required.

Music Theory

(Half Course)

Classes I, II, & III

This course starts with the fundamentals of music and explores a wide variety of music theory topics and theoretical problems. Music is examined through harmonic and melodic analysis. Besides the written analysis, music is examined from an aural standpoint through ear training and sight-singing. No past musical experience is necessary, although it is helpful.

Advanced Chamber Music Seminar

(Half Course)

Classes I, II, & III

The advanced chamber music seminar provides a rigorous, intensive environment where students can investigate the nature of chamber music and the musician's role in a small ensemble. Students will develop skills in ensemble playing and rehearsal techniques through the preparation and performance of developmentally appropriate chamber repertoire. Participation in the program is dependent on the availability of a place within a viable ensemble and a virtual audition over the summer. Those enrolled in this course will be required to regularly rehearse with the chamber orchestra as part of the course. Violinists may also be required to learn viola in order to create flexibility of instrumentation. *(Permission of the department chair is required.)*

Jazz Improvisation

Satisfies Arts Program Requirement

Classes I, II, & III

This course gives students experience in ensemble playing and improvisation in the jazz and jazz/rock idioms. Students learn and play in a group and explore the tunes for structure and harmony. This course emphasizes listening to recordings integral to the course work. Elementary knowledge of scales is required. The focus is on the development of improvisational and ensemble skills through playing. *(Permission of the department chair is required.)*

Advanced Jazz Improvisation

(Full Course or Half Course)

Classes I, II, & III

In this continuation of the introductory course, greater emphasis is placed on performing, and the music is more challenging. Students explore complex chord scales, rhythms, and structures. The course usually focuses on one artist or one style of jazz music per semester. Additional years in this course allow the advanced jazz student to continue studying and performing under the guidance of our jazz faculty. *(Permission of the department chair is required.)*

Music Package

Satisfies Arts Program Requirement

Classes I, II, & III

In place of a single Arts Program course, students with a special interest in music may satisfy the arts requirement through a combination of musical activities. The Music Package, designed by and for each student, includes one of the half courses offered by the department, comprising performance experience through choral singing, chamber music, orchestral playing, or jazz. Students are required to participate in a course-based performing ensemble each year they are at Milton. Additionally, students must complete a music theory or music history class, either at Milton or by a faculty-approved equivalent course outside of school. Music lessons may be part of the package, but lessons alone do not fulfill the performance component. In place of music history or theory, students can propose an independent project, using their musical abilities to create social and civic impact in their community. A written application for the Music Package should specify the components of the package and require the approval of both the music department chair and the academic dean. Applications must be completed by March of the Class II year.

Private Instrumental and Vocal Lessons

(Non-credit)

Milton Academy facilitates private music instruction in the Kellner Performing Arts Center to provide individualized instruction for voice, winds, brass, and string instruments. Private music teachers hail from a variety of backgrounds, including classical, jazz, and pop-style performance. The Music Department will assist with finding teachers for students wishing to have instruction in instruments not listed.

Session I music lessons begin in October and end in January. Session II begins in February and continues through the end of the school year. There are 12 45-minute lessons in each session. Lessons are generally scheduled after school but may also be scheduled during the school day, depending on a student's schedule. As such, lessons are arranged individually by the teachers and students based on mutual availability. Financial aid for private music lessons is available to Upper School students who receive financial aid for tuition.

Performing Arts

The following courses satisfy the Arts Program graduation requirement. Each is an intensive foundation course designed to give students a thorough introduction to basic techniques, principles of theater arts, and the artistic expression of ideas. After completing a foundations level course, students are encouraged to pursue areas in greater depth in the program's advanced elective courses.

These courses require no previous experience. Students with little experience will be supported in their learning in a step-by-step process. Students with some experience with the material will be challenged by more advanced options within each project area as the course progresses.

Students with a definite interest in performing arts are strongly encouraged to take their first course in Class III so that they may take advanced elective courses in Classes I or II.

Dance

*Satisfies Arts Program Requirement
Classes I, II, & III*

This comprehensive course is designed for students with little or no previous formal dance experience and for the intermediate-level dancer. Students explore and practice the principles of dance technique, improvisation, and composition, working to develop greater awareness, freedom, and control in using the body as an instrument of expression. Modern dance, ballet, and other dance styles will be introduced and practiced.

Design for the Theatre

*Satisfies Arts Program Requirement
Classes I, II, & III*

This course introduces students to the collaborative art of scenic design, lighting design, and costume design. In the first semester, students will explore the elements and principles of design through hands-on projects in perspective drawing, technical drafting, watercolor rendering, and scale model construction. Two-dimensional work will be explored using Vectorworks and other digital design tools, as well as free-hand drawing and drafting techniques. In the second semester, students will form design teams focusing on areas of interest. Through play analysis, hands-on projects, and collaboration, each student will create a complete design, which may be an actualized project. The course culminates in a presentation of a design portfolio composed of drafting, renderings, and models illustrating growth throughout the year.

Drama

*Satisfies Arts Program Requirement
Classes I, II, & III*

This course teaches acting skills to students of all experience levels. From interested novices to the advanced performer, each actor is given tools to continue their performing arts growth. Exercises and scene work aim to develop concentration, freedom, and power of expression, connection with a text and acting partners, and a process for approaching characterization. The emphasis is on representational acting techniques and contemporary, realistic texts. Attendance at all Upper School performances is required. Excursions to professional productions may be required.

Page to Stage

*Satisfies Arts Program Requirement
Classes I, II, & III*

How do you bring stories to life? This performance-based course gives students the tools to create captivating presentations from various sources, such as prose, children's literature, newspaper articles, plays, poetry, and even cereal boxes. With text in hand, students will develop the physical, vocal, and interpretive skills necessary to engage audiences through the use of their personal voice. Course performances may include presentations with the Lower School, Arts Night, and other cross-campus collaborative opportunities.

Advanced Courses and Electives

The department offers half course electives and advanced-level courses in performing arts for students who wish to study specific areas in depth. Students will develop higher-level skills in dedicated areas of focus.

The prerequisite for advanced courses is a full-year Arts Program course or the equivalent or permission of the department chair.

Advanced Dance: Ballet

*(Half Course)
Classes I & II*

This course is designed for dancers prepared to work at the advanced or intermediate level in ballet technique. Students practice advanced warm-up exercises, center combinations, and movement patterns. In addition to technique, students may learn repertory from choreographed ballets. *(Prerequisite: Arts Program Dance or permission of the department chair.)*

Advanced Dance: Choreography

*(Half Course)
Classes I & II*

This course explores the path from improvisational dancing to sophisticated dance-making. Students cultivate their natural movement resources in a fun and supportive atmosphere, developing movement ideas into fully shaped dance and movement pieces. Students also study relevant and well-established choreographers. No formal dance training is required; however, the ability and the desire to move are necessary. Students in this course will work collaboratively to create and perform a dance for the Winter Dance Concert. This course is strongly recommended for students interested in choreographing as individuals for the Winter Dance Concert. *(Permission of the department chair is required.)*

Advanced Dance: Modern

*(Half Course)
Classes I & II*

This course is designed for students prepared to work at the advanced or intermediate level in modern dance technique. Students practice advanced warm-up exercises, center combinations, and movement patterns. Students may learn repertory from established modern dance choreographers. In addition to technique, students explore improvisation and dance composition more in-depth, culminating in a collaborative performance in the Winter Dance Concert. *(Prerequisite: Arts Program Dance or permission of the department chair.)*

Advanced Drama: Directing

*(Half Course)
Classes I & II*

This course introduces students to the principles and practices of directing for the stage. The course is project-based and emphasizes hands-on instruction and exploration in directing scenes and short plays. Students learn the basics of concept development, actor coaching, and blocking. The course is highlighted with a public presentation of student-directed work in the spring. Students will also shadow faculty directors and may act as assistant directors for current season productions. *(Prerequisite: Arts Program Drama or equivalent experience and permission from the department chair.)*

Advanced Drama: Improvisation

*(Half Course)
Classes I & II*

This course covers the many aspects of improvisation, such as quick and thorough thinking on one's feet; creating believable

Visual Arts

characters; the use of subtext, concentration, imagination, and observation in short and long-form non-scripted scenes; working cooperatively with an ensemble and audience; creating truthful relationships; and the use of the body and voice as communicative instruments. Students will become more spontaneous, trusting, and cooperative performers by participating in class activities, attending two off-campus shows, and performing in public. *(Permission of the department chair is required.)*

Advanced Drama: Musical Theatre

(Half Course)

Classes I & II

This course focuses on developing skills in acting, singing, and dancing for musical theater. The course is team-taught by members of the Performing Arts and Music Departments and combines exercises and scene work from contemporary Broadway musical theater. The course culminates in a public performance by members of the class. *(Prerequisite: Arts Program Drama or equivalent experience and permission of the department chair.)*

Advanced Drama: Technical Theatre

(Half Course)

Classes I & II

This course provides students with an in-depth exploration of various areas of interest in technical theatre. Potential areas of study may include scenic design, lighting design, costume design, property design, and makeup design. Principles of design in each area will be discussed with hands-on projects using a wide variety of techniques.

Advanced Drama: Theatre Studies

(Half Course)

Classes I & II

In this advanced performance-based course, students will specialize in theatrical disciplines of their choosing. Potential areas of study include acting styles, contemporary playwrights, scene study, underrepresented voices in drama, and more. Students will deepen their work by attending off-campus performances and interacting with professional theater artists. *(Prerequisite: Arts Program Drama or Page To Stage or equivalent experience and permission from the department chair.)*

Hamlet

(Half Course)

Classes I & II

This course is team-taught by a member of the English Department and a member of

the Performing Arts Department. Please see the full course description in the English section.

Project Story: Narrative Journalism & Performance

(Half Course)

Classes I, II, & III

From competitive story slams performed for packed venues to storytelling courses designed to empower workplace professionals, sharing narrative with live audiences has never felt more current or relevant. In this course, students will study the art of storytelling by moving their own and others' stories from page to stage. During the first half of the semester, students will learn narrative journalism skills, performance skills, and peer workshop practice to collect and shape stories of our school. They will work collaboratively during the second half of the semester to identify, research, write, and perform a story that originates beyond Milton Academy. Throughout the year, students will read and view storytelling models, attend performances, and hear from visiting artists and activists who promote storytelling around the country, believing that shared stories strengthen and sustain human connection. *(This course is listed under both the English and Performing Arts Departments.)*

Spoken Word Poetry

(Half Course)

Classes I, II, & III

Learn to become a bold and creative writer/performer! In this course, students will immerse themselves in the world of spoken word poetry by reading, listening to, and watching the work of accomplished poets. Coursework is modeled after the collegiate writing process and will include workshops centering on students' original poetry while honing their poetic craft and critical feedback skills. These pieces will be brought to life through a variety of performance approaches to create meaningful group and individual live performances. Students will explore styles of spoken word, slam, and dramatic poetry readings.

The following courses satisfy the Arts Program graduation requirement. Each is an intensive foundation course designed to give students a thorough introduction to basic techniques, principles of design thinking and visual communication, and the artistic expression of ideas. After completing a foundations-level course, students are encouraged to pursue areas in greater depth in the program's advanced elective courses.

Notes:

- These courses require no previous experience. Students with little experience will be supported in their learning in a step-by-step process. Students who have had some experience with the material will be challenged by more advanced options within each project area as the course progresses.
- Students with a definite interest in visual arts are strongly encouraged to take their first course in Class III so that they may take advanced elective courses in Classes I or II in time to complete a college portfolio. Each of these Arts Program courses will give students opportunities to produce some of the work necessary to begin a college portfolio should they choose to do so.
- In lieu of textbook charges and to cover the cost of supplies, a visual arts fee will apply each semester, with amounts varying per course.

Architecture + Design

Satisfies Arts Program Requirement

Classes I, II, & III

This course offers a project-based introduction to the concepts and processes of architectural design through the lens of the local community around us. Students will explore both two-dimensional and three-dimensional design through drawing formats of sketching, orthographic plan views, conceptual renderings of form, building structural studies, model-making, Google SketchUp, and photography. Architectural styles and conceptual studies of form will also be reviewed and integrated within each project.

Drawing|Painting + Design

Satisfies Arts Program Requirement

Classes I, II, & III

In this intensive, year-long foundations course, students will be introduced to the foundations of drawing and painting in the fall semester. In the spring semester, they will apply those techniques with design thinking in printmaking, digital imaging

and composition, and new media. This course is for students who like making and creating, allowing beginners to succeed and experienced students to be challenged. All assignments are hands-on and studio-based, with basic exercises culminating in major projects. Students will learn visual language, apply techniques, and solve problems utilizing a creative process, all supplemented by a broad introduction to art history, aesthetics and criticism, and the most contemporary modes of art-making. Each student will be urged to explore ideas, experiment with an open mind, and make expressions personal, dramatic, and original.

The course will include field trips to art museums and contact with professional artists.

Filmmaking + Design

*Satisfies Arts Program Requirement
Classes I, II, & III*

This course introduces students to the basic principles and practices of digital movie-making, visual storytelling, and cinematography. The course is project-based, emphasizing hands-on instruction and exploration in the creation of short films. Students learn the basics of pre-production, effective camera technique, the editing process, and production management.

Photography|Digital Imaging + Design

*Satisfies Arts Program Requirement
Classes I, II, & III*

This course introduces students to the art of seeing and picture-making from its analog origins to today's digital contemporary practices. In the first semester, students will learn the concepts of exposure with a digital camera before shifting to a 35mm film camera, where the techniques of film development and wet darkroom printing will be taught. Students will develop their eye and composition skills through hands-on projects that also provide exposure to the great canon of photographic masters, deepen their own expressive ability, and gain an understanding of how photography was developed from the late 19th century through the first half of the 20th century. In the second semester, students will shift into the digital realm, working with DSLRs and becoming fluent with industry-standard programs such as Adobe Bridge, Photoshop, and Camera Raw, all through application tutorials and project-based learning. All projects will introduce contemporary photographers and address the growth of this medium with the advent of color and digital technology. Students will feel confident in their understanding of the

medium, both technically and artistically, and their ability to access the visual language to express their ideas.

Sculpture|Ceramics + 3-D Design

*Satisfies Arts Program Requirement
Classes I, II, & III*

This course introduces students to the foundations of three-dimensional design and the construction of functional and artistic objects. Students solve a series of design problems with hands-on projects, acquire skills in the use of hand and power tools, and learn design principles that inform both industrial and fine arts. Projects will be designed to explore a variety of techniques in diverse sculptural media, such as wood, metal, clay, plaster, and plastics. Students will address design challenges through creative processes while learning about underlying concepts of art through discussions of art history, aesthetics, and criticism. Digital processes, including 3-D printing, will also be explored. Students will be encouraged to investigate ideas, experiment with an open mind, and produce original and personal expressions.

Technology|Media + Design

*Satisfies Arts Program Requirement
Classes I, II, & III*

This course introduces the basic principles and practices of design using contemporary, new and rising technologies. The course is project-based, emphasizing hands-on instruction, experimentation, and exploration in new media, including digital imaging and graphic design, animation, industrial design with 3-D modeling and printing, and environmental/installation art. Particular emphasis will be placed on imaginative innovation and critical thinking, and the exploration of both existing and new interpretations of design in contemporary art. Students will be expected to reach beyond current definitions and boundaries of traditional art forms and applications in a collaborative spirit of discovery.

Semester and Half Course Electives

The department offers advanced-level courses in art and design for students who wish to study specific areas in depth. Students will develop higher-level skills, interpret more sophisticated ideas, and create work on a more ambitious scale. Although these courses are structured with themes and assignments, students will work increasingly independently.

The department recommends (but does not require) that a student who elects a first semester course take a second semester course as well.

The prerequisite for semester and half course electives is a full-year Arts Program course or the equivalent. The Visual Arts Department recommends that students take Drawing|Painting + Design, Sculpture|Ceramics + 3-D Design, Photography|Digital Imaging + Design, Technology|Media + Design, or Filmmaking + Design before taking an elective. Preference may be given to students who have taken these courses. Permission to take an advanced course may be denied if a student's preparation or experience is insufficient. Such permission must be obtained from the department chair before registering for these courses.

Advanced Drawing

*(Semester 1)
Classes I & II*

In this course, students will explore major genres of drawings from classical styles to contemporary, as well as architectural, narrative, figurative, and abstract. Through individual and collaborative projects, sketchbooks, readings, and discussions, students will be guided in developing a visual language and personal style. Students will use a range of familiar drawing materials such as graphite, charcoal, and pastel and will be introduced to new materials and techniques. The class will take drawing excursions around campus and to other nearby areas, including Boston museums. The culmination of the course is a large-scale DIY project blending realistic observational drawing with drawing from imagination, fantasy, and abstraction.

(Prerequisite: Drawing|Painting + Design or permission of the department chair.)

Advanced Filmmaking

*(Half Course)
Classes I & II*

Building on the foundation of knowledge, skills, and techniques learned in the Filmmaking + Design course, this year-long, half-credit course seeks to strengthen students' mastery of story writing, production management, directing, camera use, and editing. Students will study and create short films and documentaries; individual interests can be explored throughout the process, allowing students to hone their filmmaking skills and expand their repertoire. Student work will be entered into appropriate film festival competitions

and screened to the community in the spring. *(Prerequisite: Filmmaking + Design or permission of the department chair.)*

Advanced Painting

(Semester 2)

Classes I & II

In this course, students will explore painting techniques across a variety of media, primarily using water-soluble oils but also acrylic and watercolor. Students will be challenged to “think in color” and to “see the light” in relation to form and space; they will paint both from life and from their imaginations. Subjects may range from abstract works, still life, the human face and figure, and the landscape to stories and fantasies of surrealistic and invented worlds. Each student will work to develop their own personal vision through an experience of different styles and techniques. Field trips may be part of this course and are intended to expose students to the contemporary art scene. *(Prerequisite: Drawing/Painting + Design or permission of the department chair.)*

Advanced Photography: Digital Imaging

(Semester 1)

Classes I & II

This course builds upon foundational skills to explore photography in the digital age. In a hands-on, project-based curriculum, students work exclusively with DSLRs and push their understanding of the medium and their own personal creativity. Projects will introduce some of today’s most revolutionary photographers and will ask students to reimagine how photography can be manipulated as a mode for personal and artistic expression. Students will increase their fluency in programs such as Adobe Bridge, Photoshop, and Camera Raw, learning advanced editing techniques through supplemental tutorials and projects. Throughout the semester, students will explore studio lighting, still-life photography, advanced compositing and retouching, and printing with large format printers. A portfolio of finished and mounted prints will be expected, including large format display prints. Support for the creation of portfolios for college admission will be integral to early work. *(Prerequisite: Photography/Digital-Imaging + Design or permission of the department chair.)*

Advanced Photography: Alternative Processes

(Semester 2)

Classes I & II

This course builds upon foundational techniques in digital and analog

photography, working both in the digital/technical design realm and returning to the darkroom to explore alternative processes in photography. In a hands-on, project-based curriculum, students experiment with new kinds of cameras, such as medium-format Holgas, camera obscuras, pinhole cameras, and others. Darkroom skills will be refined, and different printing techniques, such as multiple exposures, solarizations, photo transfers, and cyanotypes, will be explored. Digital processes and alternative image manipulation in Photoshop will also be integral to this exploratory course. Students will study photographic masters from the past and present who have challenged the traditional uses of the medium, pushing both the technical and expressive boundaries of creativity. A portfolio of finished and mounted prints will be expected, including large format display prints. Support for the creation of portfolios for college admission will be integral to early work. *(Prerequisite: Photography/Digital-Imaging + Design or permission of the department chair.)*

Advanced Sculpture

(Semester 1)

Classes I & II

Advanced Sculpture builds upon foundational skills to explore a range of ideas and possibilities through a variety of three-dimensional projects. Students will be introduced to more advanced sculptural techniques involving additive and subtractive processes in materials such as wood, metal, plaster, and stone. Students will be able to communicate concepts and intentions through the manipulation of subject matter, organizational components, media, and processes. Projects will include both figurative and abstract creations and explore design applications through contemporary modes of production. Working together in a classroom structure, students will benefit from dialogue with each other, critiques, and field trips. *(Prerequisite: Sculpture/Ceramics + Design or permission of the department chair.)*

Advanced Ceramics

(Semester 2)

Classes I & II

This course builds upon the foundational techniques of working with clay: sculptural hand-building, slab and coil construction, wheel throwing, mold-making, and glazing. Individual expression in clay, whether artistic or functional, will be emphasized. Students will be able to communicate concepts and intentions through the manipulation of subject matter, organizational components,

and surface treatments. Projects will include traditional functional objects such as teapots and bowls, repetitive casting, and large abstract sculptural expressions. Students will gain a deeper understanding of both the historical and contemporary significance of ceramics through class discussions, critiques, and field trips. *(Prerequisite: Sculpture/Ceramics + Design or permission of the department chair.)*

Advanced Technology: Graphic Design

(Half Course)

Classes I & II

Building upon the technology foundations course that surveys many design genres, this class delves into a semester-long study of graphic design. Otherwise known as communication design, this art form focuses on how to effectively express ideas through visual art and textual content. Students will study art and images, typography, and layout for both the physical and virtual world (print versus digital content). Projects will emphasize originality and hands-on experimentation of advanced applications in technology. Two-dimensional work will be primarily composed in Adobe Illustrator, InDesign, and Photoshop but may also include animation with Flash and 3-D modeling and printing. *(Prerequisite: Technology/Media + Design or permission of the department chair.)*

Advanced Technology: Industrial Design

(Semester 2)

Classes I & II

This course introduces industrial design and the practice of creating products, devices, objects, and services that are used every day in the real world. Students build off their visual foundation and delve into a human-centered design process from the initial development to the refined stages that consider appearance, functionality, and manufacturability. Coursework will be project-centered with an emphasis on experimentation, expression, and collaboration. Students will practice analog drawing, digital renderings, and 3-D modeling to create original, well-executed design pieces. A hybrid of advanced applications will be utilized, including the Adobe application suite, Rhino, and Makerbot software. *(Prerequisite: Technology/Media + Design or permission of the department chair.)*

Advanced Portfolio Courses

Advanced Portfolio: Drawing|Painting

(Semester 1)

Class I

This is a seminar-based course for Class I students, designed to meet the individual needs of students with visual ideas they wish to explore in-depth in drawing, painting, and/or printmaking through an extended series of works around a particular theme or concept. Most students will use this class to complete work for their college portfolios. Interested students may also complete the requirements for the Advanced Placement Studio Art: Drawing portfolio with continued study in the spring semester through the Advanced Portfolio: Independent Studio Seminar class. Working together in a classroom format, students will benefit from dialogue with each other, critiques, and field trips. *(Prerequisite: At least one, and preferably more than one, related advanced semester elective, or permission of the department chair.)*

Advanced Portfolio: Filmmaking

(Semester 1)

Class I

This is a seminar-based course for Class I students, designed to meet the individual needs of students with ideas they wish to explore in-depth in film through an extended series of works around a particular theme or concept. Most students will use this class to complete work for their college portfolios. Interested students may also continue their film study in the spring semester through the Advanced Portfolio: Independent Studio Seminar class. Working together in a classroom format, students will benefit from dialogue with each other, critiques, and field trips. *(Prerequisite: Advanced Filmmaking or permission of the department chair.)*

Advanced Portfolio: Photography|Digital Imaging

(Semester 1)

Class I

This is a seminar-based course for Class I students, designed to meet the individual needs of students with visual ideas they wish to explore in-depth in photography and/or digital imaging through an extended series of works around a particular theme or concept. Most students will use this class to complete work for their college portfolios. Interested students may also complete the requirements for the Advanced Placement Studio Art: 2-D Design portfolio with continued study in the spring semester through the Advanced Portfolio: Independent

Studio Seminar class. Working together in a classroom format, students will benefit from dialogue with each other, critiques, and field trips. *(Prerequisite: At least one, and preferably more than one, related advanced semester elective, or permission of the department chair.)*

Advanced Portfolio: Sculpture|Ceramics

(Semester 1)

Class I

This is a seminar-based course for Class I students, designed to meet the individual needs of students with visual ideas they wish to explore in-depth in sculpture and/or ceramics through an extended series of works around a particular theme or concept. Most students will use this class to complete work for their college portfolios. Interested students may also complete the requirements for the Advanced Placement Studio Art: 3-D Design portfolio with continued study in the spring semester through the Advanced Portfolio: Independent Studio Seminar class. Working together in a classroom format, students will benefit from dialogue with each other, critiques, and field trips. *(Prerequisite: At least one, and preferably more than one, related advanced semester elective, or permission of the department chair.)*

Advanced Portfolio: Technology|Media

(Semester 1)

Class I

This is a seminar-based course for Class I students, designed to meet the individual needs of students with visual ideas they wish to explore in-depth the creation of art with technology through an extended series of works around a particular theme or concept. Most students will use this class to complete work for their college portfolios. Interested students may also complete the requirements for the Advanced Placement Studio Art: 2-D or 3-D Design portfolio with continued study in the spring semester through the Advanced Portfolio: Independent Studio Seminar class. Working together in a classroom format, students will benefit from dialogue with each other, critiques, and field trips. *(Prerequisite: At least one, and preferably more than one, related advanced semester elective, or permission of the department chair.)*

Advanced Portfolio: Independent Studio Seminar

(Semester 2)

Class I

This seminar is a capstone course offering Class I students the opportunity to explore subjects beyond the traditional studio art curriculum, either as a series of independent works or as class projects. Assignments

will span contemporary art modes and will include a variety of media and ideas. Genres may include digital imaging, traditional or alternative processes of photography/digital imaging, film/moving images, printmaking, installation art, ceramics, sculpture, painting, or drawing. Students may also explore cross-disciplinary connections, particularly regarding the use of technology in creating art or with the sciences or humanities. Interested students may also complete the requirements for the Advanced Placement Studio Art portfolio in Drawing, 2-D or 3-D Design. Projects may be inspired by work with professional artists, including Nesto Gallery exhibitors. The course culminates in a major independent project that may precede or extend into a senior project. *(Prerequisite: At least one, and preferably more than one, related advanced semester elective, or permission of the department chair.)*

History of Western Art

(Semester 1)

Classes I, II, & III

This course traces the trajectory of European and Western Art from roots in ancient cultures to the 19th century, and it includes examples of contemporary art for comparison. Art can reveal to its audience the morals and priorities of a culture or simply allow us a glimpse into their fantasies. Onlookers may feel understood, inspired, or excluded. We will contextualize works of art and artists in social and political contexts to understand the tensions or harmonies therein better, incorporating in-depth coverage of select artworks, periods, and artistic movements. The focus of our study is to critically engage with works of art with considerations of material, historical context, artist, and audience. Students will hone skills of visual analysis through close observation of artworks. In support, readings in art theory and art historical analysis from primary sources will be shared, and students will be asked to synthesize ideas in essay writing. Insight into processes of various disciplines of artmaking will be gained through short hands-on studio assignments, as well as local field trips to Boston-area museums and galleries; and the course will also include an introduction to curatorial and editorial practice in Milton's Nesto Gallery. *(Recommended in conjunction with Contemporary & Global Art Studies.)*

Contemporary & Global Art Studies

(Semester 2)

Classes I, II, & III

This class will provide an introduction to global and contemporary art in terms of cultural, social, and political values from ancient civilizations to the present. The focus is on exposure to works of art from different times and diverse cultures. Art can reveal to its audience the morals and priorities of a culture or simply allow us a glimpse into their fantasies. Art may be state-sponsored propaganda or personal dissent and can change the course of history. Viewers may feel understood, inspired, or excluded. We will seek to understand better the inclusion and exclusion of artists in the traditional canon of Western Art. Students will read recent scholarship and scientific analysis that call into question the foundations of the traditional art historical timeline and hierarchy. They will contextualize works of art and artists in social and political contexts to understand the tensions or harmonies better. Students will critically engage in looking at and reading works of art with considerations of material, historical context, artist, and audience. Students will discuss select works from different periods and cultures using comparative analysis and appropriate terminology. Through close observation of artworks, they will hone skills in visual analysis. Readings in art theory and art historical context from primary sources will be assigned, and students will synthesize ideas and observations in essay writing. Students will gain insight into processes of various disciplines of artmaking through short hands-on studio assignments, a field trip to New York City museums and galleries (if possible), and practice of curatorial and editorial skills in Milton's Nesto Gallery. *(Recommended in conjunction with History of Western Art.)*

Printmaking

(Half Course)

Classes I, II, & III

In this course, students will explore the basics of four major forms of printmaking: monoprint, intaglio, woodcut, and silkscreen. The course begins with understanding image-making, using a matrix or indirect source, and then investigating drawing, line, shape, and tone through black-and-white imagery. Students will learn to create small editions of prints, multiple-color images, and large poster-size prints. Both traditional and contemporary techniques will be emphasized, using hand-printing methods, as well as incorporating digital media.

The course will also speak to the historical development of printmaking and its role and influence on today's society. Field trips and guest speakers may be a part of the course to introduce students to movements in contemporary printmaking, from journalism to poster art. *(Permission of the department chair is required.)*

Textile Design

(Half Course)

Classes I, II, & III

In this course, students will explore the endless possibilities of fabric art with projects that push the boundaries of their technical skills and expand their creative thought. Students will learn the principles of textile design and the elements associated, including color, texture, and form. While using this adaptable medium, students will encounter the themes of community that have brought many groups of fabric artists together throughout history. There will be a wide scope of assignments in this class, from apparel design, embroidery, sculpture, quilt-making, and more, all with an emphasis on individual growth and portfolio development. Both traditional and contemporary techniques will be taught. Field trips and guest speakers may be utilized to introduce students to contemporary artists in the area.

Classics

The study of Greek and Roman works in their original languages gives students a unique window into understanding two ancient cultures and identifying their ripples, reflections, and distinctions in the modern world. Starting from a linguistic-based study of Latin and classical Greek, students become independent thinkers, cultivating strong habits of mind and intellectual discipline. Students learn to be precise and logical readers—skilled in close textual analysis—and interpreters. Because students develop the skills of close textual analysis with works that have been debated for centuries, they begin to understand both the scholarly value of their own interpretations and how the lenses of different eras affect how a work is viewed. Class discussions are far-ranging, drawing connections across various disciplines such as English, history, mythology, archaeology, and philosophy. Students who choose to study Latin and Greek become more than just masters of vocabulary, language, and syntax—they gain a centuries-long perspective on modern civilization and languages and develop a strong foundation for future study in many fields. The diploma requirement is met by completion of level 3 or level 2/3 of a language. The advanced Latin course, Latin Literature (AP), prepares students for the Advanced Placement Latin examination. Advanced courses in Latin authors are equivalent to intermediate level college courses.

Intensive Language Courses

These are accelerated courses designed for Class I students (and students in Class II with special permission). Each is the equivalent in difficulty and pace to a first-year college language course and is open only to students who have completed the language requirement through study of another language. Chinese Intensive may be combined with students from Chinese 1P in the same section. *(Offered subject to sufficient demand.)*

Intensive Chinese

Intensive French

Intensive Classical Greek

Intensive Latin

Intensive Spanish

Latin 1

This introduction to the Latin language presents the basics of grammar and

vocabulary, as well as background in Roman history, culture, and mythology. Because students start Latin with different backgrounds in English grammar, we devote considerable time to examining how English works. In addition, students learn to look for English cognates of the Latin words they study, thus strengthening their vocabulary in both languages. Students are introduced to all five declensions; the six indicative tenses and the infinitives (active and passive) of all conjugations; relative, personal, demonstrative, and reflexive pronouns; the indirect statement; and the comparative system of adjectives and adverbs. Successful completion of this course qualifies students for Latin 2. Highly motivated and proficient students may request permission to enroll in the accelerated course, Latin 2/3.

Latin 2

Following a systematic review of Latin morphology and sentence structure, students in Latin 2 complete their study of forms and syntax while developing reading skills using adapted selections, primarily from Cicero. Starting in the spring, the course provides students with their first opportunity to read, in the native language, words written two millennia ago by authors who have influenced the development of Western literature and history. Some original Latin texts may serve as a starting point for exploring Greco-Roman mythology, culture, and important periods of Latin history. This course prepares students to read Latin prose.

Latin 3

A reading course with some grammar and composition, Latin 3 focuses on developing students' reading skills. Students build vocabulary by identifying learned roots, prefixes, and English derivatives. Prose readings include selections from Caesar's commentaries and the works of Cicero, which we examine for rhetorical literary style, as well as for content and political implications. Excerpts from Ovid's *Metamorphoses* and *Amores* introduce meter and familiarize students with mythological stories. Successful completion of this course qualifies students for Latin 4. Highly motivated and proficient students may request permission to enroll in the Advanced Placement course, Latin Literature.

Latin 2/3 (Accelerated)

This course combines all the grammar and authors studied in Latin 2 and 3. The class meets five times per week and assumes a solid foundation in level 1 Latin. Successful completion of this course qualifies students

for Latin 4. Highly motivated and proficient students may request permission to enroll in the Advanced Placement course, Latin Literature. *(Enrollment by permission of the department chair.)*

Latin 4: Literature of the Golden Age

Students in this course develop their reading skills as they translate and engage with selections from first-century B.C.E. authors. Readings are drawn from Cicero's speeches and/or letters, Ovid's *Metamorphoses*, Vergil's *Aeneid*, and other works of prose and poetry that are representative of the late Republican and Augustan age. These works introduce students to some of the most popular classical myths, themes of love and the hero, and the historical context that shaped the works. Students strengthen grammar skills and increase reading speed and comprehension. They learn to scan dactylic hexameter and elegiac verse. This course introduces students to great works of Latin literature and prepares students for the Advanced Placement course, Latin Literature.

Latin Literature (AP)

This reading course focuses on Vergil's *Aeneid* and the selections of Caesar's *Commentaries on the Gallic War* that are included on the Advanced Placement examination. Students consider the major themes of the works within their literary and historical contexts. Designed for highly motivated students, this rigorous course presents elements of Roman history, politics, mythology, and the classical literary tradition. Through close textual study, students encounter literary criticism as a tool for understanding classical literature. *(Permission of the department chair required; prepares students for the AP Latin examination.)*

Advanced Classics

Students must complete Latin Literature (AP) before enrolling in other advanced Latin courses, with the exception of Intensive Classical Greek, for which a level 4 language is co-requisite. Note: When there is a need and staffing permits, Roman Philosophical Writings or Selected Readings may be offered as a half course.

Advanced Latin: Roman Elegy & Lyric (Half Course)

This course focuses on reading and understanding Latin poetry in its literary and historical contexts. Reading works by poets such as Catullus, Horace, Sulpicia, and Ovid, students trace the development

of meter, diction, and poetic motifs. The class also explores how Roman poets adapted the conventions of love poetry to present an image of the Roman state under Augustus that is more personal than Vergil's vision. Some important topics studied are first-person narrative, gender, and poetic allusion. *(Prerequisite: Latin Literature (AP) or permission of the department chair.)*

Advanced Latin: Roman Historians *(Half Course)*

How did the Romans view their history? How did they want to be remembered? This course provides a look at Roman history through the eyes of some of Rome's better-known historians. A close reading of selected texts in Latin serves as a basis for examining questions of historiography and prose style. Principal selections are drawn from Livy, Tacitus, and Sallust. *(Prerequisite: Latin Literature (AP) or permission of the department chair.)*

Advanced Latin: Roman Philosophical Writings

(Semester 1, not offered in 2024–2025)
What role did the Roman gods have in shaping the world around us? What does it mean to live "a good life"? In this course, students read selections from Lucretius, Cicero, Horace, and Seneca and examine their works for philosophical insight and poetic craft in their historical context. Students are introduced to important Greek influences on Roman philosophy. *(Prerequisite: Latin Literature (AP) or permission of the department chair.)*

Advanced Latin: Vergil

(Semester 1 - offered in alternate years)
In this course, students will read selections of Vergil's Eclogues, Georgics, and Aeneid, focus on the unique stylistic features of Vergil's poetry, and explore the political and historical significance of Vergil's work. Students will consider the characteristics of the bucolic, didactic, and epic genres as they investigate the biases and propaganda of the tumultuous times in which Vergil wrote. They will also examine key themes such as the costs of empire and war, *pietas*, *imperium*, and *furor*. *(Prerequisite: Latin Literature (AP) or permission of the department chair.)*

Advanced Latin: Selected Readings

(Semester 2)
This course permits students to pursue their own interests in Latin and Greek literature at an advanced level. Working together with members of the department, students select authors and texts to read. Past classes have

read comedy, satire, oratory, and history. *(Prerequisite: Latin Literature (AP) and one other Advanced Latin course or permission of the department chair.)*

Intensive Classical Greek

This course covers the basic grammar and vocabulary of Attic Greek. Adapted texts from Homer, Plato, Herodotus, and Aristophanes serve as a basis for the study of Greek culture and its legacy. Students also choose particular aspects of the Greek world to explore in independent and collaborative projects in the fall and spring. Some topics include democracy, art, drama, law, history, and philosophy. *(Prerequisite: current enrollment in or completion of level 4 of a language at Milton.)*

Advanced Greek: Plato

In this course, we continue the study of Greek grammar and syntax while reviewing the foundation built in the previous year. Students are introduced to Greek prose through a careful reading of selections from Plato's *Symposium*, a text that serves as a basis for students' study of 5th-century Athenian culture and identity. In addition to the *Symposium*, students study related passages from other Platonic works and from other authors and poets. Over the course of the year, students explore topics in mythology, history, philosophy, drama, gender, and sexuality.

Advanced Greek: Selected Readings

This course covers selected readings from Classical Greek writers such as Euripides, Herodotus, Homer, and Xenophon. Students also choose particular aspects of the Greek world to explore in independent and collaborative projects in the fall and spring. *(Prerequisite: Advanced Greek: Plato.)*

Computer Science courses vary to reflect the fast pace of change in computing languages and our desire to relate coursework to student interests. Computer Science courses are open to all students in Classes I–III, whether novice or experienced. The sequence begins with the introductory course, Computer Science 1.

Computer Science 1

(Half Course)
This project-based course is an introduction to object-oriented computer programming using the Java language. No prior knowledge of computing is needed. Within the framework of video game development, students learn the basic concepts and syntax of programming. Game topics covered include user control, decision-making, graphics, sound, and animation. Students develop problem-solving and logical thinking skills through object-oriented programming. The project-based design allows students to learn the basics in Java, while exploring more advanced topics following their individual interests. While this course does not exhaustively cover all concepts on the AP Computer Science A exam, it can be used to assist with preparation for the exam.

Computer Science 2

(Half Course or Semester 1)
This course is intended for students who have completed Computer Science 1 or have learned equivalent material and received permission to enroll. It includes topics such as data structures, search and sort algorithms, recursion, pathfinding algorithms, artificial intelligence for game programming, graphical user interfaces, JSONs, and APIs. The content and emphasis of the course are adapted each year to the interests and experiences of the students. The course is taught primarily using Java and ends with Python. In recent years, students have built projects of their choice using APIs from generative AI platforms to summarize news articles, generate storylines for Dungeons and Dragons, and suggest recipes based on available ingredients. *(Prerequisite: Computer Science 1 or permission of the department chair is required.)*

Advanced Computer Science: Full Stack Development

(Half Course or Semester 2)
This course exposes students to practical applications of programming with a specific focus on developing websites or mobile applications. Other topics covered are based on student interest and emerging technologies. Students design applications

English

for websites by learning the relevant material to do so. The coursework will use a variety of programming technologies and topics such as JavaScript, HTML, TypeScript, React, JSON, CSS, and MongoDB. A recent class project was a Rate My Course website, available at www.ratemycourse.org.
(Prerequisite: Computer Science 2 or permission of the department chair is required. With departmental permission, this course may be taken concurrently with Computer Science 2.)

Advanced Computer Science: Artificial Intelligence and Machine Learning

(Half Course or Semester 2)

This project-based course will introduce students to the basics of Artificial Intelligence (AI), machine learning, and data science. Topics in the curriculum include data cleaning and visualization, clustering, linear and logistic regressions for classification, the perceptron algorithm, natural language processing, feed forward neural networks, and convolutional neural networks for image classification. Specific topics may vary by year based on student interest and experience. Basic mathematical concepts from linear algebra, calculus, and statistics will be used, but no prior knowledge of these topics is assumed.
(Prerequisite: Computer Science 2 or permission of the department chair.)

Advanced Topics in Artificial Intelligence

(Half Course or Full Course)

This course allows students who have already studied Artificial Intelligence to pursue exploration in that field at the advanced level. Topics may include convolutional neural networks, multi-head attention, Q-learning, among others, and will vary based on the experience and interest of the students. The class will be co-taught by industry professionals with expertise in relevant areas.
(Prerequisites: Advanced Computer Science: Artificial Intelligence and Machine Learning, and permission of the department chair is required.)

Advanced Topics in Computer Science

(Half Course or Full Course)

This course allows students who have already studied Full Stack Development or Applied Engineering & Design to pursue explorations in those fields at the advanced level. Topics will vary to accommodate student interest and experience and may include concepts from mobile applications, website development, engineering, advanced algorithms, data structures, and others.

(Prerequisites: Full Stack Development or Applied Engineering & Design, and permission of the department chair is required.)

Computer Science: Applied Engineering & Design

(Half Course)

This project-based course empowers students to design and create solutions for real-world problems using programming, electronics, and mechanical systems. Through hands-on exploration of everyday machines, students learn fundamental engineering concepts, electronics circuits, and systems design. Using Arduinos, students design and program electronic circuits and integrate them with the physical world.

Students will use physical kits provided by the school and online simulators to construct circuits incorporating actuators, sensors, and other electronic components, including Bluetooth and Wi-Fi modules, enabling remote control of their creations via smartphones or laptops.

Topics will align with student interests and may encompass robotics, electro-mechanical systems, audio systems, wearable technology, assistive technology, and sustainable energy systems. (Prerequisites: Computer Science 1 or prior programming experience with permission of the department chair.)

After Class IV, in which all students take the same English course, students may choose from among several electives offered in each of the remaining three years. Students new to Milton make this choice shortly after enrolling, in consultation with the Registrar's Office. Returning students make a choice for the following year in consultation with their current English teacher.

Class IV English

This course emphasizes basic skills in reading and interpreting major literary genres, in writing clear, coherent exposition, and in developing a shared vocabulary for talking about writing and literature. Texts include a novel read over the summer, a Shakespeare play, anthologies of short fiction and poetry, and examples of personal narrative. In addition to its focus on literary analysis, the course includes a comprehensive survey of grammar and writing skills that are applied to and practiced in students' writing throughout the year.

Class III Electives

All Class III English courses build on the foundational skills students developed in Class IV English. To that end, students will learn four specific approaches to critical essays: explication, classification, comparison/contrast, and concession/assertion. All Class III English students will also take department tests that cover sentence style, punctuation, and grammar. All courses will study at least two tragedies, one from ancient Greece and one by Shakespeare or a later author. The four versions of Class III English are Perspectives, Founding Voices, Performing Literature, and Seeing Literature. Each of these courses is of comparable difficulty, with similar amounts of reading and writing. The following descriptions illustrate the content of each course in more detail.

Founding Voices: Literature from the Ancient World through the Renaissance

This course will explore texts that have shaped the world's literature and influenced writers and readers from early times to the present. Through units on epic heroes, drama, short-form poetry, and storytelling, we will discuss themes such as the hero's journey, the ethical implications of cultural values, and the role of the individual in the world. After summer reading, the course will begin with *Gilgamesh*, the oldest story

in the world, and will likely include texts such as Homer's *Odyssey*, *The Ramayana*, *The Sundiata*, Dante's *Inferno*, Tang Dynasty poetry, and *The One Thousand and One Arabian Nights*.

Performing Literature

This course explores how culture and society use literature to articulate, process, and address greater issues in contextual and modern settings. Through a mixture of classical and modern works, students will engage in a critical study of all genres of literature through several modes of performance, including oral interpretation, scene staging, poetry readings, and dramatic analysis. Through this mode of performance and discovery, students in Performing Literature will seek to glean not only a nuanced understanding of our texts but, through lifting them off the page, re-examine them in new light and through a three-dimensional lens.

Perspectives: Genre & Culture

Examining texts grouped by genre to create a basis for comparison, students will explore major literary themes such as coming of age, tragedy, love, and the conflict between the individual and society. In class discussions and writing assignments, students will have opportunities to consider questions of how genre becomes part of a literary work's cultural, historical, and social context and how different literary traditions give shape to (and are shaped by) the stories people tell one another. Recent reading lists have included short stories, novels, plays, and poems by authors such as Chinua Achebe, Edwidge Danticat, Terrance Hayes, Ernest Hemingway, Nella Larsen, Ada Limón, Tim O'Brien, and Charles Yu.

Seeing Literature

From the imagery of a poem to the point of view of a short story or novel, literature often encodes important visual messages and commentary on human perspective in words. This course examines a diverse raft of literary works with special attention to the perspectival project within literature. With traditional books at the forefront, the course will also use paintings, films, and graphic novels to deepen understanding of the human complexities of seeing at the heart of each text, as well as to embrace the reading and writing goals of the Class III curriculum. Titles may include *The Handmaid's Tale*, *Maus*, and *Persepolis*.

Class II Electives

American Literature

This course offers a survey of American literature and encourages an exploration of American culture, past and present, through its literary figures. The form and content of the readings offer great variety, and students' written responses range from literary criticism to creative imitations of styles. Texts will include *The Scarlet Letter* and *Their Eyes Were Watching God*, as well as a wide selection of other classic and contemporary works. Students who have taken United States History in Class III or are taking it in Class II find that these courses complement each other.

Contemporary Literature in Context

This course guides students in approaching literature from a number of analytical lenses. Beginning with close reading—the detailed examination of a variety of texts for what the language will yield—the course moves to grouping texts by genre, by common theme, by historical period, and by a single author. In the late spring, the class applies all of these approaches to a single work, studying the text closely while also considering its form and theme, the period from which it came, and the influence of events in the author's life. Past units include Hemingway, civil rights, the feminist movement, and the Vietnam War.

Literature and the Environmental Humanities

This course introduces students to the environmental humanities, a growing field of interdisciplinary research focused on the relationship between human beings and the greater-than-human world we inhabit. While the environment grabs headlines today because of the visible impacts of climate change, the roots of the present crises go back more than five hundred years. Through readings that span the 16th through 21st centuries, we will examine the rise of the ideas that humans stand apart from an exploitable planet and that nature is distinct from culture. A global and comparative lens will guide our approach to questions such as How do literary works relate to the ecological crises of our time? What can we learn from readings that decenter human experience? How have economic and political systems shaped environmental imaginaries and the ecology of the modern world? Students will consider the relationship between the humanities and natural sciences, such as biology, ecology, and geography. They will

read literature alongside environmental and economic histories—as well as maps, archival documents, travel narratives, city streets, plants, rivers, the Milton campus, and beyond. Possible texts include Alexievich, *Voices from Chernobyl*; Cabeza de Vaca, *Chronicle of the Narváez Expedition*; Conrad, *Heart of Darkness*; Ghosh, *Sea of Poppies*; Gumbs, *Undrowned: Black Feminist Lessons from Marine Mammals*; Head, *When Rain Clouds Gather*; Hong, *Engine Empire*; Kane, *Milk Black Carbon*; Lee, *On Such a Full Sea*; Munif, *Cities of Salt*; Nixon, *Slow Violence and the Environmentalism of the Poor*; Philip, *Zong!*; Rush, *Rising: Dispatches from the New American Shore*; and Rytkeu, *When the Whales Leave*.

Literature and the Human Condition

Pursuing a broad inquiry into what makes us human, how we form relationships, how we make decisions, and how we live with their consequences, students examine literature from multiple traditions and genres. This discussion-based class delves into topics such as free will, heroism and villainy, self and others, and innocence, guilt, and redemption. Students explore their ideas about the course's themes in critical essays, personal essays, and creative responses. Much of the fall encompasses John Milton's epic poem *Paradise Lost*. Other writers in recent years have included Toni Morrison, Arundhati Roy, Charlotte Brontë, William Shakespeare, Matt Miller, and Haruki Murakami.

The Novel since 1800: Narratives in Conversation

Novels have, from their beginnings, risked being treated as frivolous forms of entertainment, as escapes from daily realities into fictionalized situations. This perceived departure from seriousness has opened space for novels to critique their societies, amplify voices that might otherwise go unheard, and experiment with narrative form. By repeatedly making space for new voices and viewpoints, the novel both reflects and shapes its world. Students in this course will read a broad range of classic and contemporary novels, looking particularly at texts that "speak" with each other thematically and sometimes in direct response to each other. The course will begin with discussions of the summer reading, Dickens' *A Tale of Two Cities* and Rushdie's *Midnight's Children*. Other texts may include, for example, Jane Austen, *Pride and Prejudice*; James Baldwin, *Giovanni's Room*; Emily Brontë, *Wuthering Heights*; Louise

Erdrich, *Tracks*; F. Scott Fitzgerald, *The Great Gatsby*; Henry James, *What Maisie Knew*; Toni Morrison, *Jazz*; and Virginia Woolf, *Mrs. Dalloway*.

People and the Natural World

People and the Natural World asks students to explore human engagement with the natural world and the way in which this interaction shapes both people and land. The course literature, which incorporates novels, poetry, and essays, draws primarily from the work of American authors. Thoreau's *Walden* plays a central role in the curriculum, as do the writings of authors such as Louise Erdrich, Patricia Smith, Mary Oliver, Leslie Marmon Silko, and Lauret Savoy. Student learning is grounded in concrete observations that grow toward more abstract, complex revelations about the human condition, and writing assignments will range from close readings and nature journals to analytical and reflective essays.

Reading Consciousness

What makes us human? Is it our body, our soul, our consciousness? Through an interdisciplinary study of literature, philosophy, and religion, this course will investigate and interrogate our notions of humanity from antiquity to the contemporary era. By exploring topics such as the institution of slavery, the struggle for human rights, and the nature of spiritual transcendence, students will develop an understanding of the evolving definition of the human and insert their own voices into the current debate. Assessments may include critical essays, personal reflections, student-led discussions, and creative work. Readings will come from a diverse range of authors and thinkers, including Ralph Ellison, Charlotte Brontë, Harriet Jacobs, Kazuo Ishiguro, and Plato.

Class I Electives

After 2000: Contemporary Literature

In this course, we read 21st-century texts that pose challenging questions about the global context in which we live today. Themes we explore have included public health, globalization, citizenship, the climate crisis, immigration, colonization, and identity. Because of the contemporary nature of this course, readings change frequently. Students may expect to read texts from at least four different regions within the year. Regions include but are not limited to the Caribbean, South Asia, East and Southeast Asia, West Africa, South America, Native American

nations, and the Middle East. Assessments in this course offer students choice in their style of writing and self-expression and will focus on developing skills in voice, revision, and self-directed work.

“Some of Us Are Brave”: American Women's Literature

In the early 1980s, the anthologies *This Bridge Called My Back* (1981) and *But Some of Us Are Brave* (1982) highlighted the need in feminist dialogue for voices from women of color. This need inspired legal scholar Kimberlé Crenshaw to coin the term “intersectionality”—a position at the cross-section of gender, race, and sexuality occupied by Black women in particular and, in more contemporary application, women of color in general. This interdisciplinary course in literature and feminist theory examines the interventions of American cis and trans women of color into a discourse that excluded them through identity and class. It also considers how those interventions redefine American feminism, femininity, and womanhood. Assessments will include critical essays, personal reflections, and creative work. In addition to the anthologies and the writing of Crenshaw, readings may also include works from Audre Lorde, Yuri Kochiyama, bell hooks, Gloria Anzaldúa, Torrey Peters, Jeanette Winterson, Adrienne Rich, and Roxane Gay.

The Craft of Nonfiction

This course is designed for students interested in the craft of writing as a means to express ideas, personal experience, and analysis of the sort of general interest topics (e.g., the arts, medicine, sports, nature, science, education) that appear in magazines such as *The New Yorker* and *The Atlantic*. It addresses three different genres of nonfiction: the feature article, a 4,000-word piece of investigative reporting; the essay of ideas, a 1,500-word reflective essay of ideas; and the memoir, a 4,000-word personal narrative. In each genre, students first read models and complete short, experimental writing assignments. The course differs from other Class I English courses in its high ratio of writing to reading and in its requirement that students revise each major piece of work to a high standard of professionalism. Critique by peers is an essential part of the writing process; students should expect to share their work with the class and to read and comment on the work of their classmates.

Fictions

We begin our journey with *The Magus*, the course's required summer reading. On the island of Phraxos in 1953, the mysteries of Bourani become the thematic and artistic questions of the course. Exploring the myths, creeds, and psychological principles we live by, we move from our encounters with freedom and truth to 19th- and 20th-century fiction. Continuing our historical and thematic exploration, we examine the fiction people live by as we study modern and contemporary literature. Reading selections vary from year to year. The following is a sample of works taught recently: *Body and Soul*, *Salvage the Bones*, *American Pastoral*, *Oryx and Crake*, *The Road*, *Beloved*, and *Exit West*.

Literature & the Nature of Reality

To what extent is our world shaped by the words we use to describe it? Does a description *reflect* the world, like a mirrored image, or do words join in the *making* of the world, like precious metals mined? Poetry, plays, and prose may stir the imagination and stretch the mind, but—beyond the page—are the things they conjure real? This reading-intensive and genuinely subversive seminar studies the drive in literature to defy convention and seed the experience of being human with greater complexity. Weaving together plays, poetry, and prose from around the globe with 20th-century intellectual projects that transformed our understanding of consciousness (Freud), language (de Saussure), and scientific inquiry (Kuhn), this course explores works that critically engage with their cultural contexts and reimagine the nature of the reality shared by readers and writers alike. Reading across a range of subgenres—revenge tragedies, like Shakespeare's *Hamlet*; neo-slave narratives like Morrison's *Beloved*; absurdist theatrical productions like Beckett's *Waiting for Godot*; and science fiction like Ted Chiang's *Exhalation: Stories*—we examine literary depictions of reality to understand the ways they engender new possibilities of meaning and, with them, *new* realities. As writers, students develop their own thinking in critical essays, essays-of-ideas, personal reflections, and creative writing projects. Alternative titles that have been at home in this course in recent years include Stoppard's *Arcadia*, Pirandello's *Six Characters in Search of an Author*, Frayn's *Copenhagen*, Salih's *Season of Migration to the North*, Woolf's *To the Lighthouse*, Borges' *Labyrinths*, and Eliot's “The Waste Land.”

Living Writers: Studies in Contemporary Literature

This course offers an opportunity to undertake in-depth studies of authors shaping this literary moment—writers and poets whose work emerges from and engages with the world as students themselves experience it. By limiting the number of authors we read and by reading multiple texts by each, the course allows for more intensive study of each writer than typically happens in other courses: students might trace the evolution of an author’s style, subject matter, and thematic concerns; explore an author’s approach to different literary genres; or examine an author’s influences to understand their place within a specific literary tradition. Written assessments will include critical essays, personal reflections, and creative work, which might take as inspiration the styles or themes of the work students have read. Each year, the list of authors will include two Bingham Visiting Writers, who will visit the classroom to engage directly with students. Students will also craft the curriculum by collectively selecting at least one author to study during the year. Readings will change from year to year; the following list of recent Bingham Visiting Writers suggests the types of writers likely to be studied in the course: Nana Kwame Adjei-Brenyah, Richard Blanco, Tina Chang, Mark Doty, Lauren Groff, Terrance Hayes, Amy Hempel, Jamaica Kincaid, Claire Messud, Lorrie Moore, Paul Muldoon, Aimee Nezhukumatathil, Kamila Shamsie, Tracy K. Smith, Zadie Smith, Jenny Xie, Paul Yoon, and Kevin Young.

Lyric, Dramatic, and Epic Poetry

This course introduces students to major English and American poets from the eighth century to the present and the styles of literary periods, including the Renaissance, the Enlightenment, the Romantic Period, and Modernism. The course begins with the major British texts that form the basis for all subsequent developments—including *Beowulf*, Shakespeare’s plays, and *Paradise Lost*. The course will study writers in cultural and historical contexts and will give special attention to how later writers “make it new” (in Ezra Pound’s phrase) even as they draw on great works from the past.

Modern Comparative Literature

“The center cannot hold,” as W.B. Yeats writes. Modern Comparative Literature explores modernism, “a revolutionary movement encompassing all of the creative arts that began in the late 19th century and

continued into the 20th...Modernist authors sought to break away from traditions and conventions through experimentation with new literary forms, devices, and styles... Their works reflected the pervasive sense of loss, disillusionment, and even despair in the wake of the Great War” (The Bedford Glossary of Critical and Literary Terms). Using a set of contextual authors and readings, students read modernist authors such as Kafka, Joyce, Woolf, Faulkner, Camus, Garcia Marquez, and Morrison with an eye toward modernist themes and ideas. The course starts with a focus on prose before shifting to a study of 20th-century plays in the spring. Amidst the alienation and destruction, how hopeful do the artists that we encounter allow us to be about our future? While “things fall apart” is there, as Garcia Marquez posits, “a new and sweeping utopia of life, where no one will be able to decide for others how they die, where love will prove true and happiness be possible, and where the races condemned to one hundred years of solitude will have, at last and forever, a second opportunity on earth?” Or does the art we encounter foresee our inevitable destruction?

Philosophy & Literature

This course investigates theories about the nature of humanity and moral philosophy, emphasizing a reasoned approach to thinking about complex and abstract problems. Topics include the basis of human knowledge, questions of freedom and determinism, the nature of evil, the nature of moral and aesthetic judgment, and the definition of social and political justice. Each unit takes its form around a main literary text and complementary philosophical readings. Students read traditional philosophers such as Plato, Aristotle, Descartes, and Kant, as well as more modern thinkers such as Marx, Nietzsche, and Freud. Titles may include Alan Lightman’s *Einstein’s Dreams*, Primo Levi’s *The Drowned and the Saved*, Cormac McCarthy’s *No Country for Old Men*, Fyodor Dostoevsky’s *Crime and Punishment*, and Colson Whitehead’s *The Nickel Boys*.

Shakespeare and Cinema: Sex, Race, Religion, Power

This course invites students to study six of Shakespeare’s major plays alongside multiple film adaptations of each. We will historicize Shakespeare in terms of an early modernity where old ideas mixed, often radically, with new ones, and where concepts whose meanings we take for

granted—such as those involving sexuality, gender, race, religion, and the nature of political power—were wildly unstable. These instabilities appear in the plays as aesthetic ambiguities. They speak to what Ngūgī wa Thiong’o calls Shakespeare’s “revolutionary spirit” and what Emma Smith refers to as his “gappiness,” which makes the plays “alive in unpredictable and changing ways.” Infamously used as a tool of the British empire in 19th- and 20th-century colonial education, the plays have also proven “alive and unpredictable” as immensely generative artistic templates for writers and filmmakers from around the world to adapt, translate, and reimagine Shakespeare for their own aesthetic and political situations. A cross-dressing Hamlet in progressive Weimar Germany; *The Tempest* staged in an all-women’s prison; Heath Ledger and LL Cool J as ’90s Petruchios; *King Lear* in the conventions of Japanese Noh theater; the rebellion of Laertes as a grassroots uprising in postcolonial Ghana—these pairings among others speak to the leaps we will make across histories, languages, cultures, and artistic mediums in Shakespeare and Cinema. Students will write critically about the plays and will be encouraged to develop final projects that creatively adapt Shakespeare in a medium of their choice.

We Are What We Read

“You must write, and read, as if your life depended on it,” Adrienne Rich writes. In this course, students will read fiction and write several personal, creative, and analytical essays examining the intersection of the literature and the reader reading and how literature works when we feel, as Emily Dickinson has said, “as if the top of [our] head were taken off.” We will ask how we read the texts and how the texts read us. The work includes a rereading of a resonant novel of the student’s choice, fiction (shorter and longer), possibly including Virginia Woolf, Chimamanda Ngozi Adichie, Ernest Hemingway, Danzy Senna, Martin Amis, Jane Austen, Michael Ondaatje, and Haruki Murakami, and poetry, contemporary and not. Additionally, we will read essayists writing about reading, including Rich, Joyce Carol Oates, Andre Dubus, James Baldwin, Audre Lorde, and others. A final project will involve students’ examinations of a small body of work by a single author of each student’s choice.

English Electives

The English electives that follow do not fulfill the diploma requirement in English and must be taken in addition to a full English course.

Hamlet

(Half Course)

Classes I & II

By devoting a full year to the play that is widely regarded as the greatest in English, this course, team-taught by a member of the English Department and a member of the Performing Arts Department, offers students several unique opportunities: to enjoy the in-depth study of a single text, with no pressure to move on; to experience fully the richness that a very complex literary text provides; to approach a Shakespeare play actively by performing, directing and designing parts of the text, and in doing so discover a full range of possible interpretation; to join the literate world in knowledge and appreciation of a classic work; to explore the deep personal resonances that this work, perhaps more than any other, always seems to evoke; and to gain familiarity with the problems and processes of literary scholarship.

Most class time is spent reading and discussing *Hamlet* and comparing different film versions. Students, individually or in groups, formulate long-term projects that they complete during homework time. Projects, which may be critical or creative, have covered a broad range, including theater design, filmmaking, creative writing, textual analysis, memorization and performance, graphic art, psychology, music, and research into the play's historical and literary background.

Journalism

(Half Course)

Classes II & III

In today's digital and highly saturated media environment, students need to learn media literacy early and the role a free press plays in a democracy, asking basic questions of communication law, such as: What is freedom of speech? Freedom of the press? This course will teach students how to gather facts, conduct interviews, research background material, and craft and edit news stories. Students will examine the differences between hard news coverage, feature pieces, and opinion pieces and write in all three styles. They will explore media in all its forms—print, video, podcasts, and social media—comparing and contrasting how current events are covered; through

project-based learning in the spring, students will trial communicating across all of these platforms. Working journalists will visit class to discuss their work.

“It was all a dream...”: The Power of Poetry through Close Reading & Analysis

(Half Course)

Classes I, II, & III

This course is geared toward students who have a deep interest in poetry and its many forms and want to expand their repertoire of rhetorical devices. This course will push students to dig deep into the text through close reading strategies that refine their analytical writing. We will also explore how poetry both captures and transcends time through its influence on popular culture.

Project Story: Narrative Journalism & Performance

(Half Course)

Classes I, II, & III

From competitive story slams performed for packed venues to storytelling courses designed to empower workplace professionals, sharing narrative with live audiences has never felt more current or relevant. In this course, students will study the art of storytelling through moving their own and others' stories from page to stage. During the first half of the course, students will learn narrative journalism skills, performance skills, and peer workshop practice to collect and shape stories of our school. They will work collaboratively during the second half of the course to identify, research, write, and perform a story that originates beyond Milton Academy. Throughout the year, students will read and view storytelling models, attend performances, and hear from visiting artists and activists who promote storytelling around the country, believing that shared stories strengthen and sustain human connection. *(This course is listed under both the English and Performing Arts Departments.)*

Creative Writing

Satisfies Arts Program Requirement

Classes I, II, & III

This course offers workshops in shaping ideas, personal observations, and memories into fiction and poetry. It teaches techniques of each genre and employs frequent reading and discussion of student works within the class.

Advanced Creative Writing

(Half Course)

Meeting twice a week in a format that consists of a writers' workshop and

individual conferences, this course provides the student-writer the opportunity to continue to develop talents. *(Prerequisites: Creative Writing and permission of the creative writing teachers.)*

Advanced Creative Writing 2

(Half Course)

This course allows those who have completed Advanced Creative Writing to continue working in the same format. *(Prerequisites: Advanced Creative Writing and permission of the creative writing teachers.)*

History & Social Sciences

The History and Social Sciences Department program is designed to provide students with a curriculum that will allow them to think imaginatively and critically about the world. Department offerings include a core of required global and American history courses, as well as history and social science electives that examine a broad range of cultures, civilizations, and elements of the human condition. To fulfill Milton Academy's diploma requirements, students must take two history courses: Ancient Civilizations or World History: Challenges & Changemakers, and United States History. The history requirement may also be met by the two-year course The United States in the Modern World. These courses must be taken sequentially in Classes III and II or Classes II and I.

Ancient Civilizations: History of Humanity to 1250

Class IV

This course serves as an introduction to the study of history. It examines a wide range of societies across the world, from East Asia to Western Europe to sub-Saharan Africa. Readings focus on the effects of geography on the growth of societies, the interaction of cultures, and the evolution of social and political institutions, religion, and philosophy. Students read a significant number of primary sources, as well as secondary accounts and interpretations. The course emphasizes building analytical thinking and reading and writing skills. In the spring semester, students conduct a major project in library research. This course is designed for Class IV students who have received credit for Modern World History and/or students who want a global history course in preparation for taking the two-year sequence, United States in the Modern World.

World History: Challenges & Changemakers

Classes II, III, & IV

This course emphasizes core historical thinking skills while covering a wide range of topical global content. Students will explore human stories from the distant and near past and will trace their impacts on the present, engaging with primary and secondary source material and utilizing these texts to make cogent historical arguments. This course encourages critical analysis and the asking of generative questions about point of view, causality, comparison, change,

and continuity. This practice in inquiry will culminate in a month-long research project on a topic of each student's choosing.

United States History

Classes I, II, & III

Conceptual and interpretive in nature, this course examines both the important documents (e.g., Declaration of Independence, United States Constitution, Gettysburg Address, and speeches of Frederick Douglass, Susan B. Anthony, Martin Luther King Jr., and John F. Kennedy) and the multiple historical interpretations of an event or personality in the American past. Looking at the tension between freedom and order, democracy and slavery, urbanization and populism, gender and politics, localism and nationalism, students begin to see and understand that the principles and ideas fought for at the time of the American Revolution are unresolved in the later 19th and 20th centuries. Students will complete a major library research project in the spring semester. (*Prerequisite: World History: Challenges & Change Makers.*)

The United States in the Modern World 1 and 2 (two-year sequence)

Note: The United States in the Modern World 1 and 2 courses must be taken sequentially in either Classes III and II or Classes II and I.

The United States in the Modern World 1

Classes II & III

This course tells the story of economic and political revolution—where its origins lie in the 15th and 16th centuries, how it was carried out in the 17th and 18th centuries, and how it re-shapes the world in the 19th century. Students will study the modern history of the great empires of Eurasia, encounters between the peoples of Europe and the Americas, expansion of trade and technology, and the development of political ideologies. The American experience, from the voyages of Columbus to the Civil War, will be placed within the larger context of the modern world. Students will complete a major library research project in the spring semester.

The United States in the Modern World 2

Classes I & II

The United States takes a central role in the second year of this course, beginning with the impact of the Civil War and industrialization on domestic and foreign policies. Questions of new thought in social relations, in the application of science and technology, and in governmental roles and responsibilities in the United States and in

selected other nations will be studied so that the discussion of revolutionary change begun in the first year continues and broadens.

A close consideration of several Cold War topics in the second semester will enable students to understand better the problems faced by the 21st-century world, particularly the impact of human history on the natural world. Students will complete a major library research project early in the second semester.

Advanced Topics in History

Class I & II: Completed Milton's History graduation requirement or permission of the department chair.

Class III: Completed Milton's History graduation requirement and permission of the department chair.

African-American History

(Semester 1)

In this course, students examine the African-American experience with an emphasis on individual and collective agency, political protest, and efforts to initiate social change. The course is organized chronologically. Students begin their study in 15th-century Africa before moving quickly to the trans-Atlantic slave trade and the historical foundations of Black life in the antebellum and postbellum periods. The second half of the course stresses more contemporary issues of the 20th and 21st centuries. Throughout, students will grapple with questions that pertain to isolation and identity, individualism and collectivity, race and struggle, resistance and joy, and African-American history as United States history.

History of Gender Studies

(Semester 1)

This course is an introduction into the interdisciplinary field of gender studies. We will examine the ways that gender, race, class, sex, and sexuality manifest themselves in systems of power and privilege. We will ask how gender analysis can help us to understand our history, society, culture, politics, and economy. We will endeavor to understand how gender, something that is deeply personal to many of us, can also be deeply political. After grounding ourselves in gender theory paying special attention to theories of difference, intersectionality, and transness, we will study how gender functions in the realms of work, family, medicine, national and international politics, and the media. Along the way, students will become familiar with the history of the

women's and LGBTQ rights movements. Students will complete a short research project on a topic of their choice.

History of Modern China

(Semester 1)

Since the late 20th century, China has been the most dynamic country. After suffering national decline, famines, foreign invasions, and domestic chaos, China has re-emerged as a confident, powerful, and influential country. Boasting the world's second-largest economy, China is beefing up its military, buying up natural resources and influence worldwide, and staking its flag in faraway places like the South Pole and closer to home in the South China Sea. Foreign governments eagerly accept Chinese investments across a wide range of industries, but they also complain about Chinese trade practices and attitudes. The Belt and Road Initiative (BRI), a signature Chinese global project under the Xi government worth approximately \$6 trillion, is an example of China's vision and a testament to its ambition. The initiative is designed to tie China's economy to the rest of the world by developing a series of multinational railway systems, airports, and deep-water ports stretching from China to Western Europe. With trade, China hopes to bring about mutual economic development and prosperity. All this sounds wonderful, but critics of BRI point to a series of problems ranging from unfair Chinese trade practices and environmental degradation to corruption. So, what is the real picture of today's China? Is it a benign and rapidly developing power ready to take on the mantle as a defender of the global economic order? Or is it a neo-colonial upstart with a mercantile streak ready to exploit others for its own benefit? The truth lies somewhere in between, and we will use this course to uncover some of the major issues at stake. We will examine them critically using a historical lens so that China's position, perspective, and motivation can be better understood.

History of the Middle East

(Semester 1)

This course examines the history of the Middle East from 1900 to the present. The geographic focus will be Egypt, Iraq, Iran, Israel, Saudi Arabia, and Turkey. We will keep two broad questions in mind as we follow the region's current political and social developments: 1) What impact did Western imperialism and the process of decolonization have on society and politics

in the Middle East? and 2) How did the U.S. invasion of Iraq in 2003 start a process that has led to a reordering of the modern Middle East? Students will conduct individual research on the topics of their choice at the end of the semester. For students wanting to continue their study of the contemporary Middle East, the course of Globalization and Islam in the second semester builds on themes covered in this course. This course frequently offers an optional trip to Morocco during the spring vacation.

Topics in Modern World History: In the Aftermath: Case Studies in Transitional Justice

(Semester 1)

What should happen after a government's violence against its citizens? Who should decide? The class will focus on specific case studies to explore three kinds of responses to government crimes against citizens: the policies of official forgetting (e.g., post-Franco Spain, Argentina); truth-telling and reconciliation movements (e.g., post-apartheid South Africa, Australia); international prosecutions (e.g., Khmer Rouge in Cambodia); and reparations (e.g., Canada/First Nation Peoples, U.S. government/slavery). We will also explore responses from artists, filmmakers, theologians, psychologists, and survivors to understand the challenges and promise of transitional justice. Projects will include persuasive and analytical writing along with training for and practice of interviews, mediation, and mock trials.

Asian American History

(Semester 2)

Asian Americans constitute the fastest-growing population in the United States. Students will explore the history of this diverse community from 1850 to the present. Throughout this period, Asian Americans have been characterized as either the "model minority" or the "yellow peril." By focusing on the experiences of Chinese, Japanese, Korean, Filipino, Asian Indian, and Vietnamese Americans, students will develop a dynamic understanding of the documentation and interpretation of this history. Documentary films and readings about immigration policy, international relations, labor history, community development, and political empowerment will be the focus of our studies. Students will conduct an oral history project at the end of the semester.

The Aztecs to High-Tech: A History of Latin America & the Caribbean in the World

(Semester 2)

Drug trafficking, poverty, and political revolution. These are just a few of the images that the mention of Latin America and the Caribbean conjures. Not inaccurate, these images are also easy generalizations that obscure the realities of a region rich in history, and social and cultural complexities that have profoundly contributed to the entire pageant of humanity. This course examines that complicated historical process. Arranged chronologically and thematically, it begins with the earliest Indigenous communities and concludes with an exploration of the region's role as a provider of cheap labor for technologically sophisticated multinational corporations like Ford and Motorola. The course deliberately integrates a global perspective that challenges students to consider the ways the people of Latin America and the broader world have shared mutually constituted historical experiences.

Cold War America

(Semester 2)

The Cold War was the crucible by which the United States was transformed into a global superpower, and it laid the basis for the national security state. The ideological competition between the United States and the Soviet Union shaped the global and regional makeup of the modern world, and its legacies continue to influence global politics in the 21st century. This course charts the Cold War through the lens of the Berlin Wall era (August 1961 to November 1989) and provides an overview of the ideological and social/cultural drivers of the conflict. The course concludes with charting how the Cold War wound down with the crumbling of the Berlin Wall and the legacies it has left for the 21st century and beyond. It will provide students with an overview and general survey of the key developments of the period from 1960 to 1990.

Globalization & Islam

(Semester 2)

This project-based course will explore the relationship between globalization and the Middle East in the post-9/11 world. Using readings from current scholarship, we will examine ways in which the Arab world has been shaped by economic, political, and social realities created by globalization. The first part of the course explores the theme of the democracy deficit in the Middle East and North Africa region. Then, we will

apply these theories to our case studies of Jordan and examine the impact of the Syrian civil war on the Kingdom of Jordan. The third part of the course will focus on the complex relationship between globalization, American foreign policy, and the rise of ISIS in the Middle East. This course frequently offers an optional trip to Morocco during spring break.

History of Civil Rights

(Semester 2)

In this course, we will examine a number of questions about the struggle for justice and equality in the United States. What did the civil rights workers of the 1960s hope to accomplish? What were they able to achieve? How did American society respond to this movement for social change? The first half of the course is devoted to understanding the relationship between oppression and resistance, focusing on the legacy of segregation. Students will then look at the events that shaped the modern civil rights movement. Coursework includes journal writing, reaction papers, and a final research project about a contemporary civil rights issue. This course challenges students to develop a clear historical perspective about one of the most revolutionary periods in U.S. history.

Historical Archeology

(Half Course)

This course will start with a study of what is historical archeology—how do historians understand the past 400 years of history by examining and studying physical objects and documents? This is a project-based course designed to allow students to use the tools of historical archeology to study the town of Milton by studying colonial-era graves and examining historical documents to understand what they tell us about colonial Milton. We will use this study of Milton cemetery graves to study who is present and who is missing from history. Students will design a project to unearth the history of African Americans and Indigenous people in Milton, Boston, and Massachusetts through a study of war, monuments, and propaganda documents from the colonial period.

Social Sciences

Classes I & II

American Government & Politics

(Semester 1)

The heart of this course is an examination of the interactions between the policy-making institutions of the United States

government (Congress, the presidency and the executive branch, and the Supreme Court) and the nature of American political parties, interest groups, the media, and the American electoral practices. With a focus on current events, we will begin to see how the United States' constitutional underpinnings are enforced and complicated by political culture. Through this course, students will be engaged in following political events in and out of the class, as well as partaking in independent research as a way to understand and contribute to political processes. Ultimately, this course will equip students with the foundational understanding to engage thoughtfully and purposefully in politics while also allowing for the practice of political communication and discourse—all of which are incredibly important in our increasingly polarized political climate.

(Note: To enroll in this course, students must have taken or be taking United States History or The United States in the Modern World.)

Comparative Government

(Semester 2)

In this course, we will develop the skills and habits of mind required to study and thoughtfully participate in our global political landscape. Through concrete historical and present-day examples, we will analyze the current literature and theoretical basics of comparative politics and question why governments and institutions take the forms they do. We will ground our conversations in case studies from states around the world. In doing so, we will address two essential questions: What defines and complicates democracy? And how does change occur and endure? By questioning the legitimacy of governments, the distribution of power, and the roles of culture, leaders, and institutions, we will use history to explain current trends and make future predictions. Ultimately, every aspect of the course will culminate in project-based assessments that apply comparative politics to the case of the Arab Spring.

Microeconomics: The Power of Markets

(Semester 1 or 2)

This course studies the behavior of individual firms and households within specific markets, like health care, the automotive industry, and retailing. It covers such economic concepts as scarcity, opportunity cost, supply and demand, elasticity, price, and economic efficiency. Focused on the interactions within different markets, the course examines both competitive and non-competitive

structures and explores the consequences of market failures. As we explore how markets operate, we will pay particular attention to a company's costs, labor markets, capital markets, and government regulation.

(This course will prepare students for both Macroeconomics and Behavioral Economics. Students may not take this course if they have taken, or are planning to take Calculus and Applied Economics.)

Macroeconomics: The Federal Government and the National Economy

(Semester 1 or 2)

This course focuses on the whole U.S. economy. It covers such economic concepts as gross domestic product, economic growth, unemployment, inflation, and trade. Economic models for a market-based national economy are examined; topics of discussion include GDP growth, fiscal policy, monetary policy, the Federal Reserve, and taxation. We will also spend some time discussing the U.S. economy in the context of the global marketplace and tackle issues of international trade, trade policy, and sustainable development. *(This course will prepare students for Behavioral Economics.)*

Economic Inequality: The Study of Race, Class, & Gender in the U.S.

(Semester 1)

The United States is at a tipping point in its history. The rich are getting richer while others are poverty-stricken. The United States has firmly established a de facto caste system as gender equality has regressed, and extreme discrimination and racial animosity remain at the center of the American narrative. So, what happened to the "American Dream?" Why is there still so much racism and nativism in America? How can a country so rich have so much poverty? What were the causes of this tragedy, and what could be some possible solutions? This course will tackle these challenging topics and address these questions and many others in hopes of finding a path for a better and more harmonious future. *(Prerequisite: United States History or The United States and the Modern World II.)*

Behavioral Economics: The Burdens of Decision-Making

(Semester 2)

This course explores the relatively new field of behavioral economics and works to revise standard economic models of human behavior by integrating psychology and economic thought. We will quickly discuss and dissect conventional economic theory and use that as a jumping-off point

to answer questions of behavior such as: How do people make decisions on what cereal to eat? Why do people feel more comfortable paying a dinner bill with a credit card instead of cash? What are the roles of altruism, equity, and fairness in our society and world? We will discuss these questions and many others throughout the semester. This course relies on the basic principles of economics to understand human decision-making. (*Prerequisite: One of the following: Microeconomics, Macroeconomics, Calculus and Applied Economics, Psychology Seminar, or Topics in Psychology.*)

Global Economics: Inequality, Capitalism, & Sustainable Development

(Semester 2)

This course aims to explore the relationship between inequality, globalization, and economic growth. More specifically, the course is designed to answer the questions of why certain nations are able to adopt institutions and policies that promote equality and under what conditions—economic, social, and political capital fosters growth and a sustainable future. How can global poverty be eradicated? What are some of the structural transformations, shifting modes of thought, dynamics of class, race, gender, ethnicity, and geographic stratification that shape the debate around global inequality? This course relies on basic principles of economic theory to analyze economic realities and policies in the U.S. and abroad with a particular focus on the impact of inequality on social justice and democracy.

Psychology Seminar

(Full Course)

This college-level course introduces students to the field of psychology, the scientific study of the mind and behavior, through hands-on experiences with research design, projects, discussions, and lessons. In addition to learning about major areas within the field of psychology—including cognition, neurobiology, development, behaviorism, socioculturalism, and mental health—students will often be required to work in teams and are expected to improve their observation, leadership, collaboration, and presentation skills. Students will work toward thinking like psychologists, where they reflect critically about the theories and research presented and thoughtfully consider the human experience and the carrying influences on it. Although it is not required, students may find it helpful to have taken or be taking biology and statistics. (*Topics*

in Psychology is not a prerequisite for this course; students may not take this course if they have taken or are planning to take Topics in Psychology.)

Topics in Psychology

(Half Course)

This course explores topics within the discipline of psychology, including development, personality theory, abnormal psychology, social psychology, and learning. Through these topics, students also study the thoughts of foundational and contemporary theorists within the field of psychology. Course content integrates reading from the textbook and primary sources, as well as watching film from a psychological perspective. Students are encouraged to reflect on the material in both personal and academic ways and are evaluated through interactive learning projects, analytical essays, and classroom discussions. (*Students may not take this course if they have taken or are planning to take Psychology Seminar.*)

Activism for Justice in a Digital World

(Half Course)

Classes I, II, & III

How do activists work to create a more just society in the United States and in the world? How are they combining new social media tools and traditional service activities to address problems of poverty, homelessness, hunger, educational inequity, health care, the environment, and immigration? How can you make a difference? This course will explore current issues through readings by contemporary authors and news sources, as well as historical documents, speakers, and field trips to Boston. An integral component of this exploration will be students' firsthand experiences through weekly service commitments to local sites (with homework time allocated to this hands-on work). Coursework includes journal writing, short papers, and action projects.

Religions of the Middle East

(Semester 1)

The Middle East is the birthplace of three of the world's great religious traditions—Judaism, Christianity, and Islam. It is also a center of conflict, often stemming from religious differences. In our shrinking and pluralistic world, having knowledge of religion has become increasingly important in order to be an informed citizen. Taking a global and historical view, this course examines the development of each of the Middle Eastern religions, analyzes their connections, and contemplates the source of their tension. Students will study each

religion on its own terms through class discussion, primary texts, film, and inquiry into the spiritual and religious practices of each tradition.

Religions of Asia

(Semester 2)

Modern historical events such as the liberation movement in India, the Chinese invasion of Tibet, and globalization have resulted in a closer association between the Western world and Asia. Throughout the 20th century, the West's intrigue with Asian beliefs, philosophy, and practices has intensified. This course explores the growing interest in Asian culture by focusing on the religions of the region—Hinduism, Buddhism, Taoism, and Zen—and charting their histories and influence in the global community. Students will study each religion on its own terms through class discussion, primary texts, film, and inquiry into the spiritual and religious practices of each tradition.

Independent Courses

Students in Classes I through IV whose interests go beyond regular curricular offerings may petition to pursue an independent course for academic credit with an appropriate faculty sponsor in any academic field. A student may make arrangements to work with a qualified outside mentor/teacher provided that a Milton Academy faculty member in a related field assumes sponsorship of the course and agrees to oversee the course through regular conversations with both mentor and student. Occasionally, a student, at their expense, enrolls at a neighboring college or university for an independent course. Regular meetings with the Milton faculty sponsor are required. If the course ends before the close of Milton's semester, students are expected to continue study with their faculty sponsor until the end of our term. In all cases, the faculty sponsor will be responsible for assigning and submitting grades and for making sure comments are submitted on time. Credit will not be granted for courses that duplicate those offered by Milton Academy. Independent courses may be full, half, or semester courses depending on the depth and breadth of the study.

Application forms are available in the Registrar's Office. Students should submit the form with all required signatures to the Registrar's Office and email completed course proposals to the chair of the Independent Course Committee by May 2 for the following school year, or by December 2 for the second semester. Course proposals must include a course description, including an outline of topics with objectives, a bibliography, meeting times, and evaluation methods and criteria. Applications will be accepted late (by the end of the first full week of school) only from students who show good reason for being unable to apply the previous spring (e.g., a scheduling conflict). A Class I student who intends to pursue a second-semester independent course must apply the previous spring if they want the course to appear on the transcript submitted to colleges in the winter.

Note: For Class I students, any second-semester independent course must continue to the year's end in June, either as a course or as a senior project.

Note: Students will normally be limited to one independent course at any given time.

Mathematics

Milton's mathematics curriculum is designed to encourage students to develop their understanding of a rich variety of mathematical concepts, to recognize the spatial and quantitative dimensions of the world in which they live, to appreciate the logical principles that inform those concepts, and to develop their skills in critical thinking, reasoning, and communication.

Math classes at Milton all have an expectation of depth, extension, abstraction, problem-solving, and communication. Student exploration builds connections across topics and allows time to consider many concepts in a real-world context. *Successful completion of Proof & Problem Solving and Algebraic Concepts fulfills the diploma requirement.*

Graduation Requirements

Proof & Problem Solving

This entry-level course aims to prepare students for the rigors and joys of the Milton mathematics curriculum by developing the art of mathematical problem-solving and proof. Students will learn to solve problems they've never encountered before, identify appropriate problem-solving tools, ask clear and appropriate questions, and communicate and justify their solutions. We will regularly use algebraic and geometric concepts to teach the general skills needed in high school and beyond, such as note-taking, collaborative group work, reading and writing mathematics, working with technical text, and making connections between mathematics and other disciplines or experiences. We emphasize standards of both communication and critical thinking as we provide all students with the tools they need to be successful in future mathematics courses.

Algebraic Concepts (Honors, Regular)

This course builds upon the foundation developed in middle school algebra and Proof & Problem Solving, extending students' knowledge and understanding of algebraic concepts and introducing them to work with real-world mathematical models. The course includes visual and symbolic analyses of linear, quadratic, and exponential equations, as well as exponents, logarithms, sequences and series, optimization, transformations, and triangle trigonometry. Other topics include introductions to conic sections and the properties of real and complex numbers. Students will continue to develop their ability to communicate mathematically,

with a more directed focus on identifying and representing mathematical ideas in equivalent yet different ways by exploring the algebraic, graphical, numerical, and verbal representations of concepts. (*Prerequisite: Proof & Problem Solving.*)

Further Study In Mathematics

Advanced Functions (Honors)

Honors Advanced Functions is a course about abstraction, reasoning, communication, and making connections between math topics that seem to be unrelated. Building on students' knowledge of linear, quadratic, and exponential functions, and of geometry and trigonometry, the Honors Advanced Functions course "takes a step back" in order to extend that prior knowledge into new domains. For example, background experience with right triangles leads to work with circular trigonometric functions and quadratics, and factoring informs work with polynomial and rational functions. This course will use the concept of transformations as a unifying theme for how familiar and unfamiliar functions behave. Abstract concepts can be difficult to learn; a degree of mathematical maturity and experience may be needed for conceptual assimilation of abstractions. (*Prerequisite: Algebraic Concepts.*)

Advanced Functions (Regular)

This course examines the structure, application, and connections between polynomial, exponential, logarithmic, and trigonometric functions, along with rational functions and limits. The course also includes an introduction to statistics, mathematical modeling, social justice and public health topics, and economics. Projects will allow students to pursue particular interests and see real-world connections. Goals of this course include building critical thinking and mathematical communication skills. Students in this course will be prepared to take both Calculus and Statistics upon completion of the course. (*Prerequisite: Algebraic Concepts.*)

Calculus (Honors)

Honors Calculus is a course designed to cover the content of a typical college-level Calculus I course. Derivatives, limits, and integrals, along with their applications, are studied in depth. Students are frequently asked to attempt problems without having been explicitly taught how to find

the solutions and to use technology to uncover core concepts and deepen their understanding of these concepts. Students also explore differential equations, motion and physics, and applications in natural sciences. Excellent algebraic, graphing, and problem-solving skills, and a solid understanding of functions/function behavior and trigonometry are assumed. *(Prerequisite: Honors Advanced Functions or Advanced Functions and permission of the department chair.)*

Calculus (Regular)

In this course, students will be exposed to differential and integral calculus. Topics covered in the first semester include limits and continuity, the definition of the derivative, techniques of differentiation, and related rates. The second semester focuses on integration. Topics include the definite and indefinite integral, the Fundamental Theorem of Calculus, and real-world applications. *(Prerequisite: Advanced Functions.)*

Calculus & Applied Economics (Honors)

This class will introduce students to the essentials of single variable calculus and the principles of economics. Students will explore the central concepts of calculus: limits, derivatives, integrals, and the Fundamental Theorem while emphasizing applications to economics. The course will also illuminate the central concepts of economics, particularly microeconomics. Economics is the study of the way consumers and producers interact in markets, and the economic way of thinking centers on cost-benefit analysis. The course will use the tools of calculus to model consumer and producer behavior and to analyze the social welfare effects of government policies. *(Prerequisite: Advanced Functions. Students may not take this course if they have taken or are planning to take Microeconomics.)*

Calculus (Accelerated)

This is a rapid-paced course for students who succeed when given a limited number of problems to practice. The “accelerated” descriptor in the title refers to the pace with which we move through the course, which owes to the fact there are a large number of topics to cover—we learn three semesters of math in eight months. We study calculus topics in a well-established sequence: limits, continuity, derivatives, integrals, and applications of both, including differential and parametric equations. Finally, we study infinite series. While this is not an AP course, students who take it are prepared

to take the BC Calculus exam in May. *(Prerequisite: Advanced Functions Honors and permission of the department chair at the end of the placement process.)*

Statistics (Honors, Regular)

This class is all about data—how to gather it, how to use it properly, and how to analyze it using graphical and computational methods. Statistics—and data science more broadly—is an important area of mathematics, as almost everything in our world relies on data, and a significant number of fields, including many outside of the realm of STEM, utilize statistics and data analysis on a regular basis. The course is divided into four main areas of study: sampling and experimentation (e.g., how to conduct surveys/studies), exploring data (e.g., graphical and computational methods), anticipating patterns (e.g., probability distributions), and statistical inference (e.g., hypothesis tests and predictions). The course focuses on real-world data—local, national, and international—covering a variety of arenas from sports to finance to health care and more. *(Prerequisite: Algebraic Concepts, and Advanced Functions, which may be taken concurrently.)*

Advanced Statistical Methods (Honors)

This course will begin with a brief review of the four stages of the statistical process that are learned in Statistics: producing data, exploratory data analysis, probability theory, and statistical inference. From there, students will explore more advanced statistical topics, including linear regression, multiple regression (including inference and variable selection), logistic regression, one-way and multi-factor ANOVA, non-parametric methods, bootstrapping, and time series analysis. The learning of these concepts will be accompanied by hands-on exploration, including using the free statistical software program R. Throughout the year, students will conduct a variety of research projects and will be encouraged to engage in cross-curricular exploration and utilize real-world data in their analysis. Students should be interested in collaborating with their peers, working on long-term projects, and grappling with serious inquiries about the world around them. *(Prerequisite: Statistics and Calculus, which may be taken concurrently.)*

Advanced Calculus & Mathematical Statistics (Honors)

This course explores the deep and rich world of mathematical statistics, with an emphasis on explaining and showing how

and why things work using calculus. The course covers combinatorics, probability, and random variables (both discrete and continuous) and offers choices about additional ideas, including game theory, stochastic processes, inference, and hypothesis tests. No prior formal statistics is required, as concepts are taught when needed (or reviewed and extended for those who have studied statistics before). There is also an emphasis on exploration and agency in project work. *(Prerequisite: Calculus.)*

Multivariable Calculus

This course will cover foundational topics in multivariable calculus, including vector algebra, linear transformations, matrix multiplication, vector functions, and multivariable functions. We will generalize differentiation in the fall semester, covering partial derivatives, directional derivatives, the gradient, linear differentials, and the Jacobian. We will generalize integration in the spring semester, covering multiple integrals, change of variables, and the various generalizations of the Fundamental Theorem of Calculus, including Green’s Theorem, Stoke’s Theorem, and the Divergence Theorem. Additional advanced topics may be included at the discretion of the instructor. *(Enrollment by permission of the department chair. With departmental permission, this course may be taken concurrently with Advanced Calculus and Mathematical Statistics (Honors).)*

Linear & Abstract Algebra

This course is a proof-oriented introduction to the study of vector spaces and the field of linear algebra, as well as other concrete categories such as sets, groups, and abelian groups, depending upon time and interest. The course will cover topics within linear algebra such as coordinate vectors, dimension, matrix representations of linear transformations, change of basis, determinants, and eigenvectors. Within abstract algebra, possible topics include Lagrange’s Theorem, Cayley’s Theorem, The Isomorphism Theorems, and Sylow’s Theorems. Specific attention will be given to the interplay between categories, which may involve the study of diagrams and functors, with a focus on the morphisms, sub-structures, quotients, and actions within each category. In the spring semester, we will apply linear algebra to the solving of linear differential equations. Interested students may also pursue the study of nonlinear differential equations and/or other applications of linear (or abstract) algebra.

(Enrollment by permission of the department chair. With departmental permission, this course may be taken concurrently with Calculus.)

Semester and Half Course Electives

Advanced Topics in Mathematics

(Semester 1, Semester 2)

This course permits students who have already studied calculus and statistics to pursue explorations in the field of mathematics at an advanced level. Topics may include number theory, topology, combinatorics, field theory, game theory, or graph theory. Designed to meet the needs of the students with mathematical ideas they wish to explore in-depth, this course is a seminar-style exploration of a particular field. This course is intended for students who have exhausted the available course offerings in the department. *(Prerequisite: Calculus and Statistics, and permission of the department chair.)*

Mathematics of Elections

(Semester 1)

Classes I, II, & III

This course will examine the mathematical basis for how elections can be run, connect voting theory to real-world implementations, and track the high-stakes 2024 U.S. elections. Students will rigorously define voting systems and draw conclusions about their properties in order to understand why there is no perfectly fair democratic system for more than two candidates. Concurrently, students will also learn about real-world implementations of voting, selection, and apportionment, such as the U.S. Electoral College, ranked-choice voting, and parliamentary systems. These theoretical and historical perspectives will be used to preview and predict the outcomes on Election Day, and then analyze the results afterward. *(This course may be taken concurrently with any class beyond Algebraic Concepts.)*

Mathematics & Social Justice

(Semester 2)

Classes I, II, & III

This course will encourage students to explore issues of equity and justice through a mathematical lens. We will discuss our intersecting identities, learn to question our assumptions, and think critically about how bias influences the presentation of information. Students will then work with the instructor to design and complete mathematical analyses of social issues

that interest them. The specific topics and mathematical tools used by an individual will depend on that student's interests and knowledge. For example, one student might use geometry to investigate gerrymandering, while another might use calculus to analyze mass incarceration. *(This course may be taken concurrently with any class beyond Algebraic Concepts.)*

Discrete Mathematics Seminar

(Half Course)

Classes I, II, & III

Students will study introductory graph theory and combinatorics, which are the foundations for understanding a wide range of problems in probability, computer programming, and discrete applied mathematics. Students will use specific motivating questions to direct topic exploration. Motivating questions include: What is the fewest number of colors necessary to color a map of the United States so that any pair of neighboring states are different colors? If a five-card poker hand is chosen at random, what is the probability of obtaining a flush? Can a knight move around a chessboard, landing on every square exactly once? These questions are limited to the use of discrete number systems (e.g., the counting numbers and the integers). Specific topics may include planar graphs, Euler cycles, Hamilton circuits, coloring theorems, trees, permutations, combinations, and recursion. Classwork will include numerical problems, as well as introductory logical proofs. *(This course may be taken concurrently with Algebraic Concepts or Advanced Functions only.)*

Mathematics & Art

(Half Course)

Classes I, II, & III

In this course we will consider some of the myriad connections between art and mathematics, providing students with opportunities to study concepts beyond a traditional high school scope and sequence. Students will work in a range of media to explore mathematical connections to architecture, engineering, the geometry of materials, textile creation, transporting items into space, and other topics. *(This course may be taken concurrently with any class beyond Algebraic Concepts.)*

The study of modern languages opens doors to a greater understanding of the world and its cultures. Language study can broaden students' global views and provide unique opportunities at Milton and beyond. We hope students will achieve a level of proficiency that enables them to use the language to communicate and to appreciate different ways of seeing the world. The diploma requirement is met by completion of level 3 or 2/3 of a language. We encourage students to continue their studies beyond the level 3 requirement. The courses offered at level 4 and above provide special opportunities to examine culture in depth through literature, art, film, history, and current events.

The Modern Language Department offers classes that support a wide variety of student's abilities and areas of interest. To merit placement in Honors or Accelerated levels, students must have an exceptional ability, a record of outstanding performance, and a demonstrated passion for language learning.

Intensive Language Courses

These are accelerated courses designed for Class I students (and students in Class II with special permission). Each is the equivalent in difficulty and pace to a first-year college language course and is open only to students who have completed the language requirement through study of another language. Chinese Intensive may be combined with students from Chinese I/P in the same section. *(Offered subject to sufficient demand.)*

Intensive Chinese

Intensive French

Intensive Classical Greek

Intensive Latin

Intensive Spanish

Chinese

Milton's Chinese (Mandarin) language program serves a range of learners, including students who learn Chinese as a foreign language, Chinese heritage speakers, as well as near-native and native Chinese speakers. There are two tracks: one for students who learn Chinese as a foreign language and heritage learners, and the other for near-native and native speakers. Please note that based on course enrollment levels, honors and non honors sections may run concurrently.

Chinese 1

This course uses *Integrated Chinese Volume 1* to introduce fundamental skills, such as writing Chinese characters with correct stroke order, pronouncing four tones accurately, as well as reading, writing, listening, and speaking. Students will begin to feel comfortable expressing themselves both verbally and in writing. By the end of the first year, students will have learned more than 350 vocabulary terms.

Chinese 1P (Prior Study)

This course is designed for those who have previously studied or been exposed to Chinese but have not mastered the skills, grammar, or characters required for Chinese 2. Students placed into this course are expected to have already studied the first half of the *Integrated Chinese Volume 1* and will begin their learning from Lesson 6. They will complete studying *Integrated Chinese Volume 1* and two *Mandarin Companion Chinese Graded Readers* by the end of the school year. This course is also appropriate for Chinese heritage speakers to acquire reading and writing skills in an intensive manner. Successful completion of this course will prepare students for the Chinese 2 Honors course. (*Permission of the department chair is required.*)

Chinese 2

This course uses *Integrated Chinese Volume 2* and is a continuation of the development of essential language skills. Greater emphasis will be placed upon communicating accurately and effectively in the four modalities: listening, speaking, reading, and writing. Students will learn more basic grammatical structures and can expect to have learned 750 vocabulary terms by the end of the year. Students hone their skills through a variety of activities: paired and small-group speaking practice, writing assignments, skits, video projects, and presentations.

Chinese 2 (Honors)

This accelerated course uses *Integrated Chinese Volume 2* and two *Mandarin Companion Chinese Graded Readers* as its textbooks. The goal of Chinese 2 (Honors) is to continue to develop oral and written command and to inspire integrated and creative use of the language. Students are expected to complete longer reading and writing assignments outside the classroom and to master grammar skills and vocabulary through graded readers and creative writing. Students will expand their knowledge and

deepen their cultural understanding and sensitivity. (*Permission of the department chair is required.*)

Chinese 3

Chinese 3 uses *Integrated Chinese Volume 3* as its textbook. It prepares students to handle more complex situations in Chinese. Through frequent writing assignments and a greater variety of projects, students will improve their proficiency in all aspects. By the end of the year, students can expect to have learned 1,020 vocabulary terms.

Chinese 3 (Honors)

This accelerated course uses *Integrated Chinese Volume 3* and two *Mandarin Companion Chinese Graded Readers*. The length of reading and written work increases as students learn more characters and gain confidence. This course stresses listening comprehension and speaking about Chinese culture in the target language. (*Permission of the department chair is required.*)

Chinese 4

This course uses *Integrated Chinese Volume 4* and continues to develop the requisite skills of this level in speaking, listening, reading, and writing. Students will have learned the most grammatical structures of the Chinese language and 1,500 vocabulary terms by the end of the year. It includes a systematic review of grammar and practice of the language through frequent writing assignments, speaking practice, and discussion of cultural events. It makes use of authentic materials such as poetry, picture books, and social media.

Chinese 4 (Honors)

This accelerated course uses *Integrated Chinese Volume 4*. Students are expected to communicate in the target language only in the classroom. They will continue to develop oral and written command, as well as expand their knowledge and deepen their cultural understanding and sensitivity. Students will conduct a research project in Chinese as a capstone experience. (*Permission of the department chair is required.*)

Chinese 5: Expressive Chinese

(Semester 1, Semester 2)

This course is taught exclusively in Chinese and uses *Expressive Chinese: Culture and Communication in a Changing China* as its textbook. It moves students from intermediate to advanced level. Through personal narratives, conversations, and journalistic reading and writing, students will be able to differentiate between the

informal and formal speech in Chinese language. Meanwhile, they will also apply these principles in writing about their personal lives. (*Open to students who have completed Chinese 4 or Chinese 4 (Honors).*)

Advanced Topics: China and the World (Half Course)

China and the World is a half course for advanced Chinese learners (above level 4) or native/near-native Chinese speakers. It is taught exclusively in Chinese and uses *Eyes on China* as its textbook. Students will compare and contrast past and current events in China to the rest of the world and hold discussions in a Harkness Table manner in Mandarin Chinese exclusively. Students will also conduct a research project based on their own interests. Topics may include a comparison between the development of China's Tang Dynasty to the Early Muslim conquests in the 7th century, for example, or the development of 1980s and '90s Cantopop to that of K-pop in the 2000s. Students will use primary sources in Chinese, English, and/or any third language such as Arabic, Korean, French, Spanish, etc. The topics for this course are timely, global, and reflective of the cultures of our students. (*Note: Open to students in Class I or II with permission from the department.*)

Advanced Chinese: Poetry and Essay (Semester 1, Semester 2)

This course builds on the foundation of Chinese 5 and is taught exclusively in Chinese as an introduction to the formal study of Chinese literature. Students will read and analyze poems, essays, and short stories by such authors as Zhimo Xu (徐志摩), Cheng Gu (顾城), Lao She (老舍), Ji Mi (幾米), Ziqing Zhu (朱自清), Nianzhen Wu (吴念真), and San Mao (三毛), etc. They will also hone their creative writing skills and publish their work as the end-of-year project. (*Permission of the department chair is required.*)

Advanced Chinese: Literature (Semester 1, Semester 2)

This course is taught exclusively in Chinese. Students will read contemporary fiction, classic, and non-fiction. Students seek to understand the individuality and interconnectedness of the different Chinese-speaking cultures while reflecting on their own development of personal identity. Titles, available in both traditional and simplified characters, may include Hua Yu (余华)'s *To Live (活着)*, Xueqin Cao (曹雪芹)'s *Dream of*

the Red Chamber (紅樓夢), and Ying-tai Lung (龍應台)'s Dear Andreas (親愛的安德烈), etc. (Permission of the department chair is required.)

Advanced Chinese: Major Issues in 20th-Century China

This course is taught exclusively in Chinese. It offers an interdisciplinary approach to the study of the identity of China. We examine Chinese literature, history, society, and culture from multiple perspectives and take a stand on issues of importance and broad consensus. The reading list comprises but is not limited to *China Since 1664*, 中外历史纲要 (下), *From the Soil* 乡土中国, *Teahouse* 茶馆, *The Orphan of Asia* 亞西亞的孤兒, *What is China?* 何為中國? and *Frog* 蛙. By the end of the course, students will be able to understand and analyze current issues in the Chinese-speaking world through the lens of history and culture. (Permission of the department chair is required.)

French

French 1

This course provides an introduction to French through essential grammatical structures, idiomatic expressions, and everyday vocabulary. Students use French in skits, dialogues, and oral and written presentations. Students learn to express themselves in real-life situations. They also learn about various French-speaking cultures through activities, songs, art, and short stories.

French 1P (Prior Study)

This course is intended for students who have previously studied French but who need to strengthen their foundational language skills before taking French 2. This course has the same objectives as French 1 but allows for a greater depth and variety of activities, given the students' previous experience with the language and culture.

French 2

This course continues to develop oral and written command of all basic structures in French and introduces the reading of short books such as *Le Petit Nicolas* and *Le Petit Prince*. Many other cultural readings, projects, and audio-visual materials connect students to various aspects of daily life in France and the French-speaking world.

French 2 (Honors)

The goal of French 2 Honors is to continue to develop oral and written command beyond basic structures in French and to inspire

integrated and creative use of the language. Students continue to acquire grammar skills and vocabulary through readings such as *Le Petit Prince* and short stories by Le Clezio and Anna Gavalda. In this course, students will start with an introduction to reading to advance to literary analysis. Great emphasis will be placed on communicating accurately and effectively in the four modalities: listening, speaking, reading, and writing. Students will expand their knowledge and deepen their cultural understanding and sensitivity. (*Placement is at the discretion of the department chair.*)

French 3

This course continues to develop the requisite skills of this level in speaking, listening, reading, and writing. It makes use of authentic sources such as film, art, songs, and media. Literature is introduced through readings by francophone authors. French 3 includes a systematic review of grammar and practice of the language through frequent writing assignments, speaking practice, and discussion of cultural and current events.

French 3 (Honors)

This course provides a rapid expansion of vocabulary and grammar through reading and writing. Students will be asked to write compositions of increasing complexity. Students continue to strengthen oral skills through activities ranging from review of current events to literary discussions. Reading skills are developed through an introduction to classical and modern authors such as Molière, La Fontaine, Maupassant, and Pagnol. (*Placement is at the discretion of the department chair.*)

French 4: Topics in Contemporary Culture & Literature

In French 4, students embark on a journey into contemporary French culture and literature while strengthening their language skills. Students will study grammar and vocabulary in context and practice using French through a variety of oral and written activities. French 4 gives students all the necessary linguistic tools to analyze works of literature, to articulate their opinions on current events, and to review films. Among the materials included in this course are the play *Huis Clos* by Jean-Paul Sartre, *No et Moi* by Delphine de Vigan, and several short stories from contemporary French authors. These works are the base of a much broader exploration of French culture through the use of different media.

French 4 (Honors)

French 4 (Honors), "French language, literature, and culture," is the continuation of French 3 (Honors). This is an advanced class that allows French students to continue to develop fluency in the four language skills: listening comprehension, reading comprehension, writing, and speaking. French 4 (Honors) provides extensive grammar review and exposes students to the key events and concepts of French culture and history. Our study of French literature ranges from the classical literature of Sartre to the contemporary work of Delphine de Vigan. Students enrolled in this course will be expected to read extensively. In addition, students will regularly write analytical, critical, and comparative essays. Students must be able to express themselves at a written level appropriate to honors-level study. (*Open to students who have completed French 3 (Honors) and French 3 with permission from the department chair.*)

French 5 (Honors): A Further Exploration of Literature

This course is intended for students who have completed French 4 (Honors) and who have expressed an appreciation of French literature in previous courses. Covering classic writings—from the poetry of Baudelaire to contemporary works of French-speaking authors from Africa and the Caribbean—this course aims to refine the skills that are essential to enjoying and studying literature at an advanced level. This course prepares students for the study of French at the college level and, specifically, the college-level technique of close literary analysis. This course requires intensive reading and writing in French. (*Placement is at the discretion of the department chair.*)

French 5: The Francophone World (Semester 1)

This multimedia and multidisciplinary course introduces students to the diversity of the French-speaking world. Through the study of films, documentaries, novels, visual art, poetry, and music, students will learn about French culture outside of France and will become familiar with the following concepts: colonial history and postcolonial identity, oral tradition, acculturation, bilingualism, race, and identity. Students will complete projects in multiple forms and the focus is on oral communication in French.

French 5: Twentieth-Century France Through its Cinema

(Semester 2)

This course focuses on the issues of coming of age and living in French society as seen through the eyes of major French and Francophone directors ranging from Francois Truffaut to Cédric Klapisch. The course also looks at cinema as a language of its own, starting with early silent movies by the Lumière brothers and culminating with the experimental technique of directors such as Claire Denis. Students taking this course will become familiar with the French attitude toward what is called the “Seventh Art.” They will also learn to write creatively about film the way the French “cinéphiles” do, using both technical and analytical perspectives. Students will complete projects in multiple forms and the focus is on oral communication in French.

French 6: Advanced Studies

(Half Course)

French 6 explores French civilization through its national symbolism and iconic figures. Class time is dedicated to exploring different aspects of French culture in its historical context. Students will work independently on a variety of projects to deepen their knowledge of modern France. Students will complete projects in multiple form and the focus is on oral communication in French. *(Open to students who have completed at least one semester of French 5, French 5 (Honors), or with permission from the department chair.)*

Spanish

Spanish 1

This course provides an introduction to Spanish, including everyday vocabulary, idiomatic expressions, and essential structures of grammar. Special focus is placed on present and past tense conjugations, pronunciation, and the use of pronouns. Students develop competence and confidence in Spanish as they learn to express themselves, writing and speaking in real-life situations. They learn about the Spanish-speaking world through readings, presentations, and projects.

Spanish 1P (Prior Study)

This course focuses on developing a solid foundation in essential language skills. It is intended for students who have previously studied Spanish but have not mastered the skills or grammar required for Spanish 2, particularly the past tenses. Considering

the students’ previous experience with the language, they will develop their Spanish proficiency through readings, compositions, projects, and presentations.

Spanish 2

This course is a continuation of the development of essential language skills. It completes the foundation of Spanish grammar, including the indicative, imperative, and present subjunctive. Students hone their skills through a variety of activities: paired and small-group speaking practice, skits, projects, and presentations. Through short stories and cultural readings, students explore various aspects of life in the Spanish-speaking world.

Spanish 2 (Honors)

This course covers the same content as Spanish 2 but with more extensive readings, more frequent writing assignments, and a greater variety of projects. Spanish 2 (Honors) develops critical reading and writing, as well as creative writing skills that prepare students for work in upper-level courses. *(Placement is at the discretion of the department.)*

Spanish 2/3 (Accelerated)

The goal of Spanish 2/3 is to inspire integrated and creative use of the language. The course takes a contextualized approach to language learning using authentic content and context as a way to improve and inspire language learning. Students master grammar and vocabulary through readings, discussions, and essays on selected topics. Spanish 2/3 also introduces students to the study of literature through short stories and poetry. The course meets five times per week. Placement is at the discretion of the department and enrollment is normally limited to 12 students. Students who take this course are expected to continue their study of Spanish at level 4. *(Note: Class I students taking this course to complete their foreign language requirement must remain in class through the spring semester, including the senior project period.)*

Spanish 3

In this course, students review and study grammatical structures in depth, paying careful attention to the more complex aspects of the language through activities and practice. The course takes a contextualized approach to language learning. The units and readings are centered on current, compelling themes. Upon completing this course, students will be able to express themselves not only in everyday situations

but also in social and literary discussions. This course introduces the study of art and literature from Spain and Latin America.

Spanish 3 (Honors)

This course covers the same content as Spanish 3 but with a more extensive reading list, more frequent writing assignments, and a greater variety of projects. Spanish 3 (Honors) develops critical reading and writing, as well as creative writing skills that prepare students for work in upper-level courses. *(Placement is at the discretion of the department.)*

Spanish 4: Cultural Legacies in the Americas

This course examines cultural legacies related to language, religion, identity, and power in the Americas. Students will consider mythology, religion, art, literature, music, film, and other primary sources as lenses to view these legacies and evaluate the ways they shape current issues related to identity and sociopolitical structures in our hemisphere. The specific topics and geographical scale of the study will be determined by the teacher(s) and students. Students will review fundamentals from Spanish 3 (or its equivalent) and build their skills as upper-level language students.

Spanish 4 (Honors)

This course is an introduction to the formal study of Hispanic literature. The focus of the course is the “Boom” in Latin American literature and the cultural, political, and social factors that contributed to it. Students will read, analyze, and discuss the works of authors such as Jorge Luis Borges, Gabriel García Márquez, Carlos Fuentes, and Julio Cortázar. Through the study of these authors, students will gain understanding of their impact on world literature and their influence on post-Boom authors such as Isabel Allende, Ángeles Mastretta, and Laura Esquivel. Students enrolled in this course will be expected to read extensively. In addition, students will regularly write analytical, critical, and comparative essays. Students must be able to express themselves at a written level appropriate to honors-level study. *(Open to students who have completed Spanish 2/3, Spanish 3, Spanish 3 (Honors) with permission from the department chair.)*

Spanish 5: Inside Latin America

(Semester 1)

This course will guide students through some of Latin America’s most significant historical, political, and social changes. These topics will be explored through both

Non-Credit Required Courses

literature and film. In this semester course, students will examine countries in Central and South America, considering their shared histories and their unique position in the modern world. (*Open to students who have completed Spanish 4 or Spanish 4 (Honors).*)

Spanish 5: Discovering El Caribe

(Semester 2)

This course will provide students with a more comprehensive understanding of the culture, history, and unique geographic importance of El Caribe. Students will examine the Caribbean islands of Cuba, the Dominican Republic, or Puerto Rico through literature, art, and film. Students will come to understand the individuality and interconnectedness of the islands of the Caribbean while studying concepts of ethnic, racial, cultural, and sexual identity. (*Open to students who have completed Spanish 4, Spanish 4 (Honors), or Spanish 5 fall semester.*)

Spanish 5 (Honors)

This course expands on the works and themes of Spanish 4 (Honors). Through a close, contextualized reading of a variety of works by Spanish and Latin American writers, students will continue to build analytical skills and expand their global awareness. Students will explore all literary genres and respond to the works with critical, analytical, and comparative essays, as well as creative projects. Students will explore works and ideas in a cultural, contextual framework appropriate for honors-level study. (*Open to students who have completed Spanish 4 (Honors) and who receive permission from the department chair.*)

Advanced Topics in Spanish

(Half Course)

This half course provides students an opportunity to develop their advanced composition and rhetorical skills while they take a deeper, more self-directed look at renowned texts and relevant topics. This course will be devoted to a close study of a chosen body of literary works. Students will consider these works for their literary and historical significance. Emphasis will be on conversation and essay writing. (*Open to students in Class I or II who have completed Spanish 5 or 5 (Honors), or with permission from the department chair.*)

Introduction to the Arts

Class IV

All students in Class IV are required to take the Introduction to the Arts course in Visual Arts for one semester in one or two meetings a week, in Performing Arts for the alternate semester in one or two meetings a week, and Music all year long for one or two meetings a week. All Class IV students take the same Performing Arts and Visual Arts courses and choose between several course options in Music. All courses are studio- or performance-based classes and graded on a satisfactory/unsatisfactory basis. After the Class IV Introduction to the Arts, students may take any Arts Program course, normally in Class III or II, in the Visual Arts, Performing Arts, Music, or Creative Writing to fulfill their graduation requirement regardless of the course taken in Class IV.

Introductory Performing Arts

Class IV

Students explore their creativity in the contexts of movement, speech, role-playing, and dramatic imagination. Participation in a range of activities and exercises is aimed at developing focus and concentration, physical fluency, vocal variety, spontaneity, collaborative skills, and the confidence that allows students to take creative risks. This course meets weekly for a semester and is graded on a satisfactory/unsatisfactory basis. It provides a preview of the Arts Program offerings in the performing arts, which are available in Classes III, II and I.

Introductory Visual Arts

Class IV

Students explore the foundations of two-dimensional design, three-dimensional design, and digital design in studio-based coursework about making and creating, challenging students to develop traditional skills for artistic expression, and to develop creative problem-solving and design-thinking skills. The courses provide a preview of the year-long Arts Program graduation-requirement offerings in Visual Arts, normally taken in Class III or II. Each course meets weekly for a semester and is graded on a satisfactory/unsatisfactory basis.

Introductory Music Options

Students in Class IV may elect one course to fulfill their requirement in music. Students may elect to sing in the Class IV Glee Club, play in the Orchestra, play in the Class IV Jazz Combo, learn Fundamentals of Guitar,

or enroll in Class IV General Music. All classes will continue for both semesters. All are performance-based classes and graded on a satisfactory/unsatisfactory basis. A short description of each offering is below. Students electing either Orchestra or Jazz Combo typically will have their own instruments and experience in playing them. Please contact Music Department Chair Adrian Anantawan with any questions.

Class IV Glee Club

Students electing Class IV Glee Club will perform a wide variety of pieces, including Western and non-Western choral pieces from various historical periods. There will be two major performances a year. No prior experience is needed.

Orchestra

Students electing Orchestra will also perform two concerts each year, playing orchestral music from a wide range of historical periods. Students electing Orchestra typically will have their own instruments and experience in playing them.

Jazz Combo

Class IV Jazz Combo offers an introductory experience in improvisation skills and small-ensemble playing. Students electing Jazz Combo typically will have their own instruments and experience in playing them.

General Music

General Music surveys musical cultures and includes a performance and music technology element. No prior experience is needed.

Fundamentals of Guitar

In Fundamentals of Guitar, students will learn the fundamentals of guitar playing, with no prior experience of instrumental music learning required. Students will learn basic notation, chord symbols, songwriting, and ensemble playing, culminating in end-of-semester performances for the school community. Emphasis will be placed on learning basic skills through classic and modern pop songs. Guitar ownership is encouraged, however, a guitar will be provided if needed.

Public Speaking

(Fall, Winter & Spring)

Classes II & III

Public Speaking introduces students to the fundamentals of public speaking and to research and argumentation about issues in the contemporary world. This graded, 10-week course helps students become

Physical Education & Athletics

more knowledgeable about national and international concerns and to be more confident in their ability to speak well. Research, analysis, organized writing, and argumentation skills are refined in this exciting course that is normally taken during the Class III year. Entering Class II students should enroll during their Class II year.

The Physical Education and Athletics Department strives to develop physically educated students. In the pursuit of this goal, the department helps students set fitness and activity goals and guides them through the process of attaining those goals. Through courses required for graduation and through direct instruction, we help students understand their bodies and attain a level of fitness that is healthy and promotes self-esteem and confidence. Our goal is to provide information, in a fun and safe environment, that helps individual students make healthy life choices. Milton expects students to be physically active throughout their educational career.

To facilitate this philosophy, all students in Class IV participate in Health and Project Adventure, a year-long course focused on team-building, trust, and social-emotional learning, and also participate in three seasons of an interscholastic sport, intramural sport, or a Physical Education (PE) course. All students in Class III participate in three seasons of interscholastic sports, intramural sports, or a PE course; this must include one season of Fitness Concepts, a course focused on foundations of nutrition, cardiovascular health, and weight training. Class III students participating in three seasons of sports must take Fitness Concepts in addition. Class I and II students must participate in two of the three seasons. Opportunities also exist for managing a team or seeking an independent course in athletics.

Course Requirements:

Class IV: Students must successfully complete the Project Adventure and Health course.

Class III: Students must successfully complete the Fitness Concepts course.

Students must successfully complete a CPR course at Milton or provide valid certification cards in Adult & Pediatric CPR with AED by the end of the winter season of their Class I year. This course may be taken at Milton as part of a PE season for Class I and II students. Online certifications are not acceptable.

The interscholastic athletic program is designed to challenge athletes at a variety of levels in a myriad of sports. The opportunity for excellence, regardless of the domain, is central to the mission of the school. We expect that athletics, whether interscholastic or intramural, will offer the opportunity to work collaboratively, develop skills, and

have fun on the field, court, rink, slopes, or in the pool. Please see the list below for interscholastic and intramural offerings.

An alternative sports program is available to students who wish to pursue an athletic interest not offered at Milton Academy. To be eligible for consideration, a request must meet the following criteria:

- The program must be in a sport or activity not offered at Milton Academy in any season.
- The proposed enterprise is sufficiently physical to coincide with the school's physical education philosophy.
- The request is for no more than one season per year.

Students wishing to pursue an alternative sports program must submit the request to the Athletic Department. Deadlines for such requests are May 21 for the following fall season (excluding students who are new to Milton, whose deadline is September 14); October 19 for the following winter season; and February 18 for the following spring season. Applications are available from the Athletic Department.

Where staffing, student interest, and scheduling permit, students can pursue the following activities at Milton. An asterisk (*) indicates an activity for which the opportunity for interscholastic competition exists. A pound sign (#) indicates an activity for which there is an intramural (after-school) opportunity. All other offerings are a part of the physical education curriculum during the school day.

Fall

CPR (Adult & Pediatric CPR w/AED)
Cross-Country*
Field Hockey*
Fitness Concepts
Football*
Outdoor Education#
R.A.D. Rape Aggression Defense#
Soccer*#
Strength Training and Conditioning#
Tennis#
Volleyball*
Weight Training#
Yoga#

Winter

Alpine Skiing*
Basketball*
CPR (Adult & Pediatric CPR w/AED)
Fitness Concepts

Science

Ice Hockey*
Outdoor Education#
Pilates#
Squash*
Strength Training and Conditioning#
Swimming*
Weight Training#
Wrestling*

Spring

Baseball*
CPR (Adult & Pediatric CPR w/AED)
Fitness Concepts
Golf*
Lacrosse*
Outdoor Education#
Sailing*
Softball*
Strength Training and Conditioning#
Tennis*
Track & Field*
Ultimate Frisbee#

Students must take one full-year laboratory course in a physical science (satisfied by a full-year physics or chemistry course), and they must take one full-year laboratory course in biology. The Science Department strongly recommends that all students take three full-year laboratory courses; one each in physics, chemistry, and biology (in this sequence) so that they are well educated in the three major sciences. The department urges this sequence for students planning to take all three because physics will lead to a more thorough understanding of chemistry and both of these will lead to a better understanding of biology. Students taking semester courses and half courses may be in the Class I or II year. In addition, they must have received credit for at least two full-year laboratory courses, or be enrolled in a second full-year laboratory course concurrently with the semester course. Advanced courses in science are open to Class I students who have taken laboratory courses in physics, chemistry, and biology.

Physics: Class IV

Class IV

In Class IV Physics, students are introduced to the fundamental concepts of physics, as well as basic methods of scientific investigation. Many of the activities and experiments are inquiry-based, which allows students to experience physics phenomena firsthand and learn to draw conclusions from data. Topics covered may include kinematics, Newton's Laws of Motion, energy, electricity, and magnetism. These topics, taught in combination with fundamental science inquiry skills, will prepare Class IV students for higher-level science courses. Students culminate their work in Class IV Physics by conducting an independent, self-designed experiment. Students research a topic of interest to them, investigate this topic in depth with guidance from the instructor, develop questions, and create and conduct an experiment to test their hypotheses.

Physics

Classes I, II, & III

Physics is a full-year survey course in general physics. Topics covered in the first semester include kinematics, Newton's Laws of Motion, circular motion, and momentum. The semester will culminate with a comprehensive written examination. The second semester includes the study of energy, waves, sound, and electricity. Students will use both qualitative and quantitative methods to develop understanding of these fundamental concepts, with an emphasis

on problem-solving techniques. Assigned laboratory activities reinforce and/or expand on the concepts discussed in class and stress the experimental procedures of science. Many of these labs use an inquiry-based approach. Students will complete their physics experience by creating, proposing, and conducting an individual design-your-own experimental project in place of a final examination. This course provides solid preparation for students to move on to other science courses.

Chemistry

Classes I, II, & III

Chemistry is a full-year course in general chemistry. Topics include an introduction of the study of matter, measurement, atomic theory, stoichiometry, gas laws, nomenclature, and equilibria. The curriculum is skills-centered, emphasizing student mastery of problem-solving methods in the laboratory and the classroom. Moreover, the symbiosis of applying qualitative and quantitative analysis facilitates proficiency in the laboratory through the inquiry method. Students will find that formal lab investigations become progressively more inquiry-driven. Laboratory work culminates in the design-your-own independent lab project.

Chemistry (Honors)

Classes I, II, & III

Chemistry (Honors) is a rigorous course in which students study the properties and behavior of matter and the laws governing chemical reactions. Among others, the course covers the following topics: quantum atomic theory, molecular structure, stoichiometry, gas laws, thermochemistry, electrochemistry, acids and bases, equilibrium systems, and reaction kinetics. The laboratory work emphasizes an inquiry process by requiring students to design independent investigations based on the formulation of open-ended questions, while also stressing the process involved in real-world scientific research. Both the class work and the laboratory work of this course build on a lab-based physics course. (*Prerequisites: A course in physics and permission of the department chair.*)

Biology

Classes I & II, or with permission of the department chair

Biology is the study of life. Designed to follow a course in chemistry, the broad themes we will cover include evolution, ecology and energetics, genetics, heredity, and molecular biology. In the classroom

and in experimental settings, students will learn to navigate the question of how we know something, with significant work on understanding graphs and the conclusions we can draw from these. We also strive to highlight and contextualize current issues, including climate change, nutrition and health, infectious disease, skin color, and race. As the year progresses, we emphasize major recurrent themes across units, including energy, how chemistry influences living organisms, and evolution. Laboratory work builds through the year to become progressively more inquiry-driven, culminating in a design-your-own independent lab project.

Biology (Honors)

Classes I & II

Designed to follow a course in chemistry, this accelerated course will explore molecular, cellular, organismal, and ecological biology through an inquiry-teaching model. Broad themes in Biology (Honors) include biochemistry, ecology and energetics, cell structure and function, molecular biology, genetics, and heredity. Students will explore the material through class discussions, review of scientific literature, and work in the laboratory; they will practice critical thinking and writing, as well as designing, conducting, and analyzing experiments. There is a substantial out-of-class lab component in Biology (Honors) that students will need to coordinate with their lab partner(s). (*Prerequisites: A course in chemistry and permission of the department chair.*)

Advanced Courses in Science

Class I or with permission of the department chair

The goal of these courses is to give our most capable, motivated science students an opportunity to further explore topics in each individual subject area. These courses include a significant amount of inquiry-based laboratory work. Through these explorations, students will broaden their understanding of the natural world. These courses may include readings of primary research, other scientific literature, and scientific textbooks, along with class discussions and inquiry-based lab work (both independent from and in concert with the instructor).

To register for any of these courses, students must have completed laboratory courses in physics, chemistry, and biology and have

permission from the department chair. Students may take Advanced Physics or Advanced Chemistry concurrently with Biology (Honors) with permission from the department chair. If a student chooses to move out of Biology (Honors) for any reason, they will be required to drop the advanced course being taken concurrently. All full-year science courses at Milton Academy qualify as laboratory courses. If students have taken courses at other institutions, they should contact the Registrar's Office and the department chair, who will determine whether they can receive credit for that work. All students in Advanced Courses in Science will be required to present at our end-of-year Science Symposium.

Advanced Biology

This course allows students to deepen their understanding of biological concepts and hone their laboratory technique, skills, and writing. Much of the work in class will integrate molecular biology techniques to elucidate principles studied. Students will study cell signaling and prokaryotic gene expression, and evolutionary biology. Studying evolution will allow students to integrate all areas of biology with understanding the process and outcome of evolution. Possible explorations include analysis of synthetic DNA devices, assay of gene function in bacteria, analysis of mcr sequence and mitochondrial DNA in the student's genome, tissue regeneration in flatworms, sexual development of c-ferns, evolution of biofilms in bacteria, genome sequencing, and behavior of *c. elegans*. Students will practice laboratory techniques necessary in the study of organisms and they will further their understanding of the concepts and protocols of molecular biology. Students should enjoy working in the lab and want to push themselves in studying biological sciences. We will use primary scientific articles as models of research and as a means of learning the material.

Advanced Chemistry

The goal of this course is to provide students with the knowledge and skills to investigate chemistry as it relates to their own scientific interests. Students will be introduced to advanced laboratory equipment and will more deeply study technology used in previous classes. Mini design-your-own labs are incorporated into the class every six to eight weeks to enable students to design and execute projects that apply the skills we have mastered to areas of personal interest in science. Topics of study include

kinetics, equilibrium, acids and bases, and electrochemistry. Assessment in this class comprises problem sets and laboratory work. It includes a wide range of reporting formats, as well as creative projects. A successful student must be able to work well independently and in close partnerships, demonstrate a strong commitment to safe lab work, and be willing to take intellectual risks in pursuit of creative research.

Advanced Environmental Science

The study of environmental science is driven by the relationship between humans and the natural environment. In this class, students will explore this relationship using an interdisciplinary approach that builds on students' science backgrounds with new material from Earth system science. Our focus is on understanding how nature works, and on finding solutions to real environmental problems through the "doing" of real science. Coursework is heavily weighted toward fieldwork, and as such, students should be excited about frequent outdoor field activities. Our proximity to the Blue Hills, the Neponset River Estuary (the only remaining salt marsh estuary in Boston Harbor), and numerous local wetlands and streams provide an unusually rich natural laboratory learning resource. In recent years, this course has focused on a long-term ecological monitoring study of a local ecosystem in collaboration with the Neponset River Watershed Association, a local watershed authority.

Advanced Physics

In Advanced Physics, students study Newtonian Mechanics in the fall and waves in the winter. With weekly problem sets, students develop a fluency in problem-solving skills. Students are challenged with practical application of the laws they have learned by predicting where a projectile will land, how springs interact, or where a ball will go after it collides with another, etc. In the winter, students investigate the wave nature of light and sound, culminating with the construction of their own musical instrument. In the spring, students conduct a self-designed experiment and present their findings to students in other advanced classes.

Disease Biophysics: Understanding the Science of Maladaptation

Innovative solutions to the world's foremost problems frequently lie at the interface of science disciplines. Perhaps unsurprisingly, to understand the mechanisms that drive leading causes of disease, one must

integrate foundational concepts of biology, chemistry, and physics. Mechanical forces drive cellular organization and architecture, communication, and subsequent functional output; structure and function. But how can our understanding of conceptual physics, chemistry, and biology elucidate the *processes* that drive maladaptive states such as cardiac arrhythmia and atherosclerosis, cancer, and traumatic brain injury? Further, how can we model and test our understanding in the laboratory? In Disease Biophysics, we will explore these questions together as we deconstruct real patient case studies in order to dissect disease pathologies. Students can expect to cultivate a dynamic skill set as they visualize, synthesize, and communicate disease models to understand systemic implications of cellular maladaptation. Proactive collaboration, creative problem-solving, and robust literature review will prove central to students' learning process. An evolving student portfolio will provide the primary mode of assessment and will serve to demonstrate both depth of understanding and competency in transferring knowledge to disease contexts by way of student-generated modeling and lab-based experimentation. *(Prerequisites: A full year of biology, chemistry, and physics, and permission of the department chair are required.)*

Science Electives

Classes I & II

Students must have credit for two full-year laboratory science courses, or previous credit for one full-year laboratory science course and an additional full-year laboratory course taken concurrently with the elective semester or half courses. Students should be aware that if a required concurrent full-year course is dropped for any reason, the elective course(s) will also have to be dropped.

Neuroscience

We will begin this course by venturing into the scientific study of the brain with a focus on the anatomical structures of the brain and their functions. We will follow with an in-depth exploration of neuronal communication. Topics will be applied through investigation of stress and relaxation, addiction, mental health disorders, and neurodegenerative diseases. A few relevant dissections and labs will be performed. As this is an ever-changing field, students will learn to read and investigate scientific literature to understand the most

recent theories and latest pharmacological interventions for what we study. *(Prerequisite: A course in biology.)*

Human Anatomy and Physiology

(Semester 1 or Semester 2)

Human Anatomy and Physiology challenges students with a variety of approaches geared toward developing a strong fundamental understanding of the structure and functioning of the human body. Students in A&P participate in frequent group work, including case studies and dissections. Classroom discussions focus primarily on physiological concepts and the functional anatomy of the system being studied. The course begins with an overview of cellular anatomy and physiology. The systems addressed over the course of the semester typically include the skeletomuscular system, cardiovascular system, lymphatic system, respiratory system, endocrine system, and excretory system. Other body systems are touched upon in the context of discussions of the previously mentioned systems. Evaluation for the class is based on-group work (case studies, dissections, presentations), in-class assessments, graded homework assignments, and an end-of-semester exam.

Issues in Environmental Science: Solutions for a Sustainable Future

(Semester 1 or Semester 2)

The world faces a number of urgent environmental issues such as human population growth, air and water pollution, and climate change. While many of these topics seem overwhelming, all can be addressed with existing or emerging technologies ranging from the obvious (e.g., renewable energy, urban farming, and electric vehicles) to the futuristic (e.g., lab-grown meat, floating cities, and geoeengineering). This course will cover environmental science fundamentals and move to the development of practical solutions based on that science. By investigating changes that we can make on a personal or local level, students will gain insight into how to affect change on the national and global stage. The curriculum uses traditional classroom discussion, student presentations, current scientific literature, and interaction with professionals in the environmental field, as well as podcasts, TED talks, and other media to give students a variety of perspectives.

Marine Science

(Semester 1 or Semester 2)

This course investigates the biology, ecology, and adaptations of marine life, as well as the most recent and intriguing research in this content area. The course emphasizes independent and small-group lab work, research into current topics, and presentations of these investigations. Major topics studied will be biological oceanography, the fundamental concepts of biology that relate to the marine environment, a survey of marine life, and important, timely issues in marine science. Lab work is a key component of this course, as students will work in the lab every week exploring the concepts of the course. Additional assignments require students to take advantage of the resources available in the area, such as the New England Aquarium, and visits to local marine and estuarine habitats. Lab work includes comparative anatomy done through dissection and direct observation of live marine animals.

History and Philosophy of Science

(Semester 1)

We have all heard the claim that we are living in the 'post-truth age' and are all familiar with the phrase "alternative facts." Climate change denialism and vaccine skepticism pose serious risks to current and future generations. And scientists in particular are experiencing the erosion of their social trust and expert authority, with some being literally threatened by conspiracy theorists. This History and Philosophy of Science class gives students an opportunity to consider what sets the scientific method apart as a reliable way to produce knowledge, and what might be behind the current crisis of legitimacy. We will survey the history of how philosophers and scientists have attempted to answer the 'question of demarcation', meaning what distinguishes science from pseudoscience, as well as from other non-scientific theories and practices; we will also consider the history of bioethics, (dis)trust in science, and attempts to make science more inclusive, socially responsible, and politically accountable. Students will be expected to complete readings of, and written responses to, primary and secondary sources, and engage in vibrant class discussion. Guest speakers, including local intellectuals and activists, and field trips, such as to the Harvard Museum of Natural History, will be a part of the course as well.

Observational Astronomy

(Semester 1)

In this course, we study all things astronomical, from the life and death of stars to the evolution of the universe, from the solar system to the history of astronomy. Students conduct semester-long projects of their own choosing in consultation with the instructor. In the past, students have observed variable stars, sunspots, the moons of Jupiter, and the setting position of the sun. In the weekly observing sessions, students locate objects discussed in lectures using the Robert C. Ayer double-domed observatory that is equipped with permanently mounted 9- and 12-inch reflecting telescopes, as well as several portable telescopes. Students also take pictures of celestial objects using the special cameras provided.

Cosmology and Modern Physics

(Semester 2)

Discoveries made during the last 60 years in physics have radically changed our view of the universe. Astronomers and physicists use their understanding of the very small structures of matter, such as quarks, to explain the very large structures, such as the distribution of galaxies in the universe. In this course, students learn about the wave-particle duality of matter, the quark model of matter, elementary particle discovery and classification, the grand unification of forces, the Big Bang theory, black holes, and the end of the universe. (Prerequisites: A course in both physics and chemistry.)

Molecular Genetics 1

(Semester 1)

This course educates students about the science and technology of the field of molecular biology. Students briefly review the basic structure and function of DNA. Students will work on a number of projects, including the genetics of sleep chronotype, analysis of their TAS2R38 gene; which controls the ability to taste a bitter compound, and synthetic biology. After completion of these protocols, students will have the fundamental skills necessary to do PCR, gel electrophoresis, bioinformatic analysis of DNA sequences, and analysis of molecular biology data. The majority of the work in this class is laboratory-based. (Prerequisite: A course in biology.)

Molecular Genetics 2

(Semester 2)

Molecular Genetics 2 is a laboratory course where students apply the skills, techniques, and knowledge learned in Molecular Genetics 1 to explore molecular cloning of

GAPDH genes and bioinformatics. Topics change periodically depending on student interest and skills. Several topics provide opportunities to engage with professional researchers in the Boston area. Students should be interested in planning and conducting long-term projects in the lab. Students may present their work at the Science Symposium at the conclusion of the second semester pending review of their GAPDH project. (Prerequisites: A course in biology and Molecular Genetics 1.)

Organic Chemistry 1

(Semester 1)

This challenging course will focus on the fundamentals of organic chemistry and will include an introduction to molecular structure, organic acid-base chemistry, and stereochemistry. These fundamental ideas will be exemplified in discussions involving relevant synthetic molecules, as well as important, naturally occurring biological entities. To deepen their understanding of the course material, students are expected to participate in laboratory experiments exploiting an inquiry-based learning approach. In total, knowledge gained from this class will equip the students with the critical rudiments in organic chemistry, a common collegiate requirement for science and engineering, pre-medicine, pre-dentistry, and pre-pharmacy majors. (Prerequisites: A course in chemistry and biology; biology may be taken concurrently.)

Organic Chemistry 2

(Semester 2)

This course is designed to directly follow and build upon the content from Organic Chemistry 1. Specifically, students will garner a thorough understanding of both substitution and elimination reactions and their respective mechanisms. This knowledge will then be utilized and thought exercises aimed at predicting product formation from a given set of reactants, as well as deliberate molecular design. The semester in Organic Chemistry 2 concludes with a major project in which students will profile a complex, biologically relevant organic molecule of their choosing. (Prerequisites: A course in chemistry and biology; biology may be taken concurrently, and Organic Chemistry 1.)

Engineering the Future

(Half Course)

The Engineering the Future course welcomes intrepid thinkers to engage in imagining new and exciting ways to design a world that better serves all of its inhabitants.

Students will spend their time studying a myriad of engineering disciplines. In civil engineering, we will build many structures with each design restraint more stringent than the last. In electrical engineering, students will learn about Ohm's Law and Krichhoff's Laws. They will then learn how to wire up integrated circuits. Later, students will study mechanical engineering by learning how to design and build products using computer-aided drawing and the 3-D printer. Finally, students will delve into the realm of chemical engineering, using the design skills they've developed to assess energy or fluid transfer in a system. In addition to a basic understanding of engineering design principles, this course aims to develop important life skills. These skills include the ability to assess a task, design a product, collaborate with others, problem solve, be open to others' ideas, think critically about our own ideas, and present one's observations and conclusions clearly.

Geology

(Half Course)

Have you ever wondered about how rocks form, and what stories can they tell us about the Earth's history? Why are there mountains, canyons, and coastlines, and how have these features formed over time? What are volcanoes and earthquakes, and how do we know if we're living in an area that might be prone to natural disasters? This course is designed to introduce students to the world of geology, including the Earth's history, composition, and structure; minerals and rocks; and the major Earth processes that have shaped (and continue to shape) the surface of our planet over its 4.6 billion year history. Plate tectonic theory is a theme central to the course: mountains and rivers, geologic hazards, weather and climate, and even the evolution of life on Earth are intimately linked to this theory. Another overarching theme will be exploring the relationship between humans and geology, defined by our place in geologic time: the Anthropocene. The study of geology is, at its core, a field science. The proximity of Milton to the Blue Hills, in addition to other local resources, provides unique field opportunities to learn about major rock types, earth processes like weathering and erosion, and glacial processes, as well as the human impact. As such, students should be eager to participate in regular outdoor fieldwork that promotes the learning and practice of geology.

Science in the Modern Age

(Half Course)

The need for students to be scientifically literate and able to detect bias in the media is critical. Students must not only be informed of current science topics, but they must also be able to critically examine issues at hand and consider multiple perspectives. Through a seminar-style format, Class I and II students will be encouraged to examine their basic assumptions about science and will investigate the interplay between science and society. Students may interact with the greater scientific community in a variety of ways, including interviews, guest speakers, and a field trip. Using multimodal assessment, students' learning will be measured by discussions, reading responses, debates, persuasive and journalistic writing, journaling, presentations, and projects. With citizens and future voters in mind, this course promotes scientific literacy, critical analysis, and good decision-making. Topics could include, but will not be limited to, bioethics, public health, epidemiology, DNA technology, genes and health, forensic science, sustainability, pharmacology, biodiversity, reproductive technology, and medical dilemmas. Students will utilize current science publications, podcasts, and videos as their primary resources.

Scientific Drawing and Illustration

(Half Course)

Creating imagery while learning about science can be influential in students' learning. The craft of looking closely at the world and sharing those observations through illustration requires exposure to nature and the development of tools and strategies to visually represent experiences. This process can also engender responsible stewardship for our planet and a greater connection to the facts of the world around us. This course will provide opportunities for student-centered investigations utilizing active focused observation, questioning the meaning behind observed phenomena, and developing habits of nature drawing and journaling.

Half Courses

The following half courses meet all year long, but with half the meetings and/or less required preparation per week than a full course.

Classics	Classes	Page
Advanced Latin: Roman Elegy & Lyric	I–II	10
Advanced Latin: Roman Historians	I–II	11
Computer Science		
Computer Science 1 & 2	I–III	11
Adv Computer Science: Full Stack Development	I–III	11
Computer Science: Applied Engineering & Design	I–III	12
Adv Computer Science: AI & Machine Learning	I–III	12
Advanced Topics in AI	I–III	12
Advanced Topics in Computer Science	I–III	12
English		
Advanced Creative Writing	I–II	16
Advanced Creative Writing 2	I	16
<i>Hamlet</i>	I–II	16
Journalism	II–III	16
Power of Poetry	I–III	16
Project Story	I–III	16
History & Social Science		
Adv Hist: Historical Archaeology	I–II	19
Topics in Psychology	I–II	20
Activism for Justice in a Digital World	I–III	20
Math		
Discrete Mathematics Seminar	I–III	23
Mathematics & Art	I–III	23
Modern Languages		
Advanced Topics in Chinese	I–II	24
French 6: Advanced Studies	I–II	26
Advanced Topics in Spanish	I–II	27
Music		
Advanced Chamber Music Seminar	I–III	3
Advanced Jazz Improvisation	I–III	3
Chamber Orchestra	I–III	3
Chamber Singers	I–III	3
Music Theory	I–III	3
Performing Arts		
Advanced Dance: Ballet	I–II	4
Advanced Dance: Choreography	I–II	4
Advanced Dance: Modern	I–II	4
Advanced Drama: Directing	I–II	4
Advanced Drama: Improvisation	I–II	5
Advanced Drama: Musical Theatre	I–II	5
Advanced Drama: Technical Theatre	I–II	5
Advanced Drama: Theatre Studies	I–II	5
Spoken Word Poetry	I–III	5
Science		
Engineering the Future	I–II	32
Geology	I–II	32
Science in the Modern Age	I–II	32
Scientific Drawing & Illustration	I–II	33
Visual Arts		
Advanced Technology: Graphic Design	I–II	7
Advanced Filmmaking	I–II	8
Printmaking	I–III	9
Textile Design	I–III	9

Semester Courses

Semester courses meet as frequently as a full course for one semester of the academic year.

Classics	Semester	Classes	Page
Advanced Latin: Vergil	1	I–II	11
Advanced Latin: Selected Readings	2	I–II	11
Computer Science			
Computer Science 2	1	I–III	11
Adv Computer Science: Full Stack Development	2	I–III	11
Adv Computer Science: AI & Machine Learning	2	I–III	12
History & Social Sciences			
Adv Hist: African-American History	1	I–II	17
Adv Hist: History of Gender Studies	1	I–II	17
Adv Hist: History of Modern China	1	I–II	18
Adv Hist: History of the Middle East	1	I–II	18
Adv Hist: Topics in Modern World History	1	I–II	18
Adv Hist: Asian American History	2	I–II	18
Adv Hist: The Aztecs to High-Tech	2	I–II	18
Adv Hist: Globalization and Islam	2	I–II	18
Adv Hist: Cold War America	2	I–II	18
Adv Hist: History of Civil Rights	2	I–II	19
American Government & Politics	1	I–II	19
Comparative Government	2	I–II	19
Macroeconomics	1&2	I–II	19
Microeconomics	1&2	I–II	19
Behavioral Economics	2	I–II	19
Economic Inequality	1	I–II	19
Global Economics	2	I–II	20
Religions of the Middle East	1	I–II	20
Religions of Asia	2	I–II	20
Math			
Advanced Topics in Mathematics	1&2	I–II	23
Mathematics of Elections	1	I–III	23
Mathematics & Social Justice	2	I–III	23
Modern Languages			
The Francophone World	1	I–II	25
Twentieth-Century France Through its Cinema	2	I–II	25
Inside Latin America	1	I–II	26
Discovering El Caribe	2	I–II	26
Science			
Human Anatomy & Physiology	1&2	I–II	31
Issues in Environmental Science	1&2	I–II	31
Marine Science	1&2	I–II	31
History & Philosophy of Science	1	I–II	31
Observational Astronomy	1	I–II	31
Molecular Genetics 1	1	I–II	32
Molecular Genetics 2	2	I–II	32
Organic Chemistry 1	1	I–II	32
Organic Chemistry 2	2	I–II	32
Cosmology & Modern Physics	2	I–II	32
Visual Arts			
Advanced Drawing	1	I–II	6
Advanced Photography: Digital Imaging	1	I–II	7
Advanced Sculpture	1	I–II	7
Advanced Ceramics	2	I–II	7
Advanced Painting	2	I–II	7
Advanced Photography: Alternative Processes	2	I–II	7
Advanced Technology: Industrial Design	2	I–II	7
Advanced Portfolio: Drawing Painting	1	I	8
Advanced Portfolio: Sculpture Ceramics	1	I	8
Advanced Portfolio: Photography Digital Imaging	1	I	8
Advanced Portfolio: Filmmaking	1	I	8
Advanced Portfolio: Technology Media	1	I	8
Advanced Portfolio: Independent Studio Seminar	2	I	8
History of Western Art	1	I–III	8
Contemporary & Global Art Studies	2	I–III	9

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