

RUTLAND HIGH SCHOOL

2009-2010 ACADEMIC PROGRAM OF STUDIES

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Dear Parents and Students,

This 2009 – 2010 Academic Program of Studies booklet has been prepared to help parents and students obtain a better understanding of the educational opportunities available at Rutland High School. In conjunction with the Stafford Technical Center, Rutland High School continues to offer one of the widest varieties of choices, whether you are seeking college or another post-secondary experience.

The Academic Program of Studies highlights a particular course based on the key on page fifteen (15) of this booklet. Pages four (4) through seven (7) are of particular interest as they describe graduation requirements, registering for courses and how the schedule works. Please pay close attention to the section on Basic Guidelines for Course Registration prior to meeting with the guidance counselor.

Students are required to have seven (7) credits in their yearly schedule with a minimum of three (3) per semester. Please work jointly with our school counselors who can provide valuable assistance as you plan your educational goals. Remember that it is important to have an appropriately balanced schedule in order to make your school year manageable, fruitful and diverse.

We are fortunate to have one of the most exciting, innovative and enriching high school academic programs in the nation. It is our hope that the students at Rutland High School will take full advantage of these opportunities.

Sincerely,

A black and white image of a handwritten signature, which appears to be 'Peter A. Folaros', written in a cursive style.

Peter A. Folaros, Principal

STATEMENT OF PURPOSE

We believe that the behavior and achievement of our students will rise to the level of our expectations; that great expectations lead to great achievement. To provide the best quality education, we will promote the highest possible standards for learning and teaching. The educational programs at Rutland High School will be both comprehensive and purposeful to provide students with meaningful exposure to a wide variety of academic and career alternatives.

Rutland High School is committed to producing graduates who possess the essential skills needed to continue life-long learning. Recognizing their strengths and potential for success, students graduating from Rutland High School will set attainable goals based on their abilities and interests. Graduates will challenge themselves and those around them to achieve excellence.

The administration and staff recognize that a safe, orderly, disciplined environment based on mutual respect is the only climate conducive to learning and teaching. This expectation will be reflected in all school-related interactions.

We recognize that education is a collaborative effort. We need the cooperation and support of parents and the community at large. We will form partnerships linking the community, families and educators with global resources to provide challenges that inspire all learners.

EXPECTATIONS FOR STUDENT AND SCHOOL PERFORMANCE

Social Expectations:

Rutland High School students will be given the opportunity to:

- > develop a unique sense of worth and personal competence;
- > make healthy intellectual, physical, social and emotional choices;
- > make informed, ethical decisions based on personal beliefs and values;
- > develop productive and satisfying relationships with others;
- > demonstrate respect for people, property and themselves;
- > respect and value human diversity as part of our multicultural society and world;
- > understand and accept continuity and change; and
- > exert a high level of effort and perseverance towards goal attainment.

Academic Expectations:

Rutland High School students will demonstrate:

- > an ability to read critically;
- > an ability to write, speak and listen effectively;
- > a commitment to being on time for school, to being prepared for class and to doing assignments outside of class;
- > a knowledge of skills necessary to participate in the workplace;
- > an understanding of the arts and their impact on the world around us;
- > an understanding of physical, social and emotional wellness and its importance in our daily lives;
- > analytical and computational skills that will enable students to problem solve and to think abstractly and critically;
- > a commitment to selection and completion of appropriately challenging course work in order to achieve their goals;
- > an ability to use technology productively; and
- > a knowledge of the physical and biological processes in the world around them.

School Performance Expectations:

Rutland High School will provide:

- > an equal opportunity for all students, regardless of race, color, creed, national origin, gender, age limits or gifts, within the total integrated educational experience;
- > an opportunity for mastery and maintenance in the basic skills;
- > a broad range of experiences beyond the traditional classroom environment so that students have competitive and non-competitive opportunities to develop personal interests, skills and talents and the encouragement to pursue the same on a year-round basis;
- > opportunities for students to develop thinking, reasoning and goal setting skills throughout their educational experience;
- > an atmosphere in which the students develop pride in their work, a feeling of self-worth, and the ability to respect, communicate and function with others;
- > a level of education sufficient so that the students can become moral, ethical, creative and productive members of society;
- > an awareness of the benefits of positive health habits, physical fitness and a sense of the holistic nature of mankind;
- > an opportunity to develop an appreciation of the arts;
- > familiarity with technological advancements;
- > a positive learning atmosphere to stimulate enthusiasm for learning, now and in the future;
- > an atmosphere that encourages and assists teachers to realize their own creativity to reach established goals and the maintenance of that quality through professional development opportunities;
- > opportunities to explore alternative methods of learning;
- > services to support the effective involvement of parents and guardians in their children's education;
- > safe and adequate space for all services provided;
- > a school which reflects democratic principals in its activities;
- > a process of education which gathers as much information about each learner as possible and then develops with him/her a program which will provide him/her with an opportunity for maximum growth and development;
- > a collaborative atmosphere that will enhance the relationship between the school and the community;
- > a curriculum that is comprehensive, offering each individual a program suited to the student's particular needs;
- > the adult learner with access to programs and resources to facilitate the lifelong learning process.

GENERAL INFORMATION

Requirements for Graduation

English		4.0 credits
Mathematics	(including Algebra 1)	3.0 credits
Science	(including Biology, Chemistry & Earth Science or one applicable STC Program embedded science credit -see page 35 for further information)	3 credits (credits may vary depending on course selection)
Social Studies	(including 1 credit each of World History II, U.S. History and Civics/Economics)	3.0 credits
Family Consumer Studies	(including .5 credit for Healthy Living)	1.0 credit
Fine Arts		1.0 credit
Physical Education		1.5 credits
Career Paths		YES Plan completion
Information Technology		1.0 credit
Electives		8.5 credits
<hr/> Total		26.0 credits

Total credits required for Graduation 26

Required Course Load

The minimum course load is seven courses for all students grades nine through twelve. Students normally take the equivalent of three or four courses per day, per semester. All classes meet for a minimum of 75 minutes.

Students enrolled in the Stafford Technical Center One Year Program may receive 7 credits in their junior year. They will need additional courses each semester within the curricular program at Rutland High School.

Additional requirements for graduation include successful completion of a Year End Studies (Y.E.S.) Plan for each year, or partial year, a student attends Rutland High School or an additional community service requirement to replace any unsuccessful completion of Year End Studies.

Schedule Change Request

Courses for the school year are chosen by the student and approved by the parent(s) and counselor. Some course levels are determined by teacher recommendations. Classes and teacher assignments are arranged to accommodate the choice the student makes. Schedules are NOT constructed to accommodate later changes of mind. Therefore, any request for a change will be considered **only** for the most compelling of reasons. Such reasons are:

1. The schedule does not include a requirement for graduation, which must be met.
2. The schedule does not account for work taken during summer school.
3. The schedule has an error or omission.

If a schedule contains an error, omission or a similarly acute problem as outlined above, the student must initiate the change with his/her counselor. Schedule change requests are to be made during the two weeks **prior** to the opening of school.

Adding Courses

Students may add courses for credit if there is room in the class. The request to add a course should be made during the week **prior** to school opening and the **first two weeks** of school or by the first week of the second semester.

Dropping and/or Withdrawing from a Course

A student will not be allowed to change courses at the same level. If permission to withdraw from a course is granted, a student must obtain a form from his/her counselor. The form must be approved and signed by the instructor, counselor and a parent.

The administration of Rutland High School reserves the right to cancel or combine courses with low enrollments or other instructional service conflicts.

Advanced Placement (AP) Program

The AP Program is an educational program of the College Board. It is based on the fact that many young people have the abilities to complete college level studies in secondary school and possibly earn college credit doing so. Students enrolled in Advanced Placement Courses are required to take the National Advanced Placement Exams administered in May.

RHS Daily Schedule

7:55 A.M.	-	9:10 A.M.	A	Block
9:15 A.M.	-	10:40 A.M.	B	Block
10:45 A.M.	-	12:05 P.M.	C	Block
12:10 P.M.	-	1:45 P.M.	D	Block/ Lunch
1:50 P.M.	-	3:05 P.M.	E	Block

A Student and Parent Basic Guide to Scheduling at Rutland High School

Each student must carry a minimum of seven (7) credits for the year. This may consist of full year courses, semester courses, A/B block courses or quarter courses.

The general characteristics of our schedule are:

- Classes meet for 75 – 80 minutes per block.
- Students have five (5) available blocks for classes per day.
- Two credit courses meet daily for the entire year.
- One-credit courses may meet either A/B for the year or every day for a semester (please refer to page 7).
- Half credit courses may meet either A/B for the semester or every day for a term (one quarter); (please refer to page 7).

Benefits of the Schedule

- Students can take more accelerated courses (Honors, AP) in a less stressful setting.
- Students can limit the load of homework and major assignments each semester by limiting schedules to only four major subjects per marking period.
- Students can take additional levels of courses (e.g. master two foreign languages).
- Students will have fewer assignments to manage, thereby improving their organizational skills.
- Students who fail a course can more easily repeat the class and probably graduate on time.
- Students receive more personalized attention from their teachers who have more time in each class and fewer students each semester.

Exciting Academic Possibilities of the Rutland High School Schedule

By **planning ahead**, students can develop multi-year academic plans leading to exciting possibilities. Some of these options include, but are not limited to, the following:

- Enroll in more advanced courses than before with fewer scheduling conflicts.
- Take a “semester off” to study abroad or take a semester of actual college classes – at a college!
- Develop a “major” in one area of interest for a semester (called an “immersion semester,” an example: a semester devoted to drama and music classes only).
- Engage in full-time internships and apprenticeships for a semester without interfering with other commitments to schoolwork.

Advanced Placement Courses

Students who carefully plan their high school programs on a multi-year basis can gain access to Advanced Placement courses earlier in their high school years. To better accommodate the rigors of the Advanced Placement (college) curriculum, AP courses will meet on a daily basis for the entire year (exceptions: AP Environmental Science and AP Psychology). The Advanced Placement courses culminate in the students being required to take the National Advanced Placement Examination, which coincides with Rutland High School Final Exams in mid-May.

Traveling Abroad on Student Cultural Exchanges

The schedule broadens the possibilities for students to engage in school sponsored or pre-approved out of school activities such as a foreign exchange program. By planning ahead with guidance counselors, students can take a semester off without academic penalty or scheduling problems.

Minimum Academic Load and Academic Eligibility

All students are encouraged to take advantage of the wide range of educational opportunities available at Rutland High School and the Stafford Technical Center. In order to be academically eligible, a student must have a minimum of seven credits for the school year and no less than three credits per semester.

Early Graduation Option

Student requests for early graduation are a viable option. In order to graduate early, a student must meet all academic requirements for graduation and receive approval from the student's guidance counselor and the principal. However, students will be advised to consider the implications carefully before requesting this option.

World Language Instruction

Students who plan to take introductory levels of a language will be encouraged to take the first and second levels of the language in consecutive semesters. Research has shown that after the basic levels of instruction, the retention drop-off is less significant because the longer periods of daily instruction intensify high-level comprehension of the language. Also, students are encouraged to take a minimum of three levels of one language before changing to another language.

Basic Guidelines for Course Registration

Each year, students meet with their counselors to request enrollment in courses to create their individual academic plan for high school. The proposed plan should be discussed by the student, family and guidance counselor. Together they should view high school as a multi-year experience, tailoring the student's talents and aspirations that will assist the student in experiencing academic success and in achieving his or her personal goals. The plan is an important component of each year at Rutland High School, which allows students to identify and clarify their talents, aspirations and personal goals for life following graduation.

Students often must make difficult choices because they cannot enroll in every course they desire during a particular semester or period because some desired courses are offered at the same time. However, careful long-term, multi-year planning can reduce the need to make choices between conflicting desired options. Given the schedule and careful planning, many exciting opportunities are possible for Rutland High School Students.

Course Levels: Honors, Prep and Career - What do they mean?

Many curricular areas are ability grouped to ensure the success of every student. The demands of the curriculum are proportionate to the skill, which each student possesses. Homework expectations will correspond with the level of the course

Honors: Courses labeled "Honors" or "Advanced Placement" challenges the more highly motivated students. The course moves at a faster, more rigorous pace and involves more complex reading, writing, comprehension and problem solving concepts. Honors and A.P. courses accommodate the student with strong self-motivation and exceptional organizational skills.

Prep: Courses labeled "Prep" challenge the well-organized and motivated college-bound student. Prep courses move at a moderately fast pace and include complex reading, writing, comprehension and problem solving concepts.

Career: Courses labeled "Career" are designed to meet the academic needs of students interested in pursuing career goals for future employment. The courses are designed to establish a sound foundation within the curriculum and help students develop skills to be utilized throughout their lives.

Weighted Grades, Class Rank and Grade Point Average

Honors and Advanced Placement courses are given an additional ten (10) points when computing Grade Point Average (GPA). Transcript grades do not reflect the ten points. The ten points are computed for GPA purposes only. Class rank is determined solely on the basis of a student's GPA.

YEAR END STUDIES (Y.E.S.) PLAN

Y.E.S. Plan offers a variety of learning experiences for all RHS students. The program is designed to provide half day and full day courses, seminars, field experiences, internships, community service and other teaching and learning opportunities.

Students are offered a wide variety of enrichment courses. **Seniors (only)** who are failing courses may opt to take a remedial core course (math, science, social studies, English) in order to graduate. Students who would like to explore and enrich their learning beyond what has traditionally been offered during the regular school year will have that opportunity as well.

Teachers are afforded the challenge of offering a new course or alternative learning experience (full day or half day repeated), which might not be possible during the traditional school schedule. Furthermore, the options of team teaching, interdisciplinary work across departments, off campus activities and creative uses of our resources (people, time, space, supplies and community facilities) will be available.

Y.E.S. Plan Daily Schedule

8:00 A.M.	-	9:00 A.M.	A	Remedial Class
9:05 A.M.	-	11:15 A.M.	B	Y.E.S. Plan A.M. Session
11:20 A.M.	-	2:00 P.M.	D	Y.E.S. Plan P.M. Session/Lunch
2:05 P.M.	-	3:00 P.M.	E	Remedial Class

Y.E.S. Plan course descriptions will be available in December and registration will take place in January with ample advance time for schedule adjustments and community service/independent study arrangements.

GRADE 9 PROGRAM

RHS freshmen are required to complete a comprehensive program. This format incorporates graduation requirements, provides students with a solid academic foundation and offers an introduction to career and college planning through the Career Paths program, offered during YES Plan, with the assistance of RHS Guidance Counselors. All students entering RHS need this basic foundation. They also will need further education/training beyond high school in order to be successful in today's increasingly complex and technological society. All freshmen are required to carry a minimum of seven, but most carry eight, classes per year, which ordinarily meet for 75 - 80 minute blocks.

CAREER PATHS

This is an opportunity for students to make decisions about their high school career and life beyond! One thing we will all have in common in the years to come is the need to earn a living through productive work. During the YES Plan course, students investigate career options, plan their high school courses and learn more about themselves. They will also complete a six-year Personal Education and Career Exploration plan called P.E.A.C.E.

Note: Career Paths is a graduation requirement as part of YES Plan.



www.Staffordonline.org

STAFFORD TECHNICAL CENTER PROGRAMS

Stafford Technical Center reserves the right to cancel, combine or alter courses in situations where scheduling or enrollment conflicts arise.

Rapid advances in technology are making significant changes in the way we live. The workplace is changing as businesses strive to compete in the global marketplace. Innovative management techniques are making a strong impact on the work environment. You can use all these changes to your advantage as you prepare for the future, and Stafford Technical Center can help. The programs offered at Stafford Technical Center provide you with hands-on training and state-of-the-art technology unavailable to students elsewhere in the area. More than ever before, Stafford Technical Center offers an exciting and diverse range of educational choices from music, video and culinary arts to computer technology, power mechanics and carpentry.

ARCHITECTURE ENGINEERING DESIGN

Students who choose this program are eligible for up to four (4) credits from Vermont Technical College in Architectural Drafting and Design Communications. Students use the latest software in computer assisted design to learn architectural and design/construction concepts. Dual high school and college enrollment. Options for students of most mathematics ability are available. **Embedded Mathematics or Art credit; up to 6 units of high school credit; 4 college credits possible through Vermont Technical College or 6 college credits through SUNY Delhi.**

AUTOMOTIVE TECHNOLOGY

If you are interested in cars, consider this program where you will learn how to diagnose and repair vehicles. Stafford's well-equipped lab provides a valuable opportunity for hands-on learning. Here you will develop skills in braking systems, steering and suspension systems, wheel alignment, welding and engine overhaul. As you master these techniques, you will also learn more about complex electrical diagnostic procedures using computer systems. **Embedded Science or Math credit; up to 6 units of credit; NATEF Certification; up to 12 college credits available through the University of Northwestern Ohio and Universal Technical Institute.**

AUTOMOTIVE REFINISHING AND COLLISION

This program focuses on analyzing and repairing structural and non-structural vehicle damage. You will gain experience in mechanical and electrical repair, frame straightening and panel replacement, plastics and adhesives, refinishing techniques and procedures, management and operation of a privately owned auto body business. **Embedded Science or Math credit; up to 6 units of credit; up to 13 college credits available through the New England Institute of Technology.**

CABINETMAKING

Cabinetmaking offers a future with great rewards. Learn to use your hands in an honorable trade while also creating a lasting legacy. In this program, students learn the fundamental skills of woodworking, tool use and wood characteristics/identification, while constructing individual projects using the tools of the industry. Hands-on, creative projects provide students with the skills necessary for the needs of an emerging labor force within an expanding, highly technical and challenging woodworking field located within Vermont and throughout New England. **Embedded Mathematics or Fine Arts credit; up to 6 units of credit; National Center for Construction Education and Research Certification; up to 12 college credits available through New England Institute of Technology.**

CARPENTRY

For the individual interested in residential construction, this program offers a strong introduction to the tools and techniques of the industry. You will learn to use hand and power tools safely and accurately, develop project-estimating skills and become familiar with contemporary building materials. In addition to learning finish carpentry skills in a shop setting, you will apply your newfound skills and knowledge on a residential site. **Embedded Mathematics credit; up to 6 units of credit; National Center for Construction Education and Research Certification; OSHA Construction Safety Certification; up to 9 college credits available through New England Institute of Technology.**

COMPUTER TECHNOLOGY: IT SYSTEMS & SOLUTIONS

Become an entry-level computer service technician who can provide solutions to business through service and support on computer hardware and networks. The program focuses on gaining an understanding of the set-up and operation of the PC, its component parts, associated hardware, operating systems and generic software applications. You will also explore topics from electricity and electronics to HTML web page design and programming. This program is for students who possess keyboarding skills, strong technical ability and good technical reading skills. **Prerequisite: Algebra 1 is recommended. Embedded Science credit; up to 6 units of credit; A+ Certification; Network+ Certification; 8 college credits available through the Community College of Vermont.**

CULINARY ARTS

In Culinary Arts, students will be provided with a unique opportunity to explore and experience the skills, stamina and education associated with the industry. Students will gain knowledge and training through our on-site bakeshop and restaurant. Our laboratory features some of the newest electric, environmentally friendly technology that is currently available. Practical experiences will include: food safety and food sanitation, food preparation, pastry arts, purchasing, cost analysis, production, fabrication, knife skills, professionalism and many of the front of the house skills needed to operate a business. Good math skills and physical stamina are essential. **Embedded Math or Science credit; Serv-Safe Certification; up to 6 units of credit; accelerated status agreement with the New England Culinary Institute.**

DIGITAL ARTS

Digital Arts students explore careers in multimedia, design, illustration and animation for print, the web, television, film, CD and future technologies. The program will also introduce digital video, photography and interactive multimedia. Students will explore communication and visual language through hands-on project based activities. The class will often function as an advertising agency/production house. Working with Stafford as a client, students will create logos and marketing strategies that appeal to their peers. Personal vision and individual artistic aesthetic will be nurtured and encouraged. This is a college bound program where students develop a portfolio of work for the college application process. Curriculum and specific lessons are based on introductory college curriculum. **Embedded Art; up to 6 units of credit; college credit available through the Vermont State College System and New England Institute of Art.**

ELECTRICAL / PLUMBING

The Electrical/Plumbing program will help you develop skills to seek an apprenticeship or pursue a career in related sales and service occupations. Your classroom experience is enhanced by on-site practical applications at the Center's residential building project and other commercial projects in the area. **Embedded Science or Math credit; up to 6 units of credit; the Electrical/Plumbing Program can lead directly to Apprenticeship courses offered at Stafford; OSHA Construction Safety Certification; up to 4 college credits available through SUNY Delhi.**

HEALTH CAREERS ACADEMY

Through a partnership with Castleton State College, Southern Vermont Area Health Education Center and Rutland Regional Medical Center, our new Health Careers Academy provides an in-depth, two-year program, combining classroom learning with hands-on practice in a wide variety of health care environments.

Year One: explores the variety of health career choices with both hands-on and observational experiences. Students will learn career exploration, medical terminology, communication skills, anatomy and physiology, growth and development, medical math, CPR and the skills and knowledge necessary to prepare for the Licensed Nursing Assistant Exam. **Embedded credit in Science; up to 6 units of credit; LNA Certification; First Responder Certification.**

Year Two: students are selected for the second year of the program based on their first-year performance. Students will focus on the health career of their choice by building on the skills and experiences gained from the first year's work. Students will spend fifteen (15) hours a week in the career of their choice. Practice areas vary and may include: several departments at Rutland Regional Medical Center, Regional Ambulance Service, area physician offices, school nurse offices and area veterinarians, attend Castleton State College for coursework that is applicable to your high school graduation and the college of your choice. Students may take up to six (6) credits each semester, tuition free, have a professional preceptor in the clinical sites, receive a stipend for the hours worked in your clinical setting and participate in a Senior Seminar which focuses on application of knowledge. **Up to 12 college credits available through Castleton State College and up to 3 college credits available through Community College of VT.**

HOSPITALITY AND ENTREPRENEURSHIP

This program is designed for students who may have a career interest in the hospitality industry. This may include retail, business ownership, customer service, human resources, and business management. Students may pursue a career after high school or continue their education at a post-secondary institution. Students in this program will develop a business plan, host school activities and have practical experience running a small business in operation of the Campus Store. **Embedded Mathematics and Social Studies; up to 6 units of credit; 13.5 credits at Johnson and Wales in Lodging Management or 4 credits at Johnson State College HTM Program or 9 credits at Paul Smith.**

HUMAN SERVICES

Explore the physical, intellectual, emotional and social development throughout the life cycle. Expand your interpersonal skills, focus on communication issues and explore problem solving, leadership and teamwork skill building. Fieldwork includes service in the preschool lab and at various community agencies. Choose to strengthen personal relationships and workplace skills. **Embedded credit in Social Studies or Family Consumer Studies (FACS); up to 6 units of credit; 7 college credits available through the College of St. Joseph by Examination and Portfolio in Psychology and Human Services; up to 3 college credits through CCV.**

MUSIC: JAZZ AND CONTEMPORARY

If the idea of a career in music gets you jazzed, explore your options at Stafford. You will receive training in the language of music, arranging, improvising and modern music technologies. Learn to produce and market your talents. With your classmates, you will produce live performances using sound, stage and lighting. This program provides an introduction to the commercial aspect of the industry. Students must audition by displaying competency in one instrument or vocal performance. **Embedded Fine Arts credit; up to 6 units of credit; 6 credits available through Johnson State College Fine Arts Program and 3 credits available through New England Institute of Art.**

NATURAL RESOURCES, FORESTRY AND HORTICULTURE

If you are interested in forestry and “the green industry,” this program helps you gain valuable skills and knowledge. You will be involved in practical experiences with forest products, manufacturing and production, forest recreation, soil and water quality analysis, aquaculture, arboriculture, landscape design and installation and greenhouse management. The Rutland region becomes your lab as you explore various forest and recreational areas, greenhouse and aquaculture facilities and tree plantations. **Embedded Science credit; up to 6 units of credit; Game of Logging Certification; Wilderness First Aid Certification; Certified Pesticide Applicator through the Vermont Department of Agriculture; OSHA Construction Safety Certification; 9 college credits available through Paul Smith’s College and 6 college credits available through Unity College.**

POWER MECHANICS/WELDING

Learn how to repair and operate compact equipment to heavy equipment and motorcycles to backhoes. You will gain experience in diesel technology and have guided practice in the latest metal fabrication equipment, including plasma cutting, GMAW (Gas Metal Arc Welding), SMAW (Stick Metal Arc Welding), TIG (Tungsten Inert Gas) and Oxy-Acetylene welding techniques. American Welding Society certification is available for advanced students. **Embedded Science or Math credit; up to 6 units of credit; American Welding Society (AWS) Certification; 4 college credits available through SUNY Delhi.**

PUBLIC SAFETY SERVICES: LAW ENFORCEMENT

This program has been developed through a partnership between Stafford Technical Center and the Rutland City Police Dept., Vermont State Police, Rutland City Sheriff Dept., Police Academy, Correctional Academy, College of Saint Joseph, and the Rutland Regional Ambulance Service. This program provides students with an introduction and overview to law enforcement careers and crime prevention skills. Students learn through a variety of methods including: classroom lecture, demonstrations, and practical experiences. **This program takes place at the College of St. Joseph campus in Rutland. Transportation to and from the campus is provided by Stafford Technical Center. Embedded Social Studies or Science credit; up to 6 units of credit; Incident Command Certification; up to 10 college credits available through the College of St. Joseph. College courses include an English credit and other credits as scheduled.**

VIDEO PRODUCTION

Learn to use this exciting technology as a vehicle for personal vision and imagination. Through hands-on production using top-notch equipment, you will explore careers in television, feature film, computer animation and advertising. **Embedded Science credit; up to 6 units of credit; college credits available through Castleton State College, Lyndon State College, The New England School of Communication and the New England Institute of Art.**

ACADEMIC and ENRICHMENT COURSES

052 ACCOUNTING 1

1 credit

This course is an introduction and application of double entry accounting theory. Accounting will be introduced for everyday life as well as a career. Proprietorship and partnership transactions for a service and merchandising business will be emphasized. Multi-column journals, payroll, taxes and other financial statements will be covered. Integrated automated accounting will be used as well as business simulation sets. **Embedded Mathematics credit.**

053 ACCOUNTING 2**1 credit**

This course begins with a brief review of Accounting 1 through departmental accounting concepts. Concepts included within the curriculum are automated accounting and general accounting adjustments, uncorrectable accounts, plant assets, depreciation, notes receivable and payable, prepaid expenses and revenues and accrued expenses and revenues. Corporate accounting procedures are also introduced. Business simulations are used.

060 WOODWORKING I (Q)**.5 credit**

This course will emphasize safety as it enables the student to develop knowledge and skills in the use and care of woodworking hand and machine tools. The student plans and develops a project from wood; he/she will have the opportunity to recreate actual practices that occur in the industry. Construction, assembly and finishing techniques will be studied. Specific topics related to career and technical education opportunities will be reviewed.

090 MERCHANDISING AND SELLING**.5 credit**

The student will develop an understanding of retail management, customer service and display while actively operating the Campus Common Grounds store.

**Academic courses available at Stafford Technical Center to students enrolled in
Technical Programs include:**

College Prep (CP) American Literature (1.0 credit)

College Prep (CP) British Literature (1.0 credit)

Technical English 1 (1.0 credit)

Technical English 2 (1.0 credit)

Public Speaking (0.5 credit)

Writing Workshop (0.5 credit)

U.S History (1.0 credit)

Current Issues (1.0 credit)

Algebra 1 (1.0 credit)

Algebra 2 (1.0 credit)

Geometry (1.0 credit)

Accounting (1.0)

P.E. (0.5 or 1.0 credit)

Practical Chemistry and Lab. (1.0 credit)

VERMONT TECHNICAL COLLEGE COURSES
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All of the following elective courses are eligible for one (1) high school credit. Parentheses denote college credit earned from Vermont Technical College. Please see the instructor for details regarding how to access the college credit.

ARC-1021 (AB109) Architectural CADD I (2 credits)

This course covers basic instruction in computer aided drafting and design as related to architectural and building engineering technology. The students will receive instruction using AutoCAD. Three (3) hours of studio per week. **Co-requisite ARC1010 or permission of the instructor.**

MEC – 10100 (MT101) Design Communications I (2 credits)

The course provides a basic understanding of the principles and technology of mechanical drawing and computer modeling as methods of documenting and communicating mechanical designs. The concepts of geometric construction, orthographic projection, sectional and auxiliary views, dimensioning, and fasteners are covered using hand-drawing techniques and basic drafting tools. Basic proficiency is also developed in computer-aided design (CAD) using two-dimensional documentation software and a three-dimensional parametric solid modeling software. The computer operating system, file management techniques and email are also introduced. Six (6) hours of laboratory per week.

RUTLAND HIGH SCHOOL

Course Schedule Codes:

- (Q) This course meets every day for a quarter.
(S) This course meets every day for a semester.
(A/B-S) This course meets every other day for a semester.
(A/B-Y) This course meets every other day all year.
(Y) This course meets every day all year.

DRIVER EDUCATION

Objectives:

- Help students acquire the knowledge, skills and attitudes for a safe and economical operation of a motor vehicle;
- Enable students to understand the natural and civil laws relating to safe motor vehicle operation;
- Prepare students for vocations involving motor vehicle usage;
- Develop responsible citizens serving community, state and nation.

Knowledge and Skills:

1. Nature of the highway transportation system and traffic safety problems
2. Traffic controls and laws
3. Vehicle capabilities and limitations
4. Occupant restraint systems, purpose and types
5. Driver competencies and limitations
6. Impairments to driver abilities, alcohol and drug intervention strategies
7. Financial responsibility, insurance, buying and maintaining a car
8. Fuel efficient driving techniques
9. Interaction with other highway users
10. Emergency and evasive maneuvers
11. Six hours practice on the highway

090F DRIVER EDUCATION - Fall (Q)

.5 credit

This course is for students wishing to obtain knowledge, skills and attitudes needed for the safe and economical operation of a motor vehicle. This course includes thirty (30) hours of classroom instruction and six (6) hours of behind the wheel driving experience. **Students must have learner permits by the first scheduled class.**

090S DRIVER EDUCATION - Spring (Q)

.5 credit

This course is for students wishing to obtain knowledge, skills and attitudes needed for the safe and economical operation of a motor vehicle. This course includes thirty (30) hours of classroom instruction and six (6) hours of behind the wheel driving experience. **Students must have learner permits by the first scheduled class.**

ENGLISH

Language Arts Philosophy

Language Arts consists of the interdependent and coequal components of listening, speaking, reading, and writing. Developed through use and embracing all disciplines, language demands interaction between and integration of Language Arts and other curricular areas.

Every student has unique intellectual, physical, social and emotional needs, which must be addressed within a developmentally responsive and relevant curriculum. Aware of the differences in student skills, abilities and personalities, and of our own adaptive and creative facilities as professionals, we must exercise an elastic approach to teaching, developing a variety of strategies for targeting different learning styles.

We believe that a Language Arts curriculum must provide opportunities for students to value language, gain insight into themselves and others, acquire a rich appreciation of various written forms, pursue life-long learning, express themselves clearly and experience the enjoyment that is inherent in effective communication. Implicit in a mastery of expository and analytical writing is an understanding of accompanying reading comprehension and analytical skills. This curriculum also stresses exposure to a wide range of texts, including fiction and non-fiction, classic and contemporary works.

In each grade there will be a continuation of the previous level's skills with appropriately advanced sophistication of application. Computers, telecommunications and other tools of technology will be used to conduct research, to gather and synthesize information and to communicate knowledge. Skills are taught using all elements of Bloom's Taxonomy. The ninth grade curriculum will focus on knowledge and comprehension; the tenth, application and analysis; the eleventh and twelfth, synthesis and evaluation.

This curriculum fosters an appreciation of the rich resources of the English language as a foundation for the development of critical, analytical, and introspective thinking and communication skills. **Students in grades 9 and 10 may only take one level of English per year.**

100 FUNDAMENTALS OF ENGLISH (S)

1 credit

In this course, students in grades 9 - 12, will develop basic competencies and functional skills in the area of listening, speaking, reading and writing. Instruction is interactive and multi-sensory. Attention is given to developing decoding and encoding skills in reading and written language, as well as reading comprehension using literature, newspapers and other high-interest low-level reading materials. **Recommendation by a team of teachers and instructor is required.**

111 ENGLISH 1 CAREER (S)

1 credit

This course focuses on the mastery of the fundamentals of grammar and usage through review of skills and concepts. Also stressed are oral communication, a sense of style and an introduction to literary types: the short story, poetry, drama and the novel.

112 ENGLISH 1 PREP: Introduction to Literary Forms (S)

1 credit

This course includes an introduction to literary types: the short story, poetry, drama, the novel and the essay. Improvement of speaking and writing skills leading to the development of effective oral communication and a sense of style in writing is a major goal of this course. Students will work toward the mastery of the fundamentals of grammar and usage through study of corrections made of their writing and through review of skills and concepts introduced in the grades. In addition, development of self-discipline in budgeting time and in planning assignments is encouraged.

113 ENGLISH 1 HONORS: Literary Forms (S)

1 credit

This course is designed for the college-bound student to help develop the skills necessary for advanced study. Much emphasis is placed upon writing: critical, analytical, creative and expository. Writing assignments are given in conjunction with literature units. Attention is also given to vocabulary development, research skills and oral presentations, together with a review of grammar, usage and sentence structure. Creativity and independent effort are encouraged.

121 ENGLISH 2 CAREER (S)

1 credit

In this course, practical writing experiences will focus on vocabulary building, spelling, grammar and writing clear and coherent sentences and paragraphs, as students become more familiar with the writing process. Investigation and study of literary types will also be emphasized, including close examination of the novel, short story, poetry and drama. Issues of character, setting, theme and plot will be addressed in context of the students' own lives wherever applicable.

- 122 ENGLISH 2 PREP: Introduction to World Literature (S) 1 credit**
This class is a general survey of literary genres. The writing emphasis, however, will be on short, critical essays, creative assignments and research assignments. Instruction in library techniques, grammar reviews and vocabulary skills will be included.
- 123 ENGLISH 2 HONORS: Literature of the Western World (S) 1 credit**
Students in this course study a selection of Western literature, from the classical era to the modern age, including epic, novel, short story, drama, essay and poetry. With a heavy emphasis on critical thinking through class discussions and numerous essays, the course examines Western history, culture, and myths in an endeavor to trace the origins of our modern systems of values, beliefs and behavior. **Students are expected to complete summer assignments.**
- 131 ENGLISH 3 CAREER (S) 1 credit**
This course provides instruction and practice in reading and writing skills. It is designed to enhance both student comprehension and appreciation of literature, with opportunities for both critical responses and creative thinking and writing. In addition, the course will provide practice for expanding and enriching student vocabulary.
- 132 ENGLISH 3 PREP: Introduction to American Literature (S) 1 credit**
This American Literature survey course is designed for students planning to attend a post-secondary institution. Students will analyze a number of selections from American literature from both a historical and literary perspective. They will be required to read extensively and respond to these works in oral discussions and written criticism. The writing component will stress sound writing principles such as identifying a topic, establishing a thesis and developing a coherent discussion. Vocabulary development will also be included in the course.
- 133 ENGLISH 3 HONORS: American Literature (S) 1 credit**
Students in this course conduct a selective literary survey of American writers through an extensive oral analysis of their works from a literary and cultural perspective. Through a series of assigned readings, students are able to develop their understanding of how authors relate to each other and how their works contribute to the development of American Literature. Students will also examine how the elements of literature and language contribute to the thematic development of a particular work. To achieve these ends, students must be prepared to write and revise a number of essays, to participate in discussions as both listeners and contributors and to respond creatively to the works presented.
- 134 ADVANCED PLACEMENT LANGUAGE AND COMPOSITION (Y) 2 credits**
AP English Language and Composition course has the goal to further student understanding and appreciation of the English language, particularly language used to defend a position and persuade. The curriculum is built around, but not limited to, non-fiction essays and speeches written and delivered in a variety of periods and rhetorical contexts. This intensive writing course emphasizes coherent organization, logical thought development, and effective uses of language through precision and a strong sense of rhetorical purpose. Students will engage in peer reviews and writing workshops. Articulate, deliberate, precise language will be encouraged and reinforced in writing assignments, oral presentations, and class discussions. The course will culminate in May with the Advanced Placement Exam and a final class project. **Indicators of Success: English 2 Honors and teacher recommendation.**
- 135 AMERICAN VOICES: American Literature and History (Y) 1 credit English, 1 credit Social Studies**
This full-year survey course integrates the study of American literature, culture, arts and history from the colonial period to the present day. With an emphasis on literature and primary historic sources, the course is designed to examine the roots and development of our unique American national character. Students should be willing to do extensive reading and frequent writing in response to texts. They will analyze these texts for understanding of structure and meaning. Stress will be placed on both written and oral presentations in which students will be expected to identify and define topics, establish and support thesis statements, employ expository and persuasive techniques, and share their thoughts in an articulate and engaging manner. Graded work will include assignments done as individuals and in small groups. **Students may take this course for an Honors Option to be fulfilled by completing additional assignments that are more rigorous than the standard assignments.**
- 141 ENGLISH 4 CAREER (S) 1 credit**
This study of selections from modern and world literature emphasizes contemporary issues as well as historical ones. It includes basic techniques of simple, effective oral and written expression, fundamentals of grammar, vocabulary and reading for central ideas.

142 ENGLISH 4 PREP: British Literature (S)**1 credit**

This course addresses the reading and writing skills needed by college bound seniors. It examines the ways in which the styles and themes of literary works relate to the times in which they are written. It also considers the extent to which works of the past speak to the present. Drawing from a wide spectrum of both classic and contemporary texts, students will expand their understanding of how various elements of language interact to convey meaning in a work. The course calls for a strong emphasis on critical analysis, independent study, classroom discussion and interactive interpretation of literature.

144 ENGLISH 4 HONORS: British Literature (S)**1 credit**

This course is structured around close readings of works by major British authors. We will attempt to develop skills in understanding such elements as tone, diction, figurative language, organization, characterization and theme. In addition to writing in-class essays, several times each quarter, students will write and revise essays outside of class. Essays will demonstrate an appropriate understanding of the elements above and focus on the qualities defined in the Vermont Writing Assessment Guide, namely purpose, organization, details, voice/tone, usage and mechanics. **Students are expected to complete summer assignments. Teacher recommendation is required.**

145 ADVANCED PLACEMENT ENGLISH LITERATURE AND COMPOSITION (Y)**2 credits**

Advanced Placement English Literature and Composition is a college level course in which students read widely from representative works of several genres and periods. Careful attention to both textual detail and historical context provides the foundation for critical analysis. Although we study works of various cultures, the emphasis is on literature originally written in English. Students learn to justify their views by reference to details and patterns found in the text, to compare their interpretations with those proposed by others (teachers, classmates, and published literary scholars), and to modify their own ideas with additional reading and thinking. Extensive writing is a critical part of the course. The course is intended to prepare students for the successful completion of the A.P. Literature and Composition Examination. It will give them college credit, advanced placement, or both, depending on institutional policies. Students opting to take the A.P. Literature and Composition course should be willing to engage fully in demanding assignments and intensive classroom participation. **Students will be expected to complete summer reading and writing assignments, and will be required to take the Advanced Placement examination in May.**

152 VOCABULARY WORKSHOP 1 (S)**1 credit**

Vocabulary Workshop 1 is a course intended to expand and enrich one's vocabulary for both college and the workplace. Using a programmed approach, the curriculum focuses on Greek and Latin derivatives, denotation, connotation, context and descriptive language. Additional assignments include student-generated vocabulary lists, analogy worksheets, SAT preparation and various activities tailored to meet the needs of each student.

This elective does not meet English graduation requirements.

921 STC TECHNICAL ENGLISH 1 (A/B - Y)**1 credit**

Technical English 1 emphasizes the development of reading and study skills. Comprehension and vocabulary, general and technical, are stressed, as well as critical thinking and analysis. Students develop effective writing skills through mastery of the writing process and incorporate technology (which may include: word processing, PowerPoint, spreadsheet applications and graphs) through lab instruction in the writing process. Students develop effective oral communication skills as demonstrated by the ability to organize and communicate thought in a clear, understandable way. In addition, students create resumes, cover letters and reference materials for their personal portfolios.

922 STC TECHNICAL ENGLISH 2 (A/B-Y)**1 credit**

Technical English 2 emphasizes oral communication, the small group process and collaborative writing while continuing to focus on developing reading comprehension, technical writing and study skills introduced in 921 Technical English 1. Work-based and school-based activities are included as individual or group projects.

923 STC COLLEGE PREP 11: AMERICAN LITERATURE (A/B-Y)**1 credit**

American Literature is designed for the college bound high school junior. During the year students will analyze a variety of literature and respond in several ways: written, oral and visual. Some of the authors studied include: Poe, Hawthorne, Thoreau, Dickinson, O'Conner, London, Twain, Plath, Hemmingway, and Steinbeck.

924 STC COLLEGE PREP 12: BRITISH LITERATURE (A/B-Y)**1 credit**

British Literature is designed for the college bound high school senior. The course is similar in structure to American Literature, but with the emphasis on British writers. Students will work on analytic skills and communicating their ideas effectively. Some of the authors studied include: Shakespeare, Donne, Milton, Blake, Wordsworth, Coleridge, Joyce, Orwell, Yeats, and Dickens.

FAMILY AND CONSUMER SCIENCES

The focus of Family and Consumer Sciences is on families, careers and relationships. Our mission is to prepare students for their personal lives, family, work and community by providing opportunities to develop the knowledge, skills, attitudes and behaviors needed for:

- making appropriate decisions;
- using critical and creative thinking skills to address problems in diverse family, work and community environments;
- communicating effectively with others;
- successfully resolving conflicts in life;
- being responsible citizens and leaders;
- balancing personal, home, family and work lives;
- appreciating human worth and accepting responsibility for one's actions and successes;
- managing resources to meet the material needs of individuals and families;
- functioning as providers and consumers of goods and services;
- promoting optimal nutrition and wellness across the life span;
- strengthening the well-being of individuals and families across the life span; and
- promoting a commitment to life long learning.

212 HEALTHY LIVING (Q)

.5 credit

Healthy Living addresses physical, social, emotional, community and mental health as components of wellness. Students are provided with up-to-date, factual information to help them in making healthy choices in today's world. Topics may include personal power, mental/physical/social wellness, relationships, sexuality, legal issues, substance use and abuse including destructive behaviors and addictions and community resources.

230 COMMUNICATIONS 1 (Q)

.5 credit

Communications focuses on the hands-on development of leadership and public speaking skills. Students will learn life skills such as how to work with others in groups, how to listen effectively, how to give proper feedback to others and how to set personal goals. All of these communication skills will be taught through student-centered activities. Students must be willing to participate actively in their own learning. **Open to students in grades 10, 11, and 12 or with permission from the instructor.**

231 COMMUNICATIONS 2 / ADVANCED LEADERSHIP (Q)

.5 credit

This course will focus on hands-on development and use of leadership skills. Students will learn how to effectively work with others in a group, how to analytically listen to others, and develop debating skills. There will be a major focus on the development of interpersonal communications skills. The skills learned will be life skills that can be applied to all walks of life. **Open to students in grades 10, 11, and 12 or with permission from the instructor.**

232 LIFE - Living For Independence, Family and Employment (Q)

.5 credit

Are you ready for life after high school? LIFE is all about YOU and the road that lies ahead as a young adult. This course involves learning skills and developing tools for financial independence, career preparation, and adult roles and responsibilities. Topics cover a wide spectrum including financial planning, career preparation, job seeking strategies, money management such as saving, investing and credit, insurance, healthy lifestyles, responsible relationships, and related consumer skills. After all, life is what you make it --- make the best of it! **Open to students in grades 10, 11 and 12.**

233 CHILD PSYCHOLOGY AND DEVELOPMENT (Q)

.5 credit

This course introduces students to the different theories of child psychology and development. The impact of heredity and environment will be explored with an emphasis on guiding, teaching and interacting with children. Topics include brain development, observation methods, play, current research and parenting issues. Students interested in psychology, education or social services should consider this course. **Open to students in grades 10, 11 and 12 or with permission of the instructor.**

234 EDUCATIONAL PSYCHOLOGY (Q)

.5 credit

Have you ever wondered what it takes to be a teacher? What is involved in the process of learning? This second level course will emphasize application of theories studied during 233 Child Psychology and Development. Topics include family and cultural environment, literacy, children with special needs, parenting, developmentally appropriate practices and observation and interaction.

- 235 REAL MEALS 1 (Q)** **.5 credit**
 This course helps the student to become a wise consumer. The student will learn how to save time, money and energy in planning, preparing and evaluating nutritious, attractive meals. Consumer and health issues will be applied to real life situations.
- 236 REAL MEALS 2 (Q)** **.5 credit**
 This second level course will focus on culinary skills necessary to prepare pastries, yeast breads, soups and desserts. Topics include special dietary needs, ethnic and regional foods, current food trends and careers in foods and nutrition. **Open to students in grades 10, 11 or 12 who have completed Real Meals 1 with an average of 80 or above or those with permission of instructor. This course will be offered in odd years only.**
- 237 INTERIOR DESIGN/ARCHITECTURE (Q)** **.5 credit**
 Learn how the art and science of design is applied to interior and exterior spaces. This course will introduce a variety of housing and design principles. Some of the topics include housing styles, elements and principles of design, role of color, use of floor plans, local architecture, and housing career opportunities. Students interested in architecture, interior design, real estate, building trades or engineering should consider this course. **This course may be used to fulfill graduation requirements in Fine Arts.**
- 238 FABRIC, FASHION, AND DESIGN 1 (Q)** **.5 credit**
 Be creative! Learn the techniques to combine fabrics, design principles and fashion to create products for yourself or for profit. You supply hands-on materials; we'll supply the know-how. **This course may be used to fulfill graduation requirements in Fine Arts.**
- 239 FABRIC, FASHION AND DESIGN 2 (Q)** **.5 credit**
 Express your creativity using fabric and fashion as a visual art medium. Fabric, Fashion and Design 2 is a project based learning experience. This second level course allows students to further explore areas of personal interest in fashion, textiles, design and sewing construction begun during Fabric, Fashion and Design I. **Permission of the instructor is required. This course may be used to fulfill graduation requirements in Fine Arts. This course will be offered in odd years only.**

FINE ARTS

Mission Statement

We educate the students of the Rutland City Schools to be active consumers of the arts who will engage in life long involvement in the arts and also respect and appreciate beauty and sensitivity.

Graduation Requirement

GRADUATION REQUIREMENT for all RHS students is 1 CREDIT in Fine Arts, which must include classes from AT LEAST TWO of the following disciplines: ART, DRAMA, and/or MUSIC.
 (This distribution of credits will replace the requirement for 311: The Arts: Where Do You Fit In?)

ART

- 312 INTRODUCTION TO ART** **.5 credit**
 This course will explore art as a vehicle for expression and communication. We will explore the purpose and meaning of art through significant time periods and events in history including prehistoric, Greek, Egyptian, Middle Ages, colonial, renaissance, pop, and modern art. We will also complete projects using a variety of media including paint, collage, drawing, and mixed media with emphasis on critical thinking, craftsmanship, and presentation of artwork.
- 321 CREATIVE STRUCTURE 1 (Q)** **.5 credit**
 This is a hands-on pottery course where students will create sculptures and vessels from clay. Hand building, wheel throwing and glazing will be explored.
- 322 CREATIVE STRUCTURE 2 (Q)** **.5 credit**
 This is a three-dimensional art course and a continuation of Creative Structure 1. We will work in clay, soapstone, copper enamel, and natural materials such as snow and sticks to create sculptures and vessels. **Successful completion of 321 Creative Structure 1 is required.**

- 323 INDEPENDENT STUDY (Q) .5 credit**
Independent study is available through the instructor for greater student in-depth enrichment. The student and instructor will formulate a written plan for supervised study and evaluation. Emphasis will be placed on portfolio development. The plan will be submitted to the Guidance Director for final approval.
- 331 BASIC DESIGN (Q) .5 credit**
Through a variety of projects, students will create images and learn the basics of graphic design. Materials will include pencil, pen, ink, charcoal, pastel, watercolor and tempera paint.
- 332 DRAWING (Q) .5 credit**
Students will be introduced to various drawing techniques and media. Basic skills will be developed by learning to see forms in space and by drawing them based on observation and invention. Materials used will include pencil, pen, ink, charcoal, colored pencil and pastel.
- 333 PAINTING (Q) .5 credit**
Work with the magic of color! Students will learn the fundamentals of “building” a picture with tempera, acrylic and water color paint. The elements and principles of design, color theory and composition will be covered through assignments, discussions and examinations of masterworks from around the world.
- 334 ART PORTFOLIO (S) 1 credit**
This class is for motivated and hardworking students who would like to develop a body of high quality artwork. Student artists who want to be creative and to strive for excellence are encouraged to apply. **Indicators of Success: Permission of the instructor after examination of a summer portfolio.**
- 335 ADVANCED PLACEMENT STUDIO ART- Drawing Portfolio (Y) 2 credits**
This rigorous program provides the committed advanced level student with the opportunity to prepare a portfolio to be submitted to the College Board in May. In this yearlong class, the student will demonstrate the ability to draw in a variety of styles using a variety of art media and, further, will develop a body of artwork centered on a theme of the student's choice. The college level instructors who examine the portfolio will be looking for quality, breadth and development of a concentration. During the summer, the prospective student must be prepared to do artwork, some of which will be specified assignments. For the final stage of the admissions process, the Rutland School District Visual Arts Faculty will review the student's summer portfolio at the end of August. **Indicators of Success: 332 Drawing and 334 Art Portfolio. Interested students and their parents must meet with the instructor in May before the school year in which they will take the course.**

MUSIC

BAND - ORCHESTRA - CHORUS SCHEDULE

- 337 ADVANCED ORCHESTRA (A/B - Y) 1 credit**
Membership in this ensemble is by audition only. The group performs chamber orchestra literature from Baroque to Contemporary. The ensemble appears throughout the community and state representing Rutland High School. Public performance and audition preparation are criteria for this course. **Current orchestra membership is required. Students requesting this course will register for Music 1 (# 355)**
- 338 INTRO TO MUSIC – Grades 9-12 (Q) .5 credit**
A classroom Music experience for students seeking an introduction to listening, basics of reading music, singing with the whole class, and playing simple instruments. Students will be assessed in vocabulary, describing characteristics of listening selections, simple music notation, understanding a conductor's cues, and participation within classroom ensembles. Songs and listening selections will be discussed in historical and cultural contexts. This course will include some interdisciplinary experiences with other RHS Fine Arts classes. (max. 24 students)
- 339 CHORALE – Grade 9-12 (A/B – S) .5 credit**
Introduction to choral singing and reading choral music; mostly 2- and 3-part singing. The class will study and perform music of various styles including pop, folk, and Broadway. This RHS performing ensemble is for all students. Exploration and enjoyment of choral singing are the objectives of this course. Students will realize the physical and emotional benefits of singing. We will learn proper vocal technique, teamwork, and performance skills. (max. 70 students)
A requirement of this course is a public performance each quarter.

340 CHORUS – Grade 9-12 (S)**1 credit**

General choral group; mostly 3-part SAB and 4-part singing. The class will study and perform music of various styles including pop, folk, spiritual, classics, and Broadway. This RHS performing ensemble is for all students. Exploration and enjoyment of choral singing are the objectives of this course. Students will realize the physical and emotional benefits of singing. We will learn proper vocal technique, teamwork, and performance skills. (max. 70 students)

A requirement of this course is a public performance each quarter.

341 CHOIR – Grade 9-12 (A/B – S)**.5 credit**

For serious choral students; 4-part SATB and literature in more than four parts. The classes will study and perform music of various styles including pop, folk, spiritual, madrigal, classics, and Broadway. This RHS performing ensemble is for all students. Exploration and enjoyment of choral singing are the objectives of this course. Students will realize the physical and emotional benefits of singing. We will learn proper vocal technique, teamwork, and performance skills. Students in Choir may alternate classes with Advanced Orchestra or Jazz Ensemble. Students joining Choir will sign up for "Music 1." (max. 70 students) **A requirement of this course is a public performance each quarter. Students requesting this course will register for Music 1 (# 355).**

342 SYMPHONIC BAND - GRADES 10 - 12 (A/B - Y)**1 credit**

These R.H.S. performing groups are for all students who play or want to play a band instrument. The band has a great tradition. It is the oldest performing organization in the school. The primary objective of the course is the exploration and enjoyment of music expression on an instrument. Students will learn teamwork, performance skills, good playing habits and the fundamentals of music theory. The band will study and perform music in a variety of genres and styles. The RHS RAIDER BAND represents our school's *spirit* throughout the state and the nation. The band appears regularly at concerts, parades, football games and events at the local, state and national level. Members represent the *pride* of Rutland High School. **Applied instruction and public performances are course criteria. Students requesting this course will register for Music 2 (# 356).**

343 ORCHESTRA / STRING ENSEMBLE - GRADES 9 - 12 (A/B - Y)**1 credit**

The Orchestra/String Ensemble is for students who play or would like to play violin, viola, cello or string bass. Piano may be included by audition. Wind and percussion members are added from the band as needed during the school year. The ensemble explores music of various periods and styles. The newest of the performance ensembles at the high school has already become a statewide leader in the performance of orchestra literature. The group performs each semester for school programs and other events. **Students requesting this course will register for Music 2 (# 356).**

348 CHAMBER SINGERS (A/B - Y)**1 credit**

Membership in this small SATB (soprano/alto/tenor/bass) chorus is **by audition only**. The chamber singers explore a wide repertoire from 16th century madrigals to show choir. Singers in this group have performed in the District, Vermont Madrigal, All State, New England and National Music Festivals. The group frequently performs throughout the community and state as musical representatives of Rutland High School. Public performance and audition preparation are criteria of this course. **Current chorus membership is required. Students requesting this course will register for Music 2 (# 356).**

349 JAZZ ENSEMBLE / STAGE BAND (A/B - Y)**1 credit**

Membership in these instrumental ensembles of drums, guitars, keyboard, saxophones, trombones and trumpets is **by audition only**. The groups will perform charts in all big band jazz and pop styles. As an ambassador for Rutland High School, the Jazz Ensemble performs for many civic and community functions. Public performance and audition preparation are criteria of this course. **Current band, chorus or orchestra membership is required.**

351 MUSIC THEORY - Grades 9 – 12 (Q)**.5 credit**

This course is for the student who wants to know the "how and why" of music composition. Music Theory is a very important tool for anyone who wants to learn to improvise. Students will learn some methods to write their own music. We will study the basic elements of written music, and then expand into harmony and simple counterpoint. We will hear masterpieces of various styles (jazz, classical, rock, etc.) and observe how "the masters" thought. (max. 24 students)

355 MUSIC 1

Music 1 courses are: Advanced Orchestra, Choir, and Jazz Ensemble.

356 MUSIC 2

Music 2 courses are: Chamber Singers, Orchestra, and Symphonic Band

THEATER

363 INTRODUCTION TO THEATER / SCENE WORK (Q) .5 credit

Through a combination of theatre games and scene work students will be introduced to many of the elements of theatre including acting, designing, directing, and stage management. Students will learn to interpret the playwright's words, understand the message of the play and the role of theatre in presenting thoughtful messages to their audiences. The director's vision in bringing the playwright's words to life will be discussed. This course will include some interdisciplinary experiences with other RHS Fine ARTS classes. This is the required course in theatre.

364 IMPROVISATIONS and THEATRE GAMES 1 (Q) .5 credit

Students in this course will explore drama through themes such as relationships, humor, power and transformation, why people change, and what makes society change. Through improvisation and theater exercises, students will explore these themes and develop the skills necessary to create drama, i.e. projection, concentration, focusing, listening, discussion, movement, memory and sharing. They will create scenes using improvisations, which solve problems and communicate new ways of looking at particular issues.

365 IMPROVISATIONS and THEATRE GAMES 2 (Q) .5 credit

The themes explored in this course will include censorship and sub-text. Through improvisations, the students will continue to explore this form of theater. They will also continue to develop their skills learned in **364** Improvisations and Theatre Games 1 with the addition of ensemble, directing and risk taking.

366 ADVANCED THEATER (Q) .5 credit

Planning to continue in theater beyond high school, either in college or in the community? This course is for you! This is primarily a performance course. Students will study theater history and technical theater, evaluate and view plays, perform scenes and study classical styles of acting. Famous actors and directors will be discussed. Scenes will be developed to performance level and possibly presented to classes studying those plays or historical periods. **Permission of the instructor after presentation of a monologue or written essay on technical theatre is required.**

367 THE COMPANY (Q) .5 credit

This group will use the tools gained in **364, 365** Improvisations and Theatre Games 1 and 2 to create two or three new works per year. The theme or content of these works will be chosen by the director/teacher, or outside agency or the members of the company. They will be performed for a variety of audiences and will have a relevancy to the Rutland community.

364 Improvisations and Theatre Games 1 and 365 Improvisations and Theatre Games 2 or 366 Advanced Theatre are required.

368 STAGECRAFT AND DESIGN (Q) .5 credit

There are many and varied aspects of backstage theatre. During **311** The Arts: Where Do You Fit In? the basic principles of theatre design were introduced. In this class, the student will venture into a more in-depth study of the following areas of backstage theatre: costumes, set, props, sound, lights and make-up. Students will learn more about each area and then choose one area for a final project. Students with interest in the visual arts may wish to consider taking this course to discover a unique approach to visual art.

369 INDEPENDENT STUDY- THEATRE PRODUCTION (Q) .5 credit

This course is open to students who are cast in a major role, designing one of the backstage elements, or are the stage manager for an Encore Theatre production. In addition to their duties they will keep a journal, which will include prompts given to them by the teacher, meet at least twice a week to work on their aspect of the production, and write a reflective paper after the production is over. Materials will be collected to develop a portfolio, which could be used for college interviews.

INFORMATION TECHNOLOGY

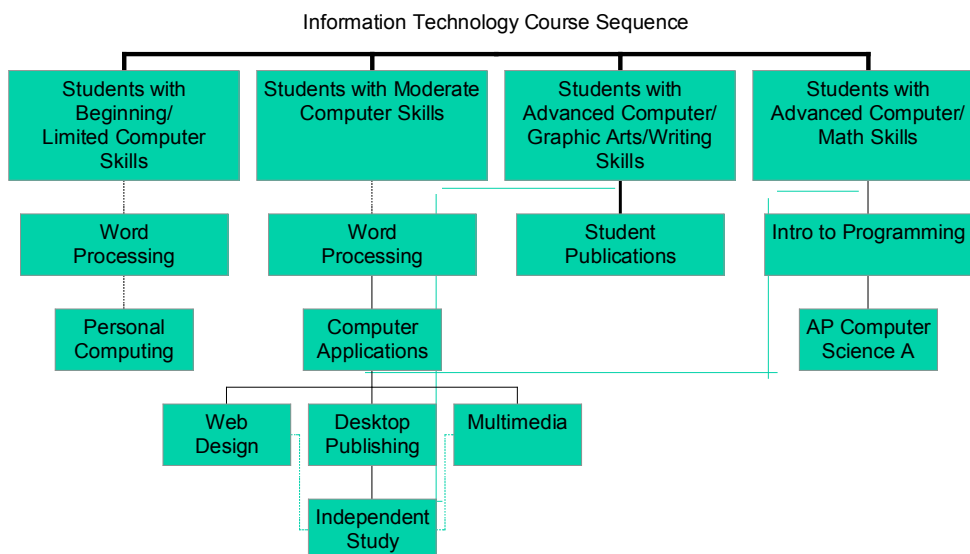
Philosophy

Technology is more than computers. It is the use of the tools of technology to demonstrate critical thinking and problem solving skills. Both learning with and about technology prepare students for their future in a society driven by technology. Students become capable users of technology when they are allowed opportunities to apply technology across curricular areas and it is used throughout the learning process. Students need to develop a fluency in the use of resources, processes and systems of technology. Students are supplied situations where they can express their individual creativity through exploring new software capabilities while completing independent and cooperative reality based tasks.

Commonly used applications/topics such as word processing, spreadsheets, databases, presentations, the Internet, desktop publishing, multimedia, graphics, web design, ethics, and programming languages will be covered. These applications/topics enhance learning in all academic areas and increase problem-solving skills in a variety of disciplines.

Graduation Standards

All students are required to fulfill a one-credit graduation requirement. 001 Word Processing and 003 Personal Computing (Total 1 Credit) or 010 Computer Applications combined with any of the other moderate or advanced course is strongly recommended for most students.



Course Descriptions

001 WORD PROCESSING (Q)

.5 credit

This course is designed for students to master and refine introductory and advanced word processing. Appropriate formatting is utilized for a variety of informal and formal documents.

003 PERSONAL COMPUTING (Q)

.5 credit

This introductory course is designed for students to be exposed to computer applications that are utilized in a personal capacity. The goal of the course is to help students become more familiar/productive users and consumers of computer hardware and software. Topics will include spreadsheets, desktop publishing, the Internet, presentations, graphics, telecommunications and ethics.

010 COMPUTER APPLICATIONS (Q)

.5 credit

This intermediate course is designed for students to master and refine computer applications that are utilized in a professional capacity. The goal of the course is to help students be proficient users and consumers of computer hardware and software. Topics will include spreadsheets, relational databases, desktop publishing, the Internet, presentations, graphics, telecommunications and ethics.

011 DESKTOP PUBLISHING (Q)

.5 credit

This course is designed to provide students with an introduction to and overview of desktop publishing. The focus of this course is the successful production of the printed page, with emphasis on using text, images, effective color and graphics to complete the process. Students will learn the elements of good design and how to produce and plan publications. Topics covered include: basics of publishing, design and typography, manipulating text, working with and creating graphics, layout techniques, proper use and modes of color and the design of advertisements, letterhead/business cards, greeting cards, newspapers and newsletters.

012 MULTIMEDIA (Q)

.5 credit

This course will blend the technologies of desktop/web publishing and graphic design. Students will learn the techniques needed to exchange information and ideas electronically. Using media and authoring tools, students will create photo collages, animations, graphics and web based projects. Topics covered include: proper use of digital cameras and scanners, use of Photo Shop for editing digital photography and Image Ready to create animations, Power Point as a vehicle to combine text, graphics, sound, animation and photography into a multimedia presentation and Front Page as a vehicle for moving work to the Web.

013 INTRODUCTION TO PROGRAMMING (S)**1 credit**

Programming is a fun activity, a creative outlet, and a way to express abstract ideas in a tangible form. In this course, students learn to develop programming solutions to a variety of problems including working towards simple graphics and game programming. Designing programs teaches a variety of important skills such as critical reading, analytical thinking, creative synthesis, and attention to detail, and many professions require some form of programming: business people program spreadsheets and word processors; photographers program photo editors; musicians program synthesizers; and professional programmers instruct plain computers. **Indicators of Success: Successful completion of 514 Algebra 1.**

015 AP COMPUTER SCIENCE A (S)**1 credit**

AP Computer Science A is for the motivated, serious student who enjoys the challenge of solving puzzles and mastering a new way of thinking. Students will learn the basics of object oriented programming using the Java programming language. The course covers all the topics required by the Advanced Placement Computer Science curriculum, and, upon successful completion of this course, students take the AP Computer Science A exam. **Indicators of Success: Successful completion of**

014 Introduction to Programming.**016 WEB DESIGN (Q)****.5 credit**

This web design course is a very comprehensive, detailed course that teaches how to plan, organize, create and manage a web site from start to finish. The class will focus on web page planning, basic design, layout and construction, setup and maintenance of a web site, HTML/XHTML, XML, and various web page and image creation tools. Students will create their own web site in class as well as work on the school's internal website.

017 COMPUTER SCIENCE - INDEPENDENT STUDY (Q)**.5 credit**

Independent investigations are completed in some aspect of 010, 011, 012, 013, 014 or 016. Plans for such investigations will be made between the student and the instructor. Examples of such investigations are graphic design, graphic development, web design (work on school's website) and programming. **Indicator of Success: Instructor recommendation.**

022 STUDENT PUBLICATIONS (S)**1 credit**

This semester course allows students the opportunity to work on team dedicated to generating the **2007 Talisman** (Yearbook) and the monthly newspaper, **The Red & White**. Some students will also be involved in other publications: **YES Plan Booklet**, the **Academic Catalog** and other publication/layout needs that arise during the school year. They will receive instruction in using the digital cameras and scanners as well as an overview of Photoshop. They will use InDesignCS to layout publications. Students can specialize in digital imaging, design or layout and apply their skills to multiple publications. This course is for students who enjoy problem solving, teamwork, meeting deadlines, taking responsibility and accepting constructive criticism. This class meets daily and students may register for multiple semesters. **Indicators of Success: 011 Desktop Publishing, or 012 Multimedia or Instructor recommendation.**

MATHEMATICS

Mission Statement

The Rutland High School Mathematics Department provides students with the opportunity to develop the mathematical background required to meet their specific goals (higher education, military, work force) as well as the necessary skills for life.

Students should be able to solve problems using a variety of tools, including, but not limited to logic, reasoning, mathematics and technology.

Upon completion of a 3 - 4 year program at Rutland High School, students should have an understanding of the role of mathematics outside the academic setting.

MATHEMATICS DEPARTMENT - KNOWLEDGE AND SKILLS

Mathematical expectations for graduates of Rutland High School:

1. The ability to set up problems with the appropriate operations.
2. Knowledge of a variety of techniques to approach and work on problems.
3. Understanding of the underlying mathematical features of a problem.
4. The ability to work with others on problems.
5. The ability to see the applicability of mathematical ideas to common and complex problems.
6. Preparation for open problem situations, since most real problems are not well formulated.
7. Belief in the use and value of mathematics.

COURSE OFFERINGS

FUNDAMENTALS OF MATHEMATICS AND SCIENCE (A)
FUNDAMENTALS OF MATHEMATICS (B)
PREPARING FOR ALGEBRA
FOUNDATIONS OF ALGEBRA - Part 1
FOUNDATIONS OF ALGEBRA - Part 2
ALGEBRA 1 REFRESHER
ALGEBRA 1 (full year)
ACCOUNTING 1
ALGEBRA 2
ALGEBRA 2 HONORS
FOUNDATIONS OF GEOMETRY
GEOMETRY
GEOMETRY HONORS
ALGEBRA 3
PRE-CALCULUS LAB
STATISTICS
ADVANCED PLACEMENT STATISTICS
PRE-CALCULUS HONORS
CALCULUS HONORS
AP CALCULUS (full year)

GENERAL INFORMATION

1. Students shall only receive credit for a course numbered sequentially higher than a course previously mastered.
2. Students shall double up on math courses **ONLY** as a result of a favorable staff meeting involving both the student's previous **and** prospective math teachers.
3. Calculators are essential for all courses. Students will be required to provide their own calculators appropriate to the course. If a student cannot afford a calculator, the school will make arrangements so that the student can be accommodated in the course.
4. All students are required to pass an introductory Algebra (Foundations of Algebra Part 1 and Part 2, or Algebra Part 1 and Part 2, or Algebra 1 Refresher) prior to graduation.
5. All students will be required to show proficiency in problem solving.
6. Except where otherwise noted, it is recommended that students earn a grade of 70 or better or have the instructor's recommendation in the current course to move to the next math course in sequence.

- 500 FUNDAMENTALS OF MATHEMATICS AND SCIENCE A (Y) 2 credits**
This course is designed for those students requiring instruction on basic knowledge in both math and science for everyday living. Units vary yearly, depending on the needs of the students in the class. Examples of past units include safety in the home, fire safety, food safety, and why airplanes fly. **This class provides the student with one credit in Math and one credit in science and meets every day for the whole year. The two components of the course cannot be separated. Placement in this course will be determined by testing and staff recommendation only.**
- 501 FUNDAMENTALS OF MATHEMATICS B (S) 1 credit**
This course is designed for those students with special needs requiring instruction on the basic foundation of mathematics **before** entering 511 Preparing for Algebra. The course will concentrate on the necessary life skills involving mathematics and will include extensive use of the calculator to master these skills. Placement will be determined by testing and instructor recommendation ONLY.
- 511 PREPARING FOR ALGEBRA (S) 1 credit**
This course is designed for those students who need additional study prior to enrolling in an Algebra course. Preparing for Algebra will include a strengthening of skills in such topics as whole numbers, fractions, decimals, percents, and word problems within an algebraic concept. All students who successfully complete this course will take 512 Foundations of Algebra Part 1 or 514 Algebra 1 the following year.
- 512 FOUNDATIONS OF ALGEBRA - Part 1 (S) 1 credit**
This standards-based course features a unified approach that blends traditional mathematical topics around common thematic threads. Topics include data gathering, introducing algebra as an efficient way to describe patterns, graphing lines, and using graphs for estimation. This course is designed for the student who requires a less traditional, more supportive approach to algebra.
- 513B FOUNDATIONS OF ALGEBRA - Part 2 (S) 1 credit**
This standards-based course generalizes and expands ideas begun in Foundations of Algebra - Part 1. Topics include linear equations, functions, counting, discrete math, and probability.
- 514 ALGEBRA 1 (part 1 and Part 2) (Y)**
Designed for those students who need to establish a sound mathematical foundation. This course will give equal emphasis to the structure of the real number system and the skills of Algebra. Topics include the language and axioms of mathematics, integers, equations, exponents, factoring, polynomials, graphing, linear functions, matrices, inequalities, quadratic equations, functions and relations, systems of equations, radicals, irrational numbers and probability and statistics. Application problems will be integrated throughout. **Algebra 1 Part 1 and Part 2 is considered as one credit towards the 3 credits needed to fulfill the graduation requirement in mathematics.**
- 515 ALGEBRA 1 REFRESHER (S) 1 credit**
This semester course is designed for students who have passed a full and equivalent Algebra 1 course but who need more skills and reinforcement before going on to Geometry. This course **would not be** a replacement or substitute for 514 Algebra 1 Part 1 and Part 2 and is only offered to students who have successfully completed 514 Algebra 1.
- 052 STC ACCOUNTING 1 (A/B - Y) 1 credit**
This course is an introduction and application of double entry bookkeeping theory. Proprietorship and partnership transactions dealing with service and merchandising business will be emphasized. Special journals, payroll, and other related business records and financial statements will be covered. Computers will be used throughout to enhance this program. Open to students in grades 10, 11, and 12.
- 520 ALGEBRA 2 (S) 1 credit**
This course continues the development of the student's algebra skills. Topics include equations and inequalities, linear functions, systems of linear equations and inequalities, matrices, quadratic functions, polynomial functions and power and inverse functions.
- 521 FOUNDATIONS OF GEOMETRY (S) 1 credit**
This course is intended for the student who would like an acquaintance with geometric concepts but does not require an intensive presentation of the subject. The student is involved in the discovery of geometric ideas, often in cooperative groups, using inductive reasoning, logic, and informal proof to make generalizations, formulate definitions, and solve problems. The student develops visualization skills through drawings and constructions. Topics include polygons, congruent triangles, circles, area, right triangles, similarity, and may also include volume. Geometer's Sketchpad software is used for a variety of activities.

522 GEOMETRY (S)**1 credit**

This is a college preparatory course designed to satisfy the student's need to recognize geometric shapes, to explore their interrelationships and to organize those findings into an orderly, formal and demonstrative body of knowledge that models the universe. The student will be encouraged to reason logically, to express concepts precisely and to work accurately and neatly.

523 GEOMETRY HONORS (S)**1 credit**

This course is designed for the accelerated student who would like an in-depth study of plane and solid geometry. There is some writing of formal proofs using deductive reasoning and solving challenging problems. In addition to the topics listed under course 522, this is a course rich in spatial relationships, involving an informal and formal presentation of Euclidean Geometry. Technology may be used throughout the course to enhance critical thinking and reasoning skills.

531 ALGEBRA 2 HONORS (S)**1 credit**

This course is a rigorous treatment of the Algebra of real numbers, complex numbers and polynomials. A very strong emphasis is placed on elementary functions and applications. High ability in reading comprehension and problem solving skills is essential. Topics will include linear, quadratic, exponential, logarithmic, variation, rational and polynomial functions, sequences and series and probability. **Indicators of Success: A grade of 80 or better in 514 Algebra and 523 Geometry Honors and instructor recommendation.**

541 ALGEBRA 3 (S)**1 credit**

This course is designed for college bound students who wish to expand and strengthen their algebra skills. Preliminary work with exponents, roots and complex numbers precedes a study of quadratic functions and their graphs, logarithmic functions, trigonometric functions. Polynomial functions will be analyzed and their zeros determined by synthetic division. Technology will be used throughout the course.

542 PRE-CALCULUS LAB (S)**1 credit**

Pre-Calculus Lab (formerly Pacesetter Pre-Calculus) is a unique, student-oriented, constructivist approach to advanced mathematics. The contents of the course are identical to the program developed by the College Board. The emphasis is on functions and their graphs within the context of real world applications. The course focuses on linear functions (including parametric functions), exponential/logarithmic functions, power/rational functions, trigonometric functions, and quadratic functions. Operations with matrices will also be explored, time permitting. Graphing calculators are used extensively throughout the course.

543 PRE-CALCULUS HONORS (S)**1 credit**

A rigorous course whose purpose is to prepare students for successful completion of 550 Calculus or 551 AP Calculus in the high school or college arena. Mathematical modeling will be used throughout and extensive use of the graphing calculator will be made to explore various types of functions. Course topics will include but not be limited to the investigation and application of linear, exponential, logarithmic, and trigonometric functions. **Indicators of Success: A grade of 80 or better in 531 Algebra 2 Honors and 523 Geometry Honors and instructor recommendation.**

544 STATISTICS (S)**1 credit**

This course is an alternative elective for students who have completed at least 514 Algebra, 520 Algebra 2 and 522 Geometry. This course will study random phenomenon by using experimental and theoretical probability. It will also use simulations to estimate probabilities. The course will be concerned with collecting, organizing, summarizing and presenting of information as well as drawing inferences. Students will apply these concepts to problem solving.

545 ADVANCED PLACEMENT STATISTICS (S)**1 credit**

This semester course is available to students who in the fall successfully completed **544 Statistics** and have a desire to further their knowledge in Statistics. The course will expand upon the topics introduced in the fall semester course, **544 Statistics**, and is equivalent to a semester college course in statistics. Students are exposed to four broad conceptual themes: exploring data to observe patterns and departures from patterns; planning a study to decide what and how to measure; anticipating patterns producing models using probability theory and simulation; and statistical inference to confirm models. **Students are required to take the AP exam in May.**

550 CALCULUS HONORS (S)**1 credit**

Calculus is the culmination of a student's high school mathematical career. It is the prerequisite for the further study in nearly all branches of mathematics and the sciences. This course is intended for the student who has completed either 543 Pre-calculus Honors or 542 Pre-Calculus Lab and wants to continue in the study of mathematics without the rigor or intensity of an Advanced Placement Calculus course. There will be a review of the topics of pre-calculus before exploring the concepts of differential and integral calculus necessary for a standard calculus sequence at the college level. The purpose is to teach students how to use calculus effectively and to show how knowledge of calculus can be utilized in any profession.

551 ADVANCED PLACEMENT CALCULUS (Y)**2 credits**

Calculus is a tool to help in working with the mathematics of change and motion. It is the prerequisite for further study in nearly all branches of higher mathematics and the sciences. This course is intended for the student who has a thorough knowledge of college preparatory mathematics and will be taught using the College Board's AP Calculus syllabus. It will prepare the student for the Calculus Advanced Placement exam and will give the student a stepping-stone in their study of mathematics at the college level. Topics will include: limits and continuity, the derivative, applications of the derivative, techniques of integration, differential equations, the definite integral, and applications of the definite integral. **Students are required to take the AP exam in May. Indicators for Success: A grade of 80 or better in 543 Pre-Calculus Honors, or its equivalent or instructor recommendation.**

NOTE: A student who successfully completes a technical curriculum in one of the following Stafford programs may substitute one (1) credit for one (1) math course: Architecture Engineering Design, Cabinet Making, Carpentry, Hospitality and Tourism Management.

PHYSICAL EDUCATION

Philosophy

The Physical Education Department of Rutland High School is committed to the belief that education of the total student is crucial for students to reach their fullest potential in life. In Physical Education, the student's mental, physical and social development are integrated. The ultimate goal of the program is to provide students with the skills and knowledge necessary to lead a healthy and active life style. The underlying philosophy of this program is to expose students to as many different types of activities as possible, while at the same time offering a choice to the student. This choice will, in turn, create the interest of the individual to pursue these activities after formal education. This philosophy and its related learning strategies will direct students toward an improved quality of life as a result of increased participation in a variety of physical activities and an understanding and appreciation of lifetime fitness. The philosophy underlying the development of the Physical Education curriculum is based on the Rutland City Public Schools Mission Statement. Those tenets are as listed:

The Rutland City Public Schools should provide:

- an awareness of the benefits of positive health habits, physical fitness, and a sense of the holistic nature of human kind;
- an equal opportunity for all students regardless of limits or gifts within the total integrated educational experience;
- a positive learning environment to stimulate enthusiasm for learning, now and in the future; and
- an atmosphere that encourages and assists teachers to realize their own creativity to reach the established goals.

PHYSICAL EDUCATION UNITS

The graduation requirement for physical education is 1.5 credits, the equivalent of three (3) semesters. To fulfill this requirement, students must complete three (3) semesters of physical education. To insure diversity and exposure to a broad spectrum of activities, students are required to take units in the following categories:

Requirements: 1/2 Semester of Personal Fitness; 1/2 Semester of Project Adventure

Fitness Activities	Lifetime Activities	Team Sports	Special Activities
Aerobic Dance	Archery	Angleball	Gymnastics 2
Body Shaping	Badminton	Basketball	Independent Study
Jogging	Bicycling	Flag Football	Wrestling
Track & Field	Bowling	Floor Hockey	
Weight Training	Cross County Skiing	Lacrosse	
	Gymnastics 1	Soccer	
	Golf 1	Team Handball	
	Golf 2	Volleyball	
	Orienteering		
	Pickleball		
	Project Adventure Assistant		
	Project Adventure 2 & 3		
	Roller Blading		
	Snowshoeing		
	Table Tennis		

611 PHYSICAL EDUCATION (Required) .5 credit

This class will encompass the two required elements for physical education. Personal Fitness is a textbook/performance class, which focuses on healthy living skills for lifelong wellness. Project Adventure focuses on cooperation and communication skills involving trust and team building initiatives.

631 PHYSICAL EDUCATION (Elective) .5 credit

Students are required to attend P.E. classes unless excused by a physician. Sports skills are stressed in the teaching process leading to and including game play. Activities will vary between team and individual sports. Physical fitness and awareness of lifetime activities are major objectives of this course. Advanced sport skills are stressed for those students with ability and interest. Basic team and individual sports are offered for those students with ability and interest, or needing to meet graduation requirements. Some outward-bound concepts are taught. On occasion, an off-campus experience may involve a minimal expense to the student. All of the activities are offered on a co-educational basis.

THE FOLLOWING SEVEN COURSES WILL FULFILL THE PHYSICAL EDUCATION ELECTIVE REQUIREMENTS:

632 PROJECT ADVENTURE II .5 credit

Indicators of Success: Successful completion of P.E. Required. Project Adventure II is an extension of Project Adventure I, which is taught as part of the required class.

633 WINTER SPORTS EXPERIENCE .5 credit

Cross-country skiing, Snowshoeing, Skating, and Sliding.

634 RACQUET SPORTS .5 credit

Tennis, Badminton, Pickleball and Table Tennis.

635 TEAM SPORTS .5 credit

Soccer, Basketball, Football, Hockey, Lacrosse, Softball, Volleyball, Team Hand Ball, Angleball, Speedball, etc.

636 LIFETIME ACTIVITIES .5 credit

Golf, Archery, Recreational Games, etc.

637 PALATES/TONING/FITNESS .5 credit

Students will design and work on personal fitness goals which they will develop to enhance life-long wellness activities

638 DANCE**.5 credit**

This class will introduce a variety of different dance forms.

640 UNIFIED GAMES (Elective) (Q)**.5 credit**

This class will encompass two Saturdays in addition to the regular school calendar to compete in the Unified Games, which is an offshoot of the Special Olympics. Our focus for this class will be to form teams who will train together throughout the marking period. The culminating event will be their participation in the games. The sports will be determined by the time of year that students participate in this class.

SCIENCE

Philosophy

Learning science is a vital part of a young person's K - 12 education. A person's ability to make choices, to maximize his or her skills in the workplace and to reach a higher level of personal fulfillment can be strengthened by a strong and meaningful foundation in science. As the famous American physicist Richard Feynman said, "the world looks so different after learning science." We believe that "learning science" means understanding it by doing activities that use the principles, processes, tools and language of science. This requires a commitment from all of us to keep the curriculum valid and relevant, active and interesting while meeting or exceeding the state and national standards for science education.

Objectives:

- To develop the skills to become wise consumers of scientific research and, thereby, to become more effective decision makers
- To gain experiences in using the processes of science to access information and solve problems with an interdisciplinary approach
- To understand a wide range of fundamental concepts of science
- To examine and debate the role of science in our society and the social implications of scientific research

Common Body of Knowledge

**upon completion of the three (3) Basic Sciences at RHS - any level
(Earth Science, Biology, Chemistry)**

EARTH SCIENCE	BIOLOGY	CHEMISTRY
1. Studying the Earth 2. Tools of Earth Science 3. Matter and Energy 4. Minerals and Rocks 5. Measuring Geologic Time and History of the Earth 6. Plate Tectonics and the Effects of Plate Tectonics 7. Surface Processes and U.S. Landforms 8. The Atmosphere, Weather and Climate 9. Oceans 10. Astronomy	1. The Study of Life 2. Features of Life and the Cell 3. Classification 4. Viruses and Monerans 5. Protists and Fungi 6. Simple Animals 7. Complex Animals 8. Plants 9. Nutrition and Digestion 10. Circulation and Blood 11. Respiration and Excretion 12. Support and Movement 13. Nervous and Chemical Control 14. Cell Reproduction 15. Reproduction and Genetics	1. Safety, Equipment and Measurement 2. Matter 3. Classification, Properties and Changes in Matter 4. Water Chemistry 5. Solutions 6. Acids, Bases and Salts 7. The Atom 8. The Periodic Table and Bonding 9. The Mole 10. Chemical Reactions 11. Molarity and Titration 12. Stoichiometry

**Common Core of Skills for all levels of the three (3) basic sciences at RHS
(biology, chemistry, earth science)**

All teaching will endeavor to develop the following skills in all students:

1. Note-taking and organization
2. Data gathering and analysis by standard techniques and new technologies
3. Communication through oral presentations and written reports
4. Problem solving using the scientific method
5. Safe manipulation of scientific equipment
6. Learning to read critically

Science Requirements:

Students are required to complete three (3) courses of science for graduation: one (1) course of earth science, one (1) course of biology (722 Biology Prep or 721 General Biology, or 723 11th Grade Honors Biology) and one (1) course of chemistry (733 Honors Chemistry or 732 Chemistry Prep or 731 Practical Chemistry). Upon completion of one (1) of the following one (1) year technical programs, Automotive Technology, Natural Resources-Forestry and Horticulture, Health Occupations and Power Mechanics, one (1) credit may be substituted for any one (1) of the three (3) core science courses, biology, chemistry and earth science.

SUGGESTED SEQUENCE

GENERAL

General Earth Science
General Biology
Practical Chemistry

COLLEGE PREP

Earth Science
Biology
Chemistry or
Practical Chemistry

ELECTIVES

AP Biology
AP Chemistry
AP Environmental Science
AP Physics
Anatomy and Physiology
Ecology
Marine Science
Physics Prep

HONORS

Earth Science
Honors Chemistry
Honors Biology
Honors Physics

ELECTIVES

AP Biology
AP Chemistry
AP Environmental Science
AP Physics
Anatomy and Physiology
Ecology
Marine Science
Physics Prep

500 FUNDAMENTALS OF MATH AND SCIENCE (Y) 2 credits

This course is designed for those students requiring instruction in basic knowledge of the elements of science for everyday living. Units rotate yearly depending on the needs of the students in the class. This class provides the student with one credit in science and meets every other day for the whole year. **Placement in this course will be determined by testing and staff recommendation only.**

711 GENERAL EARTH SCIENCE (S) 1 credit

This course covers the major areas of earth science including geology, plate tectonics, oceanography, astronomy, meteorology, climatology and earth history. Earth science topics, as they are related to the state of Vermont, are also incorporated into the course. Greater emphasis is placed on classroom activities. **Students completing 711 General Earth Science may take 721 General Biology.**

712 EARTH SCIENCE - Grade 9 (S) 1 credit

Major scientific studies included are geology, plate tectonics, oceanography, astronomy, meteorology, climatology and earth history. Some lab work is done. Current environmental issues and problems are researched and discussed. Earth science topics, as they are related to the state of Vermont, are also incorporated into the course.

721 GENERAL BIOLOGY (S) 1 credit

This course covers the traditional areas of biology, including a survey of the Five Kingdoms of life and the anatomy, physiology, behavior and genetics of animals. Emphasis is on practical examples and human biology. **Indicators of Success: Successful completion of, or concurrent enrollment in 711 or 712 Earth Science.**

722 BIOLOGY (Y) 2 credits

This full year lab science for the college bound student includes a study of cell physiology, genetics, microbiology, plant and animal kingdom surveys, ecology and the human body. The lab work includes microscopy, bacteriology, biochemistry, population studies, genetic problems, dissections and some fieldwork. **Indicators of Success: Completion of 712 earth science – Grade 9 with a grade of 75 or better and instructor recommendation.**

723 11TH GRADE HONORS BIOLOGY (Y) 2 credits

This full year biology class is for students that have successfully completed chemistry 733 or 732. This class will provide students with a wide variety of laboratory and classroom experiences. Students will investigate topics including genetics, plant and animal taxonomy, cellular organism and population biology, and the human body. Students' previous work in chemistry will be extended in the areas of biochemistry and molecular biology. **Indicators of Success: Teacher recommendation and high levels of success in previous science courses.**

731 PRACTICAL CHEMISTRY (S) 1 credit

This laboratory science course is designed to make the study of chemistry a meaningful experience for non-science oriented students. Topics selected are practical problems found in society today. Subjects covered are: states of matter, acid/base reactivity, chemical nomenclature, atomic structure, quantitative and qualitative analysis. Theoretical and mathematical aspects are covered but de-emphasized. **Indicators of Success: One (1) year of earth science and biological science and an instructor recommendation.**

732 CHEMISTRY (Y) 2 credits

This laboratory science course is designed for the college bound student. Topics included are: the nature of matter, atomic structure, chemical formulas and reactions, kinetic theory, quantitative relationships, solutions, acids and bases and analysis. **Juniors and Seniors: Indicators of Success: A grade of 70 or better in 722 Biology and 70 or better in 514 Algebra 1.**

733 HONORS CHEMISTRY (Y) 2 credits

This laboratory science course is designed for the college bound student who plans to pursue a career in the sciences, medicine, or engineering fields. In addition, it provides an excellent preparation for the SAT II Chemistry exam. Topics included are the nature of matter, electronic structure of the atom, chemical formulas and reactions, kinetic theory, equilibrium, solutions, acids and bases, rates of reaction and analysis. **Sophomores, Juniors and Seniors: Indicators of Success in this course include but are not limited to a grade of 90 or better in 712 Earth Science – Grade 9 and 90 or better in 514 Algebra Refresher or Geometry Honors and science instructor recommendation.**

734 ADVANCED PLACEMENT CHEMISTRY (Y)**2 credits**

AP Chemistry covers the equivalent of a full year college course. It is designed to be taken only after the successful completion of a first course in high school chemistry. The College Board recommends that AP Chemistry not displace physics or a four-year college preparatory program in mathematics. Along with the traditional areas of chemistry, the course will emphasize the structure of matter, kinetic theory of gases, chemical equilibria, chemical kinetics and thermodynamics. The workload will be very intense and will include formal, written lab reports, detailed reading and many calculation problems. Students will be given the opportunity to buy their own books. The student should come in with a serious attitude, prepared to work hard and get involved. **Students will be required to take the Advanced Placement Exam in May. Indicators of Success: A grade of 80 or better in 733 Honors Chemistry or a grade of 90 or better in 732 Chemistry, successful completion of mathematics courses to the equivalent of 541 Algebra 3 and recommendation from previous chemistry instructor and successful completion of the three core science courses (biology, chemistry and earth science) is required.**

741 ECOLOGY (S)**1 credit**

This course will build upon the student's knowledge gained from successfully completing the three (3) core science courses (biology, chemistry, and earth science). Students will investigate ecosystems both local and global. Students will learn to identify many Vermont plants and animals. The major environmental problems and issues that face society today will be investigated. An important part of the course will be field trips to local habitats and areas of environmental interest.

742 ADVANCED PLACEMENT ENVIRONMENTAL SCIENCE (S)**1 credit**

This course is designed to be the equivalent to a one one-semester introductory college course in environmental science. The goal of the AP Environmental Science course is to provide the students with the scientific principles, concepts and methodologies required to understand the interrelationships of the natural world, to identify and analyze environmental problems both natural and human-made, to evaluate risks associated with these problems and to examine alternative solutions for resolving or preventing them. **Students will be required to take the Advanced Placement Examination in May. Indicators of Success: Successful completion of the three core science courses (biology, chemistry and earth science) or concurrent enrollment in 761 AP Biology, 723 11th Grade Honors Biology, 732 Chemistry or 733 Honors Chemistry.**

745 MARINE SCIENCE (S)**1 credit**

Marine Science expands on elements of chemistry, biology and earth science. The geology of the ocean and relationship between landmasses and ocean topography will be explored. Marine environments, as well as marine animals and plants, will be studied. Dissections of some marine organisms will be completed. Students will gain a greater understanding of tides, waves, currents and the effect of ocean cycles on our world climates. Coastal field trips, as well as use of Internet web sites, will be part of the curriculum. Career opportunities in marine science will be explored throughout the course. **Indicators of Success: Successful completion of the three (3) core science courses (biology, chemistry, earth science). Concurrent enrollment in 761 AP Biology, 723 11th Grade Honors Biology or chemistry are acceptable.**

751 ANATOMY AND PHYSIOLOGY (S)**1 credit**

Anatomy and Physiology is an upper level course for those students with a strong interest in the biological sciences. Emphasis is on the study of human anatomy and physiology with a thorough review of the body's systems. The course also examines the principles of scientific research and the application of these principles to daily life. In addition, biochemistry, cell physiology and genetics are reviewed. Two major components of the course are the completion of an independent research project and an extensive dissection of the fetal pig. **Indicators of Success: Successful completion of the three (3) core science courses (biology, chemistry, and earth science).**

761 ADVANCED PLACEMENT BIOLOGY (Y)**2 credits**

Advanced Placement Biology and Lab covers the equivalent of a full year college course. Areas of course emphasis include molecular, cellular, organismal and populational biology. The course will be limited to students who have demonstrated a strong science performance in the past. The workload is heavy in homework and outside reading and class time will be intense. The student should come in with a serious attitude, prepared to work hard and get involved. **Students will be required to take the Advanced Placement Examination in May. Indicators of Success: Successful completion of 732 or 733 Chemistry and 723 or 722 Biology and recommendation of former science instructors.**

771 PHYSICS (S)**1 credit**

The intention of this course is to prepare students for college physics by emphasizing conceptual understanding. Topics in the course include mechanics, energy, nuclear physics, light, electricity and magnetism and modern physics. **Open to Juniors and Seniors. Indicators of Success: Algebra I, and Geometry plus completion of the three year RHS science core; concurrent enrollment in 11th grade Honors Biology; Honors Chemistry; or Chemistry is acceptable.**

772 HONORS PHYSICS (S)**1 credit**

Advanced topics in physics with applications to current events. Topics in the course include energy and conservation, radioactivity, nuclear physics, the Theory of Relativity, light, electricity and magnetism, the Universe, and quantum physics. Advanced concepts will be stressed with problem solving skills. **Open to Juniors and Seniors. Indicators of Success: Algebra I, and Geometry plus completion of the three-year RHS science core; concurrent enrollment in 11th grade Honors Biology or Honors Chemistry is acceptable.**

773 ADVANCED PLACEMENT PHYSICS (Y)**2 credits**

This course is paced for the student who wants to take the AP College Board B Test (Algebra and Trig) in Physics. The student is expected to be fluent in math and problem-solving skills. You must be dedicated to meeting the challenge of solving the hardest physics problems under pressure of time. Many topics and chapters will be assigned for the student to complete independently and concurrently in order to cover everything before the test in May. **Indicators of Success: Algebra, Geometry, Algebra II and Pre-calculus plus completion of the three-year RHS required science core (concurrent enrollment in AP Biology, 11th Grade Honors Biology or AP Chemistry is acceptable.)**

SOCIAL STUDIES

Philosophy

To prepare our students for responsible citizenship in our diverse society, the social studies curriculum will set high standards, provide solid knowledge, and teach practical skills. We believe the development of competent, informed citizens begins in the home, is extended in the classroom, and reaches into the future. To this end, it is our goal that students will emerge from these courses with the following broad-based skills.

- Recognition of international interdependence
- Application of information so as to become a good citizen (local, state, national and global sense)
- An understanding of personal values and their relationship to various values in societies, as well as a respect for those values both past and present
- Appreciation of the creativity of societies
- Desire to improve our society and environment
- A critical attitude toward social, economic and political events
- Application of information from the past to the present and to the future
- Stimulation of interest in global affairs
- The acquisition of a solid base of facts about historical events
- Understanding of cause and effect
- Understanding the difference between fact and opinion
- Ability to draw conclusions from information
- Practice of writing and speaking skills to communicate ideas clearly to others
- Development of a sound work ethic

CORE CLASSES: Passing grades (credit) in World History II, US History, and Civics/Econ are required for all students who will graduate in 2010 and beyond. (For students who will graduate before 2010, Civics/Econ will be offered as an elective.)

811 WORLD HISTORY I: ORIGINS OF MODERN SOCIETIES - Grade 9 - General (S)**1 credit**

This course employs a hands-on and activity-based approach to introduce students to the origins and development of major civilizations around the world, with a focus on cultural and historical events up to the year 1500, including cultures in Sumer, Egypt, China, and India, as well as the origins of Western thought in Greece, Rome, and Europe. This course provides a foundation for developing basic social studies and academic skills including organization of materials, writing, and creating and interpreting graphic information such as maps and charts. An emphasis on geography, religion and economic development gives freshmen a solid body of knowledge on which to base subsequent social studies courses.

812 WORLD HISTORY I: ORIGINS OF MODERN SOCIETIES PREP- Grade 9 - (S)**1 credit**

This course covers the same material as the general level offering, but moves at a faster pace and goes into greater content depth. In addition to developing basic social studies and academic skills, including organization of materials, writing, and creating and interpreting graphic information such as maps and charts, students will be introduced to interpretive readings of primary and secondary sources and analytical writing. The Prep and Honors level courses are both recommended for students who are looking to go on to college after high school.

- 813 WORLD HISTORY I: ORIGINS OF MODERN SOCIETIES HONORS - Grade 9 - (S) 1 credit**
 This course covers the same basic content as the Prep-level offering, but with further emphasis on critical thinking skills. In addition to developing basic social studies and academic skills outlined in the General and Prep levels of this course, there is a strong emphasis on interpretive readings of primary and secondary sources as well as developing analytical writing skills. Students should be prepared for a commitment that involves a greater reading and writing load. It is recommended that this course be taken prior to World History Connections Honors.
- 821 WORLD HISTORY II: CONNECTIONS - Grade 10 - General (S) 1 credit**
 World History Connections will typically be taken at the sophomore level and is designed to pick up where the Origins course left off, about the year 1500, when trade and exploration connected all of the world's cultures for the first time. The course continues to the modern day and lets students explore how the cultural and religious factors they studied as freshmen both changed and influenced world history developments as the world became more connected. The development of Western thought will be addressed, as well as the ideas behind the revolutions of the 18th century, the rise of industrialism, the creation of the Soviet Union, and the world wars. The course ends with a study of the world today and the conflicts and forces that shape it.
- 822 WORLD HISTORY II: CONNECTIONS PREP- Grade 10 - (S) 1 credit**
 This course covers the same material as the general-level World History Connections, but with more emphasis on the development of skills that will be required in college, including more research, writing, and analysis. Extensive reading will be required outside of class. This course moves at a faster pace than the general level offering, and goes into greater content depth.
- 823 WORLD HISTORY II: CONNECTIONS HONORS- Grade 10 (S) 1 credit**
 At the Honors level, the historical events taught in the course will be covered in substantially more depth, which requires extensive reading outside of class. This is a demanding class in which strong reading and writing skills are essential. **Faculty will make recommendations for placement based on performance in Origins of Modern Societies.**
- 831 U.S. HISTORY- Grade 11 – General (S) 1 credit**
 As sophomores (in World History Connections), students studied the American Revolution in a worldwide context as an extension of Enlightenment ideas. In this course students will build on this knowledge by focusing on the creation and growth of the United States, and the current challenges faced by our country. Students review information from previous grades about Native Cultures, the colonial period, the Revolution and the Civil War. They then begin a more focused study of events from Reconstruction to the present day, with an emphasis on events after WWII. The impact of US historical events on Vermont, and vice-versa, will also be explored. As sophomores, students studied many 20th century events—such as the world wars, the global depression of the 1930s, and the Cold War—from a world-wide perspective, and in this course they review this material, and then further explore these events by focusing on the international role of the US, and the impact of these events within the US. The course ends with a study of America's role in the world today, and the current problems and opportunities that Americans face.
- 832 U.S. HISTORY PREP- Grade 11- (S) 1 credit**
 This course examines the same content as the general-level offering, but in greater depth. Extensive supplemental reading is assigned, and research and writing techniques are emphasized.
- 833 U.S. HISTORY HONORS- Grade 11 (S) 1 credit**
 This course examines the same material as U.S. History Prep, but moves at a faster pace and involves more complex reading and writing assignments. The focus is on the use of primary sources, and substantial out-of-class work is required. This is a demanding class in which strong reading and writing skills are essential. **Faculty will make recommendations for placement based on performance in World History Connections.**
- 135 AMERICAN VOICES: American Literature and History (Y) 1 credit English, 1 credit Social Studies**
 This full-year survey course integrates the study of American literature, culture, arts and history from the colonial period to the present day. With an emphasis on literature and primary historic sources, the course is designed to examine the roots and development of our unique American national character. Students should be willing to do extensive reading and frequent writing in response to texts. They will analyze these texts for understanding of structure and meaning. Stress will be placed on both written and oral presentations in which students will be expected to identify and define topics, establish and support thesis statements, employ expository and persuasive techniques, and share their thoughts in an articulate and engaging manner. Graded work will include assignments done as individuals and in small groups. **Students may take this course for an Honors Option to be fulfilled by completing additional assignments that are more rigorous than the standard assignments.**

841 CIVICS/ECONOMICS- Grade 12 (S)**1 credit**

This course will be a combination of projects, field trips, volunteer hours, self-study and classroom work, all centered around developing a thorough understanding of past and present economic systems, and the structure and functions of our government. With regard to economics, students will build on the knowledge they have acquired in their previous social studies classes and will increase their understanding of historical events by further exploring both past and present economic systems, such as mercantilism, socialism, and the origins and development of capitalism. This course explores key ideas such as supply and demand, business cycles, the markets, globalism. The impact of economic factors on Vermonters, citizens of other states, and other cultures in the world is also studied. The government portion of the course begins with a study of local government, and moves on to government at the state and federal level. Emphasis will be placed on citizenship and voting.

ELECTIVES:**844 ADVANCED PLACEMENT U.S. HISTORY (Y)- Grade 11- (May substitute for US History) 2 credits**

This is a college level survey course that covers the full scope of American history from the time before European contact through the end of the twentieth century. Since it is intended to serve as the basis for advanced study of history at the college level, students are required to read and write extensively. In addition to a college level survey text, students read and analyze a variety of primary sources as well as complete works by noted historians. There is a strong emphasis on refining writing skills with many assignments that require students to develop a thesis, then critically assess, support and evaluate their position. Active participation in class is necessary. **Students will be required to take the Advanced Placement Examination in May. Indicators of Success: A grade of 85 or better in World History Connections Honors and instructor recommendation.**

845 ADVANCED PLACEMENT EUROPEAN HISTORY (Y)- Open to students in Grade 12 2 credits

This is a college level survey course that gives the student a critical perspective on the growth and development of modern Europe from the Renaissance to the present day. This course involves the study of the broad flow of events in Europe, as well as the detailed analysis of specific historical events. The various political and social institutions, groups, beliefs and ideas that make up individual countries in Europe will be addressed, as well as Europe's role in key worldwide events. The course utilizes both primary and secondary sources to enrich the study and understanding of each historical period. Students will be required to read prominent historical writings, do extensive critical writing and participate in class discussions. **Students will be required to take the Advanced Placement Examination in May. Indicators of Success: Instructor recommendation, and a grade of 85 or higher in World History Connections Honors.**

846 ANTHROPOLOGY (S) Open to students in Grade 12.**1 credit**

An introduction to physical and cultural anthropology, the course examines up-to-date research and trends in the study of human origins and behavior. Students are encouraged to evaluate the merits and shortcomings of these studies. In addition to numerous articles, students will read at least two books related to the field of study. In addition, major writing assignments are due each marking period.

847 PSYCHOLOGY (S)**1 credit**

This course will examine the trends as well as psychological theories of historical figures. Students will explore the human mind including its function, perception, memory and abnormalities that can occur when it does not function correctly. Extensive reading, a research paper and numerous independent projects will be required.

848 ADVANCED PLACEMENT PSYCHOLOGY (S)**1 credit**

This demanding course goes beyond the non-AP course in content and requires extensive reading and class preparations. Outside readings, numerous independent projects and a research paper each marking period will be required. Students will have the opportunity to develop a hypothesis and conduct scientifically based experiments using psychological principles. **Students will be required to take the Advanced Placement Exam in May.**

849 FUNDAMENTALS OF SOCIAL STUDIES (S)**1 credit**

This course is for students who need a functional/life-skills approach to the Social Studies Curriculum. Students enrolled in this course will apply geographic and civic responsibilities to real life situations. This course employs an interactive and hands-on approach that will enable the students to work at their own pace and learning style. They will develop an understanding of the importance of playing an active role in their community. Along with that, the students will also develop an understanding of social, economic, and political events as they affect their lives and their community.

850 CURRENT ISSUES (S)**1 credit**

This course focuses on issues facing students as well as all citizens of the twenty-first century. It will address issues of local, state, national and global significance and will help students develop research skills, organize their thoughts and develop presentation and debate skills. This course will be student-centered with speakers, discussions, presentations, and debates. Students will learn how they can make their beliefs heard in both a social and political arena. **Open to students in grades 11 and 12.**

920 STC U.S. HISTORY (A/B -Y)**1 credit**

This course is a survey of American history from the late 19th century to the present day. The emphasis is on the 20th century and the course focuses on our social, political and technological institutions.

WORLD LANGUAGE

Philosophy and Mission Statement

The Rutland Public Schools adopts as an integral part of its mission statement, the National Standards for the Learning of Foreign Language. **Communication** is at the heart of the human experience. The World Language Department of the Rutland City Public Schools affirms that all students will be exposed to world cultures and languages beginning in Kindergarten and continuing through Grade 6. Formal instruction in a formal language will begin at Grade 7 and continue through Grade 12. Supporting this affirmation are three (3) principles about language and culture, learners of language and culture, and language and culture education.

1. Competence in more than one language and culture enables people to:
 - communicate with people in other cultures in a variety of settings;
 - look beyond their customary borders;
 - participate more fully in the global community and marketplace;
 - develop insight in to their own language and culture;
 - act with greater awareness of self, of other cultures and their own relationship to those cultures; and
 - gain direct access to additional bodies of knowledge.

2. All students can be successful language and culture learners, and they:
 - must have access to language and culture study that is integrated into the entire school experience;
 - benefit from the development and maintenance of proficiency in more than one language;
 - learn in a variety of ways and settings;
 - acquire proficiency at varied rates; and
 - can achieve success.

3. Language and culture education is part of the core curriculum and it:
 - develops and enhances basic communication skills and higher-order thinking skills.

This curriculum is based on adherence to the **National Standards for the Learning of Foreign Language** which include the following five (5) goals: communicate in languages other than English; gain knowledge and understanding of other cultures; connect with other disciplines and acquire information; develop insight into own language and culture; participate in multi-lingual communities and global society.

NOTE: After Level 2, all classes will be conducted in the target language. To move to the next foreign language course in sequence, students MUST earn a grade of 70 or better in the current course and have instructor recommendation.

411 FRENCH 1 (S)**1 credit**

This course is designed for students beginning French. It develops the basic skills of listening, speaking, reading and writing through a systematic study of grammar, oral practice and written expression. The student will master basic language structure for oral and written communication. The student will be expected to participate in active listening and speaking French in class and to maintain a notebook of instructional materials for personal use. The class will explore a variety of cultural themes to promote cultural awareness of the French-speaking world. Willingness to speak French and to participate actively is essential.

412 FRENCH 1 HONORS (S)**1 credit**

French 1 Honors is designed to challenge the more highly motivated student who has had previous successful experience with French. It is strongly recommended that the student have high verbal assessment scores. This course is an accelerated level of 411 French 1 and moves at a faster and more rigorous pace. It provides more in-depth and complex material than 411 French 1 and accommodates the student with strong self-motivation who is comfortable with the intensity and rapidity of the course requirements. Additional emphasis is placed on vocabulary development, reading and composition skills and oral competence. The ability to participate actively in the target language is essential. An increased amount of instruction will be conducted in the target language as the course progresses. **Indicators of Success: Recommendation from sending school instructor.**

421 FRENCH 2 (S)**1 credit**

The focus of French 2 is communication. Each student will attain an acceptable degree of proficiency in the four skills of listening, speaking, reading and writing. There will be heavy emphasis on oral/aural comprehension and reading comprehension. The course is a refinement and extension of the concepts and vocabulary studied in 411 French 1 as well as a detailed study of the tenses and more advanced grammatical concepts. Students will be asked throughout the year to interpret and respond to the spoken word. While emphasis is on communication, students are constantly directed toward linguistic accuracy.

422 FRENCH 2 HONORS (S)**1 credit**

French 2 Honors is designed to challenge the more highly motivated student with a strong command of 411 French 1 vocabulary and grammatical structures. This course is an accelerated level of 421 French 2 and moves at a faster and more rigorous pace. It provides more in-depth and complex material than 421 French 2 and accommodates the student with strong self-motivation who is comfortable with the intensity and rapidity of the course requirements. Additional emphasis is placed on vocabulary development, reading and composition skills and oral competence. It is expected that the student will participate actively and at a competent level in the target language. **Indicators of Success: Instructor recommendation or placement examination for new students.**

431 FRENCH 3 (S)**1 credit**

French 3 is designed to acquaint students with the major linguistic structures, functions and contexts covered previously. Although the course provides a review of background material and communicative abilities integrating the use of all four basic language skills, new structural concepts, such as the subjunctive, are stressed. The course focuses on Francophone culture and literature and is intended to provide students with an in-depth look at certain aspects of the French-speaking world.

432 FRENCH 3 HONORS (S)**1 credit**

French 3 Honors is designed to challenge the more highly motivated student with a strong command of 421 French 2 vocabulary and grammatical structures. This course is an accelerated level of 431 French 3 and moves at a faster and more rigorous pace. It provides more in-depth and complex material than 431 French 3 and accommodates the student with strong self-motivation who is comfortable with the intensity and rapidity of the course requirements. This course serves as an introduction to French literature and will focus on the acquisition of analytical writing skills. Extensive out-of-class readings and compositions will be required. It is expected that the student will participate actively and at a competent level in class discussions in the target language. **These students will be encouraged to continue to French 4 Honors. Indicators of Success: Instructor recommendation or placement examination for new students.**

441 FRENCH 4 HONORS (S)**1 credit**

This course provides a thorough review of grammar and aims to develop oral proficiency via conversational topics, summaries and oral reports and discussions on various reading materials. The student will explore a variety of selections from French literature through textual analyses of various literary styles and practice in free composition. The student will develop precision and clarity of expression in writing and speaking skills. Extensive out-of-class preparation will be required. **Indicators of Success: Instructor recommendation or placement examination for new students.**

445 FRENCH 5 HONORS (S) / first semester of Advanced Placement**1 credit**

French 5 Honors will challenge the highly motivated student who has a serious interest in the language and has completed a four-year sequence of French. The student must demonstrate a solid foundation in French, as evidenced by a strong recommendation from the four-year teacher, and must show a high level of commitment to prepare extensively and independently for course work at the college level. Emphasis will be placed on the development and refinement of the following skills: vocabulary enrichment, reading, composition and conversation. **Indicators of Success: Four (4) years of French and instructor discretion.**

451 ADVANCED PLACEMENT FRENCH (Y)**2 credits**

Advanced Placement French will challenge the highly motivated student who has a serious interest in the language and has completed a four-year sequence of French. The student must demonstrate a solid foundation in French, as evidenced by a strong recommendation from the four-year teacher, and must show a high level of commitment to prepare extensively and independently for course work at the college level. Emphasis will be placed on the development and refinement of the following skills: vocabulary enrichment, reading, composition and conversation. Candidates will meet in the spring and course expectations will be outlined with some preparatory work assigned. **Students will be required to take the Advanced Placement Examination in May. Indicators of Success: Four (4) years of French and instructor recommendation.**

454 GERMAN 1 (S)**1 credit**

This course is designed for students beginning German. It develops the basic skills of listening, speaking, reading and writing through a systematic study of grammar, oral practice and written expression. The student will master basic language structure for oral and written communication. The student will be expected to participate in active listening and speaking German in class and to maintain a notebook of instructional materials for personal use. The class will explore a variety of cultural themes to promote cultural awareness of the Germanic-speaking world. Willingness to speak German and to participate actively is essential. **An increased amount of instruction will be conducted in the target language as the course progresses.**

455 GERMAN 2 (S)**1 credit**

The focus of German 2 is communication. Each student will attain an acceptable degree of proficiency in the four skills of listening, speaking, reading and writing. There will be heavy emphasis on oral/aural comprehension and reading comprehension. The course is a refinement and extension of the concepts and vocabulary studied in 454 German 1 as well as a detailed study of all the tenses and more advanced grammatical concepts. The most challenging concept in German 2 is manipulation of the two past tenses. Students will be asked throughout the year to interpret and respond to the spoken word. While emphasis is on communication, students are constantly directed toward linguistic accuracy.

456 GERMAN 3 (S)**1 credit**

The goal of this course is to integrate and build upon prior reading, writing, listening and speaking skills so that students are able to converse in meaningful communication. It is necessary that students have a solid foundation of the past tenses and a broad vocabulary. Units focus on diverse cultural points in the German speaking world while integrating communicative/interactive activities so that students are able to demonstrate a functional use of the language. It is expected that students enrolled in this class wish to achieve a higher degree of proficiency in the target language.

457 GERMAN 4 (S)**1 credit**

Students will explore German literature with emphasis on reading for comprehension. The literature will be accompanied by an ongoing, thorough review and refinement of all grammatical structures and vocabulary studied in advanced German. **Indicators of Success: Instructor recommendation or placement examination for new students.**

461 SPANISH 1 (S)**1 credit**

This course is designed for students beginning Spanish. It develops the basic skills of listening, speaking, reading and writing through a systematic study of grammar, oral practice and written expression. The student will master basic language structure for oral and written communication. The student will be expected to participate in active listening and speaking Spanish in class and to maintain a notebook of instructional materials for personal use. The class will explore a variety of cultural themes to promote cultural awareness of the Hispanic-speaking world. Willingness to speak Spanish and to participate actively is essential.

462 SPANISH 1 HONORS (S)**1 credit**

Spanish 1 Honors is designed to challenge the more highly motivated student who has had previous successful experience with Spanish. It is strongly recommended that the student have high verbal assessment scores. This course is an accelerated level of 461 Spanish 1 and moves at a faster and more rigorous pace. It provides more in-depth and complex material than 461 Spanish 1 and accommodates the student with strong self-motivation who is comfortable with the intensity and rapidity of the course requirements. Additional emphasis is placed on vocabulary development, reading and composition skills and oral competence. The ability to participate actively in the target language is essential. An increased amount of instruction will be conducted in the target language as the course progresses. **Indicators of Success: Sending school instructor recommendation.**

471 SPANISH 2 (S)**1 credit**

The focus of Spanish 2 is communication. Each student will attain an acceptable degree of proficiency in the four skills of listening, speaking, reading and writing. There will be heavy emphasis on oral/aural comprehension and reading comprehension. The course is a refinement and extension of the concepts and vocabulary studied in 461 Spanish 1 as well as a detailed study of all the tenses and more advanced grammatical concepts. The most challenging concept in Spanish 2 is manipulation of the two past tenses. Students will be asked throughout the year to interpret and respond to the spoken word. While emphasis is on communication, students are constantly directed toward linguistic accuracy.

472 SPANISH 2 HONORS (S)**1 credit**

Spanish 2 Honors is designed to challenge the more highly motivated student with a strong command of Spanish 1 vocabulary and grammatical structures. This course is an accelerated level of 471 Spanish 2 and moves at a faster and more rigorous pace. It provides more in-depth and complex material than 471 Spanish 2 and accommodates the student with strong self-motivation who is comfortable with the intensity and rapidity of the course requirements. Additional emphasis is placed on vocabulary development, reading and composition skills and oral competence. It is expected that the student will participate actively and at a competent level in the target language. **Indicators of Success: Instructor recommendation or placement examination for new students.**

480 SPANISH 3 (S)**1 credit**

The goal of this course is to integrate and build upon prior reading, writing, listening and speaking skills so that students are able to converse in meaningful communication. It is necessary that students have a solid foundation of the past tenses and a broad vocabulary. Units focus on diverse cultural points in the Spanish-speaking world while integrating communicative/interactive activities so that students are able to demonstrate a functional use of the language. It is expected that students enrolled in this class wish to achieve a higher degree of proficiency in the target language.

481 SPANISH 3 HONORS (S)**1 credit**

Spanish 3 Honors is designed to challenge the more highly motivated student with a strong command of 471 Spanish 2 vocabulary and grammatical structures. This course is an accelerated level of 480 Spanish 3 and moves at a faster and more rigorous pace. It provides more in-depth and complex material than 480 Spanish 3 and accommodates the student with strong self-motivation who is comfortable with the intensity and rapidity of the course requirements. This course serves as an introduction to Spanish literature and will focus on the acquisition of analytical writing skills. Extensive out-of-class readings and compositions will be required. It is expected that the student will participate actively and at a competent level in class discussions in the target language. These students will be encouraged to continue to Spanish 4 Honors. **Indicators of Success: Instructor recommendation or placement examination for new students.**

490 SPANISH 4 HONORS (S)**1 credit**

This course provides a thorough review of grammar and aims to develop oral proficiency via conversational topics, summaries and oral reports and discussions on various reading materials. The student will explore a variety of selections from Hispanic literature through textual analyses of various literary styles and practice in free composition. The student will develop precision and clarity of expression in writing and speaking skills. Extensive out-of-class preparation will be required. **Indicators of Success: Instructor recommendation or placement examination for new students.**

491 SPANISH 5 HONORS (S) / or the first semester of Advanced Placement Spanish**1 credit**

Spanish 5 Honors will challenge the highly motivated student who has a serious interest in the language and has completed a four-year sequence of Spanish. The student must demonstrate a solid foundation in Spanish, as evidenced by a strong recommendation from the four-year teacher, and must show a high level of commitment to prepare extensively and independently for course work at the college level. Emphasis will be placed on the development and refinement of the following skills: vocabulary enrichment, reading, composition and conversation. **Indicators of Success: Four (4) years of Spanish and instructor recommendation.**

495 ADVANCED PLACEMENT SPANISH (Y)**2 credits**

Advanced Placement Spanish will challenge the highly motivated student who has a serious interest in the language and has completed a four-year sequence of Spanish. The student must demonstrate a solid foundation in Spanish, as evidenced by a strong recommendation from the four-year teacher, and must show a high level of commitment to prepare extensively and independently for course work at the college level. Emphasis will be placed on the development and refinement of the following skills: vocabulary enrichment, reading, composition and conversation. Candidates will meet in the spring and course expectations will be outlined with some preparatory work assigned. **Students will be required to take the Advanced Placement Examination in May. Indicators of Success: Four (4) years of Spanish and instructor recommendation.**

OTHER PROGRAMS

850 DUO PROJECT (Q) (S)

.5 to 1 credit

This program consists of volunteer service directly supervised by a Rutland High School staff member based on a project to be developed in consultation with the student's counselor.

851 SMOKEY HOUSE (Y)

up to 4 credits

This program, **by selection only**, is an out-of-school location of work and learning experience.

860 ACADEMIC SUPPORT

credit to be arranged

Designed for those students in need of support services as recommended through an Individual Educational Team, 504 Team or Educational Support Team. The objective of this program is to help each student meet plan goals while at the same time meeting content area obligations. This will be accomplished by teaching the student organizational skills, time management skills and study skills while utilizing techniques that meet the student's learning styles. The program also focuses on coping skills that help the student deal with the demands of his/her learning styles. Goals, objectives and interventions are individualized. Grading is on a pass/fail basis. **Maximum of 1 credit per year.**

861 INDEPENDENT LIVING SKILLS (S)

1 credit

The goal of this course is to prepare students for life after high school. This course is divided into three sections focusing on Career Exploration, Communication (speaking, listening, reading and writing) and other skills needed for living independently. Students have the opportunity to learn and practice self-advocacy, social and leisure skills along with nutrition and healthy lifestyle choices. All of these transitional skills will be taught with an emphasis on real life application. Students will learn and practice socially acceptable behaviors and strategies for living safely in the community, school and workplace. The curriculum is designed to address the specific needs of each student in the class. **Instructor recommendation is required.**

862 DIRECT SERVICES – READING

credit to be arranged

This class is designed for students on Individual Educational Plans and will address skills in Reading. **Maximum of 1 credit per year.**

863 DIRECT SERVICES – WRITING

credit to be arranged

This class is designed for students on Individual Educational Plans and will address skills in Writing. **Maximum of 1 credit per year.**

864 DIRECT SERVICES – LANGUAGE

credit to be arranged

This class is designed for students on Individual Educational Plans and will address skills in Language. **Maximum of 1 credit per year.**

865 DIRECT SERVICES – MATH

credit to be arranged

This class is designed for students on Individual Educational Plans and will address skills in Math. **Maximum of 1 credit per year.**

RUTLAND HIGH SCHOOL - HOWE CENTER CAMPUS

Rutland High School – Howe Center Campus is an alternative education program located on the second floor of Building #3D in the Howe Center Complex. This program offers students an opportunity to combine the learning of academic skills with the acquisition of job skills and the development of occupational interests. The staff focuses the academic work to the specific abilities, needs and interests of each student. The teachers present this academic work through individualized and/or small group instruction and learning contracts. Each student works to receive the necessary number of credits to graduate from Rutland High School.

Students are given the option of applying to the program after they have attended classes at Rutland High School. The process for admission is as follows:

- Guidance Counselor and/or Rutland High School staff discusses the option with the student and parent/guardian.
- Student is referred to the Howe Center Campus by the Guidance Department with a completed application.
- Student and parent/guardian visit the campus by appointment.
- Admissions Team Meeting is held to discuss the application. The Admissions Team determines decision for admission.
- Parent/Guardian and student are notified of the decision.

Students are admitted to the program twice a year, in August and January. Admissions will depend upon current vacancies.

Students attending Howe Center Campus have the opportunity to participate in on-campus high school courses and extracurricular activities and Stafford Technical Center courses/activities as appropriate to their individual needs.

SUCCESS

This is an alternative education option for special education eligible students in grades one through twelve. Housed at SUCCESS on Allen Street, the program offers the opportunity for students to learn critical skills needed for success in both school and community settings.

The overall goal of the program is to provide an academic environment that promotes positive learning and encourages students to develop a positive self-worth, build confidence and become more responsible as individuals. The staff offers individualized small group instruction and learning contracts. Grade completion, credit acquisition and a Rutland High School diploma are available to all participants.

Students attending the SUCCESS Program have the opportunity to participate in on-campus high school courses at Rutland High School and the Stafford Technical Center.

Admission to SUCCESS is through the student's IEP team.

RUTLAND CITY SCHOOLS POLICIES

Homework

It is the belief of the Rutland Public Schools that meaningful and productive homework is an integral and important part of each student's educational program. Homework is a logical extension of classroom activities and reinforces the concept that education is a lifelong process.

Homework is assigned to help the student become more self-reliant, to learn to work independently, to improve skills that have been taught and to complete short and long term projects. Homework is assigned at all grade levels and is both age and developmentally appropriate.

Successful completion of homework is an important element in the assessment of student achievement and contributes toward the student's grade. To this end, teachers will assess and return homework in a timely fashion and will apprise students in advance regarding the percentage value of homework as part of their final grade.

Parental involvement in and supervision of homework assignments are also essential. This involvement and supervision allows parents to become more familiar with the school program and to support their child's educational growth in cooperation with teachers. Voluntary agreement to the Parent-School Compact further enhances this important partnership.

Students are expected to complete homework assignments every evening, without exception. The types of assignments vary according to the academic discipline and particular topic under study. Students must remember that homework and studying involves more than the completion of nightly written assignments. Extended research, independent reading and thinking, completion of term papers, projects and presentations are essential elements of homework at the high school level. Students can be expected to complete a minimum of two hours of homework nightly.

The school will attempt to apportion fairly the due dates for long-term assignments and test/exam dates by discipline, such that homework and studying can be completed on a regular basis without undue stress on students.

All principals will ensure that teachers adhere to the Policy (8260) and these procedures on homework, with particular attention to notification of students and their parents regarding the value of homework in student assessment.

Non-Discrimination Policy

It is the intent of the Rutland City Public Schools that the School Commissioners and their employees will not discriminate against any intended beneficiaries of statutory protection on the basis of disability including race, color, creed, age, religion, sex and marital status, in the admission and access to, or treatment and employment in, any activities including vocational education, policies, procedures and practices, as and to the extent provided by law including Title IX, Title VI, 504 and ADA.

Rutland City Public Schools recognizes its responsibility to identify students who are qualified persons with disabilities under Section 504 of the Rehabilitation Act of 1973 and the American With Disabilities Act, and to provide them regular and/or special education and related aids and services that are designed to meet their individual educational needs as adequately as the needs of non-disabled students.

Student Records Review and Release -- FERPA

The Family Educational Rights and Privacy Act (FERPA) affords parents and students over 18 years of age ("eligible students") certain rights with respect to the student's education records. They are:

1. The right to inspect and review the student's education records within 45 days of the day the District receives a request or access.

Parents or eligible students should submit to the school principal (or appropriate school official) a written request that identifies the record(s) they wish to inspect. The principal will make arrangements for access and notify the parent or eligible student of the time and place where the records may be inspected.

2. The right to request the amendment of the student's education records that the parent or eligible student believes are inaccurate or misleading.

Parents or eligible students may ask Rutland Public Schools to amend a record that they believe is inaccurate or misleading. They should write the school principal, clearly identify the part of the record that they want changed, and specify why it is inaccurate or misleading.

If the District decides not to amend the record as requested by the parent or eligible student, the District will notify the parent or eligible student of the decision and advise them of their right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the parent or eligible student when notified of the right to a hearing.

3. The right to consent of disclosures of personally identifiable information contained in the student's education records, except to the extent that FERPA authorizes disclosure without consent.

One exception that permits disclosure without consent is disclosure to school officials with legitimate educational interests. A school official is a person employed by the district as an administrator, supervisor, instructor, or support staff member (including health or medical staff and law enforcement unit personnel); a person serving on the School Board; a person or company with whom the District has contracted to perform a special task (such as an attorney, auditor, medical consultant, or therapist); or a parent or student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks.

A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility.

4. The right to file a complaint with the U.S. Department of Education concerning alleged failures by the District to comply with the requirements of FERPA. The name and address of the Office that administers FERPA is:

Family Policy Compliance Office
U.S. Department of Education
600 Independence Avenue, SW
Washington, DC 20202-4605

Student Name _____

WORK SHEET

Possible Course Selections for 2008-2009

English	4.0 credits	_____
Mathematics (including Algebra I or equivalent)	3.0 credits	_____
Science (including Biology, Chemistry & Earth Science or one applicable STC Program embedded science credit)	3.0 credits	_____
Social Studies (including 1 credit of World History I, U.S. History, and Civics/Economics)	3.0 credits	_____
Physical Education	1.5 credits	_____
Family Consumer Studies (including .5 credit for Healthy Living)	1.0 credit	_____
Fine Arts	1.0 credit	_____
Career Paths	YES Plan Requirement	_____
Information Technology	1.0 credit	_____
Electives	8.0 credits	_____

Do you have any issues you wish to discuss with your counselor at registration?
