

RUTLAND HIGH SCHOOL  
2019-2020  
PROGRAM OF STUDIES

**RUTLAND HIGH SCHOOL**  
**2019/2020 ACADEMIC PROGRAM OF STUDIES**

Table of Contents

Letter from Principal .....	2
Mission Statement & Expectations .....	3
What's Unique at Rutland High School .....	3
How to Personalize Your High School Education .....	4
General Information .....	6
Global Studies Concentration .....	7
STEM Concentration .....	9
Scheduling .....	11
Year End Studies Plan (YES) .....	14
Stafford Technical Center .....	15
Course Schedule Codes .....	23
Driver Education .....	23
English .....	24
Family and Consumer Sciences .....	27
Fine Arts .....	28
Information Technology .....	33
Mathematics .....	35
Physical Education .....	39
Science .....	41
Social Studies .....	46
World Languages .....	49
Other Programs .....	54
R.H.S. Howe Center Campus .....	55
Allen Street Campus .....	55
Rutland City Schools Policies .....	56
Family Educational Rights and Privacy Act – FERPA .....	57
Worksheet .....	58

***Student Cover Art by: Nora Rhodes, Class of 2019***



---

## Principal's Message

Dear Parents and Students,

The 2019-20 Academic Program of Studies booklet helps 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 a wide variety of choices, whether you are seeking college or another post-secondary experience.

Please pay particular attention to the section on *Graduation Requirements*, as it describes the courses you will need to take, how to register, and how the schedule works. Prior to meeting with your guidance counselor, please note the worksheet at the end of the booklet. Students are required to have seven credits in their yearly schedule with a minimum of three per semester. Work collaboratively with your guidance counselor who can provide you with valuable assistance as you schedule to make your school year both manageable and challenging.

We are excited to offer an exciting, innovative, and enriching academic program. It is my sincere hope that you will take full advantage of the opportunity before you.

Sincerely,

Bill Olsen

# **RUTLAND HIGH SCHOOL OVERVIEW & EXPECTATIONS**

## **Mission Statement**

In partnership with students, parents and community, Rutland High School offers diverse learning opportunities and strives to meet the academic, social, physical and emotional needs of all its students. We provide a safe, orderly, healthy environment that is conducive to teaching and learning and a school climate that values mutual respect and dignity. Rutland High School graduates will possess the skills and knowledge necessary to be lifelong learners and productive citizens.

## **WHAT'S UNIQUE ABOUT RUTLAND HIGH SCHOOL?**

### **Freshmen Interdisciplinary Team**

Freshman teachers in English, Math, Science, Social Studies, and Integrated Technology meet regularly to coordinate their teaching efforts. Freshman classes in these subjects meet during blocks A, B, and C every day and teachers are able share lessons and ideas. What you the student will see is that you'll be studying a book in English class and learning about the historical period of that book in your Social Studies class. You'll develop interdisciplinary projects in all of your classes and present them to the public during the Global Studies / STEM Fair.

### **Proficiency Based Learning**

Proficiency Based Learning is the practice of establishing clear learning targets for students, called standards, and then assessing students based on their progress toward meeting those standards. Projects, tests, and assignments are tied to specific course standards. Reports home will tell students and families more than just an average. Each class is broken down into its specific standards and students get feedback on each one.

### **Habits of Work**

One of the most important standards in all courses is about developing good work habits such as responsibility, collaboration, and persistence. Students will receive feedback on the degree to which they have met the standard of consistently demonstrating the habits and behaviors necessary for success in personal, educational, and career pursuits. This will appear with the course standards as a part of the report card and progress report.

### **Multiple Layers of Support**

When you need help on a project or understanding a concept, we have multiple ways to help. Flex block is a forty-minute academic intervention block built into the schedule. Students choose which teachers to see based on what they need and when they need it. Epic is a two-hour, after school tutorial available to every student. RHS teachers are available every afternoon to assist you with your classwork. Credit recovery tutoring is a scheduled class available to students throughout the scheduled school day. Small groups work with tutors to complete school work or get ahead.

### **Professional Learning Communities (PLC's)**

Our faculty works as a Professional Learning Community. This means that they meet each week in teams to plan a collaborative and effective approach to curriculum, instruction, and assessment. In its work together to refine a common approach. They plan on how to help students who need more assistance and on how to push students who need a greater challenge.

## Teacher Advisory

Teacher Advisory (TA) is a part of FLEX block that occurs every Wednesday during the school year. During TA, teachers and students build a positive academic relationship and TA teachers help students determine which academic teachers they should plan to see during their flex blocks. TA teachers get to know their students, help them develop goals and stay on track to meet them. Students are assigned to the same TA for all four years at RHS.

## HOW TO PERSONALIZE YOUR HIGH SCHOOL EDUCATION

As you choose your classes for next year, you have the opportunity to tailor your education to your individual interests and needs. While there are graduation requirements, you have room in your schedule to explore a language, a visual or performing art, to delve more deeply into the humanities, or concentrate on STEM fields. These are choices that every student makes as they select their courses. In addition, RHS offers you some unique programs to make your experience as personalized as you want it to be.

### Dual Enrollment

Rutland High School students have the opportunity to participate in the Vermont State Dual Enrollment Program, which allows students to complete college level classes and earn both college and high school credit. The following list of RHS classes may currently be taken for college credit and some college classes may be included on a student's high school transcript. This list is subject to change and students should check with their guidance counselor to learn which classes qualify.

AP Studio Art	AP Biology
AP Chemistry	AP Spanish
AP British Literature	AP Calculus
AP United States History	AP Statistics

### Global Studies Concentration

RHS has developed a Global Studies Concentration, the completion of which will be designated on the diploma. This opportunity steers students through a series of coursework, co-curricular offerings, and outside-the-classroom opportunities that integrate and focus curriculum around a global perspective. The program will be enhanced by partnerships with other schools from around the world. Learn more on page 7.

### STEM Concentration

RHS has developed a Science, Technology, Engineering, and Math Concentration, the completion of which will be designated on the diploma. This opportunity steers students through a series of coursework, co-curricular offerings, and outside-the-classroom opportunities that integrate and focus curriculum on STEM perspectives. Learn more on page 9.

### Read 180

This specialized reading program integrates technology and the latest in reading instruction for 9th grade students. Following a reading assessment, the specific instruction is tailored to the student's reading strengths and weaknesses. Learn more on page 24.

**Math 360**

Students receive supportive, individually tailored math instruction using a web-based, assessment and learning system. This class will be tailored to the individual student's skills and needs. Learn more on page 35.

**PLACE (Promoting Learning Activating Community Engagement) Work-based Learning**

PLACE seeks to enrich the educational experience of students by offering a personalized service-based internship experience. Students are placed in fields of interest and with community agencies and organizations to learn real world skills and to extend and apply education beyond the school. This allows the student to gain the skills and knowledge necessary to become productive citizens committed enriching the local and/or global community. Learn more on page 14.

**YES Plan**

Every year students have the opportunity to engage in two weeks of day-long or half-day learning experiences which range from bridge building to traveling overseas. Students select these courses in the spring and the options change from year to year. Learn more on page 14.

**Stafford Technical Center**

Rutland High School is fortunate to be home to the area's technical and career center. STC offers cutting edge programs which allow students to earn credits toward college degree programs in fields such as engineering and also to prepare them for the demands of a work-place. Learn more on page 15.

## GENERAL INFORMATION

### Requirements for Graduation

English	4.0 credits
Mathematics (including Integrated Math 1 & 2 or equivalent)	3.0 credits
Science (including Biology, Chemistry & Earth Science) (or one applicable STC Program embedded science credit) (credits vary depending on course selection)	3.0 credits
Social Studies (including 1 credit each of World History II, U.S. History and Civics/Economics)	3.0 credits
Family Consumer Studies	0.5 credit
Fine Arts	1.0 credit
Physical Education (including .5 credit for Healthy Living)	2.0 credits
Information Technology	1.0 credit
Electives	8.5 credits
	<b>Total 26.0 credits</b>

**Total credits required for Graduation: 26**

***Beginning with the Class of 2020, a student shall meet the requirements for graduation when he or she demonstrates evidence of proficiency. These, proficiency based graduation requirements include: Clear and Effective Communication, Self-Direction, Creative and Practical Problem Solving, Responsible and Involved Citizenship, and Informed and Integrative Thinking.***

#### **Required Course Load**

The minimum course load is seven credits 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 Plan (YES 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 YES Plan.**

## Global Studies Concentration

This program is a strand within the Rutland High School course offerings and provides students with interdisciplinary, globally focused classes. In this concentration, students have many opportunities to extend their awareness of global topics and issues, and develop knowledge and skills to become more informed, engaged, and socially responsible citizens who embrace cultural diversity.

The Global Studies designation and certificate are awarded at graduation to any student who has fulfilled the program requirements.

### Global Studies Concentration Requirements:

- Global Studies 9 – World History I, English 9, and Earth Science
- Global Studies 10 – World History II and English 10
- Civics and Economics
- British Literature or AP British Literature (English 4)
- 3 courses in the same World Language (Preferably through the level 4, 5 or AP levels of the language. Students are also encouraged to study an additional world language.)
- Participation in the Global Studies Fair (10th grade) - required beginning with class of 2017
- Global Studies capstone project
- International Cuisine, Introduction to Theatre, Creative Structure, OR an independent study project as part of an arts course (This project is to be designed and carried out by the student based on his/her interest and ideally tied to another class s/he is taking concurrently. This should be pre-approved by a global studies coordinator.)
- At least one level of the Global Citizenship class
- 1 globally focused Year End Studies (YES Plan) course
- 50 hours of globally-focused community service over 4 years (preferably working for something globally linked and could be connected to the student's capstone project)
- At least 2 years of involvement in a globally focused co-curricular (ex: Model UN, Club Giving, GMTI, Spanish National Honor Society, Forensics, Key Club, Environmental Club, Japan Club, Cyber You)

## GLOBAL STUDIES PROGRAM

### 050 CIVICS & ECONOMICS: GLOBAL STUDIES CAPSTONE SEMINAR (S) 1 credit

The Global Studies Capstone Seminar is required for all students in the Global Studies Concentration. The course is a semester long course, embedded within Civics & Economics, in which students choose a globally important topic based on their interest and conduct in-depth research. Throughout the semester, students communicate their research and reflections on their work through a blog and develop a call to action based on their research. By the end of the semester, students will present a physical product based on their research and present their work to a group of peers and adults.

**Prerequisites: Participation in the Global Studies Concentration**

### 064 CAPSTONE HONORS (S)

**1 credit**

Students will research and develop a capstone project that furthers their understanding in a specific area of interest. All projects will incorporate a formal paper, presentation to the community and an action plan component. **If students are seeking a Global Studies or STEM concentration their project must align with the respective endorsement(s).**

### **065 GLOBAL CITIZENSHIP (Y) 1 credit**

This multi-leveled course will help students develop the skills essential in becoming positive leaders for change. As a collaborative cohort, the class will work toward growing into thoughtful, prepared, articulate, effective, leaders. Acquired leadership and facilitation skills will be practiced leading up to and during RHS's Global Issues Network (GIN) Conference. Students are encouraged to take this course for multiple years in order to hone their skills and move from a novice toward an expert and a mentor. This one-credit-bearing course will follow a flexible, non-traditional schedule, blended learning format. Communication and course work will be completed both online and with face to face. The cohort will NOT meet as a group during the traditional school day. While 'office hours' will be available during the day and during FLEX blocks, time outside of school hours will be required for this class. (Available for honors or college preparatory credit). Satisfies a Global Studies Concentration requirement.



# STEM Concentration

This concentration provides the student with interdisciplinary STEM - Science, Technology, Engineering, and Mathematics - classes and experiences that emphasize the engineering design process. In this concentration, students have many opportunities to extend what they learn in one class to others through STEM focused project based learning.

The STEM designation and certificate are awarded at graduation to any student who has fulfilled the program requirements.

Program Requirements:

- Minimum of 2 STEM courses per year (Math, Science, or Information Technology)
- Freshman STEM fair
- Senior Capstone Project
- STEAM Pod course
- Completion of four approved STEM activities
- 1 STEM YES Plan Course

A student's math course of study must include at least one college prep or higher level course.

STEM Activity possibilities (but not limited to):

- Participation in FIRST Robotics Club, Environmental Club, Envirothon, Med Quest, or Governor's Institute
- Participation in the Vermont State Science and Math Fair

## STEM PROGRAM STEAM Pods

The course descriptions below are intended to be quarter long classes that can be run in multiple sections, scheduled in a sequence that is based on individual student needs and are intended to be the introductory ground work for future STEAM Pod offerings. All STEAM Pods focus on interdisciplinary, project based, hands-on, experiential learning. Wherever possible, connections to the local engineering community will be fostered. **STEAM PODS are not required for students attending the STC STEM Academy. STC STEM Academy students automatically receive the RHS STEM endorsement.**

### 061 Engineering Essentials (Q)

**.5 Science**

**credit** Students in this course will learn about and utilize the fundamental principles of physics and the engineering design process to create, evaluate, and present innovative solutions to real-world problems. Students will be introduced to the basics of engineering including the history, purpose, tools and techniques. Students in this course will “explore” then “apply” concepts including, but not limited to: buoyancy, friction, forces, gas laws, and cost analysis. This background will prepare students for design challenges in three main areas: sustenance, waste and shelter. The culminating project of designing a city plan will require the integration of these previously explored topics and concepts. **Successful completion required for RHS STEM endorsement.**

### 062 Drawing for Innovation (Q)

**.5 Information Technology credit**

Students in this course will develop a variety of skills and utilize multiple tools needed to explore and create solutions to unusual design problems. Students will learn and practice sketching techniques necessary for the description of processes and products. Computer software will be utilized to develop, create, and document the students' two and three dimensional project designs. Students will produce a culminating portfolio of their work. This Pod will develop creativity and innovation skills necessary for their senior Capstone Projects. **Highly recommended as pre-requisite for Capstone 1.**

**063 Housing Around the World in the 21st Century (Q)**

**.5 Science credit**

Students in this course will explore building science as it relates to the design of buildings around the world. Students will explore structures in other cultures and how they vary in design and purpose. In addition, the concepts of energy use and availability of alternate or conserving energy techniques will be explored. Students will learn how to address energy uses in warm and cold climates and how a Tiny House design can address these issues.

**066 Global Issues and Engineering**

**.5 credit**

Students in this course will use inquiry, research and presentation skills, to explore and create proposed solutions to one of the 20 issues facing the world today. Students will breakdown complex situations into diagrams and charts that help to explain the components of a major issue. Students will study models of similar historical attempts to address issues. A systems approach will include the ripple down and subsequent issues that make a complex problem even more challenging. This STEAM Pod could expand into a YES plan that takes students to places where service learning and structured programs such as Engineers without Borders would welcome their involvement.

(This STEAM Pod could also serve as a scaffold for student direct Capstone investigations)

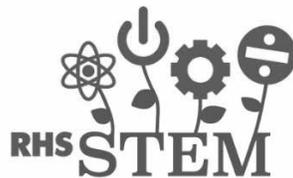
**067 RHS MakerSpace**

**.5 credit**

Students in this course will explore ways to investigate and develop solutions to increasingly complex problems. Students will develop ideas using a variety of mediums and materials to find solutions to various objectives, working in a collaborative, design thinking model. Presentation and critique will be core components in their inquiry based learning experiences. Community experts and businesses will be invited to share their experience, techniques and issues that require new and unique solutions. Tools and skills that students will use to make this happen will include 3D modeling software, 3D prints, original designs, etc.

**Special notice for those students attending Stafford STEM Academy and who intend to graduate with an RHS STEM concentration endorsement.**

Students are exempt from ancillary STEM obligations and/or the coursework requirements outlined in the RHS concentration description during the year(s) that they enroll in the Stafford STEM Academy.



# SCHEDULING

## 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 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.**

## Basic Guidelines for Course Registration

Each year, students meet with their counselors to request enrollment in courses to continue their personal learning 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.

## RHS Daily Schedule

7:55 A.M. - 9:05 A.M. A Block  
9:09 A.M. - 10:25 A.M. B Block  
10:29 A.M. - 11:39 A.M. C Block  
11:43 A.M. - 1:13 P.M. D Block/ Lunch  
1:17 P.M. - 1:57 P.M. FLEX  
2:01 P.M. - 3:11 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.**

## **General Characteristics of our Schedule:**

- Classes meet for 70 – 80 minutes per block. (FLEX block is 40 minutes.)
- 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.
- Half-credit courses may meet either A/B for the semester or every day for a term (one quarter).

## **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.

## **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, most AP courses will meet on a daily basis for the entire year. 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.

## **Core Course Levels: 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.

**College Prep:** These courses 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.

**Core courses with no level designation** 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.

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

**YES 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. Students who have failed courses will be able to take a remedial core course (math, science, social studies, English). 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.

### **YES Plan**

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

**YES 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.

### **897 PLACE Internship (Promoting Learning Activating Community Engagement)**

credit to be arranged

In PLACE, students are partnered with agencies and organizations within the community for a work-based learning opportunity. In this experience, students are able to apply learning outside the school and complete service learning to gain the skills and knowledge necessary to become productive citizens committed to enriching the local and/or global community. **(Prerequisite: Successful application and Habits of Work proficiency)**



Promoting Learning by Activating Community Engagement



# STAFFORD TECHNICAL CENTER

## Program Descriptions and Entry Requirements 2019-2020

[www.staffordonline.org](http://www.staffordonline.org)

Stafford Technical Center (STC) operates a full day, flexible block schedule. This schedule allows juniors and seniors to complete a technical program in one year. Most students attend their technical program from 9:15 a.m. – 1:45 p.m. Most program schedules offer the opportunity for up to two to three academic credits (math, science, English, social studies, etc.) as well as up to four elective credits toward high school graduation. Some students take additional academic courses (e.g. algebra, chemistry) at STC, Rutland High School, or a local college to meet graduation or college entry requirements. Our schedule allows flexibility for serious students. Each Technical Program has embedded academic credit. Please speak with your Guidance Counselor about which credits are available.

The primary objective of our CTE programming is to provide each student with specific knowledge, skills, and theory to enable him/her to either obtain employment upon completion of the program and/or to pursue post-secondary education. All eligible second year students participate in a “Work-Based Learning Experience” (internship) related to their technical field during their program at STC. For successful students, this may evolve into a paid work (Co-op) position. Industry credentials and/or licenses are affiliated with most programs. College Connection: Many STC programs qualify for dual enrollment or articulation agreement credits that award eligible student’s college credit for their STC program. Dual enrollment courses result in college transcripts and transferable credit. Articulation agreements require students to enroll in their post-secondary program after graduation before the credits will be listed on their college transcript.

**Industry certifications and college credits are renewed annually and subject to change.**

**APPLICATION PRIORITY DEADLINE IS DECEMBER 15<sup>TH</sup>**

### Admission Requirements:

- 1) Student Interview with program instructor
- 2) Potential for success in the career area/program chosen as indicated by meeting the recommended prerequisite skills/indicators of success for each program
- 3) Minimum of 11<sup>th</sup> grade status (10<sup>th</sup> grade status may be considered if they exhibit the skills and maturity necessary to be successful in the program) and on track for graduation
- 4) Good attendance (unless there are extenuating circumstances)
- 5) Ability to work both independently and in group situations
- 6) Ability and willingness to follow safety instructions
- 7) Respect for self, others, the community, and the learning process

**To aid in the enrollment process, Guidance Counselors must attach the following information in order for the application to be complete:**

- Attendance records for the preceding school years
- A transcript that indicates previous coursework and most recent report card
- Credit Analysis – 4-year plan and/or student’s PLP

All students agree to visit the program of his/her choice and meet with the instructor prior to acceptance. Once enrolled, the student, parent, and sending school agree to a fifteen school day probationary period. Within that period of time, a student may be asked by Stafford Technical Center or the sending school to withdraw. This will occur if it is determined that the student is not appropriate for the program or if the program is not appropriate for the student either academically or behaviorally. (This does not preclude students from being removed from Stafford Technical Center based upon standard disciplinary procedures.)

**Applying to a Stafford Program denotes agreement on the part of the student, parent and sending school that school admission requirements and the prerequisites for individual programs have been met or that a reasonable plan to meet the prerequisites has been developed with the Stafford Technical Center instructor and staff. For more information, contact us at 802-770-1050.**

### **AUTO BODY REPAIR**

This program focuses on analyzing and repairing structural and non-structural vehicle damage. Students gain experience in detailing, 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.

**Recommended Prerequisite(s):** an understanding of basic algebra and geometry as well as the ability to add, subtract, multiply, divide whole numbers, fractions, and decimals; basic customary and metric measuring skills; ability to perform physical labor on the job site and in classroom; competency with fine and gross motor skills, and attention to detail; ability to be self-directed.

**Reading Level of course materials:** Grade 10.6

**Certifications:** Axalta Paint Certification, Safety Practices SP2, SEMS Plastic Repair, ICar

**College Connections:** articulation agreement with Lincoln Technical Institute

### **AUTOMOTIVE TECHNOLOGY**

Students interested in cars should consider this program where they learn how to diagnose and repair vehicles. Stafford's well-equipped lab provides a valuable opportunity for hands-on learning. Here students develop entry level skills in the areas of engine performance, engine repair, electrical/electronics, brakes, suspension and steering, automatic transmissions/transaxles, standard transmissions and drive trains, and heating-ventilation-air conditioning (HVAC).

**Recommended Prerequisites:** add, subtract, multiply, divide whole numbers, fractions, and decimals; basic customary and metric measuring skills; Basic Algebra skills; ability to perform physical labor on the job site and in classroom; competency with fine and gross motor skills

**Reading Level of course materials:** Grade 11.8

**Certifications:** NATEF Certification

**College Connections:** articulation agreements with University of Northwestern Ohio, Lakes Region Community College, Universal Technical Institute, Lincoln Technical Institute and SUNY Canton

### **CONSTRUCTION TECHNOLOGY**

This program offers a strong introduction to the tools and techniques of the industry. Students learn to use hand and power tools safely and accurately, develop project-estimating skills and become familiar with contemporary building materials. Students build with panelization methods. Students gain practical experience from foundation to finish on and off-campus at Stafford's residential house project.

**Recommended Prerequisites:** add, subtract, multiply, divide whole numbers, fractions, and decimals; basic customary and metric measuring skills; ability to perform physical labor on the job site and in classroom; competency with fine and gross motor skills

**Reading Level of course materials:** Grade 10.3

**Certifications:** OSHA-10 Construction Safety Certification; American Heart Association Heartsaver® First Aid/CPR, NCCER Core Curriculum

**College Connections:** articulation agreement with New England Institute of Technology

## **COSMETOLOGY**

This program prepares students for a successful career in the cosmetology industry. Students enroll in the program for two academic years. During this concentrated instruction, students may accumulate 1,500 clock hours required to be eligible for the VT State Cosmetology Licensing Exam. Applied academics in the areas of business and finance, cosmetic chemistry, and language arts are an integral part of the program. Students that are currently a sophomore or junior are encouraged to apply.

**Recommended Prerequisites:** basic math skills – addition, subtraction, multiplication, division, geometric shapes, understanding angles; measuring skills (length and volume); competency with fine motor skills; strong hand-eye coordination skills; proficient in positive social/interpersonal skills; completed 10<sup>th</sup> grade; is at least 16 years old.

**Reading Level of course materials:** Grade 11.1

**Certifications:** 1,500 hours for VT State Cosmetology License

**College Connections:** dual enrollment with CCV

## **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, marketing, nutrition, and other skills needed to operate a business. Good math skills and physical stamina are essential.

**Recommended Prerequisites:** basic math skills – addition, subtraction, multiplication, division of fractions; measuring skills (weight and volume); simple money math; competency with fine motor skills; ability to work as part of a team and independently; ability to thrive in a fast-paced, physical environment.

**Special Consideration:** Due to state competencies and regulations, this program works with food in all categories. Students with airborne food allergies should consider their ability to be a part of the program safely.

**Reading Level of class materials:** Grade 11.1

**Certifications:** Serv/Safe Certification

**College Connections:** accelerated status agreement with the New England Culinary Institute (NECI) and Culinary Institute of America; dual-enrollment with NECI

## **DIGITAL ARTS**

Digital Arts is a college bound course where students explore graphic design, web and game design, digital photography, illustration, computer animation and fine arts. Students create and communicate through hands-on project based learning. The class often functions as an advertising agency/production house creating materials for the school and local clients. Personal vision and individual artistic aesthetic are nurtured and encouraged, fostering student's investment in learning. The Digital Arts curriculum is based on freshman foundation courses at a college of art and design. The assignments will help students develop a strong portfolio of work for the college application and scholarship process.

**Special Requirement of all students:** all applicants must complete an additional essay requirement

**Recommended Prerequisites:** fine arts and computer applications classes; college preparatory coursework

**Reading Level of class materials:** Grade 10 - 13

**College Connections:** articulation agreements with Castleton University and Community College of Vermont; dual enrollment classes with CCV

Essay Requirement for Digital Arts - Please address the following in a 1-2 page essay:

Why do you want to enroll in the Digital Arts program at Stafford Technical Center? What are your career goals? Please describe any artistic and/or computer experience that you have (i.e. classes, extracurricular activities, hobbies, or influences).

Portfolios or examples of work are highly recommended. This could be a photocopy of a drawing or an address to a web page that you created. The instructor recommends that students write the essay after their interview for the program.

## **ELECTRICAL & PLUMBING**

The Electrical/Plumbing program will help students develop skills to enter their chosen career through VT Apprenticeship program or continue studies at the college level. The classroom experience is enhanced by on-site practical applications at the residential building project and other electrical or plumbing construction projects in the area. In addition, students have a “hands on” introduction to applications in Solar and Wind Renewable Energy, Energy Conservation, HVAC, Blueprint Reading, and Electrical/Plumbing/HVAC System Design.

**Recommended Prerequisites:** add, subtract, multiply, divide whole numbers; understand and work with fractions; basic customary and metric measuring skills; able to read a tape measure; ability to perform physical labor on the job site and in classroom; competency with fine and gross motor skills

**Reading Level of course materials:** Grade 13.3 (Electrical Wiring)

**Certifications:** OSHA Construction Safety Certification; can lead directly to VT Apprenticeship courses offered at Stafford; 400 hours practical experience toward apprenticeship

**College Connections:** articulation agreements with SUNY Delhi and Lincoln Technical Institute

## **ENGINEERING**

A firm grasp of Science, Technology, Engineering, and Mathematics is essential for success in today’s highly skilled global economy. The Engineering Program incorporates advanced technologies through project-based learning. Through the nationally recognized Project Lead the Way Pathway to Engineering program, students will apply the design process and acquire strong teamwork communication, critical-thinking, and problem-solving skills. Students gain valuable experience working with fundamental engineering principles and applied physics, advanced manufacturing, 3D printing, laser cutting, robotics, and machine tools. The course of studies includes Introduction to Engineering Design, Computer Integrated Manufacturing, Principles of Engineering, Digital Electronics, and an engineering capstone project that incorporates all areas and challenges students to solve real world engineering problems.

**Recommended Prerequisites:** college preparatory coursework; Algebra 2 (or can take concurrently with STEM); able to work as part of a team; strong interpersonal skills; effective communication skills; proficient with technology. Sophomores are welcome, but recommended for juniors and seniors.

**Reading Level of course materials:** Grade 12

**Certifications:** Autodesk Inventor Certification, CPR, OSHA 10, Conover Workplace Readiness

**College Connections:** dual enrollment through New Hampshire Institute of Technology (up to 15 credits), articulation agreement with Rochester Institute of Technology (RIT)

## **HEALTH CAREERS**

Through a partnership with Castleton University, CCV, Southern Vermont Area Health Education Center and Rutland Regional Medical Center, and other partners, our 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: This program 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.

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 ten (10) hours a week in the career of their choice, have a professional preceptor in the clinical sites, receive a stipend for the hours worked in their clinical setting and participate in a Capstone project which focuses on application of knowledge. Students may take up to six (6) college credits each semester at Castleton University or CCV, tuition free.

**Recommended Prerequisites:** basic Algebra; number sense; fractions and decimals; strong work ethic; ability to perform physical labor on the job site and in classroom; strong interpersonal skills; effective communication skills; **must have completed 10th grade**

**Reading Level of course materials:** Grade 9.0 - 11.5

**Certifications:** LNA Certification; American Heart Association HeartSaver® First Aid/CPR with AED for Healthcare Providers; and paid co-op

**College Connections:** 2nd year - dual enrollment with Castleton University and/or CCV

## **HUMAN SERVICES**

Students explore the physical, intellectual, emotional and social development throughout the life cycle. Students expand 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. Students learn to strengthen personal relationships and workplace skills.

**Special Requirement of all students:** due to the professional requirements in this field, all applicants must be able to satisfy the criminal records check required by the state Child Care Services Division

**Recommended Prerequisites:** basic math and number sense; ability to read and follow a recipe; strong interpersonal skills; effective communication skills.

**Reading Level of course materials:** Grade 9.2

**Certifications:** VT Child Care Industry and Careers Council; Fundamentals for Child Care; and paid co-op at STC Pre-school

**College Connections:** dual enrollment with CCV; articulation agreement with College of St. Joseph

## **LEADERSHIP & MARKETING (3<sup>rd</sup> year)**

The nature of business is changing. Students entering the 21<sup>st</sup> Century marketplace need a variety of academic, interpersonal, technical and business skills to be successful. This program builds on the technical and academic foundations covered in years one and two of a particular STC program. Students will learn to develop business plans, work with clients, manage resources and market a successful small business.

**Recommended Prerequisites:** successful completion of two years in the same STC program; add, subtract, multiply, divide whole numbers, fractions, and decimals; ability to work well with others; self-motivation; effective communication skills

**Reading Level of course materials:** Grade 12-14

**Certifications:** MoneySKILL Financial Literacy Certification

**College Connections:** dual enrollment with CCV

## **NATURAL RESOURCES & FORESTRY**

This program helps students interested in forestry and conservation gain skills, knowledge and experience while developing valuable relationships with industry professionals. Students will be involved in practical experiences related to the forest products industry, outdoor recreation, wildlife and fisheries science, soil and water quality analysis and conservation, heavy equipment operation, landscape installation and greenhouse management. The natural areas of western Vermont become the lab as students explore working forests, nature preserves and recreational areas, nurseries and farms, and processing facilities.

**Recommended Prerequisites:** add, subtract, multiply, divide whole numbers, fractions, and decimals; basic customary and metric measuring skills; basic understanding of area and volume vs. weight; able to read a tape measure; effective communication skills; strong work ethic; ability to perform physical labor on the job site and in classroom; competency with fine and gross motor skills

**Certifications:** Game of Logging; Wilderness First Aid; and OSHA Construction Safety Certification

**College Connections:** articulation agreements Paul Smith's College and Unity College; dual-enrollment with VTC

## **POWER MECHANICS & WELDING**

Students learn how to repair and service compact agricultural equipment. Students gain experience in the latest metal fabrication equipment, including plasma cutting, Oxy-Acetylene cutting, SMAW (Stick Metal Arc Welding).

**Recommended Prerequisites:** add, subtract, multiply, divide whole numbers, fractions, and decimals; basic customary and metric measuring skills; ability to perform physical labor on the job site and in classroom; competency with fine and gross motor skills; ability to read and comprehend course materials

**Reading Level of course materials:** Grade 13-14

**Certifications:** American Welding Society (AWS) Certification; OSHA Construction Safety Certification

**College Connections:** articulation agreement with Lincoln Technical Institute

## **PUBLIC SAFETY & CRIMINAL JUSTICE**

This program is designed for students interested in pursuing careers in the criminal justice system with an emphasis on what it takes to become a law enforcement officer. Students will examine law enforcement, the courts and corrections in addition to practicing crime scene investigation skills used by forensic investigators. Through hands on skill building, guest speakers, field trips and career exploration projects, students investigate the variety of career opportunities available to them in public safety and criminal justice while earning industry recognized credentials through the Federal Emergency Management Institute.

**Recommended Prerequisites:** able to perform customary measurement; ability to perform physical activities in a gym and during simulated scenarios; ability to work well with others; effective communication skills; commitment to avoid unlawful and delinquent behavior

**Reading Level of course materials:** Grade 10

**Certifications:** Incident Command Certification, SOLO Wilderness First Aid

**College Connections:** dual enrollment through CCV

## **VIDEO COMMUNICATIONS**

This course introduces students to careers that require visual storytelling such as a video journalist, camera operator, television/film producer, video editor and on-camera talent such as an actor or news reporter. Students film live video productions, produce short films and create commercials for community non-profits and other clients. Students also create news packages and commercials that are fed into a professional online television station called STCN - Stafford Technical Center Network or shown in the monthly "Stafford Report" school news show. Students get experience using professional High-Definition cameras, editing software, and audio devices, and working with clients in a variety of industries as a way to network and explore careers. Students who participate in this program get technical and workplace skills needed to seek further opportunities in college and in the professional world.

**Recommended Prerequisites:** proficient in grade level reading and writing standards; strong interpersonal skills; effective written and oral communication skills; ability to work as part of a team; comfortable using technology

**Reading Level of course materials:** Grade 10

## **Procedures for Appointment as a Second Year Student**

Criteria to be considered as a second year student:

- Meet 90% of program competencies to achieve status of CTE Program Completer (VT AOE)
- passing all academic classes
- on-track for graduation
- positive recommendation from current technical program instructor
- good attendance
- self-motivated
- positive attitude/behavior
- proven proficiency in the professional skills (3.0 or higher)
- Some select programs have additional criteria for students planning a second year in these programs. Specific information is available in the STC Guidance Office.

### **The Process for requesting a Second Year appointment:**

You and your sending school Guidance Counselor need to complete the application.

Complete the "Student Information Form" and submit it to the Stafford Technical Center Guidance Coordinator. Request that your current Program Instructor complete a "Teacher Information Form". Your Instructor will fill out the form and give it directly to the Stafford Technical Center Guidance Coordinator.

For a student wishing to stay in the same Program Area, in all but a limited number of cases, the expectation is that you will participate in a Co-op/Work Experience. Students participating in a Co-op must be able and willing to represent Stafford Technical Center in a professional manner. Transportation to co-op/work experience is not provided by the technical center.

By staying for a second year you should be enhancing your personal career opportunities.

For more information, contact 802-770-1050.

## **CONTINUOUS NOTICE of Non-discrimination**

The Stafford Technical Center is committed to ensuring a working and learning environment that is free from unlawful discrimination. No student or employee will be denied access to, excluded from participation in, denied the benefits of, or subjected to discrimination under any of the Center's educational programs or activities due to race, color, national origin, sex, disability, religion, sexual orientation, gender identity, age, and marital status.

The following person has been designated to handle inquiries regarding the non-discrimination policies:

Eloise McGarry, Director of Support Services

6 Church Street

Rutland, Vermont 05701

### **Administrative Procedure 1990-3221 Public Complaints:**

The following chain of command is provided for complaints. It is predicated upon the assumption, for the most efficient use of everyone's time that the best resolution of complaints is at the lowest possible level of the school district organization.

1. The citizen with a complaint should make every possible attempt to reconcile the complaint or difference of opinion at the teacher, department level, or school building level.
2. If no reasonable answer is obtained at the first step, the citizen may contact the next level supervisor in search of an amicable solution. The citizen shall have the right of appeal, finally to the Superintendent.
3. If no reasonable answer is provided for the complainant, the citizen should then bring the issue to the attention of the school board.

## **Introductory Pre-Tech Classes at Stafford Technical Center**

Students in 9<sup>th</sup> and 10<sup>th</sup> grade may take brief introductory pre-tech classes at Stafford Technical Center. These elective classes meet one block a day for one term. There is no application required for participating in the pre-tech classes. Interested student should talk to their high school counselor about registering for these classes.

### **Intro to Auto Refinishing & Collision**

At the conclusion of this course, students will have an understanding of the fundamental skills and technical knowledge required for the collision repair and refinishing industry. Possible careers that students may explore include Collision Repair Technician and Automotive Refinishing Technician.

### **Intro to Building Trades (Construction, Electrical & Plumbing)**

At the conclusion of this course, students will have an understanding of careers in the design, planning, managing, building and maintenance of buildings and the constructed environment. The Pre-Tech Foundation course will center on construction of residential houses. Students will learn the care and safe use of both hand and power tools and develop skills in blueprint reading, carpentry, plumbing, and electrical circuits. Students will explore careers within the building trades field including carpentry, plumbing and electrical.

### **Intro to Forestry & Natural Resources**

At the conclusion of this course, students will have an understanding of the general concepts related to regional natural resource industry. Students will obtain skills and knowledge through project-based learning in the classroom and the field working directly with natural resource professionals in the private and public sectors. The program will include introductory lessons in forest measurement and management, soil and water conservation, and wildlife habitat and management. The program will provide students with a foundation for continuing education in a full-time CTE program. Possible careers that students may explore include: Fish and Wildlife Biologist, Consulting Forester, Soil Conservationist, Environmental Educator, Tree Farmer.

### **Intro to Health and Human Services**

At the conclusion of this course, students will have an understanding of Health Careers and Child and Adult Care Professional opportunities. Possible careers that students may explore include child care provider, teacher, counselor, nanny, social worker, adult care center aide, geriatric counselor, home health aide, social activity leader for elders, registered nurse, LNA, LPN, respiratory therapist, vet tech, and dental hygienist.

### **Intro to Public Safety: Criminal Justice**

At the conclusion of this course, students will have an understanding of the duties and responsibilities of criminal justice professionals and why ethical behavior is paramount. Students will explore careers within the Criminal Justice field including law enforcement (local, state and federal), corrections, private security, and forensic investigator/detective. Hands on activities include communication via radio, conducting a motor vehicle stop, identifying, dusting, and lifting latent prints using powder and superglue techniques and crime scene investigation.

### **Intro to STEM Engineering & Welding**

By enrolling in this course, students will follow a course of study to conceptualize, design, prototype, test, construct and finish small manufactured items. Students will learn the design process (including hand sketching, board drafting and computer aided drafting) coupled with manufacturing processes (including fabrication using cutting, grinding and welding). Students will also explore careers within the Manufacturing and Engineering fields including Manufacturing Technician, Machinist, Welder, Architect, Designer, Drafter, Mechanical Engineer, Welding Engineer, and Civil Engineer.

### **Intro to Digital Arts**

Working in Animate students will create short animations and interactive games. At the conclusion of this pre-technical foundation course, students will have an understanding of drawing digitally using the Wacom tablet, mac operations, Animate software, creating interactive media, coding very simple events, and animating characters. Students will also explore careers within the digital illustration, interactive design and computer animation fields.

### **Intro to Cosmetology**

At the conclusion of this course, students will have an understanding of the basic foundations of design composition, elements and principles; basic makeup application; hairstyling fundamentals; and basic manicure techniques. Students will explore careers including a licensed esthetician, nail technician, hairstylist and the possibility of salon ownership.

### **Intro to Video & Multimedia Communications**

At the conclusion of this course, students will have an understanding of how to make stories fun and exciting through moving images and video. Students can choose to work on advertisements, factual news stories or short films on what they like. Students will get their videos reviewed by each other and professionals in the field to continue to learn industry standards and different ways of telling a story with a beginning, middle and end. Not only will students learn about jobs in the field, but also become better writers and artists.

### **Intro to Auto Technology**

At the conclusion of this course, students will have an understanding of both personal and shop safety, basic hand tools used in the automotive field, specialized vehicle repair equipment and basic maintenance and service procedures. Students will also explore careers in the automotive technology field including repair technician, service writer, parts specialist, and vehicle sales associate.

For more information about all of our programs visit us at [www.Staffordonline.org](http://www.Staffordonline.org) or call us at 770-1050

# 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 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 of 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.**

## **110 READ 180 (A/B Y)**

**1 credit**

The class will utilize Scholastic's "Read 180" curriculum. This is an innovative and powerful program designed to improve student reading skills to prepare students for the reading demands of secondary education. Directly targeting individual reading level and needs, it combines whole class instruction, reading software on individual laptops, small group instruction, and independent, silent reading time.

## **112 ENGLISH 1 COLLEGE PREP: Introduction to Literary Forms (A/B - Y)**

**1 credit**

This course is focused on global topics and provides a solid foundation in the fundamentals of high school English. The five overarching standards--Reading, Writing, Vocabulary, Grammar, and Speaking/Listening--will improve student skills and concepts introduced in earlier grades. While studying global issues and texts, students develop effective communication skills and learn a variety of strategies for organizing and producing written work. In addition, emphasis is placed on the development of Habits of Work, including organization, self-discipline in completing school work, and working positively with others in a learning environment. All learning will build a foundation for success in later high school English courses.

**113 ENGLISH 1 HONORS: Literary Forms (A/B - Y)****1 credit**

This course is designed for the AP and college-bound students and develops the Habits of Work skills and work ethic necessary for advanced study. In addition to a focus on world literature and global issues, emphasis is placed upon writing for a variety of contexts and audiences. The five overarching standards--Reading, Writing, Vocabulary, Grammar, and Speaking/Listening--weave together to provide an advanced, comprehensive foundation for deep intellectual exploration. Attention is also given to SAT-level vocabulary development, research and communication skills, and the use of appropriate formalized grammar, usage, and mechanics for academic writing. Creativity, independence, and consistent homework completion are helpful and encouraged for success in this course.

**122 ENGLISH 2 COLLEGE PREP: Introduction to World Literature (A/B-Y)****1 credit**

Students in this course study a selection of modern non-Western literature, primarily novels and short stories. With an emphasis on critical thinking through class discussions, numerous essays, and independent projects, the course is connected thematically with World History 2 in order to examine diverse cultural experiences and global perspectives. Instruction in library techniques, grammar reviews and vocabulary skills will be included.

**123 ENGLISH 2 HONORS: Introduction to World Literature (A/B-Y)****1 credit**

Students in this course study a selection of modern non-Western literature, primarily novels and short stories. With a heavy emphasis on critical thinking through class discussions, numerous essays, and independent projects, the course is connected thematically with World History 2 in order to examine diverse cultural experiences and global perspectives. Students will work collaboratively and independently in order to gain a deeper understanding of the course materials. and Instruction in library techniques, grammar reviews and vocabulary skills will be included.

**132 ENGLISH 3 COLLEGE PREP: American Literature (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 critical responses and creative thinking and writing while expanding and enriching student vocabulary. 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.

**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. **Students are expected to complete summer assignments.**

**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. **Students will be expected to complete summer reading and writing assignments, and will be required to take the Advanced Placement examination in May. 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.**

**142 ENGLISH 4 COLLEGE PREP: British Literature (S) 1 credit**  
This course addresses the reading and writing skills necessary for seniors who may pursue higher education. The literary readings focus on Shakespearean drama and the English novel and consider the ways the texts of the past continue to speak to the present. The course emphasizes personal and analytical writing, vocabulary development, intensive class discussion, and independent outside reading.

**144 ENGLISH 4 HONORS: British Literature (S) 1 credit**  
This course addresses the reading and writing skills necessary for seniors who intend to pursue higher education. The literary readings focus on Shakespearean drama and the English novel and consider the ways the texts of the past continue to speak to the present. Students will expand their understanding of how various elements of language interact to convey meaning. The course emphasizes personal and analytical writing, vocabulary development, intensive class discussion, and independent outside reading. Essays will demonstrate clear understanding of literary texts, compositional conventions, and increasingly sophisticated use of rhetoric.

**145 ADVANCED PLACEMENT ENGLISH LITERATURE AND COMPOSITION (Y) 2 credits**  
Advanced Placement English Literature and Composition is a college level British literature 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. 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.**

**146 SHAKESPEARE SEMINAR: SHAKESPEARE AND POLITICS 1 credit**  
This course will focus upon a close reading of Shakespeare's tragedy, comedy, and problem plays. While we will examine the timeless human experiences of love and loyalty, hatred and envy, special attention will be paid to the timely issues of race, gender, class, and religion, issues controversial and complex in Shakespeare's age as well as in our own. We will read Othello, Julius Caesar, Much Ado about Nothing, and The Merchant of Venice.

Students should note that this is a literature course and not a language arts course, so grammar, vocabulary, and essay writing will not be part of the instruction. Students will be expected to read intensively and participate actively in classroom discussions and activities.

Open to juniors and seniors. Does not replace English 3 or English 4. Students who complete the course will earn a recognition during the Senior Awards ceremony for earning 5 credits in English during their high school career.

**96106 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.

**96107 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.

**99061 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, Hemingway, and Steinbeck.

**99064 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 lifelong learning.

**232 ON YOUR WN (Q)****.5 credit**

Are you ready for life after high school? In this course students learn the fundamental concepts of personal money management through individual and group activities. They will simulate real life situations where they make decisions that help learn about managing their money in the real world.

**235 REAL MEALS 1 (Q)****.5 credit**

Students learn the fundamental concepts of food and nutrition, cooking equipment and techniques, as well as the art of home style cooking- how to prepare healthy dishes quickly and easily. This class offers students an opportunity to learn and improve the skills involved with food preparation. Lab work is incorporated into the lesson, so students have first-hand experiences in food preparation.

**236 REAL MEALS 2 (Q)****.5 credit**

This second level course will focus on the baking skills necessary to prepare pies, soups, casseroles, yeast breads, and desserts. Areas of study include regional U.S. foods, daily nutritional needs, and current nutritional information.

**240 INTERNATIONAL FOOD POLITICS (Q)****.5 credit**

Students study foods and cultures from various regions of the United States and from different countries around the world. While studying cultural information about other countries, students practice food preparation techniques and proper sanitation procedures. Skills and abilities will be developed in the areas of personal food selections and preparation techniques.

## FINE ARTS

### Mission Statement

We educate the students of the Rutland City Schools to be active consumers of the arts who will engage in lifelong 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.

## ART

**312 INTRODUCTION TO ART (Q) .5 credit**

Explore a variety of media and projects that include drawing, painting, book-making, architecture, design, and sculpture. Art themes will include creative expression, art history, computer design, and student choice projects.

**321 SCULPTURE (Q)****.5 credit**

In this class students will create decorative, figurative, and functional forms using a variety of media including wire, papier-mâché, cardboard, clay, found objects, and more. We will use these materials to create personal and themed forms from iconic historical periods as well as from our own imagination. **This course is a prerequisite for Sculpture II.**

**322 SCULPTURE II (Q)****.5 credit**

This course is designed for highly-motivated students who want to take Sculpture to the next level. Students will be challenged to express their creativity using advanced techniques from Sculpture I as well learn new media such as soap, wood, and/or stone. **Prerequisite: Student must have demonstrated proficiency in Sculpture I.**

- 323 POTTERY (Q)** **.5 credit**  
This course will introduce the basic concepts of working with clay including hand-building and introduction to the potter's wheel. We will explore slab, coil, and pinch techniques as well as work with a variety of low and high-fire glazes to create figurative, decorative, and functional works. **This course is a prerequisite for Pottery II.**
- 324 POTTERY II (Q)** **.5 credit**  
This course is designed for highly motivated students who want to continue to master hand-building techniques and/or the potter's wheel. Students will explore and push the properties of clay far beyond the introductory level to form their own artistic personality and style. Prerequisite: **Student must have demonstrated proficiency in Pottery I.**
- 337 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.
- 326 GRAPHIC DESIGN (Q)** **.5 credit**  
Graphic Design is a course that teaches students how to use real world graphic design techniques to create logos, magazine covers, product labels, posters and more. Students will learn traditional art techniques through graphic design and use materials such as pencil, paint, cut paper, scratchboard, and computers.
- 327 GRAPHIC DESIGN 2 (Q)** **.5 credit**  
Graphic Design 2 is a continuation of Graphic Design 1 and Basic Design. An advanced look into visual principles as the basis of graphic design communication and elements and issues of visual language. Covers the manipulation of graphic form to convey meaning, strategies for idea generation and development of unique concepts, and the designer's role as visual storyteller. **Successful completion of 326 Graphic Design is required.**
- 328 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. **Drawing is a prerequisite for 335 Advanced Placement Studio Art and 334 Art Portfolio.**
- 329 DRAWING 2 (Q)** **.5 credit**  
Drawing 2 is a continuation of Drawing 1. Projects are based on subjects such as still life, landscape and inventive forms and may incorporate media such as charcoal, graphite, ink, and collage. Students explore form and structure from observation and imagination through the use of line, shape, value and texture. **Successful completion of 328 Drawing is required.**
- 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 with an emphasis on advanced drawing. Student artists who want to be creative and to strive for excellence are encouraged to apply. **Permission of the instructor is required 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. **328 Drawing is required. 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

**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 may include some interdisciplinary experiences with other RHS Fine Arts classes. (max. 24 students)

**339 CHORALE – Grades 9-12 (S)****1 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 open to 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. **Public performances are a requirement of this course.**

**341 CHOIR – Grades 9-12 (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. (max. 70 students) Students in Choir may alternate classes with Advanced Orchestra or Jazz Ensemble. **Public performances are a requirement of this course.**

**341H CHOIR HONORS – Grades 9-12 (Y)****1 credit**

Additional requirements beyond the standard Choral curriculum apply. Instructor permission is required for enrollment.

**342 SYMPHONIC BAND - Grades 9-12 (Y)****1 credit**

This RHS performing group is open to all students who play a band instrument. The band has a great tradition and 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 BAND represents our school's spirit throughout the state and the nation. The band appears regularly at concerts, parades, and events at the local, state and national level. Members represent the pride of Rutland High School. **Public performances are a requirement of this course.**

- 342H SYMPHONIC BAND HONORS — Grades 9-12 (Y)** **1 credit**  
Additional requirements beyond the standard Symphonic Band curriculum apply. **Instructor permission is required for enrollment.**
- 343 ORCHESTRA / STRING ENSEMBLE - Grades 9-12 (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 RHS STRING ENSEMBLE has become a statewide leader in the performance of orchestra literature. The group performs each semester for school programs and other events. **Public performances are a requirement of this course.**
- 343H ORCHESTRA HONORS – Grades 9-12 (Y)** **1 credit**  
Additional requirements beyond the standard Orchestra curriculum apply. Instructor permission is required for enrollment.
- 358H Advanced Orchestra Honors—Grades 9-12 (Y)** **1 credit**  
Membership in this ensemble is by audition only. The group performs chamber orchestra literature from Baroque to Contemporary as well as jazz, pop and other genres. 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.
- 348H Chamber Singers Honors—Grades 9-12 (Y)** **1 credit**  
Membership in the small SATB (soprano/alto/tenor/bass) chorus is **by audition only**. The Chamber Singers explore a wide variety of repertoire from 16th century madrigals to show choir. Singers in this group have performed in the District, Vermont Madrigal, All State, and New England 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 Choir membership is required.
- 349H Jazz Ensemble Honors—Grades 9-12 (Y)** **1 credit**  
Membership in this instrumental ensemble consisting of drums, guitars, keyboard, saxophones, trombones, and trumpets is by audition only. The group 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.
- 371 Concert Band Grades 9-12 (Y)** **1 credit**  
This RHS performing group is for all students who play a band instrument. The Concert Band is generally comprised of underclassmen. The primary objective of this course is the exploration of instrumental music as well as the development of musicianship. Students will learn teamwork, performance skills and the fundamentals of music theory. The band will perform music in a variety of genres and styles. The RHS 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. **Public performances are a requirement of this course.**
- 371H Concert Band Honors Grades 9-12 (Y)** **1 credit**  
Additional requirements beyond the standard Concert Band curriculum apply. **Instructor permission is required for enrollment.**

# THEATER

- 363 INTRODUCTION TO ACTING AND BACKSTAGE – ON STAGE and on CAMERA (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, playwriting, designing, directing, and stage management. Students will work in groups to develop improvisational and written plays with costumes and props. The class will be divided into acting and non-acting groups to insure that students with a variety of talents and interests can be accommodated. The final project will be a short play which addresses one of the twenty global issues. This is the required course in theatre. This course can be taken as a global studies elective. Some art and music experiences will be included in this course.
- 364 IMPROVISATION or “WHOSE LINE IS IT ANYWAY?” (Q) .5 credit**  
Improvisation is unscripted theatre which depends on the participants’ ability to work together, think spontaneously and use all of the skills of a scripted actor, i.e. projection, concentration, listening and responding, movement and character development. The students become the playwrights. The different types of improvisation, comedic and political or theatre of the oppressed will be explored.
- 365 IMPROVISATION 2 (Q) .5 credit**  
Students interested in continuing to explore improvisational theatre are encouraged to participate in this class. Longer improvisations are developed which are about life in high school or in our community. Emphasis is on story development and creating improvisations that can be filmed and shared with the school through the announcements.
- 366 ADVANCED ACTING – ON STAGE and on CAMERA (S) 1 credit**  
Any student planning to continue the study of theatre in college is encouraged to be a part of this class. This is primarily a performance class. Students will study theatre history and technical theatre, view and review plays, perform scenes and study the work of a variety of acting teachers. We will attend at least one professional or college production during the semester. Scenes and ten-minute plays will be developed to performance levels. Opportunities will be provided to learn about directing.
- 367 IMPROVISATIONS PERFORMANCE (Q) .5 credit**  
Using the experiences gained in Improvisation 1 and 2 students will create one or two new long form improvisations. Students interested in backstage elements of theatre can take this course and develop the costumes, lighting, set, and publicity needed for the performances. The director/teacher or the members of the class will determine the theme or content of these pieces. They will be performed for a variety of audiences such as elementary schools or middle schools.
- 368 STAGECRAFT AND DESIGN (Q) .5 credit**  
There are many and varied aspects of backstage theatre. During 363 Introduction to Acting and Backstage, 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. This is a global studies elective. Students with an interest in visual arts should consider 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.

**372 THEATRE FOR SOCIAL ACTION (Q)****.5 credit**

This course is designed to explore plays written to effect change or present an event that changed history through action. After reading and analyzing scripts, students will choose an issue and a target audience which will be the focus of their play. They will research the issue, write or create the play through improvisation, rehearse the play, create sets, costumes, props, and sound for the play, perform the play and then reflect on the experience. **This course is a Global Studies elective.**

**EFFECTIVE SPEAKING (Q)****.5 credit**

The course will start with group presentations and exercises that are designed to encourage participation without singling anyone out. Role playing in a variety of situations which require the student to speak in front of others will be explored. Students will develop different types of speeches which they will present to the class. Choral speaking and storytelling will also be a part of the class. The final project will be a presentation which will go beyond a powerpoint and speech. (This project may be a presentation for another class.)

**UNIFIED ARTS THEATRE (S)****1 credit**

This will be a diverse class, similar to Unified Sports. The course will begin with developing skills in acting, improvisation, storytelling, costume and set design and creation. The students will choose a global issue which they want to address in their production. They will devise a play through improvisation that includes everyone who wants to be on stage. Once the play has taken shape students will create costumes, sets, props, lighting, makeup and sound for the play. Class time will be spent in creation and rehearsal. The goal is to have a production to share with an audience during the last two weeks of the course.

## INFORMATION TECHNOLOGY

Students become capable users of technology when they apply it across curricular areas and throughout the learning process. Students are supplied situations where they can express their individual creativity through the exploration of new software capabilities while completing independent and cooperative reality based tasks.

Commonly used applications/topics such as word processing, spreadsheets, presentations, the Internet, multimedia, desktop publications, ethics, and computer principles will be covered. These applications/topics enhance learning in all academic areas and increase problem-solving skills in a variety of disciplines.

**All students are required to fulfill a one-credit graduation requirement** and they can use any combination of courses to total 1 credit. Courses beyond 1 credit will count as electives.

**001 COMPUTER APPLICATIONS 1 (Q)****.5 credit**

In this first course of the Computer Applications sequence, students get an overview of different kinds of software and their uses. While there is an emphasis on word processing and presentation software, other topics may include file management, digital citizenship, introduction to coding, online video and audio editing and cutting edge technologies. This course is project based.

**002 INTEGRATED TECHNOLOGY****.5 credit**

In this course freshman will be introduced to technology within the context of their core content subject areas; English, Science, Social Studies, Math and Healthy Living. Students will engage in projects that will facilitate critical thinking and problem solving skills while utilizing technology tools to research and present ideas and solutions. Students will collaborate with peers while exploring creative solutions to various original and real life projects. Course content will include use of Google tools such as docs, forms, presentations, and various web based presentation tools, such as Prezi, Weebly, etc. Students will practice good organization and file management; the use of text documents including editing and formatting; fundamentals of spreadsheet creation, formatting and formulas. **This is a year-long embedded course.**

**003 PERSONAL COMPUTING (Q)****.5 credit**

In this introductory course students become more productive users of computer software which may include text documents, spreadsheets, digital citizenship, and other applications.

**010 COMPUTER APPLICATIONS 2 (Q)****.5 credit**

Explore real world applications of technology in the second course of the Computer Applications sequence. Students will learn to use spreadsheets, discuss digital citizenship and online safety (i.e. banking, strong passwords, safe shopping, etc.), online photo editing, explore virtual reality and perhaps create 360 videos or pictures. This course is project based

**012 MULTIMEDIA (Q)****.5 credit**

Using various media types and digital tools, students will create and manipulate photographs, sound, video and perhaps animation through creative projects using various software applications.

**021 MOBILE COMPUTER SCIENCE PRINCIPLES (S)****1 credit**

In this course you will learn computer science by building socially useful mobile apps. In addition to programming and computer science principles, the course is project-based and emphasizes writing, communication, collaboration, and creativity. You will learn to use App Inventor, a mobile programming language for Android devices, and create your own applications for mobile devices.

**018 INTRODUCTION TO ROBOTICS (Q)****.5 credit**

This course introduces students to the planning, design, building, and operation of robots using a hands-on approach. You will build robots, learn to program them and learn to refine your programs through testing. Interacting with the machines you have built and the software you have written provides immediate feedback and leads to exploration, experimentation, and self-evaluation. At the same time, learning to analyze problems and design solutions teaches analytical skills. The course culminates with a final challenge such as building and programming a robot to successfully complete a "Mission to Mars" or compete in a "Robot Sumo Wrestling Contest".

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

This semester course allows students the opportunity to work on a team dedicated to generating the **annual Talisman** (Yearbook). Some students may also be involved in other publications. They will receive instruction in digital equipment as needed. They will use online desktop publishing software to lay out publications. Students learn digital imaging, design, layout and apply their skills to the publication. This course is for students who enjoy being creative, problem solving, teamwork, meeting deadlines, taking responsibility and accepting constructive criticism. This class meets daily and students may register for multiple semesters.

**013 INTRODUCTION TO COMPUTER SCIENCE PRINCIPLES (S)****1 credit**

Introduction to Computer Science is an introductory computer science course that empowers students to create authentic artifacts and engage with computer science as a medium for creativity, communication, problem solving, and fun. Topics include problem solving, web development, animation and games, the design process, data and society and physical computing.

**023 AP COMPUTER SCIENCE PRINCIPLES (S)****1 credit**

This course introduces students to the foundational concepts of computer science and challenges them to explore how computing and technology can impact the world. The AP Program designed AP Computer Science Principles with the goal of creating leaders in computer science fields and attracting and engaging those who are traditionally underrepresented with essential computing tools and multidisciplinary opportunities. Topics include the Internet, digital information, introduction to programming, big data and privacy, AP performance task prep, building apps, and data tools.

# 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, and 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 to 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  
INTEGRATED MATH 1, CP  
INTEGRATED MATH 1,  
HONORS INTEGRATED MATH 2, CP  
INTEGRATED MATH 2, HONORS INTEGRATED MATH 3, CP  
INTEGRATED MATH 3, HONORS  
INTEGRATED MATH 4, CP  
INTEGRATED MATH 4,  
HONORS INTEGRATED MATH 5, CP  
MATH 360  
APPLIED MATH - FINANCE  
CALCULUS HONORS  
AP CALCULUS AB (full year)  
AP CALCULUS BC STATISTICS  
AP STATISTICS (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 and the availability of the classes requested.
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 will be required to show proficiency in problem solving.

## MATHEMATICS

**500 FUNDAMENTALS OF MATHEMATICS AND SCIENCE (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.**

**524 INTEGRATED MATH 1 COLLEGE PREP (S) 1 credit**  
Students will work to complete their studies of linear relationships and be introduced to exponential and quadratic relationships. They will also use these relationships in an integrated manner to develop an understanding of fundamental geometry concepts. Units include: Systems of Equations and Inequalities, Arithmetic and Geometric Sequences, Linear and Exponential Functions, Features of Functions, and Congruence, Constructions and Proof.

**525 INTEGRATED MATH 2 COLLEGE PREP (S) 1 credit**  
This course continues the study of topics begun in Integrated Math 1 CP. Students will continue to work with quadratic, and exponential, functions and other functions. This work will also be done in the context of geometric relationships and real world problem-solving work with statistics and probability. Units Include: Congruence, Constructions and Proof, Connecting Algebra & Geometry, Modeling Data, Quadratic Functions, Structures of Expressions, and Quadratic Equations.

***Integrated Math 1 & 2, CP are considered as one credit towards the 3 credits needed to fulfill the graduation requirements in math.***

**526 INTEGRATED MATH 1 HONORS (S) 1 credit**  
This course is designed to help students develop a deep understanding of algebra and geometry topics. There will be an emphasis on activities that help students makes sense of mathematical ideas, discover solutions methods for themselves, and develop problem-solving skills. This course is a rigorous course with a new topic being taught almost every class. Units include: Systems of Equations and Inequalities, Arithmetic and Geometric Sequences, Linear and Exponential Functions, Features of Functions, Congruence, and Constructions and Proof. connecting Algebra & Geometry, and Modeling Data.

**527 INTEGRATED MATH 2 HONORS (S) 1 credit**  
This course continues the study of topics begun in Integrated Math 1 Honors. Students will continue to work with quadratic, exponential and other functions. This work will also be done in the context of geometric relationships and real world problem-solving work with statistics and probability. Units Include: Connecting Algebra & Geometry, Modeling Data, Quadratic Functions, Structures of Expressions, Quadratic Equations, More Functions, More Features, and Geometric Figures.

***Integrated Math 1 & 2 Honors are considered as one credit towards the 3 credits needed to fulfill the graduation requirements in math.***

**528 MATH 360 (S) 1 Elective Credit**  
This course is designed to be taken in conjunction with a student's math class. It will supplement the student's math skills and provide an opportunity for the student to access the assistance of an instructor. This computer based class will be tailored to the individual student's skills and needs. Placement in Math 360 is determined by the student's performance in the previous math class and on math assessments such as departmental common assessments and the state standardized test. May be taken for Math credit with administrative approval.

**534 INTEGRATED MATH 3, COLLEGE PREP (S)****1 credit**

This course continues the study of topics begun in Integrated Math 1 & 2 CP. Students will be introduced to quadratic functions and equations, structures of expressions, and continue to investigate functions and their features.

**535 INTEGRATED MATH 4, COLLEGE PREP (S)****1 credit**

This course continues the study of topics begun in Integrated Math 3 CP. This course will focus heavily on different geometry topics and their real-world applications. Students will investigate geometric figures, similarity and right triangle trigonometry, circles and other conics.

**Integrated Math 3 & 4 CP are considered as one credit towards the 3 credits needed to fulfill the graduation requirements in math.**

**536 INTEGRATED MATH 3 HONORS (S)****1 credit**

This course continues the study of topics begun in Integrated Math 1 & 2 H. It will continue to develop students' understandings of algebra and geometry topics and solidify their problem solving skills. This is a rigorous course with a new topic being taught in almost every class. Units will include similarity and right triangle trigonometry, circles, conics, probability, inverse functions, and logarithms.

**537 INTEGRATED MATH 4 HONORS (S)****1 credit**

This course continues the study of topics begun in Integrated Math 3 H. It will continue to develop students' understandings of algebra and geometry topics and solidify their problem solving skills. This is a rigorous course with a new topic being taught in almost every class. Units will include polynomial functions rational expressions, trigonometry, modeling, and statistics.

**Integrated Math 3 & 4, Honors are considered as one credit towards the 3 credits needed to fulfill the graduation requirements in math.**

**538 INTEGRATED MATH 5 (S)****1 credit**

This course continues the study of topics begun in College Prep Integrated Math 3 and 4. Students will continue to work with quadratic and exponential functions as well as several geometry concepts. Specific algebra and geometry skills learned in previous courses of Integrated Math will be used regularly as students are introduced to new material. Units include: polynomial functions and rational expressions, logarithmic functions, modeling, and trigonometric functions.

**547 APPLIED MATH - FINANCE (S)****1 credit**

This course focuses on four major areas: 1) banking and financial services; 2) credit in our economy and using credit wisely; 3) making, spending, saving and investing your money, including taxes, e-banking, checkbook management, bond and stock investment; 4) risk management including informed decisions about car purchases and insurance. Students will be exposed to an e-book keeping system such as Quicken, and will explore how your education and career choices affect your financial future. This course will help you develop specific tools and a financial sense of your future as a member of the work force, as a responsible citizen, and as an effective participant in the global economy. This course is available to students who have completed Integrated Math 1 - 2 and will rely on skills learned in previous math courses.

**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 550 Pre-calculus Honors 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. **Indicators for Success: A grade of 80 or better in 537 Integrated Math 4 Honors, or its equivalent or instructor recommendation.**

**551 AP CALCULUS AB (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. **Indicators for Success: A grade of 85 or better in 537 Integrated Math 4 Honors, or its equivalent or instructor recommendation. Students are required to take the AP exam in May.**

**552 AP CALCULUS BC (S)****1 credit**

AP Calculus BC is an advanced class that references all the material taught in AP Calculus AB and extends the content to different types of equations. This course will cover topics in differential and integral calculus, including concepts and skills of limits, derivatives, definite integrals, the Fundamental Theorem of Calculus, and series. The course emphasizes a multi-representational approach to calculus, with concepts, results, and problems being expressed geometrically, numerically, analytically, and verbally. The main objective of this course is to give students the understanding of calculus concepts, related mathematical skills and appropriate technology necessary for success on the Advanced Placement Exam and in subsequent college mathematics courses. **Indicators of success: Students enrolled in this one semester course should have completed Calculus AB with a recommendation from the teacher and are required to take the AP exam in May.**

**570 STATISTICS COLLEGE PREP (S)****1 credit**

Statistics College Prep is an activity-based mathematics elective that takes a hands-on approach to describing and extracting meaning from raw data, exploring relationships between variables, and studying random phenomena through the use of experimental and theoretical probability. Students will apply these broad concepts to an assortment of real-world scenarios. Statistics College Prep is a valuable course for college-bound students who plan to pursue post-secondary education in the natural and social sciences, STEM-related disciplines, or global studies. **Indicators of Success: Proficiency through Integrated Math 4. Information technology courses through Computer Applications 2 will also be important as Statistics College Prep makes substantial use of statistical software.**

**571 AP STATISTICS (Y)****2 credits**

AP Statistics is intended to introduce students to the major concepts and tools for collecting, analyzing, and drawing conclusions from data. This course will prepare the student for the Advanced Placement Statistics exam and will give the student a stepping-stone in their study of mathematics at the college level. 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 using statistical inference to confirm models. **Indicators of Success: completion of at least Integrated Math 4 with a grade of 85 or better. Students are required to take the AP exam in May.**

# 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 2.0 credits, the equivalent of three (3) quarters. To fulfill this requirement, students must complete three (3) quarters of physical education, and one (1) quarter of Healthy Living. To insure diversity and exposure to a broad spectrum of activities, students are required to take units in the following categories:

### Requirements:

#### Physical Education 1, Healthy Living, plus two other electives

#### REQUIRED:

##### **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.

##### **610/611 PE 1 (Q)**

**.5 credit**

**Grade Levels: 9-10.** Content Areas are, Personal Fitness and Project Adventure. This is a required course for graduation. This class encompasses two required elements for physical education. Personal Fitness is a combination of classroom learning and physical activity, which focuses on the health related components of fitness, for a lifetime of wellness. Project Adventure focuses on cooperation and communication skills involving trust and team building initiatives. In addition, students will have the opportunity to challenge themselves on our high ropes course.

**ELECTIVES:**

- 612 PE 2 (Q) .5 credit**  
**Grade Levels: 9-10.** Content Areas are, Ultimate, Floor Hockey, Table Tennis, Badminton, Speedball, Tchukeball, Basketball, Archery and Body Conditioning I. Based on season and facilities, 4 of these 9 will be chosen.
- 613 PE 3 (Q) .5 credit**  
**Grade Levels: 11-12.** Content Areas are, Softball, Flag-Football, Golf, Team Handball, Pickleball, Volleyball, Soccer, Tennis, Orienteering and Body Conditioning II. Based on season and facilities, 4 of these 9 will be chosen.
- 638 PE 4 (Q) .5 credit**  
**Grade Levels: 10-12.** Content Area is Dance.
- 637 PE 5 (Q) .5 credit**  
**Grade Levels: 10-12.** Content Areas are Pilates / Toning / Fitness
- 632 PE 6 (Q) .5 credit**  
**Grade Levels: 10-12.** Content Area is Adventure II. Prerequisite of 85% or higher in PE 1.
- 633 PE 7 (Q) .5 credit**  
**Grade Levels: 10-12.** Content Area is Outdoor Winter Sports Experience which may include Nordic Skiing, Snowshoeing, and ice-skating.
- 643 PE 8 (Q) .5 credit**  
**Grade Levels: 10 – 12.** Content area is Personal Fitness II. PE 1 (required) is a prerequisite. Personal Fitness 2 is designed to give students the opportunity to learn fitness concepts and conditioning techniques used for obtaining optimal physical fitness. Students will benefit from comprehensive weight training and aerobic cardio respiratory endurance activities. Students will learn the fundamentals of strength training, aerobic cardiovascular endurance, and overall fitness training. Course includes both lecture and activity sessions. Students will be empowered to make wise choices, meet challenges, goal setting, and develop positive behaviors towards physical activity for a lifetime.
- 640 PE 9 (Q) .5 credit**  
**Grade Levels: 10-12.** Content Area is Unified Sports Unified Sports is a national organization connected with the Special Olympics, which combines Special Olympic high school athletes with nonspecial Olympic high school students into one unified team. These students will train together for various sports during the marking period and compete in several unified sports events throughout the year.

# 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

### 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 for all levels of the three (3) basic sciences at RHS (biology, chemistry, earth science)

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

1. Asking questions and defining problems
2. Developing and using models
3. Planning and carrying out investigations
4. Analyzing and interpreting data
5. Using mathematics and computational thinking
6. Constructing explanations and designing solutions
7. Engaging in argument from evidence

- Science, Anatomy and Physiology
- Biology
- Chemistry
- Earth Science
- Ecology
- Engineering Essentials
- Environmental Science
- Field-Based Geology
- Marine Science
- Physics
- STEM Capstone

### **700 FUNDAMENTALS OF SCIENCE (S)**

**1 credit**

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. **Placement in this course will be determined by testing and staff recommendation only.**

**712 EARTH SCIENCE COLLEGE PREP - Grade 9 (A/B - Y)****1 credit**

This course covers many major areas of Earth Science including geology, plate tectonics, energy, geology, natural resources, astronomy, water, climate, and an introduction to engineering and lab work, Earth Science topics, as they are related to the state of Vermont, are also incorporated.

**713 EARTH SCIENCE HONORS - Grade 9 (A/B - Y)****1 credit**

This course covers many major areas of Earth Science including geology, plate tectonics, energy, geology, natural resources, astronomy, water, climate, and an introduction to engineering and lab work. 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, using a project based learning approach. Greater emphasis will be placed on classroom activities.

**721 BIOLOGY (S)****1 credit**

This course covers the study of biology including characteristics of life, cells, genetics, evolution, and an introduction to ecology focused on interactions between living things in ecosystems. Emphasis is on practical examples and includes lab work that supports the content. **Indicators of Success: Successful completion of, or concurrent enrollment in 712 Earth Science College Prep.**

**722 BIOLOGY COLLEGE PREP (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 College Prep or 713 Earth Science Honors – Grade 9 with a grade of 75 or better and instructor recommendation.**

**723 11TH GRADE BIOLOGY HONORS (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.**

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

Advanced Placement Biology and Lab covers the equivalent of a full year college course. It is a fast paced course involving students developing analytical skills, using the inquiry process and learning new concepts in evolution, biological interactions, genetics, and energy transfers. **Students will be required to take the Advanced Placement Examination in May. Indicators of Success: a grade of 3.0 or better in 732 or 733 Chemistry.**

**731 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 an instructor recommendation. Concurrent enrollment in 721 Biology is acceptable.**

**732 CHEMISTRY COLLEGE PREP (Y)**

This laboratory science course is designed for a student who plans to attend college, but not necessarily major in science. Topics included are the nature of matter, electronic structure of an atom, chemical formulas, chemical reactions and processes, periodicity, acids and bases, kinetic theory, and solutions. Instructional methods include large group instruction, laboratory experiments, individual and small group application practice, and interactive activities.

**Juniors and Seniors: Indicators of Success: Proficiency of 2.0 or better in 721 or 722 Biology College Prep and strong Algebra skills.**

**733 CHEMISTRY HONORS (Y)****2 credits**

This fast pace laboratory science course is designed for the college bound student who plans to pursue a career in the sciences, medicine, or engineering fields. Students should choose this course only if they are ready to work hard and come with a serious attitude and desire to learn a deeper level of chemistry. In addition, this course is designed to prepare students for the SAT Subject 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 are welcome to take this course. **Indicators of Success: strong algebra and mathematics skills are a must and obtaining at least a 3.0 in earth science and math.**

**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. 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 written lab reports, detailed reading and many calculation problems. The student should come in with a serious attitude, prepared to work hard and get involved. **Indicators of Success: A grade of 2.5 (85) or better in 733 Honors Chemistry, successful completion of mathematics courses to the equivalent of Algebra 3, recommendation from previous chemistry instructor, and successful completion of the three core science courses (biology, chemistry and earth science) is required.**

**741 ECOLOGY COLLEGE PREP (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 COLLEGE PREP (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 COLLEGE PREP (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. A major component of the course is the extensive dissection of the fetal pig, sheep heart, brain, and eye. **Indicators of Success: Successful completion of the three (3) core science courses (biology, chemistry, and earth science).**

**771 PHYSICS COLLEGE PREP (S)****1 credit**

This semester course in physics includes the study of motion, forces, energy and momentum. Students use a wide variety of graphical and pictorial tools, in addition to mathematics, to describe, to interpret and to make predictions about physical phenomena. The curriculum is built upon a small number of essential physics concepts which are developed in depth and with conceptual coherency. Special projects such as self-designed experimentation give students the opportunities to analyze complex situations of their own design and develop critical thinking skills. **Indicators of Success: Algebra I and Geometry. Concurrent enrollment in Honors Biology, Honors Chemistry or Chemistry is acceptable.**

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

This semester course in physics includes the study of motion, forces, energy, momentum and electricity. The curriculum is built upon a small number of essential physics concepts which are developed in depth and with conceptual coherency. Students use a wide variety of graphical and pictorial tools, in addition to mathematics, to describe, to interpret and to make predictions about physical phenomena. Special projects such as self-designed experimentation give students the opportunities to analyze complex situations of their own design and develop critical thinking skills. This class differs from the College Prep Physics course in that it involves greater depth of content and makes use of trigonometry throughout the course. Open to any student who has completed Algebra I. **Indicators of Success: Algebra II (Part 1) and Geometry. Concurrent enrollment in Honors Biology, Honors Chemistry or Chemistry is acceptable.**

**773 ADVANCED PLACEMENT PHYSICS 1 (Y)****2 credits**

This first year course in physics includes the study of linear motion, rotational motion, forces, energy, momentum, waves, sound, light, electricity and circuitry. This course is rigorous, fast-paced and has a stronger emphasis on mathematical analysis than the Honors Physics course, including a greater degree of difficulty in the problems. **Students are required to take the AP Physics 1 exam in May. Indicators of Success: Algebra II, Geometry and Pre-Calculus. Concurrent enrollment in Honors Biology, AP Biology, Honors Chemistry or AP Chemistry is acceptable.**

**774 TOPICS IN PHYSICS (S) (New)****1 credit**

The Topics in Physics course will be a survey course for students interested in learning about physics as it relates to other disciplines. The course will take a conceptual approach to entice students with interests in history, writing, art and music. We will briefly study physics' relation to each of these topics in an attempt to broaden student appreciation for physics in academia. The first quarter will address topics in English and History, while the second quarter will address topics in Music and Art. This class will be fast-paced and flexible to accommodate for student interest.

**775 NEW ENGLAND LANDSCAPES (S)****1 credit**

(A Field Based Study of Local Geology through Chemistry, Biology and Physics) This field-based class will focus on local geology through a combination of class work and outdoor field experience. Following a series of field trips to local points of interest, students will develop individual research proposals. This class will be taught in collaboration with Princeton University's geology department; therefore, students will have the opportunity to communicate via Skype and e-mail with current experts. Those students who are interested in pursuing their research proposals further then have an opportunity to participate in the supplementary YES plan program. This YES plan would return to the field for further data collection and potentially use Princeton laboratory space for data analysis. Additionally, (funding dependent) two students from this class will be selected to complete a summer internship, where students would assist and complete field research with Princeton graduate students. **Indicators of Success: Algebra I and Geometry. Concurrent enrollment in Honors Biology, Honors Chemistry, or College Prep Chemistry.**

# 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

### **812 WORLD HISTORY I: ORIGINS OF MODERN SOCIETIES -Grade 9 (A/B – Y) 1 credit**

This course employs a multi-faceted approach to introduce students to the origins and development of major world religions, forms of government, and significant historical events in Europe, Asia and Africa up through the 18th century. Students will be given the opportunity to develop skills in research, writing, presenting, reading and critical thinking. An emphasis on geography, religion and the development of our human history gives freshmen a solid body of knowledge on which to base subsequent social studies courses.

### **813 WORLD HISTORY I: ORIGINS OF MODERN SOCIETIES HONORS -Grade 9 (A/B–Y)**

**1 credit** This course covers the same basic content but with further emphasis on critical thinking skills. In addition to developing basic social studies and academic skills 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.

### **822 WORLD HISTORY II: GLOBAL CONNECTIONS COLLEGE PREP- Grade 10 (A/B-Y) 1 credit**

This course explores the themes of democratic revolution, industrialization and imperialism, totalitarianism and war, and gender as they relate to the modern world (i.e., 1750-present). The course will examine the French Revolution, the Industrial Revolution, imperialism in Africa, World War I and II, and the Cold War. This course aims to help students develop skills that will be required outside of school, including research, writing, speaking, and analysis. A formal research paper will be required in addition to several major project based learning activities. Work outside of class will be required.

**823 WORLD HISTORY II: GLOBAL CONNECTIONS HONORS- Grade 10 (A/B-Y) 1 credit**

At the Honors level, the historical events taught in the course will be covered in substantially more depth, which requires extensive work outside of class. This demanding course requires strong reading and writing skills. Students will frequently read and analyze primary documents related to the topic they are studying. A formal research paper will be required in addition to several major project based learning activities. **Faculty will make recommendations for placement based on performance in Origins of Modern Societies.**

**831 U.S. HISTORY- Grade 11 (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.

**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 - Grades 11 - 12 (S) 1 credit**

This course is centered on developing a thorough understanding of past and present economic systems, and the structure and functions of American 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, and 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 includes a study of local government, and moves on to government at the state and federal level. Emphasis will be placed on citizenship, civic participation, rights, and voting. **Students may take this course for an Honors Option to be fulfilled by completing additional assignments that are more rigorous than the standard assignments.**

## ELECTIVES

### **800 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.

### **842 AP MACROECONOMICS - Grades 11- 12 (S)**

**1 credit**

This college-level course includes both foundational economic concepts such as supply and demand, comparative advantage, and the business cycle, and advanced concepts such as currency exchange, fiscal and monetary policy, exchange rates, determination of national income, globalism and international trade, capital flows, and monetary theory. Governmental structures will also be covered; successful completion of this course counts as the required senior credit for Civics and Economics. AP Macroeconomics is highly recommended for students who are pursuing a global studies endorsement. Students will be required to take the Advanced Placement Macroeconomics examination in May. **Indicators of success: A grade of 85 or better in US History Honors, American Voices Honors or AP US History, and instructor recommendation.**

### **844 ADVANCED PLACEMENT U.S. HISTORY Grade 11 (Y) (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.**

### **847 PSYCHOLOGY COLLEGE PREP (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.**

### **96205 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 ACTFL guidelines (American Council of Teachers of Foreign Language), our national standards for the learning of world languages. Communication is at the heart of the human experience. Communication in another language is essential for students to become active, globally engaged citizens. Knowledge of other cultures and perspectives enhances students' ability to deal with complex, global issues. Three (3) principles about language and culture, learners of language and culture, and language and culture education drive our philosophy and mission:

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 ACTFL guide lines, which include an emphasis on the following: speaking, reading, writing, listening, culture, communities.

### **411 FRENCH 1 COLLEGE PREP (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 become proficient in 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 begin to 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.

### **421 FRENCH 2 COLLEGE PREP (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 course 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 proficiency. It is expected that the student will participate actively and at a proficient level in the target language. **Indicators of Success: Instructor recommendation or placement examination for new students.**

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

French 3 is designed to reacquaint 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. **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) is the prerequisite to Advanced Placement French****1 credit**

French 5 Honors will challenge the highly motivated student who has a serious interest in the language and has completed a four-level sequence of French. The French Language and Culture/French 5 Honors course is an advanced language course in which students acquire proficiencies that expand their cognitive, analytical and communicative skills. The course teaches language structures in context and focuses on the development of fluency to convey meaning. Students explore culture in both contemporary and historical contexts to develop an awareness and appreciation of cultural products, practices, and perspectives. In addition, students participate in a forum where they are able to share their own opinions and comments about various topics and comment on other students' posts. The course also makes great use of the Internet for updated and current material. **Four (4) levels of French and instructor discretion is required.**

**451 ADVANCED PLACEMENT FRENCH (S) (taught in the spring following French 5 Honors)**

**1 credit** The AP French Language and Culture course prepares students for the College Board's AP French Language and Culture exam. It uses as its foundation the three modes of communication (Interpersonal, Interpretive and Presentational) as defined in the Standards for Foreign Language Learning in the 21st Century. The course is designed as an immersion experience and is conducted almost exclusively in French. In addition, all student work, practices, projects, participation, and assessments are in French. The course is based on the six themes required by the College Board. **Students will be required to take the Advanced Placement Examination in May. Four (4) semesters of French and instructor recommendation is required.**

**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 become proficient in 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.

**455 GERMAN 2 AND GERMAN 2 HONORS (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. **Students may take this course for an Honors option to be fulfilled by completing additional assignments that are more rigorous than the standard assignments.**

**456 GERMAN 3 AND GERMAN 3 HONORS (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. **Students may take this course for an Honors Option to be fulfilled by completing additional assignments that are more rigorous than the standard assignments.**

**457 GERMAN 4 HONORS (S)**

**1 credit**

This course will provide a thorough review of beginning and intermediate grammar and aims to develop oral proficiency via conversational topics, summaries, oral reports and discussions. Students will also read and analyze a variety of texts, and will aim to increase their skills in both receptive and productive language skills. This is an Honors level course, and the language of instruction is German.

**461 SPANISH 1 COLLEGE PREP (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 become proficient in 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.

**471 SPANISH 2 COLLEGE PREP (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 COLLEGE PREP (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 (preterit) tense 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 proficient 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) (taught in the fall as a prerequisite to 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 Spanish Language and Culture/Spanish 5 Honors course is an advanced language course in which students acquire proficiencies that expand their cognitive, analytical and communicative skills. The course teaches language structures in context and focuses on the development of fluency to convey meaning. Students explore culture in both contemporary and historical contexts to develop an awareness and appreciation of cultural products, practices, and perspectives. In addition, students participate in a forum where they are able to share their own opinions and comments about various topics and comment on other students' posts. The course also makes great use of the Internet for updated and current material. **Four (4) semesters of Spanish and instructor discretion are required.**

**495 ADVANCED PLACEMENT SPANISH (S) (is taught in the spring after Spanish 5 Honors) 1 credit**

The AP Spanish Language and Culture course prepares students for the College Board's AP Spanish Language and Culture exam. It uses as its foundation the three modes of communication (Interpersonal, Interpretive and Presentational) as defined in the Standards for Foreign Language Learning in the 21st Century. The course is designed as an immersion experience and is conducted almost exclusively in Spanish. In addition, all student work, practices, projects, participation, and assessments are in Spanish. The course is based on the six themes required by the College Board. **Students will be required to take the Advanced Placement Examination in May. Four (4) semesters of Spanish and instructor discretion are required.**

**498 CHINESE ON-LINE LEARNING: Middlebury Interactive Languages (S) 1 credit**

In this course you will learn Mandarin Chinese through a combination of on-line study and weekly live chats with a Middlebury Chinese teacher. After one semester, you will be able to engage in conversation in Chinese including greeting people, introducing yourself to others, and exchanging basic information with others. You will be able to count, and make simple sentences in both spoken and written Chinese. You will also have general knowledge of Pinyin and Chinese characters, as well as Chinese culture.

**499 ELL for the Non-Native Speaker ¼ credit**

The English Language Learner course is intended to help students acquire their basic English proficiency skills as well as communicative academic language proficiency for the non-native English speaker. There is a particular focus on developing reading and writing skills, speaking, pronunciation, listening, spelling, and grammar. There will be work on mathematics by focusing on vocabulary. Strategies for improving reading skills include: vocabulary development, reading speed, comprehension, and identifying main ideas in reading passages. In writing there will be a focus on writing paragraphs that include: a clear focus on one topic, well-developed support of the topic, and proper grammar, spelling and punctuation.

## OTHER PROGRAMS

### **064 CAPSTONE HONORS (S)**

**1 credit**

Students will research and develop a capstone project that furthers their understanding in a specific area of interest. All projects will incorporate a formal paper, presentation to the community and an action plan component. **If students are seeking a Global Studies or STEM concentration their project must align with the respective endorsement(s).** Students make take a capstone class without persuading a global or stem concentration endorsement.

### **855/856 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.

### **858 PEER TUTOR (Q) (S)**

**.5 to 1 credit**

With the approval and/or recommendation from the appropriate departments, students will assist the Tutorial Room teachers in providing support to their peers.

### **860 ACADEMIC SUPPORT**

**credit to be arranged**

This course is 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 – 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.

### **864 DIRECT SERVICES – LANGUAGE ARTS**

**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.**

## **RUTLAND HIGH SCHOOL - HOWE CENTER CAMPUS**

**Rutland High School – Howe Center Campus** offers a full academic program for high school students who are experiencing frustration and failure in their traditional programming at the main campus. Classes are small and provide the individual attention that students need to successfully complete required courses and to reach their fullest potential. Students have the opportunity to participate in courses at RHS-Main Campus, Stafford Technical Center and the Community College of Vermont as deemed appropriate. Each student works to receive the necessary number of credits to graduate from Rutland High School.

Admission Process:

- 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.

## **ALLEN STREET CAMPUS**

This is an alternative education option for special education eligible students in grades seven through twelve. Housed 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 Allen Street Campus have the opportunity to participate in on-campus high school courses at the main Rutland High School and the Stafford Technical Center.

**Admission to Allen Street Campus 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.

## **FAMILY EDUCATIONAL RIGHTS & PRIVACY ACT –FERPA**

Family Educational Rights and Privacy Act (FERPA) afford 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 is 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 \_\_\_\_\_

**WORKSHEET**

**Possible Course Selections  
for 2019 - 2020**

<b>English</b>	4.0 credits	_____
<b>Mathematics</b> (including Integrated Math I or equivalent)	3.0 credits	_____
<b>Science</b> (including Biology, Chemistry and Earth Science or one applicable STC Program embedded science credit)	3.0 credits	_____
<b>Social Studies</b> (including 1 credit of World History II, U.S. History, and Civics/Economics)	3.0 credits	_____
<b>Physical Education</b> (including .5 credit for Healthy Living)	2.0 credits	_____
<b>Family Consumer Studies</b>	0.5 credit	_____
<b>Fine Arts</b>	1.0 credit	_____
<b>Career Paths</b>	YES Plan Requirement	_____
<b>Information Technology</b>	1.0 credit	_____
<b>Electives</b>	8.5 credits	_____

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

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

# NOTES

# NOTES