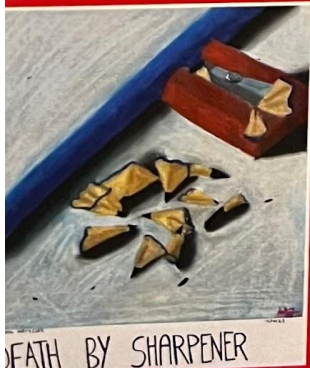


RUTLAND  
HIGH SCHOOL  
2024-2025  
PROGRAM  
OF STUDIES



# RUTLAND HIGH SCHOOL 2024-2025

## 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	8
Year End Studies Plan (YES) & Other Programs	10
Stafford Technical Center	11
Course Schedule Codes	18
Driver Education	18
English	19
Fine Arts	23
Information Technology	28
Mathematics	31
Physical Education	35
Science	37
Social Studies	42
World Language	46
Work Based Learning & PLACE Internship Program	50
Student Support Courses	52
R.H.S. Grove Street Campus	53
Allen Street Campus	53
Rutland City Schools Policies	54
Family Educational Rights and Privacy Act – FERPA	55
Worksheet	56

***Student Cover Art by (in alphabetical order) :***

*Emma Bonsignore (ceramic flower), Ally Cerreta (ceramic boot), Jessica Corey (rose), Anna Gallipo (ceramic bowl), Sarah Martin (hand), Evan Taylor (ceramic hat), Grace Trahnstrom (portrait), McKenna Wertzler (“Death by Sharpener”)*

Dear Students and Parents,

The 2024-25 Academic Program of Studies booklet is a resource to assist you in gaining a better understanding of the educational opportunities available at Rutland High School. As you plan the course of the upcoming year, this is your starting point. In conjunction with The Stafford Technical Center, RHS continues to offer the widest variety of choices, whether you are seeking college or another post-secondary experience.

Before you dive into the course options, take a moment to review the graduation requirements, which you'll find at the beginning of this book. Included there is also important information on how to register for courses and how the schedule works. These will serve as the guardrails of your upcoming academic journey.

Your guidance counselor is an invaluable resource to assist you along your way. You would do well to make use of the worksheet at the end of this booklet before you meet with your guidance counselor. Please note that you are required to have seven credits in your yearly schedule with a minimum of three per semester.

Congratulations on the work that you've done to get you this far, and good luck on the journey ahead. We are fortunate to have one of the most exciting, innovative, and enriching high school academic programs. I encourage you to take full advantage of all that we have to offer.

Sincerely,



Greg Schillinger, Principal

# **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 an 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 class available to students, based on recommendation, throughout the scheduled school day. In credit recovery, 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. Faculty members 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 and occurs one day a week during the school year. During TA, teachers and students build a positive academic relationship, discuss social and emotional learning topics, and TA teachers help students determine which academic teachers they should plan to see during their Responsive 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 juniors and seniors 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. Some RHS AP courses may offer the opportunity for college credit through the Vermont State University system or students may opt to take an approved class directly through the college for dual enrollment credit. Students should check with their school counselor for more details about the dual enrollment process.

### **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 8.

### **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 to enriching the local and/or global community. Learn more on page 51.

### **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 mid-year and the options change from year to year. Learn more on page 10.

### **Virtual High School**

Rutland High School, in partnership with Virtual High School, offers a variety of online course options to enrolled Rutland High School students. The purpose of this partnership is to increase the course offerings available to RHS students. Learn more on page 10.

### **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 pages 11-17.

## **GENERAL INFORMATION**

### **Requirements for Graduation**

English	4.0 credits
Mathematics	3.0 credits
Science (including credits in both life and physical science)	3.0 credits
Social Studies (including U.S. History and Civics & Economics)	3.0 credits
Physical Education (including Healthy Living)	2.0 credits
Fine Arts	1.0 credit
Life Skills	0.5 credit
Information Technology	1.0 credit
Electives	8.5 credits
<b>Total 26.0 credits</b>	

#### **Total credits required for Graduation: 26**

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.

Completion of Year End Study, YES Plan, in each year of attendance is a requirement for Graduation, with the exception of those years when a YES Plan was not offered by the school.

#### **Courses Offered**

Rutland High School strives to offer a diverse and extensive program of studies each year. Courses are offered each year based on student interest and staff availability

# Global Studies & STEM Concentrations

## 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 listed on page 9. Students must declare their intent to seek the Global Studies Concentration by September 1 of their senior year but ideally before to ensure time to complete the requirements. Late applications will be considered through November 15 for students on track to meet requirements.



### 064 CAPSTONE HONORS (S)

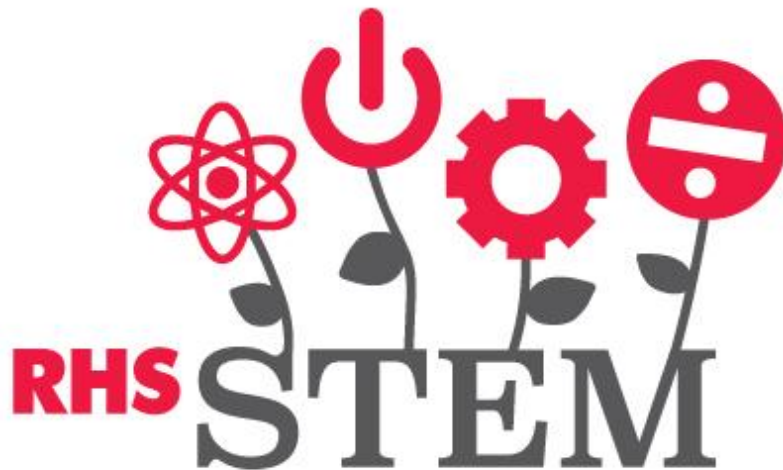
1 credit

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, a 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 may take a capstone class without pursuing a global or stem concentration endorsement. (While this class typically meets during the first semester, there are responsibilities that can continue into the spring.)

## 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 on page 9. Students must declare their intent to seek the STEM Concentration by September 1 of their senior year but ideally before to ensure time to complete the requirements. Late applications will be considered through November 15 for students on track to meet requirements.



### Special notices for STC students:

- Students attending Stafford Engineering or Health Occupations who intend to graduate with an RHS STEM concentration are exempt from ancillary STEM obligations and/or the coursework requirements outlined in the RHS STEM concentration description during the year(s) that they are enrolled in those programs.
- Students enrolled in STC for both junior and senior year can submit an alternative proposal for approval to satisfy the Capstone requirement

### 064 CAPSTONE HONORS (S)

1 credit

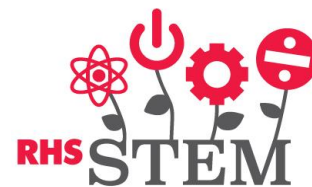
Students will research and develop a capstone project that furthers their understanding in a specific area of interest. All projects will incorporate a formal paper, a presentation to the community and an action plan component. **If students are seeking a Global Studies or STEM concentration their project must align with the respective endorsement(s).** Students may take a capstone class without pursuing a global or stem concentration endorsement. (While this class typically meets during the first semester, there are responsibilities that can continue into the spring.)



# STEM and Global Studies Program Requirements

## Global Studies Program Requirements:

## STEM Program Requirements:



- One English and one Social Studies course each year
  - Capstone Course (Global Studies focused project)
  - Global Citizenship or Human Cooperation & Conflict
  - Minimum of 2 World Language courses (preferably in the same language)
  - One of the following courses: Pottery/ Ceramic Foundations, Sculpture Foundations, Advanced Ceramics, Advanced Sculpture, Advanced Drawing, Advanced Multimedia, Stagecraft & Design, Introduction to Acting & Backstage, OR pre-approved Global Studies focused MOOC\*
  - 1 Year Global Studies focused Global Studies/ STEM fair participation
  - 1 Global Studies focused YES Plan
  - Completion of *three* of the following (*must* include community service as one area)<sup>^+</sup>:
    - 10 hours globally-focused community service
    - PLACE internship (Global Studies field)
    - Global Studies focused opportunity such as Governor's Institute of Vermont
    - 10 hours in a school club including: Model UN, Club Giving, GMTI, Spanish National Honor Society, Speech & Debate, Make a Wish, Key Club, Environmental Club, Amnesty International, U\_Matter, Justice for All, Student government, Mock Trial
    - Additional MOOC\* course
    - Participation in Cultural Exchange such as RISE- Japan, Germany, or India
- Minimum of 2 STEM courses per year (Math, Science, or Information Technology)
  - Capstone Course (STEM focused project)
  - One course with Engineering skills embedded - Engineering Essentials, Drawing for Innovation, Makerspace, Introduction to Robotics, Coding 101, AP Computer Science Principles, OR a pre-approved STEM focused MOOC\*
  - 1 Year STEM focused Global Studies/ STEM fair participation
  - 1 STEM focused YES Plan
  - Completion of *four* of the following (must include at least 2 areas)<sup>^+</sup>:
    - 10 hours volunteering in a STEM field such as at the hospital or teaching in an afterschool program
    - PLACE internship (STEM field)
    - STEM focused opportunity such as Medquest, Governor's Institute of Vermont
    - 10 hours job shadow in STEM field
    - Additional MOOC\* course
    - 10 hours in a school club including: Environmental Club, Robotics Club

\*Massively Open Online Course

<sup>^</sup> In order for an area to be considered Global, students are asked to connect the area to the *United Nations Sustainable Development Goals*. In order for an areas to be considered STEM students should explain connection to STEM areas, in both cases students will submit rationale to be considered for approval

<sup>+</sup>The same activity cannot be used for both the Global Studies and STEM endorsement or if used as YES Plan

## 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 AM- 9:00 AM	Remedial Class
9:05 AM- 11:15 AM	Y.E.S. Plan AM Session
11:20 AM- 2:00 PM	Y.E.S. Plan PM Session/ Lunch
2:05 PM- 3:00 PM	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.

## Other Programs

### **855/856 DUO (Q) (S)**

**Maximum of 1 credit per year**

This program consists of volunteer service directly supervised by a Rutland High School staff member. DUO grades do not calculate as a part of a student's GPA.

### **Virtual High School Courses**

**Maximum of 1 credit per semester**

VHS currently offers over 300 courses on a variety of topics including several AP offerings. ***The courses that students may take are those in the VHS course catalog that are not offered at RHS during the school year.*** VHS courses may not be used to meet a content-area graduation requirement, such as 1 of the required 4 English credits. Students will apply to take a VHS course with their school counselor. It is not recommended that freshmen take VHS courses. Students will typically have a block in their schedule set aside for work on VHS. Students will typically only be able to take one VHS course per year and students may not take more than one VHS course at a time. Final scheduling approval, determination of credit, and weight is determined by the RHS Administrator.



# STAFFORD TECHNICAL CENTER

## Program Descriptions and Entry Requirements

### 2024-2025

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

#### **HIGH SCHOOL JUNIORS & SENIORS**

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 Rutland High School students attend their technical program from 9:09 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/proficiencies. Please speak with your School Counselor about which credits/proficiencies are available.

The primary objective of our CTE programming is to provide each student with specific technical knowledge, skills, and theory to enable the student to either obtain employment upon completion of the program and/or to pursue post-secondary education.

All eligible second year students will participate in a “Work-Based Learning Experience” (unpaid 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.** All Stafford Technical Center students are offered the opportunity to earn a variety of industry certificates as well as certification in American Heart Association Heartsaver® CPR/AED, with additional certifications for Pediatric or First Aid specifications depending on program.

**College Connections:** Many programs offer 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 15TH**

##### **Admission Requirements:**

1. Student Interview with program instructor of each program applied to
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 11th grade status and on track for graduation
4. *Sophomores will be considered on a space available basis if they exhibit the skills and maturity necessary to be successful in the program. Priority is given to 11th and 12th grade students. Applications for sophomores will not be reviewed until April 1st.*
5. Good attendance (unless there are extenuating circumstances)
6. Ability to work both independently and in group situations
7. Ability and willingness to follow safety instructions
8. Respect for self, others, the community, and the learning process as demonstrated by positive behavior

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

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

Once enrolled, the student, parent, and partner 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 partner 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 partner 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, 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 the 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, ASE

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

**Level 2:** if accepted, must have a work-based learning assignment set up by end of year one for the following school year.

### **AUTOMOTIVE TECHNOLOGY**

Students interested in cars should consider this program where they learn how to diagnose and repair vehicles, both gas and electric. 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 the classroom; competency with fine and gross motor skills

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

**Certifications:** NATEF Certification

**College Connections:** articulation agreements with the 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 both on and off-campus, and at community projects.

**Recommended Prerequisites:** add, subtract, multiply, divide whole numbers, fractions, and decimals; basic American standards measuring skills; ability to perform physical labor on the job site and in the classroom.

**Reading Level of course materials:** Grade 10-12 NCCER Textbook requirements

**Certifications:** OSHA-10 Construction Safety Certification; NCCER Core Curriculum

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

### **COSMETOLOGY**

The Cosmetology program curriculum is designed to provide competency-based knowledge, scientific artistic principles, and hands-on fundamentals associated with the Cosmetology industry. Students enroll in the program for two academic years and are expected to accumulate 1,000 program hours required to be eligible for the Vermont state cosmetology licensing exam.

**Recommended Prerequisites:** Math skills – basic math (addition, subtraction, multiplication, division, fractions, decimals, percentages, proportions) probability, money, and financial management skills. Students must also have strong reading comprehension of course materials, and the ability to self-direct, collaborate and work independently. In addition, students must have the ability to demonstrate and practice effective communication skills, apply practical skills in a professional setting, and apply personal and professional hygiene and attire.

**Reading Level of Course Materials:** Grade 11

**Certifications:** Barbicide, Cosmetology Licensure, OSHA 10

**Level 2 Student requirements:** Must have completed a minimum of 500 hours completed in their first year.

Must have the ability to perform in a salon environment to apply hands-on and professional industry skills.

Must be available for work-based learning opportunities.

## **CULINARY ARTS**

Students will develop food service and employability skills which will serve them throughout their lives. Typically, several students from each class will continue their education by attending culinary school after Stafford. Other students will work in the food industry directly following high school, and the remainder may pursue other paths in service industries or business. By the end of the program students will be able to: exhibit effective communication skills, demonstrate employability and career readiness, apply safety and sanitation techniques, demonstrate food preparation skills, apply basic principles of nutrition, demonstrate an understanding of how to operate a food service business, use marketing as a tool to sell food to customers, and demonstrate professionalism in a workplace.

**Recommended Prerequisites:** Ability to add, subtract, multiply and divide whole numbers, fractions and decimals; measuring skills (weight and volume); ability to convert units of measure; adhere to ratio guidelines; simple money math; competency with fine motor skills; ability to work as part of a team and independently; effective communication skills; ability to thrive in a fast-paced, noisy, warm, physically demanding 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:** ProStart 1 & 2 textbooks at level 9-10, The Professional Chef college level textbook, and Introduction to Culinary Arts college level textbook, recipe comprehension level 10-12.

**Certifications:** ServSafe Manager Certification, American Heart Association Heartsaver® CPR/AED

## **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 CCV, Castleton State University, Vermont University-Lyndon by portfolio review; dual enrollment classes with CCV

**Level 2 Student requirements:** Must have finished Year 1 with a 2.0 in all academic classes. Willingness to co-op off-site or commit to working with the school as a client. Completion of Adobe Creative Cloud dual enrollment course offered in first year.

**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 the classroom; competency with fine and gross motor skills

**Level 2 Student Requirements:** In order for a student to return for a second year in the program they must secure a work-based learning experience (co-op) prior to completing their first year, complete OSHA 10 and NCCER Construction Core.

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

**Certifications:** American Heart Association Heartsaver® CPR/AED, OSHA Construction Safety Certification; NCCER Construction Core; Year 1 State Apprenticeship Certificate for Electrical & Plumbing, 400 hours

practical experience toward apprenticeship

**College Connections:** articulation agreement with 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.

**Recommended Prerequisites:** college preparatory coursework; able to manipulate and solve quadratic equations, able to perform unit conversions for distance, velocity and force; able to manipulate geometric and trigonometric functions to solve right-angle triangle problems (sine, cosine, tangent, and Pythagorean theorem), able to manipulate and solve equations involving fractions, exponents, and roots; to work as part of a team; strong interpersonal skills; effective communication skills; proficient with technology.

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

**Certifications:** Autodesk Fusion 360 Certified User, American Heart Association Heartsaver® CPR/AED, OSHA 10, Conover Workplace Readiness

**College Connections:** dual enrollment through New Hampshire Institute of Technology (up to 15 credits)

## **HEALTH CAREERS**

Through a partnership with Vermont State Colleges, Southern Vermont Area Health Education Center, Rutland Regional Medical Center, and other community health professionals, our Health Careers Academy provides an in-depth, two-year program, combining classroom learning, hands-on practice, and dual enrollment opportunities for post-secondary education. Health Careers Academy offers a rigorous, collaborative, student-centered learning approach that encompasses a wide variety of learning style, as well as offers a dynamic work environment with emphasis on independent and group activities.

**Year One:** As a first year student, you will explore a variety of health career choices through observational experiences, guest speakers, and hands-on learning. Students will learn Medical Terminology, Anatomy and Physiology 1, Human Growth and Development, Medical Math, BLS & AED Certification, First Aid Certification, and the skills and knowledge necessary to prepare for the Vermont State Licensed Nursing Assistant Exam.

**Year Two:** Students must obtain their LNA certification at the end of their first year to be considered for Year Two. Students will be considered for a second year based on their knowledge acquisition and first year performance. Students will be expected to participate in their academic work; possibly including Anatomy & Physiology II, and a co-op experience. Further career educational opportunities may be available. The second year will conclude with a capstone presentation that will summarize their individual experience in the Health Careers Academy for the past two years.

**Recommended Prerequisites:** lab science classes, college prep level classes strongly recommended, strong academic writing skills, proficiency in math without the use of a calculator to include number sense, multiplication, division, fractions and decimal conversion, and word problems; strong interpersonal skills; effective communication and speaking skills

**Required:** Must have completed 10th grade. Ability to physically, mentally and emotionally perform assigned tasks competently and safely as outlined by the Vermont State Board of Nursing.

**Reading Level of course materials:** Grade 10.0 – 13.0

**Certifications:** BLS with AED, First Aid, Stop the Bleed, LNA Certification

**College Connections:** dual enrollment opportunities for 1st and 2nd year students

## **HUMAN SERVICES**

Students explore the physical, intellectual, emotional and social development throughout the life cycle.

Students will explore and develop the skills, mindset, purpose, cultural competence, and growth mindset necessary to be an education. 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. Program-specific professional skills include ethical practice, confidentiality, health and safety-related practices, implementation of VT Child Care Regulations, curriculum planning, and family-related concerns. Students will provide assistance and network through community service projects and volunteer opportunities. This is a reading and writing intensive program and strong comprehension skills are necessary.

**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 Child Care Division and provide a minimum of

three letters of recommendation.

**Recommended Prerequisites:** Strong interpersonal skills; strong communication skills (in the areas of reading, writing, listening, speaking, and comprehension); strong grammar and writing skills (in order to complete lesson plans, research papers, reflections, journals presentations, and portfolios); strong problem-solving skills (in the area of decision making in the preschool lab); basic math and number sense with fluency in fractions decimals, and percents; ability to read and follow a recipe; ability to conduct oneself with professional behavior and appropriateness around young children and families, ability to be self-motivated and show initiative; enjoys working with young children; an interest in education or a related field or career.

**Reading Level of course materials:** Grades 8 to 10

**Certifications:** American Heart Association Pediatric CPR/AED with First Aid; State of Vermont Mandated Reporter Certification, Penn State Better Kid Care Certification, Prevent Child Abuse Vermont Shaken Baby Certification

**Level 2 Student requirements:** Successful completion of year 1 with a minimum overall score of 2.5 on preschool lab evaluations.

### **NATURAL RESOURCES & FORESTRY**

This program helps students interested in conservation and natural resource management gain skills, knowledge and experience while developing valuable relationships with industry professionals. Students will be involved in practical experiences related to forest ecology, the maple sugaring industry, outdoor recreation, wildlife and fisheries science, soil and water quality analysis and conservation, heavy equipment operation, landscape installation and conservation-related construction projects such as the management partnership with the Rutland City Forester in managing the Rutland City Forest and Watershed. They will become familiar with many related careers and post-secondary education opportunities like arboriculture, forest ranger, game warden, log buyer, mill sawyer, fly fishing instruction, golf course management, ski industry forestry and snowmaking, orienteering, drone piloting and GIS mapping through field experience, demonstration and visits with experts in those field and many more. The natural areas of western Vermont become the lab as students explore working forests, conservation and recreational areas such as our adopted section of the Appalachian Trail, and many local nature trails, nurseries and farms, and processing facilities like the Vermont Farm Food Center. There are also opportunities to represent your program and compete in skills and knowledge against other schools in chainsaw use, the Envirothon, and timber sports.

**Recommended Prerequisites:** To be successful in this program, applicants should be able to demonstrate the following prior to entry: read and comprehend complex informational texts independently and proficiently (i.e. safety and equipment manuals); ability to use technology for research, critical thinking, decision making, communication, collaboration, creativity and innovation; and, demonstrate the responsible use of technology and an understanding of ethics and safety issues in using electronic media in school; communicate clearly, effectively and with reason through spoken language; communicate using clear and coherent written language; participate effectively as a member of a team; act as a responsible and contributing citizen by being conscientious of the impacts of decisions on others and the environment; understand and apply proportional relationships, operations with rational numbers, and linear equations; fluency in solving equations with fractions, decimals and percentages; competency with fine and gross motor skills; willingness to engage in physical activity in a range of weather conditions and rough terrain.

**Certifications:** Game of Logging 1-4; and OSHA Agricultural Safety Certification, LEAP (Logger Education and Advanced Professionalism), Stop The Bleed, First Aid, CPR, Logger Rescue

**College Connections:** articulation agreements Paul Smith's College and University of Maine at Fort Kent

### **PUBLIC SAFETY & CRIMINAL JUSTICE**

This program is designed for students interested in pursuing careers in the public safety and criminal justice system with an emphasis on first-year students learning the fundamentals of investigations during the fall semester (1st/2nd Terms), and for the spring semester (3rd/4th Terms) students enroll in CCV's 3 credit, Introduction to Criminal Justice, as a part of the first-year program. Second-year students learn what it takes to serve in public safety career fields such as the courts, police, firefighter, and emergency medical services, leadership, and cooperative learning/internships are a required part of their second-year program. The program studies are academically rigorous preparing students for a career in public safety and criminal justice fields.

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, state-recognized security services skills, and effective communications skills.

**Recommended Prerequisites:** able to perform customary measurement; basic math skills; ability to perform physical activities in a gym and during simulated scenarios; ability to work well with others; strong

communication skills (in the areas of reading, writing, listening, speaking, and comprehension); detail-oriented; organized; and a commitment to avoid unlawful and delinquent behavior, maturity, and integrity.

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

**Certifications:** Federal Emergency Management Agency Incident Command Certification, CPR and First Aid, Mandated Reporter, Security Officer skills training, and DHS S.A.R. Training.

**College Connections:** dual enrollment through CCV Introduction to Criminal Justice, 3 credit course, and second-year students may be eligible for CCV-related courses.

### **WELDING & METAL FABRICATION**

Students will learn how to identify and properly use hand tools, power tools, and general welding shop equipment, how to set up and operate SMAW welding equipment, select electrodes, and weld in various positions. They will learn how to weld a pad of beads, fillet welds, and groove welds in various positions leading to an AWS welding certification. Students will also be introduced to sheet metal fabrication and light structural fabrication through project-based learning. Returning Students: Students returning for a second year will be able to continue learning at a more advanced level in welding in the program. Additional certification opportunities are available to enhance their Stafford portfolio. Curriculum and lab exercise are more intense preparing students for the workforce. Work study experiences may be available.

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

**Reading Level of course materials:** Grade 10-12 NCCER Core, Welding1, Welding 2 Curriculum

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

**Post-secondary opportunities:** Hobart Institute of Welding Technology, White Mountain Community College, Advanced Welding Institute

### **VIDEO COMMUNICATIONS**

This course introduces students to careers that require visual storytelling such as a video journalist, camera operator, television/film producer and director, 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 may have the opportunity to work on paid client projects and/or participate in local, state, and national video competitions. 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 10-13

**Certifications:** Conover Workplace Readiness, WorkKeys Career Readiness Assessment, Tier 2 IRC for Media Arts Portfolio through State of Vermont

**College Connections:** dual enrollment through CCV (up to 6 credits), articulation agreement with Vermont University – Lyndon

**Level 2 Student requirements:** should be willing and prepared to go out on a co-op/work-based learning assignment and participate in dual-enrollment courses for college credit as part of the Video program.

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

**It is important to note that not all first year students will be accepted back for a second year in their program as there are a limited number of second year seats available in most programs.**

#### **Criteria to be considered as a second year student:**

- Meet 90% of program standards with a 3.0 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.
- WorkKeys scores of a 5 or more

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

- ★ You and your partner school 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.
- ★ By staying for a second year, you should be enhancing your personal career opportunities.

**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: Pam Reed, Director of Equity and Inclusion, 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.

# 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

### Philosophy

#### 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 the 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

### **090 DRIVER EDUCATION (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

## Philosophy

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 adaptive approach to teaching, developing a variety of strategies for targeting different learning styles and encouraging student collaboration.

We believe that a Language Arts curriculum must provide opportunities for students to value language, gain insight into themselves and develop empathy for others, acquire a rich appreciation of various written forms, pursue life-long learning, and express themselves clearly and with integrity in order to 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 critical thinking 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. 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 typically only take one level of English per year.

## Graduation Requirement

Students are required to take 4 credits of English.

**100 CONCEPTS OF ENGLISH (S) 1 credit**

**101 APPLICATIONS OF ENGLISH (S) 1 credit**

In this course, students in grades 9 - 12 will develop basic competencies and functional skills in the areas of listening, speaking, reading and writing. Instruction is interactive and multi-sensory. Our objective is to develop decoding and encoding skills in reading and written language, as well as reading comprehension using literature, non-fiction and other high-interest reading materials.

**Placement in this course will be determined by a team recommendation only.**

**112 ENGLISH 1 COLLEGE PREP: Appreciation of Literature (A/B - Y) 1 credit**

This course is focused on Western and world literature and provides a solid foundation in the fundamentals of high school English. The four overarching standards – Reading, Writing, Vocabulary, and Grammar – will improve student skills and concepts introduced in earlier grades. While studying Western and world issues and texts, students develop effective communication skills and learn a variety of strategies for organizing and producing written work. Students engage more deeply in social-emotional learning and literary study through their exploration and understanding of the hero's journey, a thematic focus of the course. 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: Appreciation of Literature (A/B - Y) 1 credit**

This course develops the Habits of Work skills and work ethic necessary for advanced study. In addition to a focus on Western and world literature, emphasis is placed upon writing for a variety of contexts and audiences. The four overarching standards – Reading, Writing, Vocabulary, and Grammar, – weave together to provide an advanced, comprehensive foundation for deep intellectual exploration. Students engage more deeply in social-emotional learning and literary study through their exploration and understanding of the hero's journey, a thematic focus of the course. 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, various writing assignments, and cross curricular projects. The course is connected thematically with World History 2 in order to examine diverse cultural experiences and global perspectives. Instruction in 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 writing pieces, and cross curricular 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. Instruction in 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 analysis of their works from a literary and cultural perspective. Through a series of assigned readings, students are able to develop their understanding of how authors relate to each other and how their works contribute to the development of American Literature. Students will also examine how the elements of literature and language contribute to the thematic development of a particular work. To achieve these ends, students must be prepared to write and revise a number of essays, to participate in discussions as both listeners and contributors and to respond creatively to the works presented.

**134 ADVANCED PLACEMENT ENGLISH LANGUAGE AND COMPOSITION (Y) 2 credits**

AP English Language and Composition course has the goal to further student understanding and appreciation of the English language, particularly language used to defend a position and persuade. The curriculum is built around, but not limited to, non-fiction essays and speeches written and delivered in a variety of periods and rhetorical contexts. This intensive writing course emphasizes coherent organization, logical thought development, and effective uses of language through precision and a strong sense of rhetorical purpose. Students will engage in peer reviews and writing workshops. Articulate, deliberate, precise language will be encouraged and reinforced in writing assignments, oral presentations, and class discussions. The course will culminate in May with the Advanced Placement Exam and a final class project. **Indicators of Success: English 2 Honors and teacher recommendation.**

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

**135 AMERICAN VOICES: American Literature and History (Y)  
1 English credit, 1 Social Studies credit**

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.**

**English 4- Senior Seminar Options**

**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, and intensive class discussion.

**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 are required to take the Advanced Placement examination in May.**

**146    SHAKESPEARE SEMINAR COLLEGE PREP (S) or HONORS (S)**

**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*. This is a literature course. Students will be expected to read intensively and participate actively in classroom discussions and activities.

**148    THE EXAMINED LIFE: Seminar in Literature and Philosophy HONORS (S)    1 credit**

In the *Apology*, Plato records his mentor Socrates' famous dictum: "An unexamined life is not worth living." This course asks students to examine their lives, to consider the perennial questions of philosophy: What is the good? What is truth? Why is there suffering? What is the right way to live? Through close readings of poetry, drama, and fiction in conjunction with excerpts from important philosophers, students will engage these fundamental issues of existence as a way of critically encountering the world and its complexity. Furthermore, class discussions will allow students to learn from and critique each others' understandings, thus honing critical-thinking and communication skills.

# FINE ARTS

## Philosophy

The Rutland City Public Schools Fine Arts Department will enrich the lives of our students and their families through appreciation for and participation in the arts. The Arts programs ensure the development of critical thinking skills and help students to grow as individuals through creative activities, self-expression, and a holistic approach to personal and social development.

## Graduation Requirement

Students are required to take 1 credit of Fine Arts for graduation including at least two of the following disciplines: ART, DRAMA, and/or MUSIC.

## ART

### FOUNDATION COURSES

#### **312 ART FOUNDATIONS (Q) .5 credit**

In this course we will be exploring 2 - dimensional and 3-dimensional materials and techniques including: printmaking, collage, sculpture and ceramics. The course will focus on the Elements and Principles of Design, building skills, generating ideas and setting personal goals to create a series of artworks. In addition to the creation of artworks, students will also study contemporary and historical artworks.

#### **313 CERAMICS FOUNDATIONS (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, sculptural, and functional works. Students will also study contemporary and historical ceramics.

#### **328 DRAWING FOUNDATIONS (Q) .5 credit**

Students will be introduced to various drawing techniques and media. Basic skills will be developed by learning to see forms in space and by drawing them based on observation and invention. Materials used will include pencil, pen, ink, charcoal, colored pencil and pastel.

#### **333 PAINTING FOUNDATIONS (Q) .5 credit**

Work with the magic of color! Students will learn the fundamentals of "building" a picture with acrylic, gouache, and watercolor paint. The elements and principles of design, color theory, and composition will be covered through assignments. We will discuss and examine contemporary and historical masterworks from around the world.

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

In this course students will explore both representational and nonrepresentational sculptural forms using a variety of media including wire, papier-mâché, cardboard, clay, found objects, plaster, wood and more. We will use these materials to create personal sculptures. In addition to the creation of artworks students will also study contemporary and historical 3-Dimensional artworks.

### ADVANCED COURSES

#### **314 ADVANCED CERAMICS (Q) .5 credit**

This course is designed for 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. Students wishing to continue to develop and advance their ceramic skills can repeat this course multiple times for credit.

**Indicators of Success: Successful completion of Ceramic Foundations.**

**315 APPLIED DESIGN (Q) .5 credit**

Applied Design is a course that teaches students how to create real-world-design projects and gain experience in designing and creating functional objects. Students will explore solutions to design problems around creative form and function applied to everyday items like fabrics, papers, clothing, furnishings and ceramics. **Indicators of Success: Successful completion of Art Foundations, Ceramic Foundations or Sculpture Foundations**

**329 ADVANCED DRAWING (Q) .5 credit**

Projects in Advanced Drawing 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. **Indicators of Success: Successful completion of Art Foundations, Drawing Foundations or Painting Foundations.**

**335 ADVANCED PLACEMENT DRAWING- Drawing Portfolio (Y) 2 credits**

This rigorous program provides the committed advanced-level student with the opportunity to develop, refine, and build an art portfolio. 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, development of a chosen concept, and development of concentration technique and skill. Prior to signing up for this course, prospective students should meet with the instructor.

**Indicators of Success: Successful completion of at least Drawing Foundations. Students will be required to submit the Advanced Placement Drawing Portfolio in May.**

**334 ART PORTFOLIO (S) 1 credit**

Students develop a series of high-quality artwork with an emphasis on advanced drawing. Student artists who want to be creative and strive for intentional expression in their work should take this course. **Indicators of Success: Successful completion of either Drawing Foundations, Painting Foundations or Advanced Drawing.**

**317 2D MULTIMEDIA - Advanced Painting (Q) .5 credit A**

A course centered around high quality multimedia artworks in a variety of materials and processes. This will include mixed media painting, collage, drawing, printmaking and found objects. Students discover endless possibilities of creating artwork in varied combinations of media while exploring their own aesthetic. **Indicators of Success: Successful completion of Painting Foundations, Drawing Foundations or Art Foundations.**

**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 Office for final approval.

# MUSIC

## BAND - ORCHESTRA - CHORUS

**332 INTRO TO MUSIC (Q) .5 credit**

A classroom music experience for students seeking an introduction to listening, basics of reading music, basics of music notation and exploration of various musical genres. The course also examines the role of music in our everyday lives.

**341 CHOIR (Y) 1 credit**

This RHS performing Vocal Ensemble is open to all students. No previous singing experience is required. We will learn about proper vocal technique, music literacy, teamwork, and performance skills. Public performances are a requirement of this course.

**341H CHOIR HONORS (Y) 1 credit**

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

**344 BAND (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.**

**344H BAND HONORS (Y) 1 credit**

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

**343 ORCHESTRA / STRING ENSEMBLE (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 (Y) 1 credit**

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

**358H ADVANCED ORCHESTRA HONORS (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 (Y) 1 credit**

This RHS performing Vocal Ensemble is by audition only. We will explore a wide variety of music and perform multiple times throughout the year. Membership in choir is mandatory.

**349H JAZZ ENSEMBLE HONORS (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.

**351 MUSIC THEORY (Q) .5 credit**

The Music Theory course is designed to enhance music knowledge and basic music fundamentals. The essential aspects of Western music: melody, harmony, rhythm, and form are studied. Throughout the course of the term students will study basic notation, scale construction, tonality, intervals, triads, cadences, non-chord tones, form, part-writing and analysis of a score. **Indicator of Success:** Students should have some knowledge of musical notation (reading treble clef and/or bass clef).

**361 FOUNDATIONS: GUITAR & UKULELE (Q) .5 credit**

In this course students will learn the ins and outs of the Guitar and Ukulele. By the end of the course, students will be able to play basic chords and melodies on their instrument. They will also be able to tune their instrument and make small repairs.

**362 INTRODUCTION TO PIANO (Q) .5 credit**

In this course, students will learn piano basics. Students will choose piano literature to play, ranging from Pop to Classical to Film Music to Classic Rock and everything in between. By the end of the course, students will be able to play a number of different songs of varying levels of difficulty.

# THEATRE

## **363 INTRODUCTION TO ACTING AND BACKSTAGE (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 ensure 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. Some art and music experiences will be included in this course.

## **368 STAGECRAFT AND DESIGN (Q) .5 credit**

There are many and varied aspects of backstage theatre. In this class, the student will study the following areas of backstage theatre: costumes, set, props, sound, lights and make-up. Students will learn more about each area, creating a product for set, costume, lights and sound. The final project will be a presentation “selling” their live production of a cartoon or historical moment. Students with an interest in visual arts should consider this course to discover a unique approach to visual art.

## **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.

## **380 UNIFIED THEATRE (Q) .5 credit**

The course will begin with developing skills in acting and/or puppetry manipulation, 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, or puppet play or plays 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. The goal is to have a production to share with an audience during the last two weeks of the course or create a video to share.

## **382 MUSICAL THEATRE (Q) .5 credit**

Musical theatre combines singing, dancing, and acting to bring a story to life on stage. The objective of this course is to introduce students to a variety of musicals with an emphasis on newer musicals that have global issues as a key part of their story. Students will spend the first half of the course reading a variety of musicals and finding characters that interest them. The second half of the course will be developing scenes with songs to performance level. Guest speakers will be invited in when possible. This is an acting class but can accommodate students who are interested in the backstage elements of musical theatre. Students interested in preparing auditions for musicals can make that the focus of the second half of the course.

# INFORMATION TECHNOLOGY

## Philosophy

RCPS's Information Technology curriculum directly aligns with the district's Portrait of a Graduate philosophy, emphasizing adaptability, collaboration, and communication. Through hands-on experiences and real-world challenges, students develop resilience and the ability to navigate modern technology, fostering adaptability as they pursue solutions. The program promotes teamwork and the integration of talents within diverse groups, mirroring the district's vision of graduates achieving shared goals through collaboration. Additionally, students hone effective communication skills, enabling them to convey thoughts and findings through various mediums. The curriculum fosters interconnectedness through technology tools, which aligns with the district's vision of graduates who can formulate and deliver effective messages for diverse audiences.

RCPS's Information Technology program not only imparts technical skills but also instills the core values and competencies outlined in the Portrait of a Graduate. Through adaptability, collaboration, and communication, this program prepares graduates for success in the 21st century and aligns with the district's commitment to the community's desired outcomes.

## Graduation Requirement

Students are required to take 1 credit of Information Technology for graduation.

### **008 21st CENTURY TECHNOLOGY (Q) .5 credit**

This course examines the real-world technology issues we all face today. Through hands-on learning, projects and investigation, you will learn about artificial intelligence, machine learning, cybersecurity, the Internet of Things, Careers in Technology and other topics as time permits. This course is designed to assist students in understanding how technology has changed the world and will continue to change the world.

### **002 INTEGRATED TECHNOLOGY/ APPLICATIONS OF INTEGRATED TECHNOLOGY .5 credit**

In this course freshmen 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. A wide variety of useful and cutting edge technology is incorporated into this course. **This is an embedded course.**

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

In this introductory course students become more productive users of technology and more informed digital citizens. There is emphasis on Google productivity tools to help students throughout their four years of high school.

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

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

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

This course introduces students to learning and internalizing the design/problem-solving cycle by completing challenges with robots using a hands-on approach. Students will apply critical thinking by designing and building robots, learning to program them, and then testing and improving the robots. The challenges include a Robot Sumo Wrestling Contest”, making an elevator, making a X-Y plotter, and a part sorting machine.

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

This semester course allows students the opportunity to work on a team dedicated to generating the RHS yearbook. Some students may also be involved in other publications. Students 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. Students may register for multiple semesters.

**013q INTRODUCTION TO COMPUTER SCIENCE PRINCIPLES (Q) .5 credit**

Introduction to Computer Science Principles is a basic 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, and others as time permits.

**026 INTRODUCTION TO COMPUTER SCIENCE PRINCIPLES 2 (Q) .5 credit**

Computer Science Principles 2 is a continuation of Introduction to Computer Science Principles. This course empowers students to create authentic artifacts and engage with computer science as a medium for creativity, communication, problem-solving, and fun. Topics include animation and games, the design process, and others as time permits. **Indicators of Success: Successful completion of Introduction to Computer Science Principles.**

**023 AP COMPUTER SCIENCE PRINCIPLES (Y) 2 credits**

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.

**Students will be required to take the Advanced Placement Examination in May.**

**024 VIRTUAL REALITY .5 credit**

This course introduces students to the world of virtual reality! You will learn how to navigate in VR as well as create your own virtual reality environment and games by learning and using code. Oculus VR Headsets will be used to explore VR and experience your own creations. We will also explore the societal positives and negatives of using virtual reality.

**025 CODING 101 (Q) .5 credit**

Learn to write software. In this class, you will learn the fundamentals of coding, software development, and debugging. We will be using a professional-level language and tools. Write an app. Develop a game. Program a device. After learning the basics, you will have an opportunity to develop individual and small team projects. This fundamentals class will focus on four key elements: software design (engineering), software development (programming/coding), professional communication, and teamwork. The curriculum ensures that each student’s coursework integrates software design principles with efficient programming practices.

**062 DRAWING FOR INNOVATION (Q)****.5 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.

**067 RHS MAKER SPACE****.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, laser cutter designs and creative pattern and digital drawings for the embroidery machine. The culminating project will be inquiry based learning where the students will create a unique design.

# MATHEMATICS

## Philosophy

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 workforce) as well as the necessary skills for life.

Students should be able to think critically and solve problems using a variety of tools, including, but not limited to logic, reasoning, mathematics and technology. Students will be expected to collaborate and communicate with diverse populations in their classes. While problem solving, students will be able to adapt and change strategies based on a given scenario.

Upon completion of a 3 to 4-year program at Rutland High School, students should have an understanding of the role of mathematics inside and 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 and relevant technology 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 complex problem situations, since most real problems are not straight forward.
7. Belief in the use and value of mathematics.

## Graduation Requirement

Students are required to take 3 credits of mathematics for graduation.

**500 CONCEPTS OF MATHEMATICS (S) 1 credit**

**501 APPLICATIONS OF MATHEMATICS (S) 1 credit**

This course is designed for those students requiring instruction on basic knowledge in math for everyday living. Units vary yearly, depending on the needs of the students in the class.

Examples of past units include number sense, arithmetic, currency, and basic geometry and algebra. **Placement in this course will be determined by a team recommendation only.**

**524 INTEGRATED MATH 1 COLLEGE PREP (S) 1 credit**

Students will work to complete their studies of linear relationships. They will also use these relationships in an integrated manner to develop an understanding of fundamental geometry concepts. Units include: Equations and Inequalities, Rigid Transformations, Linear Functions, and Features of Functions.

**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 linear and other types of functions. This work will also be done in the context of real world problem-solving work with statistics and probability. Units Include: Systems of Equations, Triangles, Angle Relationships, and Modeling Data,

***Integrated Math 1 & 2 College Prep together are one math credit and one elective credit.***

**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 make 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 in almost every class. Units include: Rigid Transformations, Linear Functions, Equations and Inequalities, Features of Functions, and Angles and Triangle Relationships.

**527 INTEGRATED MATH 2 HONORS (S) 1 credit**

This course continues the study of topics begun in Integrated Math 1 Honors. Students will begin to work with quadratic exponential and other functions. This work will also be done in the context of real world problem-solving work with statistics and probability. Units Include: Roots and Radicals, operations with Complex Numbers, Systems of Equations and Inequalities and Modeling Data.

***Integrated Math 1 & 2 Honors together are one math credit and one elective credit.***

**528 INTEGRATED MATH FOUNDATIONS (Y) 2 credits**

This course is designed to be taken to prepare a student for the Integrated Math curriculum. Units include integer and rational number operations, solving and graphing algebraic equations and inequalities, ratios and percents, and some two-dimensional geometry. Placement in the course is determined by the student's performance in previous math classes and on math assessments, such as departmental common assessments and the state standardized test.

***Integrated Math Foundations is one math credit and one elective credit.***

**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, piecewise, absolute value, and inverse functions, and will investigate geometric figures and similarity, polynomials and quadratics.

**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 polynomials, right triangle trigonometry, circles, solids, and basic probability.

***Integrated Math 3 & 4 College Prep together are one math credit and one elective credit.***

**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' understanding 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 functions, angles, similarity, proofs, right triangle trigonometry, solids, circles, and quadratics.

**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' understanding 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 exponential, logarithmic and polynomial functions, rational expressions, and trigonometry.

***Integrated Math 3 & 4 Honors together are one math credit and one elective credit.***

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

This course continues the study of topics begun in Integrated Math 3 & 4 CP. 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, and trigonometric functions.

**547 APPLIED MATH - FINANCE COLLEGE PREP (S) or HONORS (S) 1 credit**

This course focuses on four major areas: banking and financial services; credit in our economy and using credit wisely; making, spending, saving and investing your money, including taxes, e-banking, checkbook management, bond and stock investment; and risk management including informed decisions about car purchases and insurance. Students will explore how their education and career choices affect their financial future. This course will help students develop specific tools and a financial sense of your future as a member of the workforce, as a responsible citizen, and as an effective participant in the global economy. **Honors credit requires additional assignments throughout the course. This course is available to students who have completed Integrated Math 1 & 2 or two math classes with a teacher recommendation.**

**This course can be used to meet a Mathematics credit or a Life Skills credit but it cannot be used for both.**

*RHS encourages all students to complete Applied Math - Finance as a pathway to both financial literacy and financial success.*

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

This course is intended for the student who has completed Math 4 Honors or Math 5 and wants to continue studying mathematics in preparation for college. There will be a brief review of pre-calculus topics before exploring the concepts of continuity, limits, derivatives, and integrals. **Indicators of Success: Successful completion of at least Integrated Math 4 Honors, Math 5, or its equivalent with a grade of 2.5 or better.**

**551 AP CALCULUS AB (Y) 2 credits**

This course is intended for the student who has a thorough knowledge of college preparatory mathematics and will cover the College Board's AP Calculus AB curriculum. The course features a multi-representational approach to calculus, with concepts, results, and problems expressed graphically, numerically, analytically, and verbally. Exploring connections among these representations builds understanding of how calculus applies limits to develop important ideas, definitions, formulas, and theorems. 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 of Success: Successful completion of at least Integrated Math 4 Honors, Math 5, or its equivalent with a grade of 3 or better.**

**Students will be required to take the Advanced Placement Examination 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: Successful completion of at least Integrated Math 4.**

**545 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: Successful completion of at least Integrated Math 4 with a grade of 3 or better. Students will be required to take the Advanced Placement Examination in May.**

**552 ESSENTIAL MATH FOR COLLEGE AND CAREERS (S)****1 credit**

Essential Math for College and Careers, EMC<sup>2</sup>, provides high school seniors with the opportunity to improve their math skills and alleviate the need for remediation in college. Using hands-on problem-solving tasks, EMC<sup>2</sup> will strengthen students' foundational math skills as well as their critical-thinking skills, and give them a chance to show what they know through alternative assessment methods. This course emphasizes understanding of mathematics concepts in lieu of memorizing algorithms. Students will engage in real-world applications and problem-solving tasks that require them to work with others and communicate their thinking processes. Successful students will learn the skills necessary to succeed in college and the workforce. This course is open only to seniors. **Indicators of Success: Successful completion of at least Integrated Math 4.**

**555 MEDICAL MATH COLLEGE PREP (S) or HONORS (S)****1 credit**

Medical Math is a course devoted to the acquisition and reinforcement of math skills through the study of medicine. Students will explore and investigate how medical and mathematical concepts are related, such as statistics and infectious diseases. There will be a strong emphasis on problem solving, critical thinking, and real life applications, including developing a student's reading and writing skills. Students will be active agents for learning in the classroom through individual and group work, with class presentations and discussions in which they explain and describe their work in multiple ways. **Honors credit requires additional assignments throughout the course. This course is available to students who have completed Integrated Math 1 & 2.**

# PHYSICAL EDUCATION

## Philosophy

The Physical Education Department of Rutland High School is committed to the belief that the education of the whole student is crucial for them to achieve adaptability to navigate opportunities and challenges successfully, allowing them to maximize their potential throughout life. In Physical Education, the student's mental, physical and social development are integrated allowing students to understand the perspectives of others and pursue a healthy balance of mental and physical health. The ultimate goal of the program is to provide students with the skills and knowledge necessary to lead a healthy and active lifestyle today and in the future. The underlying philosophy of the program is to expose students to as many different types of activities as possible, while at the same time offering them a choice. The students will be able to relate to learning strategies and will direct students toward an improved quality of life. The quality of life is a result of increased participation in a variety of physical activities.

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.

## Graduation Requirement

Students are required to take 2 credits of physical education, the equivalent of three (3) quarters. This must include Healthy Living.

### **REQUIRED**

#### **212 HEALTHY LIVING (A/B- S) .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 PE REQUIRED 9 (A/B- S) .5 credit**

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 ELECTIVE (Q) .5 credit**

*Grade Levels: 9-10.* Content Areas are, Ultimate, Floor Hockey, Table Tennis, Badminton, Speedball, Tchoukball, Basketball, Archery and Body Conditioning I. Based on season and facilities, 4 of these 9 will be chosen.

**613 PE ELECTIVE (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.

**632 PROJECT ADVENTURE (Q) .5 credit**

*Grade Levels: 10-12. Indicator of Success: Completion of PE Required.*

**633 WINTER SPORTS EXPERIENCE (Q) .5 credit**

Outdoor Winter Sports Experience may include Nordic Skiing, Snowshoeing, and ice-skating.

**620 PILATES/ YOGA/ DANCE (Q) .5 credit**

Content Areas are Pilates, Toning, and Fitness as well as Yoga and Dance.

**640 P.E. UNIFIED SPORTS (Q) .5 credit**

Unified Sports is a national organization connected with the Special Olympics, which combines Special Olympic high school athletes with non special 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.

**643 PERSONAL FITNESS (Q) .5 credit**

*Grade Levels: 10-12.* Content area is Personal Fitness. Personal Fitness 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 cardiorespiratory 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.  
**Indicator of Success: Completion of PE Required.**

# SCIENCE

## Philosophy

Learning science is a vital part of any person's education. Science is dynamic and it allows a person to empirically observe the world around them, work cooperatively, think critically, solve problems, and communicate ideas. These skills serve as the foundation of all science courses at RHS. We believe students can be excited by and build a passion for science by introducing them to important scientific principles through manipulating materials and data in order to discover how matter moves, reacts, and survives in the world around them. These opportunities allow our students to be more successful and empathic in their communities. We believe students need an understanding of the scientific method and of Earth, life, and physical sciences so they can become life-long inquisitive learners who can observe situations, solve problems, and advocate for themselves and the global community.

Objectives:

- To develop the skills to become informed 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

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

- Asking questions and defining problems
- Developing and using models
- Planning and carrying out investigations
- Analyzing and interpreting data
- Using mathematics and computational thinking
- Constructing explanations and designing solutions
- Engaging in argument from evidence

**All 9th grade students take an Earth Science class.**

## Graduation Requirement

Students are required to take 3 credits of science for graduation including credits in both life and physical science.

**700 CONCEPTS OF SCIENCE (S) 1 credit**

**701 APPLICATIONS 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 an educational team 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.

**712H 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, human body 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. ***Biology is one life science credit.***

**722 BIOLOGY COLLEGE PREP (Y) 2 credits**

This full year lab science for the college bound student includes a study of cell physiology, genetics, evolution, microbiology, animal kingdom surveys, ecology and the human body. The lab work includes microscopy, bacteriology, biochemistry, population studies, and genetic problems. ***Biology College Prep is one life science credit and one elective credit.***

**723 BIOLOGY HONORS (Y) 2 credits**

This is a full year comprehensive introduction to Biology. This course explores content in cells, energy transfers, genetics, evolution, life development, kingdom surveys, ecology, and the human body. The laboratory experiences focus on modeling, analytical skills, and inquiry. ***Biology Honors is one life science credit and one elective credit.***

**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. ***AP Biology is one life science credit and one elective credit.***

**Indicators of Success: a grade of 2.0 or better in 732 or 733 Chemistry.**

**Students will be required to take the Advanced Placement Examination in May.**

**731 CHEMISTRY (S) 1 credit**

This semester science course is designed to make the study of chemistry a meaningful experience for 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.

***Chemistry is one physical science credit.***

**732 CHEMISTRY COLLEGE PREP (Y) 2 credits**

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.

***Chemistry College Prep is one physical science credit and one elective credit.***

**Indicators of Success: Proficiency of 2.0 or better in 721 or 722 Biology College Prep.**

**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. 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.

***Chemistry Honors is one physical science credit and one elective credit.***

**Indicators of Success: Strong Integrated Math 1 and 2 skills and a 2.5 or better in previous science courses.**

**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, and many calculation problems. The student should come in with a serious attitude, prepared to work hard and get involved.

***AP Chemistry is one physical science credit and one elective credit.***

**Indicators of Success: A grade of 2.0 or better in 733 Honors Chemistry.**

**Students are expected to take the AP Chemistry Exam in May.**

**741 ECOLOGY COLLEGE PREP (S) 1 credit**

This course will build upon the student's knowledge gained from previous science courses. 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.

**This course is available to students who have completed a Biology course.**

**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.

**Indicators of Success: Successful completion of Biology, Chemistry and Earth Science.**

**Students will be required to take the Advanced Placement Examination in May.**

**745 MARINE SCIENCE COLLEGE PREP (S) or HONORS (S) 1 credit**

Marine Science is a course expanding on content learned in previous science courses with a focus on the Ocean. Content explored will include learning about the physical ocean environment like tides and currents; the vast diversity of life in the ocean from algae to sharks and whales; marine ecosystems including coral reefs, kelp forests, the deep ocean, and intertidal zones; and the impact humans have on the ocean. Dissections of some marine organisms will be conducted. **Honors credit requires additional assignments throughout the course. This course is available to students who have completed a Biology course.**

**751 ANATOMY AND PHYSIOLOGY COLLEGE PREP (S) OR HONORS (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. **Honors credit requires additional honors assignments throughout the course. This course is open to students currently enrolled in or who have completed Biology.**

**776 PHYSICS BIG QUESTIONS (S) 1 credit**

Physics Big Questions is an introductory course focusing more on the ideas and concepts of physics rather than the complex math associated with physics. Topics that will be covered are motion, energy, forces, waves, electricity and magnetism. Demonstrations, computer simulations, and laboratory work will combine to help develop the student's understanding of physics and its role in the Universe.

**Physics Big Questions is one physical science credit. This course is open to students in 10-12th grade.**

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

This semester course in physics includes a broad survey of topics across the subject and is intended to be a basic introduction to the topic. The course includes the study of forces and motion, interactions between matter, energy, waves, and information technologies. This course includes both a laboratory component and lecture. Students should be comfortable with usage and application of basic algebra skills.

***Physics College Prep is one physical science credit.***

**Indicators of Success: Successful completion of Integrated Math 1, 2, and 3.**

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

This semester course in physics takes a deeper dive into physics topics than its counterpart at the College Prep level. Students will study motion of objects along a straight path, Newton's laws, circular motion, gravity, momentum, work & energy, electromagnetism, waves, and some topics in more modern physics (quantum mechanics). This course includes both a laboratory component and lecture. Students should be comfortable with usage of both algebra and trigonometry.

***Physics Honors is one physical science credit.***

**Indicators of Success: Successful completion of Integrated Math 1, 2 and 3.**

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

This full year course in physics includes the study of linear motion, Newton's laws of motion, circular motions & gravity, energy, momentum, simple harmonic motion, torque & rotational motion, and fluids. This course is rigorous, fast-paced and has a much stronger emphasis on mathematical analysis than Honors Physics, including a greater degree of difficulty in the problems. This course includes both a laboratory component and lecture as well as an expectation of significant self-guided work and out of class assignments. Students should have a strong background in both algebra and trigonometry. ***AP Physics is one physical science credit and one elective credit.***

**Indicators of Success: Successful completion of Integrated Math 1, 2, 3, and 4.**

**Students are expected to take the AP Physics Exam in May.**

**061 ENGINEERING ESSENTIALS (Q)****.5 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.

# 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 be able to:

- Formulate and deliver effective spoken, written and non-verbal messages for a of purposes and variety of audiences
- Recognize bias and be able to analyze information for reliability and validity
- Understand global affairs in order to develop an appreciation of the creativity of societies in an effort to improve our own society and environment
- Demonstrate habits of a responsible and informed global citizenship
- Draw conclusions from information
- Understand causation, chronology and change and continuity
- Communicate a solid base of facts about historical events
- Critically analyze social, economic and political events
- Acknowledge different perspectives and lived experience, recognise our shared humanity, and treat one another with dignity and kindness
- Own and practice the shared value of honesty and academic integrity
- Demonstrate a sound reliable work ethic

## Graduation Requirement

Students are required to take 3 credits of Social Studies for graduation including both U.S. History and Civics & Economics.

**800 CONCEPTS OF SOCIAL STUDIES (S) or (A/B–Y) 1 credit**  
**801 APPLICATIONS OF SOCIAL STUDIES (S) or (A/B–Y) 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 study elements of geography, history, and civics. 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 events which affect their lives and their community. **Placement in this course will be determined by a team recommendation only.**

**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 age of Exploration. Students will be given the opportunity to develop skills in research, writing, presenting, reading and critical thinking. An emphasis on geography, Middle East 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 modern issues 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 Wars 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. Several major project based learning activities 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.

**832 U.S. HISTORY- Grade 11 (S) 1 credit**

In this course students will build on their 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.

**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.

**135 AMERICAN VOICES: American Literature and History- Grade 11 (Y) 1 English credit, 1 Social Studies credit**

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.**

**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. The economic portion of this course explores key ideas such as wealth creation, personal finance, supply and demand, business cycles, markets and globalism. Wealth creation in both the world and in the United States is studied. Personal finance and budgeting skills are 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.**

**849 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 Examination in May.**

**Indicators of success: A grade of 2.5 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) 2 credits**

This is a college level survey course that covers the full scope of American history from 1491 to the present. 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 score of 2.5 or better in World History Connections Honors and instructor recommendation.**

**843 AP US GOVERNMENT & POLITICS - Grades 11- 12 (S) 1 credit**

This is an introductory college-level course in U.S. government and politics. Students cultivate their understanding of U.S. government and politics through analysis of data and text-based sources as they explore topics like constitutionalism, liberty and order, civic participation in a representative democracy, competing policy-making interests, and methods of political analysis. Successful completion of this course counts as the required senior credit for Civics and Economics.

**Students will be required to take the Advanced Placement Examination in May.**

**847 PSYCHOLOGY COLLEGE PREP (S) 1 credit**

This course introduces students to theories, research and procedures used in scientific study and encourages them to apply this knowledge to enhance their own lives. It offers a sampling of the main subdivisions of the field, including such topics as the brain and neuroscience, learning, memory and development. Students will also explore careers in the field.



# WORLD LANGUAGE

## **Philosophy**

Communication is at the heart of the human experience. Communication conveys thoughts, feelings, needs, and information and is essential to our interconnectedness. 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 drive our philosophy and mission:

1. Competence in more than one language and culture enables people to:
  - adapt and 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:
  - benefit from the development and maintenance of proficiency in more than one language;
  - can communicate learning in diverse methods; and
  - learn in a variety of ways and settings.
3. Language and culture education develops and enhances basic communication skills, critical thinking, empathy, and higher-order thinking skills.

This curriculum is connected to the ACTFL (American Council of Teachers of Foreign Language) standards which include an emphasis on the following: Communication (speaking, reading, writing, listening), cultures, connections, comparisons, and communities.

### **410 INTRO TO FRENCH LANGUAGE & CULTURE (Q) .5 credit**

This course is designed for students who have an interest in studying French in the future or who are interested in the cultures of the French-speaking world. The student will practice basic spoken communication in French such as greetings, introductions, and expressing preferences. The class will begin to explore culture through the food, art, holidays, and customs of the French-speaking world. Willingness to speak French and to participate actively is essential.

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

This course is designed for students beginning French. It develops the basic skills of listening, speaking, reading and writing through a systematic study of grammar, oral practice and written expression. The student will 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 a 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 section accommodates the student with strong self-motivation who is comfortable with more rigorous assessments by which to demonstrate mastery. 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 transcript review.**

**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 are stressed. **Indicators of Success: Score of 2.0 or higher in previous level.**

**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 section accommodates the student with strong self-motivation who is comfortable with more rigorous assessments by which to demonstrate mastery. It is expected that the student will participate actively in reading, writing, speaking and listening to the target language. **Indicators of Success: Instructor recommendation or transcript review. Score of 2.0 or higher in the previous level.**

**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 of written French and practice 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 transcript review. Score of 2.0 or higher in the previous level.**

**445 FRENCH 5 HONORS (S) 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. The course also makes great use of the Internet for updated and current material. **Four (4) levels of French required. Indicators of Success: Instructor recommendation or transcript review and Score of 2.0 or higher in the previous level.**

**460 INTRO TO SPANISH LANGUAGE & CULTURE (Q) .5 credit**

This course is designed for students who have an interest in studying Spanish in the future or who are interested in Spanish and Latin American culture. The student will practice basic spoken communication in Spanish such as greetings, introductions, and expressing preferences. The class will begin to explore culture through the food, art, holidays, and customs of the Spanish-speaking world. Willingness to speak Spanish and to participate actively is essential.

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

This course is designed for students beginning Spanish. It develops the basic skills of listening, speaking, reading and writing through a systematic study of grammar, oral practice and written expression. The student will become proficient in basic language structure for oral and written communication. The student will be expected to actively listen and speak 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 a degree of proficiency in the four skills of listening, speaking, reading and writing. The course is a refinement and extension of the concepts and vocabulary studied in Spanish 1 as well as a further study of the tenses and more advanced grammatical concepts. Students will be asked throughout the year to interpret and respond to the spoken word. While emphasis is on communication, students are constantly directed toward linguistic accuracy.

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

Spanish 2 Honors addresses the curriculum of Spanish 2 and is designed to challenge the more highly motivated student with a strong command of Spanish 1 vocabulary and grammatical structures. This section challenges the student with strong self-motivation who is comfortable with more rigorous assessments by which to demonstrate mastery. **Indicators of Success: Instructor recommendation or transcript review and Score of 2.0 or higher in the previous level.**

**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. Students should have a strong command of Spanish 2 vocabulary and grammatical structures. 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. **Indicators of Success: Score of 2.0 or higher in previous level.**

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

Spanish 3 Honors addresses the curriculum of Spanish 3 and is designed to challenge the more highly motivated student with a strong command of Spanish 2 vocabulary and grammatical structures. This section challenges the student with strong self-motivation who is comfortable with more rigorous assessments by which to demonstrate mastery. The student is expected to participate actively and at a proficient level in reading, writing, speaking and listening to the target language. **Indicators of Success: Instructor recommendation or transcript review. Score of 2.0 or higher in the previous level.**

**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 is expected to participate actively and at a proficient level in reading, writing, speaking and listening to the target language. **Indicators of Success: Instructor recommendation or transcript review. Score of 2.0 or higher in the previous level.**

**491 SPANISH 5 HONORS(S) 1 credit**

Spanish 5 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. **Four (4) levels of Spanish required. Indicators of Success: Instructor recommendation or transcript review and Score of 2.0 or higher in the previous level.**

**495 ADVANCED PLACEMENT SPANISH (S) 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. **Completion of Spanish 5 required. Indicators of Success: Instructor recommendation or transcript review and Score of 2.0 or higher in the previous level. Students will be required to take the Advanced Placement Examination in May.**

# WORK BASED LEARNING

## Philosophy

In cooperation with community partners, Rutland High School's Work Based Learning Program (PLACE) seeks to extend and apply education through learning outside the classroom in order to cultivate citizens committed to enriching local and global communities.

Students will:

- Take an active role in individualizing their Work Based Learning experiences and articulating learning goals
- Link their experience to academic standards, classroom learning, and/or Vermont Transferable Skills
- Demonstrate how their experience develops the Vermont Transferable Skill of "Responsible and Involved Citizenship"
- Participate in ongoing reflection on and reporting on their experience
- Cooperate with community partners to achieve goals and develop leadership skills
- Share outcomes with the school and/or local community

## GOALS

- Communicating Effectively with others in the workplace and community.
- Critical and Creative thinking skills to address problems in diverse community working environments
- Integrity and values of honesty, responsibility and trustworthiness in specific workplace environments
- Employability skills demonstrating what is necessary to be successful in the work environment

***Courses in Work Based Learning fulfill a Life Skills credit.***

### **277 CAREER EXPLORATION (Q)**

**.5 credit**

In this course, students will investigate various career paths based on their personal interests. Students will explore post-secondary options related to their career fields. They will also learn professional skills that will help them in the modern workplace such as filling out a job application, preparing a resume, and writing a cover letter. There will also be a variety of community guest speakers.

### **887 CAREER EXPERIENCES (Q)**

**.5 credit**

Worried about what you are going to do after high school? This course helps students develop the critical job skills necessary to be successful in the professional world. Students will explore possibilities for their lives after high school by surveying a wide variety of options, including college, employment, and more. Students will set goals and priorities based upon their interests and will create a personal transition plan for use as they move toward their future after high school. We will visit various businesses and organizations and invite professionals from the community to tell us about their careers. Students will have the opportunity to participate in a variety of career experiences. **This course is open to students in grades 10-12.**

## INTERNSHIP PROGRAM

### 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. Students must complete a minimum of 50 hours at their internship in order to earn credit for the course.

**Prerequisite: Successful application and Habits of Work proficiency pending administrative approval.**



Promoting Learning by Activating Community Engagement

### 866 SCHOOL TO WORK credit varies

This course is broken-up into three components.

1. **Community Engagement:** Focuses on pre-employment skills and is heavily supported by Job Coaches in the workplace, depending on student need.
2. **Career Development:** Focuses on the soft skills needed to be successful in a full-time job and entry-level hard/technical skills that relate to their occupation of choice or current placement, often supported by Job Coaches
3. **Career Exploration:** Focuses on students rotating through several career options over the course of a year, typically 3-4, in order to help them make informed choices about their future employment

**Placement in this course is determined by the need of support services as recommended through an Individual Educational Team, 504 Team or Educational Support Team.**

## **STUDENT SUPPORT COURSES**

### **860 ACADEMIC SUPPORT**

**1 credit per semester**

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.

### **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.**

### **863 DIRECT SERVICE – ELA/ MATH**

**1 credit per semester**

This class is designed for students on Individual Educational Plans and will address skills in Language Arts and Math.

### **COMPETENCY BASED**

**credit to be determined**

Students in grades 10 - 12 will develop their content area skills in a flexible learning environment. This class will focus on achieving the overarching and prioritized standards of a content area course in which a student has previously had difficulty meeting the standards. The curriculum will be selected to engage students and will be taught at a pace customized to promote student learning. Students will complete a grade-appropriate curriculum in an individualized way. **Recommendation is made by the school counseling department. Offerings are in English, Math, Science, and Social Studies.**

### **ENGLISH LANGUAGE LEARNING**

**credit varies**

The English Language Learner courses are intended to help Multi Lingual students acquire basic English proficiency skills as well as communicative academic language proficiency for the Limited English Proficiency student. There is a particular focus on developing reading and writing skills, speaking, pronunciation, listening, grammar and vocabulary. Strategies for improving reading skills include: vocabulary development, comprehension, and identifying main ideas in reading passages. In writing there will be a focus on vocabulary, sentence structure, writing paragraphs that include: a clear focus on one topic, well-developed support of the topic, proper grammar, spelling and punctuation. Multi Lingual students become eligible via their score on the World Class Instruction Design and Assessment (WIDA) test results.

## **RUTLAND HIGH SCHOOL GROVE STREET CAMPUS**

**Rutland High School – Grove Street Campus** offers a full academic program for high school students who are seeking an alternative pathway from their traditional programming at the main campus. Classes are small and provide the appropriate support 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:

- School Counselor and/or Rutland High School staff discusses the option with the student and parent/guardian.
- Student is referred to the Grove Street Campus by the Guidance Department with a completed application.
- Student and parent/guardian visit the campus and interview by appointment.
- Admissions Team meeting is held to discuss the application. The Admissions Team determines the decision for admission.
- Parent/Guardian and student are notified of the decision.
- Admissions will depend upon current vacancies

## **ALLEN STREET CAMPUS**

This is an alternative education option for special education eligible students in grades four 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 educational team.**

# **RUTLAND CITY SCHOOLS POLICIES**

## **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.

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.

3. 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 \_\_\_\_\_

<h1>WORKSHEET</h1>
--------------------

**Possible Course Selections for 2024-2025**

English 4.0 credits

---

Mathematics 3.0 credits

---

Science (including credits in life and physical science) 3.0 credits

---

Social Studies 3.0 credits  
(including U.S. History and Civics & Economics)

---

Life Skills 0.5 credit

---

Fine Arts 1.0 credit

---

Physical Education (including Healthy Living) 2.0 credits

---

Information Technology 1.0 credit

---

Electives 8.5 credits

---

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

---

---