

POULTNEY HIGH SCHOOL
“The Blue Devils”



SMALL IN SIZE ~ BIG IN SPIRIT!

2008-2009
PROGRAM OF STUDIES

POULTNEY ♦ VERMONT
www.phsvt.org

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Principal: Ms. JeanMarie Oakman
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Guidance Director: Mrs. Tracy L. Gallipo

Non-Discrimination Statement

Poultney High School fully supports the philosophy and intent of Title VI, Section 504, Title IX and all federal regulations promulgated therein. Poultney High School will not discriminate (nor shall any student be excluded from participation in any program) on the basis of race, color, religion, natural origin, age, economic status or handicapping condition. Citizens desiring information relating to Title VI, Section 504 and/or Title IX, or who wish to file a complaint, may do so by contacting Ms. JeanMarie Oakman, Principal; Poultney High School; 154 East Main Street; Poultney, VT 05764.

Rutland Southwest Supervisory Union Goals

Rutland Southwest Supervisory Union is dedicated to excellence in education for all students. We will ensure that all students:

- Achieve high academic levels
- Develop creative attributes
- Become self-directed learners
- Function as collaborative and responsible citizens
- Develop pride and confidence in themselves and their accomplishments
- Understand the choices of a healthy lifestyle

PHS on the Web

Poultney High School now hosts its own website that contains school news, sports schedules, special events, class information, staffing and much more. Please visit the website for frequent updates, and important information about what is happening at PHS. www.phsvt.org

The Program of Studies

The Program of Studies was created with three purposes in mind:

- Review the guidance program students receive.
- Review school policies and procedures regarding academic programs, planning, and student scheduling, and
- Provide students and parents with graduation requirements and course descriptions.

The 2008-2009 academic year will consist of a five Block schedule with a rotating fifth block. For the current entering freshmen and all earlier classes, graduation requires 28 credits. Most students finish their

experience at Poultney High School with 28 to 36 credits. Students and parents, who have any questions after reviewing this booklet, should consult with the guidance office.

Guidance Program

The Poultney High School guidance program is designed to help students learn about themselves, identify their interests, investigate the world of work and take action to build lifelong competencies while in high school, as well as meeting the requirements set forth in the Vermont Standards.

High school students are faced with the prospect of numerous choices in post-secondary planning. In any decision-making process, gathering information is the key step. To achieve these objectives, students AND parents are encouraged to participate in a variety of activities and programs throughout the students' years in high school.

In the freshman year, the counselor will meet with students to begin the four (4) year planning process. A sample of a 4 year plan sheet is enclosed in this booklet. Although students may plan a tentative 4 year program, they should review and revise it each year. Counselors also review what services the guidance office may provide to them. The sophomore year focuses on career options, and students may assess their college and career interests and abilities using the PSAT, ASVAB and NECAP assessments. Students will also visit Stafford Technical Center. In the junior year counselors will offer parent workshops as well, to review career and college bound test scores, student's plans, and college bound terminology. Finally, during the student's senior year, career and graduation options are fine tuned and students apply to colleges, the military, or employment options as they wish. Students should budget time to spend with the counselor often during their 4 years. If each student does a small amount of planning with the counselor each year, there is a plan in place for their senior year and "senior panic" is never a result.

The guidance office is available to students and parents, year-round. With the lack of study halls and free time for students, planning sessions must often be held during TA, lunches and free time as allowed by teaching staff.

Parents are encouraged to call the guidance office with any questions they have and arrangements will be made to meet whenever possible. The school's email system is also available to leave messages and the counselor will respond to your concerns.

Guidance Services

The Guidance office provides the following services to students and parents:

- Individual Counseling
- Parent Conferences
- Staff Consultation
- High School Planning
- Group Counseling
- College Counseling
- Pupil Appraisal
- Student referrals: social workers, psychologists, state agencies and others.

Guidance and counseling services seek to assist all students to mature in self-understanding, self-responsibility, decision-making ability, development of values and attainment of the attributes and skills required to be a productive citizen in our society.

Guidance and counseling services are concerned with the total life activity of each student and include assisting students with educational, personal and vocational concerns. Guidance and counseling services are available to every Poultney High School student throughout, and even after, their high school experience.

The Guidance staff provides post-secondary planning information and serves as the fact finding source to acquire the information needed to make an informed decision about life after high school. This includes the college search and applications, scholarship information and vocational and career updates. Through counseling, students are taught to interpret and relate facts about themselves and apply this knowledge in solving problems and making realistic decisions. Often this process includes working with parents, teachers, and other school and community services.

When students, parents, and the guidance office are all on the same page, graduation arrives before you know it and a solid post-high school plan is in place. The 21st Century requires the American workforce to be willing to change—and the ability of students to constantly reassess themselves and their plans allows the guidance office to assist with these changes.

If the guidance office does not have the information needed, we have the resources to get that information to the students and families. Please feel free to ask for help.

Student Schedules

The scheduling process for students begins in the spring of each year. The guidance staff will meet with students individually, or in small groups to review requirements, new courses, and recommended schedules in line with their post-high school plans.

Guidance encourages all students to consider and prepare for additional education after high school. Our program prepares students with a minimum basic education, capable of entering the American workforce with basic skills. To survive in the 21st Century, students will need to gain additional education and skills to be competitive in the job market.

Guidance will meet with students and families to outline a personal 4 year plan to not only meet graduation requirements, but also to be prepared to enter higher education programs, either directly from high school, or some time down the road.

Checking the chart of Course Sequences and Choices will help produce your 4 year plan; choices and changes will usually occur each year and the plan will vary for each student

Grade Placement and Promotion-Grades 9 through 12

Students in grades 9-12 inclusive will be assigned class standing according to the following criteria:

Freshman	0-6 earned credits
Sophomore	7-13 earned credits
Junior	14-20 earned credits
Senior	21 and above earned credits

Students will be expected to participate in all activities or class meetings with the appropriate class.

Graduation Requirements

Currently the Classes of 2009-2012 must earn at least 28 credits in the following areas:

Department	Number of Credits
Language Arts	5
Mathematics	4
Science**	4
Social Studies**	4
Physical Education	2
Fine Arts	1
Health	1
Electives	7
Total Credits for Graduation	28

**Certain courses in social studies and science are required: World History and US History I are required, as are Introduction to Biology, Earth Science and Physical Science or Chemistry. Any exceptions/substitutions must be approved by the administration.

Students must also complete a PDC (Personal Development Collection), a notebook portfolio demonstrating competence in meeting the 58 Vermont Vital Results. Faculty and administration will assist students in completing their PDC and students should work on a portion of it each year. The Teacher Advisory (TA) period is a great time to do this. Transfer students will be required to complete a pro-rated portion of the 58 standards depending on their previous school's requirements, and the year of entry to PHS.

PE and Fine Arts Graduation Requirements

For the graduating class of 2009 **only**, the completion of four (4) major drama productions will equal (1) one fine arts credit and participation in four (4) seasons of one sport will equal one physical education credit. No fractional credit will be awarded. Only one (1) credit can be earned in this manner for each. This practice will be disallowed for any graduation classes after 2009, per Vermont Department of Education.

Early Graduation

In order to graduate early at student must:

1. Complete an Early Graduation permission form, to be signed by the student, parent/guardian, guidance director and principal. (available in the Guidance Office)
2. Complete graduation requirements for the year in which the student enters 9th grade.

Only students who have earned a diploma will participate in the graduation activities and exercise. Students are expected to wear proper attire under their graduation gowns. Graduation gowns and mortarboards will be worn without any adornment, of any kind, except for corsages and sashes provided by the school.

Student Records and Transcripts

The guidance office maintains the official academic records of each student. An official transcript of the student's completed coursework will be sent at no cost to accompany college applications, work applications, or transfers to other schools.

Semester Course Load

Each student will be expected to carry a course load of four (4) classes each semester unless special arrangements have been made with the administration. To be a full-time student, a senior must carry six (6) credits and students in grades 9-11 must carry eight (8) credits during the school year. Seniors must carry a minimum of three (3) classes each semester unless special arrangements have been made with the administration. A senior is considered a part-time student if they carry less than three (3) credits in each semester. Students who participate in athletics, music, drama and extracurricular programs must be enrolled in a minimum of 3 credit bearing courses per semester to maintain eligibility. Exceptions must be approved in advance and in writing by the administration.

Failures and Make-Ups

A required course that is failed must be made up in summer school or repeated the following year. Any student who passes a course and receives credit may repeat that course to improve his or her knowledge or to earn a higher grade. The higher grade will be the only official grade recorded on the transcript. Only one (1) credit will be awarded.

Summer School

Credits will not be awarded for any non-Poultney summer school course unless advance approval is obtained in writing from the guidance director. In addition, the course must be completed with an achievement level satisfactory to our high school standards. Repeating a course failed during the regular school year will result in the granting of credit only if the two aforementioned requirements are met. Final grades for summer school work will be computed with the following formula: $\text{Final Grade} = (\text{Original Grade} + \text{Summer School Grade}) / 2$.

Repeating a Course

There may be a benefit to a student repeating a course taken at Poultney High School. If a student chooses this option, only one credit will be awarded for that course, and permission of the current instructor must be obtained. Physical education is an exception to this rule, and may be taken each year, if there is room within the class. The higher grade will be the only official grade recorded on the transcript. Only one (1) credit will be awarded.

Attendance and Credit

It is the policy of the Poultney Town School Board that regular attendance is necessary in order to obtain an adequate understanding of the instruction and the materials presented. The school has a responsibility to develop good attendance habits in preparation for the world of work. Therefore, attendance will be taken every block and sent to the office. For these reasons, absences shall not exceed ten (10) days during any semester. The administration will notify parents by letter on the fifth (5) and on the tenth (10) absences, as necessary. On the tenth (10) absence the student may be denied credit in that course. An Attendance Review Board will make that determination. The composition of the Attendance Review Board shall be decided at the building level.

If denied credit, the student transcript will reflect the numerical grade, but no credit will be awarded. Students will have the right of review and appeal through the Attendance Review Board. Lost credits due to absenteeism may be made up through after school coursework completion with permission of guidance, administration and teacher.

Students who lose course credits because of failure to comply with the attendance policy will be required to make up credits for graduation. Make-up courses may or may not be in the same subject, depending on graduation requirements. A credit lost to poor attendance cannot be substituted with an independent study.

Adding and Dropping Courses

Students will select courses each spring, and the guidance office will work with these choices to prepare a schedule for the fall. Students may make changes through June 30th of each year. If a student's first choice course is not possible, guidance will substitute the most appropriate course, and/or contact the student for their input.

When you select a course, it is expected that you will see the course through to completion. If you wish to add or drop a course you must get an add/drop form from the Guidance Office. The teacher(s), a parent/guardian, and the Guidance Director must sign it. Courses may not be added or dropped without the consent of the Guidance Director. Students must attend the scheduled class until the completed add/drop form has been submitted to the Guidance Director. Failure to adhere to this procedure may result in no credit for courses and/or a failing grade. Course changes must be completed no later than six (6) school days after the semester begins, unless there is administrative approval.

Students who withdraw or are removed for disciplinary reasons after the add/drop period will be assigned another classroom experience and receive a "WP" or "WF" on their transcript.

Senior Privileges

Seniors who are in good standing and meet the eligibility criteria for co-curricular activities as outlined in Section IV of the Student/Parent Handbook may apply for Senior Release and Senior Privileges through the guidance office. An application requires parent permission, a senior meeting with the Guidance Director, maintaining a passing average, maintaining a satisfactory behavior and attendance record, and signing in/out properly in the guidance office. The privileges allow seniors to leave for lunch, and sign out of school when not scheduled for a class. Seniors may not sign out of TA until their PDC is completed and the Senior Privileges application is signed by the Principal and TA teacher.

Violations of the conditions or agreement will result in immediate loss of privileges.

A limited number of extra large lockers (senior lockers) are available to seniors who have performed eight hours of community service during 11th grade. They are available on a first come first served basis. Please see the guidance office for more information.

Class Average and Rank

All students who complete courses and credits in grades 9-12 will receive a cumulative grade point average and class rank. All courses count towards class average and rank, with the exception of courses receiving an NG, S, U, P, or F grade. College level courses and AP courses receive an additional weighted value of 8 points. The weighted grades do not appear on the report card but are included in the student's grade point average and used for determining class rank. Students are ranked at the end of 9th, 10th, 11th grades and at the 7th semester of the senior year. The 7th semester rank determines the valedictorian and salutatorian for the graduating class. In order to be eligible for these distinctions a student must have completed their final 4 semesters as a registered student at Poultney High School. The final weighted grade point average at the end of the 8th semester will appear on the student's final high school transcript. Courses transferred to Poultney High School from other high schools will not be weighted.

AP Courses and College Credit

Poultney High School participates in the College Board Advanced Placement program by offering the following courses: AP Calculus AB/BC and AP Physics. Not every course is offered every year, depending on student interest and staff availability. Students study a college level curriculum offered by the College Board and take an AP Exam in May to earn college credits. Colleges may award college credits to students based on their scores on the test, usually a minimum of 3, 4, or 5 on a 5 point scale. Students are expected to take the exam, or their final course transcript will reflect “Advanced” rather than “AP”. There is an exam fee for each test, fees are reduced for low income students, and VSAC Gear Up and Upward Bound students are free. Fees will be collected prior to the May exam.

In addition, students with a talent in any area of the 25 AP exams offered by “secure a mentor” can study the curriculum independently and take the AP exam in May. Areas may include foreign language, computer science, art, music theory, etc. A complete list is available in guidance, as well as additional information regarding the AP programs.

Students who opt to take college courses for high school credit are required to complete paperwork in the guidance office prior to the start of college classes for approval of dual credit. The parents of any student who fails a college course or drops a college course after the college drop period ends will be responsible for payment of the course. This payment may be made directly to the college or as reimbursement to Poultney High School, if the high school assisted with the course payment.

Students are required to have an official transcript from the college sent to the Poultney High School guidance office upon completion of the course. Dual credit will not be granted with a report card or other non-official document.

Students who complete college courses with a passing grade or complete the PHS AP course of study, take the AP exam and pass the course will have their final average “weighted” by 8 additional points in the calculation of cumulative average (GPA) and class rank, but their final course grade will remain the same.

College course grades reported to PHS as letter grades will be translated into number grades as follows:

A+.....98	B..... 85	C-.....72
A..... 95	B-..... 82	D+.....68
A-.....92	C+.....78	D.....65
B+..... 88	C..... 75	D-.....65

Independent Study

Students may participate in an independent study and earn one half (.5) or one credit (1) upon successful completion. The student **must** follow the established criteria and guidelines that include obtaining **prior approval** from the Guidance Director, advising teacher, Principal, and parent/guardian. Approval must be obtained by the Guidance Director first. Independent Study registration packets are available in the Guidance Office. An independent study cannot be a substitute for credit denial due to attendance problems. Independent studies are not generally recommended for students in ninth (9) or tenth (10) grade.

The amount of credit awarded to an independent study course will vary with the amount of time spent, the relationship the course provides to the Vermont Standards, and the academic rigor of the program.

Work Based Learning

Students in grades 11 and 12 may apply for the work experience program. These experiences can be taken for 1 credit, by completing 300 on-site hours, or .5 credit, by completing 150 on-site hours. Students are eligible for work experience with a 5th block release, or may fulfill these hours outside the school day.

Students who are interested in exploring careers in teaching or business may request be sponsored by a professional within the Supervisory Union. Assistantships in classrooms, the libraries, or various offices are some areas to consider. A .5 credit may be earned per experience, with a maximum of earning 1 credit total per student.

Students are responsible for completing all work “assigned” by their work based learning supervisor. This may include, but is not limited to: journaling, reflection papers, or additional research to enhance the work experience. Students must meet acceptable standards for attendance at PHS to earn credit for this program.

Honor Roll

Only full-time students will be listed on the honor roll.

Principal's List- Students will have 95 grade point average or higher, in the term for which the list is calculated.

High Honors- Students will have a grade point average of 90-94, in the term for which the list is calculated.

Honors- Students will have a grade point average of 85-89, in the term for which the list is calculated.

Students who have an incomplete are ineligible for Honor Roll until a final grade is submitted.

National Honor Society

The National Honor Society of Secondary Schools recognizes students who achieve and maintain high levels of scholarship, leadership, character and service. The goal of this organization is to honor young people of strong character, leadership, service and scholarship and to encourage them to reach out to help others while having fun at the same time. At Poultney High School, the Laureate Chapter of the National Honor Society is affiliated with, and is committed to, the goals of the National Honor Society. Thus, the Laureate Chapter follows national rules and guidelines with respect to NHS membership. The National Honor Society uses the un-weighted grade point average when considering a student for membership.

Co-Curricular Eligibility

Eligibility criteria for PHS co-curricular activities are outlined in Section IV of the Student/Parent Handbook.

Administrative Review

The high school administration reserves the right to determine any issue not specifically covered within the Program of Studies or the Student/Parent Handbook. A decision may be appealed for review by the school board.

Assessment Notifications

Report cards with student grades will be issued approximately every ten (10) weeks, in November, January, April and June. First semester final grades and credits will be issued in January. Second semester final grades will be issued in June. Progress reports will be sent home in October, December, March and May.

Parent teacher conferences are scheduled in the fall.

Periodic progress reports on individual students may be requested by parents by contacting the Guidance Office.

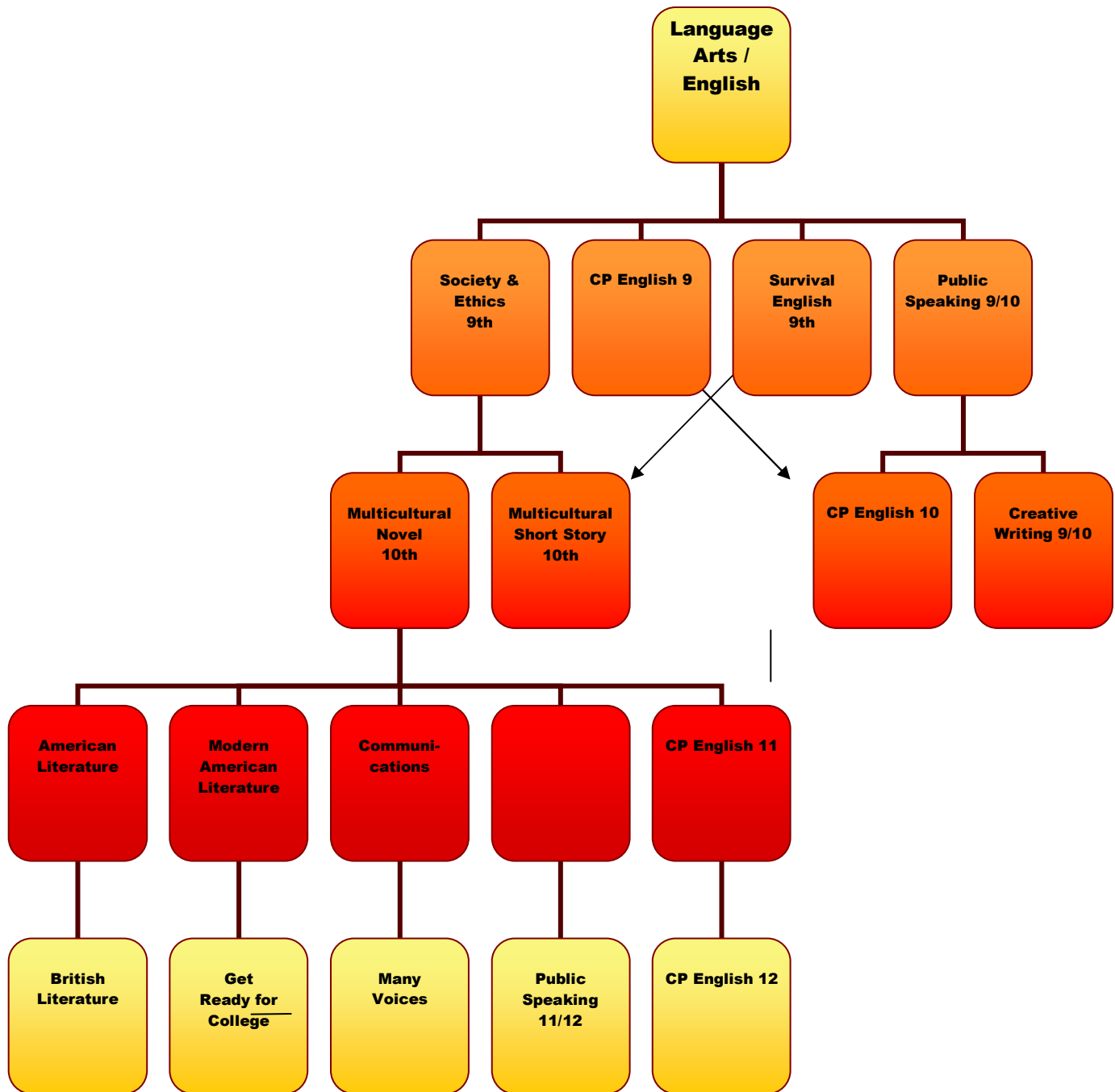
Make Up Work & Incomplete Grades

Students are responsible to make up work missed due to an excused or unexcused absence within one week of return. It is the responsibility of the student to make arrangements with their teachers to complete said assignments.

Grades of Incomplete on a report card must be made up within ten (10) days after the grading period ends. Exceptions for special circumstances must be arranged through classroom teachers and guidance.

Cheating and Plagiarism

All students are expected to complete their own work and turn in original assignments and papers. Students involved in cheating and/or plagiarism will receive a zero (0) for the work and may be assessed further disciplinary penalties pursuant to the student / parent handbook.



Language Arts / English 9-12

Graduation Requirements: 5 credits in Language Arts / English are required.

110 Survival English: This one credit one semester freshman course focuses on identifying the life survival skills. By reading short stories and short novels, students learn to identify elements of literature. Students will maintain portfolios, personal reflections of concepts and themes from readings. Students will look at goal setting and career planning. Writing will be used to strengthen essential grammar skills. Students will begin their Personal Development collections.

Prerequisite: None

1 credit

111 Society & Ethics: This one credit one semester freshman course looks at social issues through novels, essays and poems. Students will debate philosophies and current issues and their effects on the individual and society. Students will write analytical perspectives. Advanced grammar and writing skills will be incorporated. Students will begin their Personal Development Collections.

Prerequisite: Passing grade in 8th grade Language Arts

1 credit

112 College Preparatory English 9: Study of various genres of literature for the student with advanced reading, vocabulary, and thinking skills. Focus on the organizational strategy for writing the multi-paragraph essay – descriptive, expository, persuasive, comparison/contrast and personal writing. Research and documentation skills are also taught. This course follows a rigorous pace and requires daily homework.

Prerequisite: teacher recommendation

1 credit

113 Creative Writing 9/10: This course offers the student the opportunity to develop and practice creative writing skills. Students will use the writing process, read various genres, and critique student work through in-class exercise and workshops. Writing will be combined with visual expression of student work. Each student will prepare a collection of original work and be encouraged to submit work for publication. Students who choose to receive a history credit will focus their writing on historical time period. Students must declare which departmental credit they wish to receive for this course at the time of registration.

Prerequisite: Passing grade in 8th grade Language Arts

1 credit

114 Public Speaking 9/10: The objective of this class is to introduce students to the art of public speaking. The teacher will provide consistent opportunities for students to practice and refine presentation skills. Students will read, analyze and discuss public speaking theory and notable published speeches, as they will also view video of effective, inspiring speakers and the speeches they've delivered. The emphasis of the course, however, will be for students to apply the speech writing and speaking techniques and skills addressed in the readings in their own speeches, written and delivered frequently throughout the semester. Students should leave the course feeling confident that they can communicate clearly and effectively in any situation, and that they can present well-reasoned, well-articulated speeches in the personal and professional lives.

Prerequisite: None

1 credit

120 Multicultural Short Story: This course focuses primarily on cultures as found throughout the United States and around the world. It will also examine the literary contributions from ethnically diverse writers as students read collaboratively and independently. They will review the basic skills of comprehension, analysis, and interpretation through responses to assigned and self-selected materials, including short stories, poetry, novels, and plays. Students will review basic oral communication and writing skills (including grammar, usage and mechanics) will be emphasized as students address issues within multicultural literature. Participation in class discussions, self-reflection and a final paper/presentation will be required.

Prerequisite: A Language Arts level 110 course

1 credit

121 Multi-Cultural Novel: This course focuses primarily on the multicultural novel as found throughout the United States and around the world. It will also examine the literary contributions from ethnically diverse writers as students read collaboratively and independently. They will improve skills of comprehension, analysis, and interpretation through responses to assigned and self-selected materials, including novels, short stories, poetry, and plays. Students will practice oral communication and writing skills as they address issues within multicultural literature. Participation in class discussions, self-reflection and a final paper/presentation will be required.

Prerequisite: A Language Arts level 110 course

1 credit

122 College Preparatory English 10: For the advanced student. Includes development in expository writing, critical writing and reading, vocabulary enrichment, and in-depth study of more advanced literary selections; emphasis is on higher-level thinking skills,; course curriculum is divided by themes. At least two major writing assignments each four to six weeks will be required. This course follows a rigorous pace and requires daily homework.

Prerequisite: Successful completion of College Preparatory English 9 or instructor's approval

1 credit

130 Communications: This elective is offered to high school juniors and seniors. The purpose of the course is to develop critical thinking and writing skills as they apply to a variety of media: journalism, film, advertising, and television. Much of the work involves projects that reflect the level of student learning.

Prerequisite: A Language Arts 110 and 120 level course

1 credit

131 American Literature: This one semester course is a survey of American Literature from the earliest indigenous writing through the time of the Civil War. Students will respond to literature through a variety of writings and discussion projects.

Prerequisite: A Language Arts 110 and 120 level course

1 credit

132 College Preparatory English 11: Chronological survey of religious, philosophical, and literary movements in American literature from the 17th to the 20th century. A variety of poetry, essays, and short stories will be read. Skills are developed in close reading and literary analysis, writing for various purposes – narrative, expository, persuasive – and with clear focus/coherence, organization, idea development, voice, and conventions of the English language. This course follows a rigorous pace and requires daily homework.

Prerequisite: Successful completion of College Preparatory English 10 or instructor's approval

1 credit

133 Creative Writing 11/12: This course offers the student the opportunity to develop and practice creative writing skills. Students will use the writing process, read various genres, and critique student work through in-class exercise and workshops. Writing will be combined with visual expression of student work. Each student will prepare a collection of original work and be encouraged to submit work for publication. Students who choose to receive a history credit will focus their writing on historical time period. Students must declare which departmental credit they wish to receive for this course at the time of registration.

Prerequisite: 3 credits of Language Arts or History

1 credit

134 Public Speaking 11/12: The objective of this class is to introduce students to the art of public speaking. The teacher will provide consistent opportunities for students to practice and refine presentation skills. Students will read, analyze and discuss public speaking theory and notable published speeches, as they will also view video of effective, inspiring speakers and the speeches they've delivered. The emphasis of the course, however, will be for students to apply the speech writing and speaking techniques and skills addressed in the readings in their own speeches, written and delivered frequently throughout the semester. Students should leave the course feeling confident that they can communicate clearly and effectively in any situation, and that they can present well-reasoned, well-articulated speeches in the personal and professional lives.

Prerequisite: None

1 credit

135 Modern American Literature: This one semester course is a survey of American Literature from the mid-Nineteenth Century through the present day. Students will respond to literature and culture through a variety of writing and discussion projects.

Prerequisite: A Language Arts 110 and 120 level course.

You do not need to take 131 prior to taking 135

1 credit

140 British Literature: This course is open to students who have already taken three high-school English courses and is recommended for the college-bound student. The course involves the study of English literature from its beginnings to modern day times. A wide selection of authors provides a critical reading of classical, traditional, and modern selections. This is complemented by an in-dept study of vocabulary, advanced grammar, literary techniques, and college preparatory writing. Oral communication skills are refined, as is the ability to express one's "voice." Preparation for the SAT is offered.

Prerequisite: Students must have successfully completed a Language Art 110, a language Arts 120, and a Language Arts 130 level course

1 credit

141 Get Ready for College: This course is specifically designed for college bound juniors/seniors. It will guide students through the arduous task of getting ready for college. The major areas of focus are preparation for the SAT, selecting the right colleges, writing the college application essay, career research, and writing a research paper on a career of interest.

Prerequisite: Junior/Senior level standing only

1 credit

142 College Preparatory English 12: For the advanced student. Concentrated analytical and interpretive study of literature which includes advanced literary and informational related writings. Development of the writing process with emphasis on expository, argumentative, analytical writing, and on logical and critical thinking. This course follows a rigorous pace and requires daily homework.

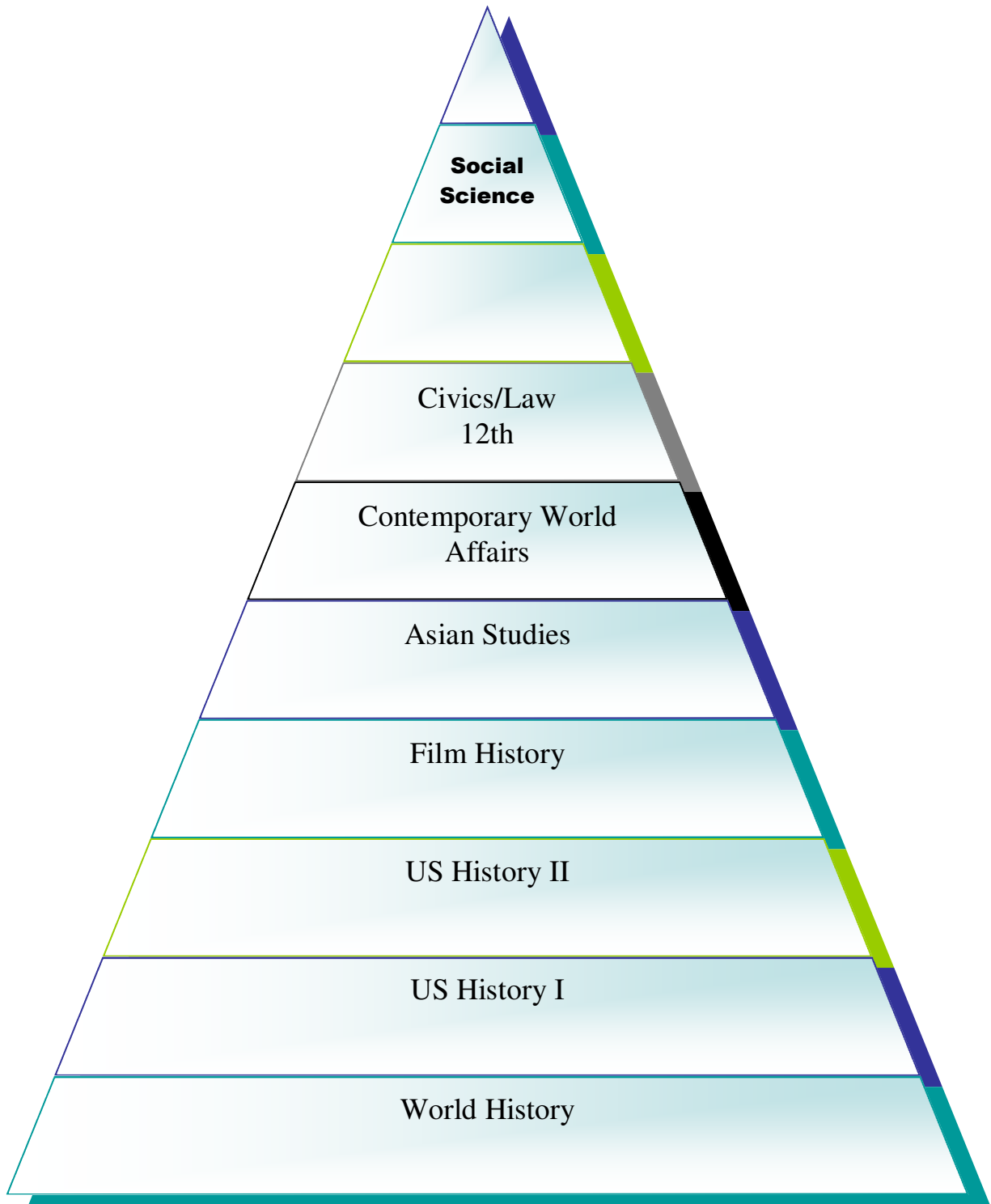
Prerequisite: Successful completion of College Preparatory English 11 or instructor's approval

1 credit

143 Many Voices: This course is a “capstone” or finishing touch English course for seniors. It explores a variety of voices of modern culture. It uses texts to enable students to develop their own voices as writers and speakers. It also encourages students to develop critical thinking skills necessary to evaluate their own work and that of others.

Prerequisite: Senior level standing only

1 credit



Social Science

Graduation Requirements: 4 credits are required and must include World History and US History I; Civics/Law is recommended in grade 12.

310 World History: The purpose of this course is to increase student's knowledge of significant historical trends, events and ideas from ancient times to the present. The study of mankind from a global perspective will help students develop historical insight and sharpen their skills in processing and evaluating information. Students learn how past events have contributed to the shape of modern culture and civilization. Students also learn about the geographic regions of the world. Students will study the people and cultures of the world, and understand the connections to the contemporary world.

Grade: 9 – 10

Prerequisite: None

1 credit

320 US History I: This is a survey course, which focuses on the development of American social, political, and economic institutions from exploration to Reconstruction. This course will examine the following eras: Three Worlds Meet, Beginnings to 1620; Colonization and Settlement, 1585 – 1763; Revolution and the New Nation, 1754 – 1820s; Expansion and Reform, 1801 – 1861; Civil War and Reconstruction, 1820 – 1877.

Grade: 9 - 10

Prerequisite: Successful completion of World History

1 credit

321 US History II: This is a survey course, which focuses on the development of American social, political, and economic institutions and thought from Reconstruction to the present. This course will examine the following eras: Development of the Industrial United States, 1865 – 1900; Emergence of Modern America, 1890 – 1930; The Great Depression and World War II, 1929 – 1945; United States After World War II, 1945 – Early 1970s; Contemporary United States, 1969 – Present.

Grade: 10 - 12

Prerequisite: Successful completion of US History I

1 credit

330 Contemporary World Affairs: The course is designed to prepare students for the world of the 21st Century while grounding them in the philosophical, political and literary ideas which have shaped our world up to the present. The course intends to be interdisciplinary rather than bound by the parameters of only one area. In short, students will study the world around them in the way they live it – all blended together.

Grade: 11 – 12, 10th Grade with teacher permission

Prerequisite: Successful completion of US History I and US History II

1 credit

331 Modern US History: This is a course examining U.S. History since 1945. This class will discuss post World War II American society and culture, the Cold War, expanding U.S. foreign relations, Korean War, Vietnam, the social/political movements of the 1960s, America's involvement in the Middle East, the divide between liberalism and conservatism, and the evolution of modern American culture.

Grade: 11 – 12, 10th Grade with teacher permission

Prerequisite: Successful completion of US History I and US History II

1 credit

340 Civics/Law: In order to be an intelligent citizen, students must understand the basic processes of government as well as their own rights and responsibilities. With this knowledge, students will be able to identify the roles that government plays in their life at the federal, state and local levels. By examining the three branches of government, political parties, elections, pressure groups and voting procedures, it is hoped that students will become influential and responsible citizens. This course will also provide the student an introduction to law and crime, contract, purchase, marriage, and divorce and traffic violations. It is designed to provide the student practical legal information in an effort to help the student become a better and more active citizen.

Grade: 11 – 12, 10th Grade with teacher permission

Prerequisite: Successful completion of US History I

1 credit

341 Asian Cultures: This course will be an introduction to the geography, religions, and cultures of the Asian continent with a focus on 20th & 21st Century events and issues, including: Communist China; war in Vietnam, Cambodia, and Laos; Indian Independence; and post-war Japan.

Grade: 11 – 12 ONLY

Prerequisite: Successful completion of US History II

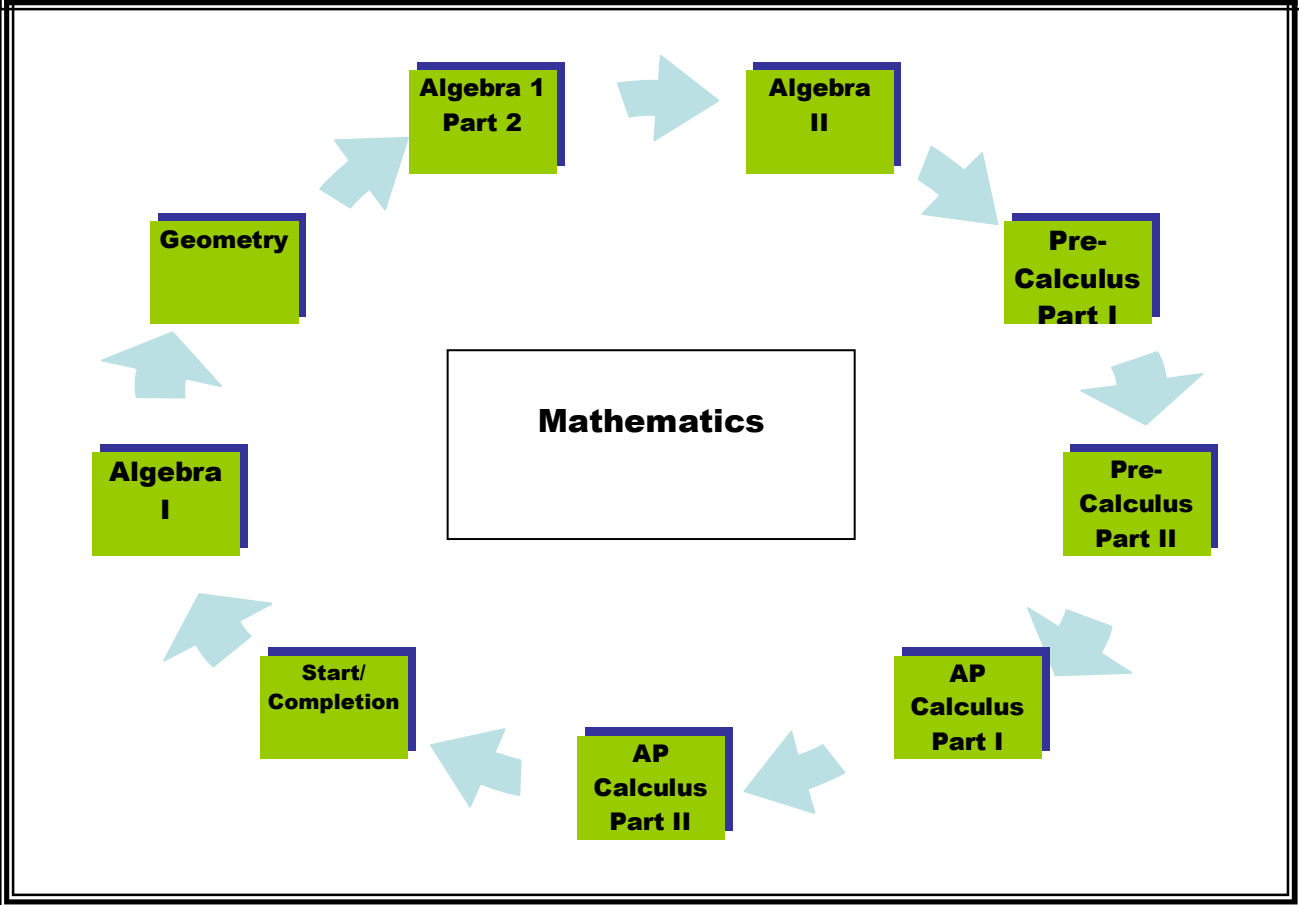
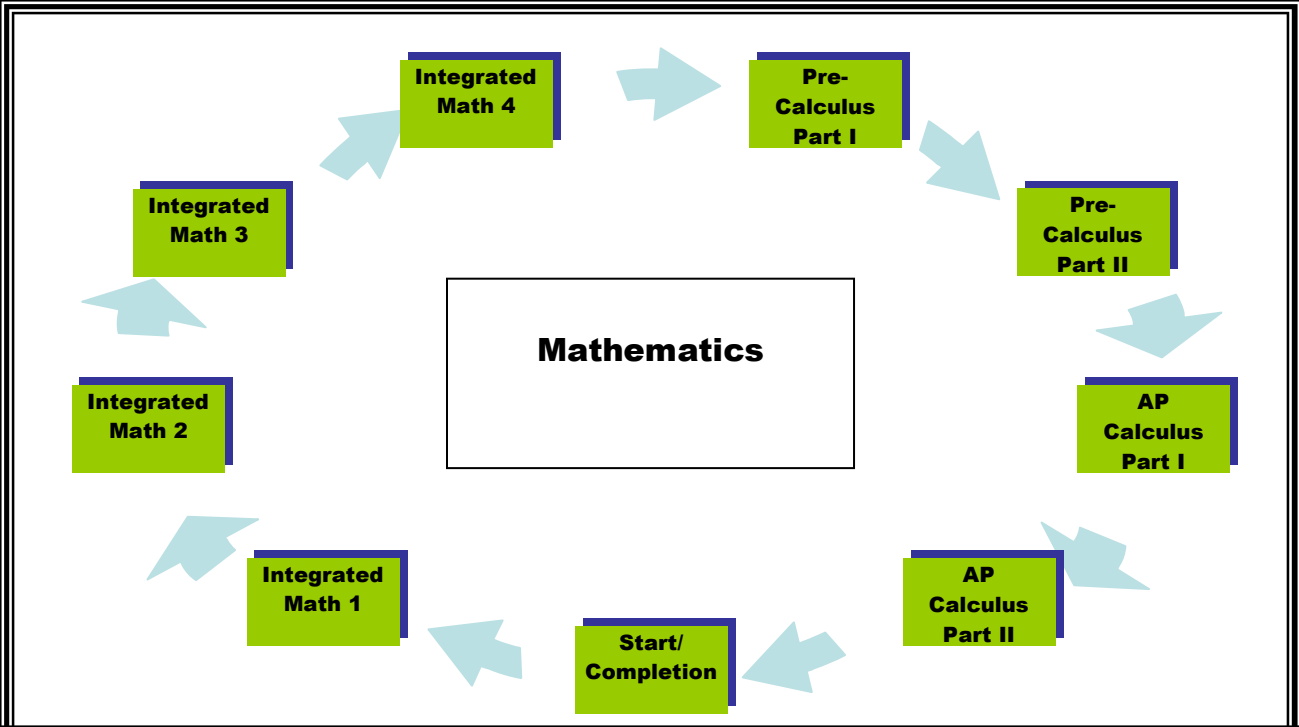
1 credit

342 Film History: This course will explore the history of film, as well as, the accuracy of historical films. Students will study the systematic development of film and its various historical genres (films of war, the Western, comedy, etc.). Students will view selected films for their social, artistic, and historical merit. Evaluation methods will include class discussions, film critiques, objective tests, essays, and a video project. In addition, review of films seen outside of class will be required. If time, equipment allows, students will produce short films of their own.

Grade: 11 – 12, 10th Grade with teacher permission

Prerequisite: NONE

1 credit



Mathematics

Graduation Requirements: 4 credits are required for graduation. Algebra is offered only as an accelerated 8th grade course and is required for entry into the college prep math tract, unless exempted by the department.

210 Pre-Integrated Mathematics:

Students will study one of the most important ideas in the study of algebra which is the relationship between two variables and how one can be used to predict values of the other. The unit will build on the idea of rate of change, which was introduced in 8th grade, and students will begin by making conjectures about what relationship between two variables is characteristic of straight lines. Students will also study the concept of similarity which is important to the development of a student's understanding of the geometry in their environment.

1 credit

211 Integrated Mathematics 1: Algebra, Geometry, and Statistics. This course requires students to participate in investigations leading to: the understanding of data collection, data representation, and data interpretation; the introduction and use of linear, exponential, equations; the understanding of three-dimensional geometry through the study of surface area and volume; tessellations and nets of solids; volume and linear models of data; exponential growth; areas, volumes direct and inverse proportions. The course will also review the basic skills of arithmetic, number properties, and basic geometric concepts of two-dimensional geometry. Students will further their understanding of mathematical concepts through investigations and discussions that apply and use mathematics.

Recommended next course: Integrated Mathematics 2

1 credit

212 Algebra 1 Part 2: In this course students will review if necessary linear relations, including some work with best-fit lines. Students will then explore non-linear relations such as exponential growth, exponential decay and quadratics. Other topics include polynomials, solving linear systems by different methods, and an introduction to functions covering the topics of notation, domain and range.

Prerequisite: Successful completion of Geometry

Recommended next course: Algebra 2

1 credit

213 Geometry: This course integrates coordinates and transformations throughout and gives strong attention to measurement formulas and three-dimensional figures in the first part of the course. Work with proof-writing follows a carefully sequenced development of the logical and conceptual precursors to proof. Technology is used throughout the course.

Prerequisite: Algebra 1

Recommended next course: Algebra 1 Part 2

220 Integrated Mathematics 2: Algebra, Geometry and Statistics. This course requires students to participate in investigations leading to: inequalities and linear programming, matrix operations, Pythagorean Theorem and right triangle trigonometry, probability, volume and surface areas. the study of geometry through right triangle trigonometry, volume and surface area, and transformational geometry; the retaining emphasis on the presentation and interpretation of data, through the study of

measures of central tendency, apportionment, and sampling; and the introduction of exponential laws and models, function transformations, limits of sequences and matrices.

The course will also review the basics skill of arithmetic, number properties, and basic geometric concepts of two-dimensional geometry. Students will further their understanding of mathematical concepts through investigations and discussions that apply and use mathematics.

Prerequisite: Successful completion of Integrated Math 1

Recommended next course: Integrated Mathematics 3

1 credit

221 Algebra 2: This course emphasizes facility with algebraic expressions and forms, especially linear and quadratic forms, powers and roots and functions based on these concepts. Students study logarithmic, polynomial, and other special functions both for their abstract properties and as tools for modeling real-world situations. Technology for graphing functions will be available to students.

Prerequisite: Geometry, Algebra 1 Part 2 or recommendation of teacher

Recommended next course: Pre-Calculus Part 1

1 credit

230 Integrated Mathematics 3: Algebra, Geometry and Statistics. This course requires students to participate in investigations leading to: probability; volume and surface area; linear programming and solving systems of equations; negative and fractional exponents; geometric properties; the study of trigonometric ratios and functions; polynomial functions; inequalities and pre-limit notions; rational functions; function transformations; conic sections; and combinatorics.

The course will also review basic skills of arithmetic, number properties and basic geometric concepts of two-dimensional geometry. Students will further their understanding of mathematical concepts through investigations and discussions that apply and use mathematics.

Prerequisite: Successful completion of Integrated Math 1 and 2

1 credit

231 / 232 Pre-Calculus Part I/Pre-Calculus Part II: Pre-Calculus through Mathematical Modeling.

The course is organized into six major units of study that develop understanding of the nature of functions, their properties, and their applications. Students will investigate modeling with linear, exponential, logarithmic, power, polynomial, rational and trigonometric functions. Matrix mathematics will be explored and the course will finish with probability, sequences, applications of Fibonacci numbers in a wide variety of settings, and other recursively based topics.

Prerequisite: Successful completion of Algebra 2 and recommendation of teacher.

Recommended next course: AP Calculus

1 credit each semester

240 Integrated Mathematics 4: Algebra, Geometry and Statistics

This course requires students to participate in investigations leading to: three dimensional coordinate systems; trigonometric ratios in general triangles; combinatorics; linear and quadratic functions; modeling data; and mathematics of finance.

The course will also review basic skills of arithmetic, number properties, and basic geometric concepts of two-dimensional geometry. Students will further their understanding of mathematical concepts through investigations and discussions that apply and use mathematics.

Prerequisite: Successful completion of Integrated Math 3

1 credit

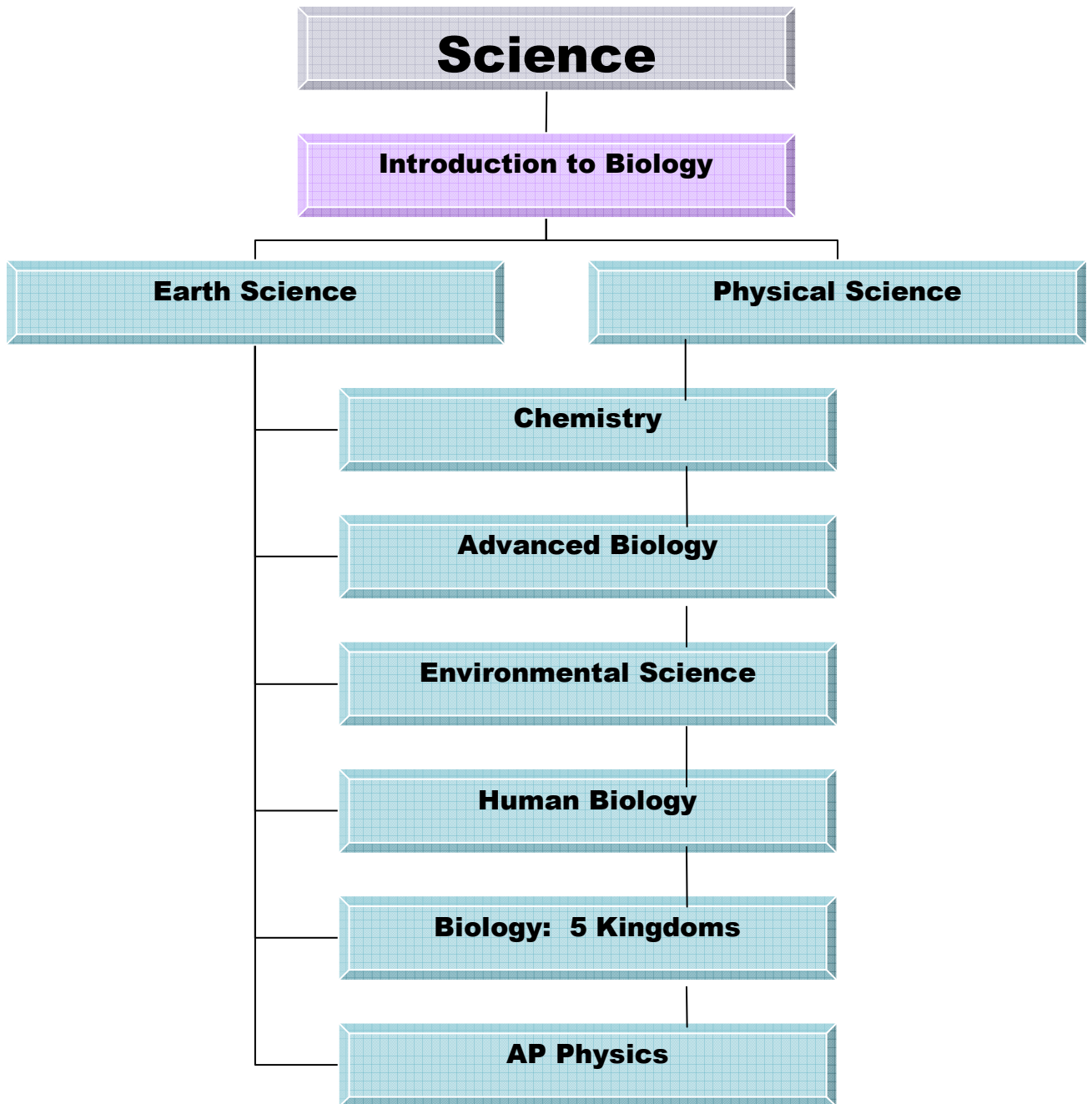
241 / 242 AP Calculus I & II: The College Board curriculum in Calculus is offered; both section AB and BC. This is a two semester course.

Prerequisite: Completion of Pre-Calculus I and II is required or permission of the department.

1 credit each semester

243 Real World Math: Math is relevant to people's lives, both at home and at work. The main purpose of this course is to assist students with learning to use Mathematics effectively as a problem-solving tool in their personal and business lives. Students will study the practical aspects of mathematics to include checkbook balancing, interest rates, credit cards, and tax forms.

1 credit



Science

Graduation Requirements: 4 credits are required including Intro to Biology, Earth Science and either Physical Science or Chemistry

410 Earth Science: The subject of this course is geology, a word that literally means “the study of the earth.” The science of geology is traditionally divided into two broad areas-physical and historical. In this course we will focus on both areas of geology. Physical geology will examine mapping the earth’s surface, minerals, rocks, earth’s atmosphere, weather and climate, earth’s bodies of water both salt and fresh and plate tectonics. Historical geology is to understand the origin of the earth and its development through time. In conjunction with the physical and historical processes of earth, we will also include a study of the environmental concerns that are affecting the earth today. The course will also look at the earth’s position in the solar system.

1 credit

411 Introduction to Biology: This course is designed to be a study of biological topics that are of importance and interest to humans in their lives. Biological principles will be discussed in context of situations familiar to most students, with an emphasis on life forms on earth and the many interrelationships involved. Students will be involved in lab activities and project work. The course would include such topics as: DNA technology, taxonomy and systemic, animal development, immunology, nutrition and ecology. The unifying theme of evolution would help students frame the historical view of biology and appreciate the diversity of life. All this would approach our goal of helping students become “biologically literate” citizens.

1 credit

420 Physical Science: A brief review of basic concepts in physical science including topics in motion, energy, electricity, atomic structure and chemical reactions. Required course to be taken in 9th or 10th grade

Prerequisite: None

1 credit

421 Chemistry: This is a course in the study of matter, energy and their interaction. Major topics include structure of the atom, chemical bonding and chemical reactions. This course develops intellectual skills in logical thinking and mathematical reasoning, and prepares students for college in science and related fields.

Prerequisite: Successful completion of Algebra I and Algebra I Part 2.

1 credit

422 Biology: The Five Kingdoms: A biology course investigates the Five Kingdoms of living things in detail. Topics included in this course are: introduction to the biological sciences; basic functions of life; evolution; Kingdom Monera-forms and functions; Kingdom Protista-forms and functions; Kingdom Fungi-forms and functions; Kingdom Plantae-forms and functions; Kingdom Animalia-forms and functions; Ecology interrelationships in and among the Five Kingdoms.

Prerequisite: Introduction to Biology

1 credit

423 Human Biology: A biology course focusing on the human being as an example of a living thing. Topics included in this course are: introduction to the biological sciences; human anatomy and physiology; human interrelationships with (other animals, plants, fungi, monerans); human evolution; and human ecology.

Prerequisite: Introduction to Biology.

1 credit

430 Advanced Biology: This is a course for the serious biology student. Students will investigate the most recent geological and biomedical techniques and information. Course work will include complex laboratory experiences such as DNA and protein electrophoresis.

Prerequisite: Successful completion of Introduction to Biology and Chemistry

1 credit

433 Environmental Science: Environmental topics at local, state, national and global levels. Newspapers, technology, hands-on activities, problem-solving emphasized. Topics include river water quality, waste disposal, and acid rain, greenhouse effect and white - tailed deer ecology. The issue of environmental preservation versus social expenditure is woven throughout the course.

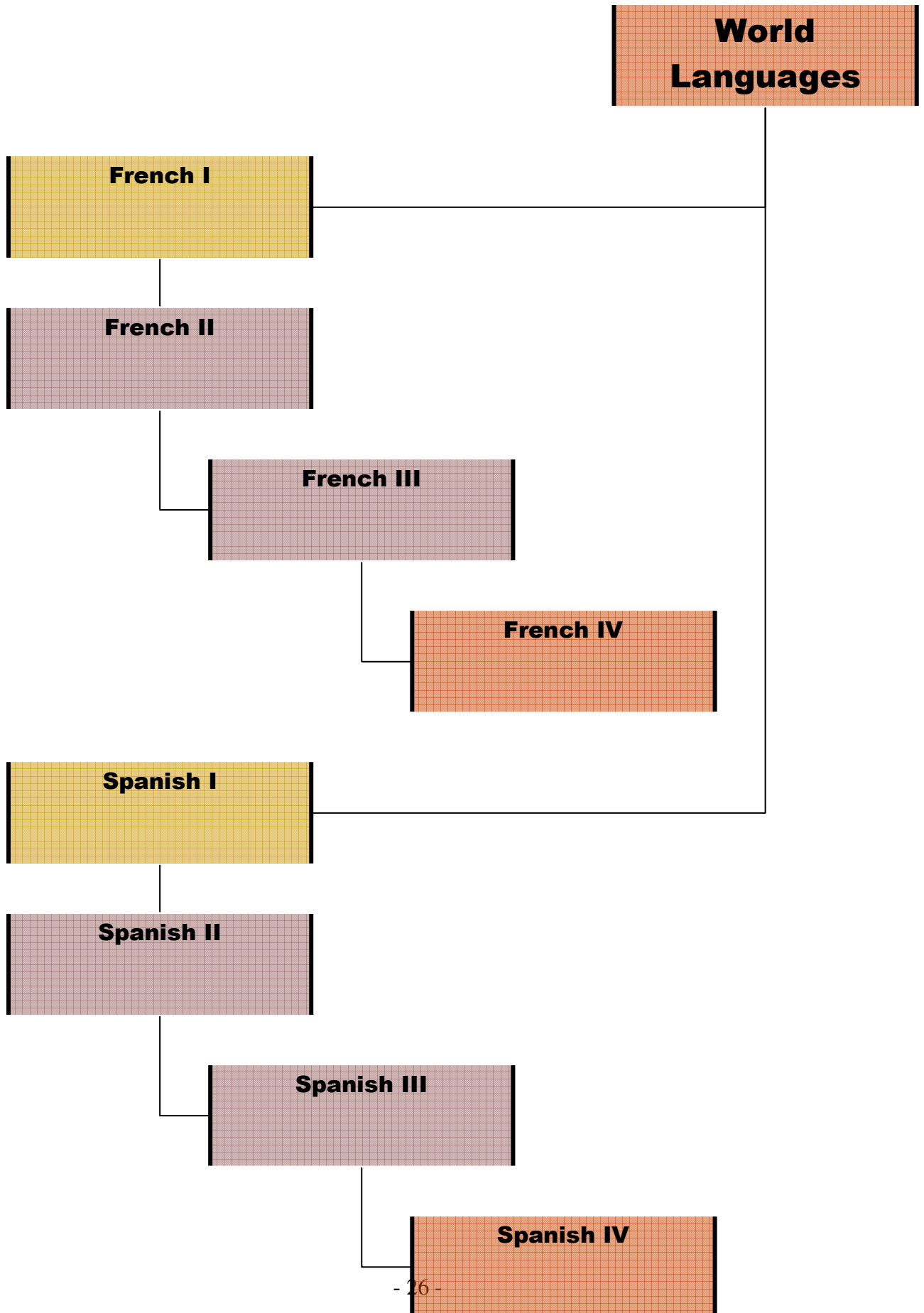
Prerequisite: Earth Science and/or Introduction to Biology

1 credit

431 / 432 AP Physics: A study of physical phenomena that can be expressed as mathematical relationships. Topics include motion, force, energy, heat, light, electricity, electromagnetism, and the atom. This course is two semesters.

Prerequisite: Grade 11-12. Successful completion of Algebra 2 with an average of 85 or better, or permission of the instructor.

1 credit for each semester for a total of 2 credits



World Languages

Graduation Requirements: Foreign Language is not required for graduation, but is necessary for acceptance at most four year colleges. A minimum of 2 years of a foreign language is a recommended program for all students, and builds on a foundation presented in middle school experience groups.

It is strongly recommended that students take at least three (3) years of one world language. It is recommended that students have a B average or better to move from one level of a language to the next. All foreign language courses are to be consecutive.

610 French I, 611 Spanish I: Students will learn to understand the spoken target language using vocabulary and constructions appropriate for the earliest phases of language learning. Students will be able to answer questions, and ask these questions in the appropriate situations. Students will follow and carry on basic conversations using familiar construction and vocabulary. Students will read and write all material learned orally. Current events and issues in the countries where the target language is spoken will be explored.

Prerequisite: A basic knowledge of and the ability to read and write English
1 credit

620 French II, 621 Spanish II: Students will review and expand upon vocabulary and constructions previously studied. More complex structures will be learned. Reading and writing skills will be developed. Cultural elements will be introduced in the target language. Current events will be explored.

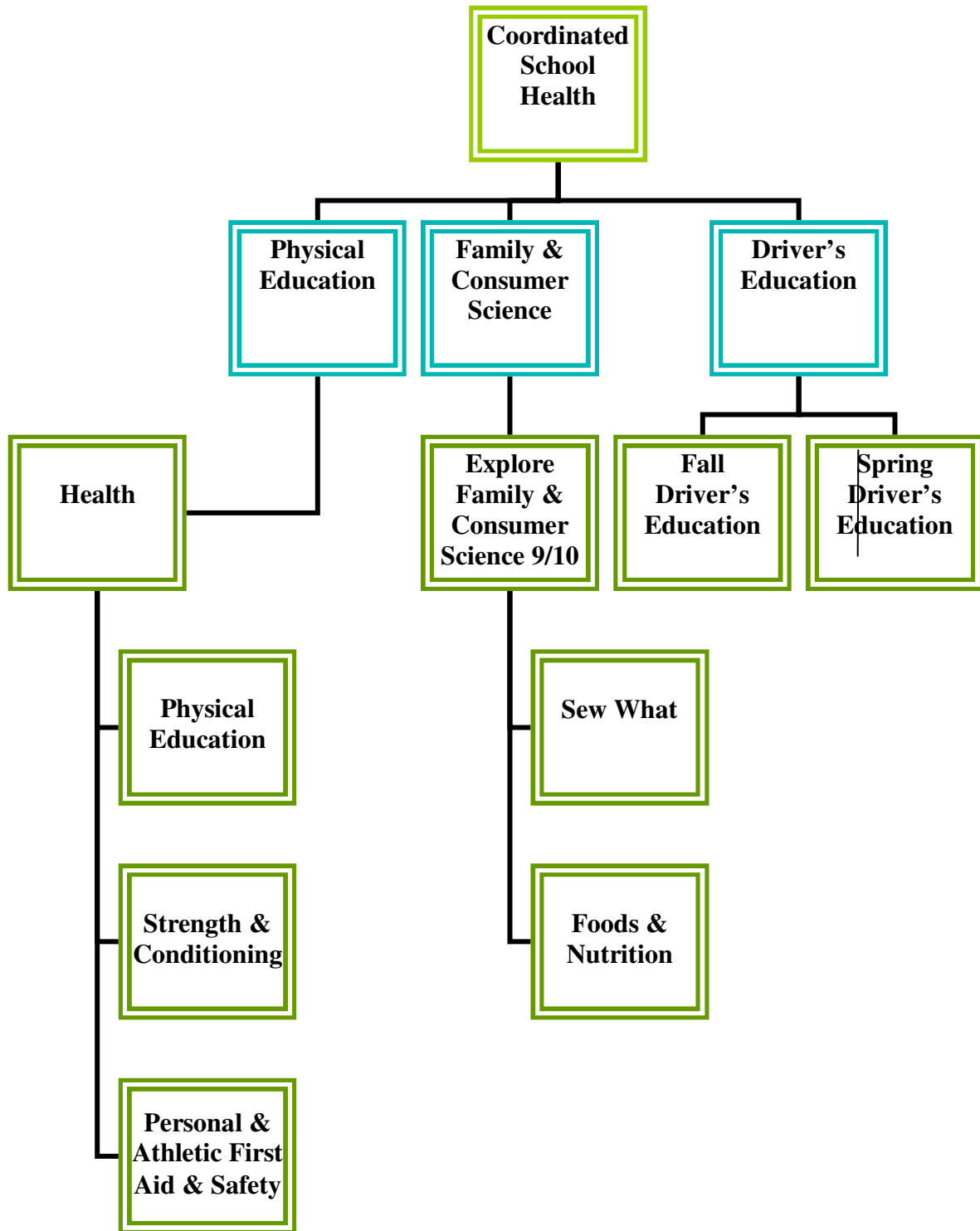
Prerequisite: Successful completion of a Level I French or Spanish course
1 credit

630 French III, 631 Spanish III: Continued vocabulary review, practice and development. Students will study intermediate language and structures. Works in the target language will be read. The target language will be used increasingly in class. Students' writing ability will be developed. Culture and current events in the target language will be explored.

Prerequisite: Successful completion of a Level II French or Spanish course
1 credit

640 French IV, 641 Spanish IV: Continued review and development of vocabulary and study of more complex structures and concepts. Students will speak the target language in class. Journal writing and individual language projects will be emphasized. Literature will continue to be explored and additional works read.

Prerequisite: Successful completion of a Level III French or Spanish course
1 credit



Family & Consumer Science

Graduation Requirements: No credits are required, but each student should complete at least one (1) credit in consumer science to prepare for adult life.

922 Explore Family & Consumer Science 9/10: This is an introductory course that gives students the tools to build positive self-concepts and skills for managing their lives.

Comprehensive FACS content will also include family interaction, money management, child development, food & nutrition, and construction ideas with fabric.

Application of concepts may allow students to get involved in some community volunteer work. (16 student limit for lab work)

1 credit

920 Sew What: Learn practical sewing skills. This course is open to grades 9-12. Be creative in this beginning course in sewing. Hand sewing and machine sewing will be addressed within this “hands on” course. Projects include pillows, quilt, and wearable garment following a purchased pattern.

(Limited to 12 students per course)

Prerequisite: Explore Family & Consumer Science 9/10 or permission of the instructor

1 credit

921 Foods and Nutrition: This course will allow students to improve their basic food preparation skills. Students will develop skills in food safety, consumer shopping, meal planning and preparation, sports and nutrition, and healthy food choices. The course will allow students to examine vegetarian lifestyles, low fat cooking and other eating habits that are related to health issues (diabetes, cancer prevention, heart disease). Designed for/preference given to 11th and 12th grade students.

Prerequisite: Explore Family & Consumer Science 9/10 or permission of the instructor

1 credit

Physical Education and Health

Graduation Requirements: 2 physical education and 1 health credit are required for graduation. Students who participate in 4 sports seasons over four years of high school and who are graduating in 2009 may earn 1 PE credit.

511 Health: (required in 9th or 10th grade) The mission of this class is to prepare individuals to be competent, confident and caring in managing their personal, family and career lives. The course content includes: body structure, human growth and development, family and mental health, nutrition, prevention of disease, safety, a personal health habits, drugs and alcohol. The skills that will be developed in this class are: decision making, communication skills, examination of values and attitudes, location and evaluation of health related information, application and coping skills.

1 credit

510 Physical Education: Students in physical education classes follow a structured curriculum focusing on two areas: individual/team sports and introduction to fitness. The individual/team sports curriculum includes a variety of activities designed to enhance self-confidence, group dynamics, and coordination and movement skills. The introduction to fitness curriculum focuses on the five components of fitness, instructing students in the basics of exercise physiology and providing insight into the importance of leading an active lifestyle. Students are assessed on their ability to successfully complete required activities and class projects. Teachers use a grading rubric to help students understand expectations and track performance. As in all physical education classes, each student will be evaluated on participation, attitude, projects and/or written test.

1 credit

531 Strength & Conditioning PE: This is a basic strength and conditioning program that will consist of warm-up, speed, endurance, agility, plyometrics, and flexibility training. Safety, nutrition, steroids and making you a better person will be studied. Only students serious about improving their fitness level should sign up. As in all other physical education classes, each student will be evaluated on participation, attitude, projects and/or written test.

1 credit

520 Personal and Athletic First Aid and Safety: This course emphasizes the value of a safe and healthy lifestyle. It attempts to alert you to behavior and situations that contribute to the risk of injury and / or illness and to motivate you to take precautions and make any necessary lifestyle changes. People need to know what to do in emergencies before medical help arrives. We all may be faced with an emergency in our lifetime, therefore, it's important to know how to recognize an emergency and how to respond to an emergency. This course is to help people to feel more confident in their ability to act appropriately in the event of an emergency. It is the combination of the American Red Cross and the Cramer Athletic Training Manuals.

1 credit

Driver & Traffic Safety

730 Driver's Education: Driver Education is not a graduation requirement but is mandated by the State of Vermont before you can obtain your Vermont driver's license. The program is offered free through the school, or may be taken for a fee outside of school with private contractors. Students must be 15 and have a valid learner's permit.

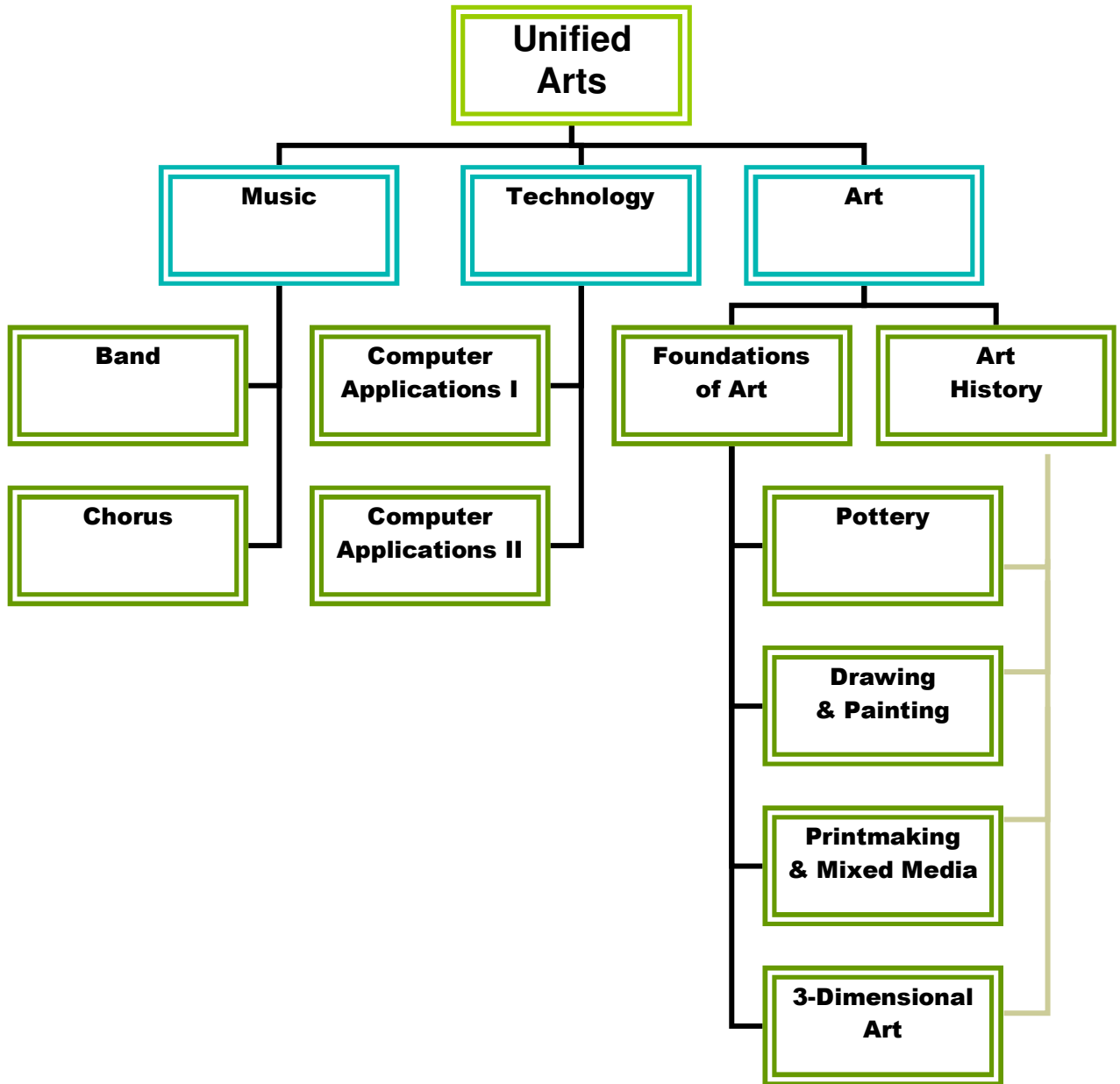
Students must complete a minimum of 30 hours of classroom, instruction, with 6 hours of in-car, and 18 hours of observation.

The central purpose and goals of Driver and Traffic Safety Science at Poultney High School, is to develop a safe, efficient and courteous roadway user who understand the essential components of the highway transportation system, and will enhance its safe effective operation. The acquisition of appropriate knowledge, proper habits and skill development will assist in developing sound personal attitudes.

It is highly recommended by the Driver and Traffic Safety Division, that with parental support, an additional forty (40) hours of driving with at least ten (10) hours being night time driving be accomplished before one decides to go for his/her license.

Upperclassmen will be considered first on a space available basis.

.5 credit



Technology

Graduation Requirements: No credits are required, but each student should complete at least one (1) credit in computer applications to prepare for adult life.

710 Computer Applications I: To be competitive in the job market and/or be prepared for post-secondary education, students must have computer skills. Keyboarding is a fundamental skill used to quickly and efficiently enter data into the computer. This course will develop speed and accuracy at the keyboard and introduce basic documents such as reports, business letters, personal business letters and memorandums in acceptable styles. This course will also cover a wide spectrum of features from very basic to advanced word processing skills. This class will help students become proficient with Microsoft Word in working with text, graphics, word art, sorting text, merging documents and other multimedia skills. Students will learn to use audio recording software to build their own podcasts; and students may be able to work with local businesses to provide word processing services to demonstrate their knowledge and give back to their community. *Prerequisite: None; 1 credit*

720 Computer Applications II: This course is a continuation of Computer Applications I. The overall objective of Computer Applications II is to introduce learners to basic and advanced features of the remaining applications of Microsoft Office 2003 – Publisher, PowerPoint, Excel, Access and Outlook. They will learn to create presentations, various publications, spreadsheets, graphs, databases, reports, simple web pages, and work with digital equipment such as pens, cameras, web cams, video cameras, and scanners. Vodcasting (video podcasting) is also on the menu for this course. They may also work with local businesses to provide desktop publishing services to demonstrate their knowledge and give back to their community. *Prerequisite: Computer Applications 1; 1 credit*

Fine Arts & Music

Graduation Requirements: 1 credit is required for graduation. Students may enroll in any band, chorus or art course to meet the requirement. Participating in 4 major high school drama productions may also count as 1 Fine Arts credit for students graduating in 2009 only.

810 Foundations of Art: This course will cover the basics of art with a developing understanding of the elements and principles of design. Students will learn a variety of 2-dimensional techniques using pencils, pastels, watercolor, acrylics, printmaking, and collage. They will also discover 3-dimensional techniques through papier mache, clay, paper, and wood. Homework will be due weekly and will cover artists and/or cultures related to the project being created. In addition students will learn how to build their own professional art portfolio and utilize ARTT, the on-line mentoring program. This course or Art History is a pre-requisite to all 820 or higher level art classes.

1 credit

811 Art History: Do paints scare you? Does the idea of getting messy give you the chills? Would you like to understand why the arts are so important to cultures of the past and present? The study of art can reveal many things about a society and ourselves. Students will study art from the beginning of time to the modern day in locations around the world. Students need to be prepared to view slides, videos, and websites and to take notes. They will be responsible for several papers and a presentation on a particular culture. This course can be used as a social science credit. This course or Foundations of Art is a pre-requisite to all 820 or higher level art classes.

1 credit

830 Drawing & Painting: This class will take pencils and paint to a whole new level. Students will develop advanced techniques with pencils, pastels, watercolor, acrylics, and oils. They will create realistic, abstract, and non-representational work. Homework will be due weekly and will cover artists and/or cultures related to the project being created. In addition students will learn how to build their own professional art portfolio, take part in class critiques, and utilize ARTT, the on-line mentoring program. Students will spend the last part of the semester in independent studio to gain proficiency in a chosen media. This course is offered once every year opposite Pottery.

Prerequisite: Foundations of Art or Art History

1 credit

831 Pottery: Would you like to put a new spin on art? Students will discover the amazing diversity of clay. They will construct pieces using coiling and slab techniques as well as becoming proficient on electric and kick pottery wheels. Students will learn how to pour and use molds. Students will observe how pottery has been used by a variety of cultures and understand how it has evolved over time. In addition students will learn how to build their own professional art portfolio and utilize ARTT, the on-line mentoring program. This course is offered every other year opposite Drawing & Painting.

Prerequisite: Foundations of Art or Art History

1 credit (limited to 10 students)

832 Printmaking & Mixed Media: Would you like to have more than one piece of your art to share? Do you yearn to try new and unusual materials? Students will develop advanced techniques in printmaking through linoleum and wood block, as well as etchings, and monotypes. Collage, altered books, and jewelry will also be explored. Homework will be due weekly and will cover artists and/or

cultures related to the project being created. In addition students will learn how to build their own professional art portfolio, take part in class critiques, and utilize ARTT, the on-line mentoring program. Students will spend the last part of the semester in independent studio to gain proficiency in a chosen media. This course is offered once every other year opposite 3-D Art.

Prerequisite: Foundations of Art or Art History

1 credit

833 3-D Art: Is the art world not flat to you? This course will build on drawing and painting skills as they pertain to 3-dimensional art. Students will learn about sculpture, architecture, and ceramics as they use paper, clay, papier mache, and wood. Homework will be due weekly and will cover artists and/or cultures related to the project being created. In addition students will learn how to build their own professional art portfolio, take part in class critiques, and utilize ARTT, the on-line mentoring program. Students will spend the last part of the semester in independent studio to gain proficiency in a chosen 3-dimensional media. This course is offered once every other year opposite Printmaking/Mixed Media.

Prerequisite: Foundations of Art or art History

1 credit

812 / 813 Band: This course is a performance-based class where the basic skills of instrument playing are taught and refined. Music listening, improvising, and composing are included in the curriculum. Once a week, each student also receives a small-group lesson where individualized instruction is given. Students progress at their own speed according to their experience level upon entering the class. Beginners as well as more advanced students are welcome. The Poultney High School Band performs at area parades, winter and spring concerts, and other performance field trips.

Prerequisite: None

.25 credit

814 / 815 Chorus: This class develops and refines the basics of choral singing. Tone quality, breath support, sound production, rhythm reading, and harmony are explored. Music listening, improvising and composing are also included in the curriculum. Chorus performances include the Poultney High School Winter and Spring Concerts and performance field trips. No prior musical experience is necessary to be in chorus, and everyone is welcome.

Prerequisite: None

.25 credit

Alternative Education

Students who are experiencing academic/emotional difficulties at school are able to pursue their credits in alternative ways and still graduate from Poultney High School. See administration or guidance for more information on this option.

Smokey House Program

Located in Danby, Vermont on 5,000 acres of land, Smokey House offers alternative educational experiences to qualified students. Emphasis is placed on job skills and work habits while integrating math, science and writing skills. Enrollment for these programs is very competitive and limited in number. A description of the two programs that Poultney school students participated in is as follows:

Smokey House Youth Employment Program: This program operates during both the school year and the summer recess. Students who participate in this program have to have reached their fifteenth (15th) birthday and meet certain socio/economic and educational criteria.

Field Studies Program: Seventh and eighth grade students are eligible to participate in the Environmental Field Study Program at Smokey House. The program immerses students in field research on important environmental issues. The data gathered and analyzed by the students links to actual site and national scientific studies. Each research team consists of six students with one experienced adult, often guided by university professors and resource professionals. The Field Studies Program is based on the same guiding principles that have made the Youth Worker Program successful: work is real and hands-on, academics are integrated, the staff to student ratio is small, and students work intensively on their projects for extended blocks of time. Interested parties should contact the Guidance Office.

Stafford Technical Center

Rapid advances in technology are making radical changes in the way we live. The workplace is changing as businesses strive to create a global marketplace. Revolutionary management techniques are making a strong impact on the work environment. You can use all these changes to your advantage as you prepare for the future. Stafford Technical Center, an integral component of the Poultney High School curriculum, can help you.

Located adjacent to Rutland High School, Stafford Technical Center allows students to make the most of their talents by enrolling in a program that compliments their interests, from culinary arts to carpentry and technology programs that range from automotive to video and media. All programs are full-day, and one year in duration.

College credits and imbedded credit for graduation requirements are available through many of the programs at Stafford Technical Center.

Open to students in grades 11 and 12; others by permission of STC and PHS administration/guidance and according to availability.

The following programs are offered at Stafford Technical Center:

Architecture Engineering Design
Automotive Technology
Automotive Technology: Refinishing & Collision
Cabinetmaking
Carpentry
Computer Technology: IT Systems & Solutions
Culinary Arts
Digital Arts
Electrical / Plumbing
Health Careers Academy
Hospitality & Entrepreneurship
Human Services
Music Technology: Jazz & Contemporary
Natural Resources, Forestry and Horticultural
Power Mechanics / Welding
Public Safety Services: Law Enforcement
Video Multi-Media Production

Many of the above programs have prerequisite entrance requirements. Credit varies depending on the number of regular education courses a student is scheduled for alongside their technical program. Please contact the Guidance Office for more information and an application (applications are typically available in February and due by mid March), or visit www.staffordonline.org

College Experiences

Introduction to College Studies: Offered free to all high school students by the Community College of Vermont (CCV) as a non-credit, 15 week course to prepare students with the entry level skills to succeed in college. Students can earn vouchers for up to two free 3 credit courses at CCV or other participating college. Enrollment is limited and students must apply early for the fall and spring semesters through the guidance office. Students are granted .5 an elective credit at PHS upon successful completion of the course.

Castleton State College Early Admission: Academically capable seniors (top 50% of their class) may apply for early admission to Castleton State College for a single course or a full class load. An application, interview at CSC, and transcript review are required. Students should contact the PHS guidance office or the Castleton State College Admissions Office for an application. Students and parents must be willing to pay CSC tuition rates at enrollment. It is the responsibility of the student to fill out paperwork in the guidance office to receive high school credit for the college courses each time they take one, and to provide the guidance office with an official college transcript upon the completion of the course for high school credit to be granted.

Green Mountain College Courses: Students who have exhausted course offerings in a particular field of study at Poultney High School are sometimes able to enroll in a course at Green Mountain College at no cost to them, other than the cost of textbooks. Arrangements to utilize this option must be made through the Guidance Office and are subject to space availability, scheduling arrangements, funding availability, etc..., between Poultney High School and Green Mountain College. Seniors will be given

“first choice” for available openings in this program. Students who consider this opportunity should have a minimum 85 cumulative GPA and a demonstrated commitment to completing challenging courses. This is an excellent opportunity to sample “the college experience” and enhance your high school transcript. It is the responsibility of the student to fill out paperwork in the guidance office to receive high school credit for the college courses each time they take one, and to provide the guidance office with an official college transcript upon the completion of the course for high school credit to be granted.

Prerequisite: Junior or Senior standing

Credit: Varies with course

College of St. Joseph: Students interested in taking courses at CSJ can do so at a high school rate of half-price tuition per credit hour. Students and parents must be willing to pay CSJ half-price tuition rates at enrollment. Please stop by the guidance office for more information.

Upward Bound: A college bound program to encourage and prepare students who meet eligibility guidelines for college entrance after high school graduation. The program is a TRIO program supported by the federal government and Castleton State College. Students meet with Upward Bound staff throughout the year receive a small financial stipend, and spend 6 weeks each summer on the Castleton State College Campus experiencing college first hand. Applications are available in the guidance office.

ACT 176 High School Completion Program

Students who have left school without a diploma have the opportunity to earn a high school diploma through creative, non-traditional learning opportunities designed to meet the needs of each out-of-school youth. While students do not re-enroll in high school, their graduation plan may include educational services typically provided by the district. The student will work with PHS personnel and an Adult Education & Literacy contractor to develop an approved graduation education plan leading to a diploma. Any person ages 16-21 not enrolled in school is eligible to participate in the program.