

2020-2021



CURRICULUM GUIDE

Welcome to Belgrade High School

Dear Belgrade High School Families,

We are happy to have you as part of our school community. It is our goal to provide all students with a quality education in a safe, fun, and caring environment. Our academic programs are built upon the belief that students can reach high academic standards when they are provided with good instruction and consistent expectations.

Our staff is committed to helping students meet these high standards and we look forward to working with you as partners in this endeavor. This curriculum guide is designed to assist students and parents in planning their educational career at Belgrade High School. As courses are selected, consider your interests and aptitudes. Consult with parents, former/future teachers, counselors, and administrators to develop the best program that meets your individual goals.

It is important to note that schedules are developed from course requests made during the registration process. **Please select your courses wisely. Once a schedule is developed, students are expected to follow it throughout the year.** Schedule changes are difficult to make due to most sections being full.

Our school is composed of caring educators that are interested in students' success. If a problem arises throughout the year, please ask for help. Our staff is here to help students. Please do not feel afraid to consult with teachers, administration, and counselors if necessary. Once again we are happy to have you be a part of the panther community.

GO PANTHERS!



BELGRADE HIGH SCHOOL
2020-2021
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This Curriculum Guide is presented to help you select classes and guide your educational plan while attending Belgrade High School. Please let a teacher, a counselor, or the office know if you are having difficulty with scheduling.

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Belgrade High School

Graduation Requirements

Advanced Studies Diploma

ENGLISH	<u>4 Credits</u> 1 year English I or Honors English I 1 year English II or Honors English II 1 year of Any Junior Level English 1 year of Any Senior Level English	<u>4 Credits</u> 1 year English I or Honors English I 1 year English II or Honors English II 1 year of Any Junior Level English 1 year of Any Senior Level English
SOCIAL STUDIES	<u>2 Credits</u> 1 year US History or AP US History - 11th grade 1 semester American Government or AP Government & Politics - 12 th grade 1 semester of additional Social Studies	<u>3 Credits</u> 1 year US History or AP US History - 11th grade 1 semester American Government or AP Government - 12 grade 1.5 additional credits of Social Studies
MATH	<u>3 Credits</u>	<u>4 Credits</u>
SCIENCE	<u>2 Credits</u>	<u>4 Credits</u>
CAREER & TECHNICAL EDUCATION	<u>1 Credit</u> For complete course listings see: Agricultural Education Business Education Health Careers Family & Consumer Science Industrial Technology	<u>1 Credit</u> For complete course listings see: Agricultural Education Business Education Health Careers Family & Consumer Science Industrial Technology
FINE ARTS	<u>1 Credit</u> For complete course listing see: Visual Arts Music Theatre Arts	<u>1 Credit</u> For complete course listing see: Visual Arts Music Theatre Arts
HEALTH ENHANCEMENT	<u>2 Credits</u>	<u>2 Credits</u>
OTHER	<u>.5 credit: Technology & Media Literacy (requirement begins for Class of 2023)</u> <u>7.5 Credits: Electives</u> Choose all your classes carefully to fulfill graduation and/or college preparatory requirements	<u>.5 credit: Technology & Media Literacy Orientation (requirement begins for Class of 2023)</u> <u>2 credits: World languages</u> <u>4.5 Elective credits</u>
	23 TOTAL CREDITS ARE REQUIRED FOR GRADUATION	*26 Credits are required for Advanced Studies Diploma *2 AP Courses *3 Extracurricular credits *15 Hours of verified community service

***Advanced Studies Diploma for Class of 2021 and younger**

We strongly recommend that students exceed the minimum graduation requirements and take advantage of the many fine course offerings at BHS. Some colleges and universities have admission requirements that differ from BHS graduation requirements. By maximizing their educational opportunities students can help themselves in a competitive future career field.

RIGOROUS CORE

REQUIREMENTS TO BE ELIGIBLE TO APPLY FOR THE Montana University System Honor Scholarship

Students can complete the Regent's College Preparatory Program (4 years of English, 3 years of math, 3 years of social studies 2 of science, and 2 of electives) to enter any of Montana's four-year universities. However, students who take more rigorous coursework in high school, maintain high GPAs, and score well on the ACT or SAT are most likely to be successful in college. The Montana Board of Regents adopted the Rigorous Core as a **requirement for the MUS Honors Scholarship (MUSHS)** in order to assure that the most meritorious students would compete for this scholarship and to assure that their grade point averages would be based on a similar set of rigorous courses (up to 200 MUSHS are offered to high school seniors each year). The complete text of the applicable policies can be found within the Board of Regents Policy Manual: <http://mus.edu/borpol/bor500/501-1.pdf>

ENGLISH - 4 YEARS

In each year the content of the course should have an emphasis upon the development of written and oral communication skills and literature. In addition a designated college-prep or research-writing course is recommended.

ELECTIVES - 3 YEARS

3 years chosen from the following: World Language (preferable 2 years), Computer Science, Visual and Performing Arts (including Speech/Debate), Vocational Education units which meet OPI guidelines (such as Information Technology, Computer Science.)

MATHEMATICS - 4 YEARS

Courses shall include Algebra I, Geometry and Algebra II (or the sequential content equivalent of these courses) and a course beyond Algebra II, or Integrated Math IV (such as Trigonometry, Pre-Calculus, Calculus, Computer Math, or Integrated Math VI.) All must have grades of "C" or better.

NOTE: In school systems where a student may take Algebra I in the 8th grade, this credit must listed on their High School transcript to be included when calculating their Math requirements.

Alternate Rigorous Core Math/Science Combination

Three years of mathematics, including a course beyond Algebra II, and four years of laboratory science may be substituted for the four years of math and three years of science requirement.

SOCIAL STUDIES - 3 YEARS

The courses include Global Studies (such as World History or World Geography); American History; and Government, Economics, Indian History or other third year courses.

NOTE: Students must complete a full year of global studies such as World History or World Geography, a full year of American History, and an additional year in another social studies field such as economics, problems of democracy, psychology, sociology, tribal government or Indian History. With the recommendation of an additional 1/2 year or more of other courses such as psychology or humanities.

LAB SCIENCE - 3 YEARS

Full year of each: General or earth science; biology; chemistry or physics.

NOTE: Your school may have additional courses listed as Lab Sciences, please check this website to verify <http://www.mus.edu/che/arsa/CollegePrep/hscpindex.asp>

MORE INFORMATION

View your school's Rigorous Core classes online at
<http://www.mus.edu/che/arsa/CollegePrep/hscpindex.asp>

updated 10/2015

NCAA ELIGIBILITY

The NCAA eligibility rules require careful planning by the student-athlete to ensure that the required numbers of core courses are completed. **Student-athletes should register with the NCAA Clearinghouse in his/her junior year of high school.**

Please go to the NCAA Clearinghouse website, <https://web3.ncaa.org/ecwr3/> to find detailed information about eligibility requirements. It is the student-athletes responsibility to keep track of their courses and eligibility. Belgrade High School's Course Code AND CEEB Code is 270055. The following is a list of approved courses as of October 2015.

Initial NCAA eligibility will be evaluated under a rule that requires 16 core courses:

- 4 years of English
- 3 years of mathematics (Algebra I or higher)
- 2 years of natural/physical science
- 1 year of additional English, math, or natural/physical science
- 2 years of social science
- 4 years of additional courses from any area above, foreign (world) language, or no-doctrinal religion/philosophy

*In addition, beginning August 1, 2016, NCAA Division I will require 10 core courses to be completed prior to the seventh semester (seven of the ten core courses must be a combination of English, Math, or natural/physical science that met the core course requirements. These ten courses become "locked in" at the 7th semester and cannot be retaken for grade improvement. Students may not use any computer science courses to meet the core course requirements.

ENGLISH

ADVANCED COMP-DUAL CREDIT
 AP LANGAUGE AND COMPOSITION
 AP LITERATURE AND COMPOSITION
 COMPOSITION/ADV
 CREATIVE WRITING
 ENGLISH I
 ENGLISH II
 ENGLISH III
 HONORS ENGLISH I
 HONORS ENGLISH II
 JUNIOR ENGLISH
 SENIOR ENGLISH
 WORD CLUES
 WRITING STUDIES

MATHEMATICS

ADVANCED ALGEBRA & TRIGONOMETRY
 AP STATISTICS
 CALCULUS
 CALCULUS/AP
 INTEGRATED MATH I
 INTEGRATED MATH II A & B
 INTEGRATED MATH III A & B
 PRE-CALCULUS
 STATISTICS
 TRIG/CALC
 TRIGONOMETRY

NATURAL/PHYSICAL SCIENCE

ANATOMY AND PHYSIOLOGY*
 AP BIOLOGY*
 AP CHEMISTRY*
 APPLIED STEM*
 APPLIED STEM II
 APPLIED STEM III
 BIOLOGY I*
 CHEMISTRY*
 EARTH SCIENCE*
 ENVIRONMENTAL SCIENCE*
 FORENSICS*
 GENERAL BIOLOGY*
 GEOLOGY*
 PHYSICS*
**lab science*

SOCIAL SCIENCE

AP AMERICAN GOVERNMENT
 AP COMPARATIVE POLITICS
 AP US HISTORY
 CRIMINOLOGY
 ECONOMICS
 GLOBAL STUDIES
 INTRO TO PHILOSOPHY
 GOVERNMENT
 HISTORY AND FILM
 MONTANA HISTORY
 PSYCHOLOGY
 PSYCHOLOGY/AP
 SOCIOLOGY
 US HISTORY
 WORLD GEOGRAPHY
 WORLD HISTORY

ADDITIONAL CORE COURSES

FRENCH I
 FRENCH II
 FRENCH III
 FRENCH IV

SPANISH I
 SPANISH II
 SPANISH III
 SPANISH IV

MORE INFO? VISIT: <http://www.ncaa.org/student-athletes/future>

REQUIREMENTS BY GRADE LEVEL

FRESHMEN REQUIREMENTS

- English I: 2 semesters
- Mathematics: 2 semesters
- Science: 2 semesters
- Health Enhancement: 2 semesters (1 semester must be Health)
- Technology and Research Orientation: 1 semester
- Electives: 2 or 3 depending on required classes

Students must be enrolled in a minimum of six credit classes each semester

SOPHOMORE REQUIREMENTS

- English II: 2 semesters
- Mathematics: 2 semesters
- Science: 2 semesters
- Health Enhancement: 2 semesters
- Electives: 2 or 3 depending on required courses taken

Students must be enrolled in a minimum of six credit classes each semester

JUNIOR REQUIREMENTS

- Junior English: 2 semesters
English III, Junior English, AP Language & Composition or
AP Literature & Composition
- Mathematics: 2 semesters
- U.S. History or AP U.S. History: 2 semesters
- Electives: 4 or 5 depending on required classes

Students must be enrolled in a minimum of six credit classes each semester

SENIOR REQUIREMENTS

- Senior English: 2 semesters
English IV, AP Literature & Composition, AP Language & Composition, Senior English
- American Government or AP Government & Politics: 1 semester
- Electives: 4 or 5 depending on required classes

Students must be enrolled in a minimum of five credit classes each semester

“A plan backed by action can make your dreams come true.”

~Greg S. Reid

COUNSELING DEPARTMENT

Each school counselor is a certified/licensed counselor trained in school counseling with unique qualifications and skills to address all students' academic, personal, social, and career development needs. The school counselor provides services to students, parents, school staff and the community.

The division of students is as follows:

Freshmen, Sophomores, Juniors and Seniors:

Mrs. Erica Parrish	Last Names TBA
Mr. Nick Jones	Last Names TBA
Mr. Andy Hessen	Last Names TBA
Ms. Tracey Robecker	Last Names TBA

Parents or students wishing to consult with a counselor should contact the assigned counselor to make an appointment through the counseling office at 924-2504.

Belgrade High School Code: 270055 (For test registration, applications, etc.)

Belgrade ACT Test Center Code: 211430

Class Rank and GPA

For the purpose of determining and reporting a student's Grade Point Average (GPA) and class rank to post-secondary educational institutions or other agencies and determining Honor Grads, semester grades shall be converted to whole grades (no minus or plus grade) using the following table:

A and A- = (4.0)	B+, B or B- = (3.0)	C+, C or C- = (2.0)
D+, D or D- = (1.0)	Less than D- = F (0.0)	

The resulting whole grades for semester courses shall be used to determine a student's GPA and class rank for this section. Class rank is determined by the cumulative Grade Point Average (GPA). Grades assigned for being a teacher aide and/or On the Job Training (OJT) are on a pass-fail basis and are not included in computing a student's GPA's. All other courses are used in computing a student's GPA's. Class rank will not include the second semester of a student's senior year.

POST SECONDARY EDUCATION

Students and parents need to carefully develop a four-year high school plan to ensure the student is prepared for post-secondary (after high school) opportunities. Students and parents must be aware of the many requirements that must be met prior to graduation.

Students planning to further their education after high school must be aware of each school's admissions and placement standards. Please talk to your counselor if you have any questions or concerns.

COLLEGE CREDIT

OPPORTUNITIES TO ACQUIRE COLLEGE CREDIT WHILE ATTENDING BHS

ADVANCED PLACEMENT COURSES

The Advanced Placement courses are designed for the serious student. The courses are rigorous and taught at college-level pace in preparation for the AP exam. Many colleges and universities give credit and/or advanced placement to students whose AP grades are considered acceptable. This is a college level learning experience that takes a full academic year allowing talented students to upgrade the quality and challenge of their study.

AP exams are given in the spring, and results are mailed to students.

AP COURSES OFFERED AT BHS

- | | | |
|---------------------------|--------------------------------|------------------------------------|
| 1. AP Psychology | 2. AP Calculus | 3. AP Biology |
| 4. AP US History | 5. AP Literature & Composition | 6. AP Language & Composition |
| 7. AP American Government | 8. AP Comparative Politics | 9. AP Chemistry |
| 10. AP Studio Art Program | 11. AP Statistics | 12. AP Computer Science Principles |

DUAL ENROLLMENT

Dual credit classes, through Belgrade High and Gallatin College MSU, let students get a jump start on college for half price tuition. These classes, taught by Belgrade High School instructors during the standard school day, qualify for both high school and college credit simultaneously. To opt in for college credit students complete application and registration paperwork. Once enrolled, students pay for the course through GC MSU. Their courses are recorded on an MSU transcript. Dual credit is open to juniors and seniors, or younger students with an instructor's recommendation. Gallatin College's dual enrollment coordinator conducts information and enrollment sessions at Belgrade High School on regular basis. For more information check out our website at <http://gallatin.montana.edu/programs/dual.php>

DUAL ENROLLMENT COURSES OFFERED AT BHS

- | | | |
|-------------------------------|--------------------------------|---------------------------|
| 1. Architectural CAD | 2. Architectural CAD II | 3. Engineering CAD |
| 4. Computer Coding & Design I | 5. Computer Coding & Design II | 6. Welding Technology III |
| 7. Interiors 101 | 8. Technical Math | 9. Spanish III |
| 10. Spanish IV | | |

EARLY ADMISSION

Early Admission (congruent high school/university attendance) allows a high ability student who has not completed high school to take courses for university credit only.

Academic Eligibility

To be eligible for Early Admission, the applicant must:

1. Demonstrate ability to do university-level work in at least one academic area.
2. Demonstrate a strong likelihood of success at university-level work in that area.
3. Meet the course requirements for Early Admission set by the departments offering the courses to be attended.

Normally such students will have completed the sophomore year in high school and will have a grade-point average of at least 3.25, documented on an official high school transcript.

Please speak with your counselor if you are interested in Early Admission at MSU

ENGLISH DEPARTMENT

ENG 100 LITERACY ESSENTIALS (Does not qualify as an English Credit)

Number of Credits: 1

Length of Course: 1 year

Educational Goals: This course is designed for students in need of additional instruction in reading and language arts skills. The focus of the course will be on reading comprehension, reading fluency, and vocabulary-skills necessary for successful completion of high school graduation requirements. This course may be required for ninth grade students scoring below the proficient level on the Montana State Assessments. This course is an elective credit and does not replace any graduation requirements.

ENG 110 ENGLISH I A (1st semester)

ENG 111 ENGLISH I B (2nd semester)

Number of credits: 1

Length of course: 1 year

Prerequisite: Required Freshman Year

Educational Goals: The freshman English course covers reading speed and comprehension, grammar, usage, sentence structure, composition, aids to good English (library skills, vocabulary development, and study skills). Thinking, speaking, listening, as well as critical analysis of nonfiction literature and drama will be stressed.

ENG 120 HONORS ENGLISH I A (1st semester)

ENG 121 HONORS ENGLISH I B (2nd semester)

Number of credits: 1

Length of course: 1 year

Prerequisite: Student must meet qualifications and have teacher approval.

Educational Goals: This course is for students who truly enjoy reading and discussing various texts. Students will learn to recognize and evaluate how language and literary devices and elements contribute to the meaning and impact of literary works. Making personal and universal connections from what they read, students will write about their discoveries. Varied sentence structures and “good” word choices will enhance their compositions. Vocabulary building will be stressed through literature. Short stories, novels, poetry, and plays will be enjoyed in Honors English I. This is a rigorous course of study with high expectations for students’ work.

ENG 200 LITERACY ESSENTIALS II (Does not qualify as an English Credit)

Number of credits: 1

Length of course: 1 year

Educational Goals: This course is designed for students in need of additional instruction in reading and language arts skills. The focus of the course will be on reading comprehension, reading fluency, and vocabulary, skills necessary for successful completion of high school graduation requirements. This course may be required for tenth grade students scoring below the proficient level on the Montana State Assessments. This course is an elective credit and does not replace any graduation requirements.

ENG 210 ENGLISH II A (1st semester)

ENG 211 ENGLISH II B (2nd semester)

Number of credits: 1

Length of course: 1 year

Prerequisite: English I

Educational Goals: Sophomore English covers reading speed and comprehension, grammar, usage, sentence structure, composition, and aids to good English (library skills, vocabulary development, and study skills). Thinking, speaking, listening, as well as critical analysis of elements of literature and drama will be stressed.

ENG 220 HONORS ENGLISH II A (1st semester)

ENG 221 HONORS ENGLISH II B (2nd semester)

Number of credits: 1

Length of course: 1 year

Prerequisites: Student must meet qualifications and have teacher approval.

***Summer work may be assigned.*

Educational Goals: This course is for students who truly enjoy reading and discussing literature. Students will learn to recognize and evaluate how language and literary devices and elements contribute to the meaning and impact of literary works. Making personal and universal connections from what they read, students will write about their discoveries. Varied sentence structures and “good” word choices will enhance their compositions. Vocabulary building will be stressed through the literature. Short stories, novels, poetry, and plays will be enjoyed in this class—Honors English II. This is a rigorous course of study with high expectations for students’ work.

ENG 310 ENGLISH III A (1st semester)

ENG 311 ENGLISH III B (2nd semester)

Number of Credits: 1

Length of Course: 1 year

Prerequisite: Required Junior Year

Educational Goals: This course will involve students in a rigorous, in-depth study of American literature and its ties to the historical periods of our country. The course will include studies of drama, short stories, poetry, novels, and non-fiction. In addition, there will be a significant amount of writing and speaking assigned, including narrative, creative, expository, persuasive, and analytical pieces. The processes of writing and oral presentation, working on the continuing mastery of language conventions, and the defense of one’s opinions through textual support will be areas of focus during the course of the year. This course is designed for motivated students to develop the independence in thinking, reading, and writing, and speaking skills necessary for successful work at most colleges.

ENG 320 JUNIOR ENGLISH A (1st semester)

ENG 321 JUNIOR ENGLISH B (2nd semester)

Number of Credits: 1

Length of Course: 1 year

Prerequisite: Junior standing and teacher recommendation

Educational Goals: This course is designed for students in need of extra support in developing the independence in thinking, reading, writing, and speaking necessary for success in the work place and post-graduation training/education. Junior English involves students in an in-depth study of American literature and its ties to the historical periods in our country. The course includes studies of drama, short stories, poetry, novels, and non-fiction. In addition, students will engage in writing and speaking tasks including narrative, creative, expository, persuasive, and analytical pieces. The process of writing and oral presentation, practicing close reading, working on the continuing mastery of language conventions, and the defense of one’s opinion through textual support will be areas of focus during the year.

ENG 500 AP LANGUAGE & COMPOSITION

Number of Credits: 1

Length of Course: 1 year

Prerequisites: English II/Honors English II and consent of current instructor through application process

Educational Goals: AP Language and Composition is a college-level course that introduces students to a wide range of non-fiction prose and nonprint texts in order to deepen their awareness of rhetoric and the power of language. Coursework focuses on the development of careful and deliberate reading skills, intensive thinking, discourse, and writing. The curriculum includes expository, analytical, personal, and argumentative texts covering various issues and historical contexts. Through close reading, students study the author’s rhetorical strategies and techniques and learn to emulate and adapt these same strategies to cultivate their own personal writing styles. The ultimate expectation is that students will become informed citizens who observe the world around them, engage deeply as they read critically, think analytically, and communicate effectively. The course complies with the curricular requirements established in the AP English Course Description provided by The College Board. To prepare for the Advanced Placement exam, students are required to meet all course expectations, including a summer reading assignment.

ENGLISH DEPARTMENT

ENG 510 AP LITERATURE & COMPOSITION

Number of credits 1

Length of course: 1 year

Prerequisites: English II/Honors English II and consent of current instructor through application process

Educational Goals: AP Literature and Composition is a rigorous, college-level course designed for students with a strong interest in the study of literature, arts, and culture. It engages students in the careful and deliberate reading of imaginative literature, including poetry, short texts, drama, and novels from the 16th to the 21st century. As they study texts, students evaluate the historical, cultural, and social influences on the author and his or her work in order to make warranted and reasonable assertions. Through literary analysis, students engage in critical and creative thinking, discussion through Socratic and Harkness techniques, as well as college level research and writing. While students become precise readers, they also learn to be concise and illuminating writers. The course complies with the curricular requirements established in the AP English Course Description provided by The College Board. To prepare for the Advanced Placement exam, students are required to meet all course expectations, including a summer reading assignment.

ENG 410 ENGLISH IV A (1st semester)

ENG 411 ENGLISH IV B (2nd semester)

Number of credits 1

Length of course: 1 year

Prerequisites: English III/AP Literature and Composition/AP Language and Composition

Educational Goals: This year-long course will build upon the foundations established in English I, II, and III, providing senior level students the reading, writing, speaking/listening, and language skills for career and college readiness. As students read texts from varied genres, they will refine comprehension, build fluency, expand vocabulary and obtain information. Students will also write for various purposes and audiences, including research-based analytical and argumentative essays, reflective essays, and writing for the workplace. In addition, students will raise questions about topics and conduct in-depth research to gain and share knowledge, cultivating their speaking, listening, and critical thinking skills. Using various forms of media students will complete the course with a culminating written and oral project/portfolio/presentation.

ENG 420 SENIOR ENGLISH

Number of Credits: 1

Length of Course: 1 year

Prerequisites: English III

Educational Goals: This year-long course focuses upon developing proficiency in MT ELA standards for 12th grade (senior) students. Those standards include (but are not limited to) reading standards for both literature and informational text, writing standards, language standards, and speaking and listening standards. To achieve proficiency in these areas, the class is set-up in a "Harkness" style in which the focus is upon authentic student discussion and collaboration. Students engage in a variety of "critical studies" that are centered upon relevance and engagement with issues affecting students' lives. Vocabulary, mechanics, writing, and discussion aimed at developing critical-thinking skills are every-day elements of the course and students can expect to complete a "Capstone" project centered upon their life beyond high school both professional and personal.

ENG 430 CREATIVE WRITING (English Elective Credit)

Number of credits: 0.5

Length of course: 1 semester

Prerequisites: English I

Educational Goals: This semester-long writing course offers a chance for students to explore creativity through written expression. It is designed for students who want to develop as writers of various genres including poetry, fiction, nonfiction and drama. While exploring the elements of diction, syntax, detail, imagery, and tone, students will write in various formats for different audiences, learning to develop their own writing voice and style and to refine it through editing and revision. Emphasizing personal experience as a source of creative expression, the goal of the class is to generate a positive attitude toward the process of writing, and to encourage it as a life-enhancing activity.

ENG 440 WORD CLUES (*English Elective Credit*)

Number of credits: 0.5

Length of course: 1 semester

Prerequisites: 10th Grade: Successful Completion of Honors English I AND Teacher Recommendation; 11th Grade: Successful Completion of Honors English II or English II and Preparedness for College Prep Level Work; 12th Grade: Successful Completion of English III, AP Language & Composition or AP Literature & Composition

Educational Goals: Designed for the college-bound student, Word Clues is a systematic vocabulary-building course that stresses recognition and interpretation of the elements that compose a vast number of important words in the English language, i.e. Greek and Latin roots. This course will help facilitate the academic transition from high-school level vernacular to college-level vocabulary by making students more comfortable with the “whys and wherefores” of words that might seem intimidating. Grades will be based upon quizzes, tests, notebook checks, and occasional creative writing pieces.

ENG 460 ADVANCED COMPOSITION (*English Elective Credit*)

Number of credits: 0.5

Length of course: 1 semester

Prerequisites: English III, AP Language & Composition or AP Literature & Composition

Educational Goals: Designed as a college prep course, this English elective explores academic reading and writing, guiding students to not only practice writing, but study writing itself. Structured in a seminar format, students will learn how to use rhetoric, argument, and the process of writing to meet academic challenges.

ENG 140 JOURNALISM (*English Elective Credit*)

Number of credits: 0.5

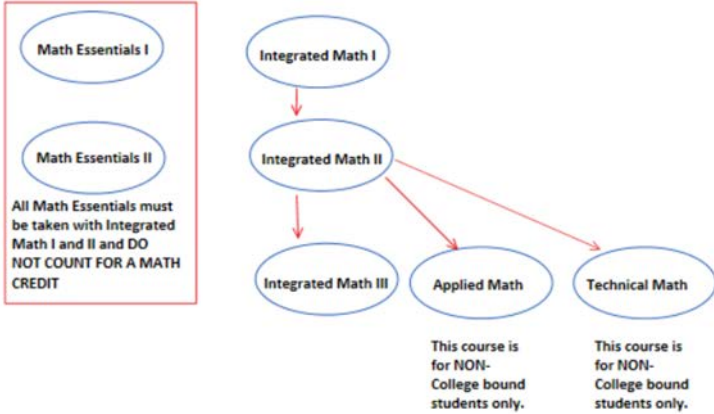
Length of course: 1 semester

Prerequisite: English II (sophomores accepted pending teacher referral)

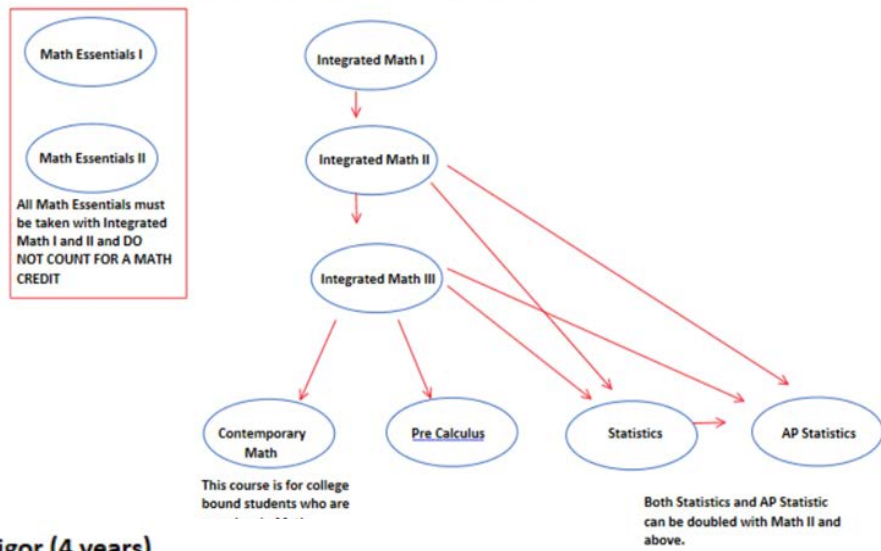
Educational Goals: Journalism is a semester course designed for students interested in creating and publishing a school newspaper. It is primarily a writing course and requires that students submit articles to be published in either (or both) the Stall Street Journal and/or Rhetnap Tribune. Students will learn the fundamentals of news, feature, editorial, entertainment, and sports writing. Copy reading, news style, and editing will be stressed; students will be expected to edit their own articles before submission. Because this course is designed to encourage independent work time and requires the ability to write coherently and meet deadlines, students need to be committed to the work effort.

MATHEMATICS DEPARTMENT

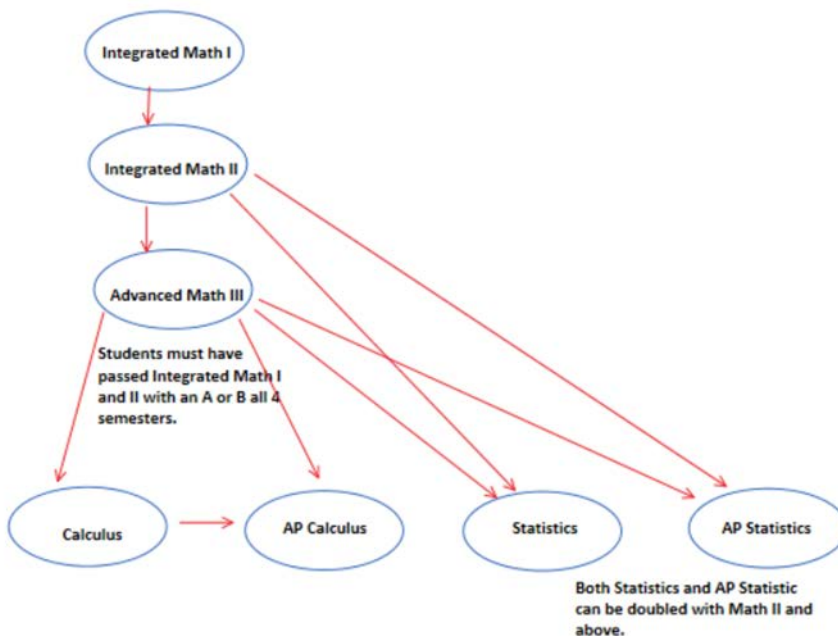
Non-College Bound Path (3 years)



College Bound Path - General (4 years)



College Bound - Strong Rigor (4 years)



MTH 100 MATHEMATICS ESSENTIALS I (Does not qualify as a Math Credit)

Number of Credits: 1

Length of Course: 1 Year

Students must receive a referral and/or approval.

Educational Goals: This course is designed for students in need of instructional support in the area of mathematics. The focus of the course will be on improving basic skills through the use of individualized instruction and supporting Math I instruction with mini lessons and homework help. This course may be required for ninth grade students scoring below the grade level on the STAR assessment.

MTH 200 MATH ESSENTIALS II (Does not qualify as a Math Credit)

Number of Credits: 1

Length of Course: 1 year

Students must receive a referral and/or approval.

Educational Goals: This course is designed for students in need of instructional support in mathematics. The focus of the course will be on improving basic skills through the use of individualized instruction and supporting Integrated Math II instruction with mini lessons and homework help. This course may be required for tenth grade students scoring below the grade level on the STAR assessment.

MTH 110 INTEGRATED MATH I A (1st semester)

MTH 111 INTEGRATED MATH I B (2nd semester)

Number of credits: 1

Length of course: 1 year

Educational Goals: This is the first year of a three year curriculum. It will combine topics in Geometry, Algebra, and Statistics. The students will study linear, quadratic, and exponential functions, geometric constructions, congruencies, transformations, and introductory statistics concepts with mathematical modeling.

MTH 210 INTEGRATED MATH II A (1st semester)

MTH 211 INTEGRATED MATH II B (2nd semester)

Number of Credits: 1

Length of Course: 1 year

Prerequisites: Integrated Math I

Educational Goals: This is the second year of the Integrated Math curriculum. Students will be picking up from the concepts learned in Integrated Math I. The combination of geometry and algebraic concepts are the theme as students engage in activities and explain their reasoning. With understanding of geometric properties and learning to explain behavior in general with algebra, students will build concepts that explain statistics and probability. Math modeling and data collection will be practiced so students can connect to the mathematics and explain statistics and model behaviors of today.

MTH 300 INTEGRATED MATH III A (1st semester)

MTH 310 INTEGRATED MATH III B (2nd semester)

Number of credits: 1

Length of course: 1 year

Prerequisite: Integrated Math II

Educational Goals: This is the third year of the Integrated Math curriculum. Students will be picking up from the concepts learned in Integrated Math II. The combination of geometry and algebraic concepts are the theme as students engage in activities and explain their reasoning. With understanding of geometric properties and learning to explain behavior in general with algebra, students will build concepts that explain statistics and probability. Math modeling and data collection will be practiced so students can connect to the mathematics and explain statistics and model behaviors of today.

MATH DEPARTMENT

MTH 300 INTEGRATED MATH III A (1st semester) **MTH 310 INTEGRATED MATH III B (2nd semester)**

Number of credits: 1

Length of course: 1 year

Prerequisite: Integrated Math II

Educational Goals: This is the third year of the Integrated Math curriculum. Students will be picking up from the concepts learned in Integrated Math II. The combination of geometry and algebraic concepts are the theme as students engage in activities and explain their reasoning. With understanding of geometric properties and learning to explain behavior in general with algebra, students will build concepts that explain statistics and probability. Math modeling and data collection will be practiced so students can connect to the mathematics and explain statistics and model behaviors of today.

MTH 315 ADVANCED INTEGRATED MATH III A (1st semester) **MTH 320 ADVANCED INTEGRATED MATH III B (2nd semester)**

Number of credits: 1

Length of course: 1 year

Prerequisite: Integrated Math II (grade of at least a B both semesters) and consent of current teacher

Educational Goals: This is the third year of the Integrated Math curriculum. This course will combine Integrated Math III and Pre-Calculus for students who are interested in taking AP Calculus. Students will be picking up from the concepts learned in Integrated Math II. The combination of geometry, algebraic, trigonometric and beginning calculus concepts are the theme as students engage in activities and explain their reasoning.

MTH 400 INTRO TO COLLEGE MATHEMATICS

Number of Credits: 1

Length of Course: 1 year

Prerequisite: Integrated Math III

Educational Goals: This course is for **college bound** students who are not going into a math related field in college would benefit from reviewing Algebra II concepts. This course will mirror a first year level course taught at the college level.

MTH 410 APPLIED MATHEMATICS

Number of credits: 1

Length of course: 1 year

Prerequisites: Integrated Math II and Junior/Senior Status

**May not be taken concurrently with Technical Math*

Educational Goals: This course is for **non-college bound** students and will help increase one's knowledge of basic math and its application to the real world. Applied Math will cover topics such as: buying a vehicle, practicing ways to get the job you want, using checks, debit and credit cards wisely, purchasing a home, exploring ways to stay on a budget, starting a business, and other smart consumer practices.

MTH 415 TECHNICAL MATHEMATICS-DUAL ENROLLMENT

Number of credits: 1

Length of course: 1 year

Prerequisites: Integrated Math II and Junior/Senior status

**May not be taken concurrently with Applied Math*

DUAL ENROLLMENT: This is not a requirement— just an option available through Gallatin College. See page 9 of The Curriculum Guide for requirements and talk to the Instructor the semester before the course is offered.

Educational Goals: Students will be able to apply and utilize mathematical operations, measurement, introductory geometric principles and applied algebra into technical applications in academic and workplace solutions. Student will be able to read, interpret, and produce solutions to applications at the introductory technical mathematical situations.

MATH DEPARTMENT

MTH 420 STATISTICS

Number of Credits: 1

Length of Course: 1 year

Prerequisite: Integrated Math II

Educational Goals: This course is an introduction to college statistics. Students will become acquainted with data gathering, data organization, probability and technological tools to analyze statistics. Students will use multiple representations to present data including written descriptions, numerical statistics, formulas and graphs. A written component is a large part of the statistics curriculum. Students will be expected to convey their ideas both mathematically and with written expression. This course will be most helpful for students who want to go to college and study business and social science related fields. Students will need to achieve a passing grade in the 1st semester in order to proceed on to the 2nd semester.

MTH 430 PRE-CALCULUS

Number of credits: 1

Length of course: 1 year

Prerequisites: Integrated Math III or Advanced Integrated Math III

Educational Goals: This course is for college bound students. It will cover Algebra II concepts in more depth, trigonometry, derivatives and integrals.

MTH 500 CALCULUS

Number of Credits: 1

Length of Course: 1 year

Prerequisite: Pre-Calculus or Advanced Integrated Math III

Educational Goals: This course is designed for students who will be pursuing a math, science, or engineering degree at the post-secondary level. The course content is similar to that of AP Calculus but is taught at a less rigorous pace.

MTH 510 AP CALCULUS

Number of credits: 1

Length of course: 1 year

Prerequisite: Pre-Calculus or Advanced Integrated Math III (with at least a B both semesters) and consent of current instructor

Educational Goals: This course covers the topics of limits, differentiation, integration and its applications. It is taught at a college level pace in preparation for the AP exam. Students who plan to pursue math, science, or engineering degrees would benefit from this course.

MTH 520 AP STATISTICS

Number of credits: 1

Length of course: 1 year

Prerequisite: Integrated Math II and consent of current instructor

Educational Goals: This course is to introduce students to the major concepts and tools for collecting, analyzing and drawing conclusions from data. The topics covered will be exploring data, sampling and experimentation, anticipating patterns and statistical inference. It is taught at a college level in preparation for the AP exam. Students who plan to pursue business, psychology, sociology, and other social sciences where research uses statistics extensively, would benefit from this course.

SCIENCE DEPARTMENT

SCI 100 APPLIED SCIENCE A (1st semester)

SCI 101 APPLIED SCIENCE B (2nd semester)

Number of credits: 1

Length of course: 1 year

Educational Goals: This course gives the student a broad background of the diverse applications of the sciences. Via writing, math, and technology applications students will examine real world science applications. Exploring topics in applied chemistry, health sciences, planetary sciences, environmental sciences, and applied physical sciences students will develop the scientific approach to questioning, predicting, hypothesizing, investigating, observing, analyzing data, and making claims based on evidence. Students will also reflect on their individual learning process and reasoning. (Does not meet MUS)

SCI 110 INTEGRATED EARTH SCIENCE A (1st semester)

SCI 111 INTEGRATED EARTH SCIENCE B (2nd semester)

Number of credits: 1

Length of course: 1 year

Educational Goals: Earth Science, through the Next Generation Science Standards (NGSS), enables students to investigate their surroundings while improving their knowledge and skills in basic physical science and chemistry. In addition, they learn about Earth's structure, its oceans, its atmosphere, and its relationship to the solar system and to the universe. Students will gain skills through the study of Earth Science that will help them to make relevant consumer decisions while considering human impact.

SCI 120 S.T.E.M. I (Science, Technology, Engineering, and Math)

Number of credits: 1.0

Length of course: 1 year

Prerequisites: Completed Earth Science AND one of the following: General Biology or Biology 1

Educational Goals: Students will gain hands-on experience with robotics, computer science, engineering, design process, research, problem solving, and development of leadership skills. Participation in the Science Olympiad (mandatory), and electric guitar building are facilitated through the class, thus there is a lab fee for supplies students will need. Students that complete this S.T.E.M. course will gain valuable skills and experience which meet criteria for many scholarships and grants targeted at college majors and careers in STEM fields.

SCI 130 S.T.E.M. II (Science, Technology, Engineering, and Math)

SCI 140 S.T.E.M. III (Science, Technology, Engineering, and Math)

Number of credits: 1.0

Length of course: 1 year

Prerequisites: Applied S.T.E.M. I

Educational Goals: S.T.E.M. II is a continuation of S.T.E.M. I (see S.T.E.M. I description). Students may re-enroll in S.T.E.M. due to interest in long term research projects or an interest in the subject area. The curriculum and structure of S.T.E.M. II will allow students to explore the subjects and skill covered in S.T.E.M. I, but with more depth and breadth (those skills and subjects include: complex math applications, engineering, programming, scientific research design and implementation; honing computer and technology skills.) Students will also compete in the State Science Olympiad and possible the Regional Science Fair.

SCI 200 GENERAL BIOLOGY A (1st semester)
SCI 201 GENERAL BIOLOGY B (2nd semester)

Number of credits: 1

Length of course: 1 year

Prerequisites: Earth Science/Applied Science

Educational Goals: Upon completion of this course, the student should have a basic understanding of plant and animal life. They should be able to relate this knowledge to the world in which they live. Students will explore the basic characteristics of functioning living things, basic classification of plants and animals, plant and animal reproduction, genetics, and ecological principles and how they affect mankind. This class is not recommended for college bound students or students who will continue in science studies. (*Does not meet MUS College Prep*)

SCI 210 BIOLOGY I A (1st semester)
SCI 211 BIOLOGY I B (2nd semester)

Number of credits: 1

Length of course: 1 year

Prerequisites: Earth Science/Applied Science/General Biology

Educational Goals: This course is an overview of the concepts and functioning of the biological systems on earth. Becoming more scientifically literate will help the student to better understand the many biological problems facing people and communities today. Student will investigate the chemical basis of life, the cell and its processes, photosynthesis and respiration, nucleic acids and protein synthesis, cell division, genetics, taxonomy, microbiology, and a survey of the plant and animal kingdom. Biology I is designed to be a college prep class.

SCI 300 ENVIRONMENTAL SCIENCE

Number of credits: 1

Length of course: 1 year

Prerequisites: Earth Science and Biology I

Educational Goals: Environmental Science is an inquiry based laboratory class and is designed to integrate concepts from all scientific disciplines. Investigations will be designed around broad environmental themes; will be related to scientific processes to our community and the concerns of our citizens. The course will also use technology and apply this technology to enhance the laboratory experiences. The course will cover ecosystems, ecology, climate and energy, soils, wildlife, land use, pollution, biodiversity and human values and the environment.

SCI 310 ANATOMY AND PHYSIOLOGY

Number of credits: 1

Length of course: 1 year

Prerequisite: Biology I

Education Goals: This course will be an in-depth study of the human body. A majority of the body systems (including integumentary, cardiovascular, muscular, skeletal, immune, digestive, endocrine, respiratory) will be studied using lectures and experimental activities to demonstrate the structures and functions of the human body. Some dissection will be expected to more clearly show internal organ structure. This course is designed to broaden student understanding of the human body and better prepare them for a future in health related occupations and/or biological fields of study.

SCI 320 GEOLOGY

Number of credits: 1

Length of course: 1 year

Prerequisites: Earth Science and enrolled in General Biology, or Biology 1

Educational Goals: The purpose of this course is to offer an opportunity for students to explore aspects of both physical and historical geology as it relates to the real world and to give students a better appreciation for resources and the environment. Students will be exposed to activities related to mineral/rock identification, plate tectonics, oil/coal exploration, ground water, geologic history and mapping techniques. Several projects will be assigned as requirements for this course (example.... Geology of Montana presentation).

SCIENCE DEPARTMENT

SCI 400 PHYSICS

Number of credits: 1

Length of course: 1 year

Prerequisites: Biology I and Integrated Math III or enrolled in Integrated Math III (with teacher approval)

Educational Goals: Physics is a course that studies the nature of matter, energy, and their relationships. This includes kinematics, dynamics, work, wave phenomena, thermodynamics, electricity, and light and optics. The class has broad applications for all forms of engineering and general physics professions. Incorporated in the course are laboratory activities, discussions, and problem sets. Mathematics is a useful language for physics and that is why Integrated Math III is a prerequisite.

SCI 410 CHEMISTRY

Number of credits: 1

Length of course: 1 year

Prerequisites: Biology I and Integrated Math II

Educational Goals: Chemistry explores the properties, forms, and interactions of matter through data collection and interaction with chemical systems. Chemistry will prepare students for college by developing their critical thinking skills, analysis skills, and scientific reasoning through engaging in observation and manipulation of chemical phenomena. Students will achieve an understanding of matter and its properties, atomic theory, chemical bonding, chemical reactions, and stoichiometry. Laboratory work is an integral part of the course and students are expected to follow correct lab and safety procedures.

SCI 420 FORENSIC SCIENCE

Number of credits: 1

Length of course: 1 year

Prerequisites: Chemistry and/or AP Biology or consent of instructor

Educational Goals: In this course students will explore the field of forensic science with an emphasis on actual crime scene investigation using scientific knowledge and reasoning. Students will be introduced to fingerprint, hair and fiber analysis, blood and blood spatter analysis, DNA fingerprinting, ballistics and other skills commonly used by those employed in the field of forensics. This class will allow students the opportunity to practically apply concepts learned in biology and chemistry.

SCI 500 AP BIOLOGY

Number of credits: 1

Length of course: 1 year

Prerequisites: Biology I and consent of instructor (Sophomores wanting to take AP Biology may do so with the recommendation of their freshman level science teacher and a completed/approved application)

Educational Goals: This course is designed for the serious science student. This is a rigorous science course taught at a college-level pace in preparation for the AP exam. AP Biology gives an excellent background for students wishing to enter any life science field. This course will cover the four Big Ideas outlined by College Board including biological systems and their interactions, energy and homeostasis, genetics and evolution. In addition, there is a strong laboratory component to support the Big Ideas.

SCI 510 AP CHEMISTRY

Number of Credits: 2 (2 period block class)

Length of Course: 1 year

Prerequisites: Chemistry and consent of instructor

Educational Goals: This course is the equivalent of a college freshman chemistry course with a substantial laboratory experience. Students will explore chemical systems similar to the regular chemistry class, but will move at a faster pace and explore topics to greater depth. AP Chemistry will facilitate the development of reasoning and problem solving-skills while exploring inorganic chemistry topics. Students that are planning to enter science related majors (pre-med, engineering, biological sciences etc.) in college will find this course extremely beneficial. Successful students will be encouraged to take the AP exam in May (potential college credit).

SOCIAL STUDIES DEPARTMENT

SOC 100 WORLD HISTORY

Number of credits: 1

Length of course: 1 year

There is a strong emphasis on Western Civilization and its relevance to contemporary issues.

Educational Goals: The course covers the time periods: Dawn of and First civilizations, Early Civilizations of India and China, Ancient Greece, Ancient Rome/Rise of Christianity, Early Middle Ages, Crusades/Roots of Islam, High Middle Ages/Reformation, Renaissance, and the Enlightenment/ Scientific Exploration. World History meets the college prep diploma requirements and Global Credit requirements of universities.

SOC 110 WORLD GEOGRAPHY

Number of credits: 1

Length of course: 1 year

Educational Goals: World Regional Geography is an introduction to how the field of geography makes sense of the world, its different people, places and regions. Central to this introduction is an emphasis on the ways in which people and places interact across space and time to produce particular outcomes; for example technological innovations, the spread of political/economic ideologies, and the impact that humans have on the physical world. This course is an exploration of the world in spatial terms, places and regions, physical systems, human systems, environment and society, and uses of geography. World Geography meets the college prep diploma requirements and Global Credit requirements of universities.

SOC 120 GLOBAL STUDIES

Number of credits: 0.5

Course Length: 1 semester

Educational Goals: Global Studies is designed to introduce students to issues that impact their world today and assist students in becoming a more informed citizen of the world. Global Studies is project based learning. Students will read, write, research and present on various topics related to globalization, environment, consumption and human rights. Global Studies meets the college prep diploma requirements and Global Credit requirements of universities.

SOC 130 MONTANA HISTORY

Number of credits: 0.5

Length of course: 1 semester

Educational Goals: Class will focus on the following time periods: fur trade and mountain men, mining era, open range, homesteading, copper kings and the railroad. Montana History will examine how the landscape has influenced Montana's History.

SOC 150 NATIVE AMERICAN STUDIES

Number of credits: 0.5

Length of course: 1 semester

Educational Goals: The course will begin with the Paleo-Indians of Montana, follow the history of the Native Americans from 1600's through the creation of the individual tribes of Montana to current Native American issues. Native American Studies will examine how the indigenous people of the United States have contributed and shaped history of America.

SOCIAL STUDIES DEPARTMENT

SOC 140 ECONOMICS

Number of credits: 0.5

Length of course: 1 semester

Educational Goals: Economics studies the way a society uses scarce resources, such as land, labor, raw materials and machinery to provide goods and services. Economists plan and conduct research, then compile and analyze the results in order to determine the costs and benefits of making, distributing, and using resources in a particular way. This course covers substitute goods, opportunity costs, supply/demand, surpluses/shortages, markets, competition, profit, and investing.

SOC 200 CRIMINOLOGY

Number of Credits: 0.5

Length of Course: 1 semester

Prerequisites: English II

Educational Goals: This course will focus on the fundamentals of the United States criminal justice system. Students will learn about crime, the police, the criminal case, corrections and capital punishment. Students will also be exposed to several Supreme Court cases.

SOC 210 SOCIOLOGY

Number of credits: 0.5

Length of course: 1 semester

Prerequisites: English II

Educational Goals: Sociology is the scientific study of how people interact with and influence each other's behavior. Sociology is closely associated with Psychology, Philosophy, and Anthropology. Sociology is a core required course at universities. Sociology is a college-level course and uses a college text. It demands maturity, self-motivation and the ability to read and write at an advanced level. It meets the college prep diploma requirements.

SOC 220 PSYCHOLOGY

Number of credits: 1.0

Course Length: 1 year

Prerequisite: English II

Educational Goals: Psychology is the scientific study of the brain, the mind and human behavior and mental processes. Psychology is an engaging, challenging and intensely interesting course. It is a core required course at universities. Psychology covers the same content as an entry level psychology course at university. Psychology uses a college level textbook and requires students be self-directed, mature and motivated to engage in advanced learning and discussions. The reading level is 2nd year college. This course meets the college prep diploma requirement and is the prerequisite for A.P. Psychology—a senior level course.

SOC 230 HISTORY AND FILM (Social Studies for the 21st Century)

Number of credits: 0.5

Course Length: 1 semester

Prerequisite: English II

Educational Goals: This class strives to expose students to important and controversial topics in history and explore these topics through periodicals, newspapers, the internet, and especially film. With the full intent of exploring history's controversial issues, an open mind, willingness to explore ideas, and the effort to grasp these ideas are a requirement of this class. Additionally, ability to obtain permission to view R rated movies is also required. Movies with the R rating will be rated R for violence and language, but sexuality will be minimized.

SOCIAL STUDIES DEPARTMENT

SOC 240 INTRODUCTION TO PHILOSOPHY

Number of credits: 0.5
Course Length: 1 semester
Prerequisite: English II

Educational Goals: This class strives to explore questions such as, the following: Who am I? What do I believe? What is justice? What is ethical? What is truth? How do I know what is real? What is the meaning of life? This course explores the various branches of philosophy and influential thinkers who have impacted history, culture, literature and life itself. This class will require reading in and out of class to be successful. Writing essays and discussion of ideas explored in the class will also be consistently evaluated.

SOC 300 US HISTORY A (1st semester)

SOC 301 US HISTORY B (2nd semester)

Number of credits: 1
Length of course: 1 year
Prerequisites: Juniors are required to select 1 year of US History or AP US History

Educational Goals: Students will examine the social, cultural, political, and technological changes throughout U.S. History from colonial to modern times. This course will delve into the causes and effects of historical events through the use of critical thinking skills. These skills will be developed through reading, research, writing, debate, and other relevant methods of skills practice. Successful completion of this course will enable students to think critically, question conventional accounts of history, and freely share his/her opinions in both written and verbal form.

SOC 310 AP US HISTORY

Number of credits: 1
Length of course: 1 year
Prerequisites: Juniors are required to select 1 year of US History I, US History II, or AP US History

Educational Goals: AP US History is a college level course which covers American history from the pre-Columbian era to present day. In this course, students investigate the content of U.S. history for significant events, individuals, and developments. Using chronological and thematic approaches to the material, this course exposes students to extensive primary and secondary sources and to the interpretations of various historians. Class participation through discussions, debates, and role-playing activities will be an integral part of class. Special emphasis is placed on critically reading sources and academic writing to help students prepare for the AP examination. Depending on the score earned on the national AP examination, students may college credits for this course.

SOC 500 AP PSYCHOLOGY

Number of credits: 1
Course Length: 1 year
Prerequisite: Psychology and consent of instructor

Educational Goals: This is a rigorous, fast-paced study of the brain, the mind, mental processes and human behavior. It builds on the information presented in Psychology 220. The course prepares you to take the National AP Psychology Exam in May. A passing score on the National Exam may result in 3 college credits. The textbook is a 2nd level college text.

SOC 400 AMERICAN GOVERNMENT

Number of credits: 0.5
Length of course: 1 semester
Prerequisites: Required senior year

Educational Goals: This course provides foundations in the American democratic processes that are necessary for all participating citizens. Topics covered are as follows: Power and forms of government; The Constitution; Campaigns and elections; Political Participation; Interest groups and the Media; and the Legislative, Executive, and Judicial branches. **Students must pass this class in order to meet graduation requirements.**

SOCIAL STUDIES DEPARTMENT

SOC 510 AP AMERICAN GOVERNMENT

Number of credits: .5

Length of course: 1 semester

Prerequisites: U.S. History and consent of instructor

Educational Goals: AP American Government and Politics studies the operations and structure of the US government and the behavior of the electorate and politicians. Students will gain the analytical perspective necessary to critically evaluate political data, hypotheses, concepts, opinions, and processes. Along the way, students will learn how to gather data about political behavior and develop their own theoretical analysis of American politics. The equivalent of an introductory college-level course, AP American Government and Politics prepares students for the Advanced Placement national exam and for further study in political science, law, education, business, and history. A passing score on the national exam may result in 3 college credits.

SOC 515 AP COMPARATIVE POLITICS

Number of credits: .5

Length of course: 1 semester

Prerequisites: American Government or AP Government

Educational Goals: AP Comparative Politics is a semester long college level political science course that provides students with a concrete understanding of the scientific method behind political comparison, a well-developed sense of political theory, and a “real world” understanding of global studies through specific analysis of 6 different political entities. Throughout the course of the semester students will be learning the process that political scientists use to analyze and evaluate political systems, and then applying that process to the case studies. Upon completion of the Comparative Government class, students will be equipped to understand and evaluate current geo-political issues that will arise in the future. A passing score on the national exam may result in 3 college credits.

HEALTH ENHANCEMENT DEPARTMENT

HE 110 HEALTH (SEMESTER)

Number of Credits: .5

Length of Course: 1 semester

Must be signed up for a semester of Freshman PE or Intro to Strength and Conditioning

Educational Goals: Health Enhancement Freshman Health is a semester-long course consisting of health classroom topics: Fitness/Wellness, Energy Systems and Fitness, Goal Setting, Nutrition, Career Exploration, Skeletal System, Personality/Mental Health, Neuromuscular System, Cardiovascular System, Respiratory System, Fitness Injuries, First Aid/CPR, Human Sexuality, and Chemical Dependency. One quarter will focus on educating students in all aspects of physical wellness including, but not limited to: physical fitness, muscular strength, endurance, flexibility and coordination.

HE 100 FRESHMAN PE (SEMESTER)

Must sign up for a semester of health with Freshman PE

Number of Credits: .5

Length of Course: 1 semester

Educational Goals: The emphasis is on physical fitness and development of motor skills through a variety of cooperative and independent activities. The other freshman PE requirement option is *HE 150 Intro to Strength and Conditioning*. In Freshman PE class, the students will learn the value and benefits of a healthy lifestyle through participation in a fitness-based program. One quarter will focus on strength and conditioning for those students who are motivated and want to improve their speed, strength, coordination, explosive power, agility, and level of fitness. This course will include the following activities weight room safety, proper weightlifting technique, various plyometric training exercises, various stretching and flexibility exercises, running drills and exercises, various conditioning exercises, human anatomy and physiology and speed training.

HE 150 INTRO TO STRENGTH AND CONDITIONING (SEMESTER)

Must sign up for a semester of health with Intro to Strength and Conditioning

Number of Credits: .5

Length of Course: 1 semester

Educational Goals: This introductory Freshman Weight Training class is the most physically demanding and intense Freshman PE Class. The other Freshman PE requirement option is HE 100 Freshman PE, with an emphasis to improve muscular strength/endurance, speed and agility through an athletic based workout program. Students will learn how to perform exercises with proper form and improve their health and skill related physical fitness. Individual improvement is implemented by goal setting and measured with the Fitnessgram, weight maxes, dot testing, and a variety of other assessment techniques. This class will utilize the application PLT4M, which is used by all Strength classes to monitor, teach, assess, track and manage their physical fitness levels.

HE 210 SOPHOMORE LIFETIME SPORTS A (1ST SEMESTER)

HE 215 SOPHOMORE LIFETIME SPORTS B (2ND SEMESTER)

Sophomores must choose either Sophomore Lifetime Sports, Basic S & C or Wellness Challenge

Must sign up for both semesters

Number of Credits: 1

Length of Course: 1 year

Prerequisites: Freshman PE or Intro to Strength and Conditioning, interview with instructor

Educational Goals: Sophomore Lifetime Sports is a year-long course that will focus on educating each individual in all aspects of physical health including, but not limited to: physical fitness, muscular strength, endurance, flexibility and coordination. The emphasis is on physical fitness and development of motor skills through a variety of activities. Students will learn the value and benefits of a healthy lifestyle through participation in a fitness-based program.

HEALTH ENHANCEMENT DEPARTMENT

HE 220 BASIC STRENGTH & CONDITIONING A (1ST SEMESTER)

HE 225 BASIC STRENGTH & CONDITIONING B (2ND SEMESTER)

Sophomores must choose either Sophomore Lifetime Sports, Basic S & C or Wellness Challenge

****Must sign up for both semesters****

Number of Credits: 1

Length of Course: 1 year

Prerequisites: H.E. I

Educational Goals: HE II Strength and Conditioning is a yearlong course that will focus on strength and conditioning students who are motivated and want to improve their overall strength, coordination, conditioning, and level of fitness. The course will include weight room safety, proper lifting technique, basic with the goal of achieving a minimum of basic to proficient level of mastery. Grades are based on daily participation and the collecting of data from daily workouts using PLT4M. Goal setting and student evaluation of progress will be monitored and tracked.

HE 230 WELLNESS CHALLENGE A (1st semester)

HE 235 WELLNESS CHALLENGE B (2nd semester)

Number of credits: 0.5

Length of course: 1 semester

Prerequisites: H.E. I, interview with instructor

Educational Goals: This class is not designed for the physically fit but rather the student who is motivated and wants to improve their overall wellness. This course will provide a weight management program for each individual student. The health wellness challenge will combine a nutrition component along with an exercise component to meet the needs of each student. Progress will be monitored weekly and short term goals will be established as well as long term goals to assist students in achieving their full potential. Students are expected to put forth their best effort every day and be willing to work hard. Grades will be based on effort, attitude, and participation.

HE 320 ADVANCED PE A (1st semester)

HE 325 ADVANCED PE B (2nd semester)

Number of credits: 0.5

Length of course: 1 semester

Prerequisites: Freshman PE and Sophomore Lifetime Sports- must be in good academic standing

****If taking for the whole year please sign up for both A and B****

Educational Goals: Advanced PE will incorporate a variety of functional fitness and cardiovascular conditioning activities. This class is for motivated students who want to attain a high level of muscular endurance, cardiovascular fitness, muscular strength and overall fitness. Along with particular days being set aside for game days, Advanced PE will also emphasize lifetime activities, especially those involving outdoor activities available in the Gallatin Valley. Students are expected to put forth their best effort every day and be willing to work hard. Grades will be based on effort, attitude, and participation.

HE 300 GENERAL STRENGTH & CONDITIONING A (1st semester)

HE 310 GENERAL STRENGTH & CONDITIONING B (2nd semester)

****If taking for the whole year please sign up for both A and B****

HE 315 GENERAL STRENGTH & CONDITIONING A (1st semester—ZERO PERIOD)

HE 316 GENERAL STRENGTH & CONDITIONING B (2nd semester—ZERO PERIOD)

Number of Credits: 0.5

Length of Course: 1 semester

Prerequisites: HE 220 Basic Strength and Conditioning

Educational Goals: This strength and conditioning course is for those students who are self-motivated on a daily basis and want to improve themselves. Areas such as speed, strength, coordination, explosive power (Olympic lifting), and agility. This course will demand weight room safety and proper weight-lifting technique with the goal of proficient to advanced mastery. Grades are based on daily participation and data collecting of workouts through PLT4M.

HEALTH ENHANCEMENT DEPARTMENT

HE 400 ADVANCED STRENGTH & CONDITIONING A

HE 410 ADVANCED STRENGTH & CONDITIONING B

Number of Credits: 0.5

Length of Course: 1 semester

Prerequisites: Must have taken one year of Strength Training

Educational Goals: This is an aggressive physical demanding training course. The students in this course are expected to make a genuine commitment to improve their performance as athletes. This implies that they will participate with a positive attitude in all areas of the program. This course will demand weight room safety and proper weight-lifting technique with students already proficient and with a goal to achieve advanced level mastery. This class is for the student who is willing and wants to be pushed to their physical limits. We expect our students to not only improve physically, but to also develop a passion for training that is equivalent to their hunger for competition. The class initiates competitive situations as frequently as possible in our training program to facilitate this purpose.

CAREER AND TECHNICAL EDUCATION DEPARTMENT

CTE 101 Technology Orientation

Number of Credits: .25 CTE

Length of Course: 1 quarter (will be taken with Media Literacy Orientation)

Educational Goals: The goal of the digital literacy quarter of this class is to help students acquire the computer skills they need to be successful in high school. The focus of this class is computing fundamentals, file management, and key applications (Google and Microsoft).

MIS 101 Media Literacy Orientation

Number of Credits: .25 miscellaneous credit

Length of Course: 1 quarter (will be taken with Technology Orientation)

Educational Goals: Media Literacy Orientation strives to teach students how to purposefully use a research process (The Big 6/Super 3) to maximize their use of available resources in our school, community, and online. Students will have the opportunity to explore and practice responsibly using these available resources, building their confidence to navigate a variety of learning situations at Belgrade High and beyond. Specific target skills include (but are not limited to) the following: task identification strategies, identifying, locating and accessing the best possible resources, evaluating the credibility of resources (ex: identifying “fake news”), research note-taking strategies, avoiding plagiarism, using research to learn, create, solve problems, and self-evaluation strategies to inspire independent growth.

AGRICULTURAL EDUCATION

*All FFA members are required to have one semester of agriculture education per year.

CTE 100 INTRODUCTION TO AGRICULTURE

Number of Credits: 0.5

Length of Course: 1 semester

Educational Goals: This is a fun fast-paced course designed to introduce students to the agriculture industry as well as give students a brief look at all the courses within the agricultural education program. Some examples of units to be taught include agriculture mechanics, animal science, aquaculture, plant science and leadership development. This class is taught through a variety of labs, class work, activities, and time spent in the greenhouse. The diversity of subjects to be covered and the hands-on element will make this class both exciting and enjoyable.

CAREER AND TECHNICAL EDUCATION DEPARTMENT

CTE 120 ANIMAL SCIENCE TECHNOLOGIES

Number of Credits: 0.5

Length of Course: 1 Semester

Educational Goals: Animal Science Technologies course is designed to give students a more in depth study of common livestock and companion animals than they would get from introduction to agriculture. Students will study the skills needed in animal science and veterinary careers. Topics that will be covered include animal breeding systems, large and small animal care, and animal welfare and disease prevention. There will be a variety of activities that range from individual to group projects, guest speakers and hands-on activities.

CTE 130 PLANT SCIENCE

Number of Credits: 0.5

Length of Course: 1 Semester

Educational Goals: Plant Science course is designed to give students a more in depth study of plants and horticulture than they would get from introduction to agriculture. Students will study the skills needed in plant biology, horticulture careers. Topics that will be covered include plant biology, anatomy, plant life systems, plant breeding systems, plant growth, plant care, gardening, food safety and plant/crop sales. An emphasis will be placed on planting, growing, caring for, and harvesting food to sell using proper food safety procedures and practices. There will be a variety of activities that range from individual to group projects, greenhouse projects, and hands-on activities.

CTE 150 WILDLIFE, NATURAL RESOURCES, & FORESTRY

Number of Credits: 0.5

Length of Course: 1 Semester

Educational Goals: Wildlife Natural resource and conservation is a diverse study of wildlife their habitats and characteristics, natural resources, water quality, as well as range and forestry management and conservation. This semester course will emphasize the development of knowledge and skills in wildlife management, range plant and tree identification. We will also study utilization and management of public and private lands for a broad range of uses.

CTE 190 INTRODUCTION TO AGRICULTURAL MECHANICS

Number of Credits: 0.5

Length of Course: 1 Semester

Educational Goals: This course is designed for students with an interest in the fundamentals of plumbing, household electrical applications and engine theory and systems. Topics include: Electricity, small engines, plumbing, materials, and construction. Leadership, teambuilding, and professional activities will be included to develop student's employability skills for a 21st century workplace.

CTE 191 URBAN AGRICULTURE

Number of Credits: 0.5

Length of Course: 1 Semester

Educational Goals: Agriculture occurs in many areas other than the rural countryside, the focus of this course are the practices that take place in these areas. Urban agriculture is market-based production of food products. The goal of this course is to look into the production and sales of food products from an urban view point. Both small animals and plant products will be discussed. Students will have the opportunity to create food products in an urban setting, market them to customers, and complete sales transactions.

CAREER AND TECHNICAL EDUCATION DEPARTMENT

CTE 192 ADVANCED AGRICULTURAL MECHANICS

Number of Credits: 0.5

Length of Course: 1 Semester

Prerequisite: Introduction to Agricultural Mechanics

Educational Goals: This course is designed for students with an interest in mechanical systems. The main focus of this course would be student led projects, including planning, budgeting, materials, production, and sales. Leadership, teambuilding, and professional activities will be included to develop student's employability skills for a 21st century workplace.

BUSINESS EDUCATION COURSES

CTE 210 MICROSOFT OFFICE CERTIFICATION (WORD, POWER-POINT, EXCEL AND ACCESS)

Number of credits: 0.5

Length of course: 1 semester

Educational Goals: Microsoft Certified Application Specialist (MCAS) is a certification used to validate knowledge, skills and abilities relating to the Microsoft Office systems. This certification is globally recognized in both academia and business, an invaluable addition for any resume. Students successfully completing this class will be Microsoft Certified Application Specialists (MCAS) in multiple Microsoft-Office applications.

CTE 240 CAREER PLANNING

Number of credits: 0.5

Length of course: 1 semester

Educational Goals: Students will use an informative interactive process to explore career and life options that fit their individual interests, needs, and skills. Students begin with a thorough examination of their own interests, aptitudes, achievements, and personality styles. Then, they explore potential career matches, examining job market information, and mapping training and educational paths. They will also research financial aid including FAFSA and scholarships. They will finish the semester learning about the job search process including job applications, resumes and cover letters.

CTE 245 COMPUTER CODING AND DESIGN I

Number of Credits: 0.5

Length of course: 1 semester

DUAL ENROLLMENT: This is not a requirement, just an option available through Gallatin College. See Page 9 of The Curriculum Guide for requirements and talk to the instructor the semester before the course is offered.

Educational Goals: Cell phones, desktop computers, laptops, tablets, e-readers and other technological devices are essential tools in our everyday lives. This has created increased demand for trained professionals in computer programming careers. Computer Coding and Design examines the computing field and how it impacts the human condition. This class provides a gentle introduction to computational thinking using the Python programming language. Students will also have the opportunity to work with mentors from the community to develop a customized curriculum.

CTE 246 COMPUTER CODING AND DESIGN II

Number of Credits: 0.5

Length of course: 1 semester

Prerequisites: Computer Coding and Design I

DUAL ENROLLMENT: This is not a requirement, just an option available through Gallatin College. See Page 9 of The Curriculum Guide for requirements and talk to the instructor the semester before the course is offered.

Educational Goals: Students will expand their Python programming language proficiency by learning about lists, dictionaries and object-oriented programming. The world of big data and data science will be gently introduced with Python libraries that enable the manipulation of data and the graphical display of data. Students will learn about the importance of data in today's world while honing their analytic, concentration, and troubleshooting skills.

CAREER AND TECHNICAL EDUCATION DEPARTMENT

CTE 247 AP COMPUTER SCIENCE PRINCIPLES

Number of credits: 1

Length of course: 1 year

Prerequisites: Integrated Math I

Educational Goals: AP Computer Science Principles offers a multidisciplinary approach to teaching the underlying principles of computation. The course is designed to introduce students to the fundamentals of computing, including problem solving, working with data, understanding the Internet, cybersecurity and programming. During the course, students will be factored into the AP exam score. The project development phase is collaborative so this would be a great opportunity to work with MSU's Computer Science Program.

CTE 250 DIGITAL DESIGN

Number of credits: .5

Length of course: 1 semester

Educational Goals: The workplace demand for digital media skills – creating, managing, integrating and communicating information by using Adobe's web and design software is on the rise. In this course, students will be using Adobe software while studying for the ACA – Adobe Certified Associate certificates. Students successfully completing this class will earn the Print and Digital Media Publications ACA using Adobe InDesign. The certification program will validate valuable digital communication skills while providing credentials to prospective employers and academic institutions. If taken for a 2nd semester, students can study for and take a 2nd certification exam in another Adobe product.

CTE 260 GENERAL BUSINESS

Number of credits: 0.5

Length of Course: 1 semester

Educational Goals: A student, after completing this course, will have a more thorough understanding in the areas of money and banking, credit, taxes, and a better understand of the operation and work flow of a business. General Business provides a background for further study in the areas of insurance, finance, taxes, and entrepreneurship. Units covered in this class are budgeting, financial goal setting, money and banking, financial calculators, tax return preparation, credit card management, and stock market investing. Students in this class also participate in two statewide games: The High School Business Challenge and The Stock Market Game.

CTE 270 ENTREPRENEURSHIP

Number of credits: 0.5

Length of course: 1 semester

Prerequisites: English I

Educational Goals: Entrepreneurship (starting your own business) has been very important to our nation's economy. Most jobs (both professional and technical) created in recent years have been in the small business sector. Thinking like an entrepreneur, then, is important since many students will be starting their own business. In this class students will develop an appreciation for and an understanding of entrepreneurship. This class will focus on recognizing a business opportunity, and creating a business plan necessary for starting that business. This business plan will include a marketing plan, financial statements, human resource needs, as well as business goals needed to maintain that business.

CTE 280 YEARBOOK

Number of credits: 1

Length of course: 1 year

Prerequisites: English I and Teacher Signature

Educational Goals: Students will have on-the-job experience in producing a published book and in running a small business. Students will have the opportunity to learn and practice all parts of publication production, marketing and sales. These skills will include book marketing, sales and advertising techniques, headline and caption writing, photography, use of Adobe Photoshop, ad design using Adobe InDesign and the use of publication computer software. Specific production deadlines are strictly adhered to. Enrollment is subject to teacher approval.

CAREER AND TECHNICAL EDUCATION DEPARTMENT

CTE 290 ACCOUNTING I-A

Number of credits: 0.5

Length of course: 1 semester

Prerequisites: 1 year of Math

Educational Goals: In addition to exploring accounting career options, this course concentrates on the generally accepted accounting principles (GAAP) applied to a sole proprietorship. Topics include: analyzing, journalizing and posting transactions, adjusting entries, completion of the work sheet, financial statements, and the closing process for a service business, Accounting for Cash, Payroll Accounting and the Combination Journal are also covered.

CTE 291 ACCOUNTING I-B

Number of credits: 0.5

Length of course: 1 semester

Prerequisites: Accounting I-A

Educational Goals: This course continues the student's education in accounting by introducing the accounting cycle of a corporation. Students who complete this course will complete an accounting simulation (practice set) for a merchandising business, calculate and record depreciation, compare and evaluate inventory concepts and costing procedures of a merchandising business, and apply appropriate accounting techniques for uncollectible accounts.

CTE 292 ACCOUNTING II-A

Number of credits: 0.5

Length of course: 1 semester

Prerequisites: Accounting I-B

Educational Goals: Accounting II offers a deeper look into principles learned in Accounting I. Students in this course will complete an accounting cycle including one practice set, use of both the special journals and combination journals, establish accounts receivable and payable, capital stock and corporations, and payroll procedures. Students will also complete and analyze financial statements such as Balance Sheet, Income Statement, Statement of Stockholders Equity and Departmental Statement of Gross Profit.

CTE 293 ACCOUNTING II-B

Number of credits: 0.5

Length of course: 1 semester

Prerequisites: Accounting II-A

Educational Goals: This course is a continuation of the study of financial accounting theory and practice. Students will cover accounting for notes payable, prepaid expenses and accrued expenses, accounting for notes receivable, unearned revenue and accrued revenue, and using accounting software to maintain accounting records and analyze the differences between manual and computerized accounting systems.

FAMILY AND CONSUMER SCIENCES COURSES

CTE 300 CULINARY ESSENTIALS I

Number of credits: 0.5

Length of course: 1 semester

Educational Goals: Culinary Essentials 1 is a core course in the Hospitality and Tourism cluster of the Big Sky Pathway; designed as a career path class for students considering a career in the food service industry. This course is designed to build specialized skills and a knowledge base that prepares learners for further classes in the hospitality and tourism (culinary arts) pathway. Students learn these skills by project based learning in lab situations, individual and cooperative group work and technology based simulations and research. Included are the many facets of nutrition, food safety and sanitation, basic food preparation skills, baking basics, My Plate, regional cooking, and careers related to the food industry using a variety of equipment and tools found in kitchens.

CAREER AND TECHNICAL EDUCATION DEPARTMENT

CTE 310 CULINARY ESSENTIALS II

Number of credits: 0.5

Length of course: 1 semester

Prerequisite: Culinary Essentials 1

Educational Goals: A continuation of Culinary Essentials I in the Hospitality and Tourism cluster of the Big Sky Pathway, Culinary Essentials II is the second step. This course continues to build specialized skills and knowledge of foods and related careers for entering the ProStart program. CE II allows students to take a more sophisticated look at foods by learning skills through project based learning, lab situations, individual and cooperative group work, technology based simulations and research. Students will study different types of meats, explore baking and perform labs dealing with different types of breads, pies, and pastries; kitchen design and food budgets. A study of cuisines and cultures from around the world is also included.

CTE 320 PROSTART (Black Cat Catering)

Number of credits: 2 (2 period block class)

Length of course: 1 year

Prerequisite: English II and Culinary Essentials II

Educational Goals: Students will be introduced to food service management skills needed for the successful employment in the Hospitality and Tourism cluster of the Big Sky Pathway. ProStart is a foodservice industry driven curriculum developed by the National Restaurant Association Educational Foundation. This course integrates performance-based learning with academics, entrepreneurship and technology skills to prepare students for successful employment in the industry. Topics included in this year-long class include food safety and sanitation, restaurant management, desserts, breads, vegetables, proteins, etc. Students will participate in catering events throughout the program, some of which will require work outside of the school day.

CTE 321 CULINARY ARTS III-PROSTART

Number of credits: 2 (2 period block class)

Length of course: 1 year

Prerequisite: ProStart and consent of instructor

Educational Goals: The Culinary Arts III-ProStart will include both classroom and lab experience. This experience will include food preparation, costing of menu items, menu creation, product ordering, and working in the school store. You will be working with foreign foods, chocolate and sugar work, portfolio creation, journaling and article assessment. The course is student directed, passing grades in PS 1 and 2 along with instructor approval are required. Students will participate in catering events throughout the program, some of which will require work outside of the school day.

CTE 330 INTERIORS 101

Number of credits: 0.5

Length of course: 1 semester

DUAL ENROLLMENT: This is not a requirement— just an option available through Gallatin College-MSU. See page 9 of The Curriculum Guide for requirements and talk to the Instructor the semester before the course is offered.

Educational Goals: Explore the exciting world of homes and interiors as you gain skills in decorating and design. Develop a working vocabulary of housing and design terms to communicate design needs effectively. Learn to select furniture and accessories, wall, window and floor treatments. Design spaces appropriate to a client's needs and consider spaces and budget as the student incorporates design and color. Guest speakers and field trips bring reality to your experiences. Knowledge and skills gained could apply to a career in fields such as real estate, residential or commercial design, or home furnishing sales; or apply these practical skills in your home and in the future.

CAREER AND TECHNICAL EDUCATION DEPARTMENT

CTE 340 TEXTILES & APPAREL I

Number of credits: 0.5

Length of course: 1 semester

Educational Goals: This course provides students with basic skills in clothing construction, selection and care. Skills in sewing machine operation, use of the serger and pattern alterations will be explored. A minimum of three individual projects (at the students' expense) will be constructed on your own along with several projects completed as a group. Funding available for qualifying students.

CTE 350 TEXTILES & APPAREL II

CTE 360 TEXTILES & APPAREL III

CTE 370 TEXTILES & APPAREL IV

Number of credits: 0.5

Length of course: 1 semester

Prerequisite: Textiles and Apparel I

Educational Goals: Students will increase their skills and techniques. Students will learn to operate an embroidery machine and complete a machine embroidery project. This class can be taken more than once contingent upon (1) availability of space and (2) consent of instructor.

CTE 380 PERSONAL FINANCE

Number of credits: 0.5

Length of course: 1 semester

Educational Goals: This course will cover lifelong financial skills needed to help students succeed in life. Subjects covered include Financial Planning, Budgeting, Depository Institutions, Investing, Credit, Insurance, Housing and Financial Calculators. The course will conclude with a Life in Montana simulation. Materials from the Family Financial Literacy Project will be used.

CTE 390 OCCUPATIONAL CHILDCARE

Number of credits: 0.5

Length of course: 1 semester

Prerequisite: English I

Educational Goals: Students will study children, from pre-natal development through age 5. The course will include physical, social, emotional and intellectual development. Students will be better prepared to understand children in the role of parent, caregiver or other child-related careers. Students will participate in a variety of field trips that include the hospital and local child care facilities and participate in empathy belly and baby-think-it-over simulations.

CTE 395 LIFESPAN OF HUMAN DEVELOPMENT

Number of credits: 0.5

Length of course: 1 semester

Prerequisite: English I

Educational Goals: Learn how humans develop socially, emotionally, intellectually, and physically across the lifespan through hands on applications such as teaching lessons to children, and working with the elderly. This class will focus on the development from the ages of three to aging adults. Fields related to elder care are forecasted to grow rapidly during the next ten years and knowledge of the elderly and elder care could help you find a short term or long term job in the future.

CAREER AND TECHNICAL EDUCATION DEPARTMENT

INDUSTRIAL TECHNOLOGY

CTE 400 WOOD TECHNOLOGY I

Number of credits: 1

Length of course: 1 year

Educational Goals: This unit includes an introduction to wood and wood products, and the techniques used in working with them. Emphasis will be on construction of a footstool using hand tools. Students will be introduced to power tools and the techniques of safe operation of these machines. In the power tool portion of this course, students will construct several projects as assigned by the instructor.

CTE 405 WOODWORKING FOR GIRLS

Number of credits: 1

Length of course: 1 year

Educational Goals: This course is designed with females in mind when it comes to building and working with wood. Students will learn a basic introduction to wood and wood products including the techniques used in working with them. They will be introduced to power tools and the techniques of safe operation of these machines. This is a parallel course to Wood technology I but with an emphasis to make girls feel comfortable in the shop setting.

CTE 410 WOOD TECHNOLOGY II

Number of credits: 1

Length of course: 1 year

Prerequisite: Wood Technology I and 2 years of Math

Educational Goals: This course provides students with the opportunity to further develop skills learned in Wood Tech I. In addition, many advanced techniques will be introduced. Advanced joinery such as dovetails, finger joints, and mortise and tendons will be emphasized. Drawer and door construction and advanced lathe projects will be covered in depth. Course goals will be achieved through construction of both required and optional projects.

CTE 415 CARPENTRY

Number of credits: 1

Length of course: 1 year

Prerequisite: Wood Technology I and 2 years of Math

Educational Goals: During this course techniques of introductory residential construction will be covered. Topics will include house design and planning, concrete work, framing, siding, roofing, electrical and plumbing. Shop maintenance and safety will be a strong component of this course. The course is centered on various projects including designing and building storage sheds, and community/school projects.

WOODWORKING INDEPENDENT STUDY

Number of credits: ½ or 1

Length of course: semester or year

Prerequisite: Wood Technology II and/or Carpentry (passing with a "B" or better) and instructor's signature

Educational Goals: Students will pursue more complex problems, assist the instructor with set ups and presentations. These students will also have the opportunity to work on personal projects and will work closely with the instructor in the general care of the shop area.

CTE 420 WELDING TECHNOLOGY I

Number of credits: 0.5

Length of course: 1 semester

Prerequisite: 1 year of High School Math

Educational Goals: This is an introductory course in basic Oxyfuel setup, SMAW (Stick) and GMAW (MIG) welding and will cover the following areas: safety, joint design, welding terms, Oxyfuel cutting, Stick welding and MIG welding. Students will learn how to safely set-up and use the needed welding equipment to complete a series of basic welding exercises. This class will help students learn the techniques needed to become a proficient welder using the SMAW and MIG processes.

CAREER & TECHNICAL EDUCATION DEPARTMENT

CTE 425 WELDING TECHNOLOGY II

Number of credits: 0.5

Length of course: 1 semester

Prerequisite: Welding Technology I

Educational Goals: This is a second course in welding designed to better the student's skills in the SMAW (Stick), GMAW (MIG), and OxyFuel processes. This course also offers the students a chance to gain the skills and knowledge of the GTAW (TIG) process. Students will be assigned specific joints and required to make a quality weld before performing their next assignment. Construction of several joints will serve as a building block for these students before they are assigned their final welding project.

CTE 430 WELDING TECHNOLOGY III

Number of credits: 2 (2 period block class)

Length of course: 1 Year

Prerequisites: Welding Technology I and II

Recommended Class: Computer-Aided Drafting (CAD I)

DUAL ENROLLMENT: This is not a requirement just an option available through Gallatin College-MSU. See Page 9 of The Curriculum Guide for requirements and talk to the Instructor the semester before the course is offered.

Educational Goals: This course is designed around the skills and abilities of the students involved. The students will further better their welding skills in the processes of MIG, TIG and SMAW. Each student will be given the opportunity to design and build their own project using specific materials and budget. Along with the individual projects this class will also be introduced to the PlasmaCam and Metal Lathe. The class will focus on the skills of the welding processes, and the academic part of welding. The academic portion of this class will focus on welding certification and symbols. Although the welders will not be certified at the end of this class they will have a good idea of what needs to be accomplished to become certified.

WELDING INDEPENDENT STUDY

Number of credits: 0.5 or 1

Length of course: 1 semester or 1 year

Prerequisite: Welding Technology I/II/III (passing grade of "B" or better) and instructor signature

Educational Goals: This is a second course in welding designed to better the student's skills in the SMAW (Stick), GMAW (MIG), and OxyFuel processes. This course also offers the students a chance to gain the skills and knowledge of the GTAW (TIG) process. Students will be assigned specific joints and required to make a quality weld before performing their next assignment. Construction of several joints will serve as a building block for these students before they are assigned their final welding project.

CTE 440 COMPUTER-AIDED DRAFTING (CAD I)

Number of credits: 0.5

Length of course: 1 semester

Educational Goals: Drafting is the language of industry. Anyone entering the field of architecture, engineering or design should take a course in drafting. Anyone entering a skilled trade such as carpentry, welding, electrical work, etc. should certainly be competent in drafting. The software used is AutoCAD, the industry standard in computer-aided drafting. Drafting is essential to many industrial careers. It is also a career in itself. Anyone interested in a career in almost any technical area (i.e. drafting, engineering, architecture, design, computers, animation, computer machining) should take this course.

CAREER & TECHNICAL EDUCATION DEPARTMENT

CTE 445 ENGINEERING CAD

Number of credits: 0.5

Length of course: 1 semester

Prerequisite: CAD I

DUAL ENROLLMENT: This is not a requirement just an option available through Gallatin College-MSU. See Page 9 of The Curriculum Guide for requirements and talk to the instructor the semester before the course is offered.

Educational Goals: This course provides students with the opportunity to further develop skills learned in CAD I. In addition many advanced skills will be introduced. Engineering CAD deals with basic concepts used in civil, electrical and mechanical engineering. Students in this course will design and draw various projects within in these different fields. The computer programs used in this course is AutoCAD and 3D Max. Some computer animation will be introduced in this course. Anyone interested in a career in almost any technical area (i.e. drafting, engineering, architecture, design, computers, animation, computer machining) should take this course.

CTE 455 COMPUTER-AIDED MACHINING (CAD-CAM)

Number of credits: 0.5

Length of course: 1 semester

Prerequisite: CAD I

Educational Goals: This course provides students with the opportunity to further develop skills learned in CAD I. In addition many advanced skills will be introduced. Students will use AutoCAD and Master Cam to design parts and projects that will be made using a CNC mill and a CNC lathe machine. Anyone interested in a career in almost any technical area (i.e. drafting, engineering, architecture, design, computers, animation, computer machining) should take this course.

CTE 450 ARCHITECTURAL CAD

Number of credits: 0.5

Length of course: 1 semester

Prerequisite: CAD I

DUAL ENROLLMENT: This is not a requirement just an option available through Gallatin College-MSU. See Page 9 of The Curriculum Guide for requirements and talk to the instructor the semester before the course is offered.

Educational Goals: This course provides students with the opportunity to further develop skills learned in CAD I. In addition many advanced skills will be introduced. Architectural CAD deals with the structural, functional and decorative features of structures and buildings. This course centers on designing and drawing a set of blueprints of a residential house. The computer program used in this course is Architecture Auto CAD. Anyone interested in a career in almost any technical area (i.e. drafting, engineering, architecture, design, computers, animation, computer machining) should take this course.

CTE 451 ARCHITECTURAL CAD II

Number of credits: 0.5

Length of course: 1 semester

Prerequisites: CAD I and Architecture CAD I

DUAL ENROLLMENT: This is not a requirement just an option available through Gallatin College-MSU. See Page 9 of The Curriculum Guide for requirements and talk to the instructor the semester before the course is offered.

Educational goals: This course provides students with the opportunity to further develop skills learned in Architecture CAD I. In addition many advanced skills will be introduced. Architectural CAD deals with the structural, functional and decorative features of structures and buildings. This course centers on designing and drawing a set of blueprints of a residential house. The computer program used in this course is Architecture Auto CAD, Introduction to Revit and 3D Max. Anyone interested in a career in almost any technical area (i.e. drafting, engineering, architecture, design, computers, animation, computer machining) should take this course.

CAREER & TECHNICAL EDUCATION DEPARTMENT

CTE 460 COMPUTER ANIMATION

Number of credits: 0.5

Length of course: 1 semester

Prerequisite: CAD I & Engineering CAD

Educational Goals: This course provides students with the opportunity to advance animation skills learned in Engineering CAD. Advanced skills will be introduced. Students will draw various projects in 3D Studio MAX and animate the objects using 3D Studio Max. Computer Animation is one of the fastest growing technical industries. Anyone interested in a career in animation or game making should take this course. This class would also be beneficial to students interested in Architecture or Engineering.

CAD INDEPENDENT STUDY

Number of credits: 0.5 or 1 year

Length of course: 1 semester or year

Prerequisite: CAD I & a combination of Architectural CAD, Engineering CAD and CAD/CAM (passing grade of "B" or better) and instructor signature

Educational Goals: Students will pursue more complex problems, assist the instructor with set ups and presentations. These students will also have the opportunity to work on personal projects.

CTE 470 GENERAL TECHNOLOGY EDUCATION (TECH LAB)

Number of credits: 0.5

Length of course: 1 semester

Educational Goals: This course provides students with the opportunity to explore the many areas of technology. Emphasis will be placed in the areas of structural design (bridges and towers), video technologies (filming and editing) and transportation (CO2 Cars). The structural design portion of this class will consist of students designing and testing their bridges and towers. Video technology will teach the students about filming and editing a short film. Students will then learn about transportation technology by researching and designing a CO2 dragster.

CTE 480 AUDIO & VIDEO TECHNOLOGIES (TECH TV)

Number of credits: 0.5

Length of course: 1 semester

Prerequisite: General Technology Ed. (H.S. Tech Lab)

Educational Goals: This course provides the students with the ability to record and edit film and audio with some of the most advanced editing technologies. Students will apply basic filming and editing techniques and use different sources of filming and editing as they create their projects.

HEALTH OCCUPATIONS

CTE 510 SPORTS MEDICINE LOWER EXTREMITIES

Number of credits: 0.5

Length of Course: 1 semester

Prerequisite: English II

Educational Goals: This class is for the serious student who is seeking a career in the medical field or thoroughly is interested in sports injuries. This is an academically demanding class that will cover an intensive study of gross anatomy, basic injuries, taping, bracing, therapeutic modalities (ultrasound, e-stem), and rehabilitation techniques for the lower extremities; foot, ankle, lower leg, knee and hip. Students will be assessed by hands-on tests, evaluations of injuries, taping and written exams, to name a few. Participation is a critical part of this class. Again, this class is for your most serious, potential medical student.

CTE 520 SPORTS MEDICINE UPPER EXTREMITIES

Number of credits: 0.5

Length of Course: 1 semester

Prerequisite: English II

Educational Goals: This class is for the serious student who is seeking a career in the medical field or thoroughly is interested in sports injuries. This is an academically demanding class that will cover an intensive study of gross anatomy, basic injuries, taping, bracing, therapeutic modalities (ultrasound, e-stem), and rehabilitation techniques for the upper extremities; elbow, shoulder, hand/wrist, facial and spine, as well as internal organs. Students will learn protocols for certain injuries including concussions. The assessments will be hands on tests, evaluations of injuries, taping and written exams, to name a few. Participation is a critical part of this class. Again, this class is for your most serious, potential medical student.

CTE 530 SPORTS MEDICINE II

Number of credits: 0.5

Length of Course: 1 semester

Prerequisite: Sports Medicine I A and B (full year)

Educational Goals: Sports medicine II is for the student who is still serious about the medical field after taking Sports Medicine I, both A and B. The medical professions this would appeal too are athletic trainers, physical therapists, nurses, physician assistants, orthopedic surgeons, chiropractors and family doctors. Other professions that is would somewhat tend too are dentists, dental hygienist, radiologist to name a few. The class will consist of: review of anatomy, injuries, a research project, efficient taping and rehab design, ethics & morals in the medical field, sports nutrition, and pharmacology and employability skills to name a few. A volunteer job shadowing after school with an athletic trainer is a possibility. The class will consist of a thorough review of the anatomy, injuries, clay anatomy, efficient taping skills and rehab design as well as ethics and morals in the medical field. Shorter units will be sports nutrition, pharmacology and employability skills to name a few.

FINE ARTS DEPARTMENT

THEATRE ARTS

FA 100 DRAMA/THEATER ARTS

Number of credits: 0.5

Length of course: 1 semester

Educational Goals: The core of this class is to equip students with the ability to evaluate and appreciate multiple aspects of theater. This course begins with the history of theater. Additionally, students will learn inner resources - physical and vocal preparation, oral interpretation, developing concentration, strengthening imagination, and improvisation. Students will also learn about various production elements: stage directions, movement and blocking, creating and analyzing characters; playing humorous and serious scenes; directing – assume director's role to prepare and produce a scene; technical elements of theater – lights and sound; and make-up and costumes.

FA 105 Theatrical Production

Number of credits: 0.5

Length of course: 1 semester

Prerequisite: Drama/Theater Arts

Educational Goals: Building on the principles gained in Drama/Theater Arts, students will work together, aided by the instructor, to produce a theatrical production over the course of the semester. Students will participate in the entire process of producing a show, from selecting a script to striking the set. Students will make creative and collaborative decisions about funding, casting, directing, rehearsing, costume and set design and construction, facilities management, advertising, producing, performing, etc.

FA 110 ART FOUNDATIONS

Number of credits: 1

Length of course: 1 year

Educational Goals: This class fulfills the Fine Arts requirements and is the prerequisite for most other art classes offered. To do art is to be human. The desire to represent our experiences by leaving our mark behind is basic and compelling. The ability to do it well involves special skills. These skills are available to everyone. That is what General Art provides. You will be introduced to a variety of materials and techniques, exposed to examples of historic and contemporary art and given the essential academic art vocabulary for evaluating and understanding the relative success of what you make. Techniques covered include, drawing, painting, sculpture, ceramics (clay), printmaking, and fiber arts. Projects relate to and apply, the elements and principles of design.

FA 120 DRAWING

Number of credits: 0.5

Length of course: 1 semester

Prerequisites: Art Foundations

Educational Goals: Drawing is the strongest foundational skill necessary for all visual artists. It is the basis for most artistic disciplines and a discipline in and of itself. This course will explore drawing as a comprehensive subject. Students will practice visual observation exercises in order to strengthen skills associated with accurate seeing and rendering. Students will use their observation skills to complete units on still-life, chiaroscuro, self-portrait, and figure drawing.

FA 130 PAINTING

Number of credits: 0.5

Length of course: 1 semester

Prerequisites: Art Foundations

Educational Goals: A focused semester on painting using various water media: tempera, watercolor, gouache, watercolor pencil, ink, acrylic, as well as oil stick. Subject matter will spotlight color theory, design elements, still life, color value studies, realism, abstract, non objective, artists' studies, and relationships between the Elements and Principles of Art.

FA 150 CLAY X

Number of credits: 0.5

Length of course: 1 semester

Prerequisites: Art Foundations

Educational Goals: Explore! Express! Expand! Excel! This is the one that counts! Use the world's oldest, most storied and versatile art material to construct work that is dynamic, relevant and hip. Finger step your way through a wide range of hand-building techniques and ceramic history while experiencing clay's expressive potential. Topics will include pinch forms, burnishing, soft and hard slab construction, trompe l'oeil, glaze mixing, raku firing, building the bobble-head, using the airbrush, syncretic sculpture. You will find your bliss in here.

FA 152 MULTIMEDIA PRODUCTION

Number of credits: 0.5

Length of course: 1 semester

Prerequisites: Art Foundations

Educational Goals: Today, nearly every field and profession depends upon a workforce that has effective multimedia communication skills. Within this course students will learn digital and media literacy through hands-on and minds-on experiences. Students will learn multimedia concepts utilizing text, graphics, animation, sound, video, and the creation of publications within an interactive environment. Students will strengthen their individual artistic and technological skills while also collaborating with peers to explore different digital authoring tools.

FINE ARTS DEPARTMENT

FA 155 GRAPHIC DESIGN

Number of credits: 0.5

Length of course: 1 semester

Prerequisites: Art Foundations

Educational Goals: Wowza! This class will provide an introduction to the design communication process. Topics will include idea generation, creative procedure, and terminology, and introduce the use of current computer applications. Students will gain skills in digital illustration and page layouts, and image-scanning and manipulation. Graphic design elements of typography, production, color separation, printing process, and photography will also be addressed. It should be a hoot.

FA 160 CERAMICS I

Number of credits: 0.5

Length of course: 1 semester

Prerequisites: Art Foundations

Educational Goals: The course will cover design, hand building, potters' wheel, glazing, firing and the history of ceramics. Students will work with hand-building techniques with an introduction to the potter's wheel. Students will learn vocabulary, tool use, creative techniques, and the process of clay construction, firing and glazing. History of ceramics and cultural implications will also be covered. Wearing aprons (provided in class) for clothing protection is often necessary.

FA 170 CERAMICS II

Number of credits: 0.5

Length of course: 1 semester

Prerequisites: Ceramics I

Educational Goals: The course will cover design, potters' wheel (advanced level), glazing and firing. Ceramics II is an extension of Ceramics I. Students will be working at an advanced level on wheel projects as well as hand-building techniques. The projects and expectations exceed Ceramics I. Ceramics in various cultures will be explored through projects. Wearing aprons (provided in class) for clothing protection is often necessary.

FA 175 CERAMICS III

Number of credits: 0.5

Length of course: 1 semester

Prerequisites: Ceramics II

Educational Goals: This is an advanced class for students who show exceptional interest in ceramics and exhibit independent motivation and work ethic, have taken Ceramics I & II and wish to take more ceramics to expand their skill and experience. Ceramics III gives individual students an option to continue their ceramic development.

FA 180 PHOTOGRAPHY I

Number of credits: 1

Length of course: Year

Prerequisite: English I

Educational Goals: Students begin the year learning the use of the still camera and exploring the essentials of black-and-white photography. Emphasis is on the basic aesthetics and techniques that underlie photographic communication. Students move on to digital photography using digital cameras and basic image editing software. This course includes print production for making black-and-white and color photographs and studio techniques that include portrait lighting and still life photography. Students produce a photographic portfolio using film and digital images.

FA 185 PHOTOGRAPHY II

Number of credits: 1
Length of course: 1 year
Prerequisite: Photography I

Educational Goals: Students will build on their experience and knowledge of Photography and create a variety of projects, including color film assignment, scanned negatives, digital assignments, graphic design, advanced lighting techniques. Students will create a movie with a self-portrait theme. Students will design a portfolio and submit their photographs to contests. Additional Photography experience will be beneficial for students interested in a career in Photography, Graphic Design or Fine Arts.

FA 190 AP STUDIO ART PROGRAM

Number of credits: 1
Length of course: Year
Prerequisite: Art Foundations, two semesters of elective art courses, and teacher recommendation

Educational Goals: The AP Studio Art portfolios are designed for students who are seriously interested in the practical experience of art. Students submit portfolios for evaluation at the end of the school year. The AP Studio Art Program consists of three portfolios – 2-D Design, 3-D Design and Drawing – corresponding to the most common college foundation courses. Students may choose to submit any or all of the Drawing, Two-Dimensional Design, or Three-Dimensional design portfolios. AP Student Art students create a portfolio of work to demonstrate the artistic skills and ideas they have developed, refined, and applied over the course of the year to produce visual compositions.

Assessment Overview: In early May, students submit actual works and digital images of works for 2-D Design, 3-D Design, and Drawing Portfolios; for 3-D Design, only digital images are submitted. These works should demonstrate artistic growth and development. Students also submit an artist statement in which they describe ideas investigated and explain how the ideas evolved as they created their body of work. All portfolios are assessed by at least seven highly experienced studio art educators (AP Studio Art teachers or college faculty) who apply standard scoring criteria.

FA 250 MUSIC EXPLORATION

Number of credits: 0.5
Length of course: 1 semester

Educational Goals: Music Exploration is a class dedicated to finding out how music works. We will be studying the relationship between notes, chords and rhythms along with the history that inspired great composers like Mozart and Beethoven. Learn how to play a variety of instruments and compose your own music. This a great class for those exploring a career in music.

FA 340 MUSIC RECORDING, EDITING & TECHNOLOGY (M-RET)

Number of credits: 0.5
Length of course: 1 semester

Educational Goals: Learn to operate basic sound equipment like microphones and sound mixers! If you want to know more about the music you already listen to, or if you'd like to develop skills as a sound tech, a stage hand, a performer, or even an at-home musician, this is the class for you. We will learn some of the lingo and equipment used in the music industry and spend some time recording and/or editing sound files. This could be a great stepping stone toward learning a new hobby or even a career in music or technology!

FA 200 CONCERT BAND

Number of credits: 1
Length of course: 1 year
Prerequisites: Freshman

Educational Goals: Continues to build basic band skills learned in Middle School. Will study a wide range of music along with an emphasis on individual technical skills. Band members may also perform with the jazz, pep, and marching bands. Focus of this class will be Marching Band in the fall with various after-school commitments.

FINE ARTS DEPARTMENT

FA 205 ORCHESTRA

Number of credits: 1.0

Length of course: 1 year

Prerequisites: Previous string instrument experience

Educational Goals: Continues to build basic orchestra skills learned in Middle School. Will study a wide range of music along with an emphasis on individual technical skills. Various large ensemble and small ensemble opportunities.

FA 210 SYMPHONIC BAND

Number of credits: 1

Length of course: 1 year

Prerequisites: Sophomores, Juniors and Seniors

Educational Goals: Trains members to attain the highest standards in performance and artistic expression. The class contains numerous performances, festivals, and tours so students must be highly committed. Students may also perform with the jazz, pep, and marching bands. Focus of this class will be Marching Band in the fall with various after-school commitments.

FA 220 JAZZ BAND

Number of credits: 1

Length of course: 1 year

Prerequisites: Approval of instructor-course will be offered during a zero period

Educational Goals: The jazz band is an important part of the music program at Belgrade High School. The group will perform at school concerts, jazz festivals and other community events that arise. A wide range of jazz, latin and rock styles are performed. Much emphasis is placed on improvisation and the skills related to jazz harmony and rhythms.

FA 230 PERCUSSION CLASS

Number of credits: 1

Length of course: 1 year

Educational Goals: This class will explore basic percussion skills, as well as working and playing through percussion ensemble literature. This class will also focus on marching band drum line techniques in the fall. All percussionists should enroll in this class and then will be assigned parts to play with the freshman and symphonic bands. Focus of this class will be Marching Band in the fall with various after-school commitments.

FA 240 GUITAR I

Number of credits: 0.5

Length of course: 1 semester

Educational Goals: Guitar I will provide you with all the tools you need to explore a lifelong interest in music by playing the guitar! Not only will you learn chords and melodies present in pop music, but you will be able to write you own songs. We will also be looking at the progression of American popular music (i.e. what's on your iPod) and what music can do in our lives.

FA 260 WIND ENSEMBLE

Number of credits: 1.0

Length of course: 1 year

Prerequisites: Grades 10-12 and Auditioned Band

Educational Goals: The Wind Ensemble is an auditioned band containing the top instrumentalist of BHS. Students will study advanced concert repertoire, music theory, conducting, composition and arranging. Individuals wanting to study music professionally or at the collegiate level will benefit from in-depth analysis of music and its various forms. Wind Ensemble members will be responsible for preparing their parts prior to rehearsal. Focus of this class will be Marching Band in the fall with various after-school commitments.

FA 300 TREBLE CHOIR (INTRO WOMEN'S CHORUS)

Number of Credits: 1

Length of Course: 1 year

Educational Goals: This is the class for any woman interested in singing (even if you don't think you have a good voice). This is not an auditioned class, nor do you necessarily need to be a "good singer" to join; your regular practice will allow you to improve regardless of where you start. You will encounter a variety of musical styles as you learn about vocal technique, tone quality, musicality, and reading music at a level suitable for you. You will be in a very diverse group of women who work as a team. Open to all grade levels.

FA 310 MEN'S CHOIR

Number of Credits: 1

Length of Course: 1 year

Educational Goals: Men, this is the class for you. This is not an auditioned class, and it is not a glee club. This is for men wanting to explore different musical styles as a group, whether you are experienced or novice. Because the class is men only, it's usually a little more laid back atmosphere. You will learn about vocal technique, tone quality, musical interpretation, and reading music at a level suitable for you. Give a strong effort, and your voice will improve. If you're considering it, just go for it! Open to all grade levels.

FA 320 CANTIQUÉ (Auditioned Women)

Number of Credits: 1

Length of Course: 1 year

Prerequisites: Audition or consent of instructor

Educational Goals: Women, take your talent to the next level! This class is designed for women seeking to grow in musical understanding and experience. Auditioned choirs tend to do more events and travel. Previous musical experience is needed (either vocal or instrumental), as the choir will work on more advanced music and upper-level concepts than non-auditioned choirs. Central concepts include artistic interpretation, vocal technique, music literacy, and harmonization in various musical styles. Working hard within this close-knit group is a very rewarding experience!

FA 330 CHAMBER CHORALE (AUDITIONED CO-ED)

Number of Credits: 1

Length of Course: 1 year

Prerequisites: Audition required

Educational Goals: This auditioned choir has a legacy of community involvement and quality musicianship. Auditioned choirs tend to do more events and travel. Students are expected to have developed some musical skills and will continue to improve as musicians and as artists. We will explore to a greater depth various aspects of musical interpretation, functional effectiveness, and aesthetic significance of our performances. This is a great preparation for those wanting to continue singing in college or elsewhere as an adult. You will also gain valuable experiences and life skills.

FA 350 CONCERT SINGERS

Number of Credits: 1

Length of Course: 1 year

Prerequisites: Grades 10-12

Educational Goals: This class is a little different from other choirs. This is open to all (non-freshman) guys AND girls wanting to explore a broad variety of contemporary (pop/rock/jazz/etc.) as well as some traditional styles. You will develop some valuable musical knowledge as well as general life skills. You do not need to have much experience or ability to start.

WORLD LANGUAGES DEPARTMENT

WL 100 SPANISH I

Number of credits: 1

Length of course: 1 year

Prerequisites: Good English Background

Educational Goals: Students of Spanish will build communicative language proficiency through a focus on real-life situations and communication skills. Students will explore cultural topics such as music, art, food (and much more!) and apply them to their personal lives, community, and the world. Students will develop language proficiency, open doors to cultural understanding and global awareness through the exploration of a variety of authentic sources such as popular songs, TV and movie excerpts, advertisements, short stories, biographies, and many others. Students will investigate prominent Latinos and their contributions to society both in the United States and the world. A strong emphasis will be placed on students' language proficiency to help develop skills needed to interact with Spanish-speakers in real-world situations. Students will accomplish this through interpretive (reading, listening), interpersonal (conversational) and presentational (practiced performance) activities. Spanish I students will work primarily within the Novice proficiency levels working towards Novice High proficiency.

WL 110 SPANISH II

Number of credits: 1

Length of course: 1 year

Prerequisites: Spanish I

Educational Goals: Students of Spanish will build communicative language proficiency through a focus on real-life situations and communication skills. Students will explore cultural topics such as music, art, food, (and much more!) and apply them to their personal lives, community, and the world. Students will develop language proficiency, open doors to cultural understanding and global awareness through the exploration of a variety of authentic sources such as popular songs, TV and movie excerpts, advertisements, short stories, biographies, and many others. Students will investigate prominent Latinos and their contributions to society both in the United States and the world. A strong emphasis will be placed on students' language proficiency to help develop skills needed to interact with Spanish-speakers in real-world situations. Students will accomplish this through interpretive (reading, listening), interpersonal (conversational) and presentational (practiced performance) activities. Spanish 2 students will work primarily in the Novice Mid and High levels working towards Intermediate proficiency.

WL 120 SPANISH III

Number of credits: 1

Length of course: 1 year

Prerequisites: Spanish II

DUAL ENROLLMENT: This is not a requirement— just an option available through Montana State University. See page 9 of The Curriculum Guide for requirements and talk to the Instructor the semester before the course is offered.

Educational Goals: Students of Spanish will build communicative language proficiency through a focus on real-life situations and communication skills. Students will explore cultural topics such as music, art, food, (and much more!) and apply them to their personal lives, community, and the world. Students will develop language proficiency, open doors to cultural understanding and global awareness through the exploration of a variety of authentic sources such as popular songs, TV and movie excerpts, advertisements, short stories, biographies, and many others. Students will investigate prominent Latinos and their contributions to society both in the United States and the world. A strong emphasis will be placed on students' language proficiency to help develop skills needed to interact with Spanish-speakers in real-world situations. Students will accomplish this through interpretive (reading, listening), interpersonal (conversational) and presentational (practiced performance) activities. Spanish 3 students will work primarily within the Novice High/Intermediate Low proficiency levels working towards Intermediate Mid proficiency.

WL 130 SPANISH IV

Number of credits: 1
Length of course: 1 year
Prerequisites: Spanish III

DUAL ENROLLMENT: This is not a requirement— just an option available through Montana State University. See page 9 of The Curriculum Guide for requirements and talk to the Instructor the semester before the course is offered.

Educational Goals: Students of Spanish will build communicative language proficiency through a focus on real-life situations and communication skills. Students will explore cultural topics such as music, art, food, (and much more!) and apply them to their personal lives, community, and the world. Students will develop language proficiency, open doors to cultural understanding and global awareness through the exploration of a variety of authentic sources such as popular songs, TV and movie excerpts, advertisements, short stories, biographies, and many others. Students will investigate prominent Latinos and their contributions to society both in the United States and the world. A strong emphasis will be placed on students' language proficiency to help develop skills needed to interact with Spanish-speakers in real-world situations. Students will accomplish this through interpretive (reading, listening), interpersonal (conversational) and presentational (practiced performance) activities. Spanish IV students will work primarily within the Intermediate proficiency levels working towards Intermediate High proficiency.

WL 200 FRENCH I

Number of credits: 1
Length of course: 1 year

Educational Goals: French I is an introduction to the French language and culture. The fundamentals of French pronunciation, grammar, and culture are presented through a balanced development of all four skills: listening, speaking, reading and writing. The importance of communication and cultural awareness is stressed through a wide variety of activities (group/pair work, video, audio recording, computer assignments, etc.). A strong emphasis will be placed on students' language proficiency to help develop skills needed to interact with French-speakers in real-world situations. Students will accomplish this through interpretive (reading, listening), interpersonal (conversational) and presentational (practiced performance) activities. French I students will work primarily within the Novice proficiency levels working towards Novice High proficiency.

WL 210 FRENCH II

Number of credits: 1
Length of course: 1 year
Prerequisites: French I

Educational Goals: French II builds on the four basic language skills of listening, speaking, reading and writing which are used in conjunction with thematic vocabulary and the Francophone culture. The importance of communication and cultural awareness is stressed through a wide variety of activities (group/pair work, video, audio recordings, computer assignments, etc.). A strong emphasis will be placed on students' language proficiency to help develop skills needed to interact with French-speakers in real-world situations. Students will accomplish this through interpretive (reading, listening), interpersonal (conversational) and presentational (practiced performance) activities. French 2 students will work primarily in the Novice Mid and High levels working towards Intermediate proficiency.

WL 220 FRENCH III

WL 230 FRENCH IV

Number of credits: 1
Length of course: 1 year
Prerequisites: French II

Educational Goals: French III and IV are continuations of French II. The students are introduced to French literature, history and political life. Grammar and vocabulary are introduced in greater detail. The importance of communication and cultural awareness is stressed through a wide variety of activities (group/pair work, video, audio recordings, computer assignments, etc.). French IV students have a partially individualized course. A strong emphasis will be placed on students' language proficiency to help develop skills needed to interact with French-speakers in real-world situations. Students will accomplish this through interpretive (reading, listening), interpersonal (conversational) and presentational (practiced performance) activities. French III students will work primarily within the Novice High/Intermediate Low proficiency levels working towards Intermediate Mid proficiency.

NON-DEPARTMENTAL & OPTIONAL COURSE OFFERINGS

MIS 200 HONORS STUDY HALL

Seniors are allowed one honors study hall if they are on-track to graduate. Seniors may have an additional honors study hall if they have a 3.00 Cumulative GPA. Freshman, sophomores, and juniors are **not eligible** for honors study hall. Students with an approved honor study hall must leave campus during their study hall(s) period or report to the library. *Non-compliance of this rule may result in loss of honors study hall.* All student applications for leaving the school campus must be signed by a parent/guardian and verified for authenticity.

SPECIAL EDUCATION DEPARTMENT

SPECIAL SERVICES CLASSES

Length of course: Determined by I.E.P.

Prerequisite: Determination of eligibility and signature of instructor and parent

All courses are designed to meet the individual needs of the student. Goals for each course are determined through the Evaluation Teams process written into an Individualized Educational Program (I.E.P.) for a particular student.

COURSE NUMBER	COURSE NAME
ENG 600	English Concepts I
ENG 610	English Concepts II
ENG 630	Life Skills English
MTH 610	Integrated Math Concepts I
MTH 615	Integrated Math Concepts II
MTH 650	Life Skills Math
SCI 600	Life Skills Science
SCI 610	Science Concepts
SCI 620	Science Concepts II
SOC 610	History Concepts
SOC 620	Government Concepts
PEH 600	Adaptive PE
PEH 610	Health Concepts
MIS 610	Study Skills
FA 600	Life Skills Art
CTE 610	Life Skills CTE
CTE	Personal and Social Development
CTE	Community Exploration
CTE	Postsecondary Prep

SCHEDULE CHANGE POLICY

Belgrade High School counselors work collaboratively with students as they plan a course of study that fulfills, the Belgrade School District graduation requirements and prepares them for their post-high school goals. This planning begins each spring when students, parents, teachers, and counselors consider BHS classes and identify appropriate coursework for the next school year. Students are given the opportunity to look through the Curriculum Guide and ***ask questions of parents, teachers, and counselors before making their final selections.***

After the registration process has been completed, the BHS administration designs a complex master schedule based on the courses students requested and registered for. Factors beyond the control of Belgrade High School such as budget decisions, legislation, and staffing needs and availability also impact the master schedule and the courses being offered. Because it is not possible to accommodate changing demands for classes once the master schedule is created, **it is expected that students honor the selections they made during registration.**

REASONS FOR A SCHEDULE CHANGE POLICY

The master schedule is built on the class selections students make during registration.

Teachers are hired and decisions made about the number of each course offered during the school year based on the numbers of students registering for classes.

Teacher schedules/classes to be taught are determined based on these numbers.

Students need to understand the importance of the decisions they make when selecting classes and that often they have to live with the decisions they make.

WHAT KIND OF SCHEDULE CHANGES CAN BE MADE

Changes will be made to schedules ONLY if one or more of the following conditions exist:

- You are not scheduled for enough classes (9-11 must have 6 credit classes: 12th must have 5 credit classes)
- You have an unscheduled period and need a class or study hall
- You are in the wrong level of a class (example should be in Spanish II, schedule in Spanish I)
- You need a class required for graduation this year (seniors only)
- You need to retake a required class that you did not pass
- You do not have the prerequisite for a class you are scheduled for
- You are scheduled for a class you completed over the summer
- You want to drop a study hall for a class

Changes will NOT be made for the following reasons:

- You don't like the teacher
- Your parent, a sibling, or a friend does not like the teacher
- The teacher is "too hard"
- The teacher is "not hard enough"
- The teacher assigns too much work
- The teacher "doesn't teach to your learning style"
- You want to be with friends
- You don't know anyone in the class
- The class has the potential of lowering your GPA
- You got a class you listed as an alternative

BELGRADE HIGH SCHOOL

303 N HOFFMAN STREET

BELGRADE, MT 59714

Phone: 406-388-6862

<http://www.bsd44.org/highschool/>



COUNSELING DEPARTMENT

Phone: 406-924-2504

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<http://www.bsd44.org/highschool/bhs-counseling-center/>

GO PANTHERS!