

BELGRADE HIGH SCHOOL

2024-2025 COURSE
CURRICULUM GUIDE



WELCOME TO BELGRADE HIGH SCHOOL!

Dear Belgrade High School Families,

We are thrilled to have you in our school community. At Belgrade High School, we aim 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 academic careers 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 who 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

2024-2025

TABLE OF CONTENTS

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.

| | |
|---|---------------|
| GRADUATION AND DIPLOMA REQUIREMENTS | Pg. 4 |
| RIGOROUS CORE REQUIREMENTS | Pg. 5 |
| CAREER & TECHNICAL EDUCATION DIPLOMA | Pg. 6 |
| NCAA ELIGIBILITY | Pg. 8 |
| REQUIREMENTS BY GRADE | Pg. 9 |
| COUNSELING DEPARTMENT INFORMATION | Pg. 11 |
| COLLEGE CREDIT | Pg. 12 |
| ENGLISH LEARNER DEPARTMENT | Pg. 13 |
| ENGLISH DEPARTMENT | Pg. 14 |
| MATHEMATICS DEPARTMENT | Pg. 18 |
| SCIENCE DEPARTMENT | Pg. 22 |
| SOCIAL STUDIES DEPARTMENT | Pg. 26 |
| HEALTH ENHANCEMENT DEPARTMENT | Pg. 30 |
| CAREER AND TECHNICAL EDUCATION DEPARTMENT | Pg. 32 |
| FINE ARTS DEPARTMENT | Pg. 45 |
| WORLD LANGUAGES DEPARTMENT | Pg. 51 |
| NON-DEPARTMENTAL & OPTIONAL COURSE OFFERINGS | Pg. 53 |
| SPECIAL EDUCATION DEPARTMENT | Pg. 54 |
| SCHEDULE CORRECTION POLICY | Pg. 55 |

Belgrade High School Graduation Requirements

| | Standard Diploma | 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 American Government - 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 American Government - 12th 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> <i>For complete course listings see:</i> Agricultural Education Business Education Health Careers Family & Consumer Science Industrial Technology | <u>1 Credit</u> <i>For complete course listings see:</i> Agricultural Education Business Education Health Careers Family & Consumer Science Industrial Technology |
| FINE ARTS | <u>1 Credit</u> <i>For complete course listing see:</i> Visual Arts Music Theatre Arts | <u>1 Credit</u> <i>For complete course listing see:</i> Visual Arts Music Theater Arts |
| HEALTH ENHANCEMENT | <u>2 Credits</u> | <u>2 Credits</u> |
| OTHER | <u>.5 credit: Technology & Media Literacy</u> <i>(requirement begins for Class of 2023)</i> <u>.5 credit: Financial Citizenship & Senior Economics</u> <i>(requirement begins for Class of 2025)</i> <u>7.0 Credits: Electives</u> Choose all your classes carefully to fulfill graduation and/or college preparatory requirements | <u>.5 credit: Technology & Media Literacy</u> <i>(requirement begins for Class of 2023)</i> <u>.5 credit: Financial Citizenship & Senior Economics</u> <i>(requirement begins for Class of 2025)</i> <u>2 credits: World Languages</u> <u>4.0 Credits: Electives</u> |
| | TOTAL CREDITS REQUIRED: 23 | TOTAL CREDITS REQUIRED: 26 <ul style="list-style-type: none"> • 2 AP Courses • 3 Extracurricular Credits • 15 Hours of verified community service |

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 III (such as Trigonometry, Pre-Calculus, Calculus, Computer Math, or Integrated Math IV.) 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 and grade 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

Typical Lab Sciences: Physical, 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>

Belgrade High School

Career and Technical Education Diploma FAQ's

What is a CTE Distinction Diploma? A CTE distinction diploma recognizes students for their hard work to complete one of the Career Pathways offered at BHS. A student who completes one of the Pathways will earn a diploma that sets their hard work apart by recognizing their completion with a "CTE Distinction" noted directly on the diploma.

What is a Career Pathway? A (Career) Pathway is a series of courses that relate to each other and prepare students for specific career paths, whether the student plans to attend a 4-year university or not. Pathways allow students to explore a specific area of study while meeting graduation requirements at BHS.

What Pathway Does BHS Offer? Belgrade offers a huge variety of Pathways through our Career and Technical Education (CTE) department. Agriculture, Business, Family and Consumer Sciences, Health Occupations, and Industrial Technology all offer at least one pathway for students to explore. Take a look at the chart below! For more specifics, visit the outline of each pathway with a suggested program of study.

How do I Complete a Pathway? To complete a Pathway, students must complete a variety of CTE courses within the same CTE Pathway to earn at least 4 credits. Most CTE courses are offered for a semester and earn a student .5 credit. The courses must be all within the same Pathway or a student will not be able to complete a Pathway and therefore not be awarded a CTE distinction on their diploma. There is a choice in how you complete the pathway. Required courses listed on the Pathway must be completed, however, you can select from a variety of elective courses within each Pathway to earn the 4 credits in a way that appeals to you the most! Take a look soon so you can get started on earning those 4 credits ASAP!

Why Should I Complete a Pathway? Students who complete a Pathway often naturally find an area of study that they're deeply interested in. These classes are engaging, hands-on, and fit the specific interests of the student! Students who complete a pathway are well prepared to enter the workforce or attend a 2 or 4-year college to learn more about a specific career area. Future employers value the training and skills they know students are prepared with after completion of a Pathway. Students in any of the CTE pathways are learning a variety of practical, real-life skills.

What is the Suggested Plan of Study? On each Pathway, there is a Suggested Plan of Study. This is meant only as an example. Students may complete the courses required at different points in their high school education, but attention must be paid to prerequisites. It is just important for students to determine a Pathway of interest early so they have time to complete each course.

Available for students graduating 2027 (incoming freshman class of 2023) and after
Requirements: Students must earn a minimum of 4 credits in ONE CTE Pathway. See pathways on *Page 7* for complete info.

BHS Career and Technical Education Diploma

Available for students graduating 2027 (9th and 10th graders only)
 Requirements: Students must earn a minimum of **4 credits** in ONE CTE Pathway:

| CTE Pathway | To Complete the Pathway | |
|--|---|--|
| | Required Courses | Elective Course Options |
| Agriculture, Food & Natural Resources | Intro to Agriculture* Biology** | Urban Agriculture* Wildlife, Natural Resources, and Forestry* Plant Science* Animal Science Technology* Agricultural Business Management* Agricultural Communication* |
| Agricultural Mechanics & Construction | Intro to Agriculture* Intro to Agricultural Mechanics* | Advanced Agricultural Mechanics** Panther Trades -Frontline Ag** |
| Business Management | Tech Orientation & Media Lit* Microsoft Office Certification* General Business* Entrepreneurship* | Intro to Hospitality Agricultural Business* Accounting 1 (A&B) Economics* |
| Building Design & Construction (IT) | CAD I* Wood Technology I* | Wood Technology II** Carpentry** Panther Trades R&R Architectural CAD* Architecture CAD II |
| Design & Construction (FCS) | Textiles & Apparel I* Textiles & Apparel II* Housing and Interior Design* | Textiles and Apparel 3 Entrepreneurship* Art Foundations*/** CAD 1* Architectural CAD* |
| Finance | Tech Orientation & Media Lit* Microsoft Office Certification* Personal Finance* Career Planning* | Statistics Economics 1 Accounting 1 (A&B) Accounting 2 (A&B) |
| Sports Medicine | Sports Med I: Lower Extremities Sports Med I: Upper Extremities Sports Med II | Lifespan of Human Dev. Biology** Anatomy & Physiology Sports Performance |
| Hospitality & Tourism | Culinary Essentials 1* Culinary Essentials 2* Intro to Hospitality ProStart Year 1** ProStart Year 2** | Culinary Essentials 3 Entrepreneurship SOC 130 MT History* Accounting 1 Plant Science* |
| Human Services | Lifespan of Human Dev. Personal Finance* Culinary Essentials 1* | Career Planning* Independent Study: Childcare Professions Intro to Education Pros Psychology** Sociology Culinary 2* |
| Information Technology | Tech Orientation & Media Lit* Microsoft Office Certification* Digital Design* AP Computer Science** Cybersecurity | Computer Coding & Design 1 Computer Coding & Design 2 STEM** |
| Science, Technology, Engineering & Mathematics (STEM) | Computer-Aided Drafting I* Engineering CAD I* | General Technology Education* Engineering CAD II CAD/CAM* Architectural CAD I* & II Wood Technology I*/** Welding I & II STEM** |
| Welding & Fabrication | Welding Technology I Welding Technology II Welding Technology III** | CAD I* Technical Mathematics** Wood Technology I*/** Welding Technology Study Panther Trades - TBD** |

* indicates courses available for Freshman ** indicates 1 credit course. All other courses are .5 credit/1 semester length

NCAA ELIGIBILITY

The NCAA eligibility rules require careful planning by the student-athlete to ensure that the required number of core courses are completed. **Student-athletes should plan to register with the NCAA Clearinghouse starting their Freshman 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 February 2023.

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 (including 1 yr. of lab science)
 - 1-Year of additional English, math, or natural/physical science (including 1 yr. of lab science)
 - 2 years of social science
 - 4 years of additional English, math, natural/physical science, social science, foreign (world) language, comparative religion or philosophy
- NCAA Division I – Students must complete 10 core courses, including seven in English, math or natural/physical science, before the seventh semester. Students may not repeat or replace any of those 10 courses to improve their core-course GPA.
 - Students must earn at least a 2.3 GPA in core courses.

ENGLISH

AP LANGUAGE AND COMPOSITION
 AP LITERATURE AND COMPOSITION
 CREATIVE WRITING
 ENGLISH I A & B
 ENGLISH II A & B
 ENGLISH III A & B
 ENGLISH IV A & B
 HONORS ENGLISH I A & B
 HONORS ENGLISH II A & B
 JOURNALISM I
 JUNIOR ENGLISH A & B
 SENIOR ENGLISH
 WORD CLUES

MATHEMATICS

INTEGRATED MATH I A & B
 INTEGRATED MATH II A & B
 INTEGRATED MATH III A & B
 ADV. INTEGRATED MATH III A & B
 PRE-CALCULUS
 CALCULUS
 CALCULUS/AP
 STATISTICS
 AP STATISTICS
 COLLEGE MATHEMATICS
 APPLIED MATHEMATICS
 TECH MATH

NATURAL/PHYSICAL SCIENCE

ANATOMY AND PHYSIOLOGY*
 AP BIOLOGY*
 AP CHEMISTRY*
 STEM I*
 STEM II*
 BIOLOGY I A & B
 CHEMISTRY*
 INTEGRATED EARTH SCIENCE*
 ENVIRONMENTAL SCIENCE*
 FORENSICS*
 GEOLOGY* Pending
 ASTRONOMY* Pending
 PHYSICS*
 *lab science

SOCIAL SCIENCE

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

ADDITIONAL CORE COURSES

SPANISH I
 SPANISH II
 SPANISH III
 SPANISH IV

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

The NCAA recommends that student-athletes register at the beginning of their junior year in high school.

REQUIREMENTS BY GRADE LEVEL

STANDARD BHS DIPLOMA

9th GRADE REQUIREMENTS

- **English I:** 1 credit (2 semesters)
- **Mathematics:** 1 credit (2 semesters)
- **Earth Science:** 1 credit (2 semesters)
- **Health/ Fitness Foundations:** 1 credit (2 semesters) (*1 semester must be Health*)
- **Technology Orientation/Media Literacy:** .5 credit (1 semester)
- **Electives:** 2.5 credits (NO STUDY HALL)

10th GRADE REQUIREMENTS

- **English II:** 1 credit (2 semesters)
- **Mathematics:** 1 credit (2 semesters)
- **Biology:** 1 credit (2 semesters)
- **Health Enhancement:** 1 credit (2 semesters)
- **Electives:** 2-3 credits depending on required courses taken

11th GRADE REQUIREMENTS

- **English:** 1 credit (2 semesters)
English III, Junior English, AP Language & Composition or AP Literature & Composition
- **Mathematics:** 1 credit (2 semesters)
- **US History or AP US History:** 1 credit (2 semesters)
- **Electives:** 4-5 credits depending on required courses taken

12th GRADE REQUIREMENTS

- English:** 1 credit (2 semesters)
English IV, Senior English, AP Language & Composition or AP Literature & Composition
- American Government or AP Government:** .5 credit (1 semester)
- FINANCIAL CITIZENSHIP & SENIOR ECONOMICS** .5 credit (1 semester)
- Electives:** 4-5 credits depending on required courses taken

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

TOTAL CREDITS NEEDED - 23

RECOMMENDED PLAN BY GRADE LEVEL

ADVANCED STUDIES - BHS DIPLOMA

9th GRADE REQUIREMENTS

- **English I or Honors English I:** 1 credit (2 semesters)
- **Mathematics:** 1 credit (2 semesters)
- **Earth Science:** 1 credit (2 semesters)
- **Social Studies Elective:** .5 credit-1 credit (1-2 semesters)
- **Health & Fitness Foundations:** 1 credit total
- **Technology Orientation/Media Literacy:** .5 credit (1 semester)
- **World Language:** 1 credit (2 semesters)
- **Electives:** .5 cr-3 credits depending on required classes (NO STUDY HALL)

10th GRADE REQUIREMENTS

- **English II or Honors English II:** 1 credit (2 semesters)
- **Mathematics:** 1 credit (2 semesters)
- **Biology:** 1 credit (2 semesters)
- **Social Studies Elective:** .5 credit-1 credit (1-2 semesters)
- **World Language:** 1 credit (2 semesters)
- **Health Enhancement:** 1 credit (2 semesters)
- **Electives:** 1.5 cr-3 credits depending on required courses taken

11th GRADE REQUIREMENTS

- **English:** 1 credit (2 semesters)
English III, Junior English, AP Language & Composition or AP Literature & Composition
- **Mathematics:** 1 credit (2 semesters)
- **Science:** 1 credit (2 semesters)
- **US History or AP US History:** 1 credit (2 semesters)
- **Electives:** 3 credits depending on required courses taken.
Minimum of 1 AP course is recommended this year.

12th GRADE REQUIREMENTS

- **English:** 1 credit (2 semesters)
English IV, Senior English, AP Language & Composition or AP Literature & Composition
- **Mathematics:** 1 credit (2 semesters)
- **Science:** 1 credit (2 semesters)
- **American Government or AP Government:** .5 credit (1 semester)
- **FINANCIAL CITIZENSHIP & SENIOR ECONOMICS:** .5 credit (1 semester)
- **Electives:** 4-5 credits depending on required courses taken
*Students must be enrolled in a minimum of six credit classes each semester.
Minimum of 1 AP course is recommended.*

TOTAL CREDITS NEEDED - 26

BHS 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.

Parents or students wishing to consult with a counselor should contact the BHS Counseling Department to make an appointment at 406-924-2525.

Belgrade High School CEEB/ACT 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)
D+, D or D- = (1.0)

B+, B or B- = (3.0)
Less than D- = F (0.0)

C+, C or C- = (2.0)
P = (NO VALUE)

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 student's GPA's. All other courses are used in computing a student's GPA. 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 before 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 AT BELGRADE HIGH SCHOOL**

ADVANCED PLACEMENT COURSES

The Advanced Placement courses are designed for the “serious student”. The courses are rigorous and taught at a 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.

<https://apstudents.collegeboard.org/>

AP COURSES OFFERED AT BHS

- | | | |
|------------------------------------|--------------------------------|------------------------------|
| 1. AP Calculus | 2. AP Statistics | 3. AP Biology |
| 4. AP Chemistry | 5. AP Literature & Composition | 6. AP Language & Composition |
| 7. AP US History | 8. AP Psychology | 9. AP Government |
| 10. AP Comparative Politics | 11. AP Studio Art Program | 12. AP European History |
| 13. AP Computer Science Principles | | |

**Pending Board Approval*

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

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. To receive dual credit you must be 16 or older during the course. Gallatin College’s dual enrollment coordinator conducts information and enrollment sessions at Belgrade High School regularly. For more information check out our website at

<https://gallatin.montana.edu/programs/dual/>

GALLATIN COLLEGE 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. Intro to Hospitality |
| 7. Welding Technology III | 8. Technical Math | 9. Cybersecurity |
| 10. Spanish III | 11. Spanish IV | 12. Lifespan of Human Development |
| 13. Interior Design | 14. Entrepreneurship | 15. Safety and Sanitation (ProStart Year 1) |
| 16. Accounting I | 17. General Business | 18. Contemporary Mathematics (1 Sem) |
| 19. College Algebra (1 Sem) | 20. Tech Math (1 Sem) | |

DICKINSON STATE UNIVERSITY DUAL ENROLLMENT COURSES OFFERED AT BHS:

1. Sports Medicine Lower Extremities
2. Sports Medicine Upper Extremities

MONTANA UNIVERSITY SYSTEM-ONE-TWO-FREE PROGRAM

One-Two-Free is the Montana University System's Dual Enrollment program. The program offers two dual enrollment courses, or up to six credits, through the MUS to all eligible students for FREE. One-Two-Free also allows students who demonstrate hardship to apply for a scholarship to cover tuition for additional Dual Enrollment courses.

<https://mus.edu/dualenroll/>

EARLY ADMISSION @ Montana State University

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

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

Visit: <https://www.montana.edu/admissions/apply/early-admission.html> for more information.

ENGLISH LEARNER DEPARTMENT

ENGLISH LEARNER CLASSES

Length of course: Determined by English Learner Teacher

Prerequisite: WIDA Score 1.0 - 4.7, and English Learner Teacher Signature

All courses are designed to meet the academic language needs of the student. Co-taught courses expose students to native English-speaking peers and allow them access to the same curriculum to satisfy graduation requirements. The Seminar is to help transition students to U.S. high school demands, navigate cultural differences between home and school, learn academic language, and keep up with the demands of their coursework.

| COURSE NUMBER | COURSE NAME |
|---------------|---------------------------------|
| MIS 615 | Multilingual Learner Seminar 1A |
| MIS 616 | Multilingual Learner Seminar 1B |
| MIS 625 | Academic Language 1A |
| MIS 626 | Academic Language 1B |
| ENG 110 (115) | Co-Taught English 1A |
| ENG 111 (116) | Co-Taught English 1B |
| ENG 210 (215) | Co-Taught English 2A |
| ENG 211 (216) | Co-Taught English 2B |
| MTH 110 (115) | Co-Taught Integrated Math 1A |
| MTH 111 (116) | Co-Taught Integrated Math 1B |

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 the 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: Junior standing

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, 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 Signature

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 workplace and postgraduate 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 the 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 non-print texts 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.

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: Senior standing and Teacher Signature

Educational Goals: This year-long course focuses on 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 on 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 everyday 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 Signature; 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 on quizzes, tests, notebook checks, and occasional creative writing pieces.

ENG 140 JOURNALISM I (*English Elective Credit*)

Number of credits: 0.5

Length of course: 1-semester

Prerequisite: English I

Educational Goals: This course will focus on introductory elements of journalism including news and feature writing, copyright laws, code of ethics, libel and slander, skepticism and bias, careers in journalism, background research, interviewing techniques, design basics, writing leads and headlines, and broadcast journalism. Students will write daily with special emphasis on the six traits of writing including ideas, organization, voice, word choice, sentence fluency, and conventions. Students will concentrate on conventions according to the Associated Press Style Manual. Daily editing will enhance student writing and in-depth editing will be a significant part of this course. Students may be offered the opportunity to contribute to the Belgrade High School Paw Prints newspaper as skills are developed. This course is a prerequisite for becoming a regular reporter or editor for the school newspaper.

ENG 141 JOURNALISM II (*English Elective Credit*)

Number of credits: 0.5

Length of course: 1-semester

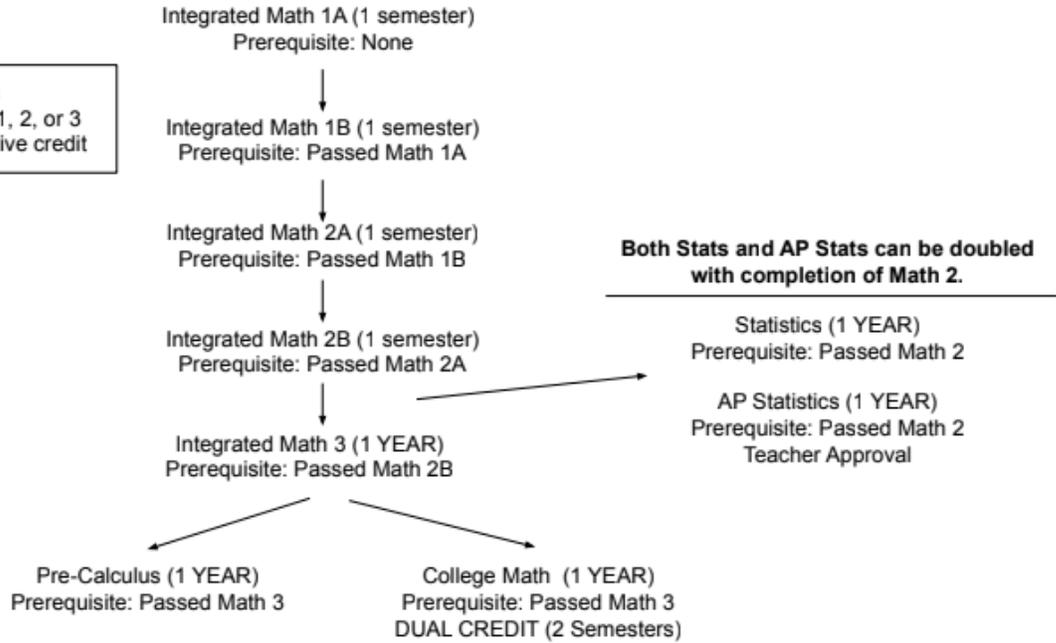
Prerequisite: Journalism I

Educational Goals: This course will focus on rigorous practice in the highest standards of objective and accurate journalism. Professional journalism techniques of interviewing government officials, non-biased reporting, drafting press releases, and vetting sources for accuracy will be practiced. Students will experience journalism as the Fourth Estate which is the power of the press for advocacy and the ability to frame political issues. Students will develop proper journalism ethics and recognize the significant social influence of news writing. Each student will learn design and layout techniques and will contribute to the layout of the school newspaper. Students will complete a significant amount of collaboration, writing, research, and editing regularly. Students will master the six traits of writing, including ideas, organization, voice, word choice, sentence fluency, and conventions. Successful completion of this course will enhance achievement and establish a foundation for rich and meaningful writing throughout all remaining high school English courses and in post-secondary environments. Students in this course will produce the Belgrade High School Paw Prints newspaper and will consider multimedia options for high school journalism.

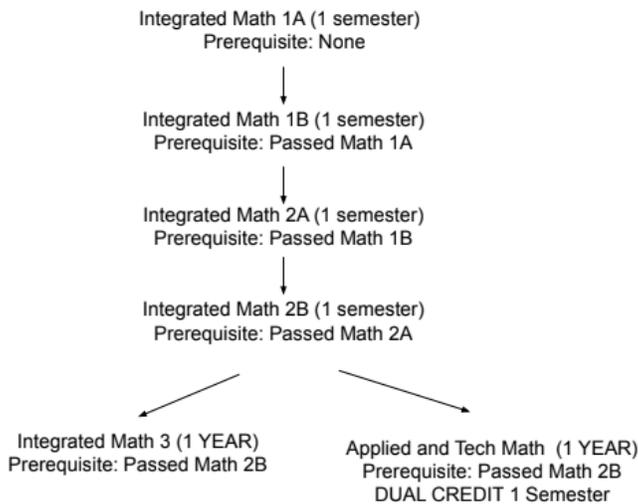
MATHEMATICS DEPARTMENT

College Bound Path (4 years/8 semesters)

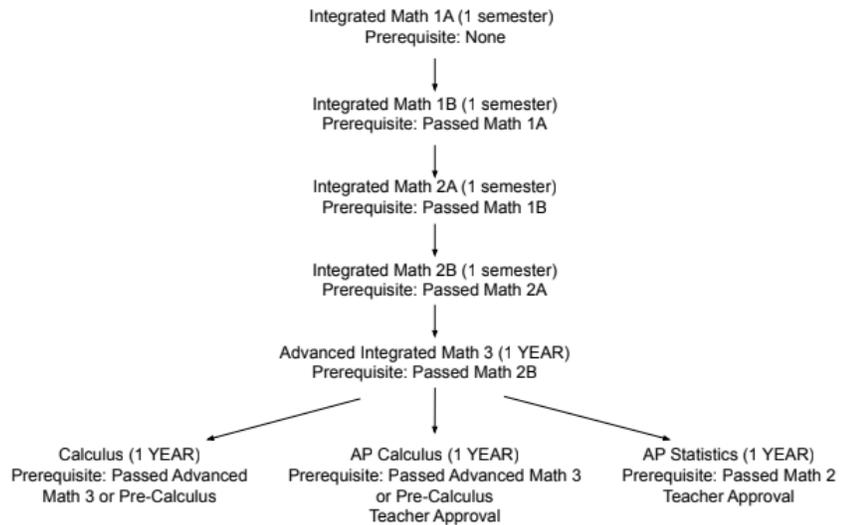
Math Essentials
Must be taken with Math 1, 2, or 3
***Only counts as an elective credit



Non-College Bound Path (3 years/6 semesters)



College Bound Path - Strong Rigor (4 years/8 semesters)



MATH DEPARTMENT**MTH 100 MATH 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, congruences, 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 continue learning geometry and algebra concepts. With an understanding of geometric properties and learning to explain behavior in general with algebra. Students will practice math modeling, data collection, and connecting mathematics to real-world applications.

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 continue learning geometry and algebra concepts. With an understanding of geometric properties and learning to explain behavior in general with algebra. Students will practice math modeling, data collection, and connecting mathematics to real-world applications.

MATH DEPARTMENT

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 COLLEGE MATHEMATICS

Number of credits: 1

Length of course: 1-Year

Prerequisites: Integrated Math II and Junior/Senior Status

This is worth TWO **Dual Credit** courses through Gallatin College: M105 Contemporary Mathematics 1st Semester and M121 College Algebra (2nd 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.

**May not be taken concurrently with Technical Math*

Educational Goals: This course is for **college-bound** students who are not going into a math-related field in college and would benefit from reviewing Algebra II concepts. The first semester will cover College Algebra topics and first-year level courses taught at the college level. The first semester will mirror the Gallatin College M105 Contemporary Mathematics course. These topics include skills required to understand and interpret quantitative information students may encounter and numerically-based decision-making skills in their future lives. Topics include working with large numbers and units, linear and exponential relations, financial mathematics, and the essentials of probability and statistics. The second semester will mirror the M121 College Algebra course. These topics include algebraic concepts with functions.

MTH 410 APPLIED MATHEMATICS AND TECHNICAL MATHEMATICS-DUAL ENROLLMENT

Number of credits: 1

Length of course: 1-Year (Applied Math: 1st Semester, and Tech Math: 2nd Semester)

Prerequisites: Integrated Math II and Junior/Senior status

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: This course is for **NON-College-Bound** students who would benefit from reviewing Algebra and Geometry concepts along with everyday math. Students will also learn about financing, taxes, and math found in our daily lives. **The second semester will offer Dual Enrollment for Tech Math.** Students will be able to apply and utilize mathematical operations, measurement, introductory geometric principles, and applied algebra in technical applications in academic and workplace solutions. Students will be able to read, interpret, and produce solutions to applications in 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 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 in 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

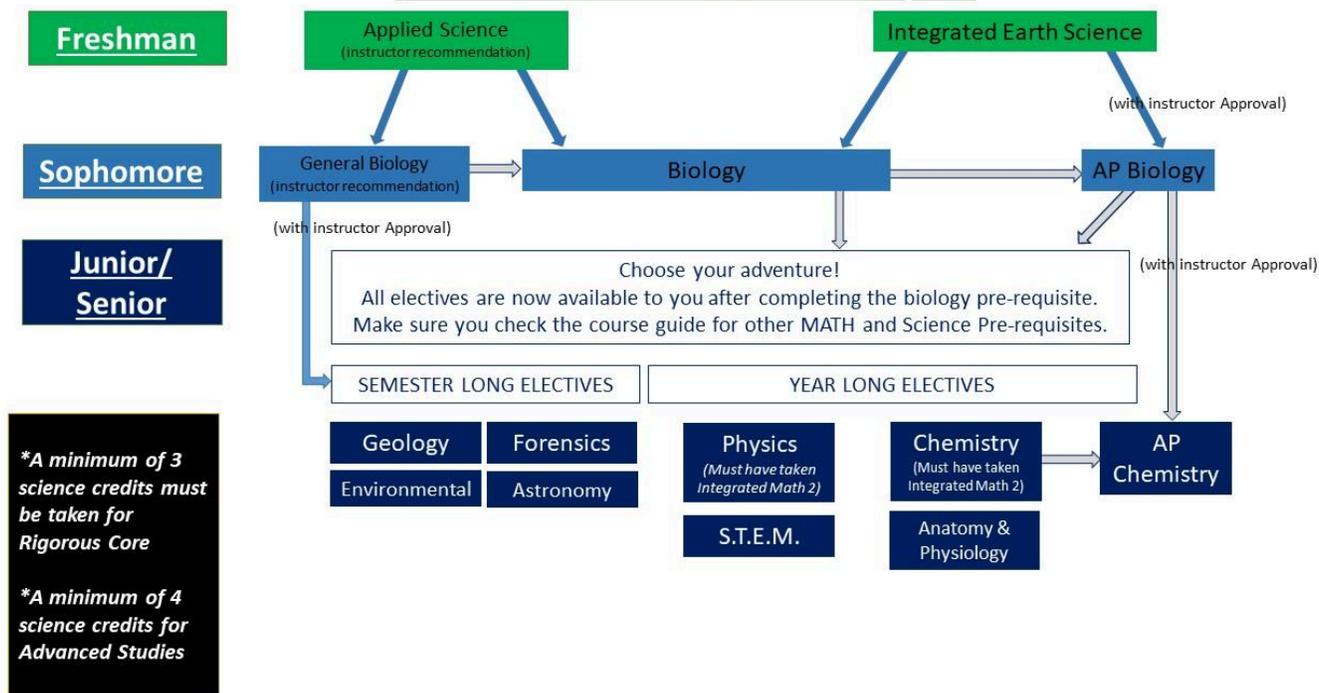
Length of course: 1-Year

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

BHS Science Pathways



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 processes and reasoning.

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: In this course, students will learn about Earth's structure, oceans, atmosphere, and its relationship to the solar system and the universe. In addition, this course enables students to learn basic laboratory skills while investigating their surroundings and improving their knowledge of basic physical science. Students will also learn skills in science reasoning and critical thinking. Students will study Earth Science through the lens of human impact.

SCIENCE DEPARTMENT

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

Number of credits: 1

Length of course: 1-Year

Prerequisites: Integrated Earth Science/Applied Science

Educational Goals: Upon completion of this course, the student should have a basic understanding of science and engineering practices and be able to relate this knowledge to the world in which they live. Students will explore the basic characteristics of functioning living things, ecology, the inner workings of plants and animals, and the role of DNA contributing to genetic characteristics. While aligned with Biology A and Biology B, *this class is not recommended for college-bound students.*

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

Number of credits: 1

Length of course: 1-Year

Prerequisites: Integrated Earth Science/Applied Science/General Biology

Educational Goals: This course offers an in-depth exploration of biological concepts and processes. Emphasizing inquiry-based learning and scientific practices, students will engage in investigations to understand the interrelationships in the natural world. The course covers fundamental topics including the structure and function of cells, genetics and heredity, evolution and the diversity of life, and ecosystems and their interactions. Students will also delve into molecular biology, exploring the biochemical processes that drive life, such as photosynthesis and cellular respiration. By integrating laboratory experiments, collaborative projects, and critical thinking activities, this course aims to foster a deeper understanding of biology and its relevance to real-world issues.

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

Number of credits: 1.0

Length of course: 1-Year

Prerequisites: Completed Integrated Earth Science & General Biology or Biology

Educational Goals: Students will gain hands-on experience as they explore the engineering design process. Emphasis on the 8 NGSS Science and Engineering Practices. Students will engineering, design process, research, problem-solving, and development of leadership skills. Participation in the Science Olympiad and electric guitar building are facilitated through the class, thus there is a lab fee for supplies students will need. Students who complete this S.T.E.M. course will gain valuable skills and experience that meet the 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)

Number of credits: 1.0

Length of course: 1-Year

Prerequisites: 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 skills 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 possibly the Regional Science Fair.

SCI 300 ENVIRONMENTAL SCIENCE

Number of credits: 0.5

Length of course: 1 semester

Prerequisites: Integrated Earth Science and Biology

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; and will be related to scientific processes in 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, human values, and the environment.

SCI 310 ANATOMY AND PHYSIOLOGY

Number of credits: 1
Length of course: 1-Year
Prerequisite: Biology

Education Goals: This course is an in-depth study of the human body. A majority of the body systems (including integumentary, cardiovascular, muscular, skeletal, immune, digestive, endocrine, respiratory, and reproductive) will be studied. Lectures, projects, case studies, and experimental activities will be used 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 students' 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: 0.5
Length of course: 1-semester
Prerequisites: Biology and Integrated Math II

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.

SCI 330 ASTRONOMY

Number of credits: 0.5
Length of course: 1-semester
Prerequisites: Biology and Integrated Math II

Educational Goals: Students will explore how humans have developed our understanding of the formation of the universe, galaxies, and our own solar system. The course includes simulations, modeling, and application of physical science laws to real data.

SCI 400 PHYSICS

Number of credits: 1
Length of course: 1-Year
Prerequisites: Biology and Integrated Math II

Educational Goals: Physics is a course that studies the nature of matter, energy, and their relationships. This includes kinematics, dynamics, work, energy, waves, and electricity. The class not only has broad applications in careers in science, technology, and engineering but also day-to-day activities. Incorporated in the course are laboratory activities, projects, discussions, and problem sets. Mathematics is a useful language for physics and that is why Integrated Math II is a prerequisite.

SCI 410 CHEMISTRY

Number of credits: 1
Length of course: 1-Year
Prerequisites: Biology 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.

SCIENCE DEPARTMENT

SCI 420 FORENSIC SCIENCE

Number of credits: 0.5

Length of course: 1-semester

Prerequisites: Chemistry or consent of Biology 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 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 the equivalent of a college freshman biology course with a strong laboratory component. The topics covered are similar to the regular biology course, including cellular chemistry, structure, function, communication, the flow of energy, heredity, gene expression and regulation, natural selection, and ecology. However, students are expected to develop a greater depth of understanding and the pace of the class is faster. Any student planning to enter a four-year college or university, especially those entering a science-related major (pre-med, engineering, biological sciences, etc.), will find this course extremely beneficial. All students will be encouraged to take the AP College Board exam in May for potential college credit.

SCI 510 AP CHEMISTRY

Number of Credits: 1

Length of Course: 1-Year

Prerequisites: Chemistry or consent of instructor

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

SOCIAL STUDIES DEPARTMENT

STUDENT GUIDE TO
SOCIAL STUDIES



SOC 100 WORLD HISTORY

Number of credits: 1

Length of course: 1-Year

Educational Goals: There is a strong emphasis on Western Civilization and its relevance to contemporary issues. World History meets the college prep diploma requirements and Global Credit requirements of universities. The course covers the time periods: From hunter-gatherers and prehistory to modern history and the 21st century. Students develop and use skills and methods used by historians: analyzing primary and secondary sources; developing arguments; connecting historical events and utilizing reasoning about comparison, causation, continuity, and change over time. Students will explore World history through the themes of humans and the environment, cultural developments and interactions, governance, economic systems, social interactions and organization, and technology and innovation.

SOC 110 WORLD GEOGRAPHY

Number of credits: 1

Length of course: 1-Year

Educational Goals: World Geography is an introduction to how the field of geography makes sense of the world and its different people, places, and regions. We will explore how people affect the world around them and how different places affect the people who live there. We will also dive into the fascinating aspects that make up Planet Earth, check out the world's most dangerous natural hazards, experience the beauty of America's National Parks, and unwrap the secrets of each continent. Prepare for a trip around the world without leaving the classroom!

SOC 115 AP EUROPEAN HISTORY

Number of credits: 1

Length of course: 1-Year

Prerequisite: English I and Teacher Signature

Educational Goals: In AP European History, students investigate significant events, individuals, developments, and processes from approximately 1450 to the present. Students develop and use the same skills, practices, and methods employed by historians: analyzing primary and secondary sources; developing historical arguments; making historical connections; and utilizing reasoning about comparison, causation, continuity, and change over time. The course also provides seven themes that students explore throughout the course in order to make connections among historical developments in different times and places: interaction of Europe and the world, economic and commercial development, cultural and intellectual development, states and other institutions of power, social organization and development, national and European identity, and technological and scientific innovations. Depending on the score earned on the national AP examination, students may receive college credits for this course.

SOC 120 GLOBAL STUDIES

Number of credits: 0.5

Course Length: 1-semester (Preferred 9th & 10th)

Educational Goals: Global Studies is designed to introduce students to issues that impact their world today and assist students in becoming more informed citizens of the world. Students will read, write, research, and present on various topics related to the past, present, and future world we live in.

SOC 130 MONTANA HISTORY

Number of credits: 0.5

Length of course: 1-semester

Educational Goals: The class will focus on the following time periods: fur trade, mining era, open-range, homesteading, Copper Kings, railroads, and WWI. Montana History will examine how the landscape has influenced Montana's History.

SOCIAL STUDIES DEPARTMENT

SOC 140 ECONOMICS

Number of credits: 0.5

Length of course: 1-semester

Prerequisites: English II (11th & 12th)

Educational Goals: Economics studies the way society uses scarce resources, such as land, labor, raw materials, machinery, and time to make goods and services. The class will explore topics such as supply and demand, price, scarcity, incentives, exchange capitalism, socialism, and communism. These topics, and others are covered through lectures, readings, class discussions, a stock market game, and several rounds of Monopoly.

SOC 141 FINANCIAL CITIZENSHIP & SENIOR ECONOMICS

Number of credits: 0.5

Length of course: 1-semester

Prerequisites: Senior standing- *graduation requirement*

Educational Goals: The class will explore budgeting, paying bills, paying taxes, saving, and navigating debts. Other topics include supply and demand, price, scarcity, incentives, exchange capitalism, socialism, and communism. These topics, and others are covered through lectures, readings, class discussions, a stock market game, and several rounds of Monopoly.

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 the 1600s 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 to and shaped the history of America.

SOC 200 CRIMINOLOGY

Number of Credits: 0.5

Length of Course: 1-semester

Prerequisites: English II (11th & 12th)

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, capital punishment, 'famous criminals', and First Amendment issues. These topics will be explored through readings, debates, lectures, presentations, and a mock trial.

SOC 210 SOCIOLOGY

Number of credits: 0.5

Length of course: 1-semester

Prerequisites: English 1 (10th-12th)

Educational Goals: Sociology studies human social life through the interactions of individuals and groups by examining culture and behavior. We will study topics such as deviance, conformity vs nonconformity, justice, social movements, and systems of power within institutions such as family, education, and religion. There are many activities, debates, and games to keep the content real and help to introduce students to the basic social processes of society, social institutions, and patterns of social behavior. The sociological lens in this study is composed of the symbolic interactionist perspective, the functionalist perspective, and the conflict perspective.

SOC 220 PSYCHOLOGY

Number of credits: 1.0

Course Length: 1-Year

Prerequisite: Junior Standing (11th & 12th)

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. This course aims to give students an understanding of human behavior and provide critical thinking tools to navigate daily life. The four main goals in the field of psychology include describing, explaining, predicting, and changing or controlling behaviors. Students will develop knowledge, skills, and values consistent with the science and application of psychology through theoretical perspectives, empirical findings, and research data, as well as, the use of the scientific method.

SOC 230 HISTORY AND FILM

Number of credits: 0.5

Course Length: 1-semester

Prerequisite: English II (11th &12th)

Educational Goals: This class strives to expose students to important and sometimes controversial topics in history and explore these topics through readings and 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, the 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.

SOC 240 INTRODUCTION TO PHILOSOPHY

Number of credits: 0.5

Course Length: 1-semester

Prerequisite: English II (11th &12th)

Educational Goals: This class strives to explore how to build a good life. The class looks at many different ways of figuring out the best way to approach and live your life. Most of the reading is done in class. Reading, discussion, and writing are the methods that are used to work through the material. Two movies are shown to further explore topics in the class.

SOC 300 US HISTORY A (1st semester)

SOC 301 US HISTORY B (2nd semester)

Number of credits: 1

Length of course: 1-Year

Prerequisites: Junior standing – must select 1-Year of US History or AP US History

Educational Goals: Students will examine the social, cultural, political, economic, and technological changes throughout United States History from pre-colonial to contemporary times. This course will delve into historical events using chronological reasoning, comparison, and contextualization, by crafting historical arguments using evidence, and through historical interpretation and synthesis. These critical thinking skills will be developed by reading, research, writing, debate, and other relevant methods of skills practice. This course and its historical thinking lens connect to the themes of Democracy, Equality, Distribution of Power, Roles of Business, Foreign Policy, Civil Liberties, Public Safety, and American Identity.

SOC 310 AP US HISTORY

Number of credits: 1

Length of course: 1-Year

Prerequisites: Junior standing & Teacher Signature

Educational Goals: AP US History is a college-level course that covers American history from the pre-Columbian era to the 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 the 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 receive college credits for this course.

SOC 400 AMERICAN GOVERNMENT

Number of credits: 0.5

Length of course: 1-semester

Prerequisites: Senior standing- *graduation requirement*

Educational Goals: This course is required to graduate, but trust us you're gonna love it. We cover everything to do with the American government and politics. America is like, a really big deal, so it's vital to the future of our country that you graduate with an understanding of the privilege and responsibility that comes with living in a democracy. We travel back to the founding to figure out how to read the US Constitution and make it work for us. We talk about what's going on in the world around us to try and make sense of it all. We do lots of activities, debates, and games so that you leave high school knowing what's up. 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.

SOC 500 AP PSYCHOLOGY

Number of credits: 1

Course Length: 1-Year

Prerequisite: English II & Teacher Signature (11th & 12th)

Educational Goals: This is a rigorous, fast-paced study of the brain, the mind, mental processes, and human behavior. AP Psychology is an introductory college-level psychology course. Students cultivate their understanding of the systematic and scientific study of human behavior and mental processes through inquiry-based investigations as they explore concepts like the biological bases of behavior, sensation and perception, learning and cognition, motivation, developmental psychology, testing, and individual differences, treatment of abnormal behavior, and social psychology. The course prepares you to pass the National AP Psychology Exam. Depending on the score earned on the national AP examination, students may receive college credits for this course.

SOC 510 AP AMERICAN GOVERNMENT

Number of credits: .5

Length of course: 1 semester

Prerequisites: Senior Standing & Teacher Signature

Educational Goals: AP American Government and Politics does what Government does, but adds a layer of college prep. This class is designed to help you succeed at the next educational level. We study the Constitution and dive deep into the way it collides with the events swirling around us. Our goal is to become sharp, educated, and wise democratic participants so that we can be a positive force for good in the country we all love. We do lots of activities, debates, and games so that you leave high school knowing what's up. AP U.S. Government and Politics is an introductory college-level course in U.S. government and politics. Students cultivate their understanding of U.S. government and politics through analysis of data and text-based sources as they explore topics like constitutionalism, liberty and order, civic participation in a representative democracy, competing policy-making interests, and methods of political analysis. Depending on the score earned on the national AP examination, students may receive college credits for this course.

SOC 515 AP COMPARATIVE POLITICS

Number of credits: .5

Length of course: 1-semester

Prerequisites: American Government or AP Government & Teacher Signature

Educational Goals: AP Comparative Politics is a semester-long college-level political science course that provides students a "real world" understanding of global studies. We study 6 very different countries (Nigeria, Mexico, the UK, Iran, Russia, and China) to become engaged global citizens who know how to process big world events. This class will challenge you and fascinate you all at the same time! We do lots of activities and debates to keep the content real and help it click. AP Comparative Government and Politics is an introductory college-level course in comparative government and politics. Students cultivate their understanding of comparative government and politics through analysis of data and text-based sources as they explore topics like power and authority, legitimacy and stability, democratization, internal and external forces, and methods of political analysis. Depending on the score earned on the national AP examination, students may receive college credits for this course.

HEALTH ENHANCEMENT DEPARTMENT

HE 110 HEALTH (SEMESTER)

Number of Credits: .5

Length of Course: 1 semester

Must be signed up for a semester of Fitness Foundations

Educational Goals: This semester-long course is designed to enhance your knowledge of health issues and topics, and develop skills to make healthy choices. Our units will focus on developing skills to make healthy choices associated with the main topic areas: physical, mental-emotional, and social health. Topics covered in class will include communication, nutrition, chemical dependency, decision-making, and muscular and skeletal systems.

HE 100 FITNESS FOUNDATIONS (SEMESTER)

Must sign up for a semester of Health with Fitness Foundations

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. In Freshman PE class, the students will learn the value and benefits of a healthy lifestyle through participation in a fitness-based program. The course will include the following activities, proper weightlifting technique, agility, various plyometric training exercises, stretching and flexibility exercises, running and conditioning drills, human anatomy and physiology, and speed training.

HE 210 SOPHOMORE PE A (1ST SEMESTER)

HE 215 SOPHOMORE PE B (2ND SEMESTER)

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

Must sign up for both semesters

Number of Credits: 1

Length of Course: 1-Year

Prerequisites: Fitness Foundations

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 the 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.

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

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

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

Must sign up for both semesters

Number of Credits: 1

Length of Course: 1-Year

Prerequisites: Fitness Foundations

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, and proper lifting technique basics, to achieve 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: Fitness Foundations AND a Health Enhancement Teacher Signature

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 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.

HEALTH ENHANCEMENT DEPARTMENT

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 & Conditioning

Educational Goals: This strength and conditioning course is for those students who are self-motivated daily 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.

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: Fitness Foundations and Sophomore PE - 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 400 SPORT PERFORMANCE A

HE 410 SPORT PERFORMANCE B

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

Number of Credits: 0.5

Length of Course: 1-semester

Prerequisites: Must have successfully passed 1-Year of Strength & Conditioning **and** have teacher signature of current instructor **or** recommendation of Fitness Foundations instructor- (*Freshman Only*)

Educational Goals: This is an aggressive, physically 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 weightlifting 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 PATHWAY
INFO ↑

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 will teach students how to purposefully and effectively research in a high school setting and beyond. Students will learn what it means and looks like to research with academic integrity and have the opportunity to explore resources available through the BHS Library (i.e. *The BHS Library webpage, Destiny Discover, World Book Advanced*, and our many Gale Databases & eBooks). Specific target research skills include: honing a research planning strategy; identifying, locating and navigating relevant library resources; evaluating the credibility of resources (ex: identifying mis/disinformation); avoiding plagiarism (appropriate citation and note-taking skills); using research to learn; and applying self-evaluation strategies for 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.

CTE 120 ANIMAL SCIENCE TECHNOLOGIES

Number of Credits: 0.5

Length of Course: 1 Semester

Educational Goals: The 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 121 ANIMAL SCIENCE - SMALL ANIMALS

Number of Credits: 0.5

Length of Course: 1 Semester

Educational Goals: Animal Science -Small Animals course is designed to give students a more in-depth study of Poultry and Companion Animals (Dogs, Cats, Fish, Small Reptiles, and other Pets.) 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, small animal care, animal welfare, and disease prevention. There will be a variety of activities that range from individual to group projects, animal-based labs, and hands-on activities.

CAREER AND TECHNICAL EDUCATION DEPARTMENT

CTE 122 ANIMAL SCIENCE - LARGE ANIMALS

Number of Credits: 0.5

Length of Course: 1 Semester

Educational Goals: Animal Science - Large Animal course is designed to give students a more in-depth study of common livestock animals (Cattle, Horses, Sheep, Goats, and Pigs) 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 animal care, animal welfare, and disease prevention. There will be a variety of activities that range from individual to group projects, animal-based labs, and hands-on activities.

CTE 130 PLANT SCIENCE

Number of Credits: 0.5

Length of Course: 1 Semester

Educational Goals: The 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, and 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 the 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, team building, 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 is the practices that take place in these areas. Urban agriculture is the 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 viewpoint. 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.

CTE 192 ADVANCED AGRICULTURAL MECHANICS

Number of Credits: 1

Length of Course: 1-Year

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, team building, and professional activities will be included to develop student's employability skills for a 21st-century workplace.

CTE 195 AGRICULTURAL COMMUNICATIONS

Number of credits: 0.5

Length of course: Semester

Educational Goals: This Agricultural Leadership course is designed to build students' understanding of leadership roles and their responsibilities. Students will use experiential learning techniques to cover concepts in goal setting, communication, teamwork, delegation, FFA Leadership, and practical leadership skills. Students will practice being effective leaders in their class, school, and community.

CTE 205 - AGRICULTURAL BUSINESS MANAGEMENT

Number of credits: 0.5

Length of course: Semester

Educational Goals: This Agricultural Business Management course is designed to build students' understanding of agricultural businesses. Students will use experiential learning techniques to cover concepts in farm and ranch economics, record keeping, and financial information. Agricultural Business Management students will learn to plan, manage, and evaluate farm and ranch businesses.

BUSINESS EDUCATION COURSES

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

Number of credits: 0.5

Length of course: 1 semester

Educational Goals: Microsoft Office Specialist (MOS) 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 to any resume. Students successfully completing this class will be Microsoft Office Specialists (MOS) 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, examine 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 an 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. This class is run as a dual enrollment class and students should have a basic understanding of computer science.

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.

CTE 247 AP COMPUTER SCIENCE PRINCIPLES

Number of credits: 1

Length of course: 1-Year

Prerequisites: Integrated Math I OR the approval of the instructor

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

CTE 260 GENERAL BUSINESS- Dual enrollment

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: A student, after completing this course, will have a more thorough understanding in the areas of money and banking, credit, and taxes, and a better understanding of the operation and workflow of a business. General Business prepares students for the global business environment by exploring themes of economics, leadership, marketing, financial management, and employment. Students use what they learn in each of these units to create a comprehensive business plan portfolio demonstrating a practical business idea and will learn about 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- Dual Enrollment

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: 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 businesses. 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 MARKETING & APPLIED BUSINESS MANAGEMENT

Number of Credits: 0.5

Length of Course: 1 Semester

Prerequisite: Sophomore - Senior

Educational Goals: This course is designed to offer students the opportunity to apply learning from previous CTE courses to hands-on application of the basics of running your own business. Students will learn content including basic marketing, costing and supplies, scheduling, and maintaining a business regarding employees and customers. This class ONLY runs as a ZERO period course and students will run the Belgrade High Coffee Hut in the school commons. Students are expected to arrive by 7:30 AM.

CTE 285 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 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.

CTE 290 ACCOUNTING I-A -Dual Enrollment

Number of credits: 0.5

Length of course: 1-semester

Prerequisites: 1-Year of High School Math

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: 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, completing the worksheet, 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 the 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.

CTE 295 CYBERSECURITY-DUAL ENROLLMENT

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: Students will be introduced to Cybersecurity and terms used by professionals in the cybersecurity/computer networking industry. Students will be introduced to the basics of:

- Setup, installation, configuration, and troubleshooting of hardware/software for desktop computers
- Install, configure, manage, and maintain network-based voice, audio, and video technologies, network infrastructure and equipment, network security software and hardware
- Demonstrate knowledge of computer and network security terms and concepts
- Design secure computer and network infrastructure

FAMILY AND CONSUMER SCIENCE COURSES

CTE 300 CULINARY ESSENTIALS I

Number of credits: 0.5
Length of course: 1-semester

Educational Goals: Culinary Essentials I 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 or gaining knowledge in basic food preparation techniques. 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 hands-on application. This course explores everything from proper kitchen safety to the basics of equipment and many types of baking and cooking experiences including quick breads, pies, dairy and eggs, chicken, and so much more! You'll be well prepared to cook for yourself at home or continue your education in Culinary at BHS after this course!

CTE 310 CULINARY ESSENTIALS II

Number of credits: 0.5
Length of course: 1-semester
Prerequisite: Culinary Essentials I with a C or higher

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, and research. Students will study ServSafe Food Handlers, the basic building blocks to French cooking, explore baking with yeast doughs, and perform labs dealing with different types of breads, pasta, mother sauces, kitchen conversions, knife skills, and food budgets.

CTE 315 CULINARY ESSENTIALS III

Number of credits: 0.5
Length of course: 1 semester
Prerequisite: Culinary Essentials I and Culinary Essentials II with a C or higher
Note: This is not a prerequisite for ProStart

Educational Goals: A continuation of Culinary Essentials II in the Hospitality and Tourism cluster of the Big Sky Pathway. This course continues to build specialized skills and knowledge of foods, nutrition, and related careers. CE III allows students to take a more sophisticated look at foods by learning skills through project-based learning, lab situations, individual and cooperative group work, and research. Topics covered in the class all have direct ties to the food service industry. Students will study ServSafe Food Manager, recipe pricing, sports nutrition/nutrition, meal planning, proteins, cooking methods, pastry, and international foods.. Culinary Essentials 3 is not a prerequisite for ProStart.

CTE 320 PROSTART Year 1- Dual Enrollment

Number of credits: 2 (2-period block class)
Length of course: 1-Year
Prerequisite: English II, Culinary Essentials II, and teacher signature

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: In ProStart year 1, students will be introduced to food service management skills needed for successful employment in the Hospitality and Tourism cluster of the Big Sky Pathway. ProStart is a food service 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. Students will earn the ServSafe Managers certification and the OSHA certification. Students will receive their dual enrollment credit through Gallatin College for CULA 107 Safety and Sanitation once they pass the certification exam. ProStart Year 1 prioritizes juniors so they can complete the program in its entirety.

CTE 321 PROSTART Year 2

Number of credits: 2 (2-period block class)

Length of course: 1-Year

Prerequisite: ProStart Year 1 and teacher signature

Educational Goals: -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 along with a Teacher Signature are required. Students will participate in catering events throughout the program, some of which will require work outside of the school day. Students in ProStart will have the opportunity to compete at a state level in culinary events through ProStart and FCCLA. Students in ProStart will also have the opportunity to take tours at places in the industry and work with established chefs from the community.

CTE 305 INTRO TO HOSPITALITY-DUAL ENROLLMENT

Number of credits: 0.5

Length of course: 1 semester

Prerequisite: Sophomore through Senior and Culinary Essentials I (passing grade of "C" or better)

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 dual-credit course is designed to provide students with a basic understanding of hospitality management and operations. It presents an overview of the historical perspectives of globalization, tourism, and the hospitality sectors, including hotels, resorts, restaurants, food service, cruise, and event planning. Additionally, this course looks at career opportunities across the many segments of the hospitality industry. This class will include two field trips to various locations exploring the hospitality and tourism industry.

CTE 330 HOUSING AND INTERIOR DESIGN Dual Enrollment

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 as you incorporate 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.

CTE 340 TEXTILES & APPAREL I

Number of credits: 0.5

Length of course: 1-semester

Educational Goals: This course will provide students with basic skills to produce textiles, fashion, and apparel. Students will be able to use traditional equipment, tools & supplies safely and efficiently. Students will analyze the impact of the textile industry on the environment. This course will integrate knowledge, skills, and practices required for a career in the textiles and apparel industry.

CTE 350 TEXTILES & APPAREL II

Number of credits: 0.5

Length of course: 1-semester

Prerequisite: Textiles & Apparel I

Educational Goals: This course will provide students with intermediate/advanced skills to produce or alter textiles, fashion, and apparel. Students will be able to use traditional and technologically innovative equipment, tools & supplies safely and efficiently. Students will analyze and evaluate the characteristics of textile fibers and fabrics.

CTE 360 TEXTILES & APPAREL III

Number of credits: 0.5

Length of course: 1-semester

Prerequisite: Textiles & Apparel II

Educational Goals: This course will provide students with the ability to explain how fabric can affect visual appearance. Students will gain an understanding of basic and complex color schemes and color theory.

CTE 370 TEXTILES & APPAREL IV

Number of credits: 0.5

Length of course: 1-semester

Prerequisite: Textiles and Apparel III

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. Materials from the Family Financial Literacy Project and Next Generation Personal Finance will be used.

CTE 391 INTRO TO EDUCATION PROFESSIONS

Number of credits: 0.5

Length of course: 1-semester

Prerequisite: C or higher in Lifespan of Human Development

Educational Goals: Students will learn about the basics of working with children and the education profession. Course material includes basic physical, emotional, and social development of children from toddler to age 12. Students will apply the knowledge learned about education practices, students, and teaching to create student activities and lesson plans. Students will be assigned to an elementary classroom that they will visit once a week to work directly with elementary students. This course is a great fit for any students wanting to expand their knowledge of children or who may be interested in pursuing a career in childcare or education.

CTE 395 LIFESPAN OF HUMAN DEVELOPMENT-DUAL ENROLLMENT

Number of credits: 0.5

Length of course: 1 semester

Prerequisite: English 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: 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 pregnancy to aging adults. Fields related to elder care and early childhood are forecasted to grow rapidly during the next ten years and knowledge of these age groups will be beneficial for any student entering the profession or university program..

CTE 396 INDEPENDENT STUDY CHILDCARE PROFESSIONS

Number of credits: 0.5

Length of course: 1-semester

Prerequisite: Junior or senior standing with completion of Lifespan of Human Development OR Intro to Education Professions OR Psychology with a C grade or better

Educational Goals: The Childcare Professions Independent Study is designed to allow students to gain experience working with young children. After an orientation period at the beginning of the semester, students will report to their assigned classroom placement each day during the Independent Study to work directly with preschool/elementary-age children. This course may be taken for two semesters to earn a total of 1 credit.

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 the 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 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 the 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 setups 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 proficient welders using the SMAW and MIG processes.

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. The 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-DUAL ENROLLMENT

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 improve 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: Students will pursue more complex welds and projects, assist the instructor with setups 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 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 AND TECHNICAL EDUCATION DEPARTMENT

CTE 445 ENGINEERING CAD-DUAL ENROLLMENT

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 these different fields. The computer programs used in this course are 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 450 ARCHITECTURAL CAD-DUAL ENROLLMENT

Number of credits: 0.5

Length of course: 1-semester

Prerequisites: 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 AutoCAD. 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-DUAL ENROLLMENT

Number of credits: 0.5

Length of course: 1-semester

Prerequisites: CAD I and Architectural CAD

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 programs used in this course are Architecture AutoCAD, 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.

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.

CAREER AND 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 setups 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 on the areas of structural design (balsa wood bridges and balsa wood towers) and transportation (balsa wood CO2 Cars). The structural design portion of this class will consist of students designing and testing their bridges and towers. Students will then learn about transportation technology by researching and designing a CO2 dragster.

HEALTH OCCUPATIONS

CTE 510 SPORTS MEDICINE LOWER EXTREMITIES-DUAL ENROLLMENT

Number of credits: 0.5

Length of Course: 1-semester

Prerequisite: English II

DUAL ENROLLMENT: This is not a requirement just an option available through Dickinson 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: 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 laser), 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. Dual credit is offered through Dickinson State University.

CAREER AND TECHNICAL EDUCATION DEPARTMENT

CTE 520 SPORTS MEDICINE UPPER EXTREMITIES-DUAL ENROLLMENT

Number of credits: 0.5

Length of Course: 1-semester

Prerequisite: English II

DUAL ENROLLMENT: This is not a requirement just an option available through Dickinson 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: 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 laser), 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. Dual credit is offered through Dickinson State University.

CTE 530 SPORTS MEDICINE II

Number of credits: 0.5

Length of Course: 1-semester

Prerequisite: 1-Sports Medicine I A & B (BOTH Lower & Upper)

2-Can **NOT** be taking Lower or Upper in the same semester with Sports Med II; UNLESS Teacher Approval.

3-Teacher signature required for acceptance in the class

Educational Goals: Sports Medicine II is for the student who is still serious about the medical field after taking Sports Medicine I, both A & B. This class will consist of: a review of ALL major joints, injuries, rehab, many taping techniques but need to be very proficient in the taping. Understanding the modalities and how/when to use them. This class will also consist of 10 hours of job shadowing me in the training room for 10% of your grade for the semester grade; it's a pass/fail. This class also consists of trauma training throughout the semester with guest speakers from Central Valley Fire. This includes splinting, pharmacology, CPR, rescue drags, and stories.

PANTHER TRADES

CTE 800 PANTHER TRADES

Number of credits: 3

Length of Course: 1-Year

Prerequisite: 11th or 12th grade; CTE teacher signature; partnership approval and a valid driver's license

Panther Trades Program is a joint partnership between Belgrade High School and area businesses/schools that allows for students to attend Belgrade High School in the morning and then work-based learning in the afternoon.

- These are very limited offerings and require an application process to apply.
- These are skill/job-specific offerings that require a dedicated student.
- CTE Teacher Signature is required
- Approval with partnership
- The Panther Trades Program is available to Juniors and Seniors
- A valid driver's license is required

Current partnerships:

AG diesel Mechanics

with Frontline Ag Solutions

Pre-Carpentry Apprenticeship

with Dick Andersen Construction

Pre-Carpentry Apprenticeship

with R&R Taylor Construction

Tentative partnerships:

Plumbing

with Campbell's Plumbing or Williams Plumbing

Welding/Manufacturing

with Towhaul

(required to be currently in Welding III or have taken it)



FINE ARTS DEPARTMENT

THEATRE ARTS

FA 100 DRAMA I

Number of credits: 0.5

Length of course: 1 semester

Educational Goals: Students will grow their knowledge and skills in theater appreciation and performance. We begin with whole-group, low-stakes games and activities aimed at building confidence, and evolve toward a short whole-class performance for a small audience. Students will evaluate and develop an appreciation for multiple aspects of theater through physical and vocal preparation, oral interpretation of texts, puppet work, improvisation activities, scene work, directing, lighting, sound, scene and costume construction, and performance. This course can only be taken once. There is no prerequisite.

FA 105 DRAMA II

Number of credits: 0.5

Length of course: 1-semester

Prerequisite: Drama I

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. The semester culminates in an evening performance of a full-length play for a large audience. 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. This course can be taken repeatedly, like band or choir, as the course material changes every semester

VISUAL ARTS

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. Welcome to High School Art Foundations, a dynamic and exploratory course that serves as the foundation for your creative journey. This course provides a comprehensive introduction to various art forms, including drawing, painting, printmaking, ceramics, sculpture, and digital art. Designed for students of all levels, Art Foundations focuses on building essential skills, fostering creative thinking, and nurturing individual artistic expression. Through hands-on projects, students will explore the elements of art, principles of design, color theory, and composition, while gaining insights into global art history and cultural contexts/implications. Emphasis is placed on the creative process, encouraging students to experiment, reflect, and develop a personal artistic voice. Artists will document their ideas, experimentations, processes, finished works, and reflections into a digital portfolio. Join us for an inspiring and transformative experience that lays the groundwork for a lifelong appreciation of the arts and the development of your unique artistic identity.

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 with a number of mediums and techniques and explore the application of those skills to real-life scenarios. Artists will document their ideas, experimentations, processes, finished works, and reflections into a digital portfolio.

Material Fee: \$25 Material fee. Material fees should never be a barrier to taking art classes. Please see your teacher for information.

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, etc. Artists will document their ideas, experimentations, processes, finished works, and reflections into a digital portfolio. 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 Design.

Material Fee: \$25 Material fee. Material fees should never be a barrier to taking art classes. Please see your teacher for information.

FA 146 SCULPTURE I

Number of credits: 0.5

Length of course: 1-semester

Prerequisite: Art Foundations

Educational Goals: This studio class deals exclusively with three-dimensional techniques and concepts. Students will explore a variety of materials such as modeling clay(not ceramic), plaster relief, found object assemblage, paper-mâché, stop-motion claymation, non-ferrous metal jewelry, etc. Students will generate personal goals and work towards combining expressive ideas with technical skills. Students will learn about various sculptural styles and individual artist's work as they explore historic and contemporary art forms. Artists will document their ideas, experimentations, processes, finished works, and reflections into a digital portfolio.

Material Fee: \$25 Material fee. Material fees should never be a barrier to taking art classes. Please see your teacher for information.

FA 147 SCULPTURE II

Number of credits: 0.5

Length of course: 1-semester

Prerequisite: Sculpture I

Educational Goals: In this course, the student will experiment with the concepts, materials, and techniques that drive the sculptural exploration, with the emphasis on the development of the Design Thinking process. To this end, great flexibility will be given to the student in creating sculptural problems and appropriate solutions under the personal direction of the instructor. Through their inquiry, students will continue exploring the design thinking process to develop sculptures that create solutions to identified problems. Artists will document their ideas, experimentations, processes, finished works, and reflections into a digital portfolio.

Material Fee: \$25 Material fee. Material fees should never be a barrier to taking art classes. Please see your teacher for information.

FA 160 CERAMICS I

Number of credits: 0.5

Length of course: 1-semester

Prerequisites: Art Foundations

Educational Goals:

Welcome to Ceramics 1! This course is designed to provide students with a dynamic and choice-based exploration of various ceramic techniques, including coil building, slab building, additive and subtractive clay sculpture, wheel throwing, and glazing. Our focus goes beyond traditional methods by incorporating cultural connections and exploring the broader implications of ceramic art. Artists will document their ideas, experimentations, processes, finished works, and reflections into a digital portfolio.

Material Fee: \$25 Material fee. Material fees should never be a barrier to taking art classes. Please see your teacher for information.

FA 170 CERAMICS II

Number of credits: 0.5

Length of course: 1-semester

Prerequisites: Ceramics I

Educational Goals:

Welcome to Ceramics II, where creativity takes center stage! This course is designed for students who want to delve deeper into the world of ceramics, offering a unique blend of choice-based sustained investigations, technique boot camps, and multi-disciplinary fundraisers. In Ceramics II, students will have the opportunity to explore self-directed projects, allowing for a sustained investigation into personal themes and concepts. Technique boot camps will complement this freedom, providing focused skill development in various advanced ceramic techniques. As a highlight, we'll embark on a field trip to the world-renowned Archie Bray Foundation, immersing ourselves in a vibrant ceramic community and drawing inspiration from world-class artists. Join us for a semester of artistic exploration, technical mastery, and a memorable journey into the heart of ceramic arts. Artists will document their ideas, experimentations, processes, finished works, and reflections into a digital portfolio.

Material Fee: \$25 Material fee. Material fees should never be a barrier to taking art classes. Please see your teacher for information.

FA 180 PHOTOGRAPHY I & GRAPHIC DESIGN

Number of credits: 1

Length of course: Year

Prerequisite: English I

Educational Goals:

Students will learn about the history and impact of photography. They will also gain a foundational understanding of graphic design and how to work with programs like Adobe Photoshop and Adobe Illustrator. Throughout the year, students will be exposed to numerous techniques, concepts, and mediums that will help develop their understanding of the Elements and Principles of Design. Students will learn about, and work with, digital cameras and lenses, but will also explore the value and power of the cell phone camera. This foundational class will help prepare students for Photography II and send them out with a solid base of visual arts concepts and studio habits. Artists will document their ideas, experimentations, processes, finished works, and reflections into a digital portfolio.

Material Fee: \$25 Material fee. Material fees should never be a barrier to taking art classes. Please see your teacher for information.

FA 185 PHOTOGRAPHY II

Number of credits: 1

Length of course: 1-Year

Prerequisite: Photography I

Educational Goals:

Welcome to High School Photography II, an advanced course designed to elevate your photographic skills and creative vision. Building on the foundation laid in Photography I, this course delves deeper into the art and technique of photography. Students will explore advanced concepts in composition, lighting, and storytelling, honing their proficiency in manual camera settings and post-processing techniques. Through a series of challenging projects, students will refine their personal style and develop a deeper understanding of various genres within photography. From portrait and landscape photography to experimental and conceptual projects, Photography II offers a platform for creative exploration and self-expression. As a highlight, we'll embark on a field trip to Yellowstone National Park, immersing ourselves in a vibrant geological landscape explored by photographers for generations. Join us for a visually enriching journey where you'll push the boundaries of your photographic prowess and refine your ability to convey compelling narratives through imagery. Artists will document their ideas, experimentations, processes, finished works, and reflections into a digital portfolio.

Material Fee: \$25 Material fee. Material fees should never be a barrier to taking art classes. Please see your teacher for information.

FINE ARTS DEPARTMENT

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 Signature

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 digital images of works for 2-D Design, 3-D Design, and Drawing Portfolios. These works should demonstrate artistic growth and development. Students also submit an artist statement in which they describe the 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.

Material Fee: \$25 Material fee. Material fees should never be a barrier to taking art classes. Please see your teacher for information.

MUSICAL ARTS

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. The focus of this class will be Marching Band in the fall with various after-school commitments.

FA 205 ORCHESTRA

Number of credits: 1.0

Length of course: 1-Year

Educational Goals: Experience is not necessary, but is encouraged as we explore the world of Orchestra! Ever wanted to play the violin, viola, cello, or bass? This is the class for you. We will be learning the basics of strings playing, as well as learning some more advanced techniques for playing these instruments. Come join us and learn to play an amazing instrument! Emphasis on American styles of music (Fiddle, Rock, Jazz, as well as other styles).

FA 206 ROCK ORCHESTRA

Number of credits: 1.0

Length of course: 1-Year

Prerequisites: Previous string instrument experience - course will be offered during a zero period

Educational Goals: Have you played a string instrument for at least 2 years? This class is for you!!! We will be exploring American Styles of music, with an emphasis on Rock. Violins, Violas, Cellos, Basses, Guitars, and Pianists are all welcome to this new and exciting class!!! Please come ready to ROCK!

FA 220 JAZZ BAND

Number of credits: 1

Length of course: 1-Year

Prerequisites: Teacher signature-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 drumline 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. The focus of this class will be Marching Band in the fall with various after-school commitments.

FA 235 INTRO TO PIANO STUDIES

Number of credits: 0.5
Length of course: 1 semester

Educational Goals: Have you always wanted to play piano? This class is designed for beginners, so you do not have to have musical experience to join. We start off in the classical style and progress into some popular genres. You will learn about reading music, playing techniques, and performance etiquette.

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 your 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 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 is a great class for those exploring a career in music.

FA 260 WIND SYMPHONY

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 an in-depth analysis of music and its various forms. Wind Ensemble members will be responsible for preparing their parts prior to rehearsal. The focus of this class will be Marching Band in the fall with various after-school commitments.

FA 300 TREBLE CHOIR

Number of Credits: 1
Length of Course: 1-Year

Educational Goals: This is a non-auditioned choir for Soprano and Alto voices (women). Learn to really use your singing voice! 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. This is a positive, fun learning environment where we work as a team to create beautiful music. Open to all grade levels.

FA 310 TENOR-BASS CHOIR

Number of Credits: 1

Length of Course: 1-Year

Educational Goals: This is a non-auditioned choir for tenor, baritone, and bass voices (men). If you have an interest in singing, this is the place to learn how to use your voice. You will learn the most effective way to breathe, create sound, and read music starting from the beginning. This class is a great opportunity to become part of a group, travel, collaborate with other singers, and have fun! Open to all grade levels.

FA 320 CANTIQUÉ (Auditioned Women)

Number of credits: 1

Length of Course: 1-Year

Prerequisites: Audition required

Educational Goals: This class is designed for Sopranos and Altos (women) seeking to grow in musical understanding and experience. 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 CHOIR

Number of Credits: 1

Length of Course: 1-Year

Prerequisites: Audition required

Educational Goals: This choir is open to soprano, alto, tenor, and bass voices (women and men). You will also gain valuable experiences such as traveling and collaborating with other high school, collegiate, and professional singers. Joining this choir is a great commitment to make if you have an interest in singing challenging repertoire, striving for musical excellence, and/or singing after high school in community or collegiate settings.

FA 340 MUSIC RECORDING & COMPOSITION

Number of credits: 0.5

Length of course: 1-semester

Prerequisite: One previous high school music course (choir, band, orchestra, guitar, piano, music exploration)

Educational Goals:

Do you enjoy learning new computer programs? Do you enjoy writing your own music? Would you like to learn about music hardware including mixers, microphones, and audio interfaces? This class uniquely combines the artistry of a fine arts course with the tech lingo of a computer class. Some of the projects included are recording live instruments, remixing popular songs, and composing music for film scenes. This is a great introduction to careers in music composition, music technology, audio engineering, or theater/event centers.

Previous musical experience (either vocal or instrumental) is required because of the steep music-tech learning curve for some of our programs!

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, and 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. Year one students have a proficiency standard of Novice Mid, working towards achievement at the Novice High level.

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, and 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. Year two students have proficiency standards of Novice High (Semester 1) and Intermediate Low (Semester 2), working towards achievement at the Intermediate Mid level.

WL 120 SPANISH III-DUAL ENROLLMENT

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, and 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. Year three students have proficiency standards of Intermediate Low (Semester 1) and Intermediate Mid (Semester 2), working towards achievement at the Intermediate High level.

WORLD LANGUAGES DEPARTMENT

WL 130 SPANISH IV-DUAL ENROLLMENT

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, and 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. Year four students have the proficiency standard of Intermediate Mid, working towards achievement at the Intermediate High level.

WL 160 AP SPANISH LANGUAGE & CULTURE

Number of credits: 1
Length of course: 1 year
Prerequisites: Spanish III or instructor consent

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: This course will follow the Spanish IV course description and will provide additional opportunities for students to engage in interdisciplinary course content and develop skills through the six required themes: Families and Communities, Personal and Public Identities, Beauty and Aesthetics, Science and Technology, Contemporary Life, and Global Challenges.

Similar to the Spanish IV course, students opting for the AP Spanish Language and Culture will practice the four primary modes of communication: read, write, speak, listen, while honing their interpretive, interpersonal, presentations and intercultural benchmarks. Students will work primarily in the intermediate mid/high proficiency level with a goal of building towards achieving advanced skills.

AP Spanish Language and Culture students will engage in activities and assessments which help prepare them for the rigor required to succeed on the AP exam. In addition to taking the AP exam, students will also have the opportunity to take the class as a dual enrollment course for college credit as well as qualify for the Global and State Seals of Biliteracy.

NON-DEPARTMENTAL & OPTIONAL COURSE OFFERINGS

MIS 200 HONORS STUDY HALL

Number of credits: 0

Length of course: 1 Semester

Prerequisites: Senior Status

Seniors are allowed one Honors Study Hall **if** they are on track to graduate. Freshmen, 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 with this rule may result in the 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 615 | English Concepts III |
| ENG 620 | Senior English Concepts |
| ENG 630 | Life Skills English |
| MTH 610 | Integrated Math Concepts I |
| MTH 615 | Integrated Math Concepts II |
| MTH 650 | Life Skills Math |
| SOC 610 | History Concepts |
| SOC 620 | Government Concepts |
| HE 600 | Adaptive PE |
| HE 610 | Health & Personal Development |
| MIS 610 | Study Skills |
| FA 195 | Art Practicum |
| FA 610 | Life Skills Music |
| CTE 620 | Personal and Social Development |
| CTE 610 | Community Exploration |
| CTE 615 | Postsecondary Prep |
| CTE 660 | Skills for Independence |

SCHEDULE CORRECTION 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. Students are given the opportunity to look through the Curriculum Guide and ask questions of parents, teachers, and counselors before making their final selections.

Each student fills out a registration form that identifies their course selections in order of preference and each student's schedule is built entirely off of their registration form.

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, staffing needs, and availability also impact the master schedule and the courses being offered. 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.*** Students need to understand the importance of their decisions when selecting classes and the value of following through with those decisions.

WHAT KIND OF SCHEDULE CORRECTIONS CAN BE MADE?

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

- You are not scheduled for enough classes
 - 9-11 grade must have at least 6 credit classes scheduled
 - 12th grade two Honors Study Halls may apply. See the policy in the handbook.
- 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, but are scheduled in Spanish I)
- You need a class required for graduation this year (Seniors only)
- You need to retake a required class that you previously 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.
- **Administrative discretion is reserved for instances where space and classroom numbers are an issue**

Changes will NOT be made for the following reasons:

- You, your parent, a sibling, or a friend doesn't like the teacher.
- The teacher is "too hard" or "not hard enough".
- The teacher assigns too much work.
- The teacher "doesn't teach to your learning style".
- You want to be with friends or don't know anyone in the class.
- The class has the potential to lower your GPA.
- You were scheduled for a class you listed as an alternative.
- You did not complete the summer homework assignments.

BELGRADE HIGH SCHOOL

303 N HOFFMAN STREET

BELGRADE, MT 59714

Phone: 406-388-6862

<https://www.bsd44.org>

PRINCIPAL: SHANNA SMITH

ASSISTANT PRINCIPAL: TYLER MILLER

ASSISTANT PRINCIPAL: BERT HORSLEY

ACTIVITIES DIRECTOR: TOBY ROBINSON



COUNSELING DEPARTMENT

<https://www.bsd44.org/bhs/Department/28>

Phone: 406-924-2525

Fax: 406-924-2099

GO PANTHERS!