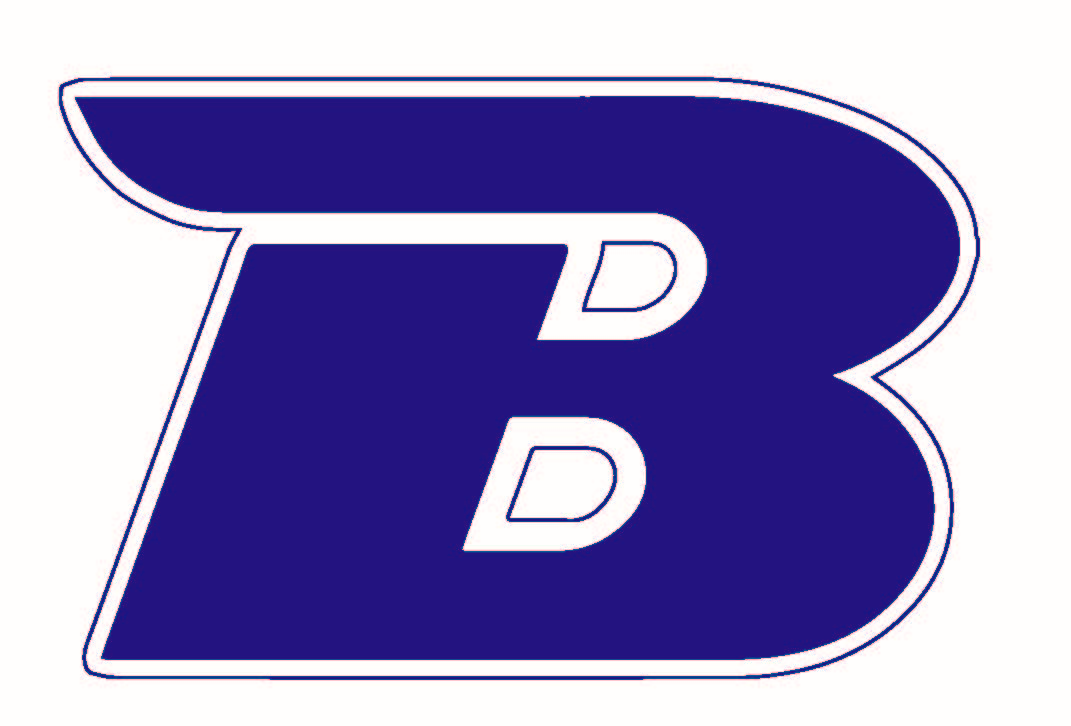
BIGFORK HIGH SCHOOL



Registration Handbook

2018 - 2019

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**Letter to Parents**

**Dear Parents and Student: **

After reading through the course offerings in this booklet, students should select their classes for the **2018-2019 school year.** Careful consideration should be given to the student’s career and educational goals – **graduation requirements for Bigfork don’t necessarily equate to admissions requirements for post high school programs or athletics, colleges, and universities**. It is suggested that parents and students take time to review course offerings and how these courses relate to their goals.

**SEVEN PERIOD DAY**

Students at Bigfork High School will register for seven classes each semester. Seniors must be registered for a minimum of five credits each semester and if they qualify for senior privilege, may leave up to two periods early or arrive two periods into the school day; or may choose to participate in dual enrollment course opportunities.

**BIGFORK HIGH SCHOOL COUNSELING**

In partnerships with staff, parents and community, the Bigfork High School counselor, who serves as a proactive student advocate, is dedicated to providing a welcoming and safe environment as well as individual support in academic, career, social and personal development.

The Counseling Department will support students in discovering their academic and personal potential to contribute at the highest level as productive members of society.

Students and parents may make an appointment to see the counselor before school, during the school day, or after school. To contact the counseling office: 837.7420 x4228.

**SCHEDULE & CHANGE POLICY**

Students at Bigfork High School will register for seven classes and up to three alternates. The registration process and course selection will be reviewed with all students in the spring. Schedules will be finalized in late spring of each year; students are scheduled for the entire school year.

**Course Change Policy**

* All schedule changes should be made **before** the start of each semester.
* Students are not to drop classes at the semester.
* All changes are dependent upon class size limits and graduation requirements.

Schedule change deadlines will be announced each term. The schedule change process is as follows:

* Students are to pick up a schedule change form in the Counseling Office
* Have the form filled out and signed by all teachers and parent/guardian involved in the requested change
* Return the form to the Counseling Office

At that point, the change request will be reviewed and the student will be contacted by the Counseling Office. Students are expected to attend their given schedule until notified otherwise.

ACADEMIC OPPORTUNITIES

There are a number of programs at Bigfork High School that students may choose to participate in to enrich their experience at BHS or to recover graduation credit.

**RUNNING START PROGRAM and DUAL and CONCURRENT ENROLLMENT OPPORTUNITIES**

Juniors and seniors may take courses at Flathead Valley Community College and receive both high school credit and college credit for those courses under the Running Start Program either on FVCC’s campus or online.

Students may also earn College Writing 101 credit right here on campus through your junior or senior English class, Tech Math with Mr. Jones, numerous College Math courses with Mr. Feller, American History or Survey 290 through the Environmental GIS course

To be eligible for Running Start or Dual Enrollment students must:

* Maintain the equivalent of a full-time course load between BHS and college/university
* Complete a non-degree application to college/university
* Take and pass the Compass placement test
* Be in good standing at BHS for attendance and graduation requirements

**VIRTUAL HIGH SCHOOL**

Virtual High School Global Consortium (VHS) is a non-profit cooperative of over 400 national and international member high schools offering full-semester and year-long online courses. VHS offers a wealth of unique elective, core, technical, Advanced Placement (AP) and Pre-Advanced Placement level courses. VHS strives to bring innovative, high-quality online high school courses to students, no matter their location. Currently, there are over 200 full-semester and year-long online courses in the VHS course catalog. There are seat limits for participation, so encourage your student to be aware of announcements regarding deadlines for application.

For further information or for class descriptions, see <http://www.vhscollaborative.org/>

**MONTANA DIGITAL ACADEMY (MTDA)**

Montana Digital Academy is a Montana-based online school that offers core course opportunities, as well as elective and credit-recovery courses. The courses are on a typical school-year calendar and are taught by Montana teachers. Like VHS, there are seat limitations, so please be aware of the MTDA registration deadlines listed on their website. Check out their latest offerings at [www.montanadigitalacademy.org](http://www.montanadigitalacademy.org/). See Mr. Roe or Mrs. McGregor about enrollment.

**HONORS CLASSES**

Honors courses are offered in English and social science at Bigfork; the honors sections offered are English II, English III, English IV, World History, U.S. History, and Government/Economics. Selection for honors sections is based on the recommendation of the previous years’ teacher in the corresponding subject area, application, writing assessment, grade and attendance history, interview, and standardized test scores. Honors classes are not weighted any differently than regular sections for calculating grade point average, but are viewed with higher regard by many colleges and universities as having participated in more rigorous coursework.

GRADUATION REQUIREMENTS



Requirements for BHS graduation, entry to Montana University System Institutions and NCAA/NAIA are different. If you plan to compete

in athletics OR continue your education at the college level, it is your responsibility to ensure that you meet the criteria required by ALL of the applicable institutions.

TRAC K YOUR CREDIT

|  |  |  |
| --- | --- | --- |
| **REQUIRED CURRICULUM** | **CREDITS** | **CLASSES SATISFYING REQUIRED CREDITS** |
| English | 4.0 | One English course each year (I, II, III, IV) |
| Social Science | 3.0 | 10th – World History, 11th – U.S. History, 12th - 0.5 Government & 0.5 of Economics |
| Math | 3.0 | Three math courses which includes Algebra I |
| Science | 2.0 | Earth Science and Biology |
| Fine Arts | 1.0 | Art or Music |
| Career & Technical Education | 1.0 | Building Trades, Business, Family & Consumer Science, Transportation, Sports Med |
| Health Enhancement | 1.5 | 0.5 Health, 1.0 Physical Education |
| Computer Applications | 0.5 | Computer Business Applications or take challenge test |
| General Electives | 7.0 | Additional classes from areas where requirements have been fulfilled |
| **Total** | **23.0** |  |

English I \_\_\_\_ \_\_\_\_ Science \_\_\_\_ \_\_\_\_

English II \_\_\_\_ \_\_\_\_ Science \_\_\_\_ \_\_\_\_ **College Athletes (see follwing page)**

16 core required for NCAA Division I

English IIII \_\_\_\_ \_\_\_\_ Fine Art \_\_\_\_ \_\_\_\_ & Division II

www.ncaaeligibilitycenter.org

English IV \_\_\_\_ \_\_\_\_ Career & Tech. Ed. \_\_\_\_ \_\_\_\_ 2 of 3 requirements for NAIA

www.naia.org

World History \_\_\_\_ \_\_\_\_ Health \_\_\_\_

**MT Univ. System Honor Scholarship**

U.S. History \_\_\_\_ \_\_\_\_ Physical Education \_\_\_\_ \_\_\_\_ Must fulfill Rigorous Core requirements

http://mus.edu/asa/hscp/index.asp

Government \_\_\_\_ Computer Apps. \_\_\_\_

**2 years of same International Language**

Economics \_\_\_\_ Required for many out-of-state colleges/univ.

Math \_\_\_\_ \_\_\_\_ General Electives \_\_\_\_ \_\_\_\_ \_\_\_\_ \_\_\_\_

Math \_\_\_\_ \_\_\_\_ \_\_\_\_ \_\_\_\_ \_\_\_\_ \_\_\_\_ \_\_\_\_

Math \_\_\_\_ \_\_\_\_ \_\_\_\_ \_\_\_\_ \_\_\_\_ \_\_\_\_ \_\_\_\_

**Each space represents one semester ½ credit**

|  |  |
| --- | --- |
| **Montana University System Graduation Requirements** | |
| **MSU-Bozeman & MSU-Billings**  22 ACT or 1540 SAT or 2.5 GPA on a 4.0 scale or rank in top ½ of graduating class AND complete required college prep courses | **UM-Missoula & Montana Tech of the University of Montana**  22 ACT OR 1540 SAT OR 2.5 GPA on a 4.0 scale OR rank in top ½ of graduating class AND complete required college prep courses |
| **MSU-Northern**  20 ACT OR 1440 SAT (4 year programs)OR 960 SAT (2 year programs) OR 2.5 GPA on a 4.0 scale OR rank in top ½ of graduating class AND complete required college prep courses | **UM-Western Montana College**  20 ACT OR 1440 SAT (4 year programs) OR 960 SAT (2 year programs) OR 2.5 GPA on a 4.0 scale OR rank in top ½ of graduating class AND complete required college prep courses |
| **Montana Community Colleges:** Dawson, Flathead, Miles City High school transcript or GED certification  College placement scores (Compass, Asset or ACT scores for general placement) | **Montana Colleges of Technology:** Helena, Missoula, Bozeman, Billings, Great Falls, Butte  Graduate from high school, present high school transcript, or GED certification. College placement scores (Compass, Asset or ACT scores for general placement) |

Mo nt ana University System Core Requireme nts\*

|  |  |  |
| --- | --- | --- |
| **Course** | **Core** | **Years** |
| English | Content of courses should have emphasis upon the development of written and oral communication skills and literature. | 4 |
| Social Studies | The courses shall include Global Studies (such as world history, world geography); American history; and Government, Economics, Indian History or other third year courses. | 3 |
| Mathematics | Courses shall include Algebra I, Geometry and Algebra II (or the sequential content equivalent of these courses). Students are encouraged to take a math course in their senior year. | 3 |
| Science | One year must be earth science, biology, chemistry, or physics; the other year can be one of those sciences or another approved college preparatory laboratory science. | 2 of laboratory science |
| Electives | Two years chosen from the following: world language (preferably two years), computer science, visual and performing arts, or vocational education units which meet the Office of Public Instruction guidelines. | 2 |

\*Please Note: Admissions requirements vary from college to college, so be advised that the standards listed above are general admission guidelines. Please see the Montana University System website at <http://mus.montana.edu/admissions.htm>for college-specific admissions information.

Mo nt ana University System Rigorous Core Requireme nts

|  |  |  |
| --- | --- | --- |
| **Course** | **Core** | **Years** |
| English | Written and oral communication skills, literature, and a designated college-prep composition or research-writing course | 4 |
| Social Studies | Global Studies (such as world history, world geography); American history; and Government, Economics, Indian History or other third year course. Recommendation: ½ yr of other courses such as psychology, humanities | 3 |
| Mathematics | Algebra I, II, and Geometry (or the sequential content equivalent) and a course beyond Algebra II (such as Trigonometry, Pre-Calculus, Calculus, Computer Math, or course equivalent) | 4 |
| Science | Three credits of lab science; general, physical or earth science; biology; chemistry or physics | 3 |
| Electives | Recommendation: Two years of second language, music, fine arts, speech/debate, career and technical education (such as information technology, computer science) | 3 |

POST HIGH SCHOOL OPTIONS

**University/College**

* **Bachelor’s Degree** (4-5 years)
* **Advanced Degree** (Master’s 1-3 years, or Doctorate 4-8 years beyond a Bachelor’s Degree)

**Technical, Trade or Community College**

* **Certificate Programs** (six months to one year programs)

Training programs in areas such as cosmetology, welding, dental assistant, EMT/Paramedic, real estate, auto body technology, heavy equipment operation, bookkeeping, medical transcription, etc.

* **Associate of Arts or Science Degree** (2 year program)

General studies degree that is transferrable to colleges or universities depending on entrance requirements.

* **Associate of Applied Science Degree** (2 year program)

This degree includes education training programs for specific careers, such as welding technology, diesel mechanics, nursing, medical assisting, computer information systems, etc.

**Job Corps**

Job Corps is a career technical training and education program for students ages 16 through 24 who meet income requirements. It offers hands-on training in more than 100 career technical areas, including welding, automobile technician, carpentry, office administration, clinical media assistant, culinary arts, computer technician and many more. All career technical training areas are aligned with industry certifications and are designed to meet the requirements of today’s careers at no cost! Job Corps helps high school graduates launch their careers. http://recruiting.jobcorps.gov

**Military**

Students with a high school diploma may enlist in a branch of the military (Army, Marine Corps, Navy, Air Force, or Coast Guard), where training is available for many jobs. In addition, part-time activity in the military is available through the Reserves and National Guard. For more information, go to [www.military.com](http://www.military.com).

**Reserve Officer Training Corps (ROTC)**

This is a college-based, officer commissioning program designed as a college elective that focuses on leadership development, problem solving, strategic planning and professional ethics. Merit-based scholarships are available to ROTC students – often they cover a significant portion of college tuition.

**Service Academies**

These programs are considered to be among the best deals in higher education in that tuition, books, room and board, medical and dental expenses are paid in full for the four years a student is enrolled. Students graduate with a bachelor of science degree and a leadership job as a junior officer in the military. Competition for these programs is fierce, and graduates are obligated to serve in the military for a minimum of five years.

**Apprenticeship**

An apprenticeship is a training program where you can “earn while you learn” – earning money while you learn a skilled trade or craft from a seasoned and skilled workers. See the Montana Department of Labor and Industry website at <http://wsd.dli.mt.gov/apprenticeship/default.asp> for more information or call 406.444.3998.

**AmeriCorps**

This is a network of local, state and national service programs that serves more than 2,000 nonprofits, public agencies and faith-based organizations. Full-time members of AmeriCorps who complete their service earn a Segal AmeriCorps Education Award of $4,725 to pay for college, graduate school or to pay back qualified student loans. Students may serve in a variety of areas including tutoring, improving health services, helping communities respond to disasters and more. To learn more about AmeriCorps, visit [www.americorps.org](http://www.americorps.gov/).

**Work Full Time**

It is strongly suggested that employment be secured prior to graduation.

DIVISION I

**NCAA ACADEMIC ELIGIBILITY**

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

In order to be classified as a qualifier for competition at a Division I college or university, a student is required to fulfill the 16 Core-Course Rule. Students must:

* Graduate from high school;
* Have a core-course grade-point average and a combined score on the SAT (Math + Critical Reading) or a sum score on the ACT based on the core GPA/test score index.

DIVISION II

In order to be classified as a qualifier, students must:

* Graduate from high school;
* Have a 2.00 GPA and complete the 14 Core-Course Rule.
* Have a combined score on the SAT (Math + Critical Reading) sections of 820 or a sum score of 68 on the ACT.

**DIVISION I**

**16 Core Courses**

4 years of English

3 years of mathematics (Algebra I or higher)

2 years of natural/physical science (including 1 year of lab science)

1. year of additional English, mathematics, or natural/physical science
2. years of social science

4 years of additional courses (from any area above, foreign language or comparative religion/philosophy)

**DIVISION II**

**14 Core Courses**

3 years of English

2 years of mathematics (Algebra I or higher)

2 years of natural/physical science (including 1 year of lab science)

2 years additional English, mathematics or natural/physical science

1. years of social science
2. years of additional courses (from any area above, foreign language or comparative religion/philosophy

**DIVISION II**

**16 Core Courses**

**(2013 and After)**

3 years of English

2 years of mathematics (Algebra I or higher)

1. years of natural/physical science (including 1 year of lab science)
2. years additional English, mathematics or natural/physical science

2 years of social science

4 years of additional courses (from any area above, foreign language or comparative religion/philosophy

**NAIA ELIGIBILITY**

###### [www.naia.org](http://www.naia.org/)

Students entering as college-level freshman must meet two of the three entry level requirements:

* A minimum score of 18 on the ACT or 860 (Math + Critical Reading) on the SAT; scores must be achieved on a single test. Writing scores are not considered in scoring.
* An overall high school grade point average (GPA) of 2.000 or higher on a 4.000 scale.
* Graduate in the upper half of your high school graduating class (top 50%)

The ACT/SAT test must be taken on a national testing date and certified to the institution prior to the beginning of the term in which the student initially participates.

*NOTE: Requirements for BHS graduation, entry to Montana University System institutions, and NCAA/NAIA are different. If you plan to compete in athletics* ***and/or*** *attend a postsecondary institution, it is your responsibility to ensure that you meet the criteria required by ALL of the applicable institutions.*

Tests to take and when

Throughout the year, there are numerous tests proctored both in and out of school. Please take the time to review the chart and familiarize yourself with both required and optional tests, as well as their timelines.

|  |  |  |  |
| --- | --- | --- | --- |
| TEST | 10 | 11 | 12 |
| **ACT** (required for all juniors) – Entrance test to college – is accepted by MT University System schools. It’s recommended to take the test after completing Algebra II. Register online at [www.act.org](http://www.act.org) or by mail (packets can be found in the Counseling Office).  ★See the Counseling Office in the fall for a list of test dates and registration deadlines. | Opt. | *Free* to all juniors on campus in April | X |
| **PSAT/NMSQT** – Preliminary SAT/National Merit Scholarship Qualifier Test. This test is given in early October at Bigfork High. It allows student to participate in a national scholarship competition, receive recognition, and practice for the SAT Reasoning Test. | Opt. | X |  |
| **CRT** (Criterion Reference Test – required) This test measures a student’s competency in science. The test is held in March. | X |  |  |
| **SAT REASONING and SAT SUBJECT TESTS** – Entrance tests to college. The Reasoning test measures verbal and math reasoning abilities and is accepted by the MT University System. The Subject tests are designed to measure your knowledge and skills in particular subject areas, as well as your ability to apply that knowledge. Register online at [www.sat.collegeboard.com](http://www.sat.collegeboard.com).  ★See the Counseling Office in the fall for a list of test dates and registration deadlines. | Opt. | X | X |
| **COMPASS** – Placement test given and accepted at most community colleges (FVCC) and/or one- and two-year tech. schools. Register for the test by calling the FVCC testing center at 756.3880 or by making an appointment to take it at BHS with a Running Start Advisor. |  | X | X |

Test preparation websites:

* [www.smartaboutcollege.org](http://www.smartaboutcollege.org) – free ACT and SAT practice up to 3x per year each test
* [www.sat.collegeboard.com](http://www.sat.collegeboard.com) – practice and registration for the PSAT and SAT
* [www.act.org](http://www.act.org) – practice and registration for the ACT
* [www.act.org/compass](http://www.act.org/compass) -- practice for the Compass

###### CAREER FIELDS

By taking an interest inventory (see website below) and selecting a field, students will develop a useful tool to assist them in choosing courses that match their post-high school plans. These fields are not meant to limit students, but function as a guide in exploring their strengths or interests in a way that is relevant to their goals for after high school. Every student is required to take elective classes to complete their credit for a high school diploma.

The Career Fields model identifies six major career areas:

* Agriculture and Natural Resources
* Arts and Communication
* Business and Management
* Engineering and Industrial Technologies
* Health and Related Services
* Social and Human Services

The guides on the following pages that include BHS electives, VHS electives, as well as FVCC Running Start and Dual/Concurrent Enrollment courses, are meant to be used to aid students in choosing relevant courses based on their identified academic, personal and career goals.

Interest Inventory website: [www.smartaboutcollege.org](http://www.smartaboutcollege.org/)

Click on MCIS – Montana Career Information System Choose: High School

Username\*: bigforksd Password\*: plan7ing

Choose: IDEAS, [O\*NET Interest Profiler](http://mtcis.intocareers.org/onet_ip/onet_ip_intro.aspx), Work Importance Locator and/or SKILLS

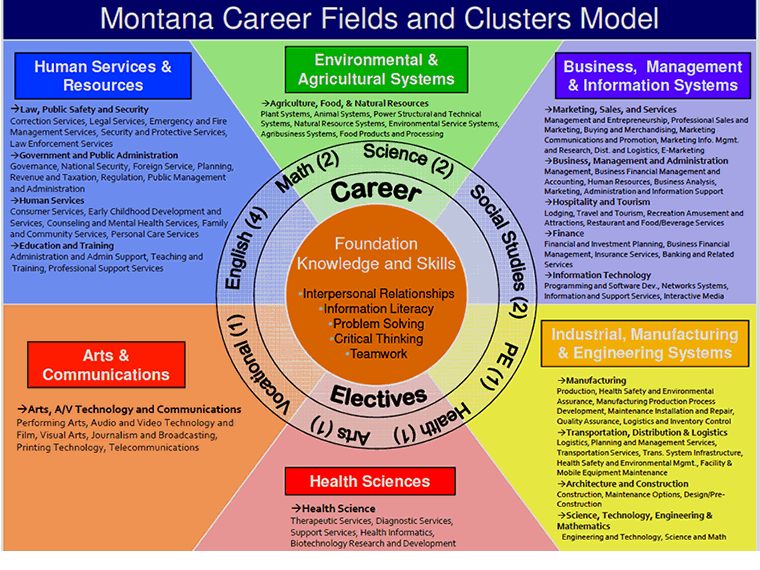
\*In order to save results to a portfolio, students must create their own account

**WHAT DO YOU WANT TO DO? WHERE DO YOU WANT TO GO? EXPLORE THE SIX CAREER AREAS! DISCOVER YOUR CAREER FIELD!**

**LET’S GET STARTED! 🡪**

**Career Fields**

By taking interest inventories that evaluate your strengths and interests, the career fields are a guide to assist in choosing courses. The goal is to make educated choices based on postsecondary plans – let the career fields help get you there!



11

**AGRICULTURE & NATURAL RESOURCES PERSONAL INTEREST INVENTORY CHECKLIST**

An ever expanding variety of careers are related to this Career Field, including the planning, implementation, production, management, processing, and/or marketing of agriculture commodities and services, including food, fiber, wood products, natural resources, forest, and environmental resources. It also includes related professional, technical and educational services.

**Do you...**

* *like planning and directing projects?*
* *have an interest in working with animals, soils, or plants?*
* *like working in agriculture?*
* *have an interest in sciences such as biotechnology, aquaculture, or chemistry?*
* *like caring for pets, sick or injured animals and/or training animals?*
* *enjoy doing mechanical or physical tasks?*
* *enjoy computer work?*
* *like to solve problems?*

**Do you have...**

* *a desire to work in the outdoors?*
* *clear verbal communication skills?*
* *the ability to use good judgment?*
* *knowledge of math, business, science, and computer skills?*
* *patience and composure in working with animals?*
* *mechanical aptitude and the ability to work with tools?*
* *observation and organization skills?*
* *leadership ability and decision making skills?*
* *interests in chemistry, biology, research, or food science?*

**Are you…**

* *comfortable being in charge of activities and people?*
* *focused and diligent in your work?*
* *able to work alone and with others?*

If you checked several of these questions, you may share similar interests with people employed in Agriculture and Natural Resources.

|  |  |  |
| --- | --- | --- |
| **On the Job Training or Some Schooling**  Animal Caretakers Chemical Applicator Commercial Fishers Equine Manager Farm & Ranch Hands  Farmers and Ranchers Florist  Forestry Technicians Groundskeepers & Gardeners Heavy Equipment Operator Horticulture/Greenhouse Worker Pest Control Workers  Welding | **Certificate or Two Year Degrees**  Agriculture Equipment Sales Agronomist  Animal Caretakers  Custom Equipment Operator Diesel Mechanic  Farmers & Ranchers  Fish & Wildlife Technicians Floral Shop Operator Forestry Technicians  Groundskeepers & Gardeners Horticulture/Greenhouse Worker Nursery Workers  Outdoor Recreation Manager Park Rangers  Quality Control Inspectors Real Estate Agent Science Technicians Surveyor  Veterinary Technicians  Water & Wastewater Plant Operators Welding | **Four Year and Professional Degrees**  Agricultural Scientists  Agricultural Chemical Representative Agriculture Consultant  Agriculture Education/Extension Teacher Agriculture Journalist  Agronomist Astronomers Biological Scientists Biologists  Business Executives & Managers Chemists  Earth Scientists Farmers & Ranchers Fish & Game Wardens Foresters  Geologists Loan Officer Meteorologists  Oceanographers Park Rangers Physicists Public Relations |

12

**Agriculture and Natural Resources**

This Career Cluster Plan of Study can serve as a guide, along with other career planning materials, as learners continue on a career path. Courses listed within this plan are only recommended coursework (with exception of graduation requirements) and should be individualized to meet each learner’s educational and career goals.

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **EDUCATION**  **LEVELS** | **GRADE** | **English/ Language Arts** | **Math** | **Science** | **Social Studies/ Sciences** | **BHS Electives** | **Running Start**  ***Dual Credit*** | **VHS Electives** |
| **High School** | *Interest Inventory Administered and Plan of Study Initiated for all Learners* | | | | | Include, but not limited to | | |
|  | English I | Pre-Algebra, | Earth |  | **Career & Tech. Ed.** | General Botany | **Science** |
| 9 |  | Algebra I, or | Science | Accounting I, II, III | Field Botany | Astronomy Basics |
|  |  | Geometry |  | Auto. Mech. I, II  Building Trades | Genetics and Change  General Entomology | Astronomy: Stars & Cosmos  Bioethics Symposium |
| 10 | English II | Algebra I, Geometry, Algebra II | Biology | World History |
| Personal Finance | Rangeland Management | Biotechnology |
| Welding | Geology of NW Montana | DNA Technology |
| Woods I, II | Field Surveying/GPS Intro | Environmental Science |
| 11 | English III | Geometry, Algebra II, Pre-Calculus | Anatomy & Phys., Chemistry, GIS | U.S. History |
|  | Silvicultural Relationships | Epidemics: Ecology or Evol. |
|  | and Habitat Typing | Genes and Disease |
|  | Resource Calculations | Intro. to Biology (Pre-AP) |
| *College Placement Assessments-Academic/Career Advisement Provided* | | | | |
|  | Intro to GPS | Intro. to Environ. Sci. (Pre-AP) |
| 12 | English IV | Algebra II, Pre- Calculus, Calculus | Anatomy & Phys.,  Chemistry, GIS, Physics | Government/Econ. |
|  | Natural Resource Issues | Meteorology |
|  |  | Oceanography |
|  |  | Pre-Veterinary Medicine |
| **POSTSECONDARY** | **Flathead Valley Community College** | | **Montana Colleges of Technology** | | **Montana Colleges/Universities** | | **Community Colleges** | **Career & Tech. Ed.** |
|
| Marketing & the Internet |
| Environmental Studies | | Heavy Equipment Operator | | Horticulture | | Heavy Equipment |  |
| Environmental Science | |  | | Agricultural Operations | | Operator |  |
| Geology | |  | | Technology | | Natural Resource |  |
| Forestry | |  | | Environmental Systems | | Management |  |
| Wildlife Biology | |  | | Animal Systems | |  |  |

Modified from the States' Career Clusters Initiative

**ARTS AND COMMUNICATION**

**PERSONAL INTEREST INVENTORY CHECKLIST**

This Career Field offers two different avenues of concentration. Careers in the Performing Arts, Visual Arts, or certain aspects of Journalism, Broadcasting and Film require courses and activities that challenge students’ creative talents. Careers in Audio-Video Communications Technology, Telecommunications, or Printing technology require strong backgrounds in computer and electronic-based technology and a solid foundation in math and science.

Do you...

* *like to work both independently in self-directed situations and with other people?*
* *like to express your feelings/ideas visually, in writing or by performing?*
* *enjoy artistic or musical activities?*
* *enjoy making speeches, debating, or participating in forensics?*
* *enjoy solving problems and manipulating electronics equipment?*
* *enjoy helping other people communicate better through speech or music?*

Do you have...

* *good oral and/or written communication skills?*
* *physical/manual dexterity?*
* *aesthetic and spatial perception?*

Are you ...

* *poised in social situations or in a crisis?*
* *able to express your ideas with ease and clarity?*
* *flexible and creative?*
* *able to get along with others and work as part of a team?*
* *able to set goals and work independently?*
* *able to translate design ideas into design realities?*

If you checked several of these questions, you may share similar interests with people employed in Arts and Communication.

|  |  |  |
| --- | --- | --- |
| **On the Job Training or Some Schooling**  Actor/Actress Disc Jockey Floral Designer Handcrafters Instrumentalist  Lighting Technician Merchandise Display Model  Music Copier  Music Store Employee Painter (Artist)  Photo Journalist Photographic Process Worker Singer/Dancer  Sound Technician Stand Performer Window Display Person | **Certificate or Two Year Degrees**  Actor/Actress Advertising Copywriter Author/Writer Broadcast Technicians Camera Operator Cartoonist Choreographer  Clothes Designers & Patternmakers Columnist  Film & Video Makers  Foreign Language Interpreter Free-lance Writers Fundraiser  Graphic Artists & Designers Interior Decorators & Designers Interpreters & Translators Jewelers  Journalist  Musician/Private Music Teacher Photographers/Photographic Processor Printer  Public Relations Specialist Radio & TV Broadcasters Reporter/Correspondent | **Four Year and Professional Degrees**  Actor/Actress Architects Archivist/Curator Art Teacher Artist  Business Executives & Managers Clothes Design & Patternmakers Commercial Artist  Critic/Book & Theatre Film & Video Makers Free-lance Writers Fundraiser  Graphic Artists & Designers Interior/Industrial Designer Interpreters & Translators Landscape Architects Librarians  Music Teacher Musicians Performing Artists  Photo Journalist/Photographer Professional Athlete  Public Relations Workers Radio & TV Broadcasters Singer/Dancer  Technical Writers  TV/Radio Program Writers/Directors Writers & Editors |

## Arts and Communication



This Career Cluster Plan of Study can serve as a guide, along with other career planning materials, as learners continue on a career path. Courses listed within this plan are only recommended coursework (with the exception of graduation requirements) and should be individualized to meet each learner’s educational and career goals.

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **EDUCATION**  **LEVELS** | **GRADE** | **English/ Language Arts** | **Math** | **Science** | **Social Studies/ Sciences** | **BHS Electives** | **Running Start**  ***Dual Credit*** | **VHS Electives** |
| **High School** | *Interest Inventory Administered and Plan of Study Initiated for all Learners* | | | | | Include, but not limited to | | |
|  | English I | Pre- Algebra | Earth |  | **ART** | Art Photography | **Career & Tech. Ed.** |
| 9 |  | Algebra I | Science | Adv. Drawing, Adv. | Design | Advanced Web Design |
|  |  | Geometry |  | Painting, Ceramics | Digital Photography | Animation & Effects  **English Lanuage Arts** |
| 10 | English II | Algebra I Geometry Algebra II | Biology | World History |
| General Art, Photo | Basic Video making | 101 Ways Write Short Story |
| **English Lang. Arts** | Watercolor I | Academic Write, AP Eng. |
| Lit. Mag., Media Lit, | Motion Picture Apprec. | Lit & Comp, AP Eng. Lang. |
| 11 | English III | Geometry Algebra II Pre-Calculus | Anatomy & Physiol. Chemistry  GIS | U.S. History |
| Creat. Write, | Acting for non-majors | & Comp., Basic Essay Wrtie, |
| Theatre & Drama, | Stagecraft | Irish Lit, Folklore & Lit of Myth, |
| Journalism, Battle | Theatre Design & Prod | Ghoulies, Ghosties & Beasts, |
| *College Placement Assessments-Academic/Career Advisement Provided* | | | | |
| School, Mythology | **Communication** | Hearts of Darkness, Heroes, etc. |
| 12 | English IV | Algebra II  Pre-Calculus Calculus | Anatomy & Physiol. Chemistry  GIS, Physics | Government/Econ. |
| **Music** | Business Comm. | **Music** |
| Band, Choir, Jazz | Tech. Writing, etc. | American Popular Music |
| Band, Percussion |  | History & Pop Music |
| **POSTSECONDARY** | **Flathead Valley Community College** | | **Montana Colleges of Technology** | | **Montana Colleges/Universities** | | **Community Colleges** | Music Composition |
| Music Listening & Critique |
| **Social Science** |
| Jewelry & Metalsmithing | | Computer/Network Support | | Art | | Goldsmithing-Bench | American Multiculturalism |
| 3D Jewelry Design | | Interior Design | | Media & Theatre Arts | | Computer Science | American Foreign Policy |
| Information Tech | |  | | Broadcast | | Technology | AP Psychology |
| Web Tech | |  | | Graphic Design | |  | Intro. to Psychology (Pre-AP) |
| Art | |  | | Technical Communication | |  | Philosophy 1 |
| Communication Studies | |  | | Motion Picture/Video Theatre | |  | Psychology 1 |
| English | |  | |  | |  | Sociology 1 |
| Theatre Arts Studies | |  | |  | |  |  |
| Liberal Arts | |  | |  | |  |  |

Modified from the States' Career Clusters Initiative

**BUSINESS & MANAGEMENT PERSONAL INTEREST INVENTORY CHECKLIST**

The Business and Management Career Field prepares learners for careers in planning, organizing, directing and evaluating business functions essential to efficient and productive business operations. Career opportunities are available in every sector of the economy and require specific skills in organization, time management, customer service, and communication.

**Do you...**

* *like operating computers or other business machines?*
* *enjoy working with numbers, writing letters, filing records, or preparing reports?*
* *like performing detailed work?*
* *like to give and receive information?*
* *enjoy making speeches, debating, or persuading other people?*
* *have any interest in greeting people, answering questions or helping customers?*
* *enjoy leading others and do your peers see you as a leader?*
* *like planning and directing the activities of other people?*
* *prefer your work to be structured?*

**Do you have...**

* *analytic and clerical skills?*
* *organizational skills and the ability to be accurate?*
* *the ability to be persuasive?*
* *leadership ability and decision-making skills?*
* *clear verbal communication?*
* *the ability to get along with others and be part of a team?*
* *enthusiasm and self-confidence?*
* *a competitive nature?*
* *the ability to work under pressure?*
* *problem-solving skills?*

**Are you…**

* *comfortable in a leadership role?*
* *able to work well with others?*
* *able to practice good judgment?*

If you checked several of these questions, you may share similar interests with people employed in Business and Management.

|  |  |  |
| --- | --- | --- |
| **On the Job Training or Some Schooling**  Auto Parts Counter Workers Automobile Salespeople Bank Tellers  Business Services Sales People Cashiers & Grocery Checkers Casino Gaming Workers Collectors  Counter Attendants Credit & Loan Clerks Data Entry Operators Dispatchers  Freight Handlers General Office Clerks Hotel Desk Clerks  Insurance Policy & Claims Clerks Kitchen Helpers  Mail Carriers Messengers Packers & Wrappers Postal Clerks  Property & Real Estate Managers Receptionists  Recreation Attendants Restaurant Managers Retail Salespeople  Shipping & Receiving Clerks Short Order Cooks Stenographers  Stock Clerks Telephone Operators Ticket Agents  Typists & Word Processors Utility Service Representative Waiters & Waitresses | **Certificate or Two Year Degrees**  Appraisers Bakers  Bookkeeping & Accounting Clerks Buyers & Purchasing Agents Chefs & Dinner Cooks  Computer Operators Computer Programmers Computer Support Specialists Construction Managers  Court Clerks Court Reporters  Fast Food Service Managers Hotel & Motel Managers Insurance Agents  Legal Secretaries Library Assistants Loan Officers  Medical Records Technicians Medical Secretaries  Office Managers Real Estate Agents Restaurant Managers  Sales & Service Managers Sales Representatives Secretaries  Small Business Operators Statistical Clerks Stenographers  Tax Preparers Travel Agents | **Four Year and Professional Degrees**  Accountants & Auditors Actuaries  Appraisers  Association & Union Executives Business Executives & Managers Computer Engineers  Computer Programmers Computer Support Specialists Construction Managers  Cost Estimators Economists  Education Administrators Farmers & Ranchers Financial Managers  Health Services Administrators Insurance Adjusters & Examiners Management Analysts  Market Research Analysts Mathematicians & Statisticians Military Officers  Personnel Managers Production Managers Public Administrators Public Relations Worker  Recreation Directors & Supervisors Securities Salespeople  Small Business Operators Systems Analysts |

## Business and Management



This Career Cluster Plan of Study can serve as a guide, along with other career planning materials, as learners continue on a career path. Courses listed within this plan are only recommended coursework (with the exception of graduation requirements) and should be individualized to meet each learner’s educational and career goals.

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **EDUCATION**  **LEVELS** | **GRADE** | **English/ Language Arts** | **Math** | **Science** | **Social Studies/ Sciences** | **BHS Electives** | **Running Start**  ***Dual Credit*** | **VHS Electives** |
| **High School** | *Interest Inventory Administered and Plan of Study Initiated for all Learners* | | | | | Include, but not limited to | | |
|  | English I | Pre- Algebra | Earth |  | **Career & Tech. Ed** | Principals of Marketing | **Career & Tech. Ed.** |
| 9 |  | Algebra I | Science | Accounting I, II, II , | Customer Service | AP Economics |
|  |  | Geometry |  | Culin. Skills, Personal  Finance. **English** | Micro Economics  Macro Economics | Intro. to Economics (Pre-AP)  **English Language Arts** |
| 10 | English II | Algebra I Geometry Algebra II | Biology | World History |
| **Lang. Art Literary** | Small Business | Academic Writing |
| **Magazine**, Creative | Management | Literacy Skills for the 21st Cent. |
| Writing, Journalism, | Elementary Statistics | Writing & Telecommunications |
| 11 | English III | Geometry Algebra II Pre-Calculus | Anatomy & Physiol. Chemistry  GIS | U.S. History |
| Media Literacy, Theatre | Human relations in | **Math** |
| & Drama, Mythology, | Business | AP Calculus AB |
| Battle School | Principles of Management | AP Calculus BC |
| *College Placement Assessments-Academic/Career Advisement Provided* | | | | |
|  | Business Communications | AP Statistics |
| 12 | English IV | Algebra II  Pre-Calculus Calculus | Anatomy & Physiol. Chemistry  GIS, Physics | Government/Econ. |
|  | Leadership | Calculus for Business |
|  |  | Intro. to Calculus AB (Pre-AP) |
|  |  | Intro. to Statistics (Pre-AP) |
| **POSTSECONDARY** | **Flathead Valley Community College** | | **Montana Colleges of Technology** | | **Montana Colleges/Universities** | | **Community Colleges** | Statistics & Business/Manage. |
| **Social Science** |
| American Foreign Policy |
| Accounting Technology | | Business | | Accounting | | Entrepreneurship | American Multiculturalism |
| Business Administration | | Administration Technology | | Business Administration | | Accounting Technology | AP Economics: Micro & Macro |
| Culinary Arts | | Human Resource Management | | Marketing | | Office Technology Clerical | AP Psychology |
| Entrepreneurship | | Sales/Marketing | | Human Resources | | Human Services | Current Issues in Am. Law |
| Marketing/Sales | | Legal Administrative Assistant | | Financial Management | | Marketing/Sales Specialist | Intro. to Psychology (Pre-AP) |
| Payroll Accounting | | Food Service Management | | Nature Based Tourism | | Culinary Arts | Peacemaking |
| Small Business Management | |  | |  | |  | Philosophy 1 |
| Office Technology | |  | |  | |  | Psychology 1 |
|  | |  | |  | |  | Sociology 1 |

Modified from the States' Career Clusters Initiative

ENGINEERING & INDUSTRIAL TECHNOLOGIES PERSONAL INTEREST INVENTORY CHECKLIST

An engineering career in science, technology, or mathematics is exciting. Learners who pursue one of these career fields will be involved in planning, managing, and providing scientific research. They will also provide professional and technical services including laboratory and testing services, and research and development services. The diverse industrial careers in manufacturing, designing, building, and maintaining the building environment is exciting, challenging and ever-changing. Employment in these careers has a soaring future with over 20 million people working in these careers.

***Do you …***

* *like figuring out how things work?*
* *enjoy operating or fixing machines?*
* *like working with your hands, assembling, building or repairing things?*
* *like planning and supervising a project or completing a project or parts of a project?*
* *like drawing detailed plans or patterns or working with blue prints?*
* *interested in courses in biology, chemistry, or physics?*
* *like reading automotive or scientific magazines?*
* *like advanced mathematics classes?*
* *like solving practical problems with mathematics?*
* *enjoy helping others build things?*
* *like doing chemistry experiments?*
* *like working with computers, robots, or computer-controlled machines?*
* *enjoy working with other people to solve a real life problem?*

***Do you have...***

* *an aptitude in mathematics and/or science?*
* *leadership skills and good judgment?*
* *good physical skills and stamina?*
* *the ability to analyze problems?*
* *a preference for working with your hands?*
* *the ability to communicate and get along with others?*
* *the ability to understand and pay close attention to standards?*
* *a preference to see practical results from your work?*

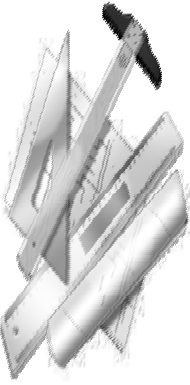
***Are you…***

* *able to use logic or creativity to solve problems?*
* *able to plan, organize and complete projects?*
* *able to focus and be an accurate worker?*

If you checked several of these questions, you may share similar interests with people employed in Engineering and Industrial Technologies.

|  |  |  |
| --- | --- | --- |
| **On the Job Training or Some Schooling**  Airline Ground Crew Workers Building Maintenance Workers Bus/Taxi Drivers  Coin & Vending Machine Repairers Construction Laborers  Contractors Dispatchers Electronics Assemblers Foundry Workers Ironworkers  Laundry & Dry Cleaning Workers Line Installers & Repairers Locksmiths  Loggers  Machine Tool Operators Metal Refining Workers Mine Workers Petroleum Processors Photofinishers  Prepress Workers Production Assemblers  Production Painters & Finishers Railroad Transportation Workers Rubber & Chemical Processors Sewing Machine Operators Stationary Engineers  Telephone Installers Upholsterers  Woodworking Machine Operators | **Certificate or Two Year Degrees**  Aircraft Pilots Aircraft Mechanics Auto Body Repairers  Automobile Mechanics Bookbinders & Bindery Workers Cabinetmakers  Carpenters Cement Masons  Computer Equipment Repairers Construction & Building Inspectors Drafters  Electricians  Electronic Technicians Heating & Cooling Mechanics Heavy Equipment Operators Jewelers  Metal & Plastic Processing Workers Millwrights  Molders  Plumbers & Pipefitters Precision Instrument Repairers Precision Woodworkers Printing Production Work  Radio & TV Service Technicians Sheetmetal Workers  Surveyor  Tool & Die Makers  Truck & Heavy Equipment Mechanics Water & Wastewater Plant Operators Welders | **Four Year and Professional Degrees**  Aerospace Engineer Agricultural Engineer Air Traffic Controller  Business Executive & Manager Chemical Engineer  Civil Engineer Commercial Airline Pilot Construction Manager Electrical Engineer Engineer  Environmental Engineer Industrial Engineer Mathematician & Statistician Mechanical Engineer Military Officer  Mining Engineer Petroleum Engineer Pilots & Flight Engineer Production Manager Public Administrator  Urban & Regional Planner |

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**Engineering and Industrial Technologies**

This Career Cluster Plan of Study can serve as a guide, along with other career planning materials, as learners continue on a career path. Courses listed within this plan are only recommended coursework (with the exception of graduation requirements) and should be individualized to meet each learner’s educational and career goals.

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **EDUCATION**  **LEVELS** | **GRADE** | **English/ Language Arts** | **Math** | **Science** | **Social Studies/ Sciences** | **BHS Electives** | **Running Start**  ***Dual Credit*** | **VHS Electives** |
| **High School** | *Interest Inventory Administered and Plan of Study Initiated for all Learners* | | | | | Include, but not limited to | | |
|  | English I | Pre-Algebra | Earth Science |  | **Career & Tech. Ed.** | House Construction | **Career & Tech. Ed.** |
| 9 |  | Algebra I |  | Woods I, II Auto | Intro to Engines Gas/Diesel | CAD |
|  |  | Geometry |  | Mech. I & II Build.  Trades , Welding | Electric Meters and Motors  Intro to Electricity | Computational Sci. & Engineer.  Using JAVA |
| 10 | English II | Algebra I Geometry Algebra II | Biology | World History |
|  | Electric Fundamentals I II | Engineering Principles |
|  | Electric Code Study Fund. | **Science** |
|  | HVAC/R Fundamentals | Adv. Topics in Chemistry |
| 11 | English III | Algebra II Geometry Pre-Calculus | Anatomy & Physio. Chemistry  GIS | U.S. History |
|  | Basic Wiring | AP Physics B, & C |
|  | Electrical Drafting | Chemistry II |
|  | Intro to Piping Systems | Integrated Mechanical Physics |
| *College Placement Assessments-Academic/Career Advisement Provided* | | | | |
|  | Intro to Plumbing Fixtures | Intro. to Chemistry (Pre-AP) |
| 12 | English IV | Algebra II Pre-Calculus  Calculus | Anatomy & Physio. Chemistry  GIS, Physics | Government/Econ. |
|  | Plumbing Theory and Code | Intro. to Physics B (Pre-AP) |
|  |  | Nuclear Physics |
| **POSTSECONDARY** | **Flathead Valley Community College** | | **Montana Colleges of Technology** | | **Montana Colleges/Universities** | | **Community Colleges** |  |
| Building Trades | | Aviation | | Applied Mathematics | | Building Trades |  |
| Surveying | | Construction Technology | | Construction Engineering Management | | Heating, Ventilation & Air |  |
| Electrical Technology Heating, Ventilation and Air | | Drafting Technology Process Plant Technology | | Environmental Engineering Military Aerospace Studies | | Conditioning Plumbing  Welding & Fabrication |  |
| Conditioning | | Metal Fabrication Technology | | Statistics | |  |  |
| Heavy Equipment | |  | | Public Health | |  |  |
| Welding and Fabrication | |  | |  | |  |  |
| Technology | |  | |  | |  |  |
| Engineering | |  | |  | |  |  |

Modified from the States' Career Clusters Initiative

HEALTH & RELATED SERVICES PERSONAL INTEREST INVENTORY CHECKLIST

This Career Field orients students to careers that promote health, wellness, and diagnosis as well as treating injuries and diseases. Some careers involve working directly with people, while others involve research into diseases or collecting and formatting data and information. Work locations are varied and may include hospitals, medical or dental offices, laboratories, medivac units, sports arenas or many other places within the community.

***Do you...***

* *have an interest in working with people for a common cause?*
* *enjoy doing volunteer work in the community?*
* *like changing from one duty to another frequently?*
* *have an interest in working with people who are injured, sick, or ill?*
* *want to promote wellness lifestyles?*
* *like working with the young, elderly, sick, or handicapped?*
* *have an interest in talking to and relating to sick or handicapped people?*

##### Do you have...

* *have the ability to be accurate?*
* *have good physical skills and enjoy activities which promote physical stamina?*
* *have a concern for people and their problems?*

##### Are you...

* *seen by your peers and others as thoughtful, sensitive, and patient?*
* *comfortable in leadership roles?*
* *alert and composed in a crisis?*
* *able to work as part of a team?*
* *flexible? Do you enjoy varied tasks?*
* *able to think critically and creatively?*

If you checked several of these questions, you may share similar interests with people employed in Health and Related Services.

|  |  |  |
| --- | --- | --- |
| **On the Job Training or Some Schooling**  Dental Assistants Electrocardiograph Technicians Electroencephalograph Technicians Geriatric Aide  Home Health Aides Medical Assistant Medical Office Personnel Nursing Assistants Pharmacy Technicians Psychiatric Aides | **Certificate or Two Year Degrees**  Dental Assistants Dental Hygienists  Dental Laboratory Technicians Emergency Medical Technicians Funeral Directors & Embalmers Licensed Practical Nurses Massage Therapists  Medical Assistants  Medical Laboratory Workers Medical Records Technician Medical Secretaries Occupational Therapy Assistants Opticians  Physical Therapy Assistants Radiologic Technicians Registered Nurses Respiratory Therapists Surgical Technologists | **Four Year and Professional Degrees**  Athletic Trainers Biological Scientists Chemists  Dieticians  Health Service Administrators Medical Lab Workers  Nurse Practitioners Occupational Therapists Physical Therapists Physician Assistants Registered Nurses Sanitarians  Speech Pathologists & Audiologists  **Post-Graduate Level (6+ years):**  Chiropractor Dentist Internist  Obstetricians & Gynecologists Optometrists  Pediatricians Pharmacists Physicians Podiatrists Psychiatrists  Recreational Therapists Surgeons |

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**Health and Related Services**

This Career Cluster Plan of Study can serve as a guide, along with other career planning materials, as learners continue on a career path. Courses listed within this plan are only recommended coursework (with the exception of graduation requirements) and should be individualized to meet each learner’s educational and career goals.

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **EDUCATION**  **LEVELS** | **GRADE** | **English/ Language Arts** | **Math** | **Science** | **Social Studies/ Sciences** | **BHS Electives** | **Running Start**  ***Dual Credit*** | **VHS Electives** |
| **High School** | *Interest Inventory Administered and Plan of Study Initiated for all Learners* | | | | | Include, but not limited to | | |
|  | English I | Pre-Algebra | Earth |  | **Career & Tech. Ed.** | Principles of Biology | **Career & Tech. Ed.** |
| 9 |  | Algebra I | Science | Culinary Skills/Nutrit. | Basic Anatomy and | Parenting in the 21st Century |
|  |  | Geometry |  | **Health Enhancement**  Health, Phys Ed, Speed | Physiology  A&P Lab | Perspectives in Health  **Science** |
| 10 | English II | Algebra I Geometry Algebra II | Biology | World History |
| & Strength, Weight | Medical Terminology | Advanced Topics in Chemistry |
| Training | Pharmacology | AP Biology or Environ. Science |
| **Science** | Basic Rescue Skills for | Bioethics Symposium |
| 11 | English III | Geometry Algebra II Pre-Calculus | Anatomy & Phys. Chemistry, GIS, Forensics | U.S. History |
| GIS, Forensics | EMA Providers | Biotechnology |
| Sports Med. | Opportunities in Health and | Chemistry II: Chem. of Civilizat. |
|  | Medical Careers | DNA Technology |
| *College Placement Assessments-Academic/Career Advisement Provided* | | | | |
|  | Care and Prevention of | Environmental Chemistry |
| 12 | English IV | Algebra II Pre-Calculus  Calculus | Anat & Phys, Chem, Forensics, GIS,  Physics, Sports Med | Government/Econ. |
|  | Athletic Injuries | Environmental Science |
|  |  | Epidemics: Ecology or Evol. |
|  |  | Forensics |
| **POSTSECONDARY** | **Flathead Valley Community College** | | **Montana Colleges of Technology** | | **Montana Colleges/Universities** | | **Community Colleges** | Genes & Disease |
|
| Intro. to Biology, Chemistry or |
| Environ. Science (Pre-AP) |
| Medical Assistant | | Diagnostic Medical | | Biomedical Services | | Medical Coding | Oceanography |
| Paramedicine (EMT) | | Engineering | | Genetics | | Gerontology | The Human Body |
| Practical Nursing Pharmacy  Pre-Health Professions Biology  Radiologic Technology | | Nursing-RN Dental Assistant  Medical Transcription Respiratory Care Pharmacy Technology | | Health & Human Development Medical Laboratory Science Toxicology  Preveterinary Medicine | | Radiologic Technology Paramedicine | **Social Science**  AP Psychology  Intro. to Psychology (Pre-AP) Philosophy 1  Psychology 1  Sociology 1 |
| Nursing | |  | |  | |  |  |
| Surgical Technology | |  | |  | |  |  |

Modified from the States' Career Clusters Initiative

**SOCIAL & HUMAN SERVICES PERSONAL INTEREST INVENTORY CHECKLIST**

This Career Field is the most diverse, preparing individuals for employment in careers related to families and human needs. It includes: Education: the planning, managing and providing of education and related learning support services; Law and Public Safety: the planning, managing and providing of legal services, public safety, protective services, and professional and technical support services; Government and Public Administration: the planning, managing and providing of state, local, and national governance, national security, foreign service, public management and administration, revenue and taxation.

Do you...

* *have a desire to help people?*
* *enjoy helping others learn new things or acquire information?*
* *get along with a wide variety of people?*
* *enjoy providing service to others - to give information, to see to their comfort or to enhance their appearance?*
* *enjoy studying about how society works as well as the interactions of individuals or groups of people?*
* *enjoy sharing ideas with others?*
* *like working as part of a team?*
* *like being in charge of planned activities?*
* *enjoy volunteering or serving your community, state, or nation?*

Do you have...

* *good physical skills and enjoy activities which promote physical stamina?*
* *clear writing and speaking skills?*
* *creative thinking skills?*
* *take and follow directions?*
* *the ability to analyze and evaluate information readily?*
* *a concern for people and their problems?*
* *the trust and confidence of your peers?*

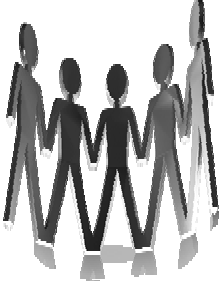
Are you...

* *polite, understanding, sensitive, and patient?*
* *seen as a leader by your peers?*
* *flexible and enjoy varied tasks?*
* *able to plan and direct others’ activities?*
* *composed in a crisis or conflict?*

If you checked several of these questions, you may share similar interests with people employed in Social and Human Services.

|  |  |  |
| --- | --- | --- |
| **On the Job Training or Some Schooling**  Child Care Workers Coaches Corrections Officer Counter Attendant Fast Food Worker Firefighter  Forest Firefighter Host/Hostess  Military Enlisted Personnel Nanny  Nursery School Attendant Recreation Attendants Security Guards  Social Service Aides Store Detective Teachers Aides | **Certificate or Two Year Degrees**  Compliance Officers & Inspectors Construction & Building Inspectors Corrections Officers  Cosmetology  Detectives & Investigators Firefighter  Flight Attendants  Funeral Directors & Embalmers Hair Stylists  Law Enforcement Officers Legal Assistants  Legal Secretaries Library Assistant Massage Therapists Recreation Guides Recreation Leaders Sanitarians  Social Service Aides Teacher Aides | **Four Year and Professional Degrees**  Addictions Counselors Agricultural Inspectors Anthropologists Archivist & Curators  Association & Union Executivies Clergy  Corrections Officers Counselors Economists  Education Administrators Educatio Program Specialists Elemetnary School Teachers Fish & Game Wardens  High School Teachers Law Enforcement Officers Lawyers  Librarians  Market Research Analyst Military Officers Occupational Therapists Parole & Probation Officers Psychologists  Public Administrators Recreation Therapists  Recreational Directors & Supervisors Rehabilitation Counselors  School Counselors Social Scientists Social Workers  Special Education Teachers University & College Teachers Vocational Education Teachers |

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**Social and Human Services**

This Career Cluster Plan of Study can serve as a guide, along with other career planning materials, as learners continue on a career path. Courses listed within this plan are only recommended coursework (with the exception of graduation requirements) and should be individualized to meet each learner’s educational and career goals.

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **EDUCATION**  **LEVELS** | **GRADE** | **English/ Language Arts** | **Math** | **Science** | **Social Studies/ Sciences** | **BHS Electives** | **Running Start**  ***Dual Credit*** | **VHS Electives** |
| **High School** | *Interest Inventory Administered and Plan of Study Initiated for all Learners* | | | | | Include, but not limited to | | |
|  | English I | Pre-Algebra | Earth |  | **Career & Tech. Ed.** | Introduction to Criminal | **Career & Tech. Ed.** |
| 9 |  | Algebra I | Science | Textiles & Apparel | Justice | Kindergarten Apprentice Teach. |
|  |  | Geometry |  | **English Lang. Arts**  Creative Writing | Native American Studies  Intro. To Sociology | Parenting in the 21st Century  Perspectives in Health |
| 10 | English II | Algebra I Geometry Algebra II | Biology | World History |
| Literary Magazine | Intro. To Education | **English Language Arts** |
| **Science** | Early Childhood Education | Cultural Ident. Through Literature |
| Forensics, Sports Med, | Inrto. To Human Services | Literacy Skills for the 21st Cent. |
| 11 | English III | Geometry Algebra II Pre-Calculus | Anatomy & Physiol. Chemistry  GIS, Forensics | U. S. History |
| GIS |  | 21st Cent. Women Authors |
|  |  | Writing and Telecommunications |
|  |  | Young Adult Literature |
| *College Placement Assessments-Academic/Career Advisement Provided* | | | | |
|  |  | **Science** |
| 12 | English IV | Algebra II Pre-Calculus  Calculus | Anat & Phys,  Chem, GIS, Physics, Sports Med | Government/Econ. |
|  |  | Environmental Chemistry |
|  |  | Environmental Science |
|  |  | Epidemics: Ecology or Evol. |
| **POSTSECONDARY** | **Flathead Valley Community College** | | **Montana Colleges of Technology** | | **Montana Colleges/Universities** | | **Community Colleges** | Forensic Science |
| Genes & Disease |
| The Human Body |
| Introduction to Criminal | | Paralegal/Paralegal Studies | | Government | | Criminal Justice | **Social Science** |
| Justice  Native American Studies Introduction to Sociology Introduction to Education Early Childhood Ed.  Intro. to Human Services | | Fire & Rescue Technology/Fire Science | | Public Administration Political Science Secondary Education Law  Psychology | | Early Childhood Education Substance Abuse Counseling Personal Trainer | American Foreign Policy  American Multiculturalism AP Psychology Constitutional Law  Current Iss. in Am. Law & Justice Intro. to Psych. (Pre-AP) Philosophy 1 |
|  | |  | |  | |  | Sociology 1 |

Modified from the States' Career Clusters Initiative

general electives

**BHS/FVCC Running Start Program and Dual Enrollment**

Juniors and seniors may take courses at Flathead Valley Community College and receive both high school credit and college credit for the courses under the Running Start Program either on FVCC’s campus or online. Students may also earn high school and/or college credit online through Miles Community College, Dawson Community College, or take Montana University System Core Courses online through Montana State University – Great Falls College of Technology. Bigfork High School grants ½ credit for each semester class that is two (2) or more credits on the college/university credit scale. Applicants must take a placement test and achieve a certain score in order to be admitted. The first six credits at FVCC are free; any additional credits cost little more than half of the usual rate. Classes required for graduation from Bigfork High School cannot be taken for dual enrollment.

**Classroom Aide** 2 semesters ½ credit

**Prerequisite: Teacher permission, Seniors must be enrolled in at least five academic classes, Juniors, Sophomores, and Freshmen must be enrolled in at least six academic classes before applying to be a student aide.**

Students must complete a contract, maintain a 2.5 semester cumulative GPA, no ‘F’ grades for previous semester, follow school rules, and attendance shall be within District policy. Any discipline referrals may result in loss of student aide privilege. **Classroom Aides are subject to grade checks and study back requirements as outlined in the Activity section of the handbook**. Failure to comply with study back requirements will result in loss of Classroom Aide privilege. All student aides are required to stay in the assigned teacher area – no trips to the library, study hall, etc.

**Library Aide** 2 semesters ½ credit

**Prerequisite: Librarian’s permission, 11TH & 12TH grade with all graduation elective requirements met**

Assist the librarian on tasks as needed; checking books in and out, re-shelving books, etc.

**Office Aide/Counseling Aide**  2 semesters ½ credit

**Prerequisite: Secretary’s/Counselor’s permission, Seniors must be enrolled in at least five academic classes, Juniors, and Sophomores must be enrolled in at least six academic classes before applying to be a student aide.**

Students help out in the office, picking up attendance slips, answering the phone, sorting mail, etc.

**Peer Tutoring** 2 semesters 1 credit

**Prerequisite: Recommendation by classroom teacher**

Students will be assigned to a class or study hall to tutor other students in math, science, English or history.

**Senior Privilege** 2 semesters NO CREDIT

Seniors who are on track to graduate, have no D’s or F’s from the previous semester, maintain a cumulative 2.5 GPA, is without discipline referral, is within the attendance policy, may limit their schedule to five classes, and sign out before lunch, or arrive up to two periods into the school day.

**Study Hall**  1 or 2 semesters NO CREDIT

Students must bring work to the study hall. Anyone who does not have work to do and is not utilizing the study hall for study, the student will be assigned to another class at the quarter or semester. Weekly grade checks are conducted for all study hall students. Study hall sizes are limited and are need-based.

**Bigfork Digital HS (BDHS)** 1 or 2 semesters ½ credit ea.

BDHS courses take place entirely over the Internet. BDHS students have the opportunity to select from a full catalog of semester-length and full-year courses including advanced placement (AP). Courses emphasize problem-based learning, group work and authentic assessment. Course elements include critical thinking and student-centered activities such as small group activities, peer-to-peer interactions, multi-media presentations, and class discussions. Courses are instructor-led and course size will not exceed 25 students. Students must apply to take a BDHS course, as spots are limited.

**Yearbook** /**Advanced Multimedia**                                              2 semesters                              1 credit

**Prerequisite: Grade 9–12, 3.0 GPA, writing, keyboarding and computer ability**

Students in this course will be involved in the production of the yearbook.  The production involves the use of Adobe CC software, cameras (video and still) and other tech gear. No previous experience is needed but the class is always looking for students with experience with publishing software and/or Adobe Photoshop software, or videography/photography skills. Students are expected to go to events throughout the year to take pictures/video. Second/Third year students will serve as production editors.  Permission of the instructor (Mr. Appleby) is required to verify prerequisite experience.

**EDU 101 – Teaching and Learning** (Dual-Enrollment) 1 semester ½ credit

EDU 101 is a discussion-centered course designed to develop our critical understandings of public education and the role of classroom teachers in today’s public schools. We will discuss what it means to know, to learn, and to teach. We will examine how public schools developed and changed over the last 100+ years and how the teachers’ roles have evolved accordingly. We will look at challenges facing teachers today and society’s expectations of teachers and public schools through short and longer texts of theory, practice, and teacher narrative. Our responses to texts include writing, both formal and informal, discourse, and presentation. Most importantly, we will begin to see the classroom as a place of work, of community, of inclusion, and of infinite promise.

ART

**Art Fundamentals** 2 semesters 1 credit This course is an art survey class examining both 2 and 3 dimensional art forms and methods of creative expression. Students will gain a strong foundation of traditional arts and study creative visual arts and arts communication through the use of art elements and principles of design. Some media areas covered include; Drawing, painting, design ceramics, sculpture, printmaking, and commercial art.

**Advanced Drawing** (Fall Semester)1 semester ½ credit

Prerequisite: Must have a C or Higher in both Semesters of Art Fundamentals

Once Enrolled, a student must maintain a C+ or Higher in each quarter to continue the class.

Students will become more skilled in all facets of sketching and printmaking as we will focus on the art elements used in creating successful art compositions. Students will have the opportunity to work with many types of media such as graphite, charcoal, pastel, ink and more. Students must have taken Art Fundamentals.

**Advanced Painting** (Spring Semester)1 semester ½ credit

Prerequisite: Must have a C or Higher in both Semesters of Art Fundamentals

Once Enrolled, a student must maintain a C+ or Higher in each quarter to continue the class.

In this class students will explore with media such as oil paint, acrylic and watercolor when creating masterful pieces of art. Our focus in class will be to study and explore other Master Painters through each lesson and learn to focus on specific styles in order to find our own.

Students must have taken Art Fundamentals prior to taking this course.

**Ceramics** (Spring Semester)1 semester ½ credit

Prerequisite: Must have a C or Higher in both Semesters of Art Fundamentals

Once Enrolled, a student must maintain a C+ or Higher in each quarter to continue the class.

This class will allow students to create sculptural pieces both functional and aesthetic using hand-building techniques and throwing clay on the potter’s wheel. We will focus on the Principles of design when discovering our creative outlet with clay.

**Photography** (Fall Semester)1 semester ½ credit

Prerequisite: Must have a C or Higher in both Semesters of Art Fundamentals

Once Enrolled, a student must maintain a C+ or Higher in each quarter to continue the class.

This class will cover basic photography skills using a digital camera. Students will learn Photoshop and other computer programs when enhancing photographic compositions. Students will gain an appreciation of Photography through the historical study of other photographers and will be inspired by the lessons and the environment around them.

career AND technical education

**BUILDING TRADES**

**Woods I/Building Trades**  2 semesters 1 credit

This course will include shop and tool safety instruction, basic knowledge of woods (species, etc.), what woods are used and why, as well as gaining a working knowledge of hand and power tools. For each type of building project, students will learn building design and eventually fabricate a model home. The course will emphasize quality work with little material waste.

**Woods II/Building Trades**  2 semesters 1 credit

**Prerequisite: “C” or better in Woods I**

This course will start with a refresher on shop and tool safety. From there, the course is made up of four parts beginning with a basic working knowledge of concrete – building forms and putting in a foundation. Then, the course will move to basic stud construction of a home and roof systems. Third, plumbing; acquiring a basic knowledge of a septic system, wells, running fresh water lines and all drain lines, design to code and all the different types of plumbing systems. Finally, electricity; designed to code, a full residential electrical system for the average home. There will be large project built during this course, such as sheds, cabins, etc.

**BUSINESS**

**Accounting I**  2 semesters 1 credit

Accounting I is an introduction to keeping financial records for a service and merchandising business as well as personal transactions. Topics included are preparation of financial statements, checking accounts, and payroll registers. All worksheets are done online. Students enrolled in this course may choose to take the NOCTI test to qualify for college credit at any postsecondary institution in Montana offering ACTG 101 Accounting Procedures I.

**Accounting II** 2 semesters 1 credit

**Prerequisite: “C” or better in Accounting I**

Accounting II will provide students with further development and analysis of the accounting principles of the accounting cycle presented in Accounting I. Simulation packets are used for reinforcement. . All worksheets are done online. Computerized Accounting is also incorporated using Excel, when possible. Students enrolled in this course may choose to take the NOCTI test to qualify for college credit at any postsecondary institution in Montana offering ACTG 101 Accounting Procedures I.

**Computerized Business Applications** 1 semester ½ credit

**Fulfills the Computer Literacy Requirement for Graduation**

This course covers the basics of using Microsoft Office applications (Word, PowerPoint, Excel), E-mail, Internet, and web tools. A student may challenge this credit by “testing out” with the instructor.

**Personal Finance** 2 semesters 1 credit

**Prerequisite: “C” or better in Computerized Business Applications; Grades: 10, 11, 12**

This is designed to prepare high school students to make wise financial decisions in personal situations. The class helps students realize that they are already making financial decisions and shows them how their decisions affect their future. This class is useful for all students. Personal Finance is a year-long course designed to acquaint high school students with the roles and responsibilities of the American consumer. Students will cover a variety of topics including earning and managing income, credit use, saving and investing, banking, insurance, (health, life, auto, homeowners) ,taxes and social security, auto buying, and basics about the American economy.

**Coding I** 1 semester ½ credit

**Prerequisite: Computerized Business Applications**

Coding I introduces the foundations of computer science and basic programming, with an emphasis on developing logical thinking and problem solving skills. After you complete the Programming with Karel (through Code Montana and Code HS), you will be given access to the other four CodeHS.com modules.

**Coding II** 1 semester ½ credit

**Prerequisite: Coding I**

Using Code Montana/Code HS and many other websites, Coding II will build upon the concepts introduced in Coding I. Additional websites to be used will include: [Alice.org](http://alice.org/)**,** [Code.org](http://code.org/learn)**,**[CodeAcademy.Com](http://codeacademy.com/)**,** [KhanAcademy.org](http://khanacademy.org/cs)**,** MIT app Inventor, Scratch, Tynker, and other free resources.

**FAMILY AND CONSUMER SCIENCE**

**Advanced Culinary (LAB FEE: $20)** 2 semesters 1 credit

**Prerequisite: Culinary Skills/Nutrition with a B or better**

This class goes beyond basic cooking techniques into higher level skills, as well as understanding the science and history of food, and improving mise en place and work flow. Topics include sauces and stocks, baking, meat cookery, seasoning and flavoring, garnishes, menu and recipe creation, costing, foodservice management, and International cultures and food.

**Culinary Skills/Nutrition (LAB FEE: $15)** 2 semesters 1 credit

**Prerequisite: Grades 10, 11, 12**

This course will interest students who want to learn to cook for personal use, as well as for careers in the food industry. Basic culinary skills are developed through both study and application of skills in food preparation. Additional emphasis is placed on knowledge of sanitation, safety, nutrition, work organization and food selection and storage.

**Textiles and Apparel (1st Semester)** 1 semester ½ credit

Much more than learning to sew!! Students will develop time management, problem-solving and decision-making skills through selection, completion, and evaluation of their garment and projects. Each quarter advances sewing skills as well as knowledge of fiber, fabric, and design. Students are responsible to purchase supplies and materials for their projects.

**Travel and Tourism (2nd Semester)** 1 semester ½ credit

Tourism is Montana’s 2nd largest industry.  The post-secondary institutions are expanding to meet the workforce needs and so are we.  This is an introductory course exploring the components and complexity of travel, tourism, hospitality and recreation.  Students have an opportunity to research career possibilities at the local, state and global levels of these industries.  Reading, writing, math, science and geography skills will be emphasized as they relate to the course content.

**TRANSPORTATION**

**Auto I/Welding** 2 semesters 1 credit

This class will begin with full safety procedures on all shop equipment. This class is an introduction to the automotive field of repair and maintenance. It will cover most of the basic systems of the automobile through classroom instruction and hands on shop practice – shop safety, use of tools and equipment and basic knowledge of all areas of the automobile. Over fifty percent of your grade is based on attitude, participation and work ethic.

**Advanced Welding (LAB FEE: $125)** scholarships available 2 semesters 1 credit HS – 6 College

**Dual-Enrollment Courses: Welding 111 & Welding 185**

Welding 111-This is an introductory course presenting the care and use of arc and oxy-fuel welding equipment, regulators, torches, cylinders, power sources, electrodes, characteristics of operation, welding of mild steel and special application weld procedures. Various techniques of welding mild steel and medium steel will be studied. Mechanical properties of metals and types of joints are also presented.

Welding 185-This course provides experienced welders the opportunity to prepare for, practice, and complete the AWS National Welding Certificate exam to AWS D1.1 code. The training will include flat, horizontal, vertical, overhead positions of mild and medium steel. Emphasis is placed on heat and rod selection for various metals, techniques, and exam requirements. All students must final test for certification to earn credit.

**Auto II** 2 semesters, 2 periods 2 credits

**Prerequisite: Earned a “B” or better in Auto I**

The class is the second year automotive class that builds upon the basics learned in Auto I, including an emphasis on safety procedures in the shop. This class will advance students from the knowledge learned in Auto I to a higher level of knowledge of automotive technology in all systems through both classroom instruction and hands on work in the shop. Over fifty percent of your grade is based on attitude, participation and work ethic.

english language arts

**Battle School** 1 semester ½ credit

Battle School is a role playing game for the classroom. In this class, students become characters in a fictional world physically represented on a variety of playable terrain maps. Instead of worksheets and tests, students engage in epic battles against their peers and teacher. Instead of units of study, students embark on arduous quests that seek to answer a single question:  how can English be played? In Battle School, control of the game is shared among all active players, and the teacher is just one of many players influencing decisions and events in the game world. Resources help build weapons and infrastructure. Experience points allow you to level-up and endlessly customize your character and playing style. Learning becomes a strategic battle to dominate the game world, to establish lasting empires, to form and subvert powerful alliances; but most importantly, it becomes something fun.

**Creative Writing** 1 semester ½ credit

We will follow the art of creative writing through its most basic elements: setting, plot, perspective, character and style. We will compete in the class in short writing contests, and spend time writing poetry. We will briefly explore playwriting and screenplay writing. We will read short stories and excerpts from novels. We will play writing games and explore each genre of writing. Your final “exam” will be an organized, clean, edited, portfolio of your stories from the entire semester.

**Drama I** 1 semester ½ credit

In this semester class where fine art credit can be earned, students will explore the world of the stage. From acting, audition, improvisation, dramatic literature, singing, dancing, rapping, blocking, and movement to stagecraft, production. Be prepared to take a thorough look into the world of acting. Much of your grade will be based not on performance but on participation. You will be expected to participate in every activity to the best of your ability. Be prepared to step out of your normal comfort zone.

**Drama II** 1 semester ½ credit

**Prerequisite: Drama I**

A more advanced course than Drama I. Students are expected to be familiar with the terminology and other aspects of acting. This class will focus more on putting together a production, including planning and marketing. Students will also be expected to push themselves to be comfortable in front of the camera and on stage. This class is not for the shy or quiet.

**English I Grade 9** 2 semesters 1 credit

English I classes develop skills in literature, speech, media literacy, and writing that will enable students to succeed during and after their high school career.  Some novels studied, but not limited to, are *Romeo and Juliet, To Kill a Mockingbird, Ender's Game,* and *Lone Ranger and Tonto Fist Fight in Heaven.*

**English II Grade 10** *Honors Available* 2 semesters 1 credit  
Sophomore English focuses on composition and conventions, persuasive speech, oral storytelling, critical thinking skills, and literary terms.  Readings include *The Chocolate War, Cyrano de Bergerac, Taming of the Shrew, and Animal Farm.* Several short stories will be surveyed as supplemental readings with an emphasis on analyzing rhetoric and style.

**Journalism** 2 semesters 1 credit

**Prerequisite: Meet with instructor to obtain signature**

Journalism attempts to cover all aspects of news media; including newspaper, social media, online, and video news. Students learn to write, design and edit, focusing on daily announcements, news, features, editorials, columns, and reviews as well as photography, videography and the ethics of what to write or say when covering a story.  The class manages NC Squared, a weekly news show; noresecode.weebly.com, the online newspaper; the Norse Code, a monthly newspaper; and Facebook, Instagram and twitter accounts.

See Mr. Appleby to inquire about the course.

**Literary Magazine** 1 semester ½ credit

**Prerequisite: Meet with instructor to obtain signature**

In Lit Mag we will apply the skills learned in Creative Writing to push pieces of poetry and prose toward publication in a magazine that combines the best writing and art produced across the entire school over the course of a year. We will fund raise and professionally publish our magazine each year and compete against other high schools across the country (and world) for prestigious awards.

**Media Literacy** 1 semester ½ credit

In studying media literacy, students will develop an understanding of how to critically analyze what we read and see daily in the news media, and how television and film industries often promote the ideas of the economic and political forces that control them.  Through selected reading, research, and the analysis of television and films, students will explore and evaluate the media’s powerful influence, not only on how we dress, talk and spend our money, but also on how we define social problems and which ideological images we embrace. In studying film, students will analyze the connection between film and literature and the impact on the audiences who view them.

**Mythology**  1 semester ½ credit

Although different myths are found around the world, myths do have commonalities. This course will analyze the commonalities of various myths and use this study to look at the modern world. Areas covered are the Middle East, Northern Europe, Africa, the Americas and the Far East. Grades based on projects, essays and tests.

**English Outbound (10th, 11th, 12th grades only)** 1 semester ½ credit

**Prerequisite: Earth Science, English I**

This multidisciplinary class will push students to develop greater concern for themselves, for others and for the world around them through blended classroom and field experiences organized around a central environmental, cultural, or sociopolitical theme. Core principles of the class will include character development, learning through experience, service, and social and environmental responsibility. Students will read and comprehend relevant literary and informational texts, write in both literary and technical styles, conduct authentic research, and participate in practical field excursions that put English into meaningful practice. We will emphasize Montana Core Standards including IEFA.

**College Writing I: WRIT 101** (College Credit Only) 1st or 2nd semester 3 College Credits

**Prerequisite: Junior or Senior and fulfill eligibility requirements to be a Running Start student**

Instruction and practice in expository writing, this course emphasizes specific writing and revision techniques to develop coherence, conciseness, clear and forceful style and voice, and thinking skills. Assignments range from short pieces to essays and a research paper. Mastery of the basics of grammar and mechanics is assumed.

**Junior English Core Courses: Students must chooses two courses (two semesters)**

**American Literature I (Colonial to Civil War)** 1 semester ½ credit

This first semester course will be a study of American Literature starting from the early settlers in the United States with Mistress Bradstreet and Nathaniel Hawthorne, and will move toward the birth of the country. Some of the major authors considered will be Benjamin Franklin, Abraham Lincoln, Edgar Allen Poe, Ralph Waldo Emerson, Henry David Thoreau, and Mark Twain. Assessment will be based on quizzes, tests, analytical and persuasive writing, class discussions and oral presentations. Meeting the common core standards of reading, writing, speaking, and listening will be addressed as well as preparation for the ACTs.

**American Literature II (Reconstruction to 21st Century)** 1 semester ½ credit

Second semester, students in this course will focus on American Literature from the end of the Civil War and Reconstruction through modern times. Units will include Civil Rights, The Great Depression, Women’s Rights, and the American Dream. Students will examine literature from John Steinbeck, F. Scott Fitzgerald, Arthur Miller, and many more. Assessment will be based on quizzes, tests, analytical and persuasive writing, class discussions and oral presentations. Meeting the common core standards of reading, writing, speaking, and listening will be addressed as well as preparation for the ACTs.

**Junior Honors English** 2 semesters 1 credit

Junior Honors English will meet core standards by sampling works from many genres, including Native American literature, Colonial to present day American literature, young adult literature, and poetry. It will focus on speaking and listening, debate, critical thinking, and writing in many forms and formats. This class will also focus on preparing students for ACTs through various writing assignments, vocabulary and testing skills.

**Native American Literature & Writing**  1 semester ½ credit

Explore the world of Native American Literature. Tradition and renewal are the major themes we will use to study Native American literature over the course of the semester.  Traditional native "literature" is oral, spoken in a tribal language, and comes alive through the interaction of speaker and audience.  We'll have access to some of these performances through video footage and audio recordings.  But our primary focus will be on more contemporary Native literature written in English, which draws on stories and traditions that have been passed down for generations.  Over the course of the semester, we'll analyze literary texts from a range of genres, read books, and learn about different tribal cultures, languages, and histories.  Students taking this course will develop an appreciation for Native American literatures and cultures, learn to read literature carefully and analytically, improve their oral and written communication skills, and broaden their knowledge of diversity.

**Outdoor Literature & Writing** 1 semester ½ credit

This class offers students the opportunity to explore literature that focuses on the outdoors – exploring numerous genres such as novels, short stories and poetry. Both survival and wildlife literature will be studied. Student’s commitment to active classroom participation in discussion is expected, as well as contributing your own enthusiasm for outdoor activities.

**Young Adult Literature & Writing** 1 semester ½ credit

Don’t let the title fool you. This is a comprehensive literature and composition class. We will trace the roots of Young Adult Literature from their inception until modern times, focusing on the themes prevalent in those texts. We will use critical study to evaluate the genre; examine the modes and themes found in the literature; and study the relationship of the genre to both children and adults. In taking this course, you will become more competent and confident in understanding the theory underlying the writing of literature for young adults, and in assessing reading materials. We will participate in whole class readings, small group readings, individualized reading, and in Socratic discussions.

**Senior English Core Courses: Students must chooses two courses (two semesters)**

**Decoding Science Fiction** 1 semester ½ credit

In this course, we will approach science fiction as a literary form that deconstructs the present and allows us to imagine it as a point within history that can be studied from a distance. This course is designed specifically to explore the strategies involved in reading science fiction as well as the genre’s common themes and metaphors.  No prior knowledge of science fiction is assumed, though a willingness to jump in and experience the genre on its own terms will be helpful.  We will consider each text in its historical context and speculate on how each text addresses the concerns of its historical moment, and how the issues addressed relate to our own historical moment.  Through these examinations, students will develop a set of tools for analyzing fictional texts in light of the conversation the texts construct with their present and with our history.

**Literature of Disney** 1 semester ½ credit

Over the last 100 years Disney has brought to life some of the classic literature of our world. In this class we will explore the literature that Disney Corporation and Pixar have used in their movies, comparing it to the movies and digesting the greater themes and ideas expressed in the literature. From Hamlet (Lion King) to the Hunchback of Notre Dame, Disney has sampled from some of the best literature ever written, this class allows the reader to step out of the fairytale and into the fire. This is a high level literature and composition course designed to cover classic literature and fairytales, beware the lazy reader!

**Senior Honors English** 2 semesters 1 credit

This high level honors English class will meet core standards by sampling works from many genres, including science fiction, romance, mystery, memoir, literature of war and sports, plays and, of course, The Bard. It will focus on speaking and listening, debate, critical thinking, delve into philosophical problems and study the origins of our language and some of our oldest texts. This class will also focus, during the second semester, on the product, and presentation of the senior project, set to be presented to a panel of community members in May.

**Great Plays** 1 semester ½ credit

An introduction to world dramatic literature through study of the development of drama and its various genres, focusing on the cultural, literary, and political contexts of individual works by diverse playwrights. In this semester course, students will interpret various pieces of dramatic literature in classroom discussions, and writing. Students view live and filmed productions and stage scenes from plays or scripts.  Students examine tragedies, comedies, melodramas, musicals or operas created by important playwrights and screenwriters representing the literary movements in dramatic literature. A variety of genres such as Greek theatre, comedy, modern realistic drama and musicals will be studied.This course will be heavy in both literature and composition, and involve reader’s theatre as part of its speaking and listening component.

**Short Story** 1 semester ½ credit

Much like a poetry class, short story will delve into the themes, archetypes, characters and plots of short stories across time and culture. A senior level literature and composition class this course will include writing, oral presentations, heavy use of technology, discussion and reading to learn about some of the most famous and most obscure short stories of the world. This one semester course will culminate in a comprehensive final exam.

**Sports Literature and Writing** 1 semester ½ credit

A typical literature and composition class that focuses on sports writing. From novels to magazines to short stories and poetry we will focus on the world of sports as we digest the human instinct to compete. Sports Literature and Writing is an advanced Language Arts class that will examine the unique relationship between sports and society through literature by contemporary authors, columnists and other media. Reading in the course is selected to be high-interest and thought provoking. Text selections will include nonfiction, fiction, poetry, biographies, and commentary. Writing in this course will include descriptive, personal reaction, and critical writing. Through the examination of literature and writing, students will have a greater awareness of the relationship between sports and contemporary society.

**War and Human Nature** 1 semester ½ credit

A typical English literature and composition class that focuses on the themes of War and Human Nature. Why do we go to war? What emotions present themselves when faced with the stark contrast of life and death? This literature and composition course will follow the history of war and the literature that has come from it. From *The Art of War*, to *The Things They Carried*, novels, short stories and poems that revolve around war also speak to our own nature as humans. With a bend toward philosophy this class will be seminar and discussion heavy, but will also focus on the skills necessary to write thematic and persuasive essays.

###### HEALTH ENHANCEMENT

**Health** 1 semester ½ credit

This class is designed to improve a student’s knowledge of the human body and to apply the knowledge now and throughout life. This involves healthy lifestyles and a variety of personal health issues. This course is a graduation requirement.

**Physical Education** 1 or 2 semesters ½ credit ea. sem. This course involves the following physical education activities: soccer, flag or touch football, volleyball, basketball, bowling, tennis, badminton, floor hockey, softball, ultimate frisbee, weight lifting, and other gym games.

**Speed and Strength** 1 or 2 semesters ½ credit ea. sem. This course is designed to give students the opportunity to learn weight training concepts and techniques used for obtaining optimal physical fitness. Students will benefit from comprehensive weight training and cardio-respiratory endurance activities. Students will learn the basic fundamentals of weight training, strength training, aerobic training, and overall fitness training and conditioning. Course includes parts related to speed and agility training and also strength training.

**Weight Training** 1 or 2 semesters ½ credit ea. sem.

###### INTERNATIONAL LANGUAGES

**Spanish I** 2 semesters 1 credit

Prerequisite: Earned a “C” or better in English

Students are introduced to the Spanish language and culture through a variety of different activities. In class, the target language is acquired through activities involving listening, interactive learning, group work, and language videos. The Spanish language is reinforced through daily practice, classroom participation, homework exercises, and studying. Culture is introduced through videos, discussions, readings, artwork and vocabulary. By the end of the school year students will be able to converse on a basic level.

**Spanish II** 2 semesters 1 credit

Prerequisite: Spanish I with a “C” or better

This class continues to build on the vocabulary and grammar acquired in Spanish I. Written and oral skills are further developed through daily practice, group projects and activities, classroom readings, videos, and homework exercises. Culture is studied through videos, discussions, readings, artwork and vocabulary. Four learning skills are emphasized: listening, speaking, reading and writing.

**Spanish III** 2 semesters 1 credit

Prerequisite: Spanish II with a “C” or better

This course continues to build on the vocabulary and grammar concepts acquired in Spanish II. Students learn Spanish through daily participation, authentic literature, culture, history, classroom activities, group projects, and homework exercises.

Comprehension and conversation are the skills emphasized at this level. Spanish is primarily used in the classroom.

**Spanish IV** 2 semesters 1 credit

Prerequisite: Spanish III with a “C” or better

This course continues to build on the vocabulary and grammar concepts acquired in Spanish II. Students learn Spanish through daily participation, authentic literature, culture, history, classroom activities, group projects, and homework exercises.

Comprehension and conversation are the skills emphasized at this level. Spanish is primarily used in the classroom.

math

**Pre–Algebra**  2 semesters 1 credit

This course prepares students to take Algebra I. This course reviews readiness skills, arithmetic operations and an introduction to elementary algebra skills. Some topics covered are: operations with integers, fractions, decimals, use of exponents, properties of equality and order, fractions, solving equations, polynomials.

**Algebra I**  2 semesters 1 credit

**Prerequisite: Pre-Algebra with a “C-” or better**

The topics covered in Algebra I include a review of arithmetic skills, solution of equations, graphing of equations, usage of exponents, binomial operations and factoring. Algebra I provides the foundation for later mathematics.

**Geometry**  2 semesters 1 credit

**Prerequisite: Algebra I with a “C-” or better \***

Topics covered in Geometry include a review of Algebra skills, the study of plane figures and their properties and formal mathematical proofs. Geometry provides a vehicle for development and enhancement of logical thinking processes.

**Algebra II**  2 semesters 1 credit

**Prerequisite: Algebra I & Geometry with a “C-” or better; or conference with Alg. II teacher \***

Topics covered in Algebra II include a review of Algebra skills, exponents, radicals, imaginary numbers, conic sections, quadratic equations, numerical application of geometric topics. Algebra II provides the mathematical foundation necessary for the future study of behavioral or physical sciences.

**Technical Mathematics: M111** (Dual Enrollment-2nd semester) 2 semesters 1 credit HS – 3 College

**Prerequisite: Junior or Senior and fulfill eligibility requirements to be a Running Start student**

This course presents basic mathematical topics as they are applied in a trades program. Topics covered include use of measuring tools, measurement systems, dimensional arithmetic, percents, proportions, applied geometry, and basic trigonometry. This is a dual enrollments course, so the Compass test must be taken to place in to the course for college credit through Running Start.

**Pre-Calculus**  2 semesters 1 credit

**Prerequisite: Algebra I and II, Geometry with a “C-” or better average**

Topics covered include trigonometric identities and applications, complex numbers, polar coordinates, vectors, conic sections, analytic geometry, functions, statistics, data collection and analysis, matrices and logarithms.

**Probability and Linear Math: M115** (Dual Enrollment-1st semester) 1 semester ½ credit HS – 3 College

**Prerequisite: Junior or Senior and fulfill eligibility requirements to be a Running Start student**

The course will cover systems of linear equations and matrix algebra including linear programming. An introduction to probability with emphasis on models and probabilistic reasoning will be covered. Examples of applications will be demonstrated from a wide variety of fields.

**Introduction to Statistics: STAT 216** (Dual Enrollment - 2nd Semester) 1 semester ½ credit HS – 4 College

**Prerequisite: Junior or Senior and fulfill eligibility requirements to be a Running Start student**

Graphical methods, measures of location and dispersion, probability, commonly used distributions, estimation, and tests of hypotheses through analysis of variance are introduced. Five major probability distributions are discussed: the binomial, normal, student’s t, chi-square, and the F distribution.

**Numerical and Graphical Analysis: 1st Semester** 1 Semester ½ credit

This course is designed to expand the understanding of linear, quadratic, polynomial, exponential, logarithmic, rational, radical and trigonometric functions as well as a deeper understanding of numeracy skills and algebra concepts. The course will also establish the rigorous foundation for mathematical concepts required in higher level mathematics courses and hone the student’s ability to model situations.

Topics include: (1) understanding the domain and range for functions (2) behaviors of functions regarding zeros, turning points, maximums and minimums, end behaviors, etc. (3) function operations and how they impact the domain (4) understanding common algebra issues and how to correct the misunderstanding (5) graphical analysis of functions and relating one curve to another, for example position and velocity or velocity and acceleration.

**Calculus I: M171** (Dual-Enrollment - 2nd Semester) 1 semester ½ credit HS – 5 College

**Prerequisite: Pre-Calculus with a “C-” or better in both semesters. Junior or Senior and fulfill eligibility requirements to be a Running Start student**

This is the first of three standard courses in calculus at the college level. The course includes limits and continuity, derivatives, applications of derivatives and integration. The types of functions studied include algebraic, trigonometric, exponential, and logarithmic.

**\*\*Must have a “C-” or better in semester 1 to advance to semester 2\*\***

**\*** **Policy to “double up” taking two math courses in one school year (Geometry and Algebra II):**

1. Have a conference with Algebra II and Geometry teachers, and Counselor to determine the student’s academic goal regarding mathematics.
2. Earned a B or better in Algebra I both semesters
3. Earn a B or higher in both math courses enrolled in – must drop Algebra II at first semester if not
4. If at any point in the first quarter a student’s grade is lower than a C in either math course and/or upon teacher recommendation, the student must participate in a math intervention (ie: tutoring, study backs, etc) to raise the grade by first quarter’s end.

**Algebra I, Geometry, and Algebra II**

1. If at the end of the first semester a student’s grade is lower than a C-, the student will be enrolled in a credit recovery course during the second semester.

2. Student must earn a C- for the second semester and complete the credit recovery course in order to advance to the next course.

music

**Concert Band**  2 semesters 1 credit

All types of music comprise the subject matter: pop/rock, show songs, classical and jazz. The band makes numerous appearances outside of class both during school hours and after school, e.g., assemblies, athletic events and music festivals. Since the band has so many after school responsibilities band should be considered a performance course.

**Wind Ensemble** 2 semesters 1 credit

This is a "by audition only" ensemble. The Wind Ensemble is the premier ensemble at Bigfork High School. The goal of this music performance course is to provide the opportunity for you as a woodwind, brass, or percussion performer to come together with other like-minded (and like-spirited) musicians in an ensemble setting to rehearse and perform standard and emerging literature from the wind ensemble repertoire.

**Chorus**  2 semesters 1 credit

During this year-long course, students will participate in a mixed voice ensemble (SATB) that meets daily to rehearse a wide variety of vocal music styles such as pop, rock, musical theatre, classical and jazz. Emphasis is given to building good vocal technique and performance skills as a member of the choir and/or small ensembles, and as a soloist. The choir gives several live performances each school year. Grades are based on attitude, daily participation, and required concert/festival performances.

science

**Anatomy and Physiology** 2 Semesters 1 credit

**Prerequisite: Biology**

This course will study in-depth the workings of the human body and disease. It will cover histology, pathology, nutrition and metabolism, exercise physiology, and the following body systems: skeletal, muscular, reproductive, integumentary, cardiovascular, all labs are required.

**Astronomy** Grades 10-12 1 Semester ½ credit

**Prerequisite: One year of lab science and Geometry or Concurrent enrollment in Geometry**

This course will introduce students to aspects of astronomical science beyond what is normally studied in Earth Science.

Students will investigate the motion of The Earth, moon and stars, inquire about the connections between energy matter and gravity, construct simple telescopes to study their use, examine the life cycle of stars, galaxies, black holes, and develop an understanding of early astronomical history, space exploration, and the future of humans in space.

**Biology** 2 Semesters 1 credit

This introductory Biology course serves as an intermediate between the life and physical science concepts of junior high to the more rigorous concepts of Chemistry and Anatomy. Introductory biochemistry, the basic workings of the cell, genetics, microorganisms, plants and body systems are the focus of this course of study. Labs are an integral part of this course and student who pass this class are expected to be proficient in communicating their lab results in writing.

**Chemistry** 2 Semesters 1 credit

**Prerequisite: Biology, Algebra II should be taken before or concurrently**

A beginning college prep course on the study of matter and the changes it undergoes. Periodic trends, moles, bonding, thermodynamics, quantum mechanics, naming compounds, polarity and molecular shape, stoichiometry, energy changes, acids and bases and oxidation reduction reactions are some of the topics for this course. Labs are an integral part of this course.

**Earth Science**  2 semesters 1 credit

This science course provides an introduction to four major sciences that will explore basic principles of geology, astronomy, meteorology and oceanography. Laboratories are included in this course.

**Forensics** 1 semester ½ credit

**Prerequisite: Biology, Geometry**

Students will develop an understanding of biological, chemical, and physical concepts as they relate to law. Topics include but are not limited to: history of forensic science, crime scenes, physical evidence, DNA analysis, fingerprints, hairs and fibers, drugs, and more. Emphasis will be placed on developing an understanding of relevant scientific concepts through lab experimentation.

**Physics**  2 semesters 1 credit

**Prerequisite: Pre-Calculus taken before or concurrently**

This course examines the relationship of matter and energy. Forces, motion, power, heat, waves, sound, light, static, electricity, and magnetism will be covered. Labs are an important part of the course.

**Projects in GIS: SRVY 290** (Dual Enrollment) 2 semesters 1 credit HS - 2 College **Prerequisite: Junior or Senior and fulfill eligibility requirements to be a Running Start student**

During the 1st semester the class focuses on local environmental issues and technologies that are used to assess, monitor, and manage these issues. Students will use technologies including Photoshop, Microsoft Excel and ArcGIS to work together on projects with an emphasis a field data collection. During the 2nd semester, each student completes a GIS project utilizing remote sensing and student created GIS layers to display and analyze geographic data. Most projects are conducted in partnership with natural resource managing agencies such as the US Forest Service, National Park Service, and Montana Fish Wildlife and Parks. Examples of projects include, determining factors affecting season bird migration, mapping vegetation communities in a wetland using infrared imagery, and calculating road kill densities along a major state highway. Student works closely with the course instructor to develop and implement the project. Student is required to share project findings with partnering agencies in a report and presentation near the conclusion of the course. Depending on the complexity of the projects student may be asked to develop a poster or online application a part of the project.

**Sports Medicine**  2 semesters 1 credit

**Prerequisite: Biology and Anatomy & Physiology**

This course explores the body’s performance, therapy and recovery from injury. Subjects also include communication skills, career exploration, controlled and uncontrolled substances as performance enhancers, fitness, sports nutrition, caring for injuries, proprioception, biomechanics, bioethics, case studies, injury prevention, and psychology related to sports.

social science

**American Government Grade 12 requirement** *Honors Available*1 semester ½ credit

The government class at Bigfork High School is a comprehensive course covering all areas of civics. It deals with the role of citizenship. This is followed by a brief overview of the formation of our government and the current Constitution. Then during the course of the year we deal with the 3 branches of government at the federal, state, and local levels.

**Economics Grade 12 requirement** *Honors Available*1 semester ½ credit

This Economics course covers the U.S. economy from a macroeconomic and microeconomic viewpoint. The class will discuss government revenue/spending, labor wages, monetary policy, economic performance, individual/national investing, global trade/competition and comparative economic systems. Students will also look at supply, demand and price in regards to individuals and firms. There will be several projects that will enhance student understanding of economics.

**United States History Grade 11 requirement** 2 semesters 1 credit

This course starts from pre-revolutionary times and runs through modern history. The emphasis on major events such as the Civil War and the Great Depression tries to show how troubled times and good times both strengthen our nation.

**American History I Grade 11 requirement** (Dual Enrollment-1st semester)1 semester ½ credit HS – 4 College

This class will explore the major themes and issues in American history from early settlement through the end of the American Civil War and Reconstruction. Class discussions and assignments will emphasize the political, social, economic, and cultural dimensions of United States history that are still seen today.  Themes that may be addressed in American History I: Native persons culture and history, ethnic collaboration and confrontation, exploration and settlement of the North American continent, emerging American character, New World politics and economics, rebellion and revolution, industrialization, history and mythology, compromise and the collapse of the nation, and manifest destiny.

**American History II Grade 11 requirement** (Dual Enrollment-2nd semester)1 semester ½ credit HS – 4 College

A survey of the social, political, economic, cultural, and intellectual history of the United States from 1877 to the present. American History II examines industrialization, immigration, world wars, the Great Depression, Cold War and post-Cold War eras. Themes that may be addressed in American History II include: American culture, religion, civil and human rights, technological change, economic change, immigration and migration, urbanization and suburbanization, the expansion of the federal government, and the study of U.S. foreign policy.

**World History Grade 10 requirement** *Honors Available* 2 semesters 1 credit

This is a survey of world history starting from prehistoric times up to colonial America. Students compare and contrast the history and culture of the peoples of Africa, Asia, Europe, North America and South America. Students learn geography of the world and develop critical thinking skills.