

Glacier High School  
**REGISTRATION  
HANDBOOK**



**2025-2026**



## GLACIER HIGH SCHOOL MISSION STATEMENT

The mission of Glacier High School is to inspire lifelong learning by providing a broad, engaging education in a respectful, safe and supportive environment.

## 2025-2026 Online Registration Information

[REGISTRATION LINK](#)

### SCHOOL CONTACT INFORMATION

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Assistant Principal/Activities Director	<a href="#"><u>Mark Dennehy</u></a>	406-758-8600, ext 8620
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## A MESSAGE FROM THE PRINCIPAL TO STUDENTS

I look forward to working with you as you maximize your personal potential while enrolled at GHS. School District #5 has adopted an academic model for use in conjunction with a personal educational four-year plan to help ensure that we better account for your individual needs. This approach allows you, within reasonable parameters, to design your own methods for learning in an effort to meet increasingly higher local, state and federal standards. As a result, the registration handbook provides a course list and planning framework that reflects rigorous academic expectations supported by real world applications. Please make sure you understand and apply this guidance such that your course schedule is consistent with your abilities, interests, and post high school plans. Don't be afraid to challenge yourself – there are many resources available at GHS to ensure your success. Counselors, teachers and school administrators are available to advise you and provide further information regarding the course offerings. They will answer any questions you might have about our school. Please be proactive in your planning process and let me know if there is anything else you need from us to pursue your academic and personal goals.

## EQUAL OPPORTUNITY POLICY

Students and staff are expected to support and comply with state and federal laws. It is the goal of GHS to establish a system of education which will develop the full potential of each person. This means each person is guaranteed equality of educational opportunity, and the right to be free from discrimination because of race, color, national origin, ancestry, sex, ethnicity, language barrier, religious belief, physical or mental handicap or disability, economic or social condition, or actual or potential marital or parental status, gender identity, sexual orientation or gender expression. Students with questions or complaints should contact Brad Holloway, GHS Principal.

## COURSE OFFERINGS

In developing GHS course offerings, we took many factors into account. In response to ensuring relevant curriculum, long-time course favorites are offered in conjunction with new cutting edge courses. Course offerings reflect the needs of a wide variety of learning abilities and styles. While we endeavor to meet budget guidelines, we are also deeply committed to offering a quality comprehensive curriculum designed to meet student needs.

## COURSE LOAD

Students are required to enroll in six academic solids each semester, but be accountable for seven periods. Please refer to the chart below for scheduling choices. GHS does not schedule "open free periods" for students. Other class load arrangements must be made in consultation with a school counselor, parent, and approval of the administration. If a student takes Running Start courses, the student must take the equivalent of a full-time course load between GHS and FVCC. Examples: Four GHS classes and two 3-credit FVCC classes or Five GHS classes and one 3-credit FVCC class.

Grade Level	Academic Solid	Learning Lab	Work-Based Learning	Late Arrival or Early Release	Student Aide/Tutor	FVCC Running Start	Independent Study
Freshmen	X	X					
Sophomore	X	X					
Junior	X	X	X	X	X	X	
Senior	X	X	X	X	X	X	X

## SCHEDULE CHANGES

After the initial registration process, additional changes to a student's schedule shall be made through the student's school counselor. Changes will only be allowed due to computer errors, overloaded classes, teacher recommendation, or extenuating circumstances. Students are expected to choose classes wisely during the registration process and not make changes after the registration process.

## COURSE CANCELLATIONS

Every effort is made to offer a selection of courses that meet the needs of a wide variety of students. On occasion, courses are canceled after the registration process. Reasons for course cancellations include, but are not limited to, classes not meeting minimum enrollment requirements or staff reductions. If a course is canceled, a student's alternative course choice will be selected.



## **COURSE RETAKES**

All classes attempted at GHS and all acceptable transfer credits shall be recorded on the transcript. If a student repeats a class that was previously passed, the highest grade will be used when computing the GPA and class rank, but both grades will be listed on the transcript. If a course is retaken, credit shall be awarded only once with the exception of math. Correspondence/online courses cannot be used for course retakes unless the course was failed.

## **MATH COURSE RETAKES**

Please refer to the following guideline concerning math retakes: Experience has shown that students who earn a “D” in a course are not adequately prepared to succeed in the next higher level math class. A student who has earned a “D” grade may count this class towards “an elective” if he/she enrolls in the same math class for the second time and earns a semester grade of “C” or better, or they may take it out of the GPA if credit is not needed. Students who have failed a course are encouraged to take Montana Digital Academy Credit Recovery courses.

## **CORRESPONDENCE COURSES**

Students can access several accredited independent study programs to repeat a course that they have failed. The student pays for the correspondence course and the costs vary depending on the course and the program chosen. The student purchases all materials and textbooks. Please contact the Counseling Center at 758-8600, ext 8625 for additional information and approval from your assigned counselor.

## **MONTANA HIGH SCHOOL ASSOCIATION (MHSA) AND GLACIER HIGH SCHOOL (GHS) ACTIVITIES ELIGIBILITY**

To be eligible for any activity sponsored by MHSA or GHS, including athletics, drama, music, student government, or any other school-sponsored activity that requires practice on a regular basis outside the regular school day, a student must meet all of the following criteria:

- The student must be enrolled in six classes per day and in physical attendance at Glacier in at least two classes out of the six classes. Examples: Two GHS classes and four 3-credit FVCC classes OR three GHS classes and three 3-credit FVCC classes.
- At minimum four of the classes must be reflected on the high school transcript and the other two classes must be reflected on the transcript from the institution.
- All of the six classes must be classified as “solids”.
- Solids include: Running Start, Montana Digital Academy, Accredited Correspondence Courses and GHS Courses for credit.
- Non solids that don’t count toward the six classes include: Learning Lab, Student Aide, Student Tutoring, Early Release, and Late Arrival.
- The student must not have received a semester unsatisfactory “U”, conditional “X”, incomplete “I”, failing “F”, or no credit “N” in any classes completed during the previous semester.
- The student must have been enrolled in an educational program the previous semester.

It is the student’s responsibility to make sure his or her current academic schedule and grades meet the activities eligibility criteria. Students need to be careful when making schedule changes so that they do not inadvertently make themselves ineligible. The administration will not support a student request to drop a course after his or her activity season is complete.

## **PARENT ACCESS TO ATTENDANCE AND GRADE INFORMATION**

Parents can obtain current information on their student’s progress through the PowerSchool Parent Portal. The online access provides information on attendance, GPA history, grade history for all high school classes, current class schedule, links to course assignments and teacher email. We have made every effort to ensure security. No student names are included on the site and access to your student information will be by the use of an assigned ID and Password. To obtain the information, go to <https://powerschool.sd5.k12.mt.us/public/home.html> and enter your username and password. Please call the GHS Main Office at 406-758-8600 for further assistance with the PowerSchool Parent Portal.

# ACADEMICS



## ADVANCED PLACEMENT

Advanced Placement (AP) courses are designed to be rigorous and academically challenging with the purpose of preparing those students who are planning to attend college. It is a basic responsibility that those students who sign up for an AP course understand and meet the expectations of completing the AP curriculum.

Multiple studies confirm that students who earn a 3 or higher on an AP Exam:

- 1) Perform well in subsequent college courses in the discipline
- 2) Are more likely to major in their AP subject or a related discipline, particularly in STEM subjects
- 3) Take more-not less-college coursework in the discipline
- 4) Are more likely to graduate within four years
- 5) Find opportunities that lead to success

Individual colleges and universities, not Glacier High School or the College Board/AP Program, grant college course credit and placement. We recommend obtaining a college's AP policy in writing. This information can be found through the institution directly or by using the AP Credit Policy info search at: [www.collegeboard.com/ap/creditpolicy](http://www.collegeboard.com/ap/creditpolicy)

Information on course subjects can be found at <https://apstudents.collegeboard.org/>

## COUNSELING CENTER

GHS ADVANCED PLACEMENT (AP) COURSE OFFERINGS		
Studio Art: 2-D Design	French Language & Culture	Biology (Offered every other year 2026-2027)
Studio Art: 3-D Design	U.S. Government & Politics	Chemistry
Precalculus	United States History	Environmental Science
Calculus AB	World History	Physics 1
Statistics	English Language & Composition (11 <sup>th</sup> grade)	Physics C: Mechanics (Offered every other year 2025-2026)
Spanish Language & Culture	English Literature & Composition (12 <sup>th</sup> grade)	Music Theory

# SUPPORT SERVICES



The Counseling Center manager is available to make appointments and provide information. School counselors assist in testing, academic advising, individual and group counseling and post-secondary planning. All students are encouraged to make use of their school counselors as the need arises. Counseling Center hours are 8:00 am to 3:30 pm. Parents and/or students wishing to contact a school counselor to assist in the registration process may schedule an appointment by calling the Counseling Center at 758-8600, ext 8625.

## CAREER CENTER

The Career Center is available to students, faculty, parents, and community members as a comprehensive career/educational resource. The Career Center is to facilitate exploration and development of an effective personal career plan through career/educational guidance, and individual counseling. The Career Center provides students opportunities to participate in aptitude and career interest testing/ASVAB, job shadowing, internships, and other related community based activities. Information on occupations, technical colleges, two and four year colleges/universities, military training and apprenticeships can be accessed either in printed form or the Internet. Many technical schools and college/universities as well as military representatives visit the Career Center for presentations and to answer students' questions. These visits will be announced on GTV and the school website. The Career Center is open from 8:00 a.m. to 3:30 p.m. Parents and students may contact the Career Center at 758-8600, ext 8634.



# PROGRAMS



## ENGINEERING ACADEMY

The Glacier High School Engineering Academy represents a course sequence that addresses the educational needs of students planning on a post high school educational program leading to a career in engineering or engineering technology. The Glacier High School Engi-

neering Academy, a [Project Lead the Way](#) (PLTW) program, provides students an opportunity to explore and experience engineering through a comprehensive curriculum emphasizing critical thinking, creativity, innovation, and real-world problem solving. The hands-on, project-based program engages students on multiple levels, exposes them to subjects that they typically would not pursue, provides them with a strong foundation for achieving their academic goals in any chosen field of study and, establishes a proven path to college and career success in S.T.E.M. (Science, Technology, Engineering, Math) related industries. PLTW has developed a four year program that when combined with mathematics and science courses in high school, introduces students to the scope, rigor, and discipline of engineering and technology prior to entering college.

## FINE ARTS ACADEMY

The Glacier High School Fine Arts Academy provides courses for students to complete a four year plan that emphasizes academic study, performance or exhibition. Students must successfully complete one area of focus in one of the three Fine Art pathways: Music, Theatre, or Visual Art.



## AGRICULTURE ACADEMY

The Glacier High School Agriculture Academy provides courses for students to complete a four year plan that emphasizes premier leadership, personal growth, and career success through Agricultural Education. Courses are designed for students preparing for careers and a

lifetime of informed choices in the global agriculture, food, fiber, and natural resource systems.

Housed at the Agricultural Education Center, the curriculum is embedded with real agriculture which provides students the opportunity to creatively solve problems and develop the technical knowledge and skills desperately needed in today's workforce. Learning comes alive for students as they engage in subjects through hands on methods in areas including animal science, plant science, ag mechanics, ag business, natural resources, and leadership development. Supervised Agricultural Experience (work-based learning) is a component which promotes record-keeping and the application of knowledge and skills to the real world. Students are also encouraged to participate in FFA, an organization which functions as an integral part of the agricultural courses and provides endless opportunities at the local, district, state, and national level.

## INTERNATIONAL LANGUAGE ACADEMY

Glacier High School's International Language Academy offers a program emphasizing global citizenship and the study of Foreign Languages and Cultures. The International Language Academy strives to provide engaging opportunities for students to explore, experience, create and communicate in other languages and cultures thus better preparing them for future academic and career goals in an increasingly global economy.



The International Language Academy distinction acknowledges graduating seniors that complete a plan emphasizing an International Language focus. To be eligible for this distinction, the student must complete all requirements in the focus area. See [page 11](#) for more details.



## BUSINESS ACADEMY

The Business Academy distinction acknowledges graduating seniors that complete a plan emphasizing in GHS business classes and activities. To be eligible for this distinction, the student must complete all requirements. Please see [page 12](#) for more details.

# PROGRAMS



## RUNNING START

The Running Start program provides high school juniors and seniors the opportunity to get an affordable start on their education by earning college credits at Flathead Valley Community College (FVCC) while still in high school. Admission to the program is based on students meeting college-level cut-off scores currently in effect for college courses. Some courses offer dual credit opportunities which allow students to gain high school and college credit simultaneously. The first six credits are offered at no cost for all Montana residents, and subsequent courses are offered at a significantly reduced cost. Once students have taken their six free Running Start credits, subsequent credits are charged at 50% of in-district tuition costs, based on the [Tuition and Fee Schedule](#). All institutional fees are waived for Running Start students. Institutional fees include FVCC's building fee, technology fee, activity fee, grounds/maintenance fee, and equipment fee. Some courses have associated course fees for necessary supplies which are not waived. For more information please visit: [www.fvcc.edu/runningstart](http://www.fvcc.edu/runningstart) or email [runningstart@fvcc.edu](mailto:runningstart@fvcc.edu).

To enroll in Running Start, students must:

- Meet with their assigned school counselor
- Maintain the equivalent of a full-time course load between GHS and FVCC  
Examples: Four GHS classes and two 3-credit FVCC classes OR five GHS classes and one 3-credit FVCC class

## CONCURRENT ENROLLMENT

The concurrent enrollment program is a partnership between GHS and FVCC that allows high school students to take college courses taught at our high school by GHS faculty. Course descriptions highlight prerequisites and grade level requirements for each course. The student will receive college and high school credit. The student is responsible for all college tuition, fees, books and materials. Eligibility requirements mirror that of the Running Start program. Contact the GHS Counseling Center at 758-8600, ext 8625 for exact details.

### 2025-2026 FVCC CONCURRENT ENROLLMENT COURSE OFFERINGS

ACTG 101: Accounting 101	FRCH 102(G): French 102 (AP French)	PSYX 100(AB): Intro to Psychology
ACTG 102: Accounting 102	HSTR 101(AB): Western Civilization I	SPNS 101(GH): Spanish 101 (AP Span.)
ANTY 101(AB): Anthropology	HSTR 102(AB): Western Civilization II	SPNS 102(GH): Spanish 102 (AP Span.)
BIOB 105(NL): Intro to Biotechnology	M 115(M): Probability and Linear Math	STAT 216(M): Intro to Statistics
EDEC 108: Early Childhood Education	MUSI 105(f): Music Theory I	WELDING 111: Welding 1
FRCH 101(G): French 101 (AP French)	MUSI 106(F): Music Theory II	WELDING 185: Welding 3

## MATH INTERVENTION

Algebra 1A/1B provides individualized and group support tailored to the students' specific math needs in the form of smaller class sizes and additional adult support. In addition Algebra 1A/1B courses are often supported with additional assistance based on specific student and class needs. Please contact the Counseling Center at 758-8600, ext 8625 for additional information.

## READING

The Reading program is designed for students who read below grade level or who experience difficulty in reading. Students will gain practical reading skills through a proven program that is dignified, age appropriate and effective. Please contact the Counseling Center at 758-8600, ext 8625 for additional information.

## SPECIAL EDUCATION

Glacier High School provides free appropriate public education and necessary related services to all children with disabilities residing within the district, as required under the Individuals with Disabilities Education Act (IDEA), provisions of Montana law, and the Americans with Disabilities Act. We ensure that students who are disabled within the definition of Section 504 of the Rehabilitation Act of 1973 are provided with appropriate educational services. Parents should contact the GHS Special Education department at 758-8600, ext 8650 for additional information on special education services.



# PROGRAMS



## SUMMER SCHOOL

This credit retrieval program offers students who have failed a course required for graduation the opportunity to retake the course during the summer. The cost is \$50.00 per course and space is limited. Please contact the Counseling Center at 758-8600, ext 8625 for additional information.

## MONTANA DIGITAL ACADEMY

This credit retrieval program offers students who have failed a course required for graduation the opportunity to retake the course during the school year. Digital Academy credit recovery includes the following: pre-testing out of some of the curriculum, self-pacing during the year with the end-of-semester deadline enforced, curriculum available online 24/7, team of support for students, local facilitator, coach (Math, Science, Social Science, English, Computers and Health), and MTDA staff.

### *General Expectations and Guidelines for Online Coursework - Original Credit*

- Face-to-face instruction is the most effective method of learning and students will be encouraged to enroll in Glacier High School courses as the first option.
- Per Board Policy 2167: The District will accept up to two (2) credits of correspondence coursework. No correspondence courses are allowed that serve to supplant required coursework at KPS High Schools. Correspondence coursework cannot be used to allow a student to graduate early from high school.
- The preferred method of online coursework is the Montana Digital Academy (MTDA), because the course standards are based on Montana curriculum standards.
- All online course requests should be considered as part of the student's graduation plan and must be reviewed by a counselor.
- Credit for correspondence courses may be granted, provided the following requirements are met: 1) The course(s) requested fits in the context of the graduation plan; 2) prior permission has been granted by the principal.
- All online and correspondence coursework will be placed on the student's transcript and the grade will be used in the GPA calculation, unless the course is taken as Pass/Fail and student receives a "Pass" grade.
- Deadlines for drop/add dates are set by MTDA or other correspondence programs and should be followed. (For example, if a student drops an MTDA course after the drop date, the course grade will be reflected as an "F" and that grade will be posted on the transcript and calculated in the GPA.)
- Any costs associated to online or correspondence coursework are the responsibility of the student or parent/guardian.
- It is the student's responsibility to find a space and a computer to complete online courses. There is no guarantee that a location for online coursework will be available at school.

## LINDERMAN EDUCATION CENTER

[The Linderman Education Center](#) is an educational opportunity for students who are seeking an educational experience in a setting that differs from the structure of a traditional high school. Our primary objective is to provide students a safe and caring environment that encourages academic achievement, personal growth, and a sense of civic responsibility.

The Linderman Education Center is open to any student who needs an alternative setting for academic, social, or emotional reasons. LEC is not for all students and is considered a privilege due to the student centered approach the LEC provides. A successful student at the LEC is one who is able to work independently, has good time management skills, and is motivated to maintain the academic requirements expected of all students. Please contact the Counseling Center at 758-8600, ext 8625 for additional information.

## AGRICULTURAL EDUCATION CENTER

Agricultural education is a systematic program of instruction available to students desiring to learn about the science, business, technology of plant and animal production as well as the natural resources systems. [The H.E. Robinson Agricultural Education Center](#) is located on the south end of Kalispell where enhanced learning takes place in an agricultural setting. A bus will be provided to transport students to and from the Ag Center. Please contact the Counseling Center at 758-8600, ext 8625 or the Ag Center at 751-3400, ext 3951 for additional information.

# GRADUATION



## GRADUATION RESPONSIBILITIES

It is the student's responsibility to satisfy all GHS graduation requirements on time. Students must meet GHS graduation requirements to participate in the graduation ceremony. Students applying credits from accredited correspondence courses or other accredited educational institutions toward the graduation requirements must make sure the credits have been submitted to the Counseling Center by the Friday before graduation. Please pay close attention to details such as processing and mailing time so time does not run out on meeting graduation requirements. Procrastination on the part of the student may, unfortunately, keep the student from participating in graduation ceremonies.

## EARLY GRADUATION

Students choosing to graduate before completing their four years of high school will need to contact their school counselor for additional information.

## GHS GRADUATION REQUIREMENTS

The purpose of high school graduation requirements is to establish rigorous standards of learning. Graduation requirements are intended to provide the student with a well-rounded education in a variety of subjects. We encourage all students to pursue a rigorous schedule all four years of high school. Graduation requirements are in effect when the student enters the ninth grade for the first time.

GHS GRADUATION REQUIREMENTS	
SUBJECT	CREDITS
<b>ENGLISH</b> This should include 0.5 credit of Composition beyond Grade 10; 1.0 credit Lit elective	4.0
<b>MATH</b> This should include 1.0 credit of math in each year grades 9-11	3.0
<b>SCIENCE</b> This should include 1.0 credit of either Earth Science or Biology in Grade 9 and 1.0 credit of Biology, Earth Science, Chemistry or Physics in Grade 10	2
<b>SOCIAL SCIENCE</b> This should include 1.0 credit of Western Civilization in Grade 10; 1.0 credit of United States History in Grade 11; 0.5 credit of United States Government in Grade 12	2.5
<b>INTERNATIONAL LANGUAGE</b>	0
<b>FINE ARTS</b> (Art, Music, Theatre)	1.0
<b>HEALTH ENHANCEMENT</b> This should include 0.5 credit of Health and 1.0 credit of PE	1.5
<b>VOCATIONAL</b> (Agriculture Education, Business, Career and Tech Education (Building Trades & Vo-Tech), Computer Science, Engineering, and Family Consumer Science)	1.0
<b>COLLEGE &amp; CAREER READINESS &amp; PERSONAL FINANCE</b>	1.0
<b>GENERAL ELECTIVES</b>	6.0
<b>TOTAL CREDITS</b>	<b>22.0</b>

## AP + PLTW RECOGNITION CERTIFICATE

To help prepare all students for the global workforce, the College Board and Project Lead The Way (PLTW) have partnered on a program to encourage student participation in science, technology, engineering and math (STEM) courses to build their interest in STEM degrees and careers. The program leverages the success of the College Board's Advanced Placement Program (AP) and Project Lead The Way's applied learning programs. To earn the recognition, the student must satisfactorily complete three courses in the pathway - one AP course, one PLTW course and a third course, either in AP or PLTW, and earn a qualifying score of 3 or higher on the AP Exam(s) and a score of Proficient or higher on the PLTW End of Course Assessment(s).

# MONTANA UNIVERSITY SYSTEM



## MONTANA UNIVERSITY SYSTEM ADMISSION POLICIES

### FOUR-YEAR CAMPUSES

In order to be fully admitted to a 4-year university in the MUS, entering high school graduates are required to meet the following four standards:

#### 1. Achieve one of the following:

- Earn at least a 2.5 high school GPA; or
- Rank in the top half of the school's graduating class; or
- Earn an ACT composite score of 22 or higher, or SAT total score of 1120 or higher (exception: MSU-Northern: ACT score of 20, SAT score of 1050)

#### 2. Complete either the Regents' College Preparatory Program or Rigorous Core College Preparatory Program

Please visit [https://mus.edu/Prepare/Prepare/MUS\\_Admission\\_Standards.html](https://mus.edu/Prepare/Prepare/MUS_Admission_Standards.html) or more information on the MUS college preparatory program and rigorous core.

#### 3. Demonstrate Mathematics Proficiency via one of the following methods:

Earn an ACT math score of 22, SAT math test score of 27.5, or complete the Rigorous Core 4.

#### 4. Demonstrate Writing Proficiency via one of the following methods:

Earn an ACT ELA score of 18 (average of the English, reading, and writing scores) or score 7 on the ACT essay; or earn an SAT writing and language test score of 25 or higher

### MUS MINIMUM AND RIGOROUS CORE REQUIREMENTS

SUBJECT	MINIMUM CORE	YRS	RIGOROUS CORE	YRS
English	Written and oral communication skills and literature	4	Written and oral communication skills, literature, and a designated college-prep composition or research- writing course	4
Mathematics	Algebra I, II, and Geometry (or the sequential content equivalent).	3	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	2 lab sciences: one year must be earth science, biology, chemistry or physics	2	Full year each: General, physical or earth science; biology; chemistry or physics	3
Social Studies	Global studies (world history, world geography), United States History, and government. Economics, American Indian history or other third- year course	3	Global studies (world history, world geography), United States History, and government. Economics, American Indian history or other third-year course. Recommend: ½ year of other courses such as psychology, humanities	3
Electives	World language, computer science, visual and performing arts, or vocational education	4	2 years of a second language, music, fine arts, speech/debate, career and technical education (such as information technology, computer science)	3

### PROVISIONAL ADMISSION TO A FOUR YEAR CAMPUS

Students who do not demonstrate the ability to meet the mathematics and/or writing proficiency standards may be admitted provisionally to a four-year degree program on any campus of the MUS and without condition to a two year degree program. Students who are provisionally admitted can work gain toward full admittance while enrolled in the two year program.

### TWO-YEAR CAMPUSES AND TWO-YEAR PROGRAMS

Two-year campuses in the MUS abide by a non-competitive open enrollment policy that does not require applicants meet the Regents' four-year admissions criteria. The only requirement is that applicants must have obtained a high school degree or successfully completed an official high school equivalence completion assessment designated by the Board of Public Education (formerly the GED and currently the HiSET). Students who have not yet demonstrated the ability to meet the mathematics or writing proficiency standards may be admitted without condition to a two-year college; however, certain programs within the college, such as Nursing, may have higher admission standards.



## MONTANA UNIVERSITY SYSTEM COLLEGES AND UNIVERSITIES

### MONTANA STATE UNIVERSITY CAMPUSES

Montana State University - Bozeman  
Gallatin College MSU Bozeman  
Montana State University - Billings  
City College at MSU Billings  
Montana State University - Northern  
Great Falls College Montana State University

### UNIVERSITY OF MONTANA CAMPUSES

University of Montana - Missoula  
Missoula College  
Bitterroot College  
Helena College University of Montana  
Montana Technological University  
Highlands College of Montana Tech  
The University of Montana Western

### COMMUNITY COLLEGES

Dawson Community College - Glendive  
Flathead Valley Community College- Kalispell  
Miles Community College- Miles City

### TRIBAL COLLEGES

Aaniiih Nakoda College(formerly Fort Belknap College)  
Blackfeet Community College  
Chief Dull Knife College  
Fort Peck Community College  
Little Big Horn College  
Salish Kootenai College  
Stone Child College



## MUS HONOR SCHOLARSHIP

High school students who successfully complete the Rigorous Core are eligible for the MUS Honor Scholarship. The MUS Honor Scholarship is a 4-year renewable scholarship, which waives the recipient's tuition when used at an eligible MUS campus. Its average value at a 4-year Montana campus is \$5,000 a year or \$20,000 for four years. The Board of Regents intends to offer up to 200 scholarships (contingent upon continued funding of the program) annually. Please visit the Career Center for more information.

## NATIONAL COLLEGIATE ATHLETIC ASSOCIATION (NCAA) AND NATIONAL ASSOCIATION OF INTERCOLLEGIATE (NAIA) ACADEMIC ELIGIBILITY

Students participating in high school athletics that plan to participate in college or university athletics will need to pay special attention to eligibility rules for admission. Students should work with their high school counselor, the coaches who recruit them, and college admissions offices to prepare for this important next step. It is critical for students and parents to have a full understanding of the requirements and to follow an academic plan to fulfill those requirements. It is the student/athlete's responsibility to meet NCAA/NAIA academic eligibility.

### NCAA

Students planning to participate in NCAA level athletics at college must be certified by the NCAA Eligibility Center. The Eligibility Center certifies an athlete's eligibility for both Divisions I and II. In order to be registered with the NCAA, students must complete the registration process found at <https://web3.ncaa.org/ecwr3/>

### NAIA

Students planning to participate in NAIA level athletics at college may visit [www.naia.org](http://www.naia.org) for additional information.

# GRADUATION DISTINCTIONS



## DISTINCTIONS

Seniors can receive recognition beyond the diploma by completing requirements in additional subject categories. In addition to the 22 credits needed to graduate, each distinction will require an additional four credits for a total of 26 credits. Correspondence and online courses will not count towards meeting distinction criteria. Please visit with a department leader if you have a specific question about courses accepted for pathways and distinction.

## AP MERIT DISTINCTION

The AP Merit Distinction recognizes graduating seniors that accomplish a plan of study that includes successful completion of six Advanced Placement classes. Students earning this distinction are eligible to wear a gold distinction cord at graduation.

## FINE ARTS DISTINCTION

The Fine Arts distinction acknowledges graduating seniors that complete a plan emphasizing a fine arts focus in one of the three Fine Art pathways: Music, Theatre or Visual Art. To be eligible for this distinction, the student must complete all requirements in one of the three pathways. Students earning this distinction are eligible to wear a royal blue distinction cord at graduation.

### *Music Pathway*

Music criteria for distinction:

1. 4 consecutive credits in one of the three music performance courses: Choir, Band, or Orchestra
2. Cumulative GPA of 3.2 or higher in all course work
3. 2 Activity Letters in Music

### *Theatre Pathway*

Theatre criteria for distinction:

1. 4 credits of any combination of the following courses: Intro to Acting, Acting and Stage Production, Acting and Film Production, Advanced Acting Ensemble, Theatre Arts, Advanced Theatre Arts, Theatre as Literature, or Shakespeare
2. Cumulative GPA of 3.2 or higher in Theatre courses
3. 2 Activity Letters in Theatre

### *Visual Art Pathway*

Visual Art criteria for distinction:

1. 4 credits of Visual Art
2. Cumulative GPA of 3.2 or higher in Visual Arts
3. Submit an AP Studio Art portfolio in 2D-Design or 3D-Design during senior year
4. Personal exhibition of work in May of the graduating year
5. Participate in at least one of our community activities (Art Trek, MAI, Hockaday Tours, or Art Mentoring)

## HUMANITIES DISTINCTION

The Humanities distinction acknowledges graduating seniors that complete a plan emphasizing a humanities focus in one of the two humanities pathways: International Language and Social Science. To be eligible for this distinction, the student must complete all requirements in one of the two pathways. Students earning this distinction are eligible to wear a light blue distinction cord at graduation.

### *International Language Pathway*

International Language criteria for distinction:

1. 4.0 consecutive credits in Spanish or French
2. A Portfolio of extra-curricular/community involvement activities totaling 15 points by March 1 of senior year or 2 years of another language offered at GHS (French or Spanish)
3. Cumulative GPA of 3.2 or higher and a 3.2 GPA in International Language courses

### *Social Science Pathway*

Social Science criteria for distinction:

1. 4 credits in Social Science; 2 credits in International Language
2. Cumulative GPA of 3.2 or higher in all course work
3. Participate in one or more of the following: Model UN, Academic WorldQuest, National History Day, and/or other project-based extracurricular activity approved by the GHS Social Studies Department.
4. Attend at least four City Council or Kalispell Public Schools Board meetings and complete a write-up.
5. Complete at least 10 hours of Social Science related community service

# GRADUATION DISTINCTIONS



## STEM DISTINCTION

The STEM distinction acknowledges graduating seniors that complete a plan emphasizing a STEM focus in one of three STEM pathways: Science, Engineering or Math. To be eligible for this distinction, the student must complete all requirements in one of the three pathways. Students earning this distinction are eligible to wear a purple distinction cord at graduation.

### *Science Pathway*

Science criteria for distinction:

1. 5 credits in Science
2. Students must take a Statistics course before graduation
3. 4 credits in Math
4. 1 credit in Engineering
5. Cumulative GPA of 3.2 or higher in all course work
6. Students completing 4 credits in GHS laboratory science will receive honorary membership in the GHS Fourth Dimension (4D) Club as well as a t-shirt commemorating their accomplishments. Students completing 5 credits in science will receive the highest honor of a name embroidered lab jacket in addition to their existing membership in the GHS 4D Club.

### *Engineering Pathway*

Engineering criteria for distinction:

1. 4 credits in Engineering
2. Must include senior level Engineering Design and Development
3. 4 credits in Math
4. 3 credits in Science
5. Cumulative GPA of 3.2 or higher in all course work

### *Math Pathway*

Math criteria for distinction:

1. 5 credits in Math
2. 4 of the Math credits must be Algebra II or higher
3. Compete in at least 5 Math Competitions while in high school
4. 3 credits in Science
5. 1 credit in Engineering/Computer Science (PLTW)
6. Cumulative GPA of 3.2 or higher in all course work

## CAREER AND TECHNICAL EDUCATION DISTINCTIONS (CTE)

The CTE distinction acknowledges graduating seniors that complete a plan emphasizing a CTE focus in one of two CTE pathways: Agriculture or Business. To be eligible for this distinction, the student must complete all requirements in one of the two pathways. Students earning this distinction are eligible to wear a red distinction cord at graduation.

### *Agriculture Pathway*

Agriculture criteria for distinction:

1. Must complete 4 years of Agricultural Education coursework.
2. Earn the State FFA Degree, an honor which recognizes student leadership, community service, involvement, dedication & work ethic/experience
3. Leadership Requirements: Demonstrate leadership ability by performing 10 procedures of parliamentary law, giving a six-minute speech on a topic relating to agriculture or FFA, and serving as an FFA officer, committee chairperson, or committee member.
4. Community Service Requirement: complete at least 25 hours of community service.
5. Involvement/Dedication Requirement: Participate in at least five different FFA activities above the chapter level.
6. Work Ethic/Experience Requirement: Earned and productively invested at least \$1,500 or have worked at least 450 hours outside of schedule class time through Supervised Agriculture Experience (work based learning)

### *Business Pathway*

Business criteria for distinction:

1. 3 total credits in Business; not including required College and Career Readiness courses
2. 2 credits of any GHS Business elective
3. 1 credit specializing in Finance, Marketing, or Technology
4. Participate in at least one Business Department Activities (BPA, DECA, Internship...)
5. Cumulative GPA of 3.2 or higher in all course work



# GRADUATION DISTINCTIONS



## DISTINCTION CREDIT REQUIREMENTS

DISTINCTION	AP Merit Distinction <i>Gold Cord</i>	Fine Arts Distinction <i>Royal Blue Cord</i>	Humanities Distinction <i>Light Blue Cord</i>		STEM Distinction <i>Purple Cord</i>			Career and Technical Education Distinction <i>Red Cord</i>	
PATHWAY	AP Merit Pathway	Music, Theatre, Visual Art Pathway	International Language Pathway	Social Science Pathway	Science Pathway	Engineering Pathway	Math Pathway	Agriculture Pathway	Business Pathway
ENGLISH	4.0	4.0	4.0	4.0	4.0	4.0	4.0	4.0	4.0
MATH	3.0	3.0	3.0	3.0	<b>4.0*</b>	<b>4.0*</b>	<b>5.0*</b>	3.0	3.0
SOCIAL SCIENCE	2.5	2.5	<b>3.0*</b>	<b>4.0*</b>	2.5	2.5	2.5	2.5	2.5
SCIENCE	3.0	2.0	2.0	2.0	<b>5.0*</b>	<b>3.0*</b>	<b>3.0*</b>	3.0	2.0
INTERNATIONAL LANGUAGE	<b>2.0*</b>	--	<b>4.0*</b>	<b>2.0*</b>	--	--	--	--	--
FINE ARTS	1.0	<b>4.0*</b>	1.0	1.0	1.0	1.0	1.0	1.0	1.0
HEALTH ENHANCEMENT	1.5	1.5	1.5	1.5	1.5	1.5	1.5	1.5	1.5
VOCATIONAL	1.0	1.0	1.0	1.0	--	--	--	--	--
ENGINEERING	--	--	--	--	<b>1.0*</b>	<b>4.0*</b>	<b>1.0*</b>	--	--
AGRICULTURE	--	--	--	--	--	--	--	<b>4.0*</b>	--
BUSINESS	--	--	--	--	--	--	--	--	<b>3.0*</b>
College & Career Readiness	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0
General	7.0	7.0	5.5	6.5	6.0	5.0	7.0	6.0	8.0
TOTAL	26.0	26.0	26.0	26.0	26.0	26.0	26.0	26.0	26.0

\* Note: Credit requirements with an asterisk and in bold are a requirement above and beyond regular GHS graduation requirements.

## GHS DISTINCTION CORDS





### SKILL LEVEL DESIGNATIONS FOR ENGLISH COURSE OFFERINGS

The following coding system indicates reading proficiency or level of difficulty as assigned to English course curriculum.

- ◆ below grade level reading skills (novice level on assessments)
- ◆◆ at grade level reading skills (nearing proficient or proficient levels on assessments)
- ◆◆◆ above average or college-capable reading skills (advanced level on assessments)

### GRADUATION REQUIREMENTS

A minimum of eight semesters of English is required to graduate. Of those eight semesters, two semesters of literature study and one semester of composition are required. Students are recommended to register for at least one course in English each semester. Specific course requirements for graduation are as follows:

- a. English 9
- b. English 10 Honors OR English 10 Speech AND English 10 Language
- c. AP Language and Composition (English 11) OR Composition AND a Literature elective
- d. AP Language and Literature (English 12) OR one Literature elective AND one English elective

Students who fail English 9 will need to take any Literature course to make up the credit (0.5 credits per semester course). Students who fail English 10 Speech and/or English 10 Language, or Composition (or their equivalent replacements) must repeat the failed course. Students who fail Literature or English electives may either repeat the course or enroll in another respective English course to make up the credit deficiency.

Placement in English courses will be based on the recommendation of English instructors and school counselors, with consideration of student's grades, assessment data and career goals. An English teacher's signature is required to register for English courses.

ENGLISH GRADUATION REQUIREMENTS			
Proficiency Level	◆	◆◆	◆◆/◆◆◆
Freshmen	English 9 OR RW English 9		
Sophomore	English 10 Speech <i>and</i> English 10 Language each semester		English 10 Honors
Junior	Composition one semester <i>and</i> a Literature elective (with a ◆◆ designation) the next semester	Composition one semester <i>and</i> a Literature elective (with a ◆◆ or ◆◆◆ designation) the next semester	AP Language and Composition (English 11)
Senior	Literature elective (with a ◆ or ◆◆ designation) one semester <i>and</i> any English elective (with a ◆ or ◆◆ designation) the next semester	Literature elective (with a ◆ or ◆◆◆ designation) one semester <i>and</i> any English elective (with a ◆◆ or ◆◆◆ designation) the next semester	AP Literature and Composition (English 12)



## ENGLISH 9 (♦♦ or ♦♦♦), RW ENGLISH 9—Same course in Semester Block

Credit 1.0; Year; Grade 9

Description: This course focuses on establishing a foundational knowledge of language, literacy, and communication skills and is required for graduation. Units of study include: impromptu speaking, multicultural short stories, argumentative writing, research writing, poetry, grammar, novel study (*Lord of the Flies*), Shakespearean play study (*Romeo and Juliet*), and expository speaking.

## ENGLISH 10 HONORS (♦♦♦)

Credit 1.0; Year; Grade 10

Prerequisite: English instructor's signature

Summer Reading: The summer reading assignment will be posted on the school website.

Description: This course combines the objectives of the English 10 Speech class and the English 10 Language class into a full year course. Topics will be explored in greater depth than standard classes, will cover more material, and will focus on writing and speaking skills and knowledge expected of college bound students. English 10 Honors is part of the advanced English Honors program which culminates in the English 11 and 12 AP courses.

## ENGLISH 10 LANGUAGE (♦♦ or ♦♦♦)

Credit 0.5; Semester; Grade 10

Description: This course focuses on writing, reading, analyzing literature and understanding the structure of the English language. Composition places special emphasis on expository, persuasive, and research writing. The major works of literature for the course include the play *Julius Caesar* by Shakespeare and the novel *To Kill a Mockingbird*.

## ENGLISH 10 SPEECH & MEDIA (♦♦ or ♦♦♦)

Credit 0.5; Semester; Grade 10

Description: This course focuses on developing speaking, listening, and media literacy skills. While emphasizing public speaking, this course also covers interpersonal and group communication. Speeches include impromptu review, extemporaneous and original oratory.

## COMPOSITION (♦♦ or ♦♦♦)

Credit 0.5; Semester; Grade 11

Description: This course emphasizes writing as a process and focuses on journal writing, expository writing, argumentative, persuasive and research writing. Objectives include demonstrating knowledge and competent performance in writing through organization, effective use of language, fluency, mechanical soundness, proper command of grammar and usage, avoiding plagiarism, and effective communication of ideas to audiences. Students also practice the type of writing required on the SAT and ACT writing assessments.

## AP ENGLISH LANG AND COMP (♦♦♦)

Credit 1.0, Year; Grade 11

Prerequisite: English 10 Honors recommended and English instructor's signature

Summer Reading: The summer reading assignment will be posted on the school website.

Description: This course follows the AP curriculum and prepares students for the AP Language and Composition exam in May. Students will focus on becoming skilled readers of non-fiction prose written in a variety of periods, disciplines, and rhetorical contexts, and in becoming skilled writers who compose for a variety of purposes. Both their writing and reading will analyze the interactions among a writer's purposes, audiences, expectations, and subjects as well as the way conventions and the resources of language contribute to effectiveness in writing. Students also practice the type of writing required on the SAT and ACT writing assessments. (counts toward 1 of 2 required literature options to graduate)

## AP ENGLISH LIT AND COMP (♦♦♦)

Credit 1.0; Year; Grade 12

Prerequisite: English 10 Honors, and AP Language and Composition (English 11) recommended AND English Instructor's signature.

Summer Reading: The summer reading assignment will be posted on the school website

Description: This course follows the AP curriculum and prepares students for the AP Literature and Composition exam in May. The course builds an in-depth awareness of the ways in which language is used effectively in literature and in student writing. Literature study will emphasize critical reading and analysis of a wide variety of world literature of many time periods and genres. Stress in student writing will be on research writing and on in-class essay responses to literature as a means of demonstrating competence in interpretation of literature and literary Techniques. (counts toward 1 of 2 required literature options to graduate)



## LITERATURE OPTIONS BY READING LEVEL (Minimum 2 courses to graduate)

### Reading Level: Nearing Proficient

#### **CHILDREN'S LITERATURE (◆)**

Credit 0.5; Semester; Grades 10, 11, 12

Description: This course is designed to offer students the opportunity to read and study a wide range of books written especially for children and young adults. Through the analysis of the elements of fiction, students will develop a better understanding of the role that literature plays in helping children learn and grow. *Not a NCAA core requirements. Please see [page 10](#) for more information.*

#### **SHORT STORY (◆)**

Credit 0.5; Semester; Grades 10, 11, 12

Description: This course explores short fiction from a variety of genres, countries, time periods, and authors. Students will analyze the elements of fiction through written expression and discussion.

### Reading Level: Nearing Proficient to Proficient

#### **ADVENTURE LITERATURE (◆◆)**

Credit 0.5; Semester; Grades 10, 11, 12

Description: This course offers students who have an interest in adventurous activities an opportunity to explore quality literature that focuses on adventures. Topics include whitewater rafting, mountain climbing, outer space exploration, and extreme caving. Both fiction and nonfiction literature will be studied.

#### **OUTDOOR LITERATURE (◆◆)**

Credit 0.5; Semester; Grades 10, 11, 12

Description: This course emphasizes literature with themes that celebrate the natural world. Students will read and respond in writing to books that focus on survival, outdoor recreation, and a general relationship with nature.

#### **POETRY (◆◆)**

Credit 0.5; Semester; Grades 10, 11, 12

Description: This course is designed to introduce the poetic forms and acquaint students with a variety of world poets. Students will explore their own capabilities in writing poetry in a variety of forms. Objectives include demonstrating knowledge and competent performance in reading and writing in response to literature.

### Reading Level: Proficient to Advanced

#### **AMERICAN LITERATURE (◆◆ or ◆◆◆)**

Credit 0.5; Semester; Grades 10, 11, 12

Description: This course focuses on the rich heritage of literature by American authors. All genres and all time periods of American writing will be surveyed. Objectives include demonstrating knowledge and competent performance in reading and writing in response to literature.

#### **CONTEMPORARY NONFICTION (◆◆ or ◆◆◆)**

Credit 0.5; Semester; Grades 10, 11, 12

Description: This course focuses on social issues as written by various authors published in variety of forms from within the last four decades. This course will survey all types and styles of nonfiction, culminating in an analysis of a personal reading choice.

**MONTANA AND NATIVE AMERICAN LITERATURE (♦♦ or ♦♦♦)**

Credit 0.5; Semester; Grades 10, 11, 12

Description: This course focuses on Montana and Native American writers and writings about Montana. A variety of perspectives of Montana are revealed through a study of the rich literary heritage of the state.

**SHAKESPEARE (♦♦ or ♦♦♦)**

Credit 0.5; Semester; Grades 10, 11, 12

Description: Drama and Poetry written by William Shakespeare will be the literature studied in this course. Objectives include demonstrating knowledge and competent performance in reading and writing in response to literature.

**THEATRE AS LITERATURE (♦♦ or ♦♦♦)**

Credit 0.5; Semester; Grades 10, 11, 12

Description: Drama written by major playwrights from a variety of countries, time periods, and theatrical movements will be the literature studied in this course. Objectives include demonstrating knowledge and competent performance in reading and writing in response to literature.

**WORLD LITERATURE (♦♦ or ♦♦♦)**

Credit 0.5; Semester; Grades 10, 11, 12

Description: This course focuses on the rich literary contributions made by non-American authors. The course surveys all genres and all time periods of world literature. Objectives include demonstrating knowledge and competent performance in reading and writing in response to literature.

**ENGLISH ELECTIVES****CREATIVE WRITING (♦♦ or ♦♦♦)**

Credit 0.5; Semester; Grades 9, 10, 11, 12

Description: A multi-genre introduction to the process and techniques of creative writing guided by frequent writing exercises, both short and long, to motivate and refine students' writing. This course is workshop-oriented, meaning that students will read and respond to each other's writing of creative non-fiction, fiction, and poetry.

**DEBATE WORKSHOP (♦♦ or ♦♦♦)**

Credit 0.5; Semester; Grades 9, 10, 11, 12

Description: This course presents the student with opportunities to compose and deliver a variety of different types debates and to learn the skills of argumentation, research, evidence analysis, argumentation, and informal logic. Objectives include demonstrating knowledge and competent performance in speaking and debating. Debates may include Policy Debate, Public Forum Debate, Legislative Debate and Lincoln-Douglas Debate. Students may take this course more than once with a Speech teacher's signature.

*Speech and Debate electives do not meet NCAA core requirements. Please see [page 10](#) for more information.*

**SPEECH WORKSHOP (♦♦ or ♦♦♦)**

Credit 0.5; Semester; Grades 9, 10, 11, 12

Description: This course presents the student with opportunities to compose and deliver a variety of different types of public speeches to learn the skills of argumentation, research, evidence analysis, and informal logic. Objectives include demonstrating knowledge and competent performance in speaking and debating. Speeches may include Impromptu Speaking, Extemporaneous Speaking, Original Oratory, Informative (Expository), Memorized Public Address, Dramatic Interp, Humorous Interp, Program Interp and Duo Interp. Students may take this course more than once with a Speech teacher's signature.

*Speech and Debate electives do not meet NCAA core requirements. Please see [page 10](#) for more information.*

# ENGLISH - THEATRE

FINE ARTS CREDIT OR ENGLISH ELECTIVE



## THEATRE ELECTIVES

*Theatre electives do not meet NCAA core requirements. Please see [page 10](#) for more information.*

### **INTRODUCTION TO ACTING (♦♦ or ♦♦♦)**

Credit 0.5; Semester; Grades 9, 10, 11, 12

**Description:** The foundational class for all acting classes. A variety of theatre exercises along with scene work will be used to develop the skills needed for character portrayal. Students will study the technical aspects of theatre. Reading, viewing, and analyzing plays will be used to develop an understanding of the discipline required for theatre and to develop an appreciation for theatre as an art. Objectives include demonstrating knowledge and competent performance of theatrical arts concepts and skills. Students will explore the use of body, voice, and mind (feelings) in the development of character portrayal. This is a gateway course to upper-level theatre courses.

### **GTV: FILM PRODUCTION SEM 1 & SEM 2 (♦♦ or ♦♦♦)**

Credit 0.5; Semester; Grades 10, 11, 12

**Prerequisite:** Intro to Acting OR Speech Workshop OR Debate Workshop OR Waiver from GTV Instructor

**Description:** GTV combines journalism, marketing and acting into a lab environment. The students in class will create film segments for the announcements including trailers, small films and documentaries. Sketch performances, vocal work, acting for camera and editing will be included. **Note: Students may take this course more than once with a Theatre teacher's signature.**

### **ACTING & STAGE PRODUCTION SEM 1 & SEM 2 (♦♦ or ♦♦♦)**

Credit 0.5; Semester; Grades 9 (Sem 2 only), 10, 11, 12

**Prerequisite:** Intro to Acting or Instructor's Approval

**Description:** Students will further develop their character portrayal skills and discipline required of the actor. A variety of monologue and ensemble performances, along with experiences to assist the actor in analyzing a script and understanding the role of the actor in the production process will be used to further instill the concept of theatre as an art. Objectives include demonstrating knowledge and competent performance of theatrical arts concepts and skills. Students will participate in a Wolfpack Theatre Company production utilizing class time to produce a show. **Note: Students may take this course more than once with a Theatre teacher's signature.**

### **ADVANCED ACTING ENSEMBLE SEM 1 & SEM 2 (♦♦ or ♦♦♦)**

Credit 0.5; Semester; Grades 10, 11, 12

**Prerequisite:** Acting & Stage Production or Acting & Film Production

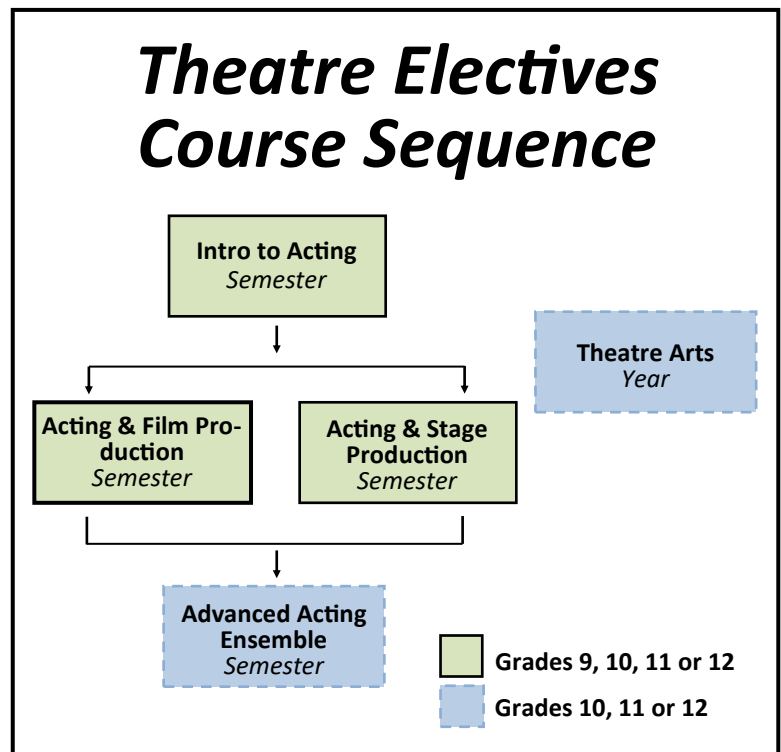
**Description:** Students further develop their skills in the dramatic arts by becoming a member of a play producing company. Student-produced and directed productions are performed as a part of the GHS theatre season. Objectives include demonstrating knowledge and competent performance of theatrical arts concepts and skills. This course is designed for a student to take more than one time. **Note: Students may take this course more than once with a Theatre teacher's signature.**

### **THEATRE ARTS (♦♦ or ♦♦♦)**

Credit 1.0; Year; Grades 10, 11, 12

**Description:** This course combines and explores the implementation of the technical and design aspects of theatre production. The course includes design and construction in set, lights, sound, costumes, props and publicity besides being the "keeper of the theatre". Objectives include demonstrating knowledge and competent performance of theatre arts concepts and skills.

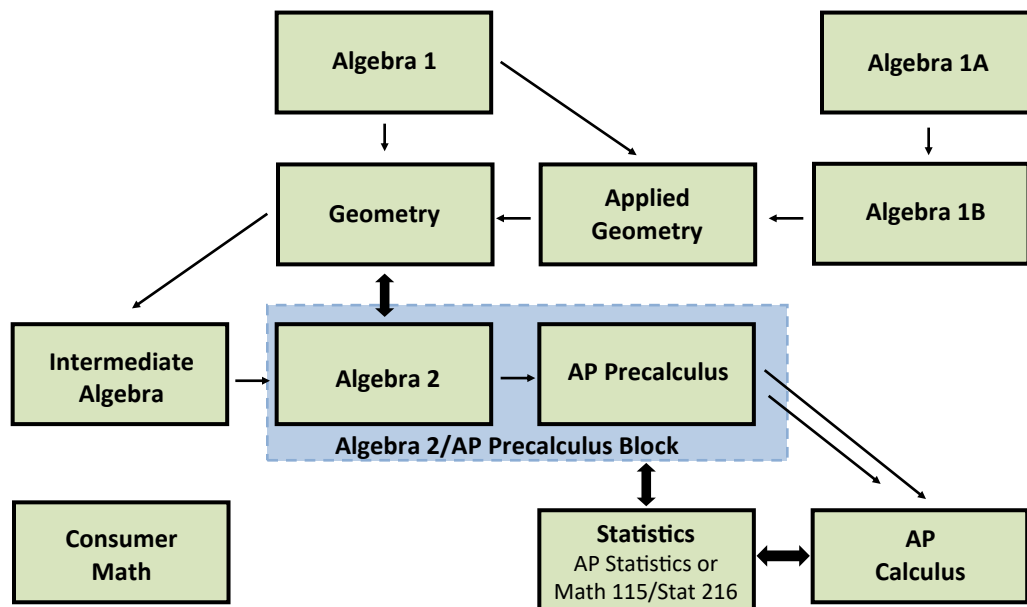
**Note: Students can take this course more than once with Theatre teacher's signature.**







## Math Course Sequence



\* Courses linked with a double arrow may be taken concurrently

### General Math Information

- Three credits of mathematics are required to graduate from GHS.
- Algebra 2 is the minimum requirement for a 4-year college.
- Courses linked with a double arrow may be taken concurrently.
- A grade of C- or better is required to advance in the standard path (Algebra 1, Geometry, Algebra 2, AP Precalculus).
- Algebra 1A/1B, Applied Geometry and Intermediate Algebra are not NCAA Core Courses.
- FVCC courses require a placement score.

### Individual Learning Pathway (ILP) format

- Courses offered in the ILP format denote a self-paced course, not a teacher-directed pacing or whole-class instruction.
- Students complete course objectives within a classroom structure independently with teacher guidance and feedback.
- Courses objectives are completed by each student independent of other student's pace in the same course.
- Algebra 1, Geometry, and Algebra 2 will be offered in the new ILP format as well as the traditional teacher-paced instruction format. All other math courses will be delivered in the traditional teacher-paced instruction format.

### ALGEBRA 1A

Credit 1.0; Year; Grades 9,10,11

Materials Fee: \$5 for Calculator use if not provided by student

Description: Algebra 1A is an introductory course focusing on algebraic concepts/skills and their applications. Major topics covered are: linear equations and linear functions. Students will be introduced to technology consisting of the TI-84 graphing calculator and computer software. Successful completion of Algebra 1A is comparable to the first semester of Algebra 1. Students who complete both Algebra 1A and Algebra 1B will be prepared to enroll in Geometry or Applied Geometry.

### ALGEBRA 1B

Credit 1.0; Year; Grades 10,11,12

Materials Fee: \$5 for Calculator use if not provided by student

Prerequisite: Algebra 1A

Description: Algebra 1B is a continuation of Algebra 1A and focuses on additional algebraic concepts/skills and their applications. Major topics covered are: linear inequalities, linear systems, polynomial operations, factoring, and an intro to quadratic functions. Students will continue to use technology consisting of the TI-84 graphing calculator and computer software. Successful completion of Algebra 1B is comparable to the second semester of Algebra 1. Students who successfully complete both Algebra 1A and Algebra 1B will be prepared to enroll in Geometry or Applied Geometry.

**ALGEBRA 1, RW ALGEBRA 1—Same course in Semester Block**

Credit 1.0; Year; Grades 9, 10, 11, 12

Materials Fee: \$5 for Calculator use if not provided by student

Equipment: TI-84/84+/NSPIRE graphing calculator strongly recommended

Course Delivery Format: Traditional Teacher Paced Instruction or **Individual Learning Pathway**

Description: Algebra 1 is an introductory course focusing on algebraic concepts/skills and their applications to real-life situations. Major topics covered are: linear equations, linear inequalities, ratios, factoring, polynomial operations, quadratic functions, geometric concepts, statistics, and probability. Students will be introduced to technology consisting of the TI-84 graphing calculator and computer software.

**APPLIED GEOMETRY\*\***

Credit 1.0; Year; Grades 10, 11, 12

Materials Fee: \$5 for Calculator use if not provided by student

Prerequisite: Algebra 1B or Algebra 1 and instructor's signature

Description: This course focuses on the key concepts that provide a strong foundation in the essentials of Geometry. Statistics and relevant algebra skills will be integrated. The emphasis is on practicing and maintaining skills, providing technical applications of geometry concepts, applying concepts to real-world problems, and providing time to explore each concept thoroughly.

**\*\*NOTE: Applied Geometry does NOT meet the Minimum Core requirements for admission to a 4-year campus of the Montana University System or NCAA core requirements.**

**GEOMETRY, RW GEOMETRY—Same course in Semester Block**

Credit 1.0; Year; Grades 9, 10, 11, 12

Materials Fee: \$5 for calculator use if not provided by student

Prerequisite: Algebra 1 (Grade "C-" or better) and instructor's signature

Course Delivery Format: Traditional Teacher Paced Instruction or **Individual Learning Pathway**

Description: This course is a study of geometric concepts using Algebra 1 math. Technology (graphing calculators and software programs) will be used to explore and demonstrate geometric concepts when appropriate. Some major topics covered are: basic geometric concepts, reasoning and proofs, angles and parallel lines, triangles, quadrilaterals, circles, congruency and similarity, transformations, area, surface area, and volume.

**INTERMEDIATE ALGEBRA \*\***

Credit 1.0; Year; Grades 11, 12

Materials Fee: \$5 for Calculator use if not provided by student

Equipment: TI-84/84+/NSPIRE graphing calculator strongly recommended

Prerequisite: Geometry AND instructor's signature

Description: This course focuses on the key concepts that provide a strong foundation in the essentials of Algebra. Statistics and relevant Geometry skills will be integrated. The emphasis is on practicing and maintaining skills, providing concrete applications of algebra concepts, applying concepts to real-world problems, and providing time to explore each concept thoroughly.

**\*\*NOTE: Intermediate Algebra does NOT meet the Minimum Core requirements for admission to a 4-year campus of the Montana University System or NCAA core requirements.**

**ALGEBRA 2**

Credit 1.0; Year; Grades 10, 11, 12

Materials Fee: \$5 for Calculator use if not provided by student

Equipment: TI-84/84+/NSPIRE graphing calculator strongly recommended

Prerequisite: Geometry (Grade "C-" or better) AND instructor's signature

Course Delivery Format: Traditional Teacher Paced Instruction or **Individual Learning Pathway**

Description: This course will study, model, and apply linear, quadratic, logarithmic and exponential functions, triangle trigonometry along with probability and sequences/series. It is mandatory for all four-year colleges. Successful completion of this course is required for admission to a four year college or university.



## AP PRECALCULUS

Credit 1.0; Year; Grades 11, 12

Materials Fee: \$5 for Calculator use if not provided by student

Equipment: TI-84/84+/NSPIRE graphing calculator strongly recommended

Prerequisite: Algebra 2/Trigonometry (Grade "C-" or better) AND instructor's signature

Description: This course will bring together and extend those concepts of Algebra 1, Geometry, and Algebra 2. Topics will include Functions (linear, quadratic, rational and trigonometric), Conic Sections, and an introduction to Polar and Parametric graphs. Successful completion of this course prepares a student for AP Calculus, AP Statistics OR Probability and Linear Math.

## ALGEBRA 2/AP PRECALCULUS BLOCK

Credits 2.0; Year; Double Periods; Grades 10, 11, 12

Materials Fee: \$5 for calculator use if not provided by student

Equipment: TI-84/84+/NSPIRE graphing calculator strongly recommended

Prerequisite: Geometry (Grade "C-" or better) AND instructor's signature

Description: The course will consist of a double block period where students will cover all topics of the Algebra 2 course and the Pre-Calculus/Trig course. Topics will include functions (linear, quadratic, polynomial, rational, exponential, logarithmic, trigonometric), polar, parametric, and conic equations, vectors, matrices, and probability. Students who successfully complete the course will be ready to enroll in AP Calculus, AP Statistics, OR Probability and Linear Math.

## AP CALCULUS AB

Credit 1.0; Year; Grade 12

Materials Fee: \$5 for Calculator use if not provided by student.

Equipment: TI-84/84+/NSPIRE graphing calculator strongly recommended

Prerequisite: Pre-Calculus (Grade C- or better) AND instructor's signature

Description: The AP Calculus AB course follows the AP curriculum and prepares students for the AP Calculus AB test in May. Course study will include properties of functions, limits, differential calculus, and integral calculus. Use of symbolic differentiation and integration techniques are also included. Use of the graphing calculator is an integral part of the course and its use is required on the advanced placement exam.

## AP STATISTICS

Credit 1.0; Year; Grades 11, 12

Materials Fee: \$5 for Calculator use if not provided by student

Equipment: TI-84/84+/NSPIRE graphing calculator strongly recommended and required for AP exam

Prerequisite: Algebra 2/Trig (Grade "C-" or better) AND instructor's signature

Description: This course follows the AP curriculum and prepares students for the AP Statistics exam in May. The course provides instruction in four broad conceptual themes: exploring data, sampling and experimentation, anticipating patterns, and statistical inference. Students will learn major concepts and tools to collect and analyze data, and communicate methods, results and interpretations. Students will master the use of the graphing calculator.

**NOTE:** Pre-Calculus or AP Calculus may be taken concurrently with AP Statistics.

## CONSUMER MATH\*\*

Credit 1.0; Year; Grades 12

Materials Fee: \$5 for calculator use if not provided by student

Description: This course will study all aspects of consumerism through mathematical methods. Taxes, food and housing costs, investments, insurance, and transportation are a few of the concepts to be discussed. This class is designed for the student that needs a third year of math to fulfill their graduation requirements. Students that have the ability to take Geometry, Algebra 2, Pre-Calculus and Trig or Calculus should select those classes instead.

**\*\*NOTE:** Consumer Math does NOT meet the Minimum Core requirements for admission to a 4-year campus of the Montana University System or NCAA core requirements. Please see [page 9 and 10](#) for more information.



### PROBABILITY AND LINEAR MATH (M\_115) (FVCC Concurrent Enrollment Course)

Credit 0.5, (3 FVCC Math credits); Semester, Grades 11, 12

Materials Fee(s): \$15 + Math calculator Fee of \$5 if applicable

Prerequisite: Algebra 2 with a C- AND (an appropriate score on the FVCC Math Placement Exam and/or ACT Math as determined by FVCC Math Placement Policy)

Requirement: Concurrent enrollment as a Running Start student in M115 through FVCC for 3 college credits.

Course Objectives: Upon successful completion of this course, the student should be able to understand and apply quantitative concepts and reasoning using numerical data. Master the basic concepts of lines, linear systems, matrices and linear programming (graphical method only). Understand the basic probability concepts: probability models (Venn diagrams, two-way tables), Bayes' Theorem, binomial probabilities and probability distributions. Understand the rudiments of statistics: measures of center and spread, the normal distribution and the normal approximation to the binomial distribution. Apply the concepts mentioned above to solve application problems (this includes learning to precisely formulate a problem and to interpret solutions).

**Note**: Pre-Calculus or AP Calculus can be taken concurrent with M\_115.

### INTRODUCTION TO STATISTICS (Stat\_216) (FVCC Concurrent Enrollment Course)

Credit 0.5, (4 FVCC Math credits); Semester, Grades 11, 12

Materials Fee(s): \$15 + Math calculator Fee of \$5 if applicable

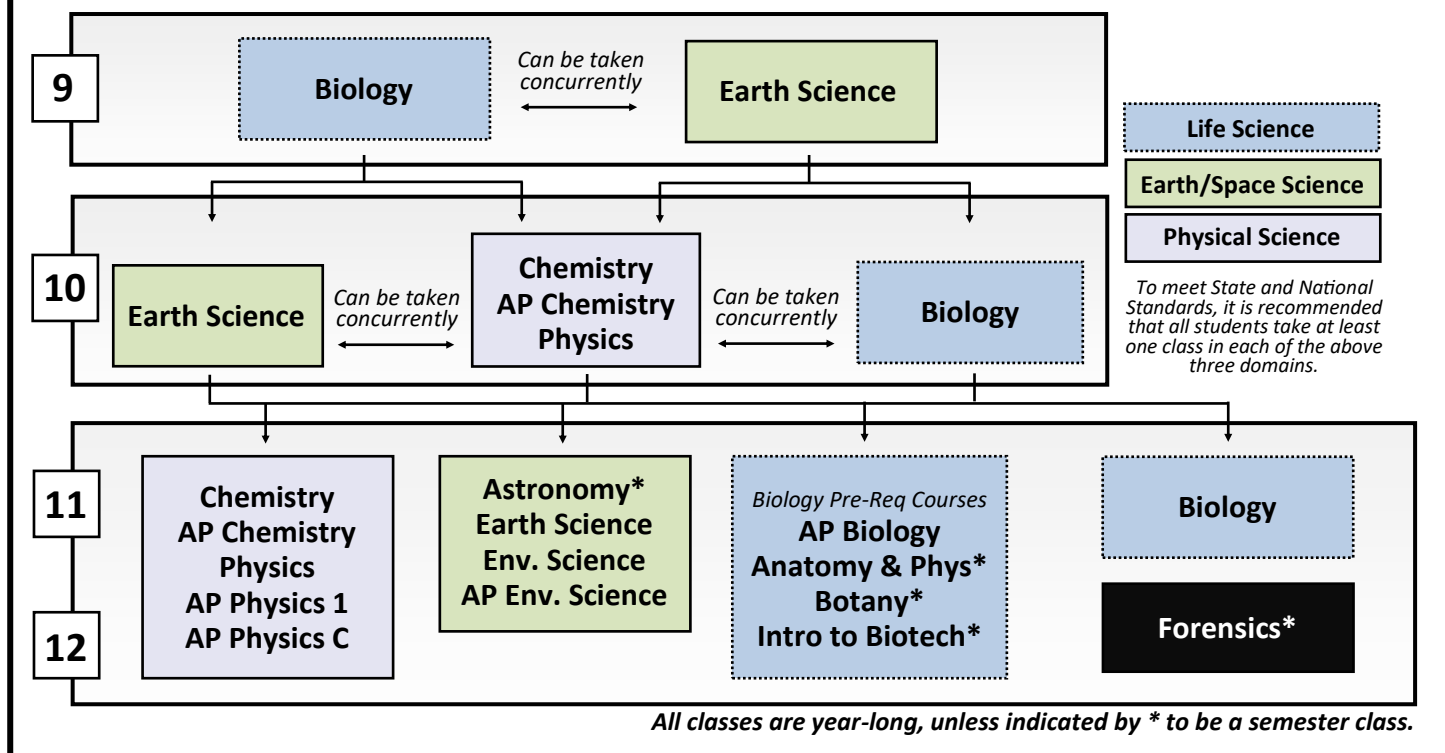
Prerequisite: Math 115 (Probability and Linear Math) with a C- OR (an appropriate score on the FVCC Math Placement Exam and/or ACT Math as determined by FVCC Math Placement Policy)

Requirement: Concurrent enrollment as a Running Start student in Stat216 through FVCC for 4 college credits.

Course Objectives: Upon successful completion of this course, you should be able to convert a given population mean and standard deviation to a z-score and obtain probabilities from the z-table. Demonstrate knowledge of the use of random variables, means and variances, and sampling distributions. Construct a test statistic for testing any other set value and a confidence interval given a sample mean, sample size, and sample variance. Use the t-table to find bounds on a p-value in a t-test, or to find the multiplier to use when building a confidence interval for a mean. Interpret a confidence interval and relate it to a test of hypothesis. Set up null and alternative hypotheses, given alpha and a p-value, decide what to do with the null hypothesis and state a conclusion in terms of the problem. Become knowledgeable about the five distributions listed in the catalog as they relate to estimation and hypothesis.



## Science Course Sequence



### EARTH SCIENCE

Credit 1.0; Year; Grades 9, 10, 11, 12

**Description:** Earth science is a study of phenomena affecting the formation, history and current conditions of Earth, its oceans and its atmosphere. This course explores a combination of sciences including astronomy, geology, oceanography and meteorology while students observe our world from the universe to their back yard. Investigations give students the opportunity to discover how earth science affects their lives as well as promote lab techniques and problem solving. Local Earth Science topics are strongly emphasized.

### BIOLOGY, RW BIOLOGY—Same course in Semester Block

Credit 1.0; Year; Grade 9, 10, 11, 12

**Description:** Biology examines major concepts of the life sciences through lab-based problem solving to augment classroom instruction. The goal of this course is to promote scientific literacy for all students in both lab skills and content knowledge. Core topics include: scientific method, ecosystems, populations, cells and cell processes, biochemistry, genetics, evolution, classification, and organismal diversity. Current research and applications of content are emphasized throughout.

### AP BIOLOGY (Offered every other year 2026-2027)

Credit 1.0; Year; Grades 11, 12

**Prerequisite:** Chemistry, Biology and instructor's signature.

**Description:** Course follows the AP curriculum and prepares students for the AP Biology exam in May. The course is designed to be the equivalent of a two-semester college introductory biology course usually taken by biology majors during their first year. Three major areas in Biology are covered: **Molecules and Cells 40%, Heredity and Evolution 30%, and Organisms and Populations 30%.** This course will help students develop a conceptual framework for modern biology and an appreciation of science as a process. Essential to this conceptual understanding are a grasp of science as a process rather than as an accumulation of facts, personal experience in inquiry, application of major topics, critical thinking and environmental and social concerns through research.

**CHEMISTRY, RW CHEMISTRY—Same course in Semester Block**

Credit 1.0; Year; Grades 10, 11, 12

Prerequisite: Algebra 1; (Grade “B” or better) or successful completion of Geometry

Description: This course studies electrons and their interactions as they relate to matter. Many topics are covered including measurement, atomic structure, bonding, reactions, stoichiometry, gas laws, thermodynamics, kinetics, equilibrium, acids and bases. Theory and practicality will be interwoven to engage students in predicting, designing, experimenting, and describing the chemical interactions of everyday life. Problem-solving skills will be developed and enhanced. Mathematical relationships are emphasized, as well as the explanations of observed phenomena in terms of modern scientific theory.

**AP CHEMISTRY**

Credit 1.0; Year; Grades 10, 11, 12

Prerequisite: Geometry; (Grade “B” or better), and concurrent enrollment in Algebra 2 and instructor’s signature.

Description: This course follows the AP curriculum and prepares students for the AP Chemistry exam in May. It is the equivalent of a full year of college general chemistry. This class requires additional lab time outside of the regular class period. Students will build deeper understanding of chemical concepts by engaging in laboratory experiences that require detailed quantitative analysis. Topics of study include structure of matter, states of matter, reactions, descriptive chemistry, and chemical calculations.

**PHYSICS**

Credit 1.0; Year; Grades 10, 11, 12 **Note: This course has an Early Bird (Zero Period) option to sign up for 2024-2025.**

Prerequisite: Algebra 2 (or concurrent enrollment) with grade C or better

Description: Standard physics explores motion and the why behind the motion both conceptually and mathematically. This year-long lab course introduces students to general physics using lectures, labs, projects, simulations, and demonstrations. Classroom instruction is used to help students become better problem-solvers as they learn about motion and forces, work and energy, gravitation, momentum and collisions, fluids, waves and sound, electricity and magnetism, special relativity, and more. **Note: Sophomores should talk to the instructor before registering.**

**AP PHYSICS 1**

Credit 1.0; Year; Grades 11, 12

Prerequisite: Two years lab science and completion of Geometry grade “B” or better.

Description: This course follows the AP curriculum and prepares students for the AP Physics exam in May. The goal of this course is to understand the world about us by recognizing and defining problems, observing, measuring, devising experiments, making hypotheses and theories, and communicating with other students. Topics studied include energy and motion. The successful student will solve problems, measure physical properties in the laboratory, perform calculations with these measurements, and write clear, comprehensive reports on the lab work.

**AP PHYSICS C: MECHANICS (Offered every other year 2025-2026)**

Credit 1.0; Year; Grades 11, 12

Prerequisite: Calculus or currently enrolled in Calculus

Description: This course is a calculus-based physics course that follows the AP curriculum and will prepare students to take the AP exam in May. AP Physics C is designed to be equivalent to the first semester of calculus-based college physics required by many STEM related degrees such as engineering. The course focuses on developing conceptual understanding of Newtonian physics, critical thinking skills, and applying mathematical equations to describe the motion of objects. Topics include kinematics, Newton's Laws of Motion, rotation, work and energy, momentum, and simple harmonic motion. Labs will be an integral part of this course.

**ANATOMY AND PHYSIOLOGY**

Credit 0.5; Semester; Grades 11, 12

Prerequisite: Two years lab science; must include Biology

Description: Anatomy and Physiology is the study of major structure and function in the human body. Students will explore the major systems in the body through dissection, demonstrations, laboratory, lecture, guest speakers, readings, videos and fieldtrips. Dissections are required. If you are not willing to do dissections, it is suggested that you do not take this class.





## ASTRONOMY

Credit 0.5; Semester; Grades 11, 12

Prerequisite: Two years lab science

Description: This lab based astronomy course is designed to introduce students to the fascinating universe around them. Students will investigate the size and scale of the universe, constellations, the development of observational technology, the origins of the universe and our solar system, forces of gravity and inertia, solar and stellar phenomena, galaxies, black holes, space exploration, and the future of humans in space.

## BOTANY

Credit 0.5; Semester; Grades 11, 12

Prerequisite: Two years lab science; must include Biology.

Description: Students will learn to recognize, identify and take care of native plants. In addition, students will relate plants to habitat and use them in determining the habitat type required in forestry studies. Students may also prepare materials made from native plants. This course will allow students to maintain and improve the native gardens at GHS. Students will learn how to identify plants after dissecting them, prepare photos for a school binder of our gardens and help elementary schools with their native gardens. Students will learn to identify plants using a dichotomous key and apply the plant keys to identify habitat types used in forestry.

## FORENSICS

Credit 0.5; Semester; Grades 11, 12

Prerequisite: Two years lab science

Description: Forensic science is the application of science to those criminal and civil laws that are enforced by police agencies in a criminal justice system. In this course, students will employ the disciplines of chemistry, physics, biology, perform experiments, and psychology into the understanding of how forensic science is used in the analysis of the many types of evidence that may be recovered during a crime investigation.

## INTRODUCTION TO BIOTECHNOLOGY (BIOB\_105) (FVCC Concurrent Enrollment Course)

Credit 0.5, (3 FVCC Natural Science (NL) credits); Semester; Grades 11, 12

Prerequisite: Two years lab science; must include Biology

Materials Fee(s): Laboratory materials fee of \$50.

Required concurrent enrollment as a Running Start student in BIOB\_05 through FVCC for 3 college credits.

Description: An introduction to the rapidly-expanding field of biotechnology and its applications to human and veterinary medicine, agriculture, bio-fuels, bio-remediation, and bioinformatics. Laboratory exercises will include basic laboratory safety, measurement methods, microbial cell culture, bacterial transformation, and other core skills used in the biotechnology laboratory.

## ENVIRONMENTAL SCIENCE (AP ENVIRONMENTAL SCIENCE Option)

Credit 1.0; Year; Grades 11, 12

Prerequisite: Two Years of lab science recommended and current Science teacher signature

Description: Environmental Science course is designed to engage students with the scientific principles, concepts, and methodologies required to understand the interrelationships within the natural world. The course requires that students identify and analyze natural and human-made environmental problems, evaluate the relative risks associated with these problems, and examine alternative solutions for resolving or preventing them. Environmental science is interdisciplinary, embracing topics from geology, biology, environmental studies, environmental science, chemistry, and geography. **NOTE: Environmental Science is only offered within the Glacier Outdoor Education Program block. Please see [page 46](#) for more information.**

## VETERINARY SCIENCE

**NOTE:** Veterinary Science are two Science courses offered at the HER Agricultural Education Center. Please see the [Agriculture section](#) for specific course descriptions.

**WESTERN CIVILIZATION, RW WESTERN CIV—Same course in Semester Block**

Credit 1.0; Year; Grade 10

Description: This class begins in Europe with the Medieval period to the end of World War I. Several themes such as revolution, enlightenment, imperialism, nationalism, and the rise of democracy will be emphasized.

**AP WORLD HISTORY**

Credit 1.0; Year, Grade 10

Prerequisite: Recommendation from 9th grade English teacher.

Description: Focuses on developing a students' understanding of world history from approximately 8000 B.C.E to the present. This course has students investigate the content of world history for significant events, individuals, developments and processes in six historical periods, and develop and use the same thinking skills and methods (analyzing primary and secondary sources, making historical comparisons, chronological reasoning, and argumentation) employed by historians when they study the past. The course also provides five themes (interaction between humans and the environment; development and interaction of cultures; state building; expansion; and conflict; creation expansion and interaction of economic systems; development and transformation of social structures) that students explore throughout the course in order to make connections among historical developments in different times and places encompassing the five major geographical regions of the globe: Africa, the Americas, Asia, Europe, and Oceania.

**UNITED STATES HISTORY**

Credit 1.0; Year; Grade 11

Description: This course begins with events and conditions immediately preceding the Civil War. Civil War causation, events, outcomes, and Reconstruction form the framework for America's emergence into the 20<sup>th</sup> century. Students explore the role of the United States on the world stage beginning with events leading to World War I and ending with America's role in the war on terrorism. Included in this emphasis is a constant and continuous application of current events.

**AP UNITED STATES HISTORY**

Credit 1.0; Year; Grade 11

Prerequisite: Placement based on recommendation of Western Civilization/AP World History instructor.

Description: This course follows the AP curriculum and prepares students for the AP U.S. History exam in May. It provides students with the analytical skills and factual knowledge to deal critically with the problems and materials in U.S. History. Students learn to assess historical materials – their relevance to a given interpretive problem, reliability, and importance – and to weigh the evidence and interpretations presented in historical scholarship. The following themes are covered in AP U.S. History: American diversity and identity, culture, demographic changes, economic transformations, environment, globalization, politics and citizenship, reform, religion, slavery and its legacies in North America, and war and diplomacy.

**UNITED STATES GOVERNMENT**

Credit 0.5; Semester; Grade 12

Description: American Government is a process oriented study of our government. Primary emphasis is placed upon the legislative, executive, and judicial branches. The duties and responsibilities of citizenship are also emphasized. Current events, which are integral to recognizing and understanding political action, are included as a portion of the student's daily activities.

**WE THE PEOPLE**

Credit 0.5; Semester; Grade 12

Description: Using hands-on preparation for simulated congressional hearings students examine the fundamentals of the democratic process and of effective citizenship. Students will compete in the state-level "We The People" hearing competition, which is held in February. Competition winners may have the opportunity to advance to the National competition in Washington, D.C. in April.

**AP UNITED STATES GOVERNMENT AND POLITICS**

Credit 0.5; Semester; Grade 12

Prerequisite: Completion of fall We The People class

Co-requisite: Must take We The People if you want to take AP U.S. Government and Politics.

Course Objectives: This course follows the AP curriculum and prepares students for the AP U.S. Government and Politics exam in May. The class will satisfy the current graduation requirement, as well as allow qualified students to complete an equivalent of a one-semester college introductory course. It will offer an analytical perspective on government and politics in the United States.



## SOCIAL SCIENCE ELECTIVES

### AMERICAN CULTURE

Credit: 0.5; Semester; Grades 9, 10, 11, 12

Description: This course will examine the impact of Popular Culture that help make up our unique American Culture. Students will analyze and predict how society affects pop culture and the way that pop culture impacts society. Each unit, beginning with Post World War II America, will include a brief overview of the significant historical developments of the time period. We will then examine the popular cultural developments that coincided with the historical events. Mass media, music, literature, film, radio, television, sports, fashion, art, and advertising will be some of the focus areas for study.

### BATTLES

Credit 0.5; Semester; Grades 11, 12

Description: The objective of this course is to hone students' analytical skills, using turning-point battles as the vehicle for the examination of leadership, government, management and organization and how these events changed the course of history.

### ECONOMICS

Credit 0.5; Semester; Grades 11, 12

Description: This course will give the students a greater understanding of economics ranging from the viewpoint of the individual consumer or small business owner to the global economy. The course will study the law of supply and demand, forms of business, labor unions, government finances and influence on the economy, money and prices, inflation and deflation cycles. The course relates history and politics to the study of economics. The class will touch on the history of economic thought as well as current economic issues. The current uncertainty regarding the economy makes this an exciting and challenging course.

### INTRO TO PSYCHOLOGY (PSYX\_100A) (FVCC Concurrent Enrollment Course)

Credit 0.5, (4 FVCC Social Science credits); Semester; Grades 11, 12

Requirement: Concurrent enrollment as a Running Start student

Description: This course is a scientific study of behavior in human and sub-human species. Topics include learning and memory, intelligence, emotion, motivation, conflict and stress, abnormal behavior, therapies, altered states of awareness and others.

### PSYCHOLOGY

Credit 0.5; Semester; Grades 11, 12

Description: This course will offer students an opportunity to learn more about themselves in areas of personality, learning, growth and development, adjustment, and mental illness. Students will have an understanding of how personality is formed and changed, understand theories of learning and methods for efficient studying, and become aware of problems and causes of mental illness.

### STREET LAW

Credit 0.5; Semester; Grades 10, 11, 12

Description: This course provides practical information and problem-solving opportunities that develop in students the knowledge and skills necessary for the survival in law-saturated society. The curriculum includes case studies, mock trials, role-plays, small group exercises, and visual analysis activities. It is anticipated that students who successfully complete this course will have a willingness and capability to participate effectively in the legal and political systems.

### WOMEN IN HISTORY

Credit 0.5; Semester; Grades 9, 10, 11, 12

Description: *"Women hold up half the sky."* Mao Zedong. This is a course that examines the stories of women's importance in history. It is not a class to down play the amazing accomplishment of men, but to highlight the roles played by women in Ancient Egypt, Greece, Rome, China, Native Americans and on to women in war and challenges of today. The goals of the course include: reflecting on viewpoints of current issues, encouraging students to communicate thoughts effectively, and familiarizing students with the accomplishments of influential women both past and present. All students are welcome!



### SOCIAL SCIENCE ELECTIVES

#### **HSTR 101 EARLY HISTORY OF THE WEST (FVCC CONCURRENT ENROLLMENT)**

Credit: 0.5, (4 FVCC Social Science credits); Semester; Grades 10, 11, 12

Description: This course covers prehistoric days to the mid-17th century, with emphasis on the political, social, cultural, and economic aspects of the great civilizations of the earlier period, and the revolutions in politics, commerce, industry, and science which ushered in the modern era.

#### **HSTR 102 LATE HISTORY OF THE WEST (FVCC CONCURRENT ENROLLMENT)**

Credit: 0.5, (4 FVCC Social Science credits); Semester; Grades 10, 11, 12

Description: This course covers the age of reason in the mid 17th century to the present with emphasis on the rise of national systems, global conflict, industrialization, imperialism, and the on-going revolutions in Western Civilization with attendant Philosophic, economic, and political influences.



#### **COLLEGE & CAREER READINESS**

Credit 0.5; Semester; Grades 10, 11

Description: This course is designed to prepare students for post high school education as well as career readiness. The ultimate goal is to graduate students who are college and career ready by underscoring the relevance between education and work through early academic and career planning. A major focus throughout the course will be college and career education. This course will include universities, trade schools, apprenticeships, military and other post secondary education options. Students will develop tools to help them prepare for the pursuit of meaningful employment in high school and beyond: resumes; cover letters; applications and mock interviews. Students will improve higher education and workplace readiness by developing skills in Microsoft Word, Excel & PowerPoint. Students will research post secondary educational opportunities by conducting college research; preparing college applications and scholarship research including essay writing. Students will create a final portfolio displaying college and career research.

#### **PERSONAL FINANCE**

Credit 0.5; Semester; Grades 11, 12

Description: Understanding personal financial concepts is an important life skill. From credit to insurance to taxes students will learn to understand the consequences of their choices. When students learn how to wisely manage their money, they become citizens that are more responsible. An understanding of financial concepts, with practical application through activities and projects, will enable students to leave this course with applicable, useful skills for life. This course surveys the basic personal financial needs of most individuals and emphasizes the basics of budgeting, saving, checking, investments, credit, the wise use of insurance, and paying and preparing income tax returns. After high school students face a world filled with possibilities. The more financial knowledge they can acquire there is a bright outlook that their financial future will be secure. Students taking this course will learn to better prepare for their financial futures. **NOTE: For current Class of 2025 students, Personal Finance counts as a vocational elective credit or can be used to fulfill a CCR graduation requirements.**

# PHYSICAL EDUCATION

## 1.0 PE GRAD REQUIREMENT



### LIFETIME ACTIVITIES 1 (Semester 1), LIFETIME ACTIVITIES 2 (Semester 2)

Credit 0.5; Semester; Grades 9, 10, 11, 12

Equipment: PE Uniform for \$15

**Note:** Course may be taken both semesters.

Description: The purpose of the physical education program is to improve the quality of one's physical ability in utilizing his or her body in the most efficient possible way through physical and recreational activities. It is also the goal of the physical education staff to promote social development to the point of assisting the student to become more self-disciplined, cooperative, and self-reliant. This class covers fitness related activities, team games, individual activity, and co-recreational activities.

### FITNESS CONDITIONING 1 (Semester 1), FITNESS CONDITIONING 2 (Semester 2)

Credit 0.5; Semester; Grades 9, 10, 11, 12

Equipment: PE Uniform for \$15 **Note:** Course may be taken both semesters.

Description: This course is designed for students to gain knowledge, understanding and enjoyment of a healthy lifestyle. In Fitness Conditioning students will participate mostly in group fitness activities with limited sports and games. Emphasis is on information and skills necessary to develop: cardiovascular endurance, muscular strength, muscular endurance and flexibility. This may include: endurance weight training, plyometrics, yoga, sprint mechanics, basic calisthenics and interval training.

### APPLIED FITNESS 1 (Semester 1), APPLIED FITNESS 2 (Semester 2)

Credit 0.5; Semester; Grades 10, 11, 12

Equipment: PE Uniform for \$15 **Note:** Course may be taken both semesters.

Prerequisite: 1.0 credit of PE, Lifetime Activities or Fitness Conditioning

Description: This class will take an in-depth look into weight training, training modes, program design, and how it fits into a complete fitness program. Students will keep track of their own weight training programs and their personal fitness plans. Concepts covered include anatomy, exercise physiology, and kinesiology. This course may also include a series of PE Department generated fitness tests on which the student will be evaluated. **Note:** Course may be taken more than once for credit.

### OUTDOOR PURSUITS

Credit 0.5; Semester; Grades 11, 12

Equipment: \$20

Prerequisite: 1.0 credit of Lifetime Activities or Fitness Conditioning

Description: The purpose of this course is to provide students with the opportunity to learn different outdoor activities. Participants will have the opportunity to experience instruction in selected adventure programming. The course will emphasize respect for the environment and will provide students alternative forms of physical activity and education. The following units may be included in this course: fishing, Hook Line and Thinker program, camping, biking, life-saving, avalanche awareness, camp stove building, survival (including debris and snow shelters), map and compass skills, wilderness first aid, cross country skiing, snow shoeing, fitness and weight training, fire building, outdoor cooking and rock climbing.

### FALL OUTDOOR PURSUITS (Semester 1), SPRING OUTDOOR PURSUITS (Semester 2)

**NOTE:** If you are doing the [Glacier Outdoor Education Program](#), you sign up for both Fall and Spring Outdoor Pursuits.

## 0.5 HEALTH GRAD REQUIREMENT

# HEALTH



### HEALTH, RW HEALTH—Same course in Quarter Block

Credit 0.5; Semester; Grade 9, 10 (if necessary)

Description: The course deals with all aspects of health including physical, social, and mental health. Health care, and awareness, treatment and prevention of disease are discussed with the intent of developing the individual's obligation for helping maintain a healthful environment. The course includes units covering all aspects of "wellness," such as fitness, nutrition, first aid, drugs and dependency, family life, and human growth and development, including sex education and AIDS education. Decision-making is considered in each unit with discussion, activities and information presented to help in learning the process.

**Note:** GHS Health Enhancement classes provide instruction on human sexuality based on the Montana Health Enhancement Content Standards. A parent, guardian, or other person who is responsible for the care of a child may opt out of their child's participation in human sexuality instruction. This includes instruction delivered by district staff or guests invited at the request of the district during class, at an assembly, or at an organized school function. Please contact your student's Health Enhancement teacher if you would like to opt out of human sexuality education.

# INTERNATIONAL LANGUAGE

ELECTIVE CREDIT



## FRENCH 1/SPANISH 1

Credit 1.0; Year; Grades 9, 10, 11, 12

Prerequisite: English class (Grade “C” or better)

Description: This course is designed to introduce communication in the target language. The overall goal is for students to move beyond memorized vocabulary and grammar and to use the target language to communicate in real-world, authentic situations through reading, listening and viewing, which are interpretive skills; conversing (written and spoken), which are interpersonal skills; and through writing or speaking, which are presentational skills. This emphasis on communication aligns the SD5 curriculum with state and national standards. Student understanding of other cultures, ability to behave in culturally acceptable ways, and recognition of the relationships between language and culture grow with each level of language study. Successful completion of this course will require students to demonstrate a proficiency level of **Novice-Mid** according to American Council on the Teaching of Foreign Languages (ACTFL).

## GERMAN 1

Credit 1.0; Year; Grades 10, 11, 12

Prerequisite: English class (Grade “C” or better)

Description: This course is designed to introduce communication in the target language. The overall goal is for students to move beyond memorized vocabulary and grammar and to use the target language to communicate in real-world, authentic situations through reading, listening and viewing, which are interpretive skills; conversing (written and spoken), which are interpersonal skills; and through writing or speaking, which are presentational skills. This emphasis on communication aligns the SD5 curriculum with state and national standards. Student understanding of other cultures, ability to behave in culturally acceptable ways, and recognition of the relationships between language and culture grow with each level of language study. Successful completion of this course will require students to demonstrate a proficiency level of **Novice-Mid** according to American Council on the Teaching of Foreign Languages (ACTFL).

## GERMAN 2

Credit 1.0; Year; Grades 10, 11, 12

Prerequisite: German 1 (Grade “C” or better)

Description: This course is designed to continue to build communication in the target language. The overall goal is for students to move beyond memorized vocabulary and grammar and to use the target language to communicate in real-world, authentic situations through reading, listening and viewing, which are interpretive skills; conversing (written and spoken), which are interpersonal skills; and through writing or speaking, which are presentational skills. This emphasis on communication aligns the SD5 curriculum with state and national standards. Student understanding of other cultures, ability to behave in culturally acceptable ways, and recognition of the relationships between language and culture grow with each level of language study. Successful completion of this course will require students to demonstrate a proficiency level of **Novice-High** according to American Council on the Teaching of Foreign Languages (ACTFL).

## FRENCH 2/SPANISH 2

Credit 1.0; Year; Grades 10, 11, 12

Prerequisite: French 1/Spanish 1 (Grade “C” or better) or instructor’s signature.

Description: This course is designed to continue to build communication in the target language. The overall goal is for students to move beyond memorized vocabulary and grammar and to use the target language to communicate in real-world, authentic situations through reading, listening and viewing, which are interpretive skills; conversing (written and spoken), which are interpersonal skills; and through writing or speaking, which are presentational skills. This emphasis on communication aligns the SD5 curriculum with state and national standards. Student understanding of other cultures, ability to behave in culturally acceptable ways, and recognition of the relationships between language and culture grow with each level of language study. Successful completion of this course will require students to demonstrate a proficiency level of **Novice-High** according to American Council on the Teaching of Foreign Languages (ACTFL).



# INTERNATIONAL LANGUAGE

ELECTIVE CREDIT



## FRENCH 3/SPANISH 3

Credit 1.0; Year; Grades 11, 12

Prerequisite: French 2/Spanish 2 (Grade “C” or better) or instructor’s signature.

Description: This course is designed to continue to build communication in the target language. The overall goal is for students to move beyond memorized vocabulary and grammar and to use the target language to communicate in real-world, authentic situations through reading, listening and viewing, which are interpretive skills; conversing (written and spoken), which are interpersonal skills; and through writing or speaking, which are presentational skills. This emphasis on communication aligns the SD5 curriculum with state and national standards. Student understanding of other cultures, ability to behave in culturally acceptable ways, and recognition of the relationships between language and culture grow with each level of language study. Successful completion of this course will require students to demonstrate a proficiency level of **Intermediate-Low/Mid** according to American Council on the Teaching of Foreign Languages (ACTFL). This course is conducted almost entirely in the target language. Students will have the opportunity to take the AAPPL in order to earn necessary language proficiency documentation for the Global Seal of Biliteracy/ACTFL Certificate of Proficiency. Cost of the AAPPL is \$20 or \$5 per tested skill.

## AP FRENCH/SPANISH LANGUAGE & CULTURE

**(FVCC Concurrent Courses: SPNS 101GH & SPNS 102GH or FRCH 101GH & FRCH 102GH)**

Credit 1.0, (8 FVCC Global Issues or Humanities credits per semester); Year; Grade 12

Prerequisite: French 3/Spanish 3 (Grade “C” or better) or instructor’s signature.

Optional: Concurrent enrollment as a Running Start student is an option.

Description: This course follows the AP curriculum and strives to prepare students for the AP Language Exam in May. This course is designed to continue to build communication in the target language. The overall goal is for students to move beyond memorized vocabulary and grammar and to use the target language to communicate in real-world, authentic situations through reading, listening and viewing, which are interpretive skills; conversing (written and spoken), which are interpersonal skills; and through writing or speaking, which are presentational skills. This emphasis on communication aligns the SD5 curriculum with state and national standards. Student understanding of other cultures, ability to behave in culturally acceptable ways, and recognition of the relationships between language and culture grow with each level of language study. Successful completion of this course will require students to demonstrate a proficiency level of **Intermediate-Mid/High** according to American Council on the Teaching of Foreign Languages (ACTFL). Students read, analyze, discuss, and write about cultural and thematic themes through literature, media and linguistic interaction. Contemporary issues and current events form the basis of many discussions. Students will participate in simulated AP Exam components throughout the year and study more subtle & technical aspects of vocabulary & grammar. The target language is the exclusive language of the classroom and students are expected to comply, commit and strive for progress with this expectation. Students may also have the opportunity to enroll in this course as an FVCC Concurrent Enrollment Course as a Running Start student. Students will have another opportunity to take the AAPPL in order to earn necessary language proficiency documentation for the Global Seal of Biliteracy/ACTFL Certificate of Proficiency. Cost of the AAPPL is \$20 or \$5 per tested skill.

## PRACTICUM ABROAD (INDEPENDENT STUDY)

Credit 0.5; Semester; Grades 10, 11, 12

Prerequisite: Two years of French or Spanish

Description: Students will be able to apply learning a language beyond the instructional setting. The goal is to prepare learners to apply the skills and understandings measured by the World Readiness Standards set forth by the ACTFL. Students periodically traveling abroad with an approved GHS trip overseas or other recognized study abroad program may complete an additional program of enrichment activities in the target language, culture and history of the country/countries as established by a language instructor, sponsoring teacher, or study abroad organization. Students must be engaged in the language, culture, and history of the target language country/countries at least 75 hours. Examples of additional activities to be completed as independent study might include presentations, journal entries, and/ or a research project. Course is offered on a pass/fail basis and may not substitute or replace any language course levels 1-AP. Students must obtain approval and all specific expectations, assignments, due dates, etc. from sponsoring/supervising instructor prior to departure for experience abroad.

## ANTHROPOLOGY AND THE HUMAN EXPERIENCE (ANTY\_101A) (FVCC Concurrent Enrollment Course)

Credit 0.5, (3 FVCC Social Science credits); Semester; Grades 11, 12

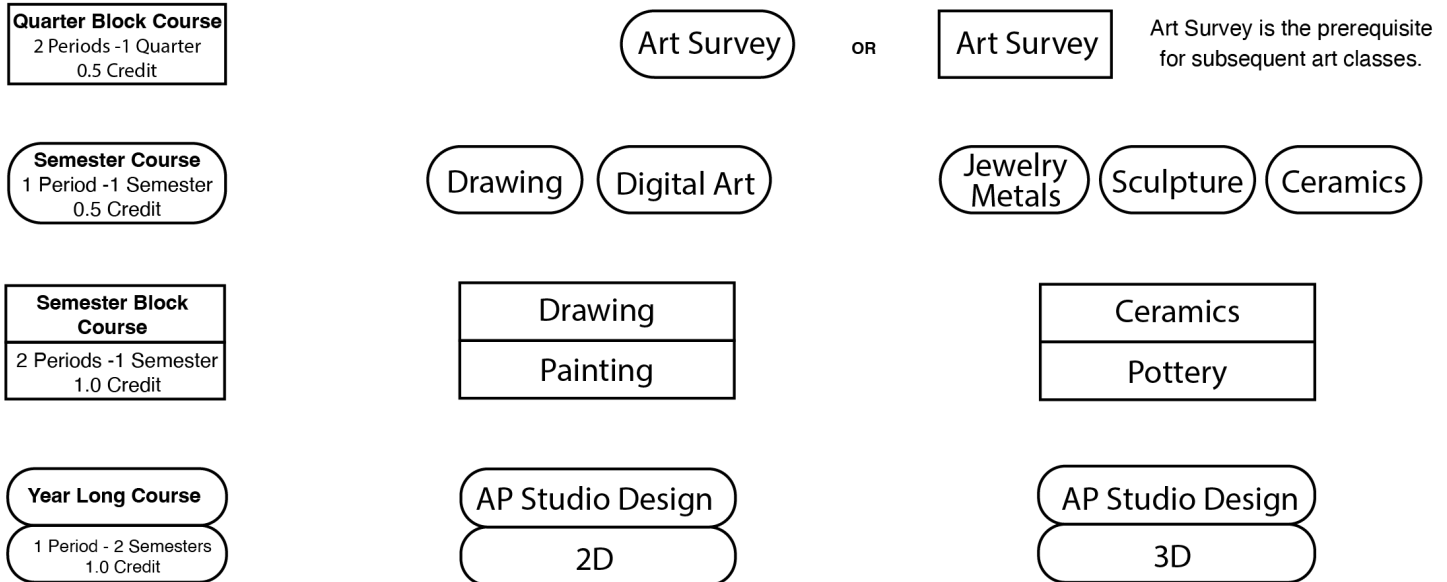
Requirement: Concurring enrollment as a Running Start Student

Materials Fee: \$10

Description: Anthropology is the study of all humans, in all times, and in all places, yet it is not a history class. This social science course is designed to introduce the student to the concepts and terms used in the study of humans as cultural, social, and physical beings. It addresses the basic divisions of anthropology - physical and cultural anthropology, including ethnology, linguistics, social structure, and prehistoric archaeology. (This course is taught in English)



### Visual Arts Course Sequence



#### ART SURVEY, RW ART SURVEY—Same course in Quarter Block

Credit 0.5; Semester; Grades 9, 10, 11, 12

Materials Fee: \$20

Description: This course is an exploration of the Elements of Visual Art and the Principles of Design. Successful completion of this course allows the student to enroll in other semester art classes. The emphasis in this class is on drawing and design; however, the students will be introduced to art history, art appreciation, and the skills necessary to create art projects through various media such as paint, graphite, ink, pastels, and clay.

#### DIGITAL ART

Credit 0.5; Semester; Grades 9 (S2 only), 10, 11, 12

Materials Fee: \$20

Prerequisite: Art Survey

Description: This course allows students to work with industry standard software and technology to produce digital artwork. The course will explore design software, photography, animation, video editing, character design, game design, and mobile app design. **Note: Course may be taken more than once for credit.**

#### DRAWING

Credit 0.5; Semester; Grades 9 (S2 only), 10, 11, 12

Materials Fee: \$20

Prerequisite: Art Survey

Description: Students will explore a variety of drawing skills and ideas by using the Elements of art, Principles of design, and individual areas of interest. Project assignments will focus on the exploration of various drawing mediums such as pencil, ink, pastel and mixed media. **Note: Course may be taken more than once for credit.**

#### RW DRAWING & PAINTING BLOCK

Credit 1.0; Semester Double Period; Grades 9 (Sem2 only), 10, 11, 12

Materials Fee: \$40 (\$20 Drawing, \$20 Painting)

Prerequisite: Art Survey

Description: This course allows you to take Drawing and Painting in a double period for an entire semester. See Drawing course description above. In Painting, students will learn to use painting tools, materials, and techniques to turn their drawings and ideas into paintings. Students will develop painting skills by creating their own artwork. Paint media may include watercolor, acrylic, ink, encaustic and other experimental techniques.



### CERAMICS

Credit 0.5; Semester; Grades 9 (S2 only), 10, 11, 12

Materials Fee: \$20

Prerequisite: Art Survey

Description: Students will become acquainted with the basic aspects of designing, shaping and forming clay through hand building, sculpting and throwing on the wheel. **Note: Course may be taken more than once for credit.**

### RW CERAMICS & POTTERY BLOCK

Credit 1.0; Semester Double Period; Grades 9 (Sem2 only), 10, 11, 12

Materials Fee: \$40 (\$20 Ceramics, \$20 Pottery)

Prerequisite: Art Survey

Description: This course allows you to take Ceramics and Pottery in a double period for an entire semester. See Ceramics course description above. Pottery is designed for the student that wishes to take their ceramic experience to the next level. This course will emphasize wheel thrown pottery techniques and provide time to develop proficient pottery skills. Students will also explore advanced hand building techniques with coil and slab to compliment their wheel throwing skills. Advanced glazing techniques can be explored through experimentation and various applications.

### JEWELRY AND METALS

Credit 0.5; Semester; Grades 10, 11, 12

Materials Fee: \$20

Prerequisite: Art Survey

Description: Students will design jewelry and work with various metals. They will practice the following metalsmithing skills: cutting, filing, sanding, polishing, texturing, soldering, and etching. Glass fusing and casting may be explored.

### SCULPTURE

Credit 0.5; Semester; Grades 9 (S2 only), 10, 11, 12

Materials Fee: \$20

Prerequisite: Art Survey

Course Objectives: Students will become acquainted with the basic aspects of designing, shaping and forming three-dimensional works of art. Students will work with a variety of materials such as wire, metal, plaster, soapstone, paper-mâché, found objects, wood and clay.

### AP STUDIO ART: 2-D DESIGN

Credit 1.0; Year; Grades 11, 12

Materials Fee: \$20 per semester (plus fees for submitting portfolios)

Prerequisite: **Two** or more of the following classes: Drawing, Painting, Digital Art (Photo, Graphic Design, Adv. Media Art)

Description: This course will provide students with a more in-depth study in the 2D areas of Drawing, Painting, and Graphic Design. Students will follow the AP curriculum and prepare a portfolio for submission to the AP exam in May. This course will focus on investigation and development of quality works of art. Students will also practice problem-solving skills, decision-making skills, and art criticism. The AP Studio art class cannot be completed without considerable work outside of class time.

### AP STUDIO ART: 3-D DESIGN

Credit 1.0; Year; Grades 11, 12

Materials Fee: \$20 per semester (plus fees for submitting portfolios)

Prerequisite: **Two** or more of the following classes: Ceramics, Pottery, Jewelry & Metals, and Sculpture.

Description: This course will provide students with a more in-depth study in 3D areas of Ceramics, Pottery, Jewelry, and Sculpture. Students will follow the AP curriculum and prepare a portfolio for submission to the AP exam in May. This course will focus on investigation and development of quality works of art. Students will also practice problem-solving skills, decision-making skills, and art criticism. The AP Studio art class cannot be completed without considerable work outside of class time.



### BASS CHOIR

Credit 1.0; Year; Grades 9, 10, 11, 12

Description: This is a beginning level men's choir for tenor and bass voices that will focus on voice building and music reading, as well as emphasizing the camaraderie and enjoyment of music that come from singing with others.\*

### TREBLE CHOIR

Credit 1.0; Year; Grades 9, 10, 11, 12

Description: This is a beginning level women's choir for soprano and alto voices that will focus on voice building and music reading, as well as emphasizing the friendships and enjoyment of music that come from singing with others.\*

### MEZZO CHOIR

Credit 1.0; Year; Grades 10, 11, 12

Prerequisite: Audition required and choir instructor's signature.

Description: This class is an intermediate level mixed choir (soprano, alto, tenor, bass) that reinforces vocal technique and music reading skills, as well as emphasizing the friendships and enjoyment of music that come from singing with others. This choir will perform more advanced music from varying genres.\*

### CONCERT CHOIR

Credit 1.0; Year; Grades 10, 11, 12

Prerequisite: Audition required and choir instructor's signature.

Description: This class is a select vocal ensemble. The objective is to develop mastery of close harmony and a cappella singing, using many community performances and solo opportunities. We will study and perform a wide variety of choral literature including madrigals and chamber music, jazz, gospel, Broadway and popular tunes, and scenes from musical theatre. Concert choir has the opportunity to participate in a local or out-of-state tour.\*

### ECHOES CHOIR

Credit 1.0; Year; Grades 11, 12

Prerequisite: Audition required, concurrent enrollment in a large group ensemble, and choir instructor's signature.

Description: This class is a select vocal ensemble of 16-20 voices. The objective is to develop mastery of close harmony and a cappella singing, using many community performances and solo opportunities. Students will study and perform a wide variety of choral literature including madrigal, chamber, jazz, gospel, Broadway, pop and scenes from musical theatre.

**\* All academically eligible students will be given the opportunity to participate in solo and/or ensembles performances at District Music Festival. Also, all choir students are eligible to audition for All-State and All-Northwest Choirs.**

### CONCERT ORCHESTRA

Credit 1.0; Year; Grades 9, 10, 11, 12

Equipment: Instrument; limited availability through School District #5.

Prerequisite: Participation in the School District #5 orchestra program, a comparable program, or private study (at least three years) and orchestra instructor's signature.

Description: Concert orchestra emphasizes basic string skill development. This orchestra performs music from diverse periods, styles, and genres in numerous concerts throughout the year. Performances during the year include: public concerts, orchestra festivals and District Music Festival.\*

### CHAMBER ORCHESTRA

Credit: 1.0; Year; Grades 10, 11, 12

Equipment: Instrument; limited availability through School District #5.

Prerequisite: Audition required and orchestra instructor's signature.

Description: This select orchestra consists of advanced string students and is the primary performing group of the orchestra department, performing music from diverse periods, styles and genres. Performances during the year include: public concerts, orchestra festivals, District Music Festival (DMF) and out of state tour. This orchestra also focuses on chamber music throughout the year. Students with questions should contact the instructor.\*

**\* All academically eligible students will be given the opportunity to participate in solo and/or ensembles performances at District Music Festival. Also, all orchestra students are eligible to audition for All-State and All-Northwest Orchestras.**

**VARSITY BAND**

Credit 1.0; Year; Grades 9, 10, 11, 12

Equipment: Instrument; limited availability through School District #5

Prerequisite: Participation in Middle School Band or High School Band

Course Objectives: Students enrolling in Varsity Band will spend class time developing their musical foundation which includes, but is not limited to, performance skills, music history, and music theory. Performances will be given at least once per quarter and may include evening concerts, school assemblies, and music festivals. During the fall, all bands combine to make up the Marching Band. All academically eligible band students will be given the opportunity to participate in small ensembles, and solo performances. Private lessons are recommended but not offered as a part of the regular school curriculum.\*

**PERCUSSION BAND**

Credit 1.0; Year; Grades 9, 10, 11, 12

Equipment Fee: \$40.00; Students must have required sticks and mallets. School District #5 provides all percussion instruments.

Prerequisite: Prior band experience and the band instructor's signature.

Course Objectives: Students enrolling in Percussion will spend class time learning about the different percussion instruments and refining their musical abilities, which includes, but is not limited to: music theory, physics of sound, music history, and performance skills. Performances will occur at least once per quarter and will include Marching Band, concerts, percussion ensembles, school assemblies, music festivals and possible tours. All percussion students will be assigned to perform with a Band.\*

**CONCERT BAND**

Credit 1.0; Year; Grades 10, 11, 12

Equipment: Instrument; limited availability through School District #5

Prerequisite: Prior band experience and the band instructor's signature.

Course Description: This class consists of mainly sophomore and junior band students. Performances will be given at least once per quarter and may include evening concerts, school assemblies, and music festivals. During the fall, all bands combine to make up the Marching Band. All academically eligible band students will be given the opportunity to participate in small ensembles, and solo performances. Private lessons are recommended but not offered as a part of the regular school curriculum.\*

**SYMPHONIC BAND**

Credit 1.0; Year; Grades 10, 11, 12

Prerequisite: Audition required and band instructor's signature.

Course objectives: Symphonic Band consists of the top band students from grades 10 – 12. This is the primary performance group of the band department. During the fall, all bands combine to make up the Marching Band. Other performances during the year include: public concerts, band festivals, District #1 Music Festival, and out of state tours. Private lessons are recommended but not offered as a part of the regular school curriculum.\*

***\* All academically eligible students will be given the opportunity to participate in solo and/or ensembles performances at District Music Festival. Also, all band students are eligible to audition for All-State and All-Northwest Bands.***

**MUSI 105 MUSIC THEORY (FVCC Concurrent Enrollment Course)**

Credit 0.5, (3 FVCC Fine Arts credits); Semester; Grades 10, 11, 12

Offered Semester 1

Prerequisite: Concurrently enrolled in Band, Choir, Orchestra or music instructor's approval with signature.

Description: This is a rigorous, in-depth look into music and how it is put together. There will be homework in preparation for Unit tests, composition projects, and AP Exam sample questions. We will sight-sing using solfege and transcribe music by ear. Student's skills will be developed to analyze music form and function. When completed with a passing grade, students will earn three Fine Arts college credits to be applied to their core or music major requirements.

**MUSI 106 MUSIC THEORY/AP MUSIC THEORY (FVCC Concurrent Enrollment and/or AP Course)**

Credit 0.5, (3 FVCC Fine Arts credits); Semester; Grades 10, 11, 12

Offered Semester 2

Prerequisite: Music Theory and music instructor's signature.

Description: This course is a continuation of Music Theory I. The course follows the AP curriculum and prepares students for the AP Music Theory exam in May. Skills taught include harmonic analysis, part-writing, composition, sight-singing, ear training, melodic, rhythmic and harmonic dictation. Large and small forms throughout history will be studied along with modulations, secondary dominants, 20<sup>th</sup> and 21<sup>st</sup> century compositional techniques. Students will compose their own works as well as perform an analysis of selected compositions by historic composers.

**HISTORY OF ROCK N' ROLL**

Credit 0.5; Semester; Grades 9, 10, 11, 12

Description: This course is a study of the historical development of Rock 'n Roll music. Through listening, writing, and discussion, students will expand their knowledge of the cultural and social history of the United States. Lyric content, songwriting, guitar techniques, vocabulary, and music evaluation will also be covered. The historical periods will cover the roots of rock in the 1950's through the 1980's and beyond.

**MUSIC CREATION**

Credit 0.5; Semester; Grades 9, 10, 11, 12

Description: Students will have the opportunity to explore the world of music technology. They will work mainly with GarageBand learning how to produce/record basic songs, remixes, film background music and effects. Students will also learn the building blocks of music through a modern and engaging format.

**GUITAR 1**

Credit 0.5; Semester; Grades 10, 11, 12

Equipment: Students must provide their own non-electric acoustic guitar.

Description: Guitar 1 is designed to teach beginning guitar students with little or no musical experience or knowledge. Students will study a wide variety of musical styles including classical, folk, and popular music. Music reading and playing songs are major components of the class.

**GUITAR 2**

Credit 0.5; Semester; Grades 10, 11, 12

Equipment: Students must provide their own non-electric acoustic guitar.

Prerequisite: Guitar 1

Description: Guitar 2 is a continuation of the fundamentals learned in Guitar 1. In addition, students will study a variety of styles but in more depth than Guitar 1. Students will learn music theory, develop a repertoire of songs, and build greater agility with the hands.





### AGRICULTURE 1, ENGLISH 9, AND BIOLOGY

Credits 3.0; Year; Triple Period; Grade 9

Location: HER Agricultural Education Center

Materials Fee: \$15

Description: Agricultural Education 1 is the introductory course to agriculture. We will take an exciting look at career pathways in agriculture (more than 300 career titles) and learn skills which are transferable to any occupation. Subjects taught within the Ag 1 curriculum will include the following: animal science, veterinary science, recordkeeping, parliamentary procedure, shop safety, woodworking, metals (oxy/fuel & plasma cutting), National Tractor Safety Certification program, introduction to FFA, and leadership. Course descriptions for English 9, Biology, and Earth Science are in the content sections of this handbook.

### AGRICULTURE 2, ENGLISH 10 AND WESTERN CIVILIZATION

Credits 3.0; Year; Triple Period; Grade 10

Location: HER Agricultural Education Center

Materials Fee: \$15

Description: The Agriculture 2 curriculum is designed for students to develop interests and learn career skills related to the agriculture industry. Subjects taught will include crop science, livestock evaluation, recordkeeping, welding, parliamentary procedure, prepared public speaking, greenhouse horticulture, animal science (nutrition & digestion), and equipment maintenance. FFA is an intra curricular part of all Ag classes. The course description for the English 10 and Western Civilization are located in the content sections of this handbook.

### AGRICULTURE 3

Credits 2.0; Year; Double Period; Grade 11

Location: HER Agricultural Education Center

Materials Fee: \$15

Description: Ag Education 3 class will take an exciting look at numerous career skills and opportunities related to agriculture. We will learn veterinary science skills, advanced animal science techniques, pasture and range management, and sales and service components that are desperately needed by industry. We will also develop needed knowledge and skills pertaining to the construction and engineering trades. This will include residential wiring, surveying, tractor and equipment safety and handling, residential construction. Along with these units of instruction, we will develop our leadership skills and abilities through FFA.

### AGRICULTURE 4 AND ECONOMICS

Credits 2.0; 1.5 Vocational/0.5 Social Science; Year; Double Period; Grade 12

Location: HER Agricultural Education Center

Materials Fee: \$15

Description: The Agriculture 4 curriculum is designed for students to develop interests and learn career skills related to the agriculture and natural resources industry and is the capstone course for seniors in Ag Education. Subjects taught within the Ag 4 curriculum will include the following: Ag careers, precision agriculture, animal science, small engines, Ag business, economics, commodity marketing, and an annual senior project to better the Ag Education Center. Students will have the opportunity to continue development of their leadership skills and abilities through active participation in the FFA.



### NATURAL RESOURCES OF MONTANA

Credit 1.0; Semester; Double Period; Grades 11, 12

Location: HER Agricultural Education Center

Materials Fee: \$15

Description: This class will explore the following careers: wild land fire management; wildlife and fisheries management; timber industry of western Montana; hunting, summer and winter sports recreation; range management; mining and petroleum industries. Students will also work closely with industry professionals in the classroom and field while developing an understanding of the careers tied to the natural resource management in Montana. Students will have the opportunity to continue development of their leadership skills and abilities through active participation in the FFA.

### VETERINARY SCIENCE

Credit 2.0 Science/Vocational; Year; Double Period; Grades 11, 12

Location: HER Agricultural Education Center

Materials Fee: \$15

Description: Veterinary Science class will develop knowledge and skills pertaining to large animals (cattle, sheep, pigs) and small animals (dogs and cats) while exploring a variety of careers in veterinary medicine. Students will learn proper animal handling, anatomy, diseases, nutrition, and reproduction along with the body systems of the animals. These systems include but are not limited to circulatory, respiratory, skeletal, and nervous, etc. The course will include listening to and spending time with doctors of veterinary medicine, veterinary technicians as well as nutrition specialists. Along with these units of instruction, we will develop leadership skills and abilities through FFA.

### WELDING 1 (BEGINNING WELDING)

Credit 1.0, (3 FVCC Elective credits); Semester; Double Period; Grades 10, 11, 12

Location: HER Agricultural Education Center

Materials Fee: \$15

Description: Objectives: This course focuses on beginning welding processes to include shop and workplace safety, (SMAW) Shielded Metal Arc Welding, and (OFC) Oxy/Fuel Cutting. Students will also be introduced to material costs, and construction and welding drawings. Concurrent enrollment with FVCC - Welding 111. Along with these units of instruction, we will develop our leadership skills through FFA.

### WELDING 2 (INTERMEDIATE WELDING)

Credit 1.0; Semester; Double Period; Grades 10, 11, 12

Location: HER Agricultural Education Center

Materials Fee: \$15

Prerequisite: Welding 1

Description: This course ventures in-depth into the following welding processes Advanced (SMAW) Shielded Metal Arc Welding, (GMAW) Gas Metal Arc Welding, (GTAW) Gas Tungsten Arc Welding, (OFC) Oxy/Fuel Cutting, Plasma Arc Cutting (PAC) and the CNC Plasma Table. Students will plan, design, and fabricate larger steel projects for the Ag Welding program, community, or for themselves. Along with these units of instruction, we will develop our leadership skills through FFA.

### WELDING 3 (ADVANCED WELDING) (DIRECTED STUDY)

Credit 1.0, (3 FVCC Elective credits); Semester; Double Period; **Grade 12 only**

Location: HER Agricultural Education Center

Materials Fee: \$15

Prerequisite: Welding 2; Instructors approval.

Description: This course focuses on students that are considering careers within the welding industry. This course is focused on advanced (SMAW) Shielded Metal Arc Welding including expanded practices in vertical and overhead welding. Students will be eligible to test for limited welding qualification at the end of the semester. Concurrent enrollment with FVCC - Welding 185. Along with these units of instruction, we will develop our leadership skills through FFA.



## ESSENTIALS FOR SUCCESS

Credit 0.5; Semester; Grade 9

**Description:** Students will begin a semester-long journey exploring their individual gifts, skills, talents, and abilities as they seek to discover their true passions in life. Course will focus on creating successful high school freshmen with the ultimate goal of having them walk across the stage and receive their diplomas as seniors after creating a 4-year plan and thoroughly enjoying their time in high school. The course begins by establishing good habits using the “7 Habits of Highly Successful Teens” as a guide. Building on this establishment of good habits, the course will help students develop good study habits and learning/test taking skills. By answering the questions “Who Am I”, “What Do I Want”, and “How Do I Get It”, students will be able to pursue the path that leads to success in their post-secondary decisions related to college and/or career. Students will also explore and establish positive habits in the areas of leadership, time management and human relations as well as digital citizenship, and SMART goal setting.

## BUSINESS ESSENTIALS

Credit 0.5; Semester; Grades 9, 10, 11 & 12

**Description:** This course is an introduction to the concepts of business. Students will explore the basics and key elements necessary for understanding the business world. Students will engage in two semester-long simulations. The “Classroom Economy” allows students to experience life in the real world as they have opportunities to earn money and then must budget that money to pay monthly bills, save and invest and purchase insurance to protect their assets. “Shark Tank” will allow students to move through the process of developing a product from start to finish when they present their idea to the Sharks after learning the concepts of marketing, finance, production, management, retailing, wholesaling, advertising, risk, pricing, personnel, and business environment. Business terminology and concepts are everywhere around us all the time. This course introduces you to these concepts and helps understand what it all means. For business concentrators, this class is the ideal “first course”.

## MARKETING 1 (HOSPITALITY AND RETAIL MARKETING)

Credit 0.5; Semester; Grades 9, 10, 11, 12

**Description:** : Students will learn marketing concepts and practices with an emphasis on project based learning through the use of simulations and role plays. Students work through concepts with a focus on the restaurant, retail, and hospitality industries. A restaurant marketing simulation allows students to manage their own virtual restaurant making decisions on everything from advertising to staffing to menu development. DECA events are used to provide case studies and real examples allowing students to put concepts into practice.

## MARKETING 2 (SPORTS AND ENTERTAINMENT MARKETING)

Credit 0.5; Semester; Grades 9, 10, 11, 12

Prerequisite: Marketing 1 (Hospitality and Retail Marketing)

**Description:** This course is a continuation of Marketing 1 with an emphasis on the Sports and Entertainment industry. Project based learning will be used including a simulation in which students run their own virtual football franchise while managing stadium operations. Students will also utilize DECA competitive events case studies and current events for real world application of concepts learned. Branding, licensing, sponsorships and endorsements, target marketing ticketing, operations, and promotions are key concepts covered.

## YEARBOOK (SEMESTER ONE/SEMSTER 2)

Credit 0.5; Semester; Grades 10, 11, 12

**Description:** This course creates and captures the year to preserve memories for future enjoyment creating the GHS yearbook. Students in this course learn photography and journalistic skills, page layout and design skills and marketing skills to produce and sell the yearbook. Student objectives include taking photos, writing stories, and designing the pages that will document the school year. This production-based course requires both in-class and after-school time. All students are required to sell advertising as well as attend and photograph events through the semester. Sign up by semester or sign up for both semesters to have it all year.



## ACCOUNTING 1

Credit 0.5; Semester; Grades 11, 12

Description: Accounting, like learning a foreign language, is “the language of business”. Accounting professionals are the lifeblood of any organization. Despite tough economic times, with globalization, and a complex tax and regulatory environment, the Bureau of Labor and Statistics projects a continued strong demand for accountants and auditors. Accounting 1 is an introduction to financial accounting concepts. A study of the accounting cycles of service organizations and merchandisers emphasizing the recording of business transactions, and the preparation of financial statements for such organizations. Emphasis also placed on accounting relating to the measurement, valuation and reporting of assets, liabilities and equity, and related internal control considerations.

## ACCOUNTING 2

Credit 0.5; Semester; Grades 11, 12

Prerequisite: Accounting 1 (C grade or better)

Description: This is the second Accounting class in the sequence. We will be using the second half of the book for this class and continue building upon the accounting theories and procedures learned in the first class, Accounting 1. This course will allow students to investigate the field of accounting deeper, including how it is impacted by industry standards as well as economic, financial, technological, international, social, legal, and ethical factors. Students reflect on this knowledge as they engage in the process of recording, classifying, summarizing, analyzing, and communicating accounting information. Students will begin to formulate and interpret financial information for use in management decision making.

## ACCOUNTING 101 (ACTG\_101) (FVCC Concurrent Enrollment Course)

Credit 0.5, (4 FVCC Elective credits); Semester; Grades 10, 11, 12

Required concurrent enrollment as a Running Start student in ACTG 101 at FVCC for 3 college credits.

Description: Accounting is necessary for every business student because it is truly the language of business. A good understanding of Accounting will help you in every business venture in which you participate. A practical course in the foundations of accounting emphasizes the complete accounting cycle for a sole-proprietorship, service business as well as the cycle for a merchandising firm. It covers receivables and payables as well as banking transactions and payroll. This course will give you the basic accounting functions to be able to do bookkeeping functions for any business. You will learn debits and credits, journalizing and posting, preparing the financial statements, and looking at ratios to know whether you have done well in your business. Accounting professionals are the lifeblood of any organization. Despite tough economic times, with globalization, and a complex tax and regulatory environment, the Bureau of Labor and Statistics projects a continued strong demand for accountants and auditors.

## ACCOUNTING 102 (ACTG\_102) (FVCC Concurrent Enrollment Course)

Credit 0.5(4 FVCC Elective credits); Semester; Grades 10, 11, 12

Required concurrent enrollment as a Running Start student in ACTG 102 at FVCC for 3 college credits.

Prerequisite: Accounting Procedures 101 (C grade or better)

Description: This is the second Accounting class in the sequence. We will be using the second half of the book for this class and continue building upon the accounting theories and procedures learned in the first class, ACTG 101. The course covers notes payable and receivable, valuation of receivables, inventories, plant and equipment, the voucher system, accounting for partnerships and corporations, financial statement analysis and cash flow statements. This course will provide a more in-depth explanation of some of the theories learned previously and introduce Partnerships and Corporations.

# BUSINESS: COMPUTER SCIENCE

VOCATIONAL CREDIT



## INTRO TO TECHNOLOGY TOOLS

Credit 0.5; Semester; Grades 9, 10, 11, 12

**Description:** This is an introductory course that will teach students how to use, analyze and create multimedia projects related to audio, video, images/graphics and animation. Students will explore graphics, animation, video production, image editing, audio editing and computer programming and design. Software used will include Adobe Creative Cloud including Photoshop, Khan Academy (Pixar), Scratch, or other new cutting-edge computer software. Students must be comfortable working independently as well as collaborating with other students.

## ADVANCED MULTIMEDIA

Credit 0.5; Semester; Grades 9, 10, 11, 12

**Prerequisite:** Intro to Technology Tools

**Description:** This is an individualized continuation course in which students will explore advanced multimedia projects of their choice. Students must have already taken Introduction to Tech Tools. Students will be graded on multimedia standards related to audio, video, images/graphics and animation. Students will also develop their own website as a means of organizing, displaying and promoting their work. Students will display professional skills as they operate with a "business" mentality to produce products of the highest quality for a potential customer. Students need to have a solid understanding of technology and be able to both work independently as well as collaboratively as a member of a professional team. Students may take this course more than one time if desired.

## CODING 101

Credit 0.5; Semester; Grades 9, 10, 11, 12

**Description:** Students will explore and master introductory elements of computer programming or "coding" through various computer based or mobile platforms using primarily Code.org. Coding 101 is designed to motivate students to continue learning computer science to improve real world relationships, connections and life. Students will experience an environment of communal learning that emphasizes risk-taking. This course will teach students about computer science, computational thinking and programming.

## COMPUTER SCIENCE ESSENTIALS (CSE)

Credit 1.0; Year; Grades 9, 10, 11, 12

**Description:** Collaborate to create mobile apps. Solve problems and create value for others through innovation and creativity. Explore how innovations in computing impact and connect our world. With a gentle introduction to programming, you will learn how to put your designs into practice. Whether these are your first steps in computer science, or a continuation of your journey, Computer Science Essentials will give you confidence to succeed today and beyond. Computer Science Essentials helps students create a strong foundation to advance to Computer Science Principles and explore future career paths in the field. This is a Project Lead the Way (PLTW) course offering.

## COMPUTER SCIENCE PRINCIPLES (CSP)

Credit 1.0; Year; Grades 10, 11, 12

**Prerequisite:** CSE recommended or teacher signature

**Description:** Open doors in any career with computer science/coding/programming! This course aims to build students' awareness of the tremendous demand for computer specialists and professionals in all fields who have computational skills. Each unit focuses on one or more computationally intensive career paths. Students will create apps for mobile devices, automate tasks in a variety of computer programming languages, find patterns in data, and interpret simulations. Students will collaborate to create and present solutions that can improve people's lives. How will computing and connectivity transform your world. This is a Project Lead the Way (PLTW) course offering.

# CAREER AND TECHNICAL EDUCATION

VOCATIONAL CREDIT



## **DRAFTING 1, RW DRAFTING 1—Same course in Quarter Block**

Credit 0.5; Semester; Grades 9, 10, 11, 12

Description: This course is designed to give the student a basic, yet thorough, knowledge of skills in the areas of drafting and design techniques. Areas of drawing styles to be covered include: orthographic projection, geometric construction, auxiliary views, revolutions, isometrics, oblique views, rendering, sectioning, and perspective. A portion of this course will focus on architectural drafting. Board drawing will be the introduction and foundation of design, but AutoCAD will be emphasized more as the class progresses. AutoCAD is the primary software package taught in this course.

## **DRAFTING 2, RW DRAFTING 2—Same course in Quarter Block**

Credit 0.5; Semester; Grades 10, 11, 12

Prerequisite: Drafting and instructor's signature

Description: This course is designed to give the student a broader knowledge and foundation in drafting while emphasizing problem solving and creative design. Topics will include shape and pattern development, orthographic projection, topographical mapping, and three-dimensional design using AutoCAD and Autodesk Inventor as the primary software. Architectural drafting will be discussed and designed using AutoCAD and Chief Architect. Students will model their designs with an emphasis on rough construction framing design.

## **ELECTRONICS AND ROBOTICS 1, RW ER1—Same course in Quarter Block**

Credit 0.5; Semester; Grades 9, 10, 11, 12

Materials Fee: \$15

Description: This class introduces students to the world of electronics and robotics. Students will gain a basic understanding of these technologies from the ground level up. Electronics will be studied first and then the class will transition into robotics. Electronic circuits will be emphasized in the course. Students will have the opportunity to build a compact robot car which will be used for a contest in class.

## **ELECTRONICS AND ROBOTICS 2, RW ER2—Same course in Quarter Block**

Credit 0.5; Semester; Grades 9, 10, 11, 12

Prerequisite: Electronics and Robotics 1

Materials Fee: \$15

Description: Programming will be the focus of this course and students will work in the arduino programming language to read sensors and output commands to motors, speakers, lights and more. Students will design and construct an electromechanical device of their choice at the end of class.

## **WOODS 1, RW WOODS 1—Same course in Quarter Block**

Credit 0.5; Semester; Grades 9, 10, 11, 12

Materials Fee: \$15 and students will buy lumber and hardware for their projects.

Description: The class is designed to let students explore the different skills and employment opportunities in the building trades industry. Hands-on lab activities will introduce students to various professions. Guest speakers will discuss different professions in the building trades industry. Information on job availability, pay scales, and the training needed in the building trades industry will also be presented.

## **WOODS 2, RW WOODS 2—Same course in Quarter Block**

Credit 0.5; Semester; Grades 10, 11, 12

Materials Fee: \$15 and Students will buy lumber and hardware for their projects.

Prerequisite: Woods 1

Description: Students will increase their proficiency in woodworking and finishing, tool maintenance, problem solving, planning, and time management. Use of CNC (Computer Numeric Control) Router will be incorporated into this class along with the opportunity for internships, job sharing, and mentoring in one of the local wood-related businesses in the valley.



# CTE: BUILDING TRADES



## HOUSE CONSTRUCTION 1

Credit 2.0; Year; Double Period; Grades 11,12

Materials Fee: \$15

Prerequisite: Woods 1 (NOT OPEN TO SENIORS GRADUATING EARLY)

Description: Imagine having the satisfaction of building a home that will last for generations. Standing back and being able to say “I built that” is a great accomplishment. If you enjoy working with your hands and take pride in your work, a building trades career could be what you are looking for! At Glacier High School, instruction is made more realistic through the construction of a three bedroom home. Varied hands-on experiences will be gained including rough framing, roofing, cabinetmaking and finishing. Other home construction experiences will include contracting, residential electrical wiring, estimating/sales, architecture, plumbing, and concrete construction. House Construction 2 is open to students who already did House Construction.

## HOUSE CONSTRUCTION 2

Credit 2.0; Year; Double Period; Grades 11,12

Materials Fee: \$15

Prerequisite: House Construction 1 (NOT OPEN TO SENIORS GRADUATING EARLY)

Description: Same course description above for House Construction. This option is open to seniors who have already completed House Construction 1 and have instructor’s approval to work on the student built house the following year.

# CTE: ENGINEERING (PLTW)



**Project Lead The Way (PLTW) is a nonprofit organization that provides transformative learning experience for PreK-12 students and teachers across the U.S.**

The following courses are part of the PLTW Engineering pathway. Courses engage students in hands-on activities, projects, and problems; empower them to solve real-world challenges; and inspire them to reimagine how they see themselves.

## INTRODUCTION TO ENGINEERING DESIGN (IED), RW IED—Same course in Semester Block

Credit 1.0; Year; Grades 9, 10, 11, 12

Description: The major focus of IED is the design process and its application. Through hands-on projects, students apply engineering standards and document their work. Students use industry standard 3D modeling software to help them design solutions to solve proposed problems, document their work using an engineer’s notebook, and communicate solutions to peers and members of the professional community.

## PRINCIPLES OF ENGINEERING (POE)

Credit 1.0; Year; Grades 10, 11, 12

Description: This survey course exposes students to major concepts they’ll encounter in a post-secondary engineering course of study. Topics include mechanisms, energy, statics, materials, and kinematics. They develop problem-solving skills and apply their knowledge of research and design to create solutions to various challenges, document their work and communicate solutions.

# CTE: ENGINEERING (PLTW)

VOCATIONAL CREDIT



## AEROSPACE ENGINEERING (AE)

Credit 1.0; Year; Grades 10, 11, 12

Prerequisite: IED, or POE, or seniors with instructor's signature

Description: This course propels students' learning in the fundamentals of atmospheric and space flight. As they explore the physics of flight, students bring the concepts to life by designing an airfoil, propulsion system, and rockets. They learn basic orbital mechanics using industry standard software and explore robot systems through projects such as remotely operated vehicles.

## DIGITAL ELECTRONICS (DE) (Offered every other year 2026-2027)

Credit 1.0; Year; Grades 10, 11, 12

Prerequisite: IED, or POE, or seniors with instructor's signature

Description: From smart phones to appliances, digital circuits are all around us. Course provides a foundation for students who are interested in electrical engineering, electronics, or circuit design. Students study topics such as combinational and sequential logic and are exposed to circuit design tools used in industry including logic gates, integrated circuits, and programmable logic devices.

## CIVIL ENGINEERING AND ARCHITECTURE (CEA) (Offered every other year 2025-2026)

Credit 1.0; Year; Grades 10, 11, 12

Prerequisite: IED, or POE, or seniors with instructor's signature

Description: Students learn important aspects of building and site design and development, applying math, science, and standard engineering practices to design both residential and commercial projects. They document designs using 3D architecture design software. Some students have seen these designs come to life through partnerships with local housing organizations.

## ENGINEERING DESIGN AND DEVELOPMENT (EDD)

Credit 1.0; Year; Grade 12

Prerequisite: At least THREE Project Lead the Way (PLTW) courses; IED, POE, AE, DE, CEA, CSE or CSP.

Description: This is the engineering capstone course. The knowledge and skills students acquire throughout PLTW Engineering courses come together in Engineering Design and Development as they identify an issue and then research, design, and test a solution, ultimately presenting their solution to a panel of engineers. Students apply the professional skills they have developed to document a design process to industry standards. Students completing Engineering Design and Development are ready to take on any post-secondary program or career.

# CTE: FAMILY CONSUMER SCIENCE

VOCATIONAL CREDIT



## CULINARY ARTS 1, RW Culinary 1—Same course in Quarter Block

Credit 0.5; Semester; Grades 9, 10, 11, 12

Materials Fee: \$20

Description: **ProStart 1** is a professional start to the Foodservice and Culinary Arts industry. It is a program sponsored by the National Restaurant Association Educational Foundation. The ProStart curriculum introduces students to career opportunities in the restaurant and foodservice industry and provides them with foundational skills in culinary arts and restaurant management. Students will explore an overview of the restaurant and foodservice industry. Food Safety. Introduction to the kitchen. Introduction to baking.

## CULINARY ARTS 2, RW Culinary 2—Same course in Quarter Block

Credit 0.5; Semester; Grades 10, 11, 12

Materials Fee: \$20

Prerequisite: Culinary Arts 1

Description: **ProStart 2**—A professional start to the Foodservice and Culinary Arts industry. It is a program sponsored by the National Restaurant Association Educational Foundation. Students will explore the following food labs. salads, dressings, dips, sandwiches, pizza, soups, stocks and sauces. They will also be learning dry and moist heat cooking methods and service management. Upon completion of this course students will be able to attain Level 1 ProStart certification and ServSafe food handler certificate through the National Restaurant Association.

# CTE: FAMILY CONSUMER SCIENCE

## VOCATIONAL CREDIT



### CULINARY ARTS 3, RW Culinary 3—Same course in Quarter Block

Credit 0.5; Semester; Grades 10, 11, 12

Materials Fee: \$20 Prerequisite: Culinary Arts 2

Description: **ProStart 3**—Students will explore career opportunities, build upon previously learned culinary techniques, use proper serving and dining etiquette, and develop a catering business and menu, marketing, menu management, eggs/dairy products, breakfast cookery, fruits/vegetables, potatoes/grains/pasta, cost control, sustainability, nutritional/healthful menu practices, meat/poultry/seafood, baked goods, plating/garnish. To earn a certificate from the National Restaurant Association, students must pass **National Restaurant Association' Year 1 and Year 2 exams**, and **complete 400 hours of mentored work experience** (see **checklist** from instructor). Students who earn their ProStart National Certificate of Achievement are eligible to apply for a scholarship from both the Wisconsin and National Restaurant Association Educational Foundations. Students also have the opportunity to earn a **ServSafe Management Certificate**. ***Note: Course may be taken more than once for credit. Students who want to complete ProStart Level 2 must take two adjacent semesters.***

### EARLY CHILDHOOD EDUCATION 1

Credit 0.5; Semester; Grades 10, 11, 12

Description: This is a course for students who are interested in working with children or planning a career in social work, education, the medical field, or psychology. The focus of this course includes stages of child development, parenting skills, developing entry level job skills, and beginning requirements for the Child Development Associate certificate. When both Early Childhood Ed classes are taken, they can be used to earn FVCC concurrent enrollment credit.

### EARLY CHILDHOOD EDUCATION 2

Credit 0.5, (3 FVCC Elective credits); Semester; Grades 10, 11, 12

Prerequisite: Early Childhood Education 1

Description: This course will offer students an opportunity to learn skills necessary to begin a career in early childhood education. Students will study career possibilities; training and education requirements; children's physical, intellectual, social and emotional development; and safe environments for children. The students will have an opportunity for work site experience at local child care facilities. When both Early Childhood Ed classes are taken, they can be used to earn FVCC concurrent enrollment credit.

### HOUSING AND INTERIOR DESIGN 1

Credit 0.5; Semester; Grades 10, 11, 12

Description: This course introduces basic architectural & interior design of living spaces by exploring current and future trends in the housing industry. The student will learn how to use Chief Architect software to create room designs.

### HOUSING AND INTERIOR DESIGN 2

Credit 0.5; Semester; Grades 10, 11, 12

Prerequisite: Housing and Interior Design 1

Description: This class will build on Housing & Interior Design 1, by learning how to apply the elements and principals of design through room design and presentation of color boards. Chief Architect will be used in floor plan design.

### TRAVEL AND TOURISM

Credit 0.5; Semester; Grades 9, 10, 11, 12

Description: Students will become acquainted with the 2<sup>nd</sup> largest industry in Montana. Explore the hospitality industry using our interactive computer program. Students will learn about different hotel and hospitality careers in our computer simulated environment—including restaurant, hotel management, cruise, air, and rail travel. Students will create travel packets, brochures, video and virtual tours and be taught how to design their own travel/hotel website and discover tricks of the trade to make their business ahead of the rest. Students will get the opportunity to work with Flathead Convention and Visitor Bureau as a student ambassador.

# GENERAL ELECTIVES



## LEARNING LAB

Credit 0.0; Semester; Grades 9, 10, 11, 12

Students who are scheduled for learning lab are expected to attend. It is not “free time” to leave campus. Attendance and tardy policy guidelines and consequences apply to Learning Labs. Students are expected to use the time productively to complete homework and other class assignments.

## STUDENT AIDE/TUTOR

Credit 0.5; Semester; Grades 11, 12

NOTE: Student Tutor option may elect to receive no credit and earn 90 Service volunteer hours instead.

Prerequisite: Students must complete a Student Aide/Tutor request form available in the Counseling Center

Description: Student aide/tutors can volunteer in a variety of classes. Daily attendance is required and the student is under the teacher’s supervision during their student aide/tutor time. The student will receive a satisfactory “S” or unsatisfactory “U” grade on the semester transcript. This course can only be taken twice. Student aide credit is not used in calculating GPA and does not count as an academic solid toward fulfillment of the course load requirements.

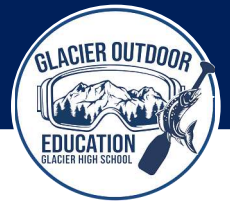
## ADAPTIVE PE — STUDENT MENTOR

Credit 0.5; Semester; Grades 10, 11, 12

Prerequisite: Counselor or Principal approved using the Student Aide/Tutor form

Description: Student mentors will work with students with disabilities in a variety of settings under the supervision of the PE Teacher. This course takes place 2nd period, working with our Life skills Adaptive PE class. Mentors will work one-on-one with students with disabilities on fitness skills, leisure activities and teamwork activities. Good attendance is required.

# GLACIER OUTDOOR EDUCATION PROGRAM



## ENVIRONMENTAL SCIENCE (AP option), ENGLISH 11 or 12, & OUTDOOR PURSUITS

Credits 3.0, 1.0 Science, 1.0 English, 1.0 PE, Year; Grades 11, 12

Equipment: \$40

Prerequisite: Earth Science or Biology prerequisite & Current English and Science teacher signature

Description: The Glacier Outdoor Education Program is a new cross-curricular course offering at GHS. It will give students new learning opportunities outside that are project-based and experiential in nature. On a normal day, students will attend each of their separate courses following the GHS 7-period schedule. However, on expedition days students will take their learning outside for a 3-period block of time that combines their learning in Science, English and PE into one combined experience. This class meets the 1.0 Junior Composition/Literature or the 1.0 Senior Literature/English Elective graduation requirements.

**Note: block will be periods 5, 6, & 7 so you cannot sign up for an early release with the Outdoor Ed Program. You could sign up for a late arrival and do the Outdoor block.**

# RISING WOLF CHARTER SCHOOL



## FLEXIBLE SCHEDULING OPTIONS

The Rising Wolf Charter school option was created to give students more flexibility over what their individual schedule looks like each year. The following blocked courses allow students to take less classes in a semester, while earning the same amount of credits each school year. The in-depth and project based learning of a blocked course also can facilitate different learning options within a given curriculum.

### Year Long Courses Blocked in a Semester = 1.0 credit earned

RW English 9

RW Algebra 1

RW Geometry (NOTE: A student could take both RW Algebra 1 and RW Geometry if they wanted to earn 2.0 Math credits)

RW Biology

RW Chemistry

RW Western Civilization

RW IED (Intro to Engineering Design)

RW Ceramics & Pottery

RW Drawing & Painting

### Semester Long Courses Blocked in a Quarter = 0.5 credit earned

RW Art Survey

RW Culinary 1, 2 & 3

RW Drafting 1 & 2

RW Electronic and Robotics 1 & 2

RW Woods 1 & 2

RW Health

## WORK BASED LEARNING (INTERNSHIP)

Credit TBD; 0.5 = 1 period, 1.0 = 2 periods, 1.5 = 3 periods; One or Both Semesters; Grades 11, 12

Prerequisite: Application and student is on track to graduate

Description: Work Based Learning is an internship course focusing on career exploration and career development that allows students to consolidate and apply the learning from their high school coursework into a meaningful and relevant on-the-job experience. Students have the opportunity to develop a foundation of general workplace skills and to acquire information and skills in their chosen career pathway. Work Based Learning establishes a clear connection between education and work by helping students understand the relevance of academics in relation to skills needed in the workplace.

# SPECIAL EDUCATION SUPPORT CLASSES



## ENGLISH SUPPORT CLASSES

### **READING (♦)**

Credit 0.5; Semester; Grades 9, 10, 11, 12

Prerequisite: The course is designed for students who have an Individual Education Plan (IEP), read at the novice level or below, and have Case Manager approval.

Description: This course provides individualized and small group instruction tailored to students' specific remedial needs. Course-work involves Read 180 instruction with both digital and hardcopy reading materials.

### **STRATEGIC COMPOSITION**

Credit 1.0; Year; Grades 11

Prerequisite: The course is designed for students who have an Individual Education Plan (IEP), write at the novice level or below, and have Case Manager approval.

Description: This course provides foundational writing instruction at a slower pace for students on an IEP. Research skills, formal writing practices, applications, workplace documents, and interview preparation are explored in the class.

## MATH & SCIENCE SUPPORT CLASSES

### **STRATEGIC MATH**

Credit 1.0; Year Grade 9, 10, 11

Prerequisite: The course is designed for students who have an Individual Education Plan (IEP), have math skills at the novice level or below, and have Case Manager approval.

Description: Designed for students who need to build numerical understanding and reasoning skills, MATH 180 Course I focuses on key foundation concepts that enable students to make connections while learning to think algebraically.

### **STRATEGIC SCIENCE**

Credit 1.0; Year; Grades 9, 10

Prerequisite: These courses are designed for students who have IEPs, reading and writing skills at the novice level or below, and have case manager approval.

Description: The 9th grade Strategic Science class focuses on life sciences, with topics including the scientific method, cell functions, the human body, ecology and ecosystems, genetics and heredity, and the theory of evolution. The 10th grade Strategic Science shifts focus to natural sciences, starting with a refresher on the scientific method followed by topics including rocks and minerals, plate tectonics and earth-shaping forces, natural resources, water systems and the atmosphere, and astronomy and space.

## GENERAL SUPPORT CLASSES

### **STRATEGIC TUTOR SEM1/SEM 2**

Credit 0.5; Semester; Grades 9, 10, 11, 12

Prerequisite: The course is designed for students who have an IEP, need extra time and assistance with their CORE area classes and have Case Manager approval.

Description: Strategic Tutoring is designed to help students succeed in **all** classes. It will provide time for students to receive extra assistance for coursework and homework, as well as the opportunity to learn organizational skills and study tips.