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Blue Mountain Union School District Mission

The BLUE MOUNTAIN UNION SCHOOL mission is to develop citizens who:

- RESPECT others and themselves
- THINK creatively, collaboratively, and critically
- THRIVE locally and globally
- PERSEVERE through challenges

UNLEASH THEIR POTENTIAL by finding and using their voice
Creating Your High School Schedule

PLP - Personalized Learning Plan

- You can customize your high school experience depending on your preferences, skills, and personal motivation.
- Students have participated in early college, early graduation and have even taken a full semester of college courses here at Blue Mountain Union.
- Students can take up to six (6) credit hours outside of BMU through Vermont's Dual Enrollment Program.
- River Bend is also an option for students. They too, offer college course opportunities, if desired.
- Students can choose to add more art courses, online courses through programs such as VTVLC, or other courses to their schedule, based on their PLPs.

Required Credits

- The State of Vermont and the Blue Mountain Union School Board require certain classes must be completed in order to graduate. The classes that are required for all BMU students are: Algebra/Geometry, US History, Health, and Senior Seminar (please see page 10 for more information).
- The flexibility of requirements allows class selection to be individualized to accent your personal interest. For example, you could take Pre-Calculus or Automotive Math or Algebra II for a math credit. You could take Music /Art every year, even though only one Fine Art credit is mandatory.

Future Options

- No matter if you are going to college or directly into the work force, strong grades will help open more doors and create good habits for life.
- Keep in mind that, no matter how focused you are on what you will be doing after high school, plans change. It is important to keep your doors open. Studies have shown that on average each person has multiple careers during their life span.
Proficiencies

“Proficiencies include explicit, measurable, learning objectives based on standards and measure a student’s knowledge and skills demonstrated in a consistent manner, in various settings over time. Proficiencies are also referred to as competencies. Proficiency-Based Learning (PBL) is any system of academic instruction, assessment, and reporting that is based on learners demonstrating proficiency in knowledge, skills, and abilities they are expected to learn before progressing to the next level or challenge. Proficiency-based learning may also be referred to as mastery or Competency-based learning.” (Why is Proficiency-Based Learning Important?, Vermont Agency of Education, May 9, 2017).

Each course contains identified proficiencies which will be used as the overarching big ideas/themes/learning objectives for the duration of the course. In addition to the specific course proficiencies, each student will address (either in part or in whole) the following Transferable Skills:

- **Clear and Effective Communication**
  a. Demonstrate organized and purposeful communication.
  b. Use evidence and logic appropriately in communication.
  c. Integrate information gathered from active speaking and listening.
  d. Adjust communication based on the audience, context, and purpose.
  e. Demonstrate effective, expressive, and receptive communication, including oral, written, multi-media and performance.
  f. Use technology to further enhance and disseminate communication.
  g. Collaborate effectively and respectfully.

- **Self-Direction**
  a. Identify, manage, and assess new opportunities related to learning goals.
  b. Integrate knowledge from a variety of sources to set goals and make informed decisions.
  c. Apply knowledge in familiar and new contexts.
  d. Demonstrate initiative and responsibility for learning.
  e. Demonstrate flexibility, including the ability to learn, unlearn, and relearn.
  f. Analyze the accuracy, bias, and usefulness of information.
  g. Collaborate as needed to advance learning.
  h. Persevere in challenging situations.
  i. Use technology and digital media strategically and capably.

- **Creative and Practical Problem Solving**
  a. Observe and evaluate situations in order to define problems.
  b. Frame questions, make predictions, and design data collection and analysis strategies.
  c. Identify patterns, trends, and relationships that apply to solutions.
  d. Analyze, evaluate, and synthesize evidence, arguments, claims, and beliefs.
  e. Generalize a variety of solutions, use evidence to build a case for best responses, critically evaluate the effectiveness of responses, and repeat the process to generate alternative solutions.
  f. Identify opportunities for innovation and collaboration.
  g. Use a range of tools, including technology, to solve problems.
  h. Persist in solving challenging problems and learn from failure.

- **Responsible and Involved Citizenship**
  a. Participate in and contribute to the enhancement of community life.
  b. Take responsibility for personal decisions and actions.
  c. Demonstrate ethical behaviors and the moral courage to sustain it.
  d. Respect diversity and different points of view.
  e. Demonstrate a commitment to personal and community health and wellness.
  f. Practice responsible digital citizenship.

- **Informed and Integrative Thinking**
  a. Apply knowledge from various disciplines and contexts to real life situations.
  b. Analyze, evaluate, and synthesize information from multiple sources to build on knowledge.
  c. Apply systems thinking to understand the interactions and influences of related parts on each other, and on outcomes.
  d. Use evidence and reasoning to justify claims.
  e. Develop and use models to explain phenomena.
  f. Use technology to support and enhance the critical thinking process.
Course Proficiency Levels

To assist in the course selection process, a rating indicating the difficulty is assigned to each course. The degree of difficulty ranges from General to Honors.

General/Applied: Reserved for students who need reinforcement in the basic subject skills.

Common Core (Proficient): Courses concentrate on more demanding academic tasks and are designed for a student who is proficient in the application of the basic learning skills. Successful completion of Proficient courses will prepare the student for college and/or career readiness.

Common Core (Proficient with Distinction [Honors Level]): Courses designed for the student who has demonstrated excellent subject ability, discipline and aptitude. These are particularly aimed at students considering a four-year college program.

Course Add/Drop Procedure

The Blue Mountain add/drop procedure is consistent with the intent of BMU School Board Policy #2051 Graduation Requirements and policy #2053 Eligibility Requirements.

With the scheduling team’s permission and a note from a parent/guardian, a student may drop a course, without penalty prior to the fifth school day of the marking period in which the course begins. A student may not drop a course at any time if he/she is not maintaining four courses. Students may drop a course and substitute a replacement course to bring them up to the four course minimum if the instructor has room in the course and signs off on adding the student to the replacement course.

After the five-day period has passed, a student may not drop a course even with parent/guardian permission without the approval of the scheduling team and his/her parents. Withdrawing from a course after the deadline will result in a "WP" grade for the course if the student is passing the course at the withdrawal date. The student failing at the time of withdrawal will receive a letter grade of "WF". If the student drops a course with lower than an 80% average, s/he loses eligibility for a Senior Privileges’ Gold Card for that term.

A student should check with his/her teacher to determine his/her academic standing in a course prior to considering a course withdrawal. It is the student's responsibility to consider the impact that withdrawing from a course will have on his/her eligibility status.
Dual Enrollment Courses

Dual Enrollment is a unique enrichment program in which high school junior and senior students are given the opportunity to take college level courses. Students can earn credits that can be used to meet both high school and college requirements. Students need to work with their school counselor to ensure they are taking the appropriate courses. This is a great opportunity for students to earn free college credits while still in high school. BMU currently offers in house Dual Enrollment courses through Southern New Hampshire University (SNHU) and the Community College of Vermont (CCV) (St Johnsbury Campus). The credits are transferable and will meet the general education requirements at most colleges and universities.

SNHU & CCV in the High School

*Southern New Hampshire University (SNHU) and the Community College of Vermont (CCV) in the High School’s* dual enrollment program allows academically prepared BMU students the opportunity to earn early college credits while still in high school. At Blue Mountain Union, designated courses have been aligned to meet the same content, rigor and learning outcomes as that of SNHU and/or CCV. The high school teachers instructing these courses met the University’s/College’s adjunct faculty requirements and have been approved by the University/College. Students will have the opportunity to take advantage of the dual credit opportunities at the beginning of the courses by completing an application and submitting the course registration fee for each class. Students who participate in dual enrollment courses with the Community College of Vermont will have to take the Accuplacer assessment. Once the registration period closes, students will not be allowed to register for college credit. Since these are college courses, grades earned while enrolled in the course are recorded on a SNHU/CCV transcript. Portability and transferability of credits rests solely with individual colleges and universities as they have varying policies on accepting transfer credits; thus, it is the students’ responsibility to consult with higher educational institutions to determine whether the SNHU/CCV course(s) can be transferred. Additional information regarding the program can be directed to the Director of Guidance. Currently, the courses offered for BMU/SNHU/CCV dual credit include: *College Composition, Anatomy and Physiology, College Biology and Biology Lab, Environmental Science, United States History 1865 to the Present, Modern World History, American Government & Politics, Pre-Calculus and Calculus AB*. It is anticipated that more courses will be added in the near future. **Students must earn an overall grade of a B- or better in order to receive college credits for SNHU dual enrollment courses. Students must earn an overall grade of a C- or better in order to receive college credits for CCV dual enrollment courses.**
Auditing Courses

Students may request to audit a course in advance, rather than take the course for credit. Such a request may be granted only on a space available basis and will be at the discretion of the principal. Students electing to audit a course are expected to complete all assignments and tests, as required by the teacher. Students will be removed from the class if course work is not completed on time. Audited courses will not be computed into a student’s grade point average. Students who are permitted to drop a course at the end of the first grading period may request to audit the course for the remainder of the semester or school year.

Personal Learning Plan

The State of Vermont recently enacted the implementation of Personalized Learning Plan requirements through Act 77 in order to “help students achieve academic success, be prepared for post-secondary opportunities, and engage actively in civic life. “School began implementation of PLPs in the fall of 2015. Schools are expected to assist students in identifying” their goals, learning styles, and abilities and align this with the school's academic expectations and student's pathway toward graduation”.
(http://education.vermont.gov/plp-working-group/main)

This Personalized Learning Plan is a creation that is intended to be updated and modified as students’ needs change. This plan will include the student’s intentions related to curricular choices, their personal goals, their future career goals, assessment data, work and life experiences, and other relevant information about the student to help form a complete picture that will help lead to success for the individual both during the high school years and beyond. This plan will be helpful to the students, their families, and educators working with the student. This plan serves as an impetus in guiding the student
toward their life goals and interests and for educators and administrators for course planning and development. The PLP will include Self Discovery, Career Exploration, Academic Planning, and Post-Secondary Preparation. Students will work on their PLP’s during advisory times, in meetings with the VSAC Outreach counselor, and with their school counselor. Parents are not only encouraged to be part of the process, but to understand that their input is valuable and beneficial to their child's future.

**Independent Study**

Independent Study is a unique program that Blue Mountain offers the 10th, 11th and 12th grade students. Sophomores and juniors are limited to one independent study course per semester. Seniors may undertake up to two independent study courses per semester, depending upon availability and administrative approval. Ninth graders may not enroll in Independent Study unless there are unusual circumstances.

This program broadens the curriculum by offering students an opportunity to pursue an area of academic interest under the guidance of an advisor who has special skills in that field. Independent Study projects may not replicate the existing curricula at Blue Mountain. Specialized topics contained within existing courses may be pursued at the advanced level after the student has taken the appropriate prerequisites.

*It is important that students understand that the workload for an independent study course is equal to a course offered at the high school. Students take responsibility for their own learning in an independent study course.*

Proposal Submission Process-Your proposal

- Your proposal needs to include the following: a description of the independent study, your learning goals, your work environment and location, the means of assessing your work and anticipated credits. A learning/time log must be turned in each quarter. The paperwork for Independent Studies can be found in the guidance office.

There are a limited number of available Independent Study courses. Students should begin this process immediately upon creating their schedule. *This is a first come, first serve basis.* Independent studies need to be documented in a student's Personalized Learning Plan.
**Academic Transcripts**

Requests for official transcripts need to be made in writing to the Guidance Office, whenever possible. Transcripts uploaded to Common App now include a profile of Blue Mountain School as well as personalized extracurricular information about the student when completed during their high school career, upon completion of their junior year. Transcripts also include SAT/ACT scores, if applicable. It is important to note that although we include SAT/ACT scores on the transcripts, some colleges require that these score be sent directly from the testing site.

**Elective Courses**

High School electives are courses that either fall outside of the main core academic subject areas (such as Math, English, History, Science, Etc) or are courses that are with the core subject area but the credit requirement has already been met. At this point, Driver’s Education is the only designated elective credit that we offer.

**Academic Grading**

Grading: Blue Mountain Union School uses the following marking system.

<table>
<thead>
<tr>
<th>Letter Grade</th>
<th>Percentage Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>A+</td>
<td>100% - 98%</td>
</tr>
<tr>
<td>A</td>
<td>97% - 93%</td>
</tr>
<tr>
<td>A-</td>
<td>92% - 90%</td>
</tr>
<tr>
<td>B+</td>
<td>89% - 87%</td>
</tr>
<tr>
<td>B</td>
<td>86% - 83%</td>
</tr>
<tr>
<td>B-</td>
<td>82% - 80%</td>
</tr>
<tr>
<td>C+</td>
<td>79% - 77%</td>
</tr>
<tr>
<td>C</td>
<td>76% - 73%</td>
</tr>
<tr>
<td>C-</td>
<td>72% - 70%</td>
</tr>
<tr>
<td>D+</td>
<td>69% - 67%</td>
</tr>
<tr>
<td>D</td>
<td>66% - 63%</td>
</tr>
<tr>
<td>D-</td>
<td>62% - 60%</td>
</tr>
<tr>
<td>F</td>
<td>59% - 0%</td>
</tr>
<tr>
<td>P</td>
<td>Passing</td>
</tr>
</tbody>
</table>

**Advanced Courses**

The following courses will be given an additional five points towards your GPA:

- SNHU English
- SNHU Creative Writing
- SNHU College Composition I
- SNHU Probability and Statistics
- CCV Pre-Calculus
- SNHU Calculus AB
- SNHU Biology
- SNHU Environmental Science
- SNHU Anatomy and Physiology
- Psychology
- SNHU United States History: 1865 to the Present
- CCV American Politics and Government
- Spanish III
- Spanish IV
- Spanish: Advanced Grammar, Conversation and Composition
- VTVLC Honors Courses

**SNHU/CCV Credits**

Southern New Hampshire University and/or Community College of Vermont Course (upon successful completion the student will receive 2 high school and 3 college credits)
Blue Mountain High School Graduation Requirements

Students will be creating a Personalized Learning Plan (PLP) under the direction of the school counselor. The course requirements may be modified to meet specific individual needs and plans. It should be noted that colleges often require additional, specific credits in mathematics and science (such as physics and algebra II), so working with a plan from freshmen year on will help ensure that future plans can be met.

Student in the classes of 2020 and 2021 must successfully complete all course requirements for the following:

<table>
<thead>
<tr>
<th>Subject</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>4 Credits</td>
</tr>
<tr>
<td>Mathematics</td>
<td>3 Credits (one MUST be an algebra or geometry offering)</td>
</tr>
<tr>
<td>Sciences</td>
<td>3 Credits</td>
</tr>
<tr>
<td>Social Sciences</td>
<td>3 Credits (one credit MUST be U.S. History)</td>
</tr>
<tr>
<td>Physical Education</td>
<td>1 ½ Credits</td>
</tr>
<tr>
<td>Health</td>
<td>½ Credit</td>
</tr>
<tr>
<td>World Language</td>
<td>1 Credit</td>
</tr>
<tr>
<td>Fine Arts</td>
<td>1 Credit</td>
</tr>
<tr>
<td>Electives</td>
<td>5 Credits</td>
</tr>
<tr>
<td>Technology</td>
<td>½ Credit</td>
</tr>
<tr>
<td>Senior Seminar</td>
<td>½ Credit</td>
</tr>
</tbody>
</table>

**TOTAL**                          **23 Credits**

Each student shall maintain a minimum of five (5) credits each year.

Starting with the Class of 2022 the following course requirements will be required:

<table>
<thead>
<tr>
<th>Subject</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>4 Credits</td>
</tr>
<tr>
<td>Mathematics</td>
<td>3 or 4 Credits (one MUST be an algebra or geometry offering)</td>
</tr>
<tr>
<td>Sciences</td>
<td>3 or 4 Credits</td>
</tr>
<tr>
<td>Social Sciences</td>
<td>3 Credits (one credit MUST be U.S. History)</td>
</tr>
<tr>
<td>Physical Education</td>
<td>1 ½ Credits</td>
</tr>
<tr>
<td>Health</td>
<td>½ Credit</td>
</tr>
<tr>
<td>World Language</td>
<td>1 Credit</td>
</tr>
<tr>
<td>Fine Arts</td>
<td>1 Credit</td>
</tr>
<tr>
<td>Electives</td>
<td>5 Credits</td>
</tr>
<tr>
<td>Technology</td>
<td>½ Credit</td>
</tr>
<tr>
<td>Senior Seminar</td>
<td>½ Credit</td>
</tr>
<tr>
<td>Advisory</td>
<td>1 Credit: 1/4 per year</td>
</tr>
<tr>
<td>J-Term</td>
<td>1 Credit: 1/4 per year</td>
</tr>
</tbody>
</table>

**TOTAL**                          **26 Credits** Recommendation: 1/2 credit be an on-line course

Each student shall maintain a minimum of five (5) credits each year.

The PLP has state mandates which will be increased as it is being incorporated into our school system. Students and their parents/guardians are encouraged to meet with the guidance office staff to ensure the PLP is directly relevant to students’ desired goals and needs for their future. This may mean that requests for variances to the above requirements may be necessary to meet a particular career plan. Students enrolled in a two year vocational program will be required to complete 22 credits.
Determining GPA

Weighted System

Only the core subjects English, Math, Science, Social Sciences and World Language are used in this system. The GPA’s in these courses are averaged. This is used for class ranking and on college applications.

Valedictorian/Salutatorian

For the determination of valedictorian, salutatorian, and the top 10% of the students, BMU uses the average grades in English, Math, Science, History/Social Science and World Language courses, two of which must be weighted courses. In addition, the valedictorian and salutatorian must be a member of the graduating class their junior and senior year and completed two weighted courses.

Green and Gold Scholarship

The University of Vermont Green and Gold Scholarship is an academic merit scholarship awarded to the academically strongest rising high school senior from every Vermont public secondary school. The scholarship fund was established through a gift made by the family of the late Geneviere Patrick. Determination of the scholarship recipient is determined by the principal. In the event of a tie GPA, the Director of Guidance and/or Principal will determine the recipient.
SAMPLE SCHEDULE

There are many different paths to take to graduate for BMU. Below is a sample of a more traditional option:

<table>
<thead>
<tr>
<th>Freshman Year</th>
<th>Sophomore Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>English</td>
</tr>
<tr>
<td>Math</td>
<td>Math</td>
</tr>
<tr>
<td>Science</td>
<td>Science</td>
</tr>
<tr>
<td>Social Science</td>
<td>Social Science (U.S. History)</td>
</tr>
<tr>
<td>World Language</td>
<td>World Language</td>
</tr>
<tr>
<td>Physical Education</td>
<td>Physical Education</td>
</tr>
<tr>
<td>Fine Arts</td>
<td>Drivers Education</td>
</tr>
<tr>
<td>Advisory</td>
<td>Health</td>
</tr>
<tr>
<td></td>
<td>Elective</td>
</tr>
<tr>
<td></td>
<td>Advisory</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Junior Year</th>
<th>Senior Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>English</td>
</tr>
<tr>
<td>Math</td>
<td>Math</td>
</tr>
<tr>
<td>Science</td>
<td>Science</td>
</tr>
<tr>
<td>Social Science</td>
<td>Social Science</td>
</tr>
<tr>
<td>Technology</td>
<td>Senior Seminar</td>
</tr>
<tr>
<td>Advisory</td>
<td>Advisory</td>
</tr>
<tr>
<td>Elective</td>
<td>Elective</td>
</tr>
<tr>
<td>Elective</td>
<td>Elective</td>
</tr>
</tbody>
</table>
Senior Seminar – Grade 12

Senior Capstone – Grade 12
1 Credit (22106)

Seminar courses vary widely, but typically offer a small peer group the opportunity to investigate areas of interest. Course objectives may include improvement of research and investigatory skills, presentation skills, interpersonal skills, group process skills, and problem-solving and critical-thinking skills. Seminars aimed at juniors and seniors often include a college and career exploration and planning component.

World Language

Spanish Conversation and Culture
1 Credit (06108) General

Spanish Conversation and Culture courses provide students with an introduction to the Spanish language and the culture(s) of Spanish-speaking people, placing greater emphasis on speaking and listening skills while de-emphasizing writing and reading the language.

Spanish I
1 Credit (06101) Common Core

Prerequisite-Successful completion of Spanish I

Designed to introduce students to Spanish language and culture, Spanish I courses emphasize basic grammar and syntax, simple vocabulary, and the spoken accent so that students can read, write, speak, and understand the language at a basic level within predictable areas of need, using customary courtesies and conventions. Spanish culture is introduced through the art, literature, customs, and history of Spanish-speaking people.

Spanish II
1 Credit (06102) Common Core

Prerequisite-Successful completion of Spanish I

Spanish II courses build upon skills developed in Spanish I, extending students’ ability to understand and express themselves in Spanish and increasing their vocabulary. Typically, students learn how to engage in discourse for informative or social purposes, write expressions or passages that show understanding of sentence construction and the rules of grammar, and comprehend the language when spoken slowly. Students usually explore the customs, history, and art forms of Spanish-speaking people to deepen their understanding of the culture(s).
**Spanish III**  
1 Credit (06103)  
Common Core/Honors  
Prerequisite-Successful completion of Spanish II  

Spanish III courses focus on having students express increasingly complex concepts both verbally and in writing while showing some spontaneity. Comprehension goals for students may include attaining more facility and faster understanding when listening to the language spoken at normal rates, being able to paraphrase or summarize written passages, and conversing easily within limited situations.

**Spanish IV**  
1 Credit (06104)  
Common Core/Honors  
Prerequisite-Successful completion of Spanish III  

Spanish IV courses extend students' facility with the language so that they are able to understand, initiate, and sustain general conversations on topics beyond basic survival needs. Reading and writing tasks will usually include all normal verb tenses (present, past, and future).

**Spanish: Advanced Grammar, Conversation and Composition**  
1 credit  
Common Core/Honors  
Prerequisite: Successful completion of Spanish II  

This course will focus on the development of students written and spoken fluency in Spanish. Students will be introduced to the study of literature (short stories and novels) in the Spanish language, as well as, furthering students’ abilities to communicate through the spoken language. This is a combination of advanced levels of Spanish.
Language Arts

English 9 (English/Language Arts I)
1 Credit (01001)  Common Core

This course is designed to meet students at their individual reading and writing levels while preparing students for the rigor of advanced high school English courses. Literature study will focus on point of view and diversity. Additionally, students will read a variety of self-selected texts that will explore real-life issues. Student compositions will consist of narrative, argument, and literary analysis. All coursework is evaluated using a proficiency-based learning model to help students succeed in their Proficiency-Based Graduation Requirements.

American Literature of the 20th Century
English 10 (English/Language Arts II)
1 Credit (01002)  Common Core
Prerequisite: English 9 or English 9 Honors
Grade 10 only

This course will build upon the reading and writing skills achieved in ninth grade. We will be reading a range of poems, stories, non-fiction, and novels that focus on American life and culture. Authors will include those whom history has sometimes overlooked. Student compositions will consist of narrative, expository, argument, and literary analysis. This class will loosely dovetail with the 10th grade U.S. History course, beginning with WWI and continuing to the present day. All coursework is evaluated using a proficiency-based learning model to help students succeed in their Proficiency-Based Graduation Requirements.

American Literature of the 20th Century
English 10 (English/Language Arts II)
1 Credit (01002)  Honors
Prerequisite: English 9 or English 9 Honors
Grade 10 only

This course will build upon the reading and writing skills achieved in ninth grade. We will be reading a range of poems, stories, non-fiction, and novels that focus on American life and culture. Authors will include those whom history has sometimes overlooked. Student compositions will consist of narrative, expository, argument, and literary analysis. This class will loosely dovetail with the 10th grade U.S. History course, beginning with WWI and continuing to the present day. However, because it is an honors course, students will be held to higher standards of academic rigor and discourse. All coursework is evaluated using a proficiency-based learning model to help students succeed in their Proficiency-Based Graduation Requirements.
Journalism I
1 Credit (11101) General

Journalism courses (typically associated with the production of a school newspaper, yearbook, or literary magazine) emphasize writing style and technique as well as production values and organization. Journalism courses introduce students to the concepts of newsworthiness and press responsibility; develop students’ skills in writing and editing stories, headlines, and captions; and teach students the principles of production design, layout, and printing. Photography and photojournalism skills may be included.

Broadcast Journalism/Journalism II
1 Credit (11103) General

Learn the art of storytelling through news video broadcasting. Students will be expected to create stories in a variety of formats for social media, print and video. Students will be writing and reporting on well balanced, comprehensive and visually compelling stories. You will research, report, write, shoot and edit stories while meet the same deadlines as professional reporters handle.

Memoir (Creative Writing)
1 Credit (01104) General or Common Core

Creative Writing courses offer students the opportunity to develop and improve their technique and individual style in poetry, short story, drama, essays, and other forms of prose. The emphasis of the courses is on writing; however, students may study exemplary representations and authors to obtain a fuller appreciation of the form and craft. Although most creative writing classes cover several expressive forms, others concentrate exclusively on one particular form (such as poetry or playwriting).

SNHU – English
2 Credits (01063) College Course

This course introduces students to the study and appreciation of literature. It explores the literary genres of short story, poetry, drama and novel. There is an option for nonfiction prose as well. The course covers an introduction to literary terminology and an introduction to critical analysis of literature. The emphasis in this course is on contemporary literature. This course is writing intensive.

Literature of War (Literature of a Genre)
1 Credit (01104) Common Core

This course has the same aim as general literature courses (to improve students' language arts and critical-thinking skills), focusing on one or several genres, such as poetry, essay, biography, short story, drama, and so on. Students determine the underlying assumptions and values within the selected works and also examine the structure, techniques, and intentions of the genre being studied. Oral discussion is an integral part of these genre-oriented courses, and written compositions are often required.
Literature of a Theme (Monsters)
1 Credit (01061)  Common Core
Prerequisite: American Literature or special permission from the teacher.
Grades: 11-12 (10th graders with special permission)

Since the earliest written records, literature has been populated with monsters. This honors level literature class will explore the use and meaning of monsters in world literature, from Grendel and Dracula to Cthulhu and Slenderman. Students will develop the reading, writing, and thinking skills required to excel in NHSU and other college level English classes and will have the opportunity to produce some monstrous writing of their own.

Honors Literature of a Theme (Shakespeare)
1 Credit (01061)  Honors
Prerequisite: None
Grades: 1-12

Ambition. Lust for power. Mindless violence. Love. Prejudice. Revenge. Grief. Who has mastered the depiction of these all too human emotions? William Shakespeare. This semester course is designed for students who wish to widen their literary and human experience, and to stretch their capacity to understand the English language. Students will read, act, and view a variety of plays from Shakespeare's tragedies and comedies, as well as modern adaptations that riff off of Shakespeare’s creations. We will examine, experiment with, and critique directorial choices. Formal and informal writing assignments will help students to think critically and to write clearly. All coursework is evaluated using a proficiency-based learning model to help students succeed in their Proficiency-Based Graduation Requirements.

Literature of Theme: Dystopian Fiction
1 Credit (01061)  Common Core
Prerequisite: None.
Grades: 10-12

How do societies become corrupt? How does humanity rise up against the forces that restrict their freedom? How do they recreate society so history doesn't repeat itself? Those questions will be the foundation of this course. Students will read a variety of dystopian fiction for the purpose of evaluating the decisions made by characters. Students will also compare and contrast dystopian fiction to history and draw parallels among the events, characters, historical figures, and government corruption. During this course, students will be challenged to design their own fictional societies where all of humanity’s needs are met. The transferrable skills being met in this course are clear and practical problem-solving, informed and integrative thinking, and clear and effective communication. All coursework is evaluated using a proficiency-based learning model to help students succeed in their Proficiency-Based Graduation Requirements.
Literature of a Theme: Activism
1 Credit (01061) Common Core
Prerequisite: None
Grades: 10-12

This course is all about choice and voice. Students will have choice in what they read and voice in their interactions with texts. Students will explore social injustices and how people use activism to fight for what they feel is right. Students will read historical and fictional accounts of ways people have advocated for the rights of humanity. Students will engage in inquiry, critical thinking, discussion, and evaluation of what they have read. Additionally, students will design their own social change project focusing on the transferable skills of informed and integrative thinking, clear and effective communication, and practical problem solving. All coursework is evaluated using a proficiency-based learning model to help students succeed in their Proficiency-Based Graduation Requirements.

Literature of a Theme: Outdoor Literature
1 Credit (01061) Common Core
Prerequisite: None
Grades: 10-12

Why do we crave the wilderness? What do the mountains, forests, and rivers provide to the human spirit that nothing else fulfills? This course explores varied responses to the outdoors, including our own. We will read short stories, poems, and magazine and newspaper articles, as well as watch documentaries and short films. We will participate in survival challenges (outside, when possible). In response to all these experiences, students will create persuasive pieces, narratives, projects, movies, and analytical essays. Students will also conduct (and present) a culminating research project. All coursework is evaluated using a proficiency-based learning model to help students succeed in their Proficiency-Based Graduation Requirements.

Philosophy
1 Credit (04309) Common Core

What is our place in the Universe? How do we know what is real or true? What do we need to live a good life? This course will seek to help students discover the meaning of their own lives by asking the same “big” questions that thinkers have asked since the dawn of civilization. In the course of exploring these ideas, we will think, speak, and write extensively as we investigate some of the philosophers who have attempted to answer these questions.
SNHU Creative Writing
2 Credits (01104) College Course
Prerequisite: None
Grades: 9-12

During this semester, we will explore and celebrate the ways that people have expressed the truths of the human condition through words. Thus, we will read, listen to, and create a wide range of genres: personal narratives, short stories, poetry, spoken word, creative non-fiction, and multimedia pieces. In this class, students will write extensively every day, exploring such craft issues as point of view, voice, characterization, dialogue, setting, conflict, rhythm, imagery, poetic structure, and dramatic scene development. Student will be expected to read and comment on their peers' writing with thoughtful and constructive criticism, as well as read and discuss published work. Students will create and submit a polished, formal writing portfolio at each grading period.

SNHU ENGLISH 120 College Composition I
2 Credits College Course
Prerequisite: None.
Grades: 11-12

This class will focus on personal life stories, journeys, decisions, and researching/critically thinking about the social issues affecting us all. Essay topic choices will fall under the umbrella of this course theme.

ENG 120 is a college-level writing course that introduces students to various forms of academic discourse. Students are required to prepare essays in a variety of rhetorical modes, including exposition, description, and argumentation. In addition to out-of-class writing assignments, students will be required to compose in-class essays in response to readings and other prompts. ENG 120 introduces students to process-writing techniques, library research, and MLA documentation procedures. The primary focus of ENG 120 is to help students acquire the writing skills they need to succeed in an academic environment.

Semester classes

Film Analysis
½ Credit
Prerequisite: None
Grades: 9-12

What do many people do in their spare time? Surf Netflix? What are we really watching? Watching film doesn’t have to be a mindless task. We can be taught to critically observe the things we view, to think analytically about the craft and content of what we watch, to use the flickering images to help us think about how the world works. We will view both short and longer films in order to learn to discern how filmmakers use varied techniques to create and manipulate emotions. We will engage in thoughtful discussions, write focused film analyses, compose and record movie reviews, and craft our own screenplays. All coursework is evaluated using a proficiency-based learning model to help students succeed in their Proficiency-Based Graduation Requirements.
The Power of Voice

½ Credit
Prerequisite: None
Grades: 9-12

Body language . . . spoken language . . . written language. All language is powerful and allows us to communicate with the world outside ourselves. This class will help you to communicate effectively, which can help you win arguments, allow you to get (and keep) the job you always wanted, bring an audience to tears (or laughter), connect you to others, and even, perhaps, change the world for the better. In this semester course, you will learn how to use language with clarity and effectiveness, with a focus on practical, hands-on, authentic experiences. All coursework is evaluated using a proficiency-based learning model to help students succeed in their Proficiency-Based Graduation Requirements.
Math

**Bridges to Mathematics– Grade 9**
*1 Credit (02002) General*

This course strengthens and bridges students’ knowledge of basic mathematical processes including working with fractions and decimals, introduction to solving equations and inequalities, percentages, ratios and proportions. This course is designed to transition students from 8th grade Math to High School Mathematics.

**Pre Algebra– Grades 9-10**
*1 Credit (02051) General*

This Pre Algebra Math course is designed to prepare students for the rigor of Algebra 1. Upon successful completion, students will be able to think about patterns and connections in Math and apply 8th Grade skills to real world application. They will also begin to delve into the foundation skills needed for Algebra 1. Topics in Pre Algebra include work on foundation skills (such as operations with fractions, multiplication and division of decimals and large numbers), introduction to functions, introduction to inequalities, introduction to linear functions, proportions and ratios, percentages, and solving multi step equations.

**Algebra I – Grade 9**
*1 Credit (02052) General*

Algebra I courses include the study of properties and operations of the real number system; evaluating rational algebraic expressions; solving and graphing first degree equations and inequalities; translating word problems into equations; operations with and factoring of polynomials; and solving simple quadratic equations. Students continue developing understanding of the abstract application and understanding of Mathematics in everyday life.

**Algebra I – Grades 10-12**
*1 Credit (02052) General*

Algebra I courses include the study of properties and operations of the real number system; evaluating rational algebraic expressions; solving and graphing first degree equations and inequalities; translating word problems into equations; operations with and factoring of polynomials; and solving simple quadratic equations. Students continue developing understanding of the abstract application and understanding of Mathematics in everyday life.
Algebra I – Grades 9-12  
1 Credit (02052)  
Common Core

Algebra I courses include the study of properties and operations of the real number system; evaluating rational algebraic expressions; solving and graphing first degree equations and inequalities; translating word problems into equations; operations with and factoring of polynomials; and solving simple quadratic equations.

Geometry – Grades 9-12  
1 Credit (02072)  
General

This Geometry course emphasizes an abstract, formal approach to the study of geometry, typically including topics such as properties of plane and solid figures; deductive methods of reasoning and use of logic. Geometry students begin to delve into the study of postulates, theorems, and formal proofs; using these concepts to build mathematical arguments to apply to concepts such as congruence, similarity, parallelism, perpendicularity, and proportion; and rules of angle measurement in triangles; including right triangle trigonometry.

Geometry – Grades 9-12  
1 Credit (02072)  
Common Core

This Geometry course emphasizes an abstract, formal approach to the study of geometry, typically including topics such as properties of plane and solid figures; deductive methods of reasoning and use of logic; geometry as an axiomatic system including the study of postulates, theorems, and formal proofs; concepts of congruence, similarity, parallelism, perpendicularity, and proportion; and rules of angle measurement in triangles; including right triangle trigonometry.

Algebra II – Grades 10-12  
1 Credit (02056)  
General
Prerequisite-Successful completion of Algebra I

Algebra II General Course topics typically include linear functions, quadratic functions, quadratic equations and complex numbers, polynomial functions, rational exponents and radical functions, exponential and logarithmic functions.

Algebra II – Grades 10-12  
1 Credit (02056)  
Common Core
Prerequisite-Successful completion of Algebra I

Algebra II Common Core course topics typically include linear functions, quadratic functions, quadratic equations and complex numbers, polynomial functions, rational exponents and radical functions, exponential and logarithmic functions, rational functions, trigonometric ratios and functions.
Business/Consumer Math – Grades 11-12
1 Credit (02154) General/Applied

Business Math courses reinforce general math skills, emphasize speed and accuracy in computations, and these skills in a variety of real world applications with a focus on business. The Business Math course reinforces general math understanding of basic skills (e.g., arithmetic, measurement, percentages, ratios and proportions, and more) by applying these skills to business problems and situations. Applications might include wages, hourly rates, payroll deductions, large purchases (auto and home) that involve loans, sales, receipts, accounts payable and receivable, financial reports, discounts, and interest.

Probability and Statistics – Grades 10-12
1 Credit (02201) College

This is a fundamental course in the application of statistics. In this course, students will learn to apply statistical techniques to a variety of applications in business and the social sciences. Students will learn how to solve statistical problems by hand and through the use of computer software. Topics include probability distribution functions, sampling distributions, estimation, hypothesis testing, and linear regression.

SNHU Calculus AB - Grade 12
2 Credit (02121) College
Prerequisite-Successful completion of Pre-Calculus

SNHU Calculus AB is roughly equivalent to a first semester college calculus course devoted to topics in differential and integral calculus. The AP course covers topics in these areas, including concepts and skills of limits, derivatives, definite integrals, and the Fundamental Theorem of Calculus. Students will learn how to approach calculus concepts and problems when they are represented graphically, numerically, analytically, and verbally, and how to make connections amongst these representations. Students will learn how to use technology to help solve problems, experiment, interpret results, and support conclusions.

SNHU - Pre-Calculus – Grades 11-12
2 Credit (02110) College
Prerequisite-Successful completion of Algebra II

This course emphasizes the algebra and concepts of functions. Students will learn the properties and graphing techniques for different types of functions including: linear, polynomial, rational, trigonometric, exponential, and logarithmic functions. Students will also learn to solve a variety of real world problems that rely on a number of different problem solving strategies and an understanding of these different types of functions. This course is intended for those students who wish to prepare for Calculus.
Science

Earth Science – Grades 9-12
1 Credit (03001) General/Applied

Earth Science courses offer insight into the environment on earth and the earth’s environment in space. While presenting the concepts and principles essential to students’ understanding of the dynamics and history of the earth, these courses usually explore oceanography, geology, astronomy, meteorology, and geography.

Biology – Grades 9-12
1 Credit (03052) General/Applied

Topics will include cell organization, function, and reproduction; ecology; botany; zoology; energy transformation and the evolution and adaptation of organisms.

Applied Chemistry – Grades 10-12
1 Credit (03101) General/Applied
Prerequisite: Algebra I

Chemistry courses involve studying the composition, properties, and reactions of substances. These courses typically explore such concepts as the behaviors of solids, liquids, and gases; acid/base and oxidation/reduction reactions; and atomic structure. Basic chemical formulas and equations and nuclear reactions are also studied.

Chemistry – Grades 10-12
1 Credit (03101) Common Core
Prerequisite-Completion or current enrollment in Algebra II and successful completion of Biology OR Teacher approval

Chemistry courses involve studying the composition, properties, and reactions of substances. These courses typically explore such concepts as the behaviors of solids, liquids, and gases; acid/base and oxidation/reduction reactions; and atomic structure. Chemical formulas and equations and nuclear reactions are also studied.

Applied Physics – Grades 10-12
1 Credit (03152) General/Applied
Prerequisites-Algebra I

Physics courses involve the study of the forces and laws of nature affecting matter, such as equilibrium, motion, momentum, and the relationships between matter and energy. The study of physics includes examination of sound, light, and magnetic and electric phenomena.
Physics – Grades 10-12

1 Credit (03152) Common Core
Prerequisites: Algebra II

Usually taken after a comprehensive initial study of physics, Physics—Advanced Studies courses provide instruction in laws of conservation, thermodynamics, and kinetics; wave and particle phenomena; electromagnetic fields; and fluid dynamics.

Environmental Science – Grades 11-12

1 Credit (03003) Common Core
Prerequisites: Algebra I and Biology

Environmental Science courses offer an in-depth study of the Earth's environment. While presenting the concepts and principles essential to students’ understanding of planet Earth, these courses usually explore human's influence on the Earth's scientific phenomena.

SNHU-Biology – Grades 11-12

2 + 1 (Lab) Credit (03056) College Course
Prerequisite: Biology

Adhering to the curricula recommended by the College Board and designed to parallel college-level introductory biology courses, AP Biology courses stress basic facts and their synthesis into major biological concepts and themes. These courses cover three general areas: molecules and cells (including biological chemistry and energy transformation); genetics and evolution; and organisms and populations (i.e., taxonomy, plants, animals, and ecology). AP Biology courses include college-level laboratory experiments.

SNHU-Environmental Science – Grades 11-12

2 Credit (03207) College Course
Prerequisite: Biology

This course provides an introduction to the scientific aspects of the environmental field. The first part of the course introduces students to the foundations of environmental science, while the second part concentrates on the application of these foundations to real life environmental problems. Therefore, the course not only engages the fundamentals of environmental science but also shows students how science informs sustainability, environmental policies, economics and personal choice. SNHU environmental science includes college-level laboratory experiments.
This course includes discussion/comparison of the principles of mammalian form and function. Includes molecular and cellular mechanisms of major processes (such as muscle contraction, neural transmission, and signal transduction) and examines the structure and function of the 11 organ systems of the human body. Laboratory exercises (BIO 210L) to follow lecture topics.
Social Sciences

US History
1 Credit (US History credit) (04103) Common Core
This course is mandatory for graduation

Modern U.S. History courses examine the history of the United States from the Civil War or Reconstruction era (some courses begin at a later period) through the present time. These courses typically include a historical review of political, military, scientific, and social developments.

Contemporary Issues
1 Credit (04156) Common Core

This course is designed for ninth grade students and will serve as an introduction to high school social sciences. In this course students will examine the general structure and functions of the United States systems of government (at the federal, state, and local levels); be introduced to the study of economics; study world affairs and global interrelationships, and study cultural and political geography in connection to topics/themes being studied. Current events will be discussed and included.

Psychology
1 Credit (04254) Honors

The purpose of Honors Psychology is to introduce students to the studies of behavior and mental processes of humans and animals. Students will be provided with a critical overview of the field of psychology, focusing on the theories and research methods used in psychological practice. The course information will be presented through lectures, class participation activities, demonstrations, and experiments. Students will use the text books and other resources such as the internet, popular media, and professional psychology journals in order to conduct research throughout the year. Students will learn about both the methods and ethical approaches of psychology.

US Elections
1 Credit (04254) Common Core

This course will analyze the 2012 U.S. presidential election as it unfolds. We will take a current events approach to studying the process of how a president is elected. Topics will include: political ideology, campaign strategies, voting demographics, polls, and the Electoral College. Activities will include debate, role play, a mock campaign, and a mock election. This course is open to any student interested in watching and understanding the selection of an American president.
**Government, Politics, Law – Other**

1 Credit (04199)  
Common Core

This course aims to familiarize students with our nation's legal system. Students will acquire practical information and problem-solving skills that are necessary for a full and productive roll in our Democracy. Topics will include: An introduction to our Legal System, Criminal Law, Torts, Law and Politics, Family Law and Individual Rights and Liberties (Constitutional Law).

**SNHU History: HIS 114: United States History II: 1865 to the Present**

2 High School Credit/3 College Credits (US History credit) (04103)  
College

This course will focus on the second half of the United States History covering the period following the Civil War. The economic, political and ideological development that allowed the United States to attain a position of world leadership are closely examined. A major focus will be on the historical events specifically from the post Civil War period of Reconstruction through the outbreak of World War I. Post World War I events will be examined through more of a sociological focus looking at the impact of significant historical events on the everyday lives or people and impacts to society. A summer reading book and accompanying assignments are required for this course.

**CCV: American Politics and Government (POS 1020)**

2 High School Credit/3 College Credits (04153)  
College

A survey and analysis of political phenomena in both theoretical and functional aspects. Focus will be on developing a critical understanding of concepts, institutions, values and processes of government and politics.

**Personal Finance & Economics**

1 Credit (04201)  
General/Applied

Economics courses provide students with an overview of economics with primary emphasis on the principles of microeconomics and the U.S. economic system. These courses may also cover topics such as principles of macroeconomics, international economics, and comparative economics. Economic principles may be presented in formal theoretical contexts, applied contexts, or both.

**Global Studies (World Area Studies)**

1 Credit (04061)  
Common Core

World Area Studies courses examine the history, politics, economics, society, and/or culture of one or more regions of the world, such as Africa, Latin America, the former Soviet Union, Far East Asia, and the Middle East. These courses may focus primarily on the history of a particular region or may take an interdisciplinary approach to the contemporary issues affecting the region. Furthermore, these courses may emphasize one particular country (other than the United States), rather than emphasizing a region or continent.
Globalization/World Issues  
1 Credit (04064) Common Core  

Globalization/World Issues course enables students to study political, economic, and social issues facing the world. These courses may focus on current issues, examine selected issues throughout the 20th and 21st centuries, and look at historical causes or possible solutions.

YATST Youth and Adults Transforming Schools Together (Research/Technical Writing)  
1 Credit (01105) Common Core  
YATST requires an interview process in order to be selected for this course  

The Blue Mountain YATST Team is an experiential class, committed to the development of student voice and leadership. Based on the four educational principles of relevance, rigor, relationship and responsibility, YATST is a Vermont-based program where youth and adults work together to improve their schools and communities. Using a formal research process, students' projects are based on the data they have gathered, analyzed and shared. This process is cyclical and requires a continual engagement in learning.
Music

Chorus – Grades 9-12
½ Credit (05110) General/Applied
Prerequisite- Teacher approval

Chorus is offered so that students may develop a full appreciation of music through active participation. Music will be chosen from Baroque, Classical, Romantic and contemporary periods. The chorus will take part in the following performances throughout the year, Holiday Concert, Spring Concert and Graduation Ceremonies. More advanced students will be chosen for the Newport district Music Festival and the All State Music Festival Auditions. Auditions will be held for the select ensemble, which is a group of eight to sixteen performers that sing at various community functions. In the spring students will work with choreographer, Molly Winter Stewart on either short musical works or a major musical show.

Band – Grades 9-12
½ Credit (05101) General/Applied
Prerequisite- Teacher approval

Band is designed to develop instrumental technique and a comprehensive understanding of music concepts through group study and performance.

The BMU School band is comprised of students from grades 7-12 with at least one year of previous instrumental music experience. Classical and Contemporary styles of music will be performed throughout the year. The Holiday Concert, Spring Concert and Graduation Ceremonies are among the performances scheduled each year.

Advanced students will be asked to perform in the Pit Orchestra for the musical or short musical works. All juniors and seniors are required to audition for the Northeast Music Festival (All State Auditions are optional). It is optional for freshman and sophomores to audition. Students are recommended to take private lessons and form small chamber ensembles of like-instruments. See the Director for more information.

Music Theory – Grades 9-12
½ Credit (05113) Common Core
Prerequisite- Teacher approval

Music Theory courses provide students with an understanding of the fundamentals of music and include one or more of the following topics: composition, arrangement, analysis, aural development, and sight reading.

Introduction to Drama
½ Credit (05053) Common Core
Prerequisite- Teacher approval

Through individual and group exercises, improvisations, monologues and scene studies, this class helps students develop their acting potential and sharpen their skills in interpreting scripts. Previous theatre study is not required.
Art

Creative Art/Drawing & Painting - Grades 9-12
1 Credit (05156)

Creative Art—Drawing courses cover the same topics as Creative Art—Drawing/Painting, but focus on drawing. In keeping with this attention on two-dimensional work, students typically work with several media (such as pen-and-ink, pencil, chalk, and so on), but some courses may focus on only one medium. Creative Art—Drawing/Painting courses cover the same topics as Creative Art—Comprehensive courses, but focus on drawing and painting. In keeping with this attention on two-dimensional work, students typically work with several media (such as pen-and-ink, pencil, chalk, watercolor, tempera, oils, acrylics, and so on), but some courses may focus on only one medium.

Ceramics/Pottery – Grades 9-12
½ Credit (05159)

Ceramics/Pottery courses cover the same topics as Creative Art—Comprehensive courses, but focus on creating three-dimensional works out of clay and ceramic material. Particular attention is paid to the characteristics of the raw materials, their transformation under heat, and the various methods used to create and finish objects.

Art & Education – Grades 9-12
1 Credit (05201)

Integrated Fine arts courses explore self-expression across the fine arts: any subset or all of the visual arts, music, drama, theater, and literature may be included in the curriculum for these courses. Students both study and critique the works of others and participate in or produce art themselves. These courses often include comparative study of various art forms over time (i.e., the interrelationship of literature, music, and the performing arts of a particular time period and culture).

Watercolors – Grades 9-12 (Creative Art – Painting)
1 Credit Semester 2(05157)

Creative Art—Painting courses cover the same topics as Creative Art—Drawing/Painting, but focus on painting. In keeping with this attention on two-dimensional work, students typically work with several media (such as watercolor, tempera, oils, acrylics, and so on), but some courses may focus on only one medium.

Studio Art – Grades 9-12
½ Credit Semester (Common Core Reference)
Technology

**Computer Graphics – Grades 9-12**
½ Credit Semester 1 (10202)

In this semester long course students will learn the tools and techniques of computer graphic art. It is very exciting time in technology where as the creation of high-resolution digital artwork is accessible to any computer user. Digital art has many special qualities and is only confined by the limits on one’s imagination and technical abilities. While it is a technical challenge to learn the “how” of computer graphics, it is equally engaging to be creative in the process. This is a demanding course for both sides of the brain. Students will learn the fundamentals of design and will work hands-on the computer with powerful software programs developing their skills and talent. Finished portfolio-quality artwork will be expected from each student.

**Web Page Design – Grades 9-12**
½ Credit Semester 2 (10201)

In this semester long course students will begin to learn the language of the World Wide Web: HTML (Hyper-Text Mark-up Language). This is one of the most readily understandable computer languages and in this course students will use it to create their own web-pages. Students will also assist in the design and development of the school’s own website, learn the fuller capability of the popular web-browsers and utilize various multi-media tools to enhance web-pages. In addition, we will explore emerging web technologies such as blogging. Get in on the action of the World Wide Web and learn to speak the language.

**Digital Video Editing and Production – Grades 9-12 (Audio Visual Production)**
½ Credit Semester 1 (11051)

In this course students continue to develop computer graphic skills. The specific thrust of the course is the exploration of digital video editing and production. As a course requirement each student will create a high quality five-minute digital movie. In order to successfully create this movie, students will study both technical and creative aspects of film-making. Students will attain a comprehensive grounding in film appreciation in the process. Students will become proficient in using cameras, setting up shots and editing video clips. The software programs Windows Movie Maker and Adobe Premier will be used. This is both a fun and challenging Course.

**Robotics-Emerging Technologies**
½ Credit Semester 2 (21053)

In this quarter long course, high school students will be introduced to Robotics. This will be a ‘hands on’ course where students will build robots in teams. They will apply principals of mechanical engineering and learn how to control the robots through programming. The many ways in which robotics shape our society will be examined in the course. Students will also develop skills in programming (coding), which is the way in which robots, and all our digital devices, are controlled and made to provide the services for which we depend on in this age.
Physical Education

Physical Education – Grades 9-12
½ Credit (08001)

Physical Education provides students with knowledge, experience, and an opportunity to
develop skills in more than one of the following sports or activities: team sports,
individual/dual sports, recreational sports, and fitness/conditioning activities. This course has
a daily warm-up, activity and quizzes/tests within each unit of study. This course is targeted
for Freshman but open to all high school grades. State Physical Fitness Testing is required in
this course.

Sports & Recreational Activities (PE Elective: Grades 10, 11, and 12)
½ Credit
Grades: 10-12

A non-traditional PE class and opportunity to be physically active, open to all sophomores,
juniors and seniors. You will not be required to "dress out", however, sneakers are required
and comfortable clothes are recommended. Students will engage in and have a voice in a
variety of sports and recreational activities throughout the year. There will not be any fitness
testing or organized warm-up in this course. Each activity (on average) will run for 2 weeks
(5 lessons) based on an A/B schedule. You will be expected to participate every day; grading
will be based on attendance, participation and behavior socially appropriate to a physical
activity setting.

Personal Fitness (PE Elective: Grades 10, 11, and 12)
½ Credit
Grades: 10-12

Personal fitness is an opportunity to achieve a level of health and fitness so that you can
function well in everyday life. Basic components of fitness include: flexibility, endurance,
strength, speed, agility, coordination and balance.
This class would be an elective for students in grades 10, 11, 12. Since we do not have a
weight room the first and last 15 minutes of class would be setting up/ putting away the
equipment we have for weight lifting. Other opportunities include walking with pedometers,
training for a "couch to 5K", Yoga (most likely a video or on line version), and other work
out options like T25, P90X, or Insanity.

Grading would be based on attendance, participation and meeting personal goals set by each
individual throughout the course.
Drivers Education

Drivers Education—Grades 10-12
½ Credit (08152)

Prerequisite: Students absolutely MUST have a valid Vermont Learners Permit before the first day of class. You must give the guidance department secretary a copy of your permit as soon as you receive it.

Drivers’ Education—Classroom and Laboratory courses provide students with the knowledge and experience to become safe drivers on America’s roadways. Topics in these courses cover legal obligations and responsibility, rules of the road and traffic procedures, safe driving strategies and practices, and the physical and mental factors affecting the driver’s capability (including alcohol and other drugs). Experience in driving a vehicle is an essential component of these courses.

Health

Health – Grades 9-12
½ Credit (08051)

This course is mandatory for graduation.

Topics covered within Health Education courses may vary widely, but typically include personal health (nutrition, mental health and stress management, drug/alcohol abuse prevention, disease prevention, and first aid) and consumer health issues. The courses may also include brief studies of environmental health, personal development, and/or community resources.

Human Growth and Development (Honors)
½ Credit (19052)
A study of human growth and development throughout the life cycle including physical, emotional, cognitive, linguistic, ethical and psycho-social development. Developmental theories and their practical applications will be examined.

Introduction to Human Services
½ Credit (19999)
This course provides an overview of the historical development of human services and an introduction to the many settings, roles, and functions of the human services professional. Students will gain an understanding of the knowledge and skills needed to help support others toward living a more fulfilling life with particular attention given to behavioral and social theories, common social problems, service delivery systems, ethical behavior, and personal values.
Vermont Virtual Learning Community (VTVLC)

VTVLC was founded in 2010 as Vermont’s first state-wide online program offering programs and courses to K-12 students by partnering with public and independent schools. Today, VTVLC serves hundreds of middle and high school students with more than 70 online courses. Enrollment is open to public, private and home school students. Students from non-partner schools and from outside Vermont enroll on a tuition basis.

Blue Mountain Union has partnered with VTVLC for the 2019-20 school year. Students will be able to access courses not offered at Blue Mountain in areas such as math, English, science, social studies as well as elective courses on a space available basis. These courses will appear on the student’s Blue Mountain transcript. To be enrolled in a VTVLC course, students must work with their school counselor as well as the site administrator to complete the registration process. For more information and a list of course offerings visit: www.VTVLC.org, see the school counselor, or visit the site administrator.

It is imperative that students taking VTVLC be willing and able to work independently. It is also important that students realize that they need to devote as much time to their VTVLC course as they do to their live instructor/in house course.

Students and their parent/guardians are asked to review and sign a document outlining the basic elements and format of a VTVLC course before their student starts the course. Please see the guidance staff for the form.

River Bend Career & Technical Center Courses

River Bend Career and Technical Center partners with Blue Mountain Union School to provide a technical education as well as a full range of services which include assistance with academic and skill development, career planning, and in decision making. The following programs are available at River Bend Career and Technical Center:

- **Automotive Technology – Grades 10-12**
  After successful completion of Levels I and II of this program BMU students will earn:
  1 credit in mathematics, 1 credit in science and 4 elective credits.

  After successful completion of only Level I of this program BMU students will earn
  1 credit of mathematics or 1 credit of science and 2 elective credits.

- **Construction Technology & Residential Energy - Grades 10-12**
  After successful completion of Levels I and II of this program BMU students will earn:
  1 credit in mathematics, 1 credit in science and 4 elective credits.

  After successful completion of only Level I of this program BMU students will earn
  1 credit of mathematics or 1 credit of science and 2 elective credits.
Cosmetology – Grades 10-12
After successful completion of Levels I and II of this program BMU students will earn:
1 credit in mathematics, 1 credit in science and 4 elective credits.

After successful completion of only Level I of this program BMU students will earn
1 credit of mathematics or 1 credit of science and 2 elective credits.

Criminal Justice & Public Safety – Grades 10-12
After successful completion of one year of this program BMU students will earn:
1 credit in social studies, and 2 elective credits.

After successful completion of two years of this program BMU students will earn
1 credit of social studies, 1 credit of science and 4 elective credits.

Culinary Arts – Grades 10-12
After successful completion of Levels I and II of this program BMU students will earn:
1 credit in mathematics, 1 credit in science and 4 elective credits.

After successful completion of only Level I of this program BMU students will earn
1 credit of mathematics or 1 credit of science and 2 elective credits.

Diversified Agriculture/Natural Resources – Grades 10-12
After successful completion of Levels I and II of this program BMU students will earn:
1 credit in mathematics, 1 credit in science and 4 elective credits.

After successful completion of only Level I of this program BMU students will earn
1 credit of mathematics or 1 credit of science and 2 elective credits.

Emergency Services & Fire Fighting – Grades 10-12
After successful completion of one year of this program BMU students will earn:
1 credit in science, and 2 elective credits.

After successful completion of two years of this program BMU students will earn
1 credit of science, .5 credit of health, .5 credit of social studies and 4 elective credits.

21st Century Media & Design – Grades 10-12
After successful completion of Levels I and II of this program BMU students will earn:
1 credit in science, 1 credit in fine arts or technology and 4 elective credits.

After successful completion of only Level I of this program BMU students will earn
1 credit of science, 1 credit of fine arts or technology, and 2 elective credits.

Health Science Technology – Grades 10-12
After successful completion of Levels I and II of this program BMU students will earn:
2 credits in Science, .5 credit in health and 3.5 elective credits.

After successful completion of only Level I of this program BMU students will earn
1 credit of science, .5 credit of health and 1.5 elective credits.

Heavy Equipment Operations & Maintenance – Grades 10-12
After successful completion of Levels I and II of this program BMU students will earn:
1 credit in mathematics, 1 credit in science and 4 elective credits.

After successful completion of only Level I of this program BMU students will earn
1 credit of mathematics or 1 credit of science and 2 elective credits.
Teacher Education (SY 2018-2019 1 Year Only) – Grades 10-12
After successful completion of this program BMU students will earn 1 credit of social studies and 2 elective credits.

Please refer to the River Bend Career and Technical Center Program of Studies Admission Procedures and Requirements for any questions in regard to placement or intake criteria considerations. Interested individuals can go to River Bend's website, www.rbctc.org for more information.

Stand Alone River Bend Career & Technical Center Courses

Stand Alone Classes 1st Semester Fall/Winter 2019-20

Students May Sign Up for Any of These Class or Classes for One Semester Minimum
Age: At Least Sophomores for Shop Classes
Maximum of 12 Students per Semester for Safety
Mix and Match classes if student will attend for the whole AM or PM
These Classes Are Designed as Fun Hands On Learning!

- Blacksmith and Metalworking - 1st Half am Session
- Hands on the Land! Explore Nature, Forest Management and Food Production - 1st Half am Session
- Multimedia Applications - 1st Half pm Session
- 3D Design - 2nd Half pm Session
- You Are What You Eat - 1st Half pm Session
- Sugar & Spice & Everything Nice - 2nd Half pm Session
- Woodworking - 2nd Half am Session