

Blue Mountain Union School
2021 – 2022
Program of Studies



Blue Mountain Union School 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

TABLE OF CONTENTS

CREATING YOUR HIGH SCHOOL SCHEDULE	5
PERSONAL LEARNING PLAN	6
SAMPLE SCHEDULE	7
COURSE PROFICIENCY LEVELS	8
ELECTIVE COURSES	8
AUDITING COURSES	8
INDEPENDENT STUDY	9
COURSE ADD/DROP PROCEDURE	10
EARLY COLLEGE	10
EARLY GRADUATION	10
REQUEST TO ADD/DROP A COURSE	11
DUAL ENROLLMENT COURSES	12
SNHU & CCV IN THE HIGH SCHOOL	12
ACADEMIC GRADING	13
GRADE/CREDIT ALIGNMENT	13
BLUE MOUNTAIN HIGH SCHOOL GRADUATION REQUIREMENTS	14
BMU GRADUATION PROFICIENCIES & TRANSFERABLE SKILLS	15
DETERMINING GPA	16
ACADEMIC TRANSCRIPTS	16
DRIVERS EDUCATION	17
ENGLISH	18
FINE ARTS	23
HEALTH	26
MATH	27
PHYSICAL EDUCATION	30
SCIENCE	31
SENIOR SEMINAR	33
SOCIAL SCIENCES	34
TECHNOLOGY	37
WORLD LANGUAGE	38
VERMONT VIRTUAL LEARNING COOPERATIVE (VTVLC)	40
RIVER BEND CAREER & TECHNICAL CENTER COURSES	41

Creating Your High School Schedule

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.

Required Credits

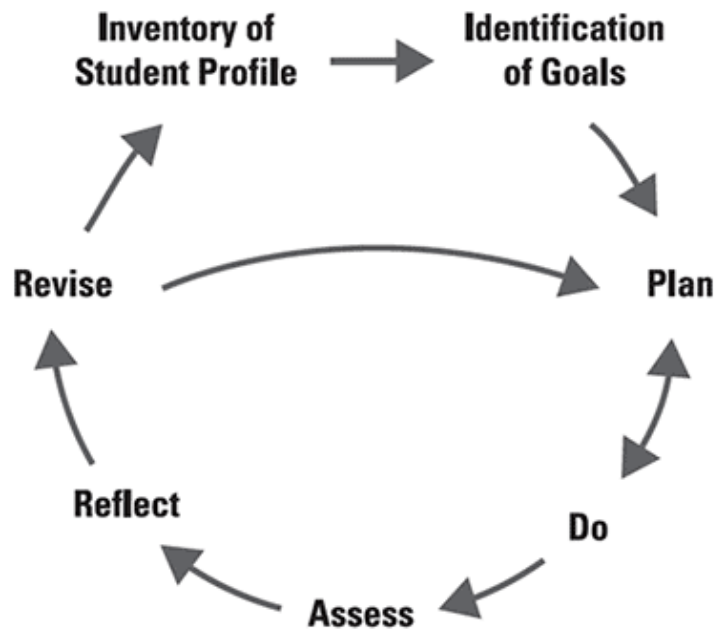
- The State of Vermont and the Blue Mountain Union School Board require certain classes must be completed in order to graduate. The classes that are required for all BMU students are: Algebra/Geometry, US History, Health, and Senior Seminar (please see page 10 for more information).
- The flexibility 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 required.

PLP - Personalized Learning Plan

- Students can customize their high school experience depending on their 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.

Personal Learning Plan

The State of Vermont requires each student to have a Personalized Learning Plan 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.

Sample Schedule

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

<p style="text-align: center;"><i>Freshman Year</i></p> <p>English: Freshman Academy Math Science Social Science: Freshman Academy World Language Physical Education Health Study Hall Advisory</p>	<p style="text-align: center;"><i>Sophomore Year</i></p> <p>English Math Science Social Science: U.S. History World Language Physical Education Drivers Education Fine Arts Advisory</p>
<p style="text-align: center;"><i>Junior Year</i></p> <p>English Math Science Social Science Technology Elective Elective Elective Advisory</p>	<p style="text-align: center;"><i>Senior Year</i></p> <p>English Math Science Social Science Senior Seminar Elective Elective Advisory</p>

Note: It is recommended each student take a minimum of one online course.

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.

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.

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.

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. Freshmen 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 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.

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 five credits. Students may drop a course and substitute a replacement course to bring them up to the five credit 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".

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. The student will fill out the Request to Add/Drop a Course form before any adjustments can be made to their schedule (refer to Page 10 for this form).

Early College

Students who complete a majority of their high school graduation requirements are eligible for Early College. Early College allows a high school senior to attend a college in Vermont tuition free. This means the student and family do not pay for the cost of the courses. Additional charges/fees will be incurred and are the responsibility of the family (room, board, cost of books, and other additional fees regarding admission to the college/university).

Early Graduation

Early graduation is when a student would like to graduate before the traditional four year high school program. Often students who graduate early are able to earn their high school diploma in three years instead of four. Any student who is considering applying for early graduation must have a graduation plan approved by the School Counselor and the Principal by October of his/her junior year. The student must submit a letter of request to the School Board by June of his/her second (sophomore) year of high school. This information must be included in the students' Personalized Learning Plan.



Blue Mountain Union School

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“What’s best for the community is a good school, one that has a good reputation.

What is best for the kids is a good school.” – Dr. Rowe

Scott Blood, ME.D
PreK-6 Principal

John L. Barone, Sr., Ed.D
7-12 Principal
Director of Curriculum

Parrish Eiskamp
Dean of Students

Request To Add/Drop A Course

Student Name: _____

Date: _____

Course you wish to drop: _____

Block: _____

Reason for dropping this course: _____

Course you wish to add: _____

Block: _____

The student **MUST** communicate this adjustment to their schedule with the following team members. If the student marks a **NO** in any boxes, **your request will be denied**. When the student speaks with any team members, record the date the conversation happened with them in the section provided.

I have spoken to my parent/guardian about the request. YES NO Date: _____

I have spoken to the course teacher (DROP) about the request. YES NO Date: _____

I have spoken to the course teacher (ADD) about the request. YES NO Date: _____

I have spoken to my advisor about the request. YES NO Date: _____

I have spoken to my school counselor about the request. YES NO Date: _____

I, as the student listed above, request this change to my schedule for the 2021-2022 academic year.

Student Signature: _____

Office Use Only: _____

Date Received: _____

Approved Denied; Reason: _____

BMU School Counseling Department Signature: _____

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). The credits are transferable and will meet the general education requirements at most colleges and universities. Additionally, Vermont offers juniors and seniors the opportunity gain additional college credits by taking up to two courses (tuition free) from a Vermont College/University. Refer to <https://education.vermont.gov/student-learning/flexible-pathways/dual-enrollment> for more information.

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 inquiries regarding the program can be directed to the MS/HS School Counselor.

The courses offered for BMU/SNHU/CCV dual credit include: *English Literature, Anatomy and Physiology, Composition I, Biology and Biology Lab, Environmental Science, United States History 1865 to the Present, Modern World History, American Government & Politics, Introduction to Sociology, Pre-Calculus and Calculus AB, Probability & Statistics* .

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.

Academic Grading

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

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

Advanced Courses
<p>The following courses will be given an additional five points towards your GPA for the 2020-2021 school year:</p> <p>SNHU English SNHU Biology SNHU Environmental Science SNHU Anatomy and Physiology SNHU United States History: 1865 to the Present SNHU Intro. To Sociology Honors Pre-Calculus Honors Biology Honors 20th Century Literature Spanish III Spanish IV Spanish: Advanced Grammar, Conversation and Composition</p> <p>VTVLC Honors Courses</p> <p>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 undergraduate college credits)</p>

Grade/Credit Alignment

BMU has aligned the following credits to grade level:

Number of Credits	Grade Level
0 – 6.5	9 th ; Freshman
6.5 – 13	10 th ; Sophomore
13 – 19.5	11 th ; Junior
19.5 – 26	12 th ; Senior

BMU does not believe in retention at the high school level, however it is important to note the alignment with credits for consideration of grade level.

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.

English	4 Credits
Mathematics	3 or 4 Credits (One MUST be an Algebra or Geometry offering)
Sciences	3 or 4 Credits
Social Sciences	3 Credits (One credit MUST be U.S. History)
Physical Education	1 ½ Credits
Health	½ Credit
World Language	1 Credit
Fine Arts	1 Credit
Electives	5 Credits
Technology	½ Credit
Senior Seminar	½ Credit
Advisory	1 Credit: 1/4 per year
J-Term	1 Credit: 1/4 per year
TOTAL	26 Credits
Recommendation: 1/2 credit be an on-line course	
Each student shall maintain a minimum of five (5) credits each year.	

In addition to earning the required credits, listed above by subject distribution, students in their senior year must also demonstrate a minimum of proficiency for each of the BMU Graduation Proficiencies/Transferable Skills and the corresponding results indicators.

Law, Economics, & Government are a part of the required Senior Seminar course.

BMU Graduation Proficiencies & Transferable Skills

“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.

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

As stated in the Blue Mountain Union School District's policy 2050 – Administrative Procedure: The highest ranking student in the core English, mathematics, science, social science/history, and world language, based on a 4.33 grading scale is to be designated as the valedictorian and the second highest ranking student, based upon a 4.33 grade scale, the salutatorian.

- Candidates must have been enrolled as a full-time student at BMU for their junior and senior years unless attending an approved Early College or study abroad program in their junior and/or senior year.
- Candidates must have completed a minimum of four weighted courses.
- GPA will be carried out two places (3.97, for example).
- If two students tie at their valedictorian or salutatorian level, both will be recognized.
- Valedictorian and salutatorian will be finalized at the end of the third quarter of senior year.

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. Determination of the scholarship recipient is determined by the principal. In the event of a tie GPA, the HS School Counselor and/or Principal will determine the recipient.

Academic Transcripts

Requests for official transcripts need to be made in writing to the School Counseling 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.

Drivers Education

Drivers Education– Grades 10, 11, 12

½ Credit (08152)

Prerequisite: *Students absolutely **MUST** have a valid Vermont Learners Permit before the first day of class. You must give the school counseling 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.

English

Activism in Literature – Grades 10, 11, 12

1 Credit (01061)

Common Core

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.

American Literature of the 20th Century (English/Language Arts II) – Grade 10

1 Credit (01002)

Common Core

Prerequisite: English 9 or English 9 Honors

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/Language Arts II) – Grade 10

1 Credit (01002)

Honors

Prerequisite: English 9 or English 9 Honors

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.

Diversity Studies – Grades 10, 11, 12

1 Credit (01058)

General

Take a walk in another point of view through modern, cultural literature. Broaden your worldview and expand your perspective through a variety of stories that will make you laugh and cry, build empathy and compassion. This course is designed for those who find pleasure in reading about other places and people beyond our borders and are willing to challenge their own thinking through a close examination of our cultural and personal biases. The transferrable skills being met in this course are informed and integrative thinking, self-direction, 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.

Dystopian Fiction – Grades 10, 11, 12

1 Credit (01061)

Common Core

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.

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.

Film Analysis – Grades 9, 10, 11, 12

½ Credit (05203)

General

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.

Freshman Academy

2 Credits: 1 English & 1 Social Studies (01001)

Common Core

This course is a 2 credit, year-long, cross-curricular experience designed exclusively for freshman. This course meets students at their individual reading and writing levels, interests and post-high school goals, while preparing students for the rigor of advanced high school English and social studies courses. The overarching themes of the year are social injustices and empathy. Reading and writing content is focused through the lens of diversity and real-life expectations of world citizens. Students will read a variety of self-selected texts that will explore real-life global issues. Student compositions will consist of narrative, argument, and literary analysis based on students' interests and goals. Within the scope of our work, students will begin to curate evidence to effectively prove and explain how each piece meets proficiency of Transferable Skills as required by Act 77 for the state of Vermont, building habits of work that will continue throughout their high school careers. Two mentor texts will be read aloud over the course of the school year for the purpose of introducing and modeling reading strategies for students to apply to their independent reading books and assigned fiction and nonfiction texts. All coursework is evaluated using a proficiency-based learning model to help students succeed in their Proficiency-Based Graduation Requirements.

Historical Fiction

1 Credit (01055)

Common Core

Significant historical events have shaped how we live today in America and all over the world. Historical fiction brings to life these momentous events for which humanity has suffered, lost, grieved, loved, endured, and survived. Take a walk in another point of view through modern historical fiction that allows you to gain insights you did not have previously. Broaden your worldview and expand your perspective through a variety of stories that will make you laugh and cry, build empathy and compassion. This course is designed for those who find pleasure in reading about history and are willing to challenge their own thinking through a close examination of our cultural and personal biases. The transferrable skills being met in this course are informed and integrative thinking, self-direction, 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.

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.

Journalism II or Broadcast Journalism

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.

Literature of War

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.

Memoir: Creative Writing

1 Credit (01104)

General/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).

Monsters in Literature – Grades 10*, 11, 12

1 Credit (01061)

Common Core

Prerequisite: American Literature or special permission from the teacher (for 10th graders – permission is required)

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.

Outdoor Literature – Grades 10, 11, 12

1 Credit (01061)

Common Core

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.

Power of Voice – Grades 9, 10, 11, 12

½ Credit (01155)

General

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.

Shakespearean Literature – Grades 10, 11, 12

1 Credit (01061)

Honors

Ambition. Lust for power. Mindless violence. Love. Prejudice. Revenge. Grief.

Who has mastered the depiction of these all too human emotions? William Shakespeare. This 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.

SNHU English – Grades 11, 12

2 High School/3 College Credits (01063)

College

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.

SNHU Creative Writing – Grades 11, 12

2 High School/3 College Credits (01104)

College

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 – Grades 11, 12

2 High School/3 College Credits (01063)

College

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.

Fine Arts

Art

Art & Education – Grades 9, 10, 11, 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).

Ceramics/Pottery - Grades 9, 10, 11, 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.

Creative Art/Drawing & Painting - Grades 9, 10, 11, 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.

Studio Art – Grades 9, 10, 11, 12

½ Credit (05151)

Studio Art provides students opportunities to explore a wide range of artistic styles. The course includes the history of each type, as well as hands-on work with the style of art. The course may cover art styles such as: calligraphy, silk screen, papermaking, weaving, mask making, murals, mosaics, jewelry making, etc. Topics vary each semester.

Watercolors – Grades 9, 10, 11, 12

1 Credit (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.

Yearbook – Grades 9, 10, 11, 12

½ Credit (05167)

In this semester long course, student will develop computer graphic arts and photography skills, which they will then use to create, edit and publish the school yearbook. Students will gain the

hands-on experience of organizing, and seeing through the completion of the substantial yearbook project. Students will learn and use state of the art computer software programs, such as Adobe Photoshop and Pixlr. They will create many graphic art projects, not necessarily related to the yearbook, with the goal of attaining entry level professional skills in computer graphic arts. This course may be used for Technology, Fine Art or Elective credit.

Music

Band – Grades 9, 10, 11, 12

½ Credit (05101)

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.

Beginner Guitar Methods – Grades 9, 10, 11, 12

½ Credit (05053)

No experience or instrument necessary

Each student will realize that they can be a guitar player. This course serves as an introduction to the instrument and will provide students with an instant access to making music on the guitar. Focus points will be strumming and rhythms, reading music, improvising, and beginning songwriting. Each day, students will be led through a routine of tuning their guitars, warming-up, group instruction, and independent group practicing and playing. Students will also learn basic maintenance of the instrument and how to change strings, clean the guitar's surface, clean strings, and maintain tuning.

Goals:

- recognize and identify fundamental aspects of beginning guitar
- develop the finger dexterity and strumming abilities in order to begin making music
- be able to read basic music on the guitar
- be able to play popular songs using chord charts, lyrics, and time signatures
- learn basic improvisation
- be introduced to the basics of song writing
- recognize the importance of steady practice routines, guitar maintenance and regular tuning

Chorus – Grades 9, 10, 11, 12

½ Credit (05110)

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 may work with a choreographer on either short musical works or a major musical show.

History of Rock – Grades 9, 10, 11, 12

½ Credit (05113)

A course designed to familiarize the student with the history of Rock music. Prominent players and groups of each era will be covered, as well as sociological, economic and cultural factors that shaped the many styles of Rock music. Extensive classroom listening and analyzing of music will help enhance the learning experience.

Goals:

- list in chronological order the prominent eras of Rock music
- recognize the validity of important artists from each era
- find relationships between the music and historical, social and economic factors of each era
- describe technological advances(e.g. multi-track recording, digital synthesis, MIDI,etc.) and the effect of these advances, pertaining to Rock music
- comprehend basic business aspects (e.g. royalties, mechanicals, production, and marketing) of this music
- understand the profound impact this music has had throughout the United States as well as the rest of the world.

Health

Child Development

½ Credit (19052)

Child Development classes provide students with knowledge about the physical, mental, emotional, and social growth and development of children from conception to pre-school age, emphasizing the application of this knowledge in child care settings. These courses typically include related topics such as the appropriate care of infants, toddlers, and young children.

Health – Grades 9, 10, 11, 12

½ Credit (08051)

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.

Healthy Living

1 Credit (08057)

Healthy Living focuses on the personal exploration and development of topics related to the health triangle: physical health, mental/emotional health, and social health. Various topics such as goal setting, relationships, development of self and self-esteem, consumer protection/education (including media influence), first aid, body systems & reproductive health, nutrition, life/school/work balance, stress management, mindfulness, and coping skills, and substance abuse prevention will be emphasized while students will be practicing numerous hands-on techniques, skills, and strategies that may be helpful to them for their entire lives.

Math

Algebra I – Grades 9, 10, 11, 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.

Algebra I – Grades 9, 10, 11, 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 II – Grades 10, 11, 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.

Algebra II – Grades 10, 11, 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.

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.

Business/Consumer Math – Grades 11, 12

1 Credit (02154)

General/Applied

Business Math course 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.

Foundations of Accounting – Grades 11, 12

1 Credit (12104)

General

This course represents the complete accounting process and its applications. The student will journalize entries into special journals, post these entries to the appropriate ledger, close the company's books at the end of the fiscal period and prepare financial reports for the fiscal period. Hands on simulations and working papers will be used.

Geometry – Grades 9, 10, 11, 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.

Geometry – Grades 9, 10, 11, 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.

Occupational & Technical Math – Grades 11, 12

1 Credit (02152)

General

This course extends the scope of content for integrating topics from algebra, geometry, measurement, and probability and statistics with an emphasis on occupational and technical applications. This course provides opportunities to incorporate the use of technology through its emphasis on using functions to make real-life predictions and to calculate outcomes.

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.

Probability & Statistics – Grades 10, 11, 12

1 Credit (02201)

Common Core

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 High School/3 College 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 Introduction to Statistics – Grades 11, 12

2 High School/3 College Credits (02201)

College

Prerequisite: Successful completion of Algebra II

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, science, and other real world scenarios. Students will learn how to solve statistical problems by hand, using spreadsheets, and through the use of computer software. Topics include probability distribution functions, sampling distributions, estimation, hypothesis testing, and linear regression.

SNHU Pre-Calculus – Grades 11, 12

2 High School/3 College Credits (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.

Physical Education

Personal Fitness - Grades 10, 11, 12

½ Credit (08005)

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. 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.

Physical Education – Grades 9, 10, 11, 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 to freshman but open to all high school grades. State Physical Fitness Testing is required in this course.

Outdoor Adventure – Grades 10, 11, 12

½ or 1 Credit (08049)

This course will incorporate outdoor experiential learning. Students will gain a variety: wilderness survival skills, team building skills, orienteering, archery, canoeing/paddling, types of knots, camp cooking, campsite preparation, wilderness first aid, LNT, hiking, rock climbing (belaying and climbing techniques), primitive camping and survival, winter camping, natural history (indigenous land, flora, fauna), XC skiing, downhill skiing/snowboarding, snowshoeing. The course has a field trip component and can be half day or full day trips throughout the year.

Sports & Recreational Activities – Grades 10, 11, 12

½ Credit (08004)

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.

Science

Anatomy & Physiology – Grades 11, 12

1 Credit (03053)

General/Honors

Prerequisite: Biology, Chemistry

Anatomy & Physiology includes the study of structure and function of the body. The course will focus on the body systems, functions of the systems, homeostasis in the body, blood typing, muscle action, and nerve functioning. Additional exploration of cell, tissue and interconnection of the body as a whole will be addressed.

Applied Chemistry – Grades 10, 11, 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.

Applied Physics – Grades 10, 11, 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.

Biology – Grades 9, 10, 11, 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.

Chemistry – Grades 10, 11, 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.

Earth Science – Grades 9, 10, 11, 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.

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.

Physics – Grades 10, 11, 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.

Unified Science – Grades 11, 12

1 Credit (03202)

General

Prerequisites: Earth Science and Biology; teacher recommendation required

A combination of more than one branch of science, this course is designed to give students the skills necessary to understand the everyday science around them. General scientific concepts are explored, as are the principles underlying the scientific method and experimentation techniques.

SNHU Anatomy & Physiology – Grades 11, 12

2+1(Lab) High School/ 3+1(Lab) College Credit (03053) College

Prerequisite: Biology

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.

SNHU Biology – Grades 11, 12

2+1(Lab) High School/3+1(Lab) College Credit (03056) College

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 High School/3 College Credit (03207)

College

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.

Senior Seminar

Senior Seminar: Law, Economics, & Government – Grade 12

½ Credit (22106)

Senior Seminar: Law, Economics, & Government is designed to provide students with an overview of topics needed to be functioning members of society. **This is a required class for graduation.** Students will review the basic principles of national, state, and local government in the United States, followed by a study of both criminal and civil law (focusing on Vermont statutes) and personal finance (to include topics such as banking, credit, investments, and taxes).

In addition, students will use this class to prepare the requirement to present out their BMU Graduation Proficiencies/Transferable Skills.

Social Sciences

Contemporary Issues – Grade 9

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.

Freshman Academy

2 Credits: 1 English & 1 Social Studies (04156)

Common Core

This course is a 2 credit, year-long, cross-curricular experience designed exclusively for freshman. This course meets students at their individual reading and writing levels, interests and post-high school goals, while preparing students for the rigor of advanced high school English and social studies courses. The overarching themes of the year are social injustices and empathy. Reading and writing content is focused through the lens of diversity and real-life expectations of world citizens. Students will read a variety of self-selected texts that will explore real-life global issues. Student compositions will consist of narrative, argument, and literary analysis based on students' interests and goals. Within the scope of our work, students will begin to curate evidence to effectively prove and explain how each piece meets proficiency of Transferable Skills as required by Act 77 for the state of Vermont, building habits of work that will continue throughout their high school careers. Two mentor texts will be read aloud over the course of the school year for the purpose of introducing and modeling reading strategies for students to apply to their independent reading books and assigned fiction and nonfiction texts. All coursework is evaluated using a proficiency-based learning model to help students succeed in their Proficiency-Based Graduation Requirements.

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.

Global Studies

1 Credit (04061)

Common Core

For thousands of years human civilization has existed in one form or another all over the world. Empires have risen and they have fallen, for different variables and reasons. Cultures have developed in complex and significant ways. This class will study the reasons for why civilizations began, developed, and fell to include religion, resources, geography, technology, exploration, and many more. All civilizations and cultures have changed over time and have fallen to create the constantly shifting foundations that current global relations currently stand on. Together this class will explore these events.

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).

Holocaust

½ or 1 Credit (04308)

Common Core

This is a one-semester social studies elective that will incorporate many elements of psychology, sociology, economics, and history as we try to understand the brutal Nazi assault on humanity. This course follows a flexible chronology that explores and analyzes the complex factors contributing to the Holocaust, interprets the progression of events which ultimately lead to death camps, and evaluates the impact of the genocide on post-war Europe and the world.

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.

Psychology

½ or 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

½ or 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.

US History – Grade 10

1 Credit (04103)

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.

World Area Studies

1 Credit (04061)

Common Core

World Area Studies course 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.

CCV: American Politics and Government – Grades 11, 12

2 High School/3 College Credits (04153)

College

This course will focus on 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.

SNHU History: United States History II: 1865 to the Present – Grades 11, 12

2 High School/3 College Credits (04103)

College

Prerequisite: US History

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 is 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 of people and impacts to society. A summer reading book and accompanying assignments are required for this course.

SNHU Intro to Sociology – Grades 11, 12

2 High School/3 College Credits (04308)

College

Is one's identity individually or socially constructed? Are all stereotypes invalid or can there be value in generalizations? Is globalization widening the gaps or homogenizing the world? In this course, students will grapple with these essential questions in examining the world through the lens of a sociologist. Sociology offers an empirically-based methodology for critically evaluating society-from issues of individual agency to the roots of global institutions. Culture, norm stratification, systems, structure, social institutions, social change, the organization of social behavior and its relationship to society and social conditions are emphasized. Students will challenge their own preconceived notions and evaluate these constructs in terms of their relevancy to contemporary issues and problems.

Technology

Computer Graphics

½ Credit (10202)

In this 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. The focus is on the "how"; 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.

Digital Video Editing and Production

½ Credit (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 (21053)

In this 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. An exploration of the many ways robotics shapes 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.

Web Page Design

½ Credit (10201)

In this 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 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.

Yearbook – Grades 9, 10, 11, 12

½ Credit (10204)

In this semester long course, student will develop computer graphic arts and photography skills, which they will then use to create, edit and publish the school yearbook. Students will gain the hands-on experience of organizing, and seeing through the completion of the substantial yearbook project. Students will learn and use state of the art computer software programs, such as Adobe Photoshop and Pixlr. They will create many graphic art projects, not necessarily related to the yearbook, with the goal of attaining entry level professional skills in computer graphic arts. This course may be used for technology, fine art or elective credit.

World Language

Introduction to Languages

General

1 Credit (06108)

This class focuses on an introduction to Spanish languages and the culture(s) of Spanish-speaking people, placing greater emphasis on conversation (speaking and listening skills) while de-emphasizing writing and reading the language. The course will also focus on countries, cultures, and languages around the world.

Spanish Conversation and Culture

General

1 Credit (06108)

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

Common Core

1 Credit (06101)

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

Common Core

1 Credit (06102)

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

Common Core/Honors

1 Credit (06103)

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

Common Core/Honors

1 Credit (06104)

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 (06109)

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.

Vermont Virtual Learning Cooperative (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 2021-2022 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, or visit the school counselor/site administrator.

Students taking VTVLC courses must be willing and able to work independently as this is a prerequisite to all VTVLC offerings. 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/BMU 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 school counseling staff for the form.

River Bend Career & Technical Center Courses

River Bend Career & Technical Center partners with Blue Mountain Union School to provide a technical education along with a full range of services which include assistance with academic and skill development, career planning, and in decision making.

Blue Mountain Union students must be sixteen years old at the beginning of their 11th grade (junior) year in order to attend River Bend Career & Technical Center.

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 and to apply to the Center.

Level 1 Track – BMU Credits

River Bend Career & Technical Center One Year Programs (Level I)	Fine Art Credit	Math Credit	Health Credit		Technology Credit	Science Credit	Social Studies Credit	Elective Credit
Automotive Technology		1		<i>OR</i>		1		2
Construction Technology & Residential Energy		1		<i>OR</i>		1		2
Cosmetology		1		<i>OR</i>		1		2
Criminal Justice & Public Safety							1	2
Culinary Arts		1		<i>OR</i>		1		2
Cyber Security (Remote)					.5	.5		2
Diversified Agriculture/Natural Resources		1		<i>OR</i>		1		2
Emergency Services & Fire Fighting			.5			1		1.5
Health Science Technology			.5			1		1.5
Heavy Equipment Operations & Maintenance		1		<i>OR</i>		1		2
Teacher Education						1		2
21 st Century Media & Design	.5				.5	1		1

Level II Tracks – BMU Credits

River Bend Career & Technical Center Two Year Programs (Level II)	Fine Art Credit	Math Credit	Health Credit	Technology Credit	Science Credit	Social Studies Credit	Elective Credit
Automotive Technology		1			1		4
Construction Technology & Residential Energy		1			1		4
Cosmetology		1			1		4
Criminal Justice & Public Safety					1	1	4
Culinary Arts		1			1		4
Cyber Security (Remote)					1	1	4
Diversified Agriculture/Natural Resources		1			1		4
Emergency Services & Fire Fighting			1		1	1	3
Health Science Technology			1		2		3
Heavy Equipment Operations & Maintenance		1			1		4
Teacher Education					1	1	4
21 st Century Media & Design	1			1	1		3