

Twin Valley Middle High School

2020/21 Course Registration Information



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TWIN VALLEY MIDDLE HIGH SCHOOL MISSION STATEMENT

“Growing innovators who will change the world.”

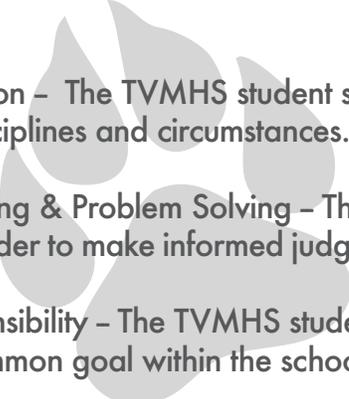


OUR DISTRICT MISSION:

We prepare students with the essential skills and experiences of innovative thinking to cultivate habits of finding new solutions for real world challenges.

Twin Valley Middle High School is guided by our core values as we ensure our students’ success to be effective communicators, critical thinkers and problem solvers, and socially responsible citizens.

Twin Valley Middle High School sets forth the following Expectations for Student Learning:

- 
- Communication – The TVMHS student shall be able to communicate effectively across all disciplines and circumstances.
 - Critical Thinking & Problem Solving – The TVMHS student shall be able to think critically in order to make informed judgments and to solve problems effectively.
 - Social Responsibility – The TVMHS student shall demonstrate the ability to work toward a common goal within the school and in the larger community.

USING YOUR COURSE REGISTRATION INFORMATION

The following steps should be utilized to complete your Twin Valley Middle High School Course Registration for 2020/21:

- 1.) Review the Twin Valley Middle High School graduation requirements (page 5) to insure you are aware of those expectations. Students should be prepared to earn 7 credits per year over four years to meet those requirements.
- 2.) Be familiar with what courses postsecondary schools are interested in seeing from their candidates for admission. Decisions you make today can have benefits or repercussions in the future.
- 3.) Course Registration forms can be found at the back of this booklet. Take the appropriate form (grade 9/page 31; grades 10, 11, 12/page 32), depending on which grade you are entering, and begin by:
 - a.) Entering your name and grade.
 - b.) Writing the names and credits of the core subjects (English, Math, Social Studies, Science & Foreign Languages) you intend to take in the spaces provided.
 - c.) Searching through the course descriptions for elective courses you'd like to take during 2020/21.
 - d.) Listing those elective courses in order of preference along with the associated credit.
 - e.) Choosing some additional electives & credits in case you cannot be scheduled in your preferred classes.
 - f.) Signing the Course Registration form (both you and your parents!)
 - g.) For students entering grades 9-12: Return the completed & signed form to Denise Piffard in the guidance office at TVMHS by Friday, March 13, 2020.

TWIN VALLEY MIDDLE HIGH SCHOOL GRADUATION REQUIREMENTS

Area of Study	Proficiency Based Credits Required
English	4.00
Social Studies	3.00
Mathematics	3.00
Science	3.00
Health	1.00
Physical Education	1.75
Fine Arts	1.00
Industrial Technology and/or Family Consumer Science	.50
Electives	+ 9.75
TOTAL CREDITS:	<u>27.00</u>
TOTAL SERVICE LEARNING HOURS: (or 10 hours for each year attending TVMHS)	40 Hrs.

COURSES RECOMMENDED FOR COLLEGE ENTRY

Note: All students must meet Twin Valley Middle High School graduation requirements. Students and parents should study the colleges that their children are interested in and be sure they are taking the required high school courses.

FOUR YEAR COLLEGE - LIBERAL ARTS

English	4 Years	Social Studies	3 Years
Mathematics	4 Years	Science	3 Years
Foreign Languages	3 Years (minimum)	Fine Arts	1 Year
College Preparatory Electives			

FOUR YEAR COLLEGE - ENGINEERING

English	4 Years	Social Studies	3 Years
Mathematics (including Calculus)	4 Years	Science (including Chemistry & Physics)	4 Years
Foreign Language	2-3 Years	Fine Arts	1 Year
College Preparatory Electives			

TWO YEAR COLLEGE - JUNIOR COLLEGE OR COMMUNITY COLLEGE

English	4 Years	Social Studies	3 Years
Mathematics	3 Years	Science	3 Years
Foreign Language	2 Years	Fine Arts	1 Year

TWO YEAR COLLEGE - TECHNICAL SCHOOL

English	4 Years	Social Studies	3 Years
Mathematics	3-4 Years	Science (including Chemistry & Physics)	3/4 Years
College Preparatory Electives			

ENGLISH & ENGLISH ELECTIVES

ENGLISH 9

Christine Kurucz or Dan Mehegan
1 Credit

This course is the required English 9 class. Units are designed to ensure students are proficient in reading, writing and language skills. There will be a focus on expository and literary response writing as we explore various genres of literature. Our literature study may include short stories, mythology, contemporary fiction, or Shakespeare while incorporating nonfiction articles to make connections and teach various approaches to writing. Writing assignments emphasize basic grammar/mechanics, well-developed paragraphs, and essay organization. Vocabulary and grammar units may be self-paced throughout the semester. Due to the nature of proficiency-based learning, students will be expected to work independently and develop positive and productive habits of mind in their approach to their learning.

ENGLISH 10

Christine Kurucz or Dan Mehegan
1 Credit

English 10 is a genre study with an emphasis on the development of themes, literary devices, and literary techniques. Writing skills continue as an integral part of this course with both thesis and essay writing as we develop arguments and literary responses to our reading. Grammar will emphasize sentence construction, and vocabulary will integrate an approach to the SAT's. Due to the nature of proficiency-based learning, students will be expected to work independently and develop positive habits of mind in their approach to their learning.

HONORS ENGLISH 10 SEMINAR

Christine Kurucz or Dan Mehegan
1 Credit (Level 1)

English 10 is a genre study with an emphasis on the development of themes, literary devices, and literary techniques. Writing skills continue as an integral part of this course with both thesis and essay writing as we develop arguments and literary responses to our reading. Grammar will emphasize sentence construction, and vocabulary will integrate an approach to the SAT's. The outline of this course is similar to English 10; however, the chosen texts will be more challenging, and the pace will be faster. Students will be expected to do a fair amount of work outside of class. Due to the nature of proficiency-based learning, students will be expected to work independently and develop positive habits of mind in their approach to their learning. Prerequisite: English 9 and a teacher recommendation.

ENGLISH 11 & 12 OPTIONS

Students must choose 2 credits worth in order to meet graduation requirements

Prerequisites: completion of English 9 and English 10 with proficiency

COLLEGE COMPOSITION

Dan Mehegan
1 Credit (Level 1, Vermont Tech College dual enrollment)

This is a dual enrollment class, which means students will receive both a high school English credit as well as a college English credit if accepted by a student's individual college. This class is writing intensive, and will be at a college level. Students will learn strategies for organizing, evaluating, and revising their work through extensive reading of a variety of essay styles and literary texts and apply writing and research techniques to their papers to demonstrate proficiency. This is an opportunity to refine critical reading and writing skills. Students will construct complex essays to enhance their writing skills, and experiment with a greater variety of strategies to interest, inform, and persuade.

CONFLICTS & CURIOSITIES

.50 Credits

A new literature course where students will read about some long-standing conflicts (The Wave) as well as some curious characters (The Curious Incident of the Dog in the Night-time). Students can choose books to read and explore as a class (or as individuals) with some guided reading activities and self-selected projects based on needed proficiencies. This class will require some independent reading. Proficiencies will be more reading-focused.

DO THE RESEARCH

.50 Credits

Want to learn anything? Everything? This course is for you! Focused on all things research—sifting through sources, organizing thoughts, MLA format, respecting the process—this class will explore all things research. We will read, investigate, write, and present our findings. What we discover, however, is completely up to you. Most research projects will be student-driven. More voice, more choice! Proficiencies will be more writing and language-focused.

DO YOU KNOW THAT PERSON?

.50 Credits

Students will read biographies, autobiographies, and memoirs to see into the lives of some interesting people. Taking these books a step further, students will do some research into these people's lives and create some form of "reporting" out for the class. This course will cover many of our proficiency standards.

FEMINIST LITERATURE

.50 Credits

Get ready to surf the the first, second, third, and fourth waves of feminism and feminist writings in a wide range of genres: fiction, non-fiction, poetry, and essays. The focus of this course is to utilize the writings of feminists of the past, and present, to create your own views around gender world today. Open to anyone, of any identity, this course requires an open and independent mind to explore paths to social equity and empowerment.

Proficiencies will be more reading-focused.

FICTION

.50 Credits

Create worlds within worlds without missing a single blade of grass. In this course, we will experiment with the techniques of good, creative fiction, the writing process, and push for publication.

We will read some short stories, but the primary focus will be on developing your voice and aesthetic as a writer.

Proficiencies will be more writing and language-focused.

MONSTER LITERATURE

.50 Credits

Bored with the proposed greatness of what heroes are supposed to teach us? Wondering what monsters have to offer? This course will examine the monsters and villains of classic literature to learn humanity's greatest fears. Afterall, if we are the ones vilifying and creating monsters, what does that say about us?

Proficiencies will be more reading-focused.

POETRY

.50 Credits

Calling all songwriters, rappers, and poets: this class is for you! This is also for students wishing to explore their creativity, or refine their craft in a relaxed and supportive setting with an infinite number of revisions. This course will study poetry and song, and examine our obsession with the power of the written and spoken word. Students will read, listen to, and experiment writing a wide variety of verse, including slam poetry, which will all be collected into a final portfolio.

Proficiencies will be more writing and language-focused.

SELL OUR SCHOOL

.50 Credits

There are some amazing people, events, activities, and experiences happening at Twin Valley and we want the community to know about them. Students will learn journalism skills while writing articles for local papers to share the wonderful things happening at our school. Students will take on different roles each week - interviewer, writer, editor, publisher. While we will try to accomplish this all in class, there may be some outside classwork that needs to be done to meet deadlines.

Proficiencies will be more writing and language-focused.

SHAKESPEARE

.50 Credits

Break down the bard! Unmask all his mystery, complexity, and drama! We will explore the man, the place, the time. We will examine history, tragedy, and comedy. If you are ready for walking shadows, players who fret and strut their hour upon the stage, the sound and fury, then this course is your destiny.

Proficiencies will be more reading-focused.

THE ART OF PERSUASSION

.50 Credits

How do you swing people to your side of an argument? Students will choose some controversial topics, conduct research, and write persuasive arguments. Depending on chosen topics, a debate is even possible. This course will cover many of our proficiency standards.

THE WRITE STUFF

.50 Credits

Learn how to approach a variety of different essay styles - descriptive, persuasive, compare/contrast, and more. This course will help set students up so that they can write confidently for both high school and college tasks. In addition, students will learn the value of peer editing in the writing process. While a majority of the writing will be done in class, students need to be prepared for the daily task.

Proficiencies will be more writing and language-focused.



TRAVEL THE MISSISSIPPI

.50 Credits

Mark Twain, one of the great American writers used the Mississippi River to ground most of his works. This course will explore Twain's beliefs as students read *The Adventures of Huckleberry Finn*, an American classic all high school students should read. This quarter class will focus on Huck's coming-of-age journey down the Mississippi as he discovers the evils of society. Enter this class knowing that there will be some independent reading. Proficiencies will be more reading-focused.

WORLD LITERATURE

.50 Credits

Not interested in world domination? What about world exploration? This course will focus on literatures from different peoples, from various places, and divergent backgrounds. There will be a post-colonial lens through which we examine these perspectives, but maybe—just maybe—you learn to transform your own. Proficiencies will be more reading-focused.

WORLD WAR II PERSPECTIVES & LITERATURE

.50 Credits

This course allows for some student choice in examining different perspectives of WWII. Students will develop a line of inquiry to research about WW II. Students will need to read multiple sources of both fiction and non-fiction independently to understand some of the different populations affected by WWII. The instructor will act as a facilitator to guide students through their line of inquiry. There will be a final class presentation of the information. This course will cover many of our proficiency standards. Prerequisite: completion of English 9 and English 10 with proficiency.

ENGLISH ELECTIVES:(open to all grades)

READING WORKSHOP

Christine Kurucz

.50 Credits

This is a time to read what you want. Students will examine literary techniques and devices to see how an author uses them in developing his/her masterpiece. Students will need to write some reflections on their reading and report out to the class in some way. This course will be reading-focused on the proficiency standards.

SAT VERBAL PREPARATION

Christine Kurucz

.50 Credits

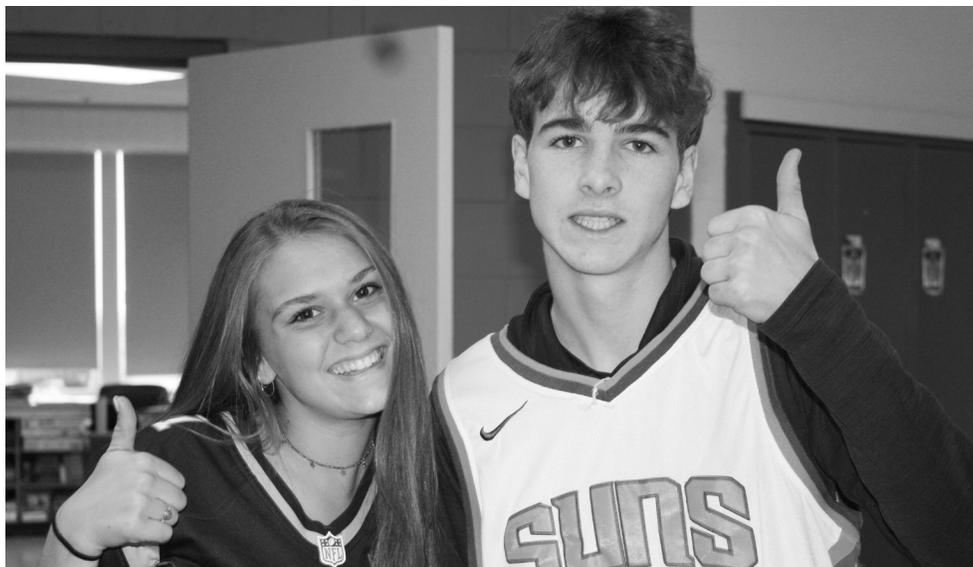
Are you ready for those dreaded SAT's? It's better to go into the test knowing the format and types of questions asked. We will look at sample tests to examine how to approach the different types of questions asked on the SAT's. We will work on how to write essays quickly and effectively. While there is no promise of a perfect SAT score, knowing what you need to do will help make the test a little easier. *Please note, there will be a \$30-\$40 book fee for this course.

WHY WE FIGHT

Christine Kurucz & Elizabeth Turro

.50 Credits

This course examines the Second World War through both history and literature. We'll be looking at writing pieces that cover a range of perspectives on the war: from soldiers on the front lines, to families left behind on the homefront, Holocaust survivors, survivors of the American internment camps, and Nazis. We will also be putting these writings into the historical context of the war itself - the battles on the front lines, the advancements in technology, the social tensions that developed on the home fronts, as societies engaged in total warfare. This course will require students to prepare for class by reading independently.



MATHEMATICS & MATHEMATICS ELECTIVES

Twin Valley Middle High School and the district is in transition, working towards implementing the Common Core State Standards. The Common Core set of standards are on track to become the national standards.

Courses are designed to ensure that they will effectively and appropriately teach both fundamental and advanced skills in Algebra, Geometry, Trigonometry, Probability and other key elements of Mathematics. Courses cover content that will prepare students for the current SBAC test, the SAT test, and will ensure students success on the new Smarter Balanced assessment.

Courses have an integrated approach rather than a traditional Algebra 1, Geometry, Algebra 2 layout. Content is interlaced over the courses of Math 1, Math 2, Math 3 and Math 4. The course that an incoming student will enter should depend on the student's strengths and needs. Each of the courses is a full credit course.

INTRO TO MATHEMATICS

Henry Pita
1 Credit

The class provide students with an opportunity to build on the skills practiced in middle school to a proficient level. Topics include: Rational Numbers, Radicals, Linear Equations, Functions, Pythagorean Theorem, Volume, Congruence and Similarity.

MATH 1

Henry Pita
1 Credit

The class begins addressing the high school proficiencies for graduation. Performance indicators include: structure of expressions, equations and inequalities in one variable, concept of a function, represent equations graphically, rewrite rational expressions.

MATH 2

Henry Pita
1 Credit

The class continues addressing the high school proficiencies for graduation. Performance indicators include: geometric theorems, similarity, construction, transformations, congruence, arc length and sectors of circles, right triangles, volume.

MATH 3

Jessica Horton
1 Credit

This is the third course of the four-course program. It focuses on advanced knowledge/skills in Algebra. Topics include: Expressions, Equations, Inequalities, Functions, Quadratics, Polynomials, Radical Expressions, Complex Numbers, Rational Expressions, and Logarithms.

MATH 4

Jessica Horton
1 Credit

This is the fourth course of the four-course program. It focuses on advanced knowledge/skills in Algebra and Trigonometry. Topics include: Systems, Matrices, Linear Programming, Quadratics, Conic Sections, Combinatorics, Probability, Statistics, and Trigonometric Functions and their Graphs.

PRE-CALCULUS

Jessica Horton
1 Credit

Prerequisite: Successful completion of Math 4 and instructor's recommendation. This class will provide students with the opportunity to build skill, speed, and understanding that are important fundamental skills in Calculus. Topics include: Trigonometric Identities, Vectors, Parametric Equations, Polar Coordinates, Exponential Functions, Logarithmic Functions, Sequences, Series, and an introduction to Calculus.

CALCULUS FOR ENGINEERS

Jessica Horton
2 Credits (Level 1, Vermont Tech College dual enrollment)

Prerequisite: Successful completion of Pre-Calculus and instructor permission

This is a college-level calculus course designed to meet the Advanced Placement curricular requirements for Calculus AB. The major topics of this course are limits and continuity, derivatives, integrals, and the Fundamental Theorem of Calculus. We will investigate and analyze course topics using equations, graphs, tables, and words, with a particular emphasis on a conceptual understanding of calculus.

SAT MATH PREPARATION

Jessica Horton
.50 Credits

Prerequisite: Successful completion of Math 3
This course will review the basic concepts of mathematics and practice test-taking skills to help prepare students for the mathematics portion of the SAT. Topics include: Linear Algebra, Rates, Statistics, Probability, Polynomials, Functions, Geometry, Imaginary Numbers, and Trigonometry.



SCIENCE & SCIENCE ELECTIVES

EARTH/SPACE SCIENCE

Robert Wolf
1 Credit

Entering freshmen will study aspects of the Earth's surface and interior which includes: plate tectonics, mineral and rock formation, mountain building, volcanic and earthquake activity related to plate movement, formation of glaciers and deserts, and the chronology of geologic history. Students will also investigate topics in oceanography and astronomy which includes: ocean currents, the seafloor, biological productivity and life forms, origins of astronomy, the solar system and other galaxies, properties of stars and other celestial bodies, and astronomical measurement. This is a lab and inquiry based class with approximately 1/2 to 3/4 hours of homework per class.

BIOLOGY

Sarah Grant
1 Credit

The Biological Science course will provide students with an overview of the field of modern biology. The scope of concepts will include: molecular biology, cell structure and function, the flow of energy and matter through life systems, reproduction, heredity, evolution and ecology. This course is designed to assist students in the mastery of basic knowledge that they will need in order to become responsible and productive citizens in the 21st century. This class will require up to 1/2 hour of homework per class and students will be expected to engage productively in group work, hands-on activities, and independent research.

HONORS BIOLOGY

Sarah Grant
1 Credit (Level 1)

Prerequisite: teacher recommendation

Honors Biology is designed to provide a foundation of knowledge for students who plan to go on to higher education. While covering the same conceptual framework as the Biological Science course, Honors Biology will provide a greater depth of knowledge in the areas of biochemistry, genetics, the mechanisms of evolution and the field of ecology. Students will engage more frequently in independent inquiry activities and there will be a greater emphasis on independent reading, written expression, investigation of contemporary issues and fieldwork. This course will require up to one hour of homework per class with the expectation that students are self-motivated and committed to their own learning.

AP BIOLOGY

Sarah Grant
2 Credits (Level 1, Vermont Tech College dual enrollment)

Prerequisites: successful completion of Honors Biology and Chemistry, and permission of instructor

This is an advanced class that covers the content of a college level introductory biology class. Students should be motivated and self-directed. This course will go in much greater depth than Honors Biology, and draw on an understanding of Chemistry to understand cellular processes. We will cover a great deal of content, and do in-depth, independent lab work. Students should be prepared to complete regular independent reading and other homework, at least 1 hour per class.

PHYSICAL SCIENCE

Robert Wolf
1 Credit

Physical Science is a laboratory science course that explores the relationship between matter and energy. Students investigate physical science concepts through an inquiry-based approach. Embedded standards for Inquiry, Technology and Mathematics are taught in the context of the standards for Energy, Matter, Motion and Forces.

CHEMISTRY

Robert Wolf
1 Credit

Units will include Metrics, Dimensional Analysis, Atomic structure, Chemical Formulas, Equations, Stoichiometry, etc. There will be about fifteen units covered in one semester including laboratory experiments and detailed written lab reports. Lab safety is a key component. This is a college preparatory class with note taking, mathematical calculations and computer research.

PHYSICS

Robert Wolf
1 Credit

Prerequisite: Math 4

This class will focus on the application of Newton's Laws with relation to moving objects. Calculations and applications for Speed, Time, Velocity, Acceleration, Free Falling Objects, Centripetal/Centrifugal Force and Projectile Motion with activities to support these concepts. Other units will include Magnetism, Heat and Electricity. Students will also incorporate engineering principles building and testing models to further support some units.

ADVANCED PHYSICS

Robert Wolf
1 Credits

This course is for seniors that wish to be academically challenged. It requires higher level thinking skills and the ability to work complex problems using advanced mathematical skills. Topics will include mechanics, thermodynamics, light and optics, electricity, magnetism, relativity, and quantum theory. Laboratory experiments will be conducted regularly and problem solving will be routine. Students will be expected to devote approximately 3/4 hour to an hour of homework per class.

ADVANCED GENETICS

Sarah Grant
.50 Credits

Prerequisites: Honors Biology or Biology

This class will look at genetics in more depth. We will read current scientific literature on how genes become traits. The content is challenging, but by the end you will have a deeper understanding of how DNA works. We will do more advanced labs, performing the first steps of genetic engineering and dna fingerprinting, and hopefully travel to more advanced labs to see more advanced techniques.

ANATOMY & PHYSIOLOGY

Sarah Grant

1 Credit (Level 1, possible Vermont Tech College dual enrollment)

Prerequisites: Biology and Chemistry

This course will cover the major organ systems in vertebrates and how they interact. We will explore topics such as homeostasis, biochemistry, and different anatomical and physiological disorders. This is a great introduction to the human body for students planning on entering the medical field, or any student curious in a more in-depth exploration of the human body. There is a lab component, including dissection (virtual versions are available). This class will be rigorous, with a great deal of vocabulary to be learned. Students will be expected to spend a significant amount of time daily on reading and memorization.

ASTRONOMY

Robert Wolf

.50 Credits

This course will build on the content and depth of knowledge started in Earth/Space Science. It will emphasize current discoveries and the future direction of Space Science and the U.S. / World Space Program. Recommended previous courses: Earth/Space Science, Biological Science.

THE BRAIN

Sarah Grant

.50 Credits

Prerequisites: Health and Biology

In this class we will learn about the anatomy and biochemistry of the human brain. We will learn about the latest research into how the brain functions, different brain disorders and mental illness, the function of different neurotransmitters, and how treatments work. We can explore what happens in altered states of consciousness such as dreaming, hypnosis, meditation and near death experiences. This course will rely mainly on online text and books and there will be opportunity to do in depth research into a topic of your choice.

FOREST ECOLOGY

Sarah Grant

.50 Credits

In this class, students will learn about the ecology of our local environment. First, we will familiarize ourselves with the trees and other species in our school forest, and then students will conduct field experiments that they design. We will cover the role of different interactions between species, disturbances, and nutrient cycling and soils. We will be spending a significant amount of time outside doing independent research. Recommended Prerequisites: Earth Science and Biological Science.

HORTICULTURE/GARDENING 101

Sarah Grant

1 Credit (Level 1, possible Vermont Tech College dual enrollment)

Recommended previous courses: Earth/Space Science, Biology. Horticulture is the study of raising plants. In this class you will learn the basics of raising ornamental and food plants. Topics

include soils, plant classification; plant structures; plant physiology and development; plant environments; plant propagation; harvesting and post-harvest preservation; and crop improvement. You will come away with a basis for raising your own garden, and 3 college credits.

HUMAN GROWTH & DEVELOPMENT

Sarah Grant

.50 Credits

From fertilization through the first 5 years of life, this class will cover the development of organs, movement, intellect and emotion. We will learn about the stages of development of a fetus and different disorders, types of birth and complications. We will look at the current research on development in the first five years: developing motor skills, morals, and intellectual abilities. We will also compare child rearing techniques around the world. This class will require a fair amount of reading, and students should have completed Health and Biology or Honors Biology successfully.

OUTDOOR SKILLS

Robert Wolf or Sarah Grant

.50 Credits

This class will focus on skills devoted to the great outdoors. It will include identification and collection of edible and medicinal plants, identification of some poisonous plants in the area, and orienteering using topographic maps, compasses and GPSs. We will also have sections on cooking fish and game with favorite recipes from students, and predicting weather without high tech instruments. Lastly, we will discuss and try to implement outdoor survival skills. This is a hands-on class and participation is required. Students will be graded on participation, enthusiasm and completion of tasks. This class is limited to 10 students.

SALMONID BIOLOGY & ENTOMOLOGY

Robert Wolf

1 Credit

The objective of this course is to introduce students to the world of fly-fishing and its many aspects of intrigue: the science, the skill, and the adventure. This will be accomplished by introducing students to trout biology, entomology, fly-tying and fly-fishing. In the beginning, time will be devoted to classroom study and unfold later into hands-on fly-tying and fishing. During the late spring and early summer, students will put their knowledge and skill into practice when they investigate a trout stream for insect life and try their hand at fly-fishing.

ZOOLOGY & ANIMAL BEHAVIOR

Sarah Grant

.50 Credits

Prerequisites: Biology

In this class you'll learn about the major different types of animals: their classification, anatomy, physiology, and behaviors. We will be looking at these topics in terms of their evolutionary benefits. This is a hands on class, and students will be expected to independently complete projects and labs including dissections (virtual versions are available).

SOCIAL STUDIES & SOCIAL STUDIES ELECTIVES

WORLD HISTORY

Susan Sopper
1 Credit

World History generally covers topics between the Middle Ages and the 20th Century in a sequential approach. In this introductory class, students learn basic skills for approaching non-narrative text, primary and secondary sources, and develop the academic language necessary to read and write history at the high-school level. Students are encouraged to come in to class with their own ideas of what and how they wish to learn. All special interests, abilities, and curiosities are accommodated and nurtured. Students will be encouraged to develop independence and their own voice.

AMERICAN STUDIES 1

Elizabeth Turro
1 Credit

American Studies 1 provides a survey of American History from the American Revolution to the end of the Reconstruction period in 1877. Students will spend significant amounts of time in this course developing core skills of the humanities: how to analyze written source material, how to give an oral presentation, how to write an argument, and how to structure and complete a research project.

AMERICAN STUDIES 2

Elizabeth Turro
1 Credit

American Studies 2 provides a survey of American History from the end of Reconstruction in 1877 to the present. We will focus our attention on the "American Century" of 1900-2000. This class puts an increasing amount of emphasis on American culture and its role in shaping society and politics. We will continue to hone those skills that we began developing in American Studies 1 and add a more in-depth look at how to analyze court cases - often the site of cultural battles in American society.

AP US GOVERNMENT & POLITICS

Elizabeth Turro
2 Credits (Level 1)

AP U.S. Government and Politics is a study of both formal and informal structures of government and the processes of the American political system, with an emphasis on policy-making and implementation. The course examines politically significant concepts used to interpret and analyze specific topics, including: constitutional underpinnings; political beliefs and behaviors; political parties, interest groups, and mass media; civil rights and civil liberties. In addition, this course will focus on how governmental and economic institutions affect public policy at the local, state, national and international levels. This course is designed to prepare students for the AP Exam in May.

AP US HISTORY

Susan Sopper
2 Credits (Level 1)

While not defined by, this course will prepare students for the Advanced Placement United States History exam in May, 2020.

In keeping with the College Board's requirements, the course includes a college-level textbook, authentic audio and video recordings, as well as primary sources and secondary sources written by historians and scholars. Students will practice writing coherent arguments, identifying and evaluating diverse historical developments, and analyzing evidence about the past from diverse sources. While developing proficiency in all these sophisticated skills, students will also have multiple opportunities to apply detailed specific knowledge about American Identity, Technology, Patterns of Migration, Domestic and Foreign Politics, Environment and Geography, and American Ideas, Beliefs, and Cultures.



ELECTION 2020: CIVICS & THE US

Elizabeth Turro
1.0 Credit

Do you want to learn more about the controversial issues of today and U.S. government? This course will empower you to become an informed citizen so that you may have a better understanding of the issues that are at the center of the 2020 Election. Students will have a chance to explore, discuss, and debate various topics such as climate change, gun control, immigration policies, and privacy vs. security. Not only will students examine the constitution, they will be able to formulate their political beliefs and learn about political parties, interest groups, and the impact of mass media. Students will have opportunities to engage with the greater community and play an active role through their civic involvement in a variety of ways, such as serving as a poll worker or volunteering for a campaign or interest group.

HUMAN GEOGRAPHY: AFRICA

Susan Sopper
.50 Credits

This course will involve a special focus on the tastes, stories, people, and cultures of Africa. Through maps, movies, news, and games you will learn more about Africa than you ever thought possible. You will develop an appreciation for what is going on in Africa today. You will gain a sensitivity for the impact of humans on their environment and the impact of the environment on humans.

MYTHOLOGY

Susan Sopper
.50 Credits

In this course we will be studying mythologies from around the world. This class offers a chance to explore a wide variety of themes. We will use mythology to illuminate some of the key ideas that appear across continents and cultures as well as to highlight those elements of each mythology that are distinctive to a culture. Class discussion and presentations will be broad and inclusive. Individual participants will have the opportunity to explore their own questions in a manner and direction of their choosing.

PHILOSOPHY

Susan Sopper
.50 Credits

What is the purpose of philosophy? How is it different than religion? Why have humans throughout time and in all places developed these systems? Philosophy is the study of knowledge, meaning, mind, and existence. We will start with the Ancient Greeks and spread across the world and time allowing considerable flexibility to follow student interest. This course will assume no prior knowledge on the part of the students; only a willingness to explore these questions.

REVOLUTIONARY HISTORY

Elizabeth Turro
1.0 Credit

In this course, students will learn about the most significant revolutions in modern world history, such as the French Revolution, Haitian Revolution, Industrial Revolution, Bolshevik Revolution, Mexican Revolution and the Chinese Civil War that led to the creation of the People's Republic of China. What led to these major upheavals and what is their legacy? How did revolutionary ideas spread around the world and what impact did they have on the globe? Students will also have an opportunity to study lesser well-known rebellions and revolutions of their choice that occurred during the late twentieth and early twenty-first centuries.

WOMEN'S HISTORY: FROM ABIGAIL TO HILLARY

Elizabeth Turro
1.0 Credit

This course will focus on the first, second, and third waves of feminism in U.S. History. We will explore how various women's rights advocates have sought to establish equal rights and legal protection over time and analyze how successful they have been at achieving their goals. In addition, women's cultural contributions in art, music, and film will be a key component of the class. Students will create projects, write essays, and have opportunities to learn about topics that they are interested in exploring in more depth.

WHY WE FIGHT

Christine Kurucz & Elizabeth Turro
.50 Credits

This course examines the Second World War through both history and literature. We'll be looking at writing pieces that cover a range of perspectives on the war: from soldiers on the front lines, to families left behind on the homefront, Holocaust survivors, survivors of the American internment camps, and Nazis. We will also be putting these writings into the historical context of the war itself - the battles on the front lines, the advancements in technology, the social tensions that developed on the home fronts, as societies engaged in total warfare. This course will require students to prepare for class by reading independently.



WORLD LANGUAGE

FRENCH 1

Jobi Dan'sy
1 Credit

Students will acquire vocabulary and grammar structures to enable them to comprehend and produce basic French. Emphasis during the first half of the course is on listening and reading comprehension. Students will read and listen to a variety of materials to meet this goal. Speaking and writing are evolving skills and will be encouraged, over time, through a variety of activities: storytelling, recounting activities, describing pictures and videos, and discussing readings and cultural topics. The focus throughout the course is on meaning rather than form, so the students can understand what they hear or read and can make themselves understood verbally and in writing.

FRENCH 2

Jobi Dan'sy
1 Credit

Prerequisite: French 1 or equivalent

Students will continue to learn to communicate and to express themselves on many aspects of daily life: meeting people, inviting friends, going out together, making food, ordering food, and making plans for the weekend. Students will be able to describe past events and talk about plans for the future. Since French is an international language, students will learn about French-speaking countries and famous French people. Music, videos, readings and journals will provide opportunities to get practice in reading, writing, listening and speaking.

FRENCH 3

Jobi Dan'Sy
1 Credit (Level 1)

Prerequisite: French 2 or equivalent

This course emphasizes the use of French as much as possible. Students will push their listening and reading comprehension skills to a higher level and be able to speak and write in the past, present, and future. These skills will be practiced through a variety of activities: storytelling, recounting activities, describing pictures and videos, and discussing readings and cultural topics. Students will be able to function appropriately in a variety of situations they might encounter while traveling abroad and interacting with native speakers. Students will also complete a study of French history from prehistoric times to 1815.

ADVANCED FRENCH (2 year course)

Jobi Dan'sy
1 Credit (Level 1)

Prerequisite: French 3 or equivalent

Students will use French to expand their skills and communicate about a wide variety of subjects such as: technology, the environment, city life, the media, natural resources and society. Current short films and cultural readings will provide for the incorporation of the basic skills of reading, writing, listening and speaking. The history of France and a literary work will be offered and varied to provide for a two-year sequence. Music, videos, and celebrations of local customs will help students connect with the French-speaking world.

SPANISH 1

Emily Beeman
1 Credit

Students will acquire vocabulary and grammar structures to enable them to comprehend and produce basic Spanish. Emphasis during the first half of the course is on listening and reading comprehension. Students will read and listen to a variety of materials to meet this goal. Speaking and writing are evolving skills and will be encouraged, over time, through a variety of activities: storytelling, recounting activities, describing pictures and videos, and discussing readings and cultural topics. The focus throughout the course is on meaning rather than form, so the students can understand what they hear or read and can make themselves understood verbally and in writing.

SPANISH 2

Emily Beeman
1 Credit

Prerequisite: Spanish 1 or equivalent

Students will continue to learn to communicate and express themselves on many aspects of daily life: in team activities, when faced with a minor illness, during summer and winter sports, attending cultural events and traveling. Students will be able to describe past events and talk about plans for the future. Since Spanish is an international language, students will have opportunities to read, write, listen and speak the language through music, videos, readings and journals.

SPANISH 3

Emily Beeman
1 Credit (Level 1)

Prerequisite: Spanish 2 or equivalent

This course emphasizes the use of Spanish as much as possible. Students will push their listening and reading comprehension skills to a higher level and be able to speak and write in the past, present, and future. These skills will be practiced through a variety of activities: storytelling, recounting activities, describing pictures and videos, and discussing readings and cultural topics. Students will be able to function appropriately in a variety of situations they might encounter while traveling abroad and interacting with native speakers. Students will also complete a study of Spanish history from prehistoric times to the 1800's.

ADVANCED SPANISH (2 year course)

Emily Beeman
1 Credit (Level 1)

Prerequisite: Spanish 3

Students will use Spanish to expand their skills and communicate about a wide variety of subjects such as: daily life, health and well-being, travel, nature, technology and the economy. Current short films and cultural readings will provide for the incorporation of the basic skills of reading, writing, listening and speaking. The history of Spain and a literary work will be offered and varied to provide for a two-year sequence. Music, videos and celebrations of local customs will help students connect with the Spanish-speaking world.

AP FRENCH

Jobi Dan'sy
1 Credit (Level 1)

The AP French Language and Culture course engages students entirely in French in an exploration of culture in both contemporary and historical contexts. The course develops students' awareness and appreciation of cultural products, practices, and perspectives. At the core of the AP French Language and Culture course are six groups of learning objectives identifying what students should know and be able to do across the three modes of communication. These objectives outline expectations of student abilities in the following areas:

1. Spoken Interpersonal Communication
2. Written Interpersonal Communication
3. Audio, Visual, and Audiovisual Interpretive Communication
Written
4. Print Interpretive Communication
5. Spoken Presentational Communication
6. Written Presentational Communication

AP SPANISH

Emily Beeman
1 Credit (Level 1)

The AP Spanish Language and Culture course engages students entirely in Spanish in an exploration of culture in both contemporary and historical contexts. The course develops students' awareness and appreciation of cultural products, practices, and perspectives. At the core of the AP Spanish Language and Culture course are six groups of learning objectives identifying what students should know and be able to do across the three modes of communication. These objectives outline expectations of student abilities in the following areas:

1. Spoken Interpersonal Communication
2. Written Interpersonal Communication
3. Audio, Visual, and Audiovisual Interpretive Communication
Written
4. Print Interpretive Communication
5. Spoken Presentational Communication
6. Written Presentational Communication



VIRTUAL HIGH SCHOOL

www.govhs.org

What is VHS?

Virtual High School is a consortium of trained high school teachers from high schools all over the United States. By belonging to the VHS consortium of schools, Twin Valley has teachers trained by VHS to teach an online class for them. Twin Valley Middle High School students can take any of the 200 core, elective, AP and Pre-AP courses offered by other trained VHS teachers in a totally online format.

Here's what some students say about VHS:

"VHS helped me further my education greatly. Not only were they some of my favorite classes in high school, they aided in my choice of a career path." ... "VHS allowed me to take classes that my high school did not offer. As a result, I feel that it was one of the reasons I got into my first-choice college." ... "Most colleges look for independent study and VHS is a great example of this. VHS allows you to work independently and learn how to manage your time before you get to college." - VHS Alumni

"It is incredible how much one person can learn from one simple Internet course. We spoke to many people from many different countries. We learned different cultures and how to value other ways of living. It gives us all a great sense of the world. We also improved our writing skills in many ways." - VHS student in Writing & Telecommunications

How can you learn more?

You are strongly urged to go to www.govhs.org and check out the website. Talk to Ms. Piffard, VHS Site Coordinator and Guidance Director. Look at the full catalog online to see what courses are offered.

Class sizes are limited to 25, and there is an emphasis on interaction between teachers and students. Activities are student-centered and discussion and group activities are a part of each VHS course. Virtual High School classes take place entirely over the Internet. There is no need for special software or hardware. Anywhere you have access to the Internet you can take a VHS class. Students can post work to their class anytime, day or night. VHS classes are offered in a scheduled asynchronous mode, which means that classes follow a semester schedule and assignments are due at specified weekly intervals. However, students can complete their work at anytime during the week, as long as work is posted by specified due dates.*

*From the VHS website

Would you be a good candidate for Virtual High School?

Does this sound like you? If so, VHS is for you:

- I am ultimately responsible for my own learning.
- I take pride in my ability to motivate myself.
- I enjoy solving problems on my own.
- I plan ahead and stay organized.
- I have strong writing skills.
- I'm very interested in taking a Virtual High School course.
- I usually complete assignments thoroughly and on time.
- I can devote as much time to an online class as at least my most demanding face to face class, or more.
- I am comfortable with electronic mail, web browsing, and word-processing.



Virtual High School Course Offerings 2020/2021

ADVANCED PLACEMENT COURSES

AP Art History
AP Biology
AP Calculus AB
AP Calculus BC
AP Chemistry
AP Computer Science
AP Computer Science Principles
AP Economics
AP English Language & Composition
AP English Literature & Composition
AP Environmental Science
AP European History
AP French Language & Culture
AP Human Geography
AP Music Theory
AP Physics 1, C
AP Psychology
AP Spanish Language & Culture
AP Statistics
AP US Government & Politics
AP US History
AP World History

ARTS

American Popular Music
AP Art History
AP Music Theory
Art History
Creating Art History
History of Photography
Music Listening & Critique
Music: Fundamentals of Composition

BUSINESS

Business & Personal Law
Business Math
Entrepreneurship
International Business
Investing in the Stock Market
Marketing and the Internet
Personal Finance

ENGINEERING

Sustainable Engineering
Engineering Principles

WORLD LANGUAGE

American Sign Language
AP French Language & Culture
AP Spanish Language & Culture
French Language & Culture
German Language & Culture
Italian Language & Culture

Latin 1
Latin 2
Latin 3
Mandarin Chinese Language & Culture
Portuguese 1
Russian Language & Culture
Spanish Culture & 20th Century Hispanic Literature
Spanish 1
Spanish 2
Spanish 3

LANGUAGE ARTS

101 Ways to Write a Short Story
Academic Writing
AP English Language & Composition
AP English Literature & Composition
Creative Writing
English 9, 10, 11, 12
Essay Writing
Fantasy & Science Fiction Short Stories
Film and Literature
Folklore & Literature of Myth, Magic & Ritual
Ghoulies, Ghosties, & Long-Legged Beas-
ties
Horror Writers
Journalism Literature of the World
Mythology
Poetry Writing
Screenwriting Fundamentals
Shakespeare in Film
To Kill a Mockingbird
Twentieth Century Women Authors
Young Adult Literature

LIFE SKILLS/HEALTH

Employability Skills
Health
Kindergarten Apprentice Teacher
Now What Will You Do?
Parenting in the 21st Century
Physical Education: Personal Fitness
Preparing for College

MATHEMATICS

Algebra 1
Algebra 2
AP Calculus AB
AP Calculus BC
AP Statistics
Differential Calculus
Essential Math for College & Careers

Geometry
Math & Modern Logic
Number Theory
Pre-Calculus 1: Advanced Trigonometry
Pre-Calculus 2: Functions
Statistics Honors

SCIENCE

Anatomy & Physiology
Animal Behavior & Zoology
AP Biology
AP Chemistry
AP Environmental Science
AP Physics 1, C
Astronomy Principles
Biochemistry
Bioethics
Biology
Biotechnology
Chemistry
Climate Science
Earth & Space Science Systems
Environmental Science
Epidemics
Evolution & The Nature of Science
Forensic Science
Genes & Disease
Meteorology
Nuclear Science
Oceanography
Physics Mechanics
Preveterinary Medicine
Science from Space
The Human Body

SOCIAL STUDIES

AP Economics
AP European History
AP Human Geography
AP Psychology
AP US History
AP World History
Constitutional Law
Contemporary Issues in American Law &
Justice
Criminology
Economics
Modern Middle East
Peacemaking
Philosophy 1
Practical Law
Psychology Honors
Psychology 1
Psychology of Crime

Virtual High School Course Offerings 2020/2021

SOCIAL STUDIES (continued)

Sociology
Sports & Society
The Glory of Ancient Rome
The Holocaust
US Government
US History: 1754-1877
US History: 1877-Present
Who Do I Want To Be When I Grow Up?
World Conflict: A United Nations Intro
World History: 1450-Present
World History: Pre-history-1500
World Religions

COMPUTER SCIENCE & TECHNOLOGY

AP Computer Science A
AP Computer Science Principles
CAD
Creative Programming with Scratch
Cybersecurity
Intro to Computer Science Principles
Java Fundamentals for Science & Engineering
Java Programming
Programming in Visual Basic
Video Game Design
Web Design

MIDDLE SCHOOL LEVEL

MS Business Foundations
MS Creative Writing
MS Engineering
MS Number Theory
MS Pre-Algebra
MS Science from Space
MS The Teenage Brain
MS World War II Through the Eyes of Dr. Seuss

SUMMER OFFERINGS

Algebra 1
Algebra 2
Biology
CAD Part 1
CAD Part 2
Chemistry
Creative Programming with JavaScript
Criminology
Cryptography: Math Behind Secret Messages
Cybersecurity
Digital Photography
Earth: Our Changing Planet
English 12
English 11
English 10
English 9
English Literacy Skills: Short Stories
English Literacy Skills: The Novel
Geometry
Government
Health

Mission to the International Space Station

Personal Finance
Physical Education 1: Personal Fitness
Physical Education 2: Personal Fitness
Planning for College
Pre-Algebra/Algebra Preparation
Pre-Calculus
Pre-Calculus: Functions
Solar Energy Design
Study Skills
US History: 1754 - 1877
US History: 1877 - Present
World History 1450-Present
Your Brain: An Intro to Neuroscience

CREDIT RECOVERY

Algebra 1 Flex
Algebra 2 Flex
Biology Flex
Chemistry Flex
English 9 Flex
English 10 Flex
English 11 Flex
English 12 Flex
Geometry Flex
Health Flex
Personal Finance Flex
Pre-Calculus Flex
US Government Flex
US History 1754-1877 Flex
US History Colonial America - 1877 Flex
Study Skills Flex



FINE ARTS

INTRO TO ART

Ashley Cormack or Samantha Mundt
.50 Credits

Don't know what art class to take? Take this class to explore what art processes you like and enjoy while learning new processes along the way. Art techniques will be introduced and you will be given time to dive deeper into processes and themes that you enjoy most.

ART HISTORY

Ashley Cormack or Samantha Mundt
Susan Sopper or Elizabeth Turro
.50 Credits

In this course we will explore artworks from a variety of time periods and cultures. Possible field trips to museums to further our work in the classroom. Art creation can be integrated into the course. Students will have flexibility in how they show proficiency, this could be a written essay, video, or a portfolio of artwork.

BOOKMAKING

Ashley Cormack or Samantha Mundt
.50 Credits

In this course we will explore a wide range of techniques to create your own handmade books such as a folded pants book or a simply glued tunnel book! We will look at the development of books from different time periods and cultures.

CERAMICS & POTTERY

Ashley Cormack or Samantha Mundt
.50 Credits

This course will focus on the techniques of hand building and wheel thrown pottery. Students will learn slab, pinch and coil techniques along with the practices of glazing and firing techniques. The creative practices of working Ceramicists and the historical importance of clay in our society will be studied and used for project inspiration. Projects will include functional, non-functional and sculptural pieces on the wheel and hand-built. Perseverance and problem solving will be taught in combination with creativity and self expression.

DRAWING

Ashley Cormack or Samantha Mundt
.50 Credits

In this course we will focus on building drawing skills through observational drawing, perspective, and grid transfers. We will explore mark making using pencil, charcoal, and ink. Each student will keep a sketchbook to practice using materials and drawing techniques. We will discuss and critique work created in class and work created by artists throughout history.

ILLUSTRATION

Ashley Cormack or Samantha Mundt
.50 Credits

Prerequisite: Drawing
Do you like to draw? Do you often doodle in the margins of your notebook? Illustration is the class for you! Children's books, comics, fashion, and informative illustration are just some of the options you can focus on in this course.

INSTALLATION ART

Ashley Cormack or Samantha Mundt
.50 Credits

Installation art is an art form that is created for a specific space. In this course we will learn about installation art to create permanent and temporary installations in the school and community. We will study installation artists and installations in our community to help develop themes for projects.

INTRO TO VIDEO

Ashley Cormack or Samantha Mundt
.50 Credits

This course will teach the fundamentals of video and film production. Learn how to use the video equipment and edit using basic editing software. Study and analyze films, commercials and other media formats considering personal, cultural and artistic preferences. Projects will include community inspired and creative short films.

PAINTING

Ashley Cormack or Samantha Mundt
.50 Credits

Prerequisite: Drawing
In this course we will learn how to use watercolor and acrylic paint. We will focus on how to use color, form, and value to create realistic and abstract paintings. Each student will keep a sketchbook to practice techniques and reflect on their progress. We will discuss and critique work created in class and work created by artists throughout history.

PHOTOGRAPHY

Ashley Cormack or Samantha Mundt
.50 Credits

This course will teach the beginnings of photography using film and simple darkroom practices. Then students will learn digital photography techniques using their work in film and digital images in Photoshop. Students will learn artistic manipulation techniques, photographic composition, documentary photography and portraiture through projects and the discussion of contemporary and historical photographic artists. Students are asked to bring their own digital camera to class if they have one.



PRINTMAKING

Ashley Cormack or Samantha Mundt
.50 Credits

Prerequisite: Drawing

This course will explore different printmaking and image transfer techniques and the graphic design aesthetics that goes along with the medium. To inform and inspire our work, we will study the history of printing in society as a form of communication and art. Students will learn techniques such as monoprints, linocuts, screen printing and photo image transfers.

SCULPTURE

Ashley Cormack or Samantha Mundt
.50 Credits

Explore the use of sculpture throughout history and the present day making connections with other disciplines. Students will learn additive, subtractive and assemblage sculpture using materials such as paper mache, soap, plaster and found object sculptures. Themes for projects are generated from student interest and art historical references.

SKETCHBOOKS & BULLET JOURNALS

Ashley Cormack or Samantha Mundt
.50 Credits

In this course we will explore the art of the sketchbook and bullet journals for creativity and productivity. We will look at famous artist's sketchbooks and use the bullet journals daily using drawing, hand lettering, collage, painting and more using student interest.

YEARBOOK (OPEN TO JUNIORS AND SENIORS)

Samantha Mundt
1 Credit

This course is an introduction to graphic design that is centered around The Gemini, our Twin Valley Middle High School Yearbook. Throughout this class, students will learn layout design, editing and dynamic advertising practices. Students will learn management skills to meet deadlines and how to effectively work as a team player on a creative project.

MUSIC

CONCERT & MARCHING BAND

Mike Kelly
1 Credit

This is a performance-based course designed to build instrumental skills and to foster artistic expression, creativity, teamwork, and enjoyment of music. This course places an emphasis on exploring various musical styles and developing an understanding of music theory. The repertoire will range from traditional to popular music. All Band members are required to take weekly lessons through the Music Workshop or with an independent teacher. Attendance at all rehearsals and performances is required. Students will be able to audition for district and regional ensembles as opportunities arise.

CHORUS

Mike Kelly
1 Credit

This is a performance-based course designed to build vocal skills and to foster artistic expression, creativity, teamwork, and enjoyment of music. This course places an emphasis on exploring various musical styles and developing an understanding of music theory. The repertoire will range from traditional to popular music. Attendance at all rehearsals and performances is required. Students will be able to audition for district and regional ensembles as opportunities arise.

MUSIC WORKSHOP

Mike Kelly
.25 Credit

These weekly 20-minute sessions are available for all Band students, plus anyone else interested in taking music lessons or developing and completing musical projects. Independent study is expected between sessions. This course will culminate in performances, recordings, or other musical products.



INDUSTRIAL TECHNOLOGY

CARPENTRY/ARCHITECTURE

Teacher TBD
.50 Credits

This course is designed to give students a basic understanding of architectural principals and construction techniques. We will study different designs and methods of construction through the construction of models. Also, sustainable design and construction will be included.

WOODWORKING 1

Teacher TBD
.50 Credit

Woodworking 1 is designed to give the students a basic understanding of elements of working with wood. Students will be instructed in the safe and correct use of hand and power tools. Basic instruction in design, materials, wood processes and finishing will be taught. Students will construct several projects to demonstrate their skills. Areas to be included will be the use of the lathe, machine dovetail jointing and other machine skills needed for fine woodworking.

WOODWORKING 2

Teacher TBD
.50 Credit

Prerequisite: Woodworking 1
Woodworking 2 will follow the same format as Woodworking 1. However, students will receive advanced training in joinery, finishing, woodworking processes, and materials. Students are encouraged to select projects of a more advanced and challenging nature. Also, the class will be involved in woodworking projects for the Twin Valley Middle & High Schools. Project examples include tables, benches and bookcases which the schools will utilize.

WELDING

Teacher TBD
.50 Credits

Starting with the basics and advancing as far as the individual can manage, the student will develop skills in Oxy-Acetylene welding, Brazing, Arc welding and MIG welding. Also metal cutting techniques will be taught. The student will also design and construct a personal project of their choice.

FAMILY & CONSUMER SCIENCE

BEADING, BUBBLING & BODY WORKS

Lori LaBrie
.50 Credit

Junior and Seniors only.

For the enterprising student, looking for a creative side gig for fun and/or profit. Learn how to create your own unique jewelry with beads, wire, leather twine and other findings to make various types of earrings, necklaces, bracelets, or hair ornaments in the first portion of this course. In the second half we will explore the history of soap and soap making, visit online marketplaces to research production costs for entrepreneurs and local sale venues, and then we will create unique bars of soap, bath fizzies, lip balms and other body care products for personal use, to give as gifts or open your own small business.

CULINARY ARTS

Lori LaBrie
.50 Credits

This class is for any student who would like to learn how to cook good food for themselves, create various meals with food staples, and understand budgeting and the importance of getting the best value for your food dollar. We begin with a review of food and kitchen safety then focus on food preparation techniques as we prepare everything from an assortment of baked goods to various main dishes.

FOOD & FITNESS

Lori LaBrie
.50 Credits

Prerequisite: Culinary Arts

How can you take ordinary food and create a healthier version? What kitchen magic can take a high fat, high sugar or otherwise unhealthy food choice and turn it into it's healthier choice counterpart? Come learn about food preparation choices, ingredient changes and additions that can boost the nutrient content making healthy food choices easy.

PERSONAL MONEY MANAGEMENT

Lori LaBrie
.50 Credits

This is for the student who wishes to keep track of their hard earned dollars. We'll discuss: the impact of marketing on our consumer choices, the basics of investing, credit scores and establishing and maintaining good credit, savings accounts, CD's, check books, credit cards, health insurance and health care costs, auto insurance, renting, comparison shopping, and Governmental regulatory agencies for consumer rights and safety.

SEWING & CRAFTS

Lori LaBrie
.50 Credits

This class is designed for students with little or no sewing or crafting experience. You will learn how to operate the sewing machine, progress from basic to fancy stitches both by hand and machine, up-cycle a textile project of your choice, and other original works. We will consider the costs of entrepreneurship in creating and marketing unique projects as a side revenue stream for interested students. Most of the class will be devoted to working on projects that can highlight your skills as you learn them ie; pillow cases, drawstring bags, household decor. Other possible skills to be explored include knitting, crocheting, hand-loom weaving, paper flowers and others.

WORLD CUISINES SAMPLER

Lori LaBrie
.50 Credits

Prerequisite: Culinary Arts

This cooking class takes you on a cooking journey through countries such as Italy, Mexico, Thailand, France, Sweden and others. We first discuss and cook foods common in New England and native to Vermont and then learn about the cultures of other countries as we prepare delicious food such as pizza, pasta, crepes, tortillas, burritos, scones, meat pies, and others. Some food costs, budgeting and kitchen math will also be explored in various formats.



HEALTH & PHYSICAL EDUCATION

PHYSICAL EDUCATION

Leland Hayford
.50-1.0 Credit

All students in grades 9-12 are required to take physical education. All classes are coeducational. We are dedicated to providing the most relevant, diverse and current program possible, so that all students will have the opportunity to achieve success. We believe that every student should have the skills and knowledge to make healthy lifelong choices. Through the development of communication, goal setting, problem solving, and positive risk taking, students have the capacity to maximize each of the Dimensions of Wellness: physical, intellectual, social, emotional, spiritual, and environmental throughout their Wellness experiences. Student performance is evaluated on the following criteria: active participation, demonstration of responsible behavior, positive attitude and effort, and empathy towards others.

The goal of physical/education/personal fitness is to develop individuals who have the knowledge, skills and confidence to enjoy a lifetime of healthful physical activity. Each student is exposed to various fitness assessments, exercise programs and fitness concepts that are applied. A combination of classroom instruction and active participation provides students with the necessary knowledge to set fitness goals, exercise regularly and carry out their own fitness program now and in the future.

In our program, students will gain the skills and knowledge needed to participate in a variety of sports and lifelong activities. Students are encouraged to be active participants while creating a learning environment inclusive of all. Students will gain self-confidence while having fun through regular physical activity.

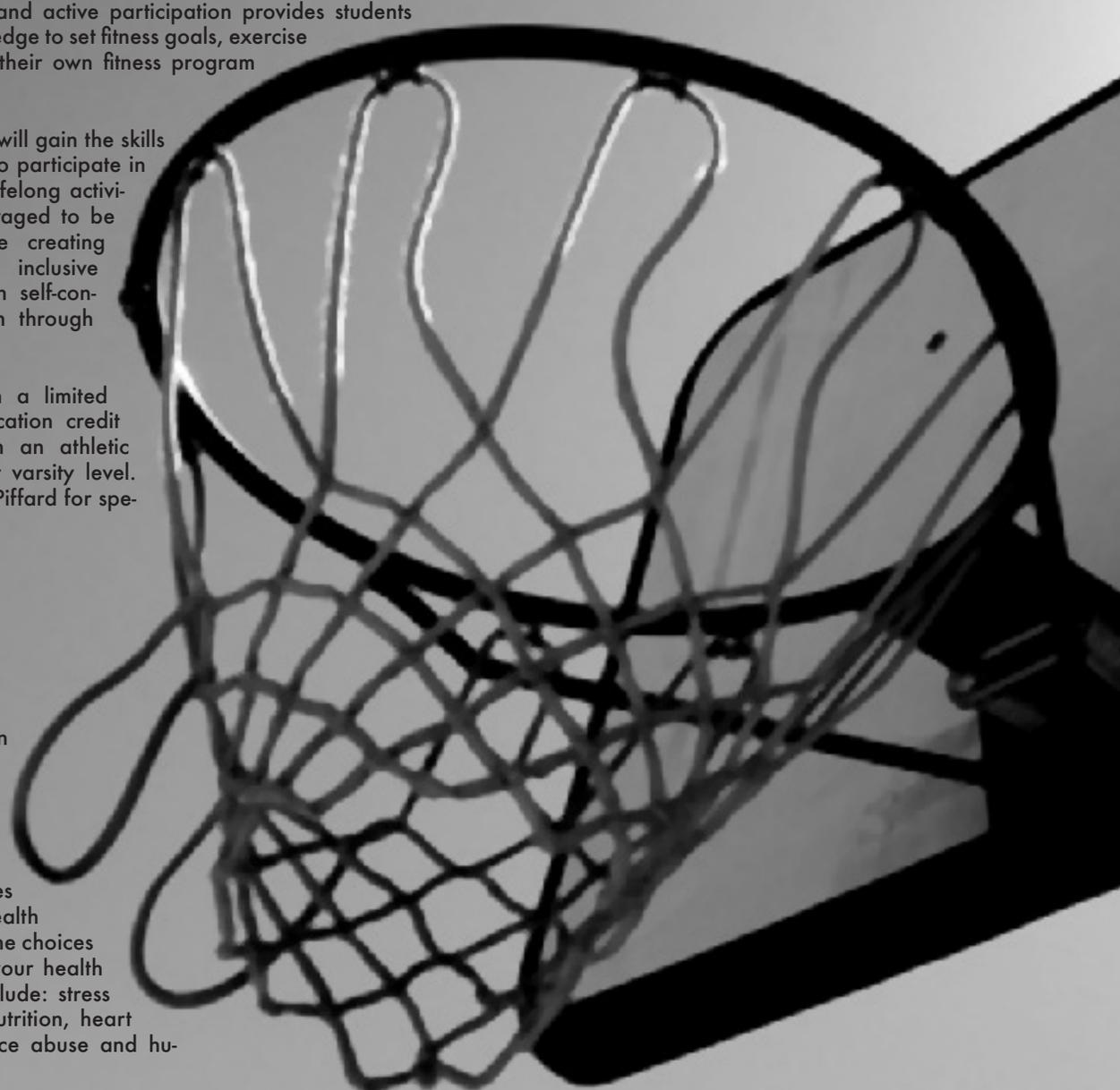
Students may also earn a limited amount of physical education credit through participation on an athletic team at either the JV or varsity level. See Mr. Hayford or Ms. Piffard for specific details.

HEALTH 1 & 2

Christopher Brown
.50 Credits each class

This course provides an understanding of the concepts of health and wellness as it relates to various aspects of your life. Emphasis is placed on providing strategies that lead to optimum health and understanding how the choices you make today affect your health in the future. Topics include: stress and emotional health, nutrition, heart disease, cancer, substance abuse and human sexuality.

Health is part of the personal development class required of all Twin Valley Middle High School ninth graders.



DRIVER EDUCATION & INTERNSHIP

DRIVER EDUCATION

Charles Hess
.25 Credits

Driver Education is conducted in cooperation with the Vermont Department of Education. Requirements include a minimum of 30 hours of classroom, and 6 to 8 hours of behind-the-wheel driving, and 6 to 8 hours of in-car observation. Our program is based on the Vermont Driver and Traffic Safety Education Association's cutting-edge approach to reducing crashes by raising driver awareness of all the ways to lower risk.

Most drivers suffer in 3 areas. The ability to:

- Identify potential hazards in advance;
- Maintain a space cushion around the vehicle; and
- Make decisions to meet constantly changing road conditions.

To enroll in the course students must be at least fifteen years of age, have a learner's permit, and must have driven at least 10 hours before the class begins. Upon successful completion of the course, the student will receive a Vermont Department of Driver Education Certificate. All students under the age of 18 must have successfully completed a driver education course in order to obtain a Junior Operator's license.

This course is pass/fail. All assigned work must be passed in to the teacher. Driving time is scheduled during a student's academic lab period, after school or before school. Disruption of a student's academic class time will be kept to a minimum, but students must make their free time available as needed.

JUNIOR/SENIOR INTERNSHIP & COLLEGE OPPORTUNITIES

120 hours at worksite = 1 credit

Internships are for juniors and seniors interested in trying out a job or profession. Popular among students are placements at area garages, health care facilities, elementary schools, and restaurants, but student interests drive placements.

A former exchange student who went to South Korea with the Experiment in International Living, for example, liked the program so much she interned at their offices in Brattleboro. A young woman who loved horses traveled around southern Vermont and western New York with an equine veterinarian based in Manchester.

Internships are voluntary and unpaid. They require a minimum of six hours weekly. Students write a weekly e-mail journal and make banquet presentations at the end of their internships. High interest and motivation, reliable communication skills, meeting deadlines, and perfect attendance all make internships successful. Grades - Excellent, Satisfactory, Unsatisfactory - are based on academic performance and mentor evaluations.

Interns must have a valid driver's license, their own gas money, car insurance, and a reliable vehicle. Liability at the workplace is covered by the school's insurance policy.

Seniors have complemented internships with college classes (tuition and fees paid by Twin Valley, books by students). Future nurses and doctors have interned at hospitals in Greenfield or Bennington and taken Anatomy and Physiology at Community College of Vermont (Bennington and Brattleboro) or Greenfield Community College. Both GCC and CCV require satisfactory performance on the Accuplacer test before enrolling.

More commonly, Twin Valley seniors have enrolled in college classes once they've completed Twin Valley requirements and are looking to get a taste of college and a head start on college credits. Among offerings taken have been Introduction to Psychology, Cultural Anthropology, Statistics, and Intro to College Studies.

Students interested in internships and college classes have a better chance to do either when they've looked ahead, filled their schedules early in their high school years to allow room to learn off-campus when they become juniors (internships only) and seniors (internships and college classes). Colleges, employers, and the military all value high schoolers who go the extra mile.





PLANNING A CAREER CENTER PROGRAM Windham Regional Career Center • Brattleboro, VT

Twin Valley Middle High School students may apply to a program at the Windham Regional Career Center in Brattleboro, Vermont. Career Center programs are available for students as part of their junior and senior years of high school. Prior to attending the Career Center, students should complete as many graduation requirements at Twin Valley Middle High School as possible. For most juniors attending the Career Center, those requirements would include a minimum of two years of English, two years of math, two years of science, two years of social studies, health, physical education in 9th and 10th grade, and electives. For most seniors attending the Career Center, those entry requirements would include a minimum of three years of English, three years of mathematics, three years of science, three years of social studies, health, all physical education requirements and appropriate electives in fine arts.

In some extenuating circumstances students entering their sophomore year may apply for a special program at the Career Center. Each case will be reviewed on an individual basis by the Twin Valley Middle High School and Windham Regional Career Center administrations. Students attending the Career Center on an early basis must still complete all academic course requirements for Twin Valley Middle High School.

There is a formal admission process associated with attending the Windham Regional Career Center that includes an application, interview, submitting a graduation plan, and standardized testing.

CAREER & TECHNICAL EDUCATION PROGRAMS

WINDHAM REGIONAL CAREER CENTER
80 Atwood Street • Brattleboro, Vermont
Telephone: 802-451-3900 - Fax: 802-451-3933

ARCHITECTURE & CONSTRUCTION

CONSTRUCTION & ARCHITECTURE I

2 Credits

Construction and architecture comprise one of the largest industries in the United States. The construction and architecture level 1 program will prepare students with skills related to safety and the basics of construction and architecture including blueprint reading and basic design. The level 1 program is designed to also give students a broad understanding of the different fields of construction and architecture. Upon completion of this course, proficient students will be able to demonstrate knowledge and skill in safety, hand and power tools, basic construction math, blueprints, material handling, and basic work-related skills. Students may be exposed to some Computer Aided Drafting (CAD) software to create plans and three-dimensional drawings using industry standard dimensioning and notation. Students will visit local job sites to see the industry in action. Local industry will also be joining the classroom for presentations and observations. Students will begin to develop a physical and electronic portfolio. Students will also have the opportunity to earn several industry-recognized credentials (IRCs) applicable to construction and architecture.

CONSTRUCTION & ARCHITECTURE II

3 Credits

Construction and architecture comprise one of the largest industries in the United States. The construction architecture level 2 program is designed to build on students' knowledge of safety, fundamentals, and understanding of the basics of the building and architecture trades. Students will practice and improve proper measurement, accurate assembly, applications of mathematical concepts, material estimating procedures, and safe work practices. Upon completion of the level 2 program, proficient students will be able to demonstrate knowledge and skill in framing, building science, and understanding blueprints. Students will learn and practice how to frame floors, walls, ceilings, roofs, and stairs while safely employing tools used in the trade. Students may be exposed to Computer Aided Drafting (CAD) software to create plans and three-dimensional drawing using industry standard dimensioning and notation, and connect their drawing layouts to actual models, components, and possibly buildings. Students will visit local job sites to see the industry in action. Local industry will also be joining the classroom for presentations and observations. Second-year students will have the opportunity for work-based learning, with the potential to turn into full-time employment. Students will develop a photo and electronic portfolio. They will have the opportunity to earn industry-recognized credentials (IRCs) applicable to construction and architecture. Students will also be encouraged to join SkillsUSA, and Better Building by Design.

GEOMETRY IN CONSTRUCTION

2 Credits

Geometry in Construction is a project-based/lab-based class. Students will be taught geometry while practicing skills and learning about the opportunities that are available throughout the building and construction industry. Lessons learned in the geometry classroom can be applied to "real world" building projects in the construction lab. In this class, you will be concurrently enrolled in Geometry and Construction for the entire course and earn geometry credit as well as elective credit. You will learn the same geometry as students in a semester-long geometry class. Students may have the opportunity to practice the math learned on larger construction-related projects. Students who excel may be eligible to move on to Construction level-1 or possibly Construction level-2.

AUTOMOTIVE TECHNOLOGY

AUTOMOTIVE TECHNOLOGY I

2 Credits

Automotive Technology I is a year-long, one block class designed to give students the basic theories and concepts of today's passenger vehicles. This course is the first of two courses to complete the automotive pathway. When students complete this course, they will possess the necessary knowledge and skills to move on to the next level of this pathway. Students will share classroom and lab time while learning about safety, tools, the systems of an automobile, vehicle identification numbers, automotive physics, body designs, engine configurations, the four stroke engine process, engine components, mounting and balancing tires, reading tire information, identifying tire wear patterns, vehicle scheduled maintenance and the procedures for performing oil changes and vehicle safety checks. Throughout the entire pathway there will be a strong emphasis on teamwork, work ethics, critical thinking, accountability in the workplace and the vitality of any job (regardless of status) being executed properly. There will also be a heavy emphasis on maintaining safety, professionalism and very high standards of vehicle repairs. The goal is to prepare students for real life situations, and to create a strong foundation of skills and knowledge possessed by a highly skilled employee in the automotive industry.

AUTOMOTIVE TECHNOLOGY II

3 Credits

Automotive Technology II is a year-long, two hour class designed to give students a more advanced concept of the diagnosis and repair of today's passenger vehicles. This course is the second of two courses to complete the automotive pathway. Upon completion of the program, students will possess the necessary knowledge and skills to enter a post-secondary technical school or move into the workforce as an entry level technician. Students in this course will share classroom and lab time while learning about steering and suspension, brake systems, engine repair, engine performance, heating and air conditioning and electrical and electronic systems. Along with this curriculum students

will be working in a live shop setting, diagnosing and repairing customer vehicles, ordering parts and talking with customers. Throughout the entire pathway there will be a strong emphasis on teamwork, work ethics, critical thinking, accountability in the workplace and the vitality of any job (regardless of status) being executed properly. There will also be a heavy emphasis on maintaining safety, professionalism and very high standards of vehicle repairs. The goal of the course is to prepare students for real life situations and to create a strong foundation of skills and knowledge needed by skilled employees in the automotive industry.

BUSINESS

ACCOUNTING I 1 Credit

This course teaches foundational skills, concepts, processes, and techniques necessary to understand and master basic accounting concepts and principles. Students will learn the accounting cycle, steps and procedures for processing transactions for a sole proprietorship using multiple journals and ledgers, and then advance their learning through the expansion of beginning concepts required for the accounting of a larger business in merchandising. Internet may be required to complete assignments.

ACCOUNTING II WITH QUICKBOOKS 1 Credit

Continue mastering the concepts needed to progress through the accounting cycle for a manufacturing business, which can then be applied to other businesses. Topics covered include accounts receivable, accounts payable, payroll, taxation, and depreciation. Students will also gain exposure to the most popular software used by small businesses, QuickBooks. This exposure will provide students the opportunity to reinforce their accounting knowledge while utilizing software that's in demand in today's businesses. Learning QuickBooks will give each student an employment advantage. In addition to learning the basics of QuickBooks, students will complete an online accounting simulation through KnowledgeMatters.

BUSINESS ESSENTIALS 1 Credit

Learning and working in a simulated business environment, students gain exposure to topics and trends in professionalism, professional writing, leadership skill development, teamwork, time and task management, business and office equipment, procedures, and techniques. You will move beyond the Google world and into the Microsoft world as businesses and colleges require skills in Microsoft Office Word, Excel, and PowerPoint. This course is active, engaging, project driven, interactive, and challenging. What you learn, you are guaranteed to use in your future, no matter your career path.

INTERNATIONAL BUSINESS 1 Credit

This experiential course introduces the student to today's global workplace, including cultural awareness, social influences, and international trade, along with exposure to various careers in the international marketplace. Travel the world through interactions with local international business leaders. The experiences and opportunities to learn about business from people who are successful in their own businesses will be memorable and eye-

opening. How did their success happen? What are the challenges and opportunities in business? Learn the answers through experiences, not just books. Learning takes place through field trips to local businesses that conduct business internationally, listening to guest speakers engaged in international business, professional writing activities, researching and presenting, cultural research and activities, individual and team presentations, as well as textbook assignments. Ability to adhere to business protocols and expectations is expected. This is more than a textbook class; it's an experiential learning opportunity.

PERSONAL FINANCE 1 Credit

This personal finance course will present information and activities needed for understanding and making wise financial decisions. Students will be exposed to the curriculum of Dave Ramsey, Next Gen Personal Finance, and the Jump\$tart Coalition, as well as meeting with local community speakers who will provide support and advice for building a strong financial future. Students will learn basic money management techniques including saving options, borrowing and lending tips, budgeting, taxation, insurance, and banking. Discussions will include how personal behaviors can impact decision making and spending. Students are expected to develop and demonstrate business protocols and conform to business environment expectations. From getting a job through retirement, students are exposed to money language, skills, and activities that reinforce what is expected of them in their future.

CULINARY ARTS

BAKING & PASTRY 1 Credit

This course is for those interested in an introduction to the baking process. Beginners will learn how to measure in standard volume units, follow a recipe, use kitchen equipment and use their hands to make a finished product. Experienced bakers will learn about chocolate, pastries and bread dough. Students will learn how ingredients such as sweeteners, fats, eggs, flour, flavorings and leavening agents affect the appearance, flavor, and texture of the baked product. If after taking this course, the student desires a more formal introduction to the world of culinary arts, we recommend either Intro to Culinary Arts or Culinary Arts II.

INTRO TO CULINARY ARTS 1 Credit

There is joy in the kitchen if you know where to look. Using the National Restaurant Association Pro-Start curriculum, this project-based entry-level course introduces students to a career in food service and restaurant management. This restaurant industry-driven curriculum provides students with real-world practical and foundational restaurant skills. In the context of an on-site professional kitchen and restaurant, topics will include culinary basics such as food preparation; recipes and ingredients; front-of-the-house customer service; dining room etiquette; meal and menu planning; professional kitchen equipment use, along with maintenance; sanitation and hygiene; workplace safety; proper food handling; and workflow. Students will learn about the many culinary related jobs and career paths as well as 21st-century work skills. Working in teams, students will enhance their professional communication skills. Students will have the opportunity to earn the nationally recognized Serv-Safe Food Handler certification. A portion of the class will be devoted to preparing for this exam.

CULINARY ARTS II

1 Credit

This program is geared towards students who desire to work in the culinary field. The second level course builds on concepts introduced in the introductory courses and focuses on marketing, menu management, food safety, cost control, and team building. Students will study and practice cooking with eggs and dairy products, red meats, poultry, seafood, vegetables, and fruits. Basic baking skills will be explored through flatbreads, pizza, muffins, southern-style biscuits, cookies, and pies. Concepts in nutrition and building healthy menus will be explored. Plating and garnishing will be practiced by preparing meals for the WRCC Hideaway Restaurant. The class will stress the importance of teamwork and the necessity of kitchen work skills. Students will prepare for and take the Serv-Safe Manager certification exam. Students will work in the dining room and kitchen of the WRCC Hideaway Restaurant during periodic lunch service. The WRCC Hideaway Restaurant is where students will use skills gained in the program and the practice needed for an advantage in employment within the hospitality and foodservice professions.

EARLY CHILDHOOD EDUCATION

FOUNDATIONS IN EARLY CHILD ED

1 Credit

This course is an overview of early childhood education and is designed to prepare the student to perform in various child care settings such as early learning centers, nursery schools, registered home daycare and elementary classrooms. Course content includes: early child learning; observation and assessment; communication and job seeking skills; the role of play in children's learning; and normal growth and development of ages birth to five years. Students may earn certification in basic first aid and adult and infant/child CPR.

EARLY CHILDHOOD DEVELOPMENT

1 Credit

In this course, students will explore child development from conception through pre-adolescence. The course emphasizes physical, emotional, social, cognitive, behavioral, and communication development of the child. Topics include developmental theories, research, applications, and assessment tools.

ELECTRONICS/ELECTRICITY

ELECTRICITY, ELECTRICAL WIRING & ELECTRONICS I

2 Credits

This course provides the basics of electricity, electrical wiring, and electronics to allow students to move toward careers in the areas of residential, commercial and industrial electrician, electronics, or fiber optics. Topics will include safety, magnetism, AC and DC electricity, power generation and renewable energy, and residential wiring.

ELECTRONICS/PHOTONICS II

3 Credits

This course provides the basics of digital electronics and fiber optics designed to enable students to move on to technical college or a career in electronics or fiber optics. Topics will include: safety, logic gates, timers, registers, counters, analog to digital

and digital to analog converters, binary and hexadecimal codes, computer networks, data and telecommunications, lasers, optics, fiber optic cable types, termination and splicing methods, fiber optic testing methods, and fiber optic switching equipment. The theory presented during the course will be reinforced through lab experiments. When a student has successfully completed this course, he/she will be eligible to become a Certified Fiber Optic Technician. Additional skills will include: Use of test equipment, client/server computer networking, summarizing lab results, and working efficiently in small groups and pairs.

MANUFACTURING

MANUFACTURING I

4 Credits

This is an in-depth project based course introduces the student to the field of manufacturing. Students will learn through hands on activities by designing and manufacturing projects of their choice. In the first year, this class will cover shop safety, measuring tools, design through 3D modeling software, speeds and feeds, cutting tools, metal composition, blueprint reading, manual machining on mills and lathes, additive manufacturing, quality control, hand and power tools. Also a focus will be on 21st century skills.

MANUFACTURING II

3 Credits

In this class, the students will gain additional skills in manual machining and will be introduced to writing and understanding G and M code for C.N.C machine programming. The goal of this program is to get the student ready to enter the workforce in an entry-level position or to give them a foundational start towards a post high school degree in manufacturing/engineering.

FILM MAKING/DIGITAL EDITING

FILMMAKING/DIGITAL EDITING 1

2 Credits

In this course, students learn the essential concepts of digital film-making, from pre-production (screenwriting, creative producing, project management), to production (camera operation, sound recording, lighting design) to post-production (picture editing, sound mixing, color grading). This class serves as an opportunity for students to develop personal, artistic voices, and refine their abilities as critical thinkers, viewers, and creators. Working collaboratively and independently on a variety of projects, the course requires a great deal of work outside of class time, and students are expected to be highly-motivated and self-directed.

ADVANCED FILMMAKING

3 Credits

In this course, students hone their skills in producing, directing, and editing by developing short-form documentary and narrative films. Each student will have the opportunity to expand their creative portfolios, with increased access to professional-grade film equipment and advanced instruction in creative producing, screenwriting, and editing. In addition to producing a series of short films, students are also expected to collaborate with an area nonprofit to develop and implement a targeted media campaign that advances the mission of the organization.

FORESTRY/NATURAL RESOURCES

FORESTRY/NATURAL RESOURCES I

4 Credits

This is an outside environmental course that will introduce students to various forest management practices and skills involved in Natural Resource careers. This course will focus on proficiencies in several skills that include: Dendrology (the study of trees). Orienteering (map and compass use), tractor safety and maintenance, basic learning activities with opportunities for community service projects, field trips, job shadowing, and cooperative work placement. Focus areas will include subsurface design and construction, sawmill operation, lumber grading, maple syrup production, skidder operation, timber harvesting, and wildland fire control. Additionally, students will be able to identify indigenous and invasive plants and pests.

FORESTRY/NATURAL RESOURCES II

3 Credits

This is an outside environmental course that will engage students with hands-on project-based learning activities with opportunities for community service projects, field trips, job shadowing, and cooperatives. Focus areas will include subsurface drainage design and construction, sawmill operation, lumber grading, introduction to maple syrup production, skidder safety and operation, timber harvesting, and wildland fire control. Additionally, students will be able to identify indigenous and invasive plants and trees.

HEALTH CAREERS

PRINCIPLES OF BIOMEDICAL SCIENCE

1 Credit

Students will explore biology concepts through the study of human diseases. Students will work collaboratively and independently to determine the factors that led to the death of a fictional person, and investigate lifestyle choices and medical treatments that might have prolonged the person's life. The activities and projects introduce students to human physiology, medicine and research processes. Note that this is a course within the Project Lead The Way (PLTW) sequence of Biomedical Science courses and that a significant amount of work will be conducted online. There will be regular homework in this course including reading, organization of a binder, and maintenance of a laboratory notebook. Note that this class alone does not fulfill a BUHS science graduation requirement. Please see a counselor for required classes.

HUMAN BODY SYSTEMS

1 Credit

Students will undertake a detailed study of human body systems through organ dissection, guided internet research, and 3-D modeling of major organs. Labs will feature data acquisition software used to monitor body functions such as blood flow, muscle reflexes, and respiratory capacity. Case studies will explore the roles of biomedical professionals as they diagnose fictional patients and devise treatment plans. Research projects will examine the interactions between body systems and the careers available to those who work in health-related professions. A unit on bone-based and DNA-based forensics is also included. Note that this is a course within the Project Lead The Way (PLTW) sequence of Biomedical Science courses and that a significant amount of work will be conducted online.

MEDICAL INTERVENTIONS

1 Credit

Students will follow the life of a fictitious family as they investigate how to prevent, diagnose, and treat disease. Students will explore how to detect and fight infection; screen and evaluate the code in human DNA; evaluate cancer treatment options; and prevail when the organs of the body begin to fail. Through real-world cases, students will be exposed to a range of interventions related to immunology, surgery, genetics, pharmacology, medical devices, and diagnostics. Note that this is a course within the Project Lead The Way (PLTW) sequence of Biomedical Science courses and that a significant amount of work will be conducted online.

BIOMEDICAL INNOVATION

1 Credit

In the final capstone course of the Biomedical Science sequence, students will build on the knowledge and skills gained from previous courses to design innovative solutions for the health challenges of the 21st century. Students will address topics ranging from public health and biomedical engineering to clinical medicine and physiology. They will have the unique opportunity to work on an independent design project with a mentor or advisor from a university, medical facility, or research institution. Note that this is a course within the Project Lead The Way (PLTW) sequence of Biomedical Science courses and that a significant amount of work will be conducted online.

HUMAN GROWTH & DEVELOPMENT

1 Credit

This course explores the developmental stages of humans from conception through the aging process. Course content includes general theories as well as specific principles and concepts of growth and development of the human. We will study the physical, motor, cognitive, and psychosocial characteristics of the various developmental stages. The course implements the philosophy and objectives of the program by stressing the importance of the changes that occur at each stage of the life span. Students will reflect on our own growth and development through classroom discussions and course assignments. Relevant topics such as human bonding & attachment theories, learning theories, personality development and social development are foundational for our discussions regarding delayed development, early interventions and providing anticipatory guidance for families.

MEDICAL TERMINOLOGY

1 Credit

This dual enrollment course is for students interested in the field of medicine or human services. Curriculum will focus on learning the word parts, meaning and pronunciation of medical terms. Students will use chapter readings, research skills and foundational English skills to recognize common prefixes, suffixes, root words, and medical abbreviations for each body system. This course will prepare students to effectively communicate with professionals in the field of health care. A variety of classroom learning activities will reinforce reading and allow students to practice and memorize word parts to meet the essential course objectives. This is a fast-paced course requiring reading, memorization, practice and effort outside of class time. Students will explore numerous health care careers, complete project based assignments fostering growth in confidence in their use of medical terminology.

NUTRITION

1 Credit

The focus of this course is to provide sound, relevant background knowledge in the science of human nutrition and to translate the scientific principles of nutrition into applicable concepts of care. This course offers opportunities for the student to identify dietary modifications relating to the developmental stage of the patient as well as the role of adequate nutrition in maintaining the health of the individual throughout the life-span.

LICENSED NURSING ASSISTANT

2 Credits

Licensed nursing assistants (LNA) manage patient and resident physical, mental and emotional needs. They assist with daily living activities which include dressing, bathing, feeding, personal hygiene, range of motion and moving or positioning patients unable to meet these needs on their own. Students interested in providing this level of care need to be able to care for vulnerable individuals with integrity, dignity and maturity as well as have a strong work ethic. LNAs are a valued member of a healthcare team and are responsible for accurately measuring and documenting heart rate, respiration and blood pressure. LNA students will learn nursing assistant skills, normal physiologic and health parameters, effective teamwork, healthcare safety as well as how to communicate effectively and professionally.

PERFORMING ARTS

PERFORMING ARTS I

1 Credits

This course includes physical training in theater, dance and circus including skill development, vocabulary, conditioning and flexibility, health and safety practices. Students will learn and develop individual and group performance pieces in theater, dance, acrobatics, aerials, juggling and clowning. Academic assignments include lectures, discussions, essays, research papers, tests and quizzes on circus history and contemporary circus performance. The final project is the development and performance of a circus showcase, highlighting the students at their own level. This course will develop physical skills and build soft skills for a variety of careers including team building and leadership skills, work ethic, self-confidence and presentation skills.

PERFORMING ARTS II

2 Credits

In addition to the skills taught in Performing Arts 1, students will refine artistic literacy skills through performance review and critique. Students will learn and develop physical and performance skills and build soft skills for a variety of careers including team building and leadership skills, work ethic, self-confidence and presentation skills. Students will be required to choose additional projects to be completed outside of class which may include community outreach, assistant teacher training for educational programs, additional physical training, rigging training and/or academic research projects.

INTEGRATED PERFORMING ARTS

1 Credit

In this course, students will learn to identify ways the Performing Arts can be utilized in Health and Education career pathways. Students will learn basic techniques and vocabulary in the per-

forming arts. Students will study and explore careers that use aspects of theater, circus and dance such as physical therapy, occupational therapy, recreational therapy and other health fields, as well as career pathways in early childhood education, elementary education, secondary education and physical education. The students will have the opportunity to develop and implement lesson plans for working with youth. The students will study domestic and international social art programs, and learn techniques for working with at-risk youth and students with disabilities. This class involves field trips to local schools and organizations for observation and participation in educational workshops. This class provides opportunities for community service projects outside of class.

PERFORMING ARTS CAREERS

1 Credit

This class explores career pathways in theater, dance, circus and other performing arts. This course studies how to build a successful career in the performing arts and related fields. Students will learn how to translate performing art skill and talent into a lucrative, meaningful career. Students will explore the various fields in the performing arts such as theatre technician, rigger, lighting design, makeup and costume design, business management, marketing and promotion, education, non-profit organizations, writing, directing, stage management and others. Students will learn about certifications, internships and colleges that will enhance their resume and prepare them for the workforce. Students will complete 3 auditions; program, internship or job applications; and/or business plans as part of the academic component of this course.

PROTECTIVE SERVICES

EMERGENCY MEDICAL RESPONDER

1 Credit

The Emergency Medical Responder (EMR) course is an entry-level emergency medical provider course that will prepare individuals for employment or a volunteer position in a variety of pre-hospital, industrial and first responder settings. Students can achieve BLS CPR certification.

FIREFIGHTER

2 Credits

This is an introductory program emphasizing fire and emergency hands on training. The course allows candidates the chance to test for the Vermont State Firefighter I certification. Topics covered range from fire science/behavior to emergency medical procedures. There are several class trips to visit area emergency service providers.

CRIMINAL JUSTICE

2 Credits

This program is for students considering a career in the criminal justice (CJ) field. It offers a wide variety of experiences and exposure to many exciting professions. These include police, probation, corrections, game wardens, attorneys, judges, EMS, detectives, and crime scene investigators. This course will give a sampling of a full criminal justice program allowing the student to decide which career paths they may wish to pursue. Numerous guest speakers will provide an interesting introduction to unique subjects. Students wishing to enter the CJ field will learn how to develop an affordable career plan, and how to best market themselves. Students will complete a hiring plan, portfolio, and experience a practice job interview.

2020-2021
Course Registration Form
Entering Grade 9 ONLY

Name _____ Grade 9

1.) Ninth grade core classes are already listed on your registration form below.
Please circle which foreign language/s you would like to elect for 2020-21.

Course

English 9

Intro to Math, Math 1, Math 2 (Circle 1 based on teacher recommendation)

Earth/Space Science

World History

World Language: Spanish 1 French 1 (Circle 1)

Health/Phys Ed

2.) List the elective courses in order of preference that you wish to enroll in during
the 2020-21 academic year.

Course

Signature- Parent/Guardian

Signature-Student

RETURN COMPLETED FORM TO MS. PIFFARD, TVMHS, 4299 VT ROUTE 100, WHITINGHAM, VT 05361
DUE DATE: FRIDAY, MARCH 13, 2020

2020-2021
Course Registration Form
Entering Grades 10, 11, & 12 ONLY

Name _____

Grade _____
(Entering)

1.) Write the names of the core classes in the spaces provided that you intend to be enrolled in during the 2020-21 school year.

Course
English _____
Math _____
Science _____
Social Studies _____
World Language/s _____

2.) List the elective courses in order of preference that you wish to enroll in during the 2020-21 academic year.

Course

Signature- Parent/Guardian

Signature-Student

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Twin Valley
Middle High School
Home of the Wildcats