## Middle Thing Valley Schood <br> 2023/24 Course Registration Information



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Windham Southwest Supervisory Union creates pathways for our students to become powerful communicators, critical thinkers, and collaborators who use empathy and take responsibility for relationships, lifelong learning, and adaptability in our changing world.

## ADAPTABILITY:

Demonstrate agility, creativity, and flexibility in thoughts and actions to negotiate a range of different views, roles, and situations

## COMMUNICATION:

Articulate thoughts and ideas, listen and respond effectively, decipher meaning, and build on others' ideas for a range of purposes and audiences


## COLLABORATION:

Build collective commitment and action to achieve group goals by leveraging strengths, defining roles, sharing feedback, seeking diverse perspectives, and debating respectfully

## CRITICAL THINKING:

Analyze and evaluate meaning, significance, and impacts using evidence and inference while considering multiple perspectives

## EMPATHY:

Listen to, engage with, and care for the feelings, emotions, and experiences of others by practicing awareness, consideration, validation, respect, and sensitivity

## RESPONSIBILITY:

Act honestly, demonstrate care, honor commitments, seek help, repair harm, resolve conflicts, and consider consequences for risks while contributing to the community and greater good

# USING YOUR COURSE REGISTRATION INFORMATION 

## The following steps should be utilized to complete your

 Twin Valley Middle High School Course Registration for 2023/241.) 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 6 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 28; grades 10, 11, 12/page 29), 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 2023/24.
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 17, 2023.

# 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 | 0.50 |
| Physical Education | 1.50 |
| Fine Arts | 1.00 |
| Electives | +6.00 |
| TOTAL CREDITS: | 22.00 |
| TOTAL SERVICE LEARNING HOURS: | 40 Hrs. |
| (or 10 hours for each year attending TVMHS) |  |

## 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 |

FOUR YEAR COLLEGE - ENGINEERING

| English |  | 4 Years |
| :--- | :--- | :--- |
| Mathematics $\quad$ (including Calculus) | 4 Years |  |
| Foreign Language | $2-3$ Years |  |

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 |
| :--- | :--- | :--- |
| Mathematics | $3-4$ Years | Science (including Chemistry \& Physics) |
| College Preparatory Electives |  |  |
| $3 / 4$ Years |  |  |

## ENGLISH \& ENGLISH ELECTIVES

## ENGLISH 9

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. Grammar units may be self-paced throughout the semester with vocabulary incorporated into literature units. 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.

## HONORS ENGLISH 9

## 1 Credit

This course is the upper-level English 9 class. Units are designed to ensure students are challenging their proficiency in reading, writing and language skills. The outline of this course is similar to English 9; 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. In order to be eligible for this course, you must write a letter (to the English Department) explaining: 1) what skills you have that you think make you eligible for this course and 2)why you want to be enrolled in it. This is due at the time of course registrations.

## ENGLISH 10

## 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

1 Credit (Level 1)
Prerequisite: English 9 and a teacher recommendation.
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.

## 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

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 both reading and writing intensive to make it a college-level course. 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. Students must be willing to read and write independently outside of class in order to work with material during the class block. This is a full-year course.

## ADVANCED LITERATURE \& WRITING <br> 1 Credit (Level 1)

This course will focus on reading and writing to prepare students for a college-level course. Texts will be more challenging in their writing style and their content while writing assignments will push you to incorporate both text-based details and critical analysis. There is also a focus on refining writing skills and thinking about language development. Students will also engage in the Socratic process of learning. Students need to be willing to read and write independently outside of class in order to work with material during class.
Proficiencies will include reading, writing, speaking/listening, and language.

## AMERICAN LITERATURE . 50 Credits

This is America. This course will focus on works from a diverse selection of American authors and explore the American experience. This course will require you to read and think critically about literature including but not limited to figurative language, narrative perspective, character development, and the general art of writing.
Proficiencies will include reading, writing, and speaking and listening (participation in discussion is required).

## BRITISH LITERATURE . 50 Credits

Some of history's most famous writers and stories are British. This course will explore works from numerous British authors who have stood the test of time. You will need to both read and think critically about the author's craft as you look at both story and plot elements along with language use and structures.
Proficiencies will focus on reading, writing, speaking \& listening, and language.

## DRAMATIC LITERATURE . 50 Credits

This course will be structured around reading and analyzing the genre of plays. Be prepared to become a character as we read plays together in class! As we read, we will pull apart play structures and look at how the playwright created his craft. Proficiencies will focus on reading, writing, speaking \& listening standards.

## MODERN LITERATURE <br> . 50 Credits

This course is for students who love to read. Books will focus on those published after 2000 and on those with a theme relatable to teenagers. The class can determine what books we want to read together. Students may also be expected to read independently, to come to class ready to participate in discussions and to present information in a variety of creative modalities. Proficiencies will focus on reading, speaking \& listening, language and writing standards.


## WORLD LITERATURE <br> . 50 Credits

Not interested in world domination? What about world exploration? This course will focus on literature from different peoples, from various places, and divergent backgrounds. There will be a history tie-in with the pieces of literature to reflect the motivations of the time. You will be both analyzing the literature you read, thinking critically about it, and writing about it as well. Proficiencies will focus on reading, writing, and language standards.

## WORLD WAR II LITERATURE . 50 Credits

Maybe reading Night in 10th grade made you want to read more stories centered around WW II? While not all WW II stories are Holocaust stories, exploring this genre will give you a better understanding of the time period and its people. Reading will be both as a class and independently, and your writing will be reflective of your new understanding.
Proficiencies will focus on reading, writing, and language.


## MATHEMATICS \& MATHEMATICS ELECTIVES

## INTRO TO MATHEMATICS <br> 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.

## ALGEBRA 1 <br> 1 Credit

The fundamental purpose of this course is to formalize and extend the mathematics that students learned in the middle grades. Because it is built on the middle grades standards, this is a more ambitious version of Algebra I than has generally been offered. The modules deepen and extend understanding of linear and exponential relationships by contrasting them with each other and by applying linear models to data that exhibit a linear trend, and students engage in methods for analyzing, solving, and using quadratic functions. The Mathematical Practice Standards apply throughout each course and, together with the content standards, prescribe that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations.

## GEOMETRY

1 Credit
The fundamental purpose of the course in Geometry is to formalize and extend students' geometric experiences from the middle grades. Students explore more complex geometric situations and deepen their explanations of geometric relationships, moving towards formal mathematical arguments. Important differences exist between this Geometry course and the historical approach taken in Geometry classes. For example, transformations are emphasized early in this course. Close attention should be paid to the introductory content for the Geometry conceptual category found in the high school CCSS. The Mathematical Practice Standards apply throughout each course and, together with the content standards, prescribe that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations.


## ALGEBRA 2 <br> 1 Credit

Building on their work with linear, quadratic, and exponential functions, students extend their repertoire of functions to include polynomial, rational, and radical functions. Students work closely with the expressions that define the functions and continue to expand and hone their abilities to model situations and to solve equations, including solving quadratic equations over the set of complex numbers and solving exponential equations using the properties of logarithms. The Mathematical Practice Standards apply throughout each course and, together with the content standards, prescribe that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations.

## PRE-CALCULUS

1 Credit
Extending on their understanding of trigonometry and shapes, students will use a plethora of formulas to solve triangles and prove trigonometric identities. Matrices are studied as tools for performing rotations and reflections of the coordinate plane, as well as for solving systems of linear equations. The year concludes with a capstone module on modeling with probability and statistics. The Mathematical Practice Standards apply throughout each course and, together with the content standards, prescribe that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations.

## CALCULUS FOR ENGINEERS

1 Credit (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 $A B$. 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 . 50 Credits

Prerequisite: Successful completion of Algebra 2
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

Recommended 9th grade course
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.

## BIOLOGY

Recommended 10th grade course

## 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 21 st century. Students will be expected to engage productively in group work, hands-on activities, and independent research.

## HONORS BIOLOGY <br> 1 Credit (Level 1)

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 Biology 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 1-2 hours of homework per week with the expectation that students are self-motivated and committed to their own learning.

## AP BIOLOGY

1 Credit (Level 1, Vermont Tech College dual enrollment-4 college credits)

Prerequisites: recommended completion of Biology or Honors Biology and Chemistry. Highly motivated students without this background can enroll with 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 2-3 hours per week.

## PHYSICAL SCIENCE <br> 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 <br> 1 Credit

This class will give you a strong understanding of chemistry in the world around you. Topics will include chemical reactions, atomic structure, acids and bases, solutions and solubility, energy in reactions and molecular interactions. Lab work will be a major component of this class, and safety is essential. There will be tests, quizzes, lab reports and model making to demonstrate your knowledge. There may be up to $1 / 2$ an hour of homework per class.

## PHYSICS <br> 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 GENETICS <br> . 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 <br> 1 Credit

Prerequisites: Biology
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. This course will cover the major organ systems in humans and how they interact. We will explore topics such as homeostasis, biochemistry, and different anatomical and physiological disorders. 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 on reading and memorization.

## ASTRONOMY <br> . 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 <br> . 50 Credits

## Prerequisites: 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.

## ENGINEERING \& DESIGN . 50 Credits

In this class you get to build things that move. We'll build simple machines like catapults, musical instruments, rockets, pulleys- anything you want. We can also explore coding to make robots that can do things like play music, make an amusement park ride for a mini person, pick things up and take them places, and more. The focus will be on trying out different designs, experimenting, and then adjusting your designs to get success. We'll learn why and how these things work too.

## ENVIRONMENTAL STUDIES <br> . 50 Credits

In this class we'll be exploring the effects of humans on the environment. We'll learn about different forms of pollution, climate change, and how different agricultural practices impact the environment. We'll also look at the human aspect- how do economics and politics affect polluting practices. As part of that, we'll look at how different policies and laws have been put into place to protect the environment, and how that has played out. We will also examine current environmental movements and proposed policies around the world. This will largely be project and lab based, with plenty of opportunity to explore your interests within this topic.

## FOREST ECOLOGY <br> . 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 Prereqvisites: Earth Science and Biological Science.

## HORTICULTURE/GARDENING 101

1 Credit (Level 1, possible Vermont Tech College dual enrollment)
Recommended previous courses: Earth/Space Science, BiologyHorticulture 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 possibly 3 college credits.

## HUMAN GROWTH \& DEVELOPMENT . 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 <br> . 50 Credits

This class will focus on skills that will help you in the outdoors. It will include identification, collection, and preparation of wild foods, learning how to start a fire and use different cook stoves, knots and setting up tents and tarps for shelter, as well as findng your way with a map and compass. We will also learn about telling the weather and first aid skills. This is a hands-on class: we will be outside a lot and doing a lot. You will need to dress ready to go outside and participate in all the learning activities. Students are graded on participation, persistence, collaboration and completion of tasks.

## ZOOLOGY \& ANIMAL BEHAVIOR . 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 <br> Recommended 9th grade course <br> 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 <br> Recommended 10th grade course <br> 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 <br> 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 <br> 1 Credit (Level 1)

Prerequisites: American Studies 1 and American Studies 2 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 <br> 1 Credit (Level 1)

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

## AP PSYCHOLOGY/PSYCHOLOGY <br> 1 Credit

This semester long course provides a basic intro into psychology, the study of behavior and mental processes. We will look at some of the major subdisciplines of psychology including: emotions, motivation, psychological disorders, social identifies, interpersonal interactions, and group and cultural processes. AP students will go further in-depth with topics, preparing for the AP exam in May. Students who are interested in psychology but not interested in an AP version will learn the material and design and conduct their own psychological study as a research project.

## BACKWARDS HISTORY . 50 Credits

In this class we will examine history through the lens of curent events. Students will have the opportuntiy to learn what is happening in our community, country and around the world today and explore the historical background of events, places and people that lead to today's news stories.


## CIVICS \& THE US <br> 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 2024 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.

## COMEDY

.50 Credits

What makes something so funny? From cartoons to TV shows to movies and literature, how is humor constructed and used as a communication device? Why is what is funny to you not funny to me? How is it that we can understand cartoons drawn by people we don't even know? We will find humor and make some too.

## HUMAN GEOGRAPHY: AFRICA . 50 Credits

This course will involve a special focus on the ancient roots of civilization, the languages, religions and arts of the continent. An essential question throughout the course is the interplay between Africa and the West and how those interactions have influenced and shaped us all. (Can be taken for honors credit)

## HUMAN GEOGRAPHY: ASIA .50 Credits

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

## MYTHOLOGY <br> . 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 <br> . 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 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.

## TRAGEDY <br> . 50 Credits

What is the difference between a really bad situation and a tragedy? The Greeks knew and so will we. We will read Greek drama and explore how it works as entertainment and illustrates universal human feelings.

## WOMEN'S HISTORY 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.

## WORLD RELIGIONS .50 Credits

What is religion? Under what conditions did the major religions of the world originate? What are the expressions of feelings and ritualized behaviors of these religions? How have religions changed over time and/or accommodated modernity? This course addresses these questions as well as providing basic geographical awareness an, of course, accommodates special interests of the members of the class.

## WORLD LANGUAGE

## SPANISH 1

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 <br> 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 and readings.

## SPANISH 3 <br> 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 the 1500's through 2000.

## PRE-AP SPANISH <br> 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 wellbeing, 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. Music, videos and celebrations of local customs will help students connect with the Spanish-speaking world.

## AP SPANISH <br> 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 <br> 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 <br> Course Offerings 2023/2024

ADVANCED PLACEMENT COURSES
AP Art History
AP Biology
AP Calculus $A B$
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 Pyschology
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
History of Photography
Music Listening \& Critique
Music: Composition \& Songwriting Studio Art

BUSINESS
Business Law
Business Math
Entrepreneurship
Investing in the Stock Market
Marketing
Personal Finance

## ENGINEERING

Sustainable Engineering
Engineering Principles

## WORLD LANGUAGE

American Sign Language 1, 2, 3
AP French Language \& Culture
AP Spanish Language \& Culture
Chinese 1
Chinese 2
Chinese 3
German Language \& Culture
Italian Language \& Culture

Latin 1
Latin 2
Latin 3
Portuguese 1
Spanish 1
Spanish 2
Spanish 3
Spanish 4
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
Ghosts and Haunting in Literature
Horror Writers
Journalism
Literature of the World
Mythology
Poetry Writing
Screenwriting
Shakespeare in Film
Supernatural Folklore and Literature
Twentieth Century Women Authors
Women in Literature and Media
Young Adult Literature
LIFE SKILLS/HEALTH
Career Exploration \& Readiness
Early Childhood Education
Health
Parenting Skills
Physical Education: Personal Fitness
Preparing for College
Who Do I Want To Be When I Grow Up?
MATHEMATICS
Algebra 1
Algebra 2
AP Calculus AB
AP Calculus BC
AP Statistics
Differential Calculus
Essential Math for College \& Careers

Geometry<br>Math \& Modern Logic<br>Number Theory<br>Pre-Calculus<br>Statistics<br>Statistics Honors<br>\section*{SCIENCE}<br>Anatomy \& Physiology<br>Animal Behavior \& Zoology<br>AP Biology<br>AP Chemistry<br>AP Environmental Science<br>AP Physics 1, C<br>Astronomy Principles<br>Biochemistry<br>Bioethics<br>Biology<br>Biotechnology<br>Chemistry<br>Climate Science<br>Earth \& Space Science Systems<br>Engineering Principles<br>Environmental Science<br>Epidemics<br>Forensic Science<br>Genes \& Disease<br>Meteorology<br>Nuclear Science<br>Oceanography<br>Physics<br>Science from Space<br>Sustainable Engineering<br>The Human Body<br>Veterinary Medicine

SOCIAL STUDIES
AP Economics
AP European History
AP Human Geography
AP Psychology
AP US History
AP World History
Civics \& the US Government
Constitutional Law
Criminology
Economics
Law and the US
Legal Systems
Modern Middle East
Peacemaking
Philosophy 1
Psychology Honors
Psychology 1
Psychology of Crime

## SOCIAL STUDIES (continued)

Sociology
Sports \& Society
The Holocaust
US Government
US History: 1754-1877
US History: 1877-Present
Who Do I Want To Be When I Grow
Up?
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 Programming
Python Programing
Video Game Design
Web Design

Course Offerings 2023/2024

MIDDLE SCHOOL LEVEL
MS Business Foundations
MS Creative Writing
MS Engineering
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
Crypography: 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

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
Writing the College Application Essay 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 Fle
Health Flex
Personal Finance Flex
Pre-Calcus Flex
US Government Flex
US History 1754-1877 Flex
US History Colonial America - 1877
Flex
Study Skills Flex


## INTRO TO ART <br> . 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.

## BOOKMAKING <br> . 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

## . 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, nonfunctional and sculptural pieces on the wheel and hand-built. Perseverance and problem solving will be taught in combination with creativity and self expression.

## DRAWING

. 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 <br> . 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

. 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 <br> . 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.

## NOT JUST DEAD WHITE GUYS: Diverse Art History <br> . 50 Credits

In this course we will explore the world of art history from a variety of perspectives. Possible field trips to museums to further our work in the classroom. Students will have flexibility in how they show learning either through art creation, an essay or video.

## PAINTING

. 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.

## PASSION PROJECTS <br> . 50 Credits

Find your passion or explore it through interest based learning to energize your learning at school! In this class we will explore what each student is interested in to create different projects that show that learning. Proficiency for other classes may be possible.

## PHOTOGRAPHY <br> . 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 <br> . 50 Credits

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

. 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 . 50 Credits

In this course we will explore journals for creativity and pr ist's sketchbooks and use th hand lettering, collage, pair fing and more using student interest.

## TEXTILES

. 50 Credits
Find your favorite textile art in this class! Whether it is sewing, embroidery, quilting or making stuffed animals, you will learn multiple ways to use fabric, fabric scraps and whatever you have to create textile art.

## YEARBOOK (OPEN TO JUNIORS AND SENIORS) 1 Credit

This course is an introduction to graphic design that is centered around our Twin Valley Middle High School Yearbook. Throughout this class, students will learn layout design, editing and dynamic advertising practices. Students should have some time mang ment skills to meet deadlines and some knowledge of how 1 fectively work as a team player on a creative project.

## INDUSTRIAL TECHNOLOGY

## CARPENTRY/ARCHITECTURE <br> . 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.

## FLOORING \& MOSAIC <br> . 50 Credit

The student is going to create a mosaic image covering a surface using tyles, glass or stones.

## MANUFACTURING <br> .50 Credit

The student is going to design a product, test it and then go through the manufacturing process.

## WOODWORKING 1 <br> . 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 . 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 .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.


## CONCERT \& MARCHING BAND 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. Attendance at all rehearsals and performances is required. Students will be able to audition for district and regional ensembles as opportunities arise.

## CHORUS <br> 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.

## BUSINESS

## ENTREPRENURIAL STUDIES 1 <br> . 50 Credits

What qualities make an entrepreneur successful in today's local, national, and international markets? Learn and practice the essentials of entrepreneurial skills such as innovative and strategic thinking, marketing, communication, leadership, creativity, critical thinking, decision-making, project management, financial literacy, and more. Learn to understand and analyze local, national, and world markets and discover how you can become a successful entrepreneur by creating your own product or service.

## ENTREPRENURIAL STUDIES 2 <br> . 50 Credits

Develop your entrepreneurial and business management skills in this level 2 class. Entrepreneurial Studies 1 is a prerequisite. Create a business plan and develop skills to plan, start and manage a successful business. Units include business management, financial literacy, and investors and investing. Each student will develop a pre-professional Business plan and present their work to potential investors as a final project.

## ENTREPRENURIAL FINANCE \& CAREER PATHWAYS <br> 1.0 Credit

Students will explore Career Pathways and cultivate 21 st-century skills in this Life Skills class to create a solid career plan in their choice of career pathway. The Career Pathways curriculum includes researching and documenting local, national, and global related training and opportunities, college or trade school preparation, and exploring job and internship opportunities. The Entrepreneurial Finance curriculum includes mastering an understanding of credit and money management, personal and small business budgeting, financing and investing, an introduction to real estate investing and small business management skills. This course collaborates with Pipelines and Pathways program.

## MARKETING <br> 1 Credit

Marketing is all about finding out what people want, and giving it to them! This course explores marketing, branding, and sales in today's Global Markets. The curriculum includes cultivating a deep understanding of the four $\mathrm{P}^{\prime}$ 's of marketing (product, promotion, price, and place), and data collection and analysis in local, national, and global markets. Students will demonstrate the development of effective marketing and communication strategies through project-based learning and will be required to present their work to a panel of industry professionals.

## PIPELINES \& PATHWAYS

## . 50 Credits

Aspiring Professionals provide students with necessary employability skills followed by a short-term professional-based work experience that enables students to work within a business context, clarify their college and/or career goals and develop their professional skills under the supervision, guidance and mentoring of an industry professional. This class is designed for students who want to participate in a professional experience within their chosen career path. Entrepreneurial projects developed by students in coordination with the Twin Valley School District are the property of the individual student or students who create those projects.


## PHYSICAL EDUCATION

.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 selfconfidence 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

. 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 <br> . 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.



## 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 <br> 80 Atwood Street - Brattleboro, Vermont <br> Telephone: 802-451-3900-Fax: 802-451-3933 

## AUTOMOTIVE TECHNOLOGY

## AUTOMOTIVE TECHNOLOGY I <br> 3 Credits

Automotive Technology $I$ is designed to provide students the basic theories and concepts of today's passenger vehicles. This is the first of two courses to complete the automotive pathway. Students will share classroom and lab time while learning safety, tool use, 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 is a strong emphasis on teamwork, work ethic, critical thinking skill development, and accountability in the workplace, as well as 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 needed by a highly skilled employee in the automotive industry.
Prerequisites: Students need to have completed Algebra I or an approved alternative appropriate to their WRCC pathway. See WRCC counselor regarding approved alternatives.

## AUTOMOTIVE TECHNOLOGY II 4 Credits

Automotive Technology II is designed to provide 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 this program, students will have had the opportunity to gain 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 utilize both 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. 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 continue to be a strong emphasis on safety, professionalism, teamwork, work ethic, critical think ing, accountability in the workplace, and the importance of setting high standards regarding vehicle repair. 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.
Prerequisites: Successful completion of Level I (first year) program with a 75 or better and instructor recommendation. Students must also have obtained Level I program safety certification.

AVIATION<br>AVIATION CAREERS I<br>3 Credits

The first semester of the course provides the foundation for advanced exploration in flying, aerospace engineering, and unmanned aircraft systems. Students will learn about engineering practices, problem-solving, and the innovations and technological developments in this growing field. This first semester provides the foundation for both pathways and gives students a clear understanding of career opportunities in aviation and aerospace and the critical issues affecting the industry. In the second semester, students pursuing the Pilot and UAS tracks will look closely at the aircraft they may one day operate. They will gain an in-depth understanding of the forces of flight-lift, weight, thrust, and drag-including how to make key calculations. They will then touch on aircraft design, looking at stability, aircraft controls, and maneuvering flight. The course will focus on career skills related to these topics. This unit also covers aircraft flight manuals, required aircraft documents, and the factors that affect aircraft performance.
Prerequisites: Students need to have completed Algebra I or an approved alternative appropriate to their WRCC pathway. See WRCC counselor regarding approved alternatives.

## AVIATION CAREERS II <br> 3 Credits

In the second year of the program, students will need to choose between a Pilot Course pathway or a Drone Operator Course pathway.

## BUSINESS MANAGEMENT

## BUSINESS MANAGEMENT I <br> 3 Credits

Business Management $1^{*}$ introduces the processes and activities involved in Business Management. The course provides core content applicable to all aspects of business and encompasses the practical applications of management theory. Students will be introduced to the fundamental management functions, including planning, organizing, leading, and controlling from multiple perspectives. The course is designed with a skills-based approach and focuses on: communication (oral, written, non verbal, and listening), problem-solving, teamwork, decision making, conflict resolution, and critical analysis. The course objectives are to acquire a foundational knowledge of business and human resources management, information management, and organizational practices, apply knowledge of ethical business practices to establish and continue business operations, utilize information technology tools to manage and perform work responsibilities, and develop an insight into the management skills necessary for a successful future. Prerequisites: Students need to have completed Algebra I or an approved alternative appropriate to their WRCC pathway. See WRCC counselor regarding approved alternatives

## BUSINESS MANAGEMENT II 3 Credits

Small Business Management students gain proficiency in QuickBooks accounting and bookkeeping software. Additionally, students will develop their skills in online marketing and publishing and their entrepreneurial interests. Students will have the opportunity to job shadow and work in local businesses. It is designed to equipstudents with the skills and knowledge to make informed business decisions. Topics include the basic concepts of accounting, finance, cash management, taxes, business law, government regulations, staffing, and marketing. Students will participate in job shadowing and short internships with local businesses.
Prerequisite: Successful completion of Level I (first year) program with a 75 or better and instructor recommendation. Students must also have obtained Level I program safety certification.

## CONSTRUCTION \& ARCHITECTURE

## CONSTRUCTION \& ARCHITECTURE I

3 Credits
Construction and architecture comprise one of the largest industries in the United States. The Construction and Architecture Level 1 program prepares students with skills related to safety and the basics of construction and architecture, including blueprint reading and basic design. The level 1 program is also designed to provide students with a broad understanding of the different pathways within the construction and architecture field. 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 Computer Aided Drafting (CAD) software to create plans and threedimensional 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.
Prerequisite: Students need to have completed Algebra I or an approved alternative appropriate to their WRCC pathway. See WRCC counselor regarding approved alternatives.

## 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 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. Stu-
dents 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.
Prerequisite: Successful completion of Level I (first year) program with a 75 or better and instructor recommendation.
Students must also have obtained Level I program safety certification.

## CULINARY ARTS

## CULINARY ARTS I <br> 3 Credits

There is joy in the kitchen if you know where to look. Using the National Restaurant Association Pro-Start curriculum, the Culinary Arts Level I program introduces students to a career in food service and restaurant work. The restaurant industry-driven curriculum provides students with real-world practical and foundational restaurant skills. In the context of an on-site professional kitchen, topics will include food preparation; recipes and ingredients; front-of-the-house customer service; meal and menu planning; professional kitchen equipment use and maintenance; sanitation and hygiene; workplace safety; proper food handling; and workflow. Students will learn about the many culinary related jobs and career pathways as well as 21 st-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. Prerequisites: Students need to have completed Algebra I or an approved alternative appropriate to their WRCC pathway. See WRCC counselor regarding approved alternatives.

## CULINARY ARTS II <br> 3 Credits

The Culinary Arts Level II program emphasizes marketing, menu management, food safety, cost control, and team building. Students will study and cook with eggs and dairy products, red meats, poultry, seafood, vegetables, and fruits. 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. 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 kitchen of the WRCC Hideaway Restaurant. The students will use skills gained in the program and the practice needed for an advantage in employment within the hospitality and foodservice professions and entrance into a postsecondary education in the culinary arts.
Prerequisites: Successful completion of Level I program with a 75 or better and instructor recommendation. Students must also have obtained Level I program safety certification.

# EARLY CHILDHOOD EDUCATION 

## EARLY CHILDHOOD EDUCATION I 4 Credits

During year one of Early Childhood the focus will be on developing a fundamental understanding of early childhood education and preparing for work as an early childhood educator. The work of an early childhood educator is creative and intentional. Learning how to support the growth and development of young children through developmentally appropriate play experiences and practices enhances the success of the new early childhood educator. Course content includes, developing effective communication and relationship-building skills with individuals and small groups, designing, implementing and assessing early childhood environments, creating lesson plans and program materials. Topics include the history of early childhood education, advocacy, family centered early childhood education, program and curriculum models, as well as development of the self as a professional. Students are required to participate in field work at local early childhood education programs.
Prerequisite: Students need to have completed Algebra I or an approved alternative appropriate to their WRCC pathway. See WRCC counselor regarding approved alternatives.

## EARLY CHILDHOOD EDUCATION II

4 Credits
In this course students will explore the development of the young child from conception to age eight, first through the lens of the typically developing child and then the child with diverse abilities. Course content includes: the development of the four learning domains; physical, emotional, social, cognitive, and language and the ways in which these developmental domains can be supported in all learners. Students will understand the importance of observation and assessment and will explore a variety of observation techniques and screening tools. Topics include developmental theories, the history, philosophy, legislation, and recommended practices for supporting children with diverse abilities, family centered practice, early intervention, at risk populations, inclusion, and referrals. This course will be offered for college credit in Human Growth and Development and with completion, and one year experience working with groups young children, make them eligible for work as an assistant teacher in an early childhood education program after graduation. Students are required to participate in field work at local early childhood education programs.
Prerequisite: Successful completion of Level I (first year) program with a 75 or better and instructor recommendation. Students must also have obtained Level I program safety certification.

## ELECTRICAL TECHNOLOGY

## ELECTRICAL TECHNOLOGY I

3 Credits
Electrical Technology I is designed to provide students the basic theories and concepts of electrical work. This is the first of two courses to complete the Electrical pathway. Students will share classroom and lab time while learning safety, tool use, electrical wiring and systems, and other electrical concepts. Throughout the entire pathway there is a strong emphasis on teamwork, work ethic, critical thinking skill development, and accountability in the workplace, as well as safety, professionalism and very high standards of customer service. The goal is to prepare students for real life situations, and to create a strong foundation of skills and
knowledge needed by a highly skilled employee in the electrical industry.
Prerequisite: Students need to have completed Algebra I or an approved alternative appropriate to their WRCC pathway. See WRCC counselor regarding approved alternatives.

## ELECTRICAL TECHNOLOGY II <br> 3 Credits

Electrical II exposes students to more advanced topics, such as electrical codes, telecommunications, residential \& commercial wiring and OSHA requirements. This course of study also includes in-depth instruction on power generation and distribution, blueprint reading, photovoltaics and other green energy options.
Prerequisite: Successful completion of Level I (first year) program with a 75 or better and instructor recommendation and obtain Level I program safety certification.

## FORESTRY \& NATURAL RESOURCES

## FORESTRY \& NATURAL RESOURCES I <br> 4 Credits

This program 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 (tree and leaf identification), map and compass use (orienteering), tractor safety and maintenance, basic welding, chainsaw safety, and operation, and an introduction to the Vermont Soils and Land Judging Competition. This course will provide students with the proper vocabulary, understanding, technical knowledge, and physical skills necessary for natural resource careers. Students will also receive First-Aid, CPR, AED, Northeast Woodland Training (Game of Logging) levels 1 and 2 training.
Prerequisites: Students need to have completed Algebra I or an approved alternative appropriate to their WRCC pathway. See WRCC counselor regarding approved alternatives.

## FORESTRY \& NATURAL RESOURCES II <br> 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. Students will have the opportunity to participate in the Northeast Woodland Training (Game of Logging) certification program.
Prerequisites: Successful completion of Level I program with a 75 or better and instructor recommendation. Students must also have completed Level I program safety certification assessments (OSHA 10)

## HEALTH CAREERS

## NUTRITION/HUMAN GROWTH \& DEVELOPMENT 3 Credits

The focus of the dual enrollment Nutrition portion of the program 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 development stage of the patient as well as the role of adequate nutrition in maintaining the health of the individual
throughout the life-span. This focus of the additional dual enrollment Human Growth and Development portion of the program provides an overview of the physical, intellectual, cognitive, language, social, and emotional development of human beings from birth to adolescence. Emphasizes how hereditary and environmental influences impact the development of the whole child.
Prerequisite: Students need to have completed Algebra I or an approved alternative appropriate to their WRCC pathway. See WRCC counselor regarding approved alternatives.

## MEDICAL TERMINOLOGY/LICENSED NURSE ASSISTANT 3 Credits

The dual enrollment study of Medical Terminology introduces students to the language of medicine. Students will gain an understanding of basic elements, rules of building and analyzing medical words, and medical terms associated with the body as a whole. Utilizing a systems-approach, the student will define, interpret, and pronounce medical terms relating to structure and function, pathology, diagnosis, clinical procedures, oncology, and pharmacology. In addition to medical terms, common abbreviations applicable to each system will be interpreted The Licensed Nurse Assistant Certification portion of this program provides instruction in the roles and responsibilities of the Nursing Assistant. Body structure and function, infection prevention, nutrition, principles of growth and development, safety in healthcare, home health care, and care of the older person are some of the topics emphasized. Instruction and practice of basic patient care skills required for Nursing Assistants is provided. The student must successfully meet all objectives of the course; pass exams, laboratory skills performance and the clinical experience to be eligible for course completion. At the completion of this certificate, students are eligible to take the Vermont Board of Nursing LNA Licensure Exam.
Prerequisites: sStudents need to have completed Algebra I or an approved alternative appropriate to their WRCC pathway. See WRCC counselor regarding approved alternatives.

## ANATOMY \& PHYSIOLOGY <br> 3 Credits

Necessary life functions and survival needs will be examined, followed by an orientation of the language of anatomy. Thorough analyses of intracellular function, tissue types, the integumentary system, skeletal tissue and the human skeleton, joints, muscle tissue and the muscular system, the fundamentals of nervous tissue and the nervous system This course is rigorous and geared toward students who are planning to pursue a post-secondary degree in a healthcare, medical field or biomedical engineering. Prerequisite: Students need to have completed Algebra I or an approved alternative appropriate to their WRCC pathway. See WRCC counselor regarding approved alternatives. Students must have completed high school biology with a grade of 80 or better, chemistry is strongly recommended.

## MANUFACTURING

## MANUFACTURING I <br> 3 Credits

The Manufacturing Level I program is an in-depth project based course that introduces students to the field of manufacturing. Students learn through hands-on activities by designing and manufacturing projects of their choice. Instruction includes shop safety, measuring tools, design through 3D modeling software, speeds and feeds, culting tools, metal composition, blueprint reading, manual machining on mills and lathes, introduction to CNC ma-
chining, additive manufacturing, quality control, hand and power tools. There is additionally a focus on students obtaining appropriate 21 st century skills. This course offers the opportunity for students to earn college credit.
Prerequisites: Students need to have completed Algebra I or an approved alternative appropriate to their WRCC pathway. See WRCC counselor regarding approved alternatives.

## MANUFACTURING II <br> 4 Credits

In the Manufacturing Level II program, students gain additional skills in manual machining and are introduced to writing and understanding $G$ and $M$ code for C.N.C machine programming ,CAM software will be explored. The goal of this program is to prepare students to enter the workforce in an entry-level position or to give them a foundational start towards a post high school degree in manufacturing or engineering.
Prerequisites: Successful completion of Level I (first year) program with a 75 or better or WRCC administrative approval.

## PROTECTIVE SERVICES

## PROTECTIVE SERVICES: CRIMINAL JUSTICE I <br> 3 Credits

This program is designed for students considering a career pathway in the criminal justice (CJ) field. It offers a wide variety of experiences and exposure to many exciting professions. These include law enforcement, corrections, criminal investigations, forensic investigator, traffic accident investigator, and criminal court attorney. 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 and an opportunity for earning college credits through dual enrollment. Numerous guest speakers and off-site visits will provide an interesting introduction to unique subjects and exposure to real life experiences. 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 industry recognized credentials through FEMA, a student porffolio, and the opportunity to experience a practice job interview. The following soft skills will be highlighted in this program: communication skills (written \& verbal), Self-discipline and ethical behavior, teamwork,time management, active listening, critical thinking \& decision making.
Prerequisite: Students need to have completed Algebra I or an approved alternative appropriate to their WRCC pathway. See WRCC counselor regarding approved alternatives.

## PROTECTIVE SERVICES: CRIMINAL JUSTICE II <br> 3 Credits

This program is the second year of the Criminal Justice Program for students. It offers students a more focused and in-depth experience and exposure to many exciting fields of study. These include sociology, introduction to abnormal psychology \& maladaptive behaviors, theories of personality, introduction to criminology, criminal \& behavioral profling, and juvenile justice. 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 and an opportunity for earning college credits through dual enrollment. Students will complete industry recognized credentials through FEMA. Numerous guest speakers and off-site visits will provide an interesting introduction to unique subjects and exposure to real life experiences. Students will complete a sample job application, and experience a practice job interview. Students will also explore how to pursue placement at the police academy.

# 2023-2024 <br> Course Registration Form Entering Grade 9 ONLY 

Name Grade 9
1.) Ninth grade core classes are already listed on your registration form below.

Course
English 9
Intro to Math, Algebra 1, Geometry (Circle 1 based on teacher recommendation) Earth/Space Science
World History Health/Phys Ed
2.) List the elective courses in order of preference that you wish to enroll in during the 2023-24 academic year.

## Elective Courses:

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$\qquad$
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$\qquad$
$\qquad$
$\qquad$
$\qquad$
$\qquad$

Signature- Parent/Guardian
Signature-Student

## 2023-2024 <br> Course Registration Form Entering Grades 10, 11, \& 12 ONLY

Name $\qquad$ Grade
(Entering)
1.) Write the names of the core classes in the spaces provided that you intend to be enrolled in during the 2023-24 school year.

Course
English $\qquad$
Math $\qquad$
Science
Social Studies $\qquad$
2.) List the elective courses in order of preference that you wish to enroll in during the 2023-24 academic year.

## Elective Courses:

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$\qquad$

Signature- Parent/Guardian
Signature-Student


